

## Ladybugs Unit

Kit contains various ladybug related materials. These items include, but are not limited to: The Grouchy Ladybug book, The Very Lazy Ladybug book, the life cycle of ladybug science model, 14 letter rods, 1 lady bug puppet, 1 ladybug massager, 1 Dotty ladybug switch, 1 jellybean switch, Picture This software, Talking photo card, Portable bi-fold communication folder

| Activity  | Environmental Support                       | Material Adaptations                                       | Simplify the Activity                                 | Child Preferences                                      | Special Equipment/AT   | Peer Support                                     | Adult Support             |
|---|---|--|---|--|--|--|---------------------------|
| <b>Oral Expression:</b><br>During the re-read, encourage the children to recall each animals “action” (i.e. kangaroo; jump)   | Visual (picture or gesture) or auditory cue | Record phrases on a voice output device                    | Limit number of animals                               | Let students choose the animals out of order           | Voice output device  | Children could assist with holding book          | Modeling and visual cues  |
| <b>Vocabulary:</b><br>Use movement to recall each animals “action” (i.e. bear; scratch)   | Gesture cues                                | Children with motor delays could direct peers movements    | Individualize child’s movement based on their ability | Let student choose the animal they want to be          | Preset pictures of actions on an AT device allowing a child who is non-verbal to lead the children’s movements | Allow peer to give a motor “hint” using gestures | Modeling and visual cues  |
| <b>Phonological Awareness:</b> Provide children with dye cut letters of “s” and “l” and encourage them to hold up the appropriate card when they hear a word that begins with the corresponding sound | Dye cut letters                             | Use foam board letters for children with fine motor delays | Only focus on one letter                              | Allow child to pick the letter in their favorite color | Provide a large clip for children with fine motor delays to hold their letter                                  | Hand-over-hand                                   | Verbal and gestural cuing |
| <b>Letter Knowledge:</b><br>Prompt children to match letter rods to big/bold action words in the story  | Letter rods and book                        | Use a dark background for children with visual             | Match first letter of word only                       | Allow child to choose the color blocks                 | Preset voice output device to spell out words  | Peer helper                                      | Prompt with letter sounds |

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|   |                                       | impairments   |   | they prefer                                    | and provide a visual cue  |   |   |
| <b>Print/Book Awareness:</b><br>Encourage administrator to pre-record the book and place it in the listening center | Pre-recorded story on tape            | Mark the play and stop buttons on the tape player with large, colored stickers  | Invite the administrator to read the story 1-1 with a child that may have more difficulty activating the recorder | Allow child to choose to use headphones or not | Hook recorder up to head switch for child with significant motor delays   | Peer can control buttons on recorder  | Turn the pages of the book for the child    |
| <b>Written Expression:</b><br>Practice writing “l” using “l”entils  | Visuals of “l” words, packing peanuts | Use glue or colored/glitter glue to write child’s name for them to put seeds on | First letter of child’s name only<br><br>Glued shape or line  | Choose color of paper                          | Use packing peanuts instead of seeds for those with fine motor weaknesses | Pair students with same letters in name or letters made with straight vs curved lines | Prewrite name for student or hand-over-hand |





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| <b>Matter:</b> Scavenger hunt in classroom to look for ladybugs of different attributes (i.e. color, texture, size, etc.) | Ladybugs with textures, ladybugs of various sizes, ladybugs of various colors | Glue corks onto ladybugs so that they can be picked up easily | Limit the number of attributes presented           | Allow the “Line leader” to pick what we are hunting for              | Pre-record hints of where things are hidden on voice output devices               | Allow children to hold hands while “hunting”   | Give hot/cold cues             |
| <b>Life Processes:</b> Life cycle foam puzzles  | n/a   | Add corks to puzzle pieces for easier manipulation            | Match shapes to pictures instead of puzzle outline | Encourage child to prompt other children which one to pick           | Record different stages on Cheap Talk   | Work in pairs  | Do recordings on Cheap Talk    |
| <b>Earth/Space Systems:</b> Make shadow puppets   | Opaque projector  | Use colored film on projector to make it visually appealing   | Everyone do the same animal                        | Allow children to direct class in forming the animal of their choice | Allow children who are motorically impaired to use die cut                        | Allow one child to make a home for the other child’s animal                              | Use caution with the projector |
| <b>Earth Patterns, Cycles, and Change:</b> Purchase a ladybug garden and eggs and watch them grow                         | Garden and eggs. <a href="http://www.insectlore.com">www.insectlore.com</a>   | Magnifying glass for visually impaired children               | Capture ladybugs from nature                       | Let each child pick a ladybug and name it                            | Record what the kids think that their ladybug would say on a verbal output device | Allow kids with similar color clothes to work in pairs to draw pictures of what they see | Supervise ladybug safety       |

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| <b>Resources:</b> Discuss how ladybugs help us by protecting various plants. Refer to “Ladybugology” by Michael Ross | Leaves with Aphid damage | Bring a healthy leaf and a damaged leaf             | Focus on one plant                        | Let the children see if they can find any leaves damaged by Aphids and bring them in | Use magnifying glass to observe leaf damage  | Allow kids to go on a nature walk in pairs around the school yard. | Supervise nature walk   |
| <b>Similarities and Differences:</b><br>Describe unique characteristics of ladybugs                                  | ladybugs                 | Enlarged digital photos                             | Only compare two                          | Allow kids to catch ladybugs to be compared  | Talking photo card   | Allow kids to sit beside a friend that has a similar ladybug       | Have prepared list of words to compare (more, less, round, jagged, big, etc.) |
| <b>Change Over Time:</b><br>Have children draw picture representing ladybug as an egg and then again as an adult     | Crayons and paper        | Use chubby crayons or oil pastels                   | Provide a sample picture for them to copy | Share pictures at show and tell  | For children who are not able to draw pictures use felt board and offer prepared pictures for them to sequence | Choose if they want to draw or sequence                            | Encourage those who are able to draw pictures                                 |
| <b>Location:</b> Paint rock to represent ladybugs  | Rocks and paint          | Use bigger rocks for those children with fine motor | Pre-paint rocks and allow children to do  | Let them pick their rock   | Use a round sponge for dots instead  | Allow children to hunt for rock                                    | Supervise painting  |

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|  |                         | delays   | dots  |  | of paintbrush   | in pairs  |  |
| <b>Descriptive Words:</b><br>Sing songs like the “Hokey Pokey” with ladybug body parts   | Music                   | Use PECS pictures with body parts to cue next song verse | Limit song