

Ladybug®

THEME

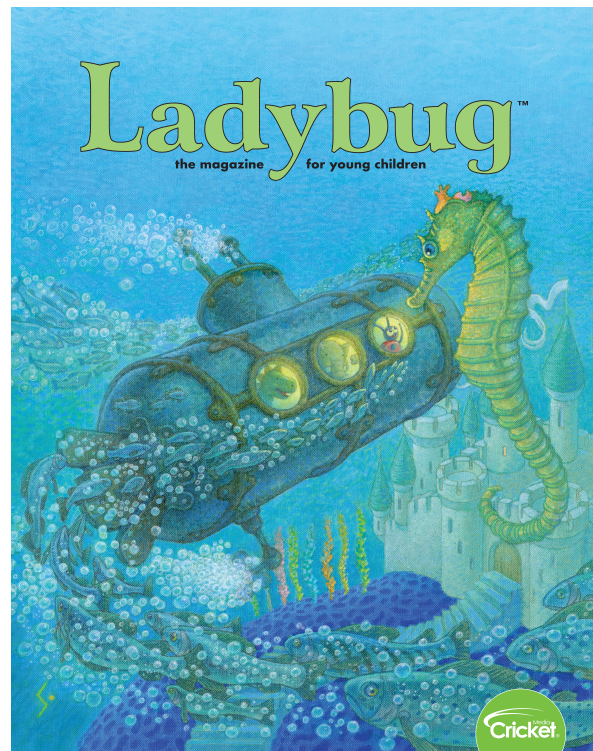
This issue of *Ladybug* is full of cheerful characters who enjoy helping each other, playing music together, and having fun. Use this guide to help students take a closer look at characters who care.

CONVERSATION QUESTION

How do characters show that they care?

TEACHING OBJECTIVES

- Students will analyze individuals and events.
- Students will interpret words and phrases.
- Students will analyze the structure of texts.
- Students will ask questions and gather information.
- Students will plan and carry out investigations.
- Students will participate in collaborative conversations.



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.

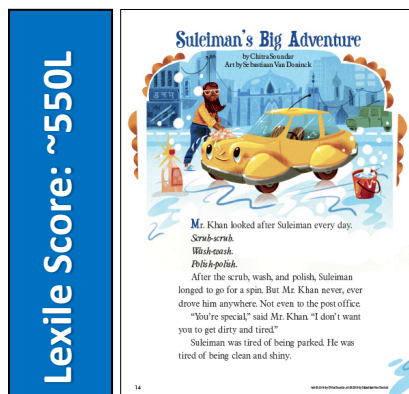
SELECTIONS

- **Suleiman's Big Adventure**
Fantasy, ~550L
- **Friends!**
Poem, N/A
- **Nana's Piano**
Contemporary Realistic Fiction, ~450L

Suleiman's Big Adventure

pp. 14–17, Fantasy

Use this story about an adventurous automobile and its protective owner to talk about real and make-believe details in stories.



RESOURCES

- Real and Make-Believe Details

OBJECTIVES

- Students will read and analyze a fantasy story.
- Students will analyze individuals and events.
- Students will ask questions and gather information.

KEY VOCABULARY

- **countryside** (p. 15) a place that is away from big towns and cities
- **motorway** (p. 16) a big highway
- **seaside** (p. 16) a place near the sea

ENGAGE

Conversation Question: How do characters show that they care?

Tell students that characters care about people and things, just like real people do. Talk with students about things they do to show that they care about others. Extend the conversation to include pets and special objects. Finally, explain that this story is about a man who cares about his very special and unusual car.

INTRODUCE VOCABULARY

Display the vocabulary words. Read aloud the word *countryside* and the definition. Briefly discuss things students might see in the countryside. Then have students copy the word and draw something they might see. Repeat this process with the other two words. Remind students to look and listen for the vocabulary 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 is Suleiman?
2. How does Mr. Kahn take care of Suleiman?
3. What is Suleiman tired of doing?
4. What are some things Suleiman might say to Mr. Kahn if he could speak in words instead of beeps?
5. What does Suleiman see on his adventure?
6. What happens when Suleiman gets home?

SKILL FOCUS: Real and Make-Believe Details

INSTRUCT: Tell students that “Suleiman’s Big Adventure” is a fantasy story. Continue by explaining that a fantasy is a story that tells about make-believe events that can’t happen in real life. Display a T-chart with the headings “Could Happen in Real Life” and “Could NOT Happen in Real Life.” Discuss several examples of real and make-believe events from the story and add them to the chart. Talk about why each event could or could not happen in real life.

ASSESS: Distribute the *Real and Make-Believe Details* worksheet. Go over the directions and the words in the chart. Then have students complete the worksheet. Discuss students’ responses with the class.

EXTEND

Science Remind students that Suleiman sees camels when he is on his adventure. Ask students if they know where camels live. Have students conduct research to find out. Have students draw pictures and write captions that tell where camels live and give another fact about camels. Invite students to share their research projects with the class.

Name_____

Real and Make-Believe Details

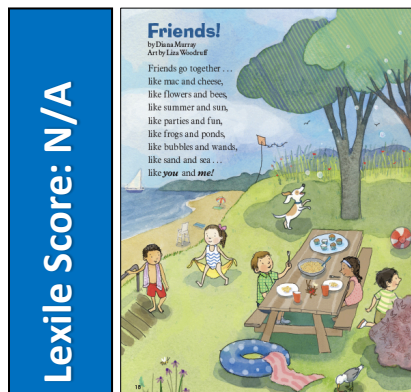
Read each story event. Decide if it is real or make-believe. Tell how you know.

