

Ladybug®

THEME

Welcome students back to school with these stories of children having fun with friends and family. Your students will enjoy connecting with the characters, activities, and feelings they are introduced to as they listen and read.

CONVERSATION QUESTION

How do kids have fun?

TEACHING OBJECTIVES

- Students will identify characters.
- Students will describe setting.
- Students will identify character feelings.
- Students will plan and carry out investigations.
- Students will obtain, evaluate, and communicate information.



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

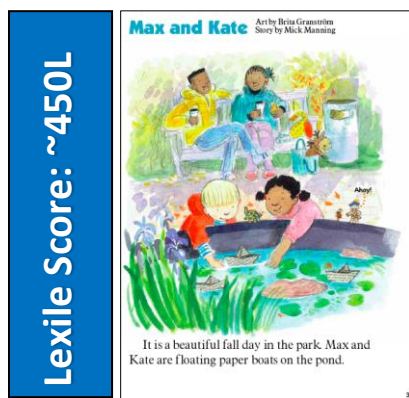
- **Max and Kate**
Realistic Fiction, ~450L
- **The Bubble**
Fantasy, ~550L
- **My Very Own Pet**
Fantasy, ~650L

Ladybug® Teacher Guide: September 2019

Max and Kate

pp. 3–7, Realistic Fiction

Use this story about two friends sailing paper boats in a pond to help students learn about characters.



RESOURCES

- Character Worksheet

OBJECTIVES

- Students will read and analyze a short story.
- Students will identify characters.
- Students will plan and carry out investigations.

KEY VOCABULARY

- **float** (p. 3) to be on top of air or liquid
- **climb** (p. 6) to go up
- **slide** (p. 7) to move over something

ENGAGE

Conversation Question: How do kids have fun?

Invite students to share fun things they did over the summer. Then discuss fun things that they will do in the fall. Explain that the following story is about two friends who are enjoying their time together.

INTRODUCE VOCABULARY

Display and read aloud the vocabulary words and definitions. Ask students to share things that float, things they can climb on, and things they can slide down. Use the internet to share photos of something floating on water, a young child climbing steps, and a child on a slide or sliding down a snowy hill. 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. Where are Max and Kate?
2. What kind of boats are they playing with?
3. What does Max point to?
4. How does Kate feel when she sees the turtle's head?
5. What kind of turtle is in the pond?
6. What does the turtle do in the story?

SKILL FOCUS: Identify Characters

INSTRUCT: Create an anchor chart that defines *characters*. (The people or animals in a story.) Add images of familiar characters to the chart. Then read the definition aloud and ask students to identify the characters. Invite students to name other story characters they know. Explain that stories tell about what characters see, do, and say. Next, reread the story. Pause after each page to ask the question in the chart.

| | |
|------|---|
| p. 3 | Who are the characters in the story? What are they doing? |
| p. 4 | What does Max see? |
| p. 5 | What does Kate see? |
| p. 6 | What does Kate say to Max? |
| p. 7 | Who laughs at the end of the story? |

ASSESS: Distribute the *Character Worksheet* to students and have them draw and write about one of the story characters. Circulate as students work to provide help as needed.

EXTEND

Science Gather a variety of small objects and have students predict whether they will float or sink. Provide a chart for students to record their predictions. Allow students to test their predictions using a small tub of water. Discuss the accuracy of the predictions. Help students draw conclusions about objects that float and sink.

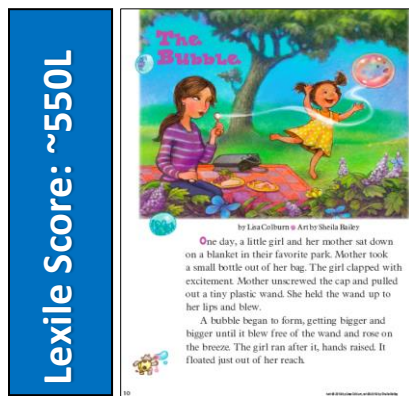
Name _____

Character Worksheet

The Bubble

pp. 10–13, Fantasy

Use this story about a bubble that blows across different places to help your students learn about setting.



RESOURCES

- Setting Worksheet

OBJECTIVES

- Students will read and analyze a short story.
- Students will describe setting.
- Students will plan and carry out investigations.

