



INSECTS

BIG IDEA

Exploration of living organisms helps children learn about their world. Children investigate in order to describe, organize, classify, and compare characteristics of insects.

Content objective(s):

The child will enjoy being read to and will create artwork inspired by a story. The child will discuss the story and respond appropriately. The child will begin to understand differences and connections between feelings and behaviors of story characters. The child will count items up to ten.

Materials needed:

- ♦ Unit book: *The Grouchy Ladybug*, by Eric Carle
- ♦ Pre-made paper-plate ladybug character
- ♦ Paper plates
- ♦ Black, red, and white construction paper
- ♦ Black paint or markers
- ♦ Glue, brads, hole puncher

Lesson vocabulary:

- ♦ grouchy—gruñón/malhumorada
- ♦ mad—enojado
- ♦ friendly—amistoso
- ♦ (to) share—compartir

Texas Prekindergarten Guidelines (Revised) domains addressed:

Social and Emotional Development:

I.B.2.a. Child begins to understand difference and connection between feelings and behaviors.

Language and Communication:

II.A.1. Child shows understanding by responding appropriately.

II.B.2. Child engages in conversation in appropriate ways.

II.D.1. Child uses a wide variety of words to label and describe people, places, things, and actions.

Emergent Literacy, Reading:

III.A.1. Child engages in pre-reading and reading-related activities.

III.D.2. Child uses information learned from books by describing, relating, categorizing, or comparing and contrasting.

Mathematics:

V.A.3. Child counts 1–10 items with one count per item.

Fine Arts:


VIII.A.1. Child uses a variety of art materials and activities for sensory experience and exploration.

Physical Development:



IX.B.1. Child shows control of tasks that require small-muscle strength and control.

Activities:

1. The home educator models and demonstrates for the parent.

-  Do you remember what we've been learning about in our recent lessons? **(Pause)** Yes! Insects! What do you remember about insects?

Prompt the child to recall that insects have three body parts, six legs, and antenna.

-   Ladybugs are insects. Have you seen a ladybug? **(Pause)** Ladybugs have six legs, antenna, and three body parts, but they are very hard to see because they are so small.

Today I will read a story about a ladybug. This is a pretend story about a ladybug that feels very grouchy (Show the pre-made ladybug paper-plate character). Real insects probably don't have feelings like us, do they? **(Pause)** But this pretend ladybug is so grouchy, she doesn't want to talk.

Look at the ladybug as though talking to it and say,



-  Ladybug, look. This is _____ (child's name). Can you talk to us?

Change your voice to sound an mad or irritated and say,

-  No, I don't want to talk.



Resume normal voice and say,

-  That's ok. I'll set you down and maybe you will want to talk later.


-   Ladybug is grouchy. Another word for grouchy is mad. Have you ever been mad? **(Pause)** Tell me about it. **(Pause)** Ladybug is grouchy. She is grouchy because she doesn't want to share her food with others. What makes you mad or grouchy?

I guess Ladybug doesn't like to share. Do you know what share means? **(Pause)** Yes, it means to give part of what you have to others. Do you like to share? **(Pause)** Do you get mad when you have to share food or toys with your brother(s) or sister(s)?

Discuss sharing and feeling grouchy.

-   Well, today we will read a story about this grouchy ladybug and find out about her feelings. There is also another ladybug in the story that is friendly. Friendly means nice.

Present the cover of the book, and discuss the pictures.

-  Does she look grouchy or friendly? **(Pause)** The title of this book is The Grouchy Ladybug. The author of the book is Eric Carle. Eric Carle is also the author of The Very Hungry Caterpillar.

Read part of the story and ask questions during it to check for comprehension. Read with enthusiasm and change tone of voice for different characters.

Note: The parent and child will engage in the story by answering questions. The home educator will model reading so the parent can learn how to read a story with enthusiasm and engaging strategies.

2. The parent works with the child.

The parent will take a turn reading the story to the child and talking about the pictures. Have the parent begin reading where the home educator left off, changing voice tone to match the characters' moods and pausing occasionally to ask questions and discuss details.

The parent and home educator will help the child create a paper-plate ladybug.

Directions: (see detailed instructions at www.everything-ladybug.com)

First, help the child paint a paper plate black, or color it with a marker. If time is limited, bring the paper plate to the home already painted black.

Next, help the child cut out wings: cut out a red construction paper circle (the same size as the paper plate) and then cut it in half.

