

# Curriculum Connections

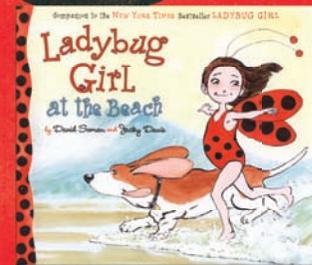
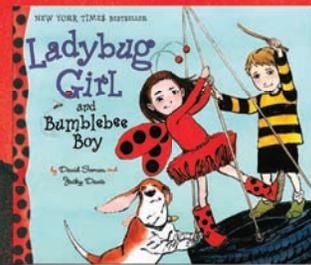
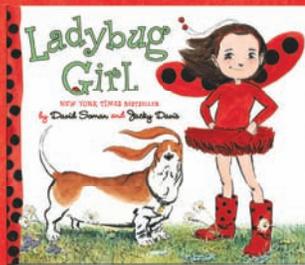
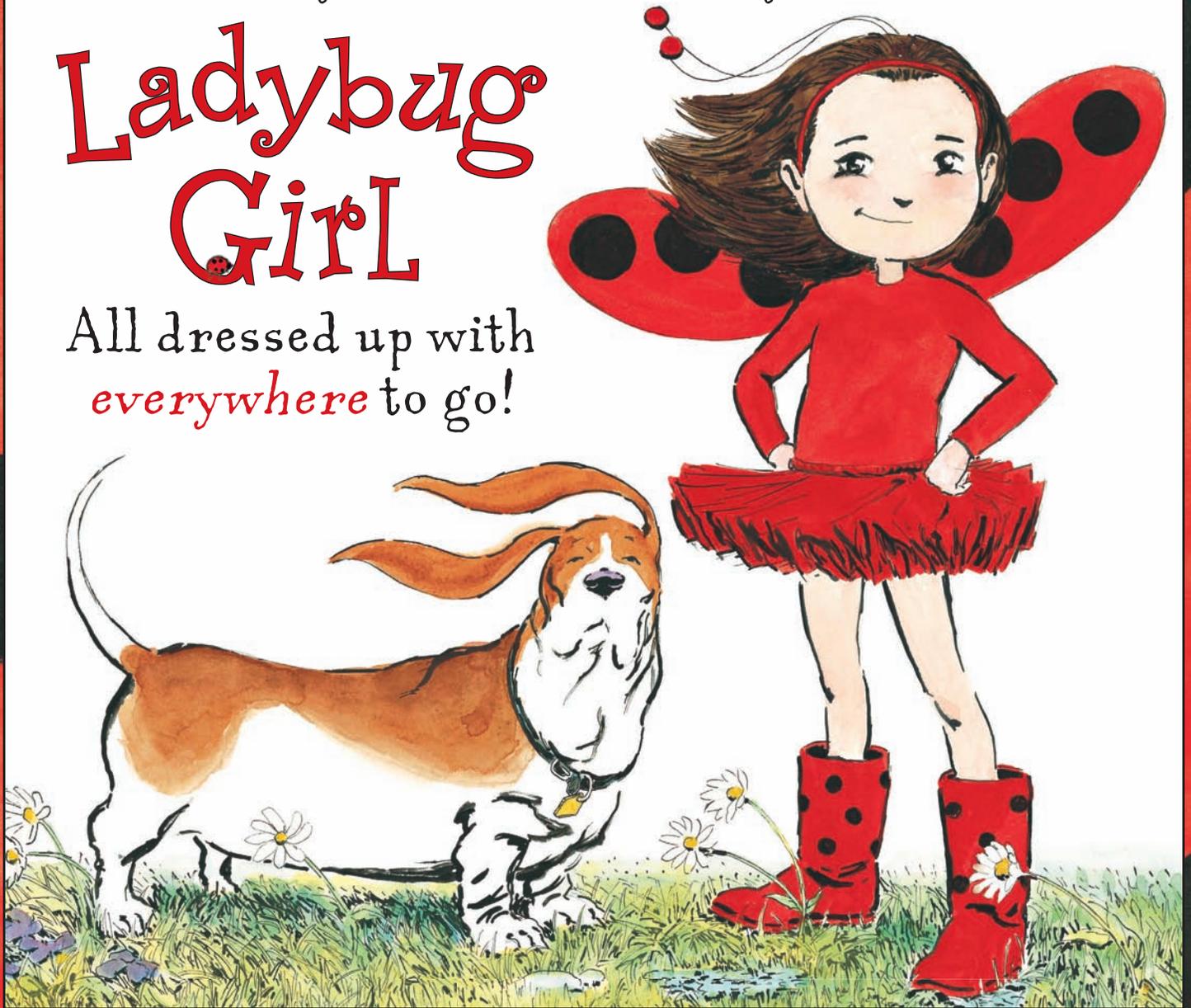
Teaching Suggestions & Classroom Activities

