

Ladybug®

THEME

Animals leap, waddle, and scamper across the pages of this month's *Ladybug* magazine. Use the selections and activities in this teacher guide to help your students notice how animals are represented differently by authors depending on the genre and style of writing.

CONVERSATION QUESTION

How do different authors write about animals?

TEACHING OBJECTIVES

- Students will analyze the structure of texts.
- Students will determine central ideas and key supporting details.
- Students will interpret words and phrases as they are used in a text.
- Students will explain differences between books that tell stories and books that give information.
- Students will study maps and analyze cultural characteristics of places.
- Students will understand the structure and function of living things.



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

- **Violet and Paddle**
Comic Strip Story, N/A
- **Frog Rain**
Expository Nonfiction, ~650L
- **Tails**
Poem, N/A

Violet and Paddle

p. 12, Comic Strip Story

Use this comic strip about a girl and a duck having fun on a rainy day to teach your students about story sequence.



OBJECTIVES

- Students will read and analyze a comic strip story.
- Students will analyze the structure of texts.
- Students will explain differences between books that tell stories and books that give information.

KEY VOCABULARY

- **sigh** (p. 12) a sound made by breathing out heavily when you are sad, bored, or relieved
- **splasher** (p. 12) a person who jumps in puddles and makes the water move around in a messy, noisy way

ENGAGE

Conversation Question: How do different authors write about animals?

Invite students to name some of their favorite animal characters from books. (Examples: Frog and Toad, Elephant and Piggie, Pigeon, Toot and Puddle) Then ask students whether these animals are realistic or make-believe. Have students identify some of the things that only make-believe characters can do. Then tell students to decide whether the character named Paddle in this story is a real or make-believe animal.

INTRODUCE VOCABULARY

Display the vocabulary words and read aloud the words and definitions. Ask students to sigh out loud. Then ask them to sigh in different ways to show they are sad, bored, and relieved. Next, have students act out what a splasher might do in a rain puddle. Finally, remind students to look and listen for these two vocabulary words in the story.

READ & DISCUSS

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

1. How does the author show which words each character says?
2. How do the characters feel at the beginning of the story?
3. Is Paddle a realistic duck or a make-believe duck? How can you tell?
4. Do you think Paddle likes wearing a raincoat, boots, and hat?
5. Do Violet and Paddle live in the city or the country?
6. What happens when Violet and Paddle go outside?
7. How do they feel at the end of the story?

SKILL FOCUS: Summarize

INSTRUCT: Point out that the comic strip story has very few words in it, so the pictures are important because they help readers understand more information about what the characters are doing, thinking, and feeling. Have students turn and talk to a partner about what they notice in the first frame. Then discuss as a class. Continue in this way with the rest of the comic strip. Display the words *first*, *next*, *then*, *after this*, *but then*, *finally*. Model using these sequence words and phrases to retell the story. Then have students write each word or phrase on a sticky note and place notes next to the frames of the comic strip.

ASSESS: Have students work in pairs to use the pictures and sequence words to retell the story. Tell students to point to each sequence word or phrase as they retell that part of the story.

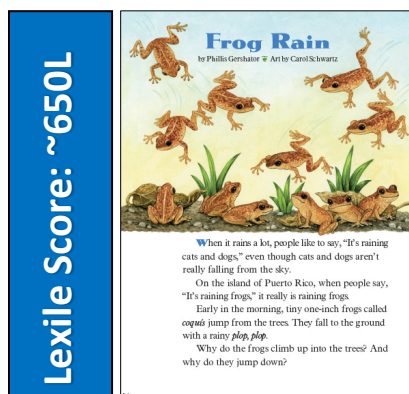
EXTEND

Language Arts/Science Discuss differences between books that tell stories and books that give information. Then read aloud a nonfiction book about ducks. Use a T-chart to help students compare “Violet and Paddle” and the nonfiction book you read to them.

Frog Rain

pp. 14–17, Expository Nonfiction

Use this nonfiction article about tree frogs in Puerto Rico to teach students to identify topic and key ideas.



RESOURCES

- Key Ideas

OBJECTIVES

- Students will read and analyze a nonfiction article.
- Students will determine central ideas and key supporting details.
- Students will use maps and analyze cultural characteristics of places.

KEY VOCABULARY

- **branches** (p. 15) the parts of a tree that stick out from the trunk
- **insects** (p. 15) small animals with three body parts and six legs
- **froglets** (p. 15) baby frogs

ENGAGE

Conversation Question: How do different authors write about animals?

Play a recording of the call of the coqui frog (available on the internet). Ask students to guess what kind of animal makes this sound. Then show a picture of a coqui and tell students they are about to read a nonfiction article about these frogs. Display the words *who*, *what*, *when*, *why*, *where*, and *how*. Help students use these words to make up questions about coqui frogs. Record questions and return to them after reading the article to see which ones the article answers.