KEY VOCABULARY

- **wand** (p. 10) a thin stick
- **blow** (p. 10) make air come out of your mouth
- **bubble** (p. 10) a ball of air

ENGAGE

Conversation Question: How do kids have fun?

Preview the illustrations with students and ask them to identify how the kids in each illustration are having fun. Then point out the bubble in each illustration. Ask students to predict what this story will be about. Record predictions and check them after reading the story.

INTRODUCE VOCABULARY

Display and read aloud the vocabulary words and definitions. Ask students to find examples of these words in the illustration on page 10. Next, ask student to pretend to blow a bubble. Remind them to listen for these words as you read the story.

READ & DISCUSS

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

1. Where is the bubble at the beginning of the story?
2. What happens to the bubble when it floats over the cars?
3. What does the dog want to do with the bubble?
4. Is the fence dangerous for the bubble? Why?
5. What happens at the stream?
6. How does the wind help the bubble?

SKILL FOCUS: Identify Setting

INSTRUCT: Tell students that you are going to reread the story and you want them to pay attention to where and when the story takes place. Explain that this is called the setting of the story. Tell students they can discern when the story takes place by looking at the pictures and noticing if it is daytime (sunny) or nighttime (dark skies). Then tell them that they can learn where the story takes place by looking at pictures and listening to clues in the text. Explain that this story takes place in many different places. Pause after the first paragraph on page 11 to allow students to identify the time (daytime) and place (park). Pause after each remaining page to allow students to identify where the scene takes place. Discuss the clues that helped them know where the scene takes place. List the time and places on the board. Review the list of places on the board. Discuss with students what happens in each place.

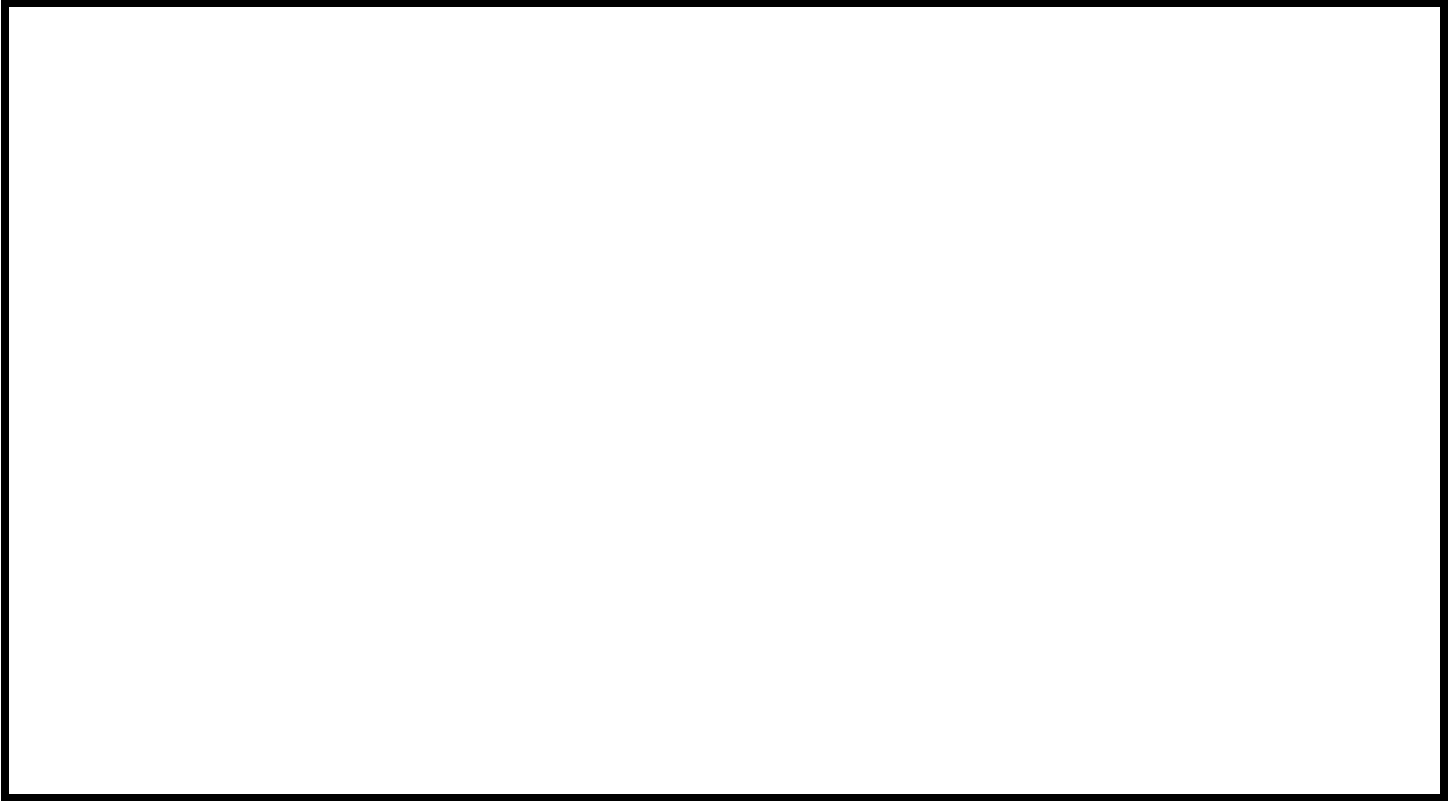
ASSESS: Distribute the *Setting Worksheet* and have students draw and write about the bubble in one of the settings in the story.

