

WORDLY WISE 3000®

2ND EDITION

Book **K**



Unit 1: Lesson 2 Ladybugs for the Community Garden

- » Student Book
- » Teacher's Resource Book
 - Lesson Plan
 - Blackline Master
 - Assessment Checklist
- » Concept Card
- » Picture Cards



EDUCATORS PUBLISHING SERVICE

UNIT 1

Lesson
2

Ladybugs for the Community Garden

Story Words

wave

tiny

wiggle

insects

creep

community

destroy

healthy

signs

peaceful

1



8

Directions: Have children look at the pictures as you read the story aloud. Then have them mark items in the pictures related to **wave, tiny, wiggle, insects, and creep.**

3



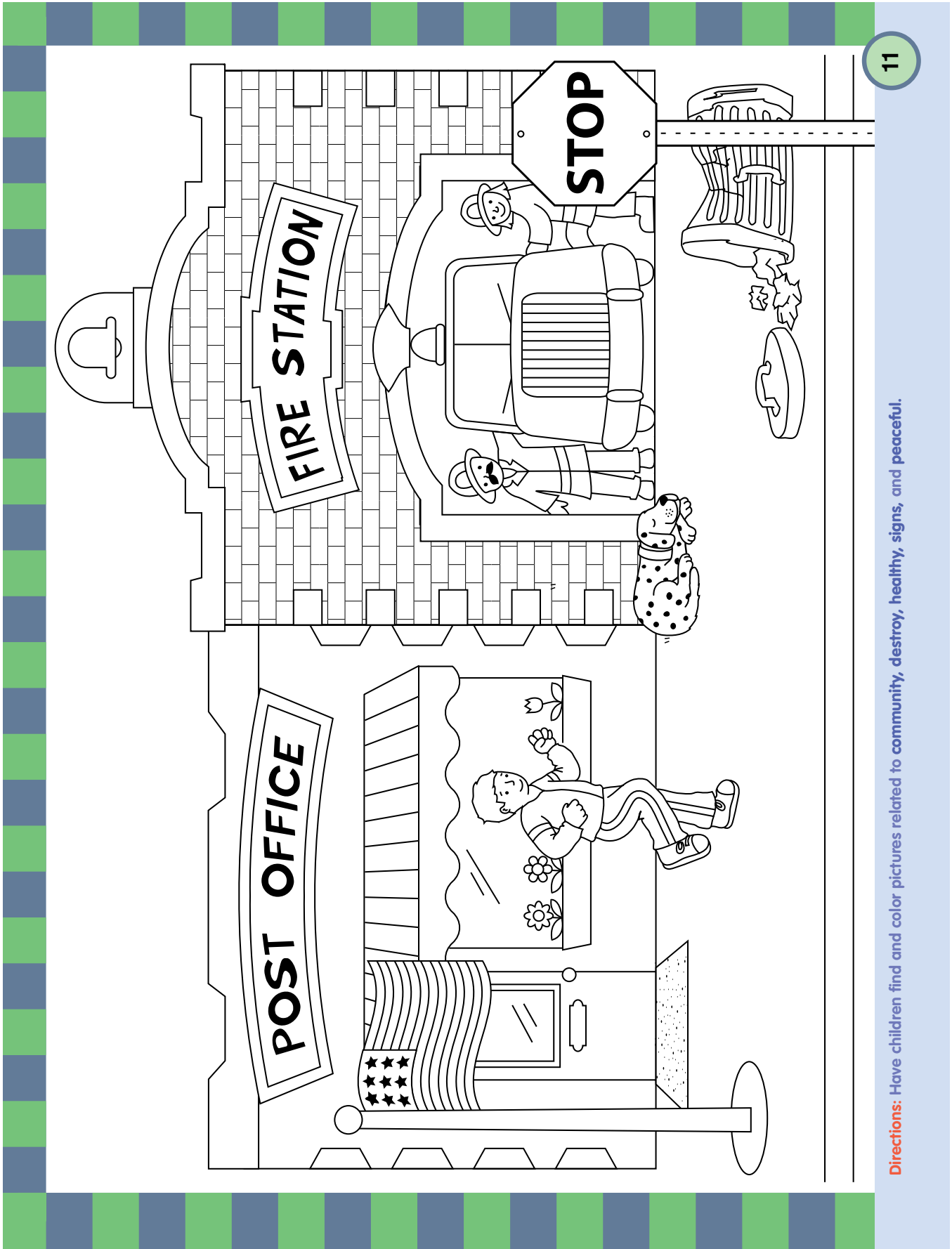
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2



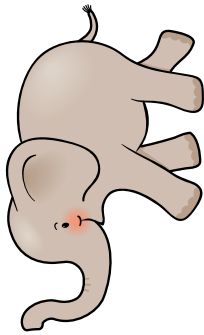
The page features three large, empty rectangular boxes with a dark blue border, arranged vertically. Each box has a small tab at the top left corner containing a number: '1' for the top box, '2' for the middle box, and '3' for the bottom box. The background is a light green color with a pattern of small yellow dashes. A solid yellow vertical bar runs along the right edge of the page.

Directions: Have children paste the pictures in the order they happened.



Directions: Have children find and color pictures related to community, destroy, healthy, signs, and peaceful.

