

Ladybug®

THEME

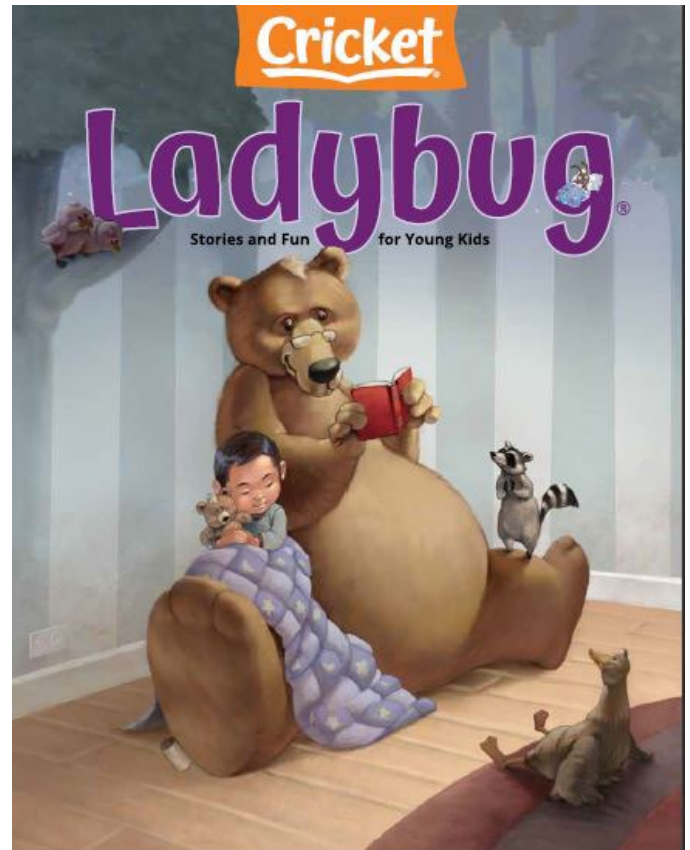
Students will have extensive opportunities to explore texts and create art using the selections, lessons, and activities in this month's issue of *Ladybug*.

CONVERSATION QUESTION

What do you like to make with your hands?

TEACHING OBJECTIVES

- Students will analyze how individuals, events, and ideas develop and interact.
- Students will analyze the structure of a text.
- Students will integrate content provided in diverse media.
- Students will create hand-shaped art.
- Students will write and draw based on a prompt.
- Students will follow directions to make a winter craft.



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, ~470L
- **Silly Things**
Contemporary Realistic Fiction, ~570L
- **Winter Hello**
How-To Article, N/A

Ladybug® Teacher Guide: February 2022

Max and Kate

pp. 3–7, Contemporary Realistic Fiction

Students will analyze a story's problem-and-solution relationship using this story about what happens when Kate, Charlie, and Max work together to paint a picture.

Lexile Score: ~470L

Max and Kate Art by Brita Gramston
Story by Mick Manning
One rainy day, Kate's daddy rolls out a long sheet of paper on the kitchen floor.



"Will you paint a picture of the country that I can take to work?" he asks Kate, Charlie, and Max.
"It would be a breath of fresh air in my office!"

RESOURCES

- Problem and Solution

OBJECTIVES

- Students will read and analyze a short story.
- Students will analyze how individuals, events, and ideas develop and interact.
- Students will create hand-shaped art.

KEY VOCABULARY

- **a breath of fresh air (p. 3)**
something or someone that is new and interesting and makes everything seem more exciting
- **get to work (p. 4)** to start working; begin the task
- **turn that frown upside down (p. 6)**
to smile; to become happy after being sad

ENGAGE

Conversation Question: What do you like to make with your hands?

Tell students something you like to make with your hands, such as bread, cookies, paintings, knitted items, music on an instrument, wood carvings, gardens, etc. Then brainstorm a list of things students make with their hands. Point out that sometimes when we try to make something, we make mistakes. Discuss how students feel when they make a mistake and how mistakes can be fixed.

