



Education

Read it yourself

with Ladybird

Updated
content
for 2018-19



Teacher Resources



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Read it yourself with Ladybird

Introduction

Read it yourself with Ladybird is a series of graded readers that can be used alongside other learning to read books that children may be using at home or school. This series is perfect for extra reading practice and for improving motivation and confidence in developing readers.

The series includes modern stories, favourite characters, traditional tales and first reference books written in a simple way for children who are learning to read.

The titles in the series are carefully graded into levels that progressively introduce a wider vocabulary and longer stories as a reader's ability improves.

Level 0

For children who are developing their synthetic phonics skills. Each book introduces letters and sounds in a systematic order.

Level 1

For children who have received some initial reading instruction and are beginning to recognize words on a page. Each text is very simple, using a small number of frequently repeated words.

Level 2

For children who have received some reading instruction and can read short, simple sentences with help.

Level 3

For children who are developing reading confidence and stamina and are eager to begin reading longer texts with a wider vocabulary.

Level 4

For children who are ready to read longer texts with a wider vocabulary and are eager to start reading independently.

Through rich stories and non-fiction and meaningful, interesting art, this series makes books and reading a hugely enjoyable and successful everyday experience. Fun stories and fascinating non-fiction breed success, which in turn is essential for growing life-long readers.



Read it yourself with Ladybird

Classroom Activities Level 0

- To reinforce children's recognition of letters and sounds, have an 'initial sounds race'. Make around 10 cards, each with a letter or group of letters that you want children to focus on. You can use early single-letter sounds, such as e, o, s, a, t, p, etc., or later digraphs such as sh, ch and th, depending on the children's stage of phonic learning. Spread the cards in front of the children and say a word that starts with a sound on one of the cards. See who can be first to find the matching card. Children can play this game in pairs or small groups, or as individuals, perhaps racing against a timer.

Learning objective to consolidate recognition of initial letters and sounds

- To help children recognise key tricky words, which are high-frequency words that are not decodable using phonics alone, play 'tricky word lucky dip'. Prepare 6-10 cards with high-frequency words that you want the children to practise – two cards for each word. Put the cards in a feely bag and ask the children to take turns to remove a card at random. Challenge them to read the word on their card. You can award a point for each word successfully read. To extend this activity, you could ask the children to say or write a simple sentence containing their word (for an additional point).

Learning objective to consolidate recognition of key high frequency words

- Read *Jack and Jen: The Big Ship* (Level 0 Book 7). To give children practice in writing decodable words, encourage them to draw and label some of the things Jack and Jen might have photographed on their trip, using words from the book (fish, eel, ship, box etc.). Can they write a short sentence to go with one of their pictures?

Learning objective to use phonic knowledge when writing simple words and sentences

Level
0



Read it yourself with Ladybird

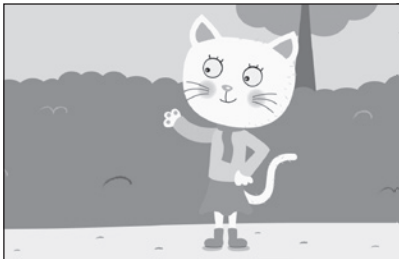
Add the missing letters to make the words!



p _ n



_ og



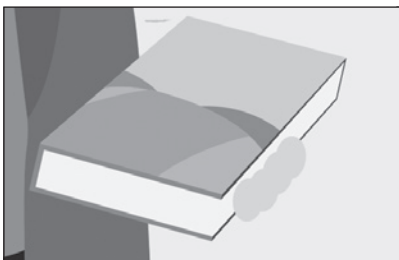
ca _



v _ t



_ ing



boo _

Level

0



Read it yourself with Ladybird

Draw lines to match the rhyming words!



cat

egg

dash



vet

kitten



dog

bog

mitten

set

leg

mash

hat

Write a word that rhymes with each word.

sit

.....

fun

.....

rat

.....

sock

.....



