

Teacher's Guide for LADYBUG

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Teacher's Guide prepared by **Gail Terp**
Common Core State Standards are based on ELA CCSS for Grade 1
(unless marked [K])

Gail Terp is a retired elementary school teacher and freelance writer who loves connecting kids and books. Her blog, *Best Blog for Kids Who Hate to Read* (<http://gailterp.com>), is a family blog for reluctant readers and their parents.

I Spy

Writing Sentences (W2, L2) Comprehension and Collaboration (SL1)

- Choose three characters in the picture.
- Write a sentence for each character, telling what the character is doing. Example: *The man with the clown nose is sitting on a bench.*
- Share your sentences with a classmate. Can he/she figure out who you are writing about?

Max and Kate

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

- Who cut down the old apple tree?
- Look carefully at the illustrations. How does Max help?
- What are some things Max and Kate can do in the tree house?

Grandpa's Tools

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

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

Using Illustrations (RL7)

- What tool is described by each of these lines?
 - *My flat round head and two-pronged tail will help you pound and pull a nail.*
 - *Just slip my tip into a screw and give your wrist a twist or two.*
 - *My row of teeth is sharp and strong to cut a board that's much too long.*
 - *My jagged mouth can open wide to grip a bolt or pipe inside.*

Poppy

Key Ideas and Details (RL1, RL3)

- Who or what is the main character in this story?
- Who named Poppy?
- Why did Greg and Erica stop riding Poppy?
- How did Poppy feel about being shut in the garage for a long time?
- What are 4 things Amanda did for Poppy before she gave Poppy to Jay?
- What did Amanda do for Poppy after Jay started riding Poppy?
- How would you describe this story's ending?

Nobody's at the Playground

Key Ideas and Details (RL1, RL3)

- Use the poem and the illustrations to answer the following questions. What helped you find the answer—the poem, the illustrations or both?
 - Where does this poem take place?
 - What day is it?
 - How many details can you give to describe the day?
 - How many people are there?

- Who is the narrator?
- How is the narrator dressed?
- What did the narrator learn?

My Two Feet

Rhyming (RF2 [K]) Comprehension and Collaboration (SL1)

- Find the rhyming pairs.
- In pairs, small groups, or as a class, act out each stanza as one person reads the poem aloud. How many ways do your feet move?
- The poet compares his two feet to other things. Find what he compares his feet to in each stanza. Do you agree with his comparisons? Do you have other ideas?
- Match the feelings with the comparison.
 - Feelings: excited, sick, asleep, happy, silly, tired
 - Comparison: grasshoppers, pup, kids, elephant, ponytail, boulders

A Country Road

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

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

Using Illustrations (RL7) Presentation of Knowledge and Ideas (SL4) Writing Sentences (W3, L2)

- Find the travelers mentioned in the poem in the illustration.
- What is each traveler doing? Example: *One crow is walking on the road.*
- Tell or write a sentence about each traveler you find.

Daisy Bell

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 page 22 until you can sing on your own.
- Sing the song for the class.

Two Places to Call Home

Vocabulary Acquisition and Use (L4)

- Find these words in the story: *cozy, carpet, attendants, aisles, lotion, symphony* (p. 24) *moist, rickety, cattle* (p. 25) *hut* (p. 26) *buckles, van, plantains* (p. 27) *weave, maze* (p. 28) *package* (p. 29)
- Using context clues (how they are used in the story), what do you think they mean? Try using the words in new sentences.

Comprehension and Collaboration (SL3) Key Ideas and Details (RL1, RL3)

- Think about these questions as you listen to the story.
 - Using details from the story, how would you describe the airplane flight?
 - What is the first thing Grandfather does when he sees his grandson? Why do you think he does that?
 - Why are the colors of Grandfather's kente cloth important?
 - What brave thing did the boy do when it was time to eat?
 - What does Grandmother do at the market?
 - Why is the title, *Two Places to Call Home*, a good one for the story?

Aaron Space

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

- Find all the words that rhyme with *not*.
- Do the words in each rhyming group have the same spelling pattern?

Craft and Structure (RL5)

- This poem is written by Brian Floca, who just won the Caldecott Medal for his book *Locomotive*. He also wrote *Moonshot*, a nonfiction book about The Flight of Apollo 11. How are these books alike? How are they different?

Ladybug, Muddle, Thud: Up, Up, and Away!

Key Ideas and Details (RL1, RL3)

- What is Ladybug, Muddle, and Thud's problem?
- How do they solve their problem?
- Do you have other ideas for solving their problem?
- Go to <http://www.ladybugmagkids.com/activities> and follow the directions for making your own kite.

Riddle

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

- Listen to the poem and don't look at the picture.
- What is the answer to this riddle?
- How would you illustrate this riddle?