

Here's What You'll Get in the Hi! Fly Guy Super Pack

5 Comprehension Strategy Lesson Plans and Practice Pages

Retelling and Summarizing Lesson Plan

Retelling and Summarizing
Hil Fly Guy
By: Tedd Arnold
Grade Level: 1 / Guided Reading Level: 1

1
Get Ready to Read
Learn about the book
Get your brain ready to read
Understand the meaning of important words found in the book

Summary
In *Hi! Fly Guy*, we meet Buzz, a boy who desperately wants to enter the Amazing Pet Show. Just one problem, he doesn't have a pet! While out hunting for one, Buzz bumps into a fly. He catches the fly and decides that he is the smartest pet in the world. Buzz names his new pet Fly Guy, and enters him into The Amazing Pet Show. The judges laugh at the idea of a fly being a pet; after all, flies are just pests. Just when Buzz is about to give up, Fly Guy thinks of a solution!

Link to What You Know
What are the parts of a story?
Tell about a time you solved a problem. How did you solve it?

Important Words to Know and Understand
Fancy - Not plain or ordinary
Friendship - The state of being friends; the relationship between friends

2
Learn About Comprehension Strategies
Think about the text you read
When you get confused

Why Readers Retell and Summarize While Reading
Readers retell and summarize to remember the important events, characters, and information in books.
When you read fiction (stories that are not real), it is helpful to think about the sequence of events and the most important characters and settings in the story. When you retell and summarize, it is important to describe what happened first, next, then, and last. It is also important to tell who did what and where each event took place.
On the other hand, when you read nonfiction (books about real people, places, things, or events), your job is to think like a teacher. Retell and summarize the information using important details, facts, and vocabulary from the text.
Whether you are retelling and summarizing fiction or nonfiction, the most important thing to do is use your own words.

3
Retell and Summarize While Reading
Think about the important events that happened first, next, then, and last
Notice the names of the characters and where characters caused events to happen

4
Notice the Work You Did While Reading
Think
Talk
Reflect
Write

Guided Reading Level

Activate Prior Knowledge

Retelling and Summarizing Lesson Plan

Retelling and Summarizing
Hil Fly Guy
By: Tedd Arnold
Grade Level: 1 / Guided Reading Level: 1

3
Retell and Summarize While Reading
Think about the important events that happened first, next, then, and last
Notice the names of the characters and where characters caused events to happen

Time to Read
Stop on the following pages. Think about the questions for each page. Then talk with a reading partner or write your thoughts down in your notebook.
Page 7 - The boy catches a fly in a jar. What do we know so far about why he does this? How does thinking about what you know help you become a better reader?
Pages 10 to 12 - Buzz brings the fly home and introduces his new pet to his Mom and Dad. What happens first, next, then, and last?
Page 16 - At first, Fly Guy was upset that he was caught in the jar, but now he is happy. What is making Fly Guy happy? Is this an important part of the story? Why or why not?
Page 18 - The judges are laughing at Buzz. Why are they laughing? How is this important to the story?
Page 29 - At the end of The Amazing Pet Show, the award winners are all lined up. Tell what happens to Fly Guy at the end of the pet show. How does retelling parts of the story help you as a reader?

4
Notice the Work You Did While Reading
Think
Talk
Reflect
Write

Time to Reflect
Think - What type of information did you use when you retold and summarized *Hi! Fly Guy*? Did you stop throughout the story to think about what was happening in the book? What did you do when you finished the book?
Talk - Tell your reading partner about your favorite part of the book. Tell about the characters, the setting, the events. Explain why the part you chose was your favorite. Remember to ask your partner to share their thoughts about the book too.
Reflect - Think about the characters, events, and the settings in *Hi! Fly Guy*. How does paying attention to the story elements help you to be a better reader?
Write - Glue your Strategy Slip into your Reader's Notebook. Write about the work you did while reading *Hi! Fly Guy*. (Remember to include examples from the book!)

Page by Page Guide and Strategy Questions

Turn, Talk, and Reflect

Key Vocabulary

Explanation of Strategy

1
Get Ready to Read
Learn about the book
Get your brain ready to read
Understand the meaning of important words found in the book

3
Make Inferences While Reading
Look for clues that help you understand what is happening in the story
Think about what you know about the characters, setting, and events

2
Learn About Comprehension Strategies
Think about the text you read
When you get confused

4
Notice the Work You Did While Reading
Think
Talk
Reflect
Write

3
Make Predictions While Reading
Look for clues that help you understand what is happening in the story
Think about what you know about the characters, setting, and events

4
Notice the Work You Did While Reading
Think
Talk
Reflect
Write

Making Inferences

Making Connections

1
Get Ready to Read
Learn about the book
Get your brain ready to read
Understand the meaning of important words found in the book

3
Identify the Author's Purpose While Reading
Look for clues that help you understand what is happening in the story
Think about what you know about the characters, setting, and events

2
Learn About Comprehension Strategies
Think about the text you read
When you get confused

4
Notice the Work You Did While Reading
Think
Talk
Reflect
Write

Author's Purpose

1
Get Ready to Read
Learn about the book
Get your brain ready to read
Understand the meaning of important words found in the book

3
Understand Text Structure While Reading
Look for clues that help you understand what is happening in the story
Think about what you know about the characters, setting, and events

2
Learn About Comprehension Strategies
Think about the text you read
When you get confused

4
Notice the Work You Did While Reading
Think
Talk
Reflect
Write

Understanding Text Structure

Answer Key for Retelling and Summarizing with Hi! Fly Guy

Your Turn to Practice Retelling and Summarizing with Hi! Fly Guy

Page 7: The boy catches a fly in a jar. What do we know so far about why he does this? How does thinking about what you know help you become a better reader?

Pages 10 to 12: Buzz brings the fly home and introduces his new pet to his Mom and Dad. What happens first, next, then, and last?

Page 16: At first, Fly Guy was upset that he was caught in the jar, but now he is happy. What is making Fly Guy happy? Is this an important part of the story? Why or why not?

