

Teacher's Guide for LADYBUG

October 2012

Teacher's Guide prepared by [Gail Terp](#)

Ladybug, Muddle & Thud:

Point of View (RL3)

What might the moon feel about Thud giving it a cookie? Would be happy? Surprised? Disappointed? Would the moon prefer something else?

Max and Kate

Character Study and Using Illustrations (RL3, RL7)

Max and Kate's faces show different expressions throughout the story. What do you think they are feeling when they 1) are working with Kate's parents, 2) get dressed up, 3) hear and see the hairy hand, and 4) answer the door?

Barnyard Halloween

Rhyming (RF2)

Find the pairs of rhyming words.

Making Connections (RI3)

How is this night of Trick-or-Treating like yours? How is it different?

Questions

Extending the Text (W3, SL1)

Brainstorm questions (whole group or pairs) that students think about. Students create pages (illustration and questions) for a class book. Advanced: write 2 or 4 questions in a rhyming pattern.

Where is Kali?

Picture-Word Connections (RL1, RF1)

Look at each word that is labeling something. Can you read some of them?

Key Details and Inferences (RL1)

Find the electric plug on page 12. What is it for?

At the end of the story, what might Danny and Kali do next?

How are Ladybug, Muddle and Thud helping Danny?

Kooky Cats

Reading Fluency (RF4)

In pairs, practice reading the riddles and answers.

Acorn Feast

Key Details and Inferences (RL1, RL3)

What 4 animals are in this story?

Which animals eat the acorns?

Which animals do not eat the acorns? What did they do instead? Why not just eat them?

The blue jay and the chipmunk both carry their acorns. How are their ways the same? How are they different?

Why did the child bury some acorns?

Sensory Details (RL4)

There are words in the story that tell what things sound like. What are they?

Acorn Emergency

Using Illustrations (RL7)

How many acorns can you find?

Cross Patch

Rhyming (RF2)

Find the pairs of rhyming words.

Inferences (RL1)

What will the neighbors do?

The Basket Weaver

Vocabulary (RI4, L4, SL1)

Words and phrases: shy (p. 21), juncus rushes, split reeds (p. 22) stiff (p. 23), creatures, wise/unwise, furious, festival (p.24), clutching, scrub jay, murmured (p. 26), rim (p. 27)

- Individually, in small groups or as a class, use context clues to come up with a definition of each word. If needed, check with a dictionary.

Retelling (RL2)

Using words, retell the story Yo'ee told with her basket.

Telling a Story with Pictures (RL7, SL1)

Individually, in small groups or as a class, tell a story with just pictures.

The Evening is Coming

Making Connections (RI3)

Make up hand gestures to go with the song. Perform while singing, or as the [website performer](#) sings.

The Cat on the Fence

Rhyming (RF2)

Find the pairs of rhyming words.

Comprehension and Collaboration (SL1)

Working in pairs, take turns: one reads the poem while the other acts it out.

Mop & Family

Key Ideas and Details (RL1)

What happens when Justin and Julie's dad reads *Wynken, Blynken and Nod*? Was it a good choice for a bedtime story? Why?

Acro-Bat

What does the word *acrobat* mean? Use a dictionary, if needed. Why is the title of this poem *Acro-Bat*?

Bobbing for Apples

Comprehension and Collaboration (SL1)

Play the game in pairs.

Molly and Emmett

Key Ideas and Details (RL1)

Emmett only likes one of Molly's Halloween costumes. Why did he like that one?