

# Ladybug®

## THEME

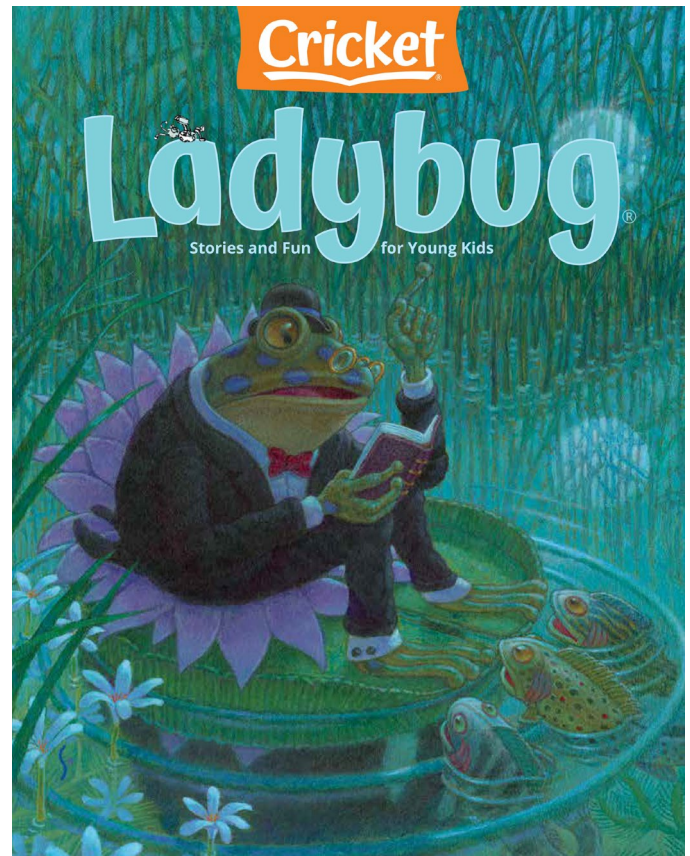
In this issue of *Ladybug*, young readers will learn that signs of spring are everywhere. Characters are learning about frogs and noticing the sights and sounds of spring. Use the lessons and activities in this guide to help your students explore and enjoy spring.

## CONVERSATION QUESTION

How do we know it's spring?

## TEACHING OBJECTIVES

- Students will identify key ideas in a text.
- Students will assess how point of view shapes the content and style of a text.
- Students will interpret words and phrases as they are used in a text.
- Students will obtain, evaluate, and communicate information.
- Students will observe nature by looking for signs of spring.
- Students will write acrostic poems.



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.

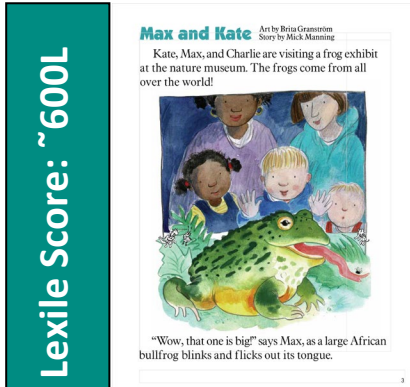
## SELECTIONS

- **Max and Kate**  
Contemporary Realistic Fiction, ~600L
- **Carlos and the Great Search for Spring**  
Contemporary Realistic Fiction, ~350L
- **Something Strange in Grandpa's Woods**  
Contemporary Realistic Fiction, ~550L

## Max and Kate

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

Teach students to find information in a text using this story about a visit to a nature museum.



## RESOURCES

- Text Evidence

## OBJECTIVES

- Students will read and analyze a short story.
- Students will identify key ideas in a text.
- Students will obtain, evaluate, and communicate information.

## KEY VOCABULARY

- **nature museum (p. 3)** a science museum where you can see collections of animals, plants, rocks, and other things from nature
- **flick (p. 3)** to move something with a short, quick movement
- **handsome (p. 5)** nice to look at

## ENGAGE

**Conversation Question:** How do we know it's spring?

Explain that many animals have their babies in spring, including frogs. Invite students to share what they know about frogs, such as where they live, what they eat, and how their skin feels. Then tell students this story is about friends who go to a nature museum and learn about all kinds of frogs, including their different calls. Play a video of different frogs and their calls from the internet.

