

# Ladybug®

## THEME

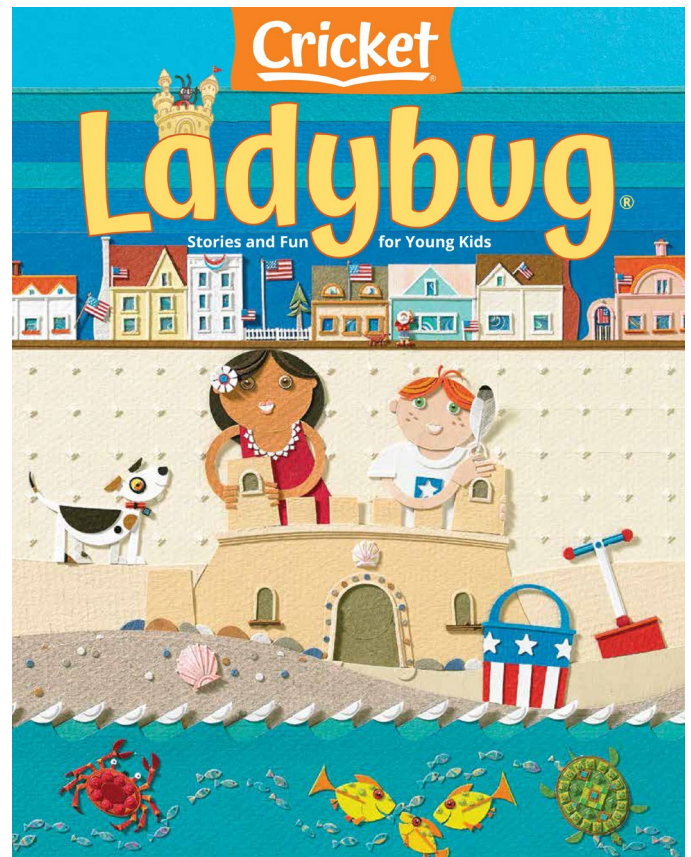
Explore how animals use water and review key language arts concepts using the texts, activities, and lessons in this teacher guide.

## CONVERSATION QUESTION

How do animals use water?

## TEACHING OBJECTIVES

- Students will retell a story.
- Students will identify a character's feelings.
- Students will write poems.
- Students will learn about the parts of a fish.
- Students will learn about the life cycle of frogs.
- Students will conduct a short research report.



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

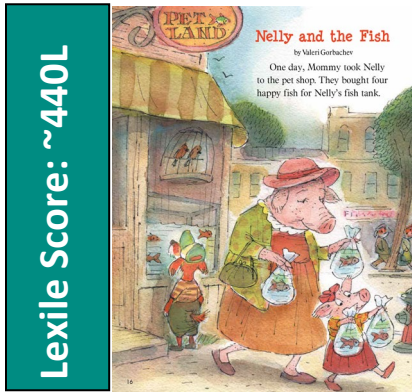
- **Nelly and the Fish**  
Fantasy, ~440L
- **When Seven DeSwapp Hopped**  
Contemporary Realistic Fiction, ~600L
- **Sandpipers**  
Poem, N/A

# Ladybug® Teacher Guide: July/August 2021

## Nelly and the Fish

pp. 16–19, Fantasy

Give students practice in retelling a story using this story about a girl and her pet fish.



### OBJECTIVES

- Students will read and analyze a short story.
- Students will retell a story.
- Students will learn about the parts of a fish.

### KEY VOCABULARY

- **pet shop (p. 16)** a store that sells different kinds of animals, pet food, and other items used for taking care of a pet
- **fish tank (p. 16)** a glass or plastic container in which fish and other water animals and plants can live; an aquarium
- **lake (p. 18)** a large area of water that is surrounded by land

### ENGAGE

**Conversation Question:** How do animals use water?

Discuss with students how people use water. (Ex: drinking, bathing, swimming, boating/transportation, cooking, energy, watering plants/pets, etc.) Then discuss how animals use water. Ask students to consider how humans and animals use water in the same ways and in different ways. Then read the story title and ask how fish use water.

