

Ladybug®

ISSUE THEME

The stories in this issue of Ladybug show the many exciting ways that people and animals are busy in spring. The lessons and activities will help your students connect to the stories and teach them about sensory words, the parts of a story, and how to write rebus stories.

CONVERSATION QUESTION

How do we know when spring arrives?

TEACHING OBJECTIVES

- Students will interpret words and phrases as they are used in a text.
- Students will analyze how individuals, events, and ideas develop over the course of a text.
- Students will write narratives.
- Students will obtain, evaluate, and communicate information.
- Students will develop and use models.
- Students will take a nature hike.



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

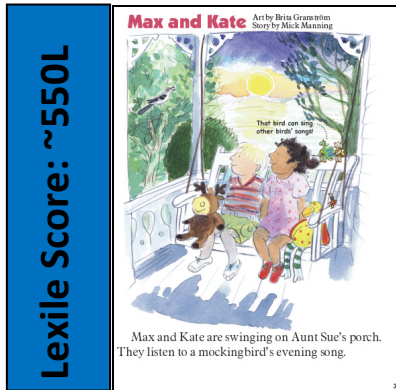
- **Max and Kate**
Contemporary Realistic Fiction, ~550L
- **The Building Season**
Contemporary Realistic Fiction, ~550L
- **A Share of Socks**
Rebus Story, N/A

Ladybug® Teacher Guide: April 2020

Max and Kate

pp. 3–7, Contemporary Realistic Fiction

Use this story about Max and Kate seeing and hearing animals to help your students learn about 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 obtain, evaluate, and communicate information.

KEY VOCABULARY

- **evening (p. 3)** the time at the end of day before nighttime
- **possum (p. 4)** a small gray animal that is active at night
- **coyote (p. 6)** a small wild animal that is related to dogs

ENGAGE

Conversation Question: How do we know when spring arrives?

Discuss some familiar signs of spring, such as warmer weather, buds on trees, early flowers, and busy birds and bees. Ask students to share signs of spring they have noticed. Point out that in spring, students get to spend more time outdoors. Discuss with students what they like to do when they go outside. Then tell students this story is about two friends enjoying spring together and noticing some interesting animals.

INTRODUCE VOCABULARY

Display the vocabulary words and read aloud the words and definitions. Discuss with students what they do in the evening. Then show photos of a possum and a coyote. Help students make predictions about what the story will be about based on these words. Then 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. Check the predictions that students made during the Introduce Vocabulary activity. Then reread the story, pausing to discuss these questions:

1. What do you learn about the time and place of the story?
2. What animals do Max and Kate see and hear?
3. Where is the great horned owl?
4. Why do you think the owl is called a great horned owl?
5. Why are Max and Kate afraid?
6. What is the shining eye?
7. Look at the sun in the illustrations. What is happening to it?

SKILL FOCUS: Identify Sensory Details

INSTRUCT: Remind students that authors use sensory details or words that describe what characters hear, smell, see, taste, and touch, to help readers create mental pictures as they read. Write *hear* and *see* on the board as column headings. Reread pages 3–6, pausing after each page to identify what Max and Kate see and hear. Add the information to the chart. For each entry in the chart, ask what the animal is doing in the story and/or what sound it is making.

ASSESS: Distribute a copy of the *Sensory Details* worksheet to each student. Have students draw and write about sensory details in the story. Then have them share their work with a partner.

EXTEND

Science Remind students that a possum is an animal that is active at night. Explain that these kinds of animals are called nocturnal. Have students use books and the internet to learn about nocturnal and diurnal animals. Then have them create a two-column chart that shows examples of each kind of animal.

Name _____

Sensory Details

<p>What animals do Max and Kate see?</p>	<p>What is each animal doing?</p>
<p>What animals do Max and Kate hear?</p>	<p>What sound does each animal make?</p>

The Building Season

pp. 8–11, Contemporary Realistic Fiction

Use this story about a boy who helps birds build their nests to teach students about story sequence.



RESOURCES

- Beginning-Middle-End

OBJECTIVES

- Students will read and analyze a short story.
- Students will analyze how individuals, events, and ideas develop over the course of a text.
- Students will develop and use models.

KEY VOCABULARY

- ladder (p. 8)** two pieces of wood that are connected by bars, used for climbing
- shingle (p. 8)** a small, thin material used to cover a roof
- cloth (p. 10)** material that is used for making clothes and other things

ENGAGE

Conversation Question: How do we know when spring arrives?