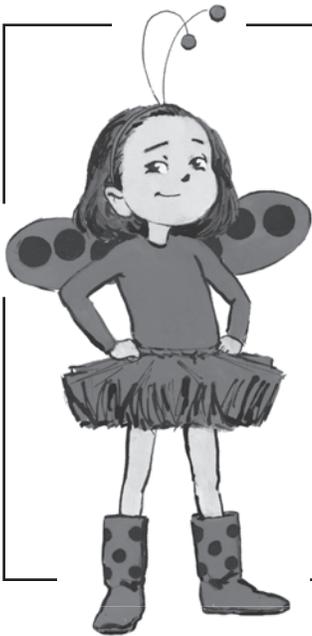
for the **Ladybug Girl** books

by David Soman and Jacky Davis

## Ladybug Girl

All dressed up with  
*everywhere* to go!

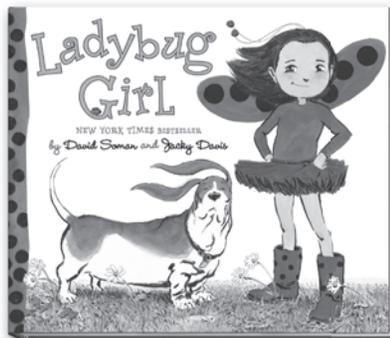




The *Ladybug Girl* series of picture books, created by the husband-and-wife team David Soman and Jacky Davis, present everyday problems experienced by young children. From being told that she is too little, to finding friends, to overcoming a fear, Ladybug Girl approaches each dilemma with self-confidence, creativity, and a little bit of adventure.

Each of the suggested activities in this booklet is appropriate for preschool through primary grade children with some adaptation or revision. At times, an activity may be successful when generated as a whole class or small group, while other times, individual students will pounce on the opportunity to create their own response.

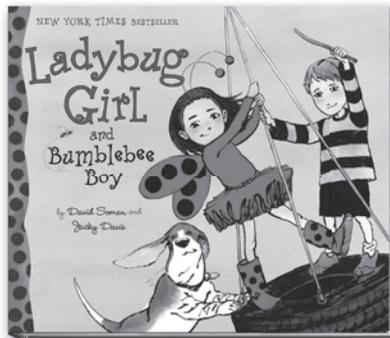
## About the Books



A book about  
**IMAGINATION!**

### Ladybug Girl

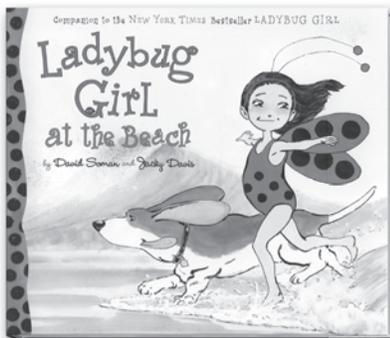
“You can’t play with me; you’re too little,” says Lulu’s big brother. Oh yeah? Well, who can leap through shark-infested puddles? Who can skip over huge and twisty tree trunks? And who already has the perfect sidekick? Ladybug Girl! And her trusty dog Bingo! In the first book of this great series, Ladybug Girl uses her imagination to make her own fun, right in her own backyard. And after a full morning of adventures, she knows that she’s definitely not too little.



A book about  
**COOPERATION!**

### Ladybug Girl and Bumblebee Boy

At the playground, Lulu asks her friend Sam if he wants to play with her, but they just can’t agree on a game! Then Lulu asks, “Have you ever played Ladybug Girl?” As Ladybug Girl and Bumblebee Boy, Lulu and Sam work together to save the playground from hairy monsters and big mean robots, and have their own parade on the bouncy dinosaurs. They figure out that when they work together, they can create fun games that they both like to play.



A book about  
**CONQUERING  
FEARS!**

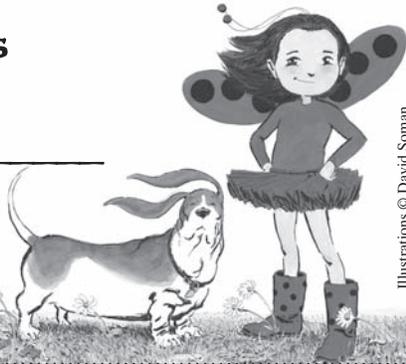
### Ladybug Girl at the Beach

Be courageous with Ladybug Girl! There’s a lot for Lulu and Bingo to do at the beach: build sand castles, fly a kite, collect shells. Lulu loves the ocean, but it is so big and noisy. Will she be brave enough to go in? Once she remembers that Ladybug Girl can do anything, she finds the courage she needs to conquer her fear.

# Welcome new students with these special nametags on the first day of school!

My name is

\_\_\_\_\_



Illustrations © David Soman

My name is

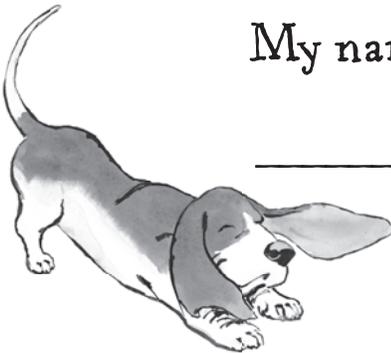
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Illustrations © David Soman

My name is

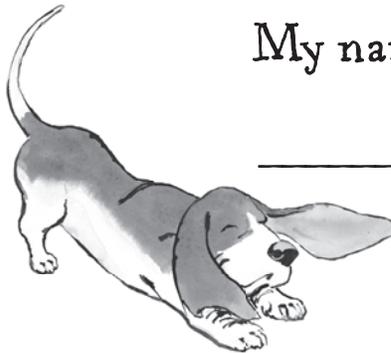
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Illustrations © David Soman

My name is

\_\_\_\_\_



Illustrations © David Soman

My name is

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Illustrations © David Soman

My name is

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Illustrations © David Soman

My name is

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Illustrations © David Soman

My name is

\_\_\_\_\_



Illustrations © David Soman



# Story Sequencing

**Sequencing supports students' ability to comprehend what they read.** It is the identification of the components of a story such as the beginning, middle, and end. Story sequencing also provides children an opportunity to retell the events in the book. Before beginning the read aloud, the teacher tells the children that they should think about the beginning, middle, and end of the story. The teacher pauses during the story to identify events and to encourage children to think about how each piece of the story builds on the next. Once the read aloud is completed, the teacher can write each story event on an individual sentence strip. Then the strips can be arranged sequentially. Students can use these strips as reminders as they retell the story by acting it out.

## Getting the Bug for Interactive Read Aloud

**Young children enjoy being read aloud to and often want to share their thoughts, questions, and connections with a story.** An Interactive Read Aloud provides a great opportunity for teachers to model comprehension strategies, reading fluency, and vocabulary development while reading a story aloud to the class. Interactive Read Aloud is a time to employ *think aloud* to uncover what good readers do while reading to improve comprehension of texts. *Think aloud* is interactive, as the teacher exposes her/his thinking while reading, and then offers students the chance to do the same. Students' skill grows through numerous attempts to employ the strategy. The integration of new comprehension strategy skills with those previously learned is vital to students' reading success.

