

# Ladybug®

## TEACHING OBJECTIVES

- Students will integrate and evaluate content presented in diverse media and formats
- Students will interpret words and phrases as they are used in a text
- Students will identify the structure and function of living things
- Students will construct and use maps or other graphic representations of different places
- Students use words, rhythm, and rhyme to communicate feelings

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.

## ISSUE THEME

Animals and humans make their homes in different places and in different ways.

## CONVERSATION QUESTION

What makes a good home?

## ABOUT LADYBUG® MAGAZINE

Beginning readers love LADYBUG®—colorful illustrations draw students into enchanting stories at a perfect range of reading levels, plus ear-pleasing poems, lively songs, and a removable four-page craft insert to foster literacy and round out the reading experience.



## SELECTIONS

- **Max and Kate**  
Contemporary Realistic Fiction, ~650L
- **Houseboat**  
Contemporary Realistic Fiction, ~650L
- **Where My Aunt Rosa Lives**  
Poem

## CONNECTING CURIOUS MINDS

Cricket Media offers 11 award-winning magazines for toddlers to teens. Our ePals Global Community® pairs educators and students around the world in exciting project-based learning. Our CricketTogether™ program matches mentors and students to build reading, writing, and critical thinking skills.

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## Max and Kate

pp. 3–7, Contemporary Realistic Fiction



### THE STORY

Use this story about beavers in a nature preserve to teach students how to use words and illustrations in a story to describe setting, characters, and events.

### RESOURCES

- **Story Details Worksheet**

### OBJECTIVES

- Students will read and analyze a short story
- Students will integrate and evaluate content presented in diverse media and formats: analyze illustrations
- Students will identify the structure and function of living things

### KEY VOCABULARY

- **beaver (p. 3)** a small animal that has thick, brown fur and a wide, flat tail
- **nature preserve (p. 3)** an area where plants, animals, and other wildlife are protected
- **lodge (p. 5)** the place where a beaver lives
- **heap (p. 5)** a large, messy pile
- **branch (p. 6)** a part of a tree that grows out from the trunk

### ENGAGE

**Conversation Question:** What makes a good home?

Ask students if they know from what materials, such as wood, brick, concrete, or stone, their homes are made. Discuss why these materials make good homes (strong, easy to find, etc.). Explain that the next story tells about the homes that beavers build and live in. Tell students to listen for information about beaver homes as you read the story aloud.

### INTRODUCE VOCABULARY

Display the vocabulary words and read them aloud. Ask volunteers to explain the meanings of familiar words. Acknowledge correct meanings and then read the definitions aloud. Finally, tell students to clap when they hear one of these words as you read the story aloud.

### READ & DISCUSS

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

- What makes the nature preserve a good place to look for beavers?
- What does the beaver do to make its house?
- What do Max and Kate discover about beavers?

### SKILL FOCUS: Analyze Illustrations

**INSTRUCT:** Tell students that authors use words and illustrations to tell a story. Illustrations can help readers learn about the setting, characters, and events in a story. Display page 3 and reread the text aloud. Ask students what they learn about characters and setting from the words. Then ask students to explain what they learn from the illustration. Prompt students by asking:

- What do people see and hear at a nature preserve?
- How do people feel during their visit?

Have students point out the parts of the illustration that led them to their answers. Then invite students to share interesting things they notice in the illustration.

**ASSESS:** Distribute a copy of the **Story Details Worksheet** to each student. Have students use information from the words and the illustrations in the story to answer the questions on the worksheet.

### EXTEND

**Science** Have students conduct research online and in the library to learn more about what beavers look like. Then have students draw a picture of a beaver and label its unique body parts. Finally, have each student write an interesting fact about beavers under the picture.

Name \_\_\_\_\_

## Story Details Worksheet

| <b>1. How does a beaver build its lodge?</b> |   |
|--|---|
| <b>Information from the words</b>            | <b>Information from the illustrations</b> |
|  |   |

| <b>2. What are Max and Kate doing at the nature preserve?</b> |   |
|---|---|
| <b>Information from the words</b>                             | <b>Information from the illustrations</b> |
|   |   |

| <b>3. How do Max and Kate feel about being at the nature preserve?</b> |   |
|--|---|
| <b>Information from the words</b>                                      | <b>Information from the illustrations</b> |
|  |   |

## Houseboat

pp. 18–21, Contemporary Realistic Fiction



### THE STORY

This story describes a day in the life of a family living on a houseboat. Use it to teach students how to identify words and phrases that describe feelings and appeal to the senses.

### RESOURCES

- **Feelings and Senses Worksheet**

### OBJECTIVES

- Students will read and analyze a short story
- Students will interpret words and phrases as they are used in a text: analyze word choice
- Students will construct and use maps or other graphic representations of different places

### KEY VOCABULARY

- **deck (p. 18)** one of the levels of a boat or ship
- **scavenging (p. 19)** searching for food to eat
- **pier (p. 19)** a structure that goes out from a shore into the water
- **starboard (p. 21)** the right-hand side of a ship
- **hull (p. 21)** the deck, sides, and bottom of a boat

### ENGAGE

**Conversation Question:** What makes a good home?

Ask students to describe different kinds of homes people live in—past and present—such as houses, apartment buildings, mobile homes, wigwams, and log cabins. Then explain the story is about a family that lives on a boat. Show photos of houseboats from the Internet and discuss how people eat, sleep, play, and do chores on a boat. Tell students to notice how the author of this story describes life on a houseboat.

