

# Ladybug®

## THEME

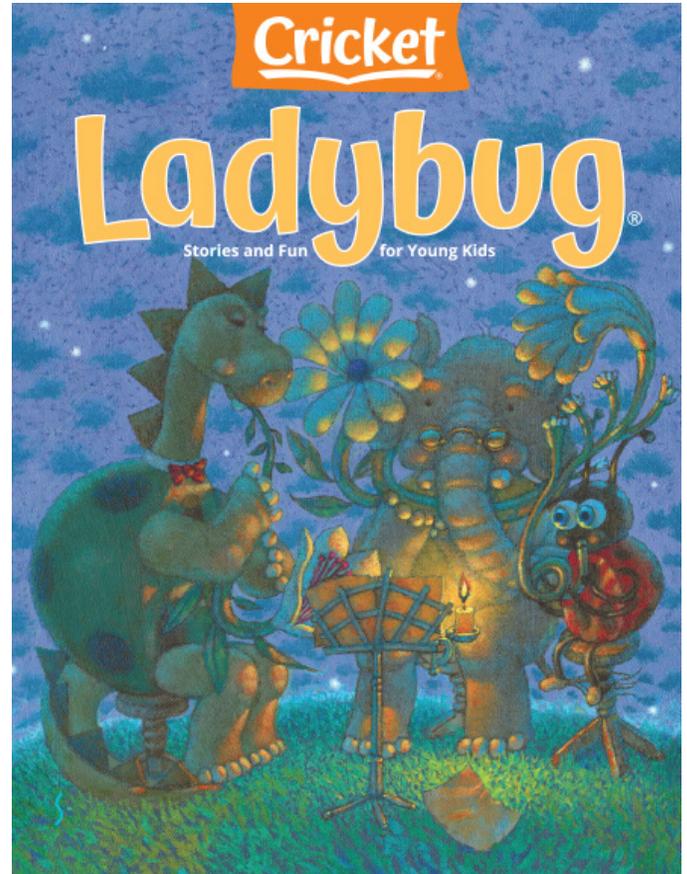
In this issue of *Ladybug*, characters show they care in a variety of ways. They spend time together, help each other on a hot day, and look out for each other during an outdoor adventure. Use the stories and poems in this teacher guide to reinforce language arts skills and to engage students in a variety of learning activities.

## CONVERSATION QUESTION

How do we show our loved ones we care?

## TEACHING OBJECTIVES

- Students will read and analyze short stories.
- Students will analyze how individuals, events, and ideas develop over the course of the text.
- Students will identify story elements.
- Students will listen to and analyze music selections.
- Students will read and analyze a poem.
- Students will analyze how specific rhyming word choices shape the meaning and tone of a poem.
- Students will write narratives to develop real experiences and events.
- Students will summarize key supporting details and ideas on characters.
- Students will identify the qualities of a friend using details.



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

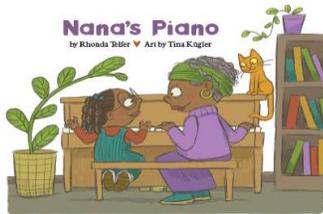
- **Nana's Piano**  
Contemporary Realistic Fiction
- **Where's the Rain?**  
Poem
- **Not a Problem, Skinny Rabbit**  
Fantasy

# Ladybug® Teacher Guide: May/June 2024

## Nana's Piano

pp. 9–12, Contemporary  
Realistic Fiction

Practice discussing story elements using this sweet story about a girl and her grandmother. Their love of the piano brings them even closer together.



Greta loved playing Nana's old piano more than anything in the world. More than eating Nana's cookies. More than using Nana's bubble bath. Even more (just a little bit more) than playing in her garden with the toads and butterflies and daisies. Nana and Greta sat on the bench side by side. Greta's fingers made a boom-doom-rrroom on the low bass keys. Nana's fingers made a dilly-dilly-dee on the high treble keys. In the middle, their fingers hopped and danced together.



## ENGAGE

**Conversation Question:** How do we show our loved ones we care?

Ask the class who they like to spend time with. Tell them that one way we can show we care is by spending time with those we love and care about. Draw a chart on the board. Add columns for parents, grandparents, cousins, and friends. Ask students who they most like to spend time with and tally the responses. Invite students to talk about how they spend time differently with each type of family member. Tell them that they will read a story about a girl and her grandmother, who love sharing something special between them.

