

# Ladybug®

## ISSUE THEME

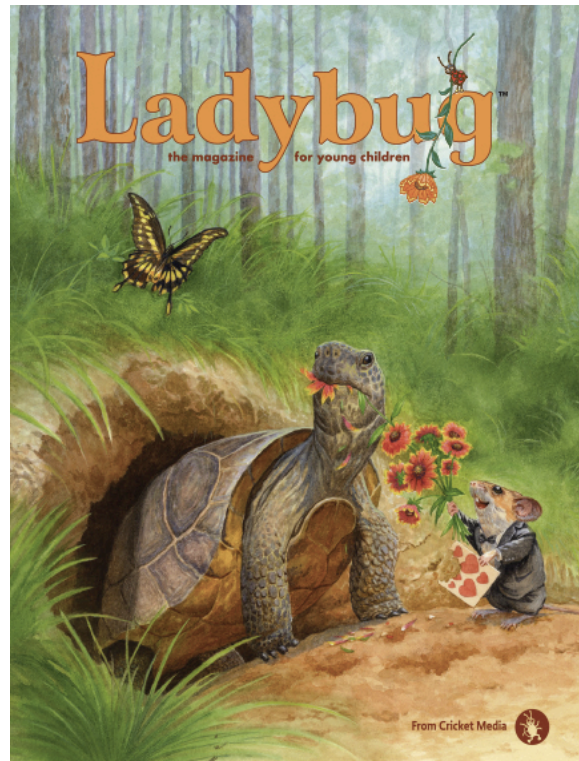
Use the stories in this issue of *Ladybug* to help young students recognize and connect with characters' feelings.

## CONVERSATION QUESTION

How do we know what a character feels?

## TEACHING OBJECTIVES

- Students will assess how point of view shapes the content and style of a text
- Students will analyze how individuals, events, and ideas develop and interact over the course of a text
- Students will integrate and evaluate content presented in diverse media and formats, including visually as well as in words
- Students will obtain, evaluate, and communicate information
- Students will construct and use maps
- Students will solve problems involving addition



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
- **Zander's Missing Spot**  
Contemporary Realistic Fiction, ~550L
- **It Takes Two**  
Graphic Story, N/A

# Ladybug® Teacher Guide: February 2018

## Max and Kate

### pp. 3–7, Contemporary Realistic Fiction

Use this story about Kate and her new bunnies to teach students to identify who is speaking in a story.



## RESOURCES

- Who Is Speaking Worksheet

## OBJECTIVES

- Students will read and analyze a short story
- Students will assess how point of view shapes the content and style of a text
- Students will obtain, evaluate, and communicate information

## KEY VOCABULARY

- **wrinkle (p. 3)** to cause something to have wrinkles
- **wiggle (p. 4)** to move up and down or from side to side with short quick motions
- **cuddle (p. 7)** to hug closely

## ENGAGE

**Conversation Question:** How do we know what a character feels?

Display the following words: *excited, happy, loving*. Discuss the things story characters and people do and say when they experience each of these feelings. Then invite students to share times when they feel excited, happy, or loving. Finally, tell students to listen as you read the story and think about how they would feel if they were the characters in this story.

## INTRODUCE VOCABULARY

Display and read aloud the vocabulary words. Ask volunteers to explain the meanings of familiar words. Acknowledge correct meanings and then read the definitions aloud. Next, ask the following questions and have students answer by imitating the actions: How do you wrinkle your nose? How do you wiggle your hands? How do you cuddle a bunny?

## READ & DISCUSS

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

- How does Kate pretend to be a rabbit?
- What clues in the words and pictures tell you how Max feels about the bunnies?
- What are some different ways that Max and Kate take care of the bunnies?

## SKILL FOCUS: Recognizing Speakers

**INSTRUCT:** Display the following sentences:

“Where are the bunnies?” asked Max.

“They are in the backyard,” said Kate.

Max and Kate ran outside.

Ask students who is speaking in the first sentence. Discuss clues that help them know Max is talking (quotation marks, the words *asked Max*). Repeat this sequence for the second sentence. Then point out the last sentence and explain that some information in a story comes from a narrator, or an outside voice—not a character.

**ASSESS:** Distribute a copy of the *Who Is Speaking* worksheet to each student. Have students work in pairs to complete the activity. Finally, discuss what students learn about the characters from their words.

## EXTEND

**Science** Have students choose a pet and research what it needs to eat and drink and where it likes to sleep and live. Invite students to draw a picture of the pet they chose and list directions for caring for it.

Name \_\_\_\_\_

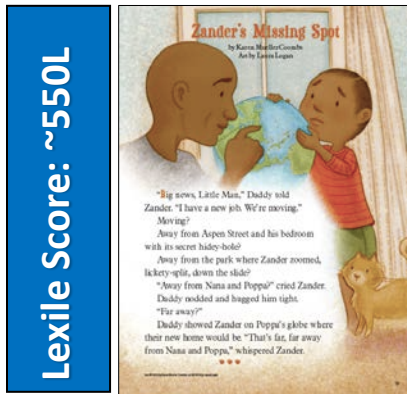
### Who Is Speaking?

