

Ladybug®

THEME

Work with your students to think about, talk about, and write about castles and dragons using the texts included in this Teacher Guide.

CONVERSATION QUESTION

Where can we find castles and dragons?

TEACHING OBJECTIVES

- Students will analyze how individuals, events, and ideas develop over the course of a text.
- Students will describe characters.
- Students will recognize characteristics of literary texts.
- Students will write narrative sentences.
- Students will plan a playground.
- Students will research and write about animals.
- Students will analyze the appearance of animals.



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

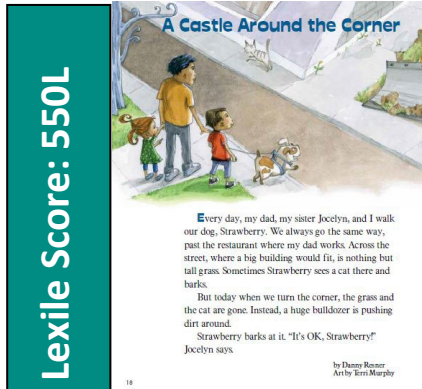
- **A Castle Around the Corner**
Contemporary Realistic Fiction, ~550L
- **There's a Dragon in my Tree House**
Fantasy, ~450L
- **If You Ever Met a Dragon**
Poem, N/A

Ladybug® Teacher Guide: September 2022

A Castle Around the Corner

pp. 18–22, Contemporary Realistic Fiction

The little boy in this story is excited about the new playground being built in his neighborhood. Use the story to teach students how to describe characters.



RESOURCES

- Describe Characters

OBJECTIVES

- Students will read and analyze a short story.
- Students will analyze how individuals, events, and ideas develop over the course of a text: describe characters.
- Students will plan a playground.

KEY VOCABULARY

- **bulldozer (p. 18)** a powerful and heavy vehicle used for moving dirt and rocks
- **playground (p. 19)** an outdoor area where children play
- **drill (p. 19)** a tool used for making holes
- **swing set (p. 21)** a structure with swings hanging from it
- **monkey bars (p. 21)** a frame of bars that children can play on by climbing and by swinging from one bar to the next one

ENGAGE

Conversation Question: Where can we find castles and dragons?

Show students images of castles and friendly dragons from the internet. Ask them to describe castles and dragons and share what they know about these two items. Discuss whether castles and dragons are real or make-believe. Then discuss books and shows about castles and dragons. Finally, tell students to look for castles and dragons in this story.

INTRODUCE VOCABULARY

Display and read aloud the vocabulary words. Ask volunteers to explain the meanings of familiar words. Acknowledge correct meanings and then read the definitions aloud. Write the heading “words that tell about playing outside” on the board. Then have students turn and talk with a partner to discuss vocabulary words fit this description. Invite partners to share ideas and then add the word to the board. Next, discuss what the rest of the vocabulary words tell about. 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. The reread the story, pausing to discuss these questions:

1. What is happening in Angel’s neighborhood?
2. How does Angel feel about having a castle in the playground?
3. How does Angel feel at the end of the story?
4. Tell about three things people do to build the playground.

SKILL FOCUS: Describe Characters

INSTRUCT: Explain that students can learn about characters by paying attention to the things they say and do. Write the word *curious* on the board and remind students of the definition. Then tell students that Angel is curious—he wants to know more about the playground. On page 19, point out the words “‘What are they doing?’ I ask.” Explain that Angel’s words help you understand that he is curious. Work with the class to find other details in the story that show Angel is curious.

ASSESS: Distribute a copy of the *Describe Characters* worksheet to each student. Have students complete the worksheet by writing or drawing story details that support the descriptions of Angel.

EXTEND

Science Have students design and draw a new playground for their school. Encourage students to use their imagination and to include plants, flowers, and people in their pictures. Invite students to present their work to the class, explaining the highlights of their designs.

Describe Characters

Angel is curious.

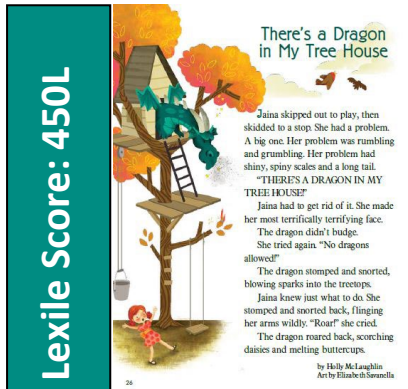
Angel is helpful.

Tell about another helpful character in the story.

There's a Dragon in My Treehouse

pp. 26–30, Fantasy

Use this story about a girl with a dragon problem to help students learn about fantasy and realism.



RESOURCES

- Fantasy and Realism

OBJECTIVES

- Students will read and analyze a fantasy story.
- Students will recognize characteristics of literary texts.
- Students will research and write about animals.

KEY VOCABULARY

- **hoisted** (p. 27) raised something by using ropes or machinery
- **despise** (p. 28) to dislike something or someone very much
- **detest** (p. 28) to dislike someone or something very strongly
- **shimmy** (p. 29) to vibrate or move very quickly from side to side

ENGAGE

Conversation Question: Where can we find castles and dragons?

