

# Ladybug®

## ISSUE THEME

Sometimes we get to make a choice and sometimes a choice is made for us. Use the stories and articles in this issue of *Ladybug* to examine choices.

## CONVERSATION QUESTION

What choices do we make at home and at school?

## TEACHING OBJECTIVES

- Students will determine central ideas and key details
- Students will read with purpose and understanding
- Students will interpret words and phrases as they are used in a text
- Students will use maps
- Students will participate in collaborative conversations with peers and adults
- 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

- **Breakfast Around the World**  
Expository Nonfiction, N/A
- **The Best Lunch Ever**  
Graphic Story, N/A
- **Half a Donkey**  
Contemporary Realistic Fiction, ~550L

## Breakfast Around the World

pp. 8–11, Expository Nonfiction

Use this nonfiction article to help students understand how to identify topic, main idea, and supporting details.



### RESOURCES

- Main Idea and Key Details Worksheet

### OBJECTIVES

- Students will read and analyze a nonfiction article
- Students will determine central ideas and key details
- Students will use maps

### KEY VOCABULARY

- **pastry dough** (p. 8) dough that is used to make pies and other baked goods
- **munch** (p. 8) to eat in a noisy way
- **porridge** (p. 8) oatmeal
- **slurp** (p. 9) to drink in a noisy way
- **herring** (p. 9) a kind of fish
- **gobble** (p. 11) to eat something quickly

### ENGAGE

**Conversation Question:** What choices do we make at home and school?

Ask students what foods they eat for breakfast before school and if they eat different breakfast foods on the weekend. Then ask students to describe their favorite breakfasts. Explain that you’re going to read aloud a nonfiction article about breakfast foods around the world.

### INTRODUCE VOCABULARY

Display and read aloud the vocabulary words. Ask volunteers to explain familiar words. Then read the definitions aloud. Display a T-chart labeled “Foods” and “Eating.” Have students copy the chart and write the words in the correct columns. Go over students’ responses. Then tell them to listen for the 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:

1. Which breakfasts surprised you?
2. In which countries do people eat sweet breakfast foods?
3. In which countries do people eat breakfasts that aren’t sweet?
4. Which breakfast foods would you like to try?

### SKILL FOCUS: Topic, Main Idea, and Key Details

**INSTRUCT:** Use the information and procedures in the chart to help students identify the topic, main idea, and key details in the article. Write correct responses in a chart on the board.

The **topic** is what the article is about. The title can give clues to the topic. Tell me using 1–2 words that tell what the article is about. (breakfast or breakfast around the world)

The **main idea** explains something about the topic. The headings and illustrations can give clues. Tell me in 1–2 sentences what the article explains about breakfast. (People around the world eat different foods for breakfast.)

The **key details** are examples of the main idea. Tell me in sentences some key ideas about breakfast around the world. (Example: People in Spain eat thick hot chocolate with fried sticks of pastry dough.)

**ASSESS:** Distribute a copy of the *Main Idea and Key Details* worksheet. Have partners cut out the sentence strips, mix them up in a bag, and then take turns identifying the main idea and details.

### EXTEND

**Geography** Help students locate the countries mentioned in the article on a world map. Ask them which country is closest to the US and which is farthest away. Invite students to share what they know about these countries and encourage them to find library books about them.

## Main Idea and Key Details Strips

People around the world eat different foods for breakfast.

People in Ghana have sugar bread and a cup of tea for breakfast.

People in Vietnam eat noodle soup for breakfast.

People in Egypt eat *ful medames* for breakfast.

## The Best Lunch Ever

p. 22

Use this graphic story to give students practice reading aloud.



### OBJECTIVES

- Students will read and analyze a graphic story
- Students will read with purpose and understanding
- Students will participate in collaborative conversations with peers and adults

### KEY VOCABULARY

- **trade** (p. 22) to give something in exchange for something else
- **sushi** (p. 22) a Japanese dish of cold rice wrapped with other ingredients

### ENGAGE

**Conversation Question:** What choices do we make at home and school?

Ask students to share what they like to eat for lunch. Write answers on the board. Then ask students to vote on which lunch sounds tastiest. Finally, tell students that the next story is about what happens one day when friends at school eat lunch together.

### INTRODUCE VOCABULARY

Display and read aloud the vocabulary words. Ask volunteers to explain the meanings of familiar words. Then read the definitions aloud. Remind students that the story is about lunch. Then have students use the vocabulary words to help them predict something that will happen in the story. Record predictions on the board.

### READ & DISCUSS

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

1. How do the students feel about their lunches in the first square?
2. What do the students decide to do?
3. Why are they surprised?
4. How do the students feel about their lunches at the end of the story?

### SKILL FOCUS: Read Aloud/Reader's Theater

**INSTRUCT:** Discuss with students the setting, characters, and events in the story. Then ask what they notice about the words in this story. (Most of the words are dialogue, or words the characters say.) For each illustration, ask students to look at the characters' faces to figure out how they feel. Discuss how their feelings might affect the way characters say things. Ask volunteers to read aloud the first character's words in each square in a way that matches the feeling on his face. Finally, ask students what the circle filled with food and the word **TRADE!!** is meant to show.

Tell students that they will work in groups to read the story aloud as a play. Remind students to use voices, facial expressions, and movement to show how characters feel.

**ASSESS:** Divide the class into groups of four. Have groups choose roles and practice reading the story aloud. You might allow students to use props. Then have groups take turns reading the story for the class.

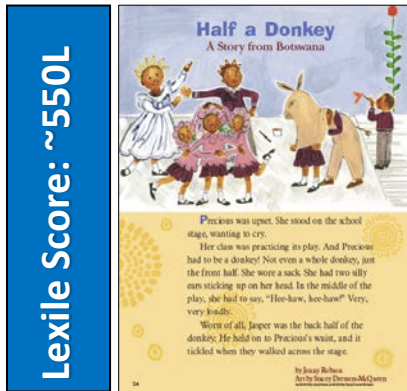
### EXTEND

**Social Studies** Hold a lunch and learn in the classroom. Invite a parent/relative, community member, older sibling, or someone else to come have lunch with the class. Once you've scheduled your guest, work with students to think of questions they might ask the person.

## Half a Donkey

pp. 24–30, Genre

Use this story set in Botswana to help students recognize feeling words.



Lexile Score: ~550L

## OBJECTIVES

- Students will read and analyze a short story
- 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

- **frilly** (p. 25) decorated with wavy fabric
- **salt pan** (p. 26) large flat area of ground covered with salt and minerals; located in desert regions
- **loyal** (p. 29) showing complete and constant support for someone
- **patient** (p. 29) calm when waiting or dealing with difficult situations
- **hardworking** (p. 29) using a lot of time and energy to do work

## ENGAGE

**Conversation Question:** What choices do we make at home and school?

Ask students to talk about times when they don't have a choice—they must do something whether they like it or not. Offer a few examples, such as going to bed early or eating something they don't like. Then tell students that this story is about a girl who doesn't have a choice about the role she has in the school play.

## INTRODUCE VOCABULARY

Display and read aloud the vocabulary words *frilly* and *salt pan* and the definitions. Show a photo of each from the internet. Then display and read aloud the remaining words. Ask volunteers to explain the meanings of familiar words. Then read the definitions aloud. Discuss people they know who are loyal, patient, and hardworking. Finally, tell students to look for these words as they read the story.

## READ & DISCUSS

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

1. Why is Precious unhappy at the beginning of the story?
2. Why is she jealous of Bessie, Kamogelo, and Lebo?
3. How does Precious feel when she sees Grandfather?
4. How does Grandfather change the way Precious feels about donkeys?

## SKILL FOCUS: Recognize Feeling Words

**INSTRUCT:** Have students use paper plates and markers to make two “feeling faces”—a happy, smiling face and an unhappy, frowning face. Tell students you are going to read the story again and they should hold up a smiling face when they hear words that tell them Precious is happy and a frowning face when they hear words that tell them she is unhappy. Pause when students hold up faces to identify the words that tell how Precious feels.

**ASSESS:** Have students draw a picture showing Precious feeling happy and a picture showing her feeling unhappy. Then have them label each picture with words, phrases, or sentences from the story that tell about her feelings—for example, “Precious was upset. She stood on the school stage wanting to cry.” “Precious was happy to be a donkey.”

## EXTEND

**Geography** Have students use books, magazines, and the internet to learn about Botswana and create colorful posters to show what they learn. Students might focus on location, geography, people, culture, school, animals, children's books, music, foods, and so on. Have students share their posters with the class.