

Ladybug®

THEME

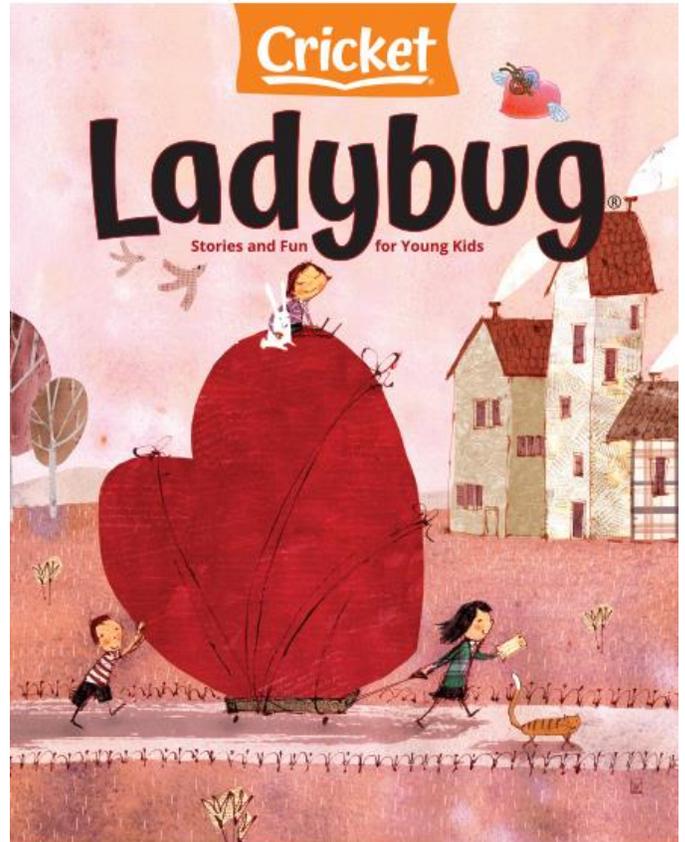
The selections covered by this Teacher Guide focus on how we use our bodies and hands in different ways. We can play games with our shadows, get cozy at bedtime, or tell fun stories. Use the story and poems to teach elements of literature and writing, but also have students use their bodies and hands in a variety of ways.

CONVERSATION QUESTION

How can we use our hands and bodies?

TEACHING OBJECTIVES

- Students will analyze how individuals, events, and ideas develop and interact over the course of a text.
- Students will read and analyze a poem.
- Students will read and analyze a short story.
- Students will make logical inferences to determine what the text communicates.
- Students will use story illustrations to retell a story.
- Students will think about what is needed to make a shadow.
- Students will ask and answer questions about key details in a text.
- Students will participate in collaborative conversations.
- Students will recognize the genre, key elements, and characteristics of literary texts.



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: Groundhog Day**
Contemporary Realistic Fiction
- **Kojo's Shadow**
Fantasy
- **Come Along, Snuggle Bugs**
Poem

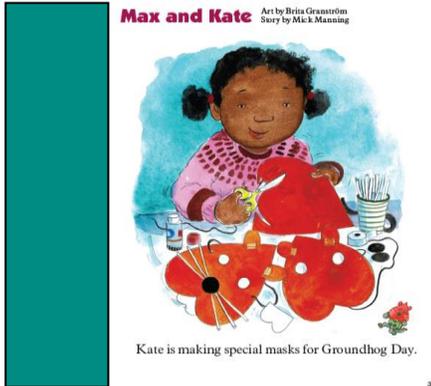
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Max and Kate:

Groundhog Day

pp. 3–7, Contemporary Realistic Fiction

Use this story about Max and Kate to teach students how to use illustrations to retell a story.



OBJECTIVES

- Students will read and analyze a short story.
- Students will use story illustrations to retell a story.
- Students will participate in collaborative conversations.

KEY VOCABULARY

- **bobs** (p. 5) moves up and down quickly
- **notice** (p. 5) to know something is there by hearing or seeing it

ENGAGE

Conversation Question: How can we use our hands and bodies?

Ask the students what their favorite stories are. Use a story elements chart to discuss the parts that make up a story: characters, problem, plot, and solution. Choose a familiar story and identify these elements. Tell students to look for the elements in “Max and Kate: Groundhog Day.”

INTRODUCE VOCABULARY

Before beginning this section, move something in the classroom that the students will know is out of place. Share the vocabulary words and definitions. Discuss what *bobs*: a ball floating in water, a person riding in a car on a bumpy road. Have the students move their bodies to demonstrate *bobs*. Have students turn and talk to a partner to think of anything else that *bobs*. Ask the students if they notice anything different in the classroom. Discuss the meaning of *notice*. Have students look around or get up and walk around the classroom until they find what is out of place. Once the students notice the item, remind them 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 are the children pretending to be?
2. Why are they not playing outside?
3. Why did Kate close the curtains before she shined the lamp?
4. Why does Max say he hopes they can play in the snow for another six weeks?