Punch holes in adjacent ends of the wings and in the paper plate. Use brads to fasten the wings onto the ladybug (the brads allow the wings to move).

Help the child cut out 10 black dots from construction paper and glue them onto the red wings. If time is limited, bring pre-cut black dots.

Finally, help the child create a head for the ladybug: cut out a half-circle of white construction paper, smaller than the paper plate, and glue it onto the paper plate in front of the brads.

3. The child works with the parent's help.

Continue the paper-plate ladybug craft. Have the child decide whether the ladybug will be a happy or grouchy one. The parent can help the child draw an appropriate face to reflect the ladybug's mood. The parent will interact in conversation as he or she works with the child to create the craft. Have the child use their paper-plate ladybug and role-play a grouchy ladybug.

4. The child works independently as the parent and home educator watch for learning.

As the child listens to the story, watch for him/her to express emotions connected to corresponding behaviors. Watch for the child to count dots with one count per dot.

5. The home educator summarizes the lesson.

Finish by reviewing the content objective and talking about what the family learned today.

Follow-up questions to deepen the child's thinking:



1. *Everyone feels grouchy sometimes. Tell me about a time when you felt grouchy.*
2. *What makes you feel better when you feel grouchy? (maybe a hug or a toy)*
3. *How did the ladybug show she was mad or grouchy?*
4. *What are some examples of things people do when they are grouchy or mad?*
5. *How did the other ladybug show she was friendly?*
6. *What are some examples of things people do when they are friendly?*

Ways to extend the lesson concepts:



1. Have the child draw and write about his/her favorite part of the story.



2. If one is available, have an actual ladybug in a container for viewing and exploring; release it outside at the end of the lesson.



3. Look for books about ladybugs in the public library. Examples: *Are You a Ladybug?*, by Judy Allen; *A Ladybug's Life*, by John Himmelman; *Ladybugs: Other Insects*, by Gallimard Jeeunesse; and *Ten Little Ladybugs*, by Melanie Gerth.



4. Count other items. Count more than 10 items.
5. Create another paper-plate ladybug and act out scenarios between the ladybugs.
6. Visit the website: www.everything-ladybug.com and learn more about ladybugs.

Modifications:

If the lesson activity is too hard—

1. Provide additional assistance with fine motor skills (cutting, coloring).
2. Guide the child's fingers as he/she counts the ladybug dots.
3. Provide additional support in thinking of examples (grouchy, friendly behaviors, etc.)

If the lesson activity is too easy—

1. Have the child "read" the story to the parent or other family members, using picture clues from the book.
2. Discuss additional emotions and some behaviors that may be connected with them (e.g., fear, frustration, pride, etc.).
3. Discuss the story in more depth. Talk about what happened to change the ladybug from grouchy to friendly.



INSECTS (LESSON 5)

PARENT PAGE

What we are learning:

Your child will enjoy being read to and will create artwork inspired by a story. He/she will discuss the story and respond appropriately. Your child will begin to understand differences and connections between feelings and behaviors of story characters. He/she will count items up to ten.

Words to know:

- | | |
|------------------------------|------------------------|
| ♦ grouchy—gruñón/malhumorada | ♦ friendly—amistoso |
| ♦ mad—enojado | ♦ (to) share—compartir |

What to ask:

1. *Everyone feels grouchy sometimes. Tell me about a time when you felt grouchy.*
2. *What makes you feel better when you feel grouchy? (maybe a hug or a toy)*
3. *How did the ladybug show she was mad or grouchy?*
4. *What are some examples of things people do when they are grouchy or mad?*
5. *How did the other ladybug show she was friendly?*
6. *What are some examples of things people do when they are friendly?*

What else to do:

1. Have your child draw and write about his/her favorite part of the story.
2. If one is available, have an actual ladybug in a container for viewing and exploring; release it outside at the end of the lesson.
3. Look for books about ladybugs in the public library. Examples: *Are You a Ladybug?*, by Judy Allen; *A Ladybug's Life*, by John Himmelman; *Ladybugs: Other Insects*, by Gallimard Jeeunesse; and *Ten Little Ladybugs*, by Melanie Gerth.
4. Count other items. Count more than 10 items.
5. Create another paper-plate ladybug and act out scenarios between the ladybugs.
6. Visit the website: www.everything-ladybug.com and learn more about ladybugs.

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