

Ladybug®

ISSUE THEME

Use the stories and activities in this teacher guide to talk about the importance of sharing. Students will enjoy reading stories about sharing between all sorts of characters, both animal and human.

CONVERSATION QUESTION

How do we share with others?

TEACHING OBJECTIVES

- Students will analyze how individuals, events, and ideas develop and interact.
- Students will analyze the structure of a text.
- Students will make logical inferences.
- Students will write complete sentences.
- Students will investigate animals.
- Students will use maps to plot a location.



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.

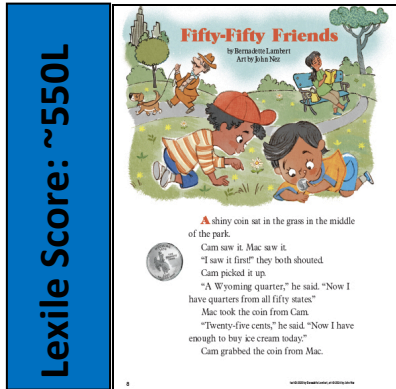
SELECTIONS

- **Fifty-Fifty Friends**
Contemporary Realistic Fiction, ~550L
- **While Alena Was Sleeping**
Contemporary Realistic Fiction, ~850L
- **Mouse Deer and the Tigers**
Folktale, ~550L

Fifty-Fifty Friends

pp. 8–12, Contemporary Realistic
Fiction

Use this story about two good friends to teach students to think about problems and solutions in stories.



RESOURCES

- Problem-Solution Worksheet

OBJECTIVES

- Students will read and analyze a short story.
- Students will analyze how individuals, events, and ideas develop and interact.
- Students will write a wish in the form of a full sentence.

KEY VOCABULARY

- **quarter (p. 8)** a coin worth 25 cents
- **holler (p. 9)** to shout
- **snatch (p. 9)** to grab
- **toss (p. 11)** to throw

ENGAGE

Conversation Question: How do we share with others?

Invite students to explain what sharing means. Ask them to tell about situations in which taking turns is a good way to share. Then ask them to tell about situations in which splitting something into pieces is a good way to share. Show students the title of the story and ask them to predict which way the two friends in this story will share.

INTRODUCE VOCABULARY

Display the vocabulary words and read aloud the words and definitions. Give each student four 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

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

1. Who are the characters in this story?
2. Where does the story take place?
3. What does each boy want to do with the quarter?
4. Why do the boys leave the quarter in the wishing fountain?
5. What happens at the beginning, middle, and end of the story?
6. Are the boys good at sharing?

SKILL FOCUS: Identify Problem and Solution

INSTRUCT: Explain that many stories tell about characters who have a problem and how they solve the problem. Ask students to describe characters' problems and solutions in familiar stories. Then turn students' attention to the story "Fifty-Fifty Friends." Ask students to turn and talk to identify the problem in this story. Invite students to share their ideas. Ask whether Mac and Cam solve the problem right away or if they try different ways to solve the problem. (different ways) Discuss these different ways. Then ask how the problem is finally solved. (The boys share the quarter by making wishes on it.) Have students turn and talk to describe the problem in the story and how it is solved.

ASSESS: Distribute the *Problem-Solution Worksheet* to all students and have them work independently to complete it.

EXTEND

Writing Read aloud Arnold Lobel's story "The Wishing Well," from his book *Mouse Tales*. Discuss how this story is similar to "Fifty-Fifty Friends." Use a box or a bucket to create a classroom wishing well. Have each student write down a wish in a full sentence and throw it in the well. Then gather students and read and discuss the wishes. (Be mindful that a student may NOT want their wish read!)

Name _____

Story title: _____

Problem

Draw

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Solution

Draw

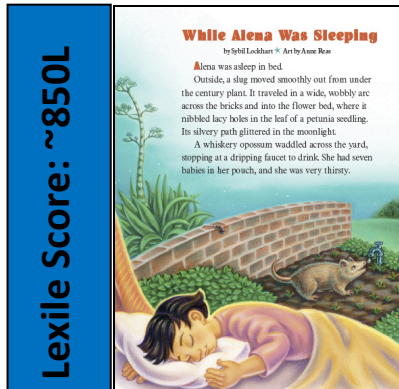
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While Alena Was Sleeping

pp. 16–19, Contemporary Realistic Fiction

Use this story about animals that come out at night while a little girl is sleeping to teach students to recognize story sequence.



RESOURCES

- Beginning-Middle-End

OBJECTIVES

- Students will read and analyze a short story.
- Students will analyze the structure of a text.
- Students will make logical inferences.
- Students will investigate animals.

KEY VOCABULARY

- waddle (p. 16)** to walk with short steps while moving from side to side like a duck
- stroll (p. 17)** to walk slowly in a pleasant and relaxed way
- clatter (p. 17)** to make a loud noise of things being banged or rattled
- chatter (p. 18)** to make fast, high sounds

ENGAGE

Conversation Question: How do we share with others?

Point out to students that sharing is important and that when we share, we are helping others. Invite students to talk about situations in which they have shared with others. Pose the question, “How can people share with animals?” Discuss how people share their homes with pets, sometimes share food with animals, and finally, how we share the planet. Instruct students to notice the sharing in this story.

INTRODUCE VOCABULARY

Display the vocabulary words and read aloud the words and definitions. Model waddling and strolling and then have students repeat the movements. Then talk about things that clatter (a dropped metal pot or pan) and things that chatter (birds in trees). Ask which words are sound words and which are movement words. 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:

- What time is it at the beginning of the story?
- What are the animals doing in the story?
- Why doesn't Alena see the animals?
- What does Alena notice outside?
- Why does Alena leave flowers, food, and water outside?

SKILL FOCUS: Analyze Plot/Make Inferences

INSTRUCT: Remind students that stories have three parts: a beginning, middle, and an end. Work with students to identify these parts in a familiar book or fairy tale. Distribute the *Beginning-Middle-End* worksheet. Tell students they are going to write about the beginning, middle, and end of “While Alena Was Sleeping.” Reread the beginning of the story (pp. 16–17). Have students turn and talk about what each animal is doing in the beginning of the story. Invite volunteers to share their ideas. Then have students write their answers in the worksheet. Repeat this process for the story's middle (p. 18) and end (p. 19).

ASSESS: Have students work in pairs to retell the story using their worksheet. Practice using these phrases: “At the beginning of the story,” “In the middle of the story,” “At the end of the story.” Finally, have the class predict what would happen in the story if it didn't end.

EXTEND

Science Brainstorm with students a list of three or four questions they have about the story animals that they could answer by doing some research. (What does the animal eat? Where does the animal live? Is the animal active in the daytime or the nighttime?) List the questions. Have students choose one of the story animals to research. They will write and draw their answers to the research questions.

Name _____

Story title: _____

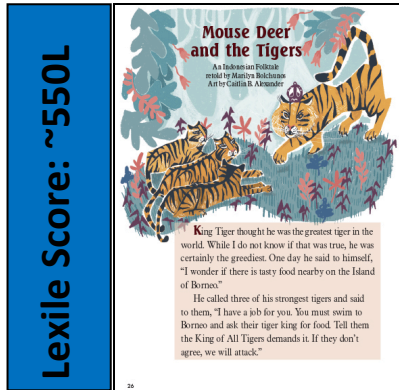
Animal	Beginning What did each animal eat?	Middle What clues did Alena see?	End What did Alena give each animal?
slug			
opossum			
skunks			
raccoons			

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Mouse Deer and the Tigers

pp. 26–30, Folktale

Help students examine character traits by using this folktale about a greedy tiger and a brave mouse.



Name _____

King Tiger is greedy.

Mouse Deer is brave.

Porcupine is helpful.