

Ladybug®

THEME

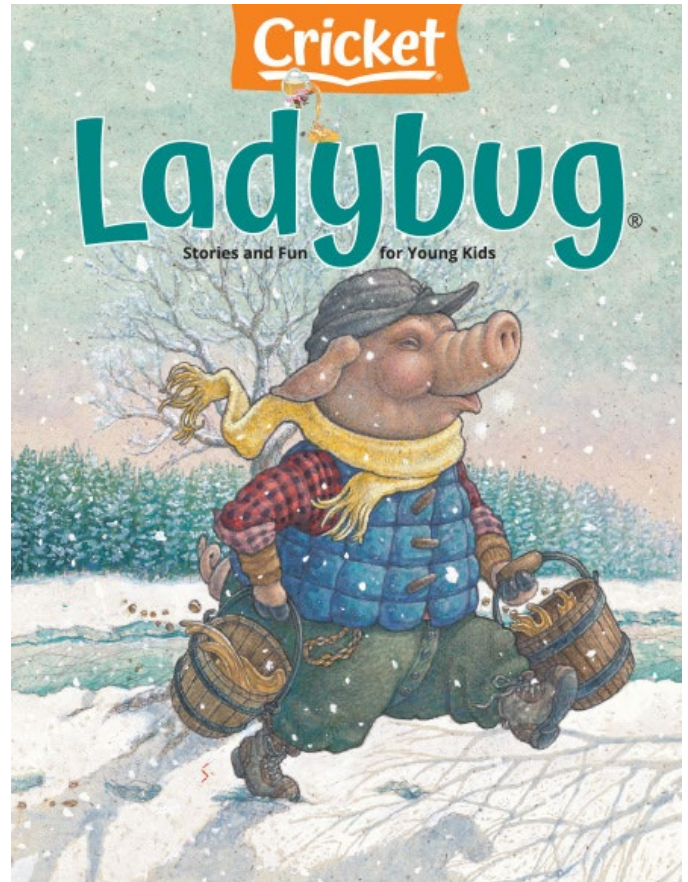
In this issue of *Ladybug*, students will practice using their observation skills to identify sensory details, recognize character's feelings, and analyze illustrations in stories. Encourage your students to learn about the world around them by observing clues, characteristics, and changes. Use the mini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

CONVERSATION QUESTION

How do we use trees in our everyday lives?

TEACHING OBJECTIVES

- Students will read and analyze short stories.
- Students will integrate content provided in diverse media.
- Students will generate and conceptualize artistic ideas and work.
- Students will interpret words and phrases as they are used in a text.
- Students will research and present knowledge.
- Students will analyze how individuals, events, and ideas develop and interact over the course of a text
- Students will learn how culture influences the way people live, modify, and adapt to their environments.



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, ~350L
- **The Memory Tree**
Realistic Fiction, ~570L
- **Sugar-on-Snow**
Realistic Fiction

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Max and Kate

pp. 3-7, Contemporary

Realistic Fiction

Use this story about friends that build a treehouse to help students think about story illustrations.

Lexile: ~350L



RESOURCES

Illustrations Worksheet

OBJECTIVES

- Students will read and analyze a short story.
- Students will integrate content provided in diverse media.
- Students will generate and conceptualize artistic ideas and work.

KEY VOCABULARY

- **sawing (p. 3)** to cut with a saw
- **trunk (p.4)** the main stem of a tree apart from limbs and roots
- **gathers (p.5)** brings together

ENGAGE

Conversation Question: How do we use trees in our everyday lives?

Talk with the children about where trees are found, if they have had a tree fall in their yard or near their home, and any general information known about trees. Brainstorm some ideas for how trees can be used if they fall or need to be taken down. Tell the children that this story is about a tree blown down during a storm and what a family did with the tree.

INTRODUCE VOCABULARY

Display the vocabulary words and read them aloud. Ask volunteers to act out the words using physical movements. Have the other children guess what word the volunteers are acting out.

