

Sample Pages From

*Poems for Word Study*  
*Grades K-1*

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# Ladybug

**A leaf is a rug**

**For a ladybug**

**And an acorn top**

**Is her water jug.**

*—Karen McGuigan Brothers*



# Ladybug

## Using the Poem

See pages 8–9 for ideas to introduce the poem. Complete some or all of the following activities throughout the week. The activities that follow may be completed before, during, or after reading the poem. The scheduling of activities is up to the teacher’s discretion and the students’ needs. Select the activities that best suit your purposes.

### Phonemic Awareness

Provide students with “Ends the Same” (page 63). Have the students circle the pictures whose names end like *bug* with a blue crayon. Have the students circle the pictures whose names end like *stop* with a red crayon.

### Phonics

Have students circle or highlight the rhyming words in the poem (*rug*, *ladybug*, and *jug*). Ask students to identify the letters in the words that create the rhyme (-ug). Brainstorm other words that rhyme with *ladybug*. The words can be real or nonsense. Chart the students’ ideas, emphasizing the ending letters, -ug, as you spell the words.

### Vocabulary

Develop students’ understanding of the words *acorn* and *jug*. If possible, display an acorn and a jug (either real items or pictures). Discuss the following:

- acorn—What does it look like? Where can it be found? Have the students brainstorm the names of other parts of a tree they may know.
- jug—What is a jug? What types of containers are called jugs? Have the students brainstorm the names of other containers they may know.

### Fluency

Display the words to the poem on chart paper or sentence strips. Reread the poem several times as you play “Spotlight.” Turn off the lights in the room and give a student a flashlight. Have him or her turn on the flashlight and use the light as a pointer. The rest of the students in the class should practice reading the poem as the student with the flashlight tracks the words. Select another student to be the pointer, and reread the poem.

### Comprehension

Discuss the poem with the students. Why would a leaf be a good rug for a ladybug? Why would an acorn top be a water jug? Have students think of other objects that could be used in a ladybug’s house. Make a list of objects and their functions.

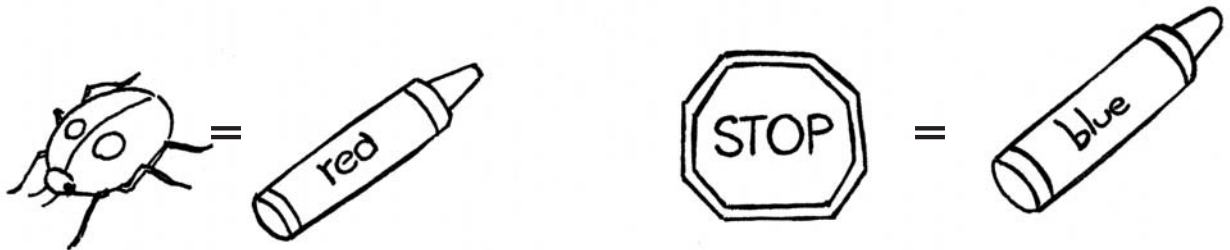
### Word Study Extension

Use page 64 to extend word concepts from the poem.



# Ends the Same

**Directions:** Say the name of each picture. Circle the picture with a blue crayon if its name ends the same as *bug*. Circle the picture with a red crayon if its name ends the same as *stop*.



|           |           |           |
|-----------|-----------|-----------|
| <p>1.</p> | <p>2.</p> | <p>3.</p> |
| <p>4.</p> | <p>5.</p> | <p>6.</p> |
| <p>7.</p> | <p>8.</p> | <p>9.</p> |



# Word Building

**Directions:** Write words from the poem in the correct categories. Then, add new words to each category.

Words with *ug*

Words with *op*

Words About  
Ladybugs

## Complete the Sentences

**Directions:** Read each sentence. Write the missing word. Use the Word Bank for help.

1. Dad \_\_\_\_\_ a hole in the backyard.
2. I had to \_\_\_\_\_ the floor.
3. The new \_\_\_\_\_ is soft to lie on.
4. The lid came off with a loud \_\_\_\_\_.



## Word Bank

rug

pop

dug

mop