

Ladybug®

THEME

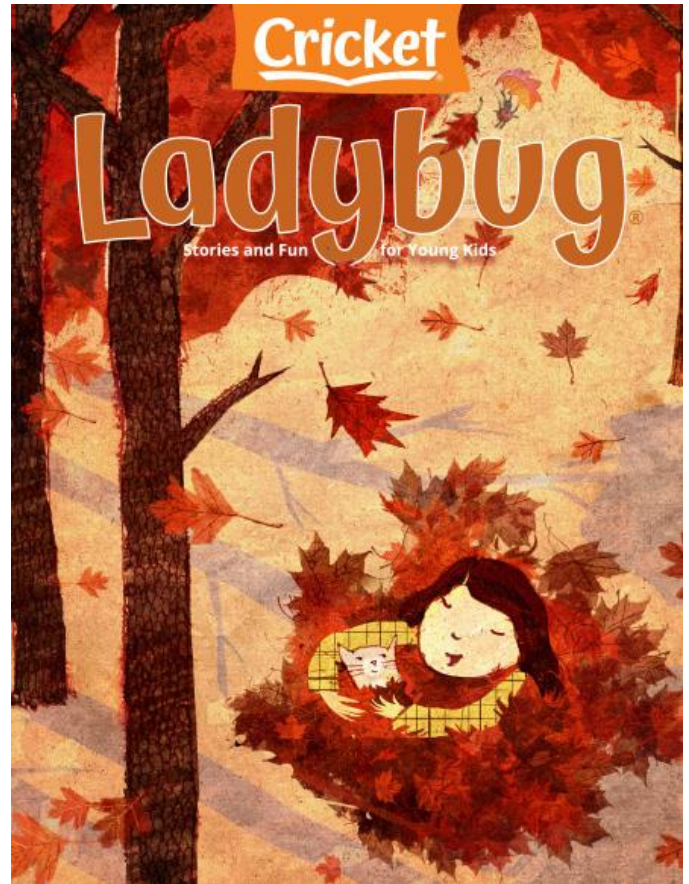
Use this issue of Ladybug to help your students tap into and sharpen their observation skills. Encourage children to learn about the world around them by observing clues, characteristics, and changes.

CONVERSATION QUESTION

What can we learn by observing?

TEACHING OBJECTIVES

- Students will read and analyze short stories.
- Students will assess how point of view shapes the content and style of a text.
- Students will obtain, evaluate, and communicate information.
- Students will read and analyze a narrative nonfiction text.
- Students will read closely to determine what a text says explicitly.
- Students will analyze and interpret data.
- Students will read and analyze a fantasy story.
- Students will recognize characteristics of literary texts.
- Students will create their own fantasy creature.



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**
Contemporary Realistic Fiction, ~510L
- **Furries in a Hurry**
Expository Nonfiction, ~590L
- **Jeff's Monster**
Fantasy, ~510L

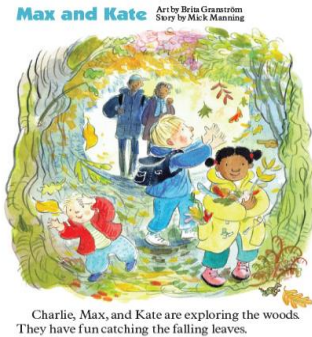
Ladybug® Teacher Guide: October 2024

Max and Kate

pp. 3–7, Contemporary Realistic Fiction

Use this story about Max and Kate on a walk in the woods to teach students to identify who is speaking in a story

Lexile Score: ~510L



RESOURCES

Who Is Speaking?

OBJECTIVES

- Students will read and analyze a short story.
- Students will assess how point of view shapes the content and style of a text.
- Students will obtain, evaluate, and communicate information.

KEY VOCABULARY

- **nibbled (p. 4)** ate with small bites
- **tracks (p. 4)** marks left on the ground by a moving animal or person
- **hollow (p. 6)** empty inside

ENGAGE

Conversation Question: What can we learn by observing?

Explain to students that the word observing means “looking carefully at something.” Display a close-up photograph of a woodland animal, insect, or environment (available online). Ask students to observe the photo and share what they notice. Then tell students that the next story is about friends and what they observe on a walk in the woods.

INTRODUCE VOCABULARY

Display the vocabulary words and read the words and definitions aloud. Then work with students to complete these sentences with the correct vocabulary words: *My gerbil’s name is Cookie. At lunchtime, Cookie _____ a piece lettuce. She likes to sleep inside a small _____ log. When I put Cookie in the sandbox, I can see her _____ in the sand.*

READ & DISCUSS

Have students listen carefully as you read aloud pages 3–5. Then reread this section, pausing to discuss questions 1–5. After students make predictions in question 5, read the rest of the story, check predictions, and discuss question 6.

1. What are the characters doing in the woods?
2. What do Max and Kate notice on the ground?
3. Who eats nuts and pinecones—people or animals?
4. Where do the tracks lead?
5. What kind of animal do you think left the tracks?
6. What is the squirrel doing?

SKILL FOCUS: Recognizing Speakers

INSTRUCT: Display the following sentences:

“I found some tracks,” said Max.
“Who made those tracks?” asked Kate.
Max and Kate followed the tracks.

Ask students who is speaking in the first sentence. Discuss clues that help them know Max is talking (quotation marks, the words *said Max*). Repeat this sequence for the second sentence. Then point out the last sentence and explain that some information in a story comes from a narrator, or an outside voice—not a character.

ASSESS: Distribute a copy of the *Who Is Speaking?* worksheet to each student. Have students work in pairs to complete the activity.

EXTEND

Science: Show students’ pictures of different animal tracks, such as deer, turkey, mouse, cat, and bear. Discuss how the tracks are similar and different. Then have students draw a picture of one animal and its tracks. Have students label their pictures and share with classmates.

Name _____

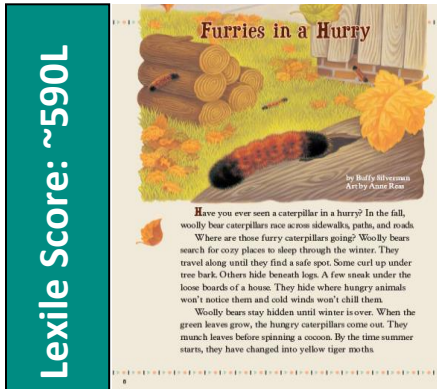
Who is Speaking?

Write words that Max says.	Write words that Kate says.	Write words that the narrator says.

Furries in a Hurry

pp. 8–9, Expository Nonfiction

Use this article about woolly bear caterpillars to teach students how to identify facts.



RESOURCES

Facts Worksheet

OBJECTIVES

- Students will read and analyze a narrative nonfiction text.
- Students will read closely to determine what a text says explicitly.
- Students will analyze and interpret data.

KEY VOCABULARY

- **caterpillar (p. 18)** a small, worm-like creature with many legs, that changes into a butterfly or moth
- **cocoon (p. 18)** a silky case that some insects make around themselves to protect them while they grow
- **moth (p. 18)** a kind of insect that is like a butterfly

ENGAGE

Conversation Question: What can we learn by observing?

Tell students that one way to learn about something is by observing how it changes. Discuss the seasonal changes students notice in fall, such as leaves turning color, the air temperature becoming cooler, and the days getting shorter. Ask students if they notice any special animals or animal behavior in fall. Then, explain that the next article is about a special kind of caterpillar that is seen in fall.

INTRODUCE VOCABULARY

Display and read aloud the vocabulary words. Ask volunteers to explain the meanings of familiar words. Acknowledge correct meanings and then read the definitions aloud. Discuss with students what they know about caterpillars, cocoons, and moths and how they are connected. Have students find the pictures that show these words on pages 8–9.

READ & DISCUSS

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

1. What do woolly bear caterpillars look like?
2. Do woolly bears move quickly or slowly?
3. Why do woolly bears need cozy places to hide in winter?
4. What do woolly bears eat in spring?
5. How do woolly bear caterpillars change in spring?
6. How did people use woolly bears to make predictions about weather?

