

Ladybug®

THEME

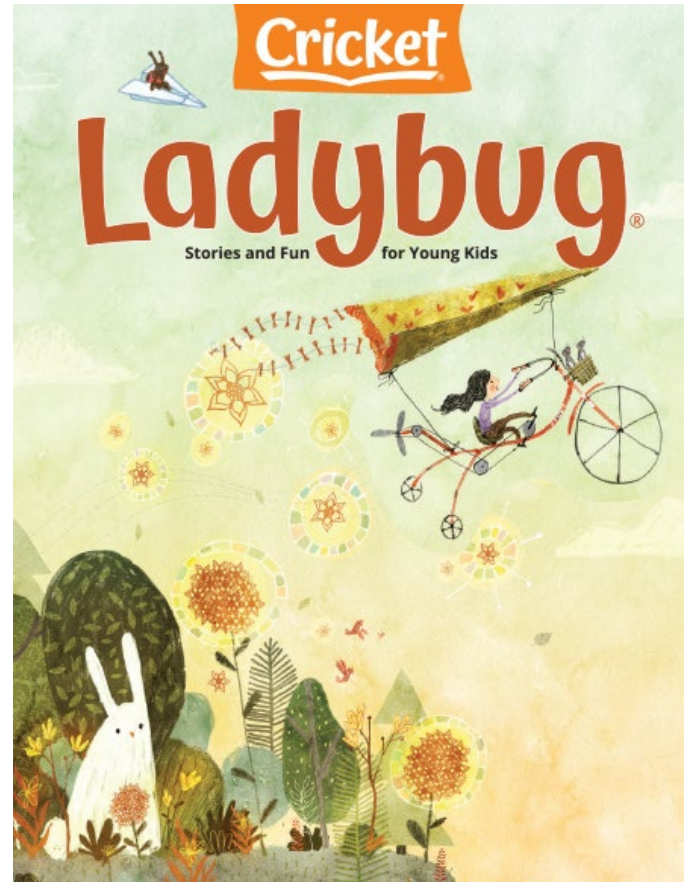
In this issue of *Ladybug*, characters go on different adventures. They make kites, venture out to a meadow, and travel to another country! Use the articles and activities to reinforce language arts skills and to engage students in a variety of learning activities.

CONVERSATION QUESTION

What is an adventure?

TEACHING OBJECTIVES

- Students will read and analyze short stories.
- Students will integrate and evaluate content presented in diverse media and formats.
- Students will create a kite.
- Students will read and analyze a fantasy story.
- Students will recognize characteristics of literary texts.
- Students will create their own fantasy creatures.
- Students will analyze how individuals, events, and ideas develop.
- Students will analyze places.
- Students will use maps.



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, 450L
- **The Kite**
Fantasy, 430L
- **Two Places to Call Home**
Realistic Fiction, 820L

Ladybug® Teacher Guide: May/June 2025

Max and Kate

pp. 3-7, Realistic Fiction

Use this story about friends that go on a kite adventure to help students learn about story illustrations.

Lexile: 450L



RESOURCES

- Illustrations Organizer

OBJECTIVES

- Students will read and analyze a short story.
- Students will integrate and evaluate content presented in diverse media and formats.
- Students will create a kite.

KEY VOCABULARY

- **contest (p. 3)** a competition where people try to win something
- **trip (p. 6)** when your foot catches on something and you stumble or fall
- **crashes (p. 7)** to fall, land, or hit with force

ENGAGE

Conversation Question: What is an adventure?

Ask the children what they think an adventure is. Have volunteers share their responses. Brainstorm with them ideas for adventures, such as going on a hike on a mountain, going on a safari, or something similar. Choose one of those adventures and have the children pretend to go on it. Remind them to use their bodies and facial expressions. Tell them that this story is about friends going on a kite adventure and having a competition.

INTRODUCE VOCABULARY

Share the vocabulary words and definitions. Ask children to share what they know about these words. Put the children in groups of 2-3, if possible. Assign the groups a vocabulary word. Instruct the groups to come up with a skit or action to “act” out the meaning of their assigned word. Remind the children to listen for the 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 Max’s daddy suggest they do in the beginning?
2. “It is a windy day,” Max’s daddy says. Why is this important to the story?
3. Who makes the biggest kite? The smallest? The middle-sized?
4. Who won the kite contest?

SKILL FOCUS: Analyze Illustrations

INSTRUCT: Display a chart with two columns with the headings, *Text* and *Illustrations*. Read the text on pg. 3. Ask children what it tells them about where they are. (They are in the garage.) Put this under the *Text* column. Have the children look at the picture on pg. 4. Ask them what they can tell from the picture. (Max made a giant blue kite.) Add this under the *Illustrations* column.

ASSESS: Distribute the *Illustrations Organizer* to the children. Read aloud pg. 6. Discuss which words tell them about Charlie’s kite. Have the children add this to their organizer. Have them work with a partner to complete the organizer to note what they learn about the story from the text and illustrations. Have volunteers share their responses.

EXTEND

Art: Look up instructions on how to make a simple kite. Help the children gather the materials and create their own kites. If the weather permits, have the children fly their kites outside and see which kite flies the longest. You can use this information to make a chart and demonstrate how to read a simple chart.

