

Ladybug®

THEME

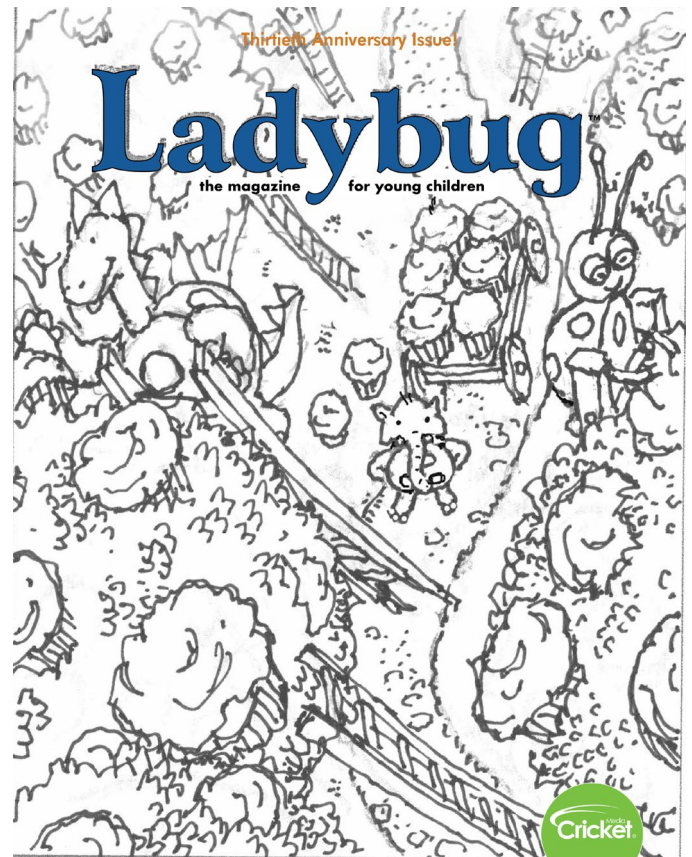
Use the stories, instruction, and activities in this teacher guide to help students think about and learn how authors and illustrators make stories fun to read. Students can use what they learn to help them write and illustrate their own fun stories.

CONVERSATION QUESTION

What makes a story fun to read?

TEACHING OBJECTIVES

- Students will analyze how individuals, events, and ideas develop over the course of a text.
- Students will integrate content presented in diverse media and formats.
- Students will retell a story.
- Students will learn the structure and function of living things.
- Students will write narratives.
- Students will classify animals.



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

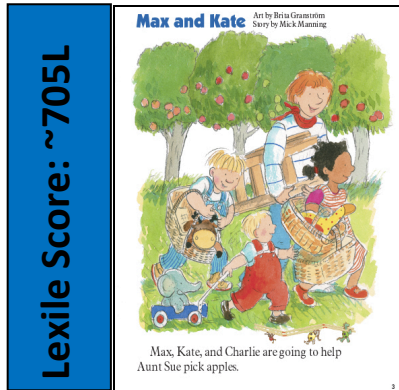
- **Max and Kate**
Contemporary Realistic Fiction, 705L
- **Fall Festival**
Contemporary Realistic Fiction, 705L
- **Sparkly Blue Bunny Shoes**
Contemporary Realistic Fiction, 505L

Ladybug® Teacher Guide: September 2020

Max and Kate

pp. 3–7, Contemporary Realistic Fiction

Teach students to recognize sequence using this story about friends who pick apples together.



RESOURCES

- Beginning, Middle, End

OBJECTIVES

- Students will read and analyze a short story.
- Students will analyze how individuals, events, and ideas develop over the course of a text.
- Students will learn the structure and function of living things.

KEY VOCABULARY

- **pick (p. 3)** to pull a fruit or flower off a plant
- **reach (p. 4)** to stretch your arms so you can touch something
- **place (p. 5)** to put something in a certain spot

ENGAGE

Conversation Question: What makes a story fun to read?

