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<b>Title:</b>	<b>The Grouchy Ladybug</b>
Grade Levels:	1 <sup>st</sup> and 2 <sup>nd</sup>
Curriculum Areas:	<ul style="list-style-type: none"> <li> Language Arts</li> <li> Math</li> </ul>
Measurable Objectives:	<ul style="list-style-type: none"> <li> TSW complete a Circle Map about time.</li> <li> TSW recall times during the grouchy ladybugs travels.</li> <li> TSW add dots on ladybugs using turn-around facts.</li> <li> TSW correctly sequence the events of The Grouchy Ladybug.</li> <li> TSW compose new characters for the grouchy ladybug to meet.</li> <li> TSW explore compound words using a game board.</li> </ul>
LA Content Standards:	<p><b>Math</b></p> <ul style="list-style-type: none"> <li> N-4-E demonstrating a conceptual understanding of the meaning of the basic arithmetic operations (add, subtract, multiply, and divide) and their relationships to each other;</li> <li> M-1-E applying (measure or solve measurement problem) the concepts of length (inches, feet, yards, miles, millimeters, centimeters, decimeters, meters, kilometers), area, volume, capacity (cups, liquid pints and quarts, gallons, milliliters, liters), weight (ounces, pounds, tons, grams, kilograms), mass, time (seconds, minutes, hours, days, weeks, months, years), money, and temperature (Celsius and Fahrenheit) to real-world experiences; (1, 2, 3, 4, 5)</li> </ul> <p><b>Language Arts</b></p> <ul style="list-style-type: none"> <li> ELA-1-E5: Reading, comprehending, and responding to written, spoken, and visual texts in extended passages (e.g., range for fiction passages-450-1,000 words; range for nonfiction-450-850 words) (1, 3, 4)</li> <li> ELA-1-E1: Gaining meaning from print and building vocabulary using a full range of strategies (e.g., self-monitoring and correcting, searching, cross-checking), evidenced by reading behaviors while using phonemic awareness, phonics, sentence</li> </ul>

	structure, meaning (1,4)
Grade Level Expectations (GLE)	<p> <b>Grade 1</b></p> <p> <b><u>Language Arts</u></b> Identify grade-appropriate compound words in print (ELA-1-E1) Retell a story's beginning, middle, and end (ELA-1-E5)</p> <p> <b><u>Math</u></b> Recognize real-life situations as addition or subtraction problems (N-5-E) (N-4-E) Tell time to the hour and half-hour, and identify date, day, week, month, and year on a calendar (M-1-E) (M-2-E) (M-5-E) Know basic facts for addition and subtraction (0's, 1's, counting on and back 2's, doubles, doubles+ 1, then 10's facts, and related turn-around (commutative) pairs) and use them to solve real-life problems (N-4-E) (N-6-E) (N-8-E)</p> <p> <b>Grade 2</b></p> <p> <b><u>Language Arts</u></b> Retell a story in sequence including main idea and important supporting details(ELA-1-E5)</p> <p><b>Math</b> Know all basic facts for addition and subtraction and use them to solve real-life problems (N-5-E) Tell time to the nearest 5 minutes, and identify the time one hour before or after a given time(M-1-E) (M-3-E)</p>
K12 Educational Technology Standards:	<p> <b>Technology Problem-Solving and Decision-Making Tools (<i>Problem Solving Foundation Skill</i>)</b>  <ul style="list-style-type: none"> <li>• Students use appropriate technology resources for solving problems and making informed decisions.</li> <li>• Students employ technology for real world problem solving.</li> </ul> </p> <p> <b>Technology Productivity Tools (<i>Resource Access and Utilization Foundation Skill</i>)</b>  <ul style="list-style-type: none"> <li>• Students use technology tools to enhance learning, increase productivity, and promote creativity.</li> </ul> </p> <p> <b>Basic Operations and Concepts</b>  <ul style="list-style-type: none"> <li>• Students demonstrate a sound understanding of the nature and operation of technology systems.</li> <li>• Students are proficient in the use of technology.</li> </ul> </p>
Technology Connection:	<p> <b>Computer/TV/Scan Converter</b></p> <p> <b>Printer</b></p> <p> <b>PowerPoint Scanned book and Scrambled book</b></p>

Procedures:

-  TTW begin the lesson by drawing a Circle Map on the board with the word "Time" written in the center circle. TTW ask the student to tell some of the things they know about time. TTW fill in the circle map with suggestions. TTW tell the students that they are going to read a story about a very grouchy ladybug. While reading the story, TSW use a ladybug clock (template from [vickiblackwell.com](http://vickiblackwell.com)) to mark each of the times the ladybug stopped and talked to other animals.
-  TTW begin reading the story using the pictures from the book scanned into a PowerPoint presentation. TSW mark the times on the clocks. TTW use a clock to help the students mark the correct times.
-  After reading the story, the class will be divided into several group activities.
-  Group 1 will use a scrambled PowerPoint of the scanned book to place the book in correct sequence. TSW look at the pictures and times in the slide sorter view. They will drag the slides into the correct sequence or order of events in the story. TSW use a key to check their sequence.
-  Group 2 will use animal cards to create new characters for the grouchy lady bug to meet during. TSW use pre-made pictures of animals differing in size and decide the order to place the animals. (smallest to largest) TSW then use a grouchy ladybug timeline (from [vickiblackwell.com](http://vickiblackwell.com)) to place the new animals into the story.
-  Group 3 will use their ladybug clocks to practice marking the correct time. TTW have a set of index cards with a time written on each. TSW choose a card and correctly mark their times on their ladybug clocks. A key will be provided to check their times.
-  Group 4 will use a compound word game board to create compound words like ladybug. A game board with compound words divided into their single words will be provided to the students. TSW toss a beanbag on one word on side A and another beanbag on a second word side B. TSW put the two words together to create a compound word. TSW write down their compound words on a sheet of paper provided. TTW visually spot check their compound words.
-  Group 5 will add dots on ladybugs and locate turn-around facts. TSW use a ladybug handout with several addition problems. TSW add the dots on the ladybugs backs to find

	<p>the sum. After finding the sum, TSW look for a turn-around fact located on another addition problem. TTW provide a key for students to check their answers.</p> <ul style="list-style-type: none"> <li>☞ TTW give directions to each group. TTW monitor groups and help where needed. If available, older student volunteers, parents, or Para's may be needed to help facilitate all of the group activities. TSW rotate groups every 10 minutes or as the teacher feels it is appropriate to move to the next activity.</li> <li>☞ TTW conclude the lesson by asking student volunteers to name their favorite ladybug activity and to tell why it was their favorite.</li> </ul>
Materials:	<ul style="list-style-type: none"> <li>☞ Computer/TV/Scan Converter</li> <li>☞ The Grouchy Ladybug book by. Eric Carle</li> <li>☞ Ladybug clocks (vickiblackwell.com)</li> <li>☞ Scanned book in PowerPoint</li> <li>☞ Ladybugs for addition</li> <li>☞ Animal cards and timeline (vickiblackwell.com)</li> <li>☞ Compound word board game.</li> </ul>
Assessment:	<ul style="list-style-type: none"> <li>☞ TTW observe, monitor, and question to assess the students understanding.</li> </ul> <p>TS marking clock times as teacher calls them out.  TS addition with turn around facts  TS completion of compound words  TS correct sequence of events in The Grouchy Ladybug  TS creation of new animals for the grouchy ladybug to meet.</p>
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