

Ladybug®

THEME

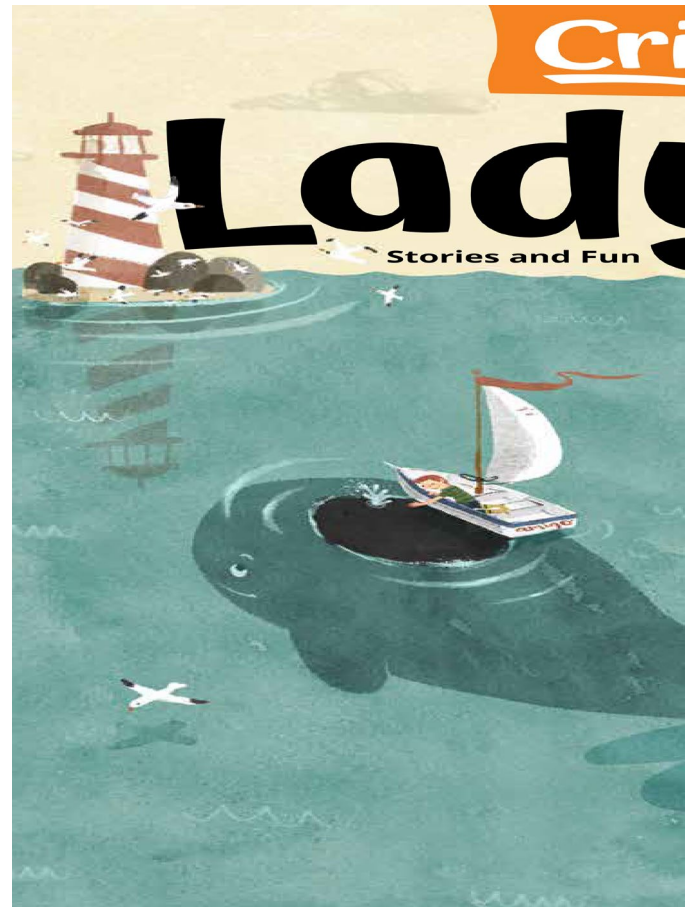
All eyes are on animals in this issue of Ladybug. Use the texts and activities in this teacher guide to help students practice language arts skills while they learn about many different kinds of wildlife creatures.

CONVERSATION QUESTION

Where can we see animals?

TEACHING OBJECTIVES

- Students will make predictions about a story.
- Students will write narratives to develop real experiences.
- Students will analyze how individuals develop over the course of a text.
- Students will describe people, places, things, and events with relevant details.
- Students will write informative texts.
- Students will write a friendly letter.



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

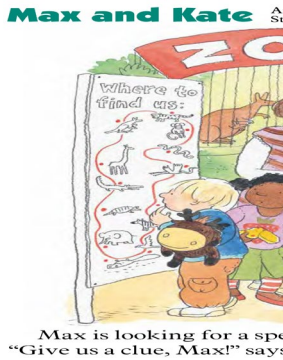
- **Max and Kate**
Contemporary Realistic Fiction, ~330L
- **The Penguin and the Heron**
Rebus Story, N/A
- **A Day at Liberty Bay**
Contemporary Realistic Fiction, ~530L

Max and Kate

pp. 3–7, Contemporary Realistic Fiction

Use this story about a fun day at the zoo to help students make predictions.

Lexile Score: ~330L



RESOURCES

- Make a Prediction

OBJECTIVES

- Students will read and analyze a short story.
- Students will make predictions about a story.
- Students will describe people, places, things, and events with relevant details.

KEY VOCABULARY

- **clue** (p. 3) information that helps a person solve a puzzle or a mystery
- **aquarium** (p. 5) a building people can visit to see water animals and plants
- **cuddle** (p. 6) to hold and hug something in a loving way

ENGAGE

Conversation Question: Where can we see animals?

Have students turn and talk with a partner to discuss animals that they can see at the zoo. Invite students to share their ideas. Inform students that in this story, characters play a guessing game about a zoo animal.