READ & DISCUSS

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

1. What happened to the tree?
2. Where was the tree?
3. Who is sawing the tree?
4. What was made using the tree?

SKILL FOCUS: Analyze Illustrations

INSTRUCT: Display a two-column chart with the headings “Text” and “Illustrations.” Read aloud the text on page 3. Ask what it tells them about where the story takes place. (“Max’s daddy is sawing up the old apple tree in the backyard.”) Add this to the chart under, “Text.” Then ask: Is Max’s daddy at a park or school yard? How do you know? What do you learn about the story from the illustration? (The illustration shows a blue backyard fence.) Add this to the “illustrations” column of the chart. Distribute the *Illustrations Worksheet* to students. Repeat these steps with text on page 4. Students should add notes to their worksheets.

ASSESS: Read aloud page 5 of the story. Discuss which words tell what the characters are doing (“Daddy gathers nails and wood for building. Max helps.”) Have students note this on their worksheets. Then, have them work to note what they learn about the story from the illustrations. Discuss responses.

EXTEND

Art: Remind students that Max and Daddy used the wood of the blown-down tree to make a treehouse. Tell the children to think of what their treehouse would look like if they could design one. Provide items such as popsicle sticks or have them collect small sticks from outside. They can also draw or paint a picture of their treehouse.

Name _____

Illustrations Worksheet

<p>Page 4 Text</p>	<p>Page 4 Illustrations</p>
<p>Page 5 Text</p>	<p>Page 5 Illustrations</p>

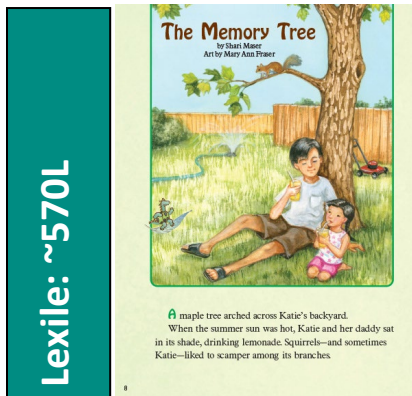
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The Memory Tree

pp. 8-12,

Realistic Fiction

Teach children to think about sensory details in stories by using this story about a girl and her family and how a maple tree in their backyard provides more than shade from the sun.



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 research and present knowledge.

KEY VOCABULARY

- **arched** (p. 8) had the curved shape of an arch
- **scamper** (p.8) to run with quick, light steps
- **unfurled** (p.10) opened out, unfolded
- **sapling** (p.11) a young tree

ENGAGE

Conversation Question: How do we use trees in our everyday lives?

Ask the children to share memories from the summer, autumn, spring, and winter times. Do they enjoy raking piles of leaves then jumping into them? Do they like to climb a certain tree when the weather is warmer? Tell the children they will read a story about a girl and her family that have a special maple tree in their backyard.

INTRODUCE VOCABULARY

Display the vocabulary words and definitions. Read them aloud and discuss. Discuss the sentences below and have children fill in the blanks with the correct vocabulary words.

1. We lifted the _____ from the pot and planted it in the ground.
2. The mouse _____ across the floor.
3. The garden had beautiful _____ trees covering the flowers.
4. The butterfly _____ its beautiful wings and flew away in the sky.

READ & DISCUSS

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

1. What are the activities the maple tree provides?
2. What happens that ends these activities?
3. What do Katie and her dad do next?
4. In what ways does Katie miss the old maple tree? What does she do to help them remember the old tree?

SKILL FOCUS: Interpret Sensory Details

INSTRUCT: Read aloud the first paragraph on page 8. Then ask the children to share the pictures that came to mind as they listened. Remind them that authors use sensory details, or words that describe what they hear, smell, see, taste, and touch, to help readers create mental pictures as they read. Display a T-chart with the headings “Sight” and “Sound.” Ask the children to identify words and phrases from the paragraph to add to the chart.

