

STORY SUMMARY

The Fly Frenzy is the first of the Stellar Adventure Series of humorous chapter books for ages 8-12. This adventure is based on a household of animal companions that coexist in their own world alongside their human homeowners. The story introduces Hector, a stoic Norwegian Forest Cat and his somewhat chaotic ideas to solve a pesky problem. He manages to tolerate the yippie dogs and the uncooperative toad, but certain things in his life are over-the-top. No worries, he just needs “a little help from his friends” in order to make things right. Peace, love and kindness is the mantra of Paz, Hector’s spider buddy, who is always available with eight helping hands and lessons in life.

A challenging and fun book for ages 8-12. Homeschooling parents and teachers are encouraged to offer this light-hearted and funny book as reading material. Great for literacy projects that focus on characters analysis, point of view, new vocabulary, and problem-solving. Also great for discussions about kindness, friendship and family. The students will love you for it.

Jinja Notargiacomo is a painter, sculptor and a creative storyteller. Her talent in the creation of visual art of animals and birds inspired her to write children’s books based on the positive impacts that animals have on the lives of humans. Jinja easily finds humor in everyday life and this comes through in her stories that capture the love we all have for our animal companions. As a former mental healthcare provider, she understands the profound impact of human kindness and care. People need stories of inspiration and hope to encourage positivity.

Eva Fresa is an editor, author, graphic designer and a former middle school teacher holding a current teaching license in the state of Virginia. The themes of her children’s books center around her strong belief that all animals deserve a humane and respectful life. As a teacher, she found joy in inspiring and empowering students. “I’m so happy to have had the opportunity to work with my sister to write “Stellar Adventures.” We wanted to create stories we would have loved our teachers to give us to read in middle school!”

Yurii Sosnytskyi is an artist, illustrator, and lecturer at the Ukrainian University. He enjoys writing and illustrating books for children. In his work, he likes to depict the harmony between animals and people in the technique of watercolor and colored pencils. During his professional career, he has illustrated more than eighty books for children.



Chapter Book Ages 8-12 ISBN: 979-8362135324 Pages: 52

Juvenile Fiction / Action & Adventure / General

Juvenile Fiction / Animals / General

Juvenile Fiction / Humorous Stories

Juvenile Fiction / Social Themes / Friendship

THEMES/TOPIC CATEGORIES

Animals, Home Companion Animals,

Friendship, Loyalty, Family

Making Inferences, Predicting Outcomes

Collaboration, Teamwork

Empathy, Understanding, Kindness

Action and Adventure, Success and Failure

Dialogue and Expressive Language, Situational Humor

LEARNING CORRELATIONS

Plot Structure

Character Development

Imaginative Storytelling

Literacy and Reading Comprehension

Dialogue and Descriptive Language

Moral Dilemmas

Fantasy and Reality

Visual Literacy and Art



Related Materials - Books - Genre

"The Cricket in Times Square" by George Selden

"Charlotte's Web" by E.B. White

"Catwings" by Ursula K. Le Guin

"Bunnicula" by Deborah and James Howe

Related Materials - Visual Arts in Children's Books

"Where the Wild Things Are" by Maurice Sendak

"The Snowy Day" by Ezra Jack Keats

"The Polar Express" by Chris Van Allsburg

"Last Stop on Market Street" by Christian Robinson (illustrator)
and Matt de la Peña (author)

"My Father's Dragon" by Ruth Stiles Gannett (author) and Ruth
Chrisman Gannett (illustrator)

"Journey" by Aaron Becker

"Winnie-the-Pooh" by A.A. Milne, illustrated by E.H. Shepard

"Flotsam" by David Wiesner

"Stellaluna" by Janell Cannon



ACTIVITY	EDUCATIONAL AREA	SKILLS AND LEARNING PRACTICE
Character Analysis Project	Comprehension Reading	Character analysis tasks; finding evidence inside the story, looking for influences and motivations
Plot Breakdown	Comprehension, Reading and Writing	Understanding story structure Reading Comprehension
The Power of Images	Visual Arts Connection	Understanding the role of art in the storytelling experience
Create a Point of View Story	Creative Writing Comprehension	Story structure, creative writing, character development, perspective
Discussion Questions	Reading Comprehension	Discussion leads to understanding, articulation of thoughts and opinion, comprehension

