

Ladybug®

ISSUE THEME

Help students think about some of the different ways that they use their sense of sight—to search for things that are missing, to observe the world around them, and to appreciate beauty and home.

CONVERSATION QUESTION

How do you use your sense of sight?

TEACHING OBJECTIVES

- Students will integrate content presented in diverse media and formats
- Students will write poems
- Students will identify setting
- Students will interpret and write time
- Students will analyze 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.

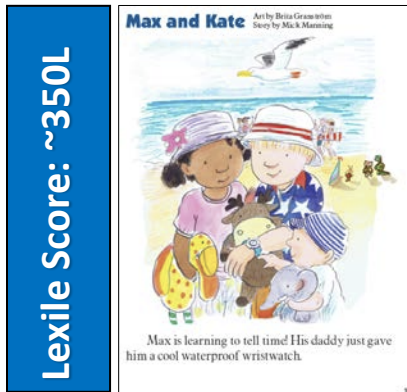
SELECTIONS

- **Max and Kate**
Contemporary Realistic Fiction, ~350L
- **What Do You See?**
Poem, N/A
- **Welcome Home, Bear!**
Fantasy, ~450L

Max and Kate

pp. 3–7, Contemporary Realistic Fiction

Use this story about friends at the beach to help students learn how illustrations can help them to better understand a story.



RESOURCES

- Illustrations Worksheet

OBJECTIVES

- Students will read and analyze a short story
- Students will integrate content presented in diverse media and formats
- Students will interpret and write time

KEY VOCABULARY

- **wristwatch (p. 3)** a watch that you wear on a band around your wrist
- **contest (p. 4)** an event in which people try to win by doing something better than others
- **champion (p. 4)** someone who has won a contest
- **proud (p. 7)** feeling happy and pleased about someone or something

ENGAGE

Conversation Question: How do you use your sense of sight?

Tell students a brief, simple story about something you lost (a set of keys, for example) and how you found it. Ask students to name things that they have lost and tell where they looked to find them. Tell students that our sense of sight helps us to look for and to find things. Explain that in the next story, a character loses something very special.

INTRODUCE VOCABULARY

Display and read aloud the vocabulary words. Ask volunteers to explain familiar words. Then read the definitions aloud. Ask students to name someone they know who wears a wristwatch. Next, display these sentence frames and help students use the words *contest*, *champion*, and *proud* to complete them.

- Let's have a _____ to see who can run the fastest.
- If you win, you will be the _____.
- If I win, I will feel _____.

READ & DISCUSS

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

- Why did Max's daddy give him a wristwatch?
- What happens before lunch?
- When does Max notice that his watch is gone?
- What happens next?
- Why is Charlie a champion?

SKILL FOCUS: Analyze Illustrations

INSTRUCT: Explain that illustrations can help readers understand things in a story that the author does not tell them. Read aloud page 3. Ask students what they learn from the words. Then ask: *How do you know that Max is on the beach? Do the words tell you, or does the illustration tell you?*

Invite students to share other things that the illustration helps them understand about the story, such as a character's actions and feelings. Next, distribute a copy of the *Illustrations* worksheet to each student. Model filling in the first section with one idea from the words and one idea from the illustration on page 3.

ASSESS: Have students work in pairs to fill in the rest of the worksheet. Then hold a class discussion so students may share their work. Ask which picture shows when Max lost his new watch.

EXTEND

Mathematics Help students practice telling time. First, draw a big clock face without hands on the board. Next, write different times on slips of paper (for example, 11:00, 2:15, 7:30). Place slips in a box or bag and have students take turns pulling a slip and drawing hands on the clock face to show the time.

Name _____

Illustrations Worksheet

Look at page 3.

The words tell me

The picture tells me

Look at page 4.

The words tell me

The picture tells me

Look at page 5.

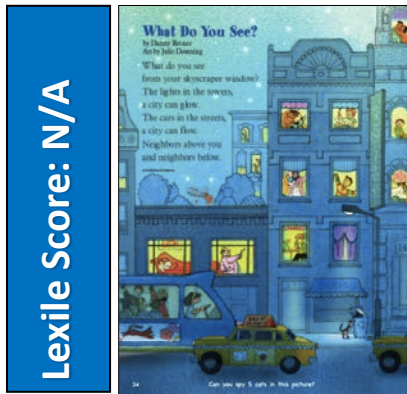
The words tell me

The picture tells me

What Do You See?

p. 24, Poem

Use this poem about observing the world outside a window as a frame for students to write their own observation poems.



