


Explanatory	3	2	1
Accuracy of Writing	The writing accurately explains how bees communicate with one another.	The writing attempts and explains mostly how bees communicate with one another.	The writing attempts, however, does not accurately explain how bees communicate with one another.
Organization	The writing includes an introduction, facts, and conclusion.	The writing includes 2 out of 3: an introduction, facts, and conclusion.	The writing includes 1 out of 3: an introduction, facts, and conclusion.
Capitalization	All sentences begin with a capital.	Most sentences begin with a capital.	Most sentences do not begin with a capital letter.
Usage	Each sentence has subject/predicate agreement.	Most sentences have subject/predicate agreement.	Few sentences have subject/predicate agreement.
End Punctuation	Every sentence ends with correct punctuation.	Most sentences end with correct punctuation.	Few sentences end with correct punctuation.
Total			

→ **Shared Reading/Poetry Lesson:**  Learning About Africa Shared Reading/ Poetry Notebooks

- ◆ We illustrate and continue practicing our fluency.
- ◆ All week we discuss "visualizing" the poem as we read it. Throughout the week we talk about some of the pictures students are creating in their minds.
- ◆ This is the time when students get to put their pictures in their mind down on paper.
 - Choral or Partner Read "[Every Insect.](#)"
 - Students have 10 Minutes to Illustrate the Poem.
 - Continue to practice fluency with early finishers by partner reading the poem or use programs (like Garage Band, or app) to record reading.

Learning Assessments: (How will teachers monitor student learning throughout the lesson?)

- Checks for understanding
- Daily Instructional Task
- Key Teacher Questions Posed
- Student reflection

Differentiation:


- Key vocabulary terms and definitions can be provided to students ahead of time in order to better comprehend the text as they read independently.
- Discussing, clarifying, and breaking down the language of the learning targets to ensure comprehension
- Present questions for students to see on the board as they are discussed with the class
- Ask students to periodically self-assess their own learning to give an idea of how much they accomplished over the course of the lesson
- If there are students who cannot complete this task, conduct a small group guided writing lesson

Possible Misconceptions:

- Students may not have much knowledge about the content. Thoroughly discuss the illustrations to assist with comprehension.

Teacher Notes:

Lesson 11		
Grade: 1	Unit: Insects	Instructional Days: 1

Learning Intentions	Success Criteria
<ul style="list-style-type: none"> ● I am learning how skilled readers construct meaning from a text. ● I am learning about the concept of thinking aloud. ● I am learning about poetry. 	<ul style="list-style-type: none"> ● I can identify which strategy (predict, use schema, ask questions, make connections, use illustrations) is being used while the reader thinks aloud. ● I can discuss with a partner which strategy is being used and provide a reason why. ● I can participate in Interactive Writing about the process of making honey. ● I can echo read a poem.
NJSLS Standards	
<ul style="list-style-type: none"> ● RL.CR.1.1. Ask and answer questions about key details in a literary text e.g., who, what, where, when, why, how). ● RL.CI.1.2. Determine central message and retell a sequence of events in literary texts (e.g., who, what, where, when, why, how). ● SL.PE.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. (Students may discuss possible solutions to local and global problems caused by severe weather with peers and adults.) ● SL.PI.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. ● W.RW.1.7. Engage in discussion, drawing, and writing in brief but regular writing tasks. ● L.RF.1.4. Read with sufficient accuracy and fluency to support comprehension. ● L.RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words. 	
Key Instructional Practices	
<p>Key Teacher Questions Posed During the Lesson:</p> <ul style="list-style-type: none"> ● What did you notice? ● What is the setting? ● What predictions can you make about the boxes on the roof? ● What does forage mean? ● What does wail mean? ● Do the type of flowers that the bee gets the nectar from matter? ● How will Fred make the honey thick? ● What's he going to do with all the honey? 	<p>→ Daily Instructional Task: Writing Task (Interactive writing)</p> <p> Lesson 11: Writing Task Chart</p> <ul style="list-style-type: none"> ◆ Making Sense of Text: Summarizing and Retelling- recalling steps in correct order <ul style="list-style-type: none"> ● Boys and girls, let's think about the process Fred goes through to make honey. (When the class agrees on how to complete each step, ask for a volunteer to come to the chart and take the pen to complete the sentence. ● Let's list the steps.





HONEY MAKING PROCESS

1. Fred sets a frame of honeycomb over a tank and cuts off the wax caps, so the honey will begin to flow.
2. Fred places the honeycomb in a spinning machine, which squeezes every last drip of honey out of it.
3. Fred pours honey into jars.
4. Fred sticks his homemade label to the jars.

Vocabulary:

- Forage
- wail

Learning Resources/Materials:


- Digital Copy of Book:  honeybee man
-  Lesson 11: Strategy Cards
-  Honeybee Man: Think Aloud
-  Lesson 11: Writing Task Chart

Learning Procedures:

→ Think Alouds:

- ◆ Think-alouds have been described as "eavesdropping on someone's thinking."
- ◆ With this strategy, teachers verbalize aloud while reading a selection orally.
- ◆ Their verbalizations include describing things they're doing as they read to monitor their comprehension.
- ◆ The purpose of the think-aloud strategy is to model for students how skilled readers construct meaning from a text. Teacher Resource: <https://www.readingrockets.org/classroom/classroom-strategies/think-alouds>

→ Introduce students to the concept of thinking aloud if it is new to them. Lesson 11: Strategy Cards

- ◆ You might say something like: "Today I am going to be reading The Honeybee Man." You will know I am reading the text as I will be holding the book up, with the pages facing you so you can see the illustration.
- ◆ When I close the book and start talking, I will be doing a think aloud.
- ◆ As I read and think aloud I want you to notice what strategy I am using each time I stop and think aloud.
- ◆ You'll be using your strategy cards and discussing the strategy you thought used with your partner.
- ◆ Make sure students have these  Lesson 11: Strategy Cards on their ring: predict, ask questions, use illustrations, make connections, and use schema.



Predict

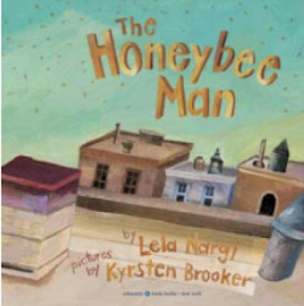



Use
Schema





Ask
Questions





Make
Connections

Use
Illustrations

→ Read Aloud:  honeybee man  Honeybee Man: Think Aloud

TEXT	MY THINKING	STRATEGIES
	<p>I know a lot about honeybees from our last book, <i>The Bee Book</i>. I wonder if that will help me understand <i>The Honeybee Man</i>? (Stop and ask students what they noticed)</p>	<p>Make Connections Ask Questions</p>
	<p>I realize that this isn't an informational book. This is a story. I'm getting my clues from the illustrations, and from the way the book opens. I have read other stories that begin by telling you when and where the story happens and who is in it. It tells me the setting - July and a city and the characters: Fred, Copper, and Cat.</p>	<p>Use Schema Use illustrations</p>
	<p>I'm really getting a sense of Fred and I love the way the illustrator portrayed Fred's home. It reminds me of the color forms kits I had as a kid. I bet he keeps beehives on the roof.</p>	<p>Make Connections Use Illustrations Make Prediction</p>
	<p>I remember in <i>The Bee Book</i> that hives had thousands of cells inside. I think that is what the narrator is telling me here. I'm predicting that the three boxes are hives. It's kind of neat how Fred thinks of the hives like tiny cities.</p>	<p>Make Connections Make Prediction</p>

TEXT	MY THINKING	STRATEGIES
 <p>It is easy for Fred to recognize the older bees, who are used to working between their small world and the giant world of people. They are one of the bees and never communicate at all, preferring to work their wings. A few land on Fred's arm. "Hello, Fred!" they seem to say. "Hello, girls. There is a nice day. Some of you go!" Fred gives them a gentle flick with a finger and away they dart!</p>	<p>Fred isn't afraid of the bees. The bees must be going out to get nectar and pollen. I remember that from the last book we read.</p>	<p>Make Connections</p> <p>Use schema</p>
 <p>Just because the bees do not fly backward garden and other garden or the field, do not fly backward, you must not get upset. Bees, if you were older, do not see things like I do. They begin to think in human terms. They don't seem to have any words. They talk. They fly off to the next place, to the next house in the next garden, and so on. It's hard to talk, to thinking. Thinking makes everything seem more.</p>	<p>Do the type of flowers that the bee gets the nectar from matter? Fred says he hopes the bees find a blueberry bush. Are there different flavors of honey? I'm predicting that there are different flavors.</p>	<p>Ask Questions</p> <p>Make prediction</p>
 <p>When the bees return to their hives, they perform the waggling dance. It is a very simple dance, but it tells the bees where the flowers are and how far away.</p> <p>Bees dance to tell the other bees where the flowers are.</p> <p>Bees dance to tell the other bees where the flowers are.</p>	<p>I remember the waggle dance. I bet Fred is right! When the bees come back to the hive they dance so that they can communicate where the flowers are and how far away.</p>	<p>Make Connection</p> <p>Ask Questions</p>
 <p>Bees dance to tell the other bees where the flowers are.</p> <p>Bees dance to tell the other bees where the flowers are.</p>	<p>Seeing how Fred appreciates the bees is helping me to appreciate bees too. I used to be scared of bees. Now I'm thinking they are pretty helpful.</p>	<p>Make Connection</p>

