

# Ladybug®

## THEME

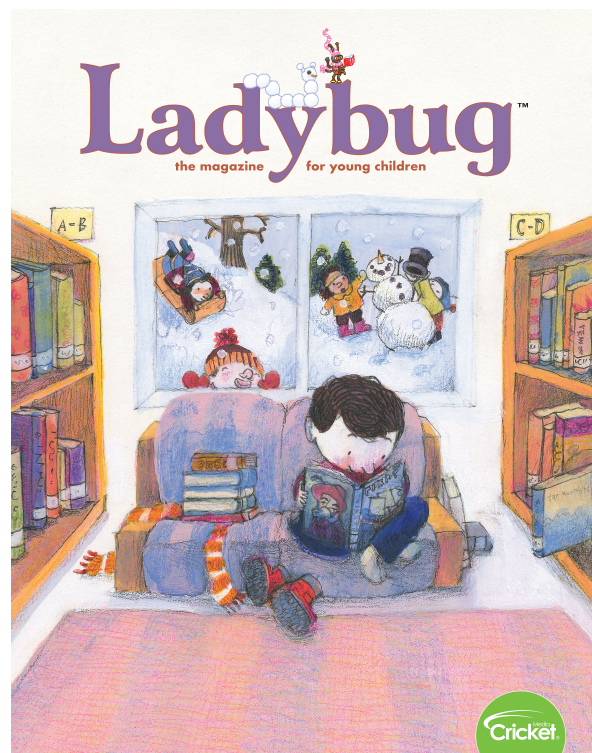
Use the activities and selections in this teacher guide to help your students think about the order of events in different texts. The sequence of events in a story, the stages in a cycle, and the causes and effects that make a story exciting will all be explored in this issue of LADYBUG.

## CONVERSATION QUESTION

Why is the order of events important?

## TEACHING OBJECTIVES

- Students will retell a story.
- Students will analyze the structure of texts.
- Students will analyze how individuals, events, and ideas interact.
- Students will analyze and interpret data.
- Students will plan and carry out investigations.
- Students will write arguments.



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

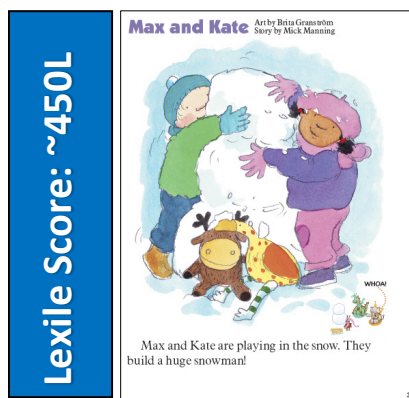
- **Max and Kate**  
Contemporary Realistic Fiction, ~450L
- **The Snowman's Gift**  
Narrative Nonfiction, ~450L
- **Do Not Drop**  
Fantasy, ~550L

# Ladybug® Teacher Guide: January 2020

## Max and Kate

### pp. 3–7, Contemporary Realistic Fiction

Use this story about two friends making a snowman to give students practice in retelling a story.



## OBJECTIVES

- Students will read and analyze a short story.
- Students will retell a story.
- Students will analyze and interpret data.

## KEY VOCABULARY

- **snowman (p. 3)** a person made out of snow
- **hat (p. 4)** a covering for your head
- **scarf (p. 4)** a long piece of material you wear around your neck
- **coat (p. 4)** an outer layer of clothing

## ENGAGE

**Conversation Question:** Why is the order of events important?

Tell students you are going to tell them a story and you want them to raise their hands when they hear an event that's in the wrong order. Sample story: *This morning I brushed my teeth and then I got out of bed. I ate dinner just before I went to school. After school, I came home and ate breakfast.* Discuss events that are out of order. Point out that when events are out of order, a story is confusing. Tell students that later they will practice noticing the order of events in this “Max and Kate” story.

