

Video:

<http://www.youtube.com/watch?v=sUtCr5YPgK4>

## The Grouchy Ladybug

By Eric Carle

This Eric Carle story is about one grouchy ladybug that spends an entire day looking to fight other creatures. The grouchy ladybug has horrible manners, is very rude, and bullies others. This book is a great opportunity to teach children about empathy, appropriate social skills, and treating others with respect. The book also offers an opportunity to teach children about time and the concept of size. (Ages 2-5)



Teacher Curriculum

### Reading the Story

#### Important talking points to cover before reading the book:

- As you introduce the book and title, ask the children if they have ever felt grouchy. You may have to explain what grouchy means.
- Ask them to identify a time when they were grouchy and how they treated others.
- Ask the children what types of things make them grouchy.
- Explain to the children that everyone gets grouchy. Tell the children what you do when you are feeling grouchy.
- Explain that the ladybug in the story is grouchy and does not treat others very well. Tell the children that treating others this way is sometimes considered bullying. Ask the children if they know what a bully is? Define bully for the children. Ask the children if The Ladybug would be a good friend.
- Ask the children how they feel when someone treats them badly.
- Discuss ways to prevent bullying and how to solve a bullying problem (see conflict resolution activity below).
- Ask the children if it is okay to be mean to others.
- Explain to the children there are ways to manage their feelings. Ask the children to identify ways they make themselves feel better when grouchy.
- Have children identify things that are not bullying (sharing, asking to play, waiting turns, etc) and identify behaviors that are bullying (taking someone's toy without permission, cutting in line, pushing and hitting others, etc).





- Always remember to recap the book before each activity. Ask the children comprehension questions as well as questions about feelings and friendships.

**Circle Time:** During circle time/ morning meeting is a great opportunity to start the curriculum and introduce the book. Use circle time as a way to discuss the talking points provided above and to read the book to the children. Have a feelings chart available for children to see (one provided below). Cover (by reading and defining) all of the feelings before having the children identify their own. After completing the talking points and reading the book, allow the children to practice feelings identification by having the students identify how they feel round-robin style. Laminate the “Feelings Check-In Sheet” provided below. When each child describes their feeling have them post a tally mark beside that feeling. This activity can also assist in teaching other skills such as counting, comparing, and identifying how others may be feeling.

**Art (Ladybug Clock):** During your class art time continue to reinforce emotional literacy and the literature by incorporating the book theme into an art activity. Make sure to have the book handy to continue discussion. Remind the children that all feelings are normal, but we have to find better ways to handle our feelings. This is also a great opportunity to discuss friendships and being good to others. Really focus in on the concepts of compromise and sharing as appropriate friendship traits.

**Materials needed:** Ladybug Clock (ladybug template available below), brads to hold clock arms, colors/markers/ other art mediums, and black construction paper.

**Directions:** The children will be directed to color their ladybug red with black spots. As the children are coloring review the book and the theme. You can continue to practice and encourage appropriate friendship skills during this art time by only providing a few materials that the small group must share. If you see children sharing art materials appropriately, praise them! If they are not sharing the materials prompt them to ask for materials appropriately and then praise them for following through (“If you need a red crayon...what is the best way to ask your friend for one?”). Once the clock is colored and opportunities to practice sharing/ asking for materials is concluded, assist the children with cutting out the clock hands. To assemble the clock hand use a hole puncher and a brad to complete the project.

Time is a difficult concept to teach...at the preschool age number identification is appropriate and can be done in the context of this activity. Once the ladybug clock is complete, read a few pages from the book. When you announce the time in the book, have the children move the hour hand to the correct number. Practice the skill before you start. Active student response is a great way to monitor student progress, comprehension, and will allow you to target certain children for differentiated instruction.



