

Ladybug®

THEME

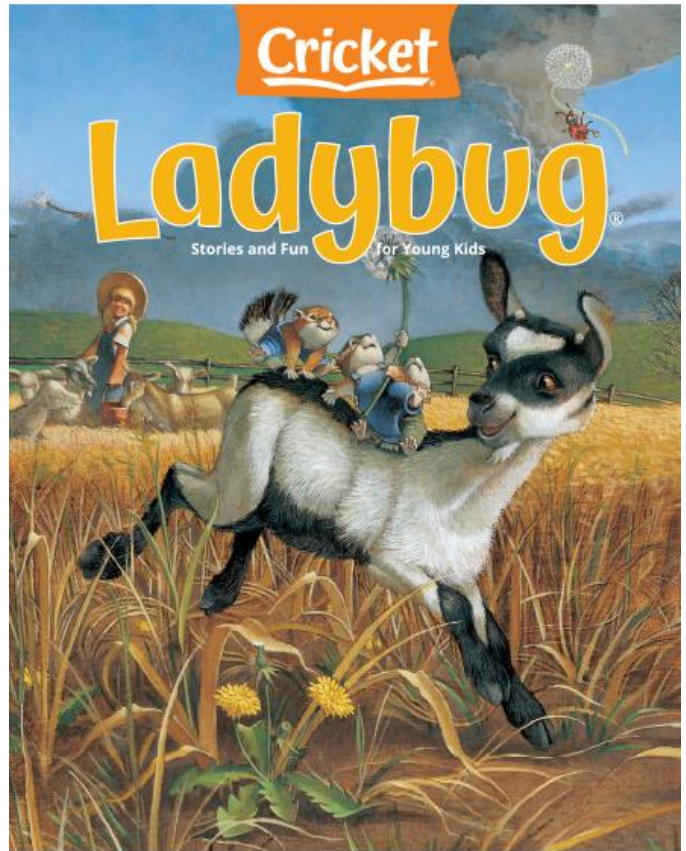
Spring is here—time for students to go outside and use their senses to explore the world. Help your students learn about flowers and trees and practice reading and language arts skills using the lessons and activities in this teacher guide.

CONVERSATION QUESTION

What can we learn about flowers and trees?

TEACHING OBJECTIVES

- Students will read and analyze short stories.
- Students will recognize the key elements of literary texts.
- Students will read and analyze a poem.
- Students will apply grade-level phonics and word analysis skills in decoding words.
- Students will analyze how individuals, events, and ideas interact.
- Students will create short research reports on insects.
- Students will plant morning glory seeds and observe their growth.
- Students will go on a nature hike, use their senses, and draw and write about trees.



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

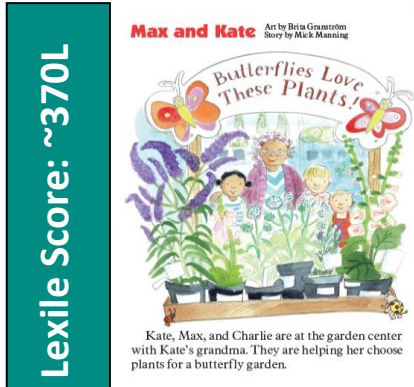
- **Max and Kate**
Contemporary Realistic Fiction, ~370L
- **Morning Glory**
Poem, ~550L
- **Phil and Bert: A Tale of Two Tree Nuts**
Fantasy, ~550L

Ladybug® Teacher Guide: April 2023

Max and Kate

pp. 3–7, Contemporary Realistic Fiction

Use this story about buying plants for a butterfly garden to help students learn the elements of a story.



RESOURCES

- Story Map

OBJECTIVES

- Students will read and analyze a short story.
- Students will recognize the key elements of literary texts.
- Students will create short research reports on insects.

KEY VOCABULARY

- **garden center (p. 3)** a store that sells plants and other supplies for gardening
- **bush (p. 4)** a plant that is smaller than a tree
- **plant (p. 5)** to put a plant or seed in the ground to grow

ENGAGE

Conversation Question: What can we learn about trees and flowers?

Discuss which kinds of insects like flowers (bees, butterflies, moths, beetles). Ask students to talk about seeds or flowers that they have planted this spring. Then ask what kinds of insects they notice in their gardens or in the gardens in a park. Finally, read the title aloud (“Butterflies Love These Plants!”) and explain that students are going to learn about making a butterfly garden in this story.

