

Ladybug®

FOCUS

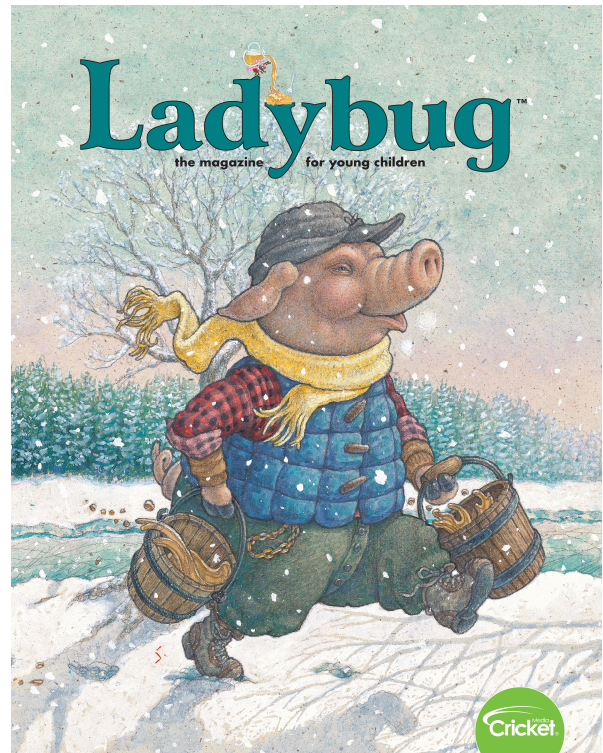
Use the stories and activities in this teacher guide to help your students learn how details in texts and illustrations can help them understand characters and events.

CONVERSATION QUESTION

How can details help me understand a story?

TEACHING OBJECTIVES

- Students will integrate content provided in diverse media.
- Students will interpret words and phrases as they are used in a text.
- Students will describe the goods and services that people in the local community produce.
- Students will make observations.
- Students will read grade-level text orally with accuracy, fluency, and expression on successive readings.



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

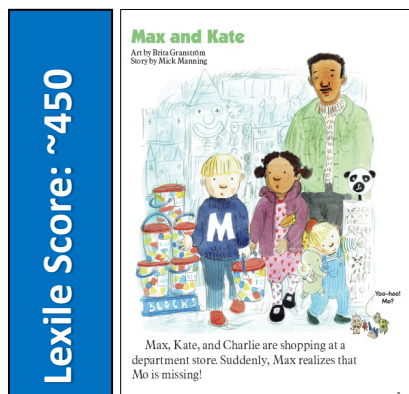
- **Max and Kate**
Contemporary Realistic Fiction, ~450L
- **Sugar-on-Snow**
Contemporary Realistic Fiction, ~650L
- **Annie's Decision**
Contemporary Realistic Fiction, ~550L

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Max and Kate

pp. 3–7, Contemporary Realistic Fiction

Use this story about Max's missing stuffed animal to help students use illustrations to understand characters' feelings and how they change.



OBJECTIVES

- Students will read and analyze a short story.
- Students will integrate content provided in diverse media.
- Students will describe the goods and services that people in the local community produce.

KEY VOCABULARY

- **department store (p. 3)** a large store with different areas that sell different kinds of things
- **clerk (p. 4)** a person who works in a store
- **café (p. 5)** a small restaurant where snacks and drinks are sold

ENGAGE

Conversation Question: How can details help me understand a story?

Explain that details are small pieces of information that help readers understand story characters and events; details can be words or pictures. Display the cover of this month's *Ladybug*. Model noticing details in the illustration and describing them using the sentence starter *I notice _____. (I notice a pig wearing a hat and a yellow scarf.)* Have students turn and talk about details they notice. Then ask students to share details with the class. Tell students to pay attention to the pictures as they listen to and read this story.

