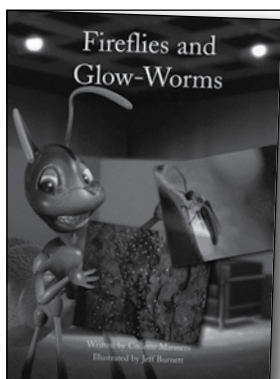




# Fireflies and Glow-Worms

Text Type		Lower 1500–1800 words RA 8.8–9.2	Middle 1900–2400 words RA 9.3–9.7	Upper 2500–3000 words RA 9.8–10.2
<b>Fact</b>	<b>Procedure</b>	Build Your Own Easel	Making a Cheesecake	So You Want to Be a Cartoonist?
	<b>Recount</b> (Explanation)	Ten Milestones in Space	Rail Accidents	Three Terrible Hurricanes
	<b>Information Report</b> (Description)	Mythical Creatures	The World of Caves	Top Towers
	<b>Information Report</b> (Explanation)	A Weather Counting Book	Two Polar Regions	Seven Ancient Wonders
	<b>Interview</b>	Food Science FAQs	Hobbies	Fireflies and Glow-worms
	<b>Biography</b>	Ned Kelly	Mother Teresa: Saint of the Gutters	Edmund Hillary
	<b>Explanation</b>	How Forensic Scientists Work	How Musical Instruments Work	How Solar Energy Works
	<b>Procedural Recount</b>	How I Learned to Be a Nipper	How I Trained for the Junior Triathlon	How I Learned to Snowboard
<b>Fiction</b>	<b>Realistic Fiction</b> (Out of School)	Junkyard Treasure	Outback Betty's	Harry's Dream
	<b>Realistic Fiction</b> (In School)	On the Case	The Real-Life School Project	Ms McMahon
	<b>Historical Fiction</b>	The Wooden Horse Trick	Cheung Saves the Day	The Slave
	<b>Fantasy</b>	The Cloud Washerwoman	Sammy Stevens Sings	Finbar and the Long Trek
	<b>Science Fiction</b>	A New Source of Power	The Intergalactic Race	Eighth Moon
	<b>Humour</b>	The Upstairs Dragon	My Rhyming Grandpa	Catty Bimbar and the New-Age Pirates
	<b>Mystery</b>	Mystery Under the Big Top	The Mystery of Autoplane 500	The Mystery of the Missing Food
	<b>Folktales</b>	The Wicked Witch of the Singing Sands	Gulnara	Momotaro, Little Peachling

We have designed these lesson plans so that you can have the plan in front of you as you teach, along with a copy of the book. Suggestions for teaching have been divided into questions and discussion that you may have with students before, during, and after they read. You may prefer to explore the meaning and the language in more detail before students read. Your decisions will depend on the gap between students' current knowledge and the content, vocabulary, and language of the book they are about to read. The more information students have up front, the easier it will be for them to read the text.



## FIREFLIES AND GLOW-WORMS

### Upper level fact

**Text type:** Interview

**Reading age** 9.8

**Word count** 2,678

### Before Reading

Ask students to explain what an interview is. *Why might someone be interviewed? Where can an interview be seen or read?* Quickly brainstorm and make a list on the board. Ask the students if they have ever seen an interview. Discuss who students have seen interviewed, what types of questions were asked, and ask them to consider why the interviewer asked those questions. Assist students to generalize that the questions are things that the audience may be interested in.

*What sorts of people are interviewed?*

Support students to understand that all sorts of people may be interviewed. This list may

include famous people, people who have done something interesting, people with special skills or knowledge, people who have seen something happen, people who win big prizes, etc. Assist students to understand that the interviewer asks questions that he or she thinks readers or viewers will be interested in.

## COVER

### Before Reading

Read the title and examine the cover photograph. *What is a firefly? What is a glow-worm? What kind of creature is that on the cover?* Discuss which of the creatures on the photographs is a glow-worm and which is a firefly. Discuss what the book may be about.