Character Analysis Project

Materials: “The Stellar Adventures of Hector and Paz; The Fly Frenzy” student copies. Available www.holycowpublications.org or Amazon.com

Discussion Questions for Character Analysis (provided below)

Character Analysis Study Guide (provided below)

Character Analysis Graphic Organizer for Hector, Paz, and student’s choice. (provided below)



Character Analysis Project (continued)

Objective: Books we love have characters we love! How does the author accomplish this? “The Stellar Adventures of Hector and Paz” explores themes such as friendship, family, and problem solving with a moral dilemma. This lesson will take a deep dive into how each character’s traits evolve throughout the story. Students will discuss character interactions and how those relationships reflect broader social issues like empathy and understanding. Learn how the author uses creative writing techniques, such as humor, to allow the protagonist to grow and change throughout the story. At the end of this lesson, students will understand methods authors use for character development. They will learn how to analyze the book for character traits.

Procedures: Prior to the lesson, students have read the book, “The Stellar Adventures of Hector and Paz.”

- **Discussion Questions:** Choose which discussion questions to use for the students to answer/discuss together, use some or all depending on the areas you want to highlight. The questions are separated by topic. During this lesson, highlight text passages that exemplify the traits and gives evidence of the answers. Allow students to review the text and find examples for answers.
- **Character Analysis Study Guide:** Hand out or show the Study Guide on the Smartboard. Ask students - could they define themselves in these terms? Define the terms *influences* and *motivations* (example could be the paragraph about “Cat Condominiums” - how that influences Hector’s appreciation of Slippers.)
- **Character Analysis:** Hand out the Character Analysis Pages or recreate as an interactive PDF all three pages. Have the students work individually using the book to do the assignment.
- **Alternative Lesson for students with differing abilities:** Reduce the number of discussion questions as appropriate. Have students work in pairs or have students cite one example for each character instead of three.
- **Optional Lesson:** Humor in Character Development - Have students give five examples of humor used to develop character for each chapter (this will be fun!)

Discussion Questions for Character Analysis - many of the following questions can be used for each of the characters. The questions can be done in groups - one group answering for Paz and one for Hector. These questions should be done together as a class discussion prior to the Character Analysis Project Worksheet for a check for understanding.

Understanding Character Traits

How are the characters developing in the story? In what ways does the author give evidence of this? *Backstories, dialogue, interactions with others, etc.*

How does the author use humor to develop the characters? *Give examples for each character from text - optional*

What are some personality traits of Hector? *Low tolerance of the dogs, etc.*

What actions or decisions show these traits? *Use examples from the text to support your answers.*

How do specific personality traits make the characters better suited to solve the problems they face?

Character Growth and Development

How does the Hector change from the beginning to the end of the story? In what ways does the author give evidence of this? *Dialogue, willingness to see other's point of view, trust in friendship, etc.*

Are there moments where Hector's actions surprise you?

How did your perception of the character change based on their choices or actions?

Relationships Between Characters

What is the relationship between Hector and the other characters? *Paz, Antoadio, Herbie, Dogs, Slippers*

How do these relationships influence the character's decisions and actions? What role does Paz play in the main character's development? What evidence does the author use to support this?

Do they always get along, or do they sometimes have conflicts? Explain.

Motivation and Decision-Making

What motivates the character to make certain decisions?

Are they driven by fear, kindness, anger, or something else? How does their motivation affect their actions?



Discussion Questions for Character Analysis (Continued)

Comparing Characters

How does the Hector compare to other characters in the story? How are their approaches to solving problems different?

Is there a character who acts as a foil (opposite) to the main character?

How do their differences help highlight the Hector's traits? Paz's traits?

Emotional Reactions and Empathy

What emotions does the character express, and how does this affect their actions? Answer for both Paz and Hector.

Were there any moments when you felt empathy for the Hector?

What parts of the story made you feel connected to what the character was going through?

Character's Role in the Plot

How does Hector move the plot forward?

What decisions do they make that cause important events to happen?

Do you think the character is a leader or a follower?

How does their role in the group or among other characters affect the story?

