

Teacher's Guide

Lightning Bug Lantern

Before Reading

Invite your students to brainstorm favorite summertime activities. Make a list of “Outdoorsy Fun”. (Camping, going to the lake, swimming, hiking, fishing, having a picnic, catching lightning bugs, etc.)

Direct students’ attention to the book cover. Discuss the title and names of the author and illustrator. Ask questions such as:

- What is the girl on the cover doing?
- How does she feel? How do you know?
- Have you ever caught lightning bugs in a jar?
- How did you feel while doing this?
- Do you have any ideas of what will happen in this book?

Vocabulary

Here are some possibly unfamiliar words for your students to discuss:

lantern, p. 1	darted, p. 3	released, p. 6	fade, p. 7
honeysuckle, p. 7	capturing, p. 8	stowing, p. 8	dusk, p. 11
twilight, p. 13	spite, p. 13	patter, p. 14	gazing, p. 17
entire, p. 19	clutching, p. 20	whippoorwill, p. 21	round, p. 22

Students could go on a word hunt to find each vocabulary word in the book and see how it is used in the context.

Discussion Questions

1. What is Maggie's goal?
2. How do Maggie's feelings change throughout the book as she is working towards her goal? What helps you understand how she feels?
3. In the story, Maggie made a wish on a magical wishing stone. If you could make any wish, what would it be?
4. Maggie and Grandma had a picnic lunch. What do you think they packed in their picnic basket? What would you bring on a picnic?
5. What is the theme of this book? (Never give up on your dreams--persistence.) Is it difficult to continue working towards a goal when you face failure? What are some things you can do to keep a positive attitude?
6. If you were going camping, what are some supplies you would need? What are some safety rules you should follow while camping?
7. Teamwork is an important lesson in this story. Tell about a time you needed help from a friend in order to accomplish your goal.
8. What does Grandma mean when she says, "Behind every storm cloud is a shining rainbow"?
9. Maggie and Grandma spent their rainy day of camping playing board games, reading books, and having scavenger hunts inside the camper. What are some of your favorite rainy day activities?

Activities

LANTERN ART PROJECT

MATERIALS:

Light blue and black construction paper

Yellow and white paint

Black Permanent Marker

Aluminum Foil

Q Tips

Glue

DIRECTIONS:

1. Copy the mason jar (see attached printouts) onto light blue construction paper.
2. Have students cut out the blue mason jar.
3. Distribute sections of aluminum foil to each student to cut out and glue on the lid area of the jar.
4. Have students use their thumbprints to make the body of the lightning bug using the yellow paint.
5. After the glue from the foil lid and the yellow paint dry, have students lightly dip Q Tips into white paint to fill the inside of the wings of the lightning bugs.
6. When everything is dry, have students use black marker to make the details on the aluminum foil lid and on the lightning bugs.
7. Once the jar is complete, glue onto a sheet of black construction paper.

SCIENCE EXPLORATION

LIGHTNING BUGS

Lightning bugs typically come out mid to late May in the evenings. Discuss the terms dusk and twilight from the book, as well as explaining how the sun sets each day. This is the time to hunt for lightning bugs, especially in a clearing of tall grass.

WHAT IS A WHIPPOORWILL?

Click [here](#) to discover the whippoorwill bird mentioned in the story and hear its call.

CAMPING SAFETY

Topics to discuss: staying hydrated, campfire safety, using bug spray and sunscreen, being aware of your surroundings, checking the weather forecast, etc.

FISHING

Topics to discuss: baiting hooks, catch and release, types of fish (bluegill).

WHAT IS HONEYSUCKLE?

Click [here](#) to discover more about honeysuckle. If possible, bring in flowers from the plant and let students experience tasting the nectar.

HUMIDITY

Point out that the girls were dancing in the “heavy summer air”. This is because of high humidity in the summertime. Discuss feeling hot and sticky in the summer because of the high amount of water vapor in the air. It’s the “air you can wear” because it’s so wet! Have students imagine the steam in the bathroom after taking a hot shower as humidity. You could also use a diffuser or cool mist humidifier to explain the process.

LITERARY EXPLORATION

Onomatopoeia - Define and discuss. Have students brainstorm examples and then look for an onomatopoeia in the story (p. 16, splish-splashing).

Metaphors - Define and discuss. Provide examples for the students, then have them look for a metaphor in the book (tiny bolts of lightning, p. 8).

