

Ladybug®

THEME

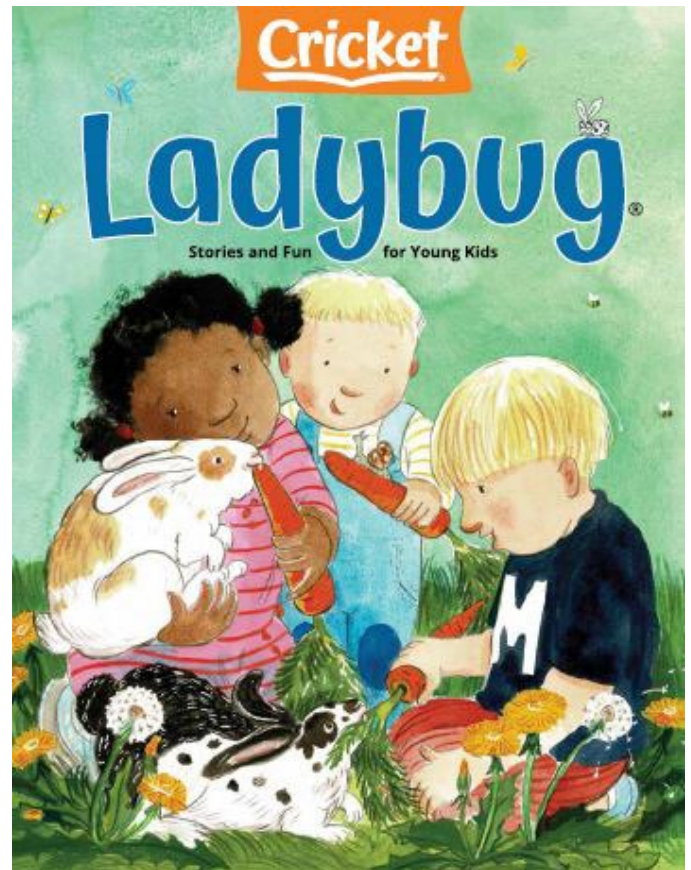
Use the texts and activities in this teacher guide to help students practice language arts skills while they learn about plants and how they grow.

CONVERSATION QUESTION

What grows in a garden?

TEACHING OBJECTIVES

- Students will analyze the structure of texts.
- Students will interpret words and phrases as they are used in a text.
- Students will make logical inferences about characters.
- Students will plant and monitor seeds.
- Students will use their senses to explore outdoor spaces.
- Students will write to develop real experiences and events.



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.

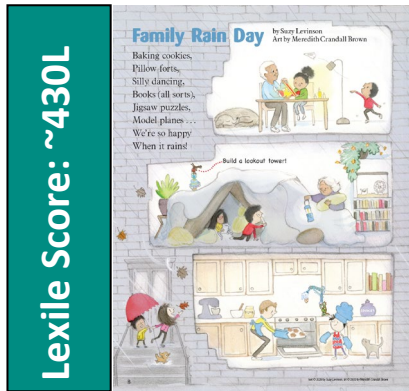
SELECTIONS

- **Max and Kate**
Contemporary Realistic Fiction, ~430L
- **My Garden**
Poem, N/A
- **A Family Tree**
Contemporary Realistic Fiction, ~610L

Max and Kate

pp. 3–7, Contemporary Realistic Fiction

Use this story about a visit to a farmers market to help students learn about the sequence of events in a story.



RESOURCES

- Sequence

OBJECTIVES

- Students will read and analyze a short story.
- Students will analyze the structure of texts.
- Students will plant and monitor seeds.

KEY VOCABULARY

- **farmers market (p. 3)** a place where farmers sell the fruits and vegetables they grow
- **seedling (p. 4)** a very young plant that grows from a seed
- **herbs (p. 4)** plants used to add flavor to foods
- **plant (p. 5)** to put something in the ground to grow

ENGAGE

Conversation Question: What grows in a garden?

Work with students to generate a list of things that grow in a garden. Help students be specific. (Ex: “carrots” and “daisies” rather than “vegetables” and “flowers”) Prompt with images from the internet. Tell students to look for information about growing plants in this story.

