

# Ladybug®

## THEME

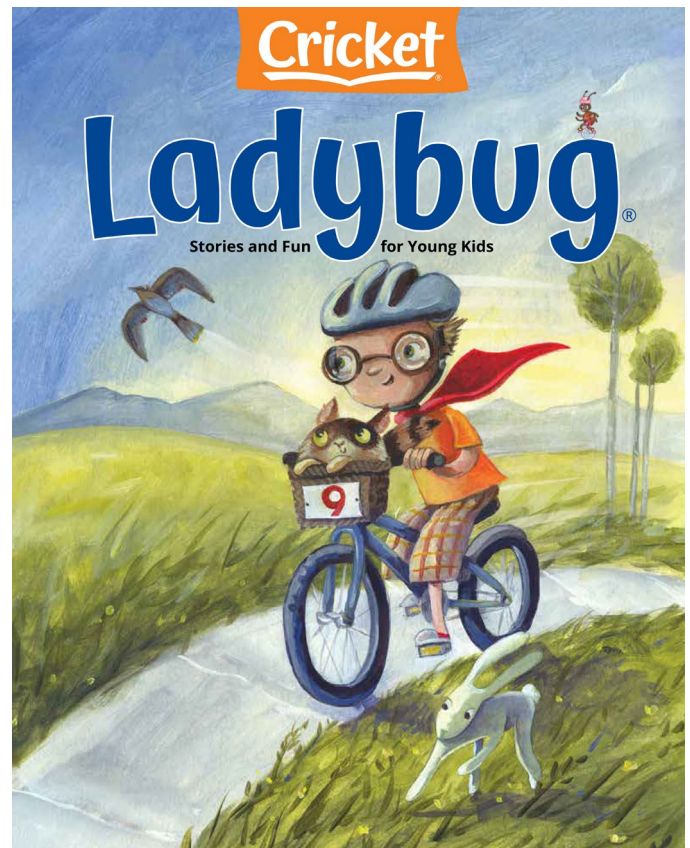
Students will enjoy reading the three lively stories covered in this Teacher Guide and learning about a story's primary components: characters, setting, events, and details.

## CONVERSATION QUESTION

What makes a story?

## TEACHING OBJECTIVES

- Students will use story illustrations to retell a story.
- Students will read closely to determine what a text says explicitly.
- Students will analyze the structure of texts.
- Students will participate in collaborative conversations.
- Students will conduct short research projects.
- Students will write to describe real experiences.



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.

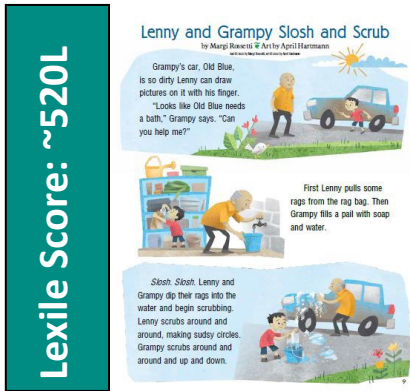
## SELECTIONS

- **Lenny and Grampy Slosh and Scrub**  
Contemporary Realistic Fiction, ~520L
- **Puff and Pipp Search for a Home**  
Fantasy, ~590L
- **Lizzie's Bedtime Questions**  
Contemporary Realistic Fiction, ~410L

## Lenny and Grampy Slosh and Scrub and Scrub

pp. 9–10, Contemporary Realistic Fiction

Use this story about Lenny and his grandfather washing the car 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 participate in collaborative conversations.

### KEY VOCABULARY

- **rags** (p. 9) small pieces of cloth
- **pail** (p. 9) a bucket
- **scrubbing** (p. 9) cleaning something by rubbing hard
- **rinse** (p. 10) to wash off with water

### ENGAGE

**Conversation Question:** What makes a story?

Discuss favorite stories and/or stories the class has recently read. Then use a story elements anchor chart to discuss the parts that make up a story: characters, setting, problem, solution. Choose one or two familiar stories and identify these elements in them. Then tell students to look for the characters, setting, problem, and solution in this story.