INTRODUCE VOCABULARY

Explain that an idiom is a group of words that don't mean exactly what they say. Instead, the word group has a special meaning. Discuss the meaning of the common idioms in these sentences: *It's really raining cats and dogs out there!* *I was so nervous I had butterflies in my tummy.* *Has the cat got your tongue?* Then explain that this Max and Kate story has three idioms. Introduce the idioms in the Key Vocabulary list one at a time. Then tell students to look and listen for these idioms as you read the story aloud.

READ & DISCUSS

Have students listen carefully as you read the story aloud. Pause on pages 3, 4, and 6 to ask students to identify the idiom. Discuss what each idiom means in the story. Also pause to discuss these questions:

1. Why does Kate's dad want the friends to paint a picture?
2. What do Max, Kate, and Charlie paint a picture of?
3. What does Charlie add to the painting?
4. How does Max feel about what Charlie does?
5. Does Kate feel the same way as Max about what Charlie did?
6. How does everyone feel at the end of the story?

SKILL FOCUS: Identify Problem and Solution

INSTRUCT: Explain that stories usually tell about a character's problem and how the problem is solved. Talk with students about problems and solutions in familiar stories. Then turn students' attention to the Max and Kate story. Ask students to turn and talk to identify the problem in this story. Then ask volunteers to share their ideas. Next, have students turn and talk about how the problem is solved. Discuss the solution with students. Discuss why Kate's solution is a good one. Ask students to think of other ways the problem could have been solved.

ASSESS: Distribute the *Problem and Solution* worksheet to all students and have them work independently to complete it.

EXTEND

Art Have students make hand-shaped art. Begin by showing students images of handprint art from books or the internet. Then have students trace their hands or use paint to print their hands on a piece of paper. (If printing, wait until paint dries to move on to the next step.) Next, provide markers, crayons, paints, or any art supplies of your choice and have students turn their hands into plants, animals, . . . anything!

Problem and Solution

Draw a picture of the problem in the story. Write words to tell about the problem. Draw a picture of the solution in the story. Write words to tell about the solution.

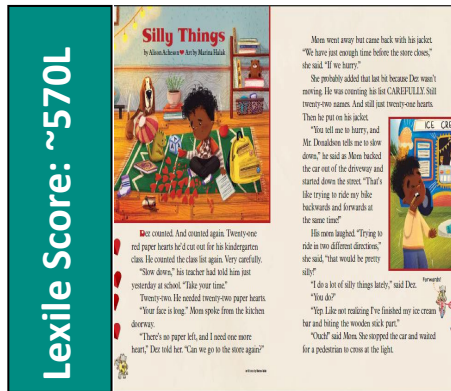
Problem

Solution

Silly Things

pp. 26–30, Contemporary Realistic Fiction

Use this story about a boy and his mom who do some silly things to teach students about story sequence.



ENGAGE

Conversation Question: What do you like to make with your hands?

Preview the story illustrations on pages 26 and 29. Ask students what the boy is doing in these pictures. Help students understand that the boy is working on making valentines. Demonstrate how to cut out a heart by folding a piece of paper in half and cutting half a heart shape along the fold. Then ask students to share whether they make valentines or choose valentines from a store.

INTRODUCE VOCABULARY

Display the vocabulary words and read aloud the words and definitions. Show photographs from the internet of pedestrians crossing roads and walking on sidewalks. Ask students to tell about a time when they were pedestrians. Then point out that everyone feels embarrassed at times. Share a time when you felt embarrassed. Then invite students to share times when they felt embarrassed. Tell students to look and listen for these words in the story.

RESOURCES

- Beginning-Middle-End
- Heart Template

OBJECTIVES

- Students will read and analyze a short story.
- Students will analyze the structure of a text.
- Students will write and draw based on a prompt.