### INTRODUCE VOCABULARY

Display and read aloud the vocabulary words and definitions. Invite students to share what they know about pet shops, fish tanks, and lakes. Then have students write each vocabulary word on a piece of paper and draw a picture to show the word. 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. Who are the characters in this story?
2. How can you tell the story is made up?
3. What different places does Nelly go to in the story?
4. What does Nelly love about her fish?
5. Does Nelly swim in a lake with her fish? Explain.
6. What does Mommy teach Nelly to do?

### SKILL FOCUS: Retell a Story

**INSTRUCT:** Make sure students understand that retelling means telling a story again in their own words. Then tell students that they can use story illustrations to help them retell a story. Ask students to identify the characters in “Nelly and the Fish.” Then ask them to name the different places in the story (pet shop, Nelly’s room, a lake, a pool). Then point to each picture in the story and ask students what story events it shows.

**ASSESS:** Have students work in pairs to take turns retelling the story using the illustrations. You could cut out the illustrations and create sets of cards that students can put in the correct order and use to retell the story to a partner. Circulate as students do their retellings and offer guidance as needed.

### EXTEND

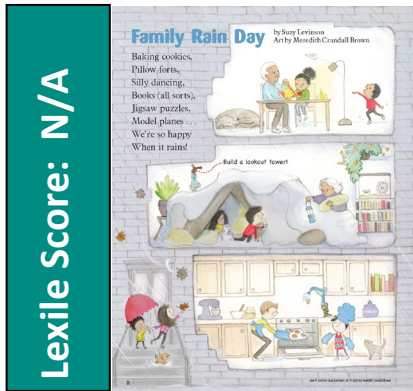
**Science** Ask students to name the body parts of a fish. List the words on the board as students name them. Show students illustrations of fish, such as those found in Lois Ehlert’s picture book *Fish Eyes*. Discuss the fish body parts students notice. Then draw a picture of a fish and label these parts: mouth, eyes, fins, scales, gills. Provide drawing materials and have students draw a fish and label the five parts.

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## When Seven DeSwapp Hopped

pp. 24–29, Contemporary Realistic  
Fiction

Use this story about a girl who goes on a family trip to the mountains to teach students to recognize how characters' feelings change.



## RESOURCES

- Changing 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 learn about the life cycle of frogs.

## KEY VOCABULARY

- **treasures** (p. 24) things that are very special, important, or valuable
- **eureka** (p. 24) a word that is used to express excitement when a discovery has been made
- **adventure** (p. 26) an exciting experience

## ENGAGE

**Conversation Question:** How do animals use water?

Tell students that some animals live the first part of their lives in water and the second part on land. Explain that these kinds of animals are called amphibians. Ask students to name amphibians. (frogs, toads, salamanders) Then tell students to look for amphibians in this story.

## INTRODUCE VOCABULARY

Display and read aloud the vocabulary words and definitions.

Demonstrate saying the word *eureka* with appropriate enthusiasm: “Eureka! I found my missing hat!” Then invite students to say the word. Discuss treasures you have collected, such as sea shells, stones, bottle caps, etc. Then ask students to tell about their treasures. Finally, discuss adventures students have had. Remind students to look and listen for these words as you read the story.

## READ & DISCUSS

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

1. Why was Seven excited when she woke up on Saturday morning?
2. How did Seven feel when she found out she was going to the mountains instead of to the beach?
3. What did the DeSwapp family eat before their trip?
4. How did the land change as the family drove to the mountains?
5. What treasures did Seven find?
6. How does Seven feel about her mountain adventure?

## SKILL FOCUS: Characters' Changing Feelings

**INSTRUCT:** Read the story aloud one page at a time as students listen for information about how Seven feels. After each page, discuss Seven's feelings and the details in the text and illustrations that helped students understand them. Have students use sticky notes to identify Seven's feelings on each page. Point out that sometimes the author tells readers how Seven feels (p. 24) and sometimes the pictures give clues about feelings (p. 25). Next, discuss how Seven's feelings change over the course of the story and why. (Seven is excited when she thinks she's going to the beach, disappointed about going to the mountains, and then excited again when she finds special treasures in the mountains.)

**ASSESS:** Distribute the *Changing Feelings* worksheet. Have students work in pairs to complete it. Then discuss responses.

## EXTEND

**Science** Ask students to name the amphibian in the story. Use books or videos on the internet to teach students about the life cycle of frogs (eggs-tadpoles-tadpoles with legs-froglets-adult frogs). Then have students create diagrams to show the life cycle of a frog.

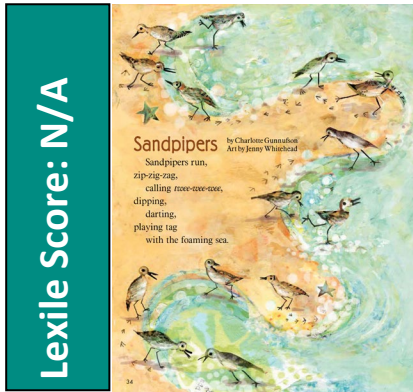
## Changing Feelings

<p>1. How does Seven feel at the <b>beginning</b> of the story?</p>	<p>What details help show her feelings?</p>
<p>2. How does Seven feel in the <b>middle</b> of the story?</p>	<p>What details help show her feelings?</p>
<p>3. How does Seven feel at the <b>end</b> of the story?</p>	<p>What details help show her feelings?</p>

## Sandpipers

p. 34, Poem

Use this poem about sandpipers on the beach to inspire your students to write their own poems.



### OBJECTIVES

- Students will read and analyze a poem.
- Students will write poems.
- Students will conduct a short research report.

### KEY VOCABULARY

- **sandpiper (p. 34)** a type of brown speckled bird that has a long bill and thin legs; lives near the sea
- **foaming (p. 34)** making lots of small bubbles

### ENGAGE

**Conversation Question:** How do animals use water?

Discuss how different kinds of birds use water: all birds need water to drink; some birds live most of their lives on the sea; some birds live very near water. Ask students to describe different birds they notice. Then tell them this poem is about a shore bird, or a bird that lives near water.

### INTRODUCE VOCABULARY

Display the vocabulary words and read them aloud. Show a video of sandpipers and waves on a beach. Ask students if they notice something foaming. Then have students turn and talk to a partner to describe the way the sandpipers move along the beach. Tell students to look and listen for the vocabulary words in the poem.

### READ & DISCUSS

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

1. What are the sandpipers doing on the beach?
2. What words describe how the sandpiper moves?
3. What words describe the sound a sandpiper makes?
4. How does the sandpiper play tag with the sea?
5. What words describe what the water looks like?
6. Why do you think the lines of the poem go in and out?
7. What do you like about this poem?

### SKILL FOCUS: Write a Poem

**INSTRUCT:** Point out that the poet describes how sandpipers move, what they sound like, and the place where they are found. Create a three-column chart with the headings “movement,” “sound,” “place.” Read aloud the first line and discuss what the word *run* describes (how sandpipers move). Add the word *run* to the chart. Continue this process, line by line, with the rest of the poem. Then point out that the poet used lots of interesting words to describe the sandpiper. Tell students they will be writing their own animal poems that describe sound, movement, and where animals live. Model this using the following poem titled “Cows”: Cows. Walk,/thud-thump-bump,/calling moo-to-you,/swishing their tails,/munching on grass,/stopping/under a tree. Help students choose animals to write about. Then have them write words to describe the sound the animal makes, how it moves, and the place where it lives.

**ASSESS:** Have students turn the words they wrote into a poem. Point out the line breaks in “Sandpipers.” Tell students to break the sentences into short lines and then read their poems aloud to see how they sound.

### EXTEND

**Science** Have students use books and the internet to learn about seabirds and shorebirds. Then have them choose one type of seabird or shorebird to draw and write about. Tell students to include three interesting facts about their bird.