

Potential Integration:
ELA; Math

Health
2.MEH.1.1 Identify appropriate standards for behavior

Materials Needed:

- The Grouchy Ladybug by Eric Carle, YouTube link: <http://www.youtube.com/watch?v=sUtCr5YPgK4>
- Copy of The Grouchy Ladybug, by Eric Carle
- Appendix A: Chart Paper or T-Chart
- Markers, pencils, crayons
- Appendix B - Prepared Clock Templates
- Appendix C: Greeting cards (optional)
- Hello World! (optional)

Focus Step:

Every day we use different ways to greet people in our lives and different ways to behave. How we greet people and behave toward others makes a difference in how they treat us. A greeting is the first warm welcome and introduction of who we are. We greet our families in the morning, we greet our friends and teachers when we arrive at school and we greet many other people we meet throughout the day. Ask students to share how they greet different people (e.g. Say, “Hello,” “What’s up?” “How are you”?, high five, hand shake). Make a T-Chart (Appendix A) and ask students to identify and describe what an appropriate and friendly greeting looks like (e.g. calm, gentle, kind, happy, smiling, eye contact, wave, handshake etc.). Then ask students to describe what an appropriate greeting sounds like (e.g. calm, happy, inside voice, kind words, peaceful).

Statement of Objectives:

In today’s lesson we will discuss ways to greet people and how to behave appropriately. We will also review appropriate greetings.

Teacher Input:

Read aloud The Grouchy Ladybug, by Eric Carle or listen to the YouTube read aloud link. Give each student a handheld analog clock. Ask the students to show each time mentioned in the book on their clock as the teacher models on the teacher clock. Write the digital times on the board. After the story, ask students to describe the Grouchy Ladybug’s greetings. Who did the Grouchy Ladybug meet? How did the Grouchy Ladybug greet each animal? Describe what the greetings look like? What do they sound like? (The YouTube video provides a great reading). Why do you think the Grouchy Ladybug was so grouchy? Ask the students to identify a time they were grouchy and how they responded. Did they sound like the Grouchy Ladybug?

Even when we are grouchy can we be nice to the people we meet? Ask students to think about ways the Grouchy Ladybug could make the greeting look and sound friendlier and more appropriate, based on the input from the T-Chart.

Potential Integration:

ELA; Math

Assessment:

Review what was identified in the T-Chart and ask students to think about ways they like to be greeted. Ask students to raise their hands and share their favorite ways to be greeted (e.g. nicely, with a smile, by a friend). Ask students to think about ways the Grouchy Ladybug could have greeted the other animals in a friendlier way. Provide students with the model: [Hello], my name is _____. The student who was greeted will say, [Hello], my name is _____. Using the times given in The Grouchy Ladybug, assign each student a partner using the attached clock templates (Appendix B). Students will match the analog clock with the digital clock to find their partner and write each time on the blank clocks.

Each pair will use the model to practice appropriate greeting behavior:

[Hello], Good Morning/Good Afternoon my name is _____. The student who was greeted will say, [Hello], Good Morning/Good Afternoon my name is _____.

Students will identify morning (a.m.) or afternoon (p.m.) for each character in the book.

Using the information gathered during the Focus Step, students practice and model appropriate greetings by showing what it would look like and sounds like. See the extension listed below for more advanced greetings using different languages. Allow students 10-15 minutes to practice and prepare an appropriate greeting to model for the class. Have students draw a small picture of the animal they are greeting in the upper right corner of their paper. Gather students stand in a half moon around the room. Students will stand next to their partner and arrange themselves in order from 5:00 a.m. to 6:00 p.m. holding their clocks in front of their bodies. Students will turn to their partner and repeat the greeting they practiced as the other students listen and notice when the times change from morning to afternoon.

(optional): Introduce the book, Hello World by Manya Stojic. Explain that in this book there are 42 different languages to say “Hello.” Have one greeting written on each card (Appendix C). Tell students they are going to learn and practice new ways to greet their friends. To practice each card, ask students to repeat the greetings after you.

As in-class or take home practice, have students complete the telling time worksheets in Appendix B. Students will write the analog and digital times to answer questions about the times they complete different activities. Students will also list a person they greet at that time. Explain that greetings can be a way of saying hello, good night, or goodbye. In the blank space beside the clocks, have students write an appropriate greeting for the written time.

