



Guided Reading with

## THE LADYBUG IS SAD

Guided Reading Level: G

DRA Level: 12

Intervention Level: 11

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Page number: 8, Word Count: 96

**Genre:** Fiction

### Concepts of Print and Reading Strategies:

- use context to predict unknown words; confirm by attending to letter sounds
- blend letter sounds to read phonetically regular words, relying on a wider variety of spelling patterns
- use high frequency words as markers
- read with fluency and stamina
- adjust voice when reading sentences ending in question marks and exclamation marks

### Supportive Text Features:

- illustrations support some text details
- text depicts a series of simple, related ideas
- text follows a clear sequence
- text includes some repetitive phrasing
- punctuation supports comprehension (e.g. question marks, exclamation marks)

### High-frequency Words:

here, is, a, of, the, it, have, does, has, because

### Phonics

- vowel sounds: short a, e, o, u

### National Standards:

- RF.1.1, RF.1.2, RF.1.3, RF.1.4
- RL.1.1, RL.1.2, RL.1.3, RL.1.7

### ELL/ESL

*La mariquita está triste*

See back page

**Overview:** A ladybug is sad. Could it be that it is missing some spots?

## Getting Ready to Read

### 1. Introduce the concept and vocabulary by asking open-ended questions:

- What do you know about ladybugs?
- If you were going to paint a picture of a ladybug, what parts would you include?

### 2. Connect children's past experiences with the story and vocabulary:

- Hold the book. Call children's attention to the title. Read: *The Ladybug is Sad*.
- Ask children to predict why the ladybug in the book is sad.
- Show the back cover and read the copy. Have children predict yes or no to answer the question written.
- Have children predict some words they might read in the story.
- Give children the book and have them look at the pictures. Ask them to notice how the number of spots on the ladybug changes on each page. Have them locate some of the corresponding number words in the text.

### 3. Remind children of the strategies they know and can use with unfamiliar words:

- Ask them, "What will you do if you come to a word you don't know?"
- Encourage children to look at the pictures and the beginning sound of the word of the unknown word. Have them read on and return to the word after completing the sentence.



- Suggest that children also remember what they know about the subject or topic of the book and choose a word that makes sense in the sentence.

#### 4. Be aware of the following text features:

- The book contains familiar words: here, is, a, of, the, it, has, does, have, because. It also contains the number words two, four, six, eight, ten and the contractions doesn't and isn't.
- Each page asks, "Does the ladybug want two more spots?" and counts spots by twos to ten.

### Reading the Book

#### 1. Set a purpose by telling children to read the book to find out why the ladybug is sad.

**2. Have children read quietly, but out loud.** Each child should be reading at his or her own pace. Children should not read in chorus. Listen to children as they read by leaning close or bending down beside each child.

#### 3. Look for these reading behaviors during the first reading:

- Have they begun to cross-check, using a variety of strategies, and to self correct?
- Do they rely less on the pictures and more on print when reading? Do they use multiple sources of information?
- Do they have a growing sight vocabulary?
- Do they use beginning, middle, and ending sounds to read unknown words?
- Are they monitoring meaning and rereading when they lose meaning?
- Do they easily move from one line of text to the next when making a return sweep?
- Do they use punctuation appropriately and to gain meaning?
- Do they make more accurate predictions and confirm or revise them while reading?
- Can they connect the text to past experiences?

- Have they begun to draw conclusions and make inferences?

**4. As children read, suggest a reading strategy if they are struggling:** "Try rereading the sentence. Try looking at the picture to make sense of the print." Encourage children to take a guess based on the subject of the book or to use the beginning sounds or known parts of the word. Encourage children to take a guess or read past the unknown word and return to it.

#### 5. Possible teaching points to address based on your observations:

- Call attention to all the high-frequency words children have learned and used.
- Review how to find a known part in an unknown word.
- Show children how to use analogies to move from the known to the unknown when encountering new words.
- Work with suffixes and prefixes.
- Review using grammar (syntax) to unlock words by considering the sentence structure or parts of speech in the sentence.
- Explore how the ideas are presented in sequence. Ask students to think about what makes sense based on the number sequence presented.
- Review how to determine what is important in a picture or sentence.
- Model asking questions or making "I wonder..." statements to extend comprehension.
- Review using punctuation marks to guide the meaning-making process. Discuss the use of question marks and exclamation points as keys to reading with a particular kind of expression or inflection.
- Call attention to the sequence of events in the story.
- Model how to revisit the text to find specific examples or ideas.



