

Teacher's Supplement



MAGAZINE TEXTS

Max and Kate	3
Contemporary Realistic Fiction	270L
When Dragon Shrank	9
Fantasy	510L
The Snowman	16
Contemporary Realistic Fiction (rebus)	330L
Snowballs	19
Ode	190L
It's Too Quiet!	22
Activity	480L
Tuesday	24
Contemporary Realistic Fiction	350L

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Teachers' Guide for *Ladybug*: *January 2016*

Using This Guide	2
Common Core: Reading, Speaking & Listening, and Writing	3
Article Pages	4
Cross Text Connections with Multiple Articles	10
Mini-Unit	11
Printables	14
Glossary	17
Online Resources	18



OVERVIEW

*In this magazine, readers will learn how authors and illustrators use words and pictures to show the importance of friendship and music. **Ladybug***

***January 2016** includes stories and poems featuring friendship and music.*

ESSENTIAL QUESTION:

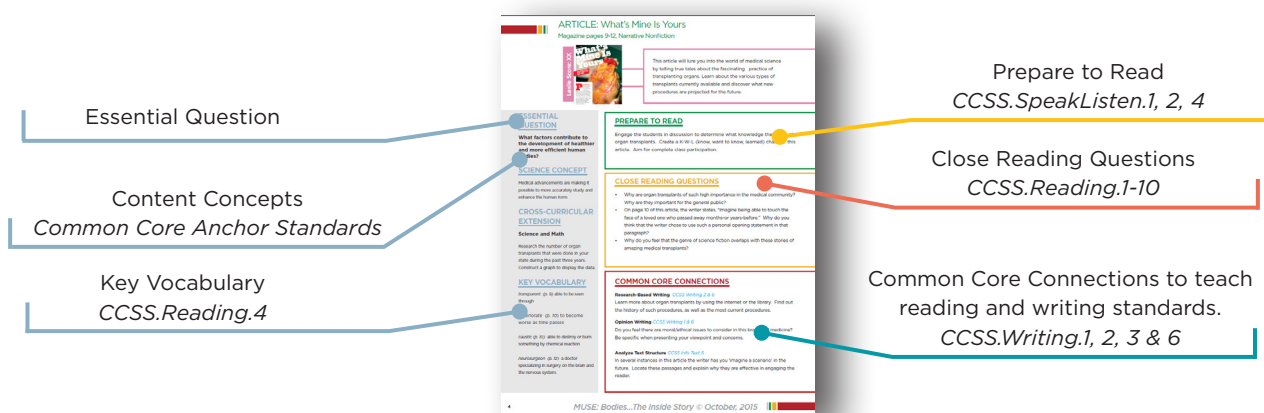
How do authors and illustrators work together to show the value of friendship and of music?



We invite you to use this magazine as a flexible teaching tool, which is ideal for interdisciplinary learning of social studies and science content and core literacy concepts. Find practical advice for teaching texts individually or utilize a mini-unit that helps your students' make cross-text connections as they integrate ideas and information.

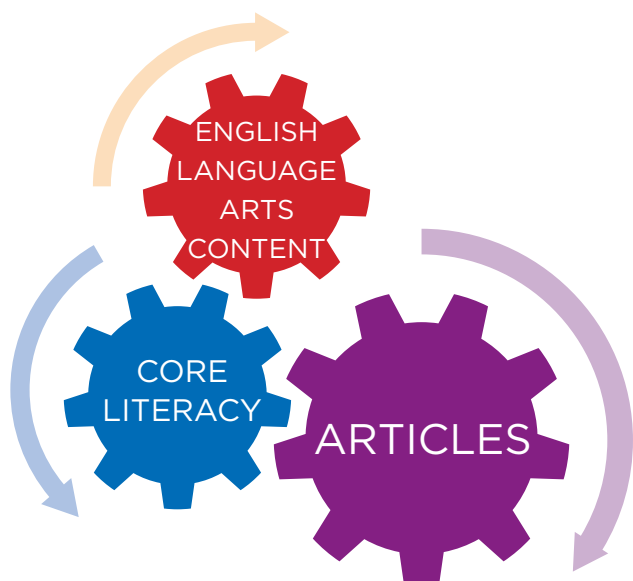
READ MULTIPLE ARTICLES PAGES 4 - 9

Each text in this magazine is well-suited for teaching Common Core literacy concepts and content area knowledge. For each individual text page in this guide, you'll find the following:



TEACH A MINI-UNIT PAGES 11 - 13

Magazine texts can be easily grouped to make cross text connections and comparisons. Our Common Core mini-unit guides students to read and discuss multiple texts and integrate ideas and information (CCSS.Reading.9). Discussing multiple articles (CCSS.SpeakListen.1, 2, 4) prepares students to write texts to share and publish in a variety of ways (CCSS.Writing.2).



