



The Grouchy Ladybug

by Eric Carle

Teacher's Guide

Written By Kathy Sammis

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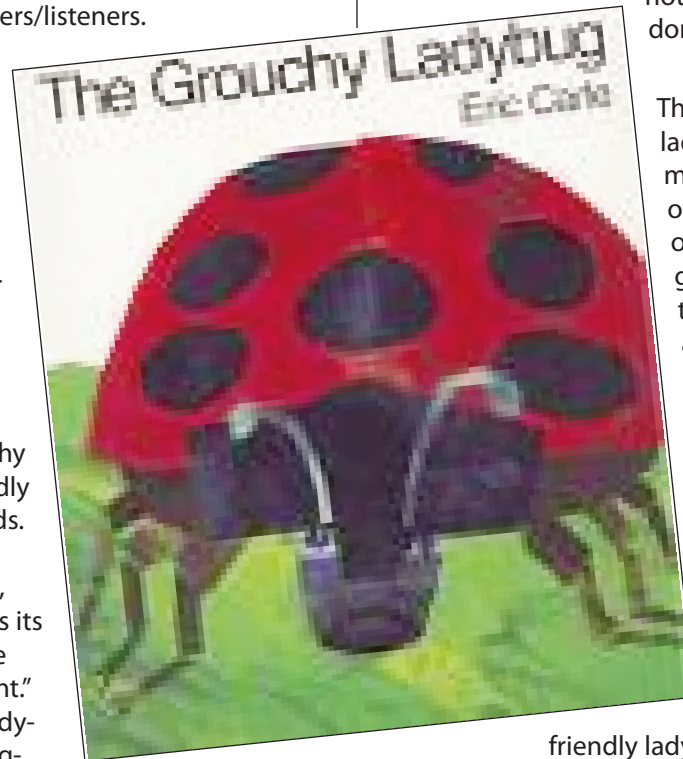
Synopsis

The Grouchy Ladybug is a signature Eric Carle picture book, using bold, brilliantly colored collage-style illustrations to tell a simple tale that both delights and instructs young readers/viewers/listeners.

One night, fireflies dance around the moon. Very early the next morning, two ladybugs fly to an aphid-covered leaf, looking for breakfast. One of the ladybugs is friendly and suggests sharing the aphids. The other ladybug is very grouchy and rude; it shouts at the friendly ladybug to go away and screams that the aphids all belong to it alone. The grouchy ladybug challenges the friendly ladybug to fight for the aphids. When the friendly ladybug sweetly and promptly agrees, the grouchy ladybug changes its tune and declares, "Oh, you're not big enough for me to fight." Challenged by the friendly ladybug to "pick on somebody bigger," the grouchy ladybug indignantly puffs up and flies off to do just that.

In the following sequence of pages, the ladybug challenges a progressively larger and larger series of creatures to fight with it. The pages are set back, and each one is wider than the next as the creature featured on each increases in size; type size increases proportionately on each page as well. In a related sequence, the sun rises on each page to a high at noon and then sinks as the afternoon wanes; small clock faces at the top of each page track each passing hour as the sun moves through the day, and the text also notes the successive hour of each encounter between the ladybug and the other creatures. In this way, the ladybug moves from a fight-challenge meeting with a yellow jacket at six a.m.

through challenges to a stag beetle, a praying mantis, a sparrow, a lobster, a skunk, a boa constrictor, a hyena, a gorilla, a rhinoceros, an elephant, and finally, at five p.m., a blue whale. Each encounter is a mirror of the previous one, with the grouchy ladybug challenging, "Hey you, want to fight?" and the creature responding, "If you insist," to which the ladybug counters, "Oh, you're not big enough," just as it had done with the friendly ladybug.



This sequence ends with the ladybug's meeting with the enormous blue whale; the illustration of this huge mammal stretches on for eight pages. It takes the grouchy ladybug until a quarter to six to reach the whale's tail, an abbreviated page cut out in the shape of the whale's flukes. When the grouchy ladybug issues its standard challenge here, the whale's tail gives the bug a huge slap that sends the tiny creature right back to the leaf where it had started out from that morning. Now the grouchy ladybug is wet, tired, and hungry, and it's very grateful when the

friendly ladybug greets it and lets it have all the remaining aphids for dinner. "Oh, thank you," says the chastened formerly grouchy ladybug. That night, the leaf says, "Thank you," and both ladybugs respond, "You are welcome," and fall asleep together as the fireflies come out to dance again.