TEXT	MY THINKING	STRATEGIES
 <p>The afternoon is the best of August. The fields are green. The wind is warm. The blackberries are heavy and fat. When Fred is out and a watch on his hand from Cal the cat, who still can't walk, he is riding the evening. He makes an announcement to the bees.</p> <p>"Tomorrow, I have come for the honey!"</p> <p>And a girl.</p> <p>"Thank you for staying here!"</p>	<p>Fred is brave.</p>	<p>Use Schema</p>
 <p>Fred pulls loads of packs into the hive, and the bees hum. They buzz into the box.</p> <p>Press the wax cap down. Fred like the bees. The pack is a machine and open.</p> <p>"Thank you for the honey, bee!"</p> <p>And</p>	<p>I remember learning about the smoke. It calms the bees. That's smart f Fred. Maybe the bees will be too dazed to sting him. What does burrow mean? [NOTE: Ask the children to help you define the word, forage.]</p>	<p>Use Schema</p> <p>Ask Questions</p>
 <p>Fred looks the frames down the ladder and sees the bees. When he pushes the cap the honey begins to run.</p> <p>Fred cuts a frame of honeycomb into a plastic tank and slices off the wax cap, and the honey begins to run.</p>	<p>I wasn't sure how honey was made from hives. I can see that Fred cuts off the wax coating and inside the honey begins to run. The honey I get is thick--not runny. How will Fred make the honey thick?</p>	<p>Make Connection</p> <p>Use Schema</p> <p>Ask Questions</p>
 <p>He places the honeycomb in a spinning machine, which separates the wax from the honey.</p> <p>He passes the honey into jars.</p> <p>There are sticky labels in the jar. Fred's Beeswax Honey. Made in the Beeswax Honey.</p>	<p>I didn't know about the machine, I reminds me of an old fashion washing machine that has a spinner in it. I like Fred's label. What's he going to do with all the honey?</p>	<p>Make Connection</p> <p>Ask Questions</p>

◆ **Making Sense of Text: Summarizing and Retelling- recalling steps in correct order**

- Boys and girls, let's think about the process Fred goes through to make honey. (When the class agrees on how to complete each step, ask for a volunteer to come to the chart and take the pen to complete the sentence.
- Let's list the steps.

HONEY MAKING PROCESS
1. Fred sets a frame of honeycomb over a tank and cuts off the wax caps, so the honey will begin to flow.
2. Fred places the honeycomb in a spinning machine, which squeezes every last drip of honey out of it.
3. Fred pours honey into jars.
4. Fred sticks his homemade label to the jars.

→ **Shared Reading/Poetry Lesson:**  Grade 1- Insect Unit: Poems

- ◆ Students get their new poem and glue it into their notebooks. I read the poem and students will follow along. Next, I read the poem and students "echo" read the poem. Students get so excited to get a new poem on Mondays and as soon as it is passed out they begin looking for words they know so they are ready for the week!
 - **Pass out** "[Queen Bee](#)" Students glue the poem in their notebook.
 - **Read Poem**- Students Follow Along (using their finger)
 - **Reread Poem**- Students Echo
 - **Discuss:** Vocabulary words and Author

Learning Assessments: (How will teachers monitor student learning throughout the lesson?)

- Checks for understanding
- Daily Instructional Task
- Key Teacher Questions Posed
- Student reflection

Differentiation:

- Key vocabulary terms and definitions can be provided to students ahead of time in order to better comprehend the text as they read independently.
- Discussing, clarifying, and breaking down the language of the learning targets to ensure comprehension
- Present questions for students to see on the board as they are discussed with the class
- Chunking the text into smaller sections for deeper analysis
- Ask students to periodically self-assess their own learning to give an idea of how much they accomplished over the course of the lesson

Possible Misconceptions:

- Students may not have much knowledge about the content. Thoroughly discuss the illustrations to assist with comprehension.
- Refer to information in the previous book to assist with understanding.

Teacher Notes:

Lesson 12		
Grade: 1	Unit: Insects	Instructional Days: 1
Learning Intentions		Success Criteria
<ul style="list-style-type: none">● I am learning how skilled readers construct meaning from a text.● I am learning about the main idea of a story.● I am learning about poetry.		<ul style="list-style-type: none">● I can identify which strategy (predict, use schema, ask questions, make connections, use illustrations) is being used while the reader thinks aloud.● I can discuss with a partner which strategy is being used and provide a reason why.● I can create a drawing that represents the main idea of the book that includes captions.● I can echo read and find punctuation in a poem.
NJSL Standards		
<ul style="list-style-type: none">● RL.CI.1.2. Determine central message and retell a sequence of events in literary texts (e.g., who, what, where, when, why, how).● RL.MF.1.6. With prompting and support, use illustrations and details in a story to describe its characters, setting, or events.● W.IW.1.2. With prompts and support, write informative/explanatory texts to examine a topic and convey ideas and information. (Students may compose text that explains how plants and animals can change their environment.)● W.RW.1.7. Engage in discussion, drawing, and writing in brief but regular writing tasks.● L.RF.1.1. Demonstrate mastery of the organization and basic features of print (including those listed under L.RF.K.1); recognize and understand the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).● L.RF.1.4. Read with sufficient accuracy and fluency to support comprehension.● L.RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.		

Key Instructional Practices

Key Teacher Questions Posed During the Lesson:

- What does the illustration show you?
- What is the main idea of the story?

Daily Instructional Task: Writing Task





→ Interactive Writing and Individual Drawing

- ◆ Boys and girls, let's think about the main idea of this book we read. What is this book mostly about?
 - (Example: In this book we learn how Fred raises honeybees. We learn the process for making honey. Have students record their response through interactive writing.)
 - Next ask students to contribute a drawing that represents the main idea of the book that includes captions. You may want to use and/or adapt the Junior Great Books' rubric below as you evaluate students' learning.



Vocabulary:





- main idea
- nectar

Learning Resources/Materials:

- Digital Copy of Book:  honeybee man
-  Lesson 12 Think Aloud
- Lesson Rubric:  Unit 7 Insects Lesson 12 Rubric
-  Main IdeaAnchor Chart

Learning Procedures:

- **Read and Think Aloud:**  Lesson 12 Think Aloud  honeybee man
 - ◆ Continue thinking aloud process from the previous day. Take time to read the information at the end of the book

TEXT	MY THINKING	STRATEGIES
	<p>Fred gives his neighbors the honey. I can see from the illustration that everyone seems happy.</p>	<p>Use illustration</p>
	<p>I bet Fred's going to taste some of that honey.</p>	<p>Make prediction</p>
 <p>"Oh," said Fred, thinking about honey bees. "Blueberry!"</p>	<p>I was right. I can see Fred is tasting the honey. I also think that the taste of the honey is connected to the flower that the bees get the nectar from. That's why he says, blueberry.</p>	<p>Use illustration Make Inference</p>
	<p>Oh, I found out about the three queens.</p>	<p>Use text Resources</p>

→ **Daily Instructional Task: Interactive Writing and Individual Drawing**

- ◆ Boys and girls, let's think about the main idea of this book we read. What is this book mostly about?
 - (Example: In this book we learn how Fred raises honeybees. We learn the process for making honey. Have students record their response through interactive writing.)
 - Next ask students to contribute a drawing that represents the main idea of the book that includes captions. You may want to use and/or adapt the Junior Great Books' rubric below as you evaluate students' learning.

Read-Aloud Interpretive Drawing Rubric

0—	The drawing and caption are unintelligible or not related to the story
1—	The drawing and caption are related to the story, but not clearly responsive to the question <ul style="list-style-type: none">• Illustrations from the story have been copied or traced• Characters from the story are represented, but not events
2—	The drawing and caption show a very simple response to the question, <ul style="list-style-type: none">• Part of an action or some of the relevant characters are shown• OR: Details from the story are seriously misunderstood
3—	The drawing and caption show a more developed response to the question <ul style="list-style-type: none">• The whole action and most of the relevant characters are shown
4—	The drawing and caption show a full response to the question, with full details from the story <ul style="list-style-type: none">• Characters' feelings or thinking are portrayed• Many relevant details are included

→ **Shared Reading/Poetry:**  Grade 1- Insect Unit: Poems

- ◆ First, we will echo read the poem as a whole class.
- ◆ Then we will go on a "punctuation hunt." We look for periods, commas, questions, exclamation marks etc.. One student finds these words on the SMARTBoard while the rest of the class find them in their poem notebook. We search for commas and circle them in yellow and we circle ending punctuation in red. (This part can be completed as a class or during literacy centers.)
 - Read, "[Queen Bee](#)." Students Echo Read.
 - Look for punctuation and circle/ highlight: Periods, exclamation points, and question marks with a red crayon(this tells us to stop)
 - Commas with a yellow crayon (this tells us to take a breath).


