

Ladybug®

ISSUE THEME

People use imagination to pretend, to create, and to wonder.

CONVERSATION QUESTION

How do you use your imagination?

TEACHING OBJECTIVES

- Students will learn how different characters work together to make things
- Students will learn how different characters use imagination in stories
- Students will analyze how individuals, events, and ideas develop over the course of a text: identify story events
- Students will summarize the key supporting details and ideas of a text
- Students will obtain, evaluate, and communicate information
- Students will develop and use models



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

- **Max and Kate**

Contemporary Realistic Fiction, ~350L

- **Wishing**

Rebus Story

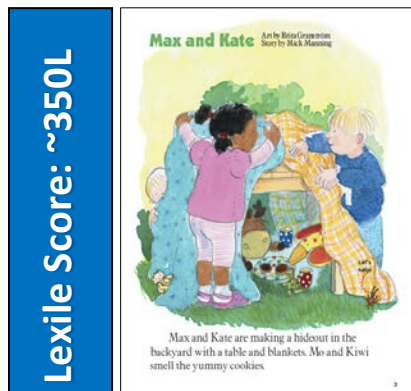
- **A Castle Around the Corner**

Contemporary Realistic Fiction, ~550L

Max and Kate

pp. 3–7, Contemporary Realistic Fiction

Use this story about friends who build a hideout in the backyard to teach students to recognize story sequence.



RESOURCES

- Beginning, Middle, End Worksheet

OBJECTIVES

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

KEY VOCABULARY

- **hideout** (p. 3) a place where someone hides
- **explorers** (p. 4) people who travel in a place to learn more about it
- **jungle** (p. 4) tropical forest where plants and trees grow very thickly
- **wild animal** (p. 6) an animal that lives in the wild and is not tame

ENGAGE

Conversation Question: How do you use your imagination?

Explain that people use imagination when they pretend. For example, students might pretend they are drinking tea at a tea party or they might pretend to be an animal. Invite students to briefly pretend to be a cat or a dog. Then ask students to describe other things they like to pretend when they are playing by themselves or with others. Finally, explain that the next story is about friends who are pretending.

INTRODUCE VOCABULARY

Display the vocabulary words and read them aloud. Ask volunteers to explain the meanings of words. Acknowledge correct meanings and then read the definitions aloud. Ask students to use these words to make predictions about what will happen in the story. Record the predictions on the board.

READ & DISCUSS

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

- How do Max and Kate make their hideout?
- How do Max and Kate use their imagination?
- Could Mo and Kiwi eat the cookies? Tell why or why not.
- Who took the cookies?

Finally, review and discuss the predictions students made before reading.

SKILL FOCUS: Identify Story Events

INSTRUCT: Discuss with students a popular book or familiar fairy tale. Have students identify the characters and setting in the story. Then discuss the beginning, middle, and end of the story. Record events in a three-column chart with the headings “beginning,” “middle,” and “end.” Tell students that being able to identify the different parts of a story will help them understand and remember what they read. Next, ask students to identify the characters and setting in “Max and Kate.”

ASSESS: Distribute a copy of the *Beginning, Middle, End* worksheet to each student. Have students complete the worksheet by drawing and/or writing about the story.

EXTEND

Science Have students conduct online or library research to learn where tropical jungles exist and what plants and animals live there. Then have them choose one plant and one animal to draw and write about. Invite students to present their work to the class.

Name _____

Story Elements Worksheet

Beginning	Middle	End

On the back of this paper, draw a picture of one of the characters. Write the character’s name next to the picture. Then write a sentence that tells about the character.

Wishing

pp. 8–9, Rebus Story

Use this rebus story about a father and child who build together to give students practice in retelling stories.

Lexile Score: N/A



RESOURCES

- Retelling Cards Worksheet

OBJECTIVES

- Students will read and analyze a rebus story
- Students will summarize the key supporting details and ideas of a text; retell a story
- Students will obtain, evaluate, and communicate information

KEY VOCABULARY

- **squirrel (p. 8)** a small animal with a long tail and soft fur that lives in trees
- **bricks (p. 8)** small, hard blocks of baked clay that are used to build structures and to make streets and paths
- **dad (p. 8)** a person's father
- **cup (p. 9)** a small round container used for drinking liquids
- **sticks (p. 9)** cut or broken branches
- **penny (p. 9)** a coin worth one cent

ENGAGE

Conversation Question: How do you use your imagination?

