

Teacher's Guide for LADYBUG

March 2015

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: Magic Show

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

- Find the missing letters.
- Write sentences that tell where each letter is. Start each sentence with *The letter ___ is - _____.*

Max and Kate

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

- Why do you think Max and Kate used the names Maxie and Katy for their magic act?
- What was Max's magic trick?
- What was Kate's trick?
- Who seems to have found Charlie first? How can you tell?
- What was Charlie's magic trick?

Moonstruck

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

- What does the poet think rabbits do under the moon? When do they do this?
- What are all the things the rabbits do in the illustration?
- What else might they do?

Little Bunny's Breakfast

Key Ideas and Details (RL1, RL2, RL3) Conventions of Standard English (L1) Comprehension and Collaboration (SL1)

- This story is filled with verbs (action words). Find each of these verbs in the story: *yawned, stretched, wiggled, listened* (p. 10); *nestled, closed, opened, wiggled, crept, looked, nibbled* (p. 11); *hurried, hopped* (p. 12).
- Are any of these verbs new to you? Using context clues (how the words are used in the story) and the illustrations, what do you think they mean? Use the dictionary if you need to.
- Try using each of the words in new sentences.
- Act out the verbs for your classmates. Can they guess which words you are acting out?

Bunny Maze

Using Illustrations (RL7) Comprehension and Collaboration (SL1) Conventions of Standard English (L1, L2)

- Little Bunny had several adventures on his trip home. Tell or write a story that tells of his adventures.
- If your classmates tell or write about Little Bunny's adventures, compare stories. How are they different? How are they the same?

Morning Meeting

(SL1) Rhyming (RF2 [K]) Phonics and Word Recognition (RF3)

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

Key Ideas and Details (RL3) Fluency (RF4) Comprehension and Collaboration (SL1)

- With a partner, read through the poem two or three times.
- Read the poem aloud together.
- Look carefully at the illustration. What does it tell you about the girl?

Research to Build and Present Knowledge (W7)

- Find a book on snails and slugs. How are they the same? How are they different?

Magic Wand

Key Ideas and Details (RL1)

- It looks like both the boy and the kitten are enjoying the magic wand. What does the boy enjoy? What does the kitten enjoy?

The Cupcake Mistake

Key Ideas and Details (RL1, RL3)

- What things does the magic wand make happen?
- How would you describe the wizard?

Friends

Fluency (RF4) Using Illustrations (RL7)

- Go to www.ladybugmagkids.com/sing.
- Listen to the song several times. Sing along.
- Without looking at the *Ladybug* illustration, draw your own illustration to the song.
- Compare your illustration with the *Ladybug* one. How are they the same? How are they different?
- Compare with your classmates.

Raindrop Races

Conventions of Standard English (L1, L2)

- The boy and girl in the last picture shout a cheer for their raindrops. Tell or write a new cheer.
- Tell or write a story about two kids racing rain drops.

Children's Games Around the World

Key Ideas and Details (RI1, RI2) Conventions of Standard English (L1, L2)

- This nonfiction piece tells about four games that children in other countries play:
 - *Cielo, Luna, Mar*
 - *Dithwai*
 - *La Luna y las Estrellas de la Mañana*
 - *Flower Relay Race*
- What do the children need in order to play each one?
- Which games would be easy for you and your friends to play?
- What game that you play could you teach the children of another country? What would they need in order to play? What are the rules?

Giddyap! Whoa!

Conventions of Standard English (L1) Research to Build and Present Knowledge (W7)

- Like *Little Bunny's Breakfast*, this poem is filled with verbs (action words). Find all the verbs the speaker in this poem uses.
- Act the verbs out. If there are some verbs you do not know, look them up in a dictionary or in a book about horses.

Herbert, Hurry Up

Key Ideas and Details (RL1, RL2, RL3)

- What is Harry and Henrietta's problem? Why is this a problem for them?
- List all the ways they tried to solve the problem.
- What is Billy's idea? Does it work?
- What would you have suggested to solve the problem?

Laughing Child

Key Ideas and Details (RL2, RL3) Craft and Structure (RL4)

- How can you tell the horse is really paying attention to the girl?

Ladybug, Muddle, & Thud

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

- Describe Ladybug, Muddle, and Thud's visitor.
- What do they want the visitor to do?
- How does he trick them?
- In the end, what happens to their pancakes?
- Was this a good trick? Do you think you could try it?

March

Key Ideas and Details (RL1, RL2, RL3)

- Who are the characters in the text of this poem?
- This poem has several adjectives (describing words). What adjectives describe these words: wind, grasses, sun, flowers?
- What is the main idea of this poem?

Molly and Emmett

Key Ideas and Details (RL1, RL3)

- Why is Molly putting the clothes away?
- What does she want to protect the clothes from?
- What is Emmett's idea? Do you think it will work?