INTRODUCE VOCABULARY

Display and read aloud the vocabulary words. Ask volunteers to explain familiar words. Then read the definitions aloud. Next, display the sentence frames below and have students suggest words to fill in the blanks. Finally, remind students to look and listen for the vocabulary words in the story.

1. At the **garden center**, we bought _____.
2. I saw a _____ flying over the **bush**.
3. I will **plant** _____ seeds in the garden.

READ & DISCUSS

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

1. How do Max, Kate, and Charlie help Grandma at the garden center?
2. Which plant is tall? Which plant is prickly?
3. Do the butterflies come right away? Why or why not?
4. Why does Kate make a sign? Can the butterflies read it?
5. What happens after lunch?

SKILL FOCUS: Story Elements

INSTRUCT: Discuss the different elements of a story with students—characters, setting, events. Use one or two familiar stories to point out and discuss examples of these elements. Then distribute a copy of the *Story Map* to each student and display a larger version on the board.

ASSESS: Reread the story, pausing to allow students to fill in the different sections of the story map as you do the same with the larger version on the board. After students have completed their maps, have them choose one of these story starters to write about the story:

I liked this story because _____.

I did not like this story because _____.

EXTEND

Science: Have students choose an insect to study and use nonfiction books to learn about its body parts, the foods it eats, and the things it can do. Students can draw a picture of the insect and label its parts. Then they can write two or three interesting facts about their insect. Invite students to share their insect reports with the class.

Story Map

Title: _____

Who are the **characters**? Write their names.



Where does the story happen? Write or draw the **setting**.



What happens in the story? Write or draw the **events**.

In the **beginning**



In the **middle**



In the **end**



Morning Glory

p. 11, Poem

Use this poem about a beautiful climbing morning glory vine to help students recognize vowel sounds and consonant blends.



RESOURCES

- Vowel Sounds and Consonant Blends (2 pages)

OBJECTIVES

- Students will read and analyze a short story.
- Students will apply grade-level phonics and word analysis skills in decoding words.
- Students will plant morning glory seeds and observe their growth.

KEY VOCABULARY

- **vine (p. 11)** a plant with a long, thin, stem that can climb on fences, trees, and other tall objects
- **twining (p. 11)** twisting or wrapping around something
- **trumpet (p. 11)** a brass musical instrument that you blow into to make sounds

ENGAGE

Conversation Question: What can we learn about trees and flowers?

Show students several photos of different climbing vines. Work with students to brainstorm words that describe what the plants are doing: *twisting, climbing, reaching, winding*, etc. Note words on the board. Next, show students a photo of a morning glory vine. Explain that the poem they are about to read describes this plant. Later, return to the list of words students generated and check if any appear in the poem.

INTRODUCE VOCABULARY

Use the illustration on page 11 as you discuss the vocabulary words and definitions one at a time. Ask students how they can tell the illustration on page 11 shows a **vine**. Have students point to places in the illustration that show the plant **twining**. Show a photo of a **trumpet** as you introduce this word. Point out the bell of the trumpet and ask students if they see anything in the illustration that looks similar. Finally, remind them to look and listen for the vocabulary words in the poem.

READ & DISCUSS

Have students listen carefully as you read the poem aloud twice. The second time, have them pretend to be the vine and do what the boy in the pictures does. Then read the poem a third time, pausing to discuss these questions:

1. How can you tell this is a poem and not a story?
2. How do you feel about this poem?
3. What does a morning glory vine do as it grows?
4. What is the morning glory reaching for?
5. Find a detail that appeals to your sense of sight.
6. Find a detail that appeals to your sense of sound.

SKILL FOCUS: Phonics Skills

INSTRUCT: Explain that poets often choose words for the sounds they make and that students are going to look at some of the word sounds in “Morning Glory.”

Review long- and short-vowel sounds and beginning blends *cl*, *tr*, *tw*, *gr*. Distribute the two-page *Vowel Sounds and Consonant Blends* activity pages. The second page contains words that should be cut out by the teacher or the students prior to the activity.