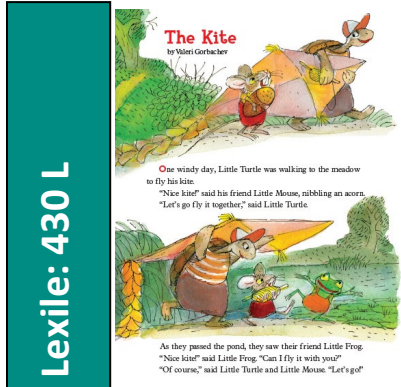
Name: _____

Text	Illustrations
Page 6	Page 6
Page 7	Page 7

The Kite

pp. 9-12, Fantasy

Teach students about the fantasy genre by using this story about talking animals flying their kite with friends.



RESOURCES

- Realism and Fantasy
- Fantasy Creature

OBJECTIVES

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

KEY VOCABULARY

- **meadow (p. 9)** land that is covered with grass
- **swooping (p. 12)** move quickly downwards through the air
- **pilot (p. 12)** a person who flies an aircraft

ENGAGE

Conversation Question: What is an adventure?

Ask the children to name animals they might see when they go outside. Then, ask the children if they have ever spoken to one of these animals. Have them explain why not. Explain that this story is about talking animals that fly a kite but one of their friends goes missing.

INTRODUCE VOCABULARY

Share the vocabulary words and definitions. Then read aloud the first sentence below. Have the children decide which vocabulary word completes the sentence.

1. The _____ flew the helicopter over the mountain to rescue the hikers.
2. We picked the beautiful flowers in the _____.
3. Watch out! The bird came _____ down and almost flew into you!

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 kind of friend is Little Turtle?
2. What was Little Mouse doing when he saw Little Turtle?
3. Where did the friends go to fly the kite?
4. What friend went missing? Where was the friend?

SKILL FOCUS: Fantasy and Realism

INSTRUCT: Tell children that some stories are real- the things that happen in the story could happen in real life. Some stories are fantasy- the things that happen in them could never happen in real life. Ask the children if "The Kite" is real or fantasy and have them give examples.

ASSESS: Distribute the *Realism and Fantasy* worksheet. Have the children complete the worksheet. When they finish, ask for volunteers to share their work.

EXTEND

Art: Distribute the *Fantasy Creature* page. Have students create their own creature and think of facts about their creature. Display their work for others to enjoy.

Name: _____

A _____ can _____.

A _____ can't _____.

Name _____

My Fantasy Creature

Creature's Name: _____

Color: _____

Habitat: _____

Friendly: Yes _____ No _____

My Fantasy Creature



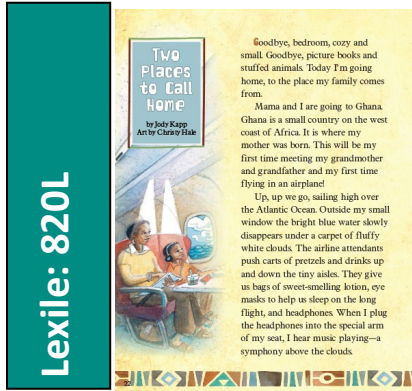
2 fun facts about my creature:

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Two Places to Call Home

pp. 22-27, Realistic Fiction

Use this story about a young boy visiting his family in Ghana for the first time to help students recognize setting details.



Lexile: 820L

OBJECTIVES

- Students will read and analyze a short story.
- Students will analyze how individuals, events, and ideas develop.
- Students will analyze places.
- Students will use maps.

KEY VOCABULARY

- **cozy** (p. 22) giving a feeling of comfort
- **symphony** (p. 22) music performed by a full orchestra
- **rickety** (p. 23) poorly made
- **weave** (p. 26) twist and turn from side to side while moving to avoid running into things

ENGAGE

Conversation Question: What is an adventure?

Tell children that one way to have an adventure is to travel and visit places you have never seen before. Remind them that some trips are very long but others can be short. Have children share their travel adventures. Explain to them that this story is about a boy and his mother travelling to Ghana to visit family he has never met!

INTRODUCE VOCABULARY

Share the vocabulary words and definitions. Show the children a picture of each word as you read the definition aloud. Finally, give each child a blank sheet of paper. Help them fold it in half twice to create four sections. Have them create a picture dictionary by writing one vocabulary word in each section and drawing a picture of each word. Tell students to look and listen for these 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. How would you describe the airplane flight? Use details from the story.
2. What does Grandfather do when he first sees his grandson? Why does he do that?
3. Why are the colors of Grandfather's Kente cloth important?
4. How did the boy show bravery when it was time to eat?
5. Why is the title, *Two Places to Call Home*, a good one for the story?

SKILL FOCUS: Setting

INSTRUCT: Review setting (where and when a story takes place). Ask the children where most of this story takes place. (Ghana) Then write this question on the board: *What is Ghana like?* Explain that there are many details in the story that can help them learn what Ghana is like. Read aloud pages 24–25. Then discuss what they learn about Ghana on these pages. Note correct responses on the board. Point out that details about foods, special cars, and how people dress all help them know what Ghana is like. Continue this process for the rest of the story.

ASSESS: Have the children pretend to be the boy in the story. Tell them to write a letter to a friend telling them about Ghana. Remind them to include details from the board in their letters and to add illustrations to also show the details.

EXTEND

Social Studies: Show the distance between your city and Ghana on a map. Have the children use books about Ghana, or provide videos or other information, to learn about more animals, foods, and customs there. Have students draw and write about something they learn. Display their work for others to enjoy and learn from!