Learning Assessments: (How will teachers monitor student learning throughout the lesson?)

- Checks for understanding
- Daily Instructional Task
- Key Teacher Questions Posed
- Student reflection

Differentiation:

- Key vocabulary terms and definitions can be provided to students ahead of time in order to better comprehend the text as they read independently.
- Discussing, clarifying, and breaking down the language of the learning targets to ensure comprehension
- Present questions for students to see on the board as they are discussed with the class
- Chunking the text into smaller sections for deeper analysis
- Ask students to periodically self-assess their own learning to give an idea of how much they accomplished over the course of the lesson

Possible Misconceptions:

- If students need assistance with the main idea, use this anchor chart as a reference for discussion.  Main IdeaAnchor Chart

Teacher Notes:

Lesson 13

Grade: 1

Unit: Insects

Instructional Days: 1

Learning Intentions

Success Criteria

- I am learning to infer by using picture clues.
- I am learning how to use evidence from a text to support my thinking.
- I am learning about poetry.

- I can recall and define previously learned vocabulary.
- I can ask my partner the question, "Why does the honey from Fred's bees have more than one taste?" and listen to their response.
- I can write an explanation and use evidence from the text to support my opinion.
- I can echo read a poem and find word wall words within the poem.

NJSLS Standards

- RL.MF.1.6. With prompting and support, use illustrations and details in a story to describe its characters, setting, or events.
- SL.PE.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. (Students may discuss possible solutions to local and global problems caused by severe weather with peers and adults.)
- SL.II.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- SL.ES.1.3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
- SL.AS.1.6. Produce complete sentences when appropriate to task and situation.
- W.IW.1.2. With prompts and support, write informative/explanatory texts to examine a topic and convey ideas and information. (Students may compose text that explains how plants and animals can change their environment.)
- W.RW.1.7. Engage in discussion, drawing, and writing in brief but regular writing tasks.
- L.WF.1.1. Demonstrate command of the conventions of writing.
- L.RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words. F. Read high-frequency and grade-level irregular words with automaticity (e.g. fly, walk, old). G. Recognize the parts of high-frequency words that are regular and the parts that are irregular.
- L.RF.1.4. Read with sufficient accuracy and fluency to support comprehension.
- L.RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.

Key Instructional Practices

Key Teacher Questions Posed During the Lesson:

- Why does the honey from Fred's bees have more than one taste?

Daily Instructional Task: Writing Task

- Tell students: The main idea of this story is how honey gets its taste.
- Why does the honey from Fred's bees have more than one taste?
 - ◆ Think, Pair, and Share with your partner.
 - Remind students to ask questions of their partner if they need to better understand something their partner has said.
 - ◆ Strategy- Using what they know: Activating Background Knowledge- Talking with others about what you know
 - Teacher model:
 - We can't know everything about everything, so sometimes when I read after I try to make connections to the text and things I might know, I still might not

understand. When this happens I like to talk with a friend to see if they might know something I don't about what we are reading. Our talk can help us understand the book in better ways!




- ◆ Then, through guided writing, write an explanation. Use evidence from the text to support your answer.
 - Example of an answer (responses may vary but should resemble the following):

The honey has more than one taste because the bees got their nectar from different plants. We read that the bees visited linden flowers. Fred hoped the bees would visit the blueberry bushes too. The honey tasted like linden flowers and blueberries.

Vocabulary:

- Brownstone
- inhale
- tidy
- forage
- amber
- propeller
- blare
- burrow
- banish
- stoop

Learning Resources/Materials:

- Digital Copy of Book:  honeybee man
- [Think Pair Share Video](#) (Teacher reference)
-  Lesson 13 Vocabulary Chart
- Lesson Rubric:  Unit 7 Insects Lesson 13 Rubric

Learning Procedures:

→ **Vocabulary Inference Chart**  **Lesson 13 Vocabulary Chart**

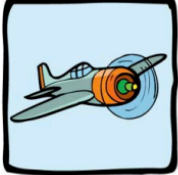




- ◆ Show students the chart you have made that lists the vocabulary words and an image for each word.
- ◆ Say the first word aloud (brownstone) and ask students if they have an idea of what that word means.

→ **Vocabulary and Concept Knowledge: gathering insight and using what you know to figure out unfamiliar words, as well as, using clues while rereading to figure out words**

◆ **Teacher model:**

- I find it helpful when I come across a word that I don't know. If you think about something it reminds me of something that I do know something about. I find a word I do know, and then think about all the things I know about that word. For example, if it was the word puppy I might think of: playful, fuzzy, cute, energy, baby, tail, wagging, and dog. Remember good readers make connections between what they have read and what they know to help them understand things they might have not seen before now.
- Move on to the next word and complete saying aloud each word, showing the picture and asking students for any insights they have about the words.
- Explain to students that you will be rereading the story. Ask students to put a thumb up when they hear one of these words so you can stop and together discuss what the word means.
- Stop and write the explanation in the space on the chart for each word.

WORD	EXPLANATION	IMAGE
brownstone		
inhale		
tidy		
forage		
amber		

WORD	EXPLANATION	IMAGE
propeller		
blare		
burrow		
banish		
stoop		

WORD	EXPLANATION	IMAGE	WORD	EXPLANATION	IMAGE
brownstone	a kind of house made from brown stone		propeller	something that spins to make an airplane fly or a boat or submarine move	
inhale	to breathe in, smell		blare	to make a loud noise	
tidy	neat and clean, in order		burrow	to dig down into something	
forage	to look for something, like food		banish	to send someone away, to make someone or something leave	
amber	dry tree sap that's hard like a rock		stoop	a porch; the place in front of a house or apartment door	

→ Read Aloud:  honeybee man

→ Daily Instructional Task:

- ◆ Tell students: The main idea of this story is how honey gets its taste.
- ◆ Why does the honey from Fred's bees have more than one taste?
- ◆ Think, Pair, and Share with your partner.

- Remind students to ask questions of their partner if they need to better understand something their partner has said.
- ◆ Strategy- Using what they know: Activating Background Knowledge- Talking with others about what you know
 - Teacher model:
 - We can't know everything about everything, so sometimes when I read after I try to make connections to the text and things I might know, I still might not understand. When this happens I like to talk with a friend to see if they might know something I don't about what we are reading. Our talk can help us understand the book in better ways!
- ◆ Then, through guided writing, write an explanation. Use evidence from the text to support your answer.
 - Example of an answer (responses may vary but should resemble the following):

The honey has more than one taste
because the bees got their nectar from
different plants. We read that the bees
visited linden flowers. Fred hoped the bees
would visit the blueberry bushes
too. The honey tasted like linden flowers
and blueberries.

→ Alternate Daily Instructional Task:

- ◆ Students can complete task independently.
- ◆ Lesson 13 Rubric: [Unit 7 Insects Lesson 13 Rubric](#)

Explanatory	3	2	1
Accuracy of Writing	The writing accurately explains why the honey from Fred's bees has more than one taste.	The writing attempts and explains mostly why the honey from Fred's bees has more than one taste.	The writing attempts, however, does not accurately explain why the honey from Fred's bees has more than one taste.
Organization	The writing includes evidence from the text to support their explanation.	The writing includes some evidence from the text to support their explanation.	The writing includes little to no evidence from the text to support their explanation.
Capitalization	All sentences begin with a capital.	Most sentences begin with a capital.	Most sentences do not begin with a capital letter.
Usage	Each sentence has subject/predicate agreement.	Most sentences have subject/predicate agreement.	Few sentences have subject/predicate agreement.
End Punctuation	Every sentence ends with correct punctuation.	Most sentences end with correct punctuation.	Few sentences end with correct punctuation.
Total			

→ **Shared Reading/Poetry Lesson** : 📖 Grade 1- Insect Unit: Poems

- ◆ We always begin by echo reading the poem. By this time in the week, depending on the difficulty of the poem, sometimes students are able to lead the reading, other times I am still reading it first.
- ◆ Then, we go on a word wall hunt. This is an easy way to interact with the text. We look for all of the word wall words in our poem notebooks and circle them in blue. Some poems definitely have more than others but as I explain to my kids-word wall words are everywhere so it's important we know and recognize them! Again one student is always the leader on the SMART- Board and this time another student uses a pointer to point to the word wall words on our actual word wall as we find them.
 - **Read** “[Queen Bee](#).” Students Echo Read.
 - (Second half of the year students can lead the echo reading)
 - **Repeat** this a Second Time
 - Students look and circle/highlight word wall words with blue crayon

Learning Assessments: (How will teachers monitor student learning throughout the lesson?)

