

# Firefly July

## A RIF GUIDE FOR EDUCATORS

**Themes:** Poetry, Seasons, Nature, Weather, Animals

**Book Brief:** This collection of poems moves the reader through the seasons. Each poem deals with an element that makes that particular season special, while the beautiful illustrations take the reader to another time and place.

**Author:** poems selected by Paul B. Janeczko

**Illustrator:** Melissa Sweet

**Content Connections:** Science, Social Studies, Art



## TIME TO READ!



### BEFORE WE READ, LET'S LOOK AT...

**The Cover:** What do you notice about the cover illustration? What objects can you see? Why do you think the artist chose such bright colors?

**The Pictures:** Flip briefly through the pages. How do the illustrations help you predict what each poem might be about? Point out the different lengths and formats of the poems. How many different types of poems are students familiar with?

**Prior Knowledge:** What do you know about the seasons of the year? What do the plants and trees

look like at different times of the year? What animals might you see during each season? Make a chart on the board to compare the seasons.

**Vocabulary:** Though vocabulary will vary from poem to poem, make sure students know the difference between an editor and an author.

**Purpose for Reading:** This book will work best if you read a poem at a time, or pick complimentary or contrasting poems to read together. For each piece, read the poem once and encourage students simply to try to figure out what it is saying. Can they “see” images or pictures in their heads? Then, read the poem a second time and tell students to look deeper to understand what the poet does not say. Ask them to pay attention to what the illustrations can tell us about the deeper meaning of each poem.

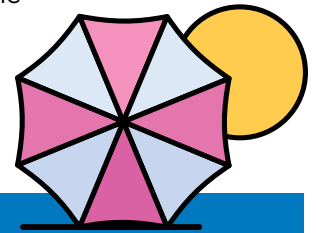
## WHILE WE READ

### MONITORING COMPREHENSION

For each poem, ask:

- ◆ What kind of poem is this?
- ◆ Whom or what is the poem about? How does it connect to the seasons?

- ◆ How does the author draw a picture with words?
- ◆ What poetic devices does the author use?
- ◆ Is there a rhyme scheme? Are there any examples of figurative language?



## LET'S THINK ABOUT

**Our Purpose:** What was the author trying to say? How did the illustrations help you figure out the meaning of the poem? Ask students to support their answers with evidence from the text.

**Extending Our Thinking:** Why do you think the editor chose to use only short poems in this collection? Do you think a short poem can be as good or effective as a longer poem or story? Why or why not? Do you think it's easier or harder to write using so few words? Discuss your answers with a partner and be prepared to share with the class.

### NOTE TO EDUCATORS

- ◆ Extension Activities for Educators also available.