

Ladybug®

THEME

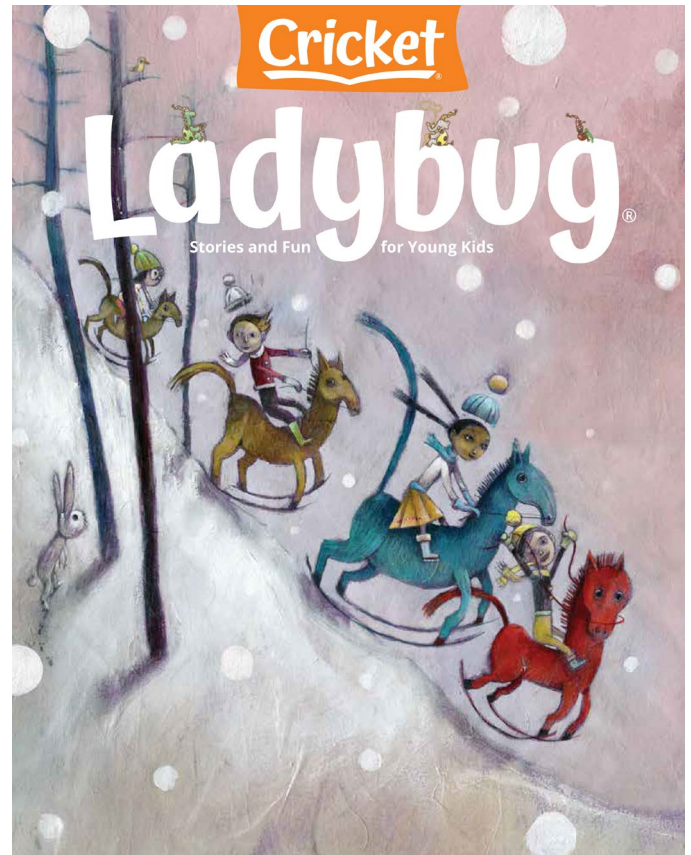
This issue of *Ladybug* is full of winter fun. Use the lessons and activities in this teacher guide to explore how we use our imagination in wintertime.

CONVERSATION QUESTION

How can winter spark your imagination?

TEACHING OBJECTIVES

- Students will determine what the text says explicitly and make logical inferences from it.
- Students will interpret words and phrases as they are used in a text.
- Students will write narratives to develop real experiences.
- Students will sing together.
- Students will write to develop narratives.
- Students will examine snowflakes.



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, ~500L
- **Snow Pony**
Contemporary Realistic Fiction, ~500L
- **Snowflakes**
Poem, N/A

Ladybug® Teacher Guide: January 2021

Max and Kate

pp. 3–7, Contemporary Realistic Fiction

Use this story about a winter camping trip in Kate's living room as part of an activity that teaches students to ask and answer questions.

Lexile Score: ~500L



RESOURCES

- **Question Cube Outline**

OBJECTIVES

- Students will read and analyze a short story.
- Students will determine what the text says explicitly and make logical inferences from it.
- Students will sing together.

KEY VOCABULARY

- **camping (p. 3)** sleeping outside in a tent for fun
- **tent (p. 3)** a shelter made out of cloth
- **sleeping bag (p. 3)** a warm, long bag used for sleeping outside or in a tent
- **campfire (p. 4)** a fire built outdoors

ENGAGE

Conversation Question: How can winter spark your imagination?

Tell students to imagine it's a stormy winter day—too cold, wet, or snowy to play outside. Ask, "What can we do to have fun inside?" Have students turn and talk to a partner to come up with 2 ideas. Then invite students to share their ideas with the class. Finally, explain that this story is about characters that use their imagination to have fun inside in wintertime.

INTRODUCE VOCABULARY

Display the word *camping*. Discuss the definition. Invite students to share their camping experiences. Display the words *tent* and *sleeping bag* when a student mentions them or present the words and add them to the discussion if they aren't mentioned. Finally, display the word *campfire*. Discuss what a campfire looks like and what people can cook over campfires. Remind students to look and listen for these words.

READ & DISCUSS

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

1. Where are Kate, Max, and Charlie going camping?
2. Where will the characters sleep?
3. What does Max ask when he sees the cardboard campfire?
4. What do the characters do next?
5. Why did Kate's mommy order barbecue-flavor pizza?
6. What happens before bedtime?
7. Does this sound like a fun time? Why or why not?

