

Reading Roundup

Fireflies!

By Julie Brinckloe

Reading Roundup
Partners



Introduction

Gather the students around you so that they are able to see the illustrations of the book. Most classrooms will have an area rug defining this space. Introduce yourself and tell the students that you are excited to share Fireflies!, written and illustrated by Julie Brinckloe.

Before Reading

There are many things I love about summer nights. I love running in the cool grass, drinking water from the garden hose, and eating ice cream. Think about some of the things you love about summer nights. Let's read Fireflies! to learn about catching fireflies on a summer night and how that game leads to a problem and very important decision.

During Reading

- Begin reading the book by starting on the title page. Hold the book so that students are able to see the illustrations. Give plenty of time for students to “read” and think about the pictures. Continue to read through page 10.

- **Page 10 - T/T** - *How does the boy feel about seeing the fireflies? Turn and talk to your partner about what he says or does to make you think that?* (The boy is extremely excited about the fireflies in his neighborhood. We know this because the boy begs his parents, “Please, may I go outside? The fireflies-....” I ran from the table down to the cellar.... Then I ran back up, two steps at a time.... I ran from the house.) Continue reading through page 24.

- **Page 24** -The boy’s feelings begin to change when the light in the jar turned yellow. – **T/T** - *The fireflies are not the only ones changing. Turn and talk to your partner about what happened to make us know that the boy is feeling differently than before?* (It was hard for him to swallow. He felt like something was stuck in his throat.)
- Continue reading the rest of the story making sure students have time to “read” the illustrations.



After Reading

Reread **page 30** emphasizing the words tears and smiling. *The author doesn’t tell us how the boy feels about letting the fireflies go.* – **P** - *After listening to the words and looking at the picture, how do you think he felt?* (Accept any answer as long as the student is able to explain why.)

– **P** - *Is it possible to feel proud and sad at the same time?* (Yes, sometimes doing the right thing is really hard.) *Think about a time when you felt proud of doing the right thing even though it was hard. Have you ever felt like crying on the outside, but could feel yourself smiling on the inside?*

Remember, doing the right thing is not always the easiest thing. It takes courage to do what’s right.

Vocabulary

Flicker(ed) – twinkle, sparkle p. 5

Cellar – underground room, basement p. 7

Grasping – grabbing and holding tight p. 13

Thrust – pushed, shoved p. 15

Dashed – ran fast p. 16

**WORD
WAGON**