READING

Core literacy concepts, such as the ones found in the Common Core State Standards, help students access social studies and science content. Integration of both literacy thinking and content study offers students a great way to become experts in reading informational text and literature for content knowledge. This guide provides questions to cover many core literacy concepts.

Draw Inferences (CCSS.Reading.1)

Describe Relationships (CCSS.Reading.3)

Analyze Text Structure (CCSS.Reading.5)

Interpret Visual Information (CCSS.Reading.7)

Summarize (CCSS.Reading.2)

Determine Word Meaning (CCSS.Reading.4)

Understand Author's Point of View (CCSS.Reading.6)

Explain Reasons and Evidence (CCSS.Reading.8)

FOCUS STANDARD: CCSS. Reading 9: Integrate Ideas and Information:

Have students read multiple texts from this magazine on the same topic, build knowledge, and make cross-text comparisons.

SPEAKING AND LISTENING

Use the texts in this magazine to spark meaningful discussions in person and online. Encourage deeper discussions where students can become topic experts. (CCSS.SpeakListen.1, 2, 4)

DISCUSSION OPTIONS—IN CLASS OR ONLINE

Text Clubs: Form small reading groups of students reading the *same* text. Have students discuss the content, share ideas, and critically evaluate the text.

Jigsaw Clubs: Form small reading groups of students reading *different* texts. Invite students to share information and resources with each other.

Whole Class: Launch with an essential question. Encourage students to find and share evidence from different texts building a greater understanding of the question.

WRITING

Use the texts in this magazine to prompt **informative/explanatory writing** (CCSS.Writing.2). Have students use evidence from the texts to share information about social studies, language arts, or science content in the articles. See the **Mini-Unit** section of this guide (pages 11 – 13) as well as the **text pages** (pages 4 - 9) for ways to incorporate writing into your instruction

ARTICLE: Max and Kate

Magazine page 3, Contemporary Realistic Fiction



Max drops many toy pieces as he walks to the park. Kate follows behind, picks them up, and gives them to him.

ESSENTIAL QUESTION

How do authors and illustrators work together to show the value of friendship and of music?

ELA CONCEPT

Sometimes a story's illustration gives more details than the text.

CROSS-CURRICULAR EXTENSION

Writing

Pretend Max writes a thank you note to Kate when he gets home. Write the note and add a picture.

KEY VOCABULARY

sidewalk (p. 4) a path for walking along the side of a street or road. Sidewalks are usually made of stone or concrete.

PREPARE TO READ

Discuss ways friends can help each other. Tell students that this *Max and Kate* story shows a way Kate helps her friend Max.

CLOSE READING QUESTIONS

- Why did Max go to the store with his father?
- Do you think Kate went to the store, too? What in the text and/or illustrations makes you think this?
- What might Max have done that caused the problem with his toys?
- How did Kate show she is a good friend to Max?

COMMON CORE CONNECTIONS

Writing Dialogue *CCSS Writing 3*

The illustrations on each page of this story could have speech bubbles. In pairs, small groups, or as a class write out what the characters on each page might say to each other.

Retell a Story *CCSS Literature 2*

Using only the illustrations, retell the story. Add details, based on the illustrations.

Describe Settings *CCSS Literature 3*

This story has three settings. List the settings and what happens in each one.

ARTICLE: When Dragon Shrank

Magazine page 9, Fantasy



Dragon and Squirrel wish to be the right size so they can enjoy each other's homes. With magic, they briefly get their wishes filled.

ESSENTIAL QUESTION

How do authors and illustrators work together to show the value of friendship and of music?

ELA CONCEPT

Dialogue can be used to show the relationship between characters.

CROSS-CURRICULAR EXTENSION

Math

Estimate how tall Dragon and Squirrel are at the beginning, middle, and end of the story.

KEY VOCABULARY

gaze (p. 9) to stare with wonder

relax (p. 9) to rest or enjoy oneself away from one's usual work

delighted in (p. 9) felt great pleasure

cottage (p. 10) a small house

lounge (p. 10) to stand, sit, or lie in a lazy relaxed way

PREPARE TO READ

Discuss ways people overcome differences to be friends.

