

# Ladybug®

## THEME

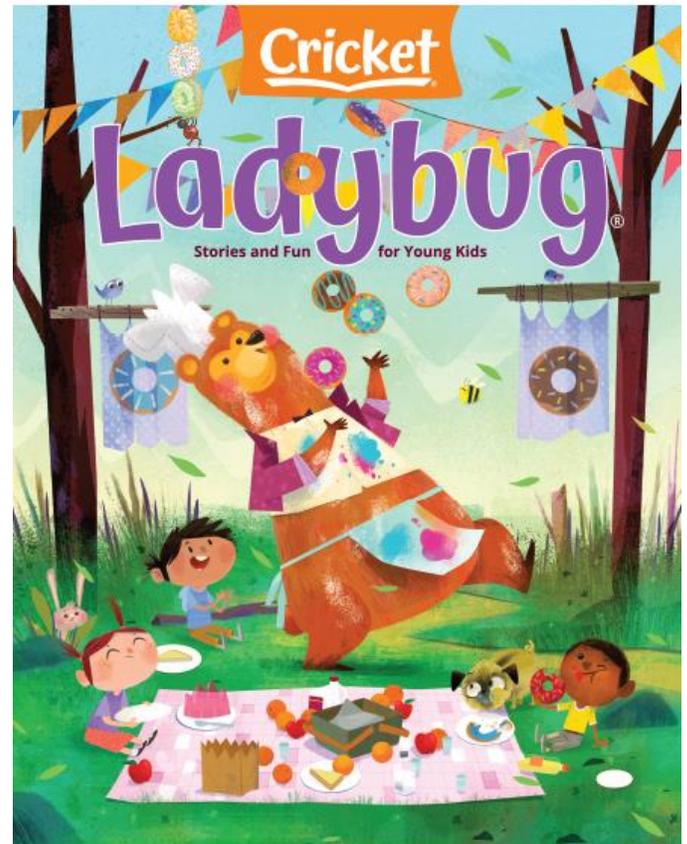
From the moment they wake up until it's time for bed, young students are busy people. Use the texts, lessons, and activities in this teacher guide to help students practice language arts, science, and social studies skills while they explore the daily adventures of different characters.

## CONVERSATION QUESTION

What happens in our day?

## TEACHING OBJECTIVES

- Students will read closely to determine what the text says explicitly.
- Students will read and analyze a non-fiction article.
- Students will write narratives to develop imagined events.
- Students will read and analyze a rebus story.
- Students will analyze how individuals develop over the course of a text.
- Students will use maps to locate places and measure distances.
- Students will read and analyze a short story.
- Students will write informative texts about insects.
- Students will write letters to develop imaginary experiences and events.



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

- **Breakfast Around the World**  
Narrative Nonfiction, ~1070L
- **Cricket in the Classroom**  
Rebus Story
- **Just Enough for Me**  
Contemporary Realistic Fiction, ~490L

## Breakfast Around the World

pp. 8–11, Narrative Nonfiction

Help students practice reading for information using this article about what kids around the world eat for breakfast.

Lexile Score: ~1070L



## RESOURCES

- Reading for Information
- Headings

## OBJECTIVES

- Students will read and analyze a nonfiction article.
- Students will read closely to determine what the text says explicitly.
- Students will use maps to locate places and measure distances.

## KEY VOCABULARY

- **pastry dough (p. 8)** dough that is used to make pies and other baked goods
- **munch (p. 8)** to eat in a noisy way
- **porridge (p. 8)** oatmeal
- **slurp (p. 9)** to drink in a noisy way
- **herring (p. 9)** a kind of fish
- **gobble (p. 11)** to eat something quickly

## ENGAGE

**Conversation Question:** What happens in our day?

Ask students to describe things they do in the morning before school. Discuss the foods students eat for breakfast before school and if they eat different breakfast foods on the weekend. Then ask students to describe their favorite breakfasts. Explain that they are going to read a nonfiction article about different foods that kids around the world eat for breakfast.

## INTRODUCE VOCABULARY

Display and read aloud the vocabulary words. Ask volunteers to explain familiar words. Then read the definitions aloud. Display a T-chart labeled “Food Words” and “Eating Words.” Work with students to place the words in the correct columns. Then remind students to look and listen for these words as you read the article aloud.

