

# Ladybug®

## THEME

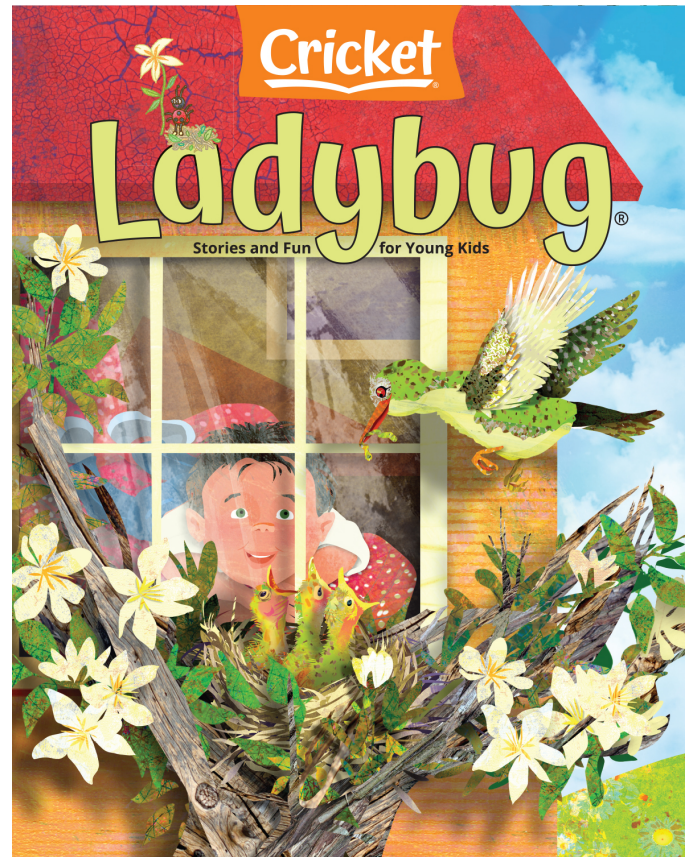
Explore the differences between real and make-believe characters and stories using the lessons and activities in this issue of Ladybug Magazine.

## CONVERSATION QUESTION

What is real and what is make-believe?

## TEACHING OBJECTIVES

- Students will assess how point of view shapes the content and style of a text.
- Students will analyze individuals and events.
- Students will interpret words and phrases as they are used in a text.
- Students will participate in collaborative conversations.
- Students will write narratives to develop imagined experiences.
- Students will carry out investigations.



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, ~460L
- **When Dragon Shrank**  
Fantasy, ~550L
- **A Sweet Spring Strawberry Day**  
Contemporary Realistic Fiction, ~530L

# Ladybug® Teacher Guide: May/June 2021

## Max and Kate

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

Use this story about Max, Kate, and Charlie pretending to be pilots to teach students to identify speakers in a story.

Lexile Score: ~460L



## RESOURCES

- Who Is Speaking? Worksheet

## OBJECTIVES

- Students will read and analyze a short story.
- Students will assess how point of view shapes the content and style of a text.
- Students will participate in collaborative conversations.

## KEY VOCABULARY

- **pilot (p. 3)** a person who flies an airplane or a helicopter
- **runway (p. 6)** a long strip of ground where airplanes take off and land
- **take-off (p. 7)** the moment when an airplane leaves the ground and begins to fly

## ENGAGE

**Conversation Question:** What is real and what is make-believe?

Ask students if they like to pretend when they play. Invite volunteers to tell about what they pretend. Ask students to pretend to be a puppy, a tree, and an airplane. Then tell students to notice how the characters in this story pretend.

## INTRODUCE VOCABULARY

Display the vocabulary words. Read aloud the words and definitions. Use a short video of a plane taking off filmed from inside the cockpit (available online). Ask students to use the vocabulary words to talk about the video with a partner. Then remind students to look and listen for these words in the story.

## READ & DISCUSS

Show students the illustration on page 3 and ask them to predict what the characters are doing. Then read the story. After reading, have students check their predictions. Then use these questions to prompt discussion:

1. What are the characters pretending with their arms?
2. Why do you think the characters are wearing goggles?
3. Why are the bottom flaps cut out of the boxes?
4. What parts of the boxes are the wings?
5. What kinds of decorations do the characters make for the planes?
6. What is Daddy doing?
7. How do the characters take off?

## SKILL FOCUS: Recognize Speakers

**INSTRUCT:** Display the following sentences:

"I have a box," said Max.

"Can I have a box?" asked Kate.

Max and Kate sat in the boxes.

Ask students who is speaking in the first sentence. Discuss clues that help them know Max is talking (quotation marks, the words *said Max*). Repeat this sequence for the second sentence. Then point out the last sentence and explain that some information in a story comes from a narrator, or an outside voice—not a character.

**ASSESS:** Distribute a copy of the *Who Is Speaking?* worksheet to each student. Have students work in pairs to complete the activity.

## EXTEND

**Drama** Create a set of cards students can use to play charades. You might create a set of jobs cards (chef, writer, violinist, pilot, etc.), animals cards, or activities cards (brushing teeth, skateboarding, opening a present, etc.). Divide the class into small groups and review the rules of charades. Then have groups take turns picking cards and acting out the words or phrases listed.

