

# Ladybug®

## THEME

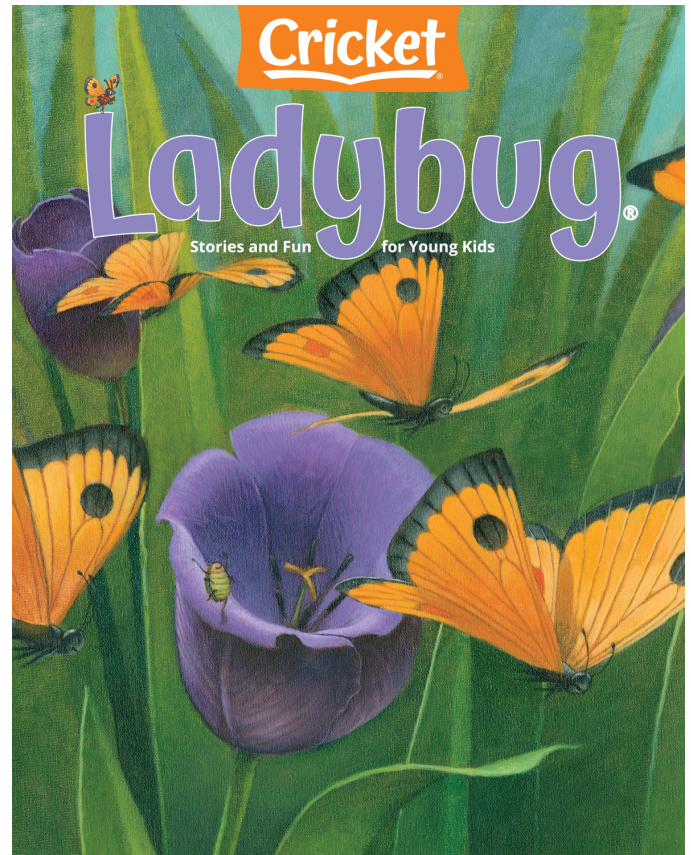
Mr. Rogers once told a story that ended with this advice: "Look for the helpers. You will always find people who are helping." You and your students will find all kinds of helpers in the texts and activities inside this teacher guide.

## CONVERSATION QUESTION

How do helpers help?

## TEACHING OBJECTIVES

- Students will read closely to determine what a text says explicitly.
- Students will integrate content presented in diverse media and formats.
- Students will interpret words.
- Students will take a nature hike.
- Students will conduct short research projects.
- Students will write narratives to develop real experiences and events.



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

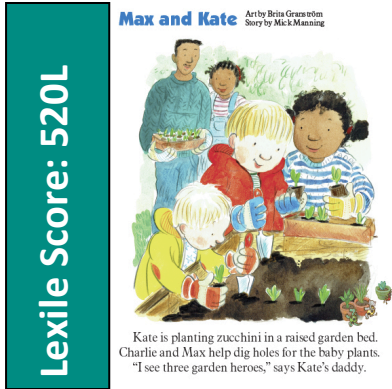
- **Max and Kate**  
Contemporary Realistic Fiction, ~520L
- **Pill Bugs**  
Expository Nonfiction, ~580L
- **Mr. Owl**  
Poem, N/A

# Ladybug® Teacher Guide: April 2021

## Max and Kate

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

Use this story about helpers in the garden to give students practice in reading closely.



## RESOURCES

- **Reading Response**

## OBJECTIVES

- Students will read and analyze a short story.
- Students will read closely to determine what a text says explicitly.
- Students will take a nature hike.

## KEY VOCABULARY

- **soil (p. 4)** dirt
- **aphids (p. 5)** very small insects that harm plants
- **pollen (p. 6)** yellow powder found inside flowers that helps plants make seeds

## ENGAGE

**Conversation Question:** How do helpers help?

Invite students to talk about how they are helpers at school. Then ask them how they are helpers at home. Finally, ask if any students are helpers in a garden. Discuss what kinds of jobs need to be done in a garden. Then tell students to notice all the helpers in this story.

## INTRODUCE VOCABULARY

Display the vocabulary words and read aloud the words and definitions. Use photos from the internet to illustrate the words. Invite students to share what they know about the words. Finally, remind 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. What are Kate, Charlie, and Max doing?
2. How do worms help in the garden?
3. Are aphids helpers? Why or why not?
4. How does the ladybug help in the garden?
5. How do bees help in the garden?
6. What do Kate's mommy and daddy call the helpers in this story?
7. Why are the helpers heroes?
8. Why are bees Max's heroes?

## SKILL FOCUS: Reading Response

**INSTRUCT:** Explain that students are going to write and draw about the helpers in the story. Ask students to look back through the story to identify the animal helpers. Have students turn and talk to a partner to identify animal helpers. Then invite students to share their answers. Next, ask students to look back through the story to identify the human helpers. Have students turn and talk to a partner to identify human helpers. Then invite students to share their answers. Distribute the *Reading Response* worksheet to students. Explain that students are going to choose one animal helper and one human helper from the story and tell how they help in the garden.

**ASSESS:** Have students work independently to complete the worksheet. Have students respond in words and pictures, if possible, or just pictures. Then have students share their work with a partner.

## EXTEND

**Science** Take students on a hike around the school, in a park, or in a local nature preserve. Have students bring paper and a pencil to write or draw the animals, insects, and plants they notice.

**Reading Response**

**Human Helper**

**Animal Helper**

**How did this human helper help?**

**How did this animal helper help?**

# Ladybug® Teacher Guide: April 2021

## Pill Bugs

### pp. 18–20, Expository Nonfiction

Use this article about pill bugs to teach students how illustrations and words work together to help them understand ideas in a text.



## OBJECTIVES

- Students will read and analyze a nonfiction text.
- Students will integrate content presented in diverse media and formats.
- Students will conduct short research projects.

## KEY VOCABULARY

- **forests** (p. 18) wide areas of trees growing close together
- **tank** (p. 19) an army vehicle that is covered in strong metal
- **pouch** (p. 20) a pocket of skin on the stomachs of some female animals
- **feelers** (p. 20) long thin parts on the front of an insect that are used for touching things (and sometimes smelling)

## ENGAGE

**Conversation Question:** How do helpers help?

Brainstorm with students a list of body parts. Tell students that parts of our bodies are helpers. For example, our eyes help us see and notice things. Have students turn and talk with a partner about how other parts of our bodies help us. Then invite students to share their ideas with the class. Finally, tell students to notice how a pill bug's body parts are helpers.

## INTRODUCE VOCABULARY

Display the vocabulary words and read aloud the words and definitions. Use pictures from the internet to illustrate the words. Invite students to share what they know about the words. Finally, remind students to look and listen for these words in the article.

## READ & DISCUSS

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

1. What do pill bugs look like when they are rolled up?
2. Do pill bugs live in nature, in cities, or both? Explain.
3. What do pill bugs and fish have in common?
4. How is a pill bug's hard shell a helper?
5. What color are baby pill bugs?
6. When do baby pill bugs leave their mother's pouch?
7. How are a pill bug's feelers helpers?
8. What kinds of places do pill bugs like to be in?

## SKILL FOCUS: Text and Illustrations

**INSTRUCT:** Explain that illustrations in a text help show ideas that the words tell about. Point out that illustrations help readers to understand the ideas more clearly. Tell students they are going to look at how text and illustrations work together. First, have students work with a partner to look closely at the illustration on p. 18 and talk about what they notice. Next, display and read aloud the first paragraph of the article. Then reread it one sentence at a time, pausing to discuss the text details that are shown in the illustration. Highlight these details in the text. Repeat this process using the second paragraph and the middle illustration on p. 19.

**ASSESS:** Have students work in pairs to study the bottom illustration on p. 19 and discuss what they notice. Then display and read aloud the last paragraph on p. 19. Then reread it one sentence at a time. Have students follow along and highlight details in the text that are shown in the illustration.

## EXTEND

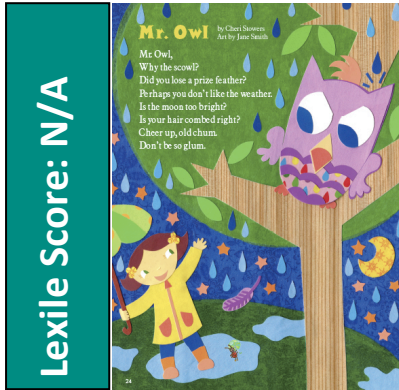
**Science** Create a class bug book. Have students look through nonfiction books about insects and choose a bug to report on. Then have students draw or paint a picture of the bug, label the bug, and write a fact about it. Collect the pages and put them together with a cover and title.

# Ladybug® Teacher Guide: April 2021

## Mr. Owl

### p. 24, poem

Practice identifying rhyming words using this poem about an unhappy owl.



Lexile Score: N/A

## OBJECTIVES

- Students will read and analyze a poem.
- Students will identify rhyming words.
- Students will write narratives to develop real experiences and events.

## KEY VOCABULARY

- **scowl** (p. 24) an unhappy look on someone's face
- **chum** (p. 24) a good friend
- **glum** (p. 24) unhappy

## ENGAGE

**Conversation Question:** How do helpers help?

Tell students that in addition to being helpers to their teachers and their families, they can also be helpers to their friends. Offer an example of how you have helped, and have been helped by a friend. Then talk with students about ways that friends can help each other. Point out that one way to help friends is to cheer them up when they are unhappy. Discuss ways to cheer up a friend. Then tell students to notice how the girl in this poem tries to cheer up her friend.

## INTRODUCE VOCABULARY

Display the vocabulary words and read aloud the words and definitions. Demonstrate what a scowl looks like and have students turn to a partner and show a scowl. Next, tell partners to share the names of their chums. Then discuss as a class things that make students feel glum. Finally, remind students to look and listen for the vocabulary words.

## READ & DISCUSS

Read the poem aloud. Then read it again. Use the questions below to discuss the poem with students.

1. Who is the girl talking to in the poem?
2. What do you think a prize feather is?
3. How do people act when they don't like the weather?
4. What are some reasons why the owl might be scowling?
5. How is the girl trying to help the owl?

## SKILL FOCUS: Identify Rhyming Words

**INSTRUCT:** Tell students that words rhyme when they have the same end sound. List the words below on the board as shown and have students find the rhyming word pairs. Circle the end rhyme sound in each word.

hot

bed

red

pot

Next, slowly read the poem aloud. Have students clap when they hear words that rhyme. Pause and ask students to identify the rhyming words. List the rhyming pairs on the board.

**ASSESS:** Have students work in pairs to copy the words on the board, circle the end rhyme sounds, and then take turns reading the rhyming pairs aloud to each other.

## EXTEND

**Writing** Have students write and draw to show ways that they are helpers at home, at school, with grown-ups, and with friends. Invite students to share their work with the class. Create a "We Are Helpers" wall and display students' work.