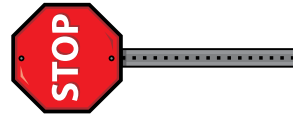
1. tiny



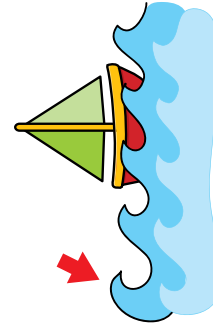
2. creep



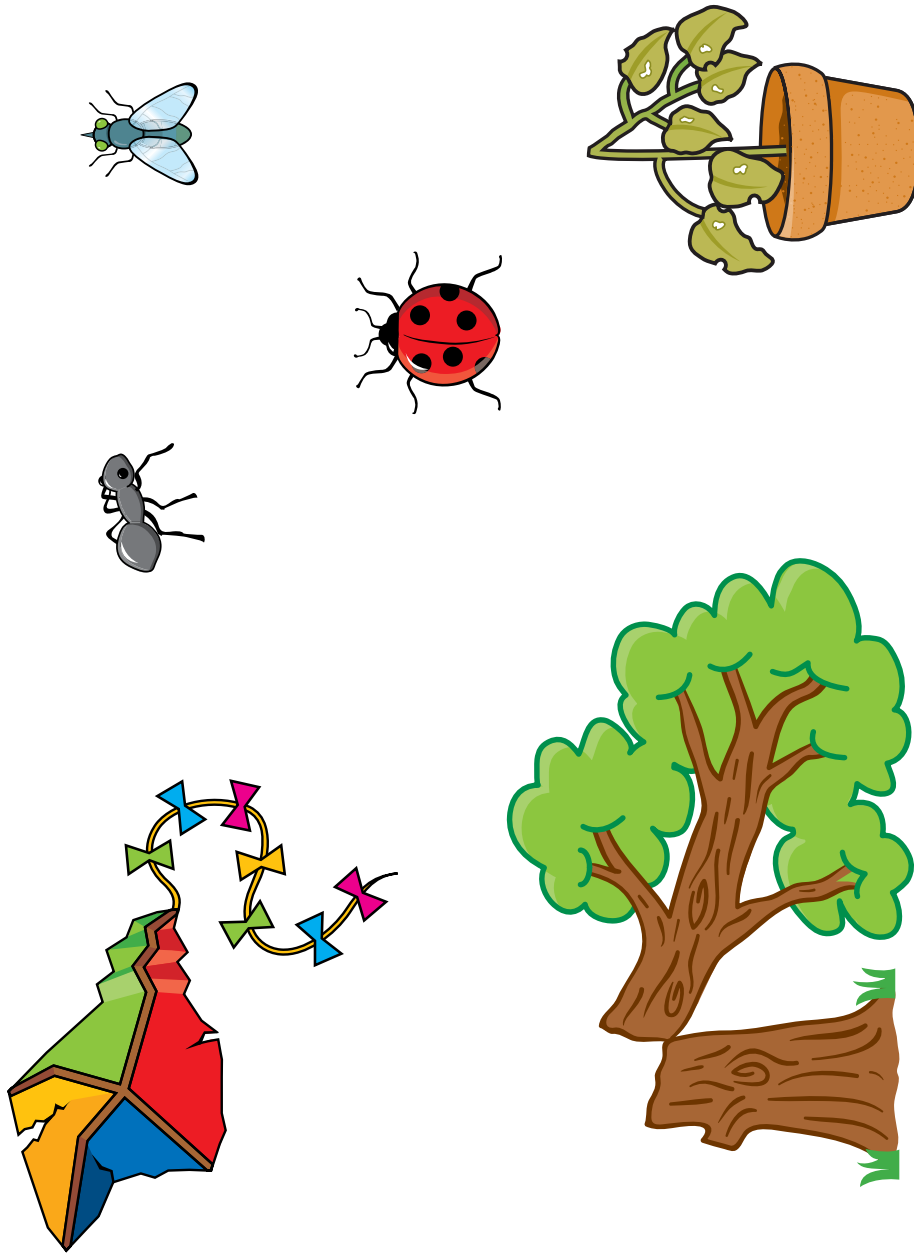
3. sign



4. wave



Directions: Have children circle the picture that matches the word you say.



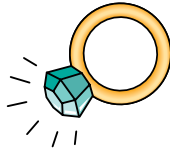
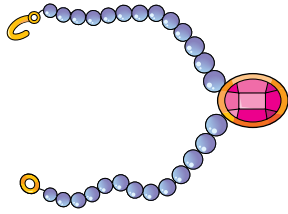
Directions: Have children use a green crayon to connect the things that have been destroyed and a purple crayon to connect the insects.

What Do You Know?

