

Ladybug®

THEME

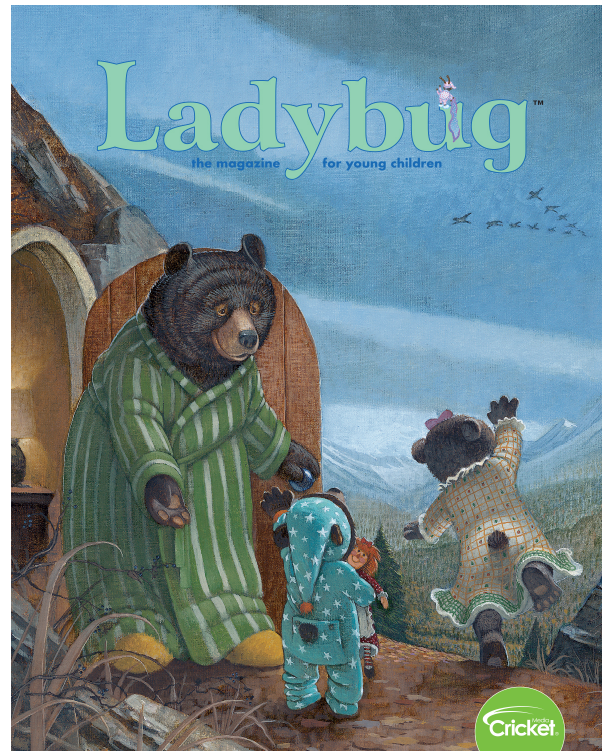
The approach of a new season brings many changes: the shortness of the days, the coldness of the air, and the changing colors of the leaves. Use the selections and activities presented in this Teacher Guide to further examine how winter affects people and wildlife.

CONVERSATION QUESTION

What changes does winter bring?

TEACHING OBJECTIVES

- Students will read closely to determine explicitly what the text says and will practice drawing logical inferences from it.
- Students will describe major events in a story.
- Students will write narratives to develop real experiences.
- Students will conduct short research projects.
- Students will analyze the structure of texts.



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

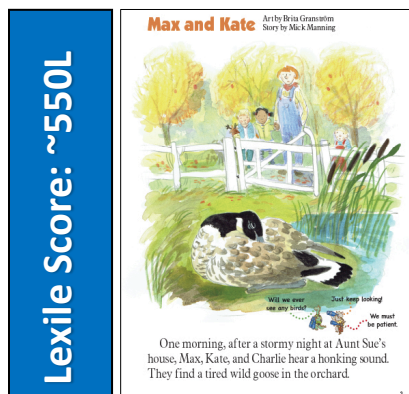
- **Max and Kate**
Contemporary Realistic Fiction, ~550L
- **Bear's Holiday Cards**
Fantasy, ~550L
- **Winter Is on Its Way**
Poem, N/A

Ladybug® Teacher Guide: November/December 2019

Max and Kate

pp. 3–7, Contemporary Realistic Fiction

Max and Kate find a migrating goose resting in Aunt Sue's orchard. Use this story as part of an activity that teaches students to ask and answer questions.



RESOURCES

- Question Cube Outline

OBJECTIVES

- Students will read and analyze a realistic story.
- Students will read closely to determine explicitly what the text says and practice drawing logical inferences from it.
- Students will conduct short research projects.

KEY VOCABULARY

- **goose (p. 3)** a water bird that has webbed feet and is bigger than a duck
- **orchard (p. 3)** a place where people grow fruit trees
- **flock (p. 4)** a group of birds or animals

ENGAGE

Conversation Question: What changes does winter bring?

Ask students if they know what migration is. Explain that many birds migrate or fly to a warmer place for winter. Ask if students have noticed any birds migrating. Explain that some birds fly for hundreds of hours when they migrate. Discuss what these birds might do when they are hungry and tired. Then tell students to listen for information about migration in this story.

INTRODUCE VOCABULARY

Display and read aloud the vocabulary terms and definitions. Ask students if they've seen a goose, an orchard, or a flock of birds or animals. Display online photos of a goose, an orchard, and a flock of birds flying. Have students draw and label a picture for each word. 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. What was making a honking sound?
2. What was the goose doing in the orchard?
3. Why do you think the goose needed to rest?
4. Why do geese fly south in winter?
5. Where does the goose find its flock?