INTRODUCE VOCABULARY

Display and read aloud the vocabulary words and definitions. Show students photographs of the items and activities from the vocabulary words. Discuss students’ experiences visiting farmers markets. Show a photo of a seedling and discuss how it will grow and change over time. Discuss fresh herbs and how they are used. Invite students to pantomime planting a seed. Finally, remind students to look and listen for these words in the story.

READ & DISCUSS

Have students listen carefully as you read the story aloud. Pause after reading page 6 and ask students to predict who will eat the carrots. Then reread the story, pausing to discuss the questions below.

1. Look at the picture on page 3. What things can you find to eat at a farmers market? What things can you find to grow?
2. What things do the friends choose to plant?
3. Does Kate choose something to eat or to grow?
4. What tool does Max use to plant the lettuce?
5. Why do you think the friends put signs by the herbs?
6. What does Kate do with the carrots?

SKILL FOCUS: Story Sequence

INSTRUCT: Ask students to identify the characters and setting in this story. Then remind students that the things that happen in a story are called events. Write the words *First*, *Next*, *Then*, *Last* in a four-square chart on the board. Explain that students can use these words to tell when events happen in a story. Use the words to discuss the events in the story. (*First*: The friends choose baby lettuce plants, herbs, and a bag of carrots; *Next*: The friends plant the herbs and lettuce in a window box; *Then*: The friends put signs next to herbs; *Last*: They give carrots to Poppy and Floppy.)

ASSESS: Distribute the *Sequence* worksheet to students. Have students draw and write to describe the events in the story.

EXTEND

Science Help students grow their own plants from seeds. Choose large, fast-growing sunflower or bean seeds. Discuss what seeds need in order to grow (soil, sun, water). Then use biodegradable cups for planting (labeled with students’ names). Provide soil, seeds, spoons for putting soil into cups, and small watering cans. Have them monitor their seedlings over time to notice changes and also to decide when to water.

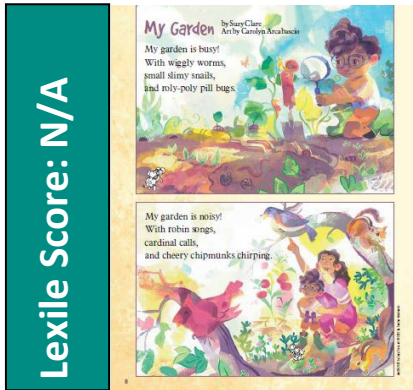
Sequence

First	Next
Then	Last

My Garden

pp. 8–9, Poem

Use this poem about a boy enjoying his garden to help students learn to recognize sensory details.



RESOURCES

- Sensory Details

OBJECTIVES

- Students will read and analyze a poem.
- Students will interpret words and phrases as they are used in a text.
- Students will use their senses to explore outdoor spaces.

KEY VOCABULARY

- **slimy** (p. 8) wet and slippery
- **pill bug** (p. 8) an oval shaped creature that looks like an insect and can roll into a ball
- **fragrant** (p. 9) having a nice smell
- **cheery** (p. 9) happy

ENGAGE

Conversation Question: What grows in a garden?

List the following animals on the board: squirrels, zebras, toads, snails, elephants, bees, snakes, worms, hippos, chipmunks, giraffes. Discuss which animals students might see in a garden. Then tell students to look and listen for garden creatures in this poem.

INTRODUCE VOCABULARY

Display the vocabulary words and read the words and definitions aloud. Discuss things that are slimy and things that are fragrant. Ask students to share times when they feel cheery. Show students close-up images of pill bugs from books or the internet. Have students turn and talk to discuss what they notice about pill bugs. Then 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. Point to the worms, snails, and pill bugs. Which creature is slimy? Which is wiggly?
2. Who makes noise in the garden? What noises do they make?
3. What garden smells does the boy notice? What has a nice smell?
4. What tastes good in the garden?
5. Look at the last picture. Who is eating strawberries? What else do you notice in the picture?