Closure:

Today we learned about good behavior when meeting someone or saying hello. I’ve enjoyed watching you practice your greetings and learning about times you greet others.

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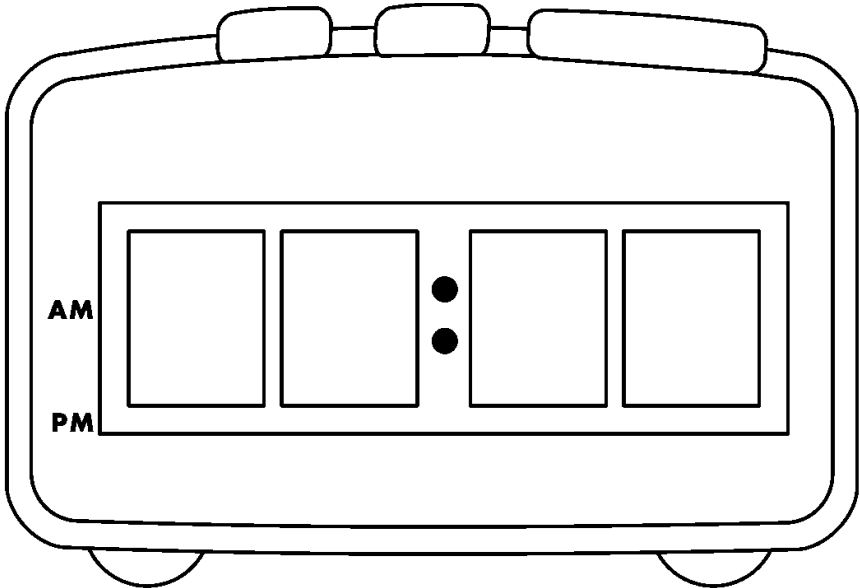
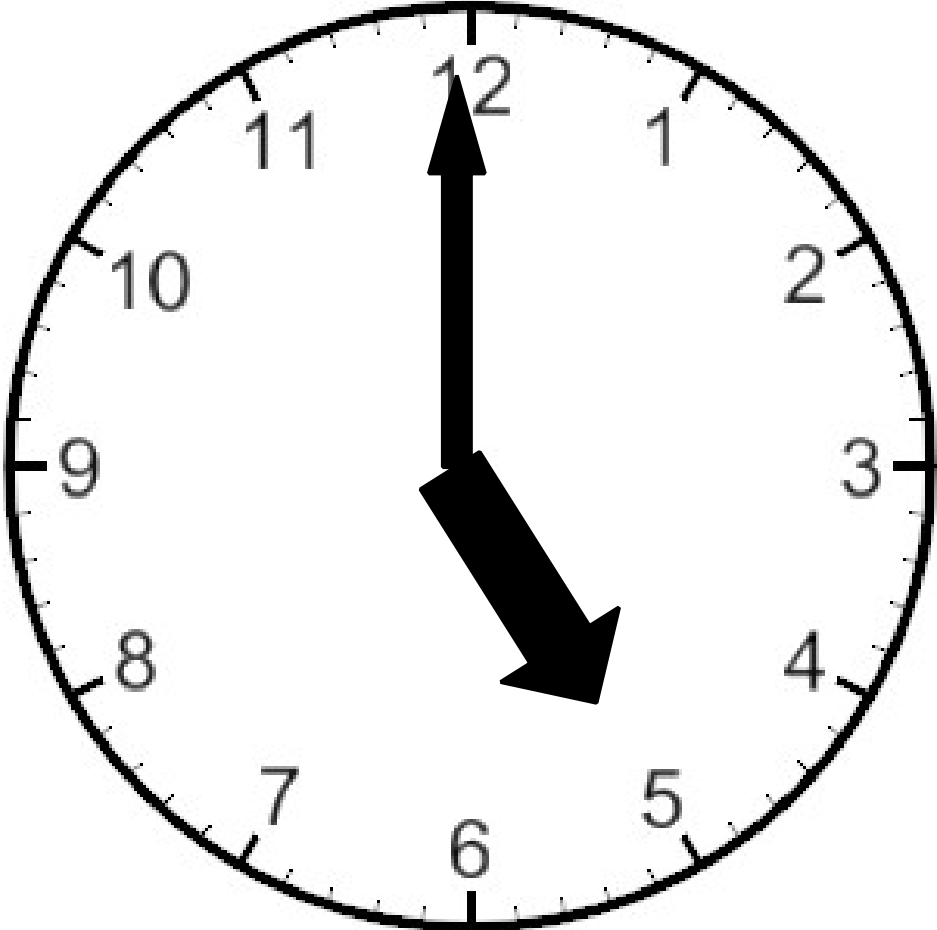
Appendix A

Greeting: A polite word or gesture of welcome.

