

Ladybug®

THEME

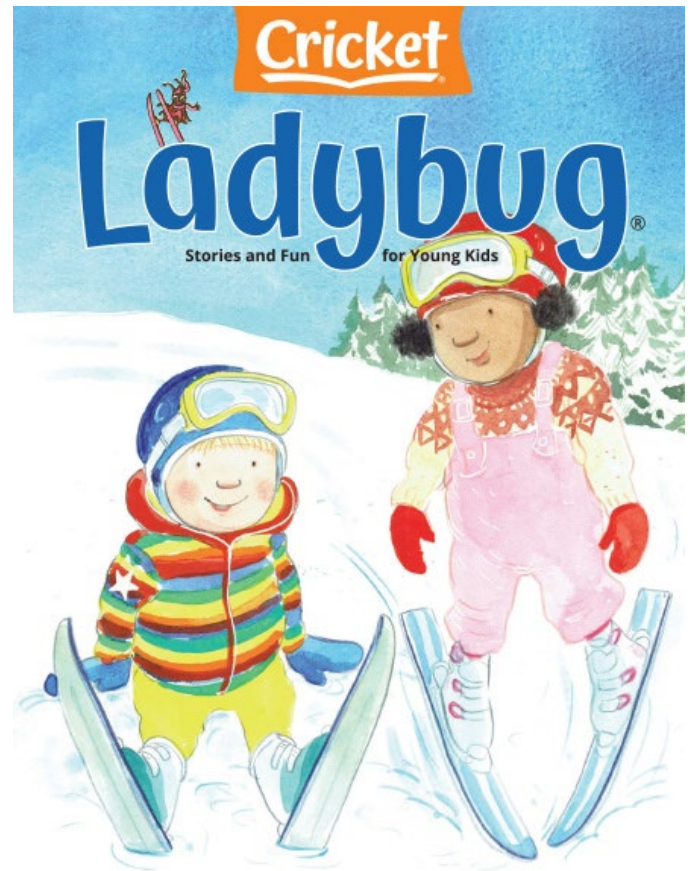
In this issue of *Ladybug*, students will practice using their observation skills to identify sensory details in stories. Encourage children to learn about the world around them by observing clues, characteristics, and changes. Use the mini lessons and activities in this guide to reinforce language arts skills and to engage children in a variety of learning activities.

CONVERSATION QUESTION

How do we learn something new?

TEACHING OBJECTIVES

- Students will read and analyze short stories.
- Students will analyze how individuals, events, and ideas develop and interact over the course of a text.
- Students will construct and use maps and other graphic representations of different places.
- Students will interpret words and phrases as they are used in a text.
- Students will elaborate on an imaginative idea.
- Students will read closely to determine what a text says explicitly.
- Students will learn the perspectives of and empathize with others.



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

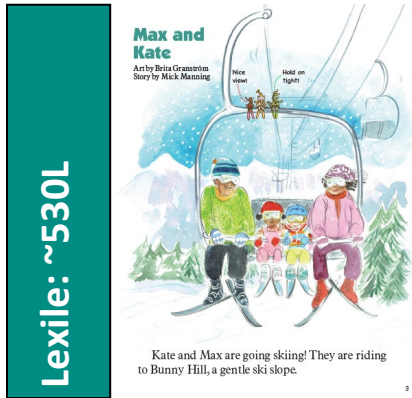
- **Max and Kate**
Realistic Fiction, ~530L
- **My Very Own Pet**
Fiction, ~580L
- **Annie's Decision**
Realistic Fiction, ~500L

Ladybug® Teacher Guide: January 2025

Max and Kate

pp. 3-6, Realistic Fiction

Teach students to think about problems and solutions in stories, using this story about a little brother and sister who help their big sister.



RESOURCES

Compare Characters

OBJECTIVES

- Students will read and analyze a short story.
- Students will analyze how individuals, events, and ideas develop and interact over the course of a text.
- Students will construct and use maps and other graphic representations of different places.

