

# Teacher's Guide for LADYBUG

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Common Core State Standards are based on ELA CCSS for Grade 1  
(unless marked [K])

## Max and Kate

Key Ideas and Details, Making Inferences (RL1, RL3) Using Illustrations (RL7)

- Why was this a good time to make shadow puppets?
- Who are Mo and Kiwi?
- Are Max and Kate afraid of the dark?
- After the power comes back on, why does Max want to turn off the lights?

## Flicker, Flash, Ka-boom

Rhyming (RF2 [K])

- Find the rhyming pairs. Do they always have the same spelling pattern?
- Notice the words *not* and *plop* on the top of page 8. Do they rhyme exactly? Do they sound right anyway?

Key Ideas and Details, Making Inferences (RL1, RL3)

- How do the girl and dog react to the thunderstorm? Why do they react differently?

## Frog Rain

Key Ideas and Details (RI1, RI2, RI3)

- What makes the title, *Frog Rain*, a good title for this story?
- The author asks 2 questions at the bottom of page 10. What are the questions? Can you answer them?
- How is the body of a coqui different from the body of a flying frog?
- How is the "parachuting" done by coquis different from the gliding done by flying frogs?
- Read the last paragraph on page 12. What do you think pearly-eyed thrashers are? (tropical birds)
- What are the 2 ways the coquis use wet leaves and moss?

Comprehension and Collaboration (SL1) Presentation of Knowledge and Ideas (SL4)

- In pairs or small groups, decide on dialog for the frogs going up the tree at night and jumping down in the morning. Add details: time of day, reasons for going up/staying the night/coming down, and any sound effects.
- Perform for the class.

## All of the Raindrops

Comprehension and Collaboration (SL1) Presentation of Knowledge and Ideas (SL4, SL5)

- Listen to the recording of the song ([www.ladybugmagkids.com/sing](http://www.ladybugmagkids.com/sing)) one or more times. What do you picture in your mind? Draw the scene you see.
- Share your picture with the class. Compare your picture with the others in your class. How were they the same? How were they different?

## Today Will Be My Red Day

Fluency (RF4)

- Practice reading the poem aloud.
- Read it aloud for a small group or the whole class.

Production and Distribution of Writing (W5) Comprehension and Collaboration (SL1) Presentation of Knowledge and Ideas (SL4, SL5)

- As a class or in small groups, brainstorm ideas for your own *Today Will Be My \_\_\_ Day* poems. List ideas for colors such as yellow, blue, orange...
- Working individually, in small groups or as a class, write your own poems.
- Illustrate your poems.
- Share your poems and illustrations with the class.

## **The Box**

Craft and Structure (RL6) Integration of Knowledge and Ideas (RL 7)

- Who is narrating this poem?
- How would you describe the boy in this poem?
- How would you describe his dad?
- What else could this box be used for?

Rhyming (RF2 [K])

- Find the rhyming pairs. Do they always have the same spelling pattern?

## **A Family of Ladybugs**

Rhyming (RF2 [K])

- Find the rhyming pairs. Do they always have the same spelling pattern?

Vocabulary (L4)

- What do these phrases mean: *leaf umbrellas* and *raindrop shelter*?

## **The Old Person of Jodd**

Rhyming (RF2 [K])

- What are the 2 pairs of rhyming words?

Vocabulary (L4) Using Illustrations (RL7)

- What do these words mean? *perplexing*, *purchased*, *thistle*. Look at the illustration and how they are used in the text (context clues) to decide their meanings. Use a dictionary to check.

## **The Butterfly Garden**

Vocabulary (L4)

- What do these words mean? *hedge*, *thistledown*, *forget-me-nots*, *petals* (p.23) *violets*, *poplar*, *prickly*, *withered* (p. 24) *lantern*, *chrysalis* (p. 25), *pattern* (p. 27), *unsteadily* (p. 29). Look at how they are used in the text (context clues) to decide their meanings. Use a dictionary to check.

## **Caterpillar, Caterpillar**

Rhyming (RF2 [K])

- How many *-at* words can you find?

Fluency (RF4)

- Practice reading the poem aloud.
- Read it aloud for a small group or the whole class.

## **Ladybug, Muddle, & Thud: Planting Seeds**

Key Ideas and Details, Making Inferences (RL1, RL3)

- Why was it helpful to have Gackle come visit?
- How do you think Gackle got his name?

## **My Little House**

Craft and Structure (RL6)

- Listen as the poem is read one or more times. Who is the narrator?

Rhyming (RF2 [K])

- What are the 2 pairs of rhyming words?

Fluency (RF4)

- Practice reading the poem aloud.
- Read it aloud for a small group or the whole class.