

# Ladybug®

## ISSUE THEME

Explore the differences between real and make-believe characters and stories in this issue of Ladybug.

## CONVERSATION QUESTION

How can we tell what is real and what is make-believe?

## TEACHING OBJECTIVES

- Students will make logical inferences
- Students will read closely to determine what a text says explicitly
- Students will cite specific textual evidence to support conclusions
- Students will obtain, evaluate, and communicate information
- Students will analyze places, including their physical, cultural, and environmental characteristics



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

- **The Best Splash**  
Fantasy, ~550L
- **I Can Hear Spring**  
Narrative Nonfiction, ~450L
- **If Henry Could Dance**  
Contemporary Realistic Fiction, ~550L

## The Best Splash

pp. 10–12, Fantasy

Use this story about three animals that make big splashes to teach students to compare characters.

Lexile Score: ~550L



## RESOURCES

- Compare Character Strips

## OBJECTIVES

- Students will read and analyze a fantasy story
- Students will make logical inferences
- Students will obtain, evaluate, and communicate information

## KEY VOCABULARY

- **romp** (p. 10) play in a noisy way
- **leap** (p. 11) jump high in the air
- **antennae** (p. 12) thin organs on the head of an insect

## ENGAGE

**Conversation Question:** How can we tell what is real and what is make-believe?

Ask students to name animal characters from stories they know. Then ask students if these animal characters act like real animals or are make-believe animals. Write the phrase “make-believe animals” in a circle on the board. Ask students to name things that the make-believe animal characters can do and record these in the bubble diagram. Finally, tell students to think about whether the animals in this story are real or make-believe.

## INTRODUCE VOCABULARY

Read aloud the vocabulary words and their definitions. Then have pairs of students preview the illustrations from the story and match each vocabulary word to a different illustration. Tell students to listen for these words as you read the story.

## READ & DISCUSS

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

- How does Coco make a splash?
- Why doesn't Mr. Brown notice the splash?
- How does the whale make a splash?
- Why doesn't the school of fish notice?
- Who makes the last splash?
- Does anyone notice? Explain.

## SKILL FOCUS: Comparing Characters

**INSTRUCT:** Review with students the characters and key events at the beginning, middle, and end in each section of “The Best Splash.” Then tell students that they are going to compare the characters in this story. Explain that when they compare characters, they think about how the characters are the same and different. This can include the way characters look, the things they do, and the feelings they have. Ask students to name some things about the three characters in this story that are the same and some things that are different.

**ASSESS:** Give each pair of students a set of three character strips to cut out. Then have students turn the strips over and mix them up. Have partners take turns turning over two strips, reading the character names out loud, and telling how the two characters are similar or different.

## EXTEND

**Science/Math** Have students work in groups to research one of the animals from the story—dog, whale, ant, spider. Students should find out the name of a specific type of animal and some facts about it. Have students use words and pictures to create a poster.

## Compare Character Strips

Coco the puppy

Humpback whale

ant

Coco the puppy

Humpback whale

ant

## I Can Hear Spring

pp. 18–21, Narrative Nonfiction

Use this article about Canada Geese to teach students about facts.



## RESOURCES

- Facts Worksheet

## OBJECTIVES

- Students will read and analyze a narrative nonfiction text
- Students will read closely to determine what a text says explicitly
- Students will obtain, evaluate, and communicate information

## KEY VOCABULARY

- **flap** (p. 19) to move up and down or back and forth
- **honk** (p. 19) to make a loud sound
- **glide** (p. 19) to move in a smooth way
- **journey** (p. 20) a long trip
- **feast** (p. 20) eat large amounts of food

## ENGAGE

**Conversation Question:** How can we tell what is real and what is make-believe?

Show students a fiction and a nonfiction book about the same kind of animal. Ask students which book gives true information about a real animal and which tells a story about a make-believe animal. Then preview the title and illustrations of “I Can Hear Spring” with students and ask them to predict whether this is a made-up story or an article that gives true information.

## INTRODUCE VOCABULARY

Display the vocabulary words and read them and their definitions aloud. Then work with students to use these words in sentences that tell about geese. Write the sentences on the board. Then tell students to look for these words as they read and listen to the article.

## READ & DISCUSS

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

- What do the geese look like when they are far away?
- What happens to the sound the geese make as they get closer?
- Do geese really have chinstraps? Use the pictures to explain.
- Why are the geese hungry?
- Why does the author say that she can “hear spring”?

## SKILL FOCUS: Find Facts

**INSTRUCT:** Revisit the predictions students made about whether this article contains true information or a made-up story. Explain that the article is nonfiction and contains true information about Canada Geese. Reread page 18 aloud. Then ask students to share what they learned on this page about how geese fly. Tell students that they will be using this article to find more facts, or true information, about geese. Distribute the *Facts Worksheet* to all students. Have students work in pairs to fill in the first box with facts on page 18 about how geese fly.

**ASSESS:** Have students work in pairs to complete the worksheet. Then go over responses with the class.

## EXTEND

**Science** Create a class bird book. Have students look through nonfiction bird books and choose a bird to report on. Then have students draw or paint a picture of the bird, label the bird, and write a fact about it. Collect the pages and put them together with a cover and title.

Name \_\_\_\_\_

## Facts Worksheet

### My Facts About Canada Geese

<b>Facts about how Canada Geese fly</b>	<b>Facts about what Canada Geese look like</b>
<b>Facts about what Canada Geese eat</b>	<b>Facts about why Canada Geese honk</b>

**Draw:** On the back of this sheet, draw a picture of a Canada Goose. Use words and pictures from the story to help you.

# Ladybug® Teacher Guide: March 2018

## If Henry Could Dance

pp. 24–29, Contemporary Realistic Fiction

Use this story about a boy who can't dance to teach students to ask and answer questions about the elements of a story.



## RESOURCES

- Question Cube Outline

## OBJECTIVES

- Students will read and analyze a short story
- Students will cite specific textual evidence to support conclusions
- Students will analyze places, including their physical, cultural, and environmental characteristics

## KEY VOCABULARY

- **ballroom dancing (p. 24)** a style of dancing in which couples hold each other and perform dance steps
- **ballet (p. 24)** a style of dancing that uses music, costumes, and scenery to tell a story
- **klutz (p. 25)** a person who often drops things or falls down
- **waltz (p. 26)** a type of ballroom dance

## ENGAGE

**Conversation Question:** How can we tell what is real and what is make-believe?

Ask students if they know what realistic fiction is. Explain that in realistic fiction, the story is made-up, but it could happen in real life: the setting is a place that could exist in our world, the events are believable, and the characters behave like real people. Invite students to share realistic fiction stories they've read. Then tell students to think about whether "If Henry Could Dance" is or is not realistic.

## 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. Then ask students which word seems different from the others (*klutz*). Then preview the title and illustrations with students and have them predict who is a klutz in this story.

## READ & DISCUSS

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

- How is Henry different from the other members of his family?
- What is Henry good at?
- How did Henry win the Clay City Pizza Parlor gift certificate?
- At the end of the story, the author writes "Henry could hardly keep from laughing." What is Henry laughing about?

## SKILL FOCUS: Ask and Answer Questions

**INSTRUCT:** (*Suggestion: In preparation for this activity, use the Question Cube Outline to create one cube for each group or pair of students.*)

Explain that asking and answering questions about stories helps readers think about and understand characters and events. Show students a cube and point out the question words on it. Demonstrate how to roll the cube and use the word it lands on to create a question about a key detail in a familiar story. Have students answer the question.

**ASSESS:** Divide the class into pairs or small groups and give each a question cube. Have students take turns rolling the cube and asking a person in their group a question about "If Henry Could Dance." If the rest of the group does not agree with the answer, they should go back into the story to find information that supports a different answer.

## EXTEND

**Social Studies** Look online for directions to teach your students a simple line or circle dance. If possible, share information about the region where the dance originated.

