

Ladybug®

THEME

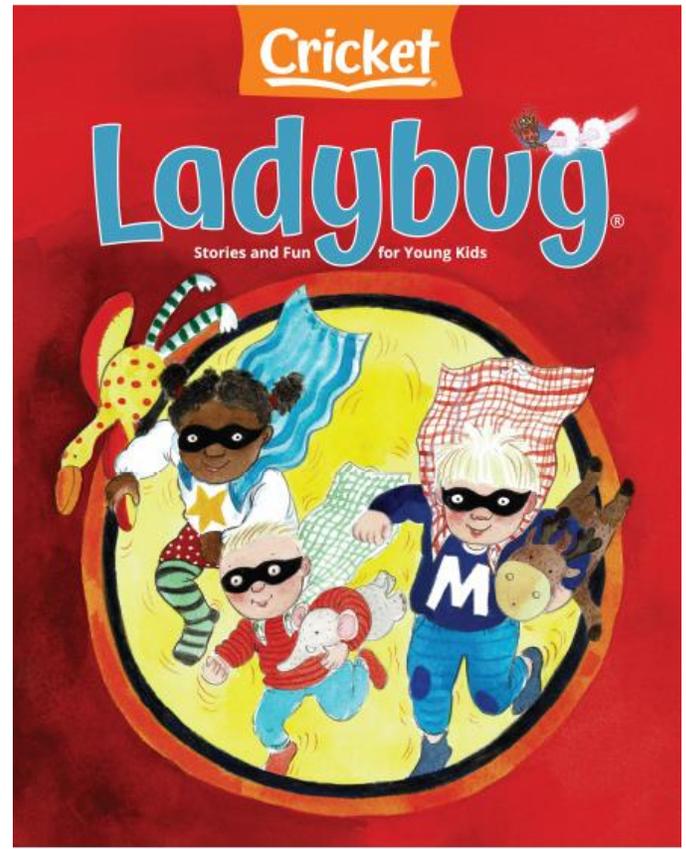
Introduce students to the superheroes in this issue of *Ladybug*: three friends who use their superpowers to find their cuddly toys, a brave sock who goes on a quest to find his lost mate, and an aspiring superhero who struggles with the idea of needing to wear eyeglasses. Use the mini-lessons and activities in this teacher guide to reinforce language arts skills and engage students in a variety of learning activities.

CONVERSATION QUESTION

What makes a superhero super?

TEACHING OBJECTIVES

- Students will read closely to determine what a text says explicitly.
- Students will read and analyze a short story.
- Students will recognize the key elements of literary texts.
- Students will analyze the structure of texts.
- Students will write arguments.
- Students will make puppets and retell a story.
- Students will conduct a simple observation experiment.



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.

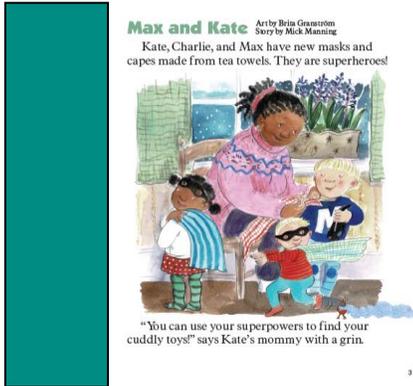
SELECTIONS

- **Max and Kate**
Contemporary Realistic Fiction
- **The Lone Sock**
Fantasy
- **Hector the Superhero**
Contemporary Realistic Fiction

Max and Kate

pp. 3–7, Contemporary Realistic Fiction

Use this story about three friends who pretend to be superheroes to give students practice with close reading.



RESOURCES

- Close Reading

OBJECTIVES

- Students will read and analyze a short story.
- Students will read closely to determine what a text says explicitly.
- Students will write arguments.

KEY VOCABULARY

- **mask (p. 3)** a covering used to disguise or hide your face
- **cape (p. 3)** a piece of clothing that ties at the neck and hangs over the shoulders and back
- **superpower (p. 3)** a special power that superheroes have, such as being able to fly

ENGAGE

Conversation Question: What makes a superhero super?

Ask students to explain what a superhero is (a made-up character that has powers humans could never have). Ask students to talk about familiar superheroes. Then discuss what superheroes look like: What special clothes do they wear? Do they wear special colors? Do they have symbols/pictures on their clothes? Ask students if they have ever pretended to be a superhero. Then, tell students they will read a story about three superheroes named Max, Charlie, and Kate.

