

Ladybug®

THEME

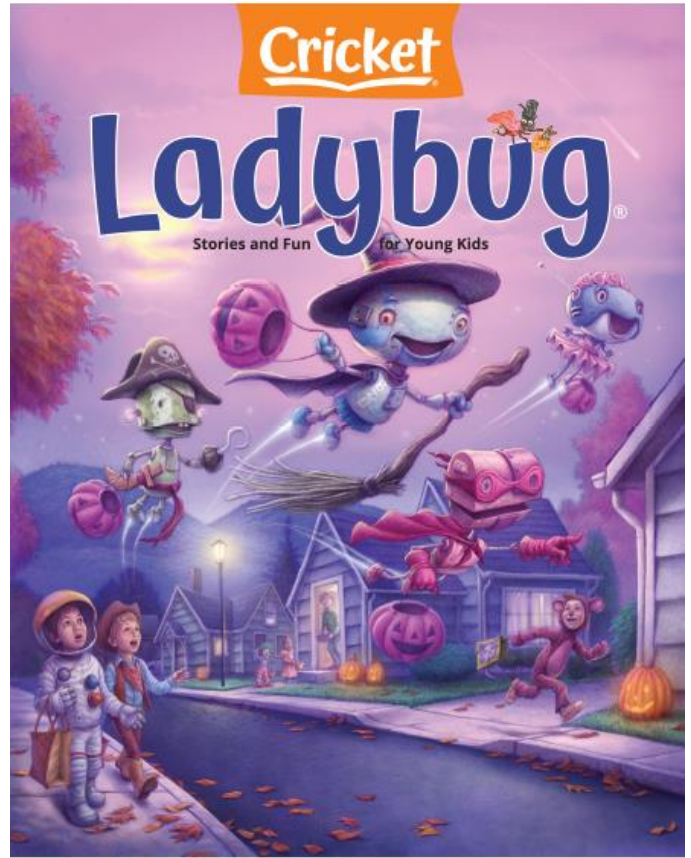
The stories and poems in this month's *Ladybug* show all kinds of characters having fun in fall. Use the texts and minilessons in this teacher guide to help students practice language arts skills. Go beyond the texts with engaging science and art activities.

CONVERSATION QUESTION

What makes fall fun?

TEACHING OBJECTIVES

- Students will read and analyze a short story.
- Students analyze the structure of texts.
- Students will interpret words and phrases as they are used in a text.
- Students will read and analyze a poem.
- Students will analyze how individuals, events, and ideas develop and interact.
- Students will use measurement tools.
- Students will collect information about sensory experiences.
- Students will write and draw to convey ideas and information clearly and accurately.



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.

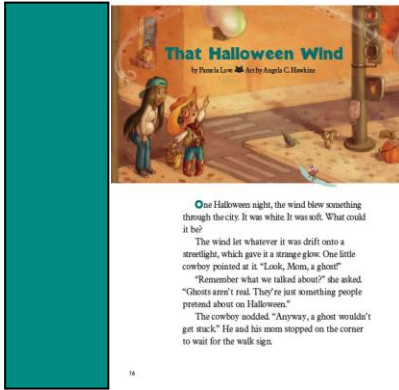
SELECTIONS

- **That Halloween Wind**
Mystery
- **Fall Embraces**
Poem
- **The Halloween Parade Problem**
Fantasy

That Halloween Wind

pp. 16–20, Mystery

Help students recognize sequence of events using this story about trick-or-treaters who notice a mysterious object.



OBJECTIVES

- Students will read and analyze a short story.
- Students will analyze the structure of texts.
- Students will use measurement tools.

KEY VOCABULARY

- **drift** (p. 16) move slowly on wind or water
- **yanked** (p. 17) pulled something quickly
- **swirled** (p. 19) moved in circles

ENGAGE

Conversation Question: What makes fall fun?

Ask students to share the signs of fall they have noticed. Share fall activities you enjoy with family and friends, such as picking apples or going through corn mazes. Then invite students to share the fall activities they enjoy. Explain that the characters in "That Halloween Wind" notice a mysterious object as they are out trick-or-treating. Tell students to look for ways the characters have fun in the story.

INTRODUCE VOCABULARY

Display and read aloud the vocabulary words and definitions. Point out that each word describes a kind of movement. Next, have students answer the questions below by imitating the actions.

1. How might paper move as it drifts on water? Show with your hand.
2. How might paper move as it swirls in the air? Show with your hand.
3. What do you do when you yank a rope?

READ & DISCUSS

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

1. What do the different characters think the object is?
2. How does the cowboy know the object is not a ghost?
3. Why do the trick-or-treaters think the object is *not* a decoration?
4. Why does the fairy say the object is not a pillowcase?
5. What is the object?

SKILL FOCUS: Understand Sequence of Events

INSTRUCT: Tell students that you are going to talk about the sequence of events in the story. Explain that this means talking about which events happened first, next, and last. List the following sentence frames on the board and model using them to list the events in a familiar story or tale: *First, _____. Next, _____. Then, _____. After that, _____. Finally, _____.* Then help students identify events in "That Halloween Wind." Use their responses to complete the sentence frames. (First, the object is on a streetlight and the characters think it's a ghost. Next, the object is in a tree and the characters think it's a decoration. Then, it's on the sidewalk and the characters think it's a pillowcase. After that, it lands on the chef's head. Finally, the chef makes pizza for the characters.)

ASSESS: Divide the class into groups of five. Within groups, assign each member a different event listed on the board and have them draw a picture of the event. Then have groups lay their pictures out in the correct sequence.

EXTEND

Mathematics: Have each student bring in a small pumpkin to use in several measuring activities. Have students use a scale to weigh their pumpkins and a measuring tape to measure the width of their pumpkins. Then have students work in groups to arrange their pumpkins from lightest to heaviest or narrowest to widest.

Fall Embraces

pp. 22–23, Poem

Help students practice identifying sensory details using this poem about a family enjoying fall activities.



RESOURCES

- Sensory Words

OBJECTIVES

- Students will read and analyze a poem.
- Students will interpret words and phrases as they are used in a text.
- Students will collect information about sensory experiences.

KEY VOCABULARY

- **embrace** (p. 22) to hug someone or hold them in your arms
- **barren** (p. 23) without leaves
- **embers** (p. 23) glowing pieces of coal or wood from a fire

ENGAGE

Conversation Question: What makes fall fun?

Show students the illustration on magazine pages 22–23. Discuss with students what they notice in the illustration (What season does the illustration show? Is it a warm or a cold day? How can they tell? Have they ever been anywhere that looks like this? What is the family doing? How do they feel?). Have students turn and talk with a partner to predict what the poem “Fall Embraces” will be about. Invite students to share their predictions with the class.

INTRODUCE VOCABULARY

Display and read aloud the vocabulary words and definitions. Ask students to discuss times when people might embrace each other. Then show two images of trees—one without any leaves and one with all its leaves. Ask which tree is barren. Then have students find the embers in the poem’s illustration. Finally, remind students to look and listen for the vocabulary words as you read the poem aloud.

READ & DISCUSS

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

1. What is this poem about? Does this match your prediction?
2. Which words helped you imagine what happens in the poem?
3. What words rhyme in the first two lines of the poem? Find other pairs of rhyming words in the poem.
4. Does the night seem scary or fun?
5. Who do you think is the “winged night glider”?
6. What kinds of things are the family members enjoying?

SKILL FOCUS: Sensory Words and Details




INSTRUCT: Read aloud the first two stanzas of the poem as students listen with eyes closed. Then ask students to share the pictures they imagined as they listened. Explain that the poem contains many sensory words. Sensory words describe things we hear, smell, see, taste, and touch or feel. Remind students that poets use sensory words to help readers imagine what is happening in a poem. Display the *Sensory Words* worksheet. Help students identify sensory words in the first two stanzas. Add these words to the chart.

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

EXTEND

Science: Give students an additional blank copy of the *Sensory Words* worksheet. Then take students for a walk outside and allow them to record in words or pictures what they observe with their senses. Back inside, invite students to share what they recorded.

Sensory Words

Words from the Poem	
<p>see</p> 	
<p>hear</p> 	
<p>taste</p> 	
<p>feel</p> 	
<p>smell</p> 	

The Halloween Parade Problem

pp. 25–29, Fantasy

Use this story about two friends who solve a problem together to help students analyze a story's problem and solution.



The Halloween Parade Problem

Cat and his friend Mouse couldn't wait to march in the town's Halloween parade on Saturday. "I'll wear my baseball uniform," said Cat. Mouse grinned. "I'm almost done making my secret costume," he said. "Please come over on Friday to see it."

Friday morning, Cat ran next door to Mouse's house. He found his friend in the yard. Mouse waved hello, darted into his shed, and switched on a light bulb the size of a lima bean.

by Maggie Murphy
Art by Jonathan Green

RESOURCES

- Problem and Solution

OBJECTIVES

- Students will read and analyze a short story.
- Students will analyze how individuals, events, and ideas develop and interact.
- Students will write and draw to convey ideas and information clearly and accurately.

KEY VOCABULARY

- **pennant** (p. 28) a long, thin, pointed flag
- **onlookers** (p. 29) people who watch an activity or event without being part of it

ENGAGE

Conversation Question: What makes fall fun?

Ask students to share fun trick-or-treating experiences. Invite students to talk about their favorite Halloween costumes they have worn. (For students who do not trick-or-treat, have them consider times they played dress-up or were part of a show). Then ask if they like to make their costumes or buy them. Tell students that in the next story, they will read about a special costume made by a mouse.

INTRODUCE VOCABULARY

Display and read aloud the vocabulary words and definitions. Show images of pennants from the internet. Have students draw a pennant shape and write their names inside it. Then show students images of onlookers at a parade. Discuss other events that include onlookers. 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. Who are the characters in the story?
2. Where are the characters at the beginning of the story?
3. Where are the characters at the end of the story?
4. What kinds of things did Mouse use to make his costume?
5. What is Mouse's problem?
6. Why doesn't Mouse want to take off his robot shoes?
7. Is Cat a good friend to Mouse? Explain.

SKILL FOCUS: Identify Problem and Solution

INSTRUCT: Explain that stories usually tell about a character's problem and how the problem is solved. Talk with students about problems and solutions in familiar stories. Then bring their focus to "The Halloween Parade Problem." Ask students to turn and talk to identify the problem in this story. Ask volunteers to share their ideas. Discuss what students learn in the story about how the problem happened. Next, have students turn and talk about how the problem is solved. Discuss the solution. Ask them if they think it is a good solution—why or why not?

ASSESS: Distribute the *Problem and Solution* worksheet to all students. Explain that they will use words and pictures to tell about the problem in the story and how it is solved.

EXTEND

Art: For each student, cut out a large pennant shape from paper or poster board. Have students write their names in large letters on their pennants. Then have them use words and pictures to add information to their pennants about their favorite food, color, animal, and activity. Display pennants on a classroom wall.

Problem and Solution

Problem

Solution