INTRODUCE VOCABULARY

Introduce vocabulary words and definitions one at a time. Play an animal guessing game by giving clues and having students guess the animal. Next, have students share experiences at, and knowledge of, aquariums. Then have students pretend to cuddle a kitten or puppy. 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, pausing to discuss the questions below. Stop after the first sentence on page 6.

1. What kinds of animals are shown on the zoo map in the illustration?
2. Why does Kate need a clue about the animal Max is looking for?
3. On page 4, what clue does Max give Kate?
4. How does Kate know the animal can't be a tiger?
5. On page 5, what clue does Max give Kate next?
6. How does Kate know the animal can't be a shark?
7. On page 6, what is Max's last clue?

SKILL FOCUS: Make a Prediction

INSTRUCT: Explain that a prediction is an informed guess. When readers make a prediction, they use clues and their own knowledge to guess what will happen next. Model the thinking: "If the sky becomes cloudy and dark, and I hear thunder rumble in the distance, I might predict that a storm is coming. Why? Because I know dark clouds and thunder usually mean a storm is coming." Tell students that making a prediction that turns out to be wrong is okay. Sometimes readers are surprised by what happens in a story. Next, review the clues that students wrote down and distribute the *Make a Prediction* worksheet. Reread the story, stopping again on page 6. Have students add clues on their worksheets.

ASSESS: Have students turn and talk with a partner to predict which zoo animal Max is looking for. Remind students to use the clues and their own knowledge to make their predictions. Discuss students' predictions as a class.

EXTEND

Speaking and Listening Have students work in small groups to play animal charades. Students should take turns acting out an animal while others guess what animal they are acting out. Remind students that they cannot make animal noises, say the animal's name, or use words to talk about the animal. If this is too easy, challenge students to give word clues, as Max does in the story. Example: "I have a bushy tail, and I like to eat nuts." (squirrel)

Make a Prediction: What animal is Max looking for?

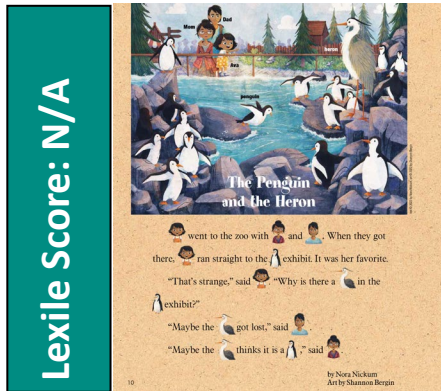
Clue 1	Clue 2	Clue 3

I predict Max is looking for

The Penguin and the Heron

pp. 10–11, Rebus Story

After reading this rebus story about a heron that visits the penguin exhibit at the zoo, have your students write their own rebus stories.



OBJECTIVES

- Students will read and analyze a rebus story.
- Students will write narratives to develop real experiences.
- Students will write informative texts.

KEY VOCABULARY

- **exhibit (p. 10)** an area in a zoo made to allow people to see animals
- **penguin (p. 10)** a black-and-white bird that cannot fly, that uses its wings for swimming, and that lives in or near the Antarctic
- **heron (p. 10)** a large bird that has long legs and a long neck and bill

ENGAGE

Conversation Question: Where can we see animals?

Explain that a habitat is the place where an animal lives. Point out that animals have different needs for food, water, and shelter. They live in the places where they can find the food, water, and shelter that they need. Have students go outside to notice living and nonliving things around the school. Invite them to share what they observe.

INTRODUCE VOCABULARY

Display the vocabulary words and read the words and definitions aloud. Discuss exhibits students have seen at a zoo. Show students images of penguins and herons from the internet. Invite students to share what they notice about each bird. Then remind students to look and listen for these words as you read the story aloud.

READ & DISCUSS

Go over the picture words. Then have students say these words as you read the story aloud. After reading the story a second time, discuss these questions:

1. Who are the characters in this story?
2. Where does the story happen?
3. What strange thing does Ava notice?
4. What explanations do Dad, Mom, and Ava have for why the heron is in the penguin exhibit?
5. What does Ava learn from the zookeeper?

SKILL FOCUS: Write Rebus Stories

INSTRUCT: Tell students they will write their own rebus stories. Practice together first by displaying the sentences below. Read each sentence aloud and have students identify a word in each sentence that they could easily replace with a picture. Circle these words. Then have students copy the sentences and draw pictures to replace them.