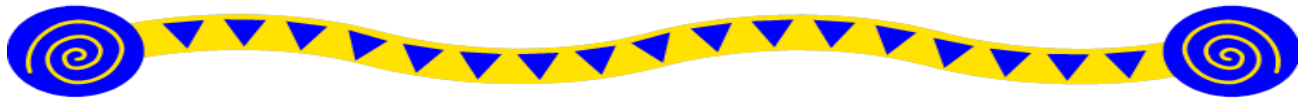


**Music/Movement:** During the music activity have the children sit in a circle as you have one student at a time draw an animal/ creature card from the bag (see cards below). If the student picks the monkey card you will explain to the children that they will all act like monkey's...BUT they will have to show you how a monkey would act if he were sad, happy, mad, etc. Tell the children that you are going to say a feeling word aloud (that matches the music), and the children need to show you how that chosen animal would act if displaying that feeling. You will go on to explain that you will play music that is slow which might mean sad...when the music starts and it is slow then they should act like a sad monkey (you will have to prompt them with the feeling that should accompany certain music styles). When the music changes to a faster beat, then you will direct the children to show you how a happy monkey would act. You will need to provide an example and model this initially. Tell the children that if you were a happy monkey, a happy monkey would dance around quickly making loud monkey noises. You can then show them another feeling. Tell the children if you were a sad monkey, a sad monkey would move slow and make little noise. Children LOVE this activity! Remind the children again that being grouchy is a natural emotion, but we need to manage our feelings in a positive manner. Ask the children comprehension questions about the book and additional questions about the ladybug's behavior.

**Writing/ Language Centers:** Create a Ladybug Life Cycle Book (see sample below). Each child will have the opportunity to learn about the ladybug life cycle and create their own life cycle booklet. Discuss the sequencing of the ladybug's life cycle. You can provide the children each page of the Ladybug Life Cycle Book out of order. As you describe the life cycle aloud have the children follow along with you by placing the pages in the correct order. Once the children have placed the booklet in the correct sequence, have the children color each picture of the book. Use the lines below each picture for the children to identify what letter sound is at the beginning of each picture, and then write that letter below the picture ("Egg starts with "E." Draw an E below the picture of the egg. Ladybug and Larva start with the "L" sound. Draw an L below the picture of the Larva."). Continue until the booklet is completed (you will need to have them fill in the missing number of legs on the third page). As you are completing this activity remind the children of the story and ask them some comprehension questions. Ask them to identify feelings in the book, if the ladybug was nice, and how we can show kindness to each other.

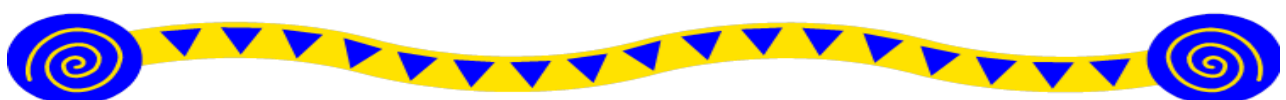
**Free Unstructured Play Time:** Some of the best teaching in a preschool can be done during Dramatic Play time and free unstructured play activities. Use this time to observe the interactions of the children, make note of children that tend to have more difficulty in social situations, gather data on how they are progressing, and intervene to teach needed skills. If you see two children that are having a disagreement during free time go over and assist. Do not tell

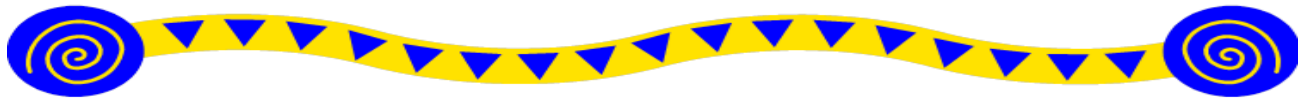




them to stay away from each other (this is our first directive many times....but if we do this have we taught them to work together or resolve the conflict???), instead have them attempt to resolve the conflict through practicing appropriate friendship skills (sharing, taking turns, asking to play, using manners, or finding something else to play with, etc). If this brief intervention does not resolve the conflict then have the children sit together on carpet squares and talk it out....with you as the mediator! Before you start this as an intervention you need to describe it to the entire class. Inform them that there are times when we will not get along with the friends in our class, much like The Grouchy Ladybug in the story, but we must treat each other nicely. Explain that if you see anyone having a disagreement about something you and the assistants in the classroom will help out by helping them resolve the conflict. Tell the children there will be times where you will tell them "It is time for a Carpet Square Conference." The children will be directed to go grab a carpet square, sit face to face while the teacher sits in close proximity, and they will talk out how to resolve the conflict. If it is over a specific toy the children will bring the toy to the carpet square conference. The teacher will have to help guide the conversation and assist with ensuring appropriate outcomes, but allow the children to brainstorm ideas and ways to resolve the conflict. After an appropriate conflict resolution plan is in place, review it, model it, practice it, and then send the children on their way. Make sure your monitor their behavior afterwards and praise them for playing appropriately.