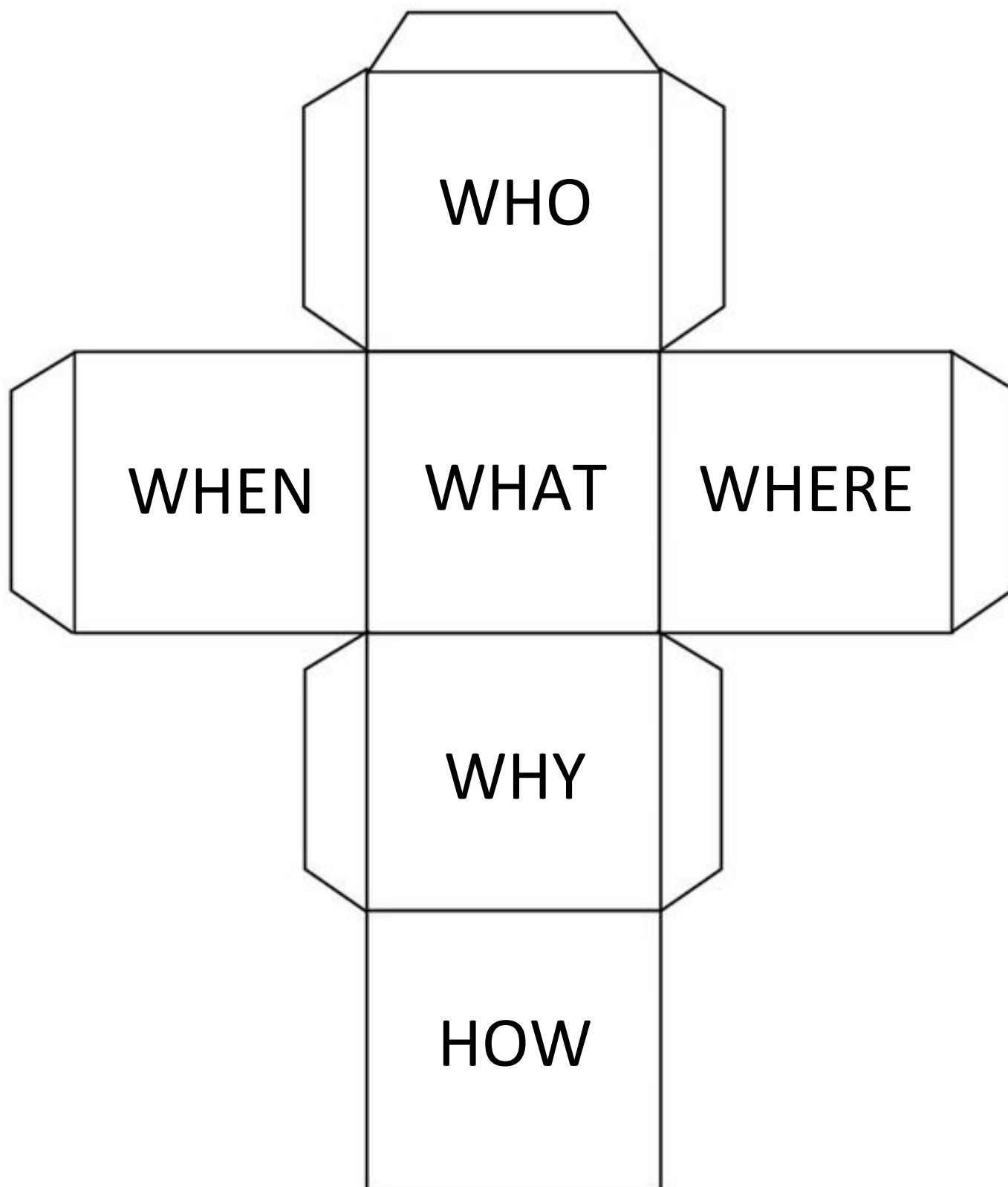
SKILL FOCUS: Ask and Answer Questions

INSTRUCT: (Suggestion: In preparation for this activity, use the *Question Cube Outline* to create one cube for each group or pair of students.) Explain that asking and answering questions about a story helps readers to think about and understand characters and events. Show students a cube and point out the question words on it. Demonstrate how to roll the cube and use the question word facing up to create a question about a detail in the story. Have students answer the question.

ASSESS: Divide the class into small groups and give each group a question cube. Have students take turns rolling the cube and asking a person in their group a question about "Max and Kate." Explain that if the rest of the group does not agree with the answer, they should reread passages to find information that supports a different answer.

EXTEND

Science/Language Arts Read a book about bird migration to your students such as *The Flight of the Snow Geese*, by Deborah King. Conduct research with your students to find out if your school, town, or region is in a bird migration path. Have students write and draw about what they learn.

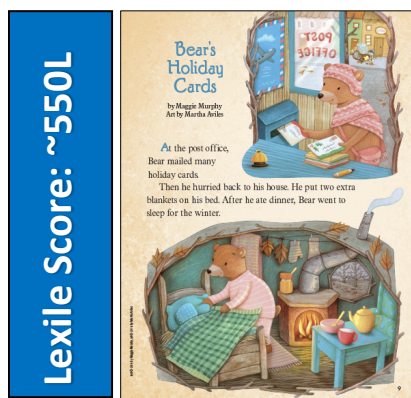


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Bear's Holiday Cards

pp. 9–11, Fantasy

Use this story about a hibernating bear to teach students about the parts of a story: beginning, middle, end.



