

# Ladybug®

## THEME

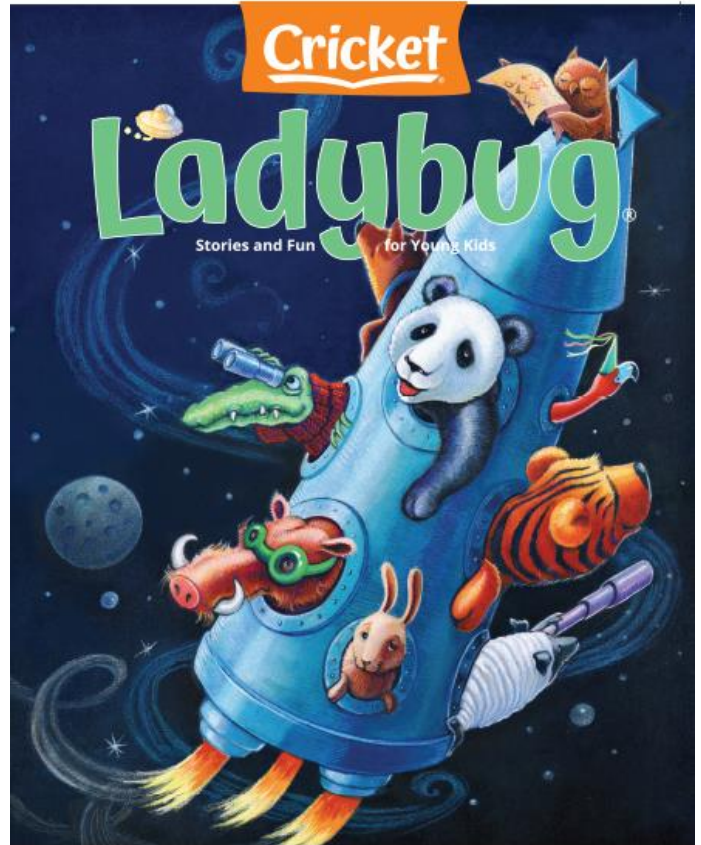
In this issue of *Ladybug*, families spend time together in all kinds of interesting ways. They make winter decorations, celebrate a special holiday, and watch for falling stars. Use the mini lessons and activities in this teacher guide to reinforce language arts skills and to engage students in a variety of learning activities.

## CONVERSATION QUESTION

How do families spend time together?

## TEACHING OBJECTIVES

- Students will read and analyze short stories.
- Students will cite specific text evidence to support conclusions.
- Students will write narratives to develop real experiences.
- Students will read and analyze a poem.
- Students will analyze the structure of texts.
- Students will classify lines as horizontal, vertical, or diagonal.
- Students will design winter greeting cards.
- Students will learn about constellations.



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

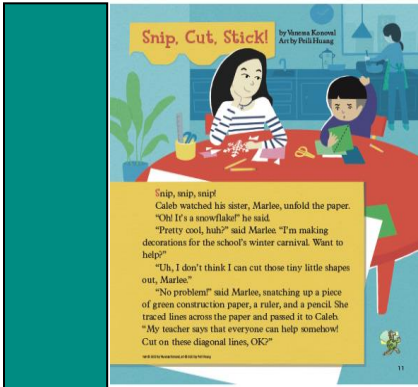
- **Snip, Cut, Stick!**  
Contemporary Realistic Fiction
- **Festival of Lights**  
Poem
- **Catch a Falling Star**  
Contemporary Realistic Fiction

# Ladybug® Teacher Guide: November/December 2023

## Snip, Cut, Stick!

pp. 11–14, Contemporary  
Realistic Fiction

Teach students to think about problems and solutions in stories, using this story about a little brother and sister who help their big sister.



## RESOURCES

- Problem and Solution
- Lines

## OBJECTIVES

- Students will read and analyze a short story.
- Students will cite specific text evidence to support conclusions.
- Students will classify lines as horizontal, vertical, or diagonal.