Read aloud the title and walk through the illustrations with students. Discuss what is happening in each picture. Then ask students to predict what they think will happen in the story. After reading the story, help students check their predictions.

INTRODUCE VOCABULARY

Display the vocabulary words and read the words and definitions aloud. Discuss which words have similar meanings (*detest*, *despise*). Invite students to name a food they like and a food they detest or despise. Next, have students shimmy with you and then mimic hoisting something with a rope. Finally, 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. What problem does Jaina have at the beginning of the story?
2. Describe Jaina's ideas about dragons that turn out to be wrong.
3. Which character in this story is a made-up creature? How does this character act like a human?
4. Find words in this story that help you imagine how things sound.
5. What new problem does Jaina have at the end of the story?
6. If you were Jaina, how would you solve this problem?

SKILL FOCUS: Fantasy and Realism

INSTRUCT: Tell students that some stories are realistic—the things that happen in them could happen in real life. Other stories are fantasy—some of the things that happen in them could never happen in real life. Ask students if “There’s a Dragon in My Tree House” is an example of a fantasy story or a realistic story. Point out that some of the details are realistic because they could happen. Other details are fantasy because they could never happen. Then ask students to give examples of realistic and fantasy details from the story. Display a T-chart with the headings “Realistic” and “Fantasy” and use it to record students’ responses.

ASSESS: Distribute a copy of the *Fantasy and Realism* worksheet. Have partners cut out the sentence strips and mix them up in a bag. Then have partners take turns sorting the fantastic and realistic details.

EXTEND

Science Have students choose an animal and use these sentence frames to help them describe it:

- A real (animal name) **can** _____.
- A real (animal name) **cannot** _____.

Have students use nonfiction books to help them find realistic information about their animals and use their imagination to fill in fantasy details.

Fantasy and Realism

Jaina skips and plays.

A dragon is in Jaina's tree house.

Jaina makes water balloons.

The dragon eats vegetable soup.

Jaina feels lonely.

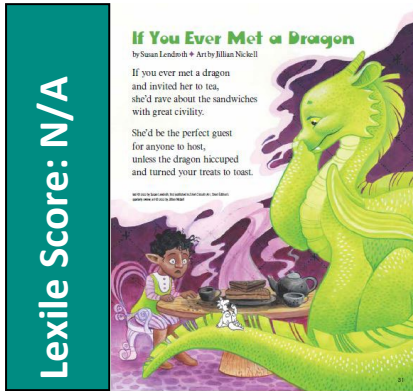
Jaina makes a sand castle.

A sea monster is in Jaina's tub.

If You Ever Meet a Dragon

p. 31, Poem

Discuss this poem about the politeness of dragons. Then have students draw and write about what might happen if they met a dragon.



RESOURCES

- Dragon Sentences

OBJECTIVES

- Students will read and analyze a poem.
- Students will write narrative sentences.
- Students will analyze the appearance of animals.

KEY VOCABULARY

- **rave** (p. 31) to talk about something by saying lots of nice things about it
- **civility** (p. 31) politeness
- **guest** (p. 31) a person who is visiting someone

ENGAGE

Conversation Question: Where can we find castles and dragons?

Use the internet to show students images of cute, friendly dragons. Then ask students to choose the dragon they would like to meet. Have students turn and talk to a classmate about their choice. Then invite students to share and explain their choices. Tell students this poem tells about what might happen when a person meets a dragon. Explain that later, students will write about what might happen if they met a dragon.

INTRODUCE VOCABULARY

Display the vocabulary words and read the words and definitions aloud. Demonstrate the meaning of the word *rave*, by raving about a book or movie. Next, discuss times when it's important to act with civility, or politeness. Finally, ask students to tell about times they have been a guest in someone's home or had a guest in their home. Remind students to look and listen for these words as you read the poem aloud.

READ & DISCUSS

Have students listen carefully as you read the poem aloud twice. Then discuss these questions below.

1. What is this poem about?
2. Is it a silly or serious poem?
3. What might a dragon say when it is raving about sandwiches?
4. What makes the dragon a good guest?
5. What might happen if the guest dragon hiccups?

SKILL FOCUS: Write Narrative Sentences

INSTRUCT: Remind students of the prereading discussion about dragons they would like to meet. Then tell them they will be writing and drawing to tell what might happen when they meet their dragon. Explain that they will begin by brainstorming, or getting some good ideas to write about. Then, brainstorm a list of places they might take their dragon—to school, to their grandparents' house, to the grocery store, to the library, to the park, etc. Have students choose the place they will take their dragon. Then have them turn and talk about what might happen when they take their dragon to this place.

ASSESS: Distribute the *Dragon Sentences* handout to students. Have students draw and write to show where they will take their dragon. Then have them draw and write to describe something that happens to their dragon in this place. Invite students to share their work.

EXTEND

Science Tell students that dragons are make believe, but some real animals look a little like dragons and have the word *dragon* in their name. Use the internet to find photos of, and details about, a dragon fly, a blue dragon sea slug, a sea dragon, and a flying dragon. Have small groups of students discuss what makes each creature look like a dragon.

Dragon Sentences

Where did you take the dragon?	What happened there?