Getting Ready for Bed

First, I put on my pajamas.
Then I brush my teeth with my toothbrush.
Finally, I get into my bed.

ASSESS: Have students write a story, three to five sentences, about animals they might see in a zoo, a farm, a jungle, or around their homes. Then have them circle a few words they could replace with simple pictures. Finally, have them rewrite the story to add the pictures. Create a classroom story book for students' rebus stories.

EXTEND

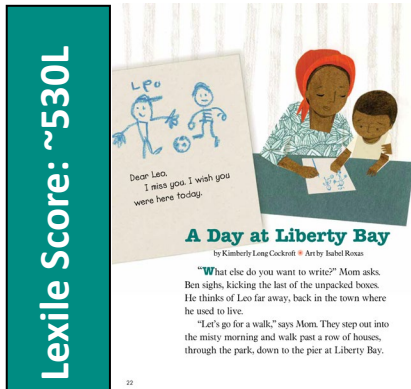
Science Have students choose an animal to research and write about. Students can use books, magazines, and the internet. Have students include facts about the animal's appearance, habitat, and food, as well as a few other interesting facts. Students can create four-square posters to write and draw about their animals.

Ladybug® Teacher Guide: July/August 2022

A Day at Liberty Bay

pp. 22–29, Contemporary Realistic Fiction

Use this story about a boy who misses his friend to help students think about how characters change.



RESOURCES

- Changing Feelings

OBJECTIVES

- Students will read and analyze a short story.
- Students will analyze how individuals develop over the course of a text.
- Students will write a friendly letter.

KEY VOCABULARY

- **sea jelly (p. 24)** a sea animal that has a very soft body and can sting, also called a jellyfish
- **pincer (p. 26)** a claw of a lobster or crab and some insects
- **driftwood (p. 27)** wood that is floating in water or carried to the shore by water
- **barnacle (p. 28)** a kind of small shellfish that attaches itself to rocks and the bottoms of boats underwater

ENGAGE

Conversation Question: Where can we see animals?

Tell students to name animals they might see in and around the ocean. Then show students an image that includes many different ocean animals (using online resources/books) and have students turn and talk to identify the animals they see. Finally, tell students to notice the animals the boy in this story sees.

INTRODUCE VOCABULARY

Display and read aloud the vocabulary words and definitions. Use the internet to find photographs of sea jellies, crab pincers, driftwood, and barnacles. Discuss what students notice in each image. 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 these questions:

1. What is Ben doing at the beginning of the story?
2. How does Ben feel? What words and pictures helped you understand his feelings?
3. What animal does Ben see first?
4. What does Ben notice when he peeks over the edge of the pier?
5. Who does Ben meet outside *Lazy Day*?
6. How does the beach smell?
7. What does Charley do when he sees the crab?
8. What things do Ben and Samantha make?
9. How does Ben feel at the end of the story? What words and pictures helped you understand his feelings?

SKILL FOCUS: Character Change

INSTRUCT: Read the story aloud one page at a time as students listen for information about how Ben feels. After each page, discuss Ben's feelings and the details in the text and illustrations that help students understand them. Have students use sticky notes to identify Ben's feelings on each page. Next, discuss how Ben's feelings change in the story and why. (Ben is sad at the beginning because he misses his friend Leo. He is happy at the end because he has made a new friend.)

ASSESS: Distribute the *Changing Feelings* worksheet. Have students work in pairs to complete it. Discuss students' responses. Ask why meeting Samantha helped change Ben's feelings.

EXTEND

Writing Reread the letter Ben writes to Leo on page 29. Point out the different parts of the letter: greeting, body, closing, signature. Discuss the things Ben writes about. Then tell students to write a letter to a parent/guardian, friend, or relative, telling about their day. Have students check to make sure they have included all the parts of the letter. Then invite them to read their letters to the class.

Changing Feelings

1. How does Ben feel at the **beginning** of the story?

Why does he feel this way?

2. How does Ben feel at the **end** of the story?

Why does he feel this way?

3. What did Ben and Samantha do at the beach?