

# Ladybug®

## THEME

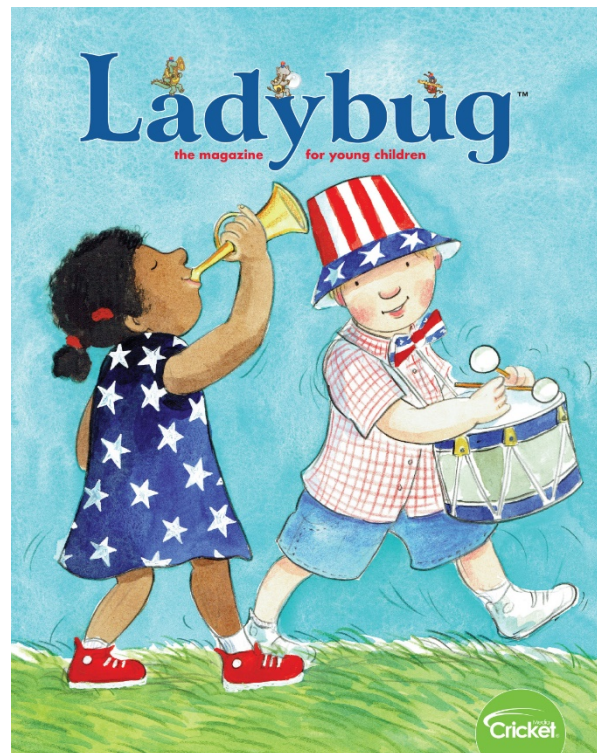
Students are familiar with many of the things they can do using their bodies. The materials in this teacher guide will help them understand the things they can do using their minds, including wondering, creating, imagining, pretending, remembering, and solving problems.

## CONVERSATION QUESTION

What can your mind help you do?

## TEACHING OBJECTIVES

- Students will participate in collaborative discussions.
- Students will analyze how individuals, events, and ideas develop and interact over the course of a text.
- Students will write narratives to develop real experiences.
- Students will ask and answer questions.
- Students will obtain, evaluate, and communicate information.



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.

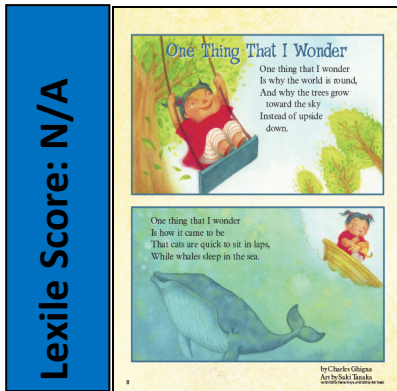
## SELECTIONS

- **One Thing That I Wonder**  
Poem, N/A
- **The Wasp's Picnic**  
Contemporary Realistic Fiction, ~550L
- **Imagination**  
Poem, N/A

## One Thing That I Wonder

pp. 8–10, Poem

Use this poem describing things a child wonders about to help students engage in group discussions.



## RESOURCES

- I Wonder

## OBJECTIVES

- Students will read and analyze a poem.
- Students will participate in collaborative discussions.
- Students will ask and answer questions.

## KEY VOCABULARY

- **wonder (p. 8)** to want to know more about something

## ENGAGE

**Conversation Question:** What can your mind help you do?

Help students understand that people use their minds to do many things, such as: to imagine, to solve problems, to understand, and to remember. Discuss with students ways that they use their minds every day. Explain that this poem is about a girl who uses her mind to wonder about things. Invite students to share things they wonder about.

## INTRODUCE VOCABULARY

Display and read aloud the vocabulary word and its definition. Remind students that they shared some of their wonders in the Engage activity above. Have students work in pairs to look through the illustrations on pages 8–10 and predict something the girl wonders about in the poem. Invite students to share their predictions. Then remind them to listen for the vocabulary word and to check their predictions as you read.

## READ & DISCUSS

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

1. If trees grew upside down, could people put swings in them? Why or why not?
2. What would happen if whales tried to sleep on people's laps?
3. Why do you think the sky is blue?
4. Would spiders be able to spin webs and catch food with only two legs? Explain.
5. Do you think you would like having eight legs? Why or why not?
6. Does it make sense for birds to live in trees and bunnies to dig underground? Why or why not?
7. Why do you think people wonder about the world?

## SKILL FOCUS: Speaking and Listening

**INSTRUCT:** Display the following sentence frame and model filling it in: *One thing that I wonder is \_\_\_\_\_*. Then distribute the *I Wonder* worksheet to students, review the activity, and have students work independently to complete it. Tell students they are going to share their work in small groups. Go over rules for being a good presenter (take turns, speak in a voice everyone can hear, hold up pictures for all to see) and for being a good audience member (listen to and look at the speaker; keep hands in laps, don't interrupt, ask questions).