**Empathy Reinforcement Activity:** Ladybug compliment cards and reinforcers. In order to appropriately teach empathy we must first assist the children with learning ways to be empathic (teach them to share, teach them to care for others, teach them to identify emotions in themselves and others, and teach them to respond to these opportunities throughout the day). Just because we have taught the skill doesn't mean that the children will remember the skill....we must PRACTICE it daily!!! This is a great way to motivate the children to display empathy towards others through practicing the skills, and a great opportunity for us to catch them doing something great! For this activity, every time ANYONE (child, adult, staff member in the class, passersby, room visitors, parents, etc) mentions that a child in your class has shown empathy or compassion the child will receive a "dot" on their ladybugs back. Remember when giving the child verbal reinforcement for positive behavior, you must make the information you state behavior specific ("Johnny, Mrs. Smith said that you helped Joe tie his shoe on the playground. That was very kind of you to tie his show...for being so nice to your friend you are going to get a dot on your ladybug!"). After the child has earned "n" dots on their ladybug (you must decide as a teacher how many dots will equal a tangible prize...just remember that too many will make the children less interested because the prize is too far in the future, but too few dots may also be problematic), then the child will earn a prize. It may be good to start out with the goal of 5 dots=a prize. That will cover a week in the classroom and as the children obtain this goal the time can be lengthened. If you notice there are a few students who are not meeting their goal, try to do some small group coaching on the concepts of friendship, sharing, and empathy with them. Role play and practice these skills with them in the small group. It may also be beneficial to decrease the 5 dots= a prize to a 3 dots= a prize for these few students...if





they cannot achieve it the criteria is too high...if the criteria is too high they will never be successful and will not be motivated to attempt it.

Make the reinforcer a mystery: Use a mystery reinforcer for this activity. Place a few tangible items in a bag (from the treasure box). Make the bag resemble a ladybug to peek their interest, but keep the prize inside a secret. Sometimes mystery motivators are more reinforcing due to the novelty and surprise effects.



This reinforcement activity can be done individually or as a group:

Individual Ladybug: Use the ladybug template below. Print and laminate enough ladybugs for your entire class to have one. Place the ladybugs either on their tables or create a ladybug necklace (the ladybug necklace is mobile and will allow you to reinforce appropriate behavior ANYWHERE...this technique can also assist in decreasing behaviors during transition times). Every time an appropriate behavior is noticed, the teacher or adult provides appropriate behavior specific praise, and provides a dot to the child. In this scenario each child is monitoring their own behavior to earn an individual prize.

Classroom Ladybug: If you decide to work on this task as a group, you can determine how many compliments the group must receive for displaying appropriate behavior before a reinforcer will be provided to every member of the class. Print out the letters in **LADYBUG**. For every compliment given to the class regarding appropriate behavior (manners, empathy, positive friendships, following directions, etc), then a letter is posted on the bulletin board. Once the word **LADYBUG** is spelled the children will earn a class wide prize. In this scenario the group as a whole is working together to obtain the goal for a prize (this one teaches the children to work together to obtain a goal and to monitor each other in order to earn a reward- this focuses on peer modeling, social reinforcement of peers, and mentoring).



