

# Fly Guy Presents: Insects

written and illustrated by Tedd Arnold

This book is  
from the **Fly Guy  
Presents** series.



**Essential Question:** How does identifying details about a common topic help readers explain the author's purpose?

## BOOK SNAPSHOT

Selected from the New Worlds Reading Initiative Booklist

**Text Type:** Nonfiction

**Genre:** Narrative Nonfiction, Informational

**Themes/Topics:** Insects, Nature, Science

**Lexile:** 570L

## SKILLS ALIGNED WITH FLORIDA'S ELA B.E.S.T. STANDARDS

**Word Work**

**ELA.2.F.1.3 (a)**

Decode compound words with the diphthong *ou*.

**Vocabulary**

**ELA.2.V.1.1**

Use grade-level academic vocabulary. (Tier 2)

**Comprehension**

**ELA.2.R.2.3**

Explain an author's purpose in an informational text.

## BUILDING BACKGROUND

Engage students in a discussion about insects with the following prompts:

- What do you know about insects?
- Describe insects you have seen.
- In the beginning of the book, the main character Buzz says, "Some insects are scary."
  - Why do you think some people believe insects are scary?
  - Ask students to share their opinions about insects and the reasons behind their beliefs.

## STUDENT LEARNING TARGETS

**Today I am:**  
identifying details in the text to determine what they have in common.

**So that I can:**  
explain the author's purpose.

## WORD WORK – DECODE COMPOUND WORDS WITH THE DIPHTHONG *ou*

ELA.2.F.1.3: Use knowledge of grade-appropriate phonics and word-analysis skills to decode words.  
a. Decode words with variable vowel teams (e.g., *oo*, *ea*, *ou*) and vowel diphthongs (e.g., *oi*, *oy*, *ow*).

Students will decode **compound words** with the **diphthong** *ou*.

- A **compound word** is a larger word made up of two smaller words, such as *backpack*.
- A **vowel diphthong** is a vowel team that produces more than one vowel sound. It has two parts, especially noted in the vowels spelled *ow*, *oy*, *ou*, and *oi*.

### Try This!

Students can decode single-syllable words with the diphthong *ou* found in the book, such as *found*, *south*, and *mouth*.

Write the word *outside* on the board and say:

- Today we are going to learn how to decode longer words that have the diphthong *o-u*.
- The diphthong *o-u* makes the sound /ow/.
- *Outside* is a compound word. It is a compound word because it is made up of two smaller words, *out* and *side*.
- Repeat after me to say the sounds in the first word *out*: /ow/ /t/. (Stress the /ow/ sound.)
- Now repeat after me to say the sounds in the second word *side*: /s/ /ī/ /d/.
- I will blend the two words together to read the whole word, *outside*.
- We can break compound words into smaller words to make them easier to read.

Students will practice decoding compound words with the diphthong *ou* using the following words from the book:

**mouthparts** (p. 13)

**outdoors** (p. 16)

**underground** (p. 27)

**without** (p. 29)

## TALK ABOUT NEW AND INTERESTING WORDS

Tier 2 vocabulary words, paired with student-friendly definitions, can be used for explicit vocabulary instruction. It is important to provide background information and learning opportunities to help students make connections to the words.

Examples of Tier 2 vocabulary words for this text are:



**protect** (p. 14): **Protect** describes keeping something or someone from being hurt or damaged. Insects such as wasps, hornets, and ants have stingers to **protect** themselves from being hurt or eaten.



**warn** (p. 21): If you **warn** someone about something, you tell them they might be in danger or trouble. Fireflies light up to **warn** animals not to eat them because their glowing chemicals taste bad.



**avoid** (p. 16): **Avoid** describes taking action to keep something from happening. People can **avoid** being bitten by mosquitos by wearing long sleeves and wearing insect repellent when they are outdoors.



**detecting** (p. 24): If something or someone **detects** something, they sense it, even though it is not very easy to notice. Flies have special eyes that help them **detect** movement so they can fly away quickly if something gets close to them.

ELA.2.V.1.1: Use grade-level academic vocabulary appropriately in speaking and writing.