**ASSESS:** As students work in small groups to share ideas, observe groups and offer guidance as necessary.

## EXTEND

**Science** Give students paper and pencils and take them on an "I Wonder Walk." Bring them to the school yard and have them note things they see and what they wonder about them. Back in the classroom, have students share their work. Discuss how students can find answers to their questions.

Name \_\_\_\_\_

### I Wonder

One thing that I wonder is

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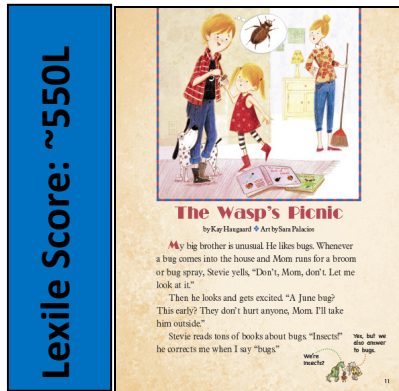
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# Ladybug® Teacher Guide: July/August 2020

## The Wasp's Picnic

pp. 11–13, Contemporary Realistic  
Fiction

Teach students how to compare using this story about a family enjoying a picnic until a hungry wasp shows up.



## RESOURCES

- Compare Characters

## OBJECTIVES

- Students will read and analyze a short story.
- Students will analyze how individuals, events, and ideas develop and interact over the course of a text.
- Students will obtain, evaluate, and communicate information.

## KEY VOCABULARY

- **unusual** (p. 11) something that is rare or not often seen
- **insects** (p. 11) small animals that have six legs and a body formed of three parts and that may have wings
- **shriek** (p. 11) to make a high, loud cry

## ENGAGE

**Conversation Question:** What can your mind help you do?

Remind students that people use their minds to be curious and to learn about things. Share with students something you like learning about, such as flowers, birds, art, or history. Then ask students to share things they like learning about. Tell students that people can use their minds to be creative and to make things. Ask students to share things they like to make. Instruct them to pay attention to how the characters in this story use their minds.

## INTRODUCE VOCABULARY

Display and read aloud the vocabulary terms and definitions. Have students explain why a car that is purple with orange spots is an example of something that's unusual. Invite students to name insects. Then model shrieking. ("Eek! A mouse!") Talk about how a person probably feels when they are shrieking. 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. Do you think it's unusual for a person to like insects? Explain.
2. How does Mom feel about insects? How do you know?
3. What do the characters do on their picnic?
4. What problem happens at the picnic?
5. How does Mom feel when the wasp is flying around her?
6. How does Stevie solve the problem?
7. Why does Mom say the wasp is having a picnic too?

## SKILL FOCUS: Compare Characters

**INSTRUCT:** Tell students that one way to learn about characters is to compare them or think about how they are similar and different. Use the information about bees and wasps on magazine pages 12–13 to practice how to compare using a Venn diagram. Display a Venn diagram on the board and label it with "bees," "wasps," and "both." Reread the magazine pages and ask students to note how bees and wasps are similar and different. Write observations in the Venn diagram.

**ASSESS:** Distribute the *Compare Characters* worksheet to students. Discuss how Mom and Stevie are similar and how they are different. Have students work in pairs to add information to their worksheets.

