

Ladybug®

THEME

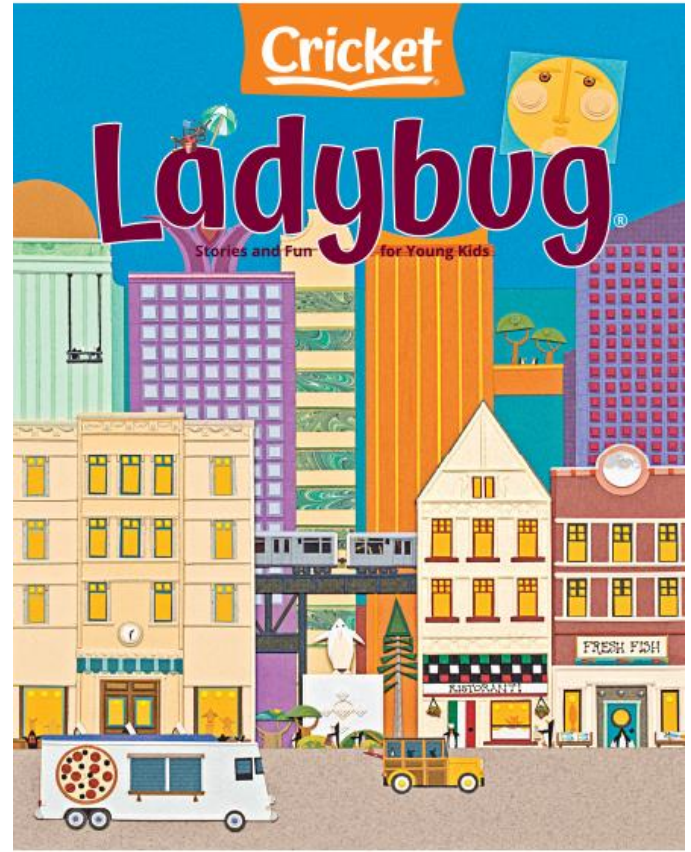
Use the texts, lessons, and activities in this teacher guide to help students practice language arts skills while they explore different forms of kindness.

CONVERSATION QUESTION

How can we show kindness to others?

TEACHING OBJECTIVES

- Students will read and analyze a short story.
- Students will read closely to determine what the text says explicitly.
- Students will analyze how individuals, events, and ideas develop and interact over the course of a text.
- Students will partition circles into two and four equal shares.
- Students will conduct short research projects on black bears and mice.
- Students will write friendly letters.



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

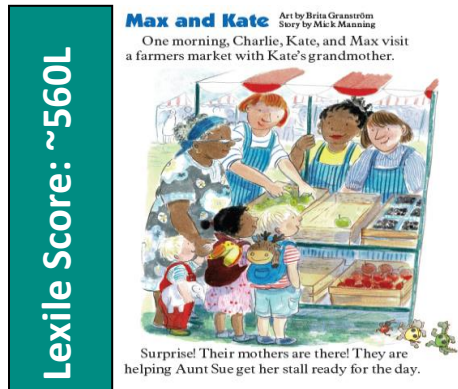
- **Max and Kate**
Contemporary Realistic Fiction, ~560L
- **Welcome Home, Bear**
Fantasy, ~480L
- **The Neighborhood Giveaway**
Contemporary Realistic Fiction, ~540L

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Max and Kate

pp. 3–7, Contemporary Realistic Fiction

Use this story about helping others and working together as part of an activity that teaches students to ask and answer questions.



RESOURCES

- Question Cube Outline

OBJECTIVES

- Students will read and analyze a short story.
- Students will read closely to determine what the text says explicitly.
- Students will partition circles into two and four equal shares.

KEY VOCABULARY

- **stall** (p. 3) a small open counter or partially enclosed structure where things are displayed for sale
- **filling** (p. 6) food that is used to fill something, such as a pie

ENGAGE

Conversation Question: How can we show kindness to others?

Discuss what it means to be kind. Help students understand that being kind means doing something that helps others. Point out that there are many ways to be kind. Give examples: helping your family clean out the garage, teaching a younger friend or family member how to play a game, helping a teacher carry books. Have students take turns telling about how someone was kind to them. Then tell students to look for ways the characters in this story are kind to each other.

INTRODUCE VOCABULARY

Display the vocabulary words and read aloud the words and definitions. Show images of market stalls and discuss the kinds of things that are sold in them. Then discuss different kinds of pie fillings. Finally, 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. Where are Charlie, Kate, and Max at the beginning of the story?
2. How do Max and Kate help Aunt Sue?
3. What does the fruit make Max think of?
4. Where do Charlie, Kate, and Max bake a pie?
5. How do Max and Kate help Grandma make the pie?
6. What does Charlie do?
7. What happens at the end of the story?
8. What are some examples of kindness in this story?

SKILL FOCUS: Ask and Answer Questions

INSTRUCT: (Suggestion: In preparation for this activity, use the *Question Cube Outline* to create one cube for each group or pair of students.)

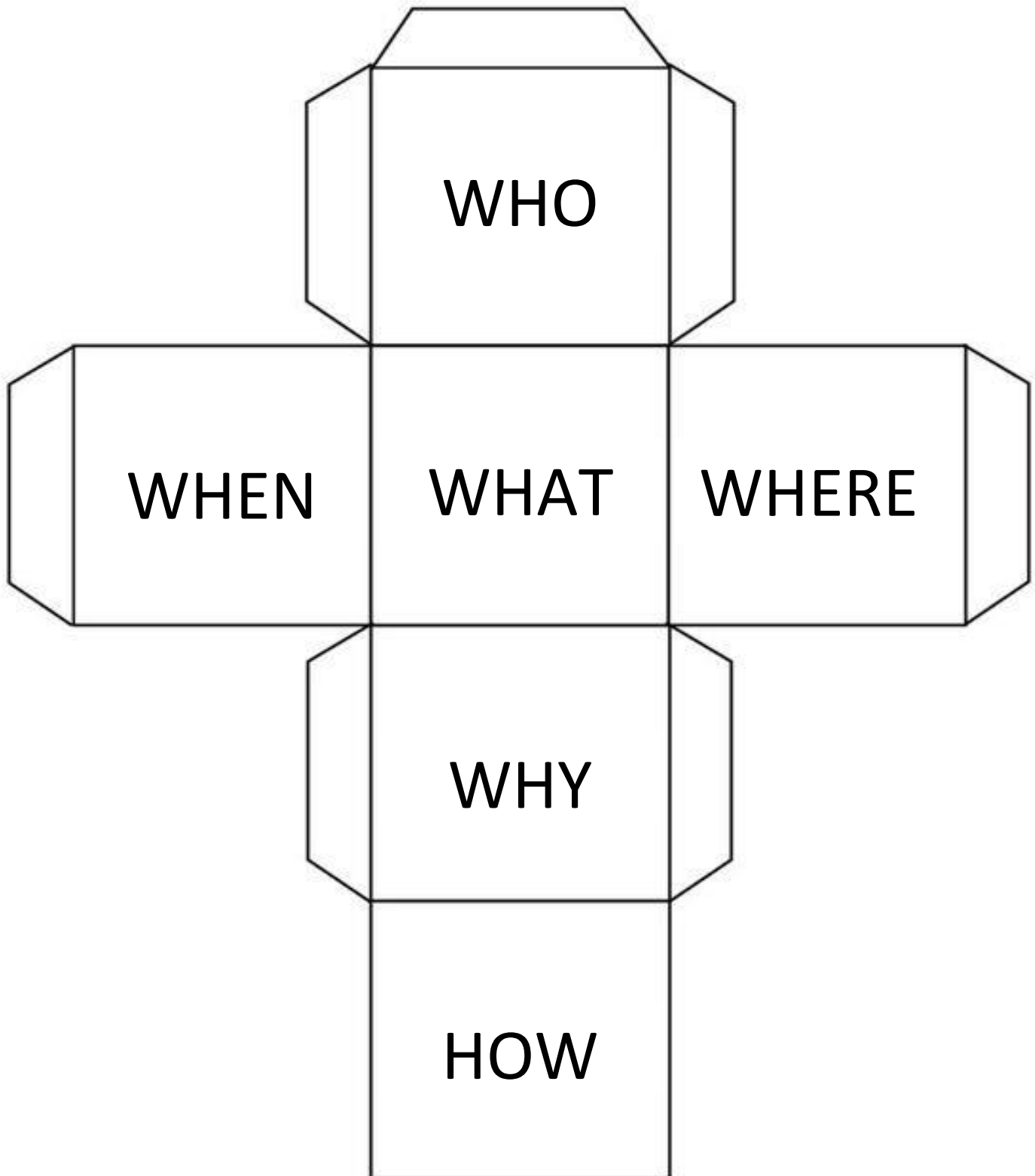
Explain that asking and answering questions about stories helps readers think about and understand characters and events. Show students a cube and point out the question words on it. Demonstrate how to roll the cube and use the question word facing up to create a question about something in the story. Have students answer the question.

ASSESS: Divide the class into small groups and give each group a question cube. Have students take turns rolling the cube and asking a person in their group a question about “Max and Kate.” Explain that if the rest of the group does not agree with the answer, they should go back into the story to find information that supports a different answer.

EXTEND

Mathematics: Help students practice fractions by cutting pizza pies into equal parts. Give each student three small, white paper plates. Have them draw pizza toppings on their plates. Next, have them cut the first pie in half to make two equal parts and label each part “ $\frac{1}{2}$.” Then have them cut the next plate into fourths and label each part “ $\frac{1}{4}$.” Challenge students to cut the last pie into eight equal parts and label them “ $\frac{1}{8}$.”

Question Cube Outline



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Welcome Home, Bear

pp. 9–14, Fantasy

Teach students to compare characters using this story about a mouse who lives in a fancy home and a bear who lives in a plain home.



RESOURCES

- Compare Characters

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 conduct short research projects on black bears and mice.

KEY VOCABULARY

- **trinket** (p. 9) an ornament or decoration
- **plain** (p. 9) having no decoration
- **fancy** (p. 9) decorated, not plain
- **neighborly** (p. 11) helpful and friendly

ENGAGE

Conversation Question: How can we show kindness to others?

Discuss ways neighbors can be kind to each other. Examples include: baking cookies for a neighbor, helping a neighbor with a chore, shoveling a neighbor's sidewalk, or being polite and friendly. Invite students to share ways they have shown kindness to neighbors or ways neighbors have shown kindness to them. Then tell students to think about how the neighbors in this story are kind to each other.

INTRODUCE VOCABULARY

Display the word *trinket* and read aloud the definition. Have students look for trinkets on their clothing or in the room. Then display the words *plain* and *fancy* and read aloud the definitions. Draw pictures of a plain hat and a fancy hat. Next, display the word *neighborly* and read the definition. Review the neighborly gestures students mentioned earlier. Finally, remind students to look and listen for the words as you read the story.

READ & DISCUSS

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

1. How do Mouse and Bear like to keep their dens?
2. Why is Bear surprised when he comes back home?
3. What is the problem with Bear's decorated den?
4. How do Mouse and Bear solve the problem?
5. How does Bear's den look at the end of the story?
6. Do friends always like the same things? Explain.
7. What are some examples of kindness in this story?

SKILL FOCUS: Compare Characters

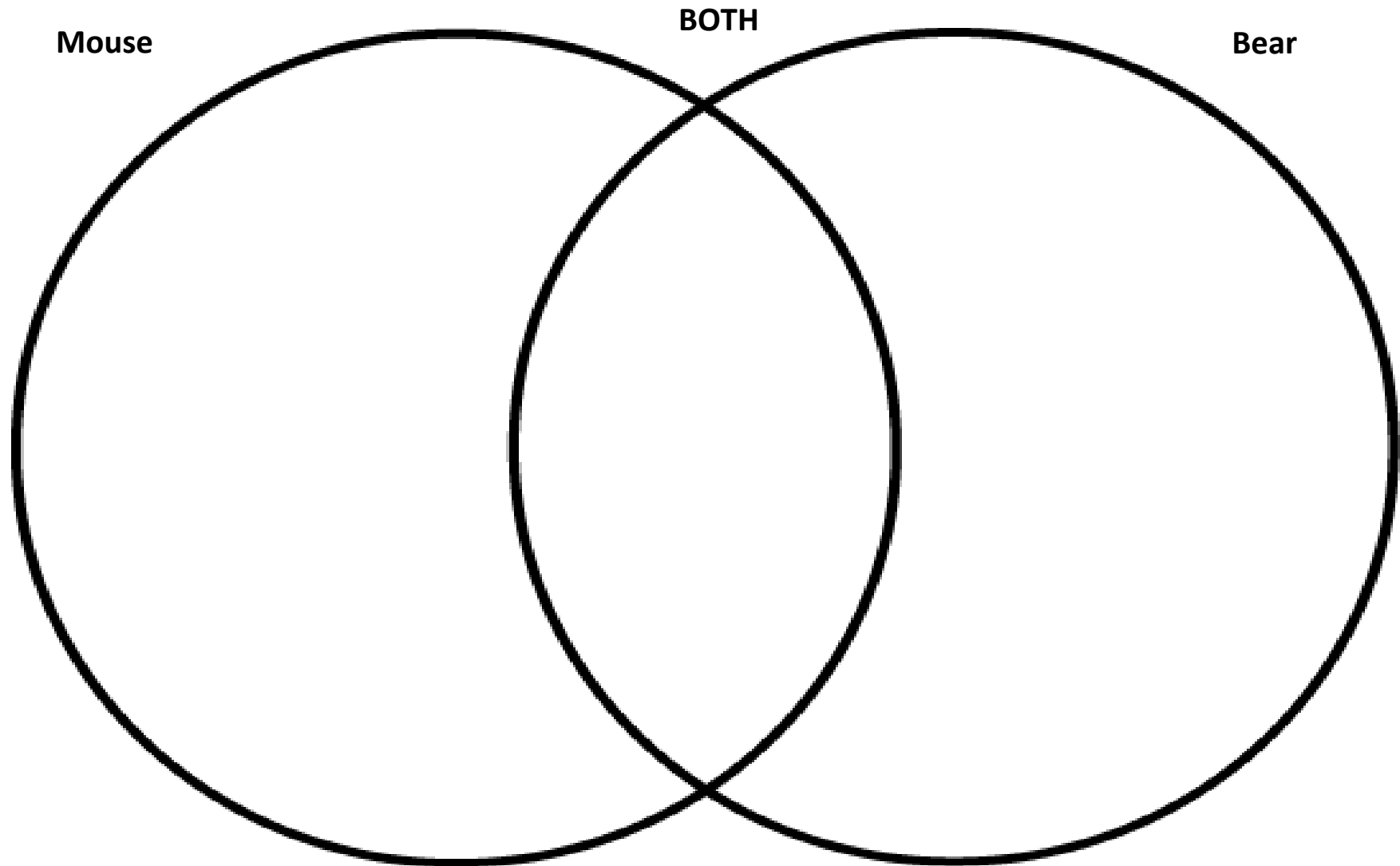
INSTRUCT: Remind students that when we compare two things, we think about how they are the same. Help students compare a banana and an apple. List ideas on the board. Then explain that when we contrast two things, we tell how they are different. Help students contrast a banana and an apple. List ideas on the board. Display a Venn diagram and add these labels "banana," "apple," "both." Demonstrate how to add the banana and apple information to the diagram. Next, display and distribute the *Compare Characters* worksheet. Explain that students will use it to compare Mouse and Bear. Discuss one similarity and one way each character is different. Add this information to the diagram. Discuss other examples of the characters' similarities and differences.

ASSESS: Have students work in pairs to add at least one more similarity between the characters and one more difference for each character to their Venn diagrams. Discuss as a class.

EXTEND

Science: Have students conduct research to learn about real mice and black bears. Students should find out where each animal lives and what it eats. Also have students identify one interesting fact for each animal. Students can create reports with words and pictures.

Compare Characters



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The Neighborhood Giveaway

pp. 25–31, Contemporary
Realistic Fiction

Help students think about how story characters change using this story about a girl who is reluctant to part with an old toy.



RESOURCES

- Changing Feelings

OBJECTIVES

- Students will read and analyze a short story.
- Students will analyze how individuals, events, and ideas interact.
- Students will write friendly letters.

KEY VOCABULARY

- lugging** (p. 26) pulling something that is very heavy
- shredded** (p. 28) cut into little pieces
- delight** (p. 30) a strong feeling of happiness

ENGAGE

Conversation Question: How can we show kindness to others?

Ask students to share how they feel when someone is kind to them. Then ask how they feel when they make someone feel good by being kind to them. Display this sentence starter: *I am kind when I _____*. Have students copy and complete the sentence starter. Then have students share what they wrote. Tell students to look for ways characters are kind to each other in this story.

INTRODUCE VOCABULARY

Display the word *lugging* and read aloud the definition. Have students imitate lugging a heavy suitcase. Next, display the word *shredded* and read aloud the definition. Talk about foods that are shredded. Then display the word *delight* and read aloud the definition. Share something that makes you feel delight. Then ask students to do the same. Finally, remind students to look and listen for the 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:

- What happens at the neighborhood giveaway?
- What are Chloe and her family taking to the giveaway?
- Why does Chloe want to carry the mermaid palace?
- Why does Clark frown when Dad says, “we have enough puzzles”?
- How does Chloe feel when she gets the dog toys?
- How is Chloe kind to Penelope?
- How do other characters in the story show kindness?

SKILL FOCUS: Analyze Character Change

INSTRUCT: Point out that a character’s feelings can change, just as a real person’s feelings can change. Read the story aloud one page at a time as students listen for information about how Chloe feels. After each page, discuss Chloe’s feelings and the details in the text and illustrations that help students understand them. Have students use sticky notes to label Chloe’s feelings on each page. Next, discuss how Chloe’s feelings change in the story and why. (Chloe is sad at the beginning because she does not want to part with her mermaid castle. She is happy at the end because she gets the dog toys and sees that the mermaid castle makes Penelope happy.)

ASSESS: Distribute the *Changing Feelings* worksheet. Have students work in pairs to complete it. Discuss students’ responses. Then discuss times when students didn’t want to give away an old toy.

EXTEND

Writing: Tell students that one way to show kindness is by writing a thank you note to someone they appreciate—a parent, teacher, neighbor, friend, or relative. Have students create colorful cards and then write their messages inside. Help students deliver their cards.

Changing Feelings

1. How does Chloe feel at the **beginning** of the story?

Why does she feel this way?

2. How does Chloe feel at the **end** of the story?

Why does she feel this way?

3. Why did Chloe's feelings change?