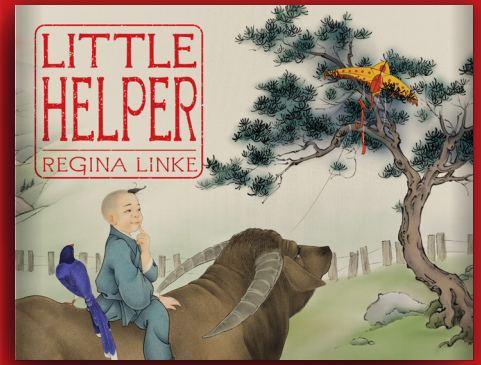




# TEACHING TIPS



9780316531252

Readers respond in multiple ways including making connections to themselves, their families and communities, and their literacy experiences; pursuing their curiosity through discussion, inquiry, and self-expression; and changing their attitudes and behaviors. This guide provides suggestions for supporting and extending students' authentic reading responses. Select activities that best meet the needs and interests of your students.

## PRE-READING QUESTIONS:

Before reading, show students the front cover and endpapers: what do you think this story will be about? Ask students, what clues do the title and illustrations give us about the story? Encourage students to make predictions about the story based on their observations.

## READ AND DISCUSS

Read *Little Helper* aloud, pausing to discuss the text and illustrations with students. Support students in tracking Ah-Fu's actions, feelings, and problem-solving across the story.

### Understanding the Story

- What is Ah-Fu trying to solve at the beginning of the story?
- How does Ah-Fu feel at the beginning? How do his feelings change during the story?
- What clues in the illustrations show us how he is feeling?
- Li-Na told Ah-Fu she could not help him get his kite from the tree, why do you think Ah-Fu offered to help Li-Na? What does this tell us about Ah-Fu?
- How does Ah-Fu try to help each person?
- How does Ah-Fu feel about not being able to help Li-Na and Grandfather?
- How does the fallen tree affect everyone?
- Why is Bo-Lin an important part of solving the problem?
- What changes when Ah-Fu shares the rice cakes with Bo-Lin?

### Community

- How does each person help in a different way?
- What does the story teach about community and teamwork?

- How can small actions make a big difference in a community?
- What does this story teach about teamwork and kindness?

### Themes

Highlight and reinforce themes from the story (e.g., helper, problem, solution, cooperation, communication, teamwork). Have students act out words, draw examples, or connect them to real-life situations. Engaging multiple senses strengthen understanding of vocabulary and encourages students to connect language with real-world observations.

## ACTIVITY I PERSONAL CONNECTION: BEING A HELPER

Invite students to think about what it means to be a helper.

### Ask

- What does it mean to help someone?
- What are some ways people can be helpful at school, at home, or in the community?

Encourage students to share examples from their own lives

- Have you ever helped someone? What did you do?
- How did you feel after helping?
- Has someone ever helped you? How did that feel?

### Reflect and Connect

- Was your help planned, or did it happen unexpectedly?
- Did your plans change when you decided to help? How?
- How did helping affect your day?
- Have you ever helped in a small way that led to something bigger?

Guide students to consider the other person's perspective:

- Who did you help?
- How did the other person respond?
- What might that person have been thinking or feeling?
- How did your help make a difference for them?



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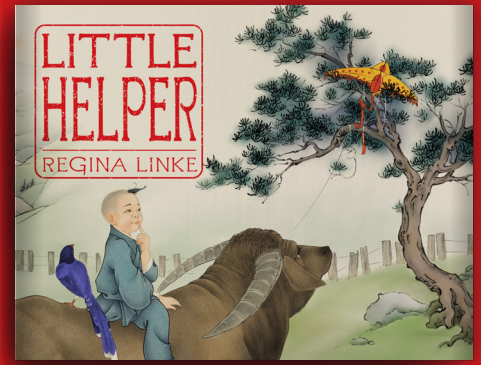
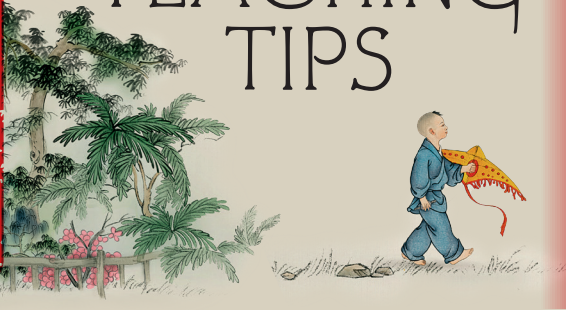
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# TEACHING TIPS



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Draw, Write, Share: Students can draw or write about their experience:

- What happened
- How they felt
- How the other person may have felt

Have students share with a partner or small group. Model expectations for respectful listening and inclusivity; emphasize that there are many different experiences in the room. Encourage interest and respect for each other.

## ACTIVITY 2 CLASSROOM CONNECTION: BUILDING A COMMUNITY OF HELPERS

Create a classroom chart that highlights simple daily helper roles. Invite students to brainstorm important tasks that help the classroom run smoothly (e.g., line leader, materials helper, clean-up helper).

Guide discussion with prompts:

- What jobs help our classroom work well?
- How can we help each other during the day?
- What makes someone a good helper?

Record student ideas and assign a set of rotating roles. Rotate roles regularly so every student has the opportunity to take responsibility and experience being a helper in the classroom community. Clearly model each job so students understand expectations.

Connect to the story

How are our classroom jobs like the ways Ah-Fu helps others in the story?

## ACTIVITY 3 COMMUNITY CONNECTION: HELPERS IN OUR COMMUNITY

Work with students to explore how people in a community help one another and how different needs and perspectives shape those efforts.

Discuss

- Who are the helpers in our community?
- What roles do they play?
- How do they decide what is most important?
- How do they balance different needs?

Community Walk

Take a walk around the school neighborhood and invite students to observe “helpers” in action. Afterward, discuss:

- Who did you see helping others?
- What needs were being met?
- How do different roles support the community?
- How can we support community members?

Extension

Invite a community member to speak with the class (in person or virtually) about their role and how they make decisions when helping others.

Additional Resources for Interdisciplinary Connections  
Students’ questions, paired with accessible resources, support deeper inquiry and interdisciplinary connections. Partner with your school librarian, media specialist, or a local public children’s librarian to compile a list of websites, books, school library databases, organizations, and community experts.

These Teaching Tips were created by Hadeal Salamah, Children’s Librarian.



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