Story Event	Can the event happen in real life? How do you know?
Suleiman waved at the police car.	
Mr. Kahn scrubbed Suleiman.	

Friends!

pp. 18–19, Poem

The author uses simple words paired with lively illustrations to examine familiar relationships. Use this poem about friendship to practice identifying rhyming words.



OBJECTIVES

- Students will read and analyze a poem.
- Students will interpret words.
- Students will plan and carry out investigations.

KEY VOCABULARY

- **pond (p. 18)** a small body of water
- **bubbles (p. 18)** light balls of air inside a thin layer of soap
- **wand (p. 18)** a stick with a loop at the end for dipping into bubble liquid

ENGAGE

Conversation Question: How do characters show that they care?

Discuss why it feels good to have friends. Ask students to share activities that they do with friends. Then ask students to talk about things friends can do to show that they care about each other. Finally, tell students that this poem is about friends. Preview the illustration and ask how students can tell the children are friends.

INTRODUCE VOCABULARY

Display the vocabulary words and read aloud the words and definitions. Have students work in pairs to find an example of each word in the illustration on pages 18–19. Instruct the students to say the words aloud and find the two words that rhyme. Remind students to look and listen for the vocabulary words as you read the poem.

READ & DISCUSS

Display and read the poem aloud. Then lead a choral reading, pointing to each word as it is read. Use these questions to discuss the poem:

1. What is the word *mac* short for?
2. What goes together with cheese?
3. What do parties go together with?
4. Why do frogs and ponds go together?
5. What games are the children playing?
6. Is this a happy poem? How do you know?

SKILL FOCUS: Identify Rhyme

INSTRUCT: Tell students that words rhyme when they have the same end sound. List the words on the board as shown below and have students find the rhyming word pairs. Circle the end rhyme sound in each word.

hot	bed
red	pot

Next, slowly read the poem aloud. Have students clap when they hear words that rhyme. Pause and ask students to identify the rhyming words. List these on the board. Have students work in pairs to copy the words, circle the rhyme sounds, and then take turns reading the rhyming pairs aloud to each other.

ASSESS: Have students write a poem about a friend that utilizes the literary device of rhyming. After students draw pictures to illustrate their poems, invite them to share their work with a classmate.

EXTEND

Science Conduct an outdoor bubble experiment. Make a batch of bubble solution in a shallow pan or tub. Have students find or make tools they can use to create bubbles. Have students predict which tool will make the best bubbles. Then have them take turns blowing bubbles.

Ladybug® Teacher Guide: May/June 2019

Nana's Piano

pp. 23–26, Contemporary Realistic

Fiction

Explore story sequence using this touching text about a girl who likes spending time with her grandmother playing the piano. A series of events lead to a new beginning for an old piano.



RESOURCES

- Story Sequence Worksheet

OBJECTIVES

- Students will read and analyze a short story.
- Students will analyze the structure of texts.
- Students will participate in a collaborative conversation.

KEY VOCABULARY

- **piano** (p. 23) a large musical instrument with keys
- **bass** (p. 23) notes with low, deep sounds
- **keys** (p. 23) the black and white strips on a piano
- **treble** (p. 23) notes with high sounds

ENGAGE

Conversation Question: How do characters show that they care?

Tell students that one way people and characters show they care about someone is by spending time with them. Tell students this story is about a girl and her grandmother who like to spend time together doing lots of different things. Share with students a way that you like to spend time with a special family member. Invite students to talk about how they like to spend time with family members.

INTRODUCE VOCABULARY

Display the words *piano* and *keys*. Read these words and definitions aloud. Have students work in pairs to find an example of each word in the illustration on page 23. Then display the words *bass* and *treble*. Read the words aloud and use your voice to mimic the low sound of bass and the high sound of treble as you read the definitions aloud. Invite students to imitate these sounds. Remind students to look and listen for the vocabulary 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 things does Greta like to do at Nana's house?
2. What sounds do the bass and treble keys make?
3. What does Nana do when her piano breaks down?
4. How does Nana feel when the movers take her old piano away?
5. Why is it hard to find a place for the old piano?
6. Where do the movers finally put the old piano?

SKILL FOCUS: Story Sequence

INSTRUCT: Explain that sequence of events means what happens first, next, and last in a story. Display a sequence chart like the one below.

First,
Next,
Last,

Then tell students to listen for story events as you read aloud paragraphs 2–4 on page 24. Ask students to identify events, and write these in the chart. (First, the piano sounds funny. Next, Nana calls the tuner. Last, Nana buys a new piano.)

ASSESS: Distribute the *Story Sequence* worksheet to students. Point out that it has more events than the chart on the board. Have students work in pairs to fill in the first event. Discuss responses. Then have partners complete the chart. Review the charts when all students have finished.

EXTEND

Music Play a few different styles of piano music for the children. Have them pretend to play the piano on their desks as they listen. Talk as a class or in groups about the different sounds of the songs and the mood of each. Have students discuss which songs they liked best and why.

Name _____

Sequence of Events

Read pages 25–26. Write/draw where the movers put the piano.

First, the movers put the piano

Next, the movers put the piano

Then, the movers put the piano

After that, the movers put the piano

Last, the movers put the piano