## INTRODUCE VOCABULARY

One at a time, present the words and definitions. Invite students to share their experiences at **nature museums**. Next, ask students to show you how snakes move their tongues. Demonstrate if necessary. Explain that snakes **flick** their tongues. Finally, have students share about animals they think are **handsome**. Remind students to look and listen for the key vocabulary words in the story.

## READ & DISCUSS

Have students listen carefully as you read the story aloud. Then reread the story, pausing to discuss these questions:

1. What are the friends looking at in the nature museum?
2. What frog do they see first?
3. How does Kate describe the poison dart frogs?
4. What is Max pointing at on page 5?
5. What makes the horned frog handsome?
6. What kind of game does Charlie play?
7. What kind of frog do the friends find at the end of the story? Is it real or pretend?

## SKILL FOCUS: Finding Text Evidence

**INSTRUCT:** Explain that students are going to find information in the story to help them answer questions about the frogs in the story. First, have students silently reread the story. Next, read aloud page 3 and have students point to the words and/or phrases that tell something about the African bullfrog (*big, large, "blinks and flicks out its tongue"*). Discuss words and phrases students are pointing to for accuracy. Then have students highlight these words. Continue this process for the poison dart frogs on page 4 and the horned frog on page 5. Next, distribute the *Text Evidence* worksheet and review the instructions with students.

**ASSESS:** Have students complete the worksheet.

## EXTEND

**Science** Inform students that frogs belong to a group of animals called amphibians. Explain that amphibians live in water when they are young and on land when they are adults. Have students use books and the internet to learn about amphibians. Then have them choose an amphibian to report on using words and pictures.

## Text Evidence

### African Bullfrog, page 3

Draw a picture.

Write story words.

### Poison Dart Frogs, page 4

Draw a picture.

Write story words.

### Horned Frog, page 5

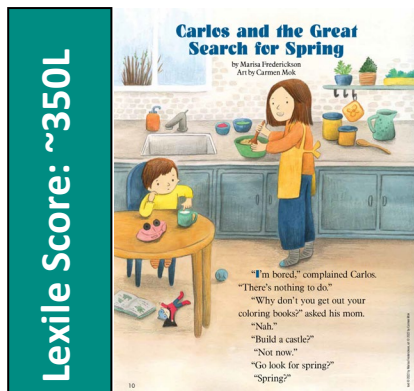
Draw a picture.

Write story words.

## Carlos and the Great Search for Spring

pp. 10–12, Contemporary Realistic Fiction

Use this story about looking for signs of spring to teach students to identify speakers in a story.



### RESOURCES

- Who Is Speaking?

### OBJECTIVES

- Students will read and analyze a short story.
- Students will assess how point of view shapes the content and style of a text.
- Students will observe nature by looking for signs of spring.

### KEY VOCABULARY

- **peeked** (p. 11) looked at something quickly
- **wiggles** (p. 11) quick twisting movements
- **splish and splash** (p. 11) to make splashing sounds

### ENGAGE

**Conversation Question:** How do we know it's spring?

Discuss some familiar signs of spring, such as warmer weather, melting snow and mud puddles, buds on trees, early flowers, and birds building nests. Ask students to share signs of spring they have noticed. Point out that in spring, students get to spend more time outdoors. Discuss with students what they like to do when they go outside at this time of year. Then explain that this story is about a boy looking for signs of spring.

### INTRODUCE VOCABULARY

Display the vocabulary words and read aloud the words and definitions. Ask students to **peek** at the student sitting next to them. Next, have students show how they move when they have the **wiggles**. Then have students pretend to **splish and splash** in a puddle. Finally, remind students to look and listen for these key vocabulary words in the story.

### READ & DISCUSS

Have students listen carefully as you read the story aloud. Then reread the story, pausing to discuss these questions:

1. How does Carlos feel at the beginning of the story? When do you feel bored?
2. What suggestions does Carlos's mom have?
3. What signs of spring does Carlos find?
4. Does Carlos understand what his mom means when she says, "look for spring"? Does he think spring is a season or something else?

