

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 ten sheep.
- Tell or write sentences that tell where the sheep are. Example: *One sheep is peeking over Shane's pillow.*

Max and Kate

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

- What are Kate and Max worried about?
- How did they solve this problem? Who helps them?
- Max and Kate both talk about a frog prince. Find a book about the Frog Prince. Compare the frog in the Max and Kate story to the Frog Prince. Compare Max to the Frog Prince.

Twenty Toads

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

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

Comprehension and Collaboration (SL1)

- Get 19 classmates or however many who can join you. Act out the poem.

My Favorite Sounds

Key Ideas and Details (RL1, RL2, RL3)

- Why is the girl so aware of the sounds around her? What sound does she *really* want to hear?

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

- Work with a partner or a small group.
- Practice reading the poem together.
- As one person reads the poem, the partner or the rest of the group makes sound effects to match the sounds in the poem.
- Try adding new verses with new sounds that one might hear.

Avocados for Sale

Key Ideas and Details (RL1)

- What was the problem when Carlos and Papá set up their tent and table by the side of the road?
- How did Carlos solve the problem?

Research to Build and Present Knowledge (W7) Vocabulary Acquisition and Use (L4)

- Find these words in the story: *avocados*, *mesh* (p. 13); *customers*, *guacamole* (p. 14); *containers* (p. 16).
- 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.
- Find a recipe for guacamole. Does it look like something you'd like to try eating? Would you like to try making it?

The Pawpaw Patch

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

- Go to www.ladybugmagkids.com/sing.
- Listen to the song several times. Sing along.
- With a partner, a group, or the whole class, sing the song and act out the verses.

Where Does It Grow?

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

- Carefully look at the garden and Sara Squirrel's list. Can you find everything on the list?
- Tell or write sentences about where Sara can find each item on her list. Example: *The pears are in the tree behind the house.*

Snoozing Sillies

Fluency (RF4) Research to Build and Present Knowledge (W7)

- Find friends or family members who have not read these riddles. Ask them the riddles.
- Could they answer them? Did they laugh?
- Find a riddle book. Tell them to your friends and family.

Tumbling

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

- What do the illustrations tell you about the kids? What do they like doing? What can you say about their pets?
- Draw your own illustrations showing you and your friends. Where are you? How do you jump and tumble?
- How are your illustrations different from the ones in *Ladybug*?

While Alena Was Sleeping

Research to Build and Present Knowledge (W7)

- This story is filled with plants and animals. Use a dictionary, an encyclopedia, or other resources to find out about each of these plants and animals: slug, century plant, petunia, opossum (page 26); skunks, owl, raccoons (page 27); redwoods, house finches (page 28).

Key Ideas and Details (RL1, RL2, RL3)

- Read pages 26 and 27 to find all the things that went on in Alena's yard while she was sleeping.
- Read page 28 to find all the clues Alena found that let her know animals were busy in her yard while she was sleeping.
- Read page 29 to find all the things Alena does so the animals will have something to do while she is sleeping.

My Traveling Bed

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 (RL1) Using Illustrations (RL7)

- What are the things the child in the poem imagines his bed is?
- Where are the places the child in the poem imagines his bed goes?
- How does the illustrator help the reader understand this poem is not about real life happenings?

Ladybug, Muddle, & Thud

Key Ideas and Details (RL1, RL3)

- Who has a surprise to show Ladybug? What is the surprise?
- What does Ladybug think about the surprise? What does she do?
- What happens when Ladybug returns?
- How do Ladybug's friends surprise her again?

Bullfrog

Vocabulary Acquisition and Use (L4, L5)

- This poem is full of verbs (action words). Find all the verbs in the poem. Try acting the verbs out.

Molly and Emmett

Key Ideas and Details (RL1, RL3)

- What noises does Emmett hear? Trying making the noises.
- What does Molly tell Emmett about the noises? Does she help him feel better?
- What do you think Molly and Emmett will do now?