*Read the blurb. What additional information does this give you? What do you expect to find inside this book?* Guide the discussion to build understandings that this book is written using interview style. *Who have you seen interviewed? What sorts of people are usually interviewed?* Guide the conversation to include people who know a lot about a topic.

*What is different about this interview?*

*Why might the author have chosen to use fictional creatures for these interviews?*

*Would you expect the information in this book to be made up or true? Why?*

*What do you think the purpose of this book is?*

## THE INTERVIEW WITH FRANZ FIREFLY: PAGES 4 TO 18

### During Reading

*What do you notice first about this page?*

Guide students to discuss the illustration.

*What kind of interview is this? Have you seen any television interviews that resemble the look of this one? Discuss. What is the role of the interviewer? What is the role of the guest?*

Ask students to look at the text, or writing, on page 2. *Identify the bold word, discuss its possible meaning and navigate to the glossary to read the definition.*

*Before you begin, walk through the book up to page 18. Look at the photos and diagrams and read the captions, to give you some ideas about what you can expect to read.*

*Read pages 2 to 18. As you read, jot down what you learn about fireflies that you didn't know before. Revisit the photos, caption, and diagrams and think about what they are telling you.*

*Remember to check the glossary, and also note any tricky words that you need clarified. Be ready to suggest what you think they may mean.*

### After Reading

*Are there any words that we need to clarify?*

Ask students to share any new or unknown words. Locate these words and read aloud the sentences they are contained in. Invite students to predict the meanings of these words, based on the surrounding text. Clarify these words before beginning the discussion.

*What did you learn about fireflies?* Encourage students to share what they have learned from the book and to revisit the text to find extra detail.

For example, *that's an interesting point, take*

*us to that page of the book and we'll find out*

...

Additional discussion questions:

- *What are the differences between flies, bugs, and beetles? Check page 4 for the answer.*
- *What is the relationship between a firefly and a glow-worm?*
- *How long do glow-worms take to turn into fireflies?*
- *How many species of firefly are there?*
- *Where are fireflies found?*

## THE INTERVIEW WITH GARY GLOW-WORM: PAGES 19 TO 30

### Before Reading

*Before you begin, walk through the book up to page 30. Look at the photos and diagrams and read the captions to give you some ideas about what you can expect to read.*

*Read pages 19 to 30. As you read, jot down what you learn about glow-worms that you didn't know before. Examine the photos, captions, and diagrams again after reading, to make sure you understand that part of the book.*

*Remember to check the glossary, and also note any tricky words that you need clarified. Be ready to suggest what you think they may mean.*

### After Reading

*Are there any words that we need to clarify?*

Ask students to share any new or unknown words. Locate these words and read aloud the sentences they are contained in. Invite students to predict the meanings of these words, based on the surrounding text. Clarify these words before beginning the discussion.

*What did you learn about glow-worms?*

Encourage students to share what they have learned from the book and to revisit the text to find extra detail.

Additional discussion questions:

*What is a New Zealand glow-worm? Check page 20. What is a fungus gnat? How could we find out more about this?*

*Where do glow-worms live? Why? Discuss the environment glow-worms need to survive.*

*Describe the feed lines. How do they work to catch prey? What type of prey do they commonly catch?*

*Are glow-worms the prey of any other creatures? What other creatures eat them?*

## ▲ CODE BREAKER

Ask students what a compound word is. Discuss that the two parts of the compound word can help you work out the word's meaning. For example, *whiteboard, doorway, headphones*.

Discuss the compound word *firefly*. *Why might this fly be named a firefly? How did the glow-worm get its name? Can you think of any other insects with compound word names that describe the creature?* Invite responses. Discuss the names grasshopper, ladybeetle, dragonfly, etc.

Instruct students to search through the book to find other compound words whose parts give strong clues to the word meanings. *Write them down and add as many others to your list as you can. As you write, think about how the parts of the words give clues to the word meanings.*

## ■ MEANING MAKER

Discuss what might happen to glow-worms if tourists and visitors disturb their habitat on a

regular basis, and don't show proper care. *What are some ways that people may not show care?* Revisit page 28 of the text to remind students of the ways the habitat can be disturbed.