Page 18: The judges are laughing at Buzz. Why are they laughing? How is this important to the story?

Page 29: At the end of The Amazing Pet Show, the award winners are all lined up. Tell what happens to Fly Guy at the end of the pet show. How does retelling parts of the story help you as a reader?

Answer Key for Making Predictions with Hi! Fly Guy

Your Turn to Practice Making Predictions with Hi! Fly Guy

Page 7: The boy catches a fly in a jar. What do we know so far about why he does this? How does thinking about what you know help you become a better reader?

Pages 10 to 12: Buzz brings the fly home and introduces his new pet to his Mom and Dad. What happens first, next, then, and last?

Page 16: At first, Fly Guy was upset that he was caught in the jar, but now he is happy. What is making Fly Guy happy? Is this an important part of the story? Why or why not?

Page 18: The judges are laughing at Buzz. Why are they laughing? How is this important to the story?

Page 29: At the end of The Amazing Pet Show, the award winners are all lined up. Tell what happens to Fly Guy at the end of the pet show. How does retelling parts of the story help you as a reader?

Answer Key for Identifying the Author's Purpose with Hi! Fly Guy

Your Turn to Practice Identifying the Author's Purpose with Hi! Fly Guy

Page 7: The boy catches a fly in a jar. What do we know so far about why he does this? How does thinking about what you know help you become a better reader?

Pages 10 to 12: Buzz brings the fly home and introduces his new pet to his Mom and Dad. What happens first, next, then, and last?

Page 16: At first, Fly Guy was upset that he was caught in the jar, but now he is happy. What is making Fly Guy happy? Is this an important part of the story? Why or why not?

Page 18: The judges are laughing at Buzz. Why are they laughing? How is this important to the story?

Page 29: At the end of The Amazing Pet Show, the award winners are all lined up. Tell what happens to Fly Guy at the end of the pet show. How does retelling parts of the story help you as a reader?

Answer Key for Understanding Text Structure with Hi! Fly Guy

Your Turn to Practice Understanding Text Structure with Hi! Fly Guy

Page 7: The boy catches a fly in a jar. What do we know so far about why he does this? How does thinking about what you know help you become a better reader?

Pages 10 to 12: Buzz brings the fly home and introduces his new pet to his Mom and Dad. What happens first, next, then, and last?

Page 16: At first, Fly Guy was upset that he was caught in the jar, but now he is happy. What is making Fly Guy happy? Is this an important part of the story? Why or why not?

Page 18: The judges are laughing at Buzz. Why are they laughing? How is this important to the story?

Page 29: At the end of The Amazing Pet Show, the award winners are all lined up. Tell what happens to Fly Guy at the end of the pet show. How does retelling parts of the story help you as a reader?

Practice Pages and Answer Keys

Writing About Reading with Optional CCSS Alignment

Strategy and Text Based Reader's Response Prompt

Common Core State Standard

"I Can" Statement

Common Core Free Option

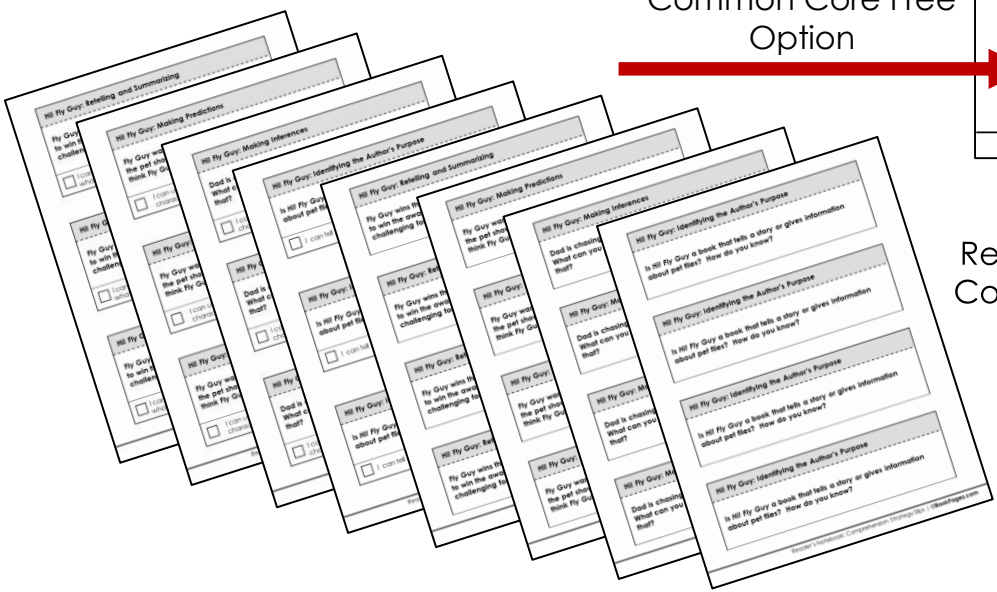
Reader's Notebook: Comprehension Strategy Slips (CCSS) | ©BookPagez.com

Reader's Notebook: Comprehension Strategy Slips | ©BookPagez.com

Reader's Notebook: Comprehension Strategy Slips | ©BookPagez.com

Reader's Notebook: Comprehension Strategy Slips | ©BookPagez.com

Reader's Notebook: Comprehension Strategy Slips | ©BookPagez.com



Reading Response Prompts for Each Comprehension Strategy Lesson Plan

5 Comprehension Strategy Graphic Organizers

Retelling and Summarizing

Title: _____

What is this book about?

Is it fiction or nonfiction?

Draw a picture or write a sentence for each box below.

First	Next
After that	Then

Directions:
1. Answer each of the questions.
2. Carefully cut out on the dotted line.
3. Glue, tape, or staple into your Reader's Notebook.

Comprehension Strategy Graphic Organizer | ©BookPagez.com

Retelling and Summarizing

Making Inferences

Title: _____

What the Text Says	What I Know	What I Can Infer
Write what you see in the text (quotes).	Write what you know about the subject.	Describe thoughts, feelings, or actions.

