

Teacher's Supplement

Ladybug™ the magazine for young children



MAGAZINE TEXTS

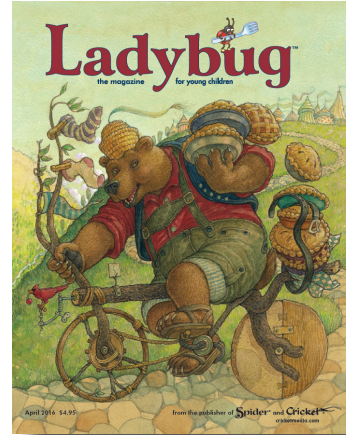
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OVERVIEW

In this magazine, readers will learn through stories and poems that action can help make a story interesting.

Ladybug: April 2016 shows kids, adults, and animals engaged in active fun.

ESSENTIAL QUESTION:

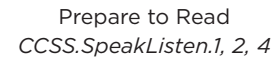
How do authors and illustrators use action to help tell a story?



READ MULTIPLE TEXTS PAGES 4 – 9

Essential Question

Key Vocabulary
CCSS.Reading.4



Common Core Connections to teach
reading and writing standards
CCSS.Writing.1, 2, 3 & 6



2

READING

Core literacy concepts, such as the ones found in the Common Core State Standards, help students access social studies and science content. Integration of both literacy thinking and content study offers students a great way to become experts in reading informational text and literature for content knowledge. This guide provides questions to cover many core literacy concepts.

Draw Inferences (*CCSS.Reading.1*)

Describe Relationships (*CCSS.Reading.3*)

Analyze Text Structure (*CCSS.Reading.5*)

Interpret Visual Information (*CCSS.Reading.7*)

Summarize (*CCSS.Reading.2*)

Determine Word Meaning (*CCSS.Reading.4*)

Understand Author's Point of View (*CCSS.Reading.6*)

Explain Reasons and Evidence (*CCSS.Reading.8*)

FOCUS STANDARD: CCSS.Reading.9: Integrate Ideas and Information

Have students read multiple texts on the same topic from this magazine to build knowledge and make cross-text comparisons.

SPEAKING AND LISTENING

Use the texts in this magazine to spark meaningful discussions in person and online. Encourage deeper discussions where students can become topic experts (*CCSS.SpeakListen.1, 2, 4*).

DISCUSSION OPTIONS—IN CLASS OR ONLINE

Text Clubs: Form small reading groups of students reading the same text. Have students discuss the content, share ideas, and critically evaluate the text.

Jigsaw Clubs: Form small reading groups of students reading *different* texts. Invite students to share information and resources with each other.

Whole Class: Launch with an essential question. Encourage students to find and share evidence from different texts to build a greater understanding of the question.

WRITING

Use the texts in this magazine to prompt **informative/explanatory writing** (*CCSS.Writing.2*). Have students use evidence from the texts to share information about social studies, language arts, or science content. See the **Mini-Unit** section of this guide (pgs. 11 – 13) as well as the **Text Pages** (pgs. 4 – 9) for ways to incorporate writing into your instruction.

Lexile Score: 480



Max, Kate, and Charlie are taking a bike ride.
"I hope we see some animals," says Kate as they ride by the trees.

Max, Kate, and Charlie go on a bike ride. When a squirrel crosses their path, Charlie comes up with a new word.

ESSENTIAL QUESTION

How do authors and illustrators use action to help tell a story?

ELA CONCEPT

Writers and illustrators can work together to communicate about actions taken in a story.

CROSS-CURRICULAR EXTENSION

Health and Safety

As a class, create a list of bike safety tips.

KEY VOCABULARY

granola (p. 5) a mixture of oats and other ingredients that is eaten for breakfast or as a snack

PREPARE TO READ

Discuss what you might see on a bike ride. Explain that in this Max and Kate story, a squirrel plays an important part.

CLOSE READING QUESTIONS

- Who seems the most interested in the squirrel?
- How do the illustrations show bicycle safety features?
- What is the setting? Describe details from the text and illustrations.