Character's Influence on Others

How does Hector influence the behavior of other characters? Explain...incident with Herbie, Antoadio.

Can you find examples where Paz inspires or teaches something to others?

What lessons do they learn from their interactions with others?

Imagining Beyond the Story

How does Hector feel about his friendship with Paz? Why?

What might be a learning outcome for Hector that he learned from Paz? *patience, tolerance, kindness...*



character analysis study guide

What do they
THINK?

What do they
SAY?

What do
they DO?

How do they
FEEL?

What do
others think
of them?

What are their
STRENGTHS and
WEAKNESSES?

What INFLUENCES and MOTIVATES them?

THE STELLAR ADVENTURES OF HECTOR AND PAZ; THE FLY FRENZY



character analysis

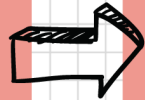
HECTOR



character trait

evidence

explanation

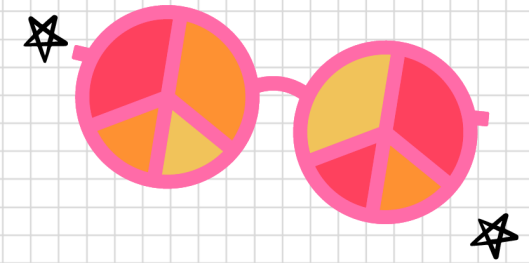
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THE STELLAR ADVENTURES OF HECTOR AND PAZ; THE FLY FRENZY



character analysis

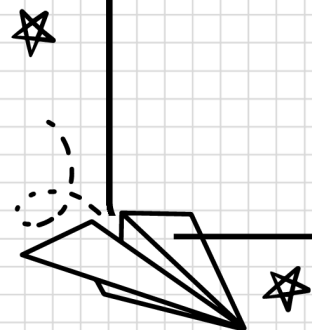
PAZ



character trait

evidence

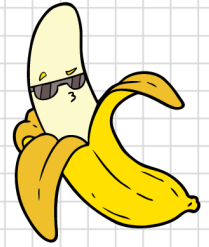
explanation



THE STELLAR ADVENTURES OF HECTOR AND PAZ; THE FLY FRENZY



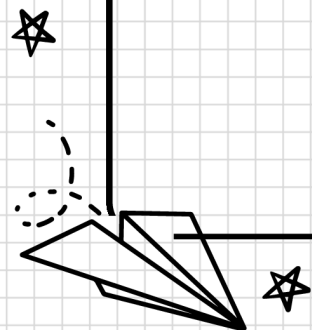
character analysis



character trait

evidence

explanation



THE STELLAR ADVENTURES OF HECTOR AND PAZ; THE FLY FRENZY



Plot Breakdown

Objective: Learning Basic Plot Structure: Students will examine how the story is structured—introduction of the characters, discovering the problem or conflict, rising action, climax, and resolution—helping them understand narrative arc and pacing in fiction.

Procedures:

- Prior to the lesson, students have read the book, “The Stellar Adventures of Hector and Paz.”
- Introduce plot structure by drawing a “story mountain” or narrative arc on the Smartboard and labeling it with well know children’s stories (for example “The Three Little Pigs”)
- Display and/or handout the **Plot Structure Study Guide** (provided) and spend time reading and explaining each segment using examples from past reading assignments or stories from previous lessons.
- Once there is a check for understanding, have the students fill out the **Plot Breakdown** (provided) Students may work in pairs and use complete sentences. Ask the students to have multiple examples of rising action. Discuss these in class.
- Alternative Lesson for students with differing abilities: Have the student discuss the plot with you orally as you prompt them with each part of the plot.
- **Optional Lesson:** Have the students write a creative story that follows the plot structure. Give ideas for topics. Have them label the plot structure parts of their story.



PARTS OF PLOT STUDY GUIDE

EXPOSITION

The reader learns background information needed to understand the story. Setting is established, characters are introduced and a conflict/problem is introduced or hinted towards.

The series of events that elevate the problem. The protagonist faces one or more challenges or complications. The issue begins to worsen and these problems start to move the plot towards the climax, creating suspense.

RISING ACTION



CLIMAX

The turning point of the story. This is the highest point of tension. It could range from a 'life or death' situation to a tense emotional moment. The reader realises who or what is going to succeed in winning the conflict.

