

# Ladybug®

## THEME

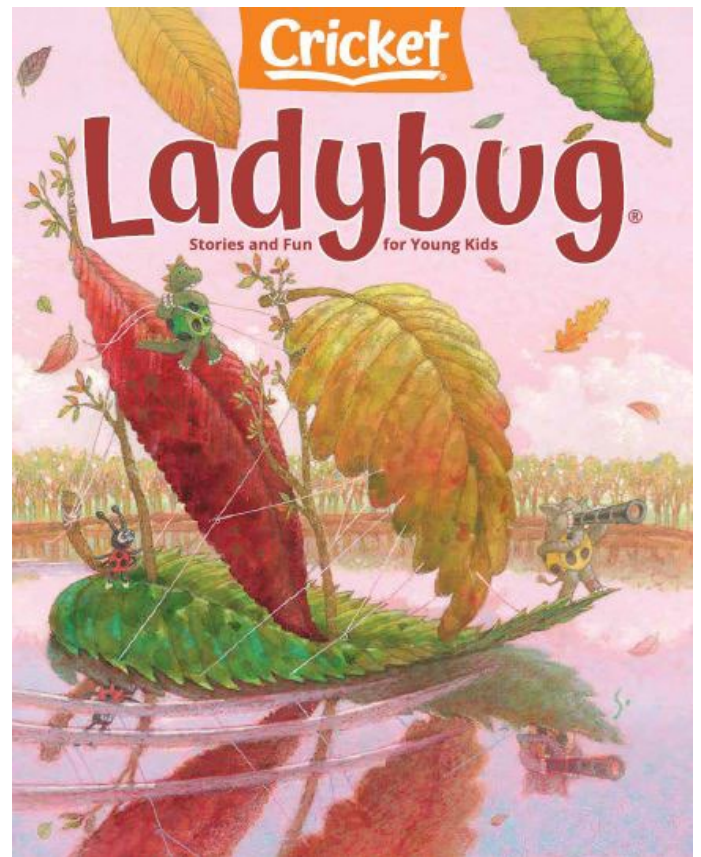
Use the texts and activities in this teacher guide to help students practice language arts skills while they read about characters having fun on Halloween.

## CONVERSATION QUESTION

How do characters have fun on Halloween?

## TEACHING OBJECTIVES

- Students will summarize the key supporting details and ideas of a text.
- Students will analyze how individuals, events, and ideas develop and interact over the course of a text.
- Students will analyze how individuals, events, and ideas develop and interact.
- Students will learn about owls.
- Students will discuss their community.
- Students will weigh and measure pumpkins.



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

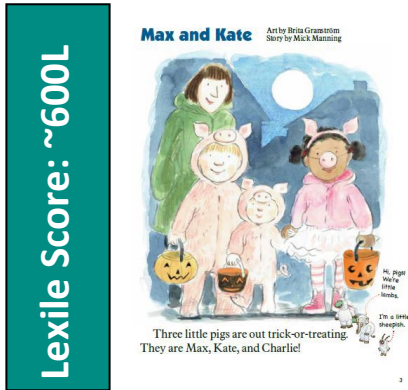
- **Max and Kate**  
Contemporary Realistic Fiction, ~600L
- **Shelby the Shy**  
Contemporary Realistic Fiction, ~450L
- **Badger's Pumpkins**  
Fantasy, ~590L

# Ladybug® Teacher Guide: October 2022

## Max and Kate

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

Use this story about Max and Kate trick-or-treating on Halloween to teach students how to retell a story.



## RESOURCES

- Retelling Worksheet

## OBJECTIVES

- Students will read and analyze a short story.
- Students will summarize the key supporting details and ideas of a text.
- Students will learn about owls.

## KEY VOCABULARY

- **chipmunk** (p. 4) a small brown animal similar to a squirrel that has a stripe on its back and a fuzzy tail
- **broomstick** (p. 5) the long handle of a broom
- **lapping** (p. 5) the way an animal uses its tongue to drink liquid
- **branch** (p. 6) a woody part of a tree that grows out from the trunk

## ENGAGE

**Conversation Question:** How do characters have fun on Halloween?

Ask students to share how they have fun on Halloween. Then display the illustration on the first page of “Max and Kate” and ask students to identify the costumes the three characters are wearing. Ask students to share the costumes they plan to wear for Halloween or costumes they like to dress up in just for fun. Finally, tell students to notice how Max, Kate, and Charlie have fun in this story.

## INTRODUCE VOCABULARY

Display and read aloud the key words and definitions. Show students photos to illustrate the vocabulary words. Discuss students’ experiences with **chipmunks**. Discuss why students might see a **broomstick** on Halloween. Have students pretend to be cats **lapping** milk. Have students pretend to be trees, holding out their arms as **branches**. 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. Why are Max, Kate, and Charlie dressed up as pigs?
2. Who answers the door at the friendly giant’s house?
3. What is the chipmunk doing?
4. Where is the wicked witch’s broomstick?
5. What is the cat doing?
6. Whose house is the owl near?
7. Are the characters having fun? How can you tell?

## SKILL FOCUS: Retell a Story

**INSTRUCT:** Remind students that retelling means telling a story from beginning to end in their own words. Explain that they can retell a story by remembering what happened *first*, *next*, *then*, and *last*. Display these words, then model using them to retell a short story. Next, tell students they are going to retell the “Max and Kate” story. First, ask students to identify the story’s title, characters, and setting. Then read the story aloud and ask students to retell the story by writing, drawing, or talking to a partner. Encourage them to use the sequence words on display. Have them reread the story to check their work for completeness.

**ASSESS:** Distribute the *Retelling* worksheet. Have students point to the sequence word in each box as they orally retell the story, or have them write and/or draw in the boxes to retell the story. Allow students to refer to the text as needed.

## EXTEND

**Science** Stock the classroom with nonfiction books about owls for students to read/look at. Read a few owl books aloud. Have students write and/or draw to show three facts they’ve learned about owls.

## Retelling

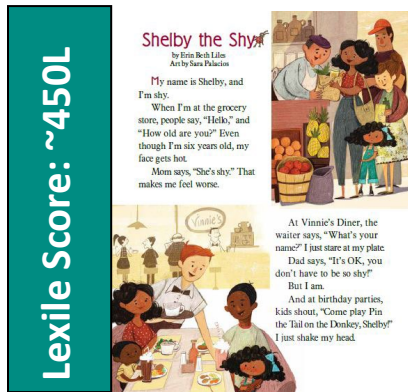
First	Next	Then	Last
<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

# Ladybug® Teacher Guide: October 2022

## Shelby the Shy

pp. 10–15, Contemporary Realistic Fiction

Use this story about a shy girl who learns to be brave to give students practice in describing characters.



## RESOURCES

- Describe a Character

## 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 discuss their community.

## KEY VOCABULARY

- **shy (p. 8)** feeling nervous and uncomfortable about meeting and talking to people
- **brave (p. 11)** not afraid

## ENGAGE

**Conversation Question:** How do characters have fun on Halloween?

Have students preview the illustrations on pages 13–14 and then turn and talk with a friend about what they notice in the pictures. Where are the characters? What are they doing? What Halloween details do students notice? Invite students to make a prediction about something that will happen in the story. Return to these predictions after you read the story to students.

## INTRODUCE VOCABULARY

Display the vocabulary words and read them aloud. Ask volunteers to explain the meanings of familiar words. Acknowledge correct meanings and then read the definitions aloud. Discuss how people look and act when they feel shy and when they feel brave. Invite students to act out being shy and being brave.

## READ & DISCUSS

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

1. How does Shelby act when she feels shy?
2. How do you think Shelby feels about being shy?
3. What is Shelby good at?
4. How are Shelby and Ben different?
5. Why does Shelby wear a superhero costume to the party?
6. Why does Shelby have butterflies in her tummy when she goes to the party?
7. How does Shelby's brother help her feel better?

## SKILL FOCUS: Describe a Character

**INSTRUCT:** Remind students that they can learn about characters by paying attention to the things characters say and do. Write the word *friendly* on the board and tell students that Shelby's brother Ben is friendly. Have students listen for details that show Ben is friendly as you read page 10 aloud. Discuss and list the details students notice.

**ASSESS:** Distribute a copy of the *Describe a Character* worksheet to each student and have them work in pairs to complete it. When all students are finished, invite them to share their answers with the class.

## EXTEND

**Social Studies** Remind students that Shelby talks about some of the businesses in her neighborhood: the grocery store, Vinnie's Diner, the YMCA. Ask students to name places and businesses in their town. List these on the board, and then have each student draw a picture of a different place or business. Create an "Our Town" or "Our Neighborhood" wall to display all the pictures. Invite students to share what they know about the business or place they drew.

## Describe a Character

Which details show that Shelby is shy? Write three details in the chart.

**Shelby is shy.**

1.
2.
3.

Which details show that Shelby is brave? Write three details in the chart.

**Shelby is brave.**

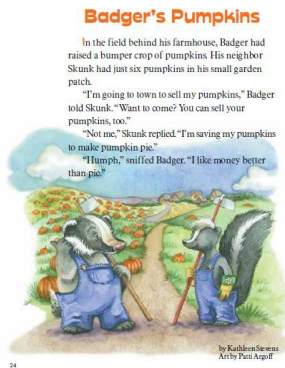
1.
2.
3.

## Badger's Pumpkins

pp. 24–28, Fantasy

Help students analyze a story's problem and solution using this story about Badger and his friend, Skunk.

Lexile Score: ~590L



## RESOURCES

- Problem and Solution

## OBJECTIVES

- Students will read and analyze a short story.
- Students will analyze how individuals, events, and ideas develop and interact.
- Students will weigh and measure pumpkins.

## KEY VOCABULARY

- **badger (p. 24)** an animal that lives in the ground, has short legs, and long claws on its front feet
- **skunk (p. 24)** a small black-and-white animal that makes a very bad smell when it is frightened or in danger
- **mule (p. 25)** an animal that has a horse and a donkey as parents

## ENGAGE

**Conversation Question:** How do characters have fun on Halloween?

Read aloud the title and walk through the illustrations with students. Discuss what is happening in each picture. Ask students to identify clues in the pictures that tell them the story takes place around Halloween. Then ask students to predict what they think will happen in the story. After reading the story, help students check their predictions.

## INTRODUCE VOCABULARY

Display and read aloud the vocabulary words. Ask students to share what they know about these animals. Show students images of the animals from the internet. Then remind students to look and listen for these words as you read the story aloud.

## READ & DISCUSS

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

1. What does Badger plan to do with his pumpkins?
2. What does Skunk plan to do with his pumpkins?
3. What warning does Skunk give Badger?
4. Why did Badger wait so long before leaving for home?
5. What problems did Badger have on the way home?
6. How did Skunk help Badger?

## SKILL FOCUS: Identify Problem and Solution

**INSTRUCT:** Explain that stories tell about a character's problem and how the problem is solved. Talk with students about problems and solutions in familiar stories. Then reread "Badger's Pumpkins." Ask students to turn and talk to identify Badger's problem in the story. Then ask volunteers to share their ideas. Next, have students turn and talk about how the problem is solved. Discuss the solution with students. Discuss why Skunk's solution is a good one and how this solution creates a problem for Skunk. Discuss how Badger helps solve Skunk's problem. Finally, talk about what students learn about the characters from the way they help each other.

**ASSESS:** Distribute the *Problem and Solution* worksheet to all students and have them work independently to complete it.

## EXTEND

**Mathematics** Have each student bring in a small pumpkin to use in various measuring activities, such as: using a scale to weigh their pumpkins, using a measuring tape to measure the circumference of their pumpkins, arranging the pumpkins from smallest to biggest, arranging the pumpkins from lightest to heaviest, etc.

### Problem and Solution

<b>Badger's Problem</b>	<b>How Badger's Problem Is Solved</b>
-------------------------	---------------------------------------

<b>Skunk's Problem</b>	<b>How Skunk's Problem Is Solved</b>
------------------------	--------------------------------------