

# Ladybug®

## THEME

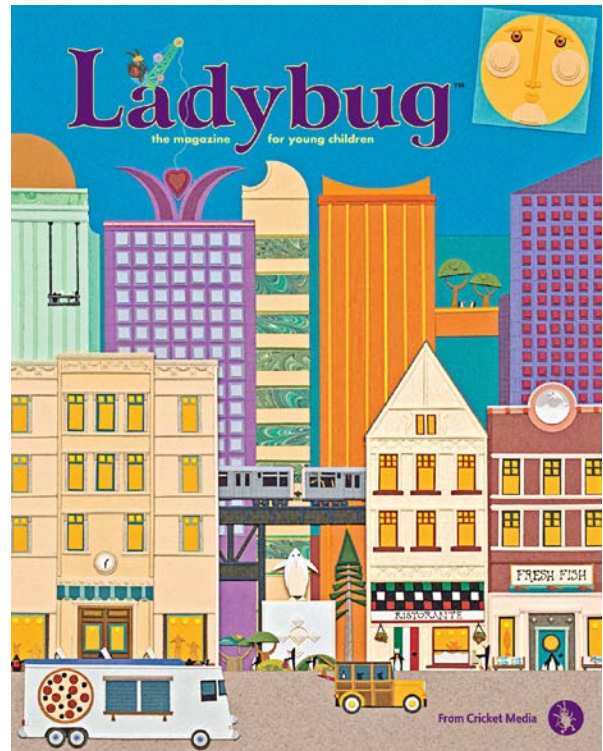
Explore the characteristics and actions of real and make-believe animals with students through text and illustrations.

## CONVERSATION QUESTION

What can real and make-believe animals do?

## TEACHING OBJECTIVES

- Students will summarize key supporting details and ideas.
- Students will integrate and evaluate content.
- Students will write a poem.
- Students will classify animals.
- Students will obtain, evaluate, and communicate information.
- Students will obtain 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

- **Three O'clock on the Farm**  
Fantasy, ~450L
- **City Bees**  
Contemporary Realistic Fiction, ~550L
- **Chipmunk**  
Poem, N/A

# Ladybug® Teacher Guide: September 2018

## Three O'clock on the Farm

pp. 14–18, Fantasy

Use this simple story about what farm animals do at three o'clock to help teach students how to retell a story.



## OBJECTIVES

- Students will read and analyze a pattern story.
- Students will summarize key supporting details and ideas.
- Students will classify animals.

## KEY VOCABULARY

- **trotted (p. 14)** moved quickly
- **scurried (p. 14)** moved quickly with short steps
- **pecking (p. 14)** striking at something sharply with a beak
- **scooted (p. 15)** left quickly
- **grazing (p. 15)** eating grass or other plants that are growing in a field
- **nibbling (p. 16)** eating with small bites

## ENGAGE

**Conversation Question:** What can real and make-believe animals do?

Display a T-chart with the headings “Real Animals” and “Make-Believe Animals.” Help students identify characteristics of real animals by talking about how real animals behave and communicate. Record responses in the chart. Then ask students to describe things that only make-believe animals can do, such as speak or drive cars. Add these to the chart. Finally, tell students to think about whether the animals in this story are real or make-believe.

## INTRODUCE VOCABULARY

Display and read aloud the vocabulary words. Ask volunteers to explain familiar words. Then ask which words describe the way animals move and which words describe the way they eat. Discuss which animals could be described using these vocabulary words. Instruct students to listen and look for these words as you read the story aloud.

## READ & DISCUSS

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

1. What happens on the farm at three o'clock?
2. Where are the animals going?
3. Which animal goes first? Which goes last?
4. How are the rabbits different from the other animals?
5. Do you think these animals are real or make-believe? Why?

## SKILL FOCUS: Retelling a Story

**INSTRUCT:** Make sure students understand that retelling means telling a story again in your own words. Then tell students that they can use story illustrations to help them retell a story. Ask students to identify the setting and characters in “Three O'clock on the Farm.” Point to each picture in the story and ask students what story events it shows and which sound(s) go with it. Tell students they will create their own illustrations for the story and use them to retell the story to a classmate.

**ASSESS:** Have students work in pairs and take turns retelling the story using the illustrations. Remind students to include the noises. Circulate as students are retelling the story and offer guidance as needed.

## EXTEND

**Science** Help students classify the different animals on the farm. First read aloud the first sentence on page 18. Then write the words *beaks*, *snouts*, and *noses* as column headings on the board. Discuss which animals belong in each column. Next, allow students to work in groups to classify the animals by body covering: *feathers*, *fur*, *wool*, *skin*.

## City Bees

pp. 20–23, Contemporary Realistic Fiction

Use this story about bee-keeping in a city to help students compare information in text and illustrations.



## OBJECTIVES

- Students will read and analyze a short story.
- Students will integrate and evaluate content.
- Students will obtain, evaluate, and communicate information.