KEY VOCABULARY

- **gentle (p. 3)** not steep
- **ski slope (p.3)** the part of a mountain that is used for skiing
- **glides (p.5)** moves in a smooth way
- **zooms (p.6)** moves quickly

ENGAGE

Conversation Question: How do we learn something new?

Talk with students about learning a new activity or sport, such as riding a bike, playing baseball, or swimming. Invite students to share their experiences and explain how they learned to do the sport or activity. Then ask: *Is learning something new easy or hard? Why do people make mistakes sometimes when they are learning? Why is practicing important?* Finally, explain that Max and Kate learn to ski in this story.

INTRODUCE VOCABULARY

Display the vocabulary words and read them aloud. Ask volunteers to explain the meanings of familiar words. Acknowledge correct meanings and then read the definitions aloud. Then ask students to think about which words go together. Discuss as a class and list the word groups on the board. Tell students to listen for these words as you read aloud.

READ & DISCUSS

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

1. What are Max and Kate learning to do?
2. Who is helping them learn?
3. What does it take to learn how to ski?

SKILL FOCUS: Compare Characters

INSTRUCT: Tell students that one way to learn about characters is to compare them or think about how they are similar and different. Show students how to use a Venn diagram to compare characters to a familiar story, such as Little Red Riding Hood. Ask students to describe how the characters are similar and different. Write observations in the Venn diagram.

ASSESS: Distribute copies of the Compare Characters graphic organizer and point out the labels. Read “Max and Kate” aloud as students follow along. Then have pairs of students compare Max and Kate using the graphic organizer. Have students share their responses with the class.

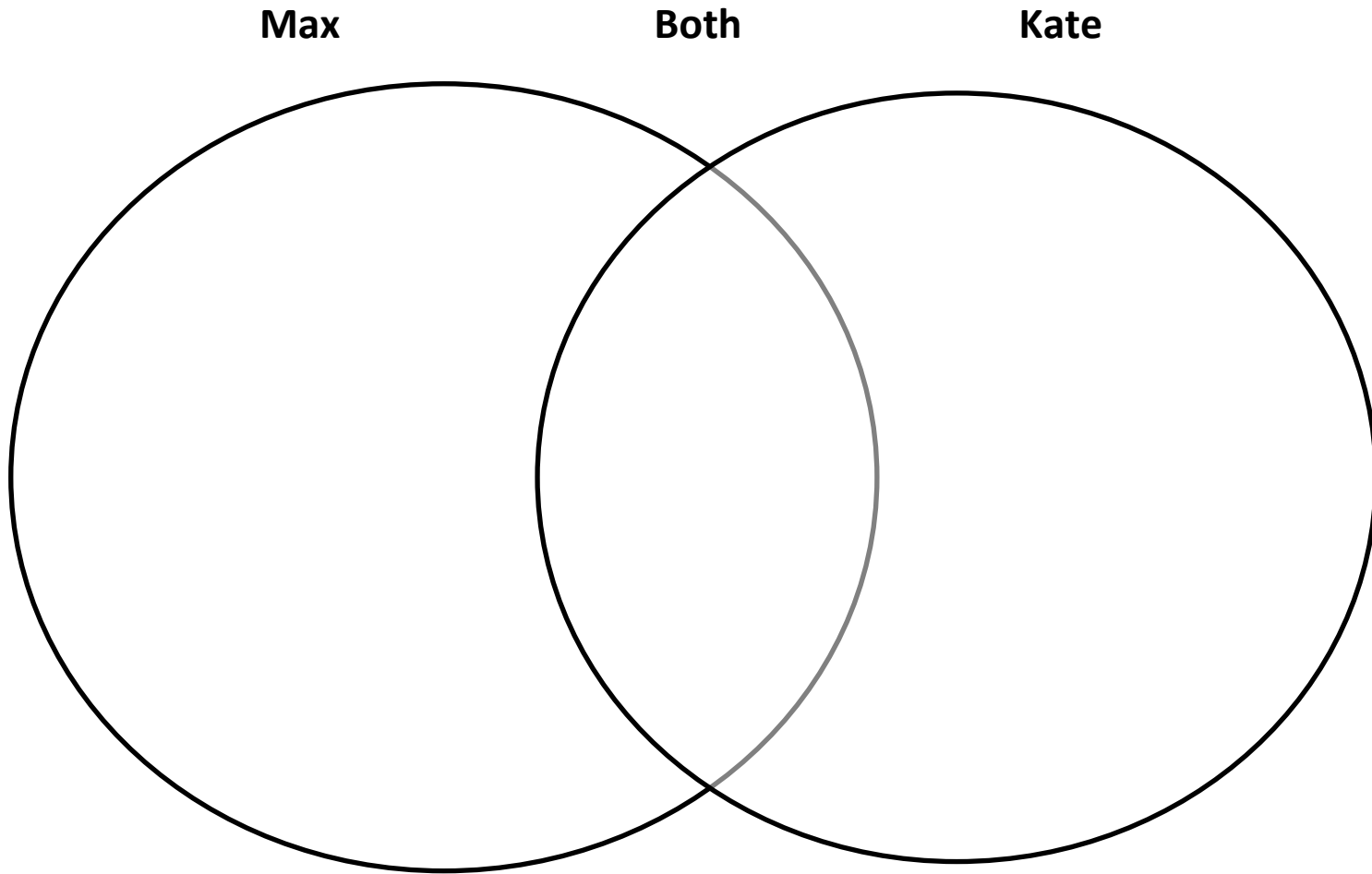
EXTEND

Geography: Remind students that Max and Kate are skiing on a mountain. Have students conduct research to find the mountain closest to their town or in a location they have heard of. Tell students to find out the name of the mountain and how high it is. Then have them draw a picture and label it with this information. Post the pictures in a mountain formation where others can enjoy!

Name _____

Compare Characters

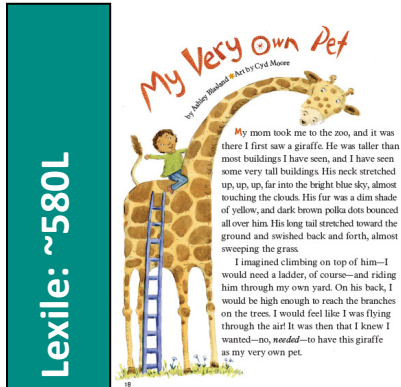
Use the Venn diagram to compare Max and Kate. How are they similar? How are they different?



My Very Own Pet

pp. 18–21, Fiction

Use this story about a boy who finds a special friend at the zoo to help students recognize sensory details.



RESOURCES

Sensory Details worksheet

OBJECTIVES

- Students will read and analyze a short story.
- Students will interpret words and phrases as they are used in a text.
- Students will elaborate on an imaginative idea.

KEY VOCABULARY

- **sweeping** (p. 18) moving over a wide area
- **dim** (p. 20) not bright
- **palm** (p. 21) the big, inside part of your hand

ENGAGE

Conversation Question: How do we learn something new?

Tell students that one way people learn is by exploring something new. Ask students to tell about a time when they explored something new. They might have explored a park or a museum with their families. Discuss how students use their senses when they explore. Then explain that the story is about a boy that uses his senses to describe something special to him.

INTRODUCE VOCABULARY

Share the vocabulary words and definitions. Ask volunteers to explain the meanings of the words. Correct meanings, when needed. Write the words on the board and make columns for each. Ask students to make up sentences about animals using the words. Write the sentences in the corresponding column.

READ & DISCUSS

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

1. How does Zach describe the giraffe?
2. What does Zach imagine doing with the giraffe?
3. Why couldn't Zach put the giraffe in his house?
4. Later that night, who has a surprise for Zach? What is it?
5. How is this surprise a better idea than a pet giraffe?

