

Ladybug®

THEME

This issue of *Ladybug* is full of spring fun! Use the activities and lessons in this teacher guide to explore how springtime awakens not only nature, but our imaginations as well.

CONVERSATION QUESTION

How can spring spark your imagination?

TEACHING OBJECTIVES

- Students will read and analyze a rebus story.
- Students will summarize the key supporting details and ideas of a text to retell a story.
- Students will conduct research to obtain information about nature.
- Students will read and analyze a poem.
- Students will write acrostic poems.
- Students will draw pictures and create sentences or labels to explain their acrostic poems.
- Students will read and analyze a fantasy story.
- Students will recognize characteristics of literary texts.
- Students will research and write about animals.



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

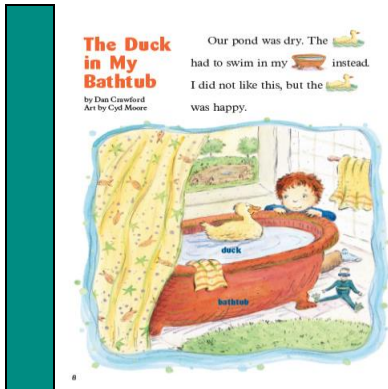
- **The Duck in My Bathtub**
Rebus Story
- **A Good, Good Day**
Poem
- **Papa Weasel**
Fantasy

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The Duck in My Bathtub

pp. 8–10, Rebus Story

Use this rebus story about a boy and a duck who switch where they bathe to give students practice in retelling stories.



RESOURCES

- Retelling Worksheet

OBJECTIVES

- Students will read and analyze a rebus story.
- Students will summarize the key supporting details and ideas of a text to retell a story.
- Students will conduct research to obtain information about nature.

KEY VOCABULARY

- **pond (p. 8)** a small area of water surrounded by land
- **bathtub (p. 8)** a large container to take a bath or shower in
- **full (p. 9)** to have as much or as many as possible

ENGAGE

Conversation Question: How can spring spark your imagination?

Ask students what they like to do in spring. Discuss the animals that we can see in nature during spring. Show photos of birds, ducks, and other animals that are active in the spring. Show an image of a pond. Ask students to imagine a pond near their home and ask what would happen if the pond had no water. Discuss their responses. Tell students to think about the characters in the story, “The Duck in My Bathtub,” and what happens when the duck’s pond dries up.

INTRODUCE VOCABULARY

Show the story pages to the class. Ask students how the text looks different from other stories. Explain that this story uses pictures in place of some words. Share the vocabulary words and definitions. Ask students to share what they know about the meaning of each word. Show photos of each, if possible. Have students tell the differences and similarities between a pond and a bathtub. Draw a Venn diagram on the board. Demonstrate how to add the similarities and differences on the Venn diagram. Discuss the word *full*. Have students explain the meaning of the word. 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 did the duck have to swim in the bathtub?
2. Why do you think the boy did not like the duck in the bathtub?
3. How did the pond fill with water?
4. Where does the boy need to take his bath?
5. Why does the boy like to bathe in the pond?

SKILL FOCUS: Retell a Story

INSTRUCT: Ask students what parts of the story they liked the most and what happened in the beginning of the story. Have students take turns retelling the story in their own words. List and number the events of the story on the board. Explain that being able to retell a story can help students understand what they read. Distribute the *Retelling Worksheet* to each student. Have students draw pictures of the words in each rectangle on the worksheet, then cut out the rectangles.

ASSESS: Have students work with a partner to retell the story using the pictures. Invite students to retell the story to the class.

EXTEND

Science: Explain and remind students that ducks don’t use bathtubs in our homes. Have students conduct research to find out what ponds look like, what plants and animals live in ponds. Then, have students draw a picture of a pond with these plants and animals. Post the students’ work for others to view.

Retelling Worksheet

Draw pictures of the words in each rectangle on the worksheet, then cut out the rectangles.

pond

duck

bathtub

rain

boy

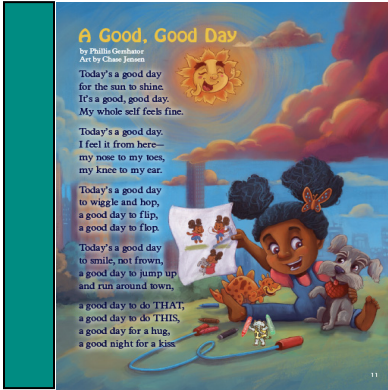
frog

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A Good, Good Day

pp. 11–12, Poem

Use this poem describing a good day to encourage and inspire students to write their own spring poem.



RESOURCES

- Acrostic Poem

OBJECTIVES

- Students will read and analyze a poem.
- Students will write an acrostic poem.
- Students will draw pictures and create sentences or labels to explain their acrostic poems.

KEY VOCABULARY

- **whole** (p. 11) having all the parts
- **wiggle** (p. 11) to move up and down or from side to side with short quick motions
- **flop** (p. 11) to fall or sit down in a sudden way
- **set** (p. 12) to put in a place or position

ENGAGE

Conversation Question: How can spring spark your imagination?

