

# Ladybug®

## ISSUE THEME

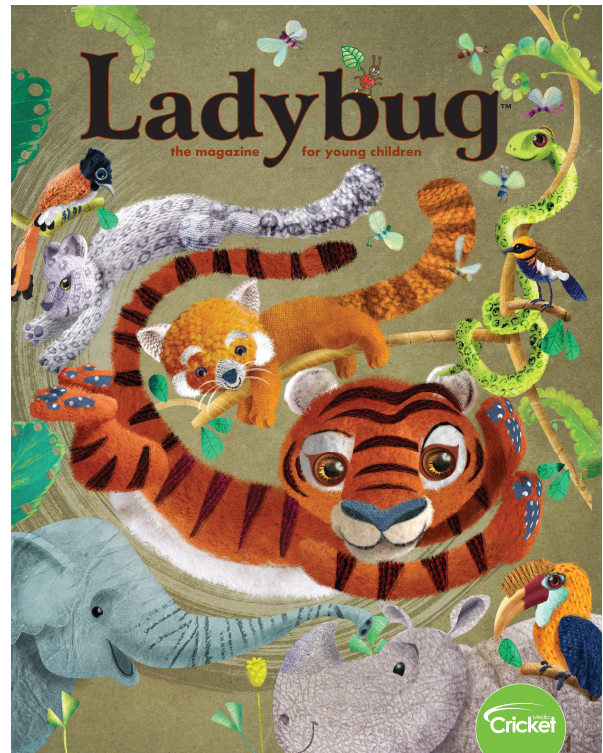
Spring is in the air in this issue of *Ladybug*. Characters are thinking about animals coming out of hibernation, enjoying picnics, and playing on the playground. Use the lessons and activities in this guide to help your students explore, experiment, and enjoy all things “spring.”

## CONVERSATION QUESTION

How do you know it's spring?

## TEACHING OBJECTIVES

- Students will integrate and evaluate content.
- Students will analyze the structure of texts.
- Students will analyze how individuals develop over the course of a text.
- Students will obtain, evaluate, and communicate information.
- Students will plan and carry out investigations.



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

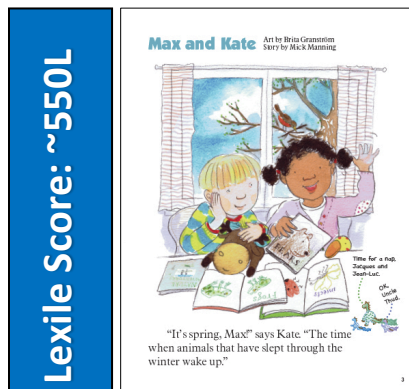
- **Max and Kate**  
Contemporary Realistic Fiction, ~550L
- **The Picnic**  
Fantasy, ~350L
- **Xander and the Slide**  
Contemporary Realistic Fiction, ~450L

# Ladybug® Teacher Guide: March 2019

## Max and Kate

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

Max, Kate, and Charlie are thinking about animals in springtime. Use this story to help students find information about characters, setting, and events in illustrations.



Lexile Score: ~550L

## RESOURCES

- Illustrations Worksheet

## OBJECTIVES

- Students will read and analyze a short story.
- Students will integrate and evaluate content.
- Students will obtain, evaluate, and communicate information.

## KEY VOCABULARY

- **frog (p. 5)** a small jumping animal that spends most of its time in water and has webbed feet
- **insect (p. 5)** a small animal that has six legs; a bug
- **bear (p. 5)** a big animal with thick hair and sharp claws

## ENGAGE

**Conversation Question:** How do you know it's spring?

Discuss some familiar signs of spring, such as warmer weather, buds on trees, early flowers, and busy birds and bees. Ask students if they have noticed any signs of spring where they live, or if it still looks like winter. Explain that spring is also the time when some animals wake up after sleeping all winter. Discuss hibernation and invite students to share what they know. Then explain that this story tells about spring.

## 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. Have pairs of students find pictures of the words in the story. Remind students to look for these words as they read 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 animals waking up?
2. How does Max feel?
3. What kind of books is Kate looking at?
4. Who is growling in the story?
5. How is Charlie similar to a bear? How is he different?

## SKILL FOCUS: Identify Story Details in Illustrations

**INSTRUCT:** Explain that illustrations help readers learn about characters, setting, and events in a story. Next, tell students that you are going to discuss an illustration in the story. Display page 3 and read the text aloud. Have students turn to a partner and talk about what the illustration shows. Remind students to do the following:

- Look at characters' expressions to learn how they feel.
- Notice what characters are doing.
- Look for clues that show the place, time, and season.

Display the graphic organizer from the *Illustrations* worksheet. Discuss what students noticed in the illustration and note it in the organizer.

**ASSESS:** Distribute the worksheet to all students. Read aloud and display story pages 6–7. Have students work in pairs to discuss the illustration and add details to their worksheets. Circulate and offer help as necessary. When students are finished, gather as a class to discuss responses.

## EXTEND

**Science/Art** Create a “Who wakes up in spring?” display wall. Have students learn about animals that hibernate. Then tell them to draw one of these animals and use these sentences to write about it: *I am a \_\_\_\_\_. I wake up in spring.* Post words and pictures on the wall.