CLOSE READING QUESTIONS

- What problem does Dragon have at the beginning of the story? What problem does Squirrel have? How are their problems alike? How do they each solve their problems?
- Dragon says on page 12, "This chair is soft as pudding," What does this simile mean?
- Squirrel says on page 12, "I'm the boldest squirrel in the world." What does he mean?
- At the end of the story, how do Squirrel and Dragon show their different sizes are not a problem for their friendship?

COMMON CORE CONNECTIONS

Compound Words *CCSS Language 4*

This story has three compound words (treehouse, armchair, and footstool). In pairs or small groups, find the words. Define each word and put it in a new sentence.

Reading Fluency *CCSS Foundational Skills 4*

In groups of five (narrator and four characters), read the story aloud as Reader's Theater. When comfortable, perform for the class.

Understanding Adjectives *CCSS Literature 5*

In pairs or small groups, search the text for adjectives (e.g. squooshy, Viking, giant, etc.). Make a list of adjectives found. Share list with another pair/group. Discuss what the adjectives mean.



Enjoy a poem about snowball fun with friends.

ESSENTIAL QUESTION

How do authors and illustrators work together to show the value of friendship and of music?

ELA CONCEPT

Rhyming words and phrases can be used to give rhythm and meaning to a poem.

CROSS CURRICULAR EXTENSION

English Language Arts

Research ways kids have fun with snow (e.g. sledding, building snow forts, etc.). Then, write a short poem having fun with snow.

KEY VOCABULARY

scoop (p. 19) to lift something with a tool or a hand

PREPARE TO READ

Discuss and list fun things to do in the snow. If students have no snow experience, discuss what they think it's like to be outside in the snow. Draw on what they've heard and seen (e.g. TV, movies, etc.) about snow and snow fun.

CLOSE READING QUESTIONS

- This poem has three stanzas. What happens in each?
- What is a likely reason the poet wrote this poem?
- Imagine the illustration with speech bubbles. What might the kids be saying?

COMMON CORE CONNECTIONS

Fluency *CCSS Foundational Skills 4*

In small groups, choral read the poem two or more times. When comfortable, students take turns reading the poem, as the other students act it out.

Rhyming *CCSS Foundational Skills 2*

As a class, find the rhyming pattern of each stanza. Are they the same? Do the rhyming pairs follow the same spelling rules?



Readers match musical instruments to waiting kids, based on clues in the illustrations.

ESSENTIAL QUESTION

How do authors and illustrators work together to show the value of friendship and of music?

ELA CONCEPT

Illustrations can help show the actions, attitudes, and emotions of characters.

CROSS CURRICULAR EXTENSION

Music

Follow the link in *Online Resources* (p. 18) to listen to sound recordings of various instruments shown in the text.

KEY VOCABULARY

instrument (p. 22) a thing used for making music

musician (p. 22) a person who has skill at playing, singing, or writing music

PREPARE TO READ

Discuss musical instruments and how musicians hold them when they play.

CLOSE READING QUESTIONS

- What clues does the illustrator give to show readers which instrument goes with which musician?
- How does the illustrator show that the musicians are having fun?
- What makes the title appropriate?
- How will the kids know what notes to play?

COMMON CORE CONNECTIONS

Writing *CCSS Writing 3*

Write sentences about the musicians. Give each student a name, describe what he/she is wearing, tell what instrument he/she will be playing, and include one other detail about them. Example: Amanda is wearing an orange dress. She will play the accordion loudly.

Research *CCSS Writing 7*

Research the sounds each instrument makes. Student volunteers replicate each instrument's sound. The volunteers choose a song and perform it for the class, each sounding like his/her chosen instrument.



Finn does not want to start taking piano lessons. But when his teacher lets him explore how the piano works, he decides the lessons will be okay.

ESSENTIAL QUESTION

How do authors and illustrators use words and pictures to help readers better understand their subjects?

ELA CONCEPT

Through a strong beginning, middle, and end, an author can show how a character changes.

CROSS CURRICULAR EXTENSION

Math

Make a bar graph of Finn's guesses as to how many pieces are in a piano.

