

# Ladybug®

## ISSUE THEME

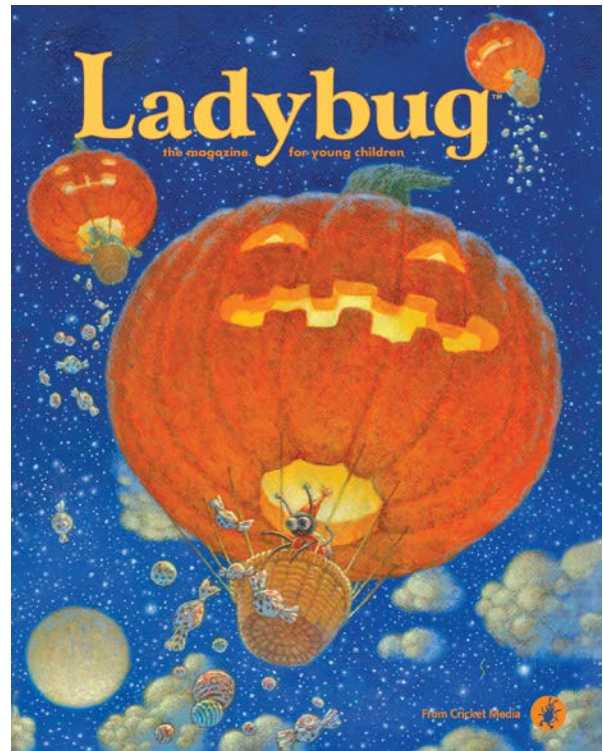
Use this issue of *Ladybug* to help your students tap into and sharpen their observation skills. Encourage your students to learn about the world around them by observing clues, characteristics, and changes.

## CONVERSATION QUESTION

What can we learn by observing?

## TEACHING OBJECTIVES

- Students will assess how point of view shapes the content and style of a text.
- Students will analyze the structure of texts.
- Students will read closely to determine what a text says explicitly.
- Students will obtain, evaluate, and communicate information.
- Students will plan and carry out investigations.
- Students will analyze and interpret data.



In addition to supplemental materials focused on core English Language Arts skills, this flexible teaching tool offers vocabulary-building activities, questions for discussion, and cross-curricular activities.

## SELECTIONS

- **Max and Kate**  
Contemporary Realistic Fiction, ~550L
- **That Halloween Wind**  
Contemporary Realistic Fiction, ~550L
- **Furries in a Hurry**  
Expository Nonfiction, ~550L

# Ladybug® Teacher Guide: October 2018

## Max and Kate

### pp. 3–7, Contemporary Realistic Fiction

Use this story about Max and Kate on a walk in the woods to teach students to identify who is speaking in a story.



## RESOURCES

- Who Is Speaking? Worksheet

## OBJECTIVES

- Students will read and analyze a short story.
- Students will assess how point of view shapes the content and style of a text.
- Students will obtain, evaluate, and communicate information.

## KEY VOCABULARY

- **nibbled** (p. 4) ate with small bites
- **tracks** (p. 4) marks left on the ground by a moving animal or person
- **hollow** (p. 6) empty inside

## ENGAGE

**Conversation Question:** What can we learn by observing?

Explain to students that the word *observing* means “looking carefully at something.” Display a close-up photograph of a woodland animal, insect, or environment (available online). Ask students to observe the photo and share what they notice. Then tell students that the next story is about friends and what they observe on a walk in the woods.

## INTRODUCE VOCABULARY

Display the vocabulary words and read the words and definitions aloud. Then work with students to complete these sentences with the correct vocabulary words. *My gerbil’s name is Cookie. At lunchtime, Cookie \_\_\_\_\_ a piece lettuce. She likes to sleep inside a small \_\_\_\_\_ log. When I put Cookie in the sandbox, I can see her \_\_\_\_\_ in the sand.*

## READ & DISCUSS

Have students listen carefully as you read aloud pages 3–5. Then reread this section, pausing to discuss questions 1–5. After students make predictions in question 5, read the rest of the story, check predictions, and discuss question 6.