- Checks for understanding
- Daily Instructional Task
- Key Teacher Questions Posed
- Student reflection

Differentiation:

- Key vocabulary terms and definitions can be provided to students ahead of time in order to better comprehend the text as they read independently.
- Discussing, clarifying, and breaking down the language of the learning targets to ensure comprehension
- Present questions for students to see on the board as they are discussed with the class
- Ask students to periodically self-assess their own learning to give an idea of how much they accomplished over the course of the lesson
- Students can complete task independently.

Possible Misconceptions:

- If students are struggling with vocabulary words, use the think aloud strategy to help with making connections for students.

Teacher Notes:

Lesson 14		
Grade: 1	Unit: Insects	Instructional Days: 1
Learning Intentions		Success Criteria
<ul style="list-style-type: none"> I am learning about the topic of fireflies. I am learning how to find facts. I am learning about poetry. 		<ul style="list-style-type: none"> I can identify facts about fireflies by asking myself, "Can the statement be proved?" I can listen and ask my partner about one thing they learned about fireflies. I can share a fact I learned while participating in Shared Writing. I can echo read and find rhyming words in a poem.
NJSL Standards		
<ul style="list-style-type: none"> RI.CR.1.1. Ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how). RI.IT.1.3. Describe relationships among pieces of information (e.g. sequence of events, steps in a process, cause-effect and compare-contrast relationships) within a text. RI.MF.1.6. With prompting and support, use text features (e.g. diagrams, tables, animations) to describe key ideas. (In a science unit students may look at data that indicates the impacts humans have on land, water, air, and/or other living things in the local environment and describe the key ideas that are presented in the data.) SL.PE.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. (Students may discuss possible solutions to local and global problems caused by severe weather with peers and adults.) SL.II.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media. W.IW.1.2. With prompts and support, write informative/explanatory texts to examine a topic and convey ideas and information. (Students may compose text that explains how plants and animals can change their environment.) W.RW.1.7. Engage in discussion, drawing, and writing in brief but regular writing tasks. L.RF.1.4. Read with sufficient accuracy and fluency to support comprehension. L.RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words. 		
Key Instructional Practices		
Key Teacher Questions Posed During the Lesson: <ul style="list-style-type: none"> What are some new facts you learned about fireflies? How can the statements be proved? What do all these facts help us to know about fireflies? 		Daily Instructional Task: Writing Task <ul style="list-style-type: none"> → Reread the chart of facts. Ask students: What do all these facts help us to know about fireflies? → Write an answer using shared writing. → Example:

Firefly Facts

We learned fireflies are beetles. They

have three body parts and their abdo-

mens light up. We learned there are

2000 different kinds of fireflies and

that they live in Asia, South and Cen-

tral America, and the United States.



→

→ Alternatively, the task may be completed independently.



Vocabulary:

- Beetles
- abdomen
- gills

Learning Resources/Materials:

- Digital Copy of Book:  Fireflies by Megan E. Bryant
-  Lesson 14: Firefly facts chart

Learning Procedures:

→ **Book Introduction: (Read pages 4-13)**  Fireflies by Megan E. Bryant  Lesson 14: Firefly facts chart

◆ Like the ant and the honeybee, fireflies are insects too. Did you know that the greenish light that these bugs emit is meant to attract a mate? This is just one of the interesting facts we will learn about in Fireflies!

- As I read aloud the first few pages your job is to listen and watch how I read and identify new facts about fireflies that I learn.
- [Read aloud pp. 4-9](#)
- Model how you identify a fact by asking, Can the statement be proved? Chart new facts.
- Turn and tell your partner how I determined facts about fireflies.
- Are you ready to try identifying facts? Read aloud pp. 10-13 and help children to identify facts by asking if the statement can be proved.

FIREFLY FACTS • CAN THE STATEMENT BE PROVED?

1. Fireflies are beetles.
2. Fireflies have two pairs of wings, six legs, and two antennae.
3. A firefly's body has three parts: head, thorax, and abdomen.
4. End of abdomen lights up.
5. Male fireflies glow more than female fireflies because two parts of the male's abdomen light up instead of just one like the female.
6. There are 170 kinds of fireflies in the US and 2000 in the world.
7. Most fireflies in Asia, South and Central America.
8. Some Asian fireflies have gills and live underwater.
9. Fireflies like to live in moist places like jungles, marshes, swamps, and fields with tall grass.
10. In US, fireflies in the South and North East.

→ Daily Instructional Task:

- ◆ Reread the chart of facts. Ask students: What do all these facts help us to know about fireflies?
- ◆ Write an answer using shared writing.
- ◆ Example:

Firefly Facts

We learned fireflies are beetles. They
have three body parts and their abdo-
mens light up. We learned there are
2000 different kinds of fireflies and
that they live in Asia, South and Central
America, and the United States.

- ◆
- ◆ Alternatively, the task may be completed independently.

	3	2	1
Accuracy of Writing	Using words the sentence accurately answers a question from the KWL chart.	Using words the sentence attempts to answer a question from the KWL chart.	Using words the sentence attempts, however, does not accurately answer a question from the KWL chart.
Organization	The writing includes an introduction, facts, and conclusion.	The writing includes 2 out of 3: an introduction, facts, and conclusion.	The writing includes 1 out of 3: an introduction, facts, and conclusion.
Capitalization	All sentences begin with a capital.	Most sentences begin with a capital.	Most sentences do not begin with a capital letter.
Usage	Each sentence has subject/predicate agreement.	Most sentences have subject/predicate agreement.	Few sentences have subject/predicate agreement.
End Punctuation	Every sentence ends with correct punctuation.	Most sentences end with correct punctuation.	Few sentences end with correct punctuation.
Total			

→ **Shared Reading/Poetry Lesson:** 📖 Grade 1- Insect Unit: Poems

- ◆ We begin by echo reading the poem.
- ◆ Next, we find rhyming words throughout our poems. We discuss if words are patterned or not. We also talk about words that look alike and sound alike and try to think of other words to go with these word patterns. I always find myself saying..."if you know how to read and write the word _____ then you

know how to read and write SO many other words!" As my kids are circling their words (this time in orange) directly in their poem notebooks, a student leader is doing it on the SMARTBoard for other kids to see.

- **Student chooses from the "READ READ READ Box"** (This is a box filled with silly ways to read things)
- **We read "Queen Bee."** in a silly way
- Listen for rhyming words and highlight them in orange.

Learning Assessments: (How will teachers monitor student learning throughout the lesson?)

- Checks for understanding
- Daily Instructional Task
- Key Teacher Questions Posed
- Student reflection

Differentiation:

- Key vocabulary terms and definitions can be provided to students ahead of time in order to better comprehend the text as they read independently.
- Discussing, clarifying, and breaking down the language of the learning targets to ensure comprehension
- Present questions for students to see on the board as they are discussed with the class
- Chunking the text into smaller sections for deeper analysis
- Ask students to periodically self-assess their own learning to give an idea of how much they accomplished over the course of the lesson

Possible Misconceptions:

- Take time to thoroughly discuss content and illustrations to facilitate comprehension.

Teacher Notes:

Lesson 15		
Grade: 1	Unit: Insects	Instructional Days: 1
Learning Intentions		Success Criteria
<ul style="list-style-type: none"> ● I am learning how and why fireflies light up. ● I am learning how to find facts. ● I am learning about poetry. 		<ul style="list-style-type: none"> ● I can identify facts about how and why fireflies light up and add onto our class chart. ● I can listen and ask my partner about one thing they learned about fireflies and how they light up. ● I can echo/choral read and illustrate a poem.
NJSL Standards		
<ul style="list-style-type: none"> ● RI.CR.1.1. Ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how). ● RI.IT.1.3. Describe relationships among pieces of information (e.g. sequence of events, steps in a process, cause-effect and compare-contrast relationships) within a text. 		

- RI.MF.1.6. With prompting and support, use text features (e.g. diagrams, tables, animations) to describe key ideas. (In a science unit students may look at data that indicates the impacts humans have on land, water, air, and/or other living things in the local environment and describe the key ideas that are presented in the data.)
- SL.PE.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. (Students may discuss possible solutions to local and global problems caused by severe weather with peers and adults.)
- SL.II.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- W.IW.1.2. With prompts and support, write informative/explanatory texts to examine a topic and convey ideas and information. (Students may compose text that explains how plants and animals can change their environment.)
- L.RF.1.4. Read with sufficient accuracy and fluency to support comprehension.
- L.RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.

Key Instructional Practices

Key Teacher Questions Posed During the Lesson:

- How do fireflies light up?
- Why do fireflies glow?

Daily Instructional Task: Writing Task

→ Writing Task

- ◆ What new information did we learn about fireflies today? (Add to the chart that we began the previous day).
- ◆ Complete a shared writing assignment on firefly facts.