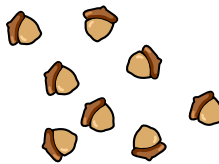
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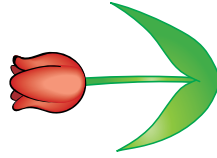
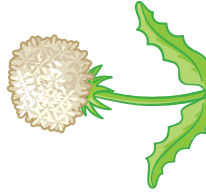
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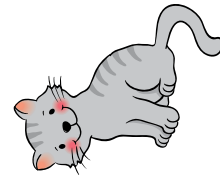
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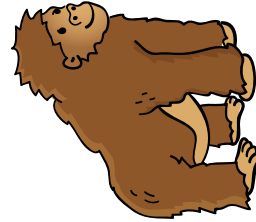
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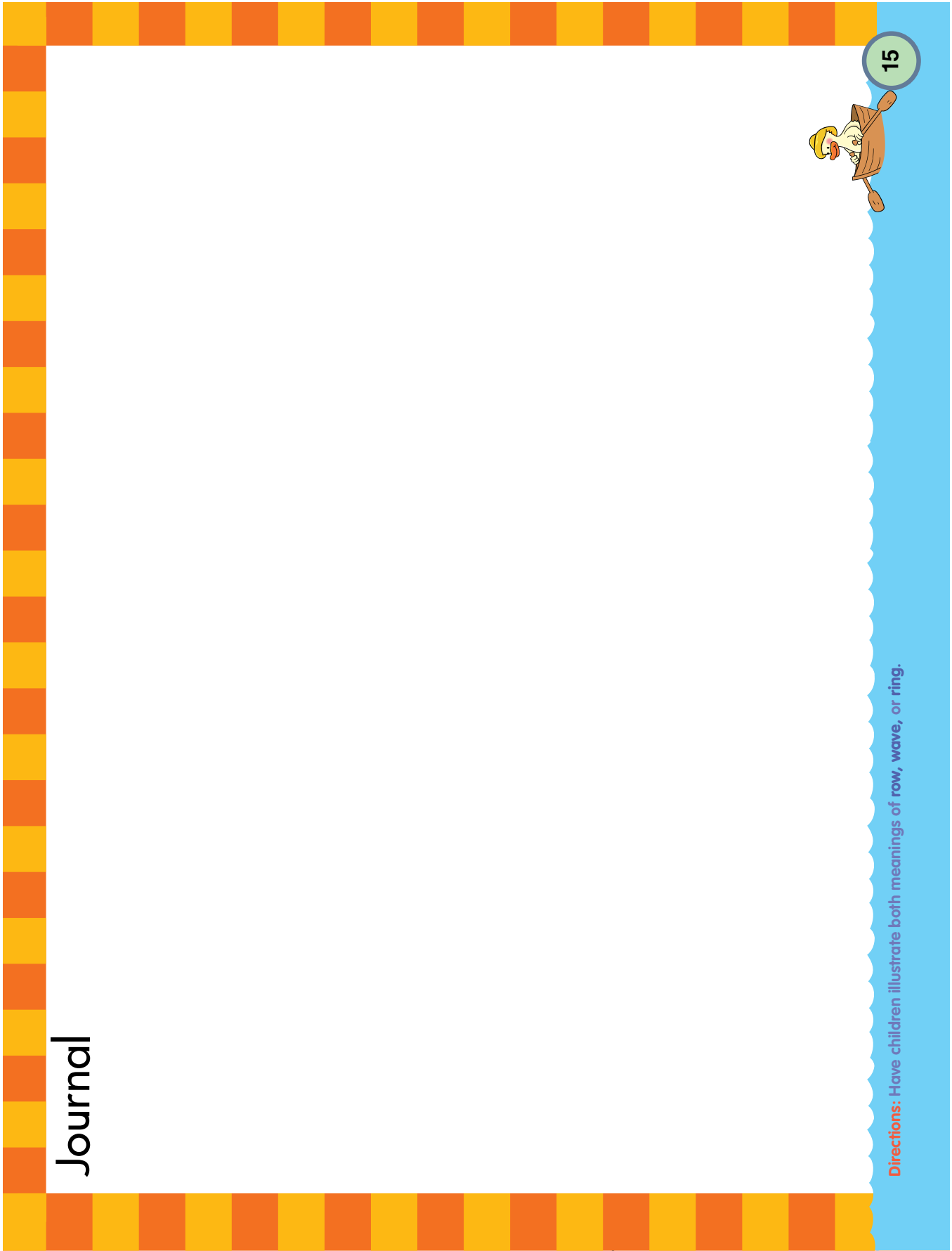
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6.



Journal



15

Directions: Have children illustrate both meanings of row, wave, or ring.

Lesson 2



UNIT 1

Lesson 2

Ladybugs for the
Community Garden**MATERIALS**

- Concept Card 2
- Picture Cards 11–20
- Student Book
pp. 8–15, 97
- crayons
- scissors
- glue/paste
- BLM 2, p. 94

STORY WORDS**Week 1**

- wave
- tiny
- wiggle
- insects
- creep

Week 2

- community
- destroy
- healthy
- signs
- peaceful

WEEK 1**Day 1****Introduce the Story**

Display and identify Concept Card 2 (community garden). Then discuss gardens. Ask children if they have gardens at their homes or if they have ever worked in a garden. Have children suggest things they might find in a garden (plants, flowers, vegetables). Next, explain that a community is a group of people who live in the same area. For example, your town is a community and your neighborhood is a community. People in some communities do not have enough room near their homes for their own gardens, but if they all get together and share some space, there is enough room to grow beautiful flowers and healthful food.

Say: Today we're going to read a story about a girl named Maggie, who lives near Jordan, Tiana, David, and Caroline. Today, Maggie is waiting for some big news.