*Do you think most people would be careful if they knew how important it was for the glow-worms?* Discuss. *Think of some ways to help tourists and visitors understand how we can care for the environments of these creatures.* Encourage students' responses and list their ideas on the board.

*What may happen over time if we do not take measures to protect the habitats of these creatures?*

## ◆ TEXT USER

*Turn to page 27 of the book. Discuss the concept web, What a Glow-Worm Eats. What information can we gather from the title?* Discuss that a quick examination of this organizer provides us with information. The use of words and pictures means that we can understand the information at a glance and without much thinking.

Give students the title, *What I Eat*. Tell students to write it at the top of the page and draw a picture of themselves (or write their name) in the centre of the page. Give students five to ten minutes to draw and label everything they can think of that they eat around the outside.

Explain that a concept web is an effective way to brainstorm your ideas before writing, and to represent topics in a way that makes it easy for others to understand.

## ● TEXT CRITIC

This book is different from many other information books. Because it is an interview, the reader is getting the information from Franz

Firefly and Gary Glow-Worm. The way Franz and Gary give information during the interview makes the reader feel a connection to the creatures. This means that we begin to get to know these creatures and care about them.

*How did you feel about them having predators? Because you know Franz and Gary, do you hope they don't get eaten by predators or are you indifferent? Discuss.*

*When you read that glow-worms don't like bright lights and loud noise on page 28, did it make you want people to stay quiet and not shine torches at them? Do you think the author hoped we would think this way? Discuss.*

## USING MULTIPLE INTELLIGENCES

Students can work independently or with a partner for this task.

**Model:** Use modeling materials to make this creature at each stage of its life cycle. (B)

**Research:** Choose another insect and research its life cycle. Sketch, label, and describe the changes that occur at each stage of the cycle. (N, S, V)

**Compare:** the two creatures. Make a list of similarities and differences. (L)

**Share and Compare:** Find a partner and compare the creatures you researched. Compare their life cycles and note any similarities and differences between them. If your creatures are the same, compare the lists of similarities and differences and highlight the common observations you made. (P)

## MULTIPLE INTELLIGENCES

The theory of multiple intelligences was developed by Howard Gardner, a professor of education at Harvard University. Howard Gardner's theory suggests that the current view of intelligence, as measured by IQ tests, is far too limited and discriminates against students who think in different ways. He proposes taking a broader perspective and has identified eight different intelligences. These are:

- verbal-linguistic intelligence – word smart
- logical-mathematical intelligence – number/reasoning smart
- visual-spatial intelligence – picture smart
- bodily-kinaesthetic intelligence – body smart
- musical-rhythmic intelligence – music smart
- interpersonal intelligence – people smart
- intrapersonal intelligence – self smart
- naturalist intelligence – nature smart

Multiple intelligences have enormous potential as a tool in furthering reading and language development. Traditionally, the teaching of language and reading has focused mainly on two intelligences: logical-mathematical and verbal-linguistic. This means that many students who possess different intelligences do not receive the necessary opportunities, encouragement, instruction, or reinforcement to succeed with reading as well as they might.

# Fireflies and Glow-Worms Name \_\_\_\_\_

As you read, jot down what you learn about fireflies and glow-worms.

Fireflies and Glow-Worms: What are they?	Diet: How and what do they eat?
Life Cycle: Growing and changing	Mates: Males and females
Prey: Do other animals eat them?	Habitat: Where do they live?