Ask students what a good spring day would be for them. List these words on the board (*sunny, warm, flowers, ice cream, etc.*). Tell students the poem they are going to read is about having a good, good day. Invite them to tell the class about their best day in the spring using some of the words listed on the board.

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. The snowman did a **wiggle** after we finished putting him together.
2. We ate the **whole** pizza for lunch!
3. I helped my mom **set** the utensils on the table.
4. The statue did a **flop** in the museum.

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. What word in the poem rhymes with *flop*?
2. What other rhyming words do you hear in the poem?
3. Where is the girl in the first illustration?
4. What do the pictures in the story show the girl doing on her good day?
5. Why does the good, good day come to an end?

SKILL FOCUS: Writing

INSTRUCT: Explain to students that they will be writing an acrostic poem. Discuss what an acrostic poem looks like and sounds like. Show an example on the board (ex.: spring flowers, playtime, ride a scooter, ice cream, nice weather, going to the park). A great example of an acrostic poem is “Spring: An Alphabet Acrostic,” by Steven Schnur. Have students brainstorm a list of words for each letter in spring with the great things that happen in the spring. Write examples of these words, so students can refer to them as they write their poem. Distribute the *Acrostic Poem* worksheet to students.

ASSESS: Invite students to share their poems and collect them when finished.

EXTEND

Art: Remind students of the class discussion from the introductory activity about spring. Ask them to create a drawing that matches their acrostic poem. Instruct them to also create a sentence explaining their good, good day or label parts of the picture that describe it. Invite students to share their drawings and sentences with the class.

Acrostic Poem

Write words that remind you of springtime and start with each of the letters below.

S

P

R

I

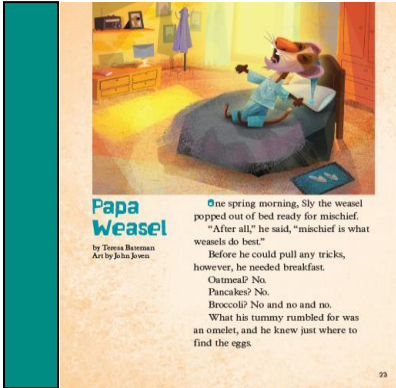
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G

Papa Weasel

pp. 23–30, Fantasy

Use this story about a sly weasel and his three ducklings to help students learn about fantasy and realism.



RESOURCES

- Fantasy and Realism

OBJECTIVES

- Students will read and analyze a fantasy story.
- Students will recognize characteristics of literary texts.
- Students will research and write about animals.

KEY VOCABULARY

- **mischief** (p. 23) behavior that is annoying, but not meant to be serious or cause damage
- **wading** (p. 24) walking through water
- **swipe** (p. 27) to steal
- **formation** (p. 27) an arrangement or group of people

ENGAGE

Conversation Question: How can spring spark your imagination?

Ask students to imagine it is a nice spring day; it is sunny, not too warm, and animals are out. What animals would you see if you went on a walk? Draw animals that you see during the spring versus others that you may see in the other seasons. Ask students to share their pictures with their classmates and tell why you would see them in the spring versus other seasons. Tell students that this story will require their imagination because it is about a sneaky weasel and his three duckling children!

INTRODUCE VOCABULARY

Display the vocabulary words. Discuss the definitions and invite students to give their own examples or act out the definition. Example: Have students form their own formation. They could form a circle, square, or triangle. 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. What did Sly want to eat for breakfast?
2. Where did Sly get the eggs for his omelet?
3. What was inside the eggs?
4. What food did the ducklings love to eat?
5. How did the ducklings change?
6. Why did the ducklings fly away?

SKILL FOCUS: Fantasy and Realism

INSTRUCT: Tell students that many stories are *realistic*, meaning they portray things that happen in real life. Some stories are fantasy—the things that happen in them could never happen in real life. Ask the students if “Papa Weasel” is an example of a fantasy story or realistic story. Ask students to share realistic versus fantasy parts of the story. Display a T-chart to record the responses. Distribute the *Fantasy and Realism* worksheet. Have students work with a partner to cut out the sentence strips. The partners can put the sentence strips in a baggie or other container. Have the partners sort the fantasy and realistic details.

ASSESS: Collect and discuss as a class.

EXTEND

Science: Have students choose an animal and use these sentence frames to help them describe it:

A real (animal) can _____.

A real (animal) cannot _____.

Have students use nonfiction books to help them find realistic information about their animals and use their imaginations to fill in fantasy details.

Fantasy and Realism

Cut the sentence strips and add them to a container. Have students distinguish between fantasy and realism.

“Papa!” said the first duckling.

The days heated up with the summer sun.

“More pancakes, Papa!” said the second duckling.

But his house was very quiet.

But one day, the ice began to melt from the pond.

“After all, pancakes are what weasels do best.”