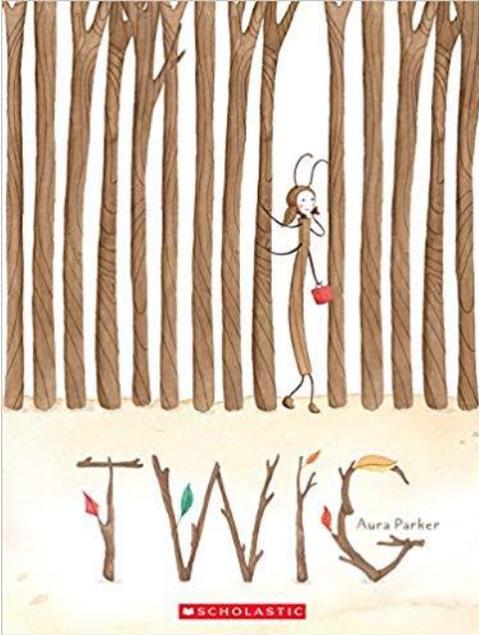

Twig



Summary:

Heidi is a tall, thin bug who can easily be mistaken for a little branch. It is her first day in Bug School where she hopes to learn lots of things and to make many new friends. But she is very, very shy and isn't sure how to make herself visible to the other children and teacher. She blends into the background and can't be seen. Her teacher comes up with a plan and all the children help out.

Author:

Aura Parker is an illustrator, author and graphic designer. She creates prints, textiles and illustrated albums. Her playful and creative style is full of many details for readers to discover. She lives in Sydney, Australia and she has three children. She loves to draw and has created all of the insects in this book!

WITS CONNECTION: To practice skills related to the sharing and development of healthy relationships, to understand how having friends can help. **Ask for help, Ignore, Talk it out** in conflict situations. Children often have a hard time finding a role for themselves in a group. Some charge in and disrupt the play, others stand back and don't indicate they want to play. This book is about joining the play and helping others to join in.

Connection to Language Arts: understanding oral narrative, oral inference, sentence writing, reading words.

Lesson Plans (Nine teaching sessions)

Timing	Activity and Learning Outcome	Materials	Estimated Time
Before Reading	Activity 1: Making friends Objective: List strategies for making friends	None	15 minutes
During Reading	Activity 2: I Exist Objective: Name strategies to become included in a group.	None	15 - 20 minutes
After Reading	Activity 3: When Heidi is left out Objective: List strategies for making friends	Stickers with words taken from the story	60 minutes

Pre-reading Activities

Activity 1: Your strategies for making friends

Synthesis	
Educational Objective	- List strategies for making friends
Materials	Students' names in a jar
Approximate Time	15 - 20 minutes according to class participation
Steps Toward Understanding	The teacher wonders aloud how to make new friends when he or she starts a new group.

He/she asks students to give their strategies for making new friends.

He/she draws the name of four students. One student is chosen to be the new student while the others choose a game or activity to role-play together. (playing ball, doing puzzles, chatting). The new student must find a strategy for making friends with the group.

The teacher assists by making suggestions (Introduce self, be interested in what others are doing, ask if he or she can join in).

Continue with other groups of four and develop a strategy list for joining the play

Reading Activities

Activity 2: I Exist!

Synthesis	
Educational Objective	- Name strategies to become included in a group.
Materials	List of questions
Approximate Time	15 - 20 minutes according to class participation
Steps Toward Understanding	<p>A. Show the book cover to the students. Reads the title and asks where Heidi is. Let the students point.</p> <p>B. Next, read the first and second pages. Ask students to look for Heidi in the crowd of insects. You could also ask students to name the other insects.</p> <p>C. Ask why they think no one notices Heidi. (They are busy, they are facing the other way, and Heidi is well camouflaged).</p> <p>D. Read to page 6.</p> <p>E. Ask how Heidi is feeling when the teacher in the story puts her coat on</p>

- Heidi's head. (Sad, disappointed).
- F. Ask if the students think the teacher in the story knows that Heidi is there.
- G. At that moment, Heidi stays stiff and doesn't speak. Is this a good strategy? What would you have done?
- H. Read up to page 14 while asking students to find Heidi in the pictures.
- I. On page 15, read, "Why won't you play with me?" Let your students answer that question. (The others don't see her, she is hiding, she is camouflaged, they are very busy).
- J. How do you think Heidi feels? (Sad, lonely, embarrassed, shy, abandoned).
- K. Read to the end.
- L. Point out that Heidi is tired of being unnoticed. What does she do? (she speaks up and tells the others that she exists and that she wants to play!
- M. The teacher finds a strategy to help Heidi. What is it? (She knits Heidi a scarf).
- N. Ask students if they think that Heidi has friends now.
- O. Ask students when they want to play, are there ways that they can use to become part of a group?

After Reading Activities

Activity 3: When Heidi is included

Synthèse	
Educational Objective	Name strategies to become included in a group.
Materials	Paper, coloured pencils or crayons
Approximate Time	15 minutes

Steps Toward Understanding	<p>A. Students work in pairs and choose a double page from the book. (Or you can distribute photocopies for them).</p> <p>B. Ask students to create a new bug that represent themselves and their special skills (running, friendly, swinging using WITS) and show the bug including Heidi at play or doing an activity.</p> <p>C. Invite student pairs – either from their desks or in front of the class - to name a strategy Heidi used to be included in the games or activities.</p>
Take it further into children's lives.	<p>A. In groups of three or four – have children think about their special strengths (has good ideas, is a good listener, can write clearly, can spell, is good at drawing, and likes to speak in front of the class). Assign each child a role based on their special skill and have them create a class poster about friendship or a plan for improving acceptance of everyone in their classroom or school. Have the children present their plan and make it happen if they can.</p> <p>B. Practice entering groups and making room for new ideas. After the groups have finished the project above add one more child to each group to see what they really like about the project and what they would suggest could be done. Keep up the exercise until most children have had a chance to enter a new group!</p>