

# Ladybug®

## THEME

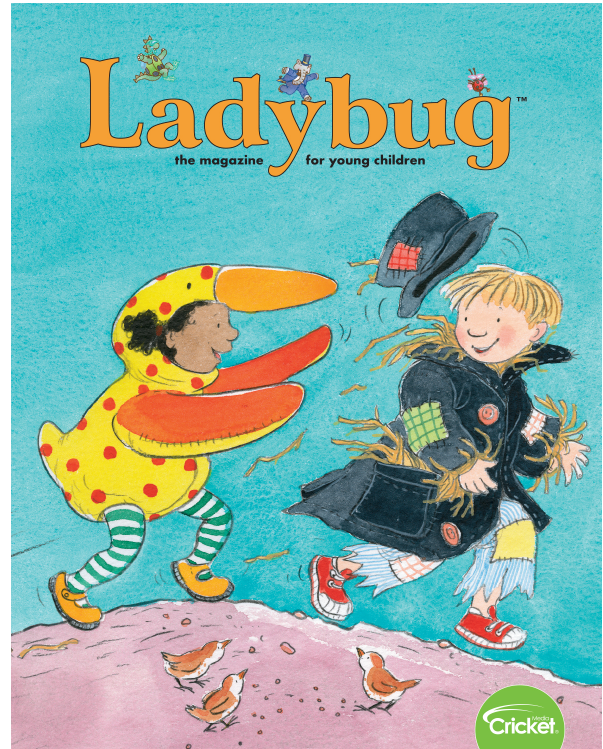
Use the texts and activities in this teacher guide to help your students recognize characters' emotions, make connections to characters, and develop empathy.

## CONVERSATION QUESTION

How can I learn about a character's feelings?

## TEACHING OBJECTIVES

- Students will analyze how individuals, events, or ideas develop and interact over the course of a text.
- Students will interpret words and phrases as they are used in a text.
- Students will plan and carry out investigations.
- Students will develop an awareness of the community they live in.



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

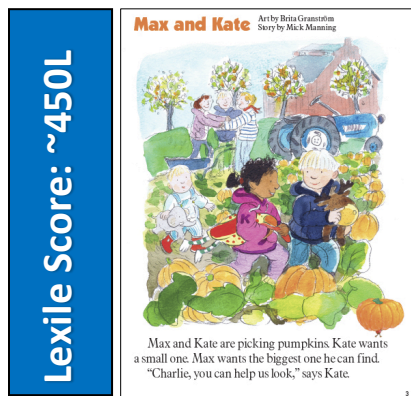
- **Max and Kate**  
Contemporary Realistic Fiction, ~450L
- **Ghost Goes Boo**  
Poem, N/A
- **Hazel Grove**  
Contemporary Realistic Fiction, ~650L

# Ladybug® Teacher Guide: October 2019

## Max and Kate

### pp. 3–7, Contemporary Realistic Fiction

Use this story about a visit to a pumpkin patch to help students make connections to characters and events.



## OBJECTIVES

- Students will read and analyze a short story.
- Students will analyze how individuals, events, or ideas develop and interact over the course of a text.
- Students will plan and carry out investigations.

## KEY VOCABULARY

- **cute** (p. 4) adorable and loveable
- **round** (p. 5) shaped like a circle or a ball
- **teeny tiny** (p. 6) extra small

## ENGAGE

**Conversation Question:** How can I learn about a character's feelings?

Explain that story illustrations can help students learn about a character's feelings. Display the illustration on page 3 and discuss how characters are feeling. Explain that often the characters and events in stories will remind students of people they know or experiences they've had. Model making a connection to the illustration on page 3: "Everybody in this picture is smiling. They look happy to be together. This reminds me of how happy I feel when I go pumpkin-picking with my family." Help students make their own connections.

