

Ladybug®

ISSUE THEME

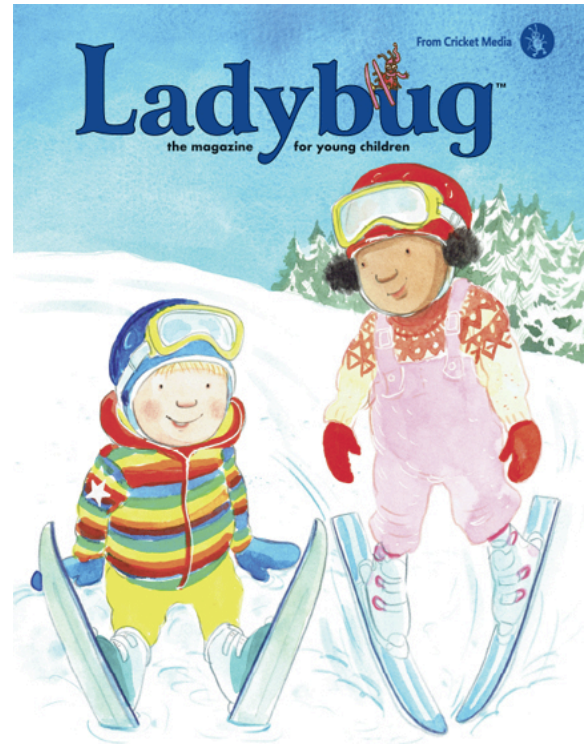
Use these engaging stories to help students think about all the different ways they can learn something new.

CONVERSATION QUESTION

How can we learn something new?

TEACHING OBJECTIVES

- Students will analyze how individuals, events, and ideas develop and interact over the course of a text
- Students will recognize the genre, key elements, and characteristics of different text types
- Students will interpret words and phrases as they are used in a text
- Students will construct and use maps and other graphic representations (i.e., images, photographs, etc.) of different places
- Students will obtain, evaluate, and communicate information



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, ~450L
- **A Visit to the Library**
Contemporary Realistic Fiction, ~450L
- **Holly Wakes Early**
Fantasy, ~550L

Max and Kate

pp. 3–7, Contemporary Realistic Fiction

Use this story about Max and Kate learning to ski to teach students how to analyze characters.



RESOURCES

- Compare Characters

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 and other graphic representations of different places

KEY VOCABULARY

- **gentle** (p. 3) not steep
- **ski slope** (p. 3) the part of a mountain that is used for skiing
- **glides** (p. 5) moves in a smooth way
- **zooms** (p. 6) moves quickly

ENGAGE

Conversation Question: How do we learn something new?

Talk with students about learning a new activity or sport, such as riding a bike, playing baseball, or swimming. Invite students to share their experiences and explain how they learned to do the sport or activity. Then ask whether learning something new is easy or hard, why people make mistakes sometimes when they are learning, and why practicing is important. Finally, explain that Max and Kate learn to ski in this story.

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:

- What are Max and Kate learning to do?
- Who is helping them learn?
- What does it take to learn how to ski?

SKILL FOCUS: Compare Characters

INSTRUCT: Tell students that one way to learn about characters is to compare them, or think about how they are similar and different. Show students how to use a Venn diagram to compare characters to a familiar story such as Little Red Riding Hood. Ask students to describe how the characters are similar and different. Write observations in the Venn diagram.

ASSESS: Distribute copies of the *Compare Characters* graphic organizer and point out the labels. Read “Max and Kate” aloud as students follow along. Then have pairs of students compare Max and Kate using the graphic organizer. Have students share their responses with the class.

EXTEND

Geography Remind students that Max and Kate are skiing on a mountain. Have students conduct research to find the mountain closest to their town. Tell students to find out the name of the mountain and how high it is. Then have them draw a picture and label it with this information.