Draw a picture to illustrate your inference.

Directions:
1. Answer each of the questions.
2. Carefully cut out on the dotted line.
3. Glue, tape, or staple into your Reader's Notebook.

Comprehension Strategy Graphic Organizer | ©BookPagez.com

Making Inferences

Making Predictions

Title: _____

I predict ...

My prediction was

Correct
 Incorrect

I know because...

Here is a picture about my prediction:

Directions:
1. Answer each of the questions.
2. Carefully cut out on the dotted line.
3. Glue, tape, or staple into your Reader's Notebook.

Comprehension Strategy Graphic Organizer | ©BookPagez.com

Making Connections

Identifying the Author's Purpose

Title: _____

Who is the author of your book?

What was the author's purpose for writing this book? How do you know?

To Persuade To Inform To Entertain

I know the author wanted to write because...

Directions:
1. Answer each of the questions.
2. Carefully cut out on the dotted line.
3. Glue, tape, or staple into your Reader's Notebook.

Comprehension Strategy Graphic Organizer | ©BookPagez.com

Author's Purpose

Understanding Text Structure

Title: _____

Text Structure	Where the Text Structure was Used	How the Text Structure Helped Me
Page: _____	Page: _____	Page: _____
Page: _____	Page: _____	Page: _____
Page: _____	Page: _____	Page: _____

Text Structures You Might See While Reading:

Description	Sequence	Pattern and Order	Cause and Effect

Directions:
1. Answer each of the questions.
2. Carefully cut out on the dotted line.
3. Glue, tape, or staple into your Reader's Notebook.

Comprehension Strategy Graphic Organizer | ©BookPagez.com

Understanding Text Structure

Vocabulary Connections Resources

Vocabulary Connections
 By: Tedd Arnold
 Grade Level: 1 / Guided Reading Level: 1

Important Words to Know and Understand in *Hi! Fly Guy*

Amazing
 Causing great surprise or wonder

Fancy
 Not plain or ordinary

Friendship
 The state of being friends; the relationship between friends

Judges
 A group of people who decide the winner in a contest or competition

Pests
 An animal or insect that causes problems for people

Rescue
 To save (someone or something) from danger or harm

Slimy
 Covered with slime

Stomped
 To walk or move with very heavy or noisy steps

Surprised
 Having or showing the feeling that people get when something unexpected or unusual happens; feeling or showing surprise

Swatter
 A device used for killing flies and other insects that consists of a flat piece of plastic or other material attached to a handle

Vocabulary Word List | ©BookPages.com

Important Words to Know and Understand in *Hi! Fly Guy* Word List

Vocabulary Connections
 By: Tedd Arnold
 Grade Level: 1 / Guided Reading Level: 1

Amazing **Fancy** **Friendship**

Judges **Pests** **Rescue**

Picture Vocabulary Sorting Cards | ©BookPages.com

Word and Picture Sorting Cards

Vocabulary Connections
 By: Tedd Arnold
 Grade Level: 1 / Guided Reading Level: 1

Amazing **Fancy** **Friendship**

Judges **Pests** **Rescue**

Definition Vocabulary Sorting Cards | ©BookPages.com

Vocabulary Connections
 By: Tedd Arnold
 Grade Level: 1 / Guided Reading Level: 1

Amazing is a/an
 noun verb
 adverb adjective
 Definition of Amazing:

Fancy is a/an
 noun verb
 adverb adjective
 Definition of Fancy:

Friendship is a/an
 noun verb
 adverb adjective
 Definition of Friendship:

Amazing looks like this: Fancy looks like this: Friendship looks like this:

Amazing reminds me of: Fancy reminds me of: Friendship reminds me of:

I saw this word in: I saw this word in: I saw this word in:

Interactive Vocabulary Notebook Cards | ©BookPages.com

Word and Definition Sorting Cards

Word Games with Words from *Hi! Fly Guy*

Directions: Circle the fly if the word below it starts with a consonant letter.

RESCUE AMAZING FANCY

FRIENDSHIP SLIMY

Word Bank: AMAZING, FANCY, FRIENDSHIP, STOMPED, SURPRISED, SWATTER

Directions: Choose your favorite word from the Word Bank. Practice writing the word on the lines below.

Name: _____

Word Games Answer Key | ©BookPages.com

Word Games and Answer Key

Interactive Vocabulary Notebook Cards

Vocabulary Connections
 By: Tedd Arnold
 Grade Level: 1 / Guided Reading Level: 1

Hi! Fly Guy
 By Tedd Arnold

A new word that I learned in this book is: _____

It means: _____

Name: _____

Interactive Vocabulary Notebook Personalized Vocabulary Builder Cards | ©BookPages.com

Vocabulary Connections
 Name: _____

Directions: Select a word from your reading that is new to you and write it in the box below. Then fill in the blanks to connect the new word to words you already know.

New Word

Visualize
 Draw a picture to illustrate the meaning of the word.

Connect to Your Life
 When or where have you seen it, heard it, felt it, smelled it, or tasted it?

Vocabulary Connections
 Directions:
 1. Write a word from your reading that is new to you in the first column.
 2. Read the sentence before and after the sentence where the word appears. Write what you think the word means in the second column.
 3. Explain why you think your definition makes sense based on the context clues in the text.
 4. Write the dictionary definition.
 5. Place a check mark in the last column if the dictionary definition matches what you thought the word meant.

Word	What I Think the Word Means	Context Clues	Real Definition	✓

Independent Word Exploration | ©BookPages.com

Vocabulary Word Extension Activities

Personalized Vocabulary Bookmark

Word Work Lesson Plan and Activities

Instructional Focus Based on the Words in the Book

Hil Fly Guy
By: Tedd Arnold
Grade Level: 1 / Guided Reading Level: I

Word Work

Instructional Focus:
The Long /e/ and Long /I/ Rule for Words Ending in "Y"

Background:
Words that end in a consonant followed by "y" can either have the long /e/ or long /I/ sound.

