

Teacher's Guide for LADYBUG

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

I Spy

Key Ideas and Details (RL1), Using Illustrations (RL7), Conventions of Standard English (L1)

- Write or dictate sentences telling where each apple is found. Ex. *One apple is in the tree with a pig.*

Max and Kate

Key Ideas and Details (RL2)

- Retell the story. What happened in the beginning? What happened in the middle? What happened in the end?

The House of the Mouse

Rhyming (RF2 [K]) Phonics and Word Recognition (RF3)

- Find the rhyming pairs. Do the words in each pair have the same spelling pattern?

Comprehension and Collaboration (SL1)

- With a partner, think of another small animal or insect that might have a house in the grass. Draw a picture. Share with the class.

What Night Would It Be?

Rhyming (RF2 [K]) Phonics and Word Recognition (RF3)

- Find the rhyming pairs. Do the words in each pair have the same spelling pattern?

Fluency (RF4)

- Read the poem as a class, with each student reading one line.
- Read it more than once.
- Try using different voices.

Buffalo Gals

Comprehension and Collaboration (SL1) Fluency (RF4)

- Go to www.ladybugmagkids.com/sing. Listen to the song one or more times.
- In small groups, follow along on pages 12-13 until you can sing on your own.
- Sing for the class.

Picking Apples

Vocabulary Acquisition and Use (L4) Comprehension and Collaboration (SL1)

- Find these words in the story: *buckets, pail, tumble* (p. 14), *branch, pucker, tart* (p. 15), and *cores* (p. 16). 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.

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

- Why was the family picking apples?
- List all the things this family did as a family.
- In what two settings does this story take place?
- Based on the illustrations, how would you describe the weather on this day?

Sweaters

Rhyming (RF2 [K]) Phonics and Word Recognition (RF3)

- Find the rhyming pairs. Do the words in each pair have the same spelling pattern?

Key Ideas and Details (RL1)

- Why were the sweaters in a box on a high closet shelf?
- Why did the girl get them out now?
- Draw a sweater—either one you own or one you make up (design) yourself. Write a sentence about the sweater in your picture.

Applesauce

Fluency (RF4)

- Practice reading the poem aloud. When you are ready, read or recite it to a partner.
- Working in pairs, one partner reads the poem while the other acts it out.

Little Lakes

Presentation of Knowledge and Ideas (SL5)

- Listen to the poem two times, without looking at the illustration. Form a picture of the poem while you listen. Draw the picture you see.
- Compare your picture with your classmates' pictures and the magazine illustration. Are there many differences?

The Rolling Pumpkin

Vocabulary Acquisition and Use (L4) Comprehension and Collaboration (SL1)

- Find these words in the story: *startled* (p. 23), *chops* (p. 24), *hollow*, *downhill*, *presently* (p. 27), and *content* (p. 29). 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.
- Which words can you act out?
- On page 27, the daughter says she has a giant pumpkin. What details from the story proves that the pumpkin is giant?

Key Ideas and Details (RL2) Comprehension and Collaboration (SL1)

- In groups of 5, act out the story. You'll need lots of room!

Pumpkin Patch

Key Ideas and Details (RL1), Using Illustrations (RL7), Conventions of Standard English (L1)

- Write or dictate sentences describing which pumpkin each child found.

Ladybug, Muddle, & Thud: Trick or Treat!

Key Ideas and Details (RL1), Using Illustrations (RL7)

- Why was Giraffe confused when he saw Ladybug and Muddle?
- What problem did Thud need to solve? What did he decide?

Mr. Owl

Rhyming (RF2 [K])

- How many rhyming pairs are there?
- Go to www.ladybugkids.com/activities to cheer up Mr. Owl.