Name _____

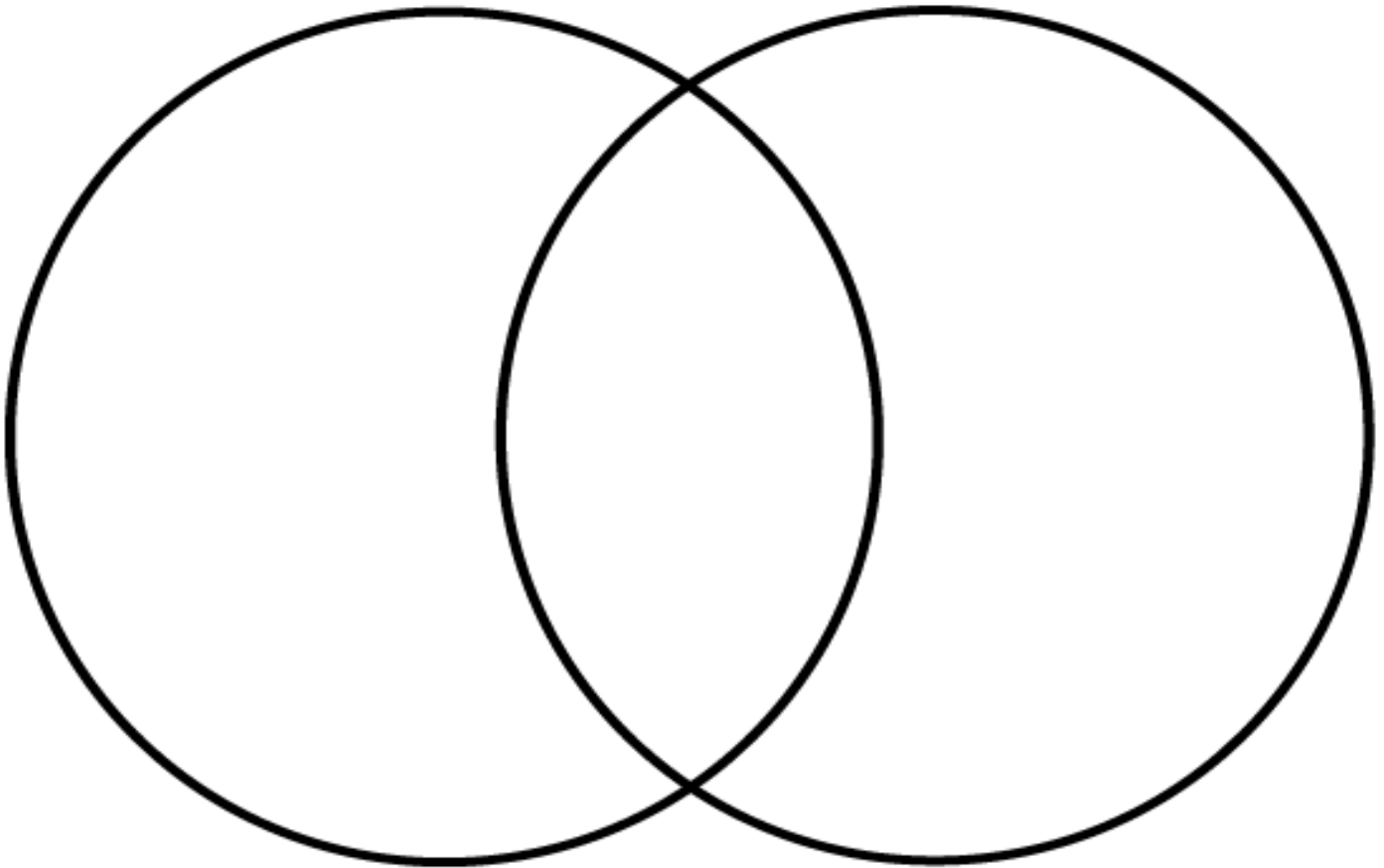
Compare Characters

Use the diagram to compare Max and Kate. How are they similar? How are they different?

Kate

BOTH

Max

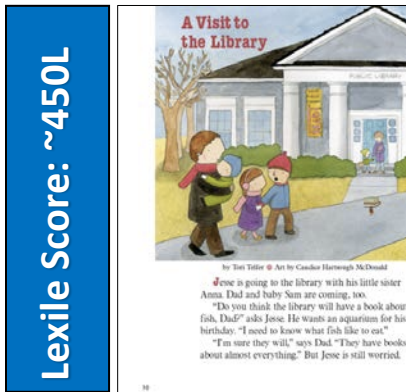


Ladybug® Teacher Guide: January 2018

A Visit to the Library

pp. 10–13, Contemporary Realistic Fiction

Use this story about a boy who visits the local library to give students an opportunity to practice their library skills.



RESOURCES

- Library Scavenger Hunt Worksheet

OBJECTIVES

- Students will read and analyze a genre/content type
- Students will recognize genre, key elements, and characteristics of different text types
- Students will obtain, evaluate, and communicate information

KEY VOCABULARY

- **nonfiction (p. 12)** writing that is about real people, places, and events
- **fiction (p. 13)** stories about people and events that are not real
- **biography (p. 13)** information about real people
- **reference (p. 13)** to cite an authoritative text
- **encyclopedias (p. 13)** print or electronic references that contain facts about many different subjects

ENGAGE

Conversation Question: How do we learn something new?