SKILL FOCUS: Find Facts

INSTRUCT: Explain that the article “Furries in a Hurry” is nonfiction and contains facts, or true information, about woolly bear caterpillars. Read aloud the first two paragraphs on page 8. Then ask students to say what this page tells them about what woolly bears do in winter. Tell students that they will use this article to find more facts about woolly bears. Distribute the *Facts* worksheet to all students. Have students work in pairs to fill in the first box with facts on page 8 about where woolly bears sleep in winter.

ASSESS: Have students work in pairs to complete the worksheet. Review responses with the class.

EXTEND

Language Arts/Science: Read aloud Eric Carle’s book *The Very Hungry Caterpillar*. Help students compare the ideas and information in the book to the information in the article “Furries in a Hurry.”

Name _____

Facts Worksheet

My Facts About Woolly Bear Caterpillars

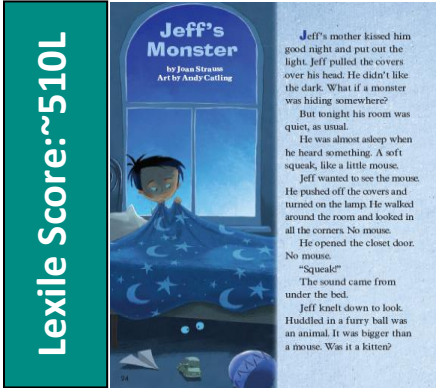
<p>Where woolly bears sleep in the winter</p>	<p>What woolly bears eat</p>
<p>How woolly bears change</p>	<p>What woolly bears look like</p>

Draw: On the back of this sheet, draw a picture of a woolly bear caterpillar and a yellow tiger moth. Use words and pictures from the story to help you.

Jeff's Monster

pp. 24–29, Fantasy

Teach students about fantasy while using this story about a boy that becomes good friends with the monster under his bed.



RESOURCES

Real or Fantasy?

OBJECTIVES

- Students will read and analyze a fantasy story.
- Students will recognize characteristics of literary texts.
- Students will create their own fantasy creature.

KEY VOCABULARY

- **huddled** (p. 24) curl one's body into a small space
- **sniffled** (p. 25) sniff slightly because of a cold or from crying
- **fierce** (p. 27) very strong, brave, or dangerous
- **trembling** (p. 29) to shake due to fear

ENGAGE

Conversation Question: What can we learn by observing?

Ask students to name animals they might see when they go outside, such as squirrels, rabbits, chipmunks, dogs, cats, birds, turkeys, etc. Then ask if students might see a dragon, a unicorn, or a talking elephant outside. Have students explain why not. Then explain that the boy in the story has an amazing creature under his bed.

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 girl **sniffled** from playing outside in the summer.
2. The tiger looked **fierce** as he watched the elephant.
3. The happy children **trembled** as they sang, "Happy Birthday."
4. The scared kitten **huddled** in the corner of the backyard to get out of the rain.

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 was the little monster under Jeff's bed?
2. Why did Jeff think it was a mouse?
3. How did the monster feel when Jeff found him?
4. What did the little monster ask Jeff to do when he found him?
5. How does Jeff help the monster?
6. Why does Jeff become lonely?

SKILL FOCUS: Realism and Fantasy

INSTRUCT: Tell students that some stories are realistic—they tell about things that could happen in real life. Other stories are fantasy—they tell about things that could never happen in real life. Ask students if "Jeff's Monster" is an example of fantasy, realism, or a little of both. Ask students to give examples of realism and fantasy from the story. Display a T-chart with the headings "Realism" and "Fantasy" and use it to record students' responses.

ASSESS: Distribute a copy of the *Real or Fantasy?* worksheet. Have partners cut out the sentence strips and mix them up in a bag. Then have partners take turns sorting the fantasy and realism sentences.

EXTEND

Art: Have students create their own fantasy creatures that they become friends with. Have them explain where the creature lives. Does the creature have a special talent? Have volunteers present their creatures to the class.

Real or Fantasy?

Cut out the sentence strips and mix them up in a bag. Take turns sorting the fantasy and realism sentences.

He pushed off the covers and turned on the lamp.

He said in a tiny little voice, "Don't put me on the bed. Put me under the bed! Please?"

Jeff wondered if he would see his friend again.

For the next few months, Fang came over to practice boos with Jeff every night.

Jeff pulled the covers over his head.

"I scared you, I scared you!" crowed the little monster.