

Ladybug®

THEME

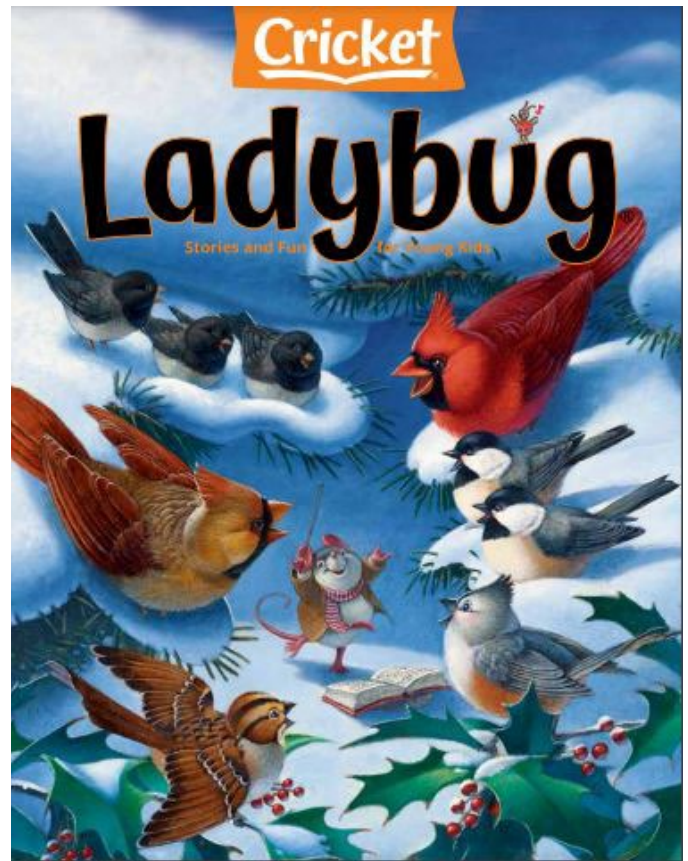
Use this issue of *Ladybug* to help students think about the different ways that characters and real people can show how they care about special friends, family members, and neighbors.

CONVERSATION QUESTION

How do characters show that they care about others?

TEACHING OBJECTIVES

- Students will make predictions about a story.
- Students will write thank-you notes.
- Students will write informative/explanatory texts.
- Students will engage in exploration and imaginative play with various materials.
- Students will correspond with a pen pal.
- Students will create a photo collage.



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, ~520L
- **Another Thank You**
Contemporary Realistic Fiction, ~490L
- **Snowy Morning on Lark Street**
Graphic Story, N/A

Max and Kate

pp. 3–7, Contemporary Realistic Fiction

Use this story about a surprise gift that Max and Kate make for Charlie to help students make predictions.



OBJECTIVES

- Students will read and analyze a short story.
- Students will make predictions about a story.
- Students will engage in exploration and imaginative play with materials.

KEY VOCABULARY

- **wind chimes (p. 3)** a group of objects that hang together from strings and touch each other to make a musical sound when they are blown by the wind
- **craft box (p. 4)** a box filled with paper, pipe cleaners, felt, paints, and other supplies for making crafts
- **mobile (p. 3)** a decoration that is hung and that has attached shapes or pieces that move in the air

ENGAGE

Conversation Question: How do characters show they care about others?

Help students think about special people in their lives. First, name a few special people in your life—friends, parents, grandparents, siblings, etc. Explain why each person is special to you. Then have students turn and talk with a partner to name some of their special people. As a group, discuss ways that students show they care about the special people in their lives. Then tell students to notice how the characters in this story show they care about someone.

INTRODUCE VOCABULARY

Display and read aloud the vocabulary words and definitions. If you have a craft box, describe it to students and invite them to share about their craft boxes at home. Use the internet to show students short videos of wind chimes and mobiles. Discuss similarities and differences between these two objects. Then remind students to look and listen for these words as you read the story.

READ & DISCUSS

Have students listen carefully as you read aloud pages 3–6 of the story, pausing to discuss the questions below.

1. What is Charlie pointing to on page 3?
2. Why do you think Max and Kate whisper and run inside? What makes you think this?
3. What are some things you see in Kate's craft box?
4. What supplies are Max and Kate using?
5. What are they doing with the supplies?
6. Why do you think they put a picture of Charlie in the craft box?

SKILL FOCUS: Make a Prediction

INSTRUCT: Display this sentence frame on a large piece of paper: *I think _____ will happen because _____.* Tell students they are going to make predictions before you read the end of the story. Explain that a prediction is a guess about what will happen next in a story. Readers can use clues in a story's words and pictures to make a guess about what will happen next. Tell students that making a prediction that turns out to be wrong is okay. Sometimes readers are surprised by what happens in a story.

ASSESS: Give each student a sticky note. Have them work independently to use the sticky note to write a prediction about what will happen next in the story. Then have them place their sticky notes next to the sentence frame. Discuss evidence students used to make their predictions. Then finish reading the story. Correct predictions that do not reflect evidence.

EXTEND

Arts and Crafts Have students use classroom craft supplies and hangers and/or clean yogurt cups to make their own mobiles. Students can draw pictures of family members, pets, and favorite activities to include in their mobiles. Allow each student to tell about his or her mobile. Hang completed mobiles from the classroom ceiling.

Another Thank You

pp. 8–12, Contemporary Realistic Fiction

Use this story about a girl and her grandmother who thank each other in different ways to give students practice in writing thank-you notes.



RESOURCES

- Thank-You Note Anchor Chart

OBJECTIVES

- Students will read and analyze a short story.
- Students will write thank-you notes.
- Students will correspond with a pen pal.

KEY VOCABULARY

- **note (p. 8)** a short letter
- **envelope (p. 9)** a flat paper container for a card or letter
- **stamp (p. 8)** a small sticky label that you buy and place in the top right corner of an envelope to pay for the cost of mailing a letter/package
- **mailbox (p. 9)** a public box in which letters are placed to be collected and sent out

ENGAGE

Conversation Question: How do characters show they care about others?

Tell students to think of a time when they received a gift for a birthday or holiday. Then ask what students said to the person who gave them the gift. (Thank you.) Discuss why it's important to say "thank you." Then explain that sometimes we can't thank someone in person, so we have to thank them in a different way. Discuss different ways people can say thank you (letter, card, email, text, phone call, etc.). Then tell students to notice how characters thank each other in this story.

INTRODUCE VOCABULARY

Display and read aloud the vocabulary words. Show students a picture of each word as you read the definition aloud. Finally, give each student a blank sheet of paper. Help them fold it in half twice to create four sections. Have students create a picture dictionary by writing one vocabulary word in each section and drawing a picture of each word. Tell 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 and use these questions for discussion.

1. How does Gracie feel about her present? How do you know?
2. What does Gracie name her toy puppy?
3. How does Gracie thank Grandma the first time?
4. What does Grandma thank Gracie for?
5. In what other ways do Grandma and Gracie thank each other?
6. How does Grandma surprise Gracie at the end of the story?