Examples:

"Y" as Long /e/	"Y" as Long /I/
happy	
fancy	
slimy	
tasty	

Materials and Preparation:

- A Copy of *Hil Fly Guy*
- Markers
- Scissors
- Chart Paper
- "Y" as Long /e/ or Long /I/ cards
- Picture Sort (1 per student)
- Picture Cards (1 per student)
- "Y" at the end - LG
- Optional - Extend Engagement
- Optional - Word Detective

Step 1: Introduce the Focus of Word Work

Introduce the Long /e/ and Long /I/ Rule for Words Ending in "Y"

- Tell students that words that end in a consonant "y" pattern can make the long /e/ or long /I/ sound. Explain that this is sometimes called "tricky y" because it doesn't make the normal "y" sound.
- Ask students to repeat the long /e/ sound and the long /I/ sound. Explain to them that a "y" at the end of a word, after a consonant, can say the long /e/ or long /I/ sound.
- Draw students' attention to the chart paper.
- Share example words (tiny, fly, try, bunny, funny, by, happy) with students from the top section of the chart paper.
- Invite students to give you a thumbs up for the long /e/ sound and thumbs down for the long /I/ sound for each of the words (tiny, fly, try, bunny, funny, by, happy) as you read them individually.
- Sort the words on the chart paper into the t-chart (one side for "y" that says long /e/ and one side for "y" that says long /I/). Draw pictures beside each word to help with word recognition.

Step 2: Connect Word Work to Reading

The Long /e/ and Long /I/ Rule for Words Ending in "Y" in the Text

- Explain to students that the book *Hil Fly Guy* has examples of "tricky y".
- Tell students to listen for the long /e/ or long /I/ sounds at the end of the words as you read. Ask students to respectfully stick their tongue out when they hear the long /e/ or long /I/ sound at the end of a word (spelled with a "y").
- Remind students that they have to do so quietly because you will continue reading and they should not interrupt.
- Read *Hil Fly Guy*.
- After reading, ask students to turn to their neighbor to tell them one of the words they heard that had a long /e/ or long /I/ sound at the end.
- Call on students and have them share with the class one of the words they heard that had a long /e/ or long /I/ sound at the end of a word. Identify any misconceptions or words that did not follow the rule.

Extend Engagement

- Tell students they can go on a word hunt in their own text.
- As they read, invite students to add words to the Word Hunt mat.
- Tell students you will review their examples at the end of the day.

Examples of Instructional Focus in the Text:

• happy	• fancy	• my	• sky
• fly	• tasty	• slimy	

Word Work Lesson Plan | @BookPagez.com

Step by Step Lesson Plan

Optional Activity to Extend Engagement

List of words in the book that match the instructional focus

Hil Fly Guy
By: Tedd Arnold
Grade Level: 1 / Guided Reading Level: I

Word Work

Step 3: Guided Word Work Practice

Interactive Exploration

- Provide each student with the **Picture Sort** mat and picture cards.
- Read the directions while the students silently follow along.
- If you feel your students would benefit from seeing an example, model how to sort one of the pictures with the class.
- Direct students to sort the picture cards onto their picture sort mat based on the "y" ending sound (long /e/ or long /I/).
- As students are working, walk around, observe, and provide support as needed.
- After 5 minutes, go over the answers with the students. Take this time to address any wrong answers.

Step 4: Independent Word Work Practice

Practice Page

- Give each student a copy of the "Y" at the End: Long /e/ or Long /I/ Practice Page.
- Read the directions with the class.
- Tell students to complete the practice page.
- Monitor for students as they work.

Step 5: Reconnect and Reflect on Word Work

Group Discussion

- Bring the students back together.
- Ask students to explain what they learned about words based on the work they completed.
- Invite students to turn and talk with a partner about their word work.
- Invite 2-3 students to share what they learned with the group.

Step 6: Extend Word Work (optional)

Extension Activity

- Ask students to be on the lookout for the long /e/ and long /I/ rule for words ending in "y" in their own reading. Tell them to write down words on a sticky note and add them to the anchor chart.
- Review the added sticky notes with the class later in the day (before moving on to the next word work lesson).
- Alternatively, students can keep track of the words using the **Word Detective** worksheet.

Word Work Lesson Plan | @BookPagez.com

Interactive Activities

Independent Practice Page

Picture Sort
Interactive Activity

Directions:

- Look at the pictures on the cards. Say the word that matches the picture to yourself.
- Think about the sound at the end of the word.
- Decide if the "y" at the end of the word makes the long /e/ or long /I/ sound.
- Place the picture in the correct column (based on ending sound).

"Y" as the Long /e/ Sound	"Y" as the Long /I/ Sound

Guided Word Work Practice | @BookPagez.com

Extension Activity

Word Detective: Long /e/ and Long /I/ Rule for Words Ending in "Y"
Extension Activity

Directions:
Be a word detective!
Be on the lookout for long /e/ and long /I/ rule for words ending in "y" while you read. Write the word that you find along with the title of the book where you found the word, the page, and the sentence with the word or phrase.

Word	Book Title	Page	Sentence

Name: _____ Word Work Extension Activity | @BookPagez.com

"Y" at the End - Long /e/ or Long /I/
Word Work Practice Page

Directions:
Complete each sentence with the "y" as the long /e/ or "y" as the long /I/ word from the word bank.

Word Bank

sky fly bunny silly happy
 my tiny slimy funny try

- My mom is _____ when I give her a hug.
- I will _____ to ride my bike on my own.
- The joke is _____.
- The _____ can hop.
- The ant is _____.
- The kite can _____.
- I act _____ with my friends.
- The _____ is blue.
- This is _____ toy.
- The worm is _____.