## KEY VOCABULARY

- **decorations** (p. 11) things used to make a place look more colorful and beautiful
- **carnival** (p. 11) an event where many people gather to celebrate something
- **diagonal line** (p. 11) a line that doesn't go straight across or up and down

## ENGAGE

**Conversation Question:** How do families spend time together?

Share with students' projects that you do with your family, such as washing the car, working in the garden, or cooking. Then ask students to share projects they work on with members of their family. Talk about why doing projects as a family can be fun. Then explain that this story tells about a brother and sisters working together on a school project.

## INTRODUCE VOCABULARY

Share the vocabulary words and definitions. Then read aloud the first sentence below. Discuss whether the sentence makes sense. If it doesn't, discuss why. Use this sequence with the other sentences.

1. We made special **decorations** for Grandpa's birthday.
2. Mia ate a chocolate **carnival** for her snack.
3. The **diagonal line** barked and wagged its tail.

Tell students to look and listen for these vocabulary 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 is Marlee making decorations?
2. What kind of decoration is she making?
3. How does Caleb help?
4. Why does Caleb put a sticker on his thumbnail?
5. How does Holly help?
6. How do Marlee, Caleb, and Holly feel about working together?

## SKILL FOCUS: Identify Problem and Solution

**INSTRUCT:** Explain that many stories tell about a character's problem and how it is solved. Ask students to describe problems and solutions in familiar stories. Then turn students' attention to "Snip, Cut, Stick!" Read aloud the first eight lines of the story. Ask students to identify Caleb's problem. Ask if anyone remembers how the problem is solved. Then read to the end of the first paragraph on page 12 and discuss the solution to Caleb's problem. Continue reading the story, pausing to discuss problems and solutions. Display a T-chart and work with students to list all the problems and solutions in the story.

**ASSESS:** Distribute the *Problem and Solution* worksheet to all students and have them work independently to write and draw to describe one of the problems in the story and how it is solved.

## EXTEND

**Math:** Point out the diagonal line in the illustration on page 11. Then distribute the *Lines* worksheet to students and go over the different types of lines. Have students use their worksheets to identify examples of horizontal, vertical, and diagonal lines in the classroom. If possible, play the animated music video called "The Lines Song" (online).

Story title: \_\_\_\_\_

## Problem


## Solution

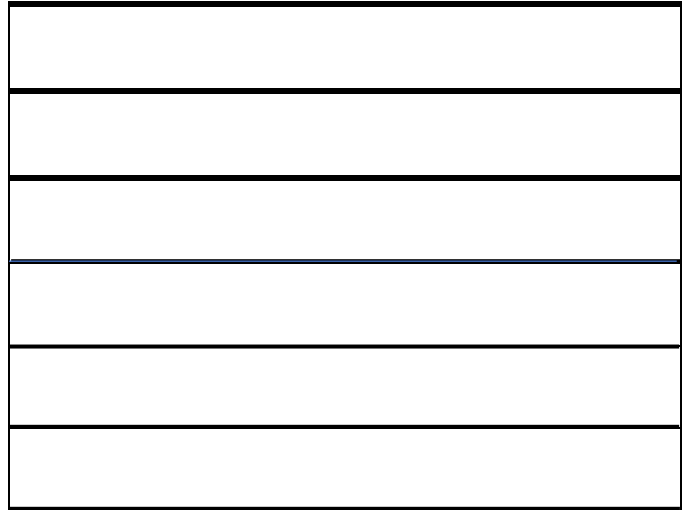

## Lines

### horizontal lines



Horizontal lines lie down.

They go from left to right.

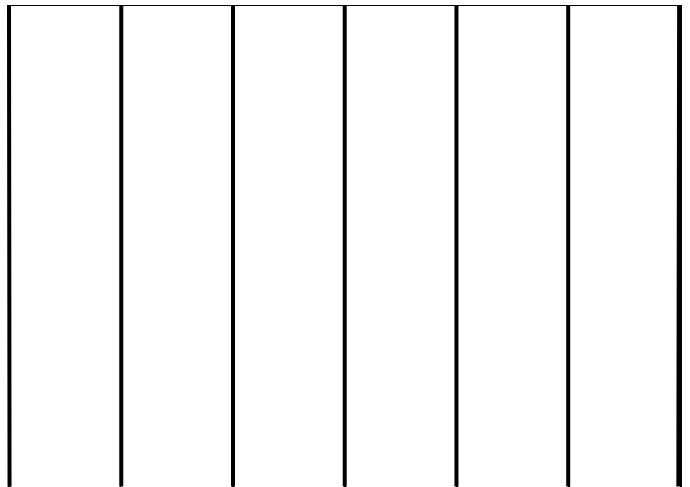


### vertical lines

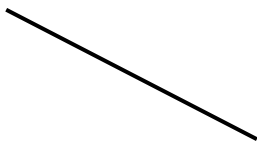


Vertical lines stand up.

They go from top to bottom.

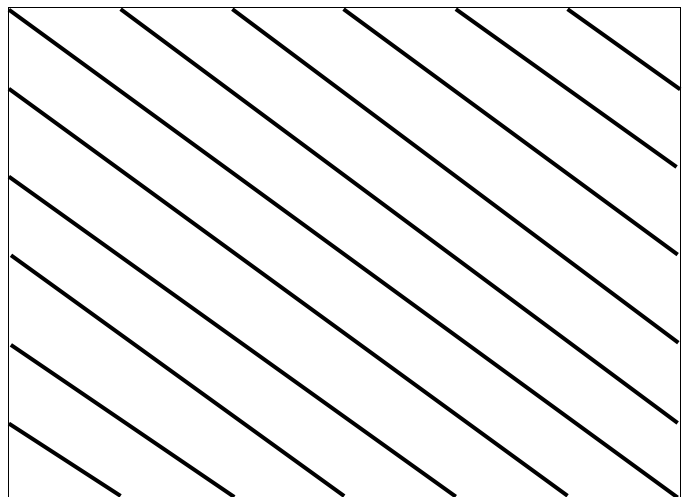


### diagonal lines



Diagonal lines lean.

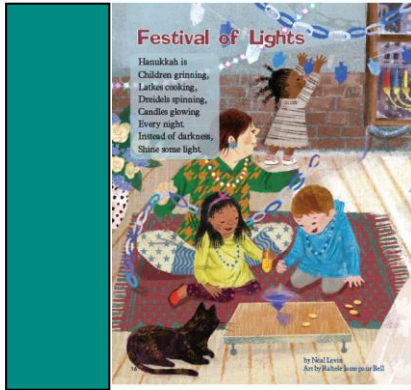
They go from high to low.



## Festival of Lights

pp. 16–17, Poem

After students read and think about this Hanukkah poem, they will write about favorite holiday celebrations.



## RESOURCES

- Story Planner

## OBJECTIVES

- Students will read and analyze a poem.
- Students will write narratives to develop real experiences.
- Students will design winter greeting cards.

## KEY VOCABULARY

- **grinning** (p. 16) making a big smile
- **latke** (p. 16) a potato pancake
- **dreidel** (p. 16) a spinning top that is part of a children's game

## ENGAGE

**Conversation Question:** How do families spend time together?

Tell students that the poem “Festival of Lights” is about a family celebrating the Jewish holiday called Hanukkah. Have students share their experiences with and knowledge of Hanukkah. Use picture books to build background on Hanukkah. Then ask students to describe special holiday celebrations their families enjoy.

## INTRODUCE VOCABULARY

Display and read aloud the vocabulary words and definitions. Have students work in pairs to study the illustration on pages 16–17 and point to people grinning. Invite volunteers to share their ideas. Repeat this sequence for the other two vocabulary words. 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 a few times. You could come up with movements or gestures students can perform for each of the lines of the poem. Finally, discuss these questions:

1. What does the illustration show children and grown-ups doing?
2. Why do you think the children are grinning on Hanukkah?
3. What kinds of decorations do you see in the illustration?
4. Who do you think cooked the latkes and other treats?
5. Where do you see dreidels spinning?
6. Where do you see candles glowing?
7. Hanukkah is called the “festival of light.” Which lines in the poem talk about light?

## SKILL FOCUS: Write about Holiday Celebrations

**INSTRUCT:** Remind students that the poem “Festival of Lights” and the accompanying illustration on pages 16–17 show/tell about people celebrating Hanukkah together, the feelings they have, what they eat, games they play, and decorations they use. Explain that students are going to write and draw to tell a story about a holiday celebration that is special to them. Have students choose their holiday. Then distribute the *Story Planner* worksheet and have students briefly write and draw ideas to include in their stories.

**ASSESS:** Have students create their final story draft using two sheets of paper folded in half to create a front cover, back cover, and six inside pages. Invite students to share their stories with the class.

## EXTEND

**Art:** Provide students with markers, colored pencils, paper, and craft supplies so they can make a winter card for someone special. Students should create a winter scene on the front of their cards. After they decide who will receive the card, they can add a note to that person on the inside of the card.

## Story Planner

**foods**

**decorations**

**songs**

**games**

**people**

**place**

# Ladybug® Teacher Guide: November/December 2023

## Catch a Falling Star

pp. 24–31, Contemporary  
Realistic Fiction

Teach students to recognize story sequence, using this story about a girl and her father who wake up early to look for falling stars.



## RESOURCES

- Beginning–Middle–End

## OBJECTIVES

- Students will read and analyze a short story.
- Students will analyze the structure of texts.
- Students will learn about constellations.

## KEY VOCABULARY

- **patient** (p. 25) able to wait for a long time
- **specks** (p. 28) very small pieces of something
- **brilliant** (p. 30) very bright

## ENGAGE

**Conversation Question:** How do families spend time together?

Ask students if they have ever gone out at night with an adult to look at the night sky. Have they ever seen a falling star? Encourage students to share their experiences. Then tell students that this story is about a girl and her father who wake up in the middle of the night to go outside and watch falling stars together.

## INTRODUCE VOCABULARY

Display and read aloud the vocabulary words and definitions. Then discuss the words with students using these questions:

1. You need to be **patient** when you are waiting in a long line at the grocery store. What other times do you need to be patient?
2. The sun is **brilliant**. What are some other things that are brilliant?
3. Sometimes when you sprinkle salt, you spill a few **specks**. Can you think of other things that are specks?

## READ & DISCUSS

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

1. What did Anna do the first time she watched for falling stars?
2. What does Anna say so her dad will let her look for falling stars?
3. Why does it take a long time for Anna to fall asleep?
4. How do Anna and her dad stay warm outside?
5. Anna’s dad says falling stars are not really stars. What are they?
6. How many falling stars does Anna see? What do they look like?
7. How does Anna know her dad is asleep?

## SKILL FOCUS: Story Sequence and Retelling

**INSTRUCT:** Explain that stories have three parts: a beginning, a middle, and an end. Work with students to identify these parts in a familiar story. Next, distribute the *Beginning–Middle–End* worksheet. Reread the beginning of “Catch a Falling Star” (page 25). Discuss events that happen in the story’s beginning. (Anna convinces her father to let her look for falling stars.) Have students write about beginning story events in the “Beginning” section of the worksheet. Repeat this process for the story’s middle (pages 26–28, Anna and her father lie down outside in sleeping bags and look at the sky. They wait a long time to see falling stars) and end (page 29, Anna sees two falling stars and her father falls asleep).

**ASSESS:** Have students work in pairs to use their worksheets to retell the story. Tell them to use these phrases: “at the beginning of the story,” “in the middle of the story,” “at the end of the story.”

## EXTEND

**Science:** Teach students about constellations using picture books, such as *Glow-In-The-Dark Constellations: A Field Guide for Young Stargazers* (by C.E. Thompson). Provide other books about constellations and have students choose a constellation to draw and write about.

Story title: \_\_\_\_\_

Beginning	Middle	End