

Ladybug®

THEME

In this issue of Ladybug, we will explore the fun and exciting things that happen during the Spring. Use these mini lessons and activities in this teacher guide to help reinforce language arts skills and an active learning experience.

CONVERSATION QUESTION

What happens in spring?

TEACHING OBJECTIVES

- Students will read and analyze short stories.
- Students will summarize key supporting details and ideas.
- Students will learn about India's culture.
- Students will conduct a short research project.
- Students will identify story details in illustrations.
- Students will use the illustrations and details in a text to describe its key ideas.
- Students will research the festival called Holi.
- Students will conduct a short research project on India's animals and culture.



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

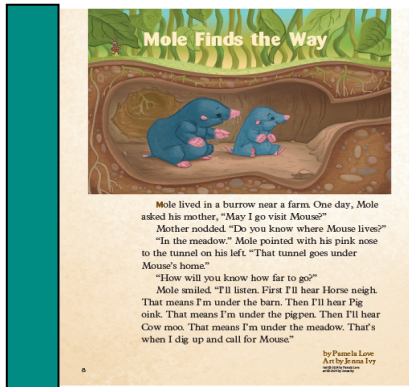
- **Mole Finds the Way**
Fantasy
- **Are We There Yet?**
Realistic Fiction
- **Colorful Holi**
Nonfiction Article

Ladybug® Teacher Guide: March 2024

Mole Finds the Way

pp. 8–11, Fantasy

Use this story to help students understand what animals do during the spring then use key details to summarize what is heard in the story. Students will also learn about another animal when they do research.



RESOURCES

- Details Map
- Animal Research

OBJECTIVES

- Students will read and analyze a short story.
- Students will summarize key supporting details and ideas.
- Students will conduct a short research project.

KEY VOCABULARY

- **mole (p. 8)** a small animal that digs tunnels in the ground, active in spring
- **burrow (p. 8)** a hole or tunnel in the ground that an animal makes to live in
- **surface (p. 10)** the outside layer or part of something

ENGAGE

Conversation Question: What happens in spring?

Write the word *SPRING* on the board. Ask students to think about what happens in the season, spring. Tell students that many animals are most active in the spring. Ask students what animals they know that are active in the spring. Then, tell students that they will read a story about an animal, the mole. Moles are small animals that live in burrows and underground. They are most active in the spring.

INTRODUCE VOCABULARY

Share the vocabulary words and definitions. These vocabulary words can be used to create a visual illustration. After you share and discuss the words, use the board to create an illustration. This illustration can be kept in sight for the students to see and refer to 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. Where was Mole going?
2. What did Mole hear instead of a horse's neigh?
3. What made the "squish, squish" noise?
4. Why didn't Mole go home?
5. What did Mole mistake for Mouse's squeak?

SKILL FOCUS: Summarize Key Details

INSTRUCT: Explain that to understand stories we need to pay attention to the details. If we follow and understand the details in a story, we will be able to retell the story in our own words. Display the *Details Map* on the board. Tell students they will summarize the details of what Mole heard in the tunnel. Ask students what was the first sound Mole was listening for. Demonstrate where to write the response on the worksheet. Do the same for "Sound meant he should be at the" and "What Mole heard." Distribute the *Details Map* worksheet to students. Have them complete the second section using another detail from the story.

ASSESS: Ask students to work independently then discuss and collect for assessment.

EXTEND

Science: Help students use books, magazines, and websites to research an animal of their choosing. Have them use a separate piece of paper to answer the questions on their *Animal Research* worksheet. Then have students use the paper to complete their *Animal Research* worksheet. Have students take turns presenting their research to the class.

Details Map: Complete the Details Map with what Mole was listening for, where the sound meant he should be, and what Mole heard. Do these in sequential order from the story.

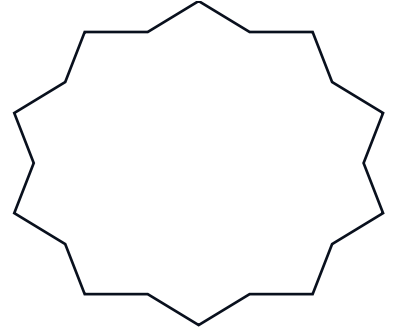
Listening for:



Sound meant he
should be at the:



What Mole heard:



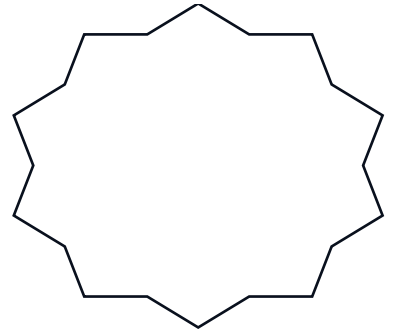
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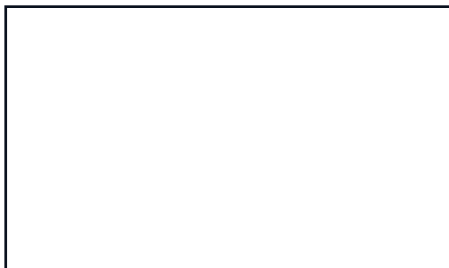
What Mole heard:



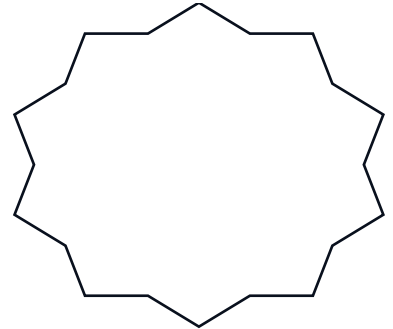
Listening for:



Sound meant he
should be at the:



What Mole heard:



Animal Research: Research an animal that is most active in the spring. Complete each section with the correct information.

