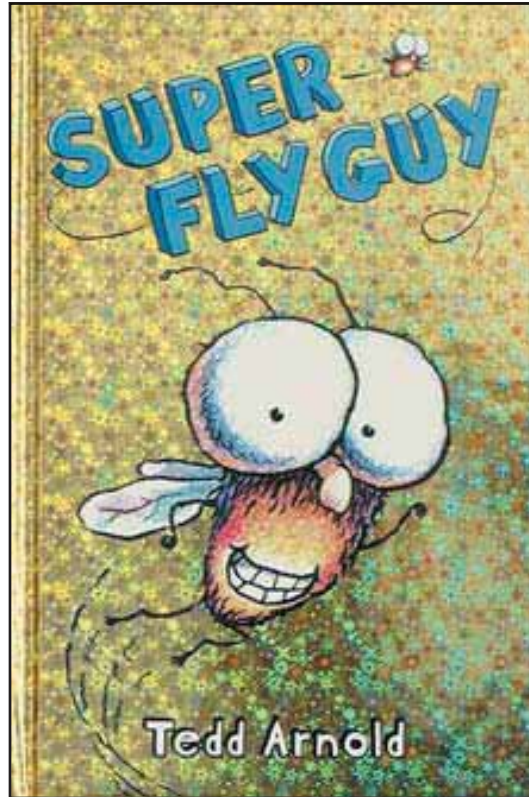




Read-Aloud Family Event

Super Fly Guy

By Tedd Arnold



Set Read-Aloud Stage

- ★ *Super Fly Guy* is a fun story about a boy named Buzz and his smart and friendly pet fly. Fly Guy causes some problems when he goes to school with Buzz but all ends well.
- ★ Playfully read the “buzzing words” Fly Guy says to emphasize their sounds.

Read-Aloud Warm-Up

- ★ Point to the words as you read the book’s title and show the cover. Ask children to predict what they think this story will be about. As you open the book, give children time to look at the picture on the copyright page and notice the details of Fly Guy’s home.
- ★ Mention that this book has some interesting words in it. See if children can hear anything special and similar as you say the words—*Buzz, does, fuzz, was, Roz, and Miss Muzzle*. These words don’t exactly rhyme but each word has the same /z/ sound. Point out that sometimes this sound is made with an s and sometimes with a z. Encourage children to say these words with you when you read them in the story and point to the words so they notice whether they use an s or z. You might even want to practice together and draw out the /z/ sound.



During Read-Aloud

- ★ As you read the story, incorporate these read-aloud strategies. Mark the pages where you plan to ask questions or have a discussion. Show the pictures, explain words, and ask the suggested questions in the appropriate spots.
- Explain these words as you read:
 - ☐ **Phonics** is the connection of the sounds of spoken words to the way those words are represented in print. You study phonics in school because it helps you figure out new words when you read. **Turnips** are pale colored roots that are vegetables people cook and eat.

New Words
Explaining new words
in context helps build
vocabulary.

- ★ When you read the word *Buzz*, point out that this type of word is an example of **onomatopoeia**. Have children say this big word with you — onomatopoeia. That means it spells and says the sound that it makes. There is another example of onomatopoeia in the story. Listen and see if you find it (*boink*).
- ★ Before looking at page 7, ask children why they think Fly Guy loved the lunchroom.

Read-Aloud Discussion

Conduct a brief discussion using some of these suggestions:

- ★ Ask children to describe things about this book that are silly. For example, it isn't very likely that someone would have a pet fly, especially one that talks. And a cook is probably not going to be too fond of having a fly in the kitchen, let alone fixing it a special "garbage soup." Do they think the school principal would really fire the cook because there is a fly in the lunchroom? Connecting story events to their own real experiences helps children understand and relate personally to the people and events.
- ★ This book is unusual for an early reader because the story is divided into chapters. Point this out while reading. For example, after reading Chapter 1 you might ask, "What would you say Chapter 1 is about?" After reading the story, have children summarize events in the story in terms of what happens in each chapter.
- ★ Some beginning readers may be able to remember the story and connect the words and pictures to read this book. Their reading skills will improve each time they re-read the book. Encourage parents to get this book to read aloud together (**Paired Reading**) and for **listening** to their child read aloud to them.



Paired Reading and Listening

Paired reading, where both parent and child read aloud together, and listening to a child read aloud are both effective ways for parents to help teach their children to read. Repeated readings of the same book improve fluency.

PEER Sequence

Dialogic Reading is a powerful read-aloud strategy because it involves the listener and extends oral language and print comprehension. The **PEER** sequence for Dialogic Reading says to **Prompt** the child with a question about the story, **Evaluate** the child's response, **Expand** on the child's response, and **Repeat** the initial question to check that the child understands the new learning.

Read-Aloud Warm-Up

Take no more than five minutes to ask parents and children if they noticed some of the strategies you used that helped bring this book to life.

- ★ Mention that when you use new words it helps if you tell what they mean within the context of the story so that children understand the word related to how it is used. This helps children learn and remember the meanings of new words. Does anyone remember any of the new words introduced with this book? **Phonics** and **turnip**. Explaining new words in context helps build vocabulary.
- ★ You used different types of questions to help children think about the story and connect it to their own experiences.
- ★ You used the Dialogic Reading strategy to extend understanding about the story and in this case to also help children understand about parts of books. Dialogic Reading is a powerful read-aloud strategy because it involves the listener and extends oral language and print comprehension.



Questions

Using open-ended and "wh" questions (such as who, what when, where, why) increases talk about the book and helps children focus on details. It supports comprehension and builds vocabulary. It also helps children relate story events to experiences in their own lives.

Distribute the bookmarks and *The Family Guide to the Book Fair* (found at www.scholastic.com/bookfairs/family) to all parents. Let them know that these great tools are filled with reading strategies, tips, and information about how young children learn.



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