

# Ladybug®

## THEME

The story and poems covered by this Teacher Guide contain vivid and accessible details that you can use to help students learn about characters and settings.

## CONVERSATION QUESTION

What can we learn about characters and setting?

## TEACHING OBJECTIVES

- Students will write informative/explanatory texts.
- Students will recognize nouns and verbs.
- Students will describe setting.
- Students will analyze and compare places.
- Students will analyze the structure of different animals.
- Students will learn about forest animals.



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

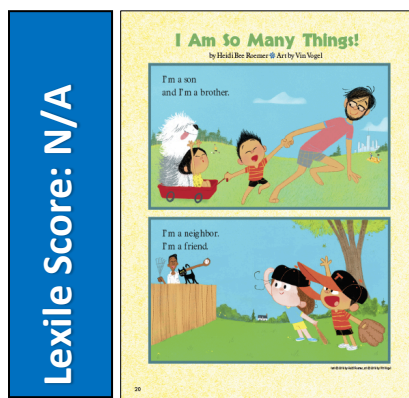
- **I Am So Many Things**  
Poem, N/A
- **Under the Willow Tree**  
Poem, N/A
- **Enchanted Garden Forest**  
Contemporary Realistic Fiction, ~550L



## I Am So Many Things

pp. 20–21, Poem

Use this poem about the roles a little boy plays in his family and his community as a writing model for students.



## RESOURCES

- I Am So Many Things Worksheet

## OBJECTIVES

- Students will read and analyze a poem.
- Students will write informative/explanatory texts.
- Students will analyze and compare places.

## KEY VOCABULARY

- **son** (p. 20) a male child
- **teammate** (p. 21) a person who is on the same team as someone else
- **patient** (p. 21) a person who is being taken care of by a doctor

## ENGAGE

**Conversation Question:** What can you learn about characters and settings?

Write the roles *sister*, *brother*, and *friend* on the board and read them aloud. Tell students that everybody plays different roles or parts in their families, schools, and neighborhoods. Explain that these are three roles that people might play. Invite students to tell which of these three roles they play. Share some of the roles you play, including mother or father, son or daughter, coworker, neighbor, and teacher. Then tell students the next poem tells about the roles that one character plays.

## INTRODUCE VOCABULARY

Display and read aloud the vocabulary words and definitions. Ask students to raise their hands if they are a son. Ask students to raise their hands if they or their family members are members of sports teams or other teams. Invite volunteers to tell about this. Finally, invite students to tell about times when they have been a patient. Remind students to look and listen for the vocabulary words in the poem.

## READ & DISCUSS

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

1. Which character in the picture is a son and brother?
2. Who are the other two people in the first picture?
3. What does the boy like to do with his friend?
4. Why is the neighbor holding the baseball?
5. What happened to the boy during the baseball game?

## SKILL FOCUS: Writing to Inform

**INSTRUCT:** Review the concept of roles from the Engage activity. Ask volunteers to name some of the roles played by the boy in the poem. Next, write this cloze sentence five times on the board: *The boy is a \_\_\_\_\_. Go through the poem and work with students to fill in each sentence with a different role (son, brother, neighbor, friend, teammate). Next, help students name the different roles they play. Encourage them to think of as many roles as possible, and list these on the board. Read the completed list aloud. Then explain that students will write and draw pictures to illustrate two of the roles that they play.*

**ASSESS:** Distribute the *I Am So Many Things* worksheet. Tell students they will use the worksheet to write and draw about two roles that they play. Provide help as needed. Have students share their work.

## EXTEND

**Social Studies** Work with students to look at the poem's illustrations and describe the place where the boy lives. Then discuss with students how this place is similar to and different from the place where they live.



Name \_\_\_\_\_

***I Am So Many Things***

I am a \_\_\_\_\_.

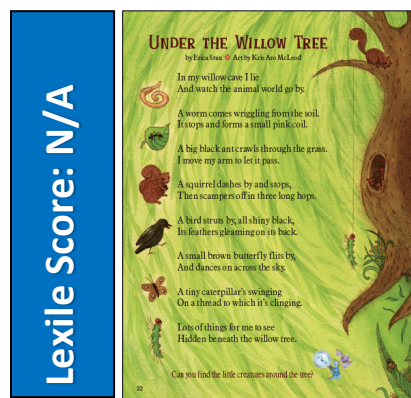
I am a \_\_\_\_\_.



## Under the Willow Tree

pp. 22–23, Poem

Use this poem about different animals found under a willow tree to teach students about nouns.



## RESOURCES

- Nouns Worksheet

## OBJECTIVES

- Students will read and analyze a poem.
- Students will recognize nouns.
- Students will analyze the characteristics of different animals.

## KEY VOCABULARY

- **wriggling** (p. 22) twisting and turning
- **crawls** (p. 22) moves along the ground
- **dashes** (p. 22) runs quickly
- **struts** (p. 22) walks in a proud way

## ENGAGE

**Conversation Question:** What can you learn about characters and settings?

Tell students that sometimes writers describe a place by telling about the different animals that live there. Ask students to name the animals they see in the school playground or yard. Then tell students that this poem tells about the animals that a boy sees when he is under a tree. Ask students to predict the animals they will read about.

