

Ladybug®

THEME

Children are filled with creative energy and so are the characters in the stories and poems in this issue of *Ladybug*. Use the activities in this teacher guide to teach language arts concepts and explore creativity.

CONVERSATION QUESTION

What can you create?

TEACHING OBJECTIVES

- Students will analyze how individuals, events, and ideas develop and interact over the course of a text.
- Students will write narrative sentences.
- Students will retell a story.
- Students will compare and contrast animal traits.
- Students will virtually visit a museum.
- Students will analyze color.



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

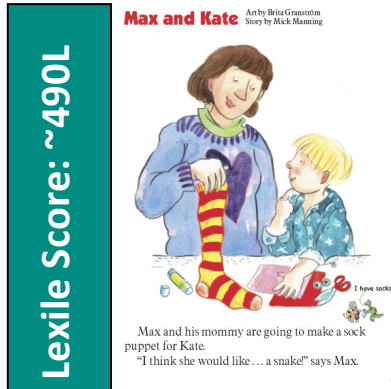
- **Max and Kate**
Contemporary Realistic Fiction, ~490L
- **Museum of Art**
Poem, N/A
- **Not Now, Natalie!**
Contemporary Realistic Fiction, ~580L

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Max and Kate

pp. 3–7, Contemporary Realistic Fiction

Give students practice in analyzing characters using this story about two friends who make sock puppets for each other.



OBJECTIVES

- Students will read and analyze a short story.
- Students will analyze how individuals, events, and ideas develop and interact over the course of a text.
- Students will compare and contrast animal traits.

KEY VOCABULARY

- **wriggle** (p. 5) to twist and turn
- **hiss** (p. 6) the s sound a snake makes
- **croak** (p. 7) the deep sound a frog makes

ENGAGE

Conversation Question: What can you create?

Ask if students have ever made a boat out of a milk carton, a puppet out of a sock, a costume out of old clothes, or a building out of blocks or boxes. Talk with students about things they like to create. Invite volunteers to share how they make things. Then tell students this story is about two friends who make valentines presents for each other.

INTRODUCE VOCABULARY

Display the vocabulary words and read them aloud. Ask students what each word means. Help students identify the movement word and the sound words. Invite students to wriggle in place. Have them hiss like a snake and croak like a frog. Finally, 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. What is Max deciding at the beginning of the story?
2. Who is Max making the sock puppet for?
3. How is Mommy helping Max?
4. Is it hard to make a sock puppet? Explain.
5. What did Kate make?
6. What do Max and Kate do with the sock puppets they make?

SKILL FOCUS: Analyze Characters

INSTRUCT: Remind students that characters are the people or animals in a story. Ask students to identify the characters in this story. Write this on the board: Max, Mommy, Kate. Have students turn and talk to a partner about what each character is doing in the story. Then ask volunteers to share their ideas with the class. Discuss which character is the most important character in the story. Next ask what steps Max takes to make the snake sock puppet. Have students use the illustrations to help them talk with a partner to answer this question. Then ask volunteers to share their ideas. Finally, ask how students can tell that Max and Kate are friends. Have students talk with their partners. Then ask volunteers to share their ideas.

ASSESS: Present this prompt: Would you like Max and Kate to be your friends? Tell why or why not. Have students write and draw to answer the question. Then ask students to share their responses with the class.

EXTEND

Science This story includes a reptile (snake) and an amphibian (frog). Use books and websites to help students learn about reptiles and amphibians. Have them find more examples of each type of animal and learn about their unique characteristics. Instruct students to choose one reptile and one amphibian to draw and write about.

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Museum of Art

p. 12, poetry

Discuss this poem that describes windows as picture frames. Then have students draw and write about what they see out their windows.



RESOURCES

- **Picture Frame**

OBJECTIVES

- Students will read and analyze a poem.
- Students will write narrative sentences.
- Students will virtually visit a museum.

KEY VOCABULARY

- **picture frame (p. 12)** a border that goes around a picture
- **museum (p. 12)** a building where paintings and objects are displayed for people to see

ENGAGE

Conversation Question: What can you create?

