

Ladybug®

THEME

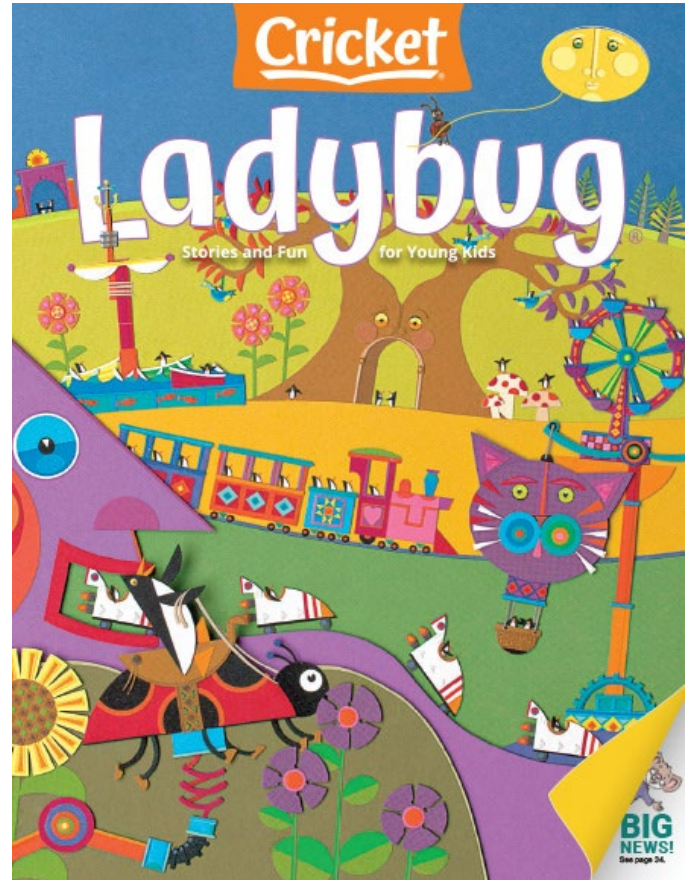
Have children express how they have fun with family and friends by using these stories and poems to connect to the characters, their senses, and imaginations as they listen and read.

CONVERSATION QUESTION

How do kids have fun?

TEACHING OBJECTIVES

- Students will read and analyze short stories.
- Students will use details from the text and pictures to support answers.
- Students will create illustrations with details.
- Students will participate in collaborative discussions.
- Students will ask and answer questions.
- Students will interpret words and phrases as they are used in a text.
- Students will conduct a short research report.



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, 500L
- **One Thing That I Wonder**
Poem
- **Garden on the Roof**
Poem

Ladybug® Teacher Guide: July/August 2025

Max and Kate

pp. 3-7, Realistic Fiction

Use this story about Max, Kate, and Charlie at a carnival to teach students about how summaries can help them understand a story.



Lexile: 500L

RESOURCES

- Five-finger Story Summary

OBJECTIVES

- Students will read and analyze a short story.
- Students will use details from the text and pictures to support answers.
- Students will create illustrations with details.

KEY VOCABULARY

- **carnival (p. 3)** a fair that travels to different places and includes rides and games you can play to win prizes
- **roller coaster (p. 4)** a ride at an amusement park which is like a small, open train with tracks that are high off the ground
- **whoops (p. 4)** a loud vocal expression of strong emotion, like a shout

ENGAGE

Conversation Question: How do kids have fun?

Show some photos of carnival rides and ask if children have been to a carnival. Invite them to talk about the rides they went on and the things they noticed. Finally, tell them that the next story is about friends who have fun at a carnival.

INTRODUCE VOCABULARY

Share 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. We made a special **roller coaster** for dinner.
2. Our outing to the **carnival** was the most fun I've ever had!
3. My dad **whoops** loudly when he sleeps.

Tell the children 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 do Kate and Max see at the carnival? What do they hear?
2. What does a carousel look like? How does it move?
3. What happens after the pirate ride?
4. What is "Mommy's Ice Cream Ride"?

SKILL FOCUS: Five-Finger Story Summary

INSTRUCT: Explain that we can use our hands to retell stories. Tell children to hold their hands up. Explain that we can use the following fingers to retell a story: thumb-setting, pointer finger-characters, middle finger- problem, ring finger- events, and pinky-solutions. Start with the thumb-setting. Ask children where the story takes place. Do the same with the pointer finger to discuss characters, and so on.

ASSESS: Distribute the *Five-Finger Story Summary* worksheet to children and have them work independently or with a partner. Have them write or draw in the setting and characters. Then, have them write or draw the rest of the story summary on the worksheet.

EXTEND

Art: Have children draw a picture of themselves and a friend on a carnival ride. Have them include details in the pictures to show how much fun they are having. Tell them to write sentences to describe what is happening in the picture.

Name _____

Five-Finger Story Summary Use the Five-Finger Story Summary to complete the organizer.



Setting—When and where?

Characters—Who?

Problem—Did anything go wrong? What problem needs to be solved?

