

# Ladybug®

## THEME

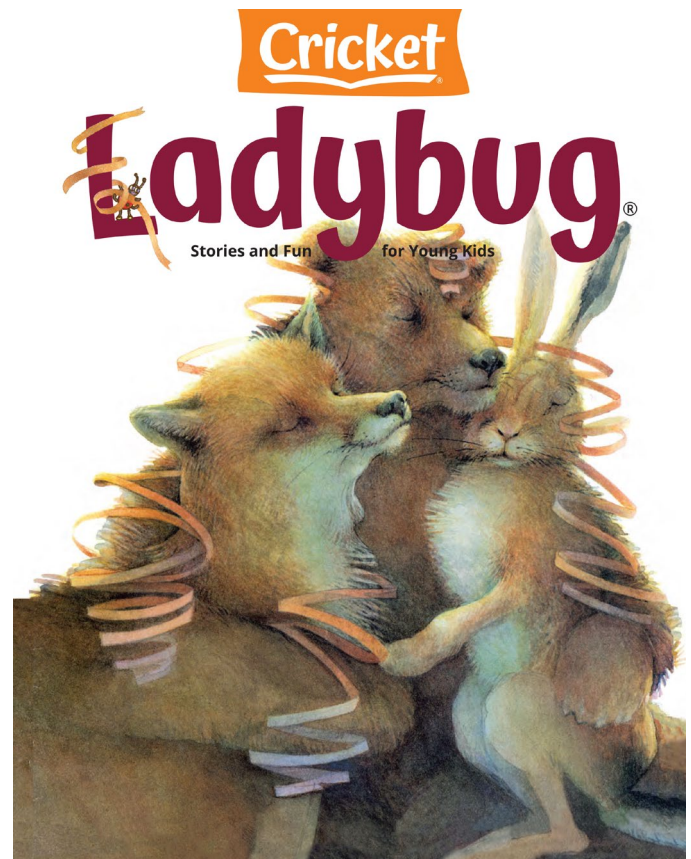
By looking closely at a short story, a rebus story, and a comic poem, students will learn about different ways that words and illustrations work together to tell a story.

## CONVERSATION QUESTION

How do illustrations help you to understand stories?

## TEACHING OBJECTIVES

- Students will integrate content provided in diverse media.
- Students will write narratives to develop real experiences.
- Students will analyze how individuals develop over the course of a text.
- Students will learn what animals need.
- Students will write informative texts.



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

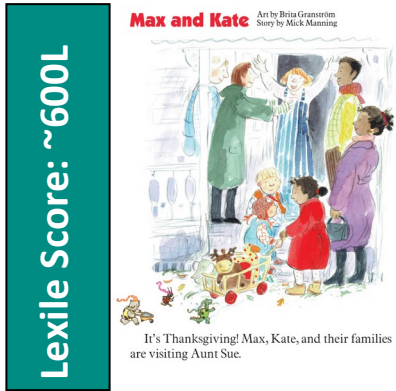
- **Max and Kate**  
Contemporary Realistic Fiction, ~600L
- **Scooter Warms Up**  
Rebus Story, N/A
- **Stay, Baby!**  
Poem, N/A

# Ladybug® Teacher Guide: November/December 2021

## Max and Kate

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

Use this funny Thanksgiving story to help students learn how illustrations can help them notice and understand story details.



## RESOURCES

- Illustrations Worksheet

## OBJECTIVES

- Students will read and analyze a short story.
- Students will integrate content provided in diverse media.
- Students will write narratives to develop real experiences.

## KEY VOCABULARY

- **flock (p. 5)** a group of animals or birds
- **pecking (p. 5)** striking quickly at something with the beak
- **turkey trot (p. 7)** a ballroom dance that was popular a long time ago

## ENGAGE

**Conversation Question:** How do illustrations help you to understand stories?

Display a page from a picture book that shows both text and an illustration. Explain that there are two kinds of information on the page: text and illustrations. Invite students to explain what text is and what an illustration is. Then discuss how illustrations help tell a story. Have students turn and talk about what is happening in the illustration you display. Then invite volunteers to share their ideas. Finally, tell students to pay attention to the illustrations in this story.

## INTRODUCE VOCABULARY

Display and read aloud the vocabulary words and definitions. Use short video clips from the internet showing a flock of birds flying, a bird pecking, and people doing a turkey trot. 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. Why are Max and Kate visiting Aunt Sue?
2. How does Aunt Sue feel when the families arrive?
3. What does Max see outside the patio doors?
4. What are the turkeys doing?
5. What happens after Charlie starts dancing?