Write words that <b>Max</b> says.	Write words that <b>Kate</b> says.	Write words the <b>narrator</b> says.

## Zander's Missing Spot

pp. 9–14, Contemporary Realistic Fiction

Use this story about a boy who moves to a new home to help students analyze a character's feelings.



## RESOURCES

- Character's Feelings Organizer

## 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

- **move (p. 9)** to go to a different place to live
- **visit (p. 10)** to go somewhere to spend time with someone
- **miss (p. 10)** to feel the absence of someone

## ENGAGE

**Conversation Question:** How do we know what a character feels?

Tell students this story is about a boy who moves far away from his old home. Discuss how the boy might feel about moving. Then explain that when people move, they usually miss friends, family members, and places where they used to live. Write the following sentence on the board: *If I moved away, I would miss \_\_\_\_\_*. Invite students to complete the sentence.

## INTRODUCE VOCABULARY

Display the vocabulary words and read the words and definitions aloud. Then display these sentences and have students work in pairs to complete them with the correct vocabulary words. *Dear Grandma, I wish I didn't have to \_\_\_\_\_ so far away. I really \_\_\_\_\_ you a lot. Please \_\_\_\_\_ me soon in my new home.*

## READ & DISCUSS

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

- Why are Zander and Daddy moving?
- What feelings do the characters show?
- What is a Missing Spot?
- When does the Missing Spot get bigger and smaller?

## SKILL FOCUS: Analyze a Character's Feelings

**INSTRUCT:** Discuss the story clues that help students know when Zander is sad. Explain that character words and actions are two important story clues that can help students understand how a character feels. Display a T-chart with the headings "Zander's Words" and "Zander's Actions." Read page 9 aloud as students listen for and identify words and actions that show Zander feels sad. Write these in the T-chart.

**ASSESS:** Distribute the *Character's Feelings* organizer to all students, and have them work in pairs to find other story clues that show when Zander is sad and when he is happy. Remind students to copy the exact words from the story into their charts.

## EXTEND

**Geography** Display a map of the U.S. and read aloud lines 8–16 on page 12. Help students find the two oceans and draw a conclusion about where Zander moved from and to. Distribute outline maps of the U.S. Have students draw the places Zander lived, the route he and his father might have driven, and some of the things they saw along the way. Then have partners use their maps to retell this part of the story and describe what happens to Zander's Missing Spot along the way.

Name \_\_\_\_\_

### Character's Feelings

How can you tell when Zander is **sad**?

Zander's Words	Zander's Actions

How can you tell when Zander is **happy**?

Zander's Words	Zander's Actions

## It Takes Two

### p. 18, Graphic Story

Use this graphic story about two friends who solve a problem to teach students to interpret story illustrations.



## RESOURCES

- Story Illustrations Worksheet

## OBJECTIVES

- Students will read and analyze a graphic story
- Students will integrate and evaluate content presented in diverse media and formats, including visually as well as in words
- Students will solve problems involving addition

## KEY VOCABULARY

- **help** (p. 18) to do something that makes it easier for someone to deal with a problem
- **best** (p. 18) better than anyone else

## ENGAGE

**Conversation Question:** How do we know what a character feels?

Write the following feeling words on slips of paper: *happy, mad, sad, bored, scared, confident, worried, shy*. Put the slips in a box and invite volunteers to choose a slip and use facial expressions and body language to convey the feeling, while the rest of the class tries to guess what it is. Discuss the clues that helped them understand the feeling. Then tell students that the illustrations in this story will help them identify characters' feelings.

## 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, write the words on the board as column heads. Ask students to make up sentences about friendship 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:

- What is Sam trying to do?
- Why is Sam having a hard time?
- How does Arnie help him?
- Who is frustrated in the story?
- What other feelings are shown in this story?

## SKILL FOCUS: Interpret Story Illustrations

**INSTRUCT:** Tell students that looking closely at illustrations can help readers understand how story characters feel. Distribute a copy of the *Story Illustrations* worksheet to each student and go over the words and their meanings. Have students look at the first box in this story and choose words from the worksheet to describe Sam's and Arnie's feelings.

**ASSESS:** Have students work in pairs to use the worksheet to identify the feelings shown in the other story boxes. Then have pairs read the story aloud together, reading the part of one character expressively.

## EXTEND

**Math** Create three math stations in the classroom. Place the following in each station: a sheet of paper showing an addition problem in which 2 is added to another number ( $5 + 2 =$ ), two counters of one color, different colored counters for the other number. Have students take turns going to the different stations and adding the numbers together. Ask students to share their answers and go over each problem.

Name \_\_\_\_\_

## Story Illustrations

**happy**

**surprised**

**angry**

**proud**

**annoyed**

**confused**