SKILL FOCUS: Write a Thank-You Note

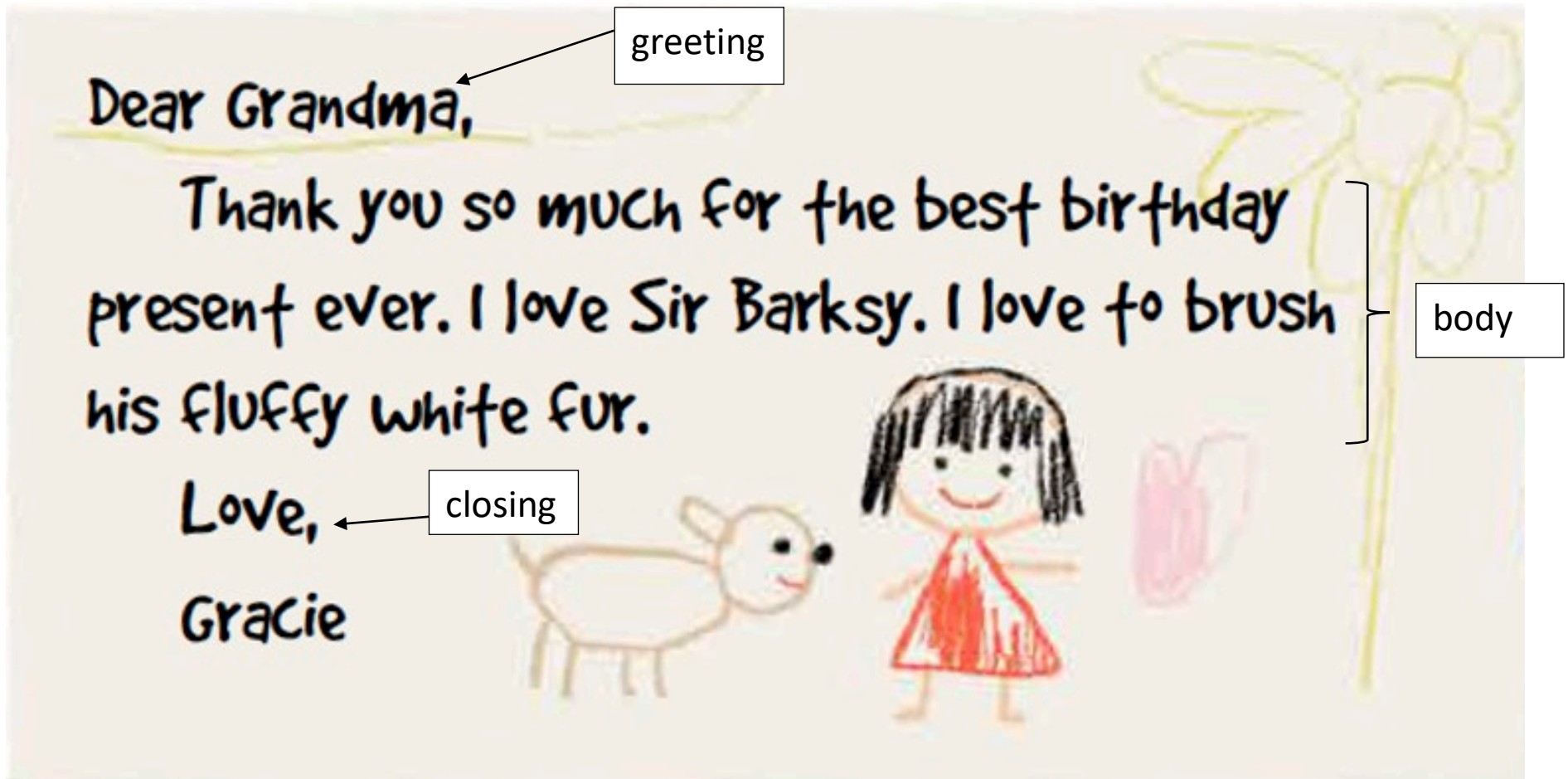
INSTRUCT: Explain that students will learn the parts of a letter and then write a thank-you note to someone they know. Display the *Thank-You Note Anchor Chart* and go over the different parts. Point out that when writing to a relative, students might use the closing word *Love*. When writing to someone they don't know very well, students can use the closing word *From* or *Sincerely*. Next, help students decide who they will write to. This person could be a teacher, librarian, health care worker, relative, neighbor, etc. Explain that students might thank a librarian for recommending a good book, thank a nurse or doctor for taking good care of them, thank a neighbor for growing beautiful flowers, etc.

ASSESS: Use a sheet of paper to create a fold-over note for each student. Have students write their thank-you notes inside and draw a picture on the front of the note. Have students deliver or send their notes.

EXTEND

Pen Pals Match up your students with a pen pal from a different classroom in your school. Then have pen pals write a letter or card to each other once a month. Cards might recommend a good book, be a valentine, or describe what the student did over vacation. This will require coordination from another classroom teacher.

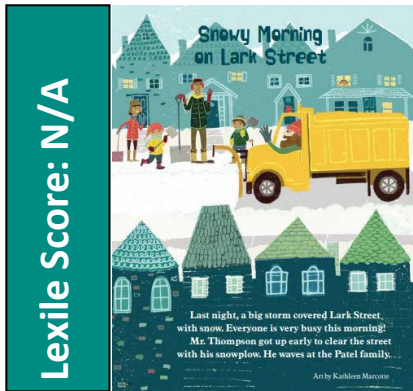
Thank-You Note Anchor Chart



Snowy Morning on Lark Street

pp. 16–19, Graphic Story

Use this story about friendly neighbors on a snowy morning to give students an opportunity to write and draw about their neighborhoods.



RESOURCES

- My Neighborhood

OBJECTIVES

- Students will read and analyze a graphic story.
- Students will write informative/explanatory texts.
- Students will create a photo collage.

KEY VOCABULARY

- **clear** (p. 16) to move something away from a place
- **block** (p. 17) to stop someone or something from going through

ENGAGE

Conversation Question: How do characters show they care about others?

Begin by discussing neighbors—What are neighbors? (The people who live together in a community) Ask students to tell about one of their neighbors in their home neighborhood. Then discuss ways to be a good neighbor. Finally, tell students to look for good neighbors in this story.