INTRODUCE VOCABULARY

Introduce the vocabulary words and definitions one at a time. Ask students to share experiences in department stores. Help them identify different departments: clothing, toys, etc. Discuss how a clerk at a store helps customers. Talk about food and drink served in a café. Use the internet to find images related to the vocabulary words. Finally, 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 problem does Max have at the beginning of the story?
2. How do you think Max feels when he realizes Mo is missing?
3. What department do you think Max is in on page 3?
4. On page 4, what is Max doing with his hands?
5. Why do you think Max looked in the café first?
6. How do you think Mo got on top of all the teddy bears?

SKILL FOCUS: Analyze Illustrations

INSTRUCT: Tell students they will be looking at picture details to help them understand character feelings. Have students quietly look at the illustrations and notice what Max is feeling in them. Have students turn and talk to a partner about what they notice. Then ask a few volunteers to share what they notice. Ask if Max's feelings change or stay the same in the story. Discuss which picture details help students know this.

ASSESS: Have students compare Max's feelings on page 3 and page 7. Tell them to write how he feels in each page and why. If necessary, provide prompts: *On page 3, Max feels _____ because _____. On page 7, Max feels _____ because _____.*

EXTEND

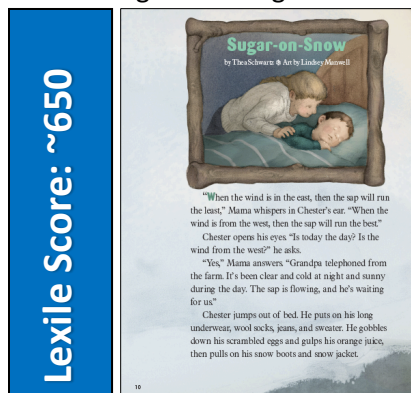
Social Studies Invite the owner of, or clerk from, a local store to be a guest in your classroom. Choose a store that will be familiar and interesting to students. Before the guest arrives, help students brainstorm questions they would like to ask the guest.

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Sugar-on-Snow

pp. 10–14, Contemporary Realistic
Fiction

Use this story about a boy and his grandfather making maple syrup to help students recognize feeling words.



ENGAGE

Conversation Question: How can details help me understand a story?

Explain that story details can help students understand how a character is feeling. Display a word web with “feeling words” at the center. Help students brainstorm feeling words (*happy, excited, angry, sad, worried, scared*, etc.). Add these to the web. Then discuss what people say and do that shows each feeling. Finally, tell students to listen for words and phrases in this story that help them understand how Chester is feeling.

INTRODUCE VOCABULARY

Display the vocabulary words. Explain that they can be used to describe how maple syrup is made. Ask students what they know about making maple syrup. Then read aloud the words and definitions. Share photos or a short video about making maple syrup. Connect the vocabulary words to the images. Finally, point to each vocabulary word as you explain that *sap* is boiled in a *sugarhouse* to make *syrup*. Remind students to look and listen for these words in the story.

RESOURCES

- Character Feelings

OBJECTIVES

- Students will read and analyze a short story.
- Students will interpret words and phrases as they are used in a text.
- Students will make observations.

KEY VOCABULARY

- **sap (p. 10)** a watery juice inside trees and plants
- **sugarhouse (p. 12)** a building where sap is boiled to make maple syrup
- **syrup (p. 13)** a thick, sweet liquid made from the juice in a tree

READ & DISCUSS

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

1. Why do Chester and Mama visit Grandpa’s farm?
2. Why aren’t the horses helping Chester and Grandpa this year?
3. What happens to the sap in the sugarhouse?
4. What jobs do Chester, Mama, and Grandpa do in the sugarhouse?
5. How do you make sugar-on-snow?
6. Were you surprised that Chester ate a pickle with his treat?

SKILL FOCUS: Recognize Feeling Words

INSTRUCT: Explain that authors don’t always tell readers how characters are feeling. Instead, readers can figure out how characters feel by thinking about what characters say and do. Tell students to follow along and listen closely for words and phrases that tell them how Chester feels as you read page 10 aloud. After reading, model using the details to understand that Chester feels excited. Continue reading to the end of page 12. Ask how Chester feels at this point. (*sad*) Have students identify the words that show this feeling. Then read the first paragraph on page 13 and ask students how Chester’s feelings have changed.