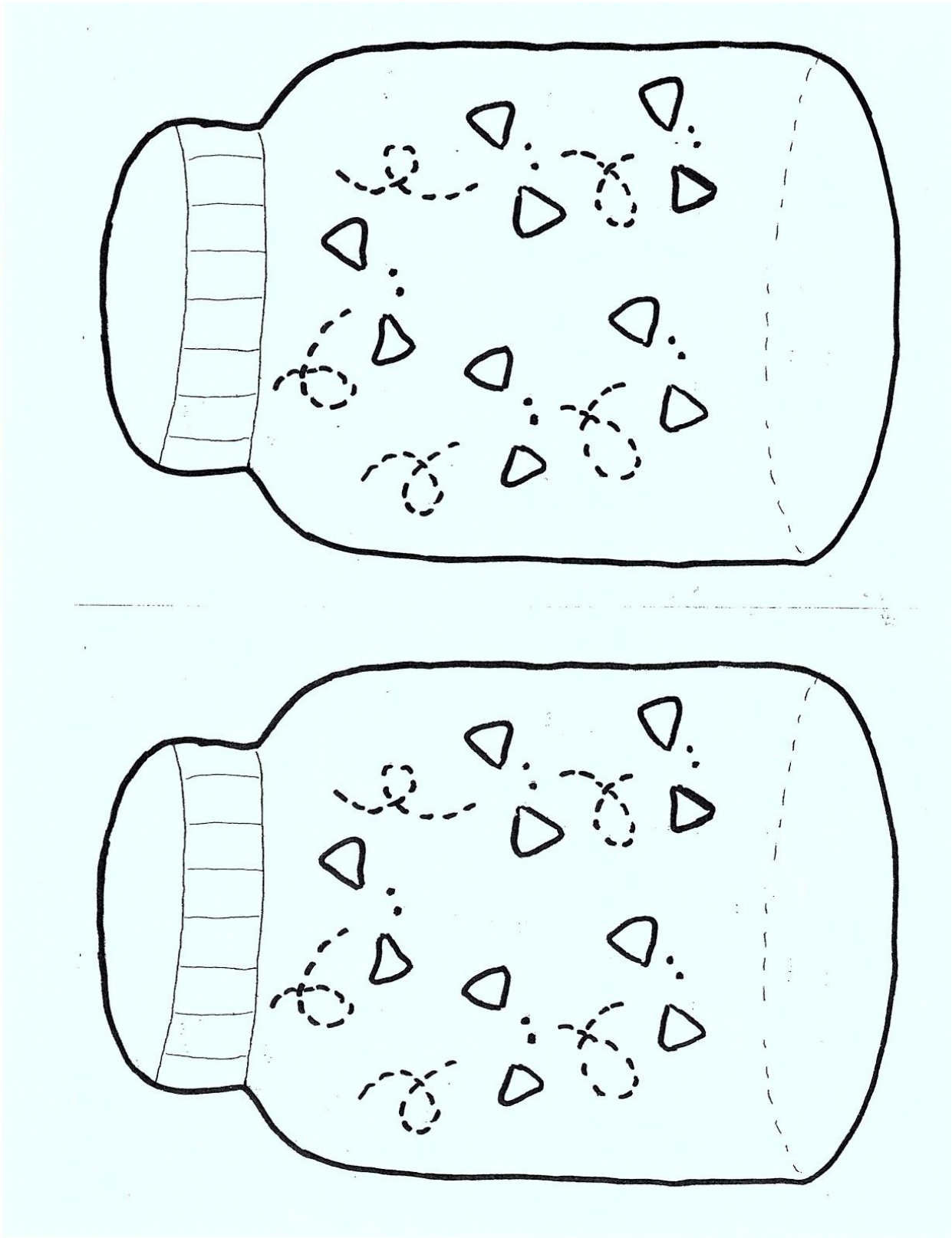
Vivid Verbs - Discuss using verbs that make your writing come alive. Search for examples in the story. (flickered, glittering, capturing, stowing, blinked, etc.)

Adventurous Adverbs - How does a writer make the story more interesting? Use adventurous adverbs to describe verbs, adjectives, and other adverbs. Find all the adverbs in the book. (loosely, secretly, suddenly, proudly, nightly, etc.)

GOAL SETTING

Discuss the importance of setting goals. Brainstorm examples of goals students could be working towards. Break down long term goals into short term goals with small steps. Have students complete the goal setting page, and check off each short term goal that is accomplished, cutting it off and adding it to your “Goal Wall or Board”.

Talk about the importance of perseverance, bravery, and facing the fear of failure when working towards your goal. Just like the character of Maggie, never give up on your dreams!



NAME: _____

GOAL SETTING

DIRECTIONS: What is your goal? Think about something you would really like to accomplish. This should be a long term goal. Write about it in the box.

Now write down the steps you are going to take to accomplish your goal. Cut off each step as you reach the short term goal and add it to our goal wall.

Step 1:				
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