Firefly Facts

We learned fireflies are beetles.

They have three body parts and their

abdomens light up. We learned there

are 2000 different kinds of fireflies

and that they live in Asia, South and

Central America, and the United

States.

ATP is the reason fireflies glow.

They light up to attract a mate and

sometimes to trick other fireflies that

they then eat. The flash of each firefly



species is different. The same kinds of

fireflies fly at the same height.

Vocabulary:

- mate
- abdomen
- species
- flash

Learning Resources/Materials:

- Digital Copy of Book:  Fireflies by Megan E. Bryant
-  Lesson 15 Fireflies Fact Chart


Learning Procedures:

→ **Read Aloud (p14-23)**

- ◆ Today we will learn how and why fireflies light up. As I read the first two pages, listen carefully so you can say to your partner what you learned about fireflies and how they light up.
- ◆ Read pages 14-15

→ **Strategy:** Using What They Know Activating Background Knowledge- talking with others about what you know.

- ◆ We can't know everything about everything, so sometimes when I read after I try to make connections to the text and things I might know, I still might not understand.
- ◆ When this happens I like to talk with a friend to see if they might know something I don't about what we are reading.
- ◆ Our talk can help us understand the book in better ways!

→ **Turn and Talk:**  Lesson 15 Fireflies Fact Chart

- ◆ Ask students to turn and tell their partner one thing they learned about how fireflies lights up. Begin by saying, 'I learned...'"
- ◆ Record new facts about fireflies on a chart.
- ◆ Now we will learn why fireflies glow.
- ◆ As I read the next few pages (16-23) listen carefully so you can say to your partner what you learned about fireflies.

FIREFLY FACTS • CAN THE STATEMENT BE PROVED?
1. Fireflies are beetles.
2. Fireflies have two pairs of wings, six legs, and two antennae.
3. A firefly's body has three parts: head, thorax, and abdomen.
4. End of abdomen lights up.
5. Male fireflies flow more than female fireflies because two parts of the male's abdomen light up instead of just on like the female.
6. There are 170 kinds of fireflies in the US and 2000 in the world.
7. Most fireflies in Asia, South and Central America.
8. Some Asian fireflies have gills and live underwater.
9. Fireflies like to live in moist places like jungles, marshes, swamps, and fields with tall grass.
10. In US, fireflies in the South and North East.
11. ATP, a special glow chemical, is the reason fireflies light up. When oxygen from fireflies cells is added to the ATP, it makes a flash of light.
12. ATP is found in all living things, even us.
13. Fireflies light up to attract a mate.
14. The flash of each firefly species is different.
15. The same kinds of fireflies fly at the same height.
16. Fireflies light up to catch other fireflies.

→ Daily Instructional Task: **Writing Task**

- ◆ What new information did we learn about fireflies today? (Add to the chart that we began the previous day).
- ◆ Complete a shared writing assignment on firefly facts.

Firefly Facts

We learned fireflies are beetles.

They have three body parts and their

abdomens light up. We learned there

are 2000 different kinds of fireflies

and that they live in Asia, South and

Central America, and the United

States.

ATP is the reason fireflies glow.


They light up to attract a mate and

sometimes to trick other fireflies that

they then eat. The flash of each firefly

species is different. The same kinds of

fireflies fly at the same height.

→ **Shared Reading/Poetry Lesson:**  Learning About Africa Shared Reading/ Poetry Notebooks

- ◆ We illustrate and continue practicing our fluency.
- ◆ All week we discuss "visualizing" the poem as we read it. Throughout the week we talk about some of the pictures students are creating in their minds.
- ◆ This is the time when students get to put their pictures in their mind down on paper.
 - Choral or Partner Read "[Queen Bee](#)."
 - Students have 10 Minutes to Illustrate the Poem.
 - Continue to practice fluency with early finishers by partner reading the poem or use programs (like Garage Band, or app) to record reading.

Learning Assessments: (How will teachers monitor student learning throughout the lesson?)

- Checks for understanding
- Skills Trackers
- Daily Instructional Task
- Key Teacher Questions Posed
- Student reflection

Differentiation:

Possible Misconceptions:

- Students may have difficulty understanding flash patterns. Demonstrate flashes with the lights in the classroom or show a video to demonstrate.

- Key vocabulary terms and definitions can be provided to students ahead of time in order to better comprehend the text as they read independently.
- Discussing, clarifying, and breaking down the language of the learning targets to ensure comprehension
- Present questions for students to see on the board as they are discussed with the class
- Ask students to periodically self-assess their own learning to give an idea of how much they accomplished over the course of the lesson
- Students can complete daily instructional task individually if able to do so.

Teacher Notes:

Lesson 16		
Grade: 1	Unit: Insects	Instructional Days: 1
Learning Intentions		Success Criteria
<ul style="list-style-type: none"> ● I am learning to find facts. ● I am learning about the life cycle of fireflies. ● I am learning about poetry. 		<ul style="list-style-type: none"> ● I can share with a partner one thing I learned about the life cycle of fireflies. ● I can share what I learned about the life cycle of a firefly while participating in Shared Writing. ● I can echo read a poem.
NJSL Standards		
<ul style="list-style-type: none"> ● RI.CR.1.1. Ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how). ● RI.IT.1.3. Describe relationships among pieces of information (e.g. sequence of events, steps in a process, cause-effect and compare-contrast relationships) within a text. ● RI.MF.1.6. With prompting and support, use text features (e.g. diagrams, tables, animations) to describe key ideas. (In a science unit students may look at data that indicates the impacts humans have on land, water, air, and/or other living things in the local environment and describe the key ideas that are presented in the data.) ● SL.PE.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. (Students may discuss possible solutions to local and global problems caused by severe weather with peers and adults.) ● SL.II.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media. 		

- W.IW.1.2. With prompts and support, write informative/explanatory texts to examine a topic and convey ideas and information. (Students may compose text that explains how plants and animals can change their environment.)
- L.RF.1.4. Read with sufficient accuracy and fluency to support comprehension.
- L.RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.

Key Instructional Practices

Key Teacher Questions Posed During the Lesson:

- How do fireflies light up?
- Why do fireflies glow?

Daily Instructional Task: Writing Task

→ Shared Writing Task

- ◆ What new information did we learn about fireflies today? Add to the [chart with Fireflies Facts](#).
- ◆ Writing: What is the lifecycle of fireflies?

Like ants and honey bees, fireflies

have four stages of life. They begin life

as eggs that then hatch. The second

stage of life is the larvae stage when

fireflies are hatched. During the winter




firefly larvae live underground. During

that time they transform into adult.

Vocabulary:

- life cycle

Learning Resources/Materials:

- Digital Copy of Book:  Fireflies by Megan E. Bryant
-  Lesson 16 Fireflies Facts Chart
-  Lesson 16 Shared writing task

Learning Procedures:

→ **Read Aloud (p24-35)**

- ◆ Read pages 24-25.
- ◆ Ask students to listen carefully so they can say to their partner what each learned about the lifecycle of fireflies.
- ◆ Remind students they have studied the life cycle of ants and honey bees.

WORD	EXPLANATION
life cycle	insects have four stages in their life cycle: egg, larva, pupa, adult

→ **Strategy- Using What They Know Activating Background Knowledge- talking with others about what you know**

- ◆ Teacher model:
 - Remember what we discussed the other day about how we can't know everything about everything.
 - I shared that sometimes when I read I try to make connections to the text and things I might know, I still might not understand.
 - When this happens I like to talk with a friend to see if they might know something I don't about what we are reading.
 - Our talk can help us understand the book in better ways!
- ◆ Turn and tell your partner one thing you learned about the life cycle of fireflies. Begin by saying, 'I learned...'
- ◆ Record new facts about firefly's life cycle on a chart.
- ◆ As I read the next few pages (28-35) listen carefully so you can say to your partner what you learned about fireflies.

→ **Daily Instructional Task: [Shared Writing Task](#)  Lesson 16 Fireflies Facts Chart**

- ◆ What new information did we learn about fireflies today? Add to the [chart with Fireflies Facts](#).
- ◆ Writing: What is the lifecycle of fireflies?

FIREFLY FACTS • CAN THE STATEMENT BE PROVED?

17. Female fireflies lays 500 to 1000 eggs.
18. After 2 to 4 weeks the eggs hatch and larvae crawl out.
20. Larvae live underground and eat slugs, worms and snails and grow.
21. Larvae paralyze slugs by injecting a chemical into it when it bites.
22. In winter larvae burrow underground.
23. In 10 to 20 days the larva transforms into an adult firefly.
24. The adult firefly lives only a few weeks and seeks a mate so the cycle can continue.

Like ants and honey bees, fireflies
have four stages of life. They begin life
as eggs that then hatch. The second
stage of life is the larvae stage when
fireflies are hatched. During the winter
firefly larvae live underground. During
that time they transform into adult.