RESOURCES

- Beginning-Middle-End Worksheet

OBJECTIVES

- Students will read and analyze a fantasy story.
- Students will describe major events in a story.
- Students will analyze the structure of texts.

KEY VOCABULARY

- post office (p. 9)** a place where you can mail letters and buy stamps
- creek (p. 10)** a small stream
- mantelpiece (p. 11)** a shelf above a fireplace

ENGAGE

Conversation Question: What changes does winter bring?

Ask students to share what they know about hibernation. Clarify that animals that hibernate sleep for a long time when the weather is cold. Discuss animals that hibernate, such as bears, chipmunks, snakes, and skunks. Tell students that this story is about a bear who hibernates. Instruct students to decide if the things that happen in the story are true or made up.

INTRODUCE VOCABULARY

Display the vocabulary words and read aloud the words and definitions. Display or draw pictures of a post office, a creek, and a mantelpiece. Discuss which vocabulary word matches each picture. 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:

- Who do you think Bear sends his holiday cards to?
- How does Bear get ready to sleep?
- What do you think Bear's friends were doing while Bear was sleeping?
- Why is Bear's mailbox so full in the spring?
- Why doesn't Bear make a fire after he wakes up?

SKILL FOCUS: Story Structure

INSTRUCT: Remind students that stories have a beginning, a middle, and an end. Display and discuss these definitions:

Beginning: The first part of the story. Readers meet the characters and learn about the setting.

Middle: Readers learn more about what happens to the character.

End: The last part of the story. The character or setting might be different.

Read aloud the story beginning, page 9. Ask students what character they meet and what they learn about setting. Then read aloud the middle of the story, the first paragraph on page 10. Discuss what Bear does in this part. Finally, read aloud the end of the story, pages 10–11. Discuss how Bear is different and how the setting is different.

ASSESS: Distribute the *Beginning-Middle-End* worksheet and have students write/draw to show what happens in each part of the story. Then have pairs use their worksheets to practice retelling the story.

EXTEND

Science/Language Arts Read a factual book about bear hibernation to students. Help students compare this book to the story. Guide students to decide which text gives made-up information about bear hibernation and which gives facts and is true. Create a chart to record responses.

Beginning-Middle-End

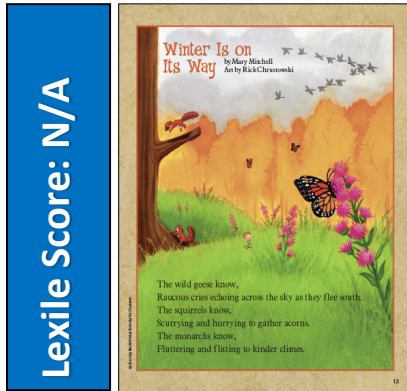
Name _____

Beginning	Middle	End

Winter Is on Its Way

pp. 13–15, Poem

Use this poem about what animals do when winter comes to inspire your students to write their own poems.



RESOURCES

- Winter Poem Worksheet

OBJECTIVES

- Students will read and analyze a poem.
- Students will write narratives to develop real experiences.
- Students will conduct short research projects.

KEY VOCABULARY

- **raucous** (p. 13) noisy
- **lumber** (p. 14) move along in a slow, clumsy way
- **forage** (p. 14) to search around for food

ENGAGE

Conversation Question: What changes does winter bring?

Ask students to tell how they know when winter is on its way. Discuss the changes they see in nature and in their homes. Ask what they do in winter that is different from other times of year. Explain that in this poem, students will read about what different kinds of animals do when winter is on its way.

INTRODUCE VOCABULARY

Display the vocabulary words and read aloud the words and definitions. Walk through the illustrations with students to find creatures that might be raucous and creatures that might lumber and forage. Have them act out the words. Then 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. What do the geese and butterflies do when winter is on its way?
2. How do squirrels get ready for winter?
3. Where do turtles spend the winter?
4. What do bears look for when winter is on its way?
5. How do bees and raccoons stay warm in winter?

SKILL FOCUS: Write a Sensory Poem

INSTRUCT: Tell students that they are going to write poems about how their senses help them to know that winter is on the way. Review the five senses and then display the *Winter Poem* worksheet. Help students brainstorm a few things they see, hear, feel, taste, and smell when winter is coming. Record these in the worksheet.

ASSESS: Distribute a copy of the *Winter Poem* worksheet to all students. Have them write their names on the blank line that is part of the title. Instruct students to complete their poems and to add illustrations to go with each sensory statement. Invite students to share their poems.

EXTEND

Science Bring in nonfiction books about migration and hibernation for students to use in a short research project. Have students create a T-chart with the headings “Animals That Hibernate” and “Animals That Migrate.” Then have them look through the books to find three to four entries for each column of the chart. Students should write and draw the animals in their charts.

Winter Poem

_____ **Knows Winter Is on Its Way**

I see	
I hear	
I feel	
I smell	
I taste	