## INTRODUCE VOCABULARY

Post the vocabulary words **bass** and **treble**, then share the definitions. Discuss the differences. Ask students to imitate the low sound of bass and the high sound of treble. Guide them if necessary. Then, share the words and definitions for **duet** and **tuner**. Have students work in pairs to demonstrate duet and tuner.

## READ & DISCUSS

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

1. What does Greta like to do at Nana's house?
2. What sounds do the bass and treble make?
3. Who did Nana call when her piano started making those silly sounds?
4. How does Greta feel when the movers start to take away the old piano?
5. What does Nana decide to do with the old piano?

## SKILL FOCUS: Identify Story Elements

**INSTRUCT:** Discuss the different elements of a story with students: characters, setting, events. Draw or project the *Story Elements* worksheet on the board. While using a familiar story, discuss the story elements and demonstrate how to complete the worksheet. Distribute the worksheet to all students and have them work independently to write or draw to complete it.

**ASSESS:** Monitor the students and assist when needed. Collect when finished.

## EXTEND

**Music** Print out a coloring sheet of a piano keyboard. Give a copy to each student. Play a variety of piano pieces. As the students listen to the **music**, have them pretend to play the piano. Afterwards, discuss with the students how the music made them feel. What did they like or dislike about the music? Students can color their piano keyboards and make their own personalized piano.

## RESOURCES

Story Elements

## OBJECTIVES

- Students will read and analyze a short story.
- Students will analyze how individuals, events, and ideas develop over the course of the text.
- Students will identify story elements.
- Students will listen to and analyze music selections.

## KEY VOCABULARY

- **bass (p. 9)** notes with low, deep sounds
- **treble (p. 9)** notes with high sounds
- **duet (p. 10)** a piece of music that is performed by two singers or musicians
- **tuner (p. 10)** a person who tunes musical instruments

**Story Elements** Complete the organizer using the story elements from “Nana’s Piano.”

Characters

Setting

Beginning

Middle

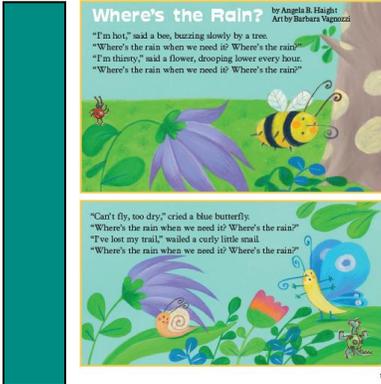
End

# Ladybug® Teacher Guide: May/June 2024

## Where's the Rain?

pp. 17–19, Poem

This lyrical poem uses a repetitive refrain to lure young readers into a spring day without any rain. Students will practice identifying rhyming words as they delight in learning how a little girl sprinkles a garden with care.



## OBJECTIVES

- Students will read and analyze a poem.
- Students will analyze how specific rhyming word choices shape the meaning and tone of a poem.
- Students will write narratives to develop real or imagined experiences and events.

## KEY VOCABULARY

- **drooping** (p. 17) sinking, bending, or hanging down
- **wailed** (p. 17) made a loud, long cry of sadness
- **pail** (p. 18) a round container that is open at the top and usually has a handle
- **spout** (p. 18) a hole where the liquid comes out
- **sprout** (p. 18) a new part, like a leaf or bud, growing on a plant

## ENGAGE

**Conversation Question:** How do we show our loved ones we care?

Tell students that they can help their teachers and families, but also help their friends. By helping each other it shows that we care. Give an example of how you have helped someone you care about or how you have been helped by a friend. Have students work in pairs to discuss how they have helped a friend or have been helped by a friend. Ask for volunteers to share their experiences with the class.

## INTRODUCE VOCABULARY

Share the vocabulary words and definitions. Ask for a volunteer to act out **drooping**. Do the same for **wail**. 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. I ate the **pail** for lunch.
2. The **spout** is blocked, so the water won't come out!
3. The **sprout** is bigger than the house!

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 the bee hot?
2. How is the flower feeling?
3. Why did the snail wail?
4. Who came along to help?
5. How did she help?
6. How is the girl a good friend?