## SKILL FOCUS: Analyze Illustrations

**INSTRUCT:** Tell students that authors use words and illustrations, or pictures, to tell a story. Illustrations can help readers learn about the characters and events in a story. Display a two-column chart with the headings “Words” and “Illustration.” Read aloud the text on page 3. Ask what the text tells students about the characters. (The characters are visiting Aunt Sue. It is Thanksgiving.) Add this to the “Words” column. Then have students turn and talk about details they notice in the illustration, such as how the characters feel or what they are doing, wearing, or holding. Invite students to share ideas. Add ideas to the “Illustrations” column of the chart. Distribute the *Illustrations Worksheet* to students.

**ASSESS:** Read aloud page 4 of the story. Discuss what students learn about Max from the words. Have students note this on their worksheets. Then have them work in pairs to talk about what they notice in the illustration. Instruct them to add ideas to their worksheets. Discuss responses with the class.

## EXTEND

**Writing** Have students draw a picture of their Thanksgiving celebration and write sentences to tell about it. Display students’ work on a Thanksgiving wall in the classroom.

Illustrations Worksheet

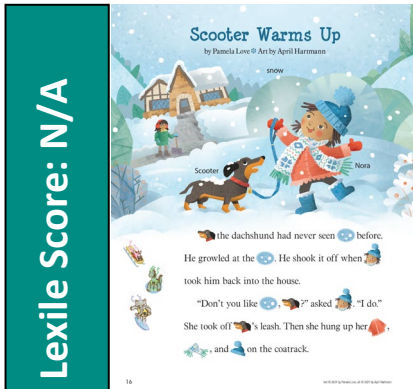
Words	Illustrations

# Ladybug® Teacher Guide: November/December 2021

## Scooter Warms Up

pp. 16–19, Rebus Story

After reading this rebus story about a dachshund that needs a warm coat, have your students write their own rebus stories.



## RESOURCES

- Rebus Story

## OBJECTIVES

- Students will read and analyze a rebus story.
- Students will write narratives to develop real experiences.
- Students will learn what animals need.

## KEY VOCABULARY

- **dachshund** (p. 16) a small dog that has a long body, very short legs, and long ears
- **leash** (p. 16) a long, thin piece of rope or chain that is used for holding a dog or other animal
- **tugged** (p. 18) pulled

## ENGAGE

**Conversation Question:** How do illustrations help you to understand stories?

Display story page 18 and ask students to share what they notice on this page. If necessary, point out the pictures embedded in the text. Explain that “Scooter Warms Up” is a rebus story. In a rebus story, pictures take the place of some of the words. Have students predict the word each picture represents. Remind students to check their predictions when you read the story aloud.

## INTRODUCE VOCABULARY

Display the vocabulary words and read aloud the words and definitions. Show a photo of a dachshund on a leash and another photo of kids tugging on a rope. Have students turn and talk with a partner to use the vocabulary words to talk about the picture. Invite volunteers to share how they used the vocabulary words. Then remind students to look and listen for the words in the story.

## READ & DISCUSS

Go over the picture words. Then have students say these words as you read the story aloud. After reading the story a second time, discuss these questions:

1. Why does Scooter growl at the snow?
2. Why doesn't Scooter wear Nora's hat and mittens?
3. What does Scooter do with Nora's scarf?
4. How does Nora help Scooter stay warm?

## SKILL FOCUS: Write Rebus Stories

**INSTRUCT:** Tell students that they will write their own rebus stories. Practice together first by distributing the *Rebus Story* worksheet. Have students complete the story by cutting out the pictures and pasting them in the empty boxes. Have students share their work with the class. Then display the sentences below. Read each sentence aloud and have students say words they would use to complete each sentence. Then have students copy the sentences and draw pictures to complete them.

### Getting Ready for School

The first thing I do is get out of \_\_\_\_\_. Then I go downstairs and eat \_\_\_\_\_. Next, I brush my \_\_\_\_\_.

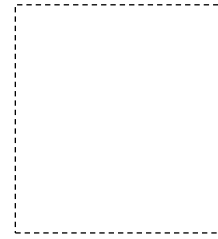
**ASSESS:** Have students write three sentences about things they see in fall. Then have them circle three words they could replace with simple pictures. Finally, have them rewrite the story to add the pictures. Create a classroom storybook for students' rebus stories.

