

The Ladybug Companion

Dear Friend of Ladybug,

Thank you for sharing this special guide with a young explorer! Whether you're a parent, teacher, grandparent, or caregiver, your time and curiosity make every story and activity more meaningful.

This issue of *Ladybug* asks: **Why do we travel, and how do we get where we are going?** Together, you'll read stories about travel, explore airplanes and airports, and discover how people and ideas move from place to place.

Inside this guide, you'll find conversation starters and simple, hands-on activities that connect with these selections from the issue.

■ Anna Goes on Vacation

Pack for a nearby or faraway trip.

■ Take Me to the Airport

Play an "I Spy" scavenger hunt using labels in the art.

■ How Do Planes Fly?

Fold and test paper planes to see how small changes affect flight.

■ Paul's Postcards

Write and decorate a postcard to share your own travel story.

■ Plus: Word Time with Ladybug

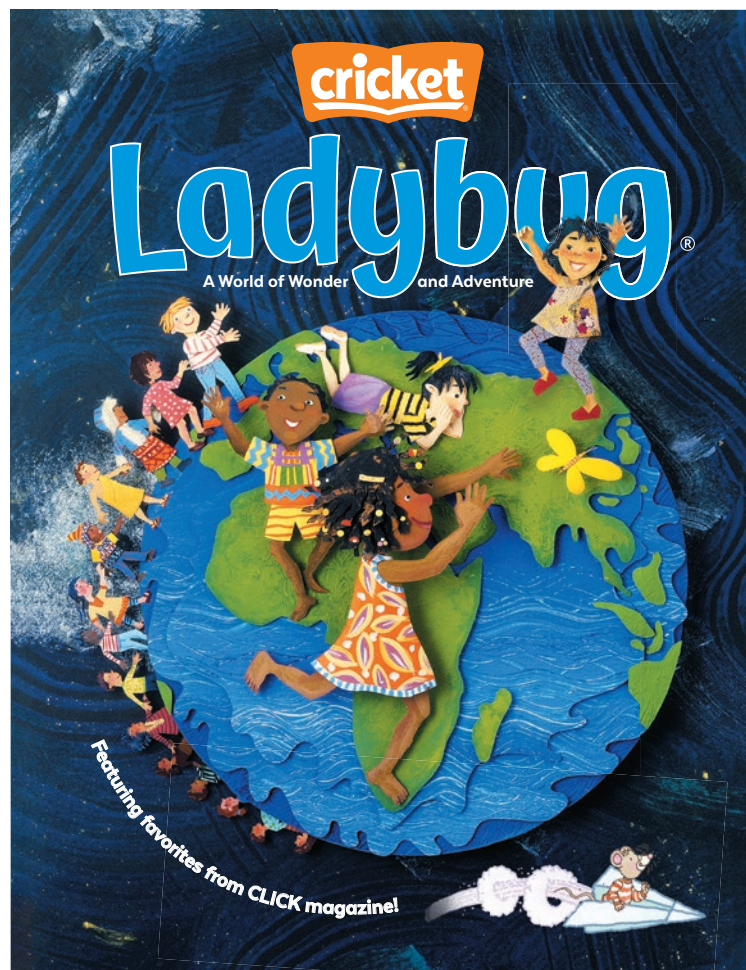
Read, trace, write, and draw three travel words from this issue.

Each activity also has **Caregiver Notes** to help you simplify for younger learners or stretch for early readers. Look for the **print icons** to find ready-to-use pages and worksheets.

So get ready to take off, imagine, and explore. The best journeys are the ones we take together!

With warm wishes,

Your Ladybug Companions



Anna Goes on Vacation

In “Anna Goes on Vacation” by Andrea Vlahakis (page 6), Anna packs a backpack to visit her grandmother in the barn next to her house. Use this story to think about nearby trips and what helps us get ready.



Let's Talk!

- Why do people travel (to visit family, to explore, to have fun)?
- Where would you like to go—somewhere near or far?
- How would you get there—walk, ride, or drive?



Pack Your Backpack for Travel!

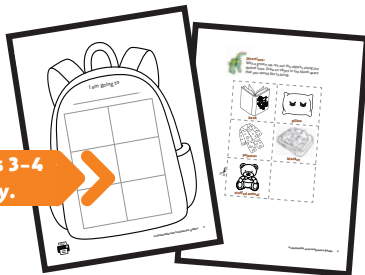
Help your child complete these steps.

