

Ladybug®

THEME

The characters in these stories have many different feelings, including happy, sad, excited, and frustrated. Use this guide to talk about feelings with your students and help them to recognize story characters' emotions.

CONVERSATION QUESTION

How do we show our feelings?

TEACHING OBJECTIVES

- Students will retell a story.
- Students will recognize the structure of a story.
- Students will analyze how individuals, events, and ideas develop and interact over the course of a text.
- Students will obtain and communicate information.
- Students will write informative texts.
- 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

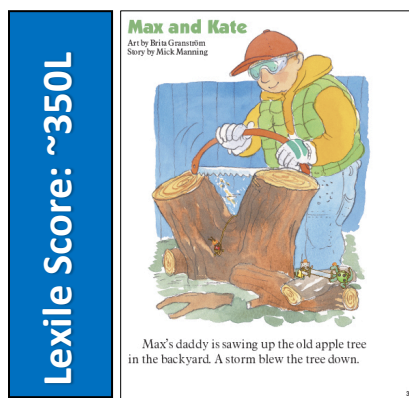
- **Max and Kate**
Contemporary Realistic Fiction, ~350L
- **Sam's Pocket**
Contemporary Realistic Fiction, ~550L
- **Pumpkin Planting**
Contemporary Realistic Fiction, ~550L

Ladybug® Teacher Guide: April 2019

Max and Kate

pp. 3–7, Contemporary Realistic Fiction

Help students practice the skill of retelling a story using this story about building a tree house.



RESOURCES

- Story Cards Worksheet

OBJECTIVES

- Students will read and analyze a short story.
- Students will retell a story.
- Students will obtain and communicate information.

KEY VOCABULARY

- **sawing** (p. 3) cutting something with a saw
- **trunk** (p. 4) the stem of a tree
- **wood** (p. 5) hard material that comes from a tree
- **tree house** (p. 6) a small house built in the branches of a tree

ENGAGE

Conversation Question: How do we show our feelings?

Ask students to name some good feelings that people have, such as happy, proud, excited, and silly. Explain that all kinds of events can make us feel good, such as playing with a friend, spending time with family, having a party, or going on vacation. Ask students how people can tell that they feel good. Then tell students to look for clues about how the characters feel in this story.

INTRODUCE VOCABULARY

Display the vocabulary words and read them aloud. Ask volunteers to explain the meanings of familiar words. Then read the definitions aloud. Distribute a blank sheet of paper to each student. Have students fold their papers in half twice to create four equal sections. Then have students write one vocabulary word in each square and draw pictures in the squares to show the words. Remind students to look for these words as they listen to 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 is Daddy doing at the beginning of the story?
2. Why is Daddy hot and sweaty even though it's cold outside?
3. How did the old apple tree fall down?
4. Where does Daddy build the tree house?
5. How do Kate and Max feel about the tree house?

SKILL FOCUS: Retell a Story

INSTRUCT: Tell students they will practice retelling a story in their own words. Explain that retelling a story can help students remember and understand what they read. Ask students to share the parts of the “Max and Kate” story they enjoyed most. Then ask who the story is about (Daddy, Max, Kate) and where the story takes place (backyard). Write this information on the board. Next, ask students to describe important events in the story. List and number these events on the board. Help students limit the list to four main events: *Daddy saws the old apple tree. Daddy gathers nails and wood. Daddy and Max build the tree house. Max and Kate play in the tree house.* Finally, ask if any important information is missing.

ASSESS: Distribute the *Story Cards* worksheet to each student. Have students write and/or draw about the story events and then cut out the cards. Have them work in pairs to retell the story using their cards.

EXTEND

Science Work with students to brainstorm a list of animals that live in trees. Help students use books and websites to learn about these animals. Then have them draw and write about one of them.

Name _____

Story Cards

1. First, Daddy

2. Next, Daddy

3. Then Daddy and Max

4. Finally, Max and Kate

Sam's Pocket

pp. 11–14, Contemporary Realistic

Fiction

Teach students about story structure by using this imaginative story about a boy with a hole in his pocket.



RESOURCES

- Story Structure Worksheet

OBJECTIVES

- Students will read and analyze a short story.
- Students will recognize the structure of a story.
- Students will write informative texts.

KEY VOCABULARY

- **marble (p. 11)** a little glass ball
- **coin (p. 12)** a piece of flat, round money

ENGAGE

Conversation Question: How do we show our feelings?

List these sentences on the board: *I played with my friend. I tripped and fell. I lost my favorite toy. I made cookies with my dad.* After you read each sentence, have students give a thumbs up if the situation would make them happy or a thumbs down if it would make them sad. Discuss how students might show their feelings in each of these situations. Then tell students to think about how the boy in this story feels.