KEY VOCABULARY

germ (p. 25) a very, very small living thing that causes illness

key (p. 26) a part of a machine or musical instrument (such as a piano) that does something when you press it

felt (p. 27) a type of cloth made of a material such as wool that has been pressed instead of woven together

metal (p. 27) a kind of material, such as copper, iron, and silver, that can move heat or electricity

PREPARE TO READ

Show students pictures of pianos and/or show them one. Point out the keys, and the inner workings. Tell them they will listen to a story about a boy starting piano lessons.

CLOSE READING QUESTIONS

- Reread the last paragraph on page 25. How does it show Finn is trying to be polite?
- How does Miss Bea get Finn interested in the piano?
- On page 28, Finn told Miss Bea that putting his Star-Blaster together would be hard work. She said, "But it will be worth it." What does she mean by this?

COMMON CORE CONNECTIONS

Understanding Dialogue *CCSS Literature 6*

In pairs or small groups, find examples of when Miss Bea encourages and praises Finn.

Applying a New Phrase *CCSS Literature 3*

In pairs, have students identify how Finn's attitude changed from the beginning to the end of the story?

Appreciating New Words *CCSS Language 4*

Search the text for sound words (page 27). Discuss onomatopoeia. Ask students to think of other examples of onomatopoeia.



CROSS-TEXT CONNECTIONS WITH MULTIPLE TEXTS

COMPARE TEXTS

SYNTHESIZE: Guide students to compare texts they read. Help students find the connections between pieces of information in multiple texts. Use prompts, such as the following examples, to have students work together to **Integrate Ideas and Information** (*CCSS.Reading.9*):

- Form a response to the essential question: How do authors and illustrators use words and pictures to show the value of friendship and of music? Use information from multiple articles.
- Use “Max and Kate,” “When Dragon Shrank,” and “The Snowman” as focus articles about friendship. Compare and contrast: What are the friends doing? How can you tell they are friends? How do the friends help each other? How do they talk to each other? Do you use the text, the illustrations, or both to answer the questions?
- Use “Snowballs,” “It’s Too Quiet,” and “Tuesdays” as focus articles about music. Compare and contrast: How is the music made (e.g. singing, instruments, etc.)? Who is part of the music making? Are the musicians having fun? How can you tell?
- Find the texts that rhyme (poems and songs). Compare and contrast rhyming patterns, spelling patterns, illustrations, and repetition.
- Use ideas from multiple articles to create a comic that shows two or more friends talking about and/or playing music.
- Search the stories, songs, and poems for words that are about music. Create a class glossary with definitions, new sentences, and illustrations.