ASSESS: Finish reading the story aloud. Distribute the *Character Feelings* worksheet. Have students use the worksheet to draw and write about how Chester feels at the end of the story.

EXTEND

Science Prepare small cups of maple syrup for students. Have them study, smell, touch, and taste the syrup and then record observations.

Name _____

Character Feelings

Draw a picture to show how Chester feels.

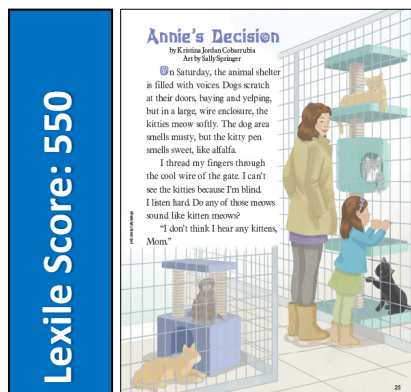
Write about how Chester feels.

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Annie's Decision

pp. 25–31, Contemporary Realistic Fiction

Use this story about a blind girl and her mother who volunteer at an animal shelter to help your students learn to recognize sensory details.



RESOURCES

- Sensory Details

OBJECTIVES

- Students will read and analyze a short story.
- Students will interpret words and phrases as they are used in a text.
- Students will read grade-level text orally with accuracy, fluency, and expression on successive readings.

KEY VOCABULARY

- animal shelter (p. 25)** a place where animals, usually dogs and cats, can stay when they don't have any other place to live
- adopt (p. 26)** to take a child into your family and treat them as a family member or to take an animal as a pet and be responsible for it
- pregnant (p. 27)** having a baby or babies developing inside the body

ENGAGE

Conversation Question: How can details help me understand a story?

Write the five senses on the board. Remind students that most people have five senses—sight, sound, smell, taste, and touch. Ask students to point to the body parts that connect to these senses. Ask students to name words they can use to describe how something looks. List these under the sense. Repeat for the other senses. Then tell students to make connections between story details and the five senses.

INTRODUCE VOCABULARY

Display the vocabulary words and read aloud the words and definitions. Ask students to share their experiences with animal shelters and adopted and pregnant pets. Discuss how to be a responsible pet-owner. 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:

- Why can't Annie see the kitties?
- How is a kitten's meow different from an adult cat's meow?
- How does Sammy show that he likes Annie?
- How does Annie take care of Muffin?
- What would a furry beanbag feel like?
- Annie's Mom tells her to listen with her heart. What does this mean? How does Annie do this?

SKILL FOCUS: Recognize Sensory Details

INSTRUCT: Remind students that authors include details in their stories about how things look, sound, smell, taste, and feel. These details help readers understand what happens in a story. List these sentences: *The puppy barked and yelped. She is brown with white spots. I rubbed her soft ears.* Read the sentences aloud one at a time. Ask students which words or phrases help them understand how the puppy sounds (1st sentence), looks (2nd sentence), and feels (3rd sentence). Display and distribute the *Sensory Details* worksheet. Tell students to listen closely for details that help them understand how things sound, smell, and feel as you reread aloud page 25. Pause after each sentence for students to identify sensory details. Add these to the chart and have students add to their charts.

ASSESS: Have students work in pairs to find ten more sensory words and phrases from the story and write them in their graphic organizers.

EXTEND

Fluency/Science If possible, bring students to a local animal shelter for a tour and have students bring books that they can read to the animals. If a trip isn't possible, set up stations around the classroom where the children can read to stuffed animal pets.

Name _____

Sensory Details

Find words and phrases from the story that appeal to your senses. Write them in the chart below.

My senses	Words/phrases from the story that connect to my senses
sight	
sound	
taste	
touch	
smell	