Grade Level: 2nd Grade
Subject(s): Language Arts
Materials Needed: “Fireflies” by Julie Brinkloe, Somebody Wanted But So worksheet, smart board.

Standards

* RL.2.1-Ask and answer such questions as who, what, where, when, why and how to demonstrate understanding of key details in text.
* RL.2.3-Describe how characters in a story respond to major events and challenges.

Objectives

* Determine how the main character responds to the major event of the story
* Answer who the main character was and his goal and feelings by the end
* Discuss with a classmate questions that answer key details of the book

Learning Activities

* Introduce to the students “fireflies”
* Discuss with them what they need to be listening for when the teacher reads, such as where the story takes place, which is the main character and what is he trying to do or figure out. Let them know that they will be discussing with their partners along the way.
* Read the story to the class.
* Throughout the story, stop after different pages of the book to have students think critically and answer questions independently or in a group about what information was read to them.
* After page 5, teacher models thinking: “the author just gave us important information about the setting of the book. Setting is when and where a story takes place. The author says its summer and evening. That tells us the readers when the story takes place. The author writes that the boy is looking through the open window to the backyard; which is where the story takes place.
* Continue doing so after pages 5, 11, 13, 19 and 23.
* Provide the students time to reflect with one another their thoughts on the story when it’s over.
* Send students back to their desks to work on the worksheets.
* Do the first problem together. Ask students to write the answer down on their paper first and then write on the smart board. Students can edit what they have written down.

Assessment

* Formal: Hand them the Somebody Wanted But So worksheet
* Informal: Observe and listen to what the students discuss with one another. Ask the students to recall what their partner and them talked about.

Reflection

I thought my reading of the book was the best part of the whole lesson. When I was reading, the kids were engaged and when I asked them questions, they seemed to understand the standards and objectives I was trying to teach them. I would keep the same book and assessment If I were to do this lesson again. If I changed the lesson, I would change the way I started out the lesson assessment. I don’t think I explained my directions well enough. I had them point to the one column and then write in the second. But the kids passed both the formal and informal assessment.