## INTRODUCE VOCABULARY

Display the vocabulary words and read aloud the words and definitions. Point out that these are “winter words.” Ask students to draw a winter picture of a snowman wearing a hat, scarf, and coat. Have them label the vocabulary words on their pictures. 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 part of the snowman are Max and Kate making on page 3?
2. How can you tell they are having fun?
3. What does Kate use to make a nose, eyes, and mouth?
4. Whose clothes do they put on the snowman?
5. How does Max's daddy surprise everybody?

## SKILL FOCUS: Retell a Story

**INSTRUCT:** Tell students that they are going to practice retelling the story. Make sure students understand that retelling means telling a story again in their own words. Demonstrate how they can use story illustrations to help them retell a story. Guide students to retell the story events by holding up the illustrations and asking what happened first, next, after that, etc. Remind students that stories have a beginning, middle, and end. Display a three-column chart with these words as headings and discuss which events happen at the beginning, middle, and end of the story. Add these to the chart.

**ASSESS:** Have students work in pairs to take turns using the illustrations to retell the story.

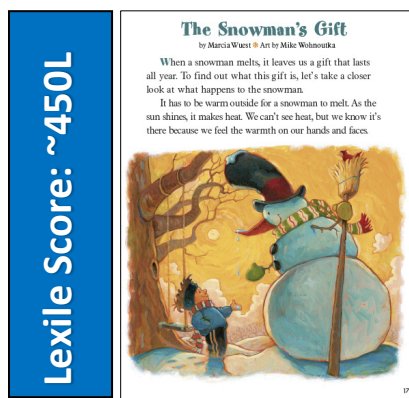
## EXTEND

**Science** Set up a birdfeeder outside your classroom. Consult the Cornell Lab website for advice on how to maintain a feeder. Encourage students to observe the kinds of birds that come to the feeder, when the feeder is busiest, etc. Create a bird-watching station with binoculars and a field guide to birds. Invite students to give a daily “bird feeder report.”

## The Snowman's Gift

pp. 17–19, Narrative Nonfiction

Use this science article about what happens when a snowman melts to review sequence of events with students.



## RESOURCES

- Sequence

## OBJECTIVES

- Students will read and analyze a science article.
- Students will analyze the structure of texts.
- Students will plan and carry out investigations.

## KEY VOCABULARY

- **melt (p. 17)** to make something solid turn into a liquid; for example, to make ice turn into water
- **heat (p. 17)** energy that makes things warmer
- **sponge (p. 19)** a piece of material that is used to soak up a liquid

## ENGAGE

**Conversation Question:** Why is the order of events important?

Explain that knowing the order of events is important when you want to understand how something happens. Display a simple diagram of the lifecycle of a butterfly and ask students to share what they know about it. Then ask which stage comes first and write the number 1 next to this stage. Continue in this manner for the remaining stages. Ask students what happens before/after the chrysalis stage or the caterpillar stage. Then tell students this article tells how a snowman helps plants.

## INTRODUCE VOCABULARY

Display and read aloud the key words and definitions. Discuss things that melt (ice cream, butter, chocolate, snow) and what they look like in their solid and liquid forms. Discuss things that make heat (the sun, a light bulb, a fire, a stove burner). Point out that heat is what makes things melt. Finally, provide a sponge and demonstrate or ask a volunteer to demonstrate how a sponge soaks up water. Tell students to look and listen for these words in the article.

## READ & DISCUSS

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

1. How do we know when there is heat? Can we see it?
2. Why does a snowman get smaller when it's warm outside?
3. What does a snowman turn into?
4. Where does the water from the snowman go?
5. What is the snowman's gift?

## SKILL FOCUS: Sequence

**INSTRUCT:** Ask students to explain what they learned about what happens when a snowman melts. Display this question: "What happens when a snowman melts?" Reread the article, pausing to ask students to describe the stages in this process. List and number these on the board. Help students limit the list to four stages: *The temperature outside warms up. The snowman melts into a puddle of water. The water goes into the ground. Plants drink the water.*

**ASSESS:** Distribute the *Sequence* worksheet to students. Have students draw pictures to show each stage and cut out the cards. Have student pairs use their cards to explain what happens when a snowman melts.