Read it yourself with Ladybird

Classroom Activities Level 1

- To secure instant recognition of key sight vocabulary used in the books, prepare sets of cards for pupils to play a game of Pelmanism. Select 10 key words per game and prepare 20 identical pieces of card, approximately 8cm x 5cm. Write each word on two of the cards. Shuffle the cards and place them all face down on a table. Two or three players take it in turn to select any two cards, turn them over and read the words. If the words are the same, the player keeps them and has another go. If they are different the cards are replaced exactly where they were and the next player takes their turn. The winner is the player who wins most pairs of cards.

Learning objective to consolidate recognition of key sight vocabulary

- Provide pupils with the below photocopiable outline of an information card from the zoo that Topsy and Tim visit in *Topsy and Tim: Go to the Zoo*, together with simple printed and online reference resources, and ask them to complete the card for each animal.

Name of animal:	
What it looks like:	
Where it lives:	
What it eats:	

Learning objective to assemble information from printed and electronic sources in order to write simple sentences providing key information

- Introduce the story *Anansi Helps a Friend* to the class. Look at the cover together and see if pupils can predict the type of story it will be. Then work through the book using only the artwork and ask the class to guess what is happening. Focus on the expressions of the characters and ask, what are they feeling? Why? Can they make up a complete story to match the pictures?

Learning objective to use titles, cover pages and pictures to predict the content of unfamiliar stories and to derive meaning from illustrations

Level
1



Read it yourself with Ladybird

Rewrite the sentences adding the word **not** to make them match the picture.



The Emperor was wearing clothes.

.....

.....



The shoe did fit.

.....

.....



The swan was ugly.

.....

.....



They could pull up the turnip.

.....

.....



They will plant the wheat.

.....

.....



This porridge is too cold.

.....

.....



Read it yourself with Ladybird

Circle the word that matches the picture.



ball

boys

but

big

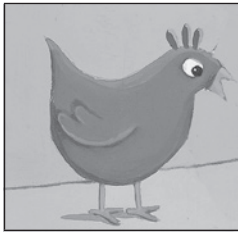


many

must

make

monkey

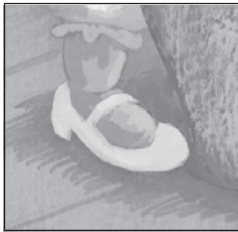


help

her

hen

had



shoe

she

sister

said



ran

rat

river

red

7

snap

swan

seven

some

Level
1



Read it yourself with Ladybird

Classroom Activities Level 2

- After becoming familiar with the story, use the first page of **The Tale of Jemima Puddle-Duck** to explain the function of nouns in text, then ask the pupils to read through the rest of the story, identifying the nouns on each page.

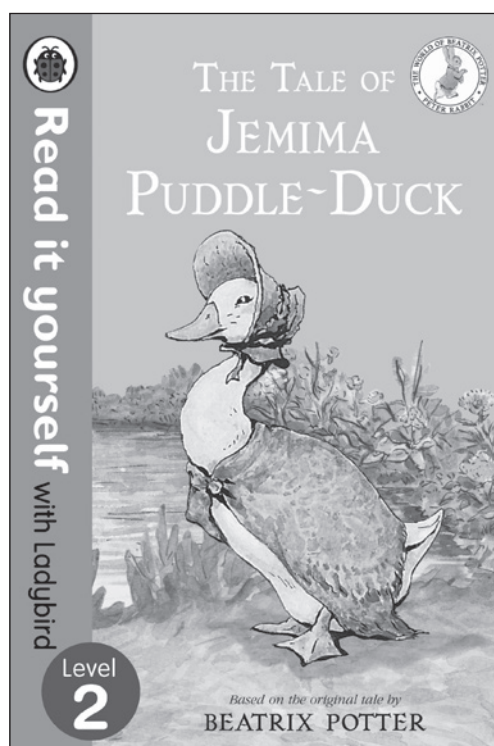
Learning objective to understand the function of verbs and to identify them in text

- *Peppa Pig: Sports Day* and *Topsy and Tim: The Big Race* both share a common theme. Read both books with the class and ask them to suggest ways in which the books are similar and different. Which story do they prefer? Can they explain why?