## EXTEND

**Science** Discuss how Nora takes care of Scooter in the story. Ask what people need to do to take care of pets. Then ask students what pet they would like to have. Have students research how to take care of their chosen pet. Then have them write and draw to share what they learn.

## Rebus Story

On Thanksgiving, Dad will bake a pumpkin



We will cook a yummy

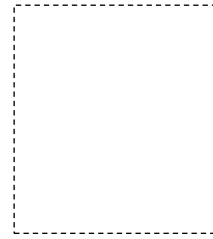


. After we eat, I will

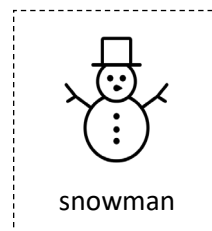
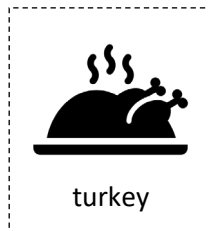
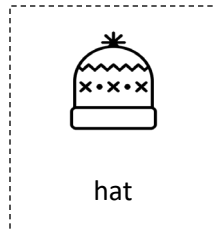
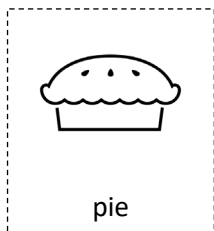
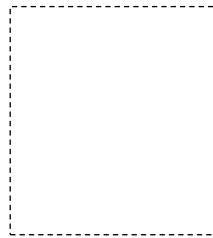
put on my



and my



I will go outside and make a



# Ladybug® Teacher Guide: November/December 2021

## Stay, Baby!

pp. 29–31, Poem

Help students think about how character change by using this poem about a dog that is bothered by a new baby. Readers will learn how the dog learns to accept the baby.



## RESOURCES

- Character Changes

## OBJECTIVES

- Students will read and analyze a poem.
- Students will analyze how individuals develop over the course of a text.
- Students will write informative texts.

## KEY VOCABULARY

- **hurricane gale** (p. 29) a very loud and strong wind
- **applause** (p. 29) clapping hands
- **stroke** (p. 29) gently rub something such as a pet

## ENGAGE

**Conversation Question:** How do illustrations help you to understand stories?

Point out to students that illustrations can help readers understand how characters feel. Display page 29 of “Stay, Baby!” Ask students to look at the illustrations and think about how the dog probably feels. Ask students to decide if the dog is happy or unhappy. Have students turn and talk about this. Then invite students to share their ideas and explain how the illustrations helped them guess the dog’s feelings. Finally, tell students to pay attention to the illustrations in this poem to see if the dog’s feelings change or stay the same.

## INTRODUCE VOCABULARY

Display the vocabulary words and read aloud the words and definitions. Ask students to imitate the sound of a strong wind (**hurricane gale**). Then have them clap their hands. Ask students to name times when people give **applause**. Then ask students to imitate how they would **stroke** a cat or a dog. Remind students to look and 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 does the baby do that bothers the dog?
2. What does the baby do that makes the dog happy?
3. What does this phrase mean: “shrieks a hurricane gale”?
4. What does this phrase mean: “gets applause when she sits”?
5. What words and pictures help make this poem humorous?

## SKILL FOCUS: Analyzing Characters

**INSTRUCT:** Display a two-column chart with the headings “the dog does not like” and “the dog likes.” Read the poem aloud, pausing regularly to have students identify the dog’s likes and dislikes. Record these in the chart. Next, have students talk with a partner about how the dog’s feelings about the baby change in the poem. Invite volunteers to share their ideas and explain their thinking.

**ASSESS:** Distribute the *Character Changes* worksheet to students and review the directions. Have students work independently to complete the activity and then share their work with a partner.

## EXTEND

**Research/Writing** Have students choose an animal that they would like to learn about. Then have them conduct research to answer these questions about their animal: Where does it live? What does it have on its body? What is something interesting about it? Have students write and draw about their animals. Provide sentence starters if necessary. Then invite students to share their reports with classmates.

## Character Changes

Draw pictures of the dog. Then write sentences about the dog.

<b>The dog at the beginning</b>	<b>The dog at the end</b>
<b>In the beginning, the dog feels</b>	<b>At the end, the dog feels</b>