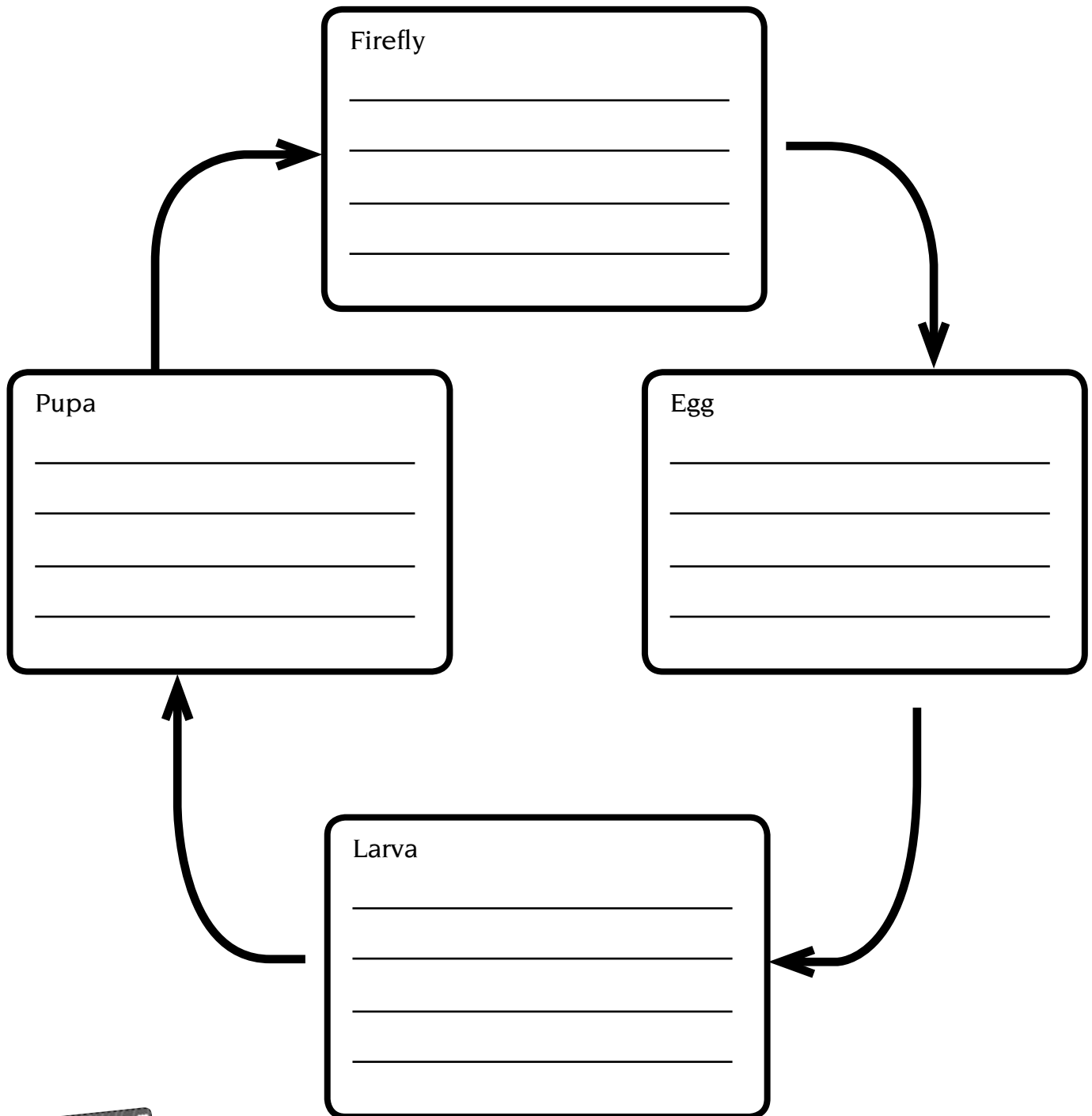
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# Fireflies and Glow-Worms Name \_\_\_\_\_

Multiple Intelligences (naturalist)

Franz was not always a firefly. He is a creature that has a life cycle. Explain each stage of Franz's life below. Use page 7 of the book to help you add detail.



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# Fireflies and Glow-Worms Name \_\_\_\_\_

Write words that belong to these word families. That means they rhyme, and also share the same spelling pattern.

ant	fly	glow

Can you build more words from glow-worms or fireflies? Check to see.

glow-worms      fireflies

_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Choose two words from the glossary. Think of an interesting sentence for each word.