## KEY VOCABULARY

- **hives** (p. 20) nests for bees
- **nectar** (p. 21) a sweet liquid produced by plants and used by bees in making honey
- **pollen** (p. 21) the very fine dust that is produced by a plant and carried to other plants usually by wind or insects
- **honey** (p. 23) a thick, sweet substance made by bees
- **beeswax** (p. 23) wax made by bees that is used for making candles and other products

## ENGAGE

**Conversation Question:** What can real and make-believe animals do?

Ask students to share what they know about bees. Then share a book with a bee character, an illustration of a make-believe bee character from a book or movie, or the first 30 seconds of the trailer for *Bee Movie*, available online. Discuss what is real and what is make-believe about the bees. Tell students to think about whether the bees in “City Bees” are real or make-believe.

## INTRODUCE VOCABULARY

Display and read aloud the vocabulary words. Ask volunteers to explain familiar words. Then share the definitions. Ask what these words have in common. (All are related to bees.) Remind students to look and listen for these words as you read the story aloud.

## READ & DISCUSS

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

1. Why are the characters wearing hats, gloves, and suits?
2. What do bees collect?
3. What happens to the bees when Mary’s dad puffs them with smoke? Why does he do this?
4. What would happen if Mary and her father took all the bees’ honey and did not leave any?
5. Draw a picture to show a bee’s legs covered in pollen, “like fluffy yellow socks.”
6. Are the bees in this story real or make-believe?

## SKILL FOCUS: Analyze Illustrations

**INSTRUCT:** Explain that illustrations can help the reader understand a story and can give extra information about a character, setting, or idea. Tell students to listen closely as you read aloud the first seven lines of the story, ending with “stull buzzed loudly.” Ask what ideas from the text are shown in the illustration. Ask them what else they learn about characters and setting from the illustration. Repeat this process using the text and illustration on page 21.

**ASSESS:** Read aloud or have students read the text on page 22. Advise them to underline or put a sticky note next to the text that is shown in the illustration. Finally, have students draw a new illustration to show something on the page that is not already depicted in the illustration.

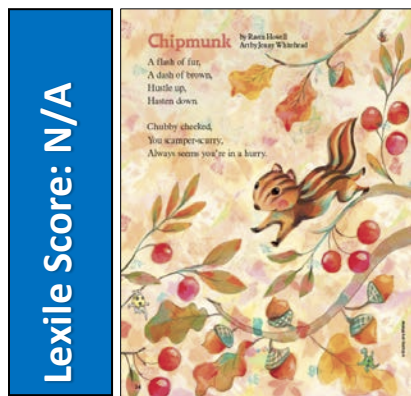
## EXTEND

**Science** Show students a video of a bee-keeper harvesting honey (available online). Discuss what students notice in the video. Discuss how the video and “City Bees” are similar and different.

## Chipmunk

### p. 34, Poem

Read this chipmunk poem closely and use it as inspiration for students to write their own animal poems.



## RESOURCES

- Poem Frame

## OBJECTIVES

- Students will read and analyze a poem.
- Students will write a poem.
- Students will obtain and communicate information.

## KEY VOCABULARY

- **hustle (p. 34)** to move energetically
- **hasten (p. 34)** to move quickly
- **scamper (p. 34)** to run or move quickly and often playfully
- **scurry (p. 34)** to move quickly and with short steps

## ENGAGE

**Conversation Question:** What can real and make-believe animals do?

Ask students to name their favorite animals and share what they know about them, such as what they eat, where they live, and how they behave. Ask students to explain why they like these animals. Next, tell students they are going to read a poem that describes a chipmunk. Ask students what they know about chipmunks.

## INTRODUCE VOCABULARY

Display and read aloud the vocabulary words and the definitions. Ask what these words have in common (they all describe moving quickly). Brainstorm other animals that move quickly. Then tell students to listen for these words as you read the poem aloud.

## READ & DISCUSS

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

1. What did you like about this poem?
2. What does a “flash of fur” look like?
3. Find two words in this poem that rhyme.
4. Why do you think the chipmunk has chubby cheeks?
5. Why is the chipmunk in a hurry?

## SKILL FOCUS: Animal Poems

**INSTRUCT:** Tell students they will be writing their own poems about animals. Display a T-chart with the headings “how animals look” and “how animals move.” Work with students to brainstorm words that describe the way different animals look (furry, shell, antlers, horns, scales, beaks, feathers, spotted, striped, skinny, round, etc.) and the way they move (hop, run, scamper, slither, roll, sneak, wiggle, crawl, creep, fly, soar, etc.). Work with students to write a group poem about turtles. Display the title “Turtles” and write the first line: “Turtles are interesting animals.” Ask students to tell you why turtles are interesting. Then record responses as lines in the poem, with each line beginning with either “They are” or “They can.” Read the completed poem aloud.

**ASSESS:** Distribute the *Poem Frame* to students and review how to use it to write a poem. Point out that students’ poems will be very short. Encourage students to use some of the descriptive words from the chart. Invite students to share their completed poems and pictures.

## EXTEND

**Science** Have students read a nonfiction book about the animal they wrote about to find one or two facts about it. Tell students to write their facts on the back of the *Poem Frame* and read them to the class.

Name \_\_\_\_\_

(poem title) \_\_\_\_\_

\_\_\_\_\_ are interesting animals.

They are \_\_\_\_\_

\_\_\_\_\_

They can \_\_\_\_\_

\_\_\_\_\_