These are the actions that help to unravel, solve or deal with the problem that leads us towards the resolution. It can sometimes involve a surprise twist.

FALLING ACTION



RESOLUTION

The final outcome of the conflict, whether it is resolved or unresolved. The tension is broken and the reader feels a sense of closure.

THE STELLAR ADVENTURES OF HECTOR AND PAZ; THE FLY FRENZY

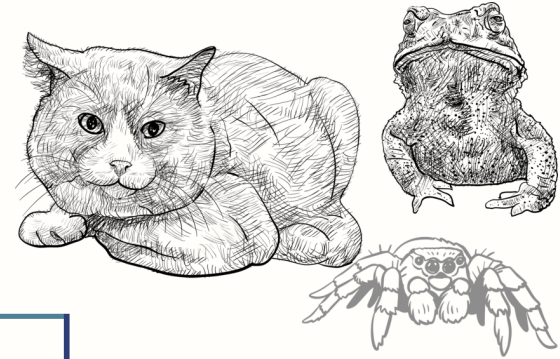


THE PLOT BREAKDOWN

The Stellar Adventures
of Hector and Paz;
The Fly Frenzy



Climax:



Rising Action:

Falling Action:

Introduction/Exposition

Resolution:

THE STELLAR ADVENTURES OF HECTOR AND PAZ; THE FLY FRENZY



The Power of Images in Storytelling

Objective: The illustrations in “The Stellar Adventures of Hector and Paz” are original digitized watercolor paintings by Yurii Sosnytskyi. A short bio of the illustrator is on the first page of this document. The author strongly believes that Yurii’s illustrations help bring the characters “to life” and give them interest and depth. Provided below are several lessons that cross the Visual Arts and writing curriculum. Choose some or all of these lessons for your students. Students will understand how art plays an important role in the storytelling experience.

Materials: “Good Dog Carl” by Alexandra Day, “The Stellar Adventures of Hector and Paz; The Fly Frenzy” Drawing paper and paint/pencils/crayons, Projection Device, A Story with no Words handout, Teacher Reference Popular Books Written with a Nonhuman Point of View.

Procedures:

Prior to the lesson, students have read the book, “The Stellar Adventures of Hector and Paz.” The illustrations in the book can be used to discuss how images complement text.

Analysis of the Illustrations

- Students will analyze how the drawings help convey mood, character emotions, and establish settings and action.
- Show examples of how images complement the story - display or borrow from the library some of the popular books where this is evident. (*List provided on page 1 of this document as Related Visual Arts Materials.*)
- Have the students choose two illustrations from “The Stellar Adventures of Hector and Paz” and describe in paragraph form how the image adds to the story, what she likes about the illustration and what she learns about the character/s from the illustration.

Create an illustration for the Stellar Adventures story (and please share them with us!!!)

- Have the students think of their favorite parts of the story or key scenes that are not depicted with art.
- Ask the students to create or draw the scene for the book. How does their picture add to the story?



The Power of Images in Storytelling (continued)

Examine Artist's Technique in Several Popular Books with No Text (Comparisons)

There are many examples of expressive and original art in children's books that have played a significant role in enhancing the storytelling experience. These illustrations are often imaginative, detailed, and filled with emotion, helping to bring characters and scenes to life in unique ways.

- Ask the students if they remember the “Carl” series of books by Alexandra Day or any other books with no text - only illustrations (borrow the book from the library) and “read” the textless book to the class. Option: Have students volunteer to “read” each page for the class. Discuss how there is a story told with only pictures.
- As a class, compare the different types of art in books with no text. Project some of the images from each book to the class. Better yet, try to borrow some of these books from the library - best to see the art in the actual book.
- Read through some of the books in their entirety. Compare the impact of the storytelling conveyed by the art. Ask the students how the pictures show emotion, action, danger, darkness, happiness, etc.

Create a Book with no Text! (A Story with no Words)

- After the students have learned about the different types of visual art in books, they are now ready to “write” their own textless book! **Option:** Have student retell a popular story with only drawings.
- Have the students outline the ideas and actions for each image. Once each part of the story is outlined they are ready to draw. Provide students with **A Story with no Words** handouts (provided) or recreate on posterboard for display.



