

# Firefly Anticipation Guide

An anticipation guide can be used before reading to assess prior knowledge and engage the reader in the text. Children fill in the “Before Reading” column based on their prior knowledge and experiences, then they listen for the answers to the questions as the book is read aloud. After reading, they fill in the “After Reading” column and provide evidence from the text that supports the answers they chose.

## Materials (per child)

Pen or pencil

Anticipation Guide

## Procedure

Before reading *Next Time You See a Firefly* aloud, have the children fill out the “Before Reading” column of the anticipation guide. Tell them that if they don’t know the answer, they should make their best guess. Before you read the book, either collect the anticipation guides or take the kids to a reading corner, away from their papers. As you read aloud, have them signal (e.g., touch their nose or raise their hand) when they hear an answer to one of the questions. After reading, ask them to complete the “After Reading” column of the anticipation guide. When everyone is finished, go over the answers together, referring back to the evidence in the text that supports each statement.

Answers:

1. True – page 10
2. True – page 11
3. True – page 12
4. False – page 14
5. True – page 22
6. True – page 23
7. False – page 25

## ELA Common Core Connections

Reading: Informational Text – Key Ideas and Details

K: RI.K.1. With prompting and support, ask and answer questions about key details in a text.

1: RI.1.1. Ask and answer questions about key details in a text.

2: RI.2.1. Ask and answer such questions as *who, what, where, when, why, and how* to demonstrate understanding of key details in a text.

3: RI.3.1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

4: RI.4.1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

5: RI.5.1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

## Framework for K-12 Science Education Connections

Life Sciences 1.A: Structure and Function

**By the end of grade 2.** All organisms have external parts. Different animals use their body parts in different ways to see, hear, grasp objects, protect themselves, move from place to place, and seek, find, and take in food, water and air.

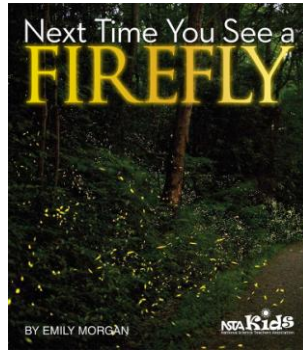
**By the end of grade 5.** Plants and animals have both internal and external structures that serve various functions in growth, survival, behavior, and reproduction.

Life Sciences 1.B: Growth and Development

**By the end of grade 2.** Plants and animals have predictable characteristics at different stages of development. Plants and animals grow and change. Adult plants and animals can have young. In many kinds of animals, parents and the offspring themselves engage in behaviors that help the offspring to survive.

**By the end of grade 5.** Reproduction is essential to the continued existence of every kind of organism. Plants and animals have unique and diverse life cycles that include being born (sprouting in plants), growing, developing into adults, reproducing, and eventually dying.

Name: \_\_\_\_\_



## Anticipation Guide

*Before Reading*  
**True or False**

*After Reading*  
**True or False**

- |       |   |       |
|-------|---|-------|
| _____ | 1. Fireflies flash for a specific purpose.                | _____ |
| _____ | 2. Fireflies lay eggs.                                    | _____ |
| _____ | 3. Each species of firefly has a different flash pattern. | _____ |
| _____ | 4. Fireflies spend most of their lives as adult insects.  | _____ |
| _____ | 5. Adult fireflies have six legs.                         | _____ |
| _____ | 6. Fireflies have large eyes for seeing at night.         | _____ |
| _____ | 7. Beetle-eating animals think fireflies taste great.     | _____ |