

# Ladybug®

## THEME

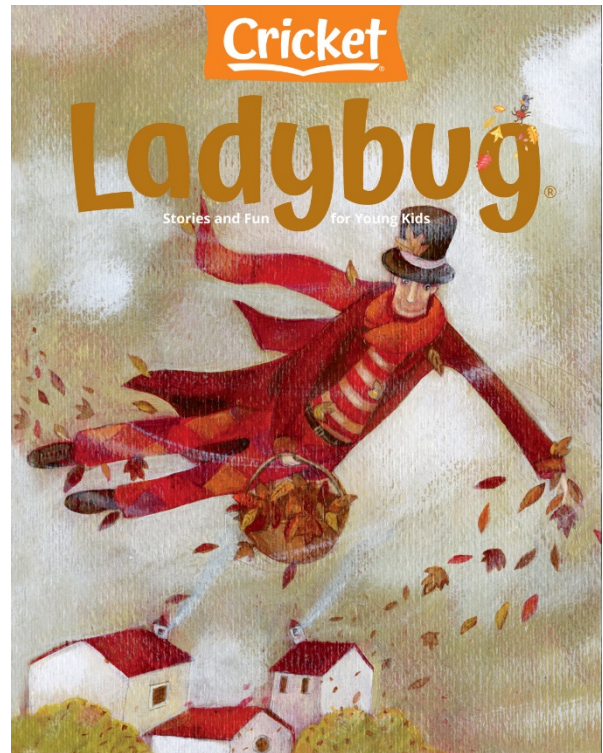
Dressing up in costumes is fun and exciting for young children, and the selections in this issue of *Ladybug* capture those feelings exactly. Use the texts covered in this teacher guide to explore costumes, camouflage, and using imagination.

## CONVERSATION QUESTION

Who wears a costume?

## TEACHING OBJECTIVES

- Students will ask and answer questions.
- Students will analyze individuals and events.
- Students will identify characters' feelings.
- Students will conduct short research projects.
- Students will write narratives to develop imagined experiences.
- 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

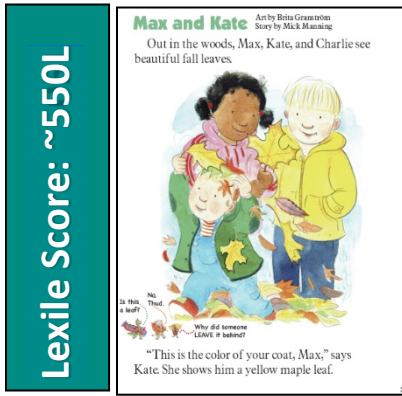
- **Max and Kate**  
Contemporary Realistic Fiction, ~550L
- **Not the Same Squirrel**  
Fantasy, ~550L
- **The Halloween Costume Countdown**  
Fantasy, ~550L

# Ladybug® Teacher Guide: October 2020

## Max and Kate

### pp. 3–7, Contemporary Realistic Fiction

Use this story about Max and Kate in the woods as part of an activity that teaches students to ask and answer questions.



## RESOURCES

- Question Cube Outline

## OBJECTIVES

- Students will read and analyze a realistic story.
- Students will ask and answer questions.
- Students will conduct short research projects.

## KEY VOCABULARY

- **woods** (p. 3) a place where lots of trees grow together
- **camouflage** (p. 4) a way animals use their shape or color to hide from other animals
- **antlers** (p. 7) the horns of a deer

## ENGAGE

**Conversation Question:** Who wears a costume?

Ask students to share their experiences wearing costumes or dressing up. Invite students to describe the costumes they will be wearing this Halloween. Then ask if animals ever wear costumes. This might bring up the topic of costumes worn by family pets. Tell students that in this story, they will learn about the kinds of costumes wild animals wear.

## INTRODUCE VOCABULARY

Display the vocabulary words and read aloud the words and definitions. Use photos from the internet to illustrate the words. Invite students to share what they know about woods, camouflage, and antlers. Finally, remind students to look and listen for these 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. Where are Max, Kate, and Charlie?
2. What colors are the fall leaves?
3. What does Kate notice about the yellow leaf?
4. Why does the squirrel blend in with the red leaves?
5. What does the frog blend in with?
6. What is Charlie pretending to be?