### Vocabulary Extension Activity

Display a vocabulary word alongside a student-friendly definition, and invite students to create a visual representation or drawing that illustrates the word. Visual representations of target vocabulary are a powerful tool to help students learn and remember new words.

## READ FOR MEANING – EXPLAIN AN AUTHOR’S PURPOSE

ELA.2.R.2.3: Explain an author’s purpose in an informational text.

ELA.2.R.2.4: Explain an author’s opinion(s) and supporting evidence.

### Before:

- The purpose of this read aloud is to guide students to explain the author’s purpose by identifying important details in the text and determining what they have in common.
- Review **author’s purpose**:
  - **To Persuade**: Authors want to convince readers of something. They use reasons and facts to explain why their ideas are important.
  - **To Inform**: Authors have a goal to teach readers about something. They help readers learn new facts or understand topics better.
  - **To Entertain**: Authors want readers to enjoy the book. They tell interesting, exciting, or funny stories that make reading fun.
- Explain that authors have many reasons for writing a text, and they often overlap.
- Readers are investigators. They look for clues in the text and determine what those clues have in common to explain why the author wrote about a certain topic.

### During:

Recreate the graphic organizer below to record clues from the text and explain the author’s purpose for each section of the text.

Pages	Clues in the Text	Author’s Purpose
p. 8 - 11	1. An insect’s life cycle goes through stages. 2. Metamorphosis is when an insect changes from an egg to an adult. 3. Insects have different life spans.	To inform readers about how insects grow and change during their life cycle

### Model (I do):

Read p. 8-11. Use a think aloud to model identifying clues in the text, and explain how they show the author’s purpose.

Say:

- The topic of this section is insect life cycles. I will be an Insect Investigator and look for clues to help me determine why the author wrote about insect life cycles and what he wants me to know about them. I will write the clues on our chart.
  - First, the author describes the stages of an insect’s life cycle and how they change as they grow. That’s the first clue.
  - Then, he tells us that when an insect changes from an egg to an adult, the process is called *metamorphosis*. That is the second clue.
  - Finally, the author explains that insects all have different life spans. That’s clue number three.
- Now that I have clues, I can identify what they have in common. All three clues are about how insects grow and change throughout their lives.
- Remember that authors write books to persuade, inform, or entertain. Based on these clues, I can explain that the author is trying to inform us about how insects grow and change during their life cycles.

## READ FOR MEANING – EXPLAIN AN AUTHOR’S PURPOSE



### Guided Practice (We do):

Guide students in identifying clues from the text and finding their commonalities to explain the author’s purpose for each topic below.

p. 12 – 15: Insect Bodies	p. 22 – 23: Amazing Insect Facts
p. 16 – 19: What/How Insects Eat	p. 24 – 25: Flies
p. 20 – 21: Insect Superpowers	p. 27: Where Insects Live

Use prompts to guide students’ thinking such as:

- What are the important clues from this section of the text?
- What do these clues have in common?
- Is the author trying to persuade, inform, or entertain us?
- Why did the author write this?



### Independent Practice (You do):

Read p. 28 – 29 (Insects Are Good for the World). Students can use the Insect Investigator graphic organizer on the last page of this guide to independently identify three clues from the text and determine what they have in common. Students will explain if the author’s purpose is to persuade, inform, or entertain and will write a complete sentence using the sentence stem:

- *The author’s purpose is ...*

### After:

After students have explained the author’s purpose for p. 28 – 29, guide them to discuss and explain the author’s opinion about insects with the following prompts:

- What is the author’s opinion about insects?
- How do the clues on your Insect Investigator graphic organizer support the author’s opinion?
- How does Buzz’s opinion about insects change from the beginning to the end of the book?

### Try This!

Revisit the Building Background activity. Ask students to reflect on whether their opinion about insects has changed after reading the book, and if so, tell why.

# INSECT INVESTIGATOR

**Topic:** \_\_\_\_\_

**Clue #1**

**Clue #2**

**Clue #3**

**What do the clues from the text have in common?**

**What is the author's purpose?**

Persuade    Inform    Entertain