## Who Is Speaking?

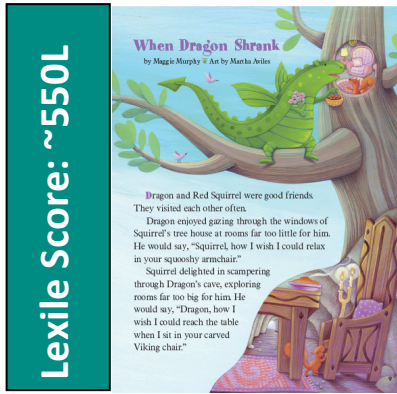
**Recognizing Speakers** Gather information from the story and follow the prompts below to complete the chart.

Write words that <b>Kate</b> says.	Write words that <b>Mom</b> and <b>Dad</b> say.	Write words the <b>narrator</b> says.

## When Dragon Shrank

pp. 9–13, Fantasy

Use this story about a squirrel and a dragon who trade places to practice comparing and contrasting.



## RESOURCES

- **Compare and Contrast Worksheet**

## 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

- **zip (p. 12)** to move very quickly
- **clomp (p. 12)** to walk with loud, heavy steps
- **enormous (p. 12)** very large

## ENGAGE

**Conversation Question:** What is real and what is make-believe?

Remind students that some stories tell about things that could happen in real life and some stories tell about things that are make-believe. Read aloud the following sentences and ask students to turn and talk with a partner to decide if they tell about something make-believe or real: *The cat drove a car. A frog jumped in a pond. A unicorn followed me to school. The dog took a nap.* Tell students to think about whether “When Dragon Shrank” is about real or make-believe characters and events.

## INTRODUCE VOCABULARY

Display the vocabulary words and read aloud the words and definitions. Discuss animals that zip and animals that clomp. Create a T-chart to record responses. Then discuss animals that are enormous. Ask students if enormous animals might zip or clomp when they move. Then remind students to look and listen for the vocabulary words in the story.

## READ & DISCUSS

After students read the story, use these questions to prompt discussion:

1. Are the story characters real or make-believe? How do you know?
2. How is Dragon’s chair different from Squirrel’s chair?
3. Why do Dragon and Squirrel change size? Who helps them change?
4. Dragon says that Squirrel’s chair is “soft as pudding.” What do you think Dragon means? What would it feel like to sit in pudding?
5. Where do Dragon and Squirrel sit at the end of the story?
6. Make up a new story title that tells about how Squirrel changed.

## SKILL FOCUS: Compare and Contrast

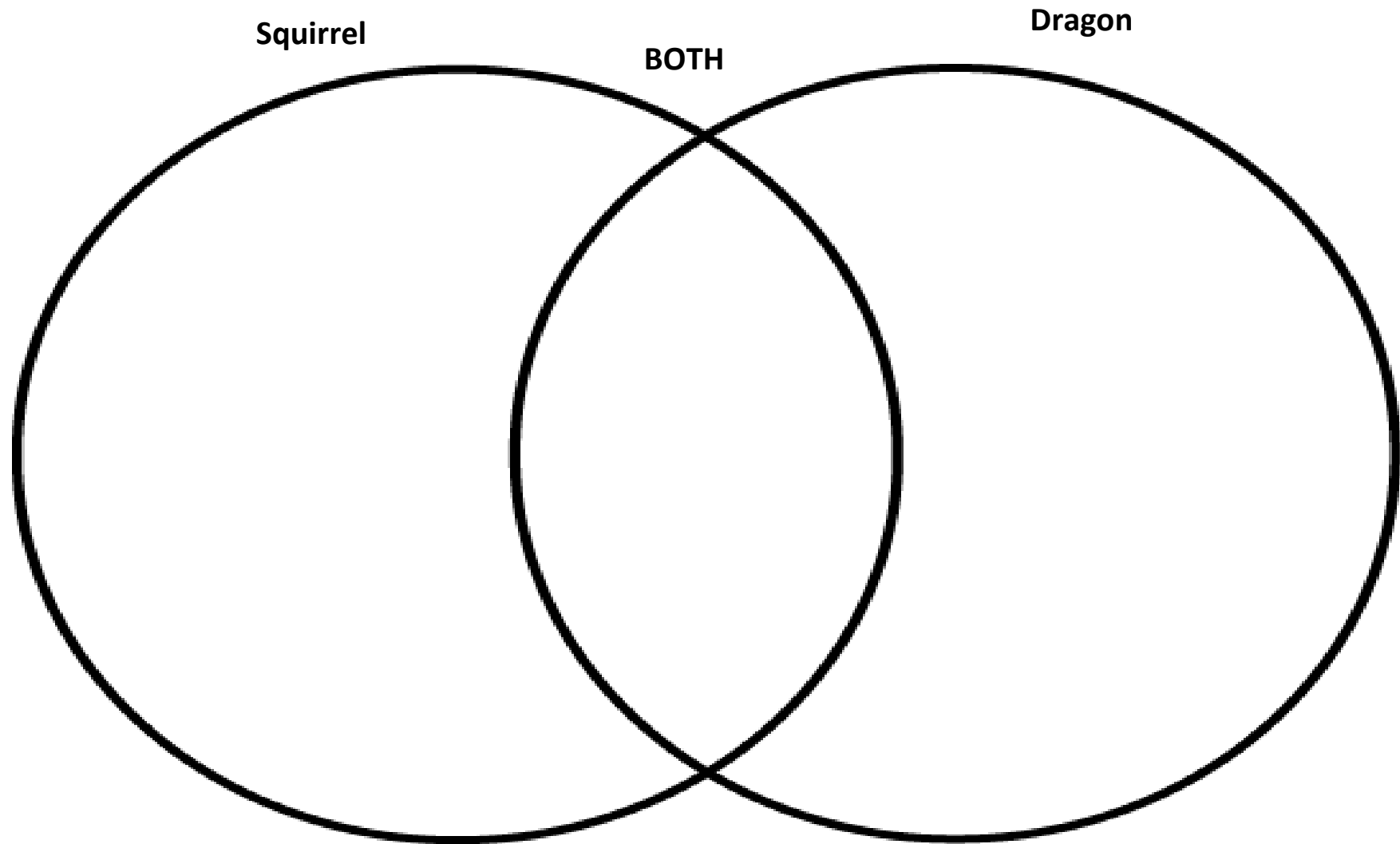
**INSTRUCT:** Explain that one way to learn about characters is to think about how they are the same and different. Help students see how Dragon and Squirrel are the same: they both have nice homes, special chairs, ask a magician for help and change size. Display and distribute the *Compare Characters* worksheet. Record similarities in the center and have students do the same on their worksheets. Ask how Squirrel’s and Dragon’s homes are different. Have students turn and talk with a partner and invite volunteers to share responses.