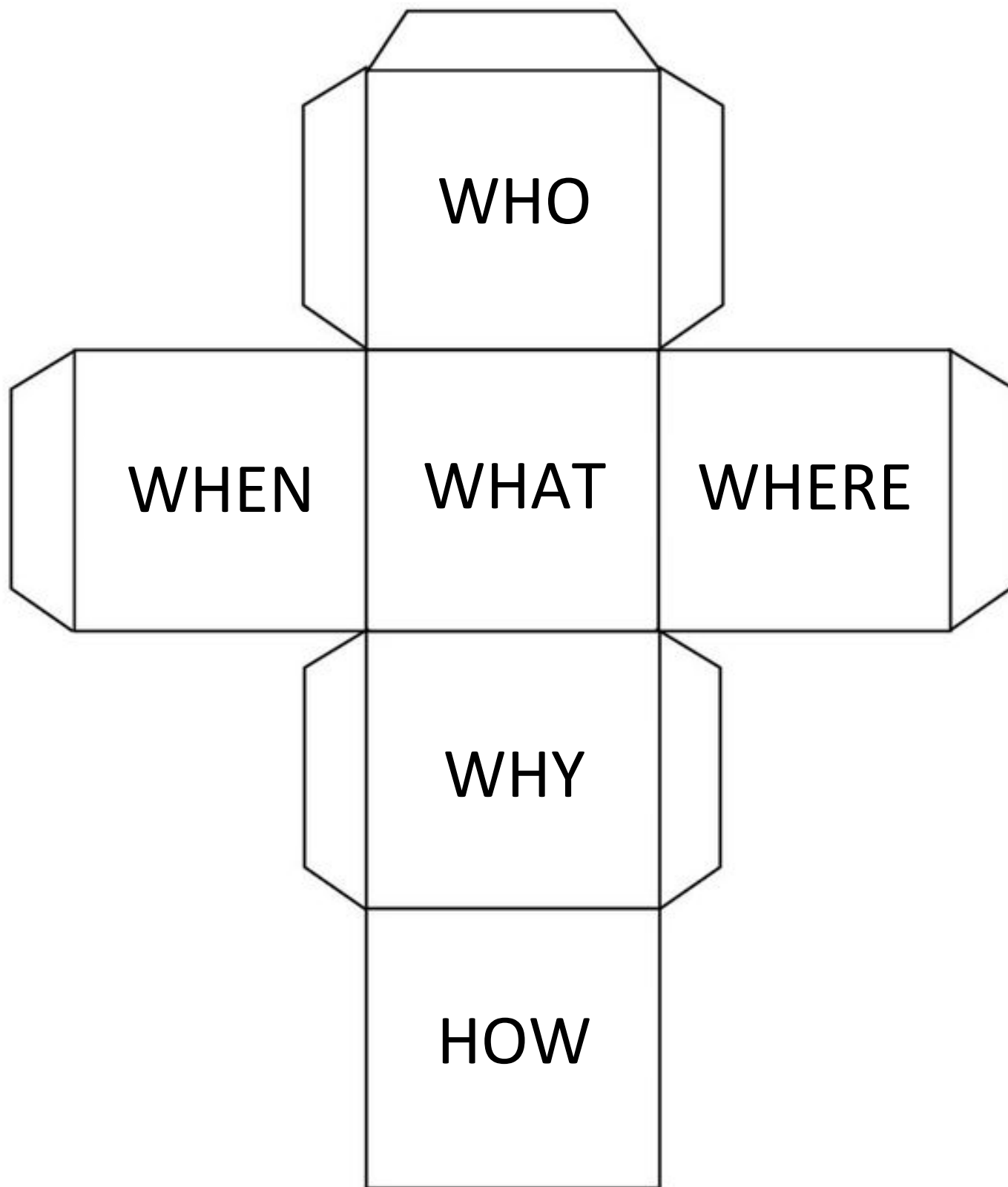
## SKILL FOCUS: Asking and Answering Questions

**INSTRUCT:** (Suggestion: In preparation for this activity, use the *Question Cube Outline* to create one cube for each group or pair of students.) Explain that asking and answering questions about stories helps readers think about and understand characters and events. Show students a cube and point out the question words on it. Demonstrate how to roll the cube and use the question word facing up to create a question about a detail in the story. Have students answer the question.

**ASSESS:** Divide the class into small groups and give each group a question cube. Have students take turns rolling the cube and asking a person in their group a question about “Max and Kate.” Explain that if the rest of the group does not agree with the answer, they should go back into the story to find information that supports a different answer.

## EXTEND

**Science** Explore camouflage with students by looking at videos and reading books on this topic. Bring students outside to look for animals that blend in with their surroundings. Then have students create drawings or paintings showing a forest with different animals camouflaged within it. This could also be done as a class mural.



# Ladybug® Teacher Guide: October 2020

## Not the Same Squirrel

pp. 8–12, Fantasy

Use this story about a tricky squirrel that wears disguises to talk about real and make-believe details in stories.



## ENGAGE

**Conversation Question:** Who wears a costume?

Show students photographs of pets wearing costumes (available on the internet). Talk about the kinds of animals that are wearing the costumes (pets) and brainstorm a list of animals that don't ever wear costumes, such as tigers, elephants, eagles, giraffes, etc. Then tell students the next story is about an animal that wears costumes.

## INTRODUCE VOCABULARY

Display the vocabulary words and read aloud the words and definitions. Discuss differences between wild animals and tame animals. Invite students to use their pointer finger to make a mustache. Then talk about tricks students have played or know about. Share your own experiences with playing tricks. Finally, remind students to look and listen for the vocabulary words in the story.

## RESOURCES

- Real and Make-Believe Details

## OBJECTIVES

- Students will read and analyze a fantasy story.
- Students will analyze individuals and events.
- Students will write narratives to develop imagined experiences.