Timeline

| | |
|------------------|---|
| one night | Fireflies come out to dance around the moon. |
| 5 a.m. | The grouchy ladybug quarrels with the friendly ladybug over the aphids. |
| 6 a.m. | The grouchy ladybug challenges the yellow jacket to a fight. |
| 7 a.m. | The grouchy ladybug chal- |

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- 8 a.m. The grouchy ladybug challenges the praying mantis to a fight.
- 9 a.m. The grouchy ladybug challenges the sparrow to a fight.
- 10 a.m. The grouchy ladybug challenges the lobster to a fight.
- 11 a.m. The grouchy ladybug challenges the skunk to a fight.
- noon The grouchy ladybug challenges the boa constrictor to a fight.
- 1 p.m. The grouchy ladybug challenges the hyena to a fight.
- 2 p.m. The grouchy ladybug challenges the gorilla to a fight.
- 3 p.m. The grouchy ladybug challenges the rhinoceros to a fight.
- 4 p.m. The grouchy ladybug challenges the elephant to a fight.
- 5 p.m. The grouchy ladybug challenges the whale to a fight.
- 5:15 p.m. The grouchy ladybug challenges the whale's flipper to a fight.
- 5:30 p.m. The grouchy ladybug challenges the whale's fin to a fight.
- 5:45 p.m. The grouchy ladybug challenges the whale's tail to a fight.
- 6 p.m. The grouchy ladybug arrives back at the leaf and is grateful to have a share of the aphids. that night. The two ladybugs sleep side by side as the fireflies dance.

Author Sketch

Eric Carle is a much-loved, highly acclaimed writer-illustrator of picture books for young children, a career path he was drawn to in response to his own childhood experiences. Carle was born in 1929 to German immigrant parents in Syracuse, New York. From a very young age, Carle went on long nature walks with his father, both taking delight in discovering and studying small creatures like salamanders, spiders, and worms, an enthusiasm that would be clearly expressed many years later in Carle's picture books. Carle happily attended

kindergarten in Syracuse at age five in a room full of "large sheets of paper, colorful paints, and big brushes." When Carle was six, his parents returned to Stuttgart, Germany, and the young boy found himself in a classroom with strict rules, harsh discipline, and "small sheets of paper, a hard pencil, a ruler, and a warning not to make any mistakes." From then on Carle hated school, except for art classes.

Allied bombing missions in the later years of World War II severely disrupted Carle's home and school life. After the war, Carle studied commercial art at Stuttgart's Akademie der bildenden Künste, then worked in Germany as a graphic designer and poster artist until leaving in 1952 to return at last to the United States, where he has lived ever since. Carle soon landed a job as a graphic designer with *The New York Times*, but then was drafted and served in the U.S. Army (stationed in Stuttgart) from 1952 to 1954. In Germany, Carle met and married his first wife, Dorothea, who returned with him to New York, where their two children were later born. Carle resumed his job with the *Times* in 1954, then worked as an advertising agency art director until 1963, when he became a freelance designer and illustrator so he could spend all his time "creating pictures." Following his 1964 divorce, Carle lived as a bachelor in New York City until his second marriage in 1973 to Barbara Morrison. The couple soon moved to northwest Massachusetts, where they have lived in Northampton for many years.

In 1964, Carle was asked to do illustrations for a series of young children's books, and he awakened to his true calling. "The child inside me—who had been so suddenly and sharply uprooted and repressed—was beginning to come joyfully back to life," Carle says. He began writing and illustrating the books he had yearned for during his own repressed early school years—picture books that he designs to be, in his own words, "fun, bright, bold, and educational without being heavy-handed." Carle has been immensely successful in carrying out his purpose. His second picture book, *The Very Hungry Caterpillar* (1969), is an enduringly popular classic. *The Grouchy Ladybug*, too, is an enduring favorite, remaining in print since it first appeared in 1978. Carle has also illustrated many picture books written by other authors, but he is best known and loved for his own word-and-picture creations. Carle has two grown children, a son and a daughter. He and his wife, Barbara, divide their time between the Florida Keys and the hills of North Carolina.

Critic's Corner

Critics admire, and audiences thoroughly enjoy, many aspects of Eric Carle's works: the vibrant colors, the bold and expressive artistic style, the masterful design sense, the inventiveness and humor and intellectual stimulation that pervade each book. Carle's typical artistic technique is collage—he cuts out shapes from colored tissue paper, pastes them to cardboard, and adds splashes, strokes, and dabs of acrylic paints plus a few touches of ink or crayon to create texture, variety, and depth. The results are lively, vibrant, eye-catching illustrations. Carle also typically manipulates the physical page to create, as he says, "a book that can be touched and felt, and a toy that can be read." *The Grouchy Ladybug*, for example, uses split pages; *The Very Hungry Caterpillar* features pages of different lengths and holes; and *The Very Busy Spider* uses die-cut pages and raised surfaces. These physical features stimulate readers' interest and imagination, drawing them physically as well as intellectually into the book. Reflecting the influence of his childhood nature walks with his father, Carle frequently centers his stories around a humanized animal or insect and imparts some knowledge about the natural world to his young audience. A Carle story appeals to young readers' emotions while also subtly teaching concepts such as shapes, counting, comparative size, and telling time. Of *The Grouchy Ladybug*, the *Bulletin of the Center for Children's Books* commented, "A fresh approach is developed with ingenuity, and the bold, colorful paintings are particularly effective." *School Library Journal* called the illustrations "as bold as the feisty hero." *Book World* admired the book as a "colorful natural history story that contains an astonishing number of concepts."