1. Find a backpack (or any bag).
2. Choose 3–5 items that you would bring on your trip (a book, favorite stuffed animal, blanket, water bottle, pajamas).
3. Tell a grown-up where you're going, how you'll travel, and why each item will help on your trip.

Optional: Print and use pages 3–4 to draw or paste what you would bring on your trip.



Print pages 3–4
this activity.



Let's Keep Going!

Draw a picture of yourself on vacation with your backpack or travel bag.

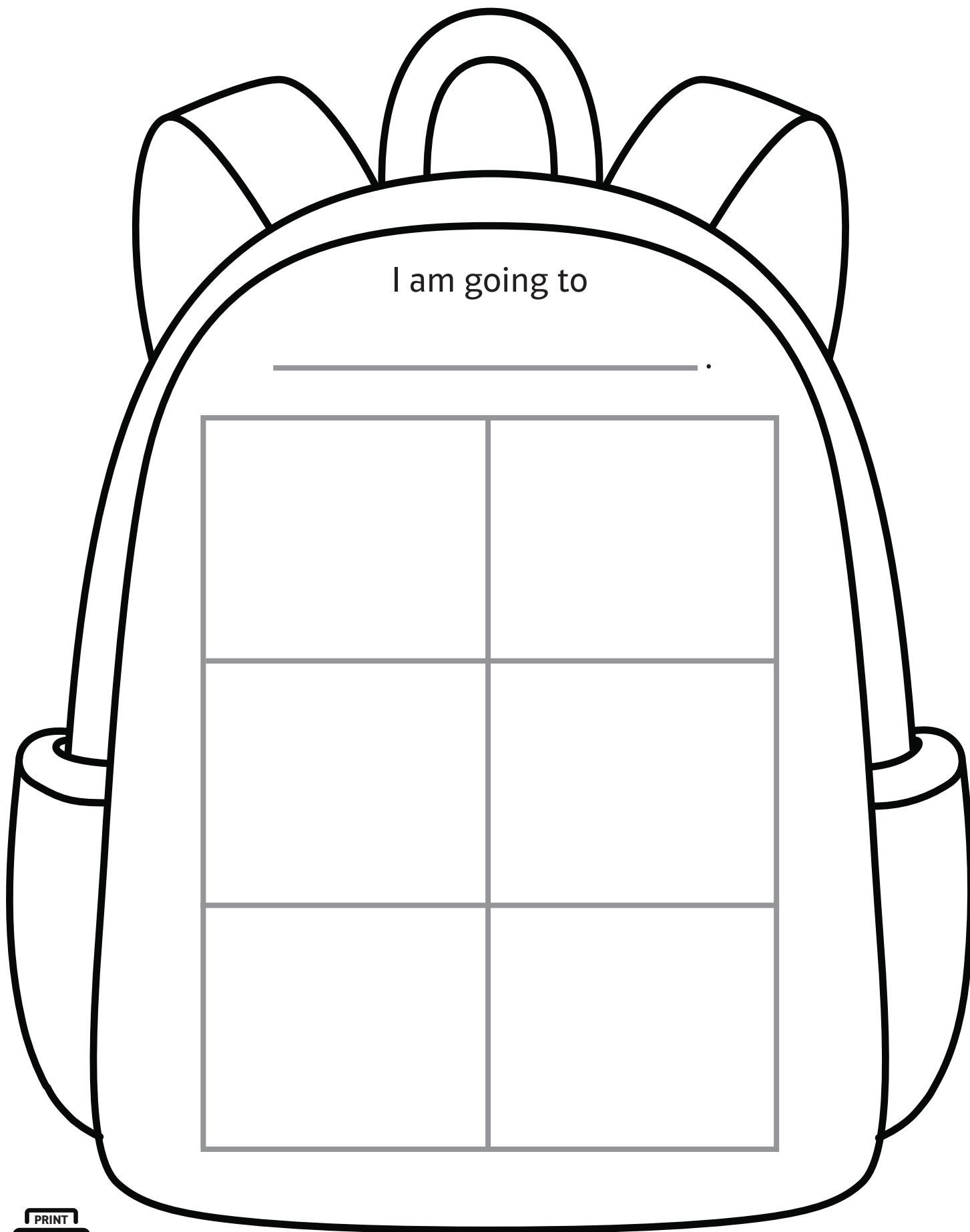
Just for Fun: Pretend play time! Pack a “suitcase” with silly things—like a spoon, sock, or toy dinosaur—and explain why you need each one for your trip.



Caregiver Notes

Support: Limit to 2–3 items and name them aloud. Ask prompting questions to guide choices: What would you wear to sleep? What would you do for fun?

Stretch: Ask child to explain why each item matters and compare packing for a near trip or a far trip.



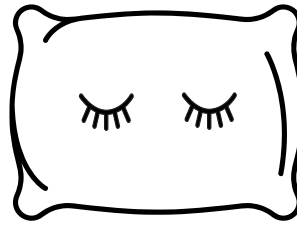


Directions:

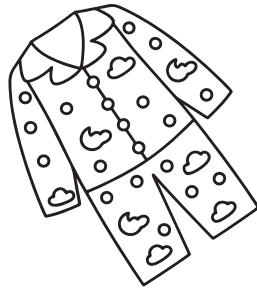
With a grown-up, cut out the objects along the dotted lines. Draw an object in the blank space that you would like to bring.



book



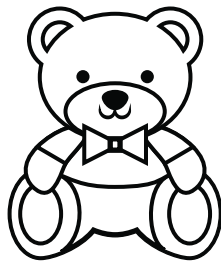
pillow



pajamas



blanket



stuffed animal

Take Me to the Airport

In “Take Me to the Airport” by Edward Miller (page 16), the illustrations include many labels that show parts of the airport and airplane. Use the pictures and labels to see how people travel through the airport.



Let's Talk!

- What objects do you notice on the pages? Point to one you like.
- What jobs do you see people doing?
- How do airports and airplanes help us to travel?



I Spy: Parts of a Plane

Look closely at the pictures. Can you find these parts of the plane?

1. I spy the part of the plane where the pilot sits.
2. I spy the part of the plane that touches the ground first when landing.
3. I spy the part of the plane that holds the cargo.
4. I spy the bathroom on the plane.
5. I spy where to put luggage on the plane.



Let's Keep Going!

Can you find the person who ...

1. ... flies the plane?
2. ... brings passengers food and drink?
3. ... refuels the plane?
4. ... loads the bags?
5. ... helps in an emergency?

Just for Fun: Pretend you're at the airport! Be the pilot, flight attendant, or passenger. Make sound effects ("vrooom," "ding!"), pretend tickets, and luggage (shoeboxes or tote bags). Add play dialogue: "Boarding flight 123!" or "Fasten your seatbelts!"

Caregiver Notes

Support: Give the child 2–3 hints per scene to help them find the parts and people.

Stretch: Ask the child what they would do first at the airport. What would they do next?



How Do Planes Fly?

In “How Do Planes Fly?” by A. T. Zhao (page 22), we explore how airplanes move through the air. Let’s fold and test a paper plane to notice what helps flying work.

Let’s Talk!



- Have you seen an airplane in the sky? What did you notice about how it moves?
- What do you think helps a paper plane stay up—the wings, the shape, or how you throw it?
- How do wings help a plane stay up even though gravity pulls down?



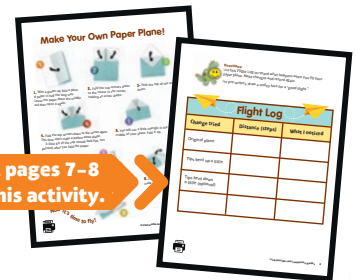
Lift-Off! Make and Test a Paper Plane

Make a paper plane together, then try this flight experiment!

- 1. Fold Together:** Follow the instructions on page 7 to fold a paper airplane.
- 2. Clear the Runway:** Find a safe and clear space to throw the paper airplane. Mark a start line on the floor with tape or string.
- 3. First Flight:** Gently throw the plane from the start line. Count the steps to where it lands.
- 4. Make a Prediction:** What do you think will happen if we make a small change to the plane?
- 5. Try One Small Change:** Bend up the very back tips of the wings. Throw plane again from the same spot.
- 6. Talk About It:** Compare both flights. Which one went farther or felt smoother? What did you notice?
- 7. Record Your Results:** Use the Flight Log on page 8 to track what you tried and what happened.



Print pages 7–8
for this activity.



Let’s Keep Going!

Land on the Runway: Make a runway with tape or a long paper strip. Can you land on it?

Just for Fun: Try a “Crazy Plane” round—make a plane out of something silly (a napkin, paper plate, or leaf) and see if it can glide!

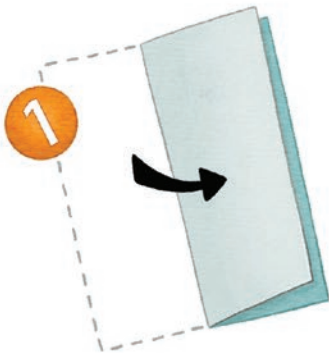


Caregiver Notes

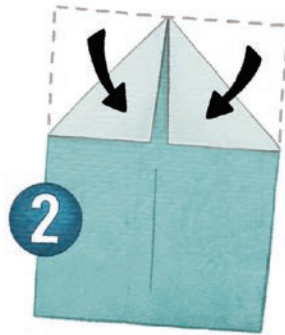
Support: Help with folding as needed, allowing the child to press the folds. Model gently throwing the plane.

Stretch: Try making landing targets using boxes or buckets for the plane to land in.

Make Your Own Paper Plane!



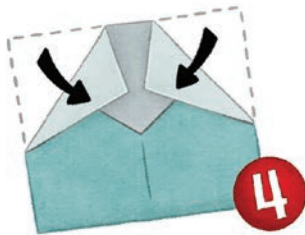
1. With a grown-up, fold a piece of paper in half the long way. Crease the paper down the middle and then open it again.



2. Fold the top corners down to the crease in the center, making an arrow shape.

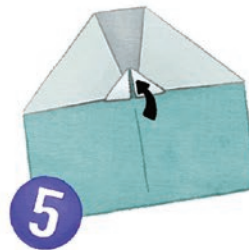


3. Fold the top of the arrow down.

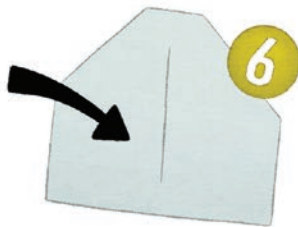


4. Fold the top corners down to the center again. This time, don't make a perfect arrow shape.

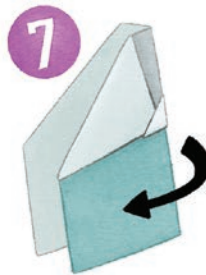
A little bit of the top should look flat, not pointed, after you fold the paper.



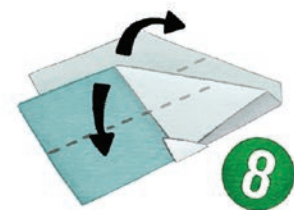
5. You will see a little triangle in the middle of your plane. Fold it up.



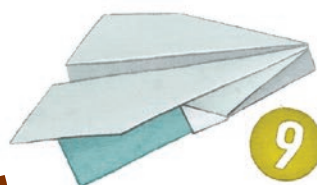
6. Turn the plane over.



7. Lift up the right half of the plane, and fold it over the left half.

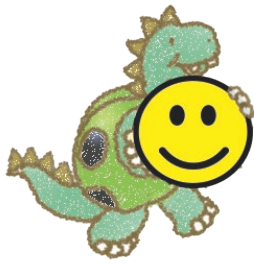


8. Fold down the sides to make wings.



Now it's time to fly!



**Directions:**

Use this Flight Log to record what happens when you fly your paper plane. Make changes and record again.

For pre-writers, draw a smiley face for a “good flight.”

Flight Log		
Change tried	Distance (steps)	What I noticed
Original plane		
Tips bent up a little		
Tips bent down a little (optional)		



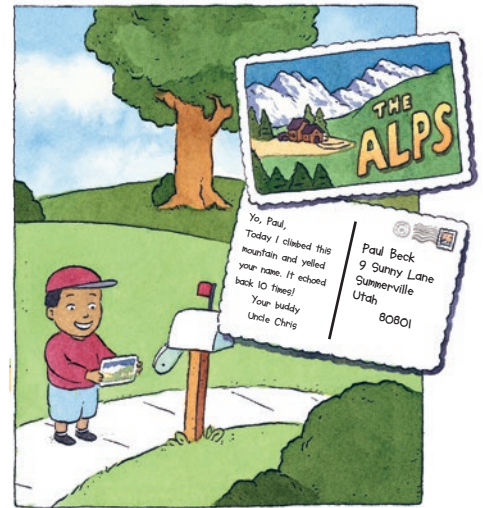
Paul's Postcards

In “Paul’s Postcards” by Maggie Murphy (page 36), Paul shares pictures and short notes from different places. Make your own postcard to connect with someone you care about—because travel brings new sights and stories to share.



Let's Talk!

- Who would you like to send a postcard to (family member, friend, neighbor)?
- What place would you like to show (somewhere you went, your town, or a place you'd like to visit)?
- If you were traveling there, how would you get there (walk, ride, drive, fly)?



