



Title: Gleam and Glow

Author: Eve Bunting

Illustrator: Peter Sylvada

Themes: War, survival, family, courage, hope

Items Needed for Center: [Globe](#); [Bosnia-Herzegovina map](#)

Hear the book read aloud here: [Gleam and Glow](#)

Volunteer readers should review A Note From the Author at the end of the story for relevant background information beforehand.

★ 3rd Grade Common Core Reading Standard ★

Describe characters in a story (their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

I. INTRODUCTION (PREP QUESTIONS)

- Ask students to define **gleam** and **glow**. Tell students that this story is about a family and their neighbors whose lives were greatly changed because of a war in their homeland. Have students share their thoughts on the different ways a war could affect lives.
- Explain that this story is based in part on true facts, although the characters are not real. Have students share their wonderings about how the title, the cover illustration of two fish, and families escaping war could be connected.

II. INTEGRATIVE STRATEGIES

During Reading

- Pp. 1-2: Read; discuss the feeling tone. Discuss the meaning of **liberation** and have students explain how the army's name matches what the Liberation Army's objective was, as explained by Papa.
- Pp. 3-4: Read; discuss the feeling tone. Point out the **simile** (a comparison using **like** or **as**) in the first paragraph and ask students what two things are being compared (*enemies/great brooms*).

Have students discuss how the war is affecting the family and others, noting any similarities with the ideas they shared during the book introduction.

Discuss the example of the author's use of "**showing writing**" (when an author "**shows**" the reader information about a character rather than **tells** the reader qualities about a character) and what we learn about Marina and Viktor in this sentence, "Marina started to such her thumb again, and I wet the bed three nights in a row." (scared, worried, nervous, etc.)

- Pp. 7-8: Read the first paragraph; have students discuss the "**showing writing**" with the statement, "It seemed to me that all the light of the world was trapped inside that glass bowl."

Finish reading. Discuss the significance of the man's statement, "Let them stay behind when you go, then. An extra day or two of life is as important to a fish as it is to us."

- Pp. 9-10: Read; have students determine **cause**→ **effect** as it relates to Marina (**effect**: *Marina is terribly sad*; **cause**: *she can't take Gleam and Glow*). Discuss the significance of Mama's statement, "We must make it to the border and the safe country beyond."
- Pp. 11-12: Read the first paragraph; have students discuss the significance of Viktor's statement, "I lay looking around my room, putting it in my memory." Have students decide if it is another example of **foreshadowing**, and what it could mean in the future.

have students determine **cause**→ **effect** again as it relates to Marina (**effect**: *Marina is happy*; **cause**: *the fish were released in their family's pond*).

Reread the following sentence, "We would need good luck too." Ask students what type of **figurative language** it is (**foreshadowing**: to warn or indicate that something might happen in the future). Have students predict what it might portend.

- Pp. 13-14: Read; discuss the feeling tone as Viktor looks upon their oak tree, vegetable patch, flower garden.
- Pp. 15-16: Read; have students imagine how it would feel to walk on foot to a different country.
- Pp. 17-18: Read; discuss the "**showing writing**" of their new living conditions and what it signifies (they are safe).
- Pp. 19-20: Read; discuss the "**showing writing**" in the first paragraph and what it means about Papa (dirty, thin, beautiful). Finish reading: discuss the "**showing writing**" for the family members' reactions to Papa's arrival (screaming for joy, kissing, tears, etc.).
- Pp. 21-22: Read; discuss the significance of the first sentence. Have students infer what would likely have to occur before it would be safe for the families to return (soldiers have retreated, no more bombs, gunshots, house burnings, etc.).
- Pp. 23-24: Read; discuss the feeling tone.
- Pp. 25-26: Read the first sentence; ask students for the significance the "**showing writing**" when it says that Viktor's heart was racing when he saw the oak tree still standing. Finish reading.

Tell students that the sentence, "Our house was only a skeleton" is an example of another kind of **figurative language** called a **metaphor**. Tell students that a **metaphor** is also a **comparison** of two things. It is different because it says that one thing is something else. Ask students what two things are being compared (*house/skeleton*) and how it helps us to visualize the devastation.

Ask students for the significance of Viktor's observation, "Except for that, we could have been on the moon."

- Pp. 27-28: Read; discuss the significance of, "In spite of everything, they lived, Mama whispered. *Like us, I thought. They lived.*"

III. INTEGRATIVE STRATEGIES

Post Reading

- Compare the opening observations that students made regarding the book title, the two fish, and war.
- Briefly share with students that saving two fish in a lake during a war is the factual part of this story.

IV. SMALL GROUPS

- Read A Note From The Author to the students. Have students locate Bosnia-Herzegovina on the globe.
- Reread the second paragraph on p. 9 where Mama indicates they “must make it to a border and the safe country beyond”. Show students the map graphic. Have them discuss what a border is and, referring to the map, indicate which countries might have been possibilities for the family. Show students the region on a globe and ask them which continent the setting is.
- Draw students’ attention to the illustrations and ask if any knows how Peter Sylvada created them (oil paintings).