Model talking about a favorite book by naming the book and explaining why you like it so much. Then ask students to share titles of a favorite story that they have recently read. Display these titles—and the books, if you have them. Ask students what makes each story a favorite: Is it the characters and the things they do? Is it the setting—the place where the story occurs? Is it the problem the characters solve? Finally, tell students to think about what makes “Max and Kate” a fun story.

INTRODUCE VOCABULARY

Display the vocabulary words and read aloud the words and definitions. Have students pantomime each action: picking, reaching, and placing. Then remind students to look for pictures of characters who perform these actions in the story.

READ & DISCUSS

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

1. Who are the characters in this story?
2. Are the characters happy about picking apples? How can you tell?
3. Why does Max have to reach up to touch the apples?
4. How does Aunt Sue help him?
5. What does Kate do with the apples?
6. Why do the apples have to be placed gently?
7. What can people buy at Aunt Sue’s roadside stand?
8. What will the characters do with the apples in the wagon?

SKILL FOCUS: Story Sequence

INSTRUCT: Discuss with students a popular book or familiar fairy tale. Have students identify the characters and setting in the story. Then discuss the beginning, middle, and end of the story. Record events in a three-column chart with the headings Beginning, Middle, and End. Tell students that being able to identify the different parts of a story will help them understand and remember what they read. Next, ask students to identify the characters and setting in “Max and Kate.” Discuss what happens at the beginning, middle, and end of the “Max and Kate” story.

ASSESS: Distribute the *Beginning, Middle, End* worksheet to all students. Have students complete the worksheet by drawing and/or writing about the story. Then have students share their work in small groups.

EXTEND

Science Point out the different parts of an apple (core, seed, skin, leaf, stem, flesh) and have students draw and label the apple parts. Give each student ½ of an apple so they can see the parts. Then have them use their five senses to describe the apple in pictures and words.

Name _____

Beginning, Middle, End Worksheet

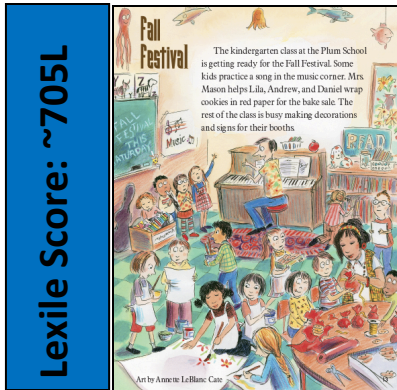
Beginning	Middle	End

On the back of this paper, draw a picture of one of the characters. Write the character's name next to the picture. Then write a sentence that tells about the character.

Fall Festival

pp. 13–15, Contemporary Realistic Fiction

Use this story about the Plumb School's fall festival to teach students how illustrations can help them understand a story.



OBJECTIVES

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

KEY VOCABULARY

- **festival (p. 13)** a special time or event when people gather to celebrate something
- **decorations (p. 13)** things that make a place look attractive and exciting
- **booth (p. 13)** a small building used at a fair or festival

ENGAGE

Conversation Question: What makes a story fun to read?

Ask students to explain what illustrations are. Then discuss how illustrations can make stories fun to read. Show some picture books to emphasize different styles of illustration. Then tell students to pay attention to the illustrations in this story.

INTRODUCE VOCABULARY

Display the vocabulary words and read aloud the words and definitions. Show photos of fall festivals from the internet. Guide students to notice decorations and booths. Ask students to share their experiences attending festivals. Instruct students to look and listen for the vocabulary words in the story.

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 students making signs and decorations?
2. What are other students doing to get ready for the festival?
3. What are the teachers doing at the festival?
4. What kinds of characters are in the puppet show?
5. Do you think this looks like a fun festival? Why or why not?

