

Ladybug®

THEME

Use the texts and activities in this teacher guide to help students practice language arts skills and learn how different things are made, including snowballs, pianos, and ice.

CONVERSATION QUESTION

How are things made?

TEACHING OBJECTIVES

- Students will make predictions about a story.
- Students will interpret words and phrases as they are used in a text.
- Students will learn about states of matter.
- Students will create and play musical instruments.
- Students will conduct short research projects.



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

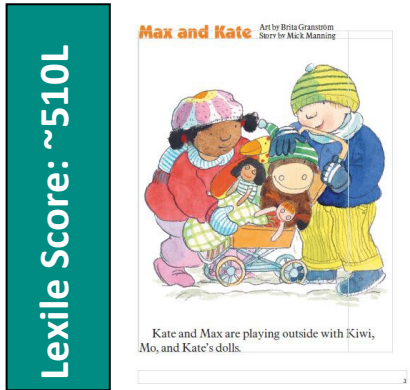
- **Max and Kate**
Contemporary Realistic Fiction, ~510L
- **Tuesdays**
Contemporary Realistic Fiction, ~500L
- **Snowballs**
Poem, N/A

Ladybug® Teacher Guide: January 2022

Max and Kate

pp. 3–7, Contemporary Realistic Fiction

Use this story about outside adventures on a winter day to help students make a prediction using illustration details.



RESOURCES

- **Make Predictions Worksheet**

OBJECTIVES

- Students will read and analyze a short story.
- Students will make predictions about a story.
- Students will learn about states of matter.

KEY VOCABULARY

- **solid (p. 6)** hard
- **melt (p. 6)** to turn from a solid to a liquid
- **ice-skating rink (p. 7)** an area that has a sheet of ice for ice skating

ENGAGE

Conversation Question: How are things made?

Discuss how ice is made at home using a freezer. Then show students images of frozen ponds or puddles. Ask students what makes water become ice outside. Ask if a pond will freeze over in summer—why not? Tell students to think about how ice is made as they read this story.

INTRODUCE VOCABULARY

Display the vocabulary words and read aloud the words and definitions. If needed, use photos/videos from the internet to illustrate the words. Invite students to name things that are solid and things that melt. Have students pretend to ice skate. Finally, remind students to look and listen for these words in the story.

READ & DISCUSS

Preteach making predictions before you read the story. Explain that a prediction is a guess. When you make a prediction, you use clues and your own knowledge to guess what will happen next. Model the thinking: “If it’s a very cold and cloudy winter day, I might predict that it will snow. Why? Because I see lots of clouds and I know snow happens in winter when it is cold.” Explain that students will make a prediction about the story using story details and what they know. Read pages 3-5 aloud. Help students notice details about the weather in the illustrations. Then have student turn and talk with a partner to make a prediction: what will happen to the water in the tray?

SKILL FOCUS: Make Predictions

INSTRUCT: Tell students that a prediction should make sense. As an example, point out that it wouldn’t make sense to predict that the water will turn into an elephant. Also point out that making a prediction that turns out to be wrong is okay. Sometimes readers are surprised by what happens in a story. Invite pairs to share the predictions they made. Ask them to explain what helped them make their predictions. Distribute the *Make Predictions Worksheet* to students. Have them write and explain predictions. Then finish reading the story.

ASSESS: Discuss what happens to the water in the tray. Then ask students if their predictions matched what actually happens in the story. Discuss differences between predictions and story events. Have students fill out the third box on the worksheet. Repeat this lesson using a picture book.

EXTEND

Science Use a video from the internet to help you explain states of matter to students (solids, liquids, gasses). Then make a three-column worksheet with the headings “solid,” “liquid,” “gas.” Have students work in pairs to add examples of each state of matter to the worksheet. Then invite students to share their examples.

Making Predictions

1. I predict the water will

2. I predict this because

3. What happened in the story?

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Tuesdays

pp. 24–28, Contemporary Realistic Fiction

Use this story about a boy going to his first piano lesson to help students recognize characters' feelings and understand how they change in a story.



RESOURCES

- **Character Feelings 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 create and play musical instruments.

KEY VOCABULARY

- **curvy (p. 24)** rounded, not straight
- **stack (p. 24)** a group of things that are put one on top of the other
- **piano keys (p. 26)** the parts of a piano that you push with your finger to make a sound

ENGAGE

Conversation Question: How are things made?

Show a photo of a piano and discuss the identify the parts of a piano (top/lid, legs, keys, pedals). Ask students how they think a piano is made. Then show a video from the internet of how a piano is made. Finally, tell students to notice details in "Tuesdays" about the parts of a piano and how they work.

INTRODUCE VOCABULARY

Display the vocabulary words. Invite students to share what they know about the meaning of each word. Then share the definitions. Ask students to point out things in the room that are curvy and things that are stacked. Have students write the three vocabulary words and draw pictures to show the meanings. Remind students to look and listen for the words in the story.

READ & DISCUSS

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

1. Where are Finn and his mother going at the beginning of the story?
2. What does Finn want to do instead of going to his lesson?
3. Why does Finn hope his teacher has gone shopping?
4. What are some things Finn learns about the parts of a piano?
5. How does a piano key make a sound?
6. Why does Finn ask, "How many days 'till Tuesday?" at the end of the story?

SKILL FOCUS: Recognize Character Feelings

INSTRUCT: Explain that story characters have feelings just like real people. Tell students they can use clues they see in illustrations and clues they hear in the text to help them understand how characters feel. Read p. 24 aloud. Discuss how Finn feels and why. Ask student to identify the text and picture clues that helped them know Finn feels unhappy. Repeat this sequence after reading each of the remaining story pages. Finally, discuss how Finn's feelings change over the course of the story and what makes them change.

ASSESS: Distribute the *Character Feelings Worksheet* to all students. Make sure they understand the task. Then have them complete the worksheet. Invite students to share their work.

EXTEND

Music Help students make their own instruments using bottle caps, plastic spoons, cans and jars, plastic bottles, paper plates, boxes, rubber bands, string, dried beans, pie tins, and any other supplies available. Students might make drums, shakers and other rhythm instruments, guitars, trumpets, tambourines, etc. Have students play their instruments together in a class orchestra.

Character Feelings First draw. Then write.

Unhappy Finn

At first, Finn feels unhappy because

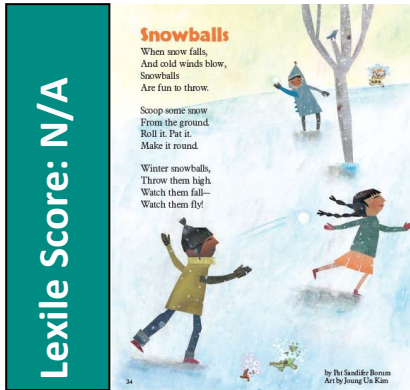
Happy Finn

At the end, Finn feels happy because

Snowballs

p. 34, Poem

Use this poem about making snowballs to teach students about poetry and rhyme.



OBJECTIVES

- Students will read and analyze a poem.
- Students will interpret words as they are used in a text.
- Students will conduct short research projects.

KEY VOCABULARY

- **scoop** (p. 24) to pick up something
- **roll** (p. 24) to make something into the shape of a ball
- **pat** (p. 24) to lightly press on something

ENGAGE

Conversation Question: How are things made?

Work with students to create a recipe for making snowballs. Begin with a list of the materials needed. Then create a numbered list of steps to follow to make a snowball. Have students imitate the action of making a snowball. Then tell students this poem is all about snowballs.

INTRODUCE VOCABULARY

Display the vocabulary words and read aloud the words and definitions. Invite students to name things that are scooped, rolled, and patted. Finally, remind students to look and listen for these words in the story.

READ & DISCUSS

Display and read aloud the poem. Then lead a choral reading, pointing to each word as it is read. Use these questions to discuss the poem:

1. How does a poem look different from a story?
2. What is something the first stanza tells about?
3. What is something the second stanza tells about?
4. What is something the third stanza tells about?
5. What did you imagine as you listened to this poem?

SKILL FOCUS: Identify Rhyme

INSTRUCT: Display the poem, pointing to the words as you read aloud. In the first stanza, highlight the words *falls* and *snowballs*. Have students say these words aloud. Ask what they notice about the word sounds. List the words on the board and invite students to name other words that rhyme with them. Add correct answers to the list. Read aloud the finished list and have students confirm that all words rhyme. Then repeat this process, using a different color to highlight the words *blow* and *throw* in the first stanza.

ASSESS: Have students work in pairs to highlight the rhyming words in each stanza, using two colors if there are two pairs of rhyming words in a stanza. Go over responses. Then challenge students to name other words that rhyme with *ground/round* in stanza two and *high/fly* in stanza three.

EXTEND

Art/Science Read aloud the picture book *Snowflake Bentley* by Jacqueline Briggs Martin. Work with students to create a list of facts about snowflakes from the book. Then show students some of Bentley's snowflake photographs, available on the internet. Teach students how to fold and cut snowflakes. Finally, create a snowflake wall with facts and cut-out snowflakes.