A Postcard from You!

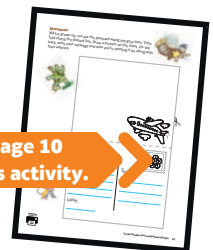
1. Use the postcard template on page 10. With a grown-up, cut out the postcard along the grey lines. Then fold along the dotted line.
2. On the front of the postcard, draw a location that you have been to. This could even be the place where you live!
3. On the back of the postcard, write a friendly note. Use the lines on the left side of the divide.
4. On the right side of the divide, color in the stamp box. With a grown-up, write the recipient's name and address on the lines (or just a first name).



Optional: Share it! Give the postcard to the recipient. *Please note* that postcards printed on standard printer paper must be placed in a stamped envelope before sending in the mail.



Print page 10
for this activity.



Let's Keep Going!

Where would you like to go on a trip?

	beach	yes	no
	mountains	yes	no
	city	yes	no
	lake	yes	no



Caregiver Notes

Support: Offer sentence starters: “Today I saw...”, “I went to...”, “I want to tell you about ...”

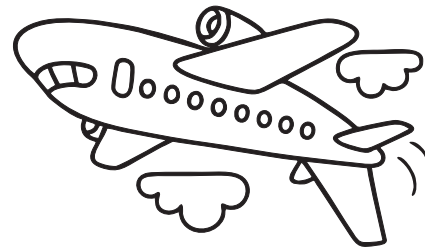
Stretch: Add a reason for travel (“I went to New York because...”).

Directions:

With a grown-up, cut out the postcard along the grey lines. Then fold along the dotted line. Draw a picture on the front. On the back, write your message and who you're sending it to, along with their address.



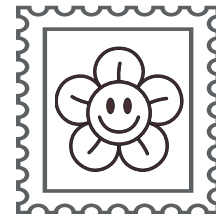
fold



Dear _____,

Love,

To:





Word Time with Ladybug®



Read, trace, and write the words. Then draw a picture of each word.

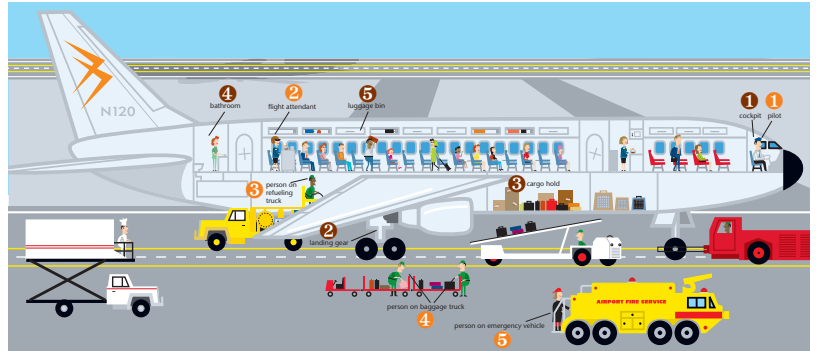
Read	Trace	Write	Draw
bus	bus	---	
wing	wing	---	
train	train	---	

Answer Key

Take Me to the Airport

Parts of the Plane: 1. cockpit 2. landing gear
3. cargo hold 4. bathroom 5. luggage bin

Let's Keep Going: 1. pilot 2. flight attendant
3. person on refueling truck (unlabeled)
4. person on baggage truck (unlabeled)
5. person on emergency vehicle (unlabeled)



Standards Alignment

Activity	Key Skills/Focus	Aligned Standards
Anna Goes on Vacation	Choice-making, speaking & listening, creative expression, SEL	CCSS.ELA.SL.K.1; CCSS.ELA.SL.K.4; CCSS.ELA.W.K.2 (drawing/dictating).
Take Me to the Airport	Informational text features (labels), vocabulary, print concepts	CCSS.ELA.RF.K.1; CCSS.ELA.L.K.5; CCSS.ELA.SL.K.1.
How Do Planes Fly?	STEM inquiry, testing variables, observation & recording	Science & Engineering Practices (Planning and Carrying Out Investigations; Analyzing & Interpreting Data).
Paul's Postcards	Purposeful writing, audience, communication	CCSS.ELA.W.K.2; CCSS.ELA.SL.K.4.
Word Time with Ladybug	Phonics/print concepts, handwriting, vocabulary	CCSS.ELA.RF.K.1; CCSS.ELA.L.K.1.a.

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