



About the Book

Text Type: Nonfiction/Informational Page Count: 24 Word Count: 1,379

Book Summary

Fireworks is an informational book that details the history of fireworks. Techniques for making fireworks are included, as well as the planning required to create professional fireworks displays and important fireworks safety tips. Charts, photographs, and illustrations support and enrich the text.

About the Lesson

Targeted Reading Strategy

- Ask and answer questions

Objectives

- Use the reading strategy of asking and answering questions
- Identify main idea and details
- Use commas to separate items in a series
- Recognize and use synonyms and antonyms

Materials

Green text indicates resources available on the website

- Book—**Fireworks** (copy for each student)
- Chalkboard or dry erase board
- **Main idea and details, synonyms and antonyms worksheets**
- **Discussion cards**



Indicates an opportunity for students to mark in the book. (All activities may be demonstrated by projecting the book on interactive whiteboard or completed with paper and pencil if books are reused.)

Vocabulary

- **Content words:** *chemicals, pyrotechnics, salutes, shells, spectacular*

Before Reading

Build Background

- Discuss fireworks. Ask students to tell when and where they have seen fireworks. Create a KWL chart on the board and fill in the first column with things students know about fireworks.

Preview the Book

Introduce the Book

- Give students a copy of the book and together preview the front and back covers and read the title. Have students discuss what they see on the covers and offer ideas as to what kind of book this is and what it might be about. Model how to ask questions as you preview the book.
- Direct students to the table of contents. Remind students that the table of contents provides an overview of the book. After reviewing the section titles, model using the table of contents as a way to think of questions. Then ask students to share questions they have about fireworks, based on the covers and table of contents. Record all questions in the second column of the KWL chart.

Introduce the Reading Strategy: Ask and answer questions

- Model asking questions.
Think-aloud: The first section in this book is the introduction. Its purpose is to give an overview of the book. The second section is titled "History of Fireworks." I can think of lots of questions to ask, such as Who invented fireworks and when? I'll write those questions on the chart. I also want to know what the first fireworks looked like. I'll write that question on the chart, too. I may or may not find the answers to those questions in this section. If I don't find them here, I may find them in another section.
- Show students the title page. Talk about the information on the page (title of book, author's name).
- Have students preview the rest of the book, looking at photos, illustrations, and captions. Add their additional questions to the KWL chart on the board. Remind students that no question is ever inappropriate if they truly do not know the answer.
- As students read, they should use other reading strategies in addition to the targeted strategy presented in this section.

Introduce the Vocabulary

- Remind students of the strategies they can use to work out words they don't know. For example, they can use what they know about letter and sound correspondence to figure out the word. They can look for words within words, prefixes, and suffixes or other word endings. They can also use the context to work out meanings of unfamiliar words.
- Model how to apply word-attack strategies. Write the word *pyrotechnics* on the board. Direct students to the second sentence on page 5 to find the word. Tell students that you can look at the first part of the word to get an idea about the word's meaning. Write the letters *pyro* on the board. Ask students what this word means if it is used as a prefix with another word, such as *pyromaniac* (fire). Explain that you think the unfamiliar word must have something to do with fire. Write the word *technic* on the board. Ask students if anyone knows what the word means (to make). Have students use the prefix and the base word to figure out what the word means. Remind students that they should check whether the word meaning makes sense by rereading the sentence. Have students turn to the glossary on page 24 to further confirm their definition.

Set the Purpose

- As students read the book, have them look for answers to the questions about fireworks on the KWL chart or other questions they think of while reading.


During Reading


Student Reading



Guide the reading: Have students read to the end of page 9. Tell them to look for answers to their questions about fireworks. Have them underline important words or phrases in the book. If they finish before everyone else, they can go back and reread.

- When students have finished reading, have them tell what each section was about and talk about the interesting facts they learned. Circle questions on the KWL chart that were answered by the reading. Add any new questions students have.
- Model answering questions.
Think-aloud: I found the answer to the first question. The Chinese first used fireworks more than 1,300 years ago. I also found the answer to my second question. The first fireworks weren't like the ones you and I see today—they were tubes filled with black gunpowder that would explode with a loud bang. When I read the next section, I want to find out how fireworks work. (Write answers and questions on the KWL chart.)

 Tell students to read the remainder of the book. Remind them to look for answers to the questions written on the KWL chart and to think of other questions to add to it. Tell them to write any questions they have in the page margins of their book.

 Have students make a question mark in their book beside any word they do not understand or cannot pronounce. Encourage them to use the strategies they have learned to read each word and figure out its meaning.

After Reading

- Ask students what words, if any, they marked in their book. Use this opportunity to model how they can read these words using decoding strategies and context clues.

Reflect on the Reading Strategy

- Have students share any other questions they had while they were reading. Discuss how asking questions and looking for the answers as they read keeps them actively involved in the reading process and helps them understand and remember what they read.