SKILL FOCUS: Sensory Details

INSTRUCT: Read p. 20 aloud. Ask students to share the images and pictures that they imagined. Remind students that authors use sensory details, or words that describe what they hear, smell, see, taste, and touch to help readers create a mental picture as they read. Write the senses on the board. Ask students to identify words and phrases from the story on p. 20 to add to the chart.

ASSESS: Distribute the Sensory Details worksheet. Students should work in pairs or individually to find words and phrases from the story that appeal to their senses and then write them on the worksheet.

EXTEND

Art: Remind students that Zach used his imagination and sensory details to explain the giraffe and his new pet, Giraffe. Have students think of the perfect pet for themselves. Have them write words to describe their pet. Help students write the words, if needed.

Name _____

Sensory Details Worksheet

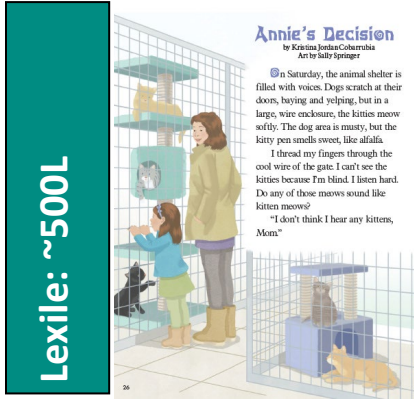
Find words and phrases from the story that connect to your senses. Write them in the chart below.

My senses	Words and phrases from the story that connect to my senses
sight	
sound	
taste	
touch	
smell	

Annie's Decision

pp. 26–31, Realistic Fiction

Use this story about a girl who visits the animal shelter to teach students how to identify facts.



RESOURCES

Facts Worksheet

OBJECTIVES

- Students will read and analyze a short story.
- Students will read closely to determine what a text says explicitly.
- Students will learn the perspectives of and empathize with others.

KEY VOCABULARY

- **baying** (p. 26) barking with long sounds
- **alfalfa** (p. 26) the plant grown to make hay
- **mews** (p. 28) soft sounds a kitten makes

ENGAGE

Conversation Question: How do we learn something new?

Explain to students that one way to learn about something new is by observing how it changes. Discuss how a kitten changes as it becomes an adult cat, and how a puppy changes to become an adult dog. Have students share their experiences with baby animals growing into adult animals. Then, explain that they will read a story about a special girl that has a special experience with kittens and an adult cat.

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 birds were **baying** all night long! I couldn't sleep!
2. We bought hay from the **alfalfa** farm.
3. I can hear the pony's loud **mews** coming from the barn.

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 couldn't Annie see the animals in the animal shelter?
2. Who is Sammy and why hasn't he been adopted yet?
3. How did Annie know Muffin had her kittens?
4. Where did Annie and her mom take the kittens?
5. What was Annie's choice of cat and why do you think she chose this one?

SKILL FOCUS: Find Facts

INSTRUCT: Explain that the story "Annie's Decision" contains facts, or true information about cats and kittens. Read p. 28. Then, ask students to say what this page tells them about what kittens are like when they are born. Tell students that they will use this article to find more information about kittens and cats.

ASSESS: Distribute the Facts Worksheet to all students. Have students work in pairs to fill in the first box with facts on pp. 28-29 about what kittens are like when they are born and how they change. Have students work in pairs to complete the worksheet. Review the responses with the class.

EXTEND

Social Emotional: Have students describe objects in detail using only touch and smell, then have others guess what the object is. This activity focuses on tactile and auditory experiences, allowing students to understand their world through their senses and to gain a better understanding of the experiences of people with blindness. This will also allow students to develop greater appreciation for different abilities.

Name _____

Facts Worksheet

My Facts About Kittens

<p>What do kittens look like when they are born?</p>	<p>Draw a picture</p>
<p>What happens once a kitten's eyes are open?</p>	<p>Draw a picture</p>