## SKILL FOCUS: Recognize Rhyming Words

**INSTRUCT:** Explain to the students that words rhyme when they have the same ending sound. Write the following words on the board: **blue; drink; hug; bug; shoe; think**. Ask students to identify the rhyming word pairs. Circle the end rhyme sound in each word. Have students notice that rhyming ending sounds are not necessarily spelled the same, as in *blue* and *shoe*. Reread the poem aloud. When students hear words that rhyme, have them clap. Write the pairs of rhyming words on the board. Have students copy them. Arrange them in pairs to work together, circling the end rhyme sounds in each word. Have students consider why an author might choose to use rhyming words. Discuss.

**ASSESS:** Assist students as they review the rhyming words.

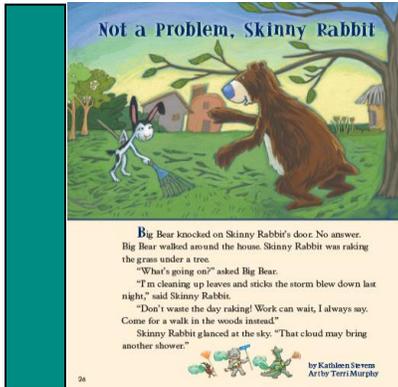
## EXTEND

**Writing:** Have students write or draw to show ways they are helpers at home, school, or with friends. Invite students to share their work with the class. Have a "Helpers" wall or board to display their work.

## Not a Problem, Skinny Rabbit

pp. 26–30, Fantasy

Young readers will go on an adventure with Bear and Rabbit, two friends who exemplify the true meaning of friendship. Use this tale to have students practice describing characters.



## RESOURCES

Character Traits

## OBJECTIVES

- Students will read and analyze a short story.
- Students will summarize key supporting details and ideas on characters.
- Students will identify the qualities of a friend using details.

## KEY VOCABULARY

- **raking (p. 26)** using a rake to gather leaves
- **glanced (p. 26)** looked at something or someone very quickly
- **prickles (p. 26)** an unpleasant feeling, like sharp points on your skin
- **footbridge (p. 29)** a bridge for people who are walking
- **waxed paper (p. 29)** a paper that is covered with wax to keep food dry

## ENGAGE

**Conversation Question:** How do we show our loved ones we care?

Arrange students into pairs and tell them to discuss how friends help each other. Have them discuss the qualities of a friend, and what draws us to want to spend more time with someone. Have the pairs share their thoughts and write them on the board to be used later in the SKILL FOCUS section. Then, have the students do a picture walk through the pages and have them predict what will happen in the story. Tell the students that they will read a story about two friends who go on an adventure and show each other how they care.

## INTRODUCE VOCABULARY

Share the vocabulary words and definitions. Read each sentence aloud and have students fill in the blanks.

1. My arms are tired from \_\_\_\_\_ the leaves.
2. The \_\_\_\_\_ ripped and my sandwich is wet!
3. The teacher \_\_\_\_\_ up and saw the book suddenly fall from the shelf.
4. The hikers couldn't reach their campsite because the \_\_\_\_\_ was washed away by the river.
5. The cactus \_\_\_\_\_ my skin every time I touched it.

## READ & DISCUSS

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

1. Where did Bear find Skinny Rabbit at the beginning of the story?
2. What does Bear think about work?
3. Do you agree with Bear when he says, "Work can wait!"?
4. How does Bear know it is going to rain?
5. How does Bear show he is a good friend in the stream?
6. How does Skinny Rabbit show he is a good friend?

## SKILL FOCUS: Character Traits

**INSTRUCT:** Remind students that they can learn about characters by paying attention to the things they say and do. Write the words strong and fearless on the board. These words were used by Skinny Rabbit to describe Bear. Write the words on the board with the words from introductory activity. Explain to students that people/characters have outside (physical) and inside (personality/character) traits, but the inside traits are what we should look for in a friend. Distribute the *Character Traits* worksheet. Have them work in pairs.