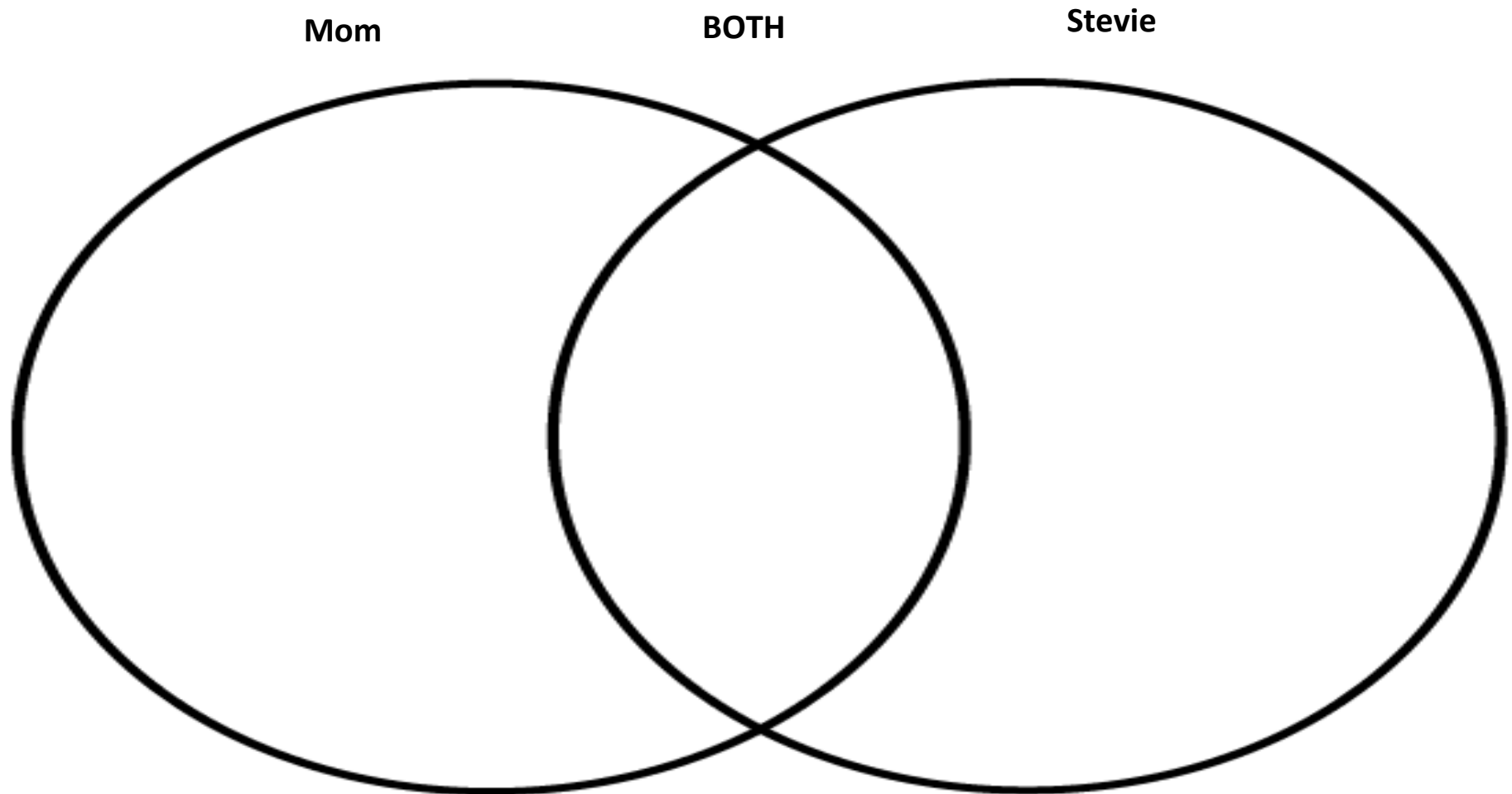
## EXTEND

**Science** Give each student a different insect to research and learn about. Have them look for information about where their insect lives, what it eats, and how it reproduces. Then have them make a page of facts and drawings for a class book about insects. Share the book in the school library or in other kindergarten classrooms.

Name \_\_\_\_\_

## Compare Characters

Use the diagram to compare Mom and Stevie. How are they the same? How are they different?



## Imagination

pp. 20–21, Poem

Use this poem about make-believe play as the beginning of a writing assignment in which students write about what they like to pretend.



## RESOURCES

- Editing Checklist

## OBJECTIVES

- Students will read and analyze a poem.
- Students will write narratives to develop real experiences.
- Students will participate in collaborative discussions.

## KEY VOCABULARY

- cape (p. 20)** a long piece of cloth tied around the neck that hangs behind a person
- knight (p. 20)** a soldier from long ago who wore a suit of armor
- igloo (p. 20)** a round house made of blocks of hard snow

## ENGAGE

**Conversation Question:** What can your mind help you do?

Ask volunteers to share things they like to pretend to be or do, such as be a dog or a chef or live in a cave or a palace. Talk about objects or clothing they use to help them pretend. Then tell students the next poem is about using imagination to pretend. Invite students to think about whether they have pretended some of the things in the poem.

## INTRODUCE VOCABULARY

Display and read aloud the vocabulary 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 poem.

## READ & DISCUSS

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

- What are some words that rhyme in the poem?
- Which part of the picture shows someone pretending to be a hero flying away in a cape?
- What is the knight pretending with the pillow?
- What are the girls pretending to do in the igloo?
- What is the cowboy pretending?
- What is the sailor pretending?

## SKILL FOCUS: Creative Writing

**INSTRUCT:** Tell students they are going to write stories about how they pretend. Have students turn and talk to a classmate about a time when they pretended to be something or do something, including details about the things they used to help them pretend. Next, have students write a short paragraph about this in their notebooks. Have students read their paragraph to a writing partner. Remind partners to give positive feedback about something they like, ask about anything they don't understand, and tell what they want to know more about. Then give students time to incorporate feedback into their final drafts.

**ASSESS:** Distribute the *Editing Checklist* to students and go over each item. Have students make corrections to their final drafts. Then invite students to read their stories to the class.

## EXTEND

**Drama** Create a set of cards students can use to play charades. You might create a set of job cards (chef, writer, violinist, scientist, etc.), animal cards, or activity cards (brushing teeth, skateboarding, opening a present, etc.). Divide the class into small groups and go over the rules of charades. Then have groups take turns picking cards and acting out the words or phrases on them.



Name \_\_\_\_\_

## Editing Checklist

Use this checklist to edit your writing.



My name is on my work.	
My writing is neat.	
I put a space between each word.	
My sentences begin with capital letters.	
My sentences end with punctuation.	
I spelled words correctly.	