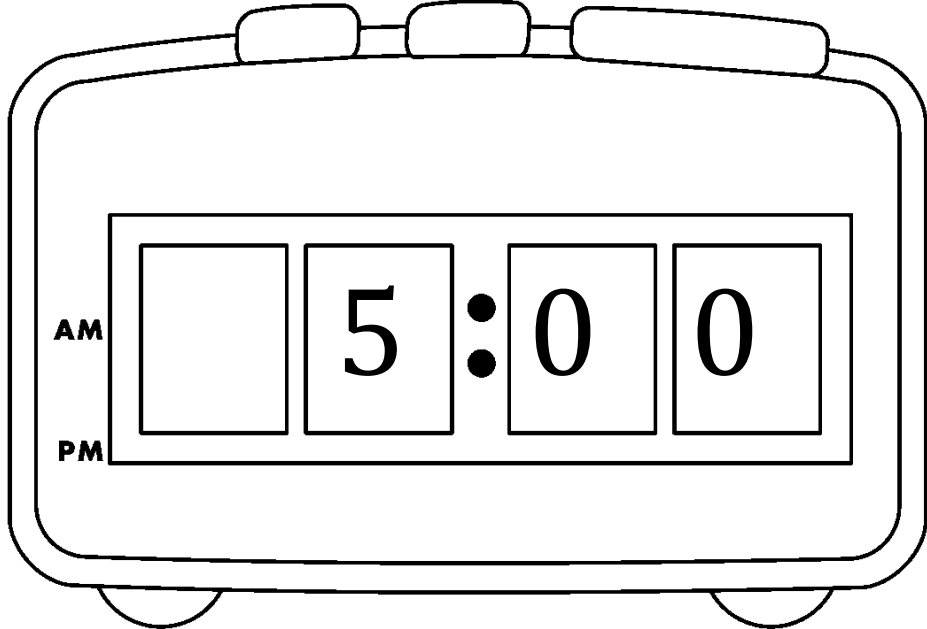
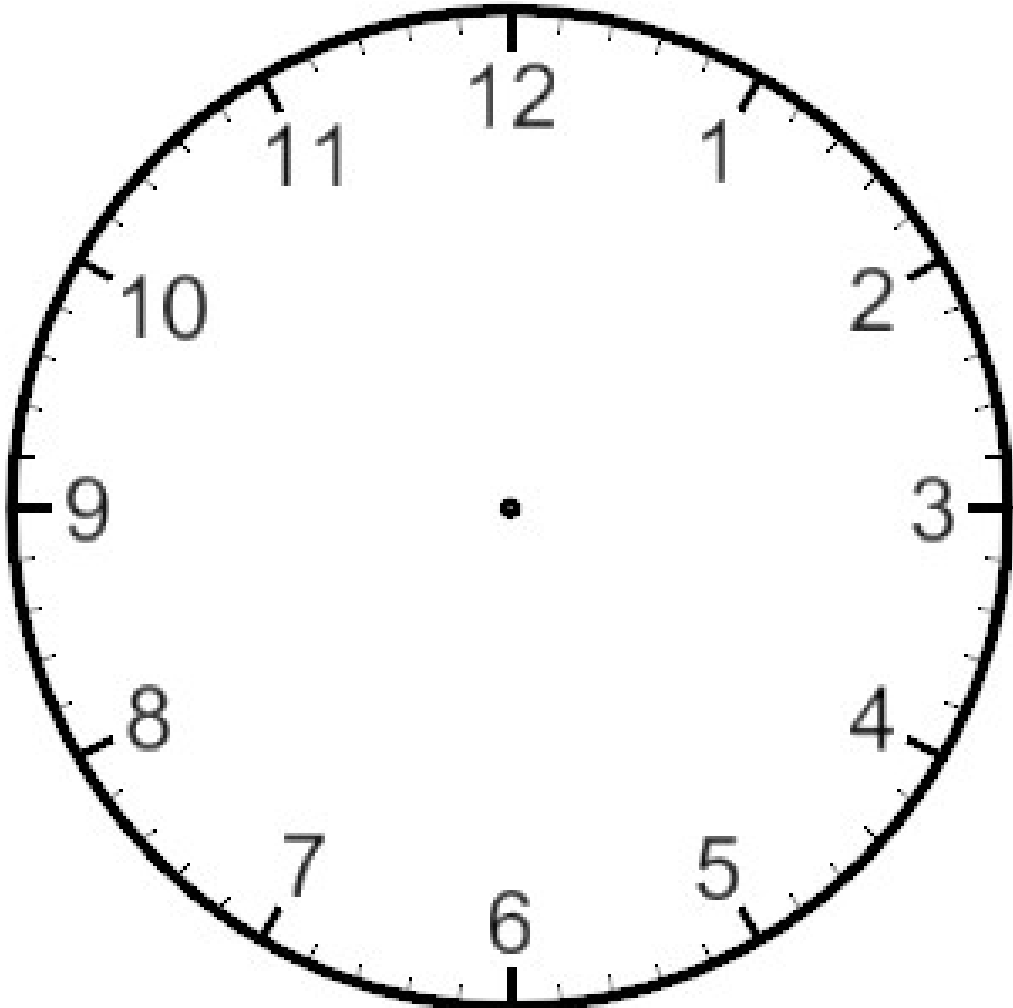
What does a polite greeting look like?	What does a polite greeting sound like?

