

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.

Max and Kate

Key Ideas and Details (RL1, RL2, RL3)

- Sometimes good friends think alike. How do Kate and Max think alike in this story?
- List the steps Max and his mom take to create Kate's puppet.
- Why were Max and Kate making puppets?

Rain on Saturday

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

- What is the kid in the poem so happy about?
- What does the illustration tell you that the poem does not?
- What do you predict the kid will do when the rain stops?

The Lone Sock

Key Ideas and Details (RL1, RL2, RL3) Craft and Structure (RL5)

- Is *The Lone Sock* an example of fiction (tells a story) or nonfiction (gives information)? How can you tell?
- Argyle-Left is looking for Argyle-Right. What has happened to Argyle-Right?
- What has happened to Herringbone-Right?
- What brave thing does Argyle-Left do?
- Why is it helpful that Argyle-Left takes Thread and Needle with him?
- Who does Argyle-Left save?

Tic Tac Toe

Key Ideas and Details (RL2) Rhyming (RF2 [K]) Phonics and Word Recognition (RF3)

- This poem has seven lines. Which lines end with a word that rhymes with *toe*? Do they all have the same spelling pattern?
- Why is this a good poem for Valentine's Day?

Sock It to You

Fluency (RF4) Comprehension and Collaboration (SL1)

- With a partner, read through the poem two or three times.
- Once you can read the poem comfortably, have one partner read it while the other acts it out.
- Switch roles and do it again.

Susie, Little Susie

Comprehension and Collaboration (SL1) Fluency (RF4)

- Go to www.ladybugmagkids.com/sing. Listen to the song one or more times.
- As a pair, a small group, or the whole class, make up motions to go with the lyrics.
- Perform the song, with the motions!

Sugar-on-Snow

Vocabulary Acquisition and Use (L4)

- Find these words in the story: *collapsed* (p. 19); *interrupts, sugarbush, tubing, sugarhouse* (p. 20); *peer, woodshed* (p. 21); *thermometer, temperature* (p. 22).
- Using context clues (how the words are used in the story) and the illustrations, what do you think each word means? Use the dictionary if you need to.
- Try using the words in new sentences.

Key Ideas and Details (RL1, RL3) Craft and Structure (RL4)

- How does Chester feel about going to his grandfather's house? What does he do in the fourth paragraph that shows how he feels?
- What does Grandpa say that makes Chester feel sad? What sentence on page 20 shows that Chester is feeling sad?
- Why had Grandpa switched to using tubing to get the sap to the sugarhouse?
- Why do Charlie and Grandpa bring wood to the sugarhouse?
- What are the pickles for?
- Read what Chester's mother says in the first paragraph. Read what Chester says in the last paragraph. How are these two quotes alike?

Teddy's Valentine

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

- What do Teddy and Julie both do?
- Why doesn't Julie know what Teddy's picture is about?
- Create new illustrations for *Teddy's Valentine*. Share your illustrations with the class.

The Memory Tree

Key Ideas and Details (RL1, RL3)

- The story tells how Katie and her parents enjoy their maple tree in all four seasons. What are the activities the maple tree provides?
- What happens that ends these activities?
- What do Katie and her dad do next?
- In what ways does Katie miss the old maple tree? What does she do to help them remember the old tree?

Research to Build and Present Knowledge (W7)

- Katie enjoys her new tree, but it can't provide the fun activities of the old tree yet. Find a book about the growth of maple trees. How long will Katie have to wait before the new tree can provide fun activities?

I'm Small

Key Ideas and Details (RL1, RL2, RL3)

- Is the wind a problem for the tree? Why or why not?
- Is the wind a problem for the wall? Why or why not?
- Is the wind a problem for the boy? Why or why not?

Groundhog

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

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

Research to Build and Present Knowledge (W7)

- What do you know about Groundhog Day? Find a book about the holiday and research its history and traditions.