SKILL FOCUS: Retell a Story

INSTRUCT: Ask students to identify and describe the characters in the story. Then ask them to tell the events in the story. Tell students that they are going to practice retelling the story or telling it in their own words, using the pictures to help them. Work with the class to retell the story, using illustrations as prompts. Make sure to ask questions that encourage the students to include details and explanations.

ASSESS: Have students work with a partner to take turns using the illustrations to retell the story for each other. Offer help, when needed.

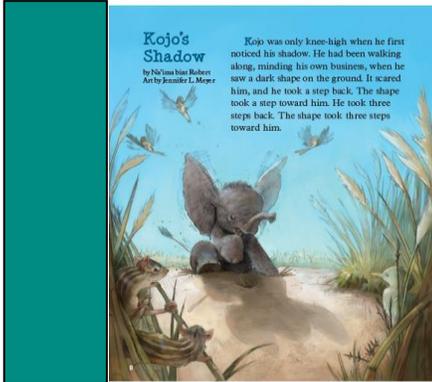
EXTEND

Science: Have students do research on groundhogs and the history behind Groundhog Day. Have students draw a picture(s) of a groundhog and write a fact. Ask the students if they think the groundhog will see or won't see its shadow. Tally the results and graph responses with the students.

Kojo's Shadow

pp. 8–10, Fantasy

Use this story to help students recognize how a character behaves and feels through the events of a story.



RESOURCES

- B-M-E (Beginning, Middle, Ending)

OBJECTIVES

- Students will recognize the genre, key elements, and characteristics of literary texts.
- Students will analyze how individuals, events, and ideas develop and interact over the course of a text.
- Students will think about what is needed to make a shadow.

KEY VOCABULARY

- **peered (p. 9)** looked carefully because something or someone is difficult to see
- **ducked (p. 9)** lowered one's head or body suddenly to avoid being seen or hit
- **shadow (p. 10)** a dark shape that appears when something or someone blocks the light

ENGAGE

Conversation Question: How can we use our bodies and hands?

Tell students that this story is about a young elephant and the different feelings it feels. Ask the students what feelings they feel throughout the day and discuss how their feelings can change as their day continues. Then ask students if they were ever scared of something that turned out to be not scary at all. Discuss.

INTRODUCE VOCABULARY

Share the vocabulary words and definitions. Discuss how the words are related to ways we can move our bodies. Create groups and have students demonstrate each vocabulary word using their body. For example, have them make a shadow using their hands or duck their heads beneath the table.

READ & DISCUSS

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

1. Who is this story about? Discuss elements of a fantasy: animals speaking in stories. Do elephants really talk and say words?
2. What scared Kojo? Why did his shadow scare him?
3. Was his shadow too big or too small? Why do you think this?
4. Kojo thought, "Maybe it was shy, too." Why did Kojo think this?
5. What did he name his new friend?
6. How did Kojo feel at the end of the story?

SKILL FOCUS: Close Reading

INSTRUCT: Explain that stories often tell us about characters' feelings. In the story Kojo had different feelings throughout the story. Discuss the different feelings Kojo felt (scared, curious, excited, etc.). Display/write the words the students respond with. Discuss what helped Kojo to no longer fear his shadow.

ASSESS: Distribute the *B-M-E* worksheets. Have students draw and or write how Kojo felt in the beginning (B), middle (M), and end (E) of the story.

EXTEND

Science: Take students outside during the morning time and trace their shadow on the ground with chalk. On the same day, take students outside in the afternoon and stand in the same spots, observe how their shadows changed. If outside activity is not possible, use the sunlight through classroom windows to notice the differences in shadows at different times of the day.

B-M-E — Write how Kojo felt in the beginning (B), middle (M), and ending (E) of the story.

Beginning:

Middle:

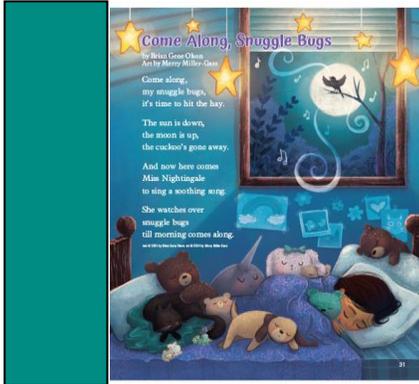
Ending:

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Come Along, Snuggle Bugs

p. 13, Poem

Use this poem to teach students how to make inferences.



RESOURCES

- Inference Log
- Nightingale Coloring Sheet

OBJECTIVES

- Students will read and analyze a poem.
- Students will make logical inferences to determine what the text communicates.
- Students will ask and answer questions about key details in a text.

KEY VOCABULARY

- **cuckoo (clock) (p. 13)** a clock with a toy bird inside that comes out and makes a sound to give the time
- **Nightingale (p. 13)** a small bird that sings a beautiful song, usually at night
- **soothing (p. 13)** makes you feel calm and relaxed

ENGAGE

Conversation Question: How can we use our hands and bodies?

Ask students to show you how they snuggle in their beds when they are sleeping. Do they like to sleep with a certain stuffed animal or pillow? Ask the students what words come to mind when they think of bedtime. Tell the students that “Come Along, Snuggle Bugs” is about bedtime, and then begin reading.