Eric Carle's Awards

Eric Carle has won numerous awards during his career, including citations from the American Library Association and the American Booksellers' Association. Some of his other awards include:

- The NEA Foundation Award for Outstanding Service to Public Education, 2007
- John P. McGovern Award in Behavioral Sciences, Smithsonian Institution, 2006
- The Laura Ingalls Wilder Award from the Association for Library Service to Children, American Library Association, 2003
- The Officer's Cross of the Order of Merit of the Federal Republic of Germany, 2001

- The Japan Picture Book Award, Presented by Mainichi Newspaper for Lifetime Achievement, 2000
- An Outstanding Friend of Children Award, Pittsburgh Children's Museum, 1999
- The Regina Medal, Catholic Library Association, 1999
- The University of Southern Mississippi Medallion from the DeGrumond Collection, University of Southern Mississippi, Hattisburg, MS, 1997
- The 1995 David McCord Children's Literature Citation, Framingham State College
- The Nobscot Reading Council of the International Reading Association, 1995
- A Silver Medal from the City of Milano, Italy, 1989

Selected Other Works by Eric Carle

- The Say-with-Me ABC Book* (1967)
- 1, 2, 3 to the Zoo* (1968)
- The Very Hungry Caterpillar* (1969)
- Pancakes, Pancakes!* (1970)
- The Tiny Seed* (1970)
- Do You Want to Be My Friend?* (1971)
- The Rooster Who Set Out to See the World* (1972) (later edition, *Rooster's Off to See the World*)
- The Secret Birthday Message* (1972)
- The Very Long Tail* (1972)
- The Very Long Train* (1972)
- Walter the Baker: An Old Story Retold and illustrated by Eric Carle* (1972)
- Have You Seen My Cat?* (1973)
- I See a Song* (1973)
- All About Arthur (An Absolutely Absurd Ape)* (1974)
- "My Very First Library" Series (1974, 1986)
- The Mixed-up Chameleon* (1975)
- Eric Carle c Storybook: Seven Tales by the Brothers Grimm* (1976)
- Seven Stories by Hans Christian Andersen* (1978)
- Watch Out! A Giant!* (1978)
- Twelve Tales from Aesop: Retold and illustrated* (1980)
- The Honeybee and the Robber: A Moving Picture Book* (1981)
- Catch the Ball* (1982)
- Let's Paint a Rainbow* (1982)
- What for Lunch?* (1982)
- The Very Busy Spider* (1984)
- All-Around Us* (1986)
- Papa, Please Get the Moon for Me* (1986)
- A House for Hermit Crab* (1987)
- Eric Carle 's Treasury of Classic Stories for Children* (1988)
- The Very Quiet Cricket* (1990)

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Draw Me a Star (1992)
Today Is Monday (1993)
My Apron (1994)
The Very Lonely Firefly (1995)
Little Cloud (1996)
The Art of Eric Carle (1996)
From Head to Toe (1997)
Flora and Tiger: 19 Very Short Stories from My Life (1997)
Hello, Red Fox (1998)
You Can Make a Collage: A Very Simple How-to-Book (1998)
The Very Clumsy Click Beetle (1999)
Does a Kangaroo Have a Mother Too? (2000)

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Bulletin of the Center for Children's Books, June 1978, p. 155.

Carle, Eric, "From Hungry Caterpillars to Bad Tempered Ladybirds," *Books for Your Children*, Spring 1978, p. 7.

"Authorgraph No. 2: Eric Carle," *Books for Keeps*, May 1985, pp. 14-15.

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Contemporary Authors, New Revision Series, Vols. 10 & 25. Detroit: Gale, 1983, 1989.

de Montreville, Doris, and Elizabeth D. Crawford, eds. *Fourth Book of Junior Authors & Illustrators*. NY: H.W. Wilson Co., 1978.

Kingman, Lee, et al., eds. *Illustrators of Children Books 1967-1976*. Boston: Horn Book Inc., 1978.

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School Library Journal, February 1978, pp. 44-45.

Silvey, Anita, ed. *Children Books and Their Creators*. Boston: Houghton Muffin, 1995.

Something About the Author Vols. 4 & 65. Detroit: Gale Research, 1973, 1991.

Something About the Author Autobiography Series, Vol. 6. Detroit: Gale, 1988.

Time, November 21, 1977, p. 69.