## KEY VOCABULARY

- **wild animals (p. 8)** animals that live in nature and are not tame
- **mustache (p. 10)** hair growing on a man's upper lip
- **trick (p. 12)** something done to make a person believe something that is not true

## READ & DISCUSS

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

1. Why can't Jenny feed the squirrel?
2. How does the picture help you understand what a ten-gallon hat is?
3. What is the next squirrel wearing? What does Dad say about squirrels that have big black mustaches?
4. What is the last squirrel wearing?
5. How did the squirrel try to trick Jenny and her dad?
6. How does Jenny know it was the same squirrel wearing the hat, the mustache, and the headband?

## SKILL FOCUS: Real and Make-Believe Details

**INSTRUCT:** Tell students that "Not the Same Squirrel" is a fantasy story. Continue by explaining that a fantasy is a story that tells about make-believe events that can't happen in real life. Display a T-chart with the headings "Could Happen in Real Life" and "Could NOT Happen in Real Life." Discuss several examples of real and make-believe events from the story and add them to the chart. Talk about why each event could or could not happen in real life.

**ASSESS:** Distribute the *Real and Make-Believe Details* worksheet. Go over the directions and the words in the chart. Then have students complete the worksheet. Discuss students' responses with the class.

## EXTEND

**Write/Draw** Review the list of animals that would never wear costumes. Have students choose an animal from the list or another wild animal and draw a picture of it in a costume. Have students write about their animals and costumes.

Name \_\_\_\_\_

### **Real and Make-Believe Details**

Read each story event. Decide if it is real or make-believe. Tell how you know.

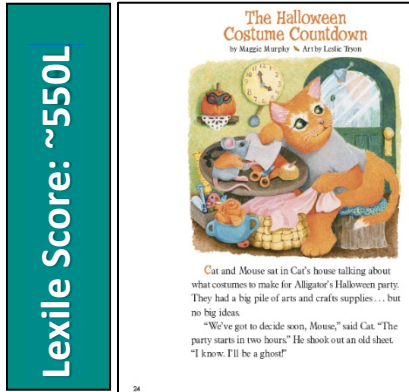
<b>Story Event</b>	<b>Can the event happen in real life? How do you know?</b>
<p><b>The squirrel wore a mustache to trick Jenny and Dad.</b></p>	
<p><b>Jenny and Dad saw a gray squirrel in a tree.</b></p>	

# Ladybug® Teacher Guide: October 2020

## The Halloween Costume Countdown

pp. 24–29, Fantasy

Help students to recognize characters' feelings using this story about a cat and mouse getting ready for Halloween.



### RESOURCES

- Feelings Cards

### OBJECTIVES

- Students will read and analyze a short story.
- Students will identify characters' feelings.
- Students will obtain, evaluate, and communicate information.

### KEY VOCABULARY

- **knight** (p. 26) a kind of soldier from long ago
- **shield** (p. 26) a piece of wood or metal carried for protection
- **armor** (p. 26) special clothing worn by knights for protection

### ENGAGE

**Conversation Question:** Who wears a costume?

Give students time and materials to draw pictures of themselves in their Halloween costumes (or any costume). Invite students to share and talk about their pictures. Then tell students to pay attention to who wears costumes in this story.

### INTRODUCE VOCABULARY

Display and read aloud the vocabulary words and definitions. Show students an illustration of a knight with armor and a shield, such as the knight shown on the cover of Tomie dePaola's picture book "The Knight and the Dragon." Point out the details that connect to the vocabulary words. Then tell students to look and listen for these 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. Who is having a Halloween party?
2. What are Cat and Mouse trying to decide?
3. Why does Cat say, "I guess I won't be a ghost"?
4. What does Mouse plan to do with the large silver button?
5. Why does Mouse say, "I guess I won't be a knight"?
6. What problem do Cat and Mouse have?
7. How do they solve their problem?

### SKILL FOCUS: Recognize Characters' Feelings

**INSTRUCT:** Explain that story characters have feelings just like real people. Tell students they can use clues they see in illustrations and clues they hear in text to help them understand how characters feel. Read aloud the first two paragraphs on page 24, emphasizing the feeling of worry. Discuss how Cat feels (worried) and why. Ask students to identify the text and picture clues that helped them know Cat feels worried. Repeat this sequence after reading the first three paragraphs on page 25, asking students how Alligator feels (excited).

**ASSESS:** Distribute the *Feelings Cards* to all students. Review the feeling words on the cards. Have students draw a face on each card to show the feeling and then cut out the cards. Read aloud the story, pausing at the appropriate places to allow students to identify the character's feeling by holding up a feeling card. Discuss the text and picture clues that helped students understand the feelings.

### EXTEND

**Science** Provide a selection of books about different kinds of animals—zoo animals, pets, farm animals, and wild animals—for students to look through. Then display a four-column chart with the headings "Animals at Home," "Animals in the Zoo," "Animals on a Farm," and "Animals in the Wild." Work with students to identify animals for each category. Have students draw and write about one animal in each category.

Name \_\_\_\_\_

**Feelings Cards**

**worried**

**excited**

**happy**

**sad**