→ Shared Reading/Poetry Lesson 1:  Grade 1- Insect Unit: Poems

- ◆ Students get their new poem and glue it into their notebooks. I read the poem and students will follow along. Next, I read the poem and students "echo" read the poem. Students get so excited to get a new poem on Mondays and as soon as it is passed out they begin looking for words they know so they are ready for the week!
 - **Pass out** "[If You Catch a Firefly](#)" Students glue the poem in their notebook.
 - **Read Poem**- Students Follow Along (using their finger)
 - **Reread Poem**- Students Echo
 - **Discuss**: Vocabulary words and Author

Learning Assessments: (How will teachers monitor student learning throughout the lesson?)

- Checks for understanding
- Daily Instructional Task
- Key Teacher Questions Posed
- Student reflection

Differentiation:

- Key vocabulary terms and definitions can be provided to students ahead of time in order to better comprehend the text as they read independently.
- Discussing, clarifying, and breaking down the language of the learning targets to ensure comprehension
- Present questions for students to see on the board as they are discussed with the class
- Chunking the text into smaller sections for deeper analysis
- Ask students to periodically self-assess their own learning to give an idea of how much they accomplished over the course of the lesson

Possible Misconceptions:

- Refer to previous life cycle charts for students who need support.

Teacher Notes:

Lesson 17		
Grade: 1	Unit: Insects	Instructional Days: 1
Learning Intentions		Success Criteria
<ul style="list-style-type: none"> ● I am learning to find facts. ● I am learning about how scientists use fireflies to cure diseases. 		<ul style="list-style-type: none"> ● I can share with a partner one thing I learned about how fireflies help to cure diseases.

- I am learning about poetry.

- I can share what I learned about how scientists use fireflies while participating in Shared Writing.
- I can create an illustration for our All About Fireflies Book.
- I can echo read and find punctuation in a poem.

NJSLS Standards

- RI.CR.1.1. Ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how).
- RI.IT.1.3. Describe relationships among pieces of information (e.g. sequence of events, steps in a process, cause-effect and compare-contrast relationships) within a text.
- RI.MF.1.6. With prompting and support, use text features (e.g. diagrams, tables, animations) to describe key ideas. (In a science unit students may look at data that indicates the impacts humans have on land, water, air, and/or other living things in the local environment and describe the key ideas that are presented in the data.)
- SL.PE.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. (Students may discuss possible solutions to local and global problems caused by severe weather with peers and adults.)
- SL.II.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- W.IW.1.2. With prompts and support, write informative/explanatory texts to examine a topic and convey ideas and information. (Students may compose text that explains how plants and animals can change their environment.)
- L.RF.1.1. Demonstrate mastery of the organization and basic features of print (including those listed under L.RF.K.1); recognize and understand the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
- L.RF.1.4. Read with sufficient accuracy and fluency to support comprehension.
- L.RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.

Key Instructional Practices

Key Teacher Questions Posed During the Lesson:

- How do fireflies help cure diseases?
- What is a new fact you learned about fireflies?




Culminating Task: All About Book

- Make an All About Fireflies Book using the shared writing from Lessons 14-17. Your book may look like the example that follows.
- Invite students to illustrate the cover and each page.
- Post the book first as a WALL STORY. Then after the unit is complete, bind it and place it in the classroom library for children to reread.



Vocabulary:

- genes

Learning Resources/Materials:

- Digital Copy of Book:  Fireflies by Megan E. Bryant
-  Lesson 17: Fireflies Facts Chart
-  Lesson 17: All About Fireflies Book

Learning Procedures:

- **Read Aloud (p36-48)**  Lesson 17: Fireflies Facts Chart  Fireflies by Megan E. Bryant
 - ◆ Read pages 36-48.

- ◆ Ask students to listen carefully so they can share with their partner what they learned about how scientists use fireflies to cure diseases.
- ◆ Remind students they have studied the life cycle of ants and honey bees.

→ [Record new facts](#) about what scientists did and used to cure diseases.

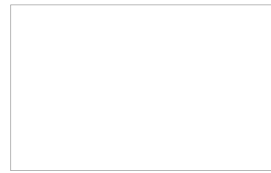
FIREFLY FACTS • CAN THE STATEMENT BE PROVED?
17. Female fireflies lays 500 to 1000 eggs.
18. After 2 to 4 weeks the eggs hatch and larvae crawl out.
20. Larvae live underground and eat slugs, worms and snails and grow.
21. Larvae paralyze slugs by injecting a chemical into it when it bites.
22. In winter larvae burrow underground.
23. In 10 to 20 days the larva transforms into an adult firefly.
24. The adult firefly lives only a few weeks and seeks a mate so the cycle can continue.
25. Scientist placed firefly genes into cancer cells in order to learn how cancer spreads and eventually they hope to use firefly cells to make cancer cells self-destruct.
26. Scientists are hoping to launch sensors into space to see if there is life in space.
27. Each year there are fewer fireflies because of construction, outdoor lights, and bug spray.
28. If you catch fireflies always let them free.

→ **Culminating Task: All About Book** [Lesson 17: All About Fireflies Book](#)

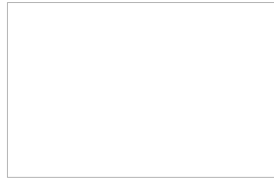
- ◆ Make an [All About Fireflies Book](#) using the shared writing from Lessons 14-17. Your book may look like the example that follows.
- ◆ Invite students to illustrate the cover and each page.
- ◆ Post the book first as a WALL STORY. Then after the unit is complete, bind it and place it in the classroom library for children to reread.

All About Fireflies

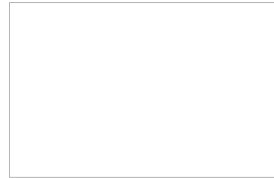
by Class



We learned fireflies are beetles. They have three body parts and their abdomens light up. We learned there are 2000 different kinds of fireflies and that they live in Asia, South and Central America, and the United States.



ATP is the reason fireflies glow. They light up to attract a mate and sometimes to trick other fireflies that they then eat. The flash of each firefly species is different. The same kinds of fireflies fly at the same height.



Like ants and honey bees, fireflies have four stages of life. They begin life as eggs that then hatch. The second stage of life is the larvae stage when fireflies are hatched. During the winter firefly larvae live underground. During that time they transform into adults.



Scientists are using firefly genes to see how cancer grows. Other scientists are hoping to launch sensors into space with firefly chemicals in order to see if there is life in space.



There are fewer fireflies each year because of construction, bright lights, and bug spray. We can help by letting fireflies free after we catch them.

→ Shared Reading/Poetry: Grade 1- Insect Unit: Poems

- ◆ First, we will echo read the poem as a whole class.
- ◆ Then we will go on a "punctuation hunt." We look for periods, commas, questions, exclamation marks etc.. One student finds these words on the SMARTBoard while the rest of the class find them in their poem notebook. We search for commas and circle them in yellow and we circle ending punctuation in red. (This part can be completed as a class or during literacy centers.)
 - Read, "If You Catch a Firefly." Students Echo Read.
 - Look for punctuation and circle/ highlight: Periods, exclamation points, and question marks with a red crayon(this tells us to stop)
 - Commas with a yellow crayon (this tells us to take a breath).

Learning Assessments: (How will teachers monitor student learning throughout the lesson?)

- Checks for understanding
- Daily Instructional Task
- Key Teacher Questions Posed
- Student reflection

Differentiation:

- Key vocabulary terms and definitions can be provided to students ahead of time in order to better comprehend the text as they read independently.
- Discussing, clarifying, and breaking down the language of the learning targets to ensure comprehension
- Present questions for students to see on the board as they are discussed with the class
- Chunking the text into smaller sections for deeper analysis
- Ask students to periodically self-assess their own learning to give an idea of how much they accomplished over the course of the lesson

Possible Misconceptions:

- Go back and review as necessary.

Teacher Notes:

Lesson 18

Grade: 1

Unit: Insects

Instructional Days: 1

Learning Intentions

Success Criteria

- I am learning to find the theme of a story.
- I am learning how using Thinking Strips can help me retell a story.
- I am learning about poetry.

- I can use my thinking strip illustrations to help retell the story to my partner including the setting, characters, plot, problem and resolution.
- I can write and/or draw the big idea in the last box of my thinking strip.
- I can echo read a poem and find word wall words within the poem.

NJSLS Standards

- RL.CI.1.2. Determine central message and retell a sequence of events in literary texts (e.g., who, what, where, when, why, how).
- RL.MF.1.6. With prompting and support, use illustrations and details in a story to describe its characters, setting, or events.
- SL.II.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- SL.UM.1.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
- W.RW.1.7. Engage in discussion, drawing, and writing in brief but regular writing tasks.
- L.RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words. F. Read high-frequency and grade-level irregular words with automaticity (e.g. fly, walk, old). G. Recognize the parts of high-frequency words that are regular and the parts that are irregular.
- L.RF.1.4. Read with sufficient accuracy and fluency to support comprehension.

Key Instructional Practices

Key Teacher Questions Posed During the Lesson:

- Have you ever caught fireflies?
- What was it like?
- What time of year was it?
- What did you put the fireflies in when you caught them? What do you think Julie Brinckloe wanted us to understand?
- What was the big idea?




Daily Instructional Task:

- **Thinking Strips**
 - Have students return to their thinking strips and write and/or draw the big idea in the last box.
 - What did Brinckloe want us to understand?
 - Collect children’s thinking strips. Assess (not evaluate) what students learned and thought about.

Vocabulary:

-


Learning Resources/Materials:

- Digital Copy of Book:  Fireflies!
-  Lesson 18: Thinking Strips
-  Lesson 18 Stopping Points

Learning Procedures:

→ **Before Reading**

- ◆ Have you ever caught fireflies?
- ◆ What was it like?
- ◆ What time of year was it?
- ◆ What did you put the fireflies in when you caught them?

→ **Thinking Strips**  Lesson 18: Thinking Strips

- ◆ To make a thinking strip take a sheet of 8 1/2 x 11 paper cut in half and taped together in the center and folded to make six boxes.
- ◆ Make sure each child has a clipboard, a formatted thinking strip, and a pencil, with the thinking strip and the pencil fastened under the clip.
- ◆ As I read, I like to stop and draw a quick picture of an important part of the story. Before I draw, I think back to what I just read and decide which part I want to sketch. My drawings will help me remember important parts of the story, as well as retell the story in order.
- ◆ Tell them that you will be stopping five times while reading so that they will have an opportunity to record their thoughts.
- ◆ Remind them to leave the last box empty so that they can draw the big idea from the story after they confer with a partner.



→  Lesson 18 Stopping Points

Fireflies

On a summer evening I looked up from dinner, through the open window to the backyard.

It was growing dark. My treehouse was a black shape in the tree and I wouldn't go up there now.

But something flickered there, a moment -- I looked, and it was gone. It flickered again, over near the fence. Fireflies! "Don't let your dinner get cold," said Momma.

I forked the meat and corn and potatoes into my mouth. "Please, may I go out? The fireflies -- " Momma smiled, and Daddy nodded. "Go ahead," they said.

I ran from the table, down to the cellar to find a jar. I knew where to look, behind the stairs.

The jars were dusty, and I polished one clean on my shirt. Then I ran back up, two steps at a time. "Holes," I remembered, "so they can breathe." And as quietly as I could, so she wouldn't catch me dulling them, I poked holes in the top of the jar with Momma's scissors.

The screen door banged behind me as I ran from the house. If someone said, "Don't slam it," I wasn't listening.

I called to my friends in the street, "Fireflies!" But they had come before me with polished jars, and others were coming behind.

STOP HERE

The sky was darker now. My ears rang with crickets, and my eyes stung from staring too long. I blinked hard as I watched them -- Fireflies! Blinking on, blinking off, dipping low, soaring high above my head, making white patterns in the dark.

We ran like crazy, barefoot in the grass. "Catch them, catch them!" we cried, grasping at the lights.

Suddenly a voice called out above the others, "I caught one!" And it was my own.

STOP HERE

I thrust my hand into the jar and spread it open. The jar glowed like moonlight and I held it in my hands. I felt a tremble of joy and shouted, "I can catch hundreds!"

Then we dashed about, waving our hands in the air like nets, catching two, ten -- hundreds of fireflies, thrusting them into jars, waving our hands for more.

STOP HERE

Then someone called from my house, "It's time to come in, now," and others called from other houses and it was over.

My friends took jars of fireflies to different homes.

I climbed the stairs to my room and set the jar on a table by my bed. Momma kissed me and turned out the light. "I caught hundreds," I said.

Daddy called from the hallway.

"See you later alligator."

"After a while, crocodile," I called back.

"I caught hundreds of fireflies--"

STOP HERE

In the dark I watched the fireflies from my bed. They blinked off and on, and the jar glowed like moonlight

But it was not the same. The fireflies beat their wings against the glass and fell to the bottom and lay there.

The light in the jar turned yellow, like a flashlight left on too long. I tried to swallow, but something in my throat would not go down.

And the light grew dimmer, green, like moonlight under water.

I shut my eyes tight and put the pillow over my head. They were *my* fireflies. I caught them. They made moonlight in my jar. But the jar was nearly dark.

I flung off the covers. I went to the window, opened the jar, and aimed it at the stars. "Fly!"

The the jar began to glow, green, then gold, then white as the moon. And the fireflies poured out into the night.

Fireflies! Blinking on, blinking off, dipping low, soaring high above my head, making circles around the moon, like stars dancing.

I held the jar, dark and empty, in my hands. The moonlight and the fireflies swam in my tears, but I could feel myself smiling. **STOP HERE (The End)**

- ◆ Then, we go on a word wall hunt. This is an easy way to interact with the text. We look for all of the word wall words in our poem notebooks and circle them in blue. Some poems definitely have more than others but as I explain to my kids-word wall words are everywhere so it's important we know and recognize them! Again one student is always the leader on the SMART- Board and this time another student uses a pointer to point to the word wall words on our actual word wall as we find them.
 - **Read** "[If You Catch A Firefly](#)." Students Echo Read.
 - (Second half of the year students can lead the echo reading)
 - **Repeat** this a Second Time
 - Students look and circle/highlight word wall words with blue crayon

Learning Assessments: (How will teachers monitor student learning throughout the lesson?)

- Checks for understanding
- Daily Instructional Task
- Key Teacher Questions Posed
- Student reflection

Differentiation:

- Key vocabulary terms and definitions can be provided to students ahead of time in order to better comprehend the text as they read independently.
- Discussing, clarifying, and breaking down the language of the learning targets to ensure comprehension
- Present questions for students to see on the board as they are discussed with the class
- Chunking the text into smaller sections for deeper analysis
- Ask students to periodically self-assess their own learning to give an idea of how much they accomplished over the course of the lesson

Possible Misconceptions:

- If students have never caught fireflies, share a story of when you caught them.

Teacher Notes:

Lesson 19		
Grade: 1	Unit: Insects	Instructional Days: 2
Learning Intentions		Success Criteria
<ul style="list-style-type: none"> ● I am learning what the words, flicker, soaring and thrust, mean. ● I am learning how to compare two texts that discuss the same topic. ● I am learning about poetry. 		<ul style="list-style-type: none"> ● I can correctly select one of the new words to complete a statement. ● I can use evidence from each text to explain how they are different from one another. ● I can echo read and find rhyming words in a poem. (Day 1) ● I can echo/choral read and illustrate a poem. (Day 2)
NJSL Standards		
<ul style="list-style-type: none"> ● RL.CR.1.1. Ask and answer questions about key details in a literary text e.g., who, what, where, when, why, how). ● RL.CI.1.2. Determine central message and retell a sequence of events in literary texts (e.g., who, what, where, when, why, how). ● RL.TS.1.4. With prompting and support, explain major differences between books that tell stories and books that give information recognizing organization and features of literary texts (e.g., follows a storyline, chronology of events, interprets illustrations) while drawing on a wide reading of a range of text types. ● RL.CT.1.8. Identify similarities in and differences between two literary texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures). ● SL.PE.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. (Students may discuss possible solutions to local and global problems caused by severe weather with peers and adults.) ● W.SE.1.6. With guidance and support from adults, gather and select information from multiple sources to answer a question or write about a topic. ● W.AW.1.1. With prompts and support, write opinion pieces on a topic or texts. ● W.IW.1.2. With prompts and support, write informative/explanatory texts to examine a topic and convey ideas and information. (Students may compose text that explains how plants and animals can change their environment.) ● L.RF.1.4. Read with sufficient accuracy and fluency to support comprehension. ● L.RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words. 		
Key Instructional Practices		
Key Teacher Questions Posed During the Lesson:		Culminating Writing Task: Comparative Writing
<ul style="list-style-type: none"> ● What's happening in the story? ● Now what's he doing? Have you done something like this? ● What did he just do? ● What happened after he ran out the door? 		<ul style="list-style-type: none"> ◆ Tell students that: One of the great things about books is that books remind us sometimes of our lives but they can also remind us of other stories and texts! For example, a story like The Little Red Hen reminds me of Three Little Pigs because they have so many things that are the same, or in common. They both have animals as characters, they both show how working hard is a good thing, and they both teach a lesson. I like to think about how stories I have read are similar, the same, and different to each other as I read.


- My ears rang with crickets, and my eyes stung from staring too long. What is he describing? Have you been outside at night and experienced something like this?
- What do you think he will do with the fireflies that he caught? What would you do?
- What did you picture in your mind?
- What emotion is he feeling now? What do you think he will do? What would you do?
- What emotion is he feeling now?
- Would you do the same thing that the boy does at the end of the story? Why or why not?