Name: _____ Independent Word Work Practice | @BookPagez.com

Assessments

Running Record Assessment:
Use the first 100 words from the text to assess oral reading fluency



Running Record				
Title: <i>Hil Fly Guy</i>		Guided Reading Text Level: <i>I</i>	Word Count: <i>100</i>	
Name: _____		Date: _____		
Accuracy Rate: (# of words correct/100 words) _____				
Error Rate: (# of incorrect words/100 words) _____				
Self-Correction Rate: (# of words self-corrected/100 words) _____				
Time: (in seconds) _____ Words Per Minute: (100/seconds read x 60) _____				
Easy 95% - 100% Accuracy		Instructional 90% - 94% Accuracy		Hard 50% - 89% Accuracy
E = Errors SC = Self-Correction M = Meaning S = Structure/Syntax V = Visual				COUNT
Page		E	SC	INFORMATION USED E MSV SC MSV
1	Chapter 1 A fly went flying.			
2	He was looking for something to eat – something tasty, something slimy.			
3	A boy went walking.			
4	He was looking for something to catch – something smart, something for The Amazing Pet Show.			

Tested By: _____ ©BookPagez.com

Common Core Assessment:
One question for each Reading Informational OR Reading Literature standard (1-9)



<i>Hil Fly Guy</i> CCSS Assessment	Name: _____ Score: <i>/ 9</i>
Directions: Use what you know about <i>Hil Fly Guy</i> to answer each of the following questions.	
1. In the beginning of the story, why did the boy decide to keep the fly as a pet?	
<input type="radio"/> A The fly flew into his jar. <input type="radio"/> B The fly said the boy's name - "Buzz". <input type="radio"/> C The fly smiled at the boy. <input type="radio"/> D The fly flew really high.	
2. Why did Fly Guy win the Smartest Pet award?	
<input type="radio"/> A Fly Guy won the Smartest Pet award because he did tricks like Buzz's name, and diving into his jar. <input type="radio"/> B Fly Guy won the Smartest Pet award because he could read. <input type="radio"/> C Fly Guy won the Smartest Pet award for saying "Buzz." <input type="radio"/> D Fly Guy did not win the Smartest Pet award.	
3. What is Buzz's main problem in the story?	
<input type="radio"/> A Buzz needs a pet to enter in The Amazing Pet Show. <input type="radio"/> B Buzz thinks Fly Guy is a great pet, but everyone else thinks flies are gross. <input type="radio"/> C Buzz is hungry and doesn't know what to have for lunch. <input type="radio"/> D Buzz wants an elephant to enter in The Amazing Pet Show, but a boy won't let him.	
4. Why does Buzz feel upset at The Amazing Pet Show?	
<input type="radio"/> A Buzz feels upset because Fly Guy did not win the award for most pets. <input type="radio"/> B Buzz feels upset because Fly Guy left him. <input type="radio"/> C Buzz feels upset because the judges said, "Flies can't be pets!" <input type="radio"/> D Buzz feels upset because Fly Guy was mean to him.	

CCSS Assessment 1st Grade Reading Standards for Literature

5. When Fly Guy said "Buzz", it is a clue that this book is _____. (RL.1.5)
<input type="radio"/> A a poem <input type="radio"/> B nonfiction <input checked="" type="radio"/> C fiction <input type="radio"/> D a biography
6. Who is telling the story in <i>Hil Fly Guy</i> ? (RL.1.6)
<input type="radio"/> A Buzz <input type="radio"/> B Fly Guy <input type="radio"/> C The judges <input checked="" type="radio"/> D A narrator
7. The illustrations show us all of these details except: (RL.1.7)
<input type="radio"/> A Fly Guy likes stinky fish bones. <input type="radio"/> B Buzz is going to catch a friend. <input type="radio"/> C The judges laugh at Fly Guy. <input checked="" type="radio"/> D Fly Guy's family misses him.
8. How is Fly Guy different from real flies? (RL.1.9)
<input type="radio"/> A Fly Guy can't fly, but real flies can. <input checked="" type="radio"/> B Fly Guy can do tricks (like say Buzz's name), but real flies can't. <input type="radio"/> C Fly Guy likes to watch TV, but real flies don't. <input type="radio"/> D Fly Guy likes to cuddle, but real flies don't.
9. What will likely happen next when Buzz and Fly Guy return home after The Amazing Pet Show? (RL.1.10)
<input checked="" type="radio"/> A Buzz and Fly Guy will celebrate as friends. <input type="radio"/> B Buzz will let Fly Guy go free. <input type="radio"/> C Fly Guy will try to escape. <input type="radio"/> D Buzz will run away.

CCSS Assessment 1st Grade Reading Standards for Literature | BookPagez.com

Answer Key



Extension Activity

Name: _____ Date: _____

Directions:
In the book *Hil Fly Guy*, Buzz goes on an adventure to find a pet. He finds a fly – an unusual choice for a pet. Compare and contrast Fly Guy as a pet and a pet of your own choice. Write ways the two pets are similar in the middle of the two circles. Write ways the two pets are different in their own part of the circle.