## EXTEND

**Science** Have students work in pairs to observe a melting ice cube. Give each pair an ice cube in a cup and have them use words and pictures to describe what the ice cube looks like. Use a timer to have pairs observe and record changes in their ice cube every 20 minutes. Have students display their drawings to show the sequence of changes to the ice cube.

Name \_\_\_\_\_

Use information from “The Snowman’s Gift” to illustrate the sequence of a melting snowman.

The temperature outside warms up.	The snowman melts into a puddle of water.
The water goes into the ground.	Plants drink the water.

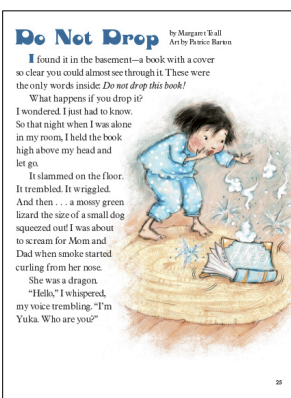
# Ladybug® Teacher Guide: January 2020

## Do Not Drop

pp. 25–30, Fantasy

Teach students about cause and effect using this story about a dragon that comes out of a magic book.

Lexile Score: ~550L



## RESOURCES

- Cause-Effect

## OBJECTIVES

- Students will read and analyze a short story.
- Students will analyze how individuals, events, and ideas interact.
- Students will write arguments.

## KEY VOCABULARY

- **scaly** (p. 27) covered with scales, flakey skin
- **slimy** (p. 28) wet and slippery
- **enormous** (p. 29) very big

## ENGAGE

**Conversation Question:** Why is the order of events important?

You will need a blown-up balloon for this activity. Tell students that sometimes one event makes another event happen. As an example, explain that your alarm clock went off this morning and that made you wake up. Write on the board: *My alarm clock went off AND SO I woke up.* Show students the balloon and ask them what will happen if you poke the balloon with a sharp pencil. After you pop the balloon, write on the board: *I poked the balloon AND SO the balloon popped.* Tell students to look for events in this story that make other events happen.

## INTRODUCE VOCABULARY

Display the vocabulary words and read aloud the words and definitions. Display a three-column chart with these sentences as headings: *I am scaly. I am slimy. I am enormous.* Help students brainstorm animals and things that fit each description. Write these on the chart. Then walk through the illustrations with students to predict what will be scaly, slimy, and enormous in the story. Finally, 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. Why did Yuka drop the book? Was this a good idea or a bad idea?
2. How can you tell the dragon is friendly?
3. Why don't dragons make good pets?
4. Does Yuka still like the dragon after it gets big?
5. Why does Yuka decide to send the dragon back?

## SKILL FOCUS: Cause and Effect

**INSTRUCT:** Explain that a cause is an event that makes another event happen. An effect is what happens. Display a two-column chart with the headings "Cause—Why did it happen?" "Effect—What happened?" Review the prereading activities and add the statements about the balloon and the alarm clock to the chart. Then write this in the "Cause" column: *I ate five cookies before dinner.* Ask students to describe the effects of this event. Add this to the chart. Next, read aloud a short picture book. Discuss causes and effects and add them to the chart.

**ASSESS:** Distribute the *Cause-Effect* worksheet. Read aloud the causes from the story in the first column. Tell students to write at least one effect for each cause. Discuss responses as a class.

## EXTEND

**Writing** Display this question: *Would you like a pet dragon?* Have student pairs discuss ideas. Then have students work independently to write and illustrate two or three reasons to support their answer to the question.

Name \_\_\_\_\_

## Cause-Effect

<b>Cause</b> Why did it happen?	<b>Effect</b> What happened?
Yuka dropped the book.	
The dragon was hungry.	
The dragon was breathing fire.	