# Emotions



happy



sad



angry



excited



afraid



shy



guilty



tired



jealous



loved



hopeful



bored



proud



sorry



embarrassed



surprised

© 2010 by The McGraw-Hill Companies



Frustrated



Embarrassed



Sad



Mad

**This  
is  
how  
I  
feel  
today!**



Nervous



Happy



Proud



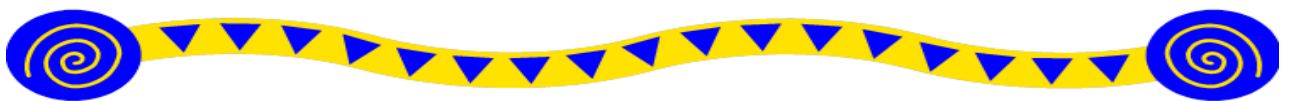
Scared

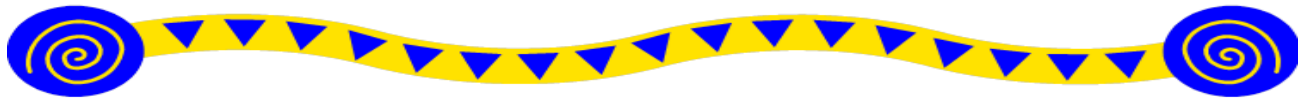


Loved



Lonely





Happy



Sad



Mad

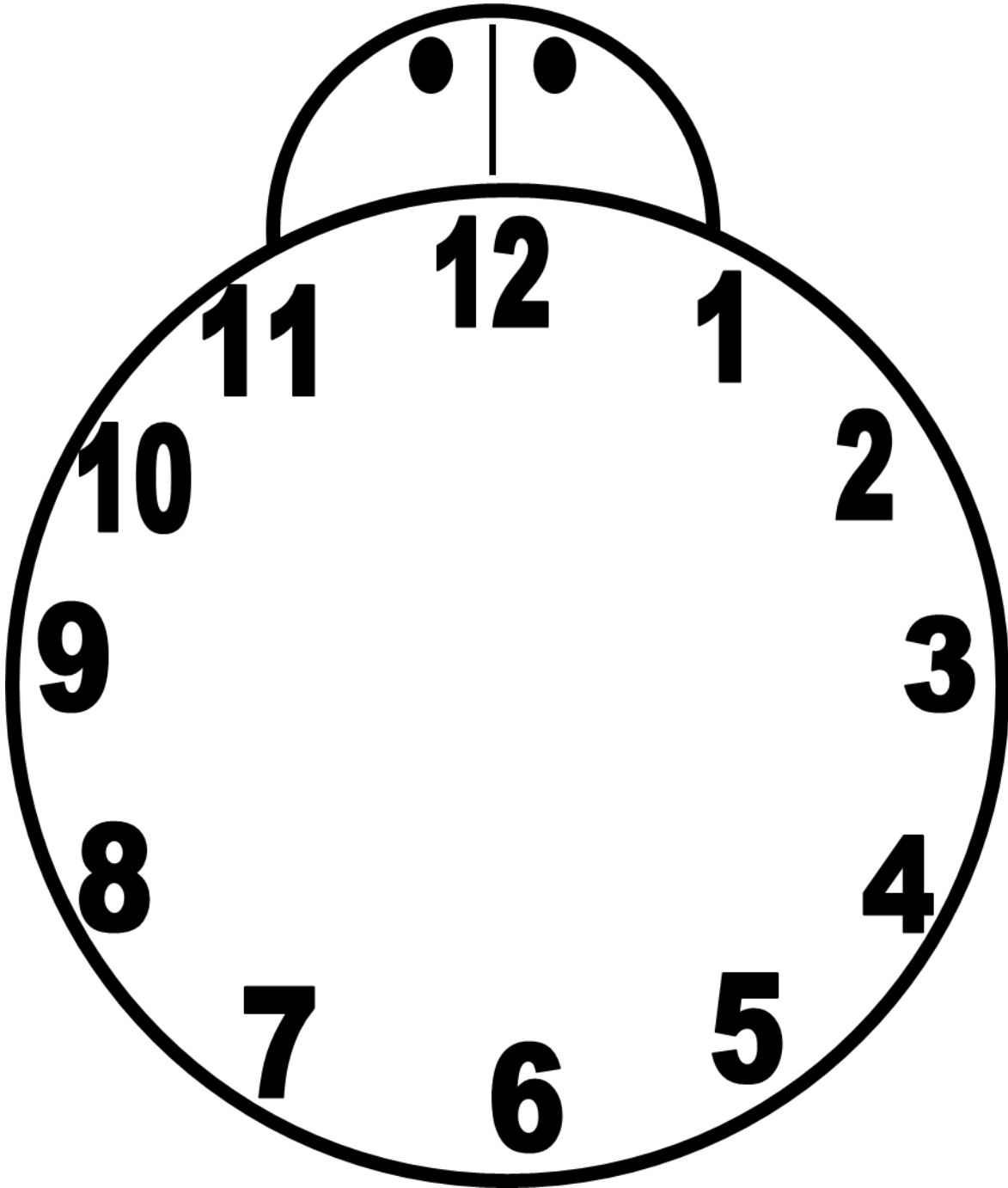


Tired

<http://csefel.vanderbilt.edu/resources/strategies.html>

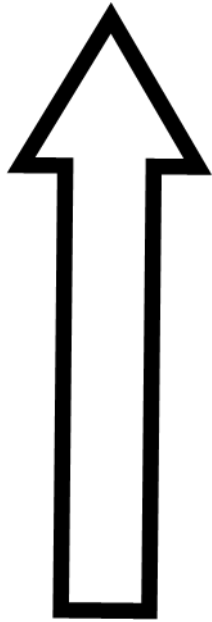






<http://www.vickiblackwell.com/lit/ladybug.html>





# The Grouchy Ladybug Clock

<http://www.vickiblackwell.com/lit/ladybug.html>

Color ladybug red  
with black spots.

Glue on six legs  
and two antennae  
made from black  
construction paper.

Cut out hand and  
