

Ladybug®

THEME

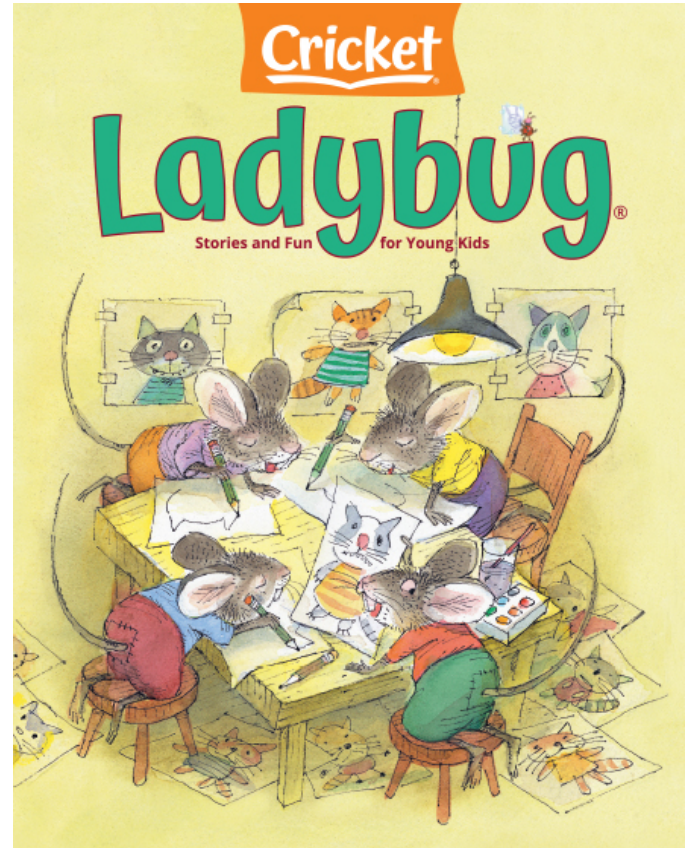
Use this teacher guide to help students think about the many ways they use their hands, feet, eyes, and ears to help them play, learn, and create.

CONVERSATION QUESTION

What can we do with our hands, feet, eyes, and ears?

TEACHING OBJECTIVES

- Students will analyze illustrations and retell a story.
- Students will read and analyze a short story.
- Students will demonstrate an understanding of spoken words, syllables, and sounds.
- Students will explore the library.
- Students will write poems.
- Students will use nonstandard units of measurements.
- Students will conduct short research projects.



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, ~530L
- **My Two Feet**
Poem, 540L
- **A Very Merry Library**
Expository Nonfiction, ~590L

My Two Feet

pp. 30–31, Poem

Use this poem about feet to practice identifying rhyming words and syllables.



RESOURCES

- Rhyme Worksheet

OBJECTIVES

- Students will read and analyze a poem.
- Students will demonstrate an understanding of spoken words, syllables, and sounds.
- Students will use nonstandard units of measurements.

KEY VOCABULARY

- **twirl** (p. 30) to turn around and around quickly
- **shiver** (p. 31) to shake because you are cold or afraid
- **trudge** (p. 31) to walk slowly and heavily because you are tired

ENGAGE

Conversation Question: What can we do with our hands, feet, eyes, and ears?

Tell students that you are going to talk about feet. Use the following questions to guide the discussion: How do you use your feet? How do your feet help you on the playground, at school, at home? What do your feet do when you are sleeping? Introduce the poem, “My Two Feet.”

INTRODUCE VOCABULARY

Display and read aloud the vocabulary words and definitions. Have students mimic the actions. Then discuss when students might **twirl**, **shiver**, and **trudge**. Remind students to look and listen for these words as you read the poem aloud.

READ & DISCUSS

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

1. What do the boy’s feet do when he is happy?
2. What feeling makes the boy’s feet wiggle?
3. When do the boy’s feet move slowly?
4. What feeling makes the boy’s feet twirl?
5. When do the boy’s feet shiver?
6. What is the boy doing when his feet are lying still?

SKILL FOCUS: Identify Rhyme and Syllables

INSTRUCT: Remind students that words rhyme when they have the same end sound. Write the following words on the board: *mitten*, *honey*, *lake*, *slide*. Have students identify the number of syllables in each word. Demonstrate how to do this by clapping as you say each syllable or by placing your hand under your chin and counting the number of times your jaw drops as you say a word. Then have students work in pairs to come up with rhyming words for each of the four words. Next, distribute the *Rhyme Worksheet*. Read aloud the first stanza, pointing to each word as you read. Have students identify the word that rhymes with the highlighted word *quick*. Point out that it is already circled and explain that students will circle the rhyming word in the next four stanzas.

ASSESS: Read aloud the next four stanzas on the worksheet and have students circle the rhyming word. In the last stanza, challenge students to identify both rhyming words. Then have pairs work together to identify how many syllables are in the words they circled.

EXTEND

Mathematics Have students work in pairs to trace each other’s foot (with shoe on) on a piece of paper. Then have students use different objects, such as pennies, paper clips, pretzels, or erasers, to measure the length of their foot. Students can copy and fill in this frame to note their measurements: *My foot is _____ [pennies, paper clips, pretzels, etc.] long*. Encourage students to measure other objects in the classroom with their measuring objects and record measurements.

Today I ...

saw	
heard	
felt	
smelled	
tasted	

Ladybug® Teacher Guide: February 2023

Max and Kate

pp. 3–7, Contemporary Realistic Fiction

Use this story about Max and Kate's visit to a pottery studio to help students look closely at illustrations and then use them to retell stories.



RESOURCES

- *Today I...* poem frame

OBJECTIVES

- Students will read and analyze a short story.
- Students will analyze illustrations and retell a story.
- Students will write poems.

KEY VOCABULARY

- **potter (p. 3)** a person who makes pots, plates, mugs, and other things out of clay
- **studio (p. 3)** the room where an artist works
- **clay (p. 4)** a sticky, earthy material that can be made into different shapes
- **potter's wheel (p. 4)** a spinning machine used by a potter to shape wet clay
- **kiln (p. 6)** a special oven used to heat clay so that it becomes hard

ENGAGE

Conversation Question: What can we do with our hands, feet, eyes, and ears?

Discuss the body part that is associated with each of the five senses: see, hear, touch, smell, and taste. Then tell students they are going to read a story about a person who makes things with his hands. Point out that students use their hands to do lots of different things, such as write words, tie their shoes, pet a dog, etc. Have students turn and talk to a partner to name three ways they have used their hands today. Invite volunteers to share their ideas.

INTRODUCE VOCABULARY

Use a search term such as “visit a pottery studio” to find a short online video that you can use to build background for students. Then refer to the video as you read aloud and discuss the vocabulary words and definitions. Invite students to share experiences using clay. Then remind them to look and listen for the vocabulary words as you read 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 word on page 4 tells how the clay feels?
3. What happens when Kate steps on the pedal?
4. What happens when Max steps on the pedal?
5. How long do the pots stay in the kiln?
6. How are Max's and Kate's pots different?
7. What does Kate say to make Max feel better about his pot?

SKILL FOCUS: Use Illustrations to Retell a Story

INSTRUCT: Read page 3 aloud without showing the illustration. Ask students to identify the characters and setting. Display the illustration and give students time to study it and notice details about the characters and setting. Use the prompts below, one at a time, to have students turn and talk with a partner about details they notice. Repeat the sequence with pages 4–5, 6, and 7.

1. Look at the characters' expressions. How do the characters feel?
2. What are characters doing, wearing, and holding?
3. What things are in the setting? What is happening there?

ASSESS: Have students work in pairs to take turns using the illustrations to retell the story. Circulate and offer guidance as needed.

EXTEND

Writing Discuss things students have seen, heard, felt, smelled, and tasted today (Ex: a yellow taxicab [seen], birds singing [heard], cold snow [felt], baking muffins [smelled], chocolate milk [tasted], etc.) Give each student a copy of the *Today I...* poem frame. Have them write at least one item for each sense. Then have students illustrate their poems and share them with the class.

Rhyme Worksheet

My Two Feet

By Rick Walton

<p>When I am happy My feet move quick Like grasshoppers hopping From stick to stick.</p>	<p>When I am sick My two feet shiver Like a pup that has fallen In an ice-cold river.</p>
<p>When I'm excited My two feet wiggle Like silly little kids Trying hard not to giggle.</p>	<p>When I am tired My feet move slow Like elephants trudging Through deep, deep snow.</p>
<p>When I am silly My two feet twirl Like the ponytail On a dancing girl.</p>	<p>When I'm asleep My feet lie still Like boulders on A grassy hill.</p>

A Very Merry Library

p. 34, Expository Nonfiction

Use this short article about events and activities that happen in a library to give students an opportunity to practice their library skills.



RESOURCES

- Library Scavenger Hunt

OBJECTIVES

- Students will read and comprehend a short article.
- Students will explore the library.
- Students will conduct short research projects.

KEY VOCABULARY

- coloring sheet (p. 34)** a piece of paper with a picture on it that can be colored in
- puzzle (p. 34)** a game made up of small pieces that fit together to make a picture
- story hour (p. 34)** a time when a story is read aloud to children

ENGAGE

Conversation Question: What can we do with our hands, feet, eyes, and ears?

Ask students to describe what they do at the library and how they check out books. Then discuss with students what they see and hear at the library. Ask how they use their hands and feet at the library. Finally, tell students this article is about the many things students can do when they visit a library.

INTRODUCE VOCABULARY

Display and read aloud the vocabulary words and definitions. Explain that many libraries have coloring sheets and puzzles for children to use, and they also have story hours. Ask students to name people who read aloud to them. Then remind students to look and listen for these words.

READ & DISCUSS

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

- What can you listen to in the library?
- What kinds of things do books tell about?
- What does the library have in addition to books?

SKILL FOCUS: Library Scavenger Hunt

INSTRUCT: (You may need to coordinate with the school librarian in preparation for this activity.) Discuss the different sections of the school library and the kinds of books in each section. Ask students which sections they go to most often. Then tell students they are going to explore the school library by taking part in a library scavenger hunt. Review library manners.

ASSESS: Distribute a copy of the *Library Scavenger Hunt* worksheet. Have students work in pairs to complete the activity using the school library. Then regroup and discuss the information students found.

EXTEND

Science Have students conduct research about an animal. Write the names of different animals on slips of paper—enough so that each student can pick a slip. Put the slips in a hat or box and have each student pick one. Then have students find a nonfiction book about their animal in the school or classroom library. Have students draw a picture of their animal and write two facts they learned about it. Invite students to share their work with the class.

Library Scavenger Hunt

Find this:	Write the title here:
A cook book	
A book about dinosaurs	
A biography of a famous person	
A book with the word <i>dog</i> in the title	
A magazine about animals	
A story about a girl	
A book about volcanoes	
A story about an elephant	

Extra Look at the titles you wrote. Put the letter **F** next to each fiction book. Put the letter **N** next to each nonfiction book.