

Ladybug®

THEME

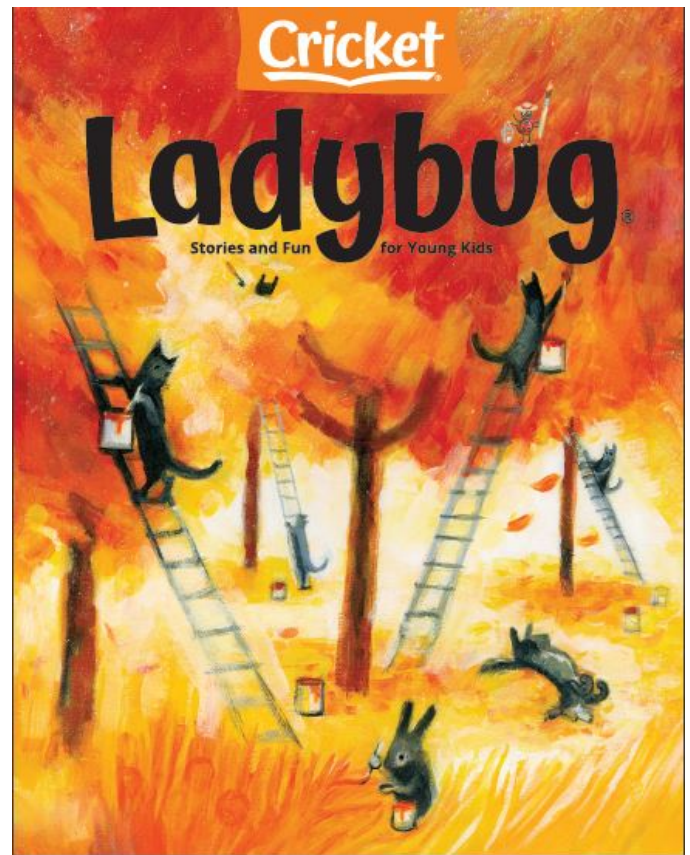
The stories, poem, and illustrations covered by this Teacher Guide contain vivid and accessible details that can be used to help students learn about characters and settings.

CONVERSATION QUESTION

What can we learn about characters and setting?

TEACHING OBJECTIVES

- Students will analyze the structure of a text.
- Students will describe setting.
- Students will analyze character and setting details in illustrations.
- Students will learn about primary and secondary colors.
- Students will use a wind vane.
- Students will write a poem.



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
- **Ready for Rain**
Narrative Nonfiction, ~530L
- **Changes**
Poem, N/A

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Max and Kate

pp. 3–7, Contemporary Realistic Fiction

Use this story about friends baking a special cake on a rainy day to teach students about story sequence.

Lexile Score: ~460L



Max and Kate Art by Britta Grammeron Story by Mick Manning

Kate's grandma is coming to visit! Kate, Max, and Charlie want to make a treat for her. "Let's make a rainy-day surprise cake," says Kate's daddy.

RESOURCES

- Story Sequence Worksheet

OBJECTIVES

- Students will read and analyze a short story.
- Students will analyze the structure of a text.
- Students will learn about primary and secondary colors.

KEY VOCABULARY

- **surprise** (p. 3) an event you don't expect to happen
- **batter** (p. 4) a mixture of different ingredients that is cooked in the oven
- **food coloring** (p. 4) something added to food to change its color
- **frosting** (p. 5) a sweet, creamy mixture used to cover cakes

ENGAGE

Conversation Question: What can we learn about characters and setting?

Talk with students about the books they enjoyed over the summer. Ask them to think about a favorite book. Then tell them to think about the characters in the book. Have students turn and talk to describe these characters. Next, tell students that stories happen in all kinds of places—a beach, a forest, a city, inside a house, in a backyard, at a store, etc. Ask students to think about the place where their favorite story happened. Then have them turn and talk to describe the place(s).

INTRODUCE VOCABULARY

Display and read aloud the vocabulary words and definitions. Help students make a prediction about what will happen in the story based on the vocabulary words. Write the prediction on the board. Explain that students will look at the prediction again after hearing the story to see if it's correct. Remind students to 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 the questions below. Finally, revisit and discuss the prediction students made earlier.

1. What is the weather like in the story?
2. Who is coming to visit?
3. Why do the characters need so many bowls and so many pans to bake their cake?
4. What happens when Daddy adds food coloring to the batter?
5. How many rainbows are in this story?

SKILL FOCUS: Story Sequence

INSTRUCT: Have students identify the characters and setting in a story the class is familiar with. Then explain that the things that happen in a story are called events. Discuss the events in the story you choose. Use sequence words (*first, next, then, finally, last*) to identify the events in the story. List and number events on the board. Tell students that being able to identify the events in a story will help them understand and remember what they read. Next, ask students to identify the characters and setting in "Max and Kate."

ASSESS: Distribute the *Sequence Worksheet* to students. Have students draw and/or write about how the characters in the story made the cake.

EXTEND

Art/Science Explain to students that some colors can be created with other colors. Point out that red, blue, and yellow are called primary colors. These colors can't be created—they just exist—but they can be combined to create other colors. Provide yellow, blue, and red paints; brushes; and paper. Allow students to combine primary colors to create secondary colors. Use the *Colors Worksheet* for this project.

Sequence Worksheet

How did the characters make the cake? Write the events in the correct order.