1. What are the characters doing in the woods?
2. What do Max and Kate notice on the ground?
3. Who eats nuts and pinecones, people or animals?
4. Where do the tracks lead?
5. What kind of animal do you think left the tracks? Why?
6. What is the squirrel doing?

## SKILL FOCUS: Recognizing Speakers

**INSTRUCT:** Display the following sentences:

“I found some tracks” said Max.

“Who made those tracks?” asked Kate.

Max and Kate followed the tracks.

Ask students who is speaking in the first sentence. Discuss clues that help them know Max is talking (quotation marks, the words *said Max*). Repeat this sequence for the second sentence. Then point out the last sentence and explain that some information in a story comes from a narrator, or an outside voice—not a character.

**ASSESS:** Distribute a copy of the *Who Is Speaking?* worksheet to each student. Have students work in pairs to complete the activity.

## EXTEND

**Science** Show students pictures of different animal tracks, such as deer, turkey, mouse, cat, and bear. Discuss how the tracks are similar and different. Then have students draw a picture of one animal and its tracks. Have students label their pictures and share with classmates.

Name \_\_\_\_\_

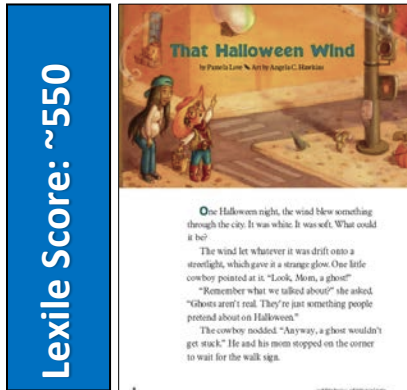
## Who Is Speaking?

Write words that <b>Max</b> says.	Write words that <b>Kate</b> says.	Write words that the <b>narrator</b> says.

## That Halloween Wind

pp. 8–12, Contemporary Realistic Fiction

Help students recognize a sequence of events by using this story about trick-or-treaters who try to identify a strange object.



### OBJECTIVES

- Students will read and analyze a short story.
- Students will analyze the structure of texts.
- Students will plan and carry out investigations.

### KEY VOCABULARY

- **drift** (p. 8) move slowly on wind or water
- **yanked** (p. 9) pulled something quickly
- **swirled** (p. 11) moved in circles

### ENGAGE

**Conversation Question:** What can we learn by observing?

Tell students that they can use their senses to observe. Review the five senses. Then offer a few different objects for students to observe with their senses, such as a cotton ball, a piece of sandpaper, and an orange. Discuss which senses can be used to observe each object and what students notice with each of their senses. Explain that the characters in this story use their senses to try to identify a strange object.

### INTRODUCE VOCABULARY

Display and read aloud the vocabulary words. Ask volunteers to explain the meanings of familiar words. Acknowledge correct meanings and then read the definitions aloud. Point out that each word describes a kind of movement. Next, ask the following questions and have students answer by imitating the actions: *Pretend your hand is a piece of paper. How does it move when it drifts in the wind? What does it look like when it swirls in the air? What do you do when you yank a rope?*

### READ & DISCUSS

Have students listen carefully as you read the story aloud. Then reread the story, pausing to discuss these questions:

1. What do the different characters think the thing is?
2. How does the cowboy know the thing is not a ghost?
3. Why do the trick-or-treaters think the thing is not a decoration?
4. Why does the fairy say that the thing is not a pillowcase?
5. What is the thing?

### SKILL FOCUS: Recognize Sequence of Events

**INSTRUCT:** Tell students that you are going to talk about the sequence of events in the story. Explain that this means talking about which events happened first, next, and last. List the following sentence frames on the board and model using them to list the events in a familiar story or tale: First, \_\_\_\_\_. After that, \_\_\_\_\_. Next, \_\_\_\_\_. Then, \_\_\_\_\_. Finally, \_\_\_\_\_. Then help students identify the important events in “That Halloween Wind.” Use their responses to complete the sentence frames. After discussing and recording events, read the events aloud. Ask students if they think all of the important events are included.

**ASSESS:** Divide the class into groups of five. In each group, assign each group member a different event listed on the board and have them draw a picture of the event. Then have groups lay their pictures out in the correct sequence. Walk around the room to observe and offer help.

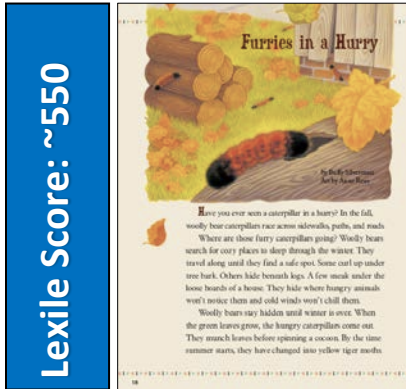
### EXTEND

**Science** Give students a five-column chart with the five senses as column headings. Take students for a walk outside and allow them to record, in words or pictures, what they observe with their senses.

## Furries in a Hurry

pp. 18–19, Expository Nonfiction

Use this article about woolly bears to teach students how to identify facts.



## ENGAGE

**Conversation Question:** What can we learn by observing?

Tell students that one way to learn about something is by observing how it changes. Discuss the seasonal changes students notice in fall, such as leaves turning color, the air temperature becoming cooler, and the days getting shorter. Ask students if they notice any special animals or animal behavior in fall. Then explain that the next article is about a special kind of caterpillar that is seen in fall.

## INTRODUCE VOCABULARY

Display and read aloud the vocabulary words. Ask volunteers to explain the meanings of familiar words. Acknowledge correct meanings and then read the definitions aloud. Discuss with students what they know about caterpillars, cocoons, and moths and how they are connected. Have students find the pictures that show these words on pages 18–19.

## RESOURCES

- Facts Worksheet

## OBJECTIVES

- Students will read and analyze a narrative nonfiction text.
- Students will read closely to determine what a text says explicitly.
- Students will analyze and interpret data.

## KEY VOCABULARY

- **caterpillar (p. 18)** a small creature that is like a worm with many legs, and changes to become a butterfly or moth
- **cocoon (p. 18)** a silky case that some insects make around themselves to protect them while they grow
- **moth (p. 18)** a kind of insect that is like a butterfly

## READ & DISCUSS

Have students listen carefully as you read the article aloud. Then reread the article, pausing to discuss these questions:

1. What do woolly bears look like?
2. Do woolly bears move quickly or slowly?
3. Why do woolly bears need cozy places to hide in winter?
4. What do woolly bears eat in spring?
5. How do they change in spring?
6. How did people use woolly bears to make predictions about weather?

## SKILL FOCUS: Find Facts

**INSTRUCT:** Explain that the article “Furries in a Hurry” is nonfiction and contains facts, or true information, about woolly bear caterpillars. Read aloud the first two paragraphs on page 18. Then ask students to say what this page tells them about what woolly bears do in winter. Tell students that they will use this article to find more facts about woolly bears. Distribute the *Facts* worksheet to all students. Have students work in pairs to fill in the first box with facts on page 18 about where woolly bears sleep in winter.

**ASSESS:** Have students work in pairs to complete the worksheet. Review responses with the class.

## EXTEND

**Language Arts/Science** Read aloud Eric Carle’s book *The Very Hungry Caterpillar*. Help students compare the ideas and information in the book to the information in the article “Furries in a Hurry.”

Name \_\_\_\_\_

## Facts Worksheet

### My Facts About Woolly Bears

<p>Where woolly bears sleep in the winter</p>	<p>What woolly bears eat</p>
<p>How woolly bears change</p>	<p>What woolly bears look like</p>

**Draw:** On the back of this sheet, draw a picture of a woolly bear and a yellow tiger moth. Use words and pictures from the story to help you.