Introduce Words

Tell children that before you read the story to them, you're going to talk about some of the words in it and what they mean. For each of the following words, hold up the corresponding Picture Card. When you have finished discussing each one, display it on a ledge or elsewhere for easy reference. For cards with two pictures, indicating two different meanings for the same word, you may want to cover the picture in the corner until you have discussed the first picture/meaning.

Picture Card 11: wave

1. Say: *What is the girl in the picture doing? (She’s waving to someone.) Why do people wave? (Sometimes people wave to say hello or to get someone’s attention.)* Invite children to pantomime waving.

2. Say: *Look at the Picture Card again and find the little box in the corner. What does it show? (a wave in the ocean) Remember that sometimes a word means more than one thing. The water in the ocean often curls up high in waves. Let’s say wave together.*

Picture Card 12: tiny

Say: *What do you see in this picture? (two fish) How are the fish different? (One is big and one is small.) That’s right. One is big and one is very small. (Indicate the relative sizes with your arms and hands.) Another word for small is tiny. Let’s say tiny together.*

Picture Card 13: wiggle

Say: *What do you see in this picture? (a caterpillar) Yes, but what is the caterpillar doing? (It’s moving along, from side to side and up and down. It is wiggling.) Some animals wiggle when they move from place to place. In this picture,*


the caterpillar is wiggling. It’s making small movements as it moves along. (Invite children to pantomime wiggling.) Let’s say wiggle together.

Picture Card 14: insects

Say: *What do you see in this picture? (bugs, insects) Yes, there are three different kinds of insects here. Can you name them? (ant, dragonfly, ladybug) Insect is another word for bug. Let’s say insects together.*

Picture Card 15: creep

Say: *Here’s another animal moving along. What do you see? (a cat trying to sneak up on a toy mouse) Can you see the cat creep along? When you creep, you move along very slowly and quietly. The cat is creeping along on its belly. (Discuss the difference between wiggling and creeping. Call on volunteers to demonstrate both types of movement.) Let’s say creep together.*



English language learners’ comprehension may be enhanced when new words are demonstrated as well as discussed.

Read Aloud

Help children find pages 8–9 in their books. Invite them to listen and to look at the pictures as you read.

**Ladybugs for the
Community Garden**

Say: *Put your finger on picture number 1.*

“Papa, did the mail come?” asked Maggie. “Jordan and Caroline got letters yesterday. They’re both going to have Mr. Chen for kindergarten. I hope I’m in their class.”

Papa **waved** to Caroline and David’s mom next door while Maggie tried to look into the mailbox.

“Sorry, honey,” said Papa. “The mail hasn’t come yet.”

Mama said, “I’m sure it will come today. But right now, we’re going to Aunt Nora and Uncle Pedro’s house for dinner. Your cousin Sofia is waiting for you, Maggie. Hop in the car and buckle up!”

“Sofia is so cool!” Maggie said. She took her brother Diego’s chubby little hand in hers and they walked to the car. “Last week she told me that she was going to get real live ladybugs in the mail. Can you believe that?”

“I didn’t know you could mail **insects!**” said Papa. “Why would she get ladybugs in the mail?”

“Well, she and her neighbors are going to use them in their . . . in their . . .”

“**Community** garden,” Mama finished the sentence for her. “Their neighborhood started one last year.”

“Maggie,” teased Papa, “which would you rather get in the mail? Your letter from school or some ladybugs?”



What was Maggie waiting for in the mail? What was Sofia waiting for? (*Maggie was waiting for a letter from school. Sofia was waiting for ladybugs—insects.*)

Say: Put your finger on picture number 2.

When they got to Aunt Nora and Uncle Pedro’s apartment building, Sofia opened the door, holding her treasure.

“Look, Maggie,” she said. “This is what came in the mail.” Sofia opened a wooden box. Maggie saw dozens of **tiny** ladybugs climbing all over a cozy bed of straw.

“So many little ladies,” laughed Aunt Nora, “all in red dresses with black polka dots!”

“Bug!” smiled Diego, who loved all kinds of creepy, crawly things. He saw the ladybugs **wiggling** in the box. He tried to wiggle, too. Everybody laughed, and Diego clapped for himself.

“Did you know that some people think ladybugs bring good luck?” asked Sofia.

Just then, one ladybug flew up and landed on Maggie’s hand. When it walked, it tickled! Maybe, she thought, this little ladybug will bring me luck. Maybe I’ll have a letter with good news when I get home.

“Sofia, these ladybugs are cute, but they’re not pets. What are they for—really?” Maggie asked her cousin.



What did Diego see that made him *wiggle*? (*the ladybugs*)

Say: Put your finger on picture number 3.

“We’re going to bring them to the community garden and let them go. The ladybugs will eat the bad insects that hurt plants. Most insects don’t bite or **destroy** anything, you know,” explained Sofia. “But some insects eat the leaves and drink the juice inside the plants. Then the plants die. Ladybugs help to keep plants **healthy** because they eat lots and lots of the bad bugs.”

After dinner, Uncle Pedro suggested, “Why don’t we take a stroll over to the community garden?”

“Great!” said Sofia. “The best time to let the ladybugs go is in the evening.”

Lots of people were working in the garden. It was so green and **peaceful!** The flowers and vegetables were planted in rows, and there were **signs** at the end of each row. The name of the plant growing in that row was written on the sign.

Diego found a little shell stuck to one of the signs and poked at it with his finger. Slowly, a snail began to **creep** out. Diego was so excited he yelled for Papa to come see it. But then he heard Sofia calling everybody to come watch.

“OK, is everybody ready?” asked Sofia. Everybody nodded yes and watched eagerly as she opened the box. The little red ladybugs flew into the air. Some of them landed softly on the plants. For the second time that afternoon, a ladybug landed on Maggie’s hand. Now she was sure that she would be lucky.

And do you know what? She was right! When Maggie got home that evening, there was a letter waiting for her. It said that her kindergarten teacher would be Mr. Chen.

Check Comprehension

Ask questions such as the following to assess understanding. Restate children’s responses using the vocabulary words if they do not use them. Possible replies are provided in parentheses.

- ◆ What did Maggie’s father do when he saw Caroline’s mom next door? (*He waved to her.*)
- ◆ Why are ladybugs good for gardens? (*They eat bad insects.*)

Day 2

✓ Review and Respond

Reread the story to children. Tell them that as you come to the words *wave*, *tiny*, *wiggle*, *insects*, and *creep*, they should put their finger on their nose.

Next, help children find pages 8–9 in their Student Books. At this point, they will need to be seated at a table or desk, with writing utensils, so they can begin the exercises in the book. Hold up the five Picture Cards introduced on Day 1 and ask children to identify them. Then read the following directions as children respond on pages 10–11 in their books.

Picture Card 11: **wave**

Say: *We talked about two meanings for the word wave. Do you think you would find an ocean wave in the community garden? (no) Look at picture number 1. Who is waving in the picture? (Maggie’s papa) Circle the hand he is waving.*

Picture Card 12: **tiny**

Say: *Look at picture number 2. Can you find some things that are tiny? (the ladybugs) Circle them.*

Picture Card 13: **wiggle**

Say: *Do you remember what kind of insects we said wiggle as they move? (caterpillars/ladybugs) Look at picture number 2. Who is wiggling like the ladybugs in the box? (Diego) Draw a circle around him.*

Picture Card 14: **insects**

Say: *There were many insects in the community garden. Look at picture number 3. Draw a circle around one of the insects.*

Picture Card 15: **creep**

Say: *Some animals wiggle. Others move in different ways. Some animals creep, or move along slowly and low to the ground. Look at picture number 3. Can you see an animal that is creeping? (the snail) Draw a wavy line under it. (On the board, model making a wavy line.)*

Day 3**Share a Poem**

Explain that you will be reading a poem about a snail. Invite volunteers to share what they already know about snails. (they have a shell, they creep along) Then read the following poem aloud several times. Encourage children to chime in on the rhyming words as the poem becomes more familiar to them. You may wish to have them act out the poem, with one child playing the part of the snail and one the part of the child.

Garden Snail

Once I saw a little shell
Upon a garden wall.
I tapped upon the little door,
No answer came at all.
But as I turned to go away,
A snail crept out to see
Who tapped upon his little door,
And **waved** his horns at me.



Home–School Connection Photocopy and distribute
Blackline Master (BLM) 2. Children should take this page
home to read, discuss, and color with family members.

WEEK 2**Day 1****Introduce Words**

Ask children what they remember about the story “Ladybugs for the Community Garden.” Allow a few minutes for discussion. You may want to pose motivating, purpose-setting questions such as “Who are the new characters we met in this story?” and “What were they doing in the community garden?” Then tell them that you’re going to talk about some more words from the story. After you discuss each of

the following words, display the Picture Cards on a ledge or elsewhere for easy reference.

Picture Card 16: community

Say: *What do you see in this picture?* (a town center; some people) *It looks like the center of a town, doesn't it? Do you remember what kind of garden Sofia's family visited?* (a community garden) *Remember when we talked about community gardens we said that a community is a group of people who live in one place, or area. You and your neighbors make up a community. This picture shows part of a community. What are the people doing?* (talking to a police officer) *Let's say community together.*

Picture Card 17: destroy

Say: *There are two things in this picture. Can you tell me what they are?* (castles made of blocks) *Yes, the first castle looks nice, but what happened to the other one?* (It got knocked over.) *Yes, it was destroyed. Remember that the story said some kinds of bugs destroy plants. Is that a good thing or a bad thing?* (bad) *Let's say destroy together.*

Picture Card 18: healthy

Say: *Look at the two children on this card. What are they doing?* (One is lying in bed, looking sick, and the other is playing soccer.) *Yes, the boy in bed looks sick. But the other boy looks healthy. That means he's not sick. In the story, you learned that ladybugs eat the bad bugs that can destroy plants. The ladybugs help keep the plants healthy. Let's say healthy together.*

Picture Card 19: signs

Say: *What do you see in this picture?* (signs; a stop sign, a street sign, and a sign you would find in a garden) *There are many kinds of signs. (Discuss different kinds of signs children see daily, such as the above, signs in front of stores, and signs at school.) Let's say signs together.*

Picture Card 20: peaceful

Say: *Look at the picture on this card. What do you see?* (someone sleeping in a garden) *Yes, it looks like she fell asleep because things are so quiet and peaceful. If something is calm and quiet, we say it's peaceful. Do you remember in*

the story that the community garden was a peaceful place? If you made lots of noise in the garden, would it still be peaceful? (no) Let's say peaceful together.