Internet

"The Official Eric Carle Website," <<http://www.eric-carle.com/home.html>>

"Eric Carle Biography," <http://en.wikipedia.org/wiki/Eric_Carle>

"Eric Carle Teacher Resource File,"

<<http://falcon.jmu.edu/~ramseyil/carle.htm>>

"Eric Carle Author Study," <<http://www2.scholastic.com/browse/article.jsp?id=3234>>

"Eric Carle Museum of Picture Book Art," <<http://www.picturebookart.org/>>

General Objectives

1. To use discussion questions to recall details, interpret characters and events, read or listen critically, and respond creatively to the story and its illustrations.
2. To expand vocabulary through context clues and word study.
3. To expand responses to a book by completing a variety of related activities, some in other areas of the curriculum.
4. To exercise artistic, craft, and dramatic skills to help interpret reading.

Specific Objectives

1. To identify the ways in which the grouchy ladybug looks and acts grouchy.
2. To understand how and why the grouchy ladybug's attitude toward sharing changes from the beginning of the book to the end of the book.
3. To comprehend why the grouchy ladybug challenges bigger and bigger creatures to fight yet never accepts when each creature agrees to fight.
4. To practice the skill of telling time through the book's text and illustrations.
5. To notice the patterns of size change in type face, page, and creature through the ladybug's series of challenges.
6. To compare the sizes of the various creatures the ladybug encounters.
7. To identify the natural weapons the various creatures would use if they fought.
8. To understand why aphids can be deadly to leaves and, therefore, why the leaf says, "Thank you," to the two ladybugs.
9. To think about whether the grouchy ladybug will stop being grouchy from now on.

The Importance of Setting

The settings are mostly nonspecific. The ladybugs interact in the early morning and that evening on an aphid-infested leaf, in a place where fireflies come out at night. The grouchy ladybug encounters the lobster and the giant blue whale in the ocean, and the whale's tail-slap sends the grouchy ladybug flying across the sea and the

land back to the original leaf setting. If we realistically consider the natural habitats where the other creatures in the book would be found (which of course we're not expected to do), it would seem that our feisty little protagonist was visiting many continents around the world.

Themes and Motifs

In discussing the book, help students understand that the story deals with these main issues and situations.

Themes

- comparative size
- telling time
- courtesy and politeness
- sharing and cooperative behavior
- bad-tempered behavior and bullying
- natural world and its creatures

Motifs

- fight challenges
- fireflies
- aphids
- flight
- hunger

Cross-Curricular Sources

Concept Books

Aliki, *Feelings*
Caron L. Cohen, *Where's the Fly?*
Gail Hartman, *As the Crow Flies: A First Book of Maps*
Steve Jenkins, *Big and Little*
Claire Llewellyn, *My First Book of Time*
Stuart J. Murphy, *The Best Bug Parade* and *Give Me Half!*
Robert E. Wells, *Is a Blue Whale the Biggest Thing There Is?*

Imaginative Picture Books

Judy Allen, *Whale*
Robert Bender, *A Most Unusual Lunch*
Marguerite W. Davol, *How Snake Got His Hiss*
Marcus Pfister, *The Rainbow Fish*
Michael Rosen, *This Is Our House*
Jill Paton Walsh, *Connie Came to Play*

Nonfiction Animal Books

Moira Butterfield, *Brown, Fierce, and Furry: What Am I?*
and *Fast, Strong, and Striped: What Am I?*
Nicola Davies, *Big Blue Whale*
Claude Delafosse and Ute Fuhr, *Whales*

Louise Goldsen, *The Ladybug and Other Insects*
Judy Hawes, *Fireflies in the Night*
Bianca Lavies, *Backyard Hunter: The Praying Mantis*
Angela Royston, *Insects and Crawly Creatures*

CD-ROM

Blue s' Treasure Hunt: A Learning Adventure (Humongous Entertainment)
The Bug and the Slug in the Rug (Green Bark Press)
Dr Seuss Preschool & Kindergarten (Learning Co./Broderbund Software)
The Magic School Bus Explores the World of Animals (Microsoft)
Make a Masterpiece (Edmark Corp.)
This House Is Bugged (Sunburst)

Video

Animal Life for Children (12-video series, Schlessinger Media)
Courtesy Counts (MarshMedia)
Critter Hunt (6-video series, DAVEY/SVE, Churchill Media)
Eric Carle: Picture Writer (Searchlight Films)
Student Workshop: Angry? Ten Ways to Cool Off (Sunburst)
Thank You, Meiling (MarshMedia)

Meaning Study

Discuss with students the meaning of the boldfaced words from the story in the following sentences.

1. Aphids are very small insects. They suck the juice from leaves.
(The "juice" in leaves consists of water and minerals that plants conduct from the ground through the stems to the leaves and, in turn, food produced by the leaves that is then conducted back to the rest of the plant to sustain its life.)
2. To the ladybugs I have dedicated this book.
(An author often dedicates a book he or she has written to a particular person, cause, or something similar as a mark of respect and/or affection. In this case, the author Eric Carle, affectionately dedicates this book to the ladybugs of the world, who promote the health and survival of leafy plants by eating the aphids that would otherwise kill the leaves.)
3. It was night and some fireflies danced around the moon.
(Fireflies are soft-bodied beetles about one inch long)

with glowing glands on the rear underside, as shown in the illustration. They fly about on late spring and summer nights blinking light signals on and off to attract mates. If you live in an area where fireflies are common, your students have probably spent some summer evenings catching and releasing fireflies.)