Teach the Comprehension Skill: **Main idea and details**


- **Discussion:** Circle and discuss all of the questions on the KWL chart that were answered by reading the book. Add any additional questions to the KWL chart. Explain that in order to find the answers to some questions, students may need to consult other references.
- **Introduce and model:** Review or explain that many books are about one thing. Tell students that it is easy to tell what this book is about because the topic is the title of the book. Direct students to the table of contents. Explain that each section in this informational book contains a main idea and details about the main idea. As an example, have students look at page 9. Read the name of the section: “How Fireworks Are Made.” Reinforce that this is the main idea; the details that follow support the main idea. Have students find the last sentence on the page. Explain that this is a detail because it tells them additional interesting information about how fireworks are made.
- **Check for understanding:** Have students look at the next section. Have them identify the main idea and a supporting detail (“The History of Fireworks” / Fireworks started in China over 1,000 years ago.). Have them look at the KWL chart to find questions that might be answered by the main idea and detail. Reinforce that finding facts and details, and checking to see if they’ve been able to answer a question they’ve asked, helps them understand and remember what the book is about.
- **Independent practice:** Have students complete the [main-idea-and-details worksheet](#). Discuss their responses.

Build Skills

Grammar and Mechanics: **Commas in a series**

- Review or explain that commas are used to separate three or more items listed together in a sentence. This is done to help the reader understand the sentence and to signal when the reader needs to pause. Write the following sentence on the board: *The shell was packed with chemicals that would make a blue green and yellow star when it exploded.* Ask students to tell what colors the star will be when it explodes. Ask if the color *blue green* is the same as the colors *blue* and *green*. Explain that without a comma to separate the items, the meaning may be misunderstood.
- Direct students to page 4 in the book. Read the second-to-last sentence. Ask students to tell the items that are separated by commas. Point out that there are three items in this list. Also point out that a comma is always placed before the word *and* in a series of items.
- Have students turn to page 20. Ask them to find two sentences in which commas are used to separate a series of items. (*On the night of the show, the crew puts on helmets, goggles, and fireproof clothing. This gear protects the workers from falling sparks, ash, and paper.*)

- **Check for understanding:** Write the following sentences on the board. Have students identify the sentences that are punctuated correctly. Then ask individual students to make changes to the incorrect sentences.
 1. *China, Italy, and the United States celebrate special occasions with fireworks.*
 2. *Ernie Felix and Concetta were members of the famous Grucci family.*
 3. *The chemical powder used to make fireworks is sifted, rolled and placed into shells.*
 4. *Brilliant colors beautiful patterns and loud noises are part of a fireworks display.*

 Instruct students to underline any sentences in the book in which commas are used to separate a series of items (pages 4, 8, 12, 20, 21, 22).

Word Work: Synonyms and antonyms

- Write the word *loud* on the board. Ask students to suggest a *synonym*, or word that means almost the same thing (*noisy*). Then ask students to think of an *antonym*, or word that means the opposite (*quiet*). Label each on the board and ask students to repeat the labels.
- **Check for understanding:** Have students to turn to page 4 and find the word in the first sentence that tells what kind of island it was (*tiny*). Ask students to suggest a word that means the same or almost the same (*small*) and a word that means the opposite (*huge*).
- For more practice with identifying synonyms and antonyms, give students the [synonyms-and-antonyms worksheet](#). Review the instructions and get students started by working together to find a synonym and antonym for the word *interesting*.

Build Fluency

Independent Reading

- Allow students to read their book independently. Additionally, allow partners to take turns reading parts of the book to each other.

Home Connection

- Give students their book to take home to read with parents, caregivers, siblings, or friends.

Extend the Reading

Writing Connection

Have students reread the section titled “Creating the Show” on pages 17 through 21. Tell students that they are to pretend they are writing a set of instructions for a person who is new to the job. Have them list, in order, what the person will need to do. Start with *Report for work two days before the show day*. Remind students that when writing directions, they do not need to use complete sentences. Have students share their instructions with the group.

Visit [Writing A–Z](#) for a lesson and leveled materials on how-to writing.

Science Connection

Provide resources for students to research the ways in which fireworks are used throughout the world. Suggest topics, such as types of events that feature fireworks, where fireworks are most commonly made, which of the U.S. states have made fireworks illegal to sell and why, or any other topic of interest. Have students report their findings to the group. If possible, invite a guest speaker to discuss fireworks and fireworks safety.

Skill Review

[Discussion cards](#) covering comprehension skills and strategies not explicitly taught with the book are provided as an extension activity. The following is a list of some ways these cards can be used with students:

- Use as discussion starters for literature circles.
- Have students choose one or more cards and write a response, either as an essay or as a journal entry.

Lesson Plan *(continued)*

Fireworks

- Distribute before reading the book and have students use one of the questions as a purpose for reading.
- Cut apart and use the cards as game cards with a board game.
- Conduct a class discussion as a review before the book quiz.

Assessment**Monitor students to determine if they can:**

- consistently ask and answer questions about the book to understand and remember informational text
- effectively identify main ideas and details in text and on a worksheet
- identify commas used in text to separate items in a series
- recognize and use synonyms and antonyms in discussion and on a worksheet

Comprehension Checks

- [Book Quiz](#)
- [Retelling Rubric](#)