Fly Guy vs. Other Pets

Extension Activity | @BookPages.com

Bonus Extension Activity

Complete Common Core Alignment

Common Core State Standards Correlation	Common Core State Standards Correlation	Common Core State Standards Correlation	Common Core State Standards Correlation
<p>Common Core State Standards Correlation</p> <p>Hil Fly Guy Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with Hil Fly Guy correlate with the following English Language Arts Common Core State Standards for first grade.</p> <p>Retelling and Summarizing Lesson Plan and Resources</p> <p>Reading: Literature</p> <p>RI.1 – Ask and answer questions about key details in text.</p> <p>RI.2 – Retell stories, including key details, and demonstrate understanding of main events and problems.</p> <p>RI.3 – Use illustrations and details in a story to describe its characters, setting, and events.</p> <p>RI.4 – With prompting and support, read prose and poetry of appropriate grade level.</p> <p>Reading: Foundational Skills</p> <p>RF.1.1 – Demonstrate understanding of the organization of basic features of a text.</p> <p>RF.1.2 – Demonstrate understanding of spoken words, syllables, and sounds.</p> <p>Writing</p> <p>W.1.1 – With guidance and support from adults, focus on a topic, respond to suggestions from peers, and add details to strengthen writing as needed.</p> <p>W.1.2 – With guidance and support from adults, recall information from experiences or provided sources to answer a question.</p> <p>Speaking & Listening</p> <p>SL.1.1 – Build on others' talk in conversations by responding to the comments and adding appropriate details.</p> <p>SL.1.2 – Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p>SL.1.3 – Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p> <p>SL.1.4 – Add drawing or other visual representations to descriptions when appropriate, thoughtful, and logical.</p> <p>Language</p> <p>L.1.4 – Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).</p> <p>Hil Fly Guy CCSS Alignment @BookPages.com</p>	<p>Common Core State Standards Correlation</p> <p>Hil Fly Guy Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with Hil Fly Guy correlate with the following English Language Arts Common Core State Standards for first grade.</p> <p>Retelling and Summarizing Lesson Plan and Resources</p> <p>Reading: Literature</p> <p>RI.1 – Ask and answer questions about key details in a text.</p> <p>RI.2 – Retell stories, including key details, and demonstrate understanding of main events and problems.</p> <p>RI.3 – Use illustrations and details in a story to describe its characters, setting, and events.</p> <p>RI.4 – With prompting and support, read prose and poetry of appropriate complexity for grade level.</p> <p>Reading: Foundational Skills</p> <p>RF.1.1 – Demonstrate understanding of the organization of basic features of a text.</p> <p>RF.1.2 – Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>Writing</p> <p>W.1.1 – With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</p> <p>W.1.2 – With guidance and support from adults, recall information from experiences or provided sources to answer a question.</p> <p>Speaking & Listening</p> <p>SL.1.1 – Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</p> <p>SL.1.2 – Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p>SL.1.3 – Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p> <p>Language</p> <p>L.1.4 – Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).</p> <p>Hil Fly Guy CCSS Alignment @BookPages.com</p>	<p>Common Core State Standards Correlation</p> <p>Hil Fly Guy Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with Hil Fly Guy correlate with the following English Language Arts Common Core State Standards for first grade.</p> <p>Retelling and Summarizing Lesson Plan and Resources</p> <p>Reading: Literature</p> <p>RI.1 – Ask and answer questions about key details in a text.</p> <p>RI.2 – Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p> <p>RI.3 – Use illustrations and details in a story to describe its characters, setting, or events.</p> <p>RI.4 – With prompting and support, read prose and poetry of appropriate complexity for grade level.</p> <p>Reading: Foundational Skills</p> <p>RF.1.1 – Demonstrate understanding of the organization of basic features of a text.</p> <p>RF.1.2 – Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>Writing</p> <p>W.1.1 – With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</p> <p>W.1.2 – With guidance and support from adults, recall information from experiences or provided sources to answer a question.</p> <p>Speaking & Listening</p> <p>SL.1.1 – Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</p> <p>SL.1.2 – Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p>SL.1.3 – Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p> <p>Language</p> <p>L.1.4 – Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).</p> <p>Hil Fly Guy CCSS Alignment @BookPages.com</p>	<p>Common Core State Standards Correlation</p> <p>Hil Fly Guy Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with Hil Fly Guy correlate with the following English Language Arts Common Core State Standards for first grade.</p> <p>Retelling and Summarizing Lesson Plan and Resources</p> <p>Reading: Literature</p> <p>RI.1 – Ask and answer questions about key details in a text.</p> <p>RI.2 – Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p> <p>RI.3 – Use illustrations and details in a story to describe its characters, setting, or events.</p> <p>RI.4 – With prompting and support, read prose and poetry of appropriate complexity for grade level.</p> <p>Reading: Foundational Skills</p> <p>RF.1.1 – Demonstrate understanding of the organization of basic features of a text.</p> <p>RF.1.2 – Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>Writing</p> <p>W.1.1 – With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</p> <p>W.1.2 – With guidance and support from adults, recall information from experiences or provided sources to answer a question.</p> <p>Speaking & Listening</p> <p>SL.1.1 – Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</p> <p>SL.1.2 – Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p>SL.1.3 – Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p> <p>Language</p> <p>L.1.4 – Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).</p> <p>Hil Fly Guy CCSS Alignment @BookPages.com</p>

Comprehension Strategy Lesson Plan and Resource Common Core Alignment

Common Core State Standards Correlation	Common Core State Standards Correlation
<p>Common Core State Standards Correlation</p> <p>Hil Fly Guy Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with Hil Fly Guy correlate with the following English Language Arts Common Core State Standards for first grade.</p> <p>Vocabulary Lesson Plan and Resources</p> <p>Language</p> <p>L.1.4 – Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).</p> <p>Hil Fly Guy CCSS Alignment @BookPages.com</p>	<p>Common Core State Standards Correlation</p> <p>Hil Fly Guy Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with Hil Fly Guy correlate with the following English Language Arts Common Core State Standards for first grade.</p> <p>Word Work Lesson Plan and Resources</p> <p>Reading: Foundational Skills</p> <p>RF.1.3 – Know and apply the grade-level phonics and word analysis skills in decoding words.</p> <p>RF.1.4 – Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p> <p>Hil Fly Guy CCSS Alignment @BookPages.com</p>

Vocabulary Connections
Common Core Alignment

Word Work
Common Core Alignment

Student Facing Resources in Spanish for Hi! Fly Guy Super Pack

5 Comprehension Strategy Practice Pages

Making Inferences Practice Page

Tu turno para practicar: Hacer inferencias con Hi! Fly Guy (¡Hola! Fly Guy)

Página 6:
El niño y la mosca se encuentran por primera vez. Haz una inferencia acerca de cómo se sienten al encontrarse unos con otros.


Di lo que usaste para hacer tu inferencia.

Página 8:
Mira la imagen de la mosca en esta página. ¿Qué puedes inferir sobre cómo se siente?

¿Qué partes de la imagen te ayudaron a hacer tu deducción?

Página 11:
Esta ilustración muestra a mamá, papá y Buzz. Usa las pistas en la ilustración para hacer una inferencia sobre cómo se sienten mamá y papá cuando Buzz deja que Fly Guy salga del tarro.

Nombre: _____



©BookPages.com

Page by Page
Guided
Questions

Sample answers
written in Spanish

Answer Key

Hacer inferencias con Hi! Fly Guy (¡Hola! Fly Guy)

¿Por qué crees que se sienten así?
Las respuestas varían. Podrían incluir: Creo que pueden sentirse de esta manera porque no quieren una mosca suelta en la casa.


Páginas 18 y 19:
Los jueces se están riendo y señalando a Buzz. ¿Cómo crees que se siente Buzz?
Las respuestas varían. Podrían incluir: Creo que Buzz se siente nervioso.

¿Cómo muestra la ilustración sus sentimientos?
Las respuestas varían. Podrían incluir: Creo que está nervioso por la expresión de su cara y el sudor que sale de su cabeza.

Página 27:
Los jueces dijeron: "¡Esta mosca es una mascota!" Use estas palabras para hacer una inferencia sobre lo que los jueces podrían hacer a continuación.
Las respuestas varían. Podrían incluir: Creo que los jueces dejarán que Buzz entre a Fly Guy en El Increíble Show de Mascotas.

¿Qué cambió su opinión sobre Fly Guy?
Las respuestas varían. Podrían incluir: Creo que cambiaron de opinión sobre Fly Guy porque a todos los trucos que él puede hacer.

Nombre: _____



Answer Key | ©BookPages.com

Volver a contar y resumir con Hi! Fly Guy (¡Hola! Fly Guy)

Página 7:
El niño ahora hace esto. Sabemos Increíble

Tu turno para practicar: Volver a contar y resumir con Hi! Fly Guy (¡Hola! Fly Guy)

Página 7:
El niño atrapa una mosca en un tarro. ¿hace esto?
Primero se quitó último

Páginas 10 a 12:
Buzz trae la mosca a casa y presenta a ¿Qué pasa primero, luego, entonces y ¿?

Página 14:
Al principio, Fly Guy ahora está Fly Guy comer Es esta la Las res de la h empeza como m

Página 16:
Al principio, Fly Guy estaba molesto por ahora está contento. ¿Qué está haciendo?

Página 17:
Buzz y Fly Guy autor está ¿Es esta una parte importante de la historia?

Nombre: _____

Entender la estructura del texto con Hi! Fly Guy (¡Hola! Fly Guy)

Páginas 21 a 24:
El autor usa Primero Buzz luego

Tu turno para practicar: Entender la estructura del texto con Hi! Fly Guy (¡Hola! Fly Guy)

Página 2:
El autor está describiendo algo que la mosca quiere encontrar la mosca?
Los jueces

Página 4:
Aquí el autor usa la descripción para contar lo que ¿Cómo describe el autor lo que el niño está buscando?

Página 8:
El autor está utilizando una estructura de texto de para hablar sobre la marcha. ¿Cuál es el problema de la historia?
Los jueces Mascotas

Nombre: _____

Hacer predicciones con Hi! Fly Guy (¡Hola! Fly Guy)

Páginas 4 a 5:
Buzz está buscando algo para atrapar. ¿Qué crees que capturará para El Increíble Show de Mascotas?
Las respu porque us

Página 20:
Buzz está en Las respu que Buzz ¿Qué te ha Las respu feliz a Fl

Página 27:
Los jueces ¿sucederá a Las respu ganarán

Página 11:
Mira la ilustración de la mamá y el papá de Buzz. Haz una predicción acerca de cómo se sienten acerca de la nueva mascota de Buzz.
Las respu sentido p trucos de

Nombre: _____

Identifica el propósito del autor con Hi! Fly Guy (¡Hola! Fly Guy)

Tu turno para practicar: Identifica el propósito del autor con Hi! Fly Guy (¡Hola! Fly Guy)

Páginas 21 a 24:
El autor tiene a Fly Guy haciendo todo tipo de trucos para los jueces. ¿Qué que el autor quiere que sepamos sobre cómo se siente Fly Guy acerca de B?

Página 16:
Fly Guy está el almuerzo. Las respu separamos

Página 17:
Buzz y Fly Guy autor está ¿Por qué pi Las respu es una m mostró a

Nombre: _____

Retelling and Summarizing

Understanding Text Structure

Author's Purpose

Making Predictions

Writing About Reading with Optional CCSS Alignment

Hil Fly Guy (¡Hola Fly Guy): Volver a contar y resumir

Fly Guy gana el premio Mascota Más Inteligente. ¿Qué tenía que hacer para ganar el premio? ¿Por qué fue tan difícil ganar el premio para Buzz y Fly Guy?

Puedo volver a contar una historia con detalles importantes y demostrar que sé lo que el autor está tratando de enseñarme. CCSS: RL.1.2

Hil Fly Guy (¡Hola Fly Guy): Volver a contar y resumir

Fly Guy gana el premio Mascota Más Inteligente. ¿Qué tenía que hacer para ganar el premio? ¿Por qué fue tan difícil ganar el premio para Buzz y Fly Guy?

Puedo volver a contar una historia con detalles importantes y demostrar que sé lo que el autor está tratando de enseñarme. CCSS: RL.1.2

Hil Fly Guy (¡Hola Fly Guy): Volver a contar y resumir

Fly Guy gana el premio Mascota Más Inteligente. ¿Qué tenía que hacer para ganar el premio? ¿Por qué fue tan difícil ganar el premio para Buzz y Fly Guy?

Puedo volver a contar una historia con detalles importantes y demostrar que sé lo que el autor está tratando de enseñarme. CCSS: RL.1.2

Reader's Notebook: Comprehension Strategy Slips (CCSS) | @BookPagez.com

Strategy and Text Based Reader's Response Prompt

Common Core State Standard

"I Can" Statement written in Spanish

Hil Fly Guy (¡Hola Fly Guy): Volver a contar y resumir

Fly Guy gana el premio Mascota Más Inteligente. ¿Qué tenía que hacer para ganar el premio? ¿Por qué fue tan difícil ganar el premio para Buzz y Fly Guy?

Hil Fly Guy (¡Hola Fly Guy): Volver a contar y resumir

Fly Guy gana el premio Mascota Más Inteligente. ¿Qué tenía que hacer para ganar el premio? ¿Por qué fue tan difícil ganar el premio para Buzz y Fly Guy?

Hil Fly Guy (¡Hola Fly Guy): Volver a contar y resumir

Fly Guy gana el premio Mascota Más Inteligente. ¿Qué tenía que hacer para ganar el premio? ¿Por qué fue tan difícil ganar el premio para Buzz y Fly Guy?

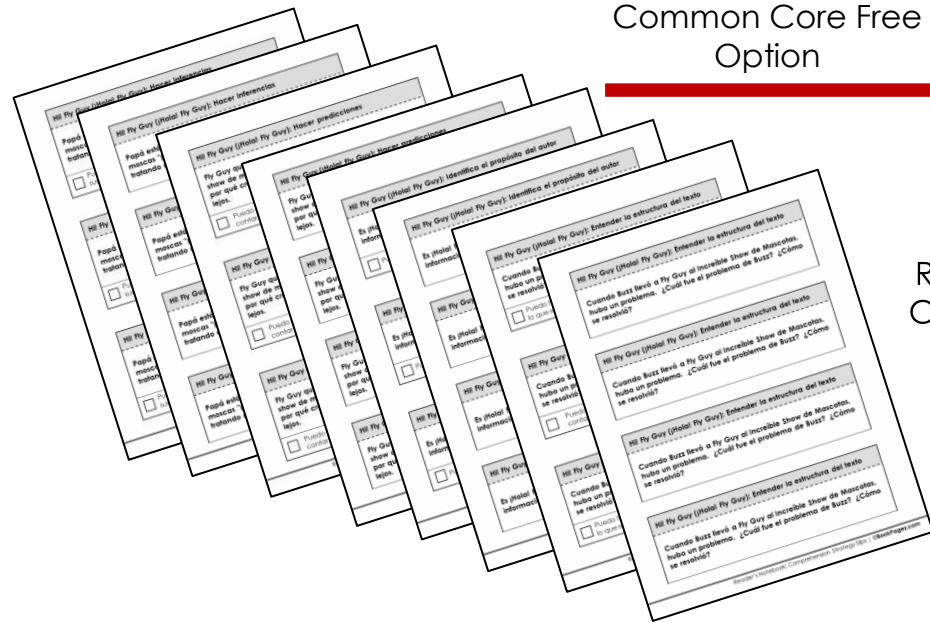
Hil Fly Guy (¡Hola Fly Guy): Volver a contar y resumir

Fly Guy gana el premio Mascota Más Inteligente. ¿Qué tenía que hacer para ganar el premio? ¿Por qué fue tan difícil ganar el premio para Buzz y Fly Guy?

Reader's Notebook: Comprehension Strategy Slips | @BookPagez.com

Common Core Free Option

Reading Response Prompts for Each Comprehension Strategy Lesson Plan



5 Comprehension Strategy Graphic Organizers

Volver a contar y resumir

¿De qué es este libro?
¿Es ficción o no ficción?

Haz un dibujo o escribe una oración para cada cuadro abajo.

Primero	Luego
Después	Entonces

Instrucciones:
1. Contesta todas las preguntas.
2. Contesta cuidadosamente en las líneas de puntos.
3. Pega o engrapa en tu cuaderno del lector.

Comprehension Strategy Graphic Organizer | @BookPagez.com

Retelling and Summarizing

Hacer inferencias

Lo que dice el texto: Nombre y edad del personaje. ¿Cuál valor define la palabra?

Lo que yo sé: Emociones, pensamientos, ideas, acciones.

Haz un dibujo para hacer tu inferencia.

Instrucciones:
1. Contesta las preguntas.
2. Contesta cuidadosamente en las líneas de puntos.
3. Pega o engrapa en tu cuaderno del lector.

Comprehension Strategy Graphic Organizer | @BookPagez.com

Making Inferences

Hacer predicciones

Yo predigo...

Mi predicción fue...
 Correcto
 Incorrecto

Yo sé porque...

Aquí hay una foto sobre mi predicción:

Instrucciones:
1. Contesta las preguntas.
2. Contesta cuidadosamente en las líneas de puntos.
3. Pega o engrapa en tu cuaderno del lector.

Comprehension Strategy Graphic Organizer | @BookPagez.com

Making Predictions

Identifica el propósito del autor

¿Quién es el autor de tu libro?
¿Cuál fue el propósito del autor para escribir este libro? ¿Cómo lo sabes?

Para persuadir
 Para informar
 Para entretener

¿Se que el autor quería pensar...

Instrucciones:
1. Contesta todas las preguntas.
2. Contesta cuidadosamente en las líneas de puntos.
3. Pega o engrapa en tu cuaderno del lector.

Comprehension Strategy Graphic Organizer | @BookPagez.com

Author's Purpose

Entender la estructura del texto

Estructura del texto	Dónde fue usada la estructura del texto	Cómo la estructura del texto me ayudó
	Página:	
	Página:	
	Página:	
	Página:	

Instrucciones:
1. Contesta las preguntas.
2. Contesta cuidadosamente en las líneas de puntos.
3. Pega o engrapa en tu cuaderno del lector.

Comprehension Strategy Graphic Organizer | @BookPagez.com

Understanding Text Structure

Extension Activity

Nombre: _____ La fecha: _____

Instrucciones:

En el libro *¡Hola Fly Guy!*, Buzz va en una aventura para encontrar una mascota. Encuentra una mosca, una elección inusual para una mascota. Compara y contrasta a Fly Guy como mascota y como mascota de tu propia elección. Escribe formas en que las dos mascotas son similares en el medio de los dos círculos. Escribe formas en que las dos mascotas son diferentes en su propia parte del círculo.

Fly Guy contra Otras Mascotas

