

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, their parents, and their teachers.

I Spy

Using Illustrations (RL7) Conventions of Standard English (L1, L2)

- Carefully look at the illustration.
- What is happening? What are the mice doing? What is the chef doing? What are the pancakes doing?
- Write or tell sentences that use action words.

Max and Kate

Key Ideas and Details (RL1, RL3) Craft and Structure (RL4) Vocabulary Acquisition and Use (L4)

- Kate, Max, and Charlie use words that help describe what they see at the zoo. What is slippery? What is crunchy? What is scratchy? Who is hungry?
- Who is eating at the zoo?
- What does Max's mom do when Charlie says, "Hungry?" Why does she do this?

On Alligator Avenue

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

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

Key Ideas and Details (RL1, RL2, RL3) Using Illustrations (RL7)

- What can you tell about the girl in the poem? What does she like? What details support this?
- Pretend you are one of the people staring at the girl. What might you say? What might you ask the girl?
- If you joined the girl on Alligator Avenue, what would you wear? What would you bring?
- Who is Fifi?

Come Back, Ducks

Key Ideas and Details (RL1, RL3) Craft and Structure (RL4, RL6) Using Illustrations (RL7)

- Who is telling the story? How do you know?
- How does the boy feel when he watches the ducks at the beginning of the story? How does he feel when the ducks aren't there in the middle of the story? How does he feel when he sits by the pond at the end of the story?
- Why does the boy say thank you to the pond?

Travel

Key Ideas and Details (RL2) Using Illustrations (RL7)

- Why is *Travel* a good title for this poem?
- The poet and the illustrator seem to think of the seeds more like people or animals than as things. What words does the poet use to show this? How does the illustrator show this?

I Saw a Ship A-Sailing

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 16-18 until you can sing on your own.
- Perform the song for the class.

Ship Shapes

Using Illustrations (RL7) Conventions of Standard English (L1, L2)

- Carefully look at the illustration.
- Write sentences about the shapes and where they are. Example: There are 4 triangles on the seagull.

Cinnamon

Vocabulary Acquisition and Use (L4)

- Find these words in the story: *marmalade*, *immediately*, *royal* (p. 20), *exquisite*, *tattered* (p.21) *edible* (p. 22), *jewels*, *pouted* (23), *gasped* (24), *powder* (23), *pronounce* (26).
- Using context clues (how the words are used in the story), what do you think each word means? Use the dictionary if you need help.
- Try using the words in new sentences.
- Try acting some of the words out.

Key Ideas and Details (RL1, RL3)

- What present did the princess ask for as her sixth birthday present? Why did she ask for this?
- Who did the captain meet the first time he came to the island? Why didn't he answer her question?
- What was the first present the captain brought back for the princess? Why did the princess tell him to bring it back?
- What was the second present the captain brought back for the princess? Why did the princess tell him to bring them back?
- Why did the captain finally answer the woman's question?
- What did the woman give the captain and his men to eat? Why was this a good thing for them (2 reasons)?
- What was the problem with the third gift the captain brought back? How was that problem solved?

Royal Cinnamon Play Clay

Writing (W3) Conventions of Standard English (L1, L2)

- Think of 3 things you can make with the clay.
- Make up a story about the 3 things.

Walking Through the Jungle

Comprehension and Collaboration (SL1) Conventions of Standard English (L1, L2) Fluency (RF4)

- With a partner, practice reading the poem aloud.
- This poem has 3 parts (stanzas). In each stanza, lines 1, 2, and 4 are the same.
- With your partner, write one or more new stanzas. Use the same lines 1, 2, and 4. Write a new line 3, with a new animal doing some action.
- Read the poem to the class, including your new stanza(s).

Treasure Hunt

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

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

Research to Build and Present Knowledge (W7) Using Illustrations (RL7)

- This poem has many sea animals in it. Can you find each animal in the illustrations?
- Use one or more books about sea animals to learn more about them.

Ladybug, Muddle, Thud

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

- Where is everyone going?
- How does everyone seem to be feeling about going there?

Ocean Sandwich

Key Ideas and Details (RL3)

- What does the swimmer in the poem plan to do?
- Is this a possible plan? Why or why not?

Molly and Emmett

Key Ideas and Details (RL3)

- The story starts with Molly saying, "I'm bringing Dad breakfast in bed for his birthday." It ends with Emmett saying, "Maybe we can go out to eat!"
- What events happen that cause Emmett to say this?