SKILL FOCUS: Analyze Illustrations

INSTRUCT: Display page 13 and have students study the illustration. Ask students if they see anything in the illustration that they also see in their classroom. Explain that illustrations can help readers understand things in a story that the author does not tell them in words. Read aloud this sentence from page 13: "Some kids practice a song in the music corner." Ask students to point to the part of the illustration that shows this. Then ask students what new information the illustration gives them about the kids. (Some sing and some play instruments. One boy plays a clarinet. A girl might be playing a xylophone. A teacher helps them practice.) Repeat this process with each of the next two sentences on the page.

ASSESS: Read aloud pages 14–15. Point out that there are only a few words about the festival on these pages. Explain that the illustration gives many more details about the festival. Have students work in pairs to study the illustration and take turns pointing out details they notice in the illustration. Finally, ask volunteers to share some details they noticed. Talk about what this story might be like without the illustrations and why the illustrations are important.

EXTEND

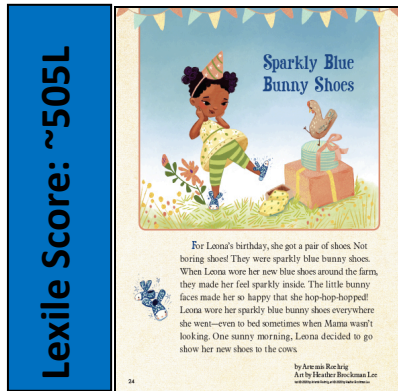
Writing Have students think about a time when they went to a fair, a festival, a party, or a special place. Have students draw and write about the experience. Encourage students to include details and color in their illustrations. Display students' work in the classroom.

Ladybug® Teacher Guide: September 2020

Sparkly Blue Bunny Shoes

pp. 24–29, Contemporary Realistic Fiction

Use this story about a girl who gets a new pair of shoes to give students practice in retelling a story.



RESOURCES

- Animal Characteristics

OBJECTIVES

- Students will read and analyze a short story.
- Students will retell a story.
- Students will classify animals.

KEY VOCABULARY

- **moo** (p. 25) the sound a cow makes
- **meow** (p. 26) the sound a cat makes
- **woof** (p. 27) the sound a dog makes

ENGAGE

Conversation Question: What makes a story fun to read?

Ask students what the place where a story happens is called (the setting). Explain that setting is part of what makes a story fun. Tell students that the next story takes place on a farm. Talk about what kinds of buildings and animals students predict they will read about in the story. Record predictions on the board. Review after reading story.

INTRODUCE VOCABULARY

Display the vocabulary words and read them aloud. Ask students what each word means. Point out that these are sound words. Draw a cow, a cat, and a dog, and label each with the appropriate sound word. Tell students to look and listen for these and other sound words in the story. Be sure to point out the sound words as you read the story aloud.

READ & DISCUSS

Have students listen carefully as you read the story aloud. Invite them to participate orally when you read the repeated paragraph that begins, “Oh no! There went Leona’s shoe!” Then reread the story, pausing to discuss these questions:

1. Why did Leona get a new pair of shoes?
2. How does Leona feel when she wears her shoes?
3. When have you felt sparkly inside?
4. How did Leona lose her shoe?
5. What did the cat do with Leona’s shoe?
6. What did the horse do with Leona’s shoe?
7. What did the fish do with Leona’s shoe?
8. How did Leona get her shoe back?
9. Should Leona have worn her boots instead of her new shoes?

SKILL FOCUS: Retell a Story

INSTRUCT: Make sure students understand that retelling means telling a story again in their 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 “Sparkly Blue Bunny Shoes.” Then point to each picture in the story and ask students what story events it shows.

ASSESS: Have students work in pairs to take turns retelling the story using the illustrations. You could cut out the illustrations and create sets of cards that students can put in the correct order and use to retell the story to a partner. Circulate as students do their retellings and offer guidance as needed.

EXTEND

Science Distribute the *Animal Characteristics* worksheet to all students to complete. Have students share their work with a classmate.

Name _____

Animal Characteristics Worksheet

Animals & Characteristics	fin	paw	hoof	tail	fur	scales	whiskers	wing	hair
cow									
cat									
horse									
fish									
dog									