EXPLORATORY LEARNING - FLEXIBLE MINI-UNIT DESIGN

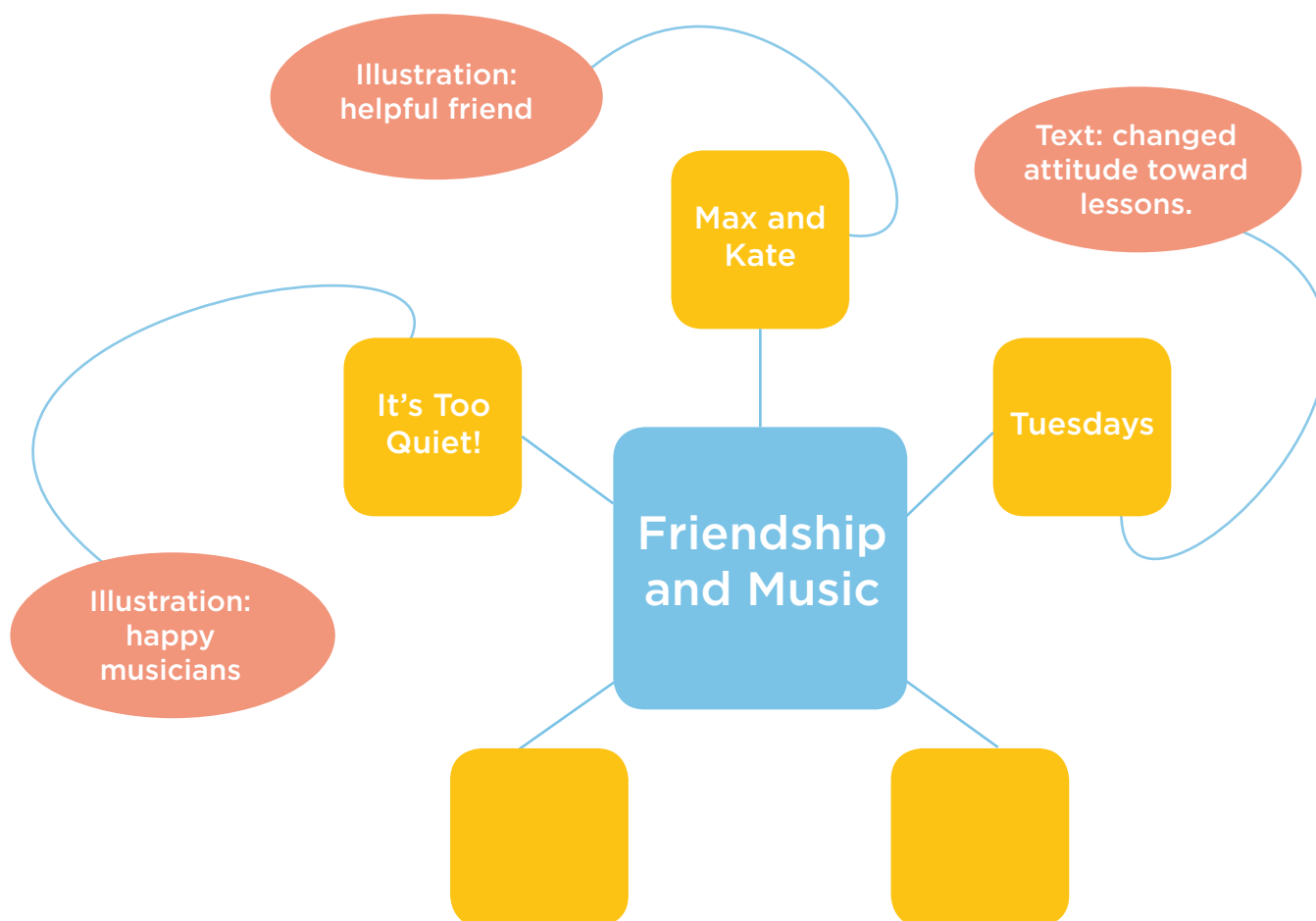
Authors and illustrators work together to build a reader's understanding of their subjects. In this mini-unit, students create posters that show how text and pictures can show the benefits of friendship and music.

ENGAGE

READ AND
COMPARE

APPLY

ENGAGE: The texts in this issue of *Ladybug* expand on two themes: friendship has value and music has value. Together, friends and music are a great team! As you read and discuss the stories and poems, create a mind map like the one below. **NOTE:** Two mind maps could be created instead: one for Friendship and one for Music.



Share the essential question:

How do authors and illustrators work together to show the value of friendship and of music?



READ AND COMPARE ARTICLES: Begin with a focus article as a base for building content knowledge and model how to work through the text.

1) READ ALOUD: Use “When Dragon Shrank” on pages 9-13 as a focus text, or choose a different text that works well for your teaching goals. Share the text summary on page 5 of this guide. Students can read using their own copies of the story and mark places they find interesting or have questions about with sticky notes.

2) DISCUSS THE ARTICLE: After reading, guide students to turn and talk about the article. Ask them to focus on how the author and illustrator worked together to show the value of friendship. Note: See the Article Pages for Close Reading Questions.

3) READ NEW ARTICLES: Help students choose additional articles that focus on friendship and/or music. Refer to the Article Pages for summaries of each article within *Ladybug January 2016*.

4) COMPARE ARTICLES: After students have read multiple articles, guide them to make cross-text connections. Refer to page 10 to Compare Texts. Using prompts that help students integrate ideas and information.

CHOOSE A PURPOSE FOR READING

CLOSE READ: *CCSS.Reading 1, 2, 3, 4* Read carefully to find key tools that authors and illustrators use.

COMPARE AND CONTRAST: *CCSS.Reading 9* As students read sets of texts and examine the text and illustrations, they discover how authors and illustrators use various tools to build understanding.



**APPLY: CREATE POSTERS: MAKE MUSIC WITH FRIENDS!**

The students have read several texts and have discussed how authors and illustrators work together to show the value of friendship and music. Now it is time to create small-group posters. These posters will use ideas gathered from the articles and will celebrate friends and music. Form the students into small groups. Instruct each group to create a poster showing the benefits of making music with friends. Each group's poster will reflect the viewpoint of the members of that group.

Supplies

1 poster board for each group

Art supplies: crayons, markers, colored pencils, pens, pencils, rulers

Step 1

Choose articles from the Ladybug issue that will help you plan your poster. Which ones best show how friends and music are important?

