

# Ladybug™

the magazine for young children



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From Cricket Media



**Teacher’s Guide for *Ladybug:*  
*July/August 2016***

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**OVERVIEW**

*In this magazine, readers will encounter an assortment of outdoor activities. **Ladybug: July/August 2016** includes stories, articles, poems,*

*and other texts that show friends and families having fun in nature.*

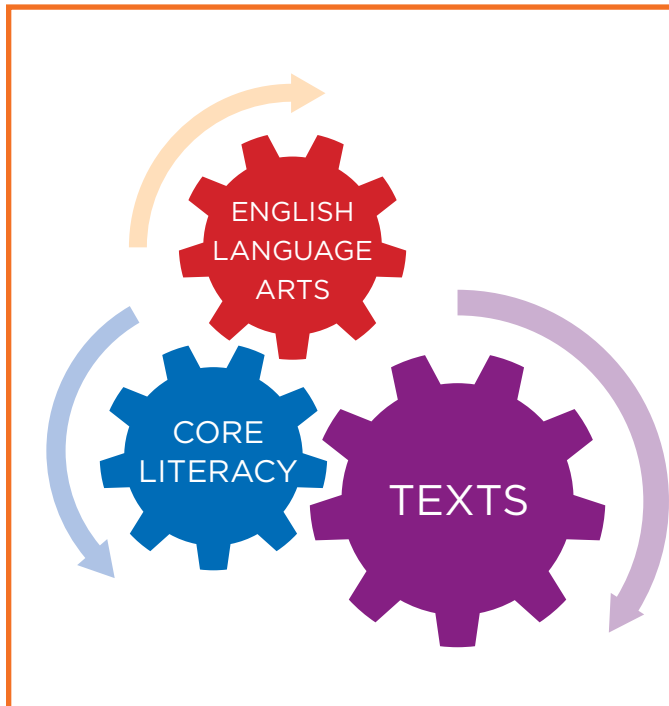
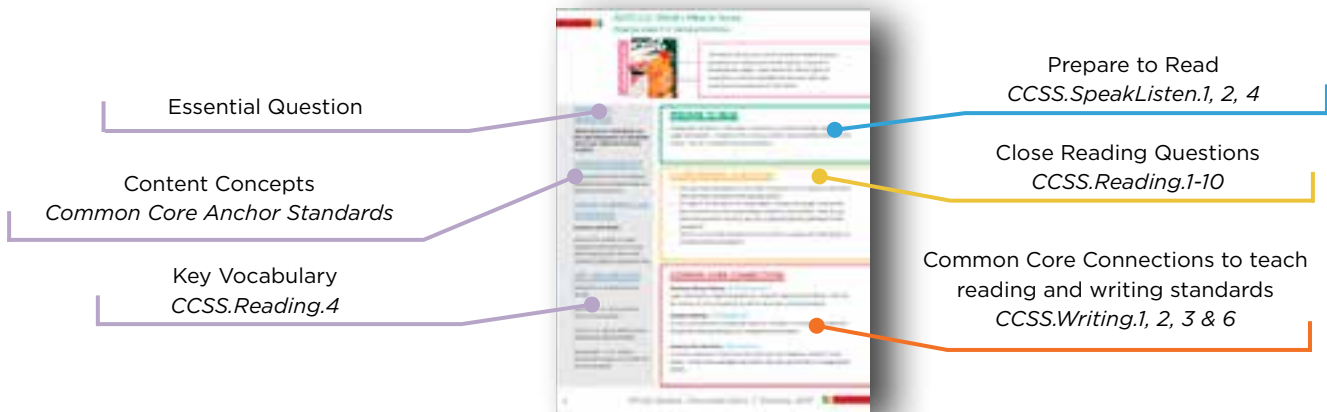
**ESSENTIAL QUESTION:**

***How can authors and illustrators show all kinds of characters exploring nature?***

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 articles 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:



## 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.InfoText.1)

**Describe Relationships** (CCSS.InfoText.3)

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

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

**Summarize** (CCSS.InfoText.2)

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

**Understand Author’s Point of View** (CCSS.InfoText.6)

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

### FOCUS STANDARD: CCSS.InfoText.9: Integrate Ideas and Information

Have students read multiple articles 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.

