

# Ladybug®

## THEME

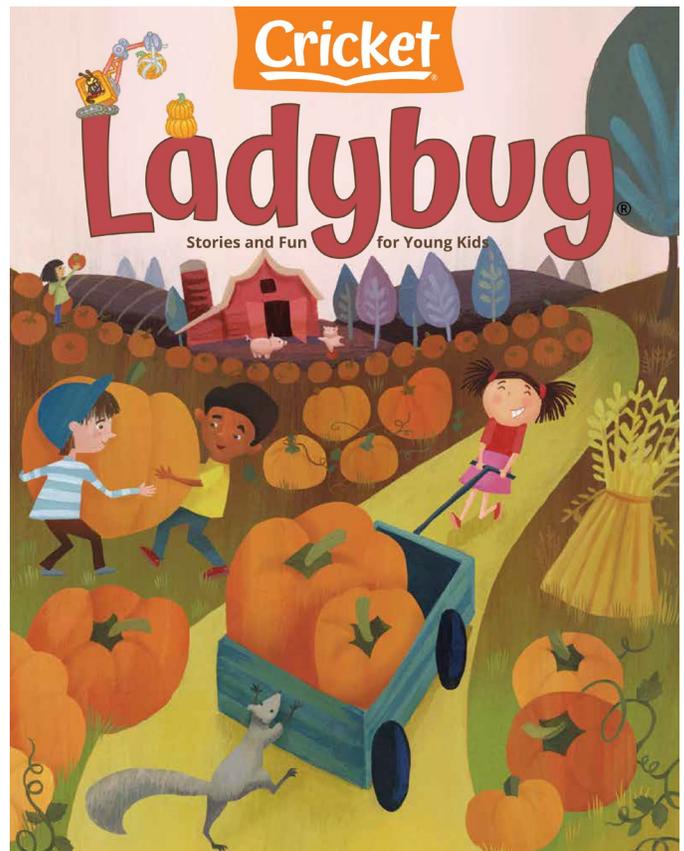
Share stories of people and animals in fall with your students. Use the minilessons to teach students about story parts and give them opportunities to write and retell stories. Go beyond the stories with engaging art, geography, and science activities.

## CONVERSATION QUESTION

What do people and animals do in fall?

## TEACHING OBJECTIVES

- Students will use story illustrations to retell a story.
- Students will write narratives to develop real experiences.
- Students will analyze the structure of texts.
- Students will observe birds at a bird feeder.
- Students will learn about bird migration.
- Students will make leaf rubbings.



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, ~480L
- **Come Back, Ducks**  
Contemporary Realistic Fiction, ~560L
- **Mem and Grandpa at the Farm Stand**  
Contemporary Realistic Fiction, ~500L

# Ladybug® Teacher Guide: October 2021

## Max and Kate

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

Use this story about Max and Kate helping birds in the fall to teach students how to use illustrations to retell a story.



## OBJECTIVES

- Students will read and analyze a short story.
- Students will use story illustrations to retell a story.
- Students will observe birds at a bird feeder.

## KEY VOCABULARY

- **Central America (p. 3)** part of North America that is between Mexico and South America
- **shed (p. 5)** a small building that is used for storing things
- **bird feeder (p. 6)** a special device that is hung outdoors and filled with food (such as seeds or nuts) for birds to eat

## ENGAGE

**Conversation Question:** What do people and animals do in fall?

Create a word web on the board with the word *fall* in the center. Discuss what happens in the fall (the air gets colder, leaves change, we wear warmer clothes, etc.) and add these to the web. Then discuss things that people only do in the fall (rake leaves, carve pumpkins) and things that animals do in the fall (gather food, fly south). Finally, tell students to notice what people and animals do in this fall-time story.

## INTRODUCE VOCABULARY

Display and read aloud the vocabulary words and definitions. Invite students to share what they know about Central America, sheds, and bird feeders. Then use the internet to show students a map of Central America and images of the other two words. 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 the questions below.