## After the First Reading

1. Have children confirm their predictions and talk about why the ladybug was sad.
2. Ask questions like:
  - Why was the ladybug sad? How could you tell how the ladybug was feeling?
  - How did the ladybug's feelings change during the book?
  - How do you know the ladybug was sad?
  - Why did the artist add spots two at a time? What other things do you know that come in twos?
  - Is this book realistic? Why or why not?
  - If you were to continue the story, what do you think would happen next? Why?
  - What other animals do you know that have spots?
  - Have you ever seen a ladybug in your life? Where did you find it? What did you do? What should you do if you find a ladybug inside?

## Second Reading

1. Have children reread the book in a whisper voice or to a partner.
2. This is a time for assessment. While they are reading, watch what children do and what they use from the teaching time. Alternatively, you might take a running record on one student as an assessment of the student's reading behavior.

## Cross-Curricular Activities

**Language:** Have children turn the book into a short performance by acting out the story using simple props, puppets, or masks as they read.

Provide children with some of the sentences from the book to cut out, read, and match to illustrations depicting the different episodes.

Have children revisit the text to hunt for various punctuation marks, perhaps marking them with highlighter tape. Practice reading some of the sentences together and attending to punctuation.

Create a two-column chart to list the rhyming pairs in this book. Brainstorm additional rhyming words for some of the pairs or use magnetic letters or letter tiles to change some of the words into new words.

Have children write additional verses to the rhyme by brainstorming other animals the old lady could swallow and phrases to rhyme with them.

Compare and contrast this book to other versions of this rhyme.

**Mathematics:** Discuss counting by twos. Brainstorm other items that come in twos besides the ladybug's spots. Write story problems related to counting items by twos.

Make the connection between adding the ladybug's spots by twos and symmetrical things. Notice the "line of symmetry" on the ladybug in the book. Show children pictures of other items and ask them to determine whether they are symmetrical.

Have children read other books that involve addition, such as *The Candy Store*. Make connections between texts.

**Science:** Learn more about ladybugs by reading nonfiction books or viewing websites or videos. Compile information learned on a chart.

Talk about symmetry on the ladybug and other examples of symmetry in nature. Encourage children to make a ladybug or butterfly. With a folded piece of paper, children can paint only one side and then fold the paper on top of itself. When they open the paper, they should see the image they made mirrored on the other side.

Encourage children to investigate whether the ladybug is an insect or not. What makes it an insect? What characteristics do all insects have? How is the ladybug different from other beetles?

**Art:** Have children paint symmetrical ladybugs or create them using collage materials, using the book illustrations as inspiration.



## Guided Reading with **LA MARIQUITA ESTÁ TRISTE**

Guided Reading Level: G  
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Intervention Level: 11

The directions given for the introduction, first reading, and second reading of the English edition can be used with the Spanish edition of the book. To read the book successfully, children need the same kinds of support as their English-speaking classmates. Second language learners often benefit from acting out new words, seeing pictures, and talking about them using concrete examples.

**Noun Support:** The following numbers are listed in the story: dos, cuatro, seis, ocho, diez

Print the illustrations from the story. Arrange them in front of students out of the numerical order that's presented in the story. Print the different numbers from the story on word cards. Have students match the numbered word cards with their appropriate illustration, and then have them put both the illustrations and their numbered word cards in the appropriate numerical order.

For students engaging with both English and Spanish texts, have students note that the narrator in the story asks a question on every page (except the first and last), and has an exclamatory statement on every page except the first page. In Spanish, the question marks and exclamation points come before the sentence in an upside-down orientation and after the sentence in the opposite orientation.

The book language used may differ from children's oral language. Comparing any differences will help children read and understand the story. Also help children understand that we often speak differently than we write, and that both ways of using language are important.

If children have difficulty with concepts or words in the story, see the article "Guided Reading with Emergent Readers" for suggestions.

**Guided Reading** Guided reading levels were assigned by literacy experts and certified Reading Recovery® teachers using the guidelines identified in Guided Reading and Matching Books to Readers by Irene C. Fountas and Gay Su Pinnell.

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**DRA (Developmental Reading Assessment)** and **EDL (Evaluación del desarrollo de la lectura)** DRA and EDL levels were determined using information in the Developmental Reading Assessment Resource Guide and EDL Resource Guide by Joetta Beaver.

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