

Ladybug®

THEME

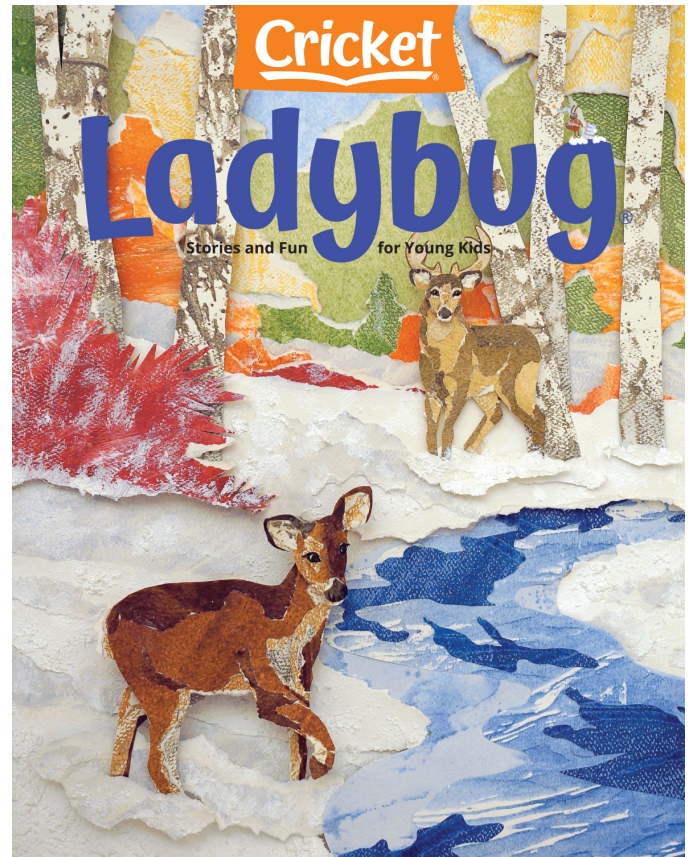
In the story and poems covered in this teacher guide, families bake cookies, build pillow forts, make music, snooze, and more. Students will incorporate the theme of family togetherness in a variety of projects that call on them to write, research, and draw.

CONVERSATION QUESTION

What do families do together?

TEACHING OBJECTIVES

- Students write narratives to develop real and imagined experiences.
- Students will analyze how word choice shapes meaning or tone.
- Students will conduct short research projects.
- Students will learn about precipitation.
- Students will write rebus stories.
- Students will present 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

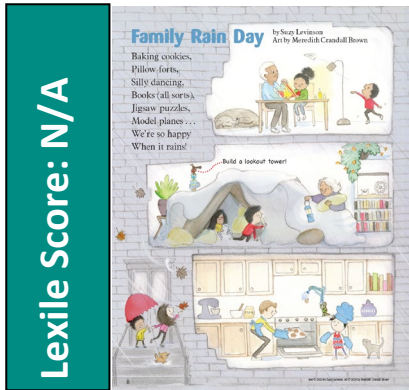
- **Family Rainy Day**
poem, N/A
- **Making a Mess?**
rebus story, N/A
- **Family Tree**
poem, N/A

Ladybug® Teacher Guide: November/December 2020

Family Rainy Day

pp. 8–9, poem

Use this poem and illustration to help students notice details and then draw and write about their own families.



Lexile Score: N/A

RESOURCES

- **Rainy Day Story**

OBJECTIVES

- Students will read and analyze a poem.
- Students will write narratives to develop real and imagined experiences.
- Students will learn about precipitation.

KEY VOCABULARY

- **pillow fort** (p. 8) a building made out of pillows and blankets
- **jigsaw puzzle** (p. 8) a puzzle made of many small pieces cut into squiggly shapes
- **model plane** (p. 8) a very small airplane that looks just like a real airplane

ENGAGE

Conversation Question: What do families do together?

Share with students things that you like to do with your family on rainy days. Then discuss what students and their families like to do and where they like to be on rainy days. Talk about why activities on rainy days and sunny days are different. Explain that this poem tells about different families having fun on a rainy day.

INTRODUCE VOCABULARY

Introduce the vocabulary words one at a time. Invite students to share what they know about each word's meaning. Read the definition aloud and then ask students to share their experiences with each object. Finally, discuss why these words might be in a poem about a rainy day. Remind students to notice these words as you read the poem.

READ & DISCUSS

After students read and hear the poem, discuss these questions:

1. What kind of building do the families live in?
2. How many different families does the picture show?
3. Match the words in the poem to the activities in the pictures.
4. Do the families like rainy days? How can you tell?
5. What kinds of pets do the families have?
6. Which activities look the most fun to you?

SKILL FOCUS: Writing

INSTRUCT: Point out and read aloud the direction at the bottom of p. 9 of the poem that asks, "What does your family like to do when it rains?" Have students turn and discuss question with a partner. Ask students to share what their partners told them. Next, display the illustration that goes with the poem. Explain that the illustration contains lots of details, or small parts that make it interesting to look at. Have students share details they notice. Indicate the lines that the illustrator uses to convey movement (leaves are falling, the paper airplane is moving, and the dog is wagging its tail). Also point out the musical notes that show the family is making music.

ASSESS: Distribute the *Rainy Day Story* worksheet to students and have them draw and write about what they like to do with their families on rainy days. Encourage them to include details in their pictures.

EXTEND

Science Use books and websites to help students explore and learn about precipitation, or water that falls from clouds in the sky in the form of rain, snow, hail, and sleet. Have student draw and label pictures of each form of precipitation.