## READ & DISCUSS

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

1. In which countries do kids eat sweet breakfast foods?
2. In which countries do kids eat breakfasts that aren't sweet?
3. What are some things that grown-ups have for breakfast?
4. Which breakfasts surprised you?
5. Have you eaten any of these foods?
6. Have your ideas about what you'd like to eat for breakfast changed?

## SKILL FOCUS: Reading for Information

**INSTRUCT:** Point out that “Breakfast Around the World” is a nonfiction text that gives readers real information about a topic. Ask students what the author of “Breakfast Around the World” wants readers to learn about. Next, point out the article’s headings. Explain that headings tell readers what a section of text is about. Ask students to point to the section that tells what kids in Norway eat for breakfast. Then reread this section aloud. Have students turn and talk to identify something kids in Norway eat for breakfast.

Distribute a set of *Headings* to pairs of students and the *Reading for Information* worksheet to all students. Have each partner choose four different *headings*. Model the activity: Write or glue a *heading* in the table on the worksheet. Find the page number where this section appears in the article and add this to the table. Read the section aloud and use a think-aloud to show how to find an interesting fact about what kids eat for breakfast in this place. Add this to the table.

**ASSESS:** Have partners complete the worksheet. Ask volunteers to share their work and explain how they found the information in the article.

## EXTEND

**Geography:** Help students use a world map to locate the places mentioned in the article. Ask them to notice which place is closest to their location and which is farthest away. Invite students to share what they know about these places and which, if any, they have visited. Encourage students to find library books to learn more about one of the places.

Reading for Information

| Place | Page Number | Breakfast Information |
|-------|-------------|-----------------------|
|       |             |                       |
|       |             |                       |
|       |             |                       |
|       |             |                       |

**Headings** Distribute one set of placename headings to each pair of students.

|        |            |        |             |
|--------|------------|--------|-------------|
| Spain  | Vietnam    | Ghana  | Norway      |
| France | Costa Rica | France | New Orleans |

|        |            |        |             |
|--------|------------|--------|-------------|
| Spain  | Vietnam    | Ghana  | Norway      |
| France | Costa Rica | France | New Orleans |

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| Spain  | Vietnam    | Ghana  | Norway      |
| France | Costa Rica | France | New Orleans |

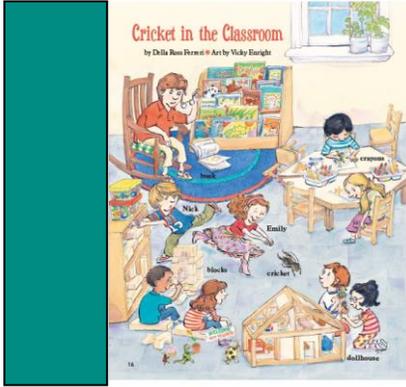
|        |            |        |             |
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| Spain  | Vietnam    | Ghana  | Norway      |
| France | Costa Rica | France | New Orleans |

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|--------|------------|--------|-------------|
| Spain  | Vietnam    | Ghana  | Norway      |
| France | Costa Rica | France | New Orleans |

## Cricket in the Classroom

pp. 16–18, Rebus Story

After reading this rebus story about a cricket in a classroom, have your students write their own rebus stories.



### OBJECTIVES

- Students will read and analyze a rebus story.
- Students will write narratives to develop imagined events.
- Students will write informative texts about insects.

### KEY VOCABULARY

- **cricket** (p. 16) a small black insect that jumps high and that makes loud, high-pitched noises

### ENGAGE

**Conversation Question:** What happens in our day?

Ask students to share their favorite classroom activities. Then ask them to tell about times when a mouse, bumblebee, fly, or another creature got into their classroom or home—how did people react? Did they ignore the creature or try to get it out of the classroom/home? Tell students to notice who visits the classroom in this story.

### INTRODUCE VOCABULARY

Display the vocabulary word and read it and the definition aloud. Invite students to share what they know about crickets. Ask students if they can name any books or movies with cricket characters in them. Then tell students to pay attention to what the cricket in this story does.

### READ & DISCUSS

Go over the picture words. Then have students say these words as you read the story aloud. After reading the story together a second time, use these questions for discussion:

1. Who are the characters in this story?
2. Who notices the cricket first?
3. Where is the cricket at the beginning of the story?
4. What does the cricket jump onto? Into?
5. How do Emily and Nick help the cricket?
6. Where is the cricket's new home?

