



Close reading plan

Fireflies by Julie Brinckloe

Created by Kara Levenduski, 2014 Connecticut Dream Team teacher

What makes this text complex			
Text and Author	Fireflies by Julie Brinckloe	Where to Access Text	Aladdin 85026767 0-689-71055-0 1985 28
Text Description			
Fireflies by Julie Brinckloe is about a little boy enjoying the thrills of chasing fireflies with his friends on a summer night. Upon the realization that his fireflies will not survive in his glass jar, he is challenged with the decision to let them live and release them or enjoy them for the little time they will live.			
Quantitative			
Lexile and Grade Level	AD630L Ages 5-8	Text Length	1101 words- 28 pages
Qualitative			
Meaning/Central Ideas		Text Structure/Organization	
The central theme of the text is compassion. Understanding that what brings you joy could also bring you sadness and the action of releasing the fireflies brings the mixed emotions that compassion frequently requires.		Fireflies is a fictional picture book written in chronological order with graphics that directly support the text.	
Prior Knowledge Demands		Language Features	
Fireflies are winged beetles, known as lightning bugs, they tend to live in marshy or wooded areas. They are nocturnal, so they only come out at night. They also hibernate during the winter so they can only be seen during the warm weather. The fireflies use their light to defend their territory and attract other fireflies.		See challenging words below. Text is mainly descriptive with figurative language such as Tremble of joy, moonlight underwater also alternate sentence structures <i>Fireflies!</i> , catching two, ten-hundreds of fireflies, something in my throat would not go down, fireflies swam in my tears and repeated paragraphs.	
Vocabulary			
Tier Two Words (General academic vocabulary)		Tier Three Words (Domain-specific words)	
<i>"Words that are far more likely to appear in written texts than in speech. [They] often represent subtle or precise ways to say relatively simple things—saunter instead of walk, for example." (CCSS ELA Appendix A)</i>		<i>"[Tier Three words]...are specific to a domain or field of study (lava, carburetor, legislature, circumference, aorta) and key to understanding a new concept within a text." (CCSS ELA Appendix A)</i>	
<ul style="list-style-type: none"> • flickered • moment • cellar • polished • dusty • dulling 	<ul style="list-style-type: none"> • grasping • blinked • thrust • dashed • flung • aimed 	<ul style="list-style-type: none"> • Fireflies • Breathe • Moonlight 	
Potential Reader/Task Challenges			
I anticipate that learners will be challenged by the figurative language. Understanding the challenges of having compassion and wanting to do what is best for someone else will be developmentally challenging for first graders. Also students need information about fireflies and how they light up at night, blinking on and off.			

Text-dependent questions

Question	Standard alignment	Page of this document
What are at least two things the boy does in order to bring home the fireflies?	RL.1.3	4
On page 3, the word Fireflies! is written in italics and with an exclamation mark. What is the author trying to express?	RL.1.4	7
Based on the picture and text on page 26, what is the author telling us about how the boy feels?	RL.1.7	11
After the boy let the fireflies go the author states Fireflies! Blinking..... dancing. The author stated the same phrase on page 10. What feelings is the author suggesting by using the same text in different parts of the books?	RL.1.4	14
On the last page how does the boy feel and why does he feel that way?	RL.1.7	16

Target Standards

- RL.1.3-Describe characters, settings, and major events in a story, using key details.
- RL.1.4- Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
- RL.1.7- Use illustrations and details in a story to describe its characters, setting, or events.
- RL.1.2- Retell stories, including key details, and demonstrate understanding of their central message or lesson.

