

Ladybug®

THEME

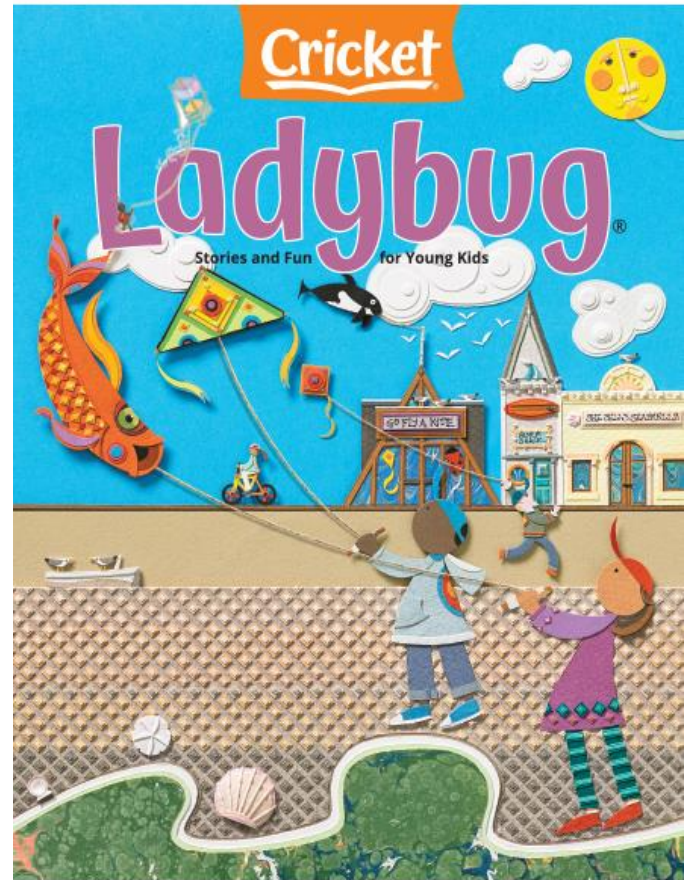
This month's issue of Ladybug magazine is filled with ideas for making art, finding friends, and solving problems. Use the texts and this teacher guide to teach language arts concepts and engage students in a variety of creative activities.

CONVERSATION QUESTION

Where do ideas come from?

TEACHING OBJECTIVES

- Students will read and analyze a short story.
- Students will analyze the structure of texts.
- Students will use watercolors.
- Students will identify the sequence of events within a story.
- Students will learn how individuals develop over the course of a text.
- Students will research and write reports on animals.
- Students will identify a problem and solution.
- Students will perform in a talent show.



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.

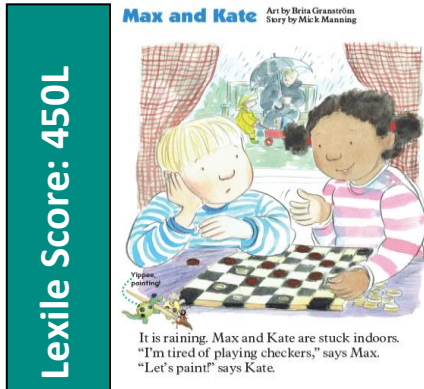
SELECTIONS

- **Max and Kate**
Contemporary Realistic Fiction, ~450L
- **Jenny and Her Friends** Contemporary Realistic Fiction, ~520L
- **Two for One**
Contemporary Realistic Fiction, ~520L

Max and Kate

pp. 3–7, Contemporary Realistic Fiction

Use this story about Max and Kate having fun on a rainy day to help students learn about the sequence of events in a story.



RESOURCES

- Circle Worksheet
- Sequence Worksheet

OBJECTIVES

- Students will read and analyze the structure of text.
- Students will use watercolors.
- Students will identify the sequence of events within a story.

KEY VOCABULARY

- **stuck** (p. 3) not able to change a situation
- **chant** (p. 4) to say something over and over again
- **run** (p. 6) to flow into another area

ENGAGE

Conversation Question: Where do ideas come from?

Give each student a copy of the *Circle Worksheet* and a pen or pencil. Discuss with students things they can draw from a circle—a wheel, a pizza, an elephant, a basketball, a boat, a face, an eye, etc. Then give students a few minutes to turn their circles into something while you do the same on your own copy of the worksheet. Tell students to let their imagination go wild. Share circles and ask students where their ideas came from. Then tell students that a character in the next story gets a good idea, too.