ASSESS: Distribute a copy of the *Sensory Details* worksheet to each child. They can work in pairs or individually to find words and phrases from the story that appeal to their senses and then add them to their worksheet.

EXTEND

Science: Katie enjoys her new tree, but it can’t provide the fun activities of the old tree yet. Find a book about the growth of maple trees. How long will Katie have to wait before the new tree can provide fun activities? Have students illustrate the life cycle of a maple tree. Then have them explain how long Katie and her family will have to wait until they can enjoy the same activities the older tree provided.

Name _____

Sensory Detail Worksheet

Find words and phrases from the story that appeal to your senses.
Write or draw them in the chart.

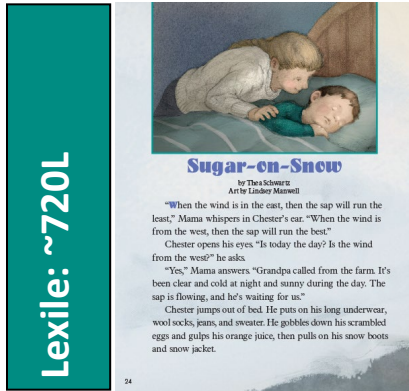
My senses	Words and phrases from the story that appeal to my senses.
Sight	
Sound	
Taste	
Touch	
Smell	

Sugar-on-Snow

pp. 24-28,

Realistic Fiction

Use this story about a boy that visits his grandfather's maple syrup farm to help with analyzing character feelings.



RESOURCES

Character's Feelings Organizer

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 learn how culture influences the way people live, modify, and adapt to their environments.

KEY VOCABULARY

- **collapsed (p. 25)** having fallen down or given way
- **interrupts (p.26)** stops someone speaking by saying or doing something
- **tubing (p.26)** a length of material in the form of a tube
- **peer (p.27)** to look at curiously

ENGAGE

Conversation Question: How do we use trees in our everyday lives?

Tell the children this story is about a boy who visits his grandfather's maple syrup farm, but this visit ends up being a little different from his visits before. Ask the children if they visit their grandparents. Discuss what getting older, or aging, means to them. Explain that when we get older, we sometimes can't do the same physical activities we once were able to do. Tell the children to listen for clues in the story that might tell them how the characters are feeling.

INTRODUCE VOCABULARY

Display the vocabulary words and read them aloud. Use context clues and the illustrations in the story to elicit possible meaning of the words. Write any correct meanings on the board. Explain the definitions, if necessary, and add these to the other meanings on the board. Have the children use the words in new sentences.

READ & DISCUSS

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

1. How does Chester feel about going to his grandfather's house?
2. Why had Grandpa switched to using tubing to get the sap to the sugarhouse?
3. What are the pickles for?
4. Read what Chester's mother says in the first paragraph. Read what Chester says in the last paragraph. How are these two quotes alike?
5. What is sugar-on-snow? Would you like to try it? Why or why not?

SKILL FOCUS: Analyze a Character's Feelings

INSTRUCT: Discuss the story clues that help students know when Chester is sad. Explain that the words and actions a character will say and do are important in a story. These help students understand how a character feels. Display a T-chart with the headings "Chester's words" and "Chester's actions." Read page 24 aloud as the children listen for and identify words and actions that show Chester feels excited. Write these in the T-chart.

ASSESS: Distribute the *Character's Feelings* organizer to the children. Have them work in pairs or individually to find other story clues that show when Chester is sad or happy. Remind them to copy the exact words from the story into their charts. Offer support if needed.

EXTEND

Geography: Remind students that Chester and his mother are visiting a maple syrup farm. Explain that these farms are real, like farms with cows and chickens. Show the video, [Virtual Field Trip-Maple Syrup](#). Tell the children to listen and look for some of the vocabulary words learned and other information similar to what was read in the story.

Name _____

Character's Feelings

How can you tell when Chester is sad?

Chester's Words	Chester's Actions

How can you tell when Chester is happy?

Chester's Words	Chester's Actions