

# Ladybug®

## ISSUE THEME

Discover how characters help each other solve all kinds of problems and figure out how to make things better.

## CONVERSATION QUESTION

How can you be helpful?

## TEACHING OBJECTIVES

- Students will analyze how individuals, events, and ideas develop and interact over the course of a text
- Students will interpret words and phrases as they are used in a text
- Students will recognize setting details
- Students will describe a character
- Students will interpret sensory details
- Students will identify and analyze animals
- Students will construct and use maps
- Students will plan and carry out investigations



In addition to supplemental materials focused on core STEM skills, this flexible teaching tool offers vocabulary-building activities, questions for discussion, and cross-curricular activities.

## SELECTIONS

- **Max and Kate**  
Short Story, ~450L
- **Shelby the Shy**  
Short Story, ~450L
- **Boots at Sixpence**  
Folktale, ~550L

# Ladybug® Teacher Guide: October 2017

## Max and Kate

### pp. 3–7, Short Story

Use this story about Max and Kate on a farm to teach students how to recognize setting details in a story.



## RESOURCES

- Setting Details Worksheet

## OBJECTIVES

- Students will read and analyze a short story
- Students will analyze how individuals, events, and ideas develop and interact over the course of a text
- Students will identify and analyze animals

## KEY VOCABULARY

- **farm (p. 3)** a piece of land used for growing crops or raising animals
- **hay (p. 3)** grass that has been cut and dried to be used as food for animals
- **Halloween (p. 3)** the night of October 31, when children dress up and go to houses to ask for candy
- **costume (p. 3)** clothes worn by someone who is trying to look like a different person or thing
- **barn (p. 6)** a building on a farm that is used for housing farm animals or equipment

## ENGAGE

**Conversation Question:** How can you be helpful?

Help students brainstorm ideas for how to be a good and helpful friend. List students' ideas on the board. Then tell students that in the next story, Max has a costume problem and Kate helps him out.

## 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. Then ask students to think about which words go together. Discuss as a class and list the word groups on the board. Tell students to listen for these words as you read aloud.

## READ & DISCUSS

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

- Why are Max and Kate at the farm?
- What does Max wish he was wearing?
- Who are the scary people Max sees?
- How does Kate help Max get a costume?

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

## SKILL FOCUS: Recognize Setting Details

**INSTRUCT:** Tell students that when they read or listen to a story, they should pay attention to when and where it takes place; this is called the setting of the story. Explain that words and pictures in a story will help them learn about the setting. Ask students to think about the setting as you read aloud a short, familiar story. Then ask students to identify the setting and point out the words and pictures that helped them learn about it.

**ASSESS:** Distribute a copy of the *Setting Details* worksheet to each student. Have students complete the worksheet by drawing and writing setting details from the story and illustrations.

## EXTEND

**Science** Brainstorm a list of farm animals with the class. Then have each student choose one animal to research and report on. Reports should include a picture of the animal and the answers to these questions: Where does the animal live at the farm? What does the animal eat? What does the animal give (wool, milk, eggs, etc.)? Invite students to share their reports.

Name \_\_\_\_\_

### Setting Details Worksheet

Circle the word in the box that tells the setting of this story.

city town school farm

WRITE: Words that helped me know the setting	DRAW: Pictures that helped me know the setting
1.	1.
2.	2.

## Shelby the Shy

pp. 8–12, Short Story

Use this story about a shy girl who learns to be brave to give students practice in describing characters.



## RESOURCES

- Describe Characters Worksheet

## OBJECTIVES

- Students will read and analyze a short story
- Students will analyze how individuals, events, and ideas develop and interact over the course of a text
- Students will construct and use maps

## KEY VOCABULARY

- **shy (p. 8)** feeling nervous and uncomfortable about meeting and talking to people
- **brave (p. 11)** not afraid

## ENGAGE

**Conversation Question:** How can you be helpful?

Explain that this story is about a brother who is helpful and kind to his sister when she has a problem. Ask students to tell about ways they are helpful and kind to family members—parents, grandparents, brothers, sisters, etc. Then invite students to guess how the brother might help the sister in the story.

## 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 discuss how people look and act when they feel shy and when they feel brave. Invite students to act out being shy and being brave.

## READ & DISCUSS

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

1. How does Shelby act when she feels shy?
2. How do you think Shelby feels when parents say, “She doesn’t want to play right now”?
3. Why does Shelby have butterflies in her tummy when she goes to the party?
4. How does Shelby’s brother help her feel better?

## SKILL FOCUS: Describe a Character

**INSTRUCT:** Remind students that they can learn about characters by paying attention to the things they say and do. Write the word *friendly* on the board and tell students that Shelby’s brother Ben is friendly. Have students listen for details that show Ben is friendly as you read page 10 aloud. Discuss and list the details students notice.

**ASSESS:** Distribute a copy of the *Describe Characters* worksheet to each student and have them work in pairs to complete it. When all students are finished, invite them to share their answers with the class.

## EXTEND

**Social Studies** Explain that students are going to make a class map of the school neighborhood. In your classroom, create a large simple map that shows the streets around the school and the school buildings. Then take students for a walk around the school and note the buildings, trees, parks, businesses, etc. they notice. Back in the classroom, have students add their own drawings of these items to the map.

Name \_\_\_\_\_

### Describe a Character

What details show that Shelby is shy? Write three details in the chart.

**Shelby is shy.**

1.
2.
3.

What details show that Shelby is brave? Write three details in the chart.

**Shelby is brave.**

1.
2.
3.

## Boots at Sixpence

pp. 25–30, Fantasy

Use this mash-up of several well-known folktales to help your students recognize sensory details.



## RESOURCES

- Sensory Details Worksheet

## OBJECTIVES

- Students will read and analyze a folktale
- Students will interpret words and phrases as they are used in a text
- Students will plan and carry out investigations

## KEY VOCABULARY

- **sole** (p. 25) the part of a shoe or boot that touches the ground
- **heel** (p. 25) the part of the bottom of a shoe or boot that is under the heel of your foot
- **cobbler** (p. 26) a person who makes or repairs shoes
- **clog** (p. 26) a shoe or sandal with a thick wooden sole

## ENGAGE

**Conversation Question:** How can you be helpful?

Ask students if they have ever been helpful to, or been helped by, someone they didn't know very well. For example, maybe students helped a new neighbor or a new student at school. Discuss students' experiences. Then explain that the character in the next story gets help from a family he's never met before.

## 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. Next, discuss with students how the vocabulary words are related. Then preview the illustrations to find images that connect to these words.

## READ & DISCUSS

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

1. Why does the cat need new boots?
2. What is unusual about the shoe store?
3. What do you think the snail was going to say on page 27 before the cat zipped away?
4. How did the mom bear help the cat?
5. Do you recognize any characters or places in this story? Explain.

## SKILL FOCUS: Interpret Sensory Details

**INSTRUCT:** Read aloud the first paragraph on page 25. Then ask students to share the pictures that came to mind as they listened. Remind students that authors use sensory details, or words that describe what they hear, smell, see, taste, and touch, to help readers create mental pictures as they read. Display a T-chart with the headings "Sight" and "Sound." Ask students to identify words and phrases from the paragraph to add to the chart.

**ASSESS:** Distribute a copy of the *Sensory Details* worksheet to each student. Students should work in pairs or individually to find words and phrases from the story that appeal to their senses and then write them in the graphic organizer.

## EXTEND

**Science** Have students explore bouncing using five different kinds of bouncy balls—tennis ball, ping pong ball, basketball, rubber balls of different sizes—and a yard stick. Teams of four students should work together to bounce the balls next to the yard stick and record the bounce heights. Have students share their results with the class.

Name \_\_\_\_\_

## Sensory Detail Worksheet

Find words and phrases from the story that appeal to your senses. Write them in the chart below.

My senses	Words and phrases from the story that appeal to my senses
sight	
sound	
taste	
touch	
smell	