## INTRODUCE VOCABULARY

Display the vocabulary words and read aloud the words and definitions. Pause after each definition and ask students to imitate the movement. Then have students name animals that wriggle, crawl, dash, and strut. Finally, remind students to look and listen for these words in the poem.

## READ & DISCUSS

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

1. How is the willow like a cave?
2. What does the worm do?
3. What does the boy do when he sees the ant?
4. Does the squirrel move quickly or slowly? How do you know?
5. What does the bird look like?
6. Which animals are in the air?

## SKILL FOCUS: Identify Nouns

**INSTRUCT:** In preparation for this lesson, write the following words on individual index cards: *dog, man, home, rug, ask, the, cry*. Explain that nouns are words that name people, animals, places, and things. Display a T-chart with the headings “Noun” and “Not a Noun.” One at a time, hold up the index cards and ask students if the word names a person, animal, place, or thing. After students give the correct answer, add the card to the chart. Next, tell students the poem “Under the Willow Tree” contains many animal nouns. Display the poem and read it aloud, one stanza at a time. Pause to allow students to identify the animals. List these.

**ASSESS:** Distribute the *Nouns* worksheet to all students. Read aloud the words in the word bank. Then explain that students should decide if each word is a noun and then write it in the correct column of the chart. After students have finished, review answers with the class.

## EXTEND

**Science** Create an animal characteristics chart. Put the names of the animals in the poem across the top and list characteristics down the left side. Characteristics might include “can fly,” “has legs,” “has fur,” “makes noises,” and “has feathers.” Display or distribute the chart and have children put a check next to the traits that apply to each animal.



Name \_\_\_\_\_

## Nouns Worksheet

A **noun** is a word that names a person, animal, place, or thing.

worm	pink	big	ant	squirrel
caterpillar	bird	black	small	butterfly

Nouns	Not Nouns

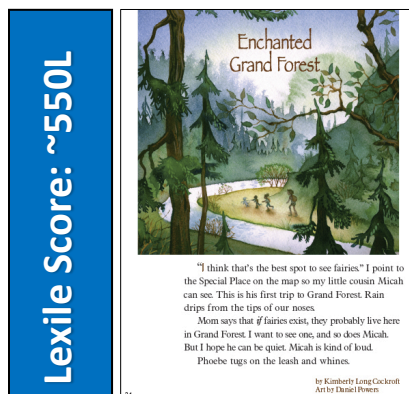


# Ladybug® Teacher Guide: July/August 2019

## Enchanted Grand Forest

pp. 24–30, Contemporary Realistic Fiction

Use this story about a family that takes a walk in a beautiful forest to help students learn about setting.



## OBJECTIVES

- Students will read and analyze a short story.
- Students will describe setting.
- Students will learn about forest animals.

## KEY VOCABULARY

- **ferns** (p. 25) plants that have large, delicate leaves and no flowers
- **slug** (p. 25) a small soft creature that is like a snail without a shell
- **deer** (p. 25) a big, wild animal that has four long legs and brown fur
- **moss** (p. 26) a green plant that grows on rocks and wet ground

## ENGAGE

**Conversation Question:** What can you learn about characters and settings?

Ask students to share their experiences of being in nature, such as in a park, nature preserve, or other area. Discuss what was fun about being out in nature. Then ask what students saw and heard when they were in nature. Finally, tell students that the next story is about a family that goes for a walk in the forest. Explain that a forest is a big area where lots of trees and bushes grow. Share a photo of a forest.

## INTRODUCE VOCABULARY

Display the vocabulary words and read aloud the words and definitions. Use the internet to share photos of ferns, slugs, deer, and moss. Then discuss which words name plants and which name animals. Remind 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 do Lena and her cousin want to go to the Special Place?
2. How does Micah behave in the forest?
3. Why does Lena want Micah to be quiet?
4. What is in the Special Place?
5. What kind of bird do Micah and Lena see?

## SKILL FOCUS: Identify Setting Details

**INSTRUCT:** Explain that setting is the time and the place in which a story happens. Explain that words and pictures can help readers learn about a story setting. Have students look at the story pictures to decide what time of day it is. Then ask students where the story takes place (forest). Point out that the author helps readers imagine the forest by giving information about what the characters see, feel, and hear. Display a chart with the headings “See,” “Feel,” and “Hear.” Reread the story (skip pages 26–27), pausing to allow students to identify things that the characters see, feel, and hear. Add these to the chart. Discuss how students imagine the forest setting.

**ASSESS:** Have students use story details to draw a picture of the Special Place. First, read aloud the third paragraph on page 26 and list details about the tiny house. Then have students draw a picture of the Special Place that incorporates these details. Invite students to share pictures.

## EXTEND

**Science** Designate a Forest Wall in the classroom. Then help students learn about different forest animals and plants. Have students draw and label pictures of animals and plants and add them to the wall.