### INTRODUCE VOCABULARY

Display and read aloud the vocabulary words and definitions. Discuss when people use rags and a pail and what people might scrub and rinse. Then have students turn and talk to a partner to predict something that might happen in the story. Have students write down their predictions. Then 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. Who is Old Blue?
2. How does Old Blue look at the beginning of the story?
3. What things do Grampy and Lenny use to clean Old Blue?
4. Which words tell how Lenny and Grampy each scrub?
5. What happens to Grampy when Lenny rinses off the car?
6. How does Old Blue look at the end of the story?
7. Why do you think Lenny puts a feather under the windshield wiper?

### SKILL FOCUS: Retell a Story

**INSTRUCT:** Ask students to identify and describe the characters in “Lenny and Grampy Slosh and Scrub.” Then ask them to tell the important events in the story. Tell students that they are going to practice retelling the story, or telling it in their own words, using the pictures to help them. Work with the class to retell the story, using the illustrations as prompts. Ask questions to encourage students to include details and explanations in their retellings.

**ASSESS:** When you have retold the entire story with students, have them work with a partner to take turns using the illustrations to retell the story for each other. Circulate and offer guidance as needed.

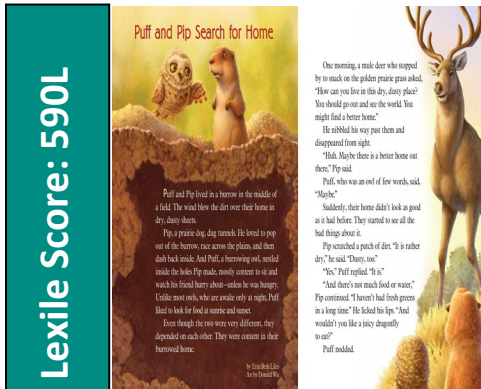
### EXTEND

**Social Emotional Learning** Explain the phrase “having something in common.” Point out that Lenny and Grampy love to wash the car—this is something they have in common. Share something you have in common with another teacher, such as a love of gardening. Then have students play a game to find out what they have in common with some of their classmates. Divide the class into groups of four or five. Have groups sit together and chat to find something they have in common, such as a favorite book or food, a sport they play, or a type of pet. After groups have discovered something they have in common, have them make a poster to show this.

## Puff and Pip Search for a Home

pp. 16–21, Fantasy

Help students notice details in this story about two friends who look for a new home.



## ENGAGE

**Conversation Question:** What makes a story?

Remind students that setting is part of what makes a story. Review setting (when and where a story happens). Explain that students can learn about the setting of a story by studying the illustrations and bits of information in the text. Discuss the setting of familiar stories. Have student pairs look at the illustration on page 8 of the magazine and describe the setting. Then tell students to look for information about the setting in “Puff and Pip Search for a Home.”

## INTRODUCE VOCABULARY

Display and read aloud the vocabulary words and definitions. Then use the internet to show students photographs or illustrations of animal burrows, animal tunnels, and plains. 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. How do Puff and Pip feel about their home at first?
2. What does the mule deer say about Puff and Pip’s home?
3. Does the mule deer change how Puff and Pip feel about their home? Explain.
4. What happens in the lush field?
5. What happens on the sandy hill?
6. What happens by the watering hole?
7. How do Puff and Pip get home?
8. What do they decide at the end of the story?

## SKILL FOCUS: Notice Story Details

**INSTRUCT:** Explain that details are little pieces of information authors include in their stories. Point out that the author of “Puff and Pip Search for a Home” uses details to show good and bad things about the places where Puff and Pip look for a new home. Ask students to name the three places the characters visit: lush field, sandy hill, watering hole. Then display the *Story Details* worksheet. Explain that students will identify the good things and bad things about each place. Read aloud this section on the lush field on page 18. Discuss the good and bad details. Record these in the chart. Follow this procedure for the sandy hill. For the watering hole, have students turn and talk to identify good and bad details.

**ASSESS:** Distribute the *Story Details* worksheet and have students work in pairs to fill in details about each place.