1. What do Max and Kate see in the sky?
2. How did Kate learn about where the swallows are going?
3. What other kinds of birds are in the story?
4. How are these birds different from the swallows?
5. How are Kate and Max helping the birds?
6. Do all the birds eat the same food? Explain.
7. Why do Max and Kate go inside?
8. Why does Max like the cardinal?

## SKILL FOCUS: Retell a Story

**INSTRUCT:** Make sure students understand that retelling means telling a story again in your own words. Then tell students that they can use story illustrations to help them retell a story. Ask students to identify the setting and characters in this “Max and Kate” story. Then point to each picture in the story and have students turn and talk with a partner about the story events the picture shows. Then tell students they will take turns using the illustrations to retell the story with a partner.

**ASSESS:** Have students work in pairs to take turns retelling the story using the illustrations. Circulate as students do their retellings and offer guidance as needed.

## EXTEND

**Science** Help students learn about birds that stay in your area for the winter. Then help them conduct research to learn about the foods these birds like to eat. Hang one or more bird feeders outside the classroom window and encourage students to observe the feeder and write, draw, or talk about what they notice.

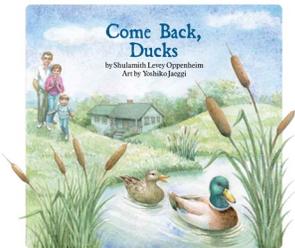
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## Come Back, Ducks

pp. 14–16, Contemporary Realistic Fiction

Use this story about a boy who receives a visit from a pair of ducks on their way south as a mentor text to help students write personal narratives.

Lexile Score: ~560L



One bright fall day we saw a pair of ducks in the middle of our tiny pond. They swam between the cattails near the shore. They dipped and dove for goodies I couldn't see.  
Each day I sat on the hill above the pond. I listened to them quack. I watched them glide and glide and glide.

## RESOURCES

- Prepositions
- Story Planner

## OBJECTIVES

- Students will read and analyze a short story.
- Students will write narratives to develop real experiences.
- Students will learn about bird migration.

## KEY VOCABULARY

- **between (p. 8)** in the space that separates two things
- **above (p. 8)** in a higher place
- **on (p. 9)** being supported by the top of something
- **beside (p. 11)** by the side of someone or something

## ENGAGE

**Conversation Question:** What do people and animals do in fall?

Write the word *migrate* on the board and ask students if they can explain what birds do when they migrate. Discuss why birds migrate in fall (to have enough food) and ask if students have noticed any large flocks of birds migrating in your area. Then explain that the next story is about a boy who sees two migrating ducks.

## INTRODUCE VOCABULARY

Read aloud the vocabulary words without the definitions and ask students what these words have in common. Explain that these words tell where something is located, and they are all prepositions. Use objects in the classroom to create examples of each preposition. Then distribute the *Prepositions* worksheet for students to complete. 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 the questions below.

1. What happened on the bright fall day?
2. What kind of goodies do you think the ducks found in the pond?
3. Why did the ducks leave the pond?
4. How does the boy feel when the ducks leave?
5. What animals does the boy hear and see when he sits by the pond?
6. What does the boy think he might see one day?

## SKILL FOCUS: Write a Personal Narrative

**INSTRUCT:** Remind students that “Come Back, Ducks” is a story about a boy’s experience with two migrating ducks. Tell students they are going to write about something they’ve experienced. Explain that a personal narrative is a true story about your life. Continue by explaining that a personal narrative might tell about a fun family experience, getting a new pet, a trip to a special place, a good memory, etc. Distribute a blank sheet of paper and instruct students to write and draw six ideas for their personal narrative. Next, have students choose their topic. Then distribute the *Story Planner* worksheet and have students plan the pictures and words they will include on each of the four pages in their story. Finally, have students create their final version using two sheets of paper folded in half to create a front cover, back cover, and four inside pages.