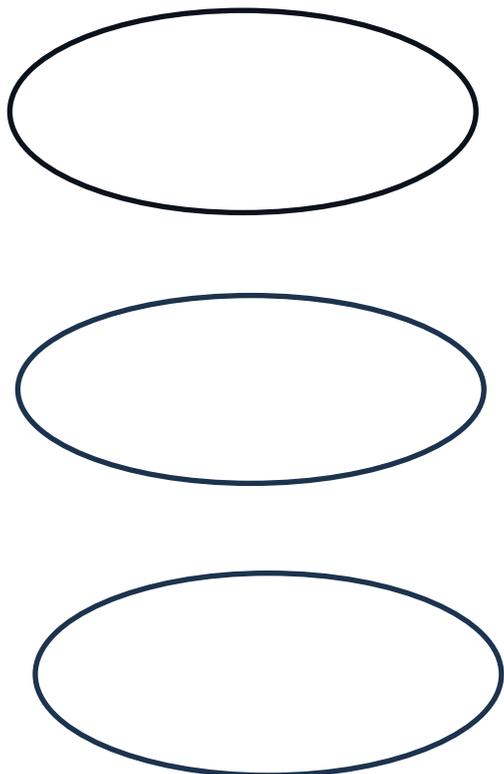
**ASSESS:** Assist and collect the worksheets.

## EXTEND

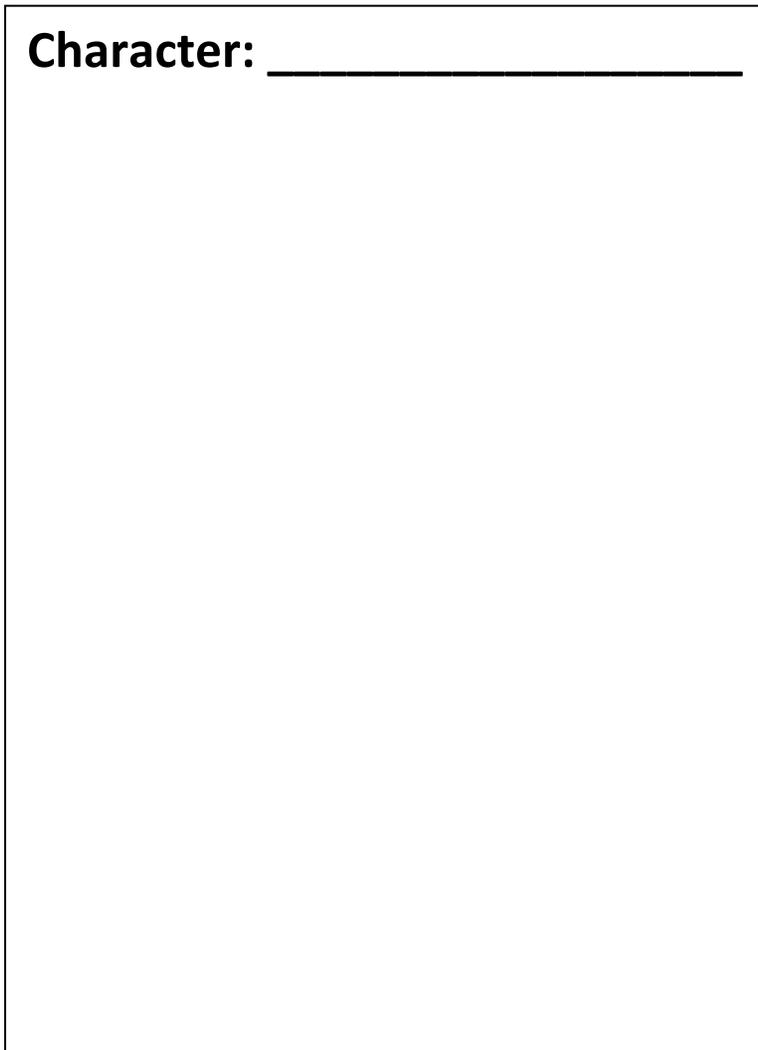
**Social Emotional Learning:** Have students use the *Character Traits* worksheet format to draw and describe a friend. Invite students to share their worksheets.

**Character Traits** Complete this worksheet by selecting **Bear** or **Skinny Rabbit** as the character. Draw a picture of the character in the center. Then, write words that describe Bear or Skinny Rabbit in the circles. Write outside traits on the left and inside traits on the right.

**Outside (Physical) Traits**



**Character:** \_\_\_\_\_



**Inside (Personality) Traits**

