



THE GROUCHY LADYBUG

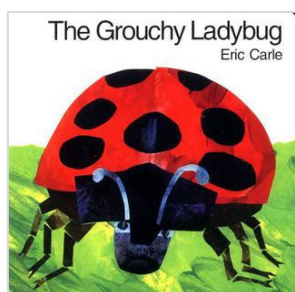
BOOKMARK FOR STORYBOOK CONVERSATIONS WITH YOUR YOUNG CHILD

DID YOU KNOW READING BOOKS IS A GREAT OPPORTUNITY TO SUPPORT STEM LEARNING?

Reading with older toddlers and preschoolers uses **PEER**:

- Use additional Prompts if needed,
- Evaluate and
- Expand your child's answers, and
- Repeat the prompts.

ABOUT THIS BOOK



The Grouchy Ladybug is a book written and illustrated by Eric Carle. Follow the Grouchy Ladybug on her journey and learn about **animals, time, and size**, as well as the benefits of friendship and good manners. Talk about **time** and how the **sun changes** position in the sky throughout the day.

WHERE CAN I FIND THIS BOOK?

Search [YouTube](#), [BookShare](#), [Archive.org](#), and your local library.

ADAPTATIONS

STEMIE's tips for making adaptations to the storybook reading process

<https://stemie.fpg.unc.edu/resource/a-guide-to-book-adaptations/>

Scan the QR code to download or view online.



Expanding | Science & Math

The Grouchy Ladybug

By Eric Carle

Complete a sentence

C

"The yellow jacket showed the ladybug its _____." (stinger)

Recall

R

"Why did the ladybug not want to fight the lobster?"

Open-ended questions

O

"Why do you think the skunk lifted its tail to the ladybug?"

WH questions

W

"What sound does the hyena make?"

Distancing questions

D

"What food do you like to eat at the end of the day?"

STEM Words & Ideas to Explore

- Animals
- Insects
- Size
- Time
- Parts





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ADAPTATIONS FOR STORYBOOK CONVERSATIONS WITH YOUR YOUNG CHILD

Every child is different. Do what works best for encouraging your child's independent exploration during this suggested literacy activity. These are only suggested activity adaptations. Consider consulting your child's care team first.



Follow your child's lead and interests. Enthusiastically ask your child questions about what they are doing and what they like.



Answer your child's questions. If you do not know the answer, work together with your child to discover the answer.



Encourage your child to participate in the activity as much as possible. Praise your child's efforts and successes.

SUPPORT CHILDREN WITH VISUAL IMPAIRMENT, DEAF-BLINDNESS, OR MULTIPLE DISABILITIES:



Storybox:

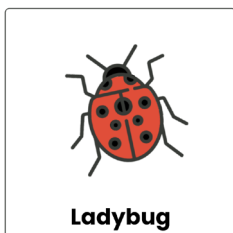
Select corresponding items and place them in a container or a box. Items may include:

- Toy animals to show parts

This adaptation can also be used to:

- Increase children's attention and engagement
- Support children with sensory challenges

SUPPORT ALTERNATIVE WAYS OF COMMUNICATION:



Pictures, Symbols, Signs, or Icons:

- Select pictures that correspond to items, objects, or animals in the book
- Add signs and icons to the story
- Use pictures along with a communication board to support STEM learning

This adaptation can also be used to:

- Increase children's attention and engagement
- Support children's learning
- Support children who are deaf or have a hearing impairment



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VISUAL CUES FOR STORYBOOK CONVERSATIONS WITH YOUR YOUNG CHILD

How To Use VISUAL CUES:

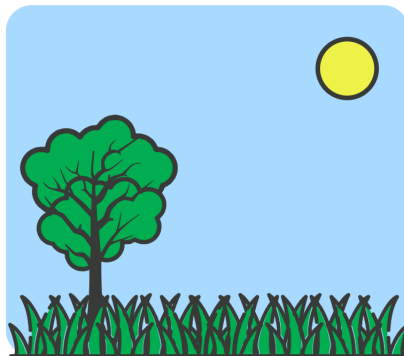
1. Print and cut out the images.
2. As you read, use tape or Velcro to attach the pictures to the corresponding pages in the book.