**ASSESS:** Have students share their stories with the class.

## EXTEND

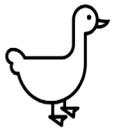
**Science/Geography** Explain that the routes migratory birds take to fly south are called flyways. Show a map of the four different flyways in North America. With students, locate your state and town on a map of the United States. Determine which flyway you live in. Help students conduct research to learn about the different birds that migrate over and through your area. Have students draw and write about these birds. Then create a classroom flyway and display pictures there.

## Prepositions

above	on	between	beside
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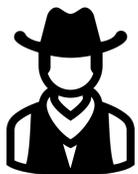
1. The ant is \_\_\_\_\_ the apples.



2. The duck is \_\_\_\_\_ the drum.



3. The bee is \_\_\_\_\_ the frog.



4. The hat is \_\_\_\_\_ his head.

## Story Planner

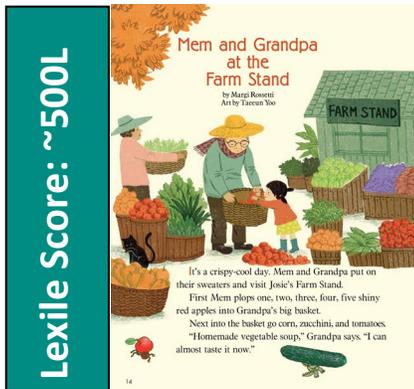
<b>First</b>	<b>Then</b>	<b>Next</b>	<b>Last</b>

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## Mem and Grandpa at the Farm Stand

pp. 8–11, Contemporary Realistic Fiction

Use this story about a girl and her grandfather on a visit to a farm stand to teach students about the parts of a story: beginning, middle, end.



## RESOURCES

- Beginning-Middle-End

## OBJECTIVES

- Students will read and analyze a short story.
- Students will analyze the structure of texts.
- Students will make leaf rubbings.

## KEY VOCABULARY

- **farm stand** (p. 14) a store near a farm where farmers sell the fruits and vegetables they grow
- **mum** (p. 15) short for chrysanthemum, a plant that has brightly colored flowers
- **furry** (p. 16) covered with fur

## ENGAGE

**Conversation Question:** What do people and animals do in fall?

Ask students where they see pumpkins in fall. Students might mention the supermarket, a farm market, or a pumpkin patch. Invite students to share the family pumpkin activities that they enjoy. Then tell students this story is about a girl and her grandfather who go somewhere special to buy a pumpkin and other vegetables.

## INTRODUCE VOCABULARY

Display and read aloud the vocabulary words and definitions. Show a photo or short video of a farm stand, and invite students to share their experiences visiting farm stands. Show images of mums and ask students where they have seen these flowers. Finally, ask students to name things that are furry. 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 the questions below.

1. What happens at a farm stand?
2. What will Mem and Grandpa do with the vegetables they buy?
3. What sound do Mem and Grandpa make when they kick the leaves?
4. What size pumpkin does Mem choose?
5. Who is furry?
6. Why is visiting the farm stand fun?

## SKILL FOCUS: Story Structure

**INSTRUCT:** Explain that stories have a beginning, a middle, and an end. Introduce these parts: **Beginning:** The first part of the story. Readers meet the characters and learn about the setting. **Middle:** Readers learn more about what happens to the characters. **End:** The last part of the story. The characters might go somewhere, or the setting might change. Read aloud the beginning of the story on page 14. Ask students what characters they meet and what they learn about setting. Then discuss events in the beginning of the story. Then read aloud page 15 and discuss what happens in the middle of the story. Finally, read aloud the ending on page 16. Discuss what happens in this part of the story.

**ASSESS:** Distribute the *Beginning-Middle-End* worksheet and have students write and draw to show what happens in each part of the story. Have pairs use their worksheets to practice retelling the story.

## EXTEND

**Science/Art** Take students outside to gather leaves. Encourage them to gather leaves of different shapes and sizes. Then bring them back inside to make rubbings of the leaves using fall-colored crayons. Ask students to look closely at their rubbings and talk about what they notice. Extend the activity by teaching students the different parts of a leaf: blade, vein, midrib, stem.

## Beginning-Middle-End

Beginning	Middle	End