

## The Grouchy Ladybug

Second Reading: Text & Vocabulary

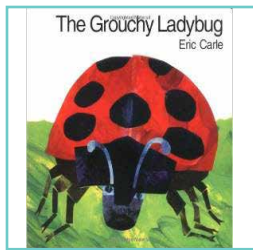
The focus of this reading is to read the story and talk about new vocabulary. There will be opportunities to connect the information in the illustrations to the information in the text.

\*Read the series of pages before you ask the questions.

\*Keep your story time between 15 – 20 minutes. If you are not done with the reading pick it up, again, another night.

### 5:00 (4 pages)

- In the text of the first full-page spread, it says that the fireflies **danced** around the moon. How might they be moving if they are **dancing** around the moon?
- In this same text, Eric Carle uses two pairs of opposites. What are they? (**friendly/grouchy, left/right**)
- In the text of the second full-page spread, what does the friendly ladybug do to show that it is friendly? (“Good morning,” offering to share, trying to do whatever the grouchy ladybug suggests, sweetly)
- How does the friendly ladybug show that she is not afraid of the grouchy ladybug?
- “The grouchy ladybug stepped back. ‘Oh, you’re not big enough for me to fight, it said.’” Why does the grouchy ladybug say this?
- “It looked less sure of itself.” What does this mean?
- Point out the exclamation marks. These tell the reader to read these sentences with great expression and feeling. Model how the grouchy ladybug would say these sentences.
- **screeched**: to make a harsh, shrill cry. Why is the ladybug **screeching**? Model how the ladybug would **screech** these words.



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### 6:00 - 4:00

- The yellow jacket is bigger than the ladybug. Why does the grouchy ladybug say that the bee is not big enough?
- How are the friendly ladybug and the yellow jacket alike? (say the same things, don't seem afraid of the grouchy ladybug)
- On each new page, note what each character will use to fight the grouchy ladybug. (stinger, strong jaw, long front legs, sharp beak, etc.)
- If the grouchy ladybug did fight each new character, who do you predict would win? Explain your answer.
- At 12:00, **insis-s-s-t**: Why is this word written like this? (to sound as the snake would say it)
- What do you think that the snake is going to have for lunch?
- At 1:00, **eerily**: trying to inspire fear, trying to make someone afraid. Talk **eerily**, like the hyena.
- At 4:00, **encountered**: met. Eric Carle uses different ways of saying that the ladybug met each animal. Go back to each animal. What does Mr. Carle say instead of **encountered** or met?

### 5:00 - 5:45

- Why doesn't the whale answer the ladybug's challenge to fight?
- Why does the ladybug keep challenging different parts of the whale?
- Point out that **SLAP** is written in CAPITAL LETTERS? (say with extra importance)
- Point out the two **ellipses** (. . .). An ellipsis tells the reader to make an extra long pause. Model reading these pages paying attention to the CAPITALS and the ellipses.

### 6:00 – END:

- Why isn't the grouchy ladybug grouchy anymore?
- Why does the leaf say, "Thank you"?