Learning objective to compare different stories on the same theme and in a similar setting

- Use the text from the opening page of *The Tale of Jemima Puddle-Duck* to demonstrate how to turn statements into questions using a variety of **wh** words – **who, when, where, why** and **what**. Allow pupils to practise this skill using the rest of the text. They will need reminding that questions should always end with a question mark.

Learning objective to be able to generate questions from statements and punctuate the resulting sentences correctly





Read it yourself with Ladybird

Choose the correct word to complete the sentences.

jumped went kept heard
looked gave woke began

The princess her promise.

Suddenly, they a noise.

Up a frog.

They to Leopard's cave.

The prince the sleeping princess a kiss.

Everybody in the castle up.

The queen to cry.

The animals for Leopard.



Level
2



Read it yourself with Ladybird

Choose the correct ending for each sentence and write it in the space. Remember to end the sentences with a full stop.

for a hundred years tied up the leopard
to see the king into a prince very frightened



Just then, the frog turned

.....



A poor man took his daughter

.....



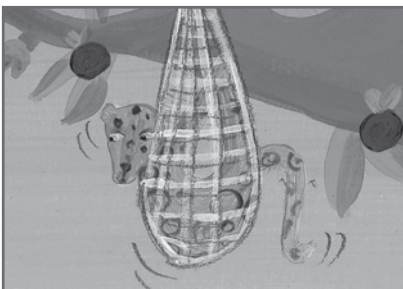
The princess fell asleep

.....



Country Mouse was

.....



The little spider

.....



Read it yourself with Ladybird

Classroom Activities Level 3

- Read through *Rapunzel* with the class, asking them to focus on identifying the personal pronouns in the text, including both subject and object forms (**I, he, they, me, his** etc). What happens to the text if they are replaced by the original noun? Compile a list of the corresponding possessive pronouns to produce a table like this:

Subject pronoun	Object pronoun	Possessive pronoun
I	me	mine
you	you	yours
he	him	his
she	her	hers
it	it	its
we	us	ours
you	you	yours
they	them	theirs

Learning objective to identify, classify and understand the function of pronouns in sentences and to recognize how their use prevents repetition in writing

- Jack and the Beanstalk* can provide the basis of a scientific investigation into what bean seeds need to germinate and grow healthily. Discuss with pupils how to test for different environmental conditions, e.g. warmth, water, light. The children can write up how they carried out their experiments (using numbered steps) and present their results in the form of tables or labelled diagrams.

Learning objective to write non-fiction texts using headings, numbered lists and labelled diagrams



Level
3



Read it yourself with Ladybird

- Level 3 stories contain plenty of examples to illustrate the rules of pluralisation. Select singular and plural nouns from the texts and see if pupils can write the corresponding plural or singular form. Compile a simple table to illustrate the rules, then see if pupils can apply the rules with other examples, e.g. **kiss**, **sky**, **wolf**, **stitch**, etc.

Word	Rule	Singular	Plural
Most words	Add an s	giant	giants
Words ending in ss, x or ch	Add es	princess fox witch	princesses foxes witches
Words ending in y	Drop the y and add ies	fairy	fairies
Words ending in f	Drop the f and add ves	elf	elves

Learning objective

to understand and apply the rules for pluralisation





Read it yourself with Ladybird

Conjunctions are words that join sentences or phrases together. Choose a conjunction to join the sentences below, then rewrite the new sentence beneath.

because and so or but

The toad took Thumbelina away. She wanted Thumbelina to marry her son.

.....

“This lamp looks old,” said Aladdin’s mother. She rubbed it to make it look new.

.....

Shere Khan was angry. He wanted to eat the man-cub.

.....

The prince went everywhere searching for Rapunzel. He couldn’t find her.

.....

“You must hide in the cupboard,” said the woman.
“My husband will eat you!”

.....

Rapunzel wanted to help the prince. The witch took her away.

.....



Read it yourself with Ladybird

Read this extract from Aladdin and find 8 sentences.