4. ...a grouchy ladybug.

(A grouchy person—or creature—is ill-tempered and grumpy, as thoroughly illustrated by this book's protagonist. Students will enjoy identifying each expression of grouchiness that the grouchy ladybug exhibits.)

5. "If you insist."

(Each of the creatures the grouchy ladybug challenges to a fight answers, "If you insist." In other words, if the grouchy ladybug demands a fight, each creature is ready to do so. The fact that the grouchy ladybug backs off each time indicates that it isn't really ready to fight any creature that's its size or larger)

6. . . one of the whale's flippers. . . the whale's fin. . . the whale's tail.

(The grouchy ladybug challenges parts of the whale to a fight. The whale has a paddle-shaped flipper on each side of its body, used to help the mammal swim; a dorsal fin on the top of the back that helps in balance and steering; and a powerful tail with broad horizontal flukes that provide the main force for propulsion.)

Comprehension Study

Discuss the following questions with your students. You could ask students in higher grades to write their answers to some of the questions in their own words.

1. Look at the pictures in the book, without reading the story. Write or tell a few sentences about one or more of the pictures. Describe 1) how each creature in the picture is feeling at that moment and 2) what is happening in the picture. As you read or listen to the story, see if what you wrote or told about the picture(s) was accurate.
2. What elements show that it is nighttime in the first fireflies picture?
(The sky is dark, the moon and stars are visible in the darkened sky, and the fireflies' glands are glowing in the darkness.)
3. In the first illustration of the ladybugs, next to the first fireflies page, which is the friendly ladybug and which is the grouchy ladybug? What time is show-

ing on the clock face on this page?

(The friendly ladybug is to the left of the leaf and the grouchy ladybug is to the right of the leaf. The clock face reads five o'clock [in the morning].)

4. In what ways does the grouchy ladybug look and act grouchy?
(The grouchy ladybug has a mean, angry look on its face in the close-up illustration. It shouts, "Go away!" to the friendly ladybug and screams that the aphids all belong to it. Then it challenges the friendly ladybug to a fight and screeches again at the friendly ladybug as it flies away. It stays grouchy all day long, as it challenges a whole series of creatures to fight it, in an ill-tempered way.)
5. How does the grouchy ladybug's attitude about sharing change from the beginning to the end of the book? What causes the ladybug to change in this way?
(Early in the morning, the grouchy ladybug rejects the friendly ladybug suggestion that they share the aphids. Instead, the grouchy ladybug screams, "They're mine, all mine!" and suggests that the two ladybugs fight for sole possession of the aphids. At the end of the day, the ladybug is tired, wet, and hungry, having eaten nothing all day. The grouchy ladybug realizes it has accomplished nothing with all its challenges to the other creatures. Now the grouchy ladybug is grateful that the friendly ladybug is willing to let it have the remaining aphids for dinner, and even says, "Thank you" for sharing.)
6. Why do you think the grouchy ladybug keeps turning down fights and looking for bigger and bigger creatures to fight against instead?
(The grouchy ladybug seems to be a classic bully—willing to threaten to fight, but turning away when the threatened opponent is more than happy to oblige. The grouchy ladybug makes sure it keeps sounding tough when it turns away from the offered fights by declaring it's moving on to find a bigger more worthy opponent.)
7. What patterns of change do you find on the pages starting with the grouchy ladybug meeting the yellow jacket up to the grouchy ladybug meeting the whale?
(The creatures get progressively bigger and so does the type size describing each encounter. The sun rises to a high on the page at noon and then falls, a progression that is also tracked by the changing clock faces on each page.)
8. What parts of themselves would the different creatures use as weapons if they fought the grouchy ladybug or any other creature?

(The yellow jacket would use its stinger; the stag beetle, its jaws; the praying mantis, its long front legs; the sparrow, its sharp beak; the lobster its big claws; the skunk, its under-tail spray; the boa constrictors its teeth and squeezing body; the hyena, its teeth and claws; the gorilla, its strong arms; the rhinoceros, its horn; the elephant, its trunk and tusks; and the whale, its huge size and strong tail.)

9. How does the story show us and tell us that the whale is an enormous creature?

(While all the other creatures are shown on one or two pages, the illustration of the whale stretches over eight pages. In successive pictures, the ladybug is utterly dwarfed by the whale's nose, flippers fin, and tail fluke. And it takes the grouchy ladybug fifteen minutes to fly along the whale to the mammal's flippers another fifteen minutes to fly from the flipper to the whale's fin, and a final fifteen minutes to fly from the fin to the whale's tail.)

10. Why is the grouchy ladybug "wet, tired, and hungry" when it gets back to the leaf at six o'clock, at day's end?

(The grouchy ladybug is wet because it's been flying over the ocean and around the whale, and it's gotten a hard slap from the whale wet tail. It's tired because it's been flying all day long, challenging creatures to fights [and judging from the creatures it's encountered, it's been flying across oceans and continents!]. It hungry because it hasn't eaten anything all day long, having refused to share the aphids with the friendly ladybug for breakfast and having flown all over the place for the rest of the day issuing fruitless challenges instead of looking for food.)

11. Why does the leaf say, "Thank you," to the two ladybugs? (The two ladybugs have eaten all the aphids that were sucking the water, minerals, and food out of it. If the ladybugs hadn't eaten the aphids, the aphids would have killed the leaf)
12. Do you think the grouchy ladybug will still be grouchy when it wakes up in the morning, or in the days to come? (Answers will vary. We hope the grouchy ladybug has permanently learned the value of sharing and cooperation and getting along with others.)

Across the Curriculum

Invite students to complete any of these activities that are suitable for their grade and interest level.

Science

1. Create a poster or other type of illustrated report on

ladybugs, aphids, or fireflies.

2. Make a chart that lists all the creatures that appear in this book under the appropriate heading: insect, bird, crustacean, mammal, reptile.

Geography

1. On a map of the world, show the places you would be most likely to encounter each of the creatures that appear in this book.
2. On that same map, trace a possible route for the grouchy ladybug's day-long "fighting challenge" flight.

Language Arts

1. Make up some dialogue for the fireflies or the aphids in this story.
2. With classmates, develop a list of synonyms for grouchy.
3. The grouchy ladybug "happens upon a hyena" and "encounters an elephant." Try to make up alliterations for the grouchy ladybug's other meetings with the various creatures.
4. Make up a story about the boa constrictor's plans for and possible eating of lunch.
5. What other stories have you read, listened to, or seen about a grouch who changes into a nice person or creature? What caused each change?
6. Continue the story about the grouchy ladybug, starting with the morning after the two ladybugs sleep next to each other by the leaf.

Mathematics

1. Show on graph paper the length and size of the whale compared with the ladybug and other creatures that appear in the story.
2. How many aphids are on the leaves and stems when the two ladybugs arrive for breakfast? How many aphids are left when the grouchy ladybug returns to the leaf at the end of the day?
3. How many minutes does it take the grouchy ladybug to fly from one end of the whale to the other?
4. How many hours go by from the time the grouchy ladybug first arrives at the leaf to the time the grouchy ladybug gets back to the leaf?

Social Studies

1. Find out and report on cultures around the world in which insects provide a significant portion of protein in the diet.
2. Report on the current status of whale hunting and the threatened or endangered status of any types of whales. Are whales in trouble? If so, what are

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people, organizations, and governments doing about this?

3. Find examples in your local community of sharing and cooperating to achieve a mutual goal.

Art

1. Create a collage artwork in the style of Eric Carle. You could do this on your own, or you could work with class-mates to cut out various-colored pieces of many different shapes and sizes, mix them all up, and then use selected pieces to create various collages.
2. Observe or look at pictures of various living creatures and then draw or model some of them.

Student Involvement Activities

1. Go on a "scavenger hunt" to find and observe in real life as many of the insects that appear in this book as possible.
2. Talk with classmates about bullying behavior you have encountered. Why do bullies pick on people and challenge them to fight? What are some good ways to respond to bullies and bullying, aggressive behavior?
3. Act out scenes from the story, wearing simple costumes of some sort that indicate which creature you are.
4. Describe examples in your life when sharing was difficult for you to do but turned out to be for the best.
5. Go to a zoo and/or aquarium to see some of the creatures that appear in this story. Or observe them on-line at zoo or aquarium web-cam sites.
6. Read this book aloud to a group of kindergartners or preschoolers. Be dramatic!
7. With classmates, draw up a list of simple rules for polite and cooperative behavior.
8. Create a class storybook featuring collage art and different sizes and shapes of pages.
9. Catch, study, and then release fireflies on a late spring or summer evening.
10. Make a paper-plate clock with movable hands, and move the hands of your clock to match the changing times of day in the book as your teacher reads aloud the story of the grouchy ladybug.

Alternate Assessment

Depending on student ability level, you could have students write their responses to one of these assessment vehicles or simply discuss their response

with you, individually or in a group setting.

1. Describe the unpleasant aspects of the grouchy ladybug's character as shown by the ladybug's words and actions. Then explain how and why the grouchy ladybug changes by the end of the story.
2. Explain how the illustrations help to tell the story of the grouchy ladybug.
3. What do the grouchy ladybug's experiences in this story say about being polite, sharing, cooperating, and getting along with others?
4. List the creatures that the grouchy ladybug encounters and what happens at each meeting.