Ask students to share experiences visiting museums. Point out that some museums show science and history objects, some museums show art, and some museums show both. Discuss with students what they might see at an art museum. Then talk with students about some of the different ways they make art, for example, drawing, painting, and collage. Finally, tell students this poem is about a girl who imagines she has a museum in her house.

INTRODUCE VOCABULARY

Display the vocabulary words and read them aloud. Ask students what each word means. Show students a picture frame or an image of a picture frame. Invite students to describe framed pictures or photographs they have at home. Then use the internet to show students images of the exterior and interior of a museum. Remind students to look and listen for these words as you read the poem aloud.

READ & DISCUSS

Have students listen carefully as you read the poem aloud twice. Then discuss these questions below. Have a picture frame on hand to help students think about and answer the first question.

1. How do you think windows are like picture frames?
2. What does the girl see outside each window?
3. Does the girl have to pay to look at the art outside her windows? How do you know?
4. What makes the girl's house like a museum?
5. What does the girl's sign say?

SKILL FOCUS: Write Narrative Sentences

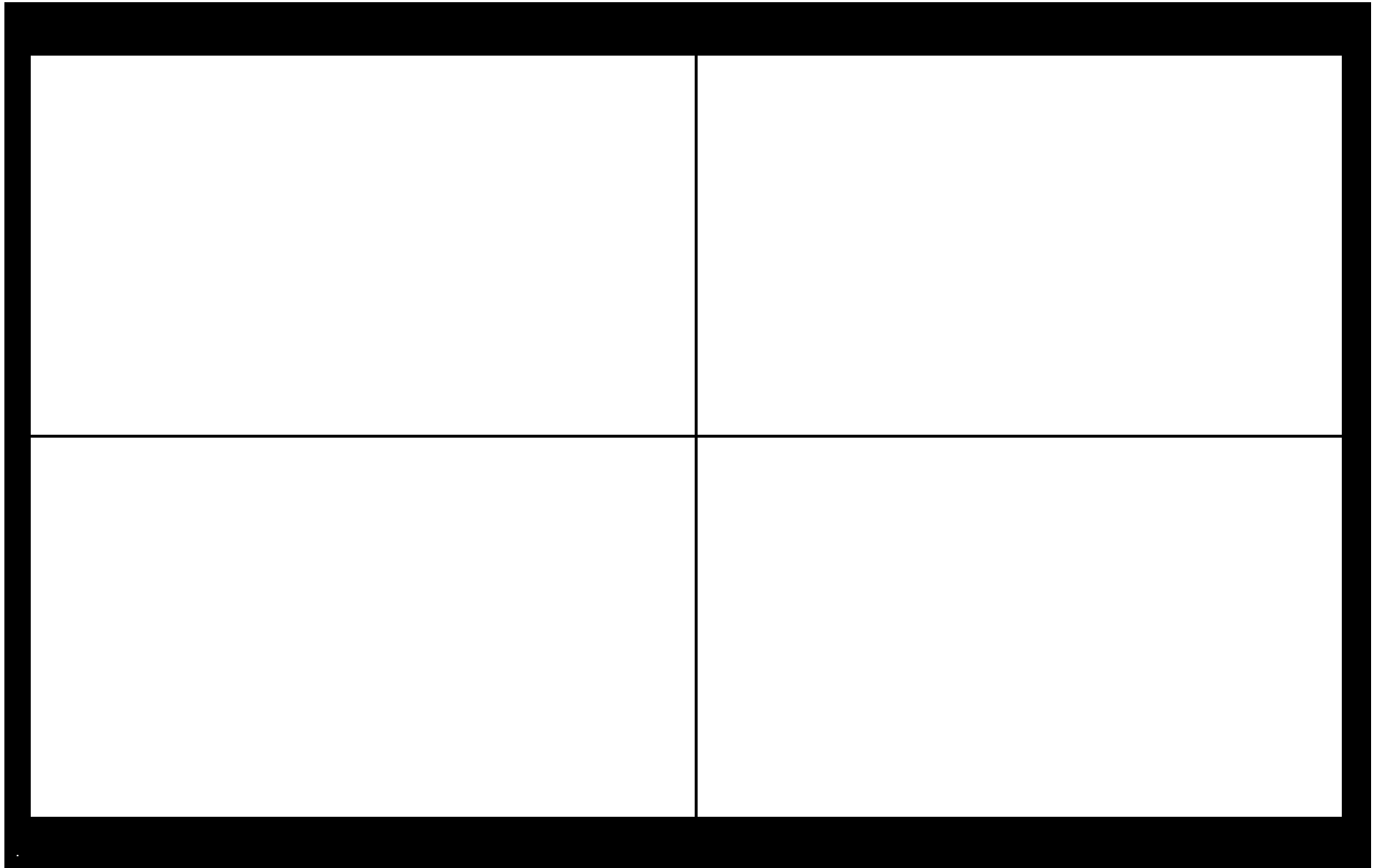
INSTRUCT: Reread the first sentence of the poem. Make sure students understand the comparison the speaker makes between a window and a picture frame. Then have students look out of the classroom window and describe what they see.