Ask students to explain what a library is and describe what they do at the library. Then discuss with students how they can use the library to learn something new. Tell students to imagine they wanted to learn about fish. Ask them how they could do this at the library. Then tell students the next story is about a boy at the library.

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. Discuss as a class how these words are connected to books and the library. Tell students to look and listen for these words in the story and illustrations.

READ & DISCUSS

Have students listen carefully as you read the story aloud. Stop at the bottom of page 11 to discuss these questions:

- Why does Jesse want to learn about fish?
- How does the online catalog help the librarian?
- How does the library help Jesse learn?

ACTIVITY FOCUS: Library Scavenger Hunt

INSTRUCT: Go over the illustration on pages 12–13. Discuss the difference between fiction (tells stories) and nonfiction (gives information). Tell students to imagine they are in this library, and ask which section they would go to if they wanted to

- learn about soccer, lizards, George Washington.
- learn about an event that happened a long time ago.
- read the latest issue of *Ladybug Magazine*.
- read a story about a lizard named George who plays soccer.
- find facts about the country of Spain.

ASSESS: Distribute a copy of the *Library Scavenger Hunt* worksheet. Have students work in pairs to complete the activity using the school library. Then regroup and discuss the information students found.

EXTEND

Science Remind students that Jesse, the boy in the story, wanted to learn about fish. Tell students to pick an animal to learn about and find a book about it in the library. Have students draw a picture of the animal and write two facts they learned about it. Invite students to share their work with the class.

Name _____

Library Scavenger Hunt

Go to the library to find books and magazines. Write the titles in the chart.

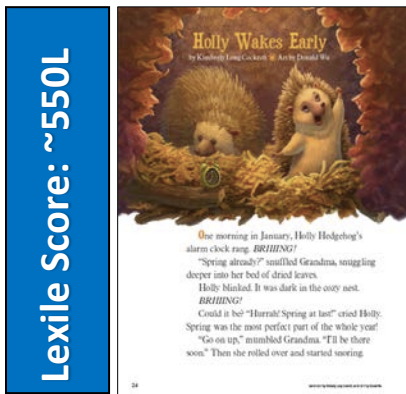
Find this.	Write the title here.
A cook book	
A book about dinosaurs	
A biography of a famous person	
A book with the word <i>cat</i> in the title	
A magazine about animals	
A story about a girl	
A book about the first Olympics	
A story about an elephant	

Extra Look at the titles you wrote. Put the letter F next to each fiction book. Put the letter N next to each nonfiction book.

Holly Wakes Early

pp. 24–31, Fantasy

Use this story about a hibernating hedgehog who wakes up early to help your students recognize sensory details.



RESOURCES

- Sensory Details Worksheet

OBJECTIVES

- Students will read and analyze a fantasy story
- Students will interpret words and phrases as they are used in a text
- Students will obtain, evaluate, and communicate information

KEY VOCABULARY

- **soft** (p. 25) easy to press, not hard
- **white** (p. 25) having the color of milk
- **sparkle** (p. 26) make small flashes of light
- **silent** (p. 28) not making noise

ENGAGE

Conversation Question: How do we learn something new?

Tell students that one way people learn is by exploring something new. Ask students to tell about times when they have been explorers. For example, they might have explored a park or a trail, a new house, or a closet or attic. Discuss how students use their senses when they explore. Then explain that the next story is about a hedgehog who explores winter.

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 write the words on the board as column heads. Ask students to make up sentences about snow using these words. Write the sentences under the vocabulary words.

READ & DISCUSS

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

- How does Holly learn that it is not spring?
- Why does Grandma call winter the Nasty Part of the year?
- How does Holly feel about winter? Does she think it is Nasty?
- What was learned about winter by exploring?

SKILL FOCUS: Sensory Details

INSTRUCT: Read page 24 aloud. 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. Write the senses on the board as headings. Ask students to identify words and phrases from the text on page 24 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 on the worksheet.

EXTEND

Science Remind students that Holly wakes up early, but usually she sleeps through the winter. Explain that this is called hibernation. Have students conduct research to learn why animals hibernate and to find three examples of animals that hibernate.

Name _____

Sensory Details Worksheet

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

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