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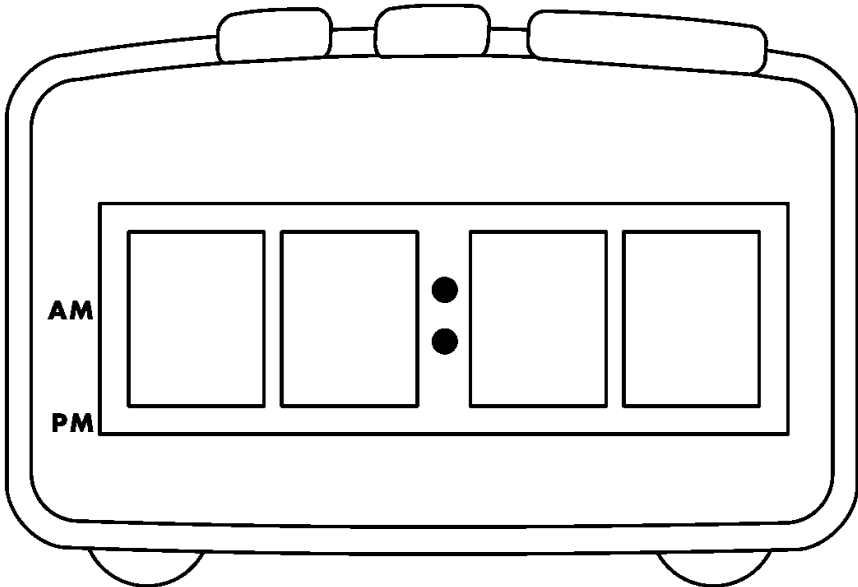
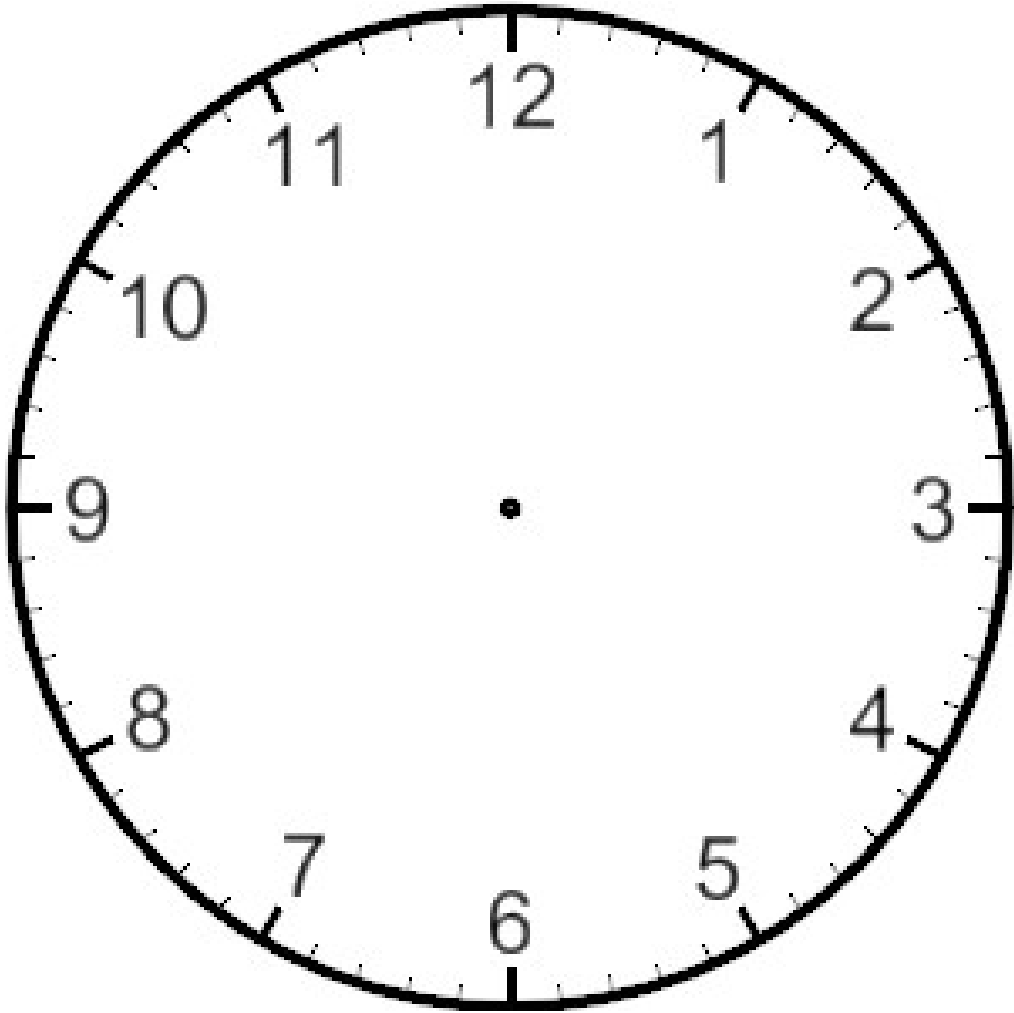
Appendix B EXAMPLE