- ◆ How is Fireflies by Bryant different from Fireflies by Brinckloe ?
- ◆ Use evidence from each text to support your answer.
- ◆ **An example of an answer:**
 - *Fireflies by Bryant gives information about fireflies. For example, it tells about the firefly's body and why it glows. Fireflies by Brinckloe is a story about a boy who catches fireflies one night and how he learns he must let them go if they are to live.*

Vocabulary:

- flicker
- soaring
- thrust

Learning Resources/Materials:

- Digital Copy of Book:  Fireflies!

Learning Procedures:

→ **Reread the Text and Discussion**

- ◆ Briefly reintroduce the book: “As you listen to the story again today I want you to be thinking about whether you would do the same thing the boy does at the end of the story. Why or why not?”
- ◆ Read pages 1-3. Ask the children, “What’s happening in the story?” Discuss ‘fireflies’.
- ◆ Show illustration on page 3.
- ◆ Read pages 4-6. Ask the children, “Now what’s he doing? Have you done something like this?”
- ◆ Read page 7. Ask, “What did he just do?” Show illustration page 6-7.
- ◆ Read pages 8-9. Ask the children, “What happened after he ran out the door?”
- ◆ Read page 10. In the story it says, “My ears rang with crickets, and my eyes stung from staring too long.” What is he describing? Have you been outside at night and experienced something like this?
- ◆ Read page 11 and show the illustration. Discuss
- ◆ Read pages 12-15. Ask the children, “What do you think he will do with the fireflies that he caught? What would you do?”
- ◆ Show pages 14-15. Discuss
- ◆ Read pages 16-19. Ask the children, “What did you picture in your mind?”
- ◆ Show illustrations on 18 and 19. Discuss
- ◆ Read page 20. Ask the children, “Describe how he has been feeling so far in the book and give an example.”
- ◆ Read page 21 and show the illustration.
- ◆ Read page 22. In the book it says, “I tried to swallow, but something in my throat would not go down.” “What is he thinking and feeling here?”
- ◆ Read 23 and show the illustration. Discuss

- ◆ Read page 24. Ask the children, “What emotion is he feeling now? What do you think he will do? What would you do?”
- ◆ Read page 25 and show the illustration. Discuss
- ◆ Read pages 26-27 and show the illustrations. Discuss
- ◆ Read the last page and ask, “What emotion is he feeling now?”
- ◆ After finishing the book, return to the initial question presented to the class: “Would you do the same thing that the boy does at the end of the story? Why or why not?”

→ **Direct Vocabulary Instruction of the Tier 2 Words**

◆ Target word: **flicker**

- In the story, something flickered there . . . it flickered again, over near the fence.”
- Flicker means a quick moving light; to flutter; or if something moves unsteadily.
- Say the word with me: flicker.”
- The flame flickered in the wind. I saw a shadow flicker on the wall as I was walking through the haunted house. The light from the campfire flickered in the night.”
- Tell about something that you have seen flicker. Try to use flicker when you tell about it. You could start by saying something like “I saw a _____ flicker when I was _____.”
- “What’s the word we’ve been talking about?” ‘flicker’

◆ Target word: **soaring**

- “The story says the fireflies were “. . . soaring high above my head, making circles around the moon, like stars dancing.”
- “Soaring means to sail or hover in the air; to fly very high in the sky.”
- “Say the word with me: soaring.”
- When you go to Manhattan look up in the sky, you might see a red tailed hawk soaring in the clouds. If you’re outside you might see planes soaring over the city.
- Tell about something that you have seen soaring in the sky. Try to use soaring when you tell about it. You could start by saying something like “I saw a _____ soaring in the _____.”
- “What’s the word we’ve been talking about?” ‘soaring’

◆ Target word: **thrust**

- “In the story the boy tells us, “I thrust my hand into the jar and spread it open.”
- “Thrust means to push something suddenly and hard.”
- “Say the word with me: thrust.”
- “When it’s just before dinner and you want a cookie you might be thrusting your hand into the cookie jar before your parent catches you and tells you to put it back!”
- At your baseball game you need to thrust out your baseball glove to catch a ball fast.”
- “Tell about something that you have done when you thrust something hard and fast. Try to use thrust when you tell about it. You could start by saying something like “I thrust opened the _____ to _____.”
- “What’s the word we’ve been talking about?” ‘thrust’

- ◆ I'm going to say some statements. I will give you two of our new words to choose from. You tell me which new word makes more sense with the statement.
 - If you had a fish on your fishing line would you need to thrust out the net or flicker out the net to catch it?
 - On a dark and stormy night would the candlelight flicker on the wall or soar up into the sky?
 - If you were catching fireflies would you be soaring out your hand to catch them or thrusting out your hand?
 - If you were looking at a bird climbing into the sky would it be soaring or flickering?
- ◆ Maintain all three words by asking the children to give examples or explanations:
 - Show us how you would thrust out your hand to catch something and tell us what you are catching.
 - Compare a lightning bolt to a candle and tell how they flicker.
 - Show us how you would look if you were a hawk soaring over the city and tell us what you would see down below.
- ◆ Maintain by helping children add to their networks of related words:
 - If somebody is soaring in a plane what would you see when you look out the window?
 - When you see a moth flickering close to a light bulb what does it do?
 - How does a new shoot on a plant thrust itself through the soil as it grows?
- ◆ Assess:
 - "Let's think about all three of our new words again: flicker, soaring, thrust.
 - Which of these would be a flickering flame – a light that goes out or a light that fl[u]fers back and forth?
 - Which of these would be soaring in the sky – an eagle and a kite or a penguin and a seal?
 - What means almost the same as thrust – poke or pull?

→ **Culminating Writing Task: Comparative Writing**

- ◆ Tell students that: One of the great things about books is that it reminds us sometimes of our lives but they can also remind us of other stories and texts! For example, a story like *The Little Red Hen* reminds me of *Three Little Pigs* because they have so many things that are the same, or in common. They both have animals as characters, they both show how working hard is a good thing, and they both teach a lesson. I like to think about how stories I have read are similar, the same, and different to each other as I read.
- ◆ How is *Fireflies* by Bryant different from *Fireflies*?
- ◆ Use evidence from each text to support your answer.
- ◆ **An example of an answer:**
 - *Fireflies* by Bryant gives information about fireflies. For example, it tells about the firefly's body and why it glows. *Fireflies* by Brinckloe is a story about a boy who catches fireflies one night and how he learns he must let them go if they are to live.

→ **After Unit is Complete: Last Write**

- ◆ Now that you have completed the unit, invite each student to take a piece of paper and complete a Last Write, which is a simple list of words they can think of that connects to the topic of insects.
- ◆ Compare how many topical words were added to each student's list at the beginning of the unit and the end of the unit.

→ **Shared Reading/Poetry Lesson:**  **Grade 1- Insect Unit: Poems** Day 1

- ◆ We begin by echo reading the poem.

- ◆ Next, we find rhyming words throughout our poems. We discuss if words are patterned or not. We also talk about words that look alike and sound alike and try to think of other words to go with these word patterns. I always find myself saying..."if you know how to read and write the word _____ then you know how to read and write SO many other words!" As my kids are circling their words (this time in orange) directly in their poem notebooks, a student leader is doing it on the SMARTBoard for other kids to see.
 - **Student chooses from the "READ READ READ Box"** (This is a box filled with silly ways to read things)
 - **We read "If you Catch A Firefly."** in a silly way
 - Listen for rhyming words and highlight them in orange.

→ **Shared Reading/Poetry Lesson:** 📖 Grade 1- Insect Unit: Poems Day 2

- ◆ We illustrate and continue practicing our fluency.
- ◆ All week we discuss "visualizing" the poem as we read it. Throughout the week we talk about some of the pictures students are creating in their minds.
- ◆ This is the time when students get to put their pictures in their mind down on paper.
 - Choral or Partner Read "If You Catch a Firefly."
 - Students have 10 Minutes to Illustrate the Poem.
 - Continue to practice fluency with early finishers by partner reading the poem or use programs (like Garage Band, or app) to record reading.

Learning Assessments: (How will teachers monitor student learning throughout the lesson?)

- Checks for understanding
- Daily Instructional Task
- Key Teacher Questions Posed
- Student reflection

Differentiation:

- Key vocabulary terms and definitions can be provided to students ahead of time in order to better comprehend the text as they read independently.
- Discussing, clarifying, and breaking down the language of the learning targets to ensure comprehension
- Present questions for students to see on the board as they are discussed with the class
- Chunking the text into smaller sections for deeper analysis
- Ask students to periodically self-assess their own learning to give an idea of how much they accomplished over the course of the lesson

Possible Misconceptions:

- Use a venn diagram to help students gather ideas on how the books are similar and different.

Teacher Notes: