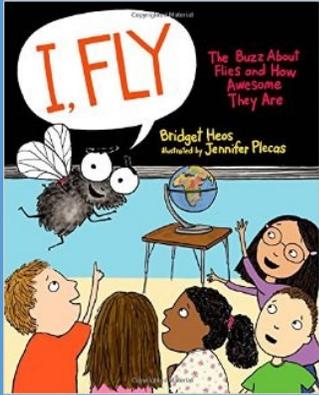


2017 Towner Award Nominee



Author: Bridget Heos
Illustrator: Jennifer Plecas

Publisher: Henry Holt & Company
Copyright Year: 2015
Recommended use: 2nd-4th
Lexile: 1000
Pages: 40 pgs.

Curriculum Connections: Science, insect life, insect comparison, life cycle/metamorphosis.

Best lends itself to the instruction of: The text is supported by simply worded speech bubbles that lends it for use with a range of reading abilities. It is an engaging read aloud and an easy nonfiction book to browse for supporting evidence. Available on Nook, Kindle and eBook in fixed format. Not available as a multi-user e-book.

"Fly is fed up with everyone studying butterflies. After all, flies go through metamorphosis too--and they are so much cooler! They flap their wings 200 times a second, compared to a butterfly's measly five to twelve times. Their babies--maggots--are much cuter than caterpillars. And when they eat solid food, they even throw up on it to turn it into a liquid. Who wouldn't want to study an insect like that? In an unforgettably fun, fact-filled presentation, this lovable (and highly partisan) narrator promotes his species to a sometimes engrossed, sometimes grossed-out, class of kids."

Text Features:

Illustrations, Two levels of text (intermediate and primary), Speech Bubbles, Glossary and Other Fun Words to Know, Select Bibliography

Common Core

Primary:

CCSS.ELA-Literacy.RI.3.1

Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

CCSS.ELA-Literacy.RI.3.9

Compare and contrast the most important points and key details presented in two texts on the same topic.

CCSS.ELA-Literacy.RI.2.6

Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

CCSS.ELA-Literacy.RI.2.7

Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

CCSS.ELA-Literacy.RI.2.8

Describe how reasons support specific points the author makes in a text

Intermediate:

CCSS.ELA-Literacy.RI.4.1

Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

CCSS.ELA-Literacy.RI.4.2

Determine the main idea of a text and explain how it is supported by key details; summarize the text.

CCSS.ELA-Literacy.RI.4.8

Explain how an author uses reasons and evidence to support particular points in a text.

CCSS.ELA-Literacy.SL.4.2

Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

CCSS.ELA-Literacy.SL.4.1.c

Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.

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Lesson Ideas

Text Set Options

Primary:

Use the following questions to create an academic conversation about the text:

The title of this book contends flies are awesome. Do you think they are? Readers refer explicitly to the text as the basis for their answer.

Using *I, Fly* and *Diary of a Fly*, readers compare and contrast the most important points and key details presented in two texts on flies. Further, why do readers suppose one is shelved as a nonfiction text, and one as a story? Look up the books in a library catalog to find any shelving variations.

The author has loved insects since she was a kid, and she wants people to know more about flies. What did you as a reader think about flies before reading this book? What do you think now? How did she convince you or change your mind?

Watch a slideshow of the book on the publisher's website. Learn to draw Fly and his flight patterns on the author's website.

<u>Diary of a Fly</u>		Doreen Cronin
Joanna Cotter Books	2007	AR 3.2
<u>Fly</u>		Karl Newsom Edwards
Knopf	2015	Not AR
<u>Insects</u>		Kari Schuetz
Bellwether Media, Inc.	2013	AR 3.0
<u>Meat-Eating Plants: toothless wonders</u>		Ellen Lawrence
Bearport Publishing	2013	AR 4.3

Intermediate:

Relate information in the text to the concept of insect wings. Readers compare and contrast fly wings and flight with butterfly wings and flight. Include a third insect in the comparison—bees—if you're a real entomologist!

Give three examples from the text about how flies contribute to our planet and three examples of why fly behavior is disgusting to people.

The author/narrator contends that flies are as interesting to study as butterflies. Provide three examples that support that contention.

There are many insects that include fly in their name: house fly, butterfly, horse fly, dragonfly. Some are compound words and some are two words. Visit the Entomology Today web site to find out why.

<u>Field Guide to Insects & Spiders of North America</u>		Arthur Evan
National Wildlife Federation	2007	Not AR
<u>Metamorphosis: changing bodies</u>		Bobbie Kalman
Crabtree Publishing Co.	2005	AR 4.2
National Geo video: World's Weirdest, Flies and Maggots		
https://www.youtube.com/watch?v=saswW8A5FVo		
<u>Behold the Beautiful Dung Beetle</u>		Cheryl Bardoe
Charlesbridge	2014	AR 5.6
https://entomologytoday.org/2014/05/06/is-it-honey-bee-or-honeybee-bed-bug-or-bedbug-house-fly-or-housefly/		