ASSESS: Have students work in pairs to match the beginning blend words (gray) with the beginning blend squares (gray). Then have them match the vowel-sound words (white) with the vowel-sound squares (white). Finally, have pairs clap out the number of syllables in each word.

EXTEND

Science: Use one or two plastic window boxes filled with potting soil to plant morning glory seeds with your class. Have each student plant a seed. Then create a trellis for the morning glories to climb. Tie or tape lengths of string from the top of a sunny window. Tape other ends to the window box. Have students observe changes in the plants as they grow, keep track of blooms, and share watering duties.

Vowel Sounds and Consonant Blends (page 1 of 2)

Match the words to the correct squares on this card.

beginning blend cl <u>c</u> lap	beginning blend tr <u>t</u> rip	beginning blend tw <u>t</u> win
beginning blend gr <u>g</u> rin	long i sound <u>i</u> te	short i sound <u>i</u> g
long a sound <u>a</u> il	short a sound <u>a</u> p	long e sound <u>e</u> af

Vowel Sounds and Consonant Blends (page 2 of 2)

Cut out the words below.



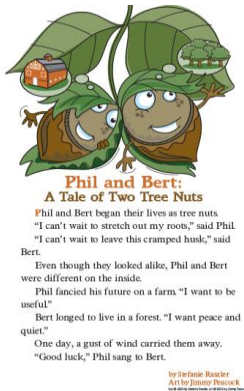
climbing	trumpet	twisting
grow	vine	little
sailing	wrapping	reaching

Phil and Bert: A Tale of Two Tree Nuts

pp. 12–16, Fantasy

Use this story about two tree nuts and how they grow to help students understand cause-and-effect relationships.

Lexile Score: ~550L



RESOURCES

- Cause and Effect

OBJECTIVES

- Students will read and analyze a poem.
- Students will analyze how individuals, events, and ideas interact.
- Students will go on a nature hike, use their senses, and draw and write about trees.

KEY VOCABULARY

- **roots (p. 12)** parts of a plant that usually grow underground; roots hold a plant in the soil and take up water
- **husk (p. 12)** the thin cover on some seeds and fruits
- **soil (p. 14)** the top layer of dirt that plants grow in

ENGAGE

Conversation Question: What can we learn about trees and flowers?

Use these questions to discuss trees: *Where do trees come from? What do trees need? How long does it take a tree to grow?* Share the story title with students. Point out that a tree nut is a nut that grows on trees. Invite students to name examples of tree nuts (pecans, almonds, walnuts, hazelnuts, etc.). Then explain that tree nuts contain seeds inside and can be planted to grow more trees. Tell students to look and listen for story information about how trees grow and what they need.

INTRODUCE VOCABULARY

Display and read aloud the vocabulary words and definitions. Use internet photos to discuss the words. Find photos that show underground plant roots, hazelnut husks, and small plants being planted in soil. Invite students to find similar images in the story illustrations. 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. Who are Phil and Bert?
2. How are Phil and Bert different on the inside?
3. How do Phil and Bert get to the park?
4. What did Phil and Bert do with the sun, rain, and soil? How did doing these things help them?
5. What happened to their roots, branches, and trunks as they grew?
6. Why do Phil and Bert feel lucky at the end of the story?

SKILL FOCUS: Cause-and-Effect Relationships

INSTRUCT: Explain that a cause is an event that makes another event happen. An effect is what happens. Turn off the classroom lights. Ask what caused the classroom to become dark. Point out that a cause (turning off lights) happens first, and an effect (darkened classroom) happens last. Display a three-column chart with the headings *Cause*: Why did it happen? *Event*: What happened? *Effect*: What effect did the event have?

ASSESS: Distribute the *Cause and Effect* worksheet. Read aloud the events from the story in the middle column. Tell student to write the causes and effects in the proper column. Discuss responses as a class.

EXTEND

Science: Take students on a hike around the school, in a park, or in a local nature preserve. Have students bring paper and pencils to draw and write about the trees they see. Discuss the things students experience with each of their senses. If possible, celebrate Arbor Day with students (April 28th) by planting a tree on school grounds.

Cause and Effect

Cause Why did it happen?	Event What happened?	Effect What happened as a result?
	Phil and Bert got carried away.	
	Phil's and Bert's roots became intertwined.	
	Phil's and Bert's branches smashed and clashed and their trunk teetered.	