ASSESS: Distribute the *Picture Frame* handout to students. Have students draw what they see outside a classroom window or outside a window at home. Then have them write about what they see. If needed, help students get started writing by displaying a frame: "I see ____." Create a classroom art museum wall with a sign that reads "Our Museum." Display students' drawings and sentences.

EXTEND

Visit a Museum Take students on a virtual tour of the Metropolitan Museum of Art in New York City. Use the museum website to explore the museum's many exhibits. Have students draw and write about something interesting that they see during their virtual visit.

Picture Frame



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Not Now, Natalie!

pp. 25–29, Contemporary Realistic
Fiction

Give students practice in retelling a story using this story about a young girl who needs help to finish her drawing.



RESOURCES

- **Color Worksheet**

OBJECTIVES

- Students will read and analyze a short story.
- Students will retell a story.
- Students will analyze color.

KEY VOCABULARY

- **skip (p. 25)** to move forward by stepping and jumping
- **prance (p. 26)** to move in a lively, happy way
- **slouch (p. 27)** to walk with your head and shoulders bent forward
- **slump (p. 27)** to sit down suddenly and heavily

ENGAGE

Conversation Question: What can you create?

Discuss with students things that are easy to draw and things that are difficult to draw. Ask students what they do when they have a hard time drawing something—do they ask for help, try to draw in a different way, give up? Then tell students this story is about a girl who is trying to draw a picture. Display and read aloud the title. Invite students to predict what will happen in the story when Natalie asks for help with her drawing. Record predictions and check them after reading.

INTRODUCE VOCABULARY

Display the vocabulary words and read them aloud. Then share the definitions. Demonstrate skipping, prancing, slouching, and slumping as you move across the room. Discuss the emotions people probably feel when they skip, prance, slouch, and slump. Tell students to look and listen for these words in the story. Also tell them to think about how the character feels when she skips, prances, slouches, and slumps.

READ & DISCUSS

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

1. Who is Natalie drawing a picture for?
2. What does Natalie want her sister to help her with? What does her sister say?
3. What does Natalie want her mother to help her with? What does her mother say?
4. What does Baby Chandler do?
5. How does Dad help Natalie?
6. Does the story have a happy or sad ending? Explain.

SKILL FOCUS: Retell a Story

INSTRUCT: Ask students to identify the setting and characters in “Not Now, Natalie!” Review story events. Discuss the problems Natalie has with her picture. Then discuss how Natalie solves her problems and how the story ends. Point to the illustrations that show the events as you discuss them. Then tell students they will work with a partner to take turns retelling the story. Make sure students understand that they must retell the story *in their own words*. Instruct students to use the story illustrations to help them retell the story.

ASSESS: Have students work in pairs to take turns using the illustrations to retell the story. Circulate and offer guidance as needed.

EXTEND

Science Take students on a color scavenger hunt inside or outside your school. Distribute the *Color Worksheet* and have students color in the labeled strip at the top of each section. Then have them bring worksheets and pencils on a walk around the school to find items of different colors and write or draw about them. Regroup and invite students to share what they noticed on the walk.

Color Worksheet

RED	ORANGE	YELLOW
GREEN	BLUE	PURPLE