Check out STEMIE's tips for creating and using visual supports with

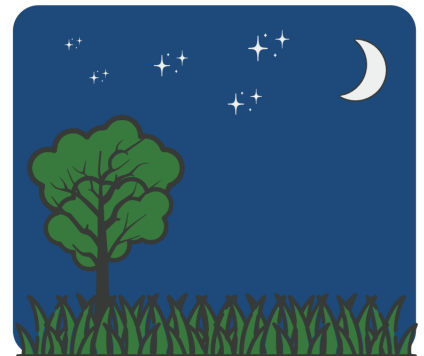
[A Guide to Visual Supports.](#)



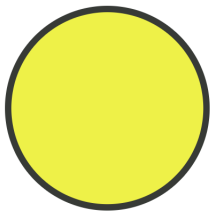
Ladybug



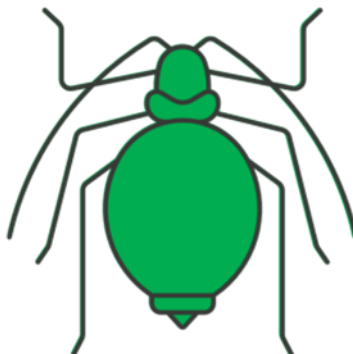
Daytime



Night time



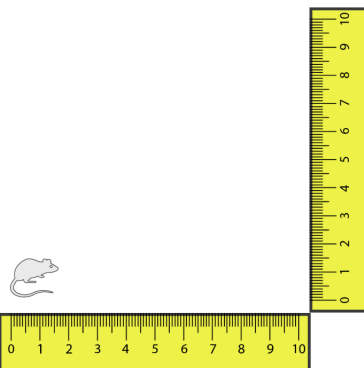
Sun



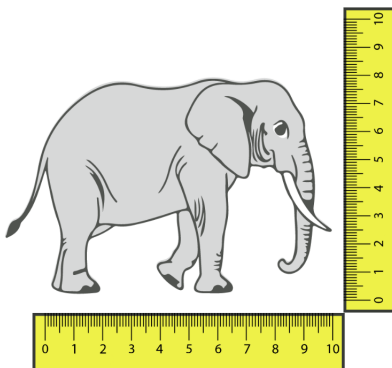
Aphid



Share



Small



Big

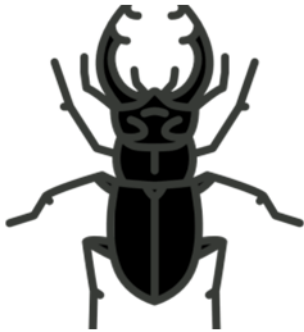


Yellow jacket



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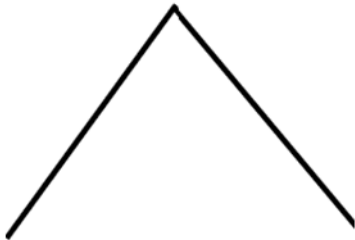
Stag beetle



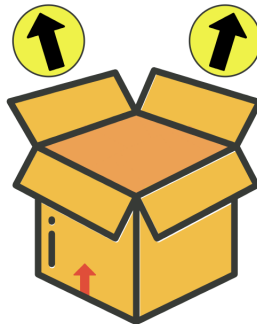
Praying mantis



Sparrow



Sharp



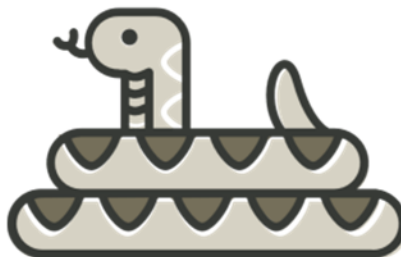
Open



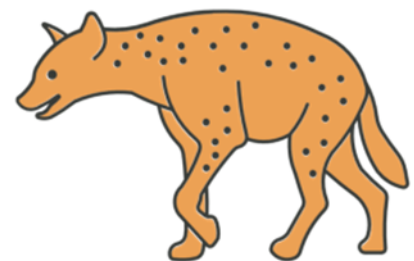
Lobster



Skunk



Boa constrictor



Hyena

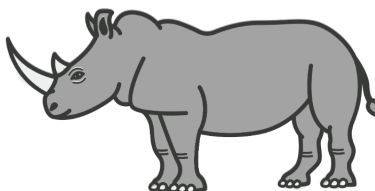


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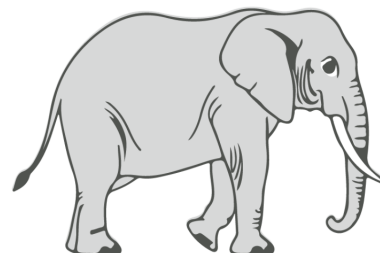
VISUAL CUES FOR STORYBOOK CONVERSATIONS WITH YOUR YOUNG CHILD



Gorilla



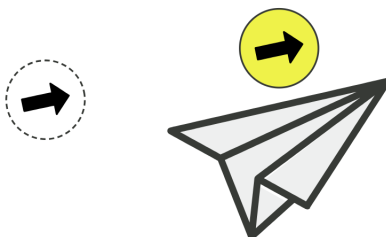
Rhinoceros



Elephant



Whale



Fly



Need more visual cues?

Use the empty squares above to create your own or visit [STEMIE's Visual Cue Library](#).



THE GROUCHY LADYBUG

ACTIVITY IDEAS FOR STORYBOOK CONVERSATIONS WITH YOUR YOUNG CHILD

NOTICING INSECTS

Description: Help your child **notice** and identify **living things**. Talk about why **insects** might live where they do.

What My Child Is Learning!

Children learn best by interacting with people and objects. Introduce STEM words, ask questions, and encourage them to make connections between words and real-life experiences. This helps children develop fundamental critical thinking and problem-solving skills.

Go on a walk together and encourage your child to be aware of any **insects** or places **insects might live**. Your backyard, local parks, and walking trails are all good places to look for bugs. Try looking under rocks, bricks, and in stumps or large fallen branches. If you can't find any, try leaving a DIY bug catcher out overnight near a light source like a porch light or with a small push button light under or inside.

Examples of questions you might include:

- "What **insect** is that?"
- "What do you think their **antennae** are for?"
- "Where do you think they live?"

Make sure to release the insect once your child has been able to observe it for a brief period!

MEASURING OBJECTS

Description: Help your child recognize the **size** by **measuring** the **height** and **length** of an object

What My Child Is Learning!

Children learn best by interacting with people and objects. Introduce STEM words, ask questions, and encourage them to make connections between words and real-life experiences. This helps children develop fundamental critical thinking and problem-solving skills, as well as math skills.

Talk about the importance of **measuring** things accurately. Ask, "What do you think would happen if we didn't **measure** our feet correctly when trying on shoes?"

Talk about what **tall and short** look like. Talk about what **big and small** look like.



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ACTIVITY IDEAS FOR STORYBOOK CONVERSATIONS WITH YOUR YOUNG CHILD

BUILDING BUG BUNGALOWS

Description: Help your child recognize that some things are **living, like plants, flowers, and bugs** and that some things are **non-living** by foraging for natural items to use to **create** a house for **insects**.

What My Child Is Learning!

Early engineering for young children is about exploring, playing, and figuring out how things work by trying ideas, testing them, and learning from what happens.

- Take a stroll outdoors and look for long grasses, twigs, and leaves, while looking for bugs. They may be under sticks and leaves or sitting on top of flower blooms. Encourage engagement by asking “What do you know about **bugs**?” “What do you want to know about **bugs**?” “Where do **bugs usually live**?” “Where can you find **bugs**?”
- Explore these items naturally and invite children to think of an **idea or plan for building bug homes**. Encourage creativity by asking “What can you use the grass for on the bug bungalow?” “What will you use to **build** the walls?” “**How many** twigs do you think you will need to build a bungalow wall?” “How **long** will you make your bug bungalow?” “What are some things you could **add to improve** the bungalow?”
- Talk about how **creating** bug homes invites helpful insects, which are **living things**, which pollinate flowers and eat other bugs that harm plants, making them essential to a healthy **ecosystem or habitat**.

ADDITIONAL ACTIVITY IDEAS:

- Play animal charades with your child. Take turns pretending to be **animals** and use materials in your home/environment to show where that **animal** might live. Pretend to do what the animal might **do and eat**. This can be a game to play with siblings and friends too!
- Talk to your child about a **time** that they may have been **grouchy**. What did they do to help themselves feel better?
- Create an **animal** journal with your child. Help your child record animals that they notice or are interested in. Then help your child research the **animals' habitats and activities**. Your child can draw pictures, take pictures, or use other forms of representation to record what they learn.
- Take a trip to the zoo or aquarium. Rather than thinking about animals that are typical to just your area, have conversations about the animals and their exhibits, **comparing and contrasting** what you see. Find a zoo or aquarium near you: <https://www.aza.org/search-by-zip-code?locale=en>.