COMMON CORE CONNECTIONS

Key Details *CCSS Literature 3*

List the types of action found in the story. Who engages in each action?

Creating Narratives *CCSS Writing 3, Language 1*

In a small group, create a new Max and Kate bike ride story. In your story, have them see a different animal. What do Max and Kate do? What does Charlie do? Share your story with the class through writing, illustrations, and/or telling.



A group of mice friends create a bicycle out of unlikely materials.

ESSENTIAL QUESTION

How do authors and illustrators use action to help tell a story?

ELA CONCEPT

Poems can describe different types of actions people take.

CROSS-CURRICULAR EXTENSION

Science

Draw and label a picture of a bike, showing its parts.

KEY VOCABULARY

spoke (p. 8) a rod or bar that goes from the center of a wheel to the rim

frame (p. 8) a simple structure that supports a larger object

lane (p. 8) a part of a road that is marked by painted lines and is used by a single line of vehicles

PREPARE TO READ

Discuss the essential elements of a bicycle (wheels, handlebars, frame, pedals...) and what they are made of. Explain that students will read a poem about how a group of friends made their own bicycle.

CLOSE READING QUESTIONS

- Why did the author choose the title? How is this a play on words?
- Would this bike work? Why or why not? Use details from the poem to support your answer.
- What is the rhyming pattern of this poem?

COMMON CORE CONNECTIONS

Collaboration *CCSS Speaking and Listening 1, 4*

In a small group, design a new form of transportation using materials that can be found in the classroom. When you think you have a good design (it does not need to work!), share it with the class.

Sequence *CCSS Writing 3*

The illustration shows the mice going somewhere. Write a short poem or story that tells where they are going and what they will do when they get there.

Lexile Score: 520

Katie Kicks

by Lauren Slater © Art by Beatrix Jones

Katie couldn't wait to play soccer. This year she turned four and was finally old enough. She skipped beside her mother as they headed across the parking lot and onto the field.

There must be hundreds of kids here, Katie thought. She saw kids dressed in a rainbow of team colors: red, yellow, purple, orange, bright pink, neon green, and two different shades of blue. Then Katie spotted the kids dressed just like her in white shirts, socks, and black shorts, and she ran over to join them.

"Hi, I'm Coach Glen," said a tall man as he handed her a ball.

Katie took it and looked at the other kids on her team. Everyone was busy doing something with a ball. How did they know what to do? Katie didn't know what to do. She'd never been on a soccer team before. She dropped her ball and wandered back to her mother on the sidelines.

"Why aren't you playing soccer, Katie?" her mother asked.

"I can't," Katie mumbled.



Katie picked up the ball from the grass and put it in her mother's purse. She watched these six girls soar in the sky. Katie walked around her mother as circles in time that Katie got dizzy. "Katie, come play soccer!" called her coach. "You don't want to miss all the fun!"

Four-year-old Katie is happy she's finally old enough to play soccer. But when she gets to the field, she's sure she doesn't have the skills she needs to play.

ESSENTIAL QUESTION

How do authors and illustrators use action to help tell a story?

ELA CONCEPT

Authors can show how to deal with a problem through story characters and their actions.

CROSS-CURRICULAR EXTENSION

Sports

Research the rules of soccer and create a chart of the main rules.

KEY VOCABULARY

sideline (p. 10) a line marking the side of a playing field or court

fiddle (p. 12) to move the fingers or hands without purpose or in a nervous way to fix or adjust something

figure (p. 12) to begin to understand something

PREPARE TO READ

Ask students to share when they tried a new sport or skill for the first time. What made them feel unsure? What made them feel confident? Tell them they will be reading a story about a girl who plays soccer for the first time.

CLOSE READING QUESTIONS

- What does Katie see that makes her think she can't play soccer?
- Who helps Katie feel more confident?
- What is the main idea of this story? What lesson does it try to show?