Explain that many people like to make things, such as paintings, buildings, gardens, food, and clothes. Discuss with students the things they, and you, like to make. Continue by asking how imagination helps people make things. Then explain that the next story is about a father and child who make things together.

INTRODUCE VOCABULARY

Show the story pages to the class and ask students how this story looks different from other stories they've seen. Explain that this story uses pictures in place of some words. Review the picture words with students. Then display a two-column chart with the headings "Characters" and "Things." Have students decide which column each picture word belongs in.

READ & DISCUSS

Read the story aloud with the class. Point to the picture words as you read and have the class say these words aloud. Then have students work in pairs to take turns reading the story aloud to each other. Use the questions below to discuss the story.

- How does Squirrel help Dad?
- What else does Squirrel want to do?
- How do Squirrel and Dad use imagination?

SKILL FOCUS: Retell a Story

INSTRUCT: Invite students to describe the parts of the story they enjoyed most. Then ask students what happened in the beginning of the story. Have students take turns recalling and retelling in their own words the events from this part of the story. List and number the events on the board. Continue this process for the rest of the story. Finally, discuss whether any important information is missing from the list. Explain that retelling a story can help students remember and understand what they read.

ASSESS: Distribute a copy of the *Retelling Cards* worksheet to each student. Have students draw pictures of the words listed on the cards and cut out the cards. Then have students work in pairs to retell the story using the cards.

EXTEND

Science Remind students that squirrels don't build wishing wells, but they do build nests. Have students conduct research to find out how squirrels build their nests. Then have them draw a picture of a squirrel nest and write a fact underneath. Invite students to share their work.

Name _____

Retell a Story

bricks

Squirrel

Dad

cup

sticks

penny

A Castle Around the Corner

pp. 10–13, Contemporary

Realistic Fiction

The little boy in this story is excited about the new playground being built in his neighborhood. Use the story to teach students how to describe characters.



RESOURCES

- Describe Characters Worksheet

OBJECTIVES

- Students will read and analyze a short story
- Students will analyze how individuals, events, and ideas develop over the course of a text: describe characters
- Students will develop and use models

KEY VOCABULARY

- **bulldozer** (p. 10) a powerful and heavy vehicle used for moving dirt and rocks
- **playground** (p. 11) an outdoor area where children play
- **drill** (p. 11) a tool used for making holes
- **swingset** (p. 13) a structure with swings hanging from it
- **monkey bars** (p. 13) a frame of bars that children can play on

ENGAGE

Conversation Question: How do you use your imagination?

Explain that the story is about a boy who is curious about the new playground being built in his neighborhood. Explain that *curious* means wanting to know more about something. Tell students that if a friend gave them a present wrapped in a big box, they would feel curious, and they might use their imagination to guess what's inside. Invite students to share times when they were curious about something.

INTRODUCE VOCABULARY

Display the vocabulary words and read them aloud. Ask volunteers to explain the meanings of words. Acknowledge correct meanings and then read the definitions aloud. Then ask students to think about which words go together. Discuss as a class and list the word groups on the board.

READ & DISCUSS

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

- What is changing in the story?
- What do people need to know to build a playground?
- How is imagination a part of the story?

SKILL FOCUS: Describe Characters

INSTRUCT: Explain that students can learn about characters by paying attention to the things they say and do. Write the word *curious* on the board and remind students of the definition. Then tell students that Angel is curious—he wants to know more about the playground. Point out the words “‘What are they doing?’ I ask” on page 11. Explain that Angel’s words help you understand that he is curious. Work with the class to find other details in the story that show Angel is curious.

ASSESS: Distribute a copy of the *Describe Characters* worksheet to each student. Have students complete the worksheet by writing story details that support the descriptions of Angel.

EXTEND

Engineering Have students design and draw a new playground for your school. Encourage students to use their imagination. Invite students to share their work.

Name _____

Describe Characters

Angel is curious.

Angel is helpful.

Who else is helpful in the story? How do you know?