KEY VOCABULARY

- **pedestrian (p. 27)** a person who is walking along a road or in a city
- **embarrassed (p. 28)** to feel silly or full of shame

READ & DISCUSS

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

1. What did Dez's teacher say? Why do you think the teacher said this?
2. Mom says to Dez, "Your face is long." What does this mean?
3. What silly things does Dez do in the story?
4. What silly thing does Mom do?
5. How does Dez feel at the end of the story?

SKILL FOCUS: Story Sequence

INSTRUCT: Discuss with students a popular book or familiar fairy tale. Have students identify the characters and setting in the story. Then discuss the beginning, middle, and end of the story. Record events in a three-column chart with the headings "beginning," "middle," and "end." Tell students that being able to identify the different parts of a story will help them understand and remember what they read. Next, ask students to identify the characters and the two settings in "Silly Things." Instruct students to identify the events that happen at the beginning, middle, and end of the story.

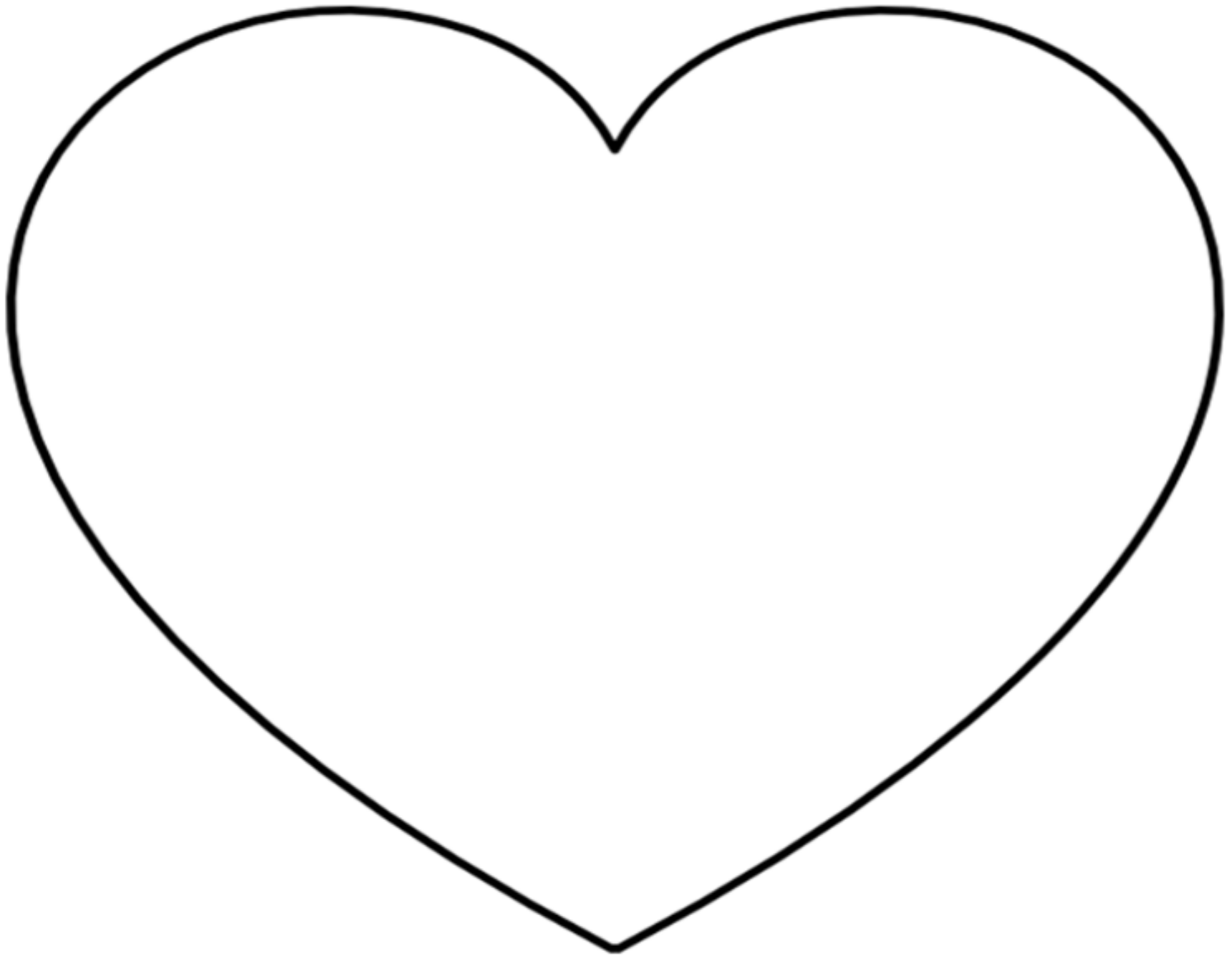
ASSESS: Distribute a copy of the *Beginning-Middle-End* worksheet to each student. Have students complete the worksheet by drawing and/or writing story events in the different sections of the organizer.

EXTEND

Art/Writing (In preparation for this activity, use the *Heart Template* to make a drawing page for each student. Print or copy the template onto white or pale-colored paper.) Ask students to share with the class the names of people, animals, things, and places they love. Then distribute the heart outlines and have students draw pictures of what they love and add labels and words to tell more about the pictures. Display the hearts in the classroom to celebrate Valentine's Day.

Beginning-Middle-End

Beginning	Middle	End



Winter Hello

p. 34, How-To Article

Use this procedural text describing how to make a winter craft to review the role of illustrations and to teach students how to read directions.

Lexile Score: N/A



OBJECTIVES

- Students will read and analyze a procedural text.
- Students will integrate content provided in diverse media.
- Students will follow directions to make a winter craft.

KEY VOCABULARY

- **container** (p. 34) a box, can, jar, or other object that can hold something
- **loop** (p. 34) a curved shape made when a piece of string or yarn bends and the ends touch
- **yarn** (p. 34) soft, woolly thread

ENGAGE

Conversation Question: What do you like to make with your hands?

Discuss with students things they like to make with their hands outdoors, such as snowballs and snowmen, mud pies, holes in the ground, walking sticks, forts, bouquets of flowers, etc. Then explain that this article tells about a winter craft that can be made indoors or outdoors.

INTRODUCE VOCABULARY

Display and read aloud the vocabulary words and definitions. Invite students to share what they know about the words. Then use the internet to show students images of these words. Have students write each word and draw a picture to illustrate it.

READ & DISCUSS

Explain that this article gives directions for making a winter craft. Have students listen carefully as you read the article aloud. Pause to discuss the questions below.

1. What does the article tell you how to make?
2. What kinds of things would you like to put in icy art?
3. Where would you hang your icy art?
4. What would happen to the icy art if you made it in spring or summer or hung it indoors?

SKILL FOCUS: Reading Directions

INSTRUCT: Remind students that “Winter Hello” is a how-to article that gives directions, or tells how to do something step by step. Explain that other how-to texts might tell how to bake a cake, how to play a game, or how to plant a flower. Ask students to look at the article and share what they notice about how it appears on the page. Point out that it includes words, numbers, and pictures that all work together to help readers understand and follow the directions. Read the “What You’ll Need” section and explain that to follow these directions successfully, you need to have all the items listed. Next, have students find images of the items in the illustrations. Read the numbered steps aloud one at a time. Have students turn and talk to discuss how an illustration helps them understand the step.

ASSESS: Have students work in pairs to take turns using the illustrations to retell how to make the icy art.

EXTEND

Art If possible, have students make the icy art in school. Students can bring in containers. Take students outside to collect items to put in their containers. After students arrange their items and add the yarn loop, pour the water. Place containers on trays and bring them outside to freeze. You could also have students make imaginary icy art. Give each student a circle of pale blue construction paper with a loop of yarn attached and have them glue their treasures to the circle. Otherwise, suggest students make the icy art at home.