INTRODUCE VOCABULARY

Display and read aloud the vocabulary words and definitions. Talk about times when people get **stuck**—in traffic, inside on a rainy day, in bed when they are sick, etc. Lead the class in the following **chant**: *Rain, rain, go away! Come again another day!* Finally, point out that students know one meaning of the word **run**. Show an image of watercolor paints **running** together (on the internet) and point out how the colors flow into each other. Remind students to look and listen for these words.

READ & DISCUSS

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

1. Why are Max and Kate stuck inside?
2. What does Kate say about playing checkers?
3. Who can you see outside the window on page 3?
4. What do Max and Kate decide to do?
5. What is Kate's idea? Do you think it's a good idea?
6. What happens when Kate takes the painting outside?

SKILL FOCUS: Story Sequence

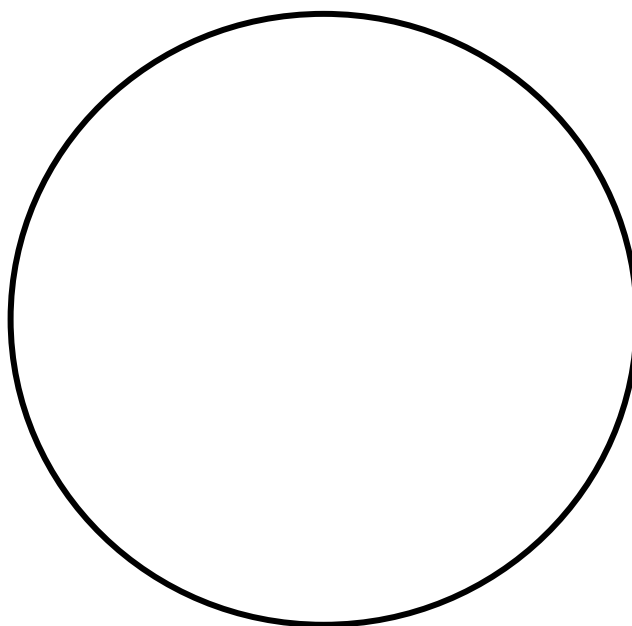
INSTRUCT: Ask students to identify the characters and setting in this story. Then remind students that the things that happen in a story are called events. Write the words *First*, *Next*, *Then*, *Last* in a four-square chart on the board. Explain that students can use these words to tell when events happen in a story. Use the words to discuss the events in this “Max and Kate” story. (*first*: Max and Kate work together to paint a rainbow; *next*: Kate takes the painting outside in the rain; *then*: The paint colors run together; *last*: The sun comes out.)

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

EXTEND

Art: Gather the following supplies for making spray bottle paintings: spray bottles filled with water, paper, watercolor paints, brushes. Have students paint some designs on the paper in different colors. Then have them spray their paintings and notice how the colors run together and the designs change. Display paintings in your classroom.

Circle Worksheet



Sequence Worksheet

<p>First</p>	<p>Next</p>
<p>Then</p>	<p>Last</p>

Jenny and Her Friends

pp. 16–20, Contemporary Realistic Fiction

Teach students to recognize how characters' feelings change using this story about a girl who misses her brother when he goes to school.



RESOURCES

- Changing Feelings

OBJECTIVES

- Students will read and analyze a short story.
- Students will learn how individuals develop over the course of a text.
- Students will research and write reports on animals.

KEY VOCABULARY

- **toad** (p. 17) a small animal that looks like a frog and has rough, bumpy skin
- **peer** (p. 18) to look closely to see something better
- **bound** (p. 18) to run with long steps and lots of energy

ENGAGE

Conversation Question: Where do ideas come from?

Show students a colorful photograph of an animal with unusual features, such as a fennec fox or a blue sea slug. Have students turn and talk with a partner to discuss what they notice and what they wonder about the animal. Invite students to share ideas. Then point out that sometimes ideas come from noticing and wondering. Tell students to pay attention to what the girl in this story notices and wonders about.

INTRODUCE VOCABULARY

Display and read aloud the vocabulary words and definitions. Show a picture of a **toad** and ask students to share what they know about this creature. Then demonstrate peering by pretending to **peer** at something small in your hand. Finally, talk about how people probably feel when they are **bounding** toward something (happy, excited). 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. Why do you think Jenny is sniffling?
2. What is the ant doing?
3. How does Jenny feel after she sees the ant?
4. What is the toad doing?
5. How do the toad and the robin make Jenny feel?
6. How does Mark feel when he gets off the bus?
7. What happened at school?
8. Who are Jenny's friends?

SKILL FOCUS: Character's Changing Feelings

INSTRUCT: Read the story aloud one page at a time as students listen for information about how Jenny feels. After each page, discuss Jenny's feelings and the details in the text and illustrations that helped students understand them. Have students use sticky notes to identify Jenny's feelings on each page. Next, discuss how Jenny's feelings change over the course of the story and why they change.

ASSESS: Distribute the *Changing Feelings* worksheet. Have students work in pairs to complete it. Then discuss responses.

EXTEND

Science: Remind students that Jenny sees an ant, a toad, and a robin. Explain that these animals belong to different animal groups: insects, amphibians, and birds. Mammals, fish, and reptiles are three other animal groups. Divide the class into six groups and assign an animal group to each. Have students choose an animal from their group to research and write about. Have them write animal reports that include facts and drawings.

Changing Feelings

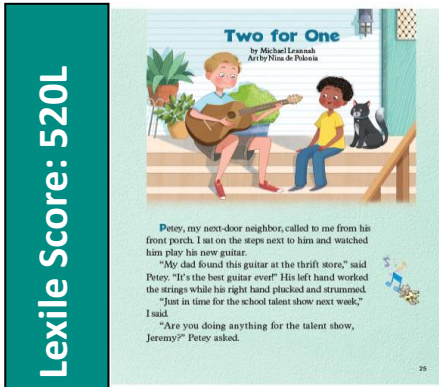
1. How does Jenny feel at the beginning of the story?	What details help show her feelings?
2. How does Jenny feel when she sees the frog?	What details help show her feelings?
3. How does Jenny feel at the end of the story?	What details help show her feelings?

Two for One

pp. 25–29, Contemporary

Realistic Fiction

Help students analyze a story's problem and solution using this story about a boy who helps a friend in need.



RESOURCES

- Problem and Solution

OBJECTIVES

- Students will read and analyze a short story.
- Students will identify a problem and solution.
- Students will perform in a talent show.

KEY VOCABULARY

- **thrift store (p. 25)** a store that sells used goods, such as clothing, toys, and furniture
- **talent show (p. 25)** a show for students to perform using their special skills, like singing, playing an instrument, or dancing
- **gloomy (p. 28)** sad

ENGAGE

Conversation Question: Where do ideas come from?

Explain that people get ideas when they are trying to solve a problem. Read aloud the following scenario and have students turn and talk with a partner about how they would solve the problem: *You see kids playing on the swings. You and your friend want to play on the swings too. Only one swing is free. What do you and your friend do?* After students discuss solutions to this problem, invite them to share their ideas. Then tell them to notice how friends solve a problem in this story.

INTRODUCE VOCABULARY

Display and read aloud the vocabulary words and definitions. Discuss experiences with **thrift stores** and **talent shows**. Then discuss why a person might feel **gloomy**. 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. Which character is telling this story?
2. How does Petey feel about his guitar?
3. How do you think Jeremy feels about not being in the talent show?
4. What does Jeremy mean when he says his eyes "bugged out"?
5. How did Petey get the idea for his song?
6. Why does Petey's voice sound gloomy?
7. How do the friends solve Petey's problem?

SKILL FOCUS: Identify Problem and Solution

INSTRUCT: Talk with students about problems and solutions in familiar stories. Then reread "Two for One." Pause after reading page 27. Discuss Jeremy's problem. (He wants to be in the talent show, but he doesn't play a musical instrument.) Have students write Jeremy's problem on a sticky note and put it on page 27. Then read aloud the first two paragraphs on page 28. Have students write Petey's problem on a sticky note and put it on the page. Read the rest of the story. Discuss how Petey's and Jeremy's problems are solved together. Have students write the solution on a sticky note and put it on page 29.

ASSESS: Distribute the *Problem and Solution* worksheet to all students and have them work independently to complete it.

EXTEND

Talent Show: Hold a classroom talent show to give students an opportunity to share their special skills with their classmates. Students might want to sing (solo or with other students), dance, play an instrument, hula hoop, tell a joke, etc. Meet with students one at a time to discuss what they will perform for the talent show. Provide recorded music and a microphone, if possible.

Problem and Solution

Jeremy's Problem:	How Jeremy's Problem Is Solved:
Petey's Problem:	How Petey's Problem Is Solved: