

# Ladybug®

## THEME

Use this issue of *Ladybug* to help students think about the different ways that people can show how much they care about special friends, family members, and pets.

## CONVERSATION QUESTION

How can you show others that you care about them?

## TEACHING OBJECTIVES

- Students will analyze the structure of texts.
- Students will interpret words as they are used in a text.
- Students will describe a character using key details.
- Students will describe animal care.
- Students will conduct research to learn about animals.
- Students will use maps and analyze places.



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.

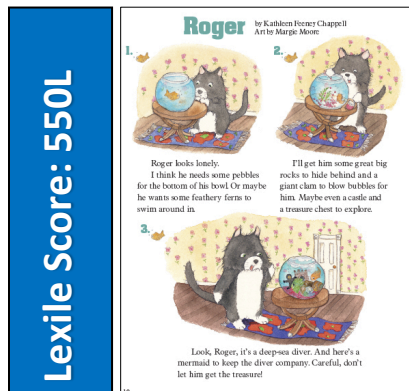
## SELECTIONS

- **Roger**  
Fantasy, ~550L
- **A Letter from Some Mice**  
Poem, N/A
- **The Gift**  
Contemporary Realistic Fiction, ~850L

## Roger

pp. 10–11, Fantasy

Use this short story about a lonely fish to teach students about story structure.



## RESOURCES

- Story Events Worksheet

## OBJECTIVES

- Students will read and analyze a short story.
- Students will analyze the structure of texts.
- Students will describe animal care.

## KEY VOCABULARY

- **pebbles** (p. 10) small smooth stones
- **ferns** (p. 10) a type of plant with big leaves
- **giant clam** (p. 10) a type of shellfish
- **deep-sea diver** (p. 10) a person who swims underwater and uses special equipment to breathe

## ENGAGE

**Conversation Question:** How can you show others that you care about them?

Display a word web with the following sentence starter in the middle: “I care about . . .” Ask students to name people and animals they care about. Add responses to the web. Next, ask students how they show these people or animals that they care about them. Tell students to look for ways that the character in this story shows that he cares about his fish.

## INTRODUCE VOCABULARY

Display and read aloud the vocabulary words. Show students a picture of each word as you read the definition aloud. Finally, give each student a blank sheet of paper. Help them fold it in half twice to create four sections. Have students create a picture dictionary by writing one vocabulary word in each section and drawing a picture of each word. Tell students to look and listen for these words in the story.

## READ & DISCUSS

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

- Why does Roger look lonely at the beginning of the story?
- What does Cat do to make Roger less lonely?
- Who are Agatha, Simon, and Bernadette?
- Why does Roger look crowded at the end of the story?
- How does Cat’s facial expression change in the story?
- Who is telling the story?

## SKILL FOCUS: Story Sequence

**INSTRUCT:** Remind students that events can happen at the beginning, middle, and/or end of a story. Tell students they are going to practice noticing the important events in all parts of “Roger.” Point out and explain that the events in this story are numbered. Display and distribute the *Story Events* worksheet. Work with students to complete the first sentence. Then, one section at a time, discuss what Cat does first, second, and third in the story (*adds pebbles and ferns; adds rocks, giant clam, castle, treasure chest; adds deep-sea-diver, mermaid*). Have students write or draw responses in the organizer. Repeat this process to help students complete all sections of the worksheet.

**ASSESS:** Have students use their completed worksheet to help them retell the story to a partner.

## EXTEND

**Science** Ask students to tell about pets they have (or would like to have) and how they take care of them. Have students draw a pet picture and write about something they do, or would do, to take care of the pet.

## What happens next?

<b>1.</b>	<b>2.</b>	<b>3.</b>
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## What happens next?

<p><b>4.</b></p>	<p><b>5.</b></p>
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**Roger looks** \_\_\_\_\_.

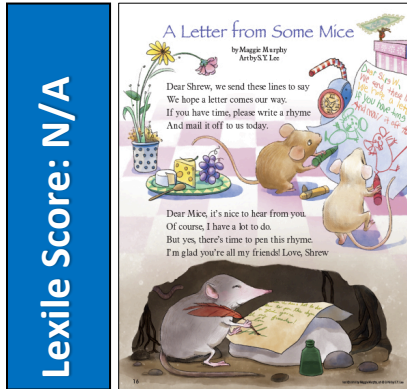
**6. Draw a picture of Roger in his crowded bowl.**

**Use the back of this sheet.**

## A Letter from Some Mice

### p. 16, Poem

Use this letter-poem to teach students about rhyme.



## RESOURCES

- Rhyme Worksheet

## OBJECTIVES

- Students will read and analyze a poem.
- Students will interpret words as they are used in a text.
- Students will conduct research to learn about animals.

## KEY VOCABULARY

- **shrew (p. 16)** a small animal that looks like a mouse with a long, pointed nose

## ENGAGE

**Conversation Question:** How can we show others that we care about them?

Talk with students about times when they have received a letter, card, or post card in the mail. Ask students how letters and cards usually begin (*Dear . . .*). Next, discuss how students feel when they receive a card or letter. Model for students by saying, “I feel special when I get a card or letter because it means someone is thinking about me and showing they care about me.” Finally, tell students the next story is about friends who show they care by sending letters to each other.

## INTRODUCE VOCABULARY

Display the vocabulary word and read it and the definition aloud. Then show students the illustration for the poem and ask them to identify which animal is a shrew. Discuss with students how the shrew and the mice look alike (small size, ears, tail) and different (different noses).

## READ & DISCUSS

Display and read aloud the poem. Then lead a choral reading, pointing to each word as it is read. Help students understand the words *lines* and *rhymes* in the first stanza and *pen* in the second. Use these questions to discuss the poem:

1. Which words were new to you?
2. Which words in the first stanza tell you it’s a letter? Who is this letter to? Who wrote the letter? (Repeat for second stanza.)
3. What do the mice want the shrew to do?
4. Are these animals real or make-believe?

## SKILL FOCUS: Identify Rhyme

**INSTRUCT:** Display and read aloud the poem, pointing to the words as you read. In the first stanza, circle the words *say*, *way*, and *today*. Have students say these words aloud. Ask what they notice about the word sounds. List the words on the board and invite students to name other words that rhyme with them. Add correct answers to the list. Read aloud the finished list and have students confirm that all words rhyme. Repeat this process with the second stanza.

**ASSESS:** Distribute the *Rhyme* worksheet to all students and have them work in pairs to circle the rhyming words. Review the responses. If students have not identified *time/rhyme* in the third line of each stanza and *mice/nice* in the second stanza, read the lines aloud and challenge them to find these rhyming words.

## EXTEND

**Science** Help each student choose a nonfiction animal book to read. After students read their books, have them draw a picture of the animal and write a fact about it. Invite students to share their work.

Name \_\_\_\_\_

## **A Letter from Some Mice**

**By Maggie Murphy**

Dear Shrew, we send these lines to say  
We hope a letter comes our way.  
If you have time, please write a rhyme  
And mail it off to us today.

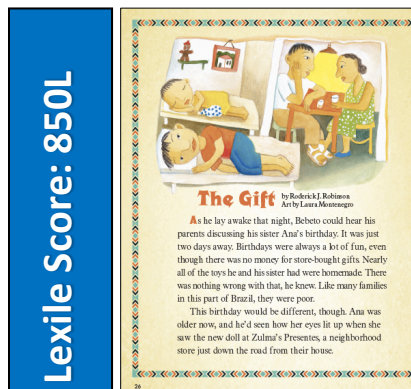
Dear Mice, it's nice to hear from you.  
Of course, I have a lot to do.  
But yes, there's time to pen this rhyme.  
I'm glad you're all my friends! Love, Shrew

# Ladybug® Teacher Guide: November/December 2018

## The Gift

pp. 26–31, Contemporary Realistic Fiction

Teach students to identify character traits using this story about a brother who sells mangoes to buy his sister a doll.



## RESOURCES

- Character Traits Letter

## OBJECTIVES

- Students will read and analyze a short story.
- Students will describe a character using key details.
- Students will use maps and analyze places.

## KEY VOCABULARY

- **burlap sack (p. 27)** a bag made out of strong fabric
- **mango (p. 28)** a juicy tropical fruit that has yellow and red skin and a seed in the center
- **bamboo (p. 29)** a tall plant with hard hollow stems that are used for making things such as furniture and tools
- **trade (p. 30)** to give something to someone and get something in return

## ENGAGE

**Conversation Question:** How can you show others that you care about them?

Tell students that when we care about someone, we might want to do something special for them. Offer an example from your own life. Then invite students to talk about a time when someone did something special for them or they did something special for someone. Do a picture walk with students to predict what will happen in the story. List predictions on the board and check them as you read the story.

## INTRODUCE VOCABULARY

Display the vocabulary words. Read the words and definitions aloud. Then ask students to find the burlap sack in the illustration on page 27, the mangoes on pages 28–29, and the bamboo on page 29. Next, demonstrate trading toys or snacks with one or two students. Tell students to look and listen for these words in the story.

## READ & DISCUSS

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

1. What does Bebeto want to do for his sister?
2. Why doesn't Bebeto play soccer with his friends?
3. How does Bebeto get the mangoes from the taller trees?
4. How does Bebeto's sister feel at the end of the story?

## SKILL FOCUS: Describe a Character

**INSTRUCT:** Explain that students learn about story characters by paying attention to what they say and do. Display these words and remind students of definitions: *kind*, *selfish*, *lazy*. Ask which word describes Bebeto. Then discuss details in the story that show Bebeto is kind. Next, reread the story, stopping at the points listed below to ask about Bebeto. Have students identify story details that show each trait. List traits on the board as you discuss them.

1. after the first paragraph on page 27; ask: Is Bebeto *kind*?
2. bottom of page 27; ask: Is Bebeto *determined*?
3. bottom of page 29; ask: Is Bebeto *hard-working*?
4. bottom of page 31; ask: Is Bebeto *generous*?

**ASSESS:** Distribute the *Character Traits* letter and review the list of Bebeto's traits. Have students complete the letter by choosing one of Bebeto's traits and then describing story details that demonstrate that trait. Finally, have them illustrate their story details.

## EXTEND

**Geography** Help students locate Brazil on a map or globe and draw a real or imaginary line from Brazil to their hometown. Then read a nonfiction book about Brazil to students.



**Name**\_\_\_\_\_

**Dear Bebeto,**

**I think you are a \_\_\_\_\_ person.**

**I think this because in the story \_\_\_\_\_**

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**Sincerely,**