### SKILL FOCUS: Write a Rebus Story

**INSTRUCT:** Tell students they will write their own rebus stories. Practice together first by displaying the title and sentences below. Read each sentence aloud and have students identify two words in each sentence that they could easily replace with pictures. Circle these words, and have students copy the sentences and draw pictures to replace them.

#### Cricket in My Bedroom

- The cricket jumped onto my bed.
- The cricket jumped onto my comb.
- Then the cricket crawled inside my sock.

**ASSESS:** Have students write a short story, three to five sentences, about a cricket or another kind of insect and some funny places it goes in a house. Then have them circle two words in each sentence that they can replace with simple pictures. Finally, have them rewrite the story to add the pictures. Create a classroom book for students' rebus stories.

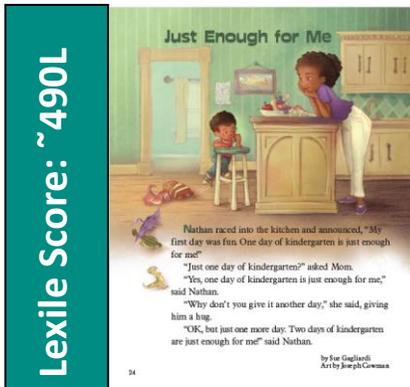
### EXTEND

**Science:** Use a short, informational video from the internet to teach students the basic characteristics of insects. Provide students with nonfiction books about insects and have each student choose an insect to research and write about. Reports should include the insect's name, a picture of the insect, and two or three interesting facts about it.

## Just Enough for Me

pp. 24–29, Contemporary Realistic Fiction

Teach students to recognize how characters' feelings change, using this story about a kindergartner who feels that one day of kindergarten is just enough for him.



## RESOURCES

- Character Feelings

## OBJECTIVES

- Students will read and analyze a short story.
- Students will analyze how individuals develop over the course of a text.
- Students will write letters to develop imaginary experiences and events.

## KEY VOCABULARY

- **enough (p. 24)** the right amount of something
- **return (p. 27)** to bring something back to the place that it came from

## ENGAGE

**Conversation Question:** What happens in our day?

Talk with students about what they do when the school day is over—do they go home or to after-school care? What do they have for snacks? Who do they share the events of their day with? Tell students “Just Enough for Me” begins when a boy comes home from his first day of kindergarten. Ask students to predict what the boy will tell his mom.

## INTRODUCE VOCABULARY

Display the vocabulary words and read aloud the words and definitions. Talk with students about how they could use the word *enough* to answer these questions: *Do you want some more milk? May I have another cookie?* Then talk about things that need to be returned to where they came from at the end of the day (toys, books, etc.). 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, pausing to discuss these questions:

1. What does Nathan tell his mother when he gets home from school from his first day of kindergarten?
2. Name two things Nathan does on his second day of kindergarten.
3. What makes Nathan decide to go to kindergarten for a third day?
4. What happens on day three to make Nathan stay another week?
5. What convinces Nathan to stay in kindergarten for the whole year?

## SKILL FOCUS: Inferring Character Emotions

**INSTRUCT:** Ask students if they've ever felt nervous about the first day of school. Share some things that make you, as a teacher, nervous about the first day of school. Then ask what made students feel nervous. Examples: my teacher might be mean; I might not be able to find the bathroom; etc.

Next, talk about how Nathan seems to feel about going to kindergarten at the beginning of the story. Why does he say one day of kindergarten is “just enough”? Then ask if Nathan gets more or less nervous about kindergarten as the story continues. How can students tell? Finally, have students turn and talk with a partner to describe Nathan's feelings at the end of the story. As a class, talk about how Nathan's feelings change.

**ASSESS:** Distribute the *Character Feelings* worksheet. Have students draw the emoji that shows Nathan's feelings at the beginning of the story. Also have them write about how Nathan feels. Then have students draw and write about how Nathan feels at the story's end.

## EXTEND

**Writing/SEL:** Talk with students about how they can make a classmate who is sad or nervous feel better. What words could they say? What things could they do? Tell students to imagine that Nathan is their classmate. Have them write a note to Nathan to help him feel better about going to kindergarten. Have students share notes in small groups.

## Character Feelings How does Nathan feel?



### Beginning of the Story

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### End of the Story

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