Animal name and picture

Where does it live?

What does it eat?

Interesting fact:

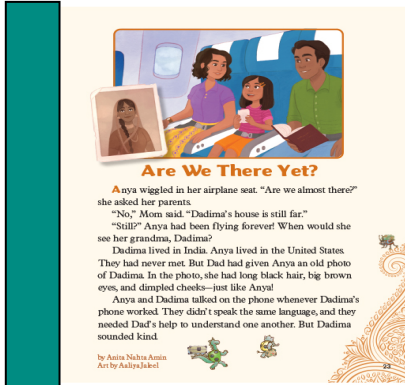
Interesting fact:

Interesting fact:

Are We There Yet?

pp. 23–30, Realistic Fiction

Use the story of Anya to demonstrate how stories can be so realistic but are fictional. In this story, you will also see the differences in cultures while exploring a new place, India.



RESOURCES

Illustrations Worksheet

OBJECTIVES

- Students will learn about India’s culture.
- Students will identify story details in illustrations.
- Students will use the illustrations and details in a text to describe its key details.
- Students will conduct a short research project on India.

KEY VOCABULARY

- **rickshaw** (p. 24) a small, light vehicle with two or three wheels, pulled by someone on a bicycle or on foot
- **dune** (p. 27) a hill of sand that is formed by the wind

ENGAGE

Conversation Question: What happens in spring?

Ask students if they have family living in other countries. Ask them if they travel to see them during certain times of the year. Show students where India is on a map. Explain that many visit India during the early spring months (February and March) because the weather isn’t very hot and there are many outdoor activities to participate in. Tell students they will read a story about a girl that gets to travel to India to visit someone special. She will see many different sights that we don’t see here in the United States.

INTRODUCE VOCABULARY

Post and discuss the two vocabulary terms with the class. Be sure that they understand what each object looks like by showing them the drawings throughout the article or online resources. Then, have them fold a piece of paper in half and label the boxes with the key words and draw a visual representation of each.

READ & DISCUSS

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

1. Who is Dadima?
2. What animal is very special in India and why?
3. Why did the man put their suitcases on his head?
4. Why were people sleeping on the floor of the train?
5. Why did Dadima look different than her picture?

SKILL FOCUS: Identify Story Details in Illustrations

INSTRUCT: Explain that illustrations help readers learn about characters, settings, and events in a story. Display the illustration on page 25. Reread the text to the students. Ask students what the illustration shows. Have students look at the characters, their faces, the settings. Probe the students to see if they can figure out what season it is. What leads them to their answer? Display the *Illustrations Worksheet*. Read aloud and distribute story pages 26–27. Have students work in pairs to discuss the illustrations and add the details to their worksheets.

ASSESS: Ask students to discuss their process of identifying story details. Collect the worksheets and assess.

EXTEND

Social Studies: Have students use books or help them research India online to learn more about animals and the culture. Have students draw and/or write about something they found interesting. Ask students to volunteer to read and present to the class.

Illustrations Worksheet: Work with a partner to discuss an illustration from the story. Add details to this worksheet.

Characters:

Setting:

Events:

Colorful Holi

p. 34, Nonfiction Article

Use this article on a spring celebration to help students understand what a nonfiction article is and use the illustrations to describe key details within article.



OBJECTIVES

- Students will read and analyze a short story.
- Students will use the illustrations and details to describe key ideas.
- Students will research the festival called Holi.

KEY VOCABULARY

- **festival (p. 34)** a special time or event when people gather to celebrate something
- **Hindus (p. 34)** people who follow Hinduism, the main religion of India
- **pichkari (p. 34)** water sprayer used to spray colorful water

ENGAGE

Conversation Question: What happens in spring?

Ask students if they have been to a big celebration. What was the celebration for? Ask them to describe the details of the celebration. Tell students they will read about a special celebration that only happens in the spring. Ask students what comes to mind when they think about spring and what is their favorite spring celebration.

INTRODUCE VOCABULARY

Share the vocabulary words and definitions. Show images of the different vocabulary words and ask students to match the vocabulary word to the pictures that you show. Discuss the images with the students and ask them to draw pictures to show that they understand the vocabulary words.

READ & DISCUSS

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

1. Why is Holi celebrated?
2. What activities do families and friends do to celebrate Holi?
3. Why do you think Holi is so colorful?
4. What is done on the first morning?
5. Can you think of a celebration like Holi? Did you like it? Explain.

SKILL FOCUS: Key Ideas

INSTRUCT: Explain that using illustrations can help readers understand nonfiction information. Illustrations are also used to help readers understand new information. Have students look at the first picture of the girl using the pichkari. Read the caption underneath the image. Explain what a caption is and how captions can help readers understand new information. Have students look at the next picture of the boy covered in colored powder. Ask students what information from the article the image represents. Do the same for the last image.

ASSESS: Use the Instruct activity to gauge students' understanding of using illustrations. Find illustrations from different sources to continue practicing, if necessary.

EXTEND

Social Studies: Have students pair up or work individually to further research Holi. You can help them do this by looking at YouTube videos, articles, etc. Then have them draw and color what part of the celebration they would like to experience. Ask students to volunteer to share their drawings with the class.