Name \_\_\_\_\_

## Illustrations Worksheet

Characters	Setting	Events

## The Picnic

pp. 15–18, Fantasy

Teach students to recognize a sequence of events by reading this playful story about people and animals on a picnic.



## 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

- **run** (p. 15) to move fast using your legs
- **scoot** (p. 16) to leave quickly
- **crawl** (p. 17) to move with your body close to the ground

## ENGAGE

**Conversation Question:** How do you know it's spring?

Ask students if they've ever had spring fever. Explain that spring fever is the feeling you get at the end of winter when you're excited for spring to arrive so that you can go outside and play. Ask students to raise their hands if they think they have spring fever. Invite students to share outdoor activities they are looking forward to. Then ask what lunch foods students would pack for a spring picnic. Point out the story title.

## INTRODUCE VOCABULARY

Display the vocabulary words and their definitions and read them aloud. Have students mimic these actions. Then discuss with students how the movements are similar and different. Remind students to look and listen for these words as you read 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 foods does Jaden eat at the picnic?
2. What does Little Squirrel eat at the picnic?
3. What do the little ants eat at the picnic?
4. How do the ants and the squirrels get their food?
5. What foods do the characters save for later?

## SKILL FOCUS: Recognize Sequence

**INSTRUCT:** Prepare for the lesson by displaying the sequence words with arrows below. Also prepare these five sentence strips: *Jaden packed lunch. Jaden rode his bike. Jaden ate lunch. Jaden saved his cookie. Jaden ran to the swings.*

first → second → next → then → last

Read aloud the first page of "The Picnic." Then place the sentence strips under the sequence words, with two events out of order. Read the strips aloud and ask: *Did I place the events in the correct order?* Allow students to suggest corrections. Reread the story page if necessary. Then correct the placement of the sentence strips.

**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 and write the correct sequence word on each picture. Walk around the room to observe and offer help.

## EXTEND

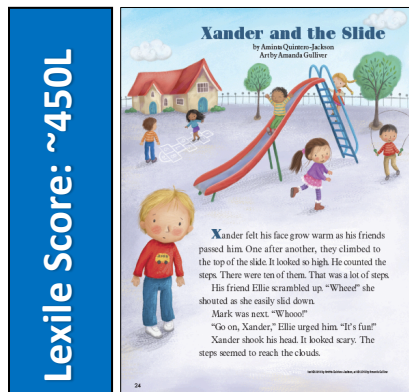
**Science** Help students use library books to learn what ants eat. Then prepare a picnic lunch for ants by gathering a few foods that will attract them. Place the foods outside. Bring students back later to see if ants are eating the lunch they prepared. Discuss students' observations.

## Xander and the Slide

pp. 24–30, Contemporary Realistic

### Fiction

Use this story about a boy who is afraid to go down a slide to help students think about how characters change.



## RESOURCES

- Character Changes Worksheet

## OBJECTIVES

- Students will read and analyze a short story.
- Students will analyze how individuals develop over the course of a text.
- Students will plan and carry out investigations.

## KEY VOCABULARY

- **tap** (p. 27) touch something gently
- **energy** (p. 27) strength and power
- **dizzy** (p. 28) a feeling of spinning around

## ENGAGE

**Conversation Question:** How do you know it's spring?

If possible, take students out to the playground to look for signs of spring. Have students record in words or pictures what they notice. Back in the classroom, invite students to share what they recorded. If signs of spring are still scarce, have students predict what signs of spring will arrive soon. Then tell students this story takes place on a playground.

## INTRODUCE VOCABULARY

Display and read aloud the vocabulary words. Ask volunteers to explain familiar words. Then read the definitions aloud. Next, display these sentence frames and have students suggest words to fill in the blanks.

- Eat a good breakfast so you will have lots of \_\_\_\_.
- Do you feel \_\_\_\_ when you are way up high?
- I will \_\_\_\_ your shoulder when it's your turn.

## READ & DISCUSS

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

1. How does Zander feel about the slide?
2. Who does Zander pretend to be?
3. How is Alex different from Zander?
4. Why did Zander pretend to be someone else?
5. What do you think will happen when Zander is on the playground the next day?

## SKILL FOCUS: Character Change

**INSTRUCT:** Tell students you are going to reread the story and they will listen and think about how Zander changes in the story. Display a two-column chart with the headings "Beginning" and "End." Above the chart, write "How Zander Changes." Begin reading aloud. Pause regularly to have students identify Zander's traits and feelings. Record these in the chart. Next, have students talk with a partner about how Zander changed in the story. Invite volunteers to share their ideas. Then ask if Zander made a good change. Have students explain their thinking.

**ASSESS:** Distribute the *Character Changes* worksheet to students. Have students work independently to complete the activity and then share their work with a partner. Invite volunteers to share their pictures and sentences with the class.

## EXTEND

**Science** Help students investigate what happens when different objects go down a slide. Collect at least five objects (tennis ball, ping pong ball, wooden peg, square block, wheel, etc.). Before each object goes down the slide, have students make and explain predictions about what will happen when each object goes down the slide. Discuss results.

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

# Character Change Worksheet

**Draw pictures of Zander. Then write sentences.**

Zander at the beginning	Zander at the end
In the beginning, Zander was . . .	At the end, Zander was . . .