SKILL FOCUS: Recognize Sensory Details






INSTRUCT: List these sentences: *The frog croaked all day long. His skin is green and shiny. He feels slippery.* Read the sentences aloud one at a time. Ask students which words or phrases help them understand how the frog sounds (1st sentence), looks (2nd sentence), and feels (3rd sentence). Next, display and distribute the *Sensory Details* worksheet. Tell students to listen closely for details about how things look and feel as you read aloud the first stanza of the poem. Pause after reading and discuss the sensory details students notice. Add these details to the graphic organizer, and have students add them to their charts.

ASSESS: Read aloud the other stanzas in the poem. After you read each stanza, have students work in pairs to find additional sensory details. Tell students to add these details to their graphic organizers.

EXTEND

Cross-curricular Take students outside to explore the world with their senses. Draw a large word web on poster board and bring this outside to record what students see, hear, smell, and touch outside. Invite students to bring snacks outside so they have something to taste. For each sense, have students turn and talk about what they observe. Then ask students to share their observations. Record responses on the word web.

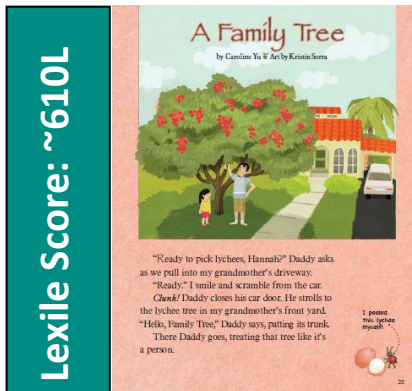
Sensory Details

My senses	Words and phrases from the poem
<p>sight</p> 	
<p>sound</p> 	
<p>smell</p> 	
<p>touch</p> 	
<p>taste</p> 	

A Family Tree

pp. 25–31, Contemporary Realistic Fiction

Use this story about a girl whose family has a special tree to help students recognize characters' feelings and how they change in a story.



RESOURCES

- Character Feelings

OBJECTIVES

- Students will read and analyze a short story.
- Students will make logical inferences about characters.
- Students will write to develop real experiences and events.

KEY VOCABULARY

- **lychee** (p. 25) a sweet fruit that is bumpy and red on the outside and white on the inside
- **splintering** (p. 30) breaking off into small, sharp pieces
- **dandy** (p. 30) very well

ENGAGE

Conversation Question: What grows in a garden?

Point out that some fruits, such as apples, grow on trees. Ask students to name other fruits that grow on trees (lemons, bananas, cherries, mangoes, peaches, oranges). Ask students to name some tree fruits they have eaten this week. Then tell students to look and listen for information about the fruit tree in this story.

INTRODUCE VOCABULARY

Display and read aloud the vocabulary words and definitions. Ask if any students have eaten lychees. If possible, bring in lychees for students to smell, touch, and taste. Then play a video of a tree branch breaking off a tree. Explain that this is the sound of splintering. Finally, have a student ask how you are doing. Answer, “I’m dandy! How are you?” Tell the student to say, “I’m dandy too!” Have students turn and talk to repeat this activity with a classmate. Finally, remind students to look and listen for the 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. Where did Nāinai learn to grow lychees?
2. The author says Nāinai’s hair looks like black bristles in a hairbrush. What does the author mean? How does Nāinai’s hair look?
3. How does Hannah feel about eating lychees?
4. How is a lychee like a giant cherry? How is it like a pineapple?
5. How do Daddy, Nāinai, and Hannah treat the tree like it’s a human?

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 aloud page 25. Discuss how Daddy and Hannah feel. Ask students to identify the word and picture clues that help them understand the characters’ feelings. Repeat this sequence after reading each of the remaining story pages. Finally, discuss how Hannah’s feelings about eating lychees change over the course of the story.

ASSESS: Distribute the *Character Feelings* worksheet to all students. Have students work in pairs to write and draw about a feeling each story character has in the story. Also have them explain why each character has this feeling. Invite students to share their work.

EXTEND

Writing Have students write about their favorite fruit or vegetable using these prompts: *How does it look, feel, smell, sound, taste? What do you like about this fruit or vegetable? Tell about a time when you enjoyed eating it.* Have students illustrate their work and share it with the class.

Character Feelings First write. Then draw.

Hannah feels

Daddy feels

Nāinai feels