INTRODUCE VOCABULARY

Share the vocabulary words and definitions. Ask volunteers to explain the meanings in their own words. Have students work in pairs or small groups to make up their own sentences using the words. Remind students to listen for these words in the poem.

READ & DISCUSS

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

1. What does the author mean by “snuggle bugs”?
2. What do you think this poem is about?
3. What words help you understand what this poem is about?
4. Who is Miss Nightingale?
5. Why does Miss Nightingale watch over till morning?

SKILL FOCUS: Making Inferences

INSTRUCT: Explain that authors don't always tell readers exactly what a poem means. Instead, authors will give clues that help readers make inferences, or guesses, about what the poem means. Explain that readers can make inferences by using information they already know. Tell students that you will go through the poem together and infer what they think the poem is describing and why. Model the process for students using the first stanza, “Come along, my snuggle bugs, it's time to hit the hay,” and give a suggestion as to what this might mean. Ex: “This line says it's time to hit the hay. I think this means that it's time for bed because ‘hit the hay’ is a saying (idiom) that means go to bed.” Ask students if they have any questions or know of other sayings that mean *go to bed*. Repeat the same process for the second stanza. For the third stanza, read it aloud but tell students to use what they know to infer that the author is referring to bedtime. Repeat for the last stanza.

ASSESS: Have students complete the *Inference Log*. For younger students you can assess their understanding while doing the Instruct section.

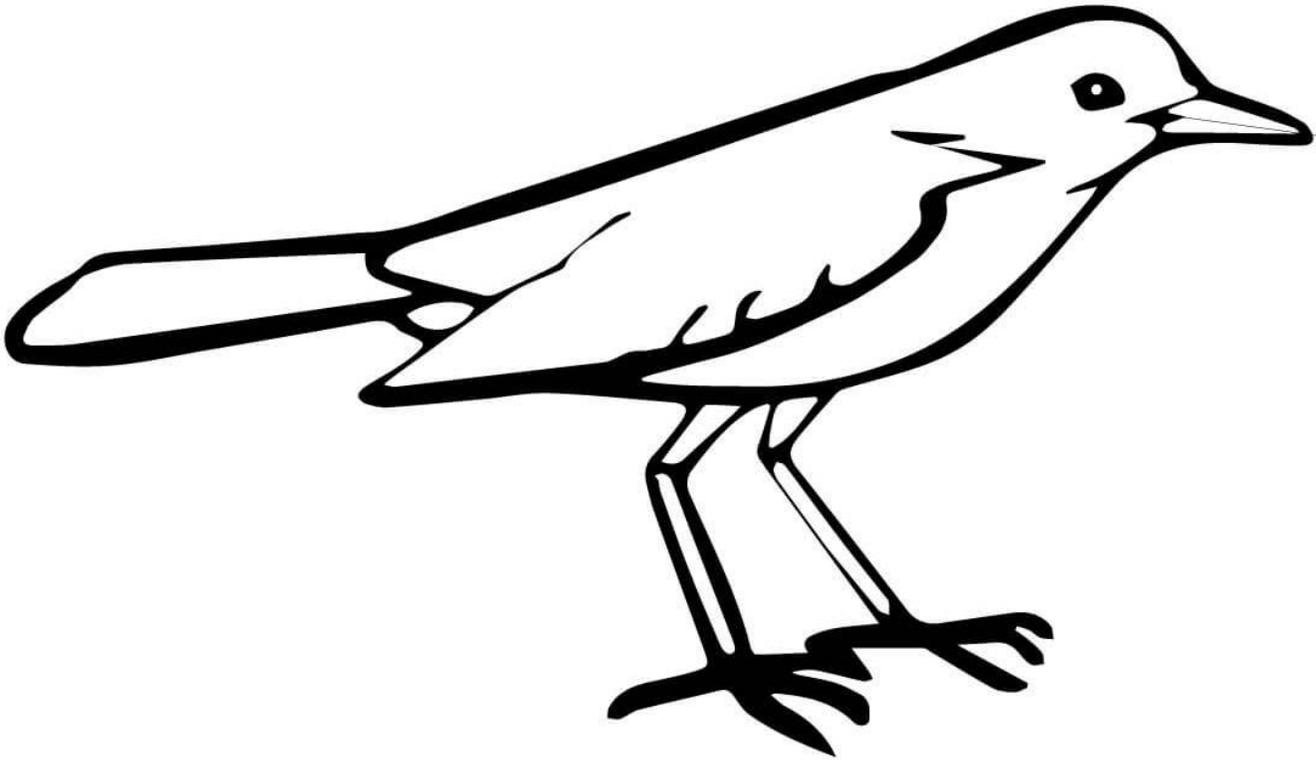
EXTEND

Science: Remind students that Nightingales are a type of bird. Use books and online resources depicting images of Nightingales. Show a short video clip to provide further information and so that they can view the bird in flight. Have students color the *Nightingale Coloring Page* and write one fact that they learned about the Nightingale.

Inference Log: In the first column write a line from the poem. In the second column write what you infer the meaning to be.

What I read...	What I inferred...

Nightingale Coloring Page



A Nightingale fact that I learned: _____