### SKILL FOCUS: Recognize Speakers

**INSTRUCT:** Display the following sentences:

1. "I see a bird," said Carlos.
2. "Did you see a worm?" asked his mom.
3. Carlos found a mud puddle.

Ask students who is speaking in the first sentence. Discuss clues that help them know Carlos is talking (quotation marks, the words *said Carlos*). Repeat this sequence for the second sentence. Then point out the last sentence and explain that some information in a story comes from a narrator, or an outside voice—not a character.

**ASSESS:** Distribute a copy of the *Who Is Speaking?* worksheet to each student. Have students work in pairs to complete the activity.

### EXTEND

**Science** Take students out to the playground to look for signs of spring. Have students bring a notebook and pencil to record in words and pictures what they notice. Back in the classroom, invite students to share what they recorded. If signs of spring are still scarce, have students predict the signs of spring that they expect to arrive soon.

## Who Is Speaking?

**Recognize Speakers** Reread the text and locate the words of Carlos, Mom, and the narrator. Answer the questions in the space below.

What words does <b>Carlos</b> say?	What words does <b>Mom</b> say?	What words does the <b>narrator</b> say?

## Something Strange in Grandpa's Woods

pp. 21–28, Contemporary Realistic Fiction

Use this story about a girl who encounters the sound of spring frogs for the first time to help your students learn to recognize sensory details.



### RESOURCES

- Sensory Details

### OBJECTIVES

- Students will read and analyze a short story.
- Students will interpret words and phrases as they are used in a text.
- Students will write acrostic poems.

### KEY VOCABULARY

- **trail (p. 21)** a path through a forest or field
- **tadpole (p. 24)** a small creature that becomes an adult frog or toad
- **froglet (p. 26)** a tiny frog that was once a tadpole

### ENGAGE

**Conversation Question:** How do we know it's spring?

Tell students that we can use all of our senses to notice signs of spring. Review the five senses and create a five-column senses chart on the board. Discuss signs of spring that students notice with each of their senses. (Examples: *sight*/green leaves and buds; *sound*/lots of birds chirping; *taste*/spring lettuce and maple syrup or candy; *touch*/warm sun; *smell*/wet earth) Answers will vary according to your location. List answers to the chart.

### INTRODUCE VOCABULARY

Display the vocabulary words and read them aloud. Invite students to share what they know about these words. Then read the definitions aloud. Use the internet to find photographs of a trail, a tadpole, and a froglet. 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. Where does Grandpa live?
2. What does Alex discover on her first visit to the big puddle?
3. What do the frog eggs look like?
4. What words tell how the frogs sound?
5. What does Alex notice on her second visit to the big puddle?
6. How does the tadpole's body change?
7. What does it eat?
8. What happens on the third visit to the big puddle?
9. How does Alex feel at the beginning and end of the story?

### SKILL FOCUS: Recognize Sensory Details

**INSTRUCT:** List these sentences: *The puppy barked and yelped. She is brown with white spots. I rubbed her soft ears.* Read them aloud one at a time. Ask students which words or phrases help them understand how the puppy sounds (1st sentence), looks (2nd sentence), and feels (3rd sentence). Next, display and distribute the *Sensory Details* worksheet. Tell students to listen closely for sensory details as you read aloud page 21 of the story. Pause after the 3rd, 4th, and last sentence for students to identify the sensory details. Add these details to the chart, and have students add them to their charts.

**ASSESS:** Have students work in pairs to find five more sensory words and phrases from the story and write them in their graphic organizers.

### EXTEND

**Writing** Have students write an acrostic poem using the word *SPRING*. Show students how to use the first letter of each line to spell a word or phrase that tells about spring. Instruct the class to illustrate their poems. Invite students to read their poems aloud to the class.



## Sensory Details

Find words and phrases from the story that are connected to each sense. Write them in the chart below.

<b>My senses</b>	<b>Words and phrases from the story</b>
<b>sight</b>	
<b>sound</b>	
<b>touch</b>	
<b>smell</b>	