\_\_\_\_\_

\_\_\_\_\_





# Fireflies and Glow-Worms Name \_\_\_\_\_

An interview is an interesting way to present information. Usually in an interview, the reader or viewer gets the thoughts and opinions of the person being interviewed.

1. Do you think the information presented is true? What makes you think this?

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2. What is the author's purpose for writing this book?

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3. Do you think the author has checked all the information contained in this book to make sure it is true and correct? Explain your answer.

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4. Do you think the author likes insects? Explain why or why not.

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5. Do you think the author wants you to like flies, bugs, and beetles? Explain your answer.

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6. Do you think the author wants you to visit places in the book to look at glow-worms? Explain your answer.

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7. What other topics do you think this author might be interested in writing about?

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# Fireflies and Glow-Worms Name \_\_\_\_\_

If you were writing an interview, it would sound more like a conversation if you asked questions about the same thing in the same part of the interview. This means that you need to plan your conversation. Use this organizer to help you plan. Using the headings, write three questions to ask Franz or Gary.

## Life cycle

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

## Food

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

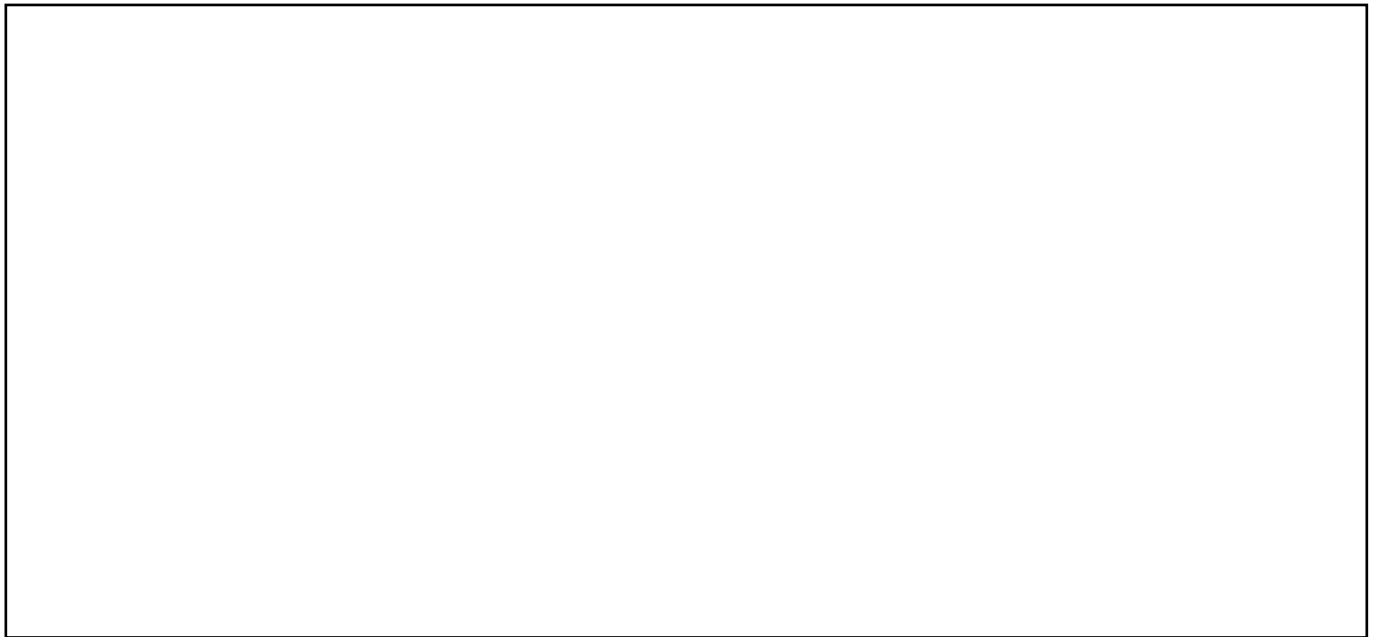
## Habitat

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_



# Fireflies and Glow-Worms Name \_\_\_\_\_

Imagine you are a firefly for a day. Draw and write about your day.



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