## EXTEND

**Science** Have students conduct research to learn about other burrowing animals. Assign a different animal to each student and have them use books and the internet to learn about their animal. Then have students draw a picture of their burrowing animal and write an interesting fact about it. Ask students to share their work with the class.

## RESOURCES

- Story Details

## OBJECTIVES

- Students will read and analyze a short story.
- Students will read closely to determine what a text says explicitly.
- Students will conduct short research projects.

## KEY VOCABULARY

- **burrow (p. 16)** a hole dug by an animal for use as a home or a hiding place
- **tunnel (p. 16)** an underground passage
- **plains (p. 16)** large flat areas of land

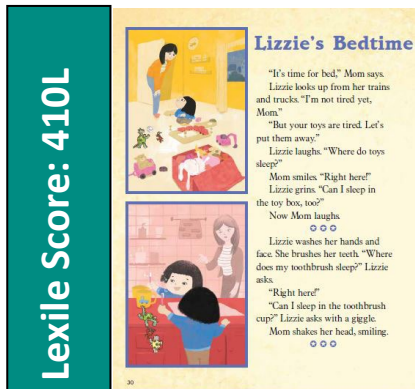
Story Details

<b>Location</b>	<b>Good Things</b>	<b>Bad Things</b>
<b>lush field</b>		
<b>sandy hill</b>		
<b>watering hole</b>		

## Lizzie's Bedtime Questions

pp. 30–31, Contemporary Realistic Fiction

Use this story about a little girl's bedtime routine to help students recognize sequence of events in a story.



## RESOURCES

- Sequence
- My Bedtime

## OBJECTIVES

- Students will read and analyze a short story.
- Students will analyze the structure of texts.
- Students will write to describe real experiences.

## KEY VOCABULARY

- **roundhouse** (p. 31) a round building where train engines are stored
- **submarine** (p. 31) a ship that can travel underwater

## ENGAGE

**Conversation Question:** What makes a story?

Point out that dialogue, or the words characters say to each other, is another part of a story. Show students an example of dialogue from a familiar story. Point out the quotation marks. Tell students that this story has lots of dialogue between a girl and her mother at bedtime. Invite students to share things they like to talk about at bedtime.

## INTRODUCE VOCABULARY

Display and read aloud the vocabulary words and definitions. Then use the internet to show students photographs or illustrations of a roundhouse and a submarine. Invite students to share what they know about these objects. Then 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 is Lizzie doing at the beginning of the story?
2. What questions does Lizzie ask as she puts her toys away?
3. What does Mom say that makes Lizzie laugh?
4. What does Lizzie ask that makes Mom Laugh?
5. What does Lizzie do after she cleans up her toys?
6. What silly questions does Lizzie ask as she is brushing her teeth?
7. Where does Mom say a submarine sleeps?
8. What does Lizzie ask before she falls asleep?

## SKILL FOCUS: Story Sequence

**INSTRUCT:** Ask students to identify the characters and setting in this story. Remind students that the things that happen in a story are called events. Write the words *First*, *Next*, *Then*, *Last* in a column on the board. Use the words to discuss the things Lizzie does in the story. (first: cleans up toys; next: brushes teeth; then: puts on pajamas; last: falls asleep) Record correct responses on the board next to the sequence words. Then have students go back through the story to highlight all the questions Lizzie asks. Make sure students find all the questions.

**ASSESS:** Distribute the *Sequence* worksheet to students. Have students draw and/or write about Lizzie's actions in the top boxes and write the questions she asks on the lines.

## EXTEND

**Write** Discuss with students the things they do at night when they are getting ready to go to bed. List students' responses. Have students use the *My Bedtime* worksheet to write about their bedtime routines. After students have illustrated their stories, display them on a wall in the classroom.

**Sequence** Use this worksheet to complete the SKILL FOCUS activity.

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Next,

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Then,

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Last,

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# My Bedtime

Use this worksheet to complete the EXTENSION activity. Describe your own bedtime routine.

First

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Next

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Then

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Last

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