RESOURCES

- Observation Poem Frame

OBJECTIVES

- Students will read and analyze a poem
- Students will write poems
- Students will analyze places

KEY VOCABULARY

- **skyscraper** (p. 24) a very tall building in a city
- **glow** (p. 24) shine with light
- **flow** (p. 24) move in a steady, continuous way

ENGAGE

Conversation Question: How do you use your sense of sight?

Tell students that their sense of sight helps them notice things around them. Then explain that in the poem “What Do You See?” the poet describes what he notices outside his window. Have students take turns sharing what they see outside the classroom window. When students give simple answers such as “trees,” “a bird,” or “flowers,” prompt them to add more detail by asking questions: How tall are the trees? What is the bird doing? What color are the flowers?

INTRODUCE VOCABULARY

Display and read aloud the vocabulary words. Ask volunteers to explain familiar words. Then read the definitions aloud. Display the illustration on page 24 and ask students to point out the skyscrapers and tell what they notice about them. Next, ask students to describe things in the picture that glow. Finally, ask students what in the picture might flow.

READ & DISCUSS

Have students listen closely as you read the poem aloud twice. Then conduct a choral reading of the poem with the class. Use the following questions to discuss the poem:

1. What words or ideas stood out to you as you read and listened to the poem?
2. What does the poet see out the skyscraper window?
3. Which words in the poem rhyme?

SKILL FOCUS: Write an Observation Poem

INSTRUCT: Remind students that this poem is about what someone sees from his window. Explain that students will write their own poems about what they see from the classroom window. (You could also take students outside or to the library to observe.) Warm up by having students identify things they observe in the classroom. Write the title “What Do You See?” on the board. Then write the first line: “What do you see in your classroom?” Have students take turns identifying what they see. Encourage them to include details about shape, color, movement, etc. List observations on the board under the first line. Then read the class poem aloud.

ASSESS: Distribute a copy of the *Observation Poem Frame* to each student and have them write a poem and create an illustration to go with it. Invite students to share their poems and drawings with the class.