INTRODUCE VOCABULARY

Share the vocabulary words and definitions. Discuss why superheroes wear masks and capes. Have students draw pictures of themselves wearing a mask and a cape and label these items in their pictures. Then make a list of superpowers (flying, invisibility, speed, etc.). Have students write a sentence that tells which superpower they would like to have. 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 Max, Kate, and Charlie pretending to be?
2. What special clothes are they wearing?
3. What is Max's superhero name?
4. How does Charlie the Cheerful use his super nose?
5. What is The Great Kate's superpower?
6. What snacks do the friends eat at the end of the story?

SKILL FOCUS: Close Reading

INSTRUCT: Explain that close reading is a careful way of reading a text. Tell students they will be reading "Max and Kate" closely to look for information that will help them answer questions. Give students three highlighters (blue, green, yellow). Display and distribute the *Close Reading* worksheet. Use the first set of questions to model the activity: First, point out that the questions are asking for specific story information. Then read aloud story page 4 and model using the blue highlighter to identify Max's superhero name. Read a second time and model using the green highlighter to identify Max's superpower. The last time, model using the yellow highlighter to identify what Max finds. Model using the highlighted information to answer the questions about Max on the worksheet.

ASSESS: Work with students to repeat the process above with the second set of questions on the worksheet. Then have students work in pairs to repeat the process with the last set of questions.

EXTEND

Persuasive Writing: Use this prompt to have students practice supporting their opinions: *Which superhero power would you rather have: the ability to fly or to be invisible?* Support your ideas with reasons. Then discuss how you would use your power.

Close Reading



What is **Max's** superhero name?

What is Max's superpower?

What does Max find with his superpower?



What is **Charlie's** superhero name?

What is Charlie's superpower?

What does Charlie find with his superpower?



What is **Kate's** superhero name?

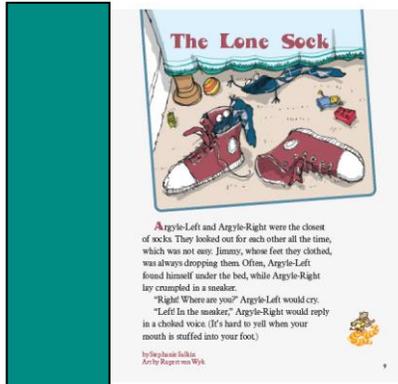
What is Kate's superpower?

What does Kate find with her superpower?

The Lone Sock

pp. 9–12, Fantasy

Use this story about a heroic sock who rescues his mate to help students learn the elements of a story.



RESOURCES

- Story Elements

OBJECTIVES

- Students will read and analyze a short story.
- Students will recognize the key elements of literary texts.
- Students will make puppets and retell a story.

KEY VOCABULARY

- **needle** (p. 11) a sewing needle used with thread to mend clothes, such as socks
- **trusty** (p. 12) used to describe something very useful, such as a tool you have had for a long time

ENGAGE

Conversation Question: What makes a superhero super?

Discuss why being helpful might be a superhero power. Then tell students that the superhero in the next story is a helpful sock. Preview the illustrations with students and work together to predict how the sock will be helpful in the story. Record predictions and check them for accuracy after reading the story.

INTRODUCE VOCABULARY

Share the vocabulary words and definitions. Show a photo or video clip of a sock being mended with a needle and thread. Talk about a tool or device you have that is trusty. Ask students if they or a family member have any trusty tools or objects. Finally, tell 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 Argyle-Left and Argyle-Right?
2. What happened one day to Argyle-Right?
3. What kind of place is the "Very Most Ultimate Laundry"?
4. Why does Jimmy's mom sometimes throw socks away?
5. What was Argyle-Left feeling when his "heart went *bing-bang*"?
6. Why did Argyle-Left bring a needle and thread?
7. Where did Argyle-Left find Argyle-Right?
8. How did Argyle-Left rescue his mate?
9. Who else was rescued?

SKILL FOCUS: Story Elements

INSTRUCT: Discuss the different elements of a story with students—characters, setting, problem, solution. Use one or two familiar stories to point out and discuss examples of these elements. Then distribute a copy of the *Story Elements* worksheet to each student and display a larger version on the board.

ASSESS: Reread the story, pausing to allow students to fill in the different sections of the story map as you do the same with the larger version on the board. After students have completed their maps, have them choose one of these story starters to write about the story:

I liked this story because _____.

I did not like this story because _____.

