

Ladybug®

THEME

Use the texts, lessons, and activities in this teacher guide to help students practice language arts skills while they read about people and animals in wintertime.

CONVERSATION QUESTION

What do people and animals do in winter?

TEACHING OBJECTIVES

- Students will analyze how individuals, events, and ideas develop and interact over the course of a text.
- Students will interpret words and phrases as they are used in a text.
- Students will read closely to determine what a text says explicitly
- Students will write narratives to develop real experiences or events.
- Students will conduct short research projects.
- Students will observe the weather.
- Students will read and analyze short stories.



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

- **Sophie Goes Sock Skating**
Contemporary Realistic Fiction, ~510L
- **Holly Wakes Early**
Fantasy, ~550L
- **Snow, Snow, Above and Below**
Expository Nonfiction, ~750L

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Sophie Goes Sock Skating

pp. 9–11, Contemporary Realistic

Fiction

Teach students how to compare characters using this story about a father and daughter who enjoy a special Saturday together.



RESOURCES

- Compare Characters

OBJECTIVES

- Students will read and analyze a short story.
- Students will analyze how individuals, events, and ideas develop and interact over the course of a text.
- Students will write narratives to develop real experiences or events.

KEY VOCABULARY

- **museum (p. 9)** a building where collections of objects are shown to the public; collections usually connect to art, history, or science
- **ice skating (p. 9)** sliding over ice on special shoes with blades
- **sign (p. 10)** a board that gives information

ENGAGE

Conversation Question: What do people and animals do in winter?

Create a word web on the board with the word *winter* in the center. Discuss what winter weather is like in your region. Then talk with students about special things they wear in winter, eat in winter, and do in winter. Add words to the web during the discussion. Finally, tell students to notice how characters in this story have fun in winter.

INTRODUCE VOCABULARY

Display and read aloud the vocabulary words and definitions. Discuss museums students have visited. Show photos of **museum** exhibits from the internet. Ask students to share their **ice skating** experiences and have them pretend to ice skate. Ask students to point out signs in the classroom and signs at school. Discuss how **signs** are helpful. Tell students to look and listen for these words as you read 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 things do Sophie and Daddy do on their special Saturdays?
2. Where did Daddy live when he was a little boy?
3. Where does Sophie live?
4. Why doesn't Sophie have snowy days?
5. How does Sophie go skating?
6. Does she like sock skating? How can you tell?
7. What does she do after she skates?

SKILL FOCUS: Compare Characters

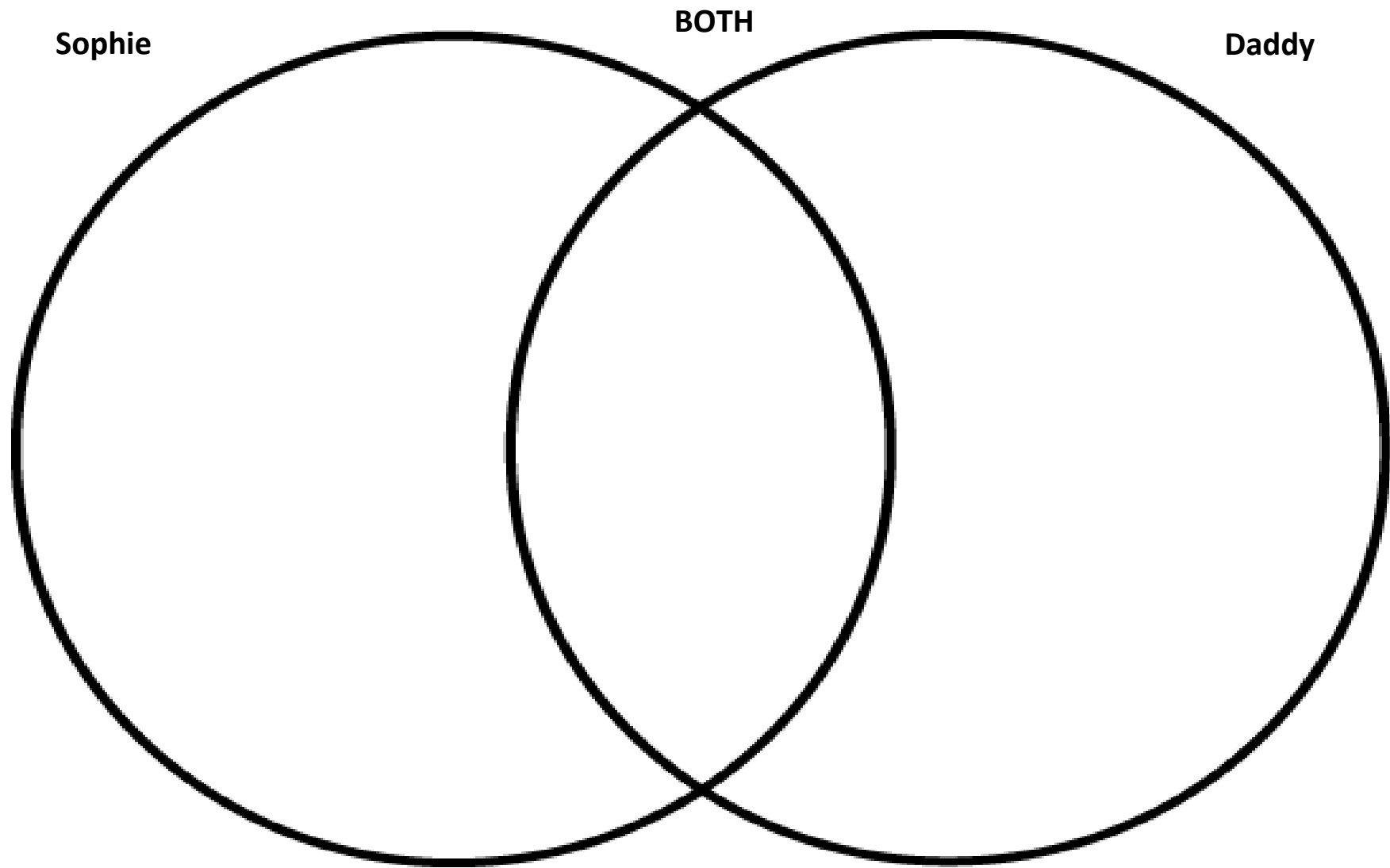
INSTRUCT: Remind students that when we compare two things, we think about how they are the same. Help students compare a pencil and a crayon and list ideas on the board. (Both can be used for drawing and writing.) Then explain that when we contrast two things, we tell how they are different. Help students contrast a pencil and a crayon and list ideas on the board. (A crayon is colored and short; a pencil writes gray and is longer.) Display a Venn diagram, add labels, and demonstrate how to add the pencil and crayon information to the diagram. Next, display and distribute the *Compare Characters* worksheet. Explain that students will use it to compare Sophie and Daddy. Discuss what is similar and different about the characters. (Example: Daddy and Sophie both enjoy their special Saturdays. Daddy grew up in a cold place; Sophie is growing up in a warm place.) Add this information to a new Venn diagram.

ASSESS: Have students work in pairs to complete the diagram.

EXTEND

Writing Remind students that Sophie and Daddy have a special time going sock skating. Tell students they are going to write and draw about a special time they have had in winter. Students can work in groups of three to brainstorm their ideas. After students finish writing and drawing, invite volunteers to share their work.

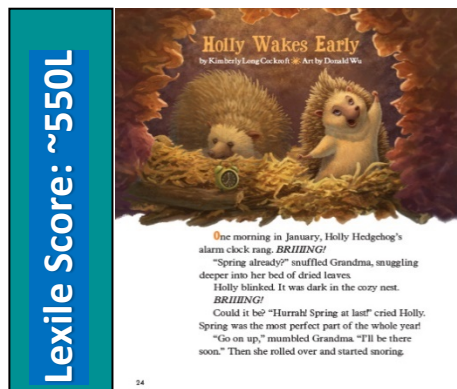
Compare Characters



Holly Wakes Early

pp. 24–31, Fantasy

Use this story about a hibernating hedgehog who wakes up early to help your students recognize sensory details.



ENGAGE

Conversation Question: What do people and animals do in winter?

Ask students to share what they know about hibernation. Make sure students understand that animals that hibernate sleep for a long time when the weather is cold. Discuss animals that hibernate in winter, such as bears, chipmunks, snakes, and skunks. Then tell students that this story is about a hedgehog who hibernates. Have students decide if the things that happen in the story are true or made up.

INTRODUCE VOCABULARY

Display the vocabulary words and read them aloud. Ask volunteers to explain the meanings of familiar words. Acknowledge correct meanings and read the definitions aloud. Then write the words on the board as column heads. Ask students to create sentences about snow using these words. Write the sentences under the vocabulary words.

RESOURCES

- Sensory Details

OBJECTIVES

- Students will read and analyze a fantasy story.
- Students will interpret words and phrases as they are used in a text.
- Students will conduct short research projects.

KEY VOCABULARY

- **soft** (p. 25) easy to press, not hard
- **white** (p. 25) having the color of milk
- **sparkle** (p. 26) make small flashes of light
- **silent** (p. 28) not making noise

READ & DISCUSS

Have students listen carefully as you read the story aloud. Then reread the story, pausing to discuss these questions:

1. How does Holly learn that it is not spring?
2. Why does Grandma call winter the Nasty Part of the year?
3. Why is Milton Mouse surprised to see Holly?
4. How does Holly feel about winter? Does she think it is Nasty?
5. Are the things that happen in this story made-up or real? Explain what makes you think this way.

SKILL FOCUS: Sensory Details

INSTRUCT: Read page 24 aloud. Then ask students to share the pictures they imagined as they listened. Remind students that authors use sensory details, or words that describe what they hear, smell, see, taste, and touch, to help readers create mental pictures as they read. Write the senses on the board as column headings. Ask students to identify words and phrases from the text on page 24 to add to the chart.

ASSESS: Distribute a copy of the *Sensory Details* worksheet to each student. Have students work in pairs to find words and phrases from the story that appeal to their senses and add them to the chart.

EXTEND

Science Bring in nonfiction books about hibernation for students to use in a short research project. Write this focus question on the board: *Why do animals hibernate?* Help students use the books to answer this question. After the class has settled on an accurate answer, have students write and draw to explain why animals hibernate and to give three examples of animals that hibernate.

Sensory Details

Senses	Words and Phrases from the Story
sight	
sound	
taste	
touch	
smell	

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Snow, Snow, Above and Below

p. 34, Expository Nonfiction

Use this article about animals in snow to teach students about facts.



RESOURCES

- Find Facts

OBJECTIVES

- Students will read and analyze a narrative nonfiction text.
- Students will read closely to determine what a text says explicitly.
- Students will observe the weather.

KEY VOCABULARY

- shrew (p. 34)** a small animal that looks like a mouse with a long, pointed nose
- vole (p. 34)** a small animal like a mouse that usually lives underground
- ruffed grouse (p. 34)** a reddish-brown bird that is about 18 inches long and lives in forests

ENGAGE

Conversation Question: What do people and animals do in winter?

Ask students to name animals they see in winter. Discuss where they see animals and where the animals find their food. Invite students to share clues that animals leave behind in winter, such as footprints in the snow or pieces of things they've eaten. Also invite students to share ways that they help animals in winter, such as by putting out birdseed. Finally, explain that this article talks about three animals in winter.

INTRODUCE VOCABULARY

Display the vocabulary words and read them aloud. Then show photos of a vole, a shrew, and a ruffed grouse. Have students match clues in the photos to the definitions to identify each animal. Finally, tell students to look and listen for the words as you read the article.

READ & DISCUSS

Have students listen carefully as you read the article aloud. Then reread the article, pausing to discuss these questions:

- Have you ever played outside on a snowy day? What did you do?
- Where do voles and shrews go in winter?
- Do voles and shrews move slowly or quickly through their tunnels? How do you know?
- What do voles and shrews eat?
- What does the ruffed grouse do in the snow? Why does it do this?

SKILL FOCUS: Find Facts

INSTRUCT: Explain that "Snow, Snow, Above and Below" is a nonfiction article about animals in winter. Explain that the article contains facts, or information that can be proven to be true. Give an example of a simple fact: *snow comes from clouds in the sky*. Tell students they are going to look for the facts in the article. Reread the first paragraph and guide students to understand that it contains questions, not facts. Then reread the second paragraph. Ask students to share animal facts from the paragraph. Next, distribute the *Find Facts* worksheet. Have students work in pairs to fill in the first box with facts about shrews.

ASSESS: Have students work in pairs to complete the worksheet. Challenge students to find two facts about voles and shrews. Then review responses with the class.

EXTEND

Science Have students keep a weather journal. Place a thermometer outside the classroom window. For five days, students record the temperature and draw the sky and any precipitation in their journals. A weather journal is a great way for children to notice their surroundings and appreciate the weather and its effects.

Find Facts

One fact I learned about shrews is

One fact I learned about voles is

One fact I learned about grouse is