Lexile Score: 630



Max and Kate explore the backyard to see what kinds of creatures they can find.

## ESSENTIAL QUESTION

**How can authors and illustrators show all kinds of characters exploring nature?**

## ENGLISH LANGUAGE ARTS CONCEPT

Illustrations may include important story details.

## CROSS-CURRICULAR EXTENSION

### Science at the Library

Go on a safari at the library. Look for a field guide on insects, animals, or plants. What interesting facts can you find?

## KEY VOCABULARY

**safari (p. 3)** a trip for watching or hunting animals, especially in Africa

## PREPARE TO READ

Explain to students that safaris usually take place in Africa. Ask students what types of animals they might see on an African safari. Tell students they will read a story about Max and Kate on a backyard safari. Ask them to predict what kinds of creatures these two friends will see.

## CLOSE READING QUESTIONS

- On page 3, circle the pictures of the tools that Kate and Max bring on their safari. How do they use these tools?
- On page 4, which text and picture details tell you that Kate is being quiet? Circle the picture detail and underline the text detail.
- Underline the words in the story that tell where Max and Kate found the creatures.

## COMMON CORE CONNECTIONS

### Retell a Story *CCSS Reading 6*

In a small group, take turns acting out Max and Kate telling their parents about what they found on their safari. Use information from the story to make your discoveries sound interesting. Parents should ask questions to get more details.

### Conduct Research *CCSS Reading 7*

Explore your schoolyard to find animals, birds, and insects. Then draw pictures of what you observed. Add a caption to each picture that identifies the creature and tells where you saw it.



This poem describes the metamorphosis of a caterpillar into a black swallowtail butterfly.

## ESSENTIAL QUESTION

**How can authors and illustrators show all kinds of characters exploring nature?**

## ENGLISH LANGUAGE ARTS CONCEPT

A poem can describe a complex process using few words.

## CROSS-CURRICULAR EXTENSION

### Writing

Write an acrostic poem using the word butterfly or the name of a particular butterfly. Describe how the butterfly looks, its habits, and where it lives.

## KEY VOCABULARY

**bliss** (p. 8) complete happiness

**chrysalis** (p. 8) a moth or butterfly at the stage of growth when it is turning into an adult and is enclosed in a hard case

## PREPARE TO READ

Ask volunteers to describe their experiences watching a caterpillar turn into a butterfly. Then read *A Very Hungry Caterpillar* (by Eric Carle) or share photographs from a nonfiction book of a caterpillar changing into a butterfly. Tell students to listen for how the stages of metamorphosis are described in this poem.

## CLOSE READING QUESTIONS

- Underline the words that rhyme in each stanza.
- This poem includes realistic and made-up details. Highlight two details that come from the poet's imagination.
- Number the stages of metamorphosis shown in the illustration.

## COMMON CORE CONNECTIONS

### Read Fluently *CCSS Foundational Skills 4*

With a small group, practice reading the poem aloud. When you are ready, read the poem to the class. Some group members might want to act out the caterpillar making a chrysalis, the butterfly emerging from a chrysalis, and the butterfly flying away.

### Analyze Illustrations *CCSS Reading 7*

Draw the life stages of a butterfly, from caterpillar to butterfly. Briefly describe what is happening to the butterfly in each drawing.

### Write an Opinion *CCSS Writing 1*

Why do you think the poet used the word “bliss” to describe the caterpillar when it is wrapped up? How do you feel when you are wrapped up in a cozy blanket? Discuss your ideas with a partner.

**Lexile Score: 630**

**Dog Walk** by Loren D. Stone  
Illustration by [unreadable]

Linda walked six dogs around the park every day, their leashes tight in her hand. "Remember, we stay together on the park," she reminded them. They always went the same way.

Teddy had the groggy while searching for squirrels. Paper jumped on old feet, looking for children because her had grown up home, the retired police dog, shakedown Linda, hoping for a treat. Lucky sniffed the air for the smell of water and a chance to swim. Lulu was thirty more days, wearing a long dress. Chip needed to chew and looked everywhere for something to gnaw.

They walked together, some sticking and tails wagging. They stopped when Linda stopped and walked when Linda walked.



Linda walks six dogs around the park each day. On most days, the walks go smoothly, but not on the day a squirrel causes a chain of doggy disasters.

## ESSENTIAL QUESTION

**How can authors and illustrators show all kinds of characters exploring nature?**

## ENGLISH LANGUAGE ARTS CONCEPT

A character may learn a lesson as a result of the events in a story.

## CROSS-CURRICULAR EXTENSION

### Social Studies

Write a list of guidelines for walking dogs or for taking care of another animal you own or would like to own.

## KEY VOCABULARY

**route (p. 9)** a way to get from one place to another

**retired (p. 9)** not working any more

**muzzle (p. 13)** the long nose and mouth of an animal

## PREPARE TO READ

Ask students to share their experiences walking dogs. Tell students they will be reading a story about one girl's dog walking experiences. Then go through the story illustrations with students and ask them to predict something that will happen in the story.

## CLOSE READING QUESTIONS

- How does Linda show she is the dogs' friend? Underline details that support your answer.
- What lessons about dog walking does Linda learn? Highlight story details that support your answer.
- Was your prediction correct? Use story details to explain why or why not.

## COMMON CORE CONNECTIONS

### Analyze Character *CCSS Reading 3*

What do you learn about each of the dogs in this story? Write a description of each dog based on story details. Which dog is your favorite?

### Write Narratives *CCSS Writing 3*

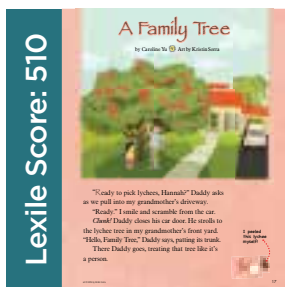
In pairs or small groups, write a story about Linda and the dogs taking a walk in a new place, such as a beach, a city sidewalk, or the woods. Describe how the dogs react to this place and the adventures they have.

### Present a Story *CCSS Speaking and Listening 4*

Create a class presentation of this story. First, list the roles: Linda, the dogs, the squirrel, the helpful people in the park. You will also need readers. Then assign the roles. Have actors practice acting out the story scenes as the readers read aloud. Perform for another class.

# TEXT: A Family Tree

Magazine pages 17 - 23, Contemporary Realistic Fiction



Hannah's grandmother has a tree growing in the front yard that produces a delicious, sweet fruit. The tree is very special to Hannah's family.

## ESSENTIAL QUESTION

**How can authors and illustrators show all kinds of characters exploring nature?**

## ENGLISH LANGUAGE ARTS CONCEPT

Authors can turn objects into story characters.

## CROSS-CURRICULAR EXTENSION

### Research

Find out more about lychees. If possible, try eating some. Share what you learn with your classmates.

## KEY VOCABULARY

**province (p. 18)** one of the parts into which some countries are divided

**clamber (p. 20)** to climb awkwardly

## PREPARE TO READ

Discuss with students whether they like to try new foods. Invite volunteers to share some foods they have tried recently. Did they like the foods? Tell students they will be reading a story about a girl who doesn't really want to try a new food.

## CLOSE READING QUESTIONS

- Why does Hannah's father call the lychee tree "Family Tree?" Cite story details to support your answer.
- How do the characters treat the tree as if it were a real person? Underline examples in the story.
- Who probably planted the lychee tree? Highlight details that support your answer.

## COMMON CORE CONNECTIONS

### Develop Vocabulary *CCSS Language 4*

A compound word is made up of two smaller words that are put together to make a new word. Cupcake and butterfly are compound words. Search the text on page 18 for four compound words. Copy the words onto a piece of paper and draw a line between the two smaller words in each.

### Analyze Character *CCSS Reading 3*

Why doesn't Hannah want to try a lychee? What makes her change her mind? Use details from the story to describe how Hannah's attitude toward lychees changes.

### Writing Dialogue *CCSS Writing 3*

How would Hannah describe her day at her grandmother's house? Write a conversation between Hannah and a friend. Hannah can tell about the day and the friend can ask questions.





Little Turtle dreams of being an astronaut.

## ESSENTIAL QUESTION

**How can authors and illustrators show all kinds of characters exploring nature?**

## ENGLISH LANGUAGE ARTS CONCEPT

Authors and illustrators can create animal characters that act like humans, wear clothes, and talk.

## CROSS-CURRICULAR EXTENSION

### Social Studies

What is one job you might like to have when you grow up? Draw a picture of yourself at this job. Write two sentences telling about the job and why you would like to do it.

## KEY VOCABULARY

**gazing (p. 28)** looking at something for a long time

**astronaut (p. 29)** a person who travels in outer space

## PREPARE TO READ

Ask if any students would like to become astronauts when they grow up. Invite students to share other dreams they have about going places or doing things. Finally, tell students they will be reading a story about a little turtle who has a big dream.

## CLOSE READING QUESTIONS

- Could this story happen during the day? Use story details to support your answer.
- Underline story details that tell you Little Turtle loves the stars.
- How are the characters like humans? In what ways are they like animals? Highlight story details that support your answer.

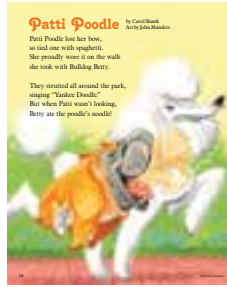
## COMMON CORE CONNECTIONS

### Analyze Setting *CCSS Reading 3*

At what time of day does this story take place? In what three places does the story happen? Use information in the illustrations to answer these questions.

### Retell a Story *CCSS Reading 2*

With a partner, retell this story in three sentences. Write one sentence about the important events on each page.



Patti Poodle and Bulldog Betty are friends enjoying a walk in the park together.

## ESSENTIAL QUESTION

**How can authors and illustrators show all kinds of characters exploring nature?**

## ENGLISH LANGUAGE ARTS CONCEPT

Poets use funny words and silly rhymes to make a poem fun to read.

## CROSS-CURRICULAR EXTENSION

### Music

Find and read or sing the words to the song “Yankee Doodle.” What funny rhymes and words do you find in this song?

## KEY VOCABULARY

**strut** (p. 34) to walk in a proud way

## PREPARE TO READ

Ask students to name favorite funny animal characters from books, TV shows, and movies. Invite volunteers to explain why the characters are funny. Then tell students to listen for funny details as you read the next poem aloud.

## CLOSE READING QUESTIONS

- What makes the names of the dogs sound funny?
- Highlight the ideas in the poem that are shown in the illustration.
- Underline parts of the poem that are ridiculous and could never happen. Are any parts realistic?

## COMMON CORE CONNECTIONS

### Write a Poem *CCSS Writing 3*

List the rhyming words from the poem. Add another rhyming word to each group. Then use some or all of the words to write your own funny rhyming poem.

### Practice Fluency *CCSS Reading 5*

Work with a partner to practice reading the poem aloud—each partner can read one stanza. Focus on reading with a steady rhythm. Try clapping your hands to the rhythm as you read. When you are ready, read the poem to the class with expression.

## 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*).

- Which stories and poems tell about surprises or unexpected events? Give the names of the texts and explain the surprise in each.
- Compare and contrast “Max and Kate” and “Black Swallowtail.” How are the two texts the same? How are they different?
- Find the texts that feature animals that act like humans.
  - In what ways are the animals like humans?
  - Could the story or poem happen with human characters instead of animal characters? Tell why or why not.
- Compare Linda in “Dog Walk” and Hannah in “A Family Tree.”
  - In what way does each character try something new?
  - What makes each character decide to try something new?
  - How does each character feel about her decision?
- Which stories and poems are humorous? Compare the way the authors and illustrators make the texts funny and fun to read.
- Compare “Black Swallowtail” and “Patti Poodle.”
  - What is the genre of each text?
  - What is each text about?
  - Is it silly or serious?
  - Do any words rhyme?

## EXPLORATORY LEARNING - FLEXIBLE MINI-UNIT DESIGN

This issue of *Ladybug* is filled with characters and creatures having all kinds of experiences in nature. Reading and talking about the plants, animals and other elements of nature in these texts will be a springboard for a short research project.