EXTEND

Science Gather some different objects that can be used for blowing bubbles, such as pipe cleaners, drinking straws, and cardboard tubes. Have students make bubbles with the different objects. Then create a class chart to record the types of bubbles blown with each object.

Name _____

Setting Worksheet



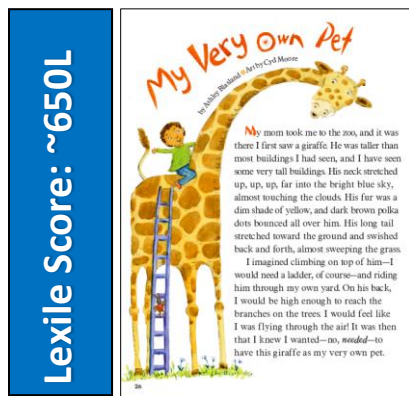
Where is the bubble?

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My Very Own Pet

pp. 26–29, Fantasy

Help students to recognize a character's feelings by using this story about a boy who wants a giraffe for a pet.



RESOURCES

- Character Feelings

OBJECTIVES

- Students will read and analyze a short story.
- Students will identify character feelings.
- Students will obtain, evaluate, and communicate information.

KEY VOCABULARY

- **tall** (p. 26) having great height
- **long** (p. 26) having great length
- **reach** (p. 26) to stretch out

ENGAGE

Conversation Question: How do kids have fun?

Ask students to share aloud about their pets and the fun things they do with them. Discuss the different places where students encounter animals—home, park, zoo, backyard. Then ask, “What animals can you see at the zoo but can’t have as a pet?” Finally, tell students to think about whether the animal in this story would make a good pet.

INTRODUCE VOCABULARY

Display and read aloud the vocabulary words and definitions. Discuss things that are tall, things that are long, and times when they have to reach for something. Have students draw pictures to show these words. Then 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. Where does Zach meet the zebra?
2. What does the zebra’s fur look like?
3. What does Zach imagine he would do with a pet zebra?
4. Why does Mom think a pet zebra is a bad idea?
5. How does Dad surprise Zach?
6. How are the zebra and hamster the same? How are they different?
7. Does the story have a happy ending? Explain.

SKILL FOCUS: Identify Character Feelings

INSTRUCT: Explain that story characters have feelings just like real people. Tell students they can use clues they see in illustrations and clues they hear in the text to help them understand how characters feel. Read aloud the second paragraph on page 26. Discuss how Zach feels (excited) and why. Ask students to identify the text and picture clues that helped them know that Zach feels excited. Repeat this sequence after reading each of the remaining story pages. (p. 27 disappointed; p. 28 excited; p. 29 excited)

ASSESS: Distribute the *Character Feelings* worksheet to all students. Make sure they understand the task. Have them complete the worksheet. Invite students to share their work.

EXTEND

Science Provide a selection of books about different kinds of animals—zoo animals, pets, and wild animals—for students to look through. Then display a three-column chart with the headings “Animals at Home,” “Animals in the Zoo,” and “Animals in the Wild.” Work with students to identify animals for each category. Finally, have students draw and write about one animal in each category.

Name _____

Character Feelings First draw. Then write.

Excited Zach

Zach feels excited when _____

Disappointed Zach

Zach feels disappointed when _____
