

Ladybug®

THEME

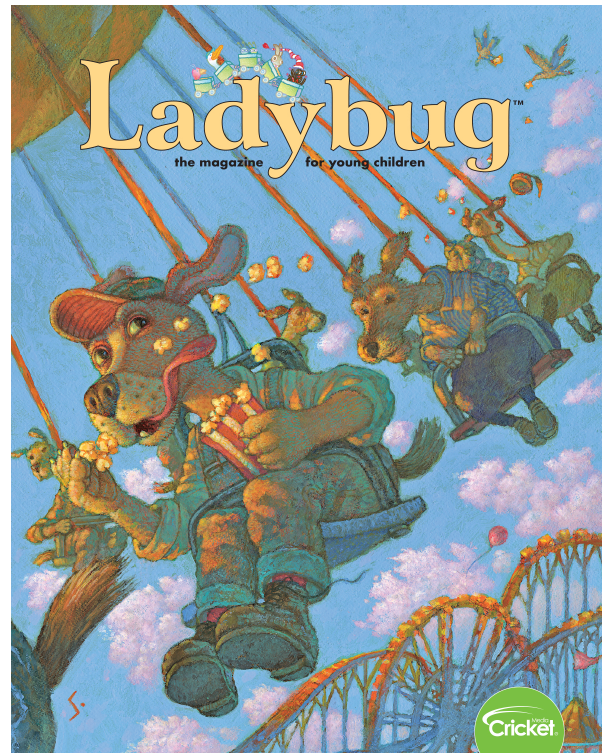
Send your students on a series of exciting adventures using the stories in this issue of Ladybug.

CONVERSATION QUESTION

What makes an adventure?

TEACHING OBJECTIVES

- Students will integrate content provided in diverse media.
- Students will interpret words and phrases as they are used in a text.
- Students will analyze how individuals, events, and ideas develop.
- Students will classify information.
- Students will obtain, evaluate, and communicate information.
- Students will analyze places.
- Students will use maps.



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, ~450L
- **Milo and Button Take Flight**
Fantasy, ~750L
- **Are We There yet?**
Contemporary Realistic Fiction, ~550L

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Max and Kate

pp. 3–7, Contemporary Realistic Fiction

Use this story about characters who go on a pretend adventure to help students think about story illustrations.



RESOURCES

- Illustrations Worksheet

OBJECTIVES

- Students will read and analyze a short story.
- Students will integrate content provided in diverse media.
- Students will classify information.

KEY VOCABULARY

- **journey (p. 3)** a trip
- **mountain (p. 3)** a very high hill
- **desert (p. 4)** a hot, dry area of land
- **jungle (p. 5)** a warm, rainy forest

ENGAGE

Conversation Question: What makes an adventure?

Discuss what an adventure is. Then brainstorm with students some ideas for adventures, such as climbing a mountain, taking a hot air balloon ride, or hiking in the jungle. Choose one adventure and help students pretend to go on it using words, gestures, and facial expressions. Then tell students that this story is about friends who have adventures in different places.

INTRODUCE VOCABULARY

Display the vocabulary words and read them aloud. Invite students to share what they know about these words. Then read aloud the definitions. Show photographs of a mountain, a desert, and a jungle. Discuss characteristics students notice. Instruct 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. Why are Max, Kate, and Charlie going on a journey?
2. What do the characters pretend on the stairs?
3. What do the characters pretend about the sandbox?
4. What do the characters pretend in the backyard?
5. Where do Max, Kate, and Charlie find the stuffed animals?

SKILL FOCUS: Analyze Illustrations

INSTRUCT: Display a two-column chart with the headings “Text” and “Illustrations.” Read aloud the text on page 3. Ask what it tells them about where the characters are. (The characters are on a mountain.) Add this to the chart. Then ask: Are the characters on a real mountain or just pretending? How do you know the characters are pretending? What do you learn about the story from the illustration? (The characters are going down the stairs.) Add this to the “Illustrations” column of the chart. Distribute the *Illustrations* worksheet to students. Repeat these steps with text on page 4. Students should add notes to their worksheets.

ASSESS: Read aloud page 5 of the story. Discuss which words tell where the characters are (“deep, deep jungle”). Have students note this on their worksheets. Then have them work in pairs to note what they learn about the story from the illustration. Discuss responses with the class.

EXTEND

Social Studies Help students draw a three-column chart. Have them draw or write these headings: mountain, desert, jungle. Provide students with books on these different regions. Have them look through the books and find at least one animal that lives in each region. Have them write or draw and label each animal in the correct column.

Name _____

Page 4

Text	Illustrations

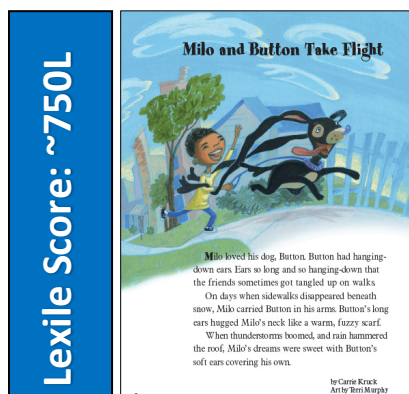
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Milo and Button Take Flight

pp. 8–12, Fantasy

Use this story about a boy who goes on an adventure with his toy dog to help your students recognize sensory details.



