

Ladybug®

ISSUE THEME

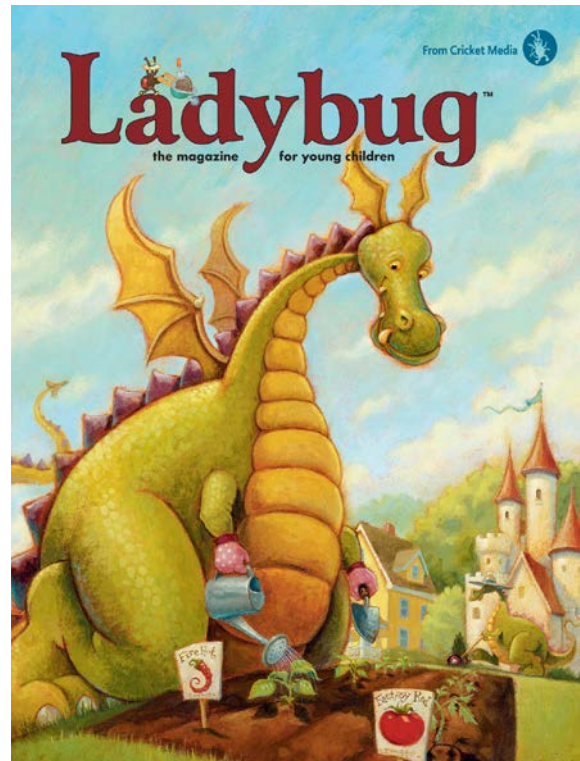
Spring is here—time for students to go outside and use their senses to explore the world. Help your students think about all the exciting things they can notice using the lessons and activities in this teacher guide.

CONVERSATION QUESTION

What do you notice when you go outside?

TEACHING OBJECTIVES

- Students will write narratives to develop real and imagined experiences
- Students will interpret words and phrases as they are used in a text
- Students will analyze individuals, events, and ideas in a text
- 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

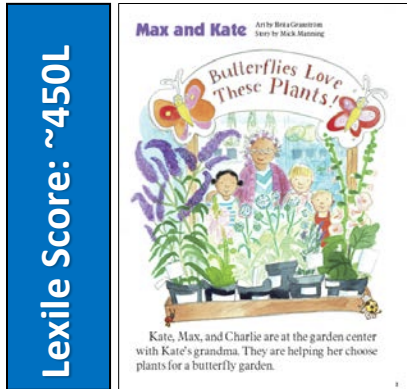
- **Max and Kate**
Contemporary Realistic Fiction, ~450L
- **Still Water Adventure**
Contemporary Realistic Fiction, ~550L
- **Dragons in the Garden**
Fantasy, ~550L

Ladybug® Teacher Guide: May/June 2018

Max and Kate

pp. 3–7, Contemporary Realistic Fiction

Use this story about buying plants for a garden to help students get ready to write their own stories.



RESOURCES

- Story Map

OBJECTIVES

- Students will read and analyze a short story
- Students will write narratives to develop real and imagined experiences
- Students will obtain, evaluate, and communicate information

KEY VOCABULARY

- **garden center (p. 3)** a store that sells plants and other supplies for gardening
- **bush (p. 4)** a plant that is smaller than a tree
- **plant (p. 5)** to put a plant or seed in the ground to grow

ENGAGE

Conversation Question: What do you notice when you go outside?

Ask students to tell about any seeds or plants they have planted this spring. Then ask what kinds of insects they notice in their gardens or in the park. Discuss which kinds of insects like flowers (bees, butterflies, moths, beetles). Then read the title aloud and explain that students are going to learn about butterfly gardens in this story.

INTRODUCE VOCABULARY

Display and read aloud the vocabulary words. Ask volunteers to explain familiar words. Then read the definitions aloud. Next, display these sentence frames and have students suggest words to fill in the blanks.

- At the **garden center**, we bought _____.
- I saw a _____ flying over the **bush**.
- I will **plant** a _____ in the garden.

READ & DISCUSS

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

- How do Max, Kate, and Charlie help Grandma at the garden center?
- Which plant is tall? Which plant is prickly?
- Do the butterflies come right away? Why or why not?
- Why does Kate make a sign? Can the butterflies read it?
- What happens after lunch?

SKILL FOCUS: Write a Story

INSTRUCT: Ask students to describe their favorite part of this story. Then review story elements with students (character, setting, events). Remind them that stories have a beginning, middle, and end. Copy the *Story Map* on the board without the prompt, and work as a group to identify the characters and setting in “Max and Kate” and record this information in the map. Then discuss and record the events in the beginning, middle, and end of the story. Tell students that they are going to write their own stories now. Distribute the *Story Map* to all students. Go over the prompt and the different parts of the map. Then have students use the map to plan their stories.

ASSESS: After students have filled out their maps, have them write their stories and draw pictures to go with it. Then have students take turns sharing their stories with the class.

EXTEND

Science Have students choose an insect and use nonfiction books to find out its body parts, the foods it eats, and the things it can do. Then have students draw a picture of the insect and write three to five facts underneath it.

Name _____

Something surprising happened in the garden.

Characters

Setting

Beginning

Middle

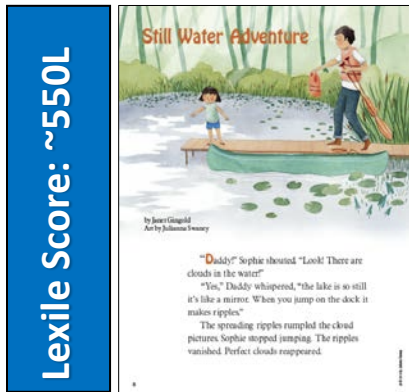
End

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Still Water Adventure

pp. 8–13, Contemporary Realistic Fiction

Use this story about a girl and her father on a canoe ride to give students practice in identifying sensory details.



RESOURCES

- Sensory Details

OBJECTIVES

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

KEY VOCABULARY

- **dock (p. 8)** a structure that goes out onto the water so a boat can be tied to it
- **canoe (p. 9)** a long narrow boat that is pointed at both ends
- **paddle (p. 9)** a long pole with a flat part on one end used to move a boat
- **life jacket (p. 9)** a vest that helps you float in water
- **shore (p. 11)** the land that is next to a lake or ocean

ENGAGE

Conversation Question: What do you notice when you go outside?

Display a chart with the following words as column heads: *see, hear, touch, taste, smell*. Ask students to tell about things they see, hear, touch, taste, and smell when they go outside. Then ask students to tell about times they have been on boats or been by a lake or an ocean and what they detected with their senses. Finally, tell students this story is about a girl and her father who go out on a lake to explore nature.

INTRODUCE VOCABULARY

Display and read aloud the vocabulary words. Ask volunteers to explain familiar words. Then read the definitions aloud. Next, have students work in pairs to find examples of these words in the illustrations on pages 8–9. Invite volunteers to share what they found with the class. Then 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:

- Why does Sophie think there are clouds in the water?
- Why does Daddy say, "Let's see how quiet we can be"?
- What shape are the leaves in the water?
- Sophie says to the turtle, "You have four paddles. We just have two." What are the turtle's paddles?
- What happens after the heron flies away?

SKILL FOCUS: Identify Sensory Details

INSTRUCT: Read page 10 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 characters hear, smell, see, taste, and touch, to help readers create mental pictures as they read.

Write *hear* and *see* on the board as column headings. Ask students to identify words and phrases from the text on page 10 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 of sight and hearing and then write them in the graphic organizer.

EXTEND

Science Tell students that dragonflies, turtles, and herons have something in common—they all lay eggs. Provide students with library books they can use to find out where each creature lays its eggs. Have students draw pictures to show this and label each picture with a sentence that tells where the eggs are laid.

Name _____

Sensory Details Worksheet

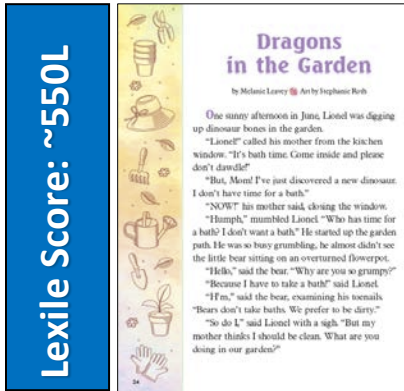
Find words and phrases from the story that appeal to your sense of sight and your sense of hearing. Write them in the chart below.

sight	hearing

Dragons in the Garden

pp. 24–29, Fantasy

Use this story about talking animals in a garden to help students learn the difference between fantasy and realism.



RESOURCES

- Fantasy and Realism

OBJECTIVES

- Students will read and analyze a fantasy story
- Students will analyze individuals, events, and ideas in a text
- Students will obtain, evaluate, and communicate information

KEY VOCABULARY

- **dawdle** (p. 24) move slowly
- **mumbled** (p. 24) said something quietly in a way that's hard to understand
- **grumbling** (p. 24) talking in an unhappy way

ENGAGE

Conversation Question: What do you notice when you go outside?

Ask students to name animals they might see when they go outside, such as squirrels, rabbits, chipmunks, dogs, cats, birds, turkeys, etc. Then ask if students might see a dragon, a unicorn, or a talking elephant outside. Have students explain why not. Then explain that the boy in the next story sees some amazing creatures in his garden.

INTRODUCE VOCABULARY

Display and read aloud the vocabulary words. Ask volunteers to explain unfamiliar words. Then read the definitions aloud. Discuss times when students might dawdle, such as when they must do something they don't want to do. Then demonstrate how to mumble and grumble and talk about times when students might do this. Finally, 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:

- What is Lionel pretending to do in the garden?
- Why is Lionel dawdling?
- How does the bear get clean?
- How does the elephant get clean?
- How does the dragon get clean?
- Why is Lionel's mother frustrated?

SKILL FOCUS: Fantasy and Realism

INSTRUCT: Tell students that some stories are realistic—the things that happen in them could happen in real life. Other stories are fantasy—the things that happen in them could never happen in real life. Ask students if “Dragons in the Garden” is an example of fantasy, realism, or a little of both. Ask students to give examples of realism and fantasy from the story. Display a T-chart with the headings “Realism” and “Fantasy” and use it to record students' responses.

ASSESS: Distribute a copy of the *Fantasy and Realism* worksheet. Have partners cut out the sentence strips and mix them up in a bag. Then have partners take turns sorting the fantasy and realism details.

EXTEND

Science Have students choose an animal and make two lists using these sentence frames: A real (animal name) **can** _____. A real (animal name) **can't** _____. Have students use nonfiction books to help them find realistic information about their animals and use their imagination to fill in the fantasy details.

Fantasy and Realism Sentence Strips

Lionel is playing in the garden.

The bear is talking to Lionel.

Mom is calling Lionel to come inside.

The elephant is angry with Lionel.

The dragon is picking his teeth with a twig.

Lionel takes a bubble bath.

There is a tiny elephant in the garden.