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Times:

5:00 a.m. Grouchy Ladybug meets Friendly Ladybug

6:00 a.m. Grouchy Ladybug meets Yellow Jacket

7:00 a.m. Grouchy Ladybug meets Stag Beetle

8:00 a.m. Grouchy Ladybug meets Praying Mantis

9:00 a.m. Grouchy Ladybug meets Sparrow

10:00 a.m. Grouchy Ladybug meets Lobster

11:00 a.m. Grouchy Ladybug meets Skunk

12:00 p.m. Grouchy Ladybug meets Boa Constrictor

1:00 p.m. Grouchy Ladybug meets Hyena

2:00 p.m. Grouchy Ladybug meets Gorilla

3:00 p.m. Grouchy Ladybug meets Rhinoceros

4:00 p.m. Grouchy Ladybug meets Elephant

5:00 p.m. Grouchy Ladybug meets Whale

5:15 p.m. Grouchy Ladybug meets Whale's Flipper

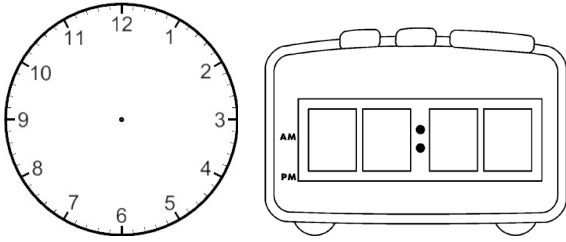
5:30 p.m. Grouchy Ladybug meets Whale's Fin

5:45 p.m. Grouchy Ladybug meets Whale's Tail

6:00 p.m. Grouchy Ladybug meets Friendly Ladybug

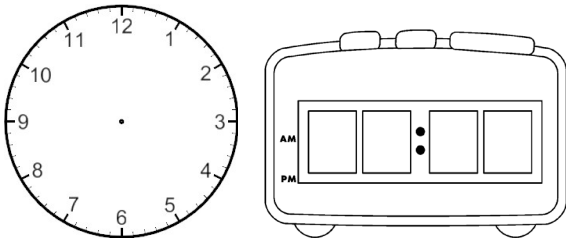
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ELA; Math