EXTEND

Art: Have students bring in a sock to make a simple sock puppet. Supply googly eyes and pompoms for eyes and nose and pieces of felt for ears. Have students assemble puppets using fabric glue. When the glue is dry, work with students to retell "The Lone Sock" using the puppets.

Story Elements

Title: _____

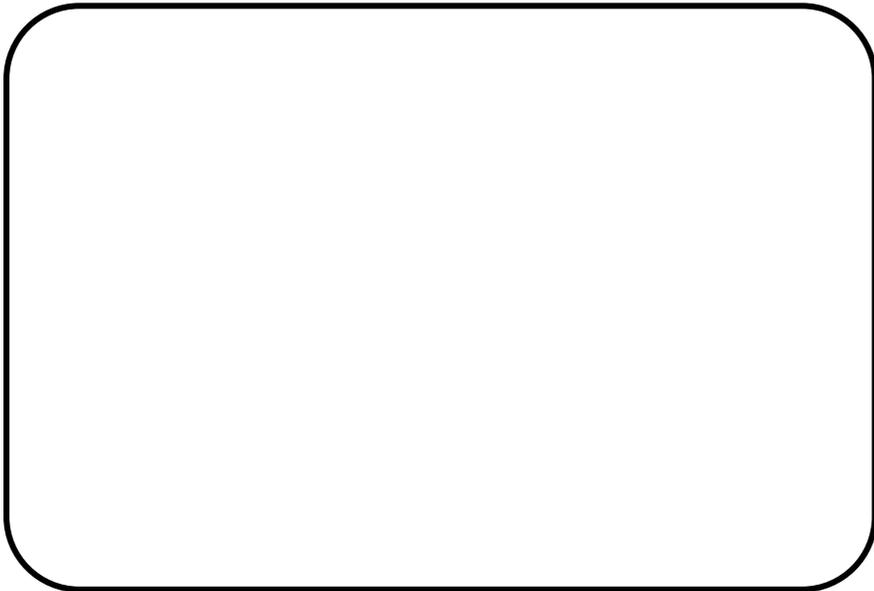
Who are the **characters**? Write their names.



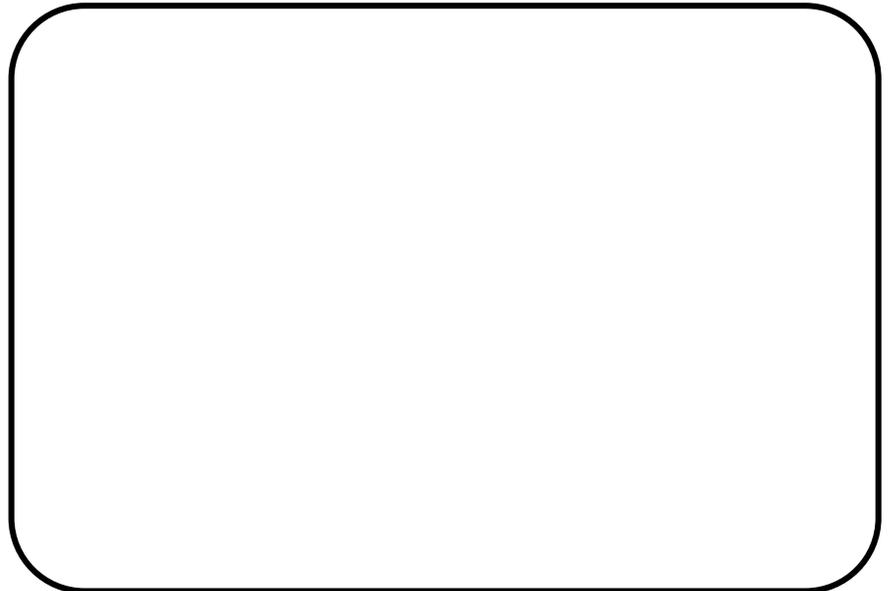
Where does the story happen? Write or draw the **setting**.



What is the **problem**? Write or draw.



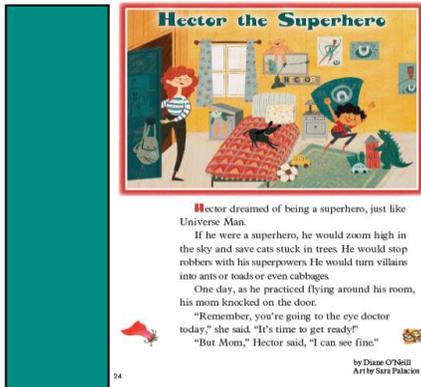
How is the problem **solved**? Write or draw.



Hector the Superhero

pp. 24–30, Contemporary Realistic Fiction

Teach students to recognize story sequence using this story about a boy who gets eyeglasses for the first time.



RESOURCES

- Beginning-Middle-End
- Observation Experiment

OBJECTIVES

- Students will read and analyze a short story.
- Students will analyze the structure of texts.
- Students will conduct a simple observation experiment.

KEY VOCABULARY

- **exam (p. 26)** a visit to a doctor so the doctor can look at you closely and carefully
- **frames (p. 26)** the plastic or metal parts that hold the lenses in a pair of glasses
- **lens (p. 26)** a clear piece of glass or plastic that is used in eyeglasses
- **receptionist (p. 28)** a person whose job is to help the people who call or enter an office

ENGAGE

Conversation Question: What makes a superhero super?

INTRODUCE VOCABULARY

Display and read aloud the vocabulary words and definitions. Then show a short video from the internet about a child's first eye exam—from meeting the doctor to choosing frames. Invite students to share their own experiences with eye exams and picking out frames. Remind students to look and listen for the vocabulary 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 doesn't Hector want to wear glasses?
2. What jobs do the people in Hector's family have?
3. How does the eye doctor check Hector's eyes?
4. What happens when Hector puts on his new glasses?
5. How does Hector feel at the end of the story?

SKILL FOCUS: Story Sequence

INSTRUCT: Explain that stories have a beginning, a middle, and an end. Help students identify these parts in a familiar story. Next, distribute the *Beginning-Middle-End* worksheet. Read the beginning of "Hector the Superhero" and work with students to identify events. (pp. 24–25, *Hector's mom says he needs to go to the eye doctor and might need glasses. Hector doesn't want glasses because Universe Man doesn't wear them.*) Have students record events in the "Beginning" section of the worksheet. Repeat this process for the story's middle. (pp. 25–28, *The eye doctor uses a machine to check Hector's eyes. Hector chooses his frames.*) Repeat the process again for the end. (pp. 28–29, *Hector puts on his new glasses and can see very well. He gets a new Universe Man and draws eyeglasses on him.*)

ASSESS: Have students work in pairs and use their worksheets to talk about how Hector's feelings about glasses change in the story. Tell them to use these phrases: "at the beginning of the story," "in the middle of the story," "at the end of the story."

EXTEND

Science: Have students work in small groups to conduct the Skittles experiment. Each group will need a small dish of warm water, three or four Skittles, crayons, pencils. Distribute the *Observation Experiment* worksheet to students. Review the directions. Then have students complete the steps on the worksheet. Compare and discuss results.

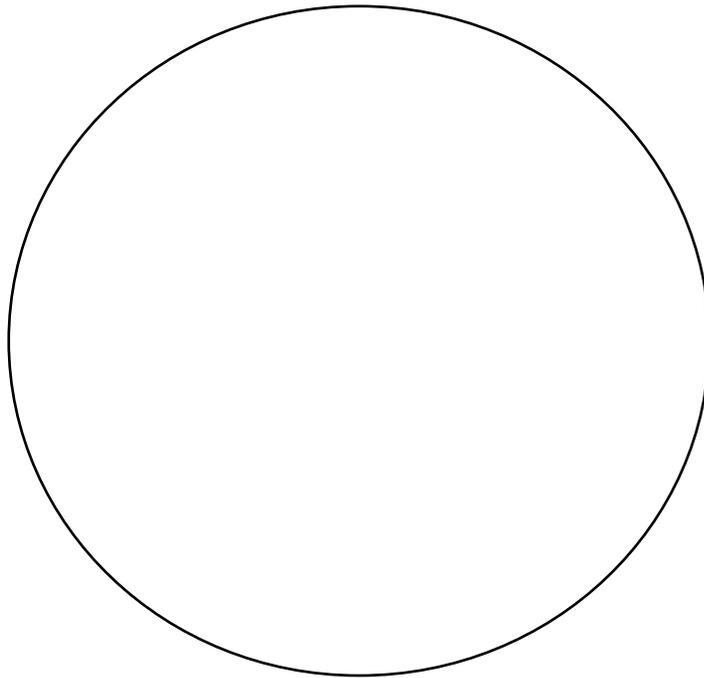
Beginning-Middle-End

Beginning	Middle	End

Observation Experiment

Predict: What will happen when you put the candy in the water?

Observe: Draw and color to show what you observed.



Explain: Write about what you observed.