RESOURCES

- Sensory Details Worksheet

OBJECTIVES

- Students will read and analyze a short story.
- Students will interpret words and phrases as they are used in a text.
- Students will obtain, evaluate, and communicate information.

KEY VOCABULARY

- **Ferris wheel (p. 10)** a giant wheel with seats that people sit in while the wheel turns
- **carnival (p. 10)** a fair with rides
- **rollercoaster (p. 10)** a ride at a carnival that is like a small train that goes up, down, and around on tracks
- **carousel (p. 11)** a ride with model animals that spins around

ENGAGE

Conversation Question: What makes an adventure?

Ask students to imagine they are going on an adventure with their favorite toy or stuffed animal. Invite students to talk about what they would bring and where they would go. Then preview the illustrations with students and ask them to predict what adventure they are going to read about in this story. Record predictions on the board to revisit later.

INTRODUCE VOCABULARY

Display the vocabulary words and read them aloud, along with the definitions. Have students look for examples of the words in the story illustrations. Ask which word is not shown in the illustrations.

(*rollercoaster*) Show students a photo of a rollercoaster. Invite students to share their experiences with rides and carnivals. Then tell students to look for these words as they read and listen to the story.

READ & DISCUSS

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

1. How does Milo feel about Button?
2. Describe Button's ears.
3. How do Milo and Button get to the carnival?
4. Why do Milo and Button feel worried at the carnival?
5. How do Milo and Button get home?

SKILL FOCUS: Sensory Details

INSTRUCT: Read page 8 aloud. Then ask students to share the pictures that came to their minds as they listened. Remind students that authors use sensory details, or words that describe what characters see, hear, smell, taste, and touch, to help readers create mental pictures as they read. Write the senses on the board as headings. Ask students to identify words and phrases from the text on page 8 to add to the chart. (*long, hanging-down, fuzzy, boomed, hammered, soft*)

ASSESS: Distribute a copy of the *Sensory Details* worksheet to each student. Have students work in pairs to find eight words and phrases from the story that appeal to their senses and write them in the worksheet.

EXTEND

Science Remind students that the story uses all kinds of weather words: *snow, rain, thunderstorm, warm, windy*. Have students keep a weather journal for a week. Each day, students should note the time of day, draw a picture of the weather, and use weather words to describe it. Invite students to share their weather journals at the end of the week.

Name _____

Sensory Detail Worksheet

Find words and phrases from the story that appeal to your senses. Write them in the chart below.

My senses	Words and phrases from the story that appeal to my senses
sight	
sound	
taste	
touch	
smell	

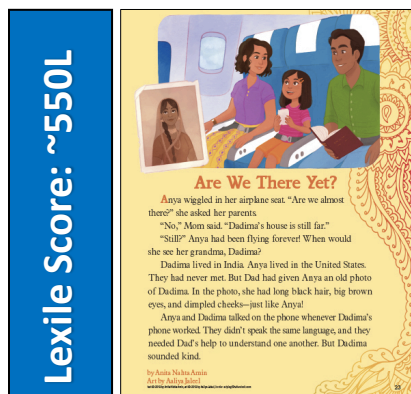
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Are We There Yet?

pp. 23–30, Contemporary Realistic

Fiction

Use this story about a young girl traveling to India to visit her grandmother to help your students recognize setting details.



OBJECTIVES

- Students will read and analyze a short story.
- Students will analyze how individuals, events, and ideas develop.
- Students will analyze places.
- Students will use maps.

KEY VOCABULARY

- **airplane (p. 23)** a machine that has wings and an engine and that flies through the air
- **train (p. 26)** a string of railroad cars that travel on special tracks
- **taxi (p. 28)** a car that takes people on short trips

ENGAGE

Conversation Question: What makes an adventure?

Tell students that one way to have an adventure is to travel and visit places that you've never seen before. Point out that some travel trips are long and some are short. Share some of your own travel adventures. Then invite students to share theirs. Explain that this story is about a girl who travels to India with her parents.

INTRODUCE VOCABULARY

Display the vocabulary words and read them aloud. Invite students to share what they know about these words. Then read the definitions aloud. Discuss what the words have in common. Then talk about which mode of transportation students might take for long trips and for short trips. Remind students to look for these words as they read.

READ & DISCUSS

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

1. Why are Anya and her parents on an airplane?
2. What do Anya and her parents do when they leave the airport?
3. Where does the rickshaw take Anya and her parents?
4. How were Anya and her parents lucky on the train?
5. What does Anya see out the train window?
6. Why does Anya say her grandmother "doesn't look like Dadima"?
7. How do you think Anya and Dadima feel about each other?

SKILL FOCUS: Setting

INSTRUCT: Review setting (where and when a story takes place). Ask students where most of this story takes place. (India) Then write this question on the board: What is India like? Remind students that Anya asks her father this question. Explain that there are many details in the story that can help them learn what India is like. Read aloud pages 24–25. Then discuss what students learn about India on this page. Note correct responses on the board. Point out that details about animals, foods, special cars, and things people believe all help them know what India is like. Continue this process for the rest of the story.

ASSESS: Have students pretend to be Anya and write a letter to a friend telling about India. Tell students to include at least three details from the board in their letters and to add a drawing that shows the details.

EXTEND

Social Studies Show students their town or state and India on a world map. Help them calculate the distance. Then have students use books about India to learn more about animals, foods, places, beliefs, and customs there. Have students draw and write about something they learn. Create an India wall to display students' work.