A Story with no Words

Title:

Scene 1



Description:

Scene 2



Description:

Scene 3



Description:

Scene 4



Description:

Scene 5



Description:

Scene 6



Description:

THE STELLAR ADVENTURES OF HECTOR AND PAZ; THE FLY FRENZY



A Story with no Words

Title:

Scene 7



Description:

Scene 8



Description:

Scene 9



Description:

Scene 10



Description:

Scene 11



Description:

Scene 12



Description:

THE STELLAR ADVENTURES OF HECTOR AND PAZ; THE FLY FRENZY



Point of View Writing Practice

Point of View Creative Writing Lesson (Note: not 1st, 2nd and 3rd person point of view)

Objective: The authors of “The Stellar Adventures of Hector and Paz” chose to write the story from the animals’ point of view. This means the readers are experiencing the story through the opinions, feelings, and actions of the animal characters in the book. Much of the writing is from the cat’s (Hector’s) perspective, offering an excellent opportunity for students to explore how point of view affects storytelling. At the end of this lesson students will have created a short story from the point of view of an animal or inanimate object (like a toaster!)

Materials: “The Stellar Adventures of Hector and Paz” student copies for reference. List of common books or films with animal or inanimate objects point of view. (provided below)

Procedures:

- Discuss the elements of writing from different points of view and give students examples from past reading assignments what point of view was used by the author. How does writing from the animal’s point of view in “The Stellar Adventures” add to the charm of the story?
- Review several of the books from the Books Written from a Nonhuman Point of View reference list.
- **Practice:** Students will write a short story from an animal’s perspective to practice the skill of writing in the point of view of an animal or inanimate object.
- Let students choose from different types of stories, whether focused on humor, mystery, fantasy, or moral lessons.



List of popular books written with an animal or nonhuman point of view

Adventure and Exploration Stories

"The Incredible Journey" by Sheila Burnford, where two dogs and a cat embark on a journey to find their owners.

"The Tale of Despereaux" by Kate DiCamillo, where a mouse embarks on a heroic quest in a castle.

Friendship and Relationships

"Charlotte's Web" by E.B. White, which shows a deep friendship between a pig (Wilbur) and a spider (Charlotte).

"The Velveteen Rabbit" by Margery Williams, which explores the emotional connection between a boy and his beloved toy.

Empathy and Understanding Different Perspectives

"Black Beauty" by Anna Sewell, told from the perspective of a horse, helps readers understand the hardships and kindnesses experienced by animals in different hands.

"The One and Only Ivan" by Katherine Applegate, where a gorilla narrates his experience of life in captivity, evoking empathy for animals kept in zoos or circuses.

Environmental and Nature Stories

"The Lorax" by Dr. Seuss, where the Lorax speaks for the trees and highlights environmental conservation.

"The Miraculous Journey of Edward Tulane" by Kate DiCamillo, where a china rabbit experiences life in different environments as it passes from one owner to another.

Humor and Whimsy

"The Day the Crayons Quit" by Drew Daywalt, where crayons express their dissatisfaction with how they are being used by their owner.

"Click, Clack, Moo: Cows That Type" by Doreen Cronin, where cows on a farm go on strike and make demands via typewritten notes.

Fantasy and Magical Realism

"The Mouse and the Motorcycle" by Beverly Cleary, where a mouse named Ralph goes on wild adventures with his new motorbike.

"Sylvester and the Magic Pebble" by William Steig, where a donkey finds a magic pebble that grants wishes, leading to unintended consequences.

Stories About Home and Belonging

"The Brave Little Toaster" by Thomas M. Disch, where appliances go on a journey to find their original owner, exploring themes of loyalty and home.

"The House at Pooh Corner" by A.A. Milne, where Winnie-the-Pooh and friends experience both adventure and moments of quiet reflection about belonging.

Coming-of-Age and Personal Growth

"Winnie-the-Pooh" by A.A. Milne, where the various characters represent different emotional states, teaching about growth and understanding.

"Stellaluna" by Janell Cannon, where a bat separated from her mother learns about identity and fitting in.

THE STELLAR ADVENTURES OF HECTOR AND PAZ; THE FLY FRENZY

