

Teacher's Supplement



MAGAZINE TEXTS

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Contemporary Realistic Fiction	500L
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From Cricket Media



Teacher's Guide for *Ladybug*: May/June 2016

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OVERVIEW

*In this magazine, readers will read about kids and animals having summer fun. **Ladybug: May/June 2016** includes texts about friends*

engaged in playful activities such as shadow tag and tide pool exploration.

ESSENTIAL QUESTION:

How do people interact with their environment?

We invite you to use this magazine as a flexible teaching tool that is ideal for interdisciplinary learning of social studies and science content and core literacy concepts. Find practical advice for teaching individual texts or use a mini-unit that helps your students make cross-text connections as they integrate ideas and information.

READ MULTIPLE TEXTS PAGES 4 - 9

Each text in this magazine is well-suited for teaching Common Core literacy concepts and content area knowledge. For each individual text page in this guide, you'll find the following:

Essential Question

Content Concepts
Common Core Anchor Standards

Key Vocabulary
CCSS.Reading.4

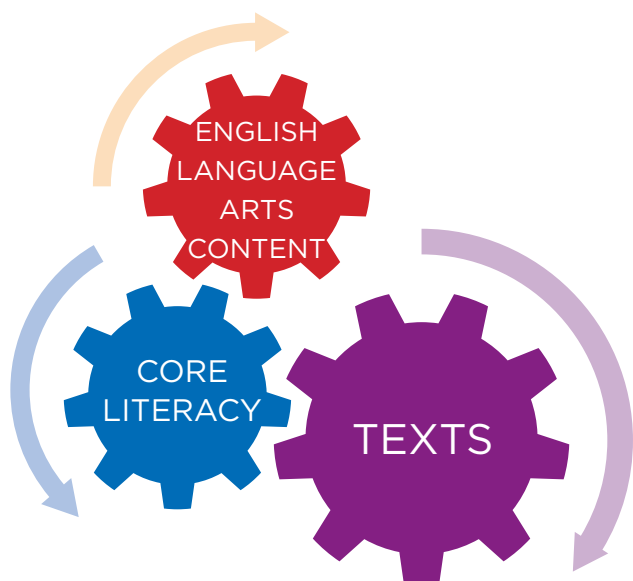
Prepare to Read
CCSS.SpeakListen.1, 2, 4

Close Reading Questions
CCSS.Reading.1-10

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

TEACH A MINI-UNIT PAGES 11 - 13

Magazine texts can be easily grouped to make cross-text connections and comparisons. Our Common Core mini-unit guides students to read and discuss multiple texts and integrate ideas and information (CCSS.Reading.9). Discussing multiple articles (CCSS.SpeakListen.1, 2, 4) prepares students to write texts to share and publish in a variety of ways (CCSS.Writing.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 the 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.

TEXT: Max and Kate

Magazine pages 3 - 7, Contemporary Realistic Fiction



Kate teaches Max and Charlie how to play shadow tag. Max likes it but Charlie is not so sure.

ESSENTIAL QUESTION

How do people and animals interact with their environment?

ELA CONCEPT

Characters in a story can have different viewpoints.

CROSS-CURRICULAR EXTENSION

Physical Education

Play shadow tag outdoors.

KEY VOCABULARY

shadow (p. 3) the dark image on a surface caused by something that blocks light from the sun

gently (p. 7) softly or mildly; not harshly

PREPARE TO READ

Ask children when they see their shadow. Ask if they have tried to step on their own shadow. Can you do it? What about a friend's shadow? Explain that in this story the children are playing a game called shadow tag.

CLOSE READING QUESTIONS

- How do the pictures help you understand the game they are playing?
- Why does Charlie look so sad on page 6? Support your answer with details from the text.
- Underline details in the text that explain how Kate and Max change the game so Charlie will be happy.

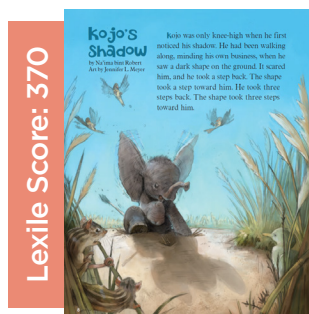
COMMON CORE CONNECTIONS

Collaborate *CCSS Speaking and Listening 1*

In a small group, experiment with making shadows with a flashlight and things found in the classroom. Make the shadows, trace them, and ask other groups to guess what objects made the shadows.

Make Lists *CCSS Writing 2*

In a small group, make a list of games kids can play that require no equipment.



Kojo is a young elephant. When he sees his shadow for the first time, he's alarmed. But he soon learns that his shadow is a fun friend.

ESSENTIAL QUESTION

How do people and animals interact with their environment?

ELA CONCEPT

Stories can show a change in a character's attitude.

CROSS-CURRICULAR EXTENSION

Music

Sing the song "Me and My Shadow."

KEY VOCABULARY

peer (p. 9) to look closely or curiously

crouch (p. 9) to lower the body close to the ground by bending the legs

newfound (p. 10) found for the first time

PREPARE TO READ

Ask students if they have ever been startled by shadows. Why might a shadow be scary at first? Tell them they will be reading about a young elephant's experience noticing his shadow.

CLOSE READING QUESTIONS

- What does the expression "knee-high" mean on page 8? Underline details from the text that help determine its meaning.
- Highlight details from the text that explain what Kojo's shadow did that alarmed him.
- Underline context clues that help you determine the meaning of the word "newfound" on page 10.

COMMON CORE CONNECTIONS

Analyze Illustrations *CCSS Reading 7*

Look carefully at the illustrations. How do they show details from the story?

Analyze Relationships *CCSS Reading 3*

How does Kojo's attitude about his shadow change throughout the story? What helped his attitude change?

Key Ideas and Details *CCSS Reading 1*

List all the actions Kojo and his shadow did together.

Write Opinions *CCSS Writing 1*

Write a short essay about why a shadow makes a good friend. Use details from the story and your own ideas.

TEXT: My Shadow

Magazine page 11, Humorous Poem



Read a funny poem about a cat and its shadow.

ESSENTIAL QUESTION

How do people and animals interact with their environment?

ELA CONCEPT

A poem can be told from an animal's point of view.

CROSS-CURRICULAR EXTENSION

Science

Explore what is necessary for a shadow to form. Try making shadows in different conditions.

KEY VOCABULARY

dusk (p. 11) the time of day just before night

depart (p. 11) to leave; go away

scaredy-cat (p. 11) someone who is afraid all the time

PREPARE TO READ

Ask: *Do you think animals ever notice their shadows?* Tell students they will read a poem about a cat and its shadow. Ask them to notice the relationship between the poem and the illustrations.

CLOSE READING QUESTIONS

- What is the rhyming pattern? Underline details from the text that support your answer.
- How do the illustrations show the cat's reaction to its shadow?
- Highlight details from the text that explain why the shadow departs at dusk.
- Who is telling this poem? How can you tell?

COMMON CORE CONNECTIONS

Read Fluently *CCSS Foundational Skills 4*

With a partner, practice reading the poem several times. When you are ready, read the poem for others. If you'd like, one can read the poem while the other acts it out.

Analyze Illustrations *CCSS Literature 7*

Create your own illustrations for the poem using a different animal.



In this activity you will take a close look at the mixed up shadows at Camp Confusion. See how many mix-ups you can find.

ESSENTIAL QUESTION

How do people and animals interact with their environment?

ELA CONCEPT

Illustrations can be based in both reality and imagination.

CROSS-CURRICULAR EXTENSION

Science

What happens to a shadow when the light source moves? Experiment using a flashlight and different objects.

KEY VOCABULARY

confusion (p. 12) a lack of order or sense

PREPARE TO READ

Discuss activities that might be found at a summer camp. Explain that students will do an activity that shows lots of interesting camp activities with an odd twist.

CLOSE READING QUESTIONS

- Underline details in the text that explain how the tepees are used.
- Highlight details from the text that explain why the girl with red shoes needs to be careful.
- Do the kids in the picture seem bothered by the weird shadows? What details in the text support your answer?

COMMON CORE CONNECTIONS

Analyze Illustrations *CCSS Literature 7*

In a small group, make a list of all the camp activities you can see. Add other fun camp activities to your list. Compare your list with another group's list.

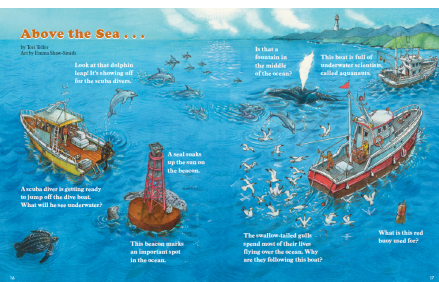
Write Narratives *CCSS Writing 3*

Choose one to three characters in the illustration. Write a short story about them. Tell who they are, what they are doing, and what they will do next.

Key Ideas and Details *CCSS Literature 1*

In pairs or small groups, ask and answer questions about the picture. Answers should be in complete sentences. Examples: What is the boy with the green cap doing? What makes an elephant shadow?

Lexile Score: 590



This is a detailed and labeled set of pictures that shows features both above and below the water's surface.

ESSENTIAL QUESTION

How do people and animals interact with their environment?

ELA CONCEPT

Text and illustrations can work together to provide information about a topic.

CROSS-CURRICULAR EXTENSION

Social Studies

Guide students to learn about the different careers associated with the ocean.

KEY VOCABULARY

scuba (p. 16) equipment used for breathing while swimming underwater

beacon (p. 16) a signal of light or radio waves that guides or warns ships or aircraft

fountain (p. 17) a stream or spray of water

buoy (p. 17) a float attached by line to the bottom of a body of water to mark a location

PREPARE TO READ

Discuss what you might see if you spent time on the water near the seacoast. Include sea life (fish, birds...) and human activity (boats, divers...). Explain to students that they will explore text and pictures that describe and show a seacoast scene. Instruct students to carefully explore pages 16-17 before they turn the page.

CLOSE READING QUESTIONS

- On page 17, why are the birds following the boat? Circle details in the illustration that support your answer.
- Underline details from the text that explain the purpose of the building on land.
- How long can aquanauts stay in the machine? Highlight details from the text that support your answer.

COMMON CORE CONNECTIONS

Conduct Research *CCSS Writing 7*

Research one of the sea animals featured in this text. Possible topics: What does it eat? How does it breathe? Does it live alone or in a group? What are its young called?

Write Narratives *CCSS Writing 3*

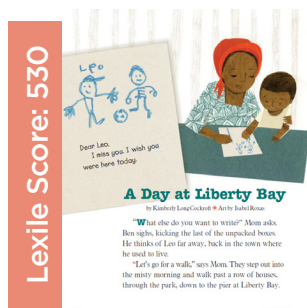
Pretend you are the scuba diver exploring the shipwreck. Write a diary entry about your explorations. What do you see? Were you excited? Disappointed? Did anything surprise you? Who will you tell about your explorations?

Develop Vocabulary *CCSS Language 4*

Find interesting and/or challenging words in the text. Using context clues and a dictionary (as needed), learn their meanings. Then, use the words in complete sentences.

TEXT: A Day at Liberty Bay

Magazine pages 20 - 27, Contemporary Realistic Fiction



Ben has just moved to a new place and misses his friend, Leo. When he meets a girl near his new home, he's able to have fun by exploring his new seaside environment.

ESSENTIAL QUESTION

How do people and animals interact with their environment?

ELA CONCEPT

Stories can show how characters deal with life changes.

CROSS-CURRICULAR EXTENSION

Science

Research different machines that are used when exploring a beach or coastline.

KEY VOCABULARY

pier (p. 20) a structure built over water that is used for landing boats; dock

quiver (p. 21) to move with a slight shaking motion

glint (p. 23) a brief flash of reflected light

pincers (p. 24) a claw of an animal, such as a crab

PREPARE TO READ

Explain that students will read about a boy who has moved to a new home near the ocean and really misses his friend. Discuss what might help him feel better about his new home. What might he see and do?

CLOSE READING QUESTIONS

- How many different kinds of animals does Ben see during his day at the beach? Find and count them in the story.
- How do Ben's letters tell his friend how he feels? Find the words about feelings in each letter.
- What does Samantha teach Ben? How else does she help him? Find examples in the story.
- Ben and the other characters use their senses throughout the story. Search the text for examples of what senses were being used and when.

COMMON CORE CONNECTIONS

Key Ideas and Details *CCSS Reading 3*

Describe how Ben responds to missing his friend and how his mother and Samantha help him feel better.

Analyze Text Structure *CCSS Reading 5*

Describe the overall structure of the story, including how the beginning and ending letters to Leo show a change in how Ben feels.

Write Narratives *CCSS Writing 3 & 6*

Write your own story about finding a new friend and describe what you do together. Be sure to add details about what you explore and play together that helps you form a friendship.

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 texts that feature shadows. Compare and contrast:
 - What makes the shadows (people, animals, things)
 - Style of illustrations
 - Use of humor
- Find texts that feature friends. Who are the friends? What do they do together? What are their conversations like? Choose characters from two or more texts. Write a dialogue between them.
- Find texts that have animals. Choose animals from two or more texts. Research and write about the following information:
 - What do they look like?
 - Where do they live?
 - What do they eat?
 - How do they get around (walk, fly, swim...)?
- Reread “Max and Kate” and “A Day at Liberty Bay.” Imagine a day in which Max and Kate visit Liberty Bay. Have Ben and Samantha show Max and Kate the animals in the bay. Write about their day in a short story or a diary entry.
- Search several texts for interesting words. Create a glossary of the words, with definitions and illustrations.

EXPLORATORY LEARNING - FLEXIBLE MINI-UNIT DESIGN

This issue of *Ladybug* is filled with kids and animals engaged in simple and fun activities. Reading these texts can provide ideas and new inspiration for activities that don't require complicated or expensive equipment.

ENGAGE

READ AND
COMPARE

APPLY

ENGAGE: As students read the texts in this issue of *Ladybug*, they will get ideas for simple, fun activities. To organize their thoughts, create a Simple Fun graphic such as the one below. Record ideas students present as well as any new ones they think of as they read.

Simple Fun

Games/Sports

- shadow tag
- _____
- _____
- _____
- _____

Exploration

- beach exploring
- _____
- _____
- _____
- _____

Drawing/Writing

- pictures
- letters
- _____
- _____
- _____

Share the essential question:

How do people and animals interact with their environment?

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 article, or choose a different article that works well for your teaching goals. Share the article summary on page 4 of this guide. Students can read their own copies of the article 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 articles to read based on their inquiry questions or what they find interesting. Refer to the Text Pages for summaries of each text within *Ladybug: May/June 2016*.

4) COMPARE TEXTS: After students have read multiple texts, guide them to make cross-text connections. Refer to page 10 for Cross-Text Connections using prompts that help students integrate ideas and information.

CHOOSE A PURPOSE FOR READING

CLOSE READ *CCSS Reading 1, 2, 3, 4* Read carefully to find how the characters have simple fun with their family and friends.

COMPARE AND CONTRAST *CCSS Reading 9* As students read sets of texts and examine the text and illustrations, they will discover how stories and other texts show ways to have simple fun with friends.

APPLY: SIMPLE FUN DEMONSTRATIONS: Things to do with friends with no (or almost no) equipment needed!

The students have read several texts and have discussed how stories and other texts can show ways to have simple fun with family and friends. Now it is time to create short demonstrations of simple activities. Form the students into small groups. Instruct each group to complete their Simple Fun Planner. Using their planner, each group will create one or more demonstrations for the class. When groups have finished their demonstrations, take turns trying out the activities!

Supplies

None! If students feel they really need something to complete the project, provide it if possible.

Step 3

Ask students to practice their activity. Pose the following questions to students: Is it simple? Fun? Easy to demonstrate? Can you improve it in any way? Does everyone get to play?

Step 1

Instruct students to look at the class Simple Fun graphic. Help them decide which simple activity their group will plan and demonstrate.

Instruct students to fill out the Simple Fun Planning Page.

Step 4

Ask students to share their activity with the class and ask for feedback.

After gathering feedback, have students make any needed changes.

Finally, let students take turns trying the activities of other groups!

Step 2

Ask students if everyone in the group has a chance to participate. If not, ask them to revise their activity to ensure all students have a chance to participate.

GROUP NAMES: _____

Mini-Unit Graphic Organizer

Simple Fun Planner

Title of activity
Group members
Materials needed (keep it simple!)
How many people are needed? (If not everyone is needed, plan 2 activities so everyone gets to play.)
Steps
How much space do you need?
How much time do you need?
Is this a fun activity?

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:

beacon a signal of light or radio waves that guides or warns ships or aircraft

*This **beacon** marks an important spot in the ocean. (p. 16)*

buoy a float attached by line to the bottom of a body of water to mark a location

*What is this yellow **buoy** used for? (p. 17)*

confusion a lack of order or sense

*Everything is a little silly at Camp **Confusion**—even the shadows! (p. 12)*

crouch to lower the body close to the ground by bending the legs

*When he **crouched** down low, it did the same. (p. 9)*

depart to leave; go away

*It stays with me through the day, but at dusk it must **depart**. (p. 11)*

dusk the time of day just before night

*It stays with me through the day, but at **dusk** it must depart. (p. 11)*

fountain a stream or spray of water

*Is that a **fountain** in the middle of the ocean? (p. 17)*

gently softly or mildly; not harshly

*"...But we can play more **gently**." (p. 7)*

glint a brief flash of reflected light

*Shallow pools **glint** in the sunshine. (p. 23)*

newfound found for the first time

*He waved again at his **newfound** friend, and it waved back. (p. 10)*

peer to look closely or curiously

*When he **peered** out, he saw that the shape was **peering** at him. (p. 9)*

pier a structure built over water that is used for landing boats; dock

*They walk into the misty morning, past a row of houses, through the park, down to the **pier** at Liberty Bay. (p. 20)*

pincers a claw of an animal, such as a crab

*Ben steps closer to peer at the crabs in Samantha's hand, waving their tiny **pincers** in the air. (p. 24)*

quiver to move with a slight shaking motion

*Suddenly, a seal pokes his nose out of the water, whiskers **quivering**. (p. 21)*

scaredy-cat someone who is afraid all the time

*I think it is a **scaredy-cat**, and frightened of the dark. (p. 11)*

scuba equipment used for breathing while swimming underwater

*He's showing off for the **scuba** divers. (p. 16)*

shadow the dark image on a surface caused by something that blocks light from the sun

*She is teaching them to play **shadow** tag. (p. 3)*

“Max and Kate”

- <http://www.otfi.com/games.htm>

Learn some simple games with little or no equipment needed.

“Kojo’s Shadow”

- <http://www.metrolyrics.com/me-and-my-shadow-lyrics-perry-como.html>

Learn the lyrics to the long-ago hit song, “Me and My Shadow.”

“My Shadow”

- <http://kinooze.com/what-is-a-shadow/>

Learn how shadows are formed and other interesting information.

“Camp Confusion”

- <http://kidsactivitiesblog.com/51671/summer-camp-activities>

Read about camp games, crafts, and other camp-type activities.

“Above the Sea/Under the Sea”

- <http://kinooze.com/humans-under-water-aquanuts/>

Learn about aquanauts and what they do.

“A Day at Liberty Bay ”

- <http://seaworld.org/en/animal-info/ecosystem-infobooks/tide-pools/>

Explore this *Tide Pools Ecosystems InfoBook*.