ENGAGE

READ AND  
COMPARE

APPLY

Begin this mini-unit by having students explore the texts in *Ladybug: July/August 2016* to find animals, plants, insects and other elements of nature in them. Use a chart like the one below to record what students find in each story. This will help students plan for the Mini-Unit activity, Story Safari.

Stories	Things from Nature
"Max and Kate"	lizard, spider web, flies, butterflies
"Black Swallowtail"	black swallowtail, chrysalis
"Dog Walk"	dogs, squirrel, cottonwood tree
"Family Tree"	
"Little Turtle's Dream"	
"Patti Poodle"	

Share the essential question:

**How can authors and illustrators show all kinds of characters exploring nature?**

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

**1) READ ALOUD:** Use “A Family Tree” (pgs. 17-23) as a focus text, or choose a different text that works well for your teaching goals. Share the text summary on page 7 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: July/August 2016*.

**4) COMPARE TEXTS:** After students have read multiple texts, guide them to make cross-text connections. Refer to page 10 to compare texts 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 plants, animals, insects and other elements of nature in the stories.

**COMPARE AND CONTRAST** *CCSS Reading 9* As students read stories and poems, they will discover how authors and illustrators show different characters exploring and learning about nature.

## APPLY: STORY SAFARI

**Students will work individually to create a page that includes information about a plant, animal or element of nature from this issue of *Ladybug*, as well as a fact about that same element from a field guide or nature book. Students will illustrate their pages, which can be collected to create a class field guide.**

### Introduce the Activity

Explain that each student is going to create one page for a class book about nature. They will choose a topic from the nature elements they read about in the magazine. For their pages, students will:

- Draw a picture of their topic
- Give story information about it
- Find a fact about it from another source

### Supplies

- Pencils
- Markers, crayons, colored pencils
- Simple nature guides
- 1 copy of the Nature Page on page 14 for each student.

#### Step 1: Choose the Topic

Review with students the list the class created using the Engage activity on page 11 of this Teacher's Guide.

Have each student choose one nature element from the list as the topic for their page.

If necessary, help students write their topic and the title of the story in which it is featured at the top of their nature page.

#### Step 2: Add Words and a Picture

Have students draw a picture of their topic in the space provided on the nature page.

Then have students write a sentence about how the topic is important in the story. For example, if a student chooses to focus on stars, he or she might write that Little Turtle wants to fly to the stars someday.

#### Step 3: Add a Fact

Have students look at a nonfiction book or simple field guide to find an interesting fact about their topic.

If necessary, help them write the fact in the space provided on their nature page.

#### Step 4: Print and Publish

Have students share their completed pages with the class. Then collect them and staple them together with a simple cover. Share the class nature book guide with other classes and/or the school librarian.

### My Nature Page

By: \_\_\_\_\_

My topic is: \_\_\_\_\_ My topic came from: \_\_\_\_\_

My picture of my topic

Information about my topic from the story or poem:

An interesting fact about my topic:

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:

**astronaut** a person who travels in outer space

*"Maybe one day you'll become an **astronaut** and fly high above the Earth in a rocket." (p. 29)*

**bliss** complete happiness

*Wrap in **bliss**. (p. 8)*

**chrysalis** a moth or butterfly at the stage of growth when it is turning into an adult and is inside a hard case

*Now you are a **chrysalis** (p. 8)*

**clamber** to climb awkwardly

*I grin as Daddy **clammers** up the tree. (p. 20)*

**gazing** looking at something for a long time

*One evening Little Turtle sat on a log, **gazing** at the night sky. (p. 28)*

**muzzle** the long nose and mouth of an animal

*"I understand," she said, patting each head and rubbing each **muzzle**. (p. 13)*

**province** one of the parts into which some countries are divided

*Nāinai used to live in China, in a **province** called Guangdong. (p. 18)*

**retired** not working any more

*Scout, the **retired** police dog, shadowed Linda, hoping for a treat. (p. 9)*

**route** a way to get from one place to another

*They always followed the same **route**. (p. 9)*

**safari** a trip for watching or hunting animals, especially in Africa

*Max and Kate are going on a backyard **safari**. (p. 3)*

**strut** to walk in a proud way

*They **strutted** all around the park, singing "Yankee Doodle." (p. 34)*

