

Ladybug®

PATTERNS

Patterns are all around us. We can see them, hear them, and live them. Help students discover all kinds of patterns in stories and poems.

CONVERSATION QUESTION

Where can we find patterns?

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 analyze how individuals, events, and ideas develop over the course of a text
- Students will use maps and other graphic representations of different places
- Students will analyze places, including their physical, cultural, and environmental characteristics
- 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.

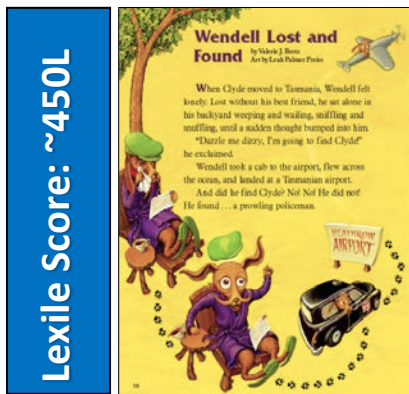
SELECTIONS

- **Wendell Lost and Found**
Short Story, ~450L
- **The Holiday Pudding**
Poem, N/A
- **Hot Chocolate Weather**
Short Story, ~550L

Wendell Lost and Found

pp. 10–14, Story

Use this poem about a character who can't follow directions to teach students how illustrations can help them retell a story.



RESOURCES

- Visual Information Worksheet

OBJECTIVES

- Students will read and analyze a story
- Students will integrate and evaluate content presented in diverse media and formats
- Students will use maps and other graphic representations of different places

KEY VOCABULARY

- **prowl (p. 10)** to move quietly and carefully
- **waddle (p. 11)** to walk in short steps and move from side to side, like a duck
- **zip (p. 14)** to move very quickly
- **zing (p. 14)** to move very quickly

ENGAGE

Conversation Question: Where can we find patterns?

Explain that a pattern is something that repeats again and again. Point out something in the classroom that has a pattern, and ask students to point out other examples. Then explain that a story has a pattern when a character does the same thing over and over or says the same thing again and again. Tell students to listen for patterns in this story.

INTRODUCE VOCABULARY

Display the vocabulary words and read them aloud. Ask students to explain the meanings of any familiar words. Then read the definitions aloud. Discuss what the words have in common (they describe movement). Have students mimic these actions. Tell students to look and listen for these words as you read the poem.

READ & DISCUSS

Read the story aloud and encourage students to chime in on “No! No! He did not!” For a second reading, use gestures and movement as you read the directions given by different characters. Have students mimic your actions and chime in again on “No! No! He did not!” Finally, use these questions to review the story:

1. What patterns did you notice in the story?
2. What problem does Wendell have?
3. How did Wendell try to solve his problem?
4. Do you think Wendell learned a lesson?

SKILL FOCUS: Interpreting Visual Information

INSTRUCT: Explain that illustrations help readers notice and understand story details. Point out the paw prints on the first pages of the story and ask what the paw prints help readers see (Wendell's path). Explain that students can use them to help them retell the story. Model doing this by tracing your finger over the paw prints on the first page as you retell the events. Remind students that they should include only the most important information in a retelling. Have students work in pairs to take turns tracing the paw prints as they retell the story.

ASSESS: Distribute a copy of the *Visual Information* worksheet to each student and have them work independently to draw an illustration from the story, explaining what it helped them understand.

EXTEND

Social Studies/Geography Display the words *car*, *airplane*, *boat*, and *train*. Remind students that Wendell travels to Tasmania and Madagascar. Point out these places on a map and have students work in small groups to figure out which modes of transportation they could use to get from their town to each place.

Name _____

Visual Information Worksheet

Draw a picture from the story.

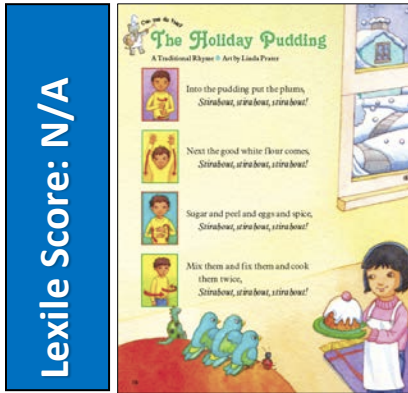


What did this picture help you understand?

The Holiday Pudding

pp. 18–19, Poem

Use this simple poem about making a holiday dessert to teach students about sound patterns in poetry.



RESOURCES

- Sound Patterns Worksheet

OBJECTIVES

- Students will read and analyze a poem
- Students will interpret words and phrases as they are used in a text
- Students will analyze places, including their physical, cultural, and environmental characteristics

KEY VOCABULARY

- **pudding** (p. 18) a sweet dessert that is baked or steamed
- **peel** (p. 18) the skin of a fruit
- **spice** (p. 18) a dried plant that adds flavor to foods

ENGAGE

Conversation Question: Where can we find patterns?

Remind students that a pattern is something that repeats again and again. Then explain that sometimes we can hear patterns. Create a short pattern by clapping your hands and slapping your thighs with both hands—clap, clap, slap, for example. Have students slap and clap the rhythm. Ask students to identify the pattern of slaps and claps. Then tell students to listen for sound patterns as you read the poem aloud.

INTRODUCE VOCABULARY

Display and read aloud the vocabulary words. Invite students to give the meanings. Then read aloud the definitions. Explain that the pudding in this poem is an English type of pudding that is more like a cake. Invite students to give examples of baked desserts, fruits with peels, and spices.

READ & DISCUSS

Have students listen closely as you read the poem aloud. Read the poem a second time. Have students join you as you clap your hands to the rhythm. Finally, conduct a choral and clapping reading of the poem with the class. Use the following questions to discuss the poem:

- What words or ideas stood out to you in the poem?
- What word patterns are in the poem?
- What sound patterns are repeated in the poem?

SKILL FOCUS: Sound Devices

INSTRUCT: Explain that poems have different kinds of sound patterns:

- **Rhyme**—a pattern that happens when two or more lines end with the same word sound
- **Rhythm**—a pattern of beats that repeats over and over
- **Repetition**—when a word or line is used over and over

Help students identify rhyme and repetition in the poem “Pat-a-cake, pat-a-cake, baker’s man.” Then clap out the rhythm with them and have students count the number of claps they make for each line (4).

ASSESS: Distribute a copy of the *Sound Patterns* worksheet to each student. Have students work in pairs to complete it. Walk around and observe to see how well students understand the sound patterns.

EXTEND

Geography Have students conduct online and library research to learn more about England’s culture and customs. You might list some topics to guide the research, such as food, weather, leaders, famous places. Have students write and draw about their topic and then share their work with the class.

Name _____

Sound Patterns

1. Write the words that rhyme.

_____ rhymes with _____

_____ rhymes with _____

2. Write the words that repeat.

3. How many times did you clap for each line?

Line 1: I clapped _____ times.

Line 2: I clapped _____ times.

Line 3: I clapped _____ times.

Line 4: I clapped _____ times.

Hot Chocolate Weather

pp. 20–25, Short Story

Use this short story about two children who observe the weather over the course of a week to help students recognize story sequence.



RESOURCES

- Story Sequence 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
- Students will plan and carry out investigations

KEY VOCABULARY

- **feasted** (p. 21) ate large amounts of food
- **gnawed** (p. 22) bit and chewed on something
- **dashed** (p. 22) ran quickly

ENGAGE

Conversation Question: Where can we find patterns?

Explain that a pattern can be something you do over and over every morning, every week, or every year. Offer an example from your own life, such as every Saturday, I shop for groceries; every summer, I pick blueberries with my cousin. Invite students to offer their own examples. Finally, explain that this story is about a family that does something special every time it snows.

INTRODUCE VOCABULARY

Display the vocabulary words and read the words and definitions aloud. Display these sentences and have students work in pairs to complete each with the correct vocabulary word.

I _____ upstairs and grabbed my shoes.

My dog _____ on a bone.

On Thanksgiving, I _____ on roast turkey.

READ & DISCUSS

Tell students to listen for what happens on each day of the week as you read the story aloud. Then students chime in on the words “NO SNOW!” in a second reading. Finally, use these questions to discuss the story:

- Who are the characters in this story?
- At what time of year does the story take place?
- What kind of weather is hot chocolate weather?
- Why do the characters want snow?

SKILL FOCUS: Identify Story Events

INSTRUCT: Hold up a monthly calendar page and point out the days of the week. Discuss with students how the story is like a calendar. Help students understand that the story events happen over the course of a week. Next, distribute the *Story Sequence* worksheet. Go over the sheet and then work with students as a class to fill in the first three days on the chart with details about the weather and the important events.

ASSESS: Have students work in pairs to complete the chart. When all students are finished, invite volunteers to share their responses.

EXTEND

Science Remind students that the weather in this story changed a lot—some days were warm, one day it rained, and then it snowed. For one week, have students record the air temperature and the weather in words and pictures. The *Story Sequence* worksheet can be used to record details. At the end of the week, discuss and display students’ charts.

Name _____

Story Sequence

Monday	
Tuesday	
Wednesday	
Thursday	
Friday	
Saturday	
Sunday	