INTRODUCE VOCABULARY

Display and read aloud the vocabulary words. Discuss why a street might be blocked (to allow a parade through, for a street fair). Then ask students what they would do if you asked them to clear their desks (move items off desk). Discuss other ways to clear, such as to clear the dishes off the dinner table or to clear leaves from the lawn. 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. How does Mr. Thompson help the neighbors on Lark Street?
2. What is the Patel family doing?
3. How does Anna help Mr. Russell?
4. What did Mrs. Chang and her children make out of ice?
5. Why are the Lark Street neighbors having a party?
6. Imagine you are at the party. How would you have fun in the snow?

SKILL FOCUS: Write About Your Neighborhood

INSTRUCT: Display the phrase “My Neighborhood.” Then use the following questions for discussion of students’ neighborhoods. You might discuss as a class or have students work in small groups or pairs to discuss.

- Where do you like to spend time in your neighborhood? (house, playground, school, library, park, store, house of worship, etc.)
- What do you do in the place you like to spend time in?
- What kinds of buildings are in your neighborhood?
- Who works in your neighborhood? (garbage collectors, mail carriers, farmers, doctors, firefighters, construction workers, etc.)
- What animals do you see in your neighborhood?

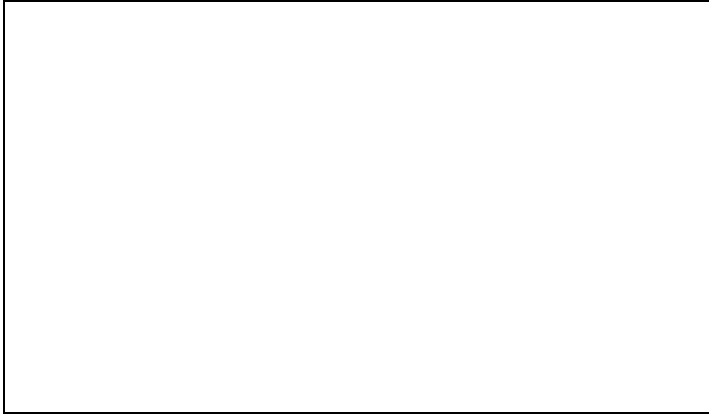
ASSESS: Distribute the *My Neighborhood* worksheet. Have students work independently to complete it.

EXTEND

Photography Encourage students to take a walk in their neighborhood with a parent and take photos of interesting things that they see. Then have them bring in three to five photos and create a collage that includes the photos and labels/descriptions of what they show. Invite students to present their collages to the class.

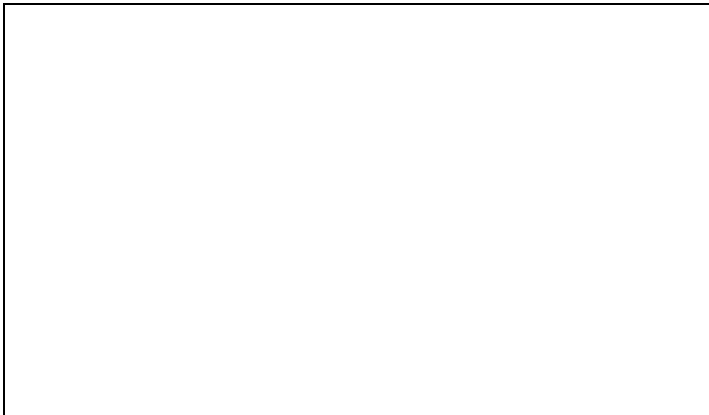
My Neighborhood

Draw a **building** in your neighborhood.



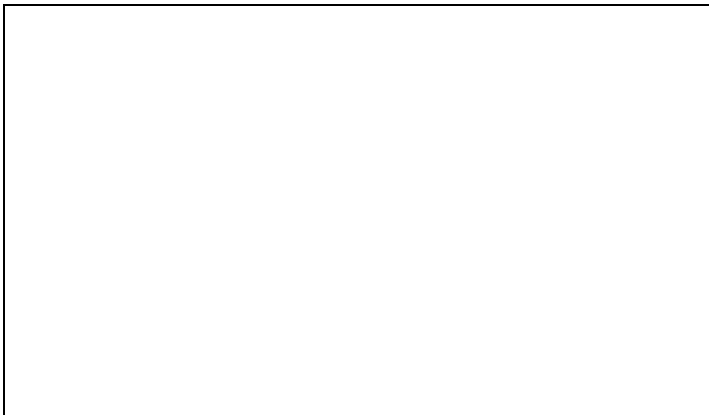
Write about a **building** in your neighborhood.

Draw a **person** in your neighborhood.



Write about a **person** in your neighborhood.

Draw an **animal** in your neighborhood.



Write about an **animal** in your neighborhood.