Tell students that this story is about different kinds of building projects. Ask students what kinds of things people build. Then ask what birds build in spring. Discuss with students how they think birds build their nests. Invite them to tell about bird nests they have seen this spring.

INTRODUCE VOCABULARY

Display the vocabulary words and read aloud the words and definitions. Show photographs of a ladder, a roof covered in shingles, and a pair of striped pajamas to show something made of cloth. Tell 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:

- What is the boy's father doing?
- What is his big brother doing?
- What happens when the boy asks if he can help his father and his big brother?
- Who does the boy help?
- How does he help build bird nests?
- What does he find in the bird nest that blows down?

SKILL FOCUS: Story Sequence

INSTRUCT: Discuss with students a popular book or familiar fairy tale. Have students identify the characters and setting in the story. Then discuss the beginning, middle, and end of the story. Record events in a three-column chart with the headings "beginning," "middle," and "end." Tell students that being able to identify the different parts of a story will help them understand and remember what they read. Next, ask students to identify the characters and setting in "The Building Season." Ask students to identify the events that happen at the beginning, middle, and end of the story.

ASSESS: Distribute a copy of the *Beginning-Middle-End* worksheet to each student. Have students complete the worksheet by drawing and/or writing story events in the different sections of the organizer.

EXTEND

Science Show students a video of birds building nests. Then have students build their own bird nests. You will need to provide pieces of cloth and yarn, and a small paper plate for each student. If possible, take students outside to collect sticks, leaves, grass, and petals. Additionally, try using other craft scraps. Back inside, have them use these materials and the yarn and cloth to build a nest on a paper plate.

Name _____

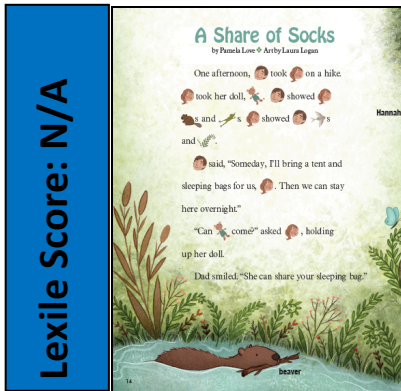
Beginning-Middle-End

Beginning	Middle	End

A Share of Socks

pp. 14–18, Rebus Story

After reading this rebus story about a girl who goes camping with her father, have your students write their own rebus stories.



OBJECTIVES

- Students will read and analyze a rebus story.
- Students will write narratives.
- Students will take a nature hike.

KEY VOCABULARY

- **hike (p. 14)** to take a long walk, especially in the country or the woods
- **tent (p. 14)** a shelter made of cloth and used for camping
- **sleeping bag (p. 14)** a warm, long bag for sleeping outside or in a tent

ENGAGE

Conversation Question: How do we know when spring arrives?

Tell students that some families like to go camping when spring comes and the weather warms up. Show some photographs of families camping (available on the internet). Invite students to share their camping experiences—in the backyard, “living room,” or beyond. Then explain that the characters in this story have fun on a camping trip.

INTRODUCE VOCABULARY

Display the vocabulary words and read aloud the words and definitions. Show photos of people hiking, a tent, and a sleeping bag. Then ask if any students have gone camping. Ask for students to share experiences about hiking and sleeping in tents or sleeping bags. Finally, remind students to look and listen for the words in the story.

READ & DISCUSS

Have students look at the story pages and share what they notice about them. Explain that “A Share of Socks” is called a rebus story. In a rebus story, pictures take the place of some of the words. Go over the picture words. Then have students say these words as you read the story aloud. After reading the story a second time, discuss these questions:

1. Where are Hailey and Dad at the beginning of the story?
2. What have they been doing?
3. What animals do they see?
4. What happened to Dad’s and Hailey’s socks?
5. What did Hailey do with the socks?
6. Where are Hailey and Dad at the end of the story?

SKILL FOCUS: Write Rebus Stories

INSTRUCT: Tell students they will write their own rebus stories. Practice together first by displaying the sentences below. Read each sentence aloud and have students say the words they would use to complete each sentence. Then have students copy the sentences and draw pictures to fill in the blanks.

Getting Ready for School

The first thing I do is get out of _____.

Then I go downstairs and eat _____.

Next I brush my _____.

ASSESS: Have students write a story, three to five sentences, about things they see in spring. Then have them circle a few words that they could replace with simple pictures. Finally, have them rewrite the story to add the pictures. Create a classroom book for students’ rebus stories.

EXTEND

Science Take students on a hike around the school, in a park, or in a local nature preserve. Have students bring paper and a pencil to write or draw the animals and plants they notice.