Two important components of the Interactive Read Aloud are the *think aloud* on the part of the teacher and *turn and talk* for the students. The teacher selects various vocabulary words from the story to incorporate into his/her *think aloud*. During the pre-reading to prepare to read aloud the story to the students, the teacher selects three to five places in the book where she or he will model what good readers do: **Predicting; Visualizing; Making Connections; Stopping and Restating.** For *turn and talk*, children engage in conversation with the person sitting next to them during the reading to foster reading comprehension and expressive language.

For example, using *Ladybug Girl*:

- **Think aloud:** "When I look at the book cover, I think this story is about a little girl who thinks she's a ladybug."
- **Turn and talk** to the person next to you and tell him/her what you think the story is about.
- **Think aloud:** "I remember when my big sister wouldn't let me go to the store with her because she didn't want to have to look after me when we got there."
- **Turn and talk** about a time when you didn't get to do something because you were too little.
- **Think aloud:** "I like this sentence so I'm going to read it again, 'While Bingo snuffles about.'"
- **Turn and talk** about what you think "snuffles" means.

## Shared Reading



**Shared reading is an experience that makes it possible for children to join in or share the reading of story.** During shared reading, it is imperative that children be able to see the text in the book. If it is not possible to enlarge or magnify the text for the whole class to see, then conduct this strategy with a small group of students.

**BEFORE:** The teacher introduces the story by talking about the title, cover, endpapers, and title page. This is the time to engage students in talking about the cover illustration and what they think it tells them about the story. Don't forget to show the back covers of *Ladybug Girl and Bumble Boy* and *Ladybug Girl at the Beach*, as they also contain interesting pictures to discuss. Then conduct a brief picture walk through the book, making sure to point out specific characters and their actions. Also, pose questions to encourage children to think about the story without trying to tell the story. Ask children to relate any experiences they have had with a friend or going to the beach.

**DURING:** The very first time the book is read is generally for enjoyment. In each *Ladybug Girl* story, there are certain words and phrases in a different font or color. Point those out as the book is read. Pause from time to time and invite children to predict a word or phrase, or to make predictions about what might happen next.

**AFTER:** At the conclusion of the story, the teacher can ask about the predictions that were made and if they were right. The teacher asks open-ended questions to assist students in making connections. Subsequent readings of the book will allow children an opportunity to make further connections and to return to words that will become familiar because of their placement in the story, their unusual font, or their unique color.

## Shared Writing



**Shared writing enables teacher and students to collaborate on writing by using a "shared pen."** The teacher acts as the scribe while the children provide details. Shared Writing is a time when the teacher may *think aloud* or *think together* with the children to demonstrate the writing process. Shared Writing can be used in large or small group settings for approximately 10–15 minutes. Once the writing is created, it can be revisited with the whole class, small groups, or individual students. Shared Writing is often used with emergent readers.

**The *Ladybug Girl* books lend themselves to Shared Writing as children extend their connections with the story. Some topics for Shared Writing might include:**

- The things that I can do are . . .
- When I play with my friends I like to . . .
- If I went to the beach I would . . .

# Making Connections



Students are able to comprehend stories better when they make connections to their own lives. Every child has knowledge, opinions, experiences, and emotions that they can draw upon in responding to a book.

Prompts that will assist in helping students make connections are:

- This part reminds me of . . .
- I felt like the character of . . . when I . . .
- If that happened to me I would . . .
- This book reminds me of . . . (another story) because . . .
- I can relate to . . . (part of story) because one time . . .
- Something like that happened to me when . . .

Other prompts include:

- I think . . .
- I notice . . .
- I wonder . . .
- I predict . . .
- I imagine . . .



## Predictable Sentence Chart

In *Ladybug Girl and Bumblee Boy*, Lulu imagines that she has superpowers as she and Sam engage in imaginative play. Use large paper to generate a predictable sentence chart using student names and their ideas for what superpower they might possess. Each sentence would be the same except for the child's name and the superpower, for example:

If Kim had superpowers, she would fly.

If Joshua had superpowers, he would be invisible.

If Sam had superpowers, he would fight bad guys.

## Word Wall WOW!



A word wall is a list of words placed on a wall or bulletin board that are related to each other in some way. One strategy for creating a word wall is to select words from a series of books such as the Ladybug Girl stories. As each book is read, write down words that are interesting, unfamiliar, or just fun to say such as *ladybug*, *Bingo*, *snuffles*, or *crumbly*. Don't forget to revisit these words and read them over periodically so students can begin to recognize and read them on their own.

## Ladybug Girl Alphabet Book



Using the words generated for the word wall (and possibly a few more) create a class alphabet book. Have each child select a letter from the alphabet and a word from the Ladybug Girl stories. Have them write down the word and draw a picture. Demonstrate to children how they can go back and look at the books for ideas such as "crumbly" that illustrate Ladybug Girl putting rocks back on the "old, crumbly stone wall."

## Character-Problem-Solution



Ladybug Girl is often faced with a dilemma: not being allowed to play baseball with her brother and his friends, trying to compromise with Bumblebee Boy about what they should play, or being afraid of the waves at the beach. Create a character-problem-solution chart to be completed with children or independently. Discussing a character's problem and how he or she solved it will assist children in thinking about how they resolve their own problems.

Character	
Problem	
Solution	



## Dramatizing a Story



Literature offers many opportunities for creative dramatics. After reading one of the Ladybug Girl stories, have children interpret it through dramatization. They can retell the story through their own words and actions. Or the teacher can reread the story and have children act out certain portions of the story. This works well for younger children, as it offers them an occasion to think about how they act toward others and solve problems.

## Bag It! What's in the Bag?



To support young readers with their emergent literacy, decorate a paper or gift bag. Select items to put in it that support the reading of *Ladybug Girl at the Beach* such as a dog (photo or plush doll), seashell, toy car, plastic bucket, etc. Then make word clue cards to assist students in guessing the items. For example, for the dog, word clues might be *furry*, *pet*, and *bark*. Show one card at a time and have students read them. After the third clue card is read, have them guess what's in the bag and pull out the object. Combining written words with objects makes this more than just a guessing game.

## Acrostic Poetry



Introduce children to writing poetry by generating an acrostic poem. Choose a character, place, or event from *Ladybug Girl*, *Ladybug Girl and Bumblebee Boy*, or *Ladybug Girl at the Beach*. Then using the first letters from the character's name, the place, or the event, create a poem with the children by identifying words or phrases that begin with that letter and describe the name, place, or event. For example:

**B**uilding sand castles  
**E**veryone in the water  
**A**nd having lots of fun  
**C**atching waves  
**H**appy on the ride home.

Now help children to write their own acrostic poems or write one together. Children's names are often a good place to start as descriptive words can be generated about the child for each letter in their name.

## Friendship Chain

Friendship is an important theme in all of the *Ladybug Girl* stories, whether it is the friendship with Bumblebee Boy (Sam), Bingo the dog, or the new friends that Lulu makes at the playground. Make a pattern of the outline of a paper doll. Have students write their name on it and decorate it. Then glue the hands together so that a friendship chain is created of the class and display it on the classroom or hallway wall.



# All About Me Book

In each Ladybug Girl story, Lulu acquires a little more self-confidence. She also learns something about herself, such as she is imaginative, friendly, and courageous. Have students make their own book and highlight their special qualities.

## Page One—Self Portrait

Give each student a piece of paper with “All About Me” printed at the top of the page. Have the students look in a mirror and talk about their faces—the color of their eyes and hair, if they have freckles, if they have lost any teeth, etc. Instruct each child to draw a self-portrait on the piece of paper. For young children, teachers can provide buttons or dots that are blue, brown, or green to use as eyes. Pieces of yellow, brown, and red yarn can be glued on for hair.

## Page Two—I Am Special

The next page should have “I Am Special” printed at the top of the page. Help each student by dipping one hand in paint (poured onto a paper plate) and pressing that hand onto the piece of paper to create a hand print.

## Page Three—My Family

Page three of the “All About Me” book is for students to draw a picture of their family. An alternative would be for parents to send a photograph of the family, which the child can glue onto their paper and decorate around.

## Page Four—My Favorite Color

Page four can provide children an opportunity to use various materials to depict their favorite color. For the page that states “My Favorite Color” provide a selection of craft materials such as glitter (in honor of Ladybug Girl), buttons, stickers, beads, fabric, etc.

## Page Five – Things I Like

Give students another piece of paper with “Things I Like” printed at the top. Discuss with the children that everyone likes different things and ask them to share some of their favorite things. Children can either draw the things they like or else cut pictures out of magazines.

Once the pages are completed, staple the book together along the left-hand side. Provide an author’s chair for students to sit and “read” their book to the rest of the class.



It's fun to play dress-up, but sometimes it's hard to remember all the parts of your costume! Can you circle what's different about each Ladybug Girl?

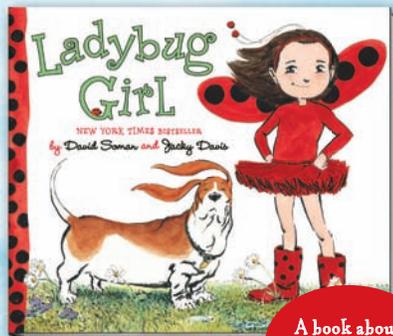


Have coloring fun with Ladybug Girl and Bingo!



Look for a book  
about saying sorry:  
**Ladybug Girl and  
the Bug Squad  
Playdate**  
in Spring 2011

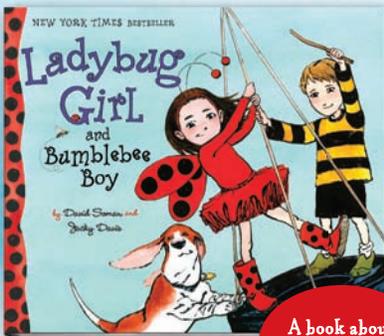
# Join **Ladybug Girl** on all her adventures!



A book about  
**IMAGINATION!**

## Ladybug Girl

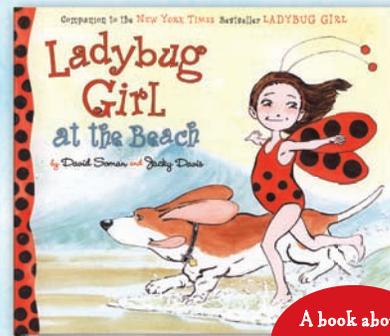
978-0-8037-3195-0 (HC) • \$16.99  
Ages 3-5 • Preschool-Kindergarten



A book about  
**COOPERATION!**

## Ladybug Girl and Bumblebee Boy

978-0-8037-3339-8 • \$16.99  
Ages 3-5 • Preschool-Kindergarten



A book about  
**CONQUERING  
FEARS!**

## Ladybug Girl at the Beach

978-0-8037-3416-6 • \$16.99  
Ages 3-5 • Preschool-Kindergarten



## About the **Author** and **Illustrator**



David Soman and Jacky Davis are the husband-and-wife creative team behind the *New York Times* bestselling *Ladybug Girl* books. The series was inspired by their daughter and son, and each book explores different emotions central to kids' lives. The couple lives with their family in Rosendale, New York. Check out their website at [www.ladybuggirl.com](http://www.ladybuggirl.com)

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