clock and attach with brad.





Gorilla



Whale



Snake



Beetle



Elephant



Firefly



Bee

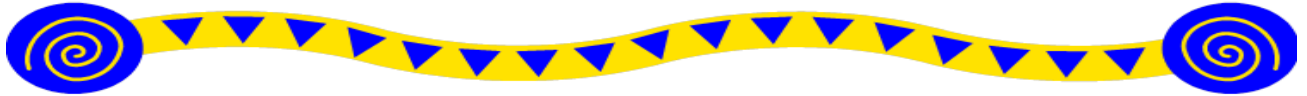


Praying Mantis



Bird





Lobster



Rhinoceros



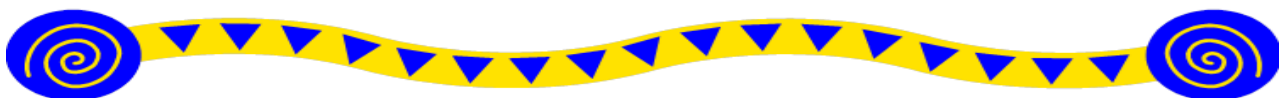
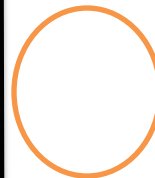
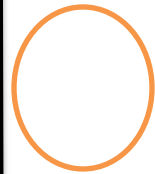
Lion





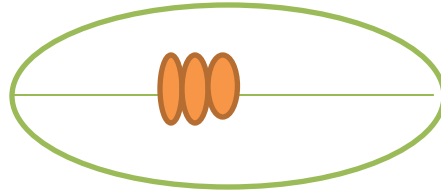
# The Ladybug Life Cycle

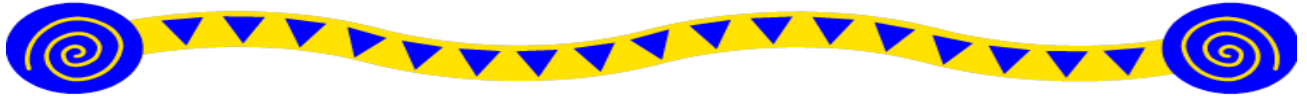
By \_\_\_\_\_



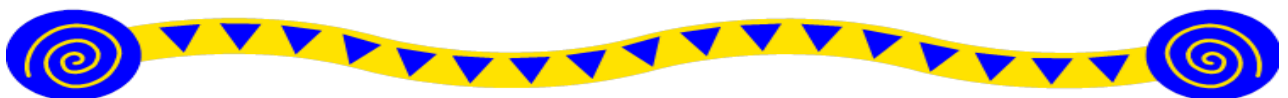
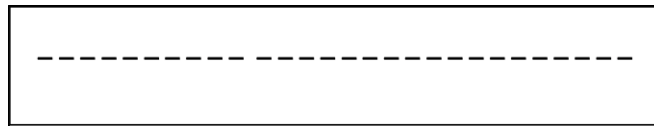


The female ladybug lays her tiny eggs  
on leaves. The eggs will hatch in 3-5  
days.





A ladybug larva hatches from an egg.  
It has a long body. It has 6 legs. It eats  
leaves as it grows. The larva stage  
lasts for 2-4 weeks.



After it grows, the larva attaches to a leaf. It sheds its old skin. Then it is a pupa. This stage lasts for 5 to 7 days.