SKILL FOCUS: Ask and Answer Questions

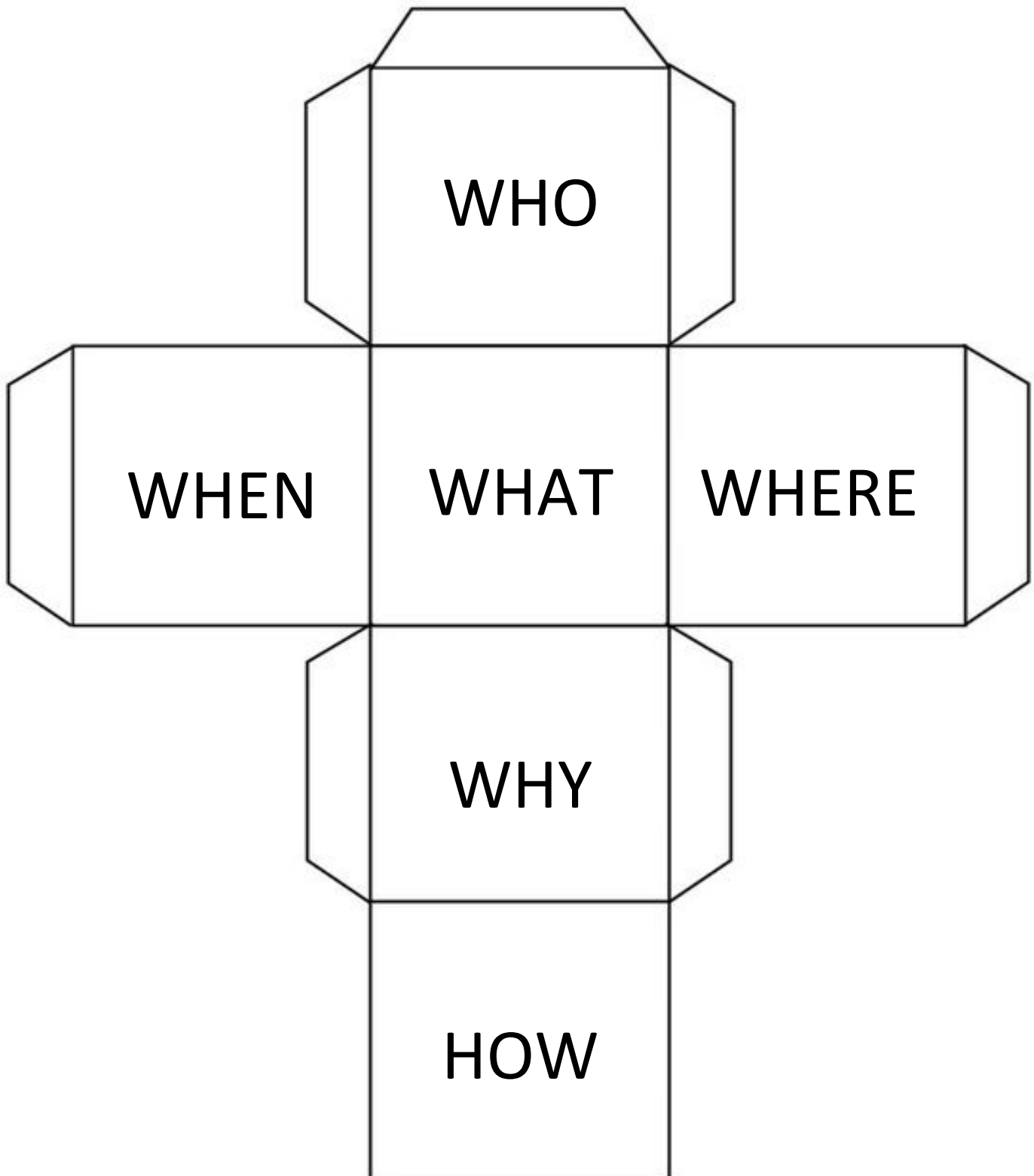
INSTRUCT: (Suggestion: In preparation for this activity, use the *Question Cube Outline* to create one cube for each group or pair of students.) Explain that asking and answering questions about stories helps readers think about and understand characters and events. Show students a cube and point out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

Music Make a pretend campfire in your classroom like the one in this "Max and Kate" story. Then sit around the campfire with your students and sing campfire songs or holiday songs.

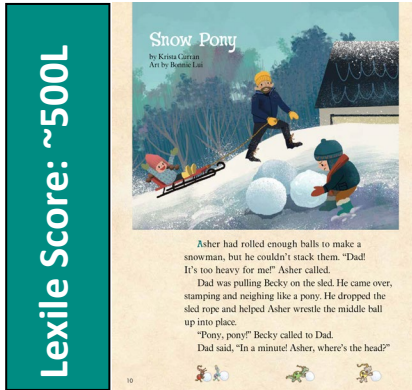
Question Cube Outline



Snow Pony

pp. 10–14, Contemporary Realistic Fiction

Use this story about a boy and his family playing in the snow to help students recognize characters' feelings.



RESOURCES

- **Character Feelings**

OBJECTIVES

- Students will read and analyze a short story.
- Students will interpret words and phrases as they are used in a text.
- Students will write to develop narratives.

KEY VOCABULARY

- **snowman (p. 10)** a person made out of snow
- **pony (p. 10)** a small horse

ENGAGE

Conversation Question: How can winter spark your imagination?

Ask students what they like to do in the snow. If your region does not get snow, ask what students imagine doing in the snow. Show photos of kids playing in snow to ignite discussion. Ask students to imagine they are trying to build a snowman, but the snowman parts keep falling apart. Discuss how this would make students feel. Then tell students to think about how the characters in the story "Snow Pony" feel as they play in the snow.

INTRODUCE VOCABULARY

Display the vocabulary words. Invite students to share what they know about the meaning of each word. Then share the definitions. Have students write the words and draw pictures to show the words. Then remind students to look and listen for the 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. What are Asher and Becky doing in the beginning of the story?
2. Why does dad stop pulling Becky on the sled?
3. What does Becky do to Asher's snowman?
4. How does this make Asher feel?
5. What does Asher do when he's alone outside?
6. How do you think Asher mainly feels about Becky?

SKILL FOCUS: Recognize Character 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 the text to help them understand how characters feel. Read p. 10 aloud. Discuss how Asher feels (frustrated) and why. Ask students to identify the text and picture clues that helped them know that Asher feels frustrated. Repeat this sequence after reading each of the remaining story pages. Finally, discuss how and why Asher's feelings change over the course of the story.

ASSESS: Distribute the *Character Feelings Worksheet* to all students. Make sure they understand the task and then have them complete the worksheet. Invite students to share their work.

EXTEND

Write Read aloud a few snowman-themed storybooks to the class. Then have students draw and color a snowman and develop it into a story character. Have students name their snowmen and list their traits, their favorite foods, the clothes they wear, their friends and favorite activities. More advanced students can use these details to create a short story.

Character Feelings First draw. Then write.

Frustrated Asher

Happy Asher

Asher feels frustrated when

Asher feels happy when

Snowflakes

p. 34, Poem

Use this poem describing snow to inspire students to write their own snow poems.



RESOURCES

- **Acrostic Poem**

OBJECTIVES

- Students will read and analyze a poem.
- Students will write narratives to develop real experiences.
- Students will examine snowflakes.

KEY VOCABULARY

- **fluffy** (p. 34) light and soft

ENGAGE

Conversation Question: How can winter spark your imagination?

Brainstorm with students a list of words that describe snow (*cold, light, fluffy, puffy, white, etc.*) Then tell students the poem they are about to read describes snow.

INTRODUCE VOCABULARY

Read aloud the vocabulary word and definition. Talk with students about things that are fluffy, such as blankets, sweaters, slippers, some cats and dogs, dandelion seeds, etc. Tell students to look and listen for the word *fluffy* in the poem. Also tell them to look for a word that rhymes with *fluffy*.

READ & DISCUSS

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

1. What word in the poem rhymes with *fluffy*?
2. What other rhymes do you hear in the poem?
3. What sound do snowflakes make when they fall?
4. How is snow on the ground like a blanket?
5. What is happening on top of the snow in the illustration?
6. What is happening under the snow?

SKILL FOCUS: Write an Acrostic Poem

INSTRUCT: Students will be writing an acrostic poem using the word *snow*. To help your students understand what acrostic poems look and sound like, begin by reading aloud from a book of acrostic poems, such as *Winter: An Alphabet Acrostic*, by Steven Schnur. Then brainstorm with students a list of words and phrases for each letter in the word *snow*. Record these on the board so students can refer to them as they write.

ASSESS: Distribute the *Acrostic Poem* worksheet to all students. Have students write their acrostic poems. Circulate as students write to provide help as needed. After students illustrate their poems, invite them to read their poems to the class.

EXTEND

Science Provide students with nonfiction science books about snow. Have students look through the books and find one fact about snow or snowflakes. Have them write the fact on a piece of paper. Next, have students draw or cut out snowflakes. Finally have students glue their snowflake and fact to a piece of colored paper. Create a snowflake wall to display the work.

Acrostic Poem

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