COMMON CORE CONNECTIONS

Sequencing *CCSS Literature 3*

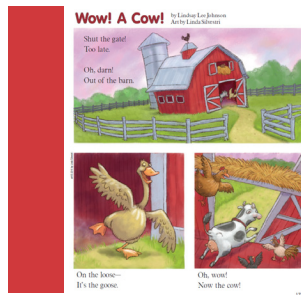
In a small group, list the main events in the story, writing each event on a small card. Mix up the cards and let another group put them in order.

Action Words *CCSS Language 1*

In a small group, search the text for verbs that show action (skip, run...). Draw illustrations that show each verb. Create an Action Book with your pictures.

Dialogue *CCSS Writing 3*

With a partner, create a dialogue between Katie and her mother on the drive home from soccer. How does Katie feel? What did she like best? What are her plans? What does her mother say when she responds to Katie?



Someone leaves the barn door open and there's chaos. Find out how Blue the dog comes to the rescue.

ESSENTIAL QUESTION

How do authors and illustrators use action to help tell a story?

ELA CONCEPT

Poems can describe different types of actions people take.

CROSS-CURRICULAR EXTENSION

Music

Create a simple tune for this poem. Sing the song for the class.

KEY VOCABULARY

loose (p. 17) not held back in any way; free

pluck (p. 19) strong courage or spirit

latch (p. 20) to catch or fasten

PREPARE TO READ

Ask students what might happen if someone left a barn door open. Tell them they will read a poem about a situation in which the animals take full advantage of the open door.

CLOSE READING QUESTIONS

- What is the rhyming pattern? What do you notice about the spelling of the rhyming words?
- How would you describe Blue?
- What other farm animals could be included in this poem?
- Find examples of the Essential Question in this poem.

COMMON CORE CONNECTIONS

Descriptive Language *CCSS Language 1*

Write each couplet on a separate card. Take turns acting out the scene portrayed in the couplet. The other students will guess which couplet is being acted out.

Fluency *CCSS Foundational Skills 4*

In small groups, practice reading the poem aloud. When ready, read the poem for the class. Use expression!

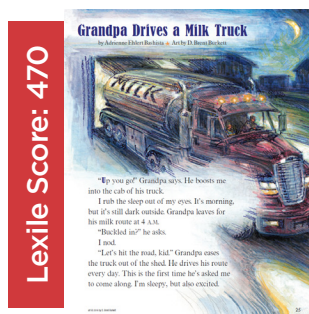
Story Structure *CCSS Literature 5*

In three sentences, tell what happens at the beginning, middle, and end of this poem.



TEXT: Grandpa Drives a Milk Truck

Magazine page 25, Contemporary Realistic Fiction



A boy describes a morning with his grandfather as his grandfather drives a milk truck from farm to farm. At each stop, the grandfather pumps the farmers' milk into the milk truck.

ESSENTIAL QUESTION

How do authors and illustrators use action to help tell a story?

ELA CONCEPT

Fictional narratives describe characters' experiences during a sequence of related actions.

CROSS-CURRICULAR EXTENSION

Nutrition

Research the nutrition found in milk.

KEY VOCABULARY

boost (p. 25) to push or shove up from below

route (p. 25) a course that is traveled regularly

insulated (p. 26) covered in a way that keeps the contents cold or hot

manure (p. 26) the waste matter of animals

PREPARE TO READ

Ask students to share what they know about how milk gets from the farm to the store. Tell them they will hear a story about a boy who learns what part his grandfather plays in this process.

CLOSE READING QUESTIONS

- On page 29, Grandpa says, "...We have some time on our hands." What does he mean?
- What factual information does this story provide?
- From which character's point of view is this story told?

COMMON CORE CONNECTIONS

Sensory Words *CCSS Literature 4*

Temperature words, such as cold, hot, and warm, are used throughout this story. Search the text for temperature words and decide why they are important in the story.

Research *CCSS Writing 7*

Using information found in this story and in other books, create a timeline for getting milk from cows to homes.

Character Actions *CCSS Literature 3*

Make a chart with two columns labeled Boy and Grandfather. Search the text for actions the boy and his grandfather take in the story (boosts, rub, drives...). Write each action in the correct column, based on who performed the action.

Character Reactions *CCSS Literature 3*

Make a list of all the things the boy and his grandfather may talk about on the way home.

CROSS-TEXT CONNECTIONS WITH MULTIPLE TEXTS

COMPARE TEXTS

SYNTHESIZE: Guide students to compare texts they read. Help students find the connections between pieces of information in multiple texts. Use prompts, such as the following examples, to have students work together to **Integrate Ideas and Information** (*CCSS.Reading.9*).

- Find the three texts that feature soccer. Compare and contrast the texts. What are they playing in each? Who is playing? What is the tone of each text?
- Find several texts in which animals act like people. What human actions are they engaged in? Why do you think the authors and illustrators chose animals instead of human characters?
- Find the texts that rhyme (poems and songs). Compare and contrast rhyming patterns, spelling patterns, illustrations, and tone.
- Compare and contrast “Wow! A Cow!” and “Grandpa Drives a Milk Truck.” Both have farm settings. How are the stories similar? How are they different?
- Form a response to the essential question: How do authors and illustrators use action to help tell a story? Use information from multiple articles.

EXPLORATORY LEARNING - FLEXIBLE MINI-UNIT DESIGN

Authors often fill their texts with characters engaged in lively action to help tell their stories. Illustrators use pictures to support these action-filled stories. This issue of *Ladybug* has lots of stories, poems, and activities that are filled with action.

ENGAGE

READ AND
COMPARE

APPLY

ENGAGE: Begin this mini-unit by having students explore the texts in *Ladybug: April 2016* for action words. Create an Action! graphic like the one below on easel paper. Write the text title in the block. List the actions the characters use. This class activity will prepare students for the mini-unit project, **CLASS CHARADES: Act Out the Actions of Life!**

Action!

“Max and Kate”

- ride bikes
- play ball
-

“Mi-cycle”

- wave flag
- cheer
-

•

Share the essential question:

How do authors and illustrators use action to help tell a story?



READ AND COMPARE TEXTS: Begin with a focus text as a base for building content knowledge and model how to work through the text.

1) READ ALOUD: Use “Max and Kate” (pgs. 3-7) as a focus text, or choose a different text that works well for your teaching goals. Share the text summary on page 4 of this guide. Students can read their own copies of the text and use sticky notes to mark places they find interesting or have questions about.

2) DISCUSS THE TEXT: After reading, guide students to talk about the text. See the Text Pages for Close Reading Questions.

3) READ NEW TEXTS: Help students choose additional texts to read based on their inquiry questions or what they find interesting. Refer to the Text Pages for summaries of each text within *Ladybug: April 2016*.

4) COMPARE TEXTS: After students have read multiple texts, guide them to make cross-text connections. Refer to page 17 for Cross-Text Comparisons using prompts that help students integrate ideas and information.

CHOOSE A PURPOSE FOR READING

CLOSE READ *CCSS Reading 1, 4* Read carefully to find ways that authors and illustrators use action to tell stories.

COMPARE AND CONTRAST *CCSS Reading 9* As students read stories and poems, they discover how authors and illustrators use action to tell stories.



APPLY: CLASS CHARADES: ACT OUT THE ACTIONS OF LIFE!

The class has carefully searched for and recorded actions found in the stories, poems, and activities in *Ladybug: April 2016*. Now it is time to have fun with these actions. In small groups, students will generate action words from the worlds of sports, farms, and travel. These lists will form the basis for a game of **CLASS CHARADES**.

Supplies

Action! Planning Pages (one for each group)

3x5 cards (6-10 for each group, based on group size)

Step 1: Class Work

Look at the class-created Action! graphic. Discuss how some action words could be used for sports, farms, or travel.

Tell students they will work in groups. Each group will be assigned one of the 3 areas (sports, farms, or travel). Their job will be to list action words that have to do with their assigned area.

Divide the class into 3 groups of similar size. They will be Team A, Team B, and Team C. Give each group an Action! Planning Page and 3x5 cards (the same number of cards as there are students in the largest group).