### INTRODUCE VOCABULARY

Display the vocabulary words and read them aloud. Ask volunteers to explain the meanings of familiar words. Acknowledge correct meanings and then read and display the definitions. Finally, work with students to find an example of each word using the story illustrations.

### READ & DISCUSS

Read the story aloud as student follow along silently. Then reread the story and tell students to listen for words and phrases that help them imagine what is happening in the story. Finally, use the following questions to discuss the story.

- What does the main character like about living on a houseboat? How do you know?
- What activities do they do on the boat?
- How does rain affect what they do?
- Do you think the boat makes a good home? Why or why not?

### SKILL FOCUS: Analyze Word Choice

**INSTRUCT:** Reread the first page of the story as students listen and imagine. Afterward, have students point out the words and phrases that helped create a picture in their minds. Then explain how creating a picture in your mind helps you understand the story.

Next, discuss how the narrator and his sister and father feel in these paragraphs. Ask students to point out words and phrases that help them understand the characters' feelings.

**ASSESS:** Distribute a copy of the **Feelings and Senses Worksheet** to each student. Students work in pairs or individually to find words and phrases from the story that appeal to their senses or show characters' feelings and then write them in the graphic organizer.

### EXTEND

**Geography** Have students locate Biscayne Bay on a map. Then help them figure out how far the bay is from their hometown.

Name \_\_\_\_\_

## Feelings and Senses Worksheet

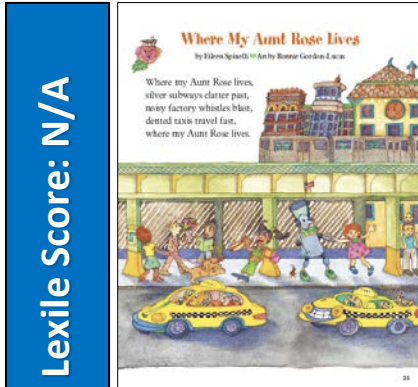
| Characters' Feelings | Words and phrases from the story that show these feelings |
|----------------------|---|
| excited              |   |
| happy                |   |

| My senses | Words and phrases from the story for the 5 senses |
|-----------|---|
| sight     |   |
| sound     |   |
| taste     |   |
| touch     |   |
| smell     |   |



## Where My Aunt Rose Lives

pp. 23–27, poem



### THE POEM

The speaker uses sensory details, rhythm, rhyme, and repetition to describe the busy city where her aunt lives.

### RESOURCES

- **Rhyme and Repetition Worksheet**

### OBJECTIVES

- Students will read and analyze a poem
- Students will interpret words and phrases as they are used in a text: identify sound devices
- Students will use supporting details to make comparisons

### KEY VOCABULARY

- **subway (p. 23)** a system of underground trains in a city
- **factory (p. 23)** a building where products are made
- **vendors (p. 24)** people who sell things, especially on the street
- **chat (p. 24)** to talk with someone in a casual way
- **laundromat (p. 24)** a place that has machines for washing and drying clothes
- **takeout (p. 25)** restaurant food people take away to eat

### ENGAGE

**Conversation Question:** What makes a good home?

Display a two-column chart with the headings “City Home” and “Country Home.” Then ask students to name things they might see, hear, smell, taste, and touch in each place. Record responses in the chart. Then discuss what makes each setting a good place to live. Finally, tell students that the next poem is about living in a city.

### INTRODUCE VOCABULARY

Display the vocabulary words and read them aloud. Ask volunteers to explain the meanings of familiar words. Acknowledge correct meanings and then read the definitions aloud. Finally, invite students to make up sentences using these words.

### READ & DISCUSS

Have students listen closely as you read the poem aloud. Then conduct a choral reading of the poem with the class. Use the following questions to discuss the poem:

- What words or ideas stood out to you as you read and listened to the poem?
- What words could you use to describe the place where Aunt Rose lives?
- Does the speaker think this place makes a good home? What makes you think this?

### SKILL FOCUS: Identify Sound Devices

**INSTRUCT:** Copy the first stanza of the poem on the board and read it aloud. Ask students what they notice about how the poem sounds. Prompt students by asking which words rhyme and which lines are the same. Circle the rhyming words and underline the repeated lines. Discuss why the poet might have chosen to use rhyme and repetition. Then explain that rhyme and repetition help give a poem rhythm, like a song, and make it fun to read.

**ASSESS:** Distribute copies of the **Rhyme and Repetition Worksheet** and have students work individually or in pairs to complete it.

### EXTEND

**Art** Show students several paintings or photographs of cityscapes. Discuss with them the different shapes and details they notice. Then have students draw, paint, or sculpt their own cityscapes.

Name \_\_\_\_\_

## Rhyme and Repetition Worksheet

Write the words that rhyme with the words below. You can find them in the poem.

**cats**

|  |  |
|--|--|
|  |  |
|--|--|

**ton**

|  |  |
|--|--|
|  |  |
|--|--|

**night**

|  |  |
|--|--|
|  |  |
|--|--|

**cries**

|  |  |
|--|--|
|  |  |
|--|--|

**Add three lines to the middle of this poem to tell about where you live.**

Where I live,

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