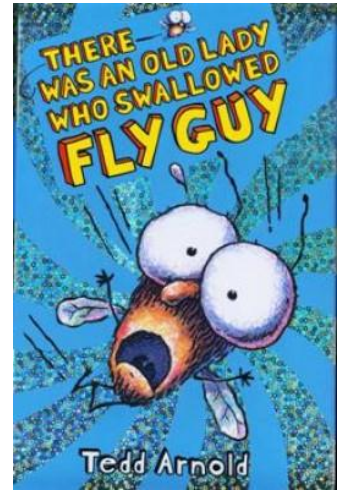


There Was an Old Lady Who Swallowed Fly Guy

Written by: Tedd Arnold

A young boy named Buzz goes to visit his grandma and takes his pet fly, Fly Guy, with him. Buzz's grandma accidentally swallows Fly Guy! What will they do? What will she swallow next? Is it the end of Fly Guy?



Possible strategies for instruction:

Comprehension:

- **Check for Understanding:**
 - Throughout the story, stop and ask your students to check for understanding by telling you the “who” and “what” of what you just read. Good stopping points to use this strategy are at the end of pages 5, 9, 14, 20, 26, and 30.
- **Recognize and Explain Cause and Effect Relationships:**
 - This story does not use many clue words to signal cause and effect relationships. Use questioning such as “Why do you think this happened?” throughout the story to assist students in identifying these relationships. There are many opportunities to use this strategy throughout this story. Here are a few:
 - P. 6 – “The story says that Buzz didn’t know why grandma swallowed Fly Guy. What do you think caused her to swallow him?”
 - P. 11 – “What caused grandma to swallow the spider?”
 - P. 14 – “What caused grandma to swallow the cat?”
 - P. 24 – “Look at the picture. What do you think caused Fly Guy to cry out Buzz’s name?”

Accuracy:

- **Recognize Words at Sight:**
 - Many basic sight words are used in this story, and some are repeated often. Select words to highlight appropriate for your grade level/ the ability level of your students.
- **Chunk letters and Sounds Together:**
 - This strategy can be modeled for children many times throughout this story.
 - *fl* chunk in *fly*
 - *sw* chunk in *swallow*
 - *uzz* chunk in *Buzz*
 - *sp* chunk in *spider*
 - *ch* chunk in *catch*
- **Use the Pictures... Do the Words and Pictures Match?**
 - Beginning readers often need reminded that pictures can help a reader decipher words in a story. In this story, many words can be confirmed through the pictures.
 - Grandma, spider, bird, cat, dog, goat, cow, and horse

Fluency:

- **Practice Common Sight Words and High Frequency Words:**
 - This story is full of common sight words for beginning readers. Words such as: he, she, had, one, to, see, and, the, for, & more! Loved by most all students that read it, this story provides a familiar story line (similar to the song) and engages the reader.
- **Voracious reading:**
 - This text is a favorite of students and is usually one that has a waiting list at the school library. Fortunately, there are other Fly Guy books that are similar in structure and encourage continued reading of a favorite series. Once a student has exhausted his time with this story, direct his attention to the many other Fly Guy books.

Expand Vocabulary:

- **Use Dictionaries, Thesauruses and Glossaries as Tools:**
 - Although there are not many “interesting” words in this story, it does provide an excellent opportunity to use a thesaurus and look for synonyms to words in the story.
 - For example, the story uses the word *swallowed* over and over. What word could be used in place of *swallowed*? What words could be used in place of ran (p. 3), dark (p.7), leave (p.9), and cried (p. 25).

This text can be used with nearly any strategy on the CAFE menu. The above strategies are a highlighted collection to use as a springboard for further instruction.