



A Lesson on How the Firefly Got Its Light by Samantha Rey

Grade Level: Grade 3

Subject Area: English Language Arts

Lesson Length: 1 hour 30 minutes

Lesson Keywords: Firefly, Light, Folktale, Lesson

Lesson Description: The goal of this lesson is to have students understand what a folktale is and to find what the folktale or story is really trying to say. By reading and rereading "How the Firefly Got Its Light", students will learn how to identify the text being read and understand the context behind it. This gives the students the opportunity to discuss the text and what they learned from the folktale's lesson. Then, using their writing skills, students have a chance to either explain the purpose of the folktale or to mention what they took away from its lesson.

Common Core Standards Covered with This Lesson

CCSS.ELA-Literacy.RL.3.3: Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

CCSS.ELA-Literacy.RL.3.7: Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).

CCSS.ELA-Literacy.RI.3.4: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

CCSS.ELA-Literacy.RF.3.4: Read with sufficient accuracy and fluency to support comprehension.

CCSS.ELA-Literacy.W.3.1b: Provide reasons that support the opinion.

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Lesson Content: Book/Story/Reading Passage

Instructions: Please read the following reading passage as many times as needed (aloud and silent) before starting to go through other lesson pages. Understanding the content of this passage is very important since the lesson activities will be all about this content. Feel free to print the passage if needed.

How the Firefly Got Its Light

by

Content: This is a story based on an old folktale.?

This is a story about long ago. ?There was a little fly. ?It wanted to be special. ?The fly was?sad. ?It did not feel special. ?It looked at the bee and thought it was great. ?Look at how big it is. ?Hear it buzz. ?It looked at the butterfly and said, See how pretty. Look at the colors. ?Look at the?big wings. ?I am just like all the other flies.?

The fly stayed awake one night. ?It was worried. ?It was sad. ?All the other flies were?sleeping. ?A moth was awake. ?So was a mouse. ?They did not notice the fly. ?It was too small. ?It?was hard to see in the dark.?

The fly saw the stars. ?They were shining. ?I want to shine like that. That would be?special.?

The moon heard the fly. ?The moon said, Little fly. ?You can help me. ?If you do, I will help?you. ?I will make you shine.?

How can I help? ??

The moon said, You can be my friend. ?I am lonely at night. ?I come out when it is dark. ?Most animals are asleep. ?If you stay awake every night I will help you shine. ?Then you can be my?friend. ?

Yes, yes, the fly said. ?So the moon helped it. ?The moon told the fly the secret. ?The moon?told the fly how to shine. ??

The next night, the fly stayed awake. ?It used the secret. ?It was shining. ?On, off, it made its?body light. ?It looked like magic.?

Look, said the mouse. Look at that fly. ?How special. ?The mouse said, Id like to shine,?too. ?His mother said, NO! ?That would be dangerous. ?You know we need to be able to hide.?

The fly was very glad. ?The fly told the moon, I will always be your friend. ?When you?come out at night, I will be here. ?I will shine my light to welcome you. ?Then the fly went to?sleep. ?Finally. ?Now I have what I need.?

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Task 1: Vocabulary

Instructions: Please complete the following vocabulary activity by choosing the correct meaning of each word selected from the passage and use of each word correctly in a sentence.

Q: 1 WordPhrase: Special **WordPhraseTier:** 3

Question: The author wrote, "The fly saw the stars. They were shining. 'I want to shine like that. That would be special.'" What does the word "special" mean in this sentence?

- A: The same
- B: Unique
- C: Boring
- D: Unfair

Question: Which one of the sentences below uses the word "special" correctly?

- A: The store was having a special on frozen pizzas
 - B: At school, we have a special every Monday
 - C: My friend Katie is special
 - D: You need special tools to fix that toy
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Q: 2 WordPhrase: Folktale **WordPhraseTier:** 3

Question: The author of our story says "This story is based on an old folktale." What does the word "folktale" mean in this sentence?

- A: A story that is usually true
- B: A tale that usually travels by email
- C: A legend that originates among a people or folk
- D: A story only about dinosaurs and princesses

Question: Which of the sentence below uses the word "folktale" correctly?

- A: George Washington was a folktale
 - B: Jack and the Beanstalk is my favorite folktale
 - C: The news tells such really boring folktales
 - D: Today's math class will include folktales and geometry
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Q: 3 WordPhrase: Notice **WordPhraseTier:** 2

Question: The author in our story says "A moth was awake. So was a mouse. They did not notice the fly." What does the word "notice" mean in this sentence?

- A: Pay attention to
- B: Announce
- C: Warn
- D: Talk to

Question: Which one of the sentences below uses the word "notice" correctly?

- A: I received a notice in the mail about free pizza
 - B: The notice on the door was very small
 - C: The giggling children did not escape the teacher's notice
 - D: The worker gave her notice to her boss
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Q: 4 WordPhrase: Dangerous **WordPhraseTier:** 2

Question: The author of our story wrote, "The mouse said, I'd like to shine, too.? His mother said, ?NO! That would be dangerous. You know we need to be able to hide.'? What does the word "dangerous" mean in this sentence?

- A: Exciting
- B: Unsafe
- C: Frustrating
- D: Sleepy

Question: Which one of the sentences below uses the word "dangerous" correctly?

- A: The 3 week old puppy was dangerous
 - B: Looking both ways before crossing the street is dangerous
 - C: Swimming with sharks can be dangerous
 - D: Babies can be very dangerous
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Task 2: Forum Discussion

Instructions: This discussion forum will have questions for students to respond. Read the posted questions, and respond to each. Students are responsible for posting one initial and two peer responses for each topic.

1 - How does the fly change throughout the story?

How does the fly feel at the beginning of the story? What is he doing in the beginning? Do the fly's emotions change by the end of the tale? How does he feel then? Use specific details from the text.

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2 - How would you handle the situation if you were a fly?

In the beginning of the story, the fly wants something for himself. What does he want? Does that wish come true, and how? Use specific details from the text.

If you were a fly, would you have a wish? Why or why not? If so, what would it be?

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3 - How does the author use the fly to teach us a lesson??

The fly believes he is not special, as seen when the author writes, There was a little fly. It wanted to be special. The fly was sad. It did not feel special. Do you believe the fly was right about himself? Why or why not? Why do you think the author creates this character the way he did and put him in the story? Use specific details from the text.

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4 - Was the moon a good friend?

In the story, the author writes about the moon and how it will help the fly shine if the fly does something in return for the moon. Is this a good trade? Why or why not? Should the moon have liked the fly for who he was or was it okay that the moon wanted to help him change? If you were the fly's friend, what would you tell him?

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Task 3: Writing Activity

Instructions: For your writing assignment, you are to write 2-3 paragraphs or 250 words minimum on the lesson behind this folktale. What was the author trying to teach us? How did you feel about the fly and its wish to shine? Do you think the fly got everything it wanted? Use specific examples from the text when writing your response.?

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