Vocabulary Test

Read each sentence. Below the sentence, find the answer that could be used in place of the word in boldface (dark) type. Write the letter of the answer in the blank in front of the sentence.

_____ 1. A friendly ladybug flew in from the left.

- (a) mean
- (b) kind and helpful
- (c) hungry

_____ 2. A grouchy ladybug flew in from the right.

- (a) bad-tempered
- (b) happy
- (c) sleepy

_____ 3. Both ladybugs wanted the aphids for breakfast.

- (a) noon meal
- (b) evening meal
- (c) morning meal

4. "I'll do that!" screeched the grouchy ladybug.

- (a) yelled
- (b) laughed
- (c) whispered

_____ 5. "If you insist," said the yellow jacket.

- (a) argue
- (b) demand
- (c) go away

_____ 6. "If you insist," said the hyena, laughing eerily and showing its teeth.

- (a) happily
- (b) sadly
- (c) in a strange and scary way

Comprehension Test A

Part I: Matching (10 points)

Read each description. Find the name of the creature on the right that matches the description. Write the letter of the name in the space in front of the description.

- | | |
|--|------------|
| _____ 1 . Creature that sucks juice out of leaves. | a. ladybug |
| _____ 2. Creature that flies around at night. | b. skunk |
| _____ 3. Huge creature that lives in the ocean. | c. aphid |
| _____ 4. Black-and-white striped creature with a bushy tail. | d. whale |
| _____ 5. Spotted flying creature that eats aphids. | e. firefly |

Part II: Multiple Choice (20 points)

Choose the best ending for each sentence. Write the letter of the ending you chose in the space in front of each sentence.

- _____ 1 . The ladybugs find the aphids on a
(a) flower. (b) leaf. (c) lawn.
- _____ 2. Both ladybugs want to eat the aphids for
(a) breakfast. (b) lunch. (c) dinner.
- _____ 3. The friendly ladybug says,
(a) "Go away!" (b) "Let's fight!" (c) "Good morning."
- _____ 4. The grouchy ladybug says,
(a) "Want to fight?" (b) "Let's share." (c) "Good morning."
- _____ 5. The boa constrictor is a/an
(a) insect. (b) snake. (c) fish.
- _____ 6. The hyena is bigger than the
(a) elephant. (b) sparrow. (c) whale.
- _____ 7. The ladybug is an insect, and so is the
(a) sparrow. (b) rhinoceros. (c) yellow jacket.
- _____ 8. This creature lives on land:
(a) skunk. (b) whale. (c) lobster.
- _____ 9. The grouchy ladybug is sent flying through the air by a slap from the
(a) elephant's trunk. (b) whale's tail. (c) rhino's horn.
- _____ 10. At the end of the day, the grouchy ladybug ends up
(a) in the ocean. (b) in the city. (c) back where it started from.

Part III: True/False (20 points)

Mark each sentence with a T if it is true or an F if any part of it is false.

- _____ 1 . The author of this book also created the book's pictures.
- _____ 2. The tail of a firefly glows in the dark.
- _____ 3. The grouchy ladybug and the friendly ladybug fight each other.
- _____ 4. The grouchy ladybug wants all the aphids for itself.
- _____ 5. The friendly ladybug and the grouchy ladybug first meet each other at the end of the day.
- _____ 6. The two ladybugs look very different from one another.
- _____ 7. The yellow jacket is ready to fight with its stinger.
- _____ 8. The friendly ladybug eats up all the aphids.
- _____ 9. The beetle is smaller than the gorilla.
- _____ 10. The grouchy ladybug finally says, "Thank you," to the friendly ladybug.

Part IV: Essay (Extra Credit)

Write or tell your answer to one of these questions to get extra points on your test.

1. In what ways does the grouchy ladybug look and act grouchy?
2. Describe some of the creatures that appear in this story.

Comprehension Test B

Part I: Matching (10 points)

Read each description. Find the name of the creature on the right that matches the description. Write the letter of the name in the space in front of the description.

- | | |
|---|------------|
| _____ 1 . Red flying creature that eats aphids. | a. whale |
| _____ 2. Flying insect that lights up at night. | b. lobster |
| _____ 3. Huge ocean creature with fins, flippers, and a big tail. | c. firefly |
| _____ 4. Very small green insect that lives on leaves. | d. ladybug |
| _____ 5. Creature with large claws that lives in the ocean. | e. aphid |

Part II: Multiple Choice (20 points)

Choose the best ending for each sentence. Write the letter of the ending you chose in the space in front of each sentence.