Reread the Story

As you reread the story aloud, tell children to look at the pictures on pages 8–9 in their books. Tell them to put their finger on their nose when they hear the words *community*, *destroy*, *healthy*, *signs*, and *peaceful*.

Retell the Story

Help children find page 10 in their Student Books.

Ask children to think about what happened in the story. Say: *What happened at the beginning of the story? What happened in the middle? What happened at the end?*

Before starting the activity, make sure children understand the numbers 1, 2, and 3 next to the boxes. You may wish to do a think-aloud with them to make sure they understand the concepts of beginning, middle, and end. Use what happened in the course of a day or a particular event as examples of beginning, middle, and end.

Help children find page 97 in their Student Books and have them cut out the three pictures for Lesson 2. Say: *Which picture shows what happened at the beginning of the story? Paste that picture in box number 1.*

Continue the process with the next two pictures to show what happened in the middle and at the end of the story. Encourage children to use what they remember about the story to complete the activity. For children who need more support, you may invite them to refer back to the story pictures on pages 8–9 for help.

If children are working in pairs, give them some time to discuss the order of the story events. You may want to have children first place the pictures in the correct order so you can check their work before they paste them to the page. Then invite them to look at the pictures and retell the story to each other. Encourage children to use the vocabulary words as they retell the

story. Finally, ask for volunteers to retell the story to the class.

Day 2

Review and Respond

Review the first five words with children, showing Picture Cards 11–15. Ask children to provide the word that goes with each picture. Elicit personal responses to each word.

For example:

- ◆ What is your favorite kind of *insect*? Tell what it looks like. What are some other *insects* you know?
- ◆ Tell me some things that are *tiny*. Tell me some things that are not *tiny*.

• • • • •

Help children find page 11 in their books and discuss the picture with them. Ask children what they think the picture shows. (*a town, a community*) Make sure each child has brown, blue, yellow, red, and green crayons.

Say: *I'm going to ask you to look for some things in this picture and to color them.*

1. Look at the center of this town. Can you see the place where firefighters work to protect the *community*? Color the fire station BROWN.
2. Something in this picture has been *destroyed*. Color it BLUE.
3. Look for someone who is jogging to stay *healthy*. Color his outfit YELLOW.
4. Can you find a *sign*? Color it RED. (If children color the Post Office or Fire Station signs, acknowledge that these are also correct answers.)
5. Someone in this picture is sleeping *peacefully*. Who is it? (*the dog*) Color the dog's collar GREEN.

As a follow-up, have children finish coloring the picture as they discuss it with you, with a partner, or in a small group. Children may talk about people and places in their own community, or about the different

items they see in the picture. Encourage them to use vocabulary words in their discussions.

Extend and Challenge

Read aloud and discuss these sentences from “Ladybugs for the Community Garden”:

treasure

- ◆ “Sofia opened the door, holding her *treasure*.”

Say: *A treasure is something that is worth a lot to someone. Gold and jewels can be treasures, but so can things that are important to people, even if they aren't worth lots of money.*

Discuss with children things that they feel are treasures—things that are important to them. For example, to Sofia, the ladybugs were a treasure because she really wanted them for the community garden.

Draw a T-chart on the board or chart paper. Write “Treasure” above one column and “Not a Treasure” above the other column. Ask volunteers to suggest some things that are treasures and some things that are not. Fill in the chart as a class, while discussing children's suggestions.

evening

- ◆ “When Maggie got home that *evening*, there was a letter waiting for her.”

Say: *Evening is another word for the early part of the night. The time around when it gets dark is the evening.* Discuss whether these things would usually take place in the evening: when the sun comes up (no); the beginning of school (no); dinnertime (yes).

Day 3

Review and Respond

Review the last five words with children, showing Picture Cards 16–20. Ask children to provide the word that goes with each picture. Elicit personal responses to each word.

For example:

- ◆ Think about a place that is *peaceful*. What makes it feel that way?
- ◆ Look out the window (or around the room). Tell me what *signs* you see.

.....

Help children find page 12 in their Student Books.

Say: *I'll say one of the words you are learning. Circle the picture that matches the word I say.*

1. tiny
2. creep
3. sign
4. wave

.....

Now help children find page 13 in their Student Books.

Make sure children have green and purple crayons.

Say: *Use a GREEN crayon to connect the things that have been destroyed. Use a PURPLE crayon to connect the insects.* Ask children to explain their answers.

Extend and Challenge

Read aloud and discuss these sentences from “Ladybugs for the Community Garden”:

eagerly

- ◆ “Everybody nodded yes and watched *eagerly* as she opened the box.”

Say: *When we do something eagerly, we want to do it very much and we want to do it as soon as possible. We are excited about it.*

Discuss things children might be *eager* to do or see. To get them started, ask questions such as the following: Would most children be eager for school vacation to come? Would most children be eager to fall and skin their knee?

stroll

- ◆ “Why don’t we take a *stroll* over to the community garden?”

Say: *When Uncle Pedro said they should take a stroll, he meant they should take a walk. To stroll is to walk in an easy way, without being in a hurry. Ask volunteers to demonstrate strolling and walking at a faster clip.*

Day 4**✓ Review and Assess:
Lessons 1 and 2**

Briefly review the words from Lessons 1 and 2 with children, using the Picture Cards to elicit answers.

What Do You Know?

Help children find page 14 in their books. Make sure children understand the numbering from 1–6.

Say: *Today we’re going to talk about some words you learned in “Ladybugs for the Community Garden” and “Dandelion Wishes.” Ready?*

1. Circle the *insect* that Sofia brought to the community garden.
2. What do you call the piece of jewelry you wear on your finger? (*a ring*) Circle the picture of the *ring*.
3. Circle the things that are lined up in a *row*.
4. Which flower in the picture is *fluffy*?
5. Circle the picture of the animal that is *creeping*.
6. Circle the picture of the animal that is *tiny*.

Journal

Help children find page 15 in their Student Books. Remind them that some of the words they’ve been learning mean more than one thing. Discuss the meanings of *row*, *wave*, and *ring*.

Say: *Choose one word: row, wave, or ring. Then draw two pictures. One picture should show one meaning of the word, and the other picture should show the other meaning you’ve learned.*

Help children label their pictures with the word they chose. Discuss children’s work and encourage them to make up sentences orally, using each meaning of the word. Write their sentences as Shared Writing on the board or on chart paper.

✓ Formal Assessment

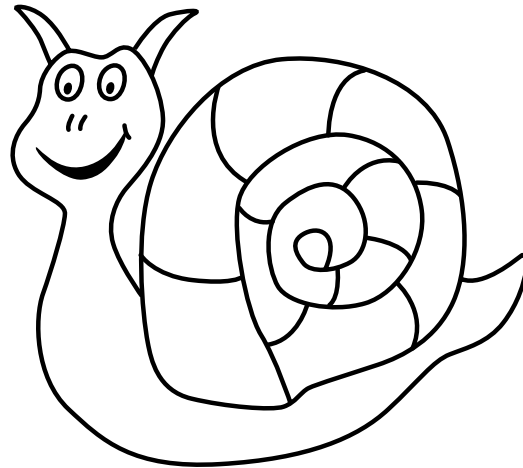
Use the Picture Cards from Lesson 2 to assess children’s understanding of all the vocabulary words in the lesson. Remember to use prompts similar to those in the lesson when eliciting vocabulary from children. You can conduct this assessment either in a small group setting or individually. Use the checklist on page 106 to note understanding.



BLM 2

Garden Snail

Once I saw a little shell
 Upon a garden wall.
 I tapped upon the little door,
 No answer came at all,
 But as I turned to go away,
 A snail crept out to see
 Who tapped upon his little door,
 And **waved** his horns at me.



Dear Family:

Your child has learned the first five words in the box and will learn the rest next week. Try to use them as you talk with your child and call attention to them when you hear them. Share the poem by reading it aloud, and suggest that your child join in on the rhyming words. Have your child color the picture.

wave	tiny	wiggle	insects	creep
community	destroy	healthy	signs	peaceful

Assessment Checklist ♦ Lesson 2

Use these symbols to note students' level of understanding of each word.
 ✓ full understanding
 - partial understanding
 ○ no understanding

Student Name																				
wave																				
tiny																				
wiggle																				
insects																				
creep																				
community																				
destroy																				
healthy																				
signs																				
peaceful																				

Front

Concept Card 2

community garden

EDUCATORS PUBLISHING SERVICE

Actual size: 14" x 12"

Back



Front

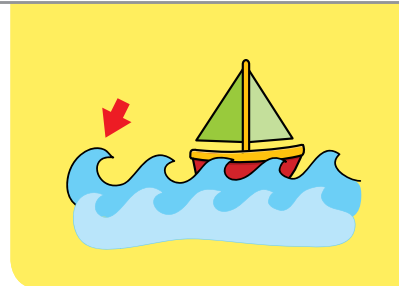
Picture Card 11

wave

EDUCATORS PUBLISHING SERVICE

Actual size: 7" x 5"

Back



Front

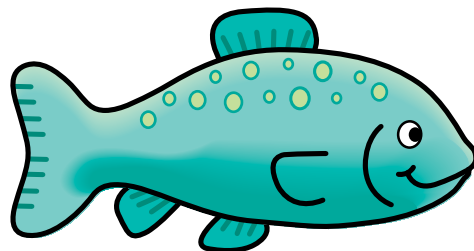
Picture Card 12

tiny

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Actual size: 7" x 5"

