

Ladybug®

THEME

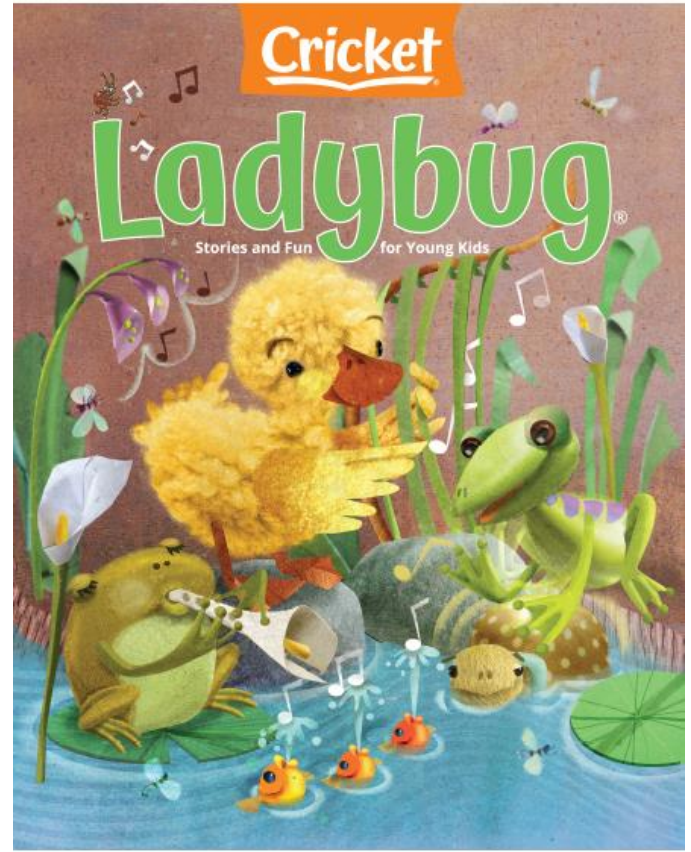
Use the texts, lessons, and activities in this teacher guide to help students practice language arts skills, while they learn about where different animals live.

CONVERSATION QUESTION

Where do animals live?

TEACHING OBJECTIVES

- Students will read and analyze short stories.
- Students will integrate and evaluate content presented in diverse media and formats.
- Students will interpret words and phrases as they are used in a text.
- Students will analyze how individuals develop over the course of a text.
- Students will conduct research on beaver lodges.
- Students will conduct short research reports on where different animals lay eggs.
- Students will conduct short research reports on burrowing 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

- **Max and Kate**
Contemporary Realistic Fiction, ~560L
- **Still Water Adventure**
Contemporary Realistic Fiction, ~570L
- **A Puffling's Tale**
Fantasy, ~690L

Ladybug® Teacher Guide: May/June 2023

Max and Kate

pp. 3–7, Contemporary Realistic Fiction

Use this story about beavers in a nature preserve to teach students how to use words and illustrations in a story to describe setting, characters, and events.



Lexile Score: ~560L

RESOURCES

- Notice Story Details

OBJECTIVES

- Students will read and analyze a short story.
- Students will integrate and evaluate content presented in diverse media and formats.
- Students will conduct research on beaver lodges.

KEY VOCABULARY

- **beaver (p. 3)** a small animal that has thick, brown fur and a wide, flat tail
- **nature preserve (p. 3)** an area where plants, animals, and other wildlife are protected
- **branch (p. 6)** a part of a tree that grows out from the trunk

ENGAGE

Conversation Question: Where do animals live?

Ask students to think about what things animals need to survive. Help students recognize that animals need food and water. Discuss foods eaten by familiar animals (birds, squirrels, fish, dogs, cats, etc.). Then ask where animals go to sleep and stay safe. Point out that animals, like people, have homes. Discuss where these animals live: a honeybee, bird, spider, and a frog. Explain that the next story tells about the homes that beavers build and live in. Tell students to listen for information about beaver homes as you read the story aloud.

INTRODUCE VOCABULARY

Display the vocabulary words and read them aloud. Ask volunteers to explain the meanings of familiar words. Acknowledge correct meanings and then read the definitions aloud. Then ask students to share what they know about beavers, nature preserves, and branches. Finally, tell students to look and listen for the 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 are Max and Kate exploring the nature preserve? Are they hiking or doing something else?
2. What kind of animal home do you see on page 3?
3. What makes the nature preserve a good place to look for beavers?
4. How would you describe the beaver on page 4?
5. What does the beaver do to make its house?
6. What do Max and Kate learn about beavers?

SKILL FOCUS: Notice Story Details

INSTRUCT: Remind students that authors use words and illustrations to tell a story. Illustrations can help readers learn more about the setting, characters, and events in a story. Reread page 3 aloud. Ask students what they learn about characters, setting, and events from the words. Then display the illustration on this page and have students turn and talk with a partner about interesting things they notice in the illustration. Finally, ask students to share what they learn about characters, setting, and events from the illustration.

ASSESS: Distribute a copy of the *Notice Story Details* worksheet to each student. Have students use information from the words and the illustrations in the story to complete the activity.

EXTEND

Science: Have students conduct research using books and the internet to learn more about what a beaver lodge looks like. Then have students draw a picture of the inside of a lodge, showing what a beaver might be doing in its lodge. Finally, have each student write an interesting fact about beavers or beaver lodges under their picture.

Notice Story Details

How does a beaver build a lodge?

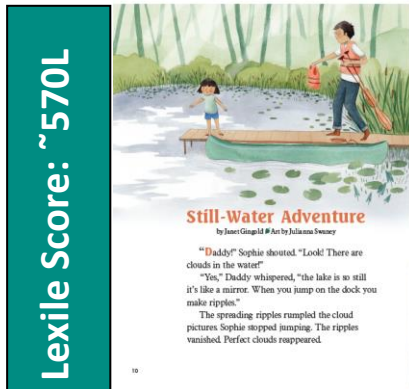
The words tell me...

The illustrations tell me...

Still Water Adventure

pp. 10–15, Contemporary Realistic Fiction

Use this story about a girl and her father on a canoe ride to give students practice in noticing sensory details.



RESOURCES

- Sensory Details

OBJECTIVES

- Students will read and analyze a short story.
- Students will interpret words and phrases as they are used in a text.
- Students will conduct short research reports on where different animals lay eggs.

KEY VOCABULARY

- **dock (p. 10)** a structure that goes out onto the water so a boat can be tied to it
- **canoe (p. 11)** a long narrow boat that is pointed at both ends
- **paddle (p. 11)** a long pole with a flat part on one end used to move a boat
- **life jacket (p. 11)** a vest that helps you float in water
- **shore (p. 13)** the land that is next to a lake or ocean

ENGAGE

Conversation Question: Where do animals live?

Point out that a lake is home to many different plants and animals. Show an image of a pond or a small lake. Ask students to name different things they might see in or by a lake (lily pads, cattails, frogs, turtles, fish, ducks, herons, dragonflies, etc.). Finally, tell students this story is about a girl and her father who go out on a lake to explore nature. Tell students to pay attention to the plants and animals the girl sees.

INTRODUCE VOCABULARY

Display and read aloud the vocabulary words and definitions. Have students work in pairs to find examples of these words in the pictures on pages 9–10. Invite volunteers to share what they find. Then 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 makes Sophie think there are clouds in the water?
2. Why does Daddy say, “Let’s see how quiet we can be”?
3. What shape are the leaves in the water?
4. What are the turtle’s paddles?
5. What happens after the heron flies away?

SKILL FOCUS: Notice Sensory Details

INSTRUCT: Explain that sensory details are details in writing that describe what is being seen, heard, touched, tasted, and smelled. Also explain that sensory details help readers imagine and understand what is happening in a story. Point out that in this story, many details help readers imagine what things look like and what they sound like. Display a chart with two columns and pictures of an eye and an ear as column heads. Explain that sight details might describe size, color, shapes, and attributes. Sound details might tell about sounds made by animals, people, and things. Next, read aloud story page 10. Pause after each sentence. Discuss with students details that describe sights and sounds in the story. Add these to the chart.

ASSESS: Distribute the *Sensory Details* worksheet. Read aloud page 12 of the story, pausing after each sentence. Have students turn and talk to a partner about details that help them imagine sights and sounds in the story. Then have them add these to their worksheet.

EXTEND

Science: Tell students that dragonflies, turtles, and herons have something in common—they all lay eggs. Provide students with library books they can use to find out where each creature lays its eggs. Have students draw pictures to show this and label each picture with a sentence that tells where the eggs are laid.

Sensory Details



see

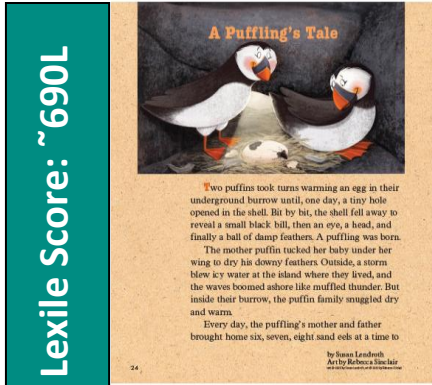


hear

A Puffling's Tale

pp. 24–30, Fantasy

Use this story about a newly hatched puffling that grows into a small bird to help students think about the sequence of events in stories.



RESOURCES

- Story Sequence

OBJECTIVES

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

KEY VOCABULARY

- **puffling** (p. 24) a puffin chick
- **puffin** (p. 24) a black-and-white seabird that lives in the north Atlantic and has a large, colorful bill
- **burrow** (p. 24) a hole or tunnel in the ground that an animal makes to live in

ENGAGE

Conversation Question: Where do animals live?

Point out that some animals live underground in holes and tunnels. Have students turn and talk to brainstorm examples of animals that live underground. Then ask students to share their ideas, which might include worms, ants, moles, prairie dogs, groundhogs, chipmunks, and snakes. Next, explain that some animals live underground for their whole lives. Other animals live underground for a part of their lives. Tell students to notice how long the animal in this story lives underground.

INTRODUCE VOCABULARY

Display and read aloud the vocabulary words and definitions. Next, display images of a puffin, a puffling, and a puffin burrow. Discuss what students notice in each image. Then give each student three sticky notes or small pieces of paper. Have them copy one vocabulary word on each and draw pictures to go with the words. Finally, remind students to look and listen for the vocabulary 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 does the puffling look like when it first hatches?
2. How does the burrow protect the puffins?
3. What does the puffling eat?
4. What does the puffling say about its bill?
5. How does the puffling's mother keep him warm and dry?
6. Why do you think the puffling's parents stop bringing him food?
7. What does the puffling do at the end of the story?

SKILL FOCUS: Story Sequence

INSTRUCT: Show a photo of a baby and talk about the things students did as babies and the things they can do now. Ask students how they have changed since they were babies. Then discuss how the puffling in the story changes as he grows. Reread the story slowly, pausing to discuss how the puffling grows and changes from "a ball of damp feathers" (p. 25) to a small bird "gliding on the wind toward new adventures" (p. 30).

ASSESS: Distribute the *Story Sequence* worksheet to students. Have students complete the worksheet by drawing and/or writing three ways the puffling changes in the middle of the story.

EXTEND

Science: Provide books and magazines with information about animals that live in burrows. Have students choose an animal to learn about. Then have them collect three facts about their animal, draw a picture of the animal in its burrow, and write their facts below the drawing. Invite students to share their drawings with the class.

Story Sequence

Beginning: The puffling looks like a ball of feathers.

Middle: How does the puffling change?

1

2

3

End: The puffling flies away.