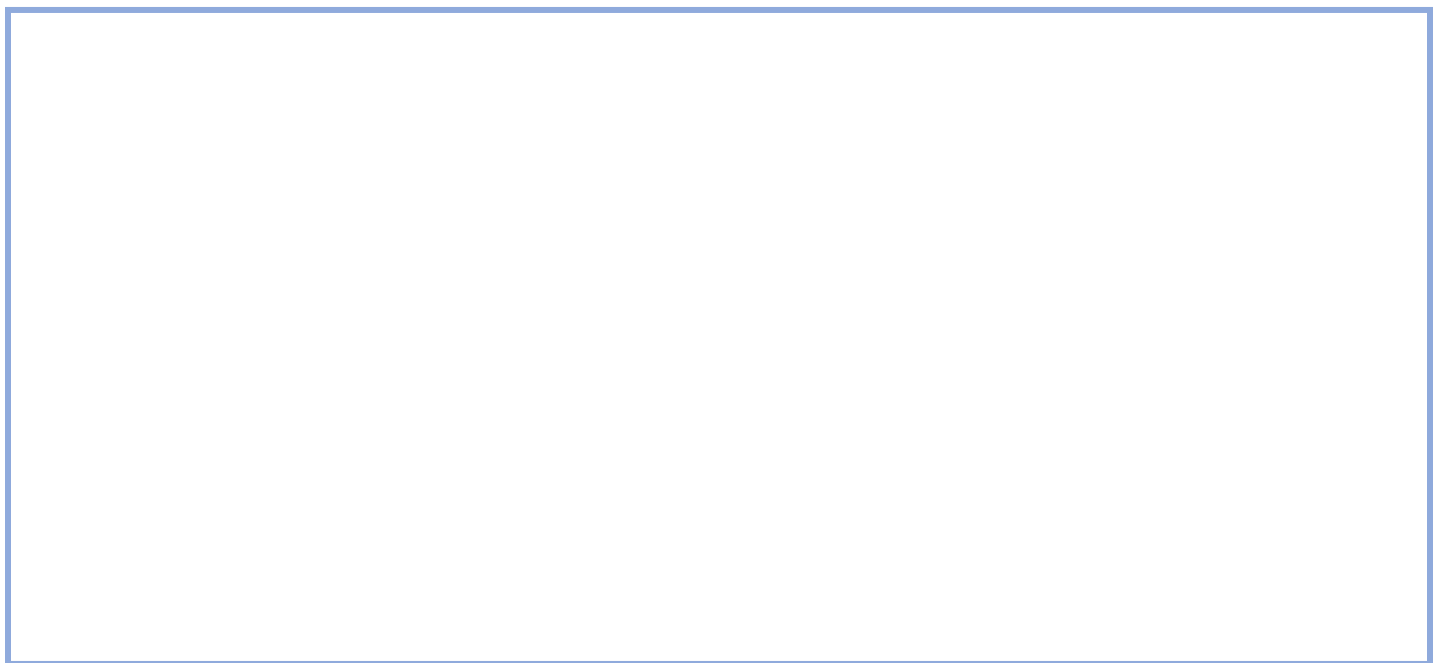
EXTEND

Social Studies Have students draw a colorful picture of the building they live in. Then have students use this sentence frame to label the picture: I live in the town/city of _____, which is in the state of _____, which is on the planet _____. Display the pictures on a wall in the classroom.

Name _____

What Do You See?

What do you see _____?



Ladybug® Teacher Guide: July/August 2018

Welcome Home, Bear!

pp. 25–30, Fantasy

Use this story about a bear and a mouse who keep their homes in very different ways to teach students about setting.



RESOURCES

- Setting Worksheet

OBJECTIVES

- Students will read and analyze a fantasy story
- Students will identify setting
- Students will obtain, evaluate, and communicate information

KEY VOCABULARY

- **tidy** (p. 25) clean and organized, not messy
- **trinkets** (p. 25) ornaments and decorations
- **plain** (p. 25) having no decoration
- **fancy** (p. 25) decorated, not plain

ENGAGE

Conversation Question: How do you use your sense of sight?

Tell students to imagine that they are looking around their bedrooms. Ask them to describe what their bedrooms look like—the color and size, what’s on the walls, and what else is in the room. Ask students what they like about their rooms. Tell students that the next story is about two friends whose homes look very different.

INTRODUCE VOCABULARY

Display and read aloud the vocabulary words and the definitions. Next, ask students what they do to make the classroom tidy. Show students a few examples of trinkets in the classroom and ask them to find others. Then ask if the classroom is plain or fancy. Depending on the answer, discuss ways to make the room plainer or fancier. Finally, tell students to listen for all these words as you read the story.

READ & DISCUSS

Have students listen carefully as you read the story aloud. Pause on page 28 after the line “At last, the week ended and Bear came lumbering back up the road.” Ask students to predict how Bear will feel about his decorated home. Then continue reading to check predictions. Finally, reread the story, pausing to discuss these questions:

1. How are Bear and Mouse different?
2. What does each den look like?
3. Was it okay for Mouse to decorate Bear’s den?
4. What problem does this cause?
5. What kind of den do both animals like?

SKILL FOCUS: Identify Setting

INSTRUCT: Explain that setting includes the place where the story happens and that some stories have more than one setting. Read aloud the first page of the story and ask students to identify the places where this story happens. (Mouse’s den and Bear’s den) Tell students that authors use words and details to help readers imagine what a place looks like. Draw a T-chart on the board with the labels “Bear’s den” and “Mouse’s den.” Ask students to identify story words and details that help them imagine each den. Add these to the T-chart.

ASSESS: Distribute a copy of the *Setting* worksheet to each student and go over the directions. Have students complete it independently.

EXTEND

Science Have students use print and digital sources to learn about animal dens. Instruct them to choose one den-dwelling animal and make a drawing or model of its den. Have students write two or three facts about their animal and its den and then present their work to the class.

Name _____

Setting Worksheet

Draw a picture of Bear's den or Mouse's den.

This is a picture of _____ den.

Now write three details from the story that tell about this den.

1.	2.	3.
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