INTRODUCE VOCABULARY

Display the vocabulary words and read aloud the words and definitions. Give each student three sticky notes and have them write one word on each note and draw a picture to show the word. Then remind students to look and listen for these words in the story.

READ & DISCUSS

Tell students to listen carefully as you read the article aloud. Have students imitate the coqui sound in the story. Then reread the article, pausing to discuss these questions:

1. Why do coqui frogs climb up into trees?
2. What does the coqui eat?
3. How does the coqui get out of the tree?
4. What does it do when it falls?
5. Why is it dangerous for the coqui to stay up in the trees?
6. What does the coqui do on the ground?

SKILL FOCUS: Main Topic and Key Details

INSTRUCT: Ask students to identify the topic of this article (coquis). Remind students that the author included many key details and interesting facts in the article to help readers learn about the coqui. Point out that key details include information about where the coqui lives, what it eats, and dangers it faces. Display a chart that shows the topic. Pause after reading each page aloud to guide students to identify key details. Jot them on the chart. For the last page, have students write a key detail or fact on a sticky note as you read. Then have students share their details. Add these to the chart.

ASSESS: Distribute the *Key Ideas* worksheet and have students work independently to write and illustrate three sentences about the coqui using key ideas from the chart.

EXTEND

Social Studies Show Puerto Rico on a map. Explain that coquis are popular creatures in Puerto Rico. Teach students to sing the lullaby “El Coqui” and read them a story about the coqui, such as the one found in *The Song of El Coqui and Other Tales of Puerto Rico* (Mohr and Martorell).

Name _____

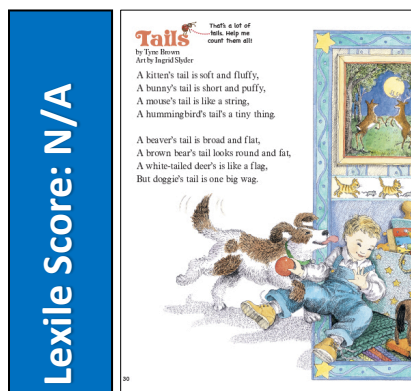
Key Ideas: *Write or draw key details to support the topic in the three boxes below.*

Topic: _____

Tails

pp. 30–31, Poem

Help students recognize characteristics of poetry using this descriptive poem about animal tails. Students will explore how using the five senses helps to create important imagery for the reader.



OBJECTIVES

- Students will read and analyze a poem.
- Students will interpret words and phrases as they are used in a text.
- Students will understand the structure and function of living things.

KEY VOCABULARY

- **fluffy** (p. 30) covered in soft material
- **puffy** (p. 30) soft and round
- **broad** (p. 30) measuring a lot from one side to the other; wide
- **flat** (p. 30) smooth, without curves or bumps

ENGAGE

Conversation Question: How do different authors write about animals?

Explain to students that poets use words to create pictures in readers' minds. Their words help readers imagine how things look, sound, smell, taste, and feel. Have students close their eyes and listen as you read aloud a poem about animals, such as "The Robin Makes a Laughing Sound," by Sallie Wolf, or "Cat," by Marilyn Singer (available online). Read it several times and then ask students to share the pictures that appeared in their minds.

INTRODUCE VOCABULARY

Display the vocabulary words and read aloud the words and definitions. Use pictures to help students understand *fluffy* (a bunny) and *puffy* (a cloud). Help students understand *broad* and *flat* by comparing the words to their opposites: a broad river and a narrow stream; a flat piece of paper and a crumpled piece of paper. Discuss whether each word tells how something feels, looks, or both. Then remind students to look and listen for these words in the poem.

READ & DISCUSS

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

1. What is the poet writing about in this poem?
2. Find the animals from the poem in the picture.
3. Which words helped you imagine a kitten's tail?
4. What other words helped you imagine pictures in your mind?
5. How is a mouse's tail like a string?

SKILL FOCUS: Understand and Write Imagery

INSTRUCT: Discuss characteristics of poetry—ask how this poem looks different from a story, explain stanzas, and talk about the rhyme. Then have students listen again closely as you read aloud the poem, one line at a time. Pause after each line and have students turn and talk to identify words that helped them imagine the animal tail. Ask students to share their words. List them on the board. When you finish the poem, read aloud the words and phrases in the list and ask students to identify the sense each appeals to.

ASSESS: Assign one or two animals with tails to each student or let them choose their animals. Provide books and pictures of the animals so students can describe their tails. Have students use these sentence frames from the poem to write: A ___'s tail is ___ and ___. A ___'s tail is like a ___.

EXTEND

Science Help students understand the importance of different animal parts by reading aloud the nonfiction picture book *What Do You Do with a Tail Like This?* by Steve Jenkins and Robin Page.