**ASSESS:** Follow the procedure above to help students identify differences in the chairs, magicians, and sizes that the characters change to.

## EXTEND

**Write** Tell students to imagine that they have become teeny-tiny or enormous. Have them draw a picture showing how they are much bigger or smaller than the people and things around them. Have them use these sentences from the story to label their pictures: (first name), (first name), change your size. See the world through (giant/tiny) eyes.

## Compare Characters





# Ladybug® Teacher Guide: May/June 2021

## A Sweet Spring Strawberry Day

pp. 16–19, Contemporary Realistic Fiction

Use this story about a family that goes to a farm to pick strawberries to help your students learn to recognize sensory details.



## RESOURCES

- Sensory Details Worksheet

## OBJECTIVES

- Students will read and analyze a short story.
- Students will interpret words and phrases as they are used in a text.
- Students will carry out investigations.

## KEY VOCABULARY

- **picking (p. 16)** taking a fruit or flower from a plant
- **patch (p. 17)** a small area where a fruit or vegetable grows
- **ripe (p. 17)** a fruit or vegetable that is fully grown and ready to be eaten

## ENGAGE

**Conversation Question:** What is real and what is make-believe?

Ask students if they know what a realistic story is. Explain that a realistic story is made-up, but it could happen in real life: the setting is a place that could exist in our world, the events are believable, and the characters behave like real people. Invite students to share realistic stories they've read. Then tell students to think about whether "A Sweet Spring Strawberry Day" is a realistic story.

## INTRODUCE VOCABULARY

Display the vocabulary words. Read aloud the words and definitions. Then show a short video of kids picking strawberries (available online). Use the vocabulary words to talk with students about the video. Then remind students to look and listen for these words in the story.

## READ & DISCUSS

After students read the story, use these questions to prompt discussion:

1. Where does the family live?
2. Where are they driving to?
3. Why does Mom say to only pick the ripe strawberries?
4. How can you tell that Emmy is very young?
5. How does Emmy feel when she drops her box of strawberries?
6. How do you think the older sister feels about Emmy?
7. What will the family do with the strawberries?

## SKILL FOCUS: Identify Sensory Details

**INSTRUCT:** Remind students that authors include details in their stories about how things look, sound, smell, taste, and feel. These details help readers imagine what happens in a story. List these sentences: *The puppy barked and yelped. I picked a small blue and pink flower. The ice cream tasted cold and sweet.* Read the sentences aloud one at a time. Ask students which words in the first sentence tell how something sounds, which words in the second sentence tell how something looks, and which words in the third sentence tell how something tastes. Next, display and distribute the *Sensory Details* worksheet. Tell students to listen closely for details that help them understand how things look as you read aloud page 16 of the story. Pause after each sentence for students to identify any sensory details. Add these details to the chart and have students add to their charts.

**ASSESS:** Have students work in pairs to find more sensory words and phrases from the story and write them in their graphic organizers. Students should find at least one detail for each sense.

## EXTEND

**Science** Provide pairs of students with some everyday objects of different weights. Have students put the objects in order by weight, from lightest to heaviest.

## Sensory Detail Worksheet

Find words and phrases from the story that appeal to your senses. Write them in the chart below.

My senses	Words and phrases from the story that appeal to my senses
sight	
sound	
taste	