## INTRODUCE VOCABULARY

Display the vocabulary words and read aloud the words and definitions. Ask students to name things that are cute, things that are round, and things that are teeny tiny. Write or draw responses under the words. Instruct 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. Where are Max and Kate?
2. What kind of pumpkin does Kate want?
3. What kind of pumpkin does Max want?
4. Where is the ladybug? Where is the grasshopper?
5. Why does Kate say Charlie wants a teeny tiny pumpkin?
6. Who has the biggest pumpkin?

## SKILL FOCUS: Making Connections to a Text

**INSTRUCT:** Remind students that before reading, they made connections to a story illustration. Explain that now you are going to show them how to make a connection to story text. Read aloud page 3 and then model connecting using a think-aloud: "The part about Max wanting the biggest pumpkin reminds me of my older sister because she always wanted the biggest pumpkin, the biggest scoop of ice cream, the biggest everything." Ask students to share connections to the text on this page.

**ASSESS:** Have students work in pairs to take turns reading the story aloud and explaining the connections they can make to the characters and events. Circulate and offer help as needed.

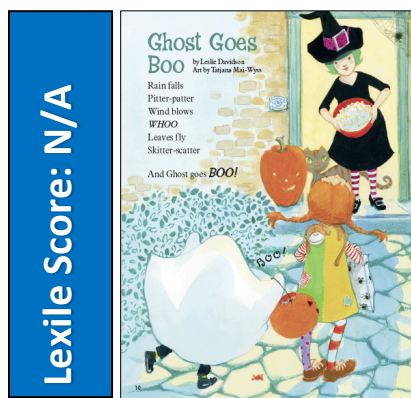
## EXTEND

**Mathematics** Have each student bring in a small pumpkin to use in several measuring activities. Have students use a scale to weigh their pumpkins and a measuring tape to measure the width of their pumpkins. Then have students work in groups to arrange their pumpkins from lightest to heaviest or narrowest to widest. Offer help as needed.

## Ghost Goes Boo

pp. 10–12, Poem

Use this trick-or-treat poem to help students recognize words and phrases that describe sounds.



## RESOURCES

- Sound Words Worksheet

## OBJECTIVES

- Students will read and analyze a poem.
- Students will interpret words and phrases as they are used in a text.
- Students will plan and carry out investigations.

## KEY VOCABULARY

- **pitter-patter** (p. 10) the sound of quick, light taps
- **skitter-scatter** (p. 10) moving quickly in all directions

## ENGAGE

**Conversation Question:** How can I learn about a character's feelings?

Invite students to share fun things they do on Halloween. Then preview the poem's illustrations and ask students how the children are having fun. Next, ask them to identify the girl's feelings on page 12, based on her facial expression. Finally, tell students to pay attention to the words and illustrations to help them learn about characters' feelings.

## INTRODUCE VOCABULARY

Tell students they are going to hear words in the poem that tell how things look and sound. Display the vocabulary words and read aloud the words and definitions. Discuss things that go pitter-patter (rain, footsteps). Have students use their fingertips to make a pitter-patter sound in their desktops. Then discuss things that skitter-scatter (insects, leaves). Remind students to look and listen for these words in the story.

## READ & DISCUSS

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

1. What is this poem about? Did you notice any interesting words?
2. Is this poem fun, scary, or both? Tell why.
3. Who does the ghost try to scare in each picture? What happens?
4. How does the girl feel on page 11? How can you tell?
5. How does the girl feel on page 12? How can you tell?

## SKILL FOCUS: Recognize Sensory Words (sound)

**INSTRUCT:** Review the five senses and the body parts that help students see, hear, feel, taste, and smell. Explain that poets use words that help readers imagine how things look, sound, smell, feel, and taste. Display the poem below and a chart with the headers *looks, feels, sounds, tastes, smells*.

*An apple is round and red. It is smooth on the outside.  
It makes a loud crunching sound when you bite it.  
It tastes tangy-sweet. It smells like fall.*

Read each sentence aloud and ask which words help them imagine how the apple looks, feels, etc. Add words to chart. Then explain that "Ghost Goes Boo" includes words that help readers imagine sounds. Invite volunteers to point out some of these words.

**ASSESS:** Distribute the *Sound Words* worksheet to students. Have students work in pairs to complete the worksheet.

## EXTEND

**Science** Bring students outside to listen for and name sounds. List things they hear and help them use verbs to describe the sounds (*birds sing, cars honk*, for example). Back in the classroom, have students draw and write about the sounds and post their work on a *Wall of Sounds*.

## Sound Words Worksheet

Name \_\_\_\_\_

What word in the poem tells the sound the **rain** makes?

What word in the poem tells the sound the **wind** makes?

What word in the poem tells the sound the **ghost** makes?

What word in the poem tells the sound the **cat** makes?

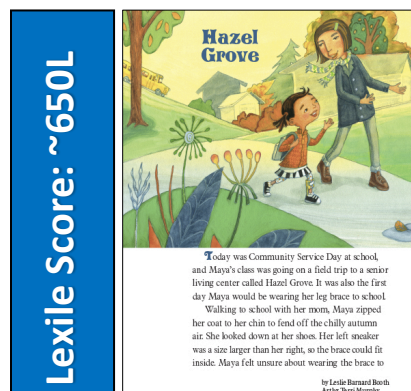
What words tell the sounds the **owl** makes? Look for 2 words.

# Ladybug® Teacher Guide: October 2019

## Hazel Grove

### pp. 22–29, Contemporary Realistic Fiction

Use this story about a little girl who visits a senior center to teach students to recognize how characters' feelings change.



## RESOURCES

- Changing Feelings

## OBJECTIVES

- Students will read and analyze a short story.
- Students will interpret words and phrases as they are used in a text.
- Students will develop an awareness of the community they live in.

## KEY VOCABULARY

- **community service (p. 22)** volunteering to do something that helps someone
- **senior living center (p. 22)** a place where older people can live and have helpers
- **leg brace (p. 22)** a special piece of equipment that fits on a person's leg and helps the person walk
- **wheelchair (p. 25)** a chair with wheels that is used by people who cannot walk.

## ENGAGE

**Conversation Question:** How can I learn about a character's feelings?

Explain that the word *confident* describes the feeling of knowing you can do something. Point out that when students try to do something for the first time, such as ride a two-wheel bike or learn to read, they might feel less confident. After they practice, they feel more confident.

Discuss situations in which students might feel more confident or less confident. Then tell students to listen for information in the story about how confident Maya, the main character, feels.

## INTRODUCE VOCABULARY

Display the vocabulary words and read aloud the words and definitions. Invite students to share what they know about the terms. Then use a search engine to find images of elementary school students at assisted living facilities. (Input search: *elementary students visit assisted living center*.) Use the vocabulary words to discuss photos with the students. Remind them 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. Why does Maya need to wear a leg brace?
2. What does her brace look like?
3. How does Maya feel about wearing her brace to school?
4. Who does Maya meet at the senior living facility?
5. What do Joan and Maya have in common?

## SKILL FOCUS: How Character Feelings Change

**INSTRUCT:** Tell students that authors include text details to help readers understand how characters feel. Read the story aloud one page at a time as students listen for information about how Maya feels. After each page, discuss Maya's feelings and the details that helped students understand them. Have students use sticky notes to identify Maya's feelings on each page. Point out that sometimes the author tells readers how Maya feels (pp. 22 and 23) and sometimes the author only gives clues about feelings (pp. 25–29). Next, ask if Maya feels confident at the beginning of the story and if she feels confident at the end. Finally, discuss why Maya's feelings changed.

**ASSESS:** Distribute the *Changing Feelings* worksheet and have students work in pairs to complete it. Invite students to share their responses with other classmates.

## EXTEND

**Social Studies** Explore opportunities for students to visit a nursing home or assisted living facility in your area. If a visit isn't possible, have students make cheerful pumpkin and autumn leaf decorations to send.



## Changing Feelings

Name \_\_\_\_\_

**How does Maya feel at the beginning of the story?**

**What story words help you know how Maya feels?**

**How does Maya feel at the end of the story?**

**What story words help you know how Maya feels?**

**Why do Maya's feelings change? Draw or write.**