1. What time do you wake up?



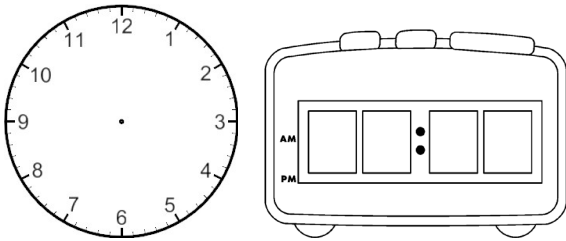
Who do you greet when you wake up? _____

2. What time do you eat breakfast?



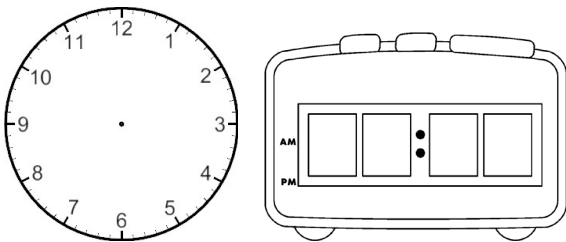
Who do you greet when you eat breakfast? _____

3. What time do you go to school?



Who do you greet on the way to school? _____

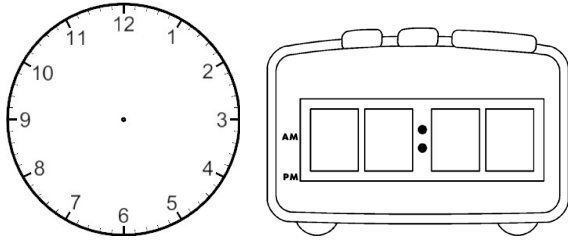
4. What time does school start?



Who do you greet at school? _____

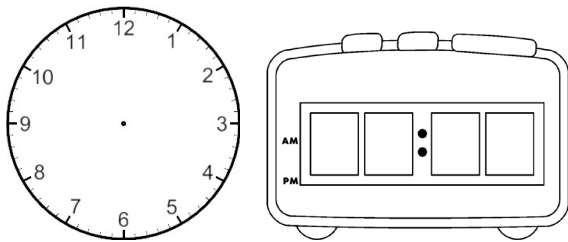
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ELA; Math

5. What time do you eat lunch?



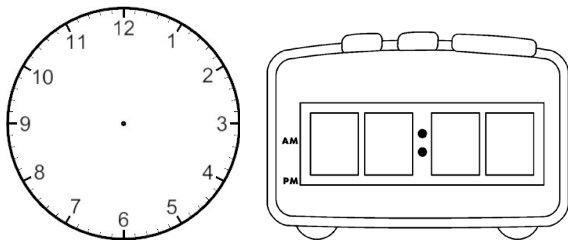
Who do you greet at lunch? _____

6. What time do you go home from school?



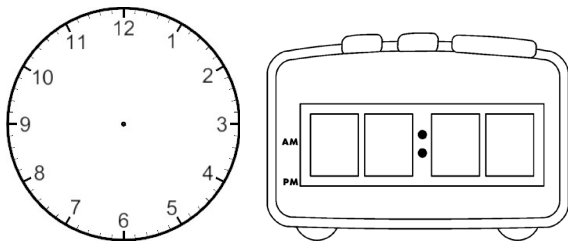
Who do you greet on the way home? _____

7. What time do you eat dinner?



Who do you greet at dinner? _____

8. What time do you go to bed?



Who do you greet before going to bed? _____

Appendix C

Aloha [a-LOH-hah] Hawaiian	Hola [OH-lah] Spanish
Bonjour [bohn-ZHOOR] French	Ciao [CHOW] Italian
Guten Tag [GOO-ten TAHG] German	Shalom [shah-LOHM] Hebrew
Salaam [sah-LAHM] Arabic	Jambo [JAM-boh] Swahili
Nih Hao [nee HAOW] Mandarin	Hei [HAY] Norwegian
Namaste [nah-mah-STAY] Hindi	Konnichiwa [koh-NEE-chee-wah] Japanese
O-si-yo [oh-see-YOH] Cherokee	Hello [he-LOH] English