INTRODUCE VOCABULARY

Display the vocabulary words and read them aloud. Ask volunteers to explain the meanings of familiar words. Acknowledge correct meanings and then read the definitions aloud. Show students a picture of a marble and a coin. Discuss how the two objects are similar and different. Then remind students to look and listen for the vocabulary 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. Who are the characters in this story?
2. What does Sam imagine about his marble? What are some other things he imagines?
3. What problem does Sam have?
4. How does Sam's dad help him solve the problem?
5. What makes Sam feel sad in this story?
6. What make him feel better?

SKILL FOCUS: Recognize Story Structure

INSTRUCT: Hold up a monthly calendar page and point out the days of the week. Discuss with students how the story is like a calendar. Help students understand that the story events happen over eight days. Ask students to name some things that happen on the different days. Then discuss what makes Sam feel happy and sad in the story. Next, distribute the *Story Structure* worksheet. Go over the directions. Then work as a class to fill in the first three days of the calendar with drawings that show what is in Sam's pocket and how Sam feels.


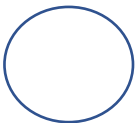
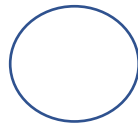
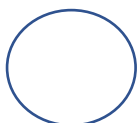
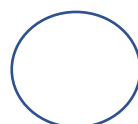
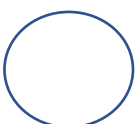
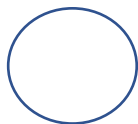

ASSESS: Have students work in pairs to complete the chart. When all students are finished, review students' responses.

EXTEND

Writing Have students draw pictures of themselves, showing a time when they felt happy and a time when they felt sad. Have students write sentences telling about their feelings. Invite students to share their drawings with the class.

Name _____

Story Events Draw what is in Sam's pocket each day. Draw a face to show Sam's feelings each day.

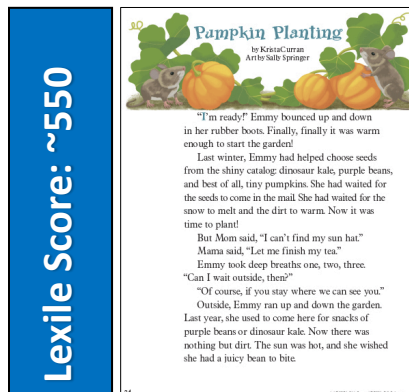
Sunday	Monday	Tuesday	Wednesday
			
Thursday	Friday	Saturday	Sunday
			

Pumpkin Planting

pp. 24–30, Contemporary Realistic

Fiction

Help students to understand a character's feelings using this story about a girl who is eager to plant seeds.



OBJECTIVES

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

KEY VOCABULARY

- **shiny** (p. 24) very bright
- **juicy** (p. 24) full of juice
- **tiny** (p. 25) very small
- **soft** (p. 26) easy to bend, not hard

ENGAGE

Conversation Question: How do we show our feelings?

Talk with students about times when they have to wait for something, such as waiting for a train, waiting for dinner to be ready, waiting for a turn with a toy, or waiting for a friend to come over. Discuss how students feel when they have to wait. Write the word *impatient* on the board and explain that this word describes how people feel when they don't want to wait but they have to. Invite students to share times when they have felt impatient. Then tell them to think about what makes the girl in this story feel impatient.

INTRODUCE VOCABULARY

Display the vocabulary words and definitions and read them aloud. Help students recognize that these are describing words, or adjectives. Then display these sentences and complete them as a class:

A clean car is _____. Those ants are _____. My apple is _____. This blanket is _____.

READ & DISCUSS

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

1. What is Emmy excited about?
2. What did Emmy have to wait for after she ordered the seeds?
3. What kind of pumpkins is Emmy going to grow?
4. What does Emmy have to do to the ground before she plants the seeds?
5. What argument do Mom and Emmy have about planting seeds?
6. How do they solve this argument?

SKILL FOCUS: Identify a Character's Feelings

INSTRUCT: Tell students that they are going to look at story clues to understand how a character feels. Read aloud the first two paragraphs on page 24. Ask students how Emmy feels. (excited) Discuss the clues that helped them understand how she feels. Then read aloud the next three lines of the story ("But Mom . . . one, two, three"). Ask what feeling Emmy is having when she takes deep breaths and counts. Help students see that she is impatient. Point out that students can learn about Emmy's feelings by thinking about her words and actions.

ASSESS: Have students work in pairs to locate one other place in the story where Emmy shows her feelings through words or actions. Have students place a sticky note next to the words and write the feeling.

EXTEND

Science Have students plant fast-growing seeds, such as radishes, basil, or marigolds in plastic cups and watch them grow. Allow volunteers to give a daily report on how the seeds are growing.