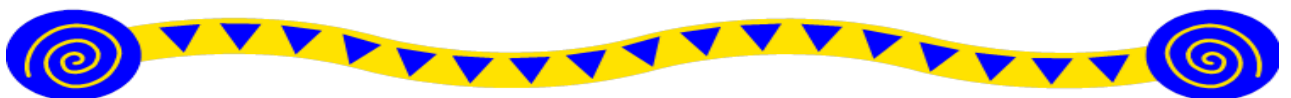


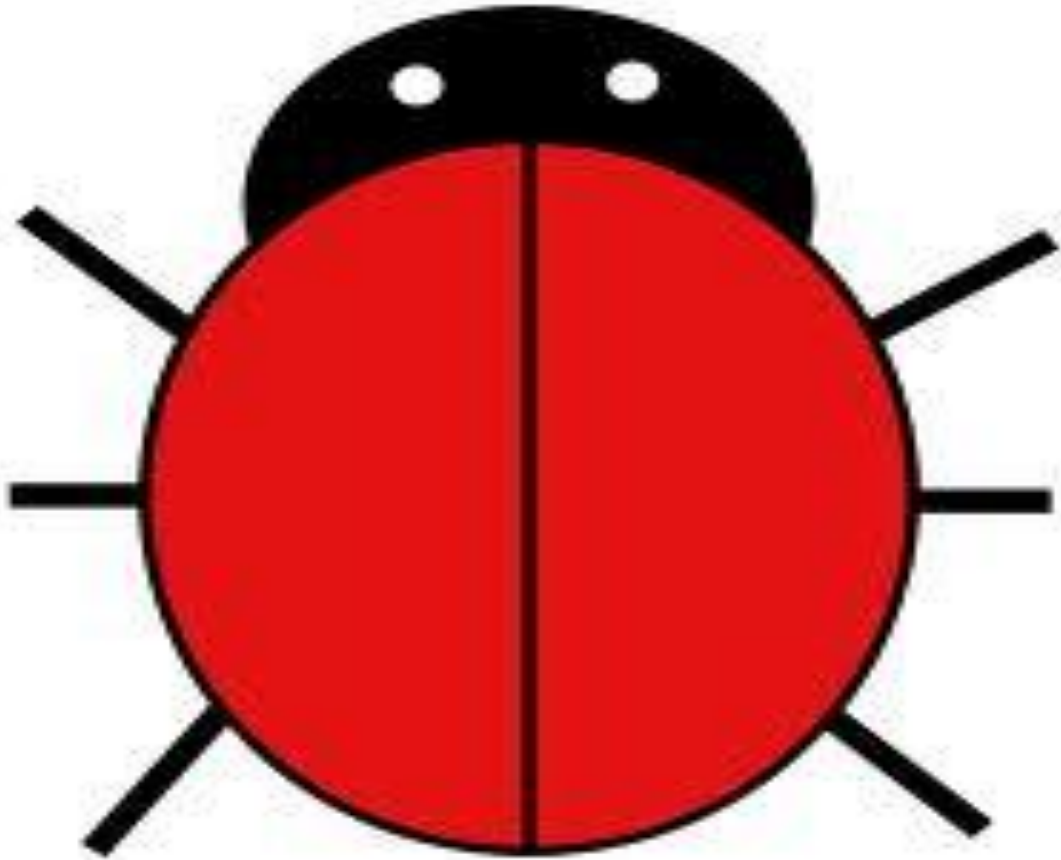
-----





This is an adult Ladybug. This is the last stage. The ladybug is red and black.







*This Book Curriculum was developed by Dr. Susan Elswick. Dr. Elswick is a Clinical Assistant Professor at the University Of Memphis Department Of Social Work. She received her master's in social work from the University of Tennessee in 2006, and her doctorate in Special Education with a specialty in Applied Behavior Analysis from the University of Memphis in 2011. She is a Licensed School Social Worker in Tennessee, a Licensed Clinical Social Worker, and she runs a small private practice that provides in home social work and behavior analytic programming for families in the surrounding area. Prior to joining the faculty at the University Of Memphis Department Of Social Work she was a school-based social work clinician for 10 years. One of her research interests includes the use of early intervention programming to enhance emotional literacy in order to curb child maladaptive behaviors to improve social and educational outcomes.*

