

# 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)

- Find the silly things the robin has in its nest.
- What will the robin do with all these things?
- Tell or write sentences about what the robin will do with each thing. Example: *The robin will color its eggs with the crayon.*

## Max and Kate

Key Ideas and Details (RL1, RL2, RL3) Research to Build and Present Knowledge (W7)

- What are all the things that confuse Kate?
- Why do Kate's parents and Max do all these confusing things?
- What do you know about April Fool's Day? Find a book about the holiday to learn more information about it.

## Busy, Busy Week

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

- Here are three ways you can make this busy, busy week your own.
  1. Use the author's ideas, but draw your own illustrations. For example, how would *Chase the Sun Day* look for you?
  2. Come up with your own days. Monday is..., Tuesday is... Don't forget the illustrations!
  3. Choose your favorite ideas from *Busy, Busy Week* and add some of your own.

## The Building Season

Key Ideas and Details (RL1, RL2, RL3)

- What two things does the boy's family say he's too little for? Who tells him?
- What does his mother tell him?
- How does the boy help the birds?
- What things does the boy give to the birds?
- How does the boy know the birds used strips from his pajamas?
- How would you describe the boy?
- Do you have things in your home that would be helpful to birds when they are building their nests?

## Little Birds

Comprehension and Collaboration (SL2) Using Illustrations (RL7)

- Listen to the poem without looking at the illustrations. What do you picture? Does the poem seem like it's about birds doing real bird things?

- Look at the *Ladybug* illustrations. Do the children in the illustration seem to be doing what children do? What are they pretending to be?
- Draw your own illustration for the poem.

### **Nature's Treasures**

#### Key Ideas and Details (RL1, RL3)

- How would you describe the speaker in this poem? What seems to be important to her? Could the speaker be a boy? A man? A woman?
- How might the world answer the speaker's question on page 19?

#### 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)

- Read through the poem two or three times.
- Read the poem aloud for someone else. Try acting out some of the lines.

### **Treasure Hunt**

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

- Carefully look at the two pictures. How many differences can you find?
- Tell or write sentences about the differences you find in the second picture. Example: *The kid in the purple hat has no mustache.*

### **Old MacDonald**

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

- Go to [www.ladybugmagkids.com/sing](http://www.ladybugmagkids.com/sing).
- Listen to the song several times. Sing along.
- By yourself, in a group, or with the whole class, make up some new lyrics with new animals. They can be farm animals, wild animals, or even zoo animals.
- Sing your new verses to someone else or to the class.

### **Hector Helps Out**

#### Vocabulary Acquisition and Use (L4)

- Find these words in the story: *admire, preening, collect, fondly* (p. 25); *immovable, tilted, comb, gingerly, hunched, muttering* (p. 26); *stalked, grubs, lilac, luxurious, sighed, ruffling, polishing* (p. 27); *gossip, wailed* (p. 28) *birdbrain, shrieked* (p. 29); *peered, curiously, contentedly* (p. 30).
- 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. Try acting out some of the words.

#### Key Ideas and Details (RL1, RL2, RL3)

- List all the places the story says Calliope hid her egg.
- On page 29, it says, "The contest continued for several days..." What other places might Calliope hide her egg?
- In which place does Calliope successfully hide her egg? Why is this a good place?
- Is this a good title for the story? Why?
- What do you think Calliope means when she says, "I wonder what happens next!" How do you think Hector answers her?

### **Maggie's Eggs**

Research to Build and Present Knowledge (W7)

- Find a book on ducks and duck eggs. Learn about how duck eggs are hatched.

### **Ladybug, Muddle, & Thud**

Key Ideas and Details (RL1) Comprehension and Collaboration (SL1)

- Why does Ladybug say, "Uh-oh!" in the last frame?
- What do you think will happen next?
- In a small group, act out this story.

### **There Was an Old Man**

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

- Find the two words that rhyme (one is repeated).
- Do they have the same spelling pattern?

Key Ideas and Details (RL1, RL3)

- What happens that makes the old man say, "It is just as I feared!"

### **Molly and Emmett**

Key Ideas and Details (RL1, RL3)

- Who does Emmett visit in the park? What are they doing?
- Why is Emmett sad when he gets back home?
- How does Molly show she is a good friend?