Beginning

1

4

2

5

3

6

Ending

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Ready for Rain

pp. 25–28, Narrative Nonfiction

Help students learn about setting using this story about what happens in different settings when a rainstorm approaches.



RESOURCES

- Setting Worksheet

OBJECTIVES

- Students will read and analyze a short story.
- Students will describe setting.
- Students will use a wind vane.

KEY VOCABULARY

- **meadow (p. 25)** land covered in tall grass
- **pine cones (p. 25)** the parts of a pine tree that contain seeds
- **hive (p. 25)** a nest for bees
- **waves (p. 26)** moving water on the surface of a lake or ocean

ENGAGE

Conversation Question: What can we learn about characters and setting?

Ask students to describe what happens when a big rainstorm is coming. Discuss what the sky looks like, what the wind feels like, how trees move, and sounds they notice. Discuss what animals, such as birds, bees, cows, and squirrels, might do when a storm is coming. Then ask students how they feel when a big storm comes—do they feel scared, excited, a little of each?

INTRODUCE VOCABULARY

Display and read aloud the vocabulary words and definitions. Invite students to share what they know about meadows, pine cones, hives, and waves. Then use the internet to show students images of these words. Have students write each word and draw a picture to illustrate it. Then tell them to 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 the questions below.

1. How does the wind move in the meadow and over the hills? Is it going fast or slow?
2. What do the clouds tell each other?
3. What happens in the woods?
4. What do the bees do in their hive?
5. What do the waves do?
6. What do the gulls do when they see the waves?
7. What do plants and trees do?
8. What do the cows do?
9. What does the family do?

SKILL FOCUS: Identify Setting

INSTRUCT: Explain that setting is the place where a story happens. Have students work with a partner to look at the story illustrations and name the places where this story happens (meadow, woods, lake, farm, home). Bring the class together to make a class list on the board of places in the story. Remind students that the story tells what happens in each of these places. Reread the descriptions of each place and discuss what happens there.

ASSESS: Distribute the *Setting Worksheet* and have students choose two settings from the story to describe in words and pictures.

EXTEND

Science Use the internet to find directions for making a simple wind vane that is labeled with the compass directions North, South, East, and West. Outside, use a compass to find the direction north and then line up North on the wind vane in this direction. Bring students outside to observe the direction of the wind over the course of a week.

Setting Worksheet

Places in the story

the woods

the meadow

the lake

the farm

the home

Setting:

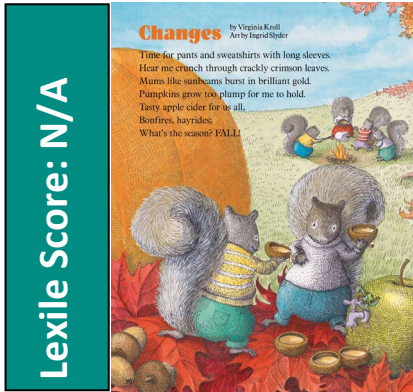
Setting:

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Changes

pp. 30–31, Poem

Use this poem and illustration to help students notice and discuss details in an illustration.



RESOURCES

I Know It's Fall Because...

OBJECTIVES

- Students will read and analyze a poem.
- Students will analyze character and setting details in illustrations.
- Students will write a poem.

KEY VOCABULARY

- **crimson** (p. 30) purplish-red color
- **mums** (p. 30) short for chrysanthemums, a kind of plant with brightly colored flowers
- **bonfire** (p. 30) a large outdoor fire

ENGAGE

Conversation Question: What can we learn about characters and setting?

Tell students that sometimes writers describe a place by telling what happens there at a certain time of year. Ask students what happens in their town or neighborhood when fall comes. Prompt students by asking what they notice outside in fall, how the air feels, what smells are different, what kinds of clothing are worn, and what activities people enjoy. Then tell them this poem and the illustrations tell about fall.

INTRODUCE VOCABULARY

Display and read aloud the vocabulary words and definitions. Use the internet to show student images of a tree in fall with crimson leaves, different-colored mums, and people sitting around an outdoor fire. Have students write each word and draw a picture to illustrate it. Then tell them to listen for these 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 kinds of clothing do people wear in fall?
2. What sounds can be heard in fall?
3. What colors can be seen in fall?
4. What does a pumpkin look and feel like?
5. What can you taste in fall?
6. What fall activities does the poem name?

SKILL FOCUS: Text and Illustrations

INSTRUCT: Explain that illustrations help show the ideas in a story. Point out that illustrations help readers understand the ideas they read about. Tell students they are going to look at how text and illustrations work together in the poem “Changes.” Display and read aloud the first line of the poem. Have students turn and talk with a partner to find details in the illustration that show characters wearing pants and sweatshirts with long sleeves. Then bring the class together and have pairs share the details they noticed in the illustration. Repeat this process with the other lines in the poem.

ASSESS: Have students work in pairs to study the illustration on pages 30–31 and take turns sharing details they notice about what the characters in the picture are doing and about the place where the characters are.

EXTEND

Writing Have students write sensory poems about fall. Begin by discussing with students things they can see, hear, smell, taste, and touch in fall. Give each student a copy of the *I Know It's Fall Because...* worksheet. Tell students to think of one item for each of their senses and write it on the lines to create the poem. Invite students to illustrate and then share poems.

I Know It's Fall Because . . .

I see _____ .

I hear _____ .

I smell _____ .

I taste _____ .

I feel _____ .