Step 2: Group Work

Write your names and circle the area you will be working on.

Brainstorm action words for your area and write them in the Action Words column.

Step 3: Group Work

Once you have a good list, choose the action words you will use (one for each of your cards). Ask your teacher to check your spelling.

Decide who will make each card. Write one action word on each card.

Step 4: Game Time!

Give your cards to your teacher. Sit as a group and face the front of the room.

Your teacher will give Team A one of Team B's cards. Player 1 from Team A will act out the action word for Team C.

If Team C guesses the action word in 1 minute, both Team A and Team C get a point.

Your teacher will now give Team B a card from Team C. Player 1 from Team B will act out the action word for Team A.

The game continues until all players have had a turn.

Have Fun!

GROUP NAMES: _____

Mini-Unit Graphic Organizer

ACTION!

Action Words for: (circle one)

Sports

Farms

Travel

Action Words	Order of Students (to act out words)
•	1.
•	2.
•	3.
•	4.
•	5.
•	6.
•	7.
•	8.
•	9.
•	10.
•	
•	
•	

NAME: _____

ANALYZE GRAPHIC FEATURES

GRAPHIC FEATURE	PAGE LOCATION	HOW THIS FEATURE HELPED YOUR UNDERSTANDING

NAME: _____

CONCEPT CHART

Show how reading multiple texts developed your understanding of the essential question or your own inquiry question.

ESSENTIAL QUESTION OR INQUIRY QUESTION:

TEXT 1:

TEXT 2:

TEXT 3:



Glossary

boost to push or shove up from below

He **boosts** me into the cab of his truck. (p. 25)

fiddle to move the fingers or hands without purpose or in a nervous way to fix or adjust something

After she found five more dandelions, she **fiddled** with her shorts' strings, twisting them together. (p. 12)

figure to begin to understand something

Katie **figured** she could do that. (p. 12)

frame a simple structure that supports a larger object

The **frame** is made from paper clips (which makes it kind of creaky)... (p. 8)

granola a mixture of oats and other ingredients that is eaten for breakfast or as a snack

"Let's take a break," says Max's mommy, taking juice and **granola** bars out of Charlie's trailer. (p. 5)

insulated covered in a way that keeps the contents cold or hot

His truck is **insulated** to keep the milk cold. (p. 26)

lane a part of a road that is marked by painted lines and is used by a single line of vehicles

And when the mice go down the **lane**, the ride is extra squeaky! (p. 8)

latch to catch or fasten

Latch it. Tight! Safe tonight. (p. 20)

loose not held back in any way; free

On the **loose**—It's the goose. (p. 17)

manure the waste matter of animals

The air smells like hay and **manure**. (p. 26)

pluck strong courage or spirit

What **pluck**! Even the ducks. (p. 19)

route a course that is traveled regularly

Grandpa leaves for his milk **route** at 4 a.m. (p. 25)

sideline a line marking the side of a playing field or court

She dropped her ball and wandered back to her mother on the **sidelines**. (p. 10)

spoke a rod or bar that goes from the center of a wheel to the rim

The **spokes** are yellow thread. (p. 8)



“Max and Kate”

- <http://www.livescience.com/28182-squirrels.html>

Read about the diet and habits of squirrels.

“Mi-cycle”

- <http://www.sciencekids.co.nz/sciencefacts/vehicles/bicycles.html>

Explore interesting facts about bicycles.

“Katie Kicks”

- <http://www.ducksters.com/sports/soccerrules.php>

Learn about the rules and regulations of soccer.

“Wow! A Cow!”

- <http://www.dltk-kids.com/animals/farm-songs.htm>

Sing along to farm songs and discover crafts you can make.

“Ways of Going”

- <http://www.softschools.com/facts/transportation/>

Discover fun facts about transportation and vehicles.

“Grandpa Drives a Milk Truck”

- <http://milk.procon.org/view.resource.php?resourceID=000658>

Learn how milk gets from cows to the store.