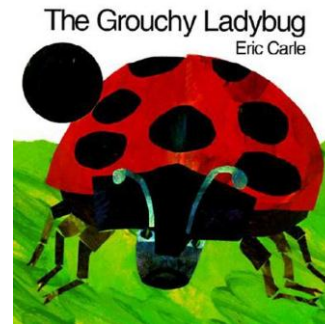


# The Grouchy Ladybug

Written by: Eric Carl

Illustrated by: Eric Carl



When a grouchy ladybug refuses to share a feast of aphids with a friendly ladybug, a dispute occurs. The grouchy ladybug flies off and every hour finds a host of incrementally larger animals, which it tries to start a fight with. Eventually the ladybug challenges a whale and with the help of his tail, ends up back where he started from and decides to share the aphids with the original friendly ladybug.

## Possible strategies for instruction:

### *Comprehension:*

- **Predict what will happen; use text to confirm**
  - After reading the first page, students can predict who they think the grouchy ladybug will meet next. Because the grouchy ladybug consistently says, “You’re not big enough!” students should use that clue to predict the next animal will be bigger than the previous. After the grouchy ladybug meets each animal, students can predict what animal they think the ladybug will meet next.
  - After the second or third animal, students may predict what the time will be when the grouchy ladybug meets the next animal.
- **Summarize text; include sequence of main events**
  - Students can use the clock as an anchor for memory recall to help retell the story. Students with weak memory skills may benefit from showing them two animal pictures and asking for example “Which animal did the grouchy ladybug meet next, the yellow jacket or the sparrow?”
  - Use a tangible clock face and move the hands according to the time in the story.

### *Accuracy:*

- **Cross checking... Do the pictures and/or words look right? Do they sound right? Do they make sense?**
  - For this book, model how good readers will often flip through the book looking at the pictures to get a general sense of what the story is about prior to reading it. Then as the student is reading it, refer to the pictures and brainstorm what the name of the animal may be, by crosschecking what the word says and what the picture is of.
- **Use beginning and ending sounds**
  - I can envision children saying other names for the animals in the book, such as ‘bee’ instead of ‘yellow jacket’, ‘bug’ instead of ‘stag beetle’ etc. By encouraging students

to use the beginning and ending sounds of the words, they can decode the word more accurately.

### *Fluency:*

- **Read text as the author would say it, conveying meaning or feeling**  
Model reading the grouchy ladybug with a monotone voice and then with meaning and feeling. Students could also listen to part of the book read aloud at <https://www.youtube.com/watch?v=ykdjWBk1Aks> . Students could listen to this story during Daily 5 – “listen to reading”.
- **Use punctuation to enhance phrasing and prosody**
  - Explain how voices change when asking a question versus shouting something out and model both ways. There are many opportunities to practice the same questioning lines (Repeated questions: “Want to fight?” – every second page).

### *Expand Vocabulary:*

- **Use pictures, illustrations, and diagrams**
  - Prereading the book(skimming the pictures) for comprehension fits nicely with expanding animal vocabulary. Students could even pick one of the animals in the story to use during Daily 5 – “work on writing”, to create a mini report or presentation to the class.
- **Use dictionaries, thesauruses, and glossaries as tools**
  - Some of the animals in the story may be new to the student like aphids, fireflies, stag beetle, praying mantis, lobster, and hyena. Using a dictionary or watching a You Tube video may help with retaining these new vocabulary words.
- **Ask someone to define the word for you**
  - Use this in conjunction with using a dictionary, as using a dictionary for every unknown word can become tedious and take the fun out of reading.

*This text can be used with nearly any strategy on the CAFE menu. The above strategies are a highlighted collection to use as a springboard for further instruction.*