Look at the class Friendship and Music Mind Map. Copy any information that will help you fill out your Share Music with Friends! Graphic Organizer.

Add new ideas to your *Share Music with Friends! Graphic Organizer*.

Step 3

Decide who will do each part of the poster. Will group members work right on the poster or will they work on separate paper and glue the work on?

Add the finishing touches.

Remember to include a large title.

Remember to add your names!

Step 4

Share your poster with the class. Tell your classmates why you chose your poster's features.

Party idea: Celebrate your work with a music party!

Step 2

Decide how to design your poster. Ideas:

- Drawings of musician friends, with captions or dialogue bubbles
- Drawings of musician friends performing for an audience
- Drawings of friends singing together



GROUP NAMES: _____

Mini-Unit Graphic Organizer

SHARE MUSIC WITH FRIENDS!

DIRECTIONS: Choose a story or poem. What is it mostly about? Write ways that the author and illustrator help the reader understand what the story is about. Use details from the story or poem.

ARTICLE TITLE	WAYS AUTHOR SHOWS FRIENDSHIP IS IMPORTANT	WAYS ILLUSTRATOR SHOWS MUSIC IS IMPORTANT

NAME: _____

ANALYZE GRAPHIC FEATURES

GRAPHIC FEATURE	PAGE LOCATION	HOW THIS FEATURE HELPED YOUR UNDERSTANDING

NAME: _____

CONCEPT CHART

Show how reading multiple articles developed your understanding of the essential question or or your own inquiry question.

ESSENTIAL QUESTION OR INQUIRY QUESTION:

ARTICLE 1:

ARTICLE 2:

ARTICLE 3:



cottage a small house

*Away he flapped to the wizard's **cottage**. (p. 10)*

delighted in felt great pleasure

*Squirrel **delighted in** scampering through Dragon's cave, exploring rooms far too big for him. (p. 9)*

felt a type of cloth made of a material such as wool that has been pressed instead of woven together

*The ends were covered with **felt**. (p. 27)*

gaze to stare with wonder

*Dragon enjoyed **gazing** through the windows of Squirrel's treehouse at rooms far too little for him. (p. 9)*

germ a very, very small living thing that causes illness

*"...Maybe she's sick and doesn't want to give me **germs**." (p. 25)*

instrument a thing used for making music

*The **instruments** are missing. (p. 22)*

key a part of a machine or musical instrument (such as a piano) that does something when you press it

*"...Why don't you start by pressing some **keys**?" (p. 26)*

lounge to stand, sit, or lie in a lazy relaxed way

*I long to **lounge** in Squirrel's amazing armchair. (p. 10)*

melt to change from a solid to a liquid through heat

*"We need an umbrella," said Kim, "to keep the sun from **melting** our snowman!" (p. 18)*

metal a kind of material, such as copper, iron, and silver, that can move heat or electricity

*The strings were made of **metal**. (p. 27)*

musician a person who has skill at playing, singing, or writing music

*Can you match each instrument with the **musician** who wants to play it? (p. 22)*

relax to rest or enjoy oneself away from one's usual work

*He would say, "Squirrel, how I wish I could **relax** in your squooshy armchair." (p. 9)*

scoop to lift something with a tool or a hand

***Scoop** some snow From the ground. (p. 19)*

sidewalk a path for walking along the side of a street or road Sidewalks are usually made of stone or concrete.

*They walk home, down the **sidewalk** . . . (p. 4)*



Max and Kate

- <http://everydaylife.globalpost.com/friendship-games-kids-play-11803.html>

Build friendship skills through games.

When Dragon Shrank

- <http://www.atozkidsstuff.com/friendship.html>

Art projects, games, and activities to build friendships.

The Snowman

- <http://www.akidsheart.com/holidays/winter/snowman3.htm>

Build an online snowman.

Snowballs

- <http://handsonaswegrow.com/32-snow-theme-activities-kids/>

Explore 32 snow-themed activities for kids.

It's Too Quiet

- http://www.musictechteacher.com/music_learning_theory/music_instruments.htm

Listen to sound recordings of common instruments.

- <http://www.kinderart.com/teachers/9instruments.shtml>

Get creative and build one of 24 easy-to-make musical instruments.

Tuesdays

- <http://takelessons.com/blog/games-for-teaching-kids-piano>

Play 5 different piano games!