- _____ 1 . The fireflies dance around
(a) at noon. (b) at night. (c) in the rain.
- _____ 2. The grouchy ladybug says,
(a) "We can share." (b) "If you insist." (c) "Go away!"
- _____ 3. The friendly ladybug says,
(a) "They're all mine." (b) "Let's share." (c) "Let's fight."
- _____ 4. The grouchy ladybug flies away from the aphids to find
(a) someone to fight. (b) a friend. (c) more aphids to eat.
- _____ 5. The sparrow is a
(a) bird. (b) snake. (c) fish.
- _____ 6. The lobster is smaller than the
(a) yellow jacket. (b) beetle. (c) gorilla.
- _____ 7. The sun is highest in the sky at
(a) sunrise. (b) noon. (c) sunset.
- _____ 8. The biggest creature the grouchy ladybug meets is the
(a) whale. (b) rhino. (c) skunk.
- _____ 9. The grouchy ladybug finally has a nice dinner of
(a) spiders. (b) green leaves. (c) aphids.
- _____ 10. At the end of the day, both ladybugs get a "thank you" from the
(a) aphids. (b) leaf. (c) moon.

Part III: True/False (20 points)

Mark each sentence with a T if it is true or an F if any part of it is false.

- _____ 1 . Most of the pictures in this book are bright and colorful.
- _____ 2. Aphids are bigger than ladybugs.
- _____ 3. The friendly ladybug refuses to fight the grouchy ladybug.
- _____ 4. The grouchy ladybug keeps challenging bigger and bigger creatures to fight.
- _____ 5. The friendly ladybug says all the aphids belong to it, because it got to the leaf first.
- _____ 6. The sparrow is ready to fight with its tusks.
- _____ 7. The two ladybugs look very much alike.
- _____ 8. Like the grouchy ladybug, the praying mantis is an insect.
- _____ 9. When the leaf says, "Thank you," the grouchy ladybug refuses to say, "You're welcome."

The Grouchy Ladybug

Eric Carle

_____ 10. When the grouchy ladybug returns to the leaf at the end of day, it is wet, tired, and hungry.

Part IV: Essay (Extra Credit)

Write or tell your answer to one of these questions to get extra points on your test.

1. What have you learned from this story about aphids, ladybugs, and fireflies?
2. What does the grouchy ladybug learn about sharing and working together?

Answer Key

Note: For students who aren't able to take a written test, you could present parts or all of these tests orally.

Vocabulary Test

- | | |
|------|------|
| 1. b | 4. a |
| 2. a | 5. b |
| 3. c | 6. c |

COMPREHENSION TEST A

Part I: Matching (10 points)

- | | |
|------|------|
| 1. c | 4. b |
| 2. e | 5. a |
| 3. d | |

Part II: Multiple Choice (20 points)

- | | |
|------|-------|
| 1. b | 6. b |
| 2. a | 7. c |
| 3. c | 8. a |
| 4. a | 9. b |
| 5. b | 10. c |

Part III: True/False (20 points)

- | | |
|------|-------|
| 1. T | 6. F |
| 2. T | 7. T |
| 3. F | 8. F |
| 4. T | 9. T |
| 5. F | 10. T |

Part IV: Essay (Extra Credit)

Answers will vary.

COMPREHENSION TEST A

Part I: Matching (10 points)

- | | |
|------|------|
| 1. d | 4. e |
| 2. c | 5. b |
| 3. a | |

Part II: Multiple Choice (20 points)

- | | |
|------|-------|
| 1. b | 6. c |
| 2. c | 7. b |
| 3. b | 8. a |
| 4. a | 9. c |
| 5. a | 10. b |

Part III: True/False (20 points)

- | | |
|------|-------|
| 1. T | 6. F |
| 2. F | 7. T |
| 3. F | 8. T |
| 4. T | 9. F |
| 5. F | 10. T |

Part IV: Essay (Extra Credit)

Answers will vary.

COMPREHENSION TEST B

Part I: Matching (10 points)

- | | |
|------|------|
| 1. d | 4. e |
| 2. c | 5. b |
| 3. a | |

Part II: Multiple Choice (20 points)

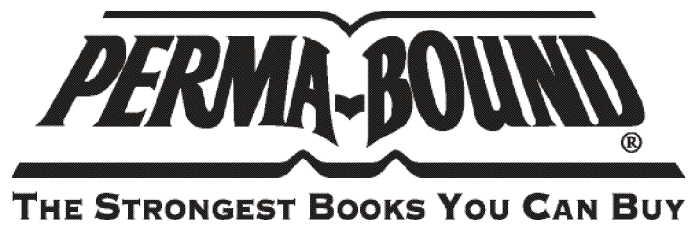
- | | |
|------|-------|
| 1. b | 6. c |
| 2. c | 7. b |
| 3. b | 8. a |
| 4. a | 9. c |
| 5. a | 10. b |

Part III: True/False (20 points)

- | | |
|------|-------|
| 1. T | 6. F |
| 2. F | 7. T |
| 3. F | 8. T |
| 4. T | 9. F |
| 5. F | 10. T |

Part IV: Essay (Extra Credit)

Answers will vary.



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