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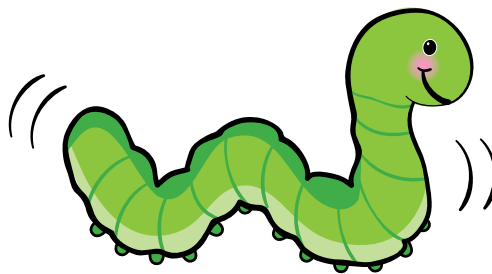
Picture Card 13

wiggle

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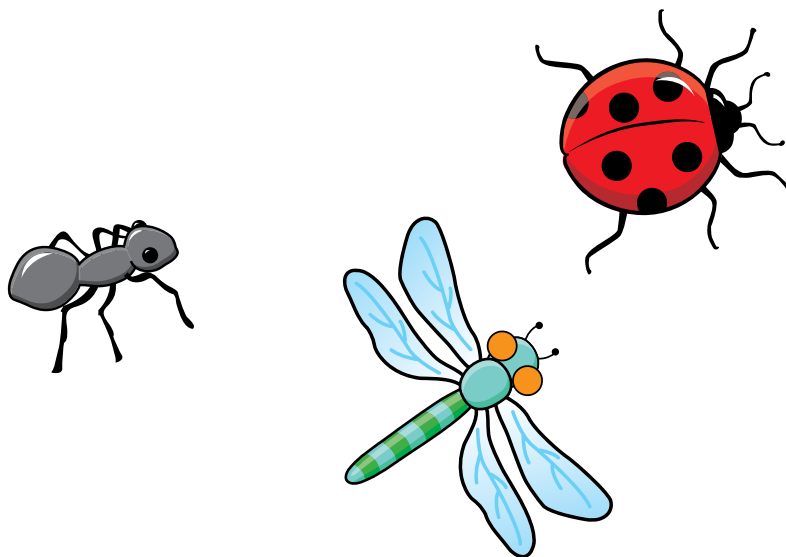
Picture Card 14

insects

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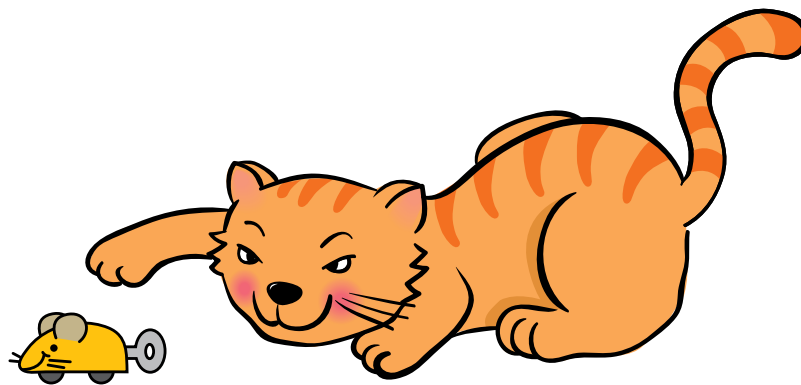
Picture Card 15

creep

EDUCATORS PUBLISHING SERVICE

Actual size: 7" x 5"

Back



Front

Picture Card 16

community

EDUCATORS PUBLISHING SERVICE

Actual size: 7" x 5"

Back



Front

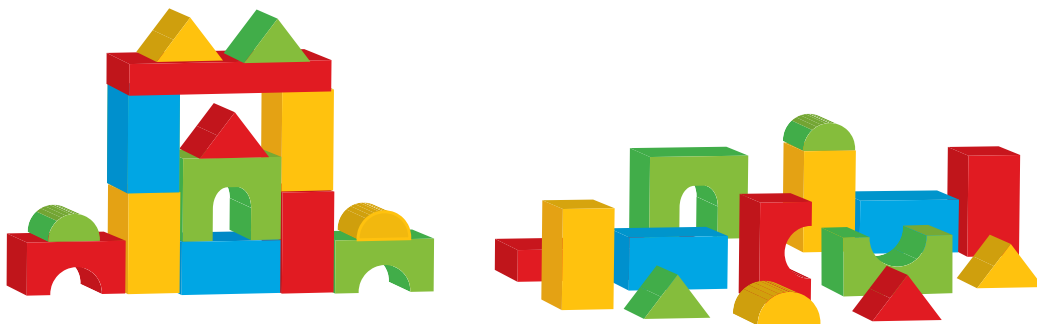
Picture Card 17

destroy

EDUCATORS PUBLISHING SERVICE

Actual size: 7" x 5"

Back



Front

Picture Card 18

healthy

EDUCATORS PUBLISHING SERVICE

Actual size: 7" x 5"

Back



Front

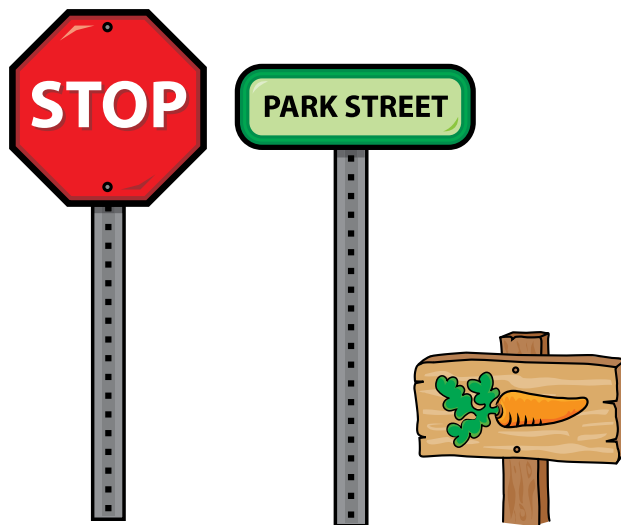
Picture Card 19

signs

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Actual size: 7" x 5"

Back



Front

Picture Card 20

peaceful

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