Question 1

Question #1	What are at least two things the boy does in order to bring home the fireflies?	
Standard(s) covered:	RL.1.3-Describe characters, settings, and major events in a story, using key details. RL.1.6-Identify who is telling the story at various points in a text.	
	Example response that meets standard	Look-fors
	<p>The boy asks his parents to go outside. He gets a jar from the basement and puts holes in the top. He runs outside to his friends to catch fireflies. He caught fireflies and put them into his jar. When the parents called the kids home. He went home with his jar of fireflies.</p>	<ul style="list-style-type: none"> • Uses key details and vocabulary to describe at least <i>two</i> important events that led up to the boy bringing the fireflies home. • Understands that key details can be found within the text's words and illustrations. (Using descriptive words from the text such as "holes".)
If students are struggling to answer the text-dependent question, use this follow-up plan for modeling and practice:		
Objective	In this lesson, you will learn how to identify describe major events by describing key details.	
Prior knowledge to review	With prompting and support, identify characters, settings, and major events in a story.	
Steps to achieve objective	Think aloud for direct instruction	

<p>1) Locate the parts of the text that contains the events.</p>	<ul style="list-style-type: none"> • So let's think about our question, <u>What are at least two things the boy does in order to bring home the fireflies?</u> (Make sure it is written down and point to it as I read it. • I need to make sure I understand my question before I go back to my book. Let's start by looking for important words in our question. • I think the word "two" is important. But "two" what? I am going to keep reading... Ohhh "things the boy does". Look I even know what character I am focusing on!!! But my question is not over! I need to finish reading. I see "bring home the fireflies". Do you think that is important? • So we are looking for the TWO ACTIONS the BOY does to bring HOME the fireflies. (circle TWO, BOY, HOME FIREFLIES on sentence question. • It is really important that we think about this while we are rereading our text. • Let's take a look... remember to listen and watch—many times pictures In the book can also give us clues to what is happening in the story. • I notice that on page 7, the illustration shows me that the boy is poking holes in the jar. The author writes "Holes," I remembered, "so they can breathe." – The boy is making a jar "so they can breathe" . I think he is talking about the fireflies being able to breathe. • This is one of the events that leads the boy to bringing home the fireflies. • ... That was a good event! I am going to keep looking for events that have to happen in order for the boy to bring the fireflies home. • Ok let's keep looking... I noticed on page 11, the boy is jumping up and down with the jar in his hand and the fireflies flying above. • The author writes, "Catch them, Catch them," we cried, grasping at the lights". • The kids are catching fireflies!!!! They would definitely have to do that in order to bring the fireflies home!
<p>2) Ask yourself, "What words or illustrations help me answer the question?"</p>	<ul style="list-style-type: none"> • Now that we have identified two events that happen before the boy brings home the fireflies. Let's make sure that we mark them so that we can go back into our book and be able to pull out the important details. • Okay let's take a post it and mark it in our book. • One of the first actions that we identified as the important was the boy making holes in the jar so that the fireflies can breathe. When I look at the picture and I read the text on page 7 I know that this is the page I need to mark. • Another event that we identified as important was the boy jumping up and down and yelling "Catch them, Catch them", I see this on page 11. • Let's put a post it her so that we can look at the illustration and the text to help us when we write on our key details on our chart.
<p>3) Record the events using the sticky notes as reference</p>	<ul style="list-style-type: none"> • Today we will share our pen to write the key details onto sentence strips or anchor chart. • Let's start with the first post-it. • We can look at the picture and read the text. • Let's write.... The boy pokes holes in the top of a jar. • Let's work together to write this sentence. • How about the second event... Ohhh here it is!! Look at the picture and think about what the author wrote! • Let's write...The boy catches fireflies in his jar.

Extension and practice

- With a partner put the sentence strips into the correct order then describe the key ideas in a student led discussion.

What next?

For additional practice, with students or for students' independent work, apply this learning objective and set of steps to (name type of text and skill/standard)

See more examples of how to teach (name skill and standard)

RL.1.3-Describe characters, settings, and major events in a story, using key details.

1. Locate the parts of the text that contains the events.
2. Ask yourself which events are the most important events.
3. Record the events in their journals using illustrations or sentences.

Link to corresponding LearnZillion lessons and/or other sources. Or delete this box.

Question 2

Question #2	On page 3, the word <i>Fireflies!</i> is written in italics and with an exclamation mark. What is the author trying to express?
Standard(s) covered:	RL1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

Example response that meets standard	Look-fors
<p>The exclamation mark tells me that the boy is excited.</p> <p>The word looks different (is in italics) than the rest of the words, I think the author is giving me a clue that the boy is excited.</p>	<ul style="list-style-type: none"> Identify the exclamation mark and understand that it changes the meaning of the word. Describe how an italic work changes the authors meaning in the authors meaning of the text.

If students are struggling to answer the text-dependent question, use this follow-up plan for modeling and practice:

Objective	In this lesson, you will learn how specific words suggest feeling by analyzing what the text means.
Prior knowledge to review	Ask and answer questions about unknown words in a text.
Steps to achieve objective	Think aloud for direct instruction
1) Notice when the author changes how a word looks.	<ul style="list-style-type: none"> Today we are going to be DETECTIVES...We are going to look closely at the words to see if we can find clues to how the author is changing the meaning of the text by changing how it is written! Let's try rereading page 3, the author is talking about something flickering, blinking or flashing, then she writes the word <i>Fireflies!</i> Wow this word looks different than the other words in the text! Let's put on our detective glasses, does it look different? YES! Good job text detective! I think the author REALLY wants me to pay attention to this word. Let's look at it closely. How does it look different than the other words? Mmmm I think the letters are slanted.... They look almost prettier than the other letters. This is called italic font! Everyone repeat, ITALIC. Hold up a piece of sentence strip with the word italics... written in italics. I also noticed that there is an exclamation mark after the word. The author is trying to tell me to really look at this word!

<p>2. Ask, "How does the change in text convey a different meaning?"</p>	<ul style="list-style-type: none"> • Now.... We need to figure out why the author changed the text. • Let's reread it again and make sure we read it like we are speaking! When we hear it, read how the author wants us to read it we will be able to understand more clearly what message the author is trying to tell us. • When I read <i>Fireflies!</i> My voice changes. • It was louder, it was squeaker, even my eyes opened wider. • Watch and listen... I will read it again. • <i>Fireflies!</i> • By looking at how the word is written and the exclamation mark, I know the author wants me to read the word differently. 								
<p>3. Jot on an anchor chart, "How does the change in how the words are written tell me something important about the story?"</p>	<ul style="list-style-type: none"> • I know that if an author changes the way parts of the text look, there HAS to be a reason!!! And I NEED to pay attention. • Now I knew how to read that word but sometimes we might have to be a detective to figure out what the author is trying to tell us how the character feels. • Let's think about how I read the word Fireflies! • I opened my eyes wider, my voice was louder and a little squeakier. • I know that all of you talk like that when you are excited! • When I find out I am getting ice cream for dessert! I get excited! I might jump up, I might yell out, my voice might be squeakier. • I think the author is trying to tell me in the text that the boy feels a certain way. • If the boy is thinking in his head, <i>Fireflies!</i> • I think the author is telling me that the boy is excited! • I am going to write this in my anchor chart. • The first column I will write the word <i>fireflies!</i> • In the second column we need to write the feeling the author is suggesting. • The boy being excited about the fireflies is why he goes outside in the dark. • His excitement is an important part of the story and shows us how the boy feels about catching fireflies. <table border="1" data-bbox="537 894 1713 1222"> <thead> <tr> <th data-bbox="537 894 1125 976"><u>Text</u></th> <th data-bbox="1125 894 1713 976"><u>Feeling</u></th> </tr> </thead> <tbody> <tr> <td data-bbox="537 976 1125 1057"></td> <td data-bbox="1125 976 1713 1057"></td> </tr> <tr> <td data-bbox="537 1057 1125 1138"></td> <td data-bbox="1125 1057 1713 1138"></td> </tr> <tr> <td data-bbox="537 1138 1125 1219"></td> <td data-bbox="1125 1138 1713 1219"></td> </tr> </tbody> </table>	<u>Text</u>	<u>Feeling</u>						
<u>Text</u>	<u>Feeling</u>								

Extension and practice

- Students will identify text that looks different in their independent text, place a note on that location and jot down the feeling it is suggesting.

What next?

For additional practice, with students or for students' independent work, apply this learning objective and set of steps to (name type of text and skill/standard)

See more examples of how to teach (name skill and standard)

Objective: In this lesson, you will learn how specific words suggest feeling by analyzing what the text means.

RL1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

1. Notice when the author uses how the word is written to change meaning.
2. Ask, "How does the change in text convey a different meaning?"
3. Jot on an anchor chart, "How does the change in how the words are written tell me something important about the story?"

Link to corresponding LearnZillion lessons and/or other sources. Or delete this box.

Question 3

Question #3	Based on the picture and text on page 24, what is the author telling us about how the boy feels?	
Standard(s) covered:	RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.	
	Example response that meets standard	Look-fors
	<p>The boy is worried because the fireflies are not as bright. I can tell because the on page 20 the fireflies are bright but on page 23 they are not as bright. So on page 24, the boy puts a pillow over his head in the picture and the author states that he shuts his eyes tight.</p> <p>The boy does not want to lose his fireflies. The boy is sad when he puts his face in his pillow because the fireflies are not as bright.</p>	<ul style="list-style-type: none"> • Students need to identify the visual change of the fireflies and the change in the boys feelings. • Students could use text evidence such as “shut my eyes tight” or “put the pillow over my head” to describe the boys feelings. • The students need to relate the text to the illustrations. • Students could also use text like “moonlight underwater”, or dimmer to describe the change in the behavior of the fireflies.
If students are struggling to answer the text-dependent question, use this follow-up plan for modeling and practice:		
Objective	In this lesson you will learn how the author describes an event by using the illustration and words.	
Prior knowledge to review	With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).	
Steps to achieve objective	Think aloud for direct instruction	
1) Find the parts of the text that answer the question.	<ul style="list-style-type: none"> • Today we are going to look at the text and the illustrations to help us better understand how the events in the story. • Ok.... AT this point in the book the boy has gone to bed. I notice the author using the pictures on pages 20 and 21 to show the boy staring at the fireflies but I notice that the fireflies are changing. The author also states that “it was not the same”. • I think the author is trying to show us with the illustration and the text that the something is happening to the fireflies. • Let’s see if there continues to be a connection to the illustrations and the text. On the next page the light of the fireflies is changing and the text is stating that the “light is grew dimmer”. • When I look at this page all the fireflies are at the bottom of the jar and the jar is not bright at all. • So at this point we have identified that when the author states the fireflies are “not the same” we also notice a difference in the picture. • On the following pages we have also determined that when the author states “the light grew dimmer”, the author is talking about the fireflies in the jar not being so bright. • These are connections between the illustrations and the text which help us to understand the book better. 	

<p>2) Ask: "What is the author trying to say in these words and illustrations?"</p>	<ul style="list-style-type: none"> • For the next part of our close reading I am going to cover the picture. • We are all going to create a shared drawing using the text in the story. • I am going to start by reading one line at a time. You put a picture in your head about what the illustrations might look like. • Okay.... Everyone have a picture. Share with your partner what your picture looks like.. you have one minute. • I know I have a picture in my head. Let's see if we all are understanding what the author is saying with these words. • First "I shut my eyes tight" Let's see I am going to do this.... (Shut eyes tight). • Ooohhhh I know I make that face when I feel weird or unhappy about something.. • Can you all recognize that face??? • Okay the author also says, "the pillow over my head" • It sounds like the boy is hiding under his pillow. • Using that one sentence I have a pretty clear picture in my head. • Let's work together to create that picture • Students will share and teacher will draw the predicted illustration.
<p>3) Write the connection: How does the illustration support the text?"</p>	<ul style="list-style-type: none"> • Our job now is to find out if our illustration and text give us information about the events and characters in the story. • When we read this last page, it seemed like we are working on a very important part of the book. The illustrations clearly show something changing. • The fireflies were bright and flying in the jar but now they are lying on the bottom without very much light. • When I read the text I also notice that the author is describing a change in the boy. • The first pages we looked at he was just going to bed and excited he "caught hundreds of fireflies" • As the firefly light became dimmer, the authors words began to describe them by saying "but it was not the same", "like moonlight under water." I need to really think about the picture and how moonlight would look really dim if it were underwater. • Let's know think about our own mental pictures of the boy shutting his eyes and putting the pillow over his head. He states "They were my fireflies." • I think the boy is upset and really wants to keep his fireflies that he worked so hard for but I also think that he sees the light dimming. The fireflies are not acting the way they should while they are in the jar. The author even states "the jar was nearly dark." • Throughout the book I see know that the illustrations and the words are connected. In order to best understand the events and characters in the text, I need to make connections to what I see and what I read. <div data-bbox="646 987 1533 1193" data-label="Diagram"> <pre> graph LR A([Illustration]) --> B([Event]) </pre> </div>
<p>Extension and practice</p>	
<ul style="list-style-type: none"> • Students read a wordless book then write a sentence for each page. 	
<p>What next?</p>	

For additional practice, with students or for students' independent work, apply this learning objective and set of steps to (name type of text and skill/standard)	See more examples of how to teach (name skill and standard)
<p>Objective: In this lesson you will learn how the author describes an event by using the illustration and words.</p> <ol style="list-style-type: none"> 1. Find the portion of text and determine the words/phrases that might fit with the picture and reread those words and phrases 2. Ask: "What is the author trying to say in these words?" 3. Write the connection: How does the illustration support the text?" 	<p>Link to corresponding LearnZillion lessons and/or other sources. Or delete this box.</p>

Question 4

Question #4	After the boy let the fireflies go the author states Fireflies! Blinking..... dancing. The author stated the same phrase on page 10. What feelings is the author suggesting by using the same text in different parts of the books?	
Standard(s) covered:	RL1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	
	Example response that meets standard	Look-fors
	<ul style="list-style-type: none"> When the author writes the text the first time the fireflies are flying around. The next time the author writes the text the boy just let them go and they are free again. 	<ul style="list-style-type: none"> Identifying repeated text Connection between the first event when the boy is catching the fireflies and the releasing of the fireflies.
If students are struggling to answer the text-dependent question, use this follow-up plan for modeling and practice:		
Objective	In this lesson, you will learn how the author uses specific text to emphasis feeling by analyzing the text.	
Prior knowledge to review	Ask and answer questions about unknown words in a text.	
Steps to achieve objective	Think aloud for direct instruction	
1) Find the parts of the text that help answer the questions	<ul style="list-style-type: none"> We just reread how the boy let the fireflies go. I noticed when I reread this text that the author does something VERY INTERESTING! Since we are detectives we are going to figure out what is interesting and try and figure out why the author did this VERY INTERESTING trick in her writing. So let's go to the next page. –Read text OHHH OHH here it is –read page 27. Yes we notice the word Fireflies! Remember we looked at this word in the beginning of the text... Let's go find it.. Specifically page 8. Read the last four lines OHHH look these are actually the same exact phrases... this is interesting! 	

<p>2) Ask, What is the author trying to convey by using specific words in the text?</p>	<ul style="list-style-type: none"> • Boys and Girls wait that sounds the same... let me go back and reread... yes it is. • This must be very important. I think the author does this on purpose. Let's try and figure out why? • So let's look at the pictures and thinking about the words the author is saying. • The author states, blinking on, blinking off, dipping low, soaring high above my head, making white patterns in the dark. • The author is referring to the fireflies. • They are flying free. • Let's go back to the end of the book. (Read the text again) • What is the author telling us at this part of the text? • I think the fireflies are "FREE!" – now they are going to live life as they should. They are flying, blinking on and blinking off.
<p>3) Write how the text supports the events in the story?</p>	<ul style="list-style-type: none"> • Let's look at the picture and think about the text, What is happening at the beginning of the story? • The kids are trying to catch the fireflies as they fly high above their heads. • How is the repeated text helping to tell us about the key details in the text? • When each of the texts is repeated the same event is happening. • In the end the fireflies are free again flying high above their head • This is important; this is when the fireflies are alive.... When the fireflies are free.

Extension and practice

- Students will identify repeated text in poems (use link below for poems written by technique).
- Students will use the graphic organizer below to identify repeated text in poems and stories and infer the meaning.
- <http://www.poemfarm.amylv.com/p/find-poem-by-technique.html>

<u>Repeated Text</u>	<u>Location in Text</u>	<u>What do you think the repeated text means?</u>

What next?

For additional practice, with students or for students' independent work, apply this learning objective and set of steps to (name type of text and skill/standard)

See more examples of how to teach (name skill and standard)

Objective: In this lesson, you will learn how the author uses specific text to emphasis feeling by analyzing the text..

1. Find the parts of the text that help answer the questions.
2. Ask, what is the author trying to convey by using specific words in the text?
3. Write how the text supports the events in the story?

Link to corresponding LearnZillion lessons and/or other sources. Or delete this box.

Question 5

Question #5	On the last page, how does the boy feel and why does he feel that way?
Standard(s) covered:	R.L.1.3 Describe characters, settings, and major events in a story, using key details.

Example response that meets standard	Look-fors
<p>I think he has tears in his eyes because he thought the fireflies were his fireflies, he was sad he had to let them go.</p> <p>But he realized they would die in the jar so he had to let them go which made him happy to see them flying again.</p>	<ul style="list-style-type: none"> • Identify Tears as sad • Identify Smile as happy • Describe that letting the fireflies go was a good thing even though it he wanted to keep them.

If students are struggling to answer the text-dependent question, use this follow-up plan for modeling and practice:

Objective	In this lesson you will learn how the character feels by describing a major event.
Prior knowledge to review	With prompting and support, identify characters, settings, and major events in a story.
Steps to achieve objective	Think aloud for direct instruction
1) Locate the part of the text that contains words or images stated in the question.	<ul style="list-style-type: none"> • Our question today is asking us about the main character on the last page. • First thing we KNOW we must do is open to the last page. • When I look at the question I am also thinking about how the character feels and why I think he feel that way. • That means we need to find figure out how he feels using information from the text. • Okay let's take a look at the picture and read the text.

<p>2) Ask yourself, "How do the words and pictures help me to understand character feelings?"</p>	<ul style="list-style-type: none"> • Now we need to ask ourselves how the picture and the words help me to understand what we are reading. • The author states "swam in my tears but I could feel myself smiling" • Let's think about the event that just happened, the boy released the fireflies and they were "like stars dancing" • This is how the fireflies were in the beginning of the text. Free. • His jar is now dark and empty but the fireflies are dancing like stars. • When I think of his tears I see the dark and empty jar... I think of his pillow over his head. Not wanting the fireflies to die. • Then the firelies are let out, soaring high above my head... he smiles. • How can he have tears and smiles at the same time? • Why do you think the boy let the fireflies go?
<p>3) Jot down the story events that answer the question.</p>	<ul style="list-style-type: none"> • Let's jot down our answers. • We are going to turn around the question and answer using information from the text. • We will start with making sure we have the character in our answer... THE BOY FEELS • Now you need to end with a feeling word. (Use a feeling chart for Happy and sad to give the students better adjectives.) • The boy may have more than one feeling at a time. If so begin your sentence with – THE BOY ALSO FEELS ... • I KNOW THIS BECAUSE IN THE BOOK.....

Extension and practice

- Students will go back into the text to find how the boy feels throughout the text, using the graphic organizer
- In a whole group the students will discuss the different ways the boy felt throughout the story.
- As a class they will create an anchor chart about the events and the boys feelings throughout the text

How the boy feels	Evidence from the text	Event in the text

What next?

For additional practice, with students or for students' independent work, apply this learning objective and set of steps to (name type of text and skill/standard)

See more examples of how to teach (name skill and standard)

Objective: In this lesson you will learn how the character feels by looking at a major event in the story.

1. Locate the part of the text that contains words or images stated in the question.
2. Ask yourself, "How do the words and pictures help me to understand character feelings?"
3. Jot down the story events that answer the question.

Link to corresponding LearnZillion lessons and/or other sources. Or delete this box.