Rewrite them in the spaces below, remembering to start each sentence with a capital letter and finish with a full stop.

the magician made a fire and black smoke came up then Aladdin saw a stone with a handle on it when he pulled the handle the stone came up and Aladdin could see a black well at the bottom of the well was a cave in the cave Aladdin saw a garden Aladdin left the cave and went into the garden he found some jewels and a lamp Aladdin took them back to the well

1

2

3

4

5

6

7

8





Read it yourself with Ladybird

Classroom Activities Level 4

- In **Snow White and the Seven Dwarfs**, the magic mirror introduces the superlative form of fair – **fairest**. Provide a list of adjectives used in the traditional fairy tales of Level 4 and ask pupils to complete a table with the comparative and superlative forms. Can they see any patterns?

Adjective	Comparative	Superlative
fair	fairer	fairest
happy		
sad		
fat		
thin		
old		
strange		
angry		
wicked		
good		

Learning objective to understand how to form comparatives and superlatives from base adjectives

- Provide a list of adverbs (such as the ones below) and challenge pupils to add them to sentences in Level 4 books, or make up their own sentences using them. Which are more effective – those with or without adverbs?

quickly slowly angrily happily sleepily quietly
bravely nervously loudly hungrily clumsily strangely

Learning objective to recognize how adverbs qualify verbs and to understand how to use adverbs to make writing more interesting and effective

- Divide the class up into groups and give them a copy each of a Level 4 story. Ask them to list all the alternative words to **said** and **went** they find in the text. Compile a class list and ask pupils to select words from the list to substitute in sentences in their texts. How does this substitution affect the meaning and impact of the writing? What other synonyms for **said** and **went** do they know?

Learning objective to identify and use synonyms of common words to make writing more impactful

Level
4



Read it yourself with Ladybird

Look at this sentence:

Peter said **he had** caught the wolf.

This is a report of what someone had said. There are no speech marks.

It can be rewritten as direct speech by changing some of the verbs and adding speech marks:

“I **have** caught the wolf,” said Peter.

Rewrite these sentences as direct speech using speech marks.
Some parts of the first sentence have been done already to help.

Alice asked the White Rabbit if he would help her.

“.....?” Alice asked the White Rabbit.

Heidi said she missed her home.

.....

The mayor said he could not pay.

.....

The Little Mermaid asked the witch if she could make her human.

.....

Mr Fitzwarren said that Dick could work in the kitchen.

.....

The mirror said that Snow White was the fairest of all.

.....



Read it yourself with Ladybird

Commas are used to separate extra information that is added to a sentence.

The queen went to her mirror.

Back at the castle, the queen went to her mirror.

Alice wanted to play with her sister.

One hot day, Alice wanted to play with her sister.

Add commas to these sentences where they are needed.

So Dick did not leave London he turned and went back to
Mr Fitzwarren's house.

The people of London made Dick their lord mayor three times
just as the bells had said they would.

When she woke up her tail was gone and she had two legs.

The cat climbed to the very top of the tree where the little red
bird was sitting.

A duck waddled past Peter then she jumped in the pond
and swam away.

Rewrite the sentences by adding the extra information at
the beginning or end. Remember to put commas where they
are needed.

The children followed the Pied Piper down the street. (one by one)

.....

The hunters took the wolf to another forest. (far from the meadow)

.....

She had a beautiful voice. (like all mermaids)

.....

Level

4

Learning to read with Ladybird

Read it yourself	
Phonics Readers	Level 0
Starter Readers	Level 1
Developing Readers	Level 2
Improved Readers	Level 3
Confident Readers	Level 4

This pack contains resources to accompany the series. We encourage you to photocopy these resources as much as you like for classroom use. There are two types of resource contained within this pack:

Classroom Activities

These sheets provide lesson ideas and suggestions of how to use Ladybird series in the classroom.

Activity Sheets

These sheets contain activities and should be distributed to students to complete.

We hope you enjoy bringing reading to life in your classroom with Ladybird! A full list of Ladybird education titles is available online at:

www.penguinstocklist.co.uk

Resources by Lorraine Horsley

Contact Us

Please don't hesitate to get in touch with us if:

- you have any questions about how to use Ladybird books in the classroom
- you would like to share your experiences of teaching your students to read with Ladybird
- you would like to give us feedback on this pack or on any of our books
- you would like any further information about Ladybird or Puffin books

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