Events—Beginning

Events—Middle

Events—End

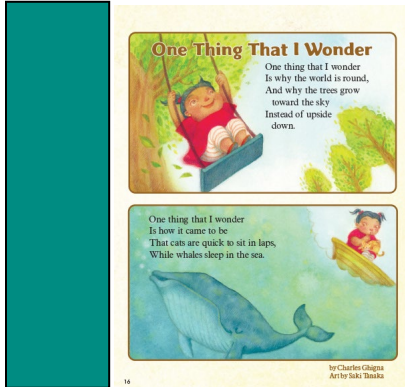
Solution—How was the problem solved?

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One Thing That I Wonder

pp. 16-18, Poem

Use this poem describing things a child wonders about to help students engage in group discussions.



RESOURCES

- I Wonder

OBJECTIVES

- Students will read and analyze a poem.
- Students will participate in collaborative discussions.
- Students will ask and answer questions

KEY VOCABULARY

- **wonder (p. 16)** to want to know more about something
- **burrow (p. 17)** the shelter or resting place of a wild animal

ENGAGE

Conversation Question: How do kids have fun?

Help children understand that people use their minds to do many things, such as to imagine, to solve problems, to understand, and to remember. Discuss ways that they use their minds every day. Explain that this poem is about a girl who uses her mind to wonder about things. Invite children to share things they wonder about.

INTRODUCE VOCABULARY

Display and read aloud the vocabulary words and definitions. Remind children that they shared some of their wonders in the Engage activity above. Have them work in pairs to look through the illustrations on pages 16-18 and predict something the girl wonders about in the poem. Invite children to share their predictions. Then remind them to listen for the vocabulary words and to check their predictions as you read.

READ & DISCUSS

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

1. If trees grew upside down, could people put swings in them? Why or why not?
2. What would happen if whales tried to sleep on people's laps?
3. Would spiders be able to spin webs and catch food with only two legs? Explain.
4. Do you think you would like to have eight legs? Why or why not?
5. Does it make sense for birds to live in trees and bunnies to dig underground? Why or why not?

SKILL FOCUS: Speaking and Listening

INSTRUCT: Display the following sentence frame and model filling it in: One thing that I wonder is _____. Then distribute the *I Wonder* worksheet, review the activity, and have children work independently to complete it. Tell them they are going to share their work. Go over rules for being a good presenter (take turns, speak in a voice everyone can hear, hold up pictures for all to see) and for being a good audience member (listen to and look at the speaker; keep hands in laps, don't interrupt, ask questions).

ASSESS: As students work in small groups to share ideas, observe and offer guidance as necessary.

EXTEND

Science: Give children paper and pencils and take them on an "I Wonder Walk." Bring them outside and have them note things they see and what they wonder about them. Back inside, have the children share their work. Discuss how they can find answers to their questions.

Name _____

I Wonder

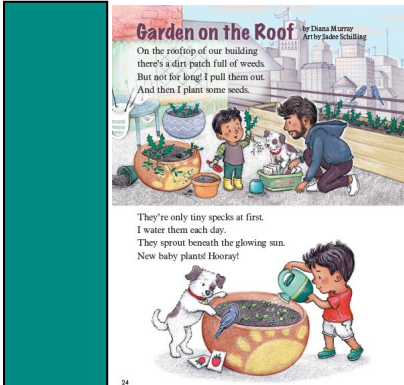
One thing that I wonder is

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Garden on the Roof

pp. 24-26, Poem

To teach about writing poems, use this poem about a boy, his father, and their rooftop garden.



RESOURCES

- Food Poem Worksheet

OBJECTIVES

- Students will read and analyze a poem.
- Students will interpret words and phrases as they are used in a text.
- Students will conduct a short research report.

KEY VOCABULARY

- specks** (p. 24) small areas that are different (as in color) from the main part
- sprout** (p. 24) new growth from a plant

ENGAGE

Conversation Question: How do kids have fun?

Discuss the different fruits and vegetables that can be grown at home: beans, cucumbers, berries. Ask children to describe the different food items in the illustrations. Then tell them this poem is about a boy and his father that have a garden on their roof.

INTRODUCE VOCABULARY

Display the vocabulary words. Then, read them and their definitions aloud. After, show children illustrations for the poem and ask them to identify the sprouts. Then, discuss specks by drawing or showing them real seeds.

Tell the children to look and listen for these vocabulary words in the poem.

READ & DISCUSS

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

- What is on the roof before the seeds?
- What turns bright red?
- What fills the garden bed?
- Which word describes the “snacks” they grow themselves?

SKILL FOCUS: Write a Sensory Poem

INSTRUCT: Tell children that they are going to write poems about how their senses help them identify fruits and vegetables. Review the five senses and then display the *Food Poem* worksheet. Help children brainstorm a few things they see, taste, hear, and smell when they eat fruit and vegetables. Record these in the worksheet.

ASSESS: Distribute a copy of the *Food Poem* worksheet to all children. Instruct children to complete their poems and/or add illustrations to go with each sensory statement. Have children share their poems.

EXTEND

Science: Show children books about growing fruits and vegetables. Have them create a T-chart with the headings “Foods I Can Easily Grow at Home” and “Foods I Can’t Easily Grow at Home.” Then, have them look through the books to find three to four entries for each column of the chart. The children should write and draw the food in their charts.

Name _____

Food Poem

I see	
I hear	
I feel	
I smell	
I taste	