Rainy Day Story: *Draw a picture showing what you and your family like to do on rainy days. Write 3 sentences about your picture.*

[illegible]

Ladybug® Teacher Guide: November/December 2020

Making a Mess?

pp. 11–15, Rebus Story

Use this story about a family that makes music together to teach students about the literary device, onomatopoeia.



OBJECTIVES

- Students will read and analyze a rebus story.
- Students will analyze how word choice shapes meaning or tone.
- Students will write rebus stories.

KEY VOCABULARY

- **mess (p. 11)** untidy or dirty condition
- **upside-down (p. 12)** with the top at the bottom and the bottom at the top
- **pasta (p. 12)** noodles
- **musical instruments (p. 12)** something used to make music

ENGAGE

Conversation Question: What do families do together?

Lead students in tapping a beat on their desks or tables. Ask students about different ways they can make music, such as with instruments, with their voices, or with pots and pans. Talk about the music that students listen to with their families. Explain that the next story is about a family that enjoys making music together in the kitchen.

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 the words. Finally, remind students to look and listen for these words in the story.

READ & DISCUSS

Have students look at the story pages and share what they notice about them. Explain that “Making a Mess?” is called a rebus story. In a rebus story, pictures take the place of some of the words. Go over the picture words. Then have students say these words as you read the story aloud. After reading the story a second time, discuss these questions:

1. How are Mommy and Amber talking at the beginning of the story?
Are they talking quietly or loudly?
2. What is Amber using to make music?
3. What words do Mommy and Amber sing?
4. What kind of jokes do Mommy and Amber tell?
5. What happens when Daddy gets home?

SKILL FOCUS: Identify Onomatopoeia

INSTRUCT: Ask students what sound firecrackers make, what sound a cow makes, and what sound a bell makes. Explain that words that mimic sounds are called onomatopoeia. Read aloud the first page of the story and ask students if they notice any examples of onomatopoeia. Write the words on the board: *bang, boom, rattle, bam, wham, clang*. Read story p. 12. Ask students what actions are making the different sounds. Then read the last page of the story and ask students to find the example of onomatopoeia (*clang*). Ask what is making this noise. Add *clang* to the list on the board. Have students to think of other onomatopoeia words, such as animal sounds, weather sounds, and car sounds. Add these to the list on the board.

ASSESS: Have students choose three examples of onomatopoeia from the list and use them to write a story that includes the sounds and shows what made the sounds. Students can draw a picture to show the source of each sound. If necessary, use a sentence frame to help students write about the sound: _____ went the _____ when _____.

EXTEND

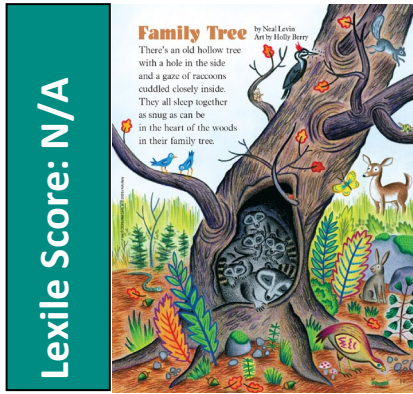
Writing Give the students some old magazines and have them cut out pictures to create their own rebus stories. Invite students to share their stories with the class. Then display the stories on a classroom wall.

Ladybug® Teacher Guide: November/December 2020

Family Tree

p. 19, poem

Use this poem about a family of raccoons sleeping in a tree as a starting point for a short animal research project.



RESOURCES

- **Animal Report**

OBJECTIVES

- Students will read and analyze a poem.
- Students will conduct short research projects.
- Students will present information.

KEY VOCABULARY

- **hollow** (p. 19) empty inside
- **cuddle** (p. 19) to hold someone in your arms
- **snug** (p. 19) cozy and warm

ENGAGE

Conversation Question: What do families do together?

Ask students to share what they do with their families at night. Encourage students to tell about bedtime routines. Then tell students this poem is about a family of sleeping raccoons. Encourage students to notice where the raccoons sleep, how they sleep, and when they sleep.

INTRODUCE VOCABULARY

Display the vocabulary words and read aloud the words and definitions. Discuss things that are hollow. Ask students who or what they like to cuddle with and then talk about what makes them feel snug. Remind students to look and listen for these words in the poem.

READ & DISCUSS

Read the poem aloud. Then read it again. Use the questions below to discuss the poem with students.

1. What rhyming words do you hear in the poem?
2. What do you learn about raccoons from the poem and the pictures?
3. How is the way the raccoon family sleeps different from how human families sleep?
4. Are the raccoons sleeping in the daytime or the night time? How can you tell?
5. Why do you think a hollow tree is a good sleeping place for raccoons?
6. What other animals do you notice in the picture? What are these animals doing?

SKILL FOCUS: Animal Research Project

INSTRUCT: Ask students what they learned about raccoons from the poem and the illustration. Point out that raccoons are nocturnal—they sleep during the day and are active at night. Invite students to tell about other nocturnal animals they know of. Then tell students they are each going to do research to learn about another animal of their choosing. List and discuss the following questions: Where does it live? What does it eat? When does it sleep? What is interesting about it? Tell students they will look at books and websites to answer these questions about their animals.

ASSESS: Distribute a copy of the *Animal Report* worksheet to each student. Help students use books, magazines, and websites to research their animals. Have them use their *Animal Report* worksheets to draw and write what they learned about their animals by answering the questions discussed above.

EXTEND

Speaking and Listening Have students present their reports. Remind presenters: speak in a voice everyone can hear, speak slowly, display your pictures. Remind listeners: listen quietly, focus on the presenter, clap after the presentation, raise a hand to ask a question.

Animal Report: *Use the chart below to write/draw your answers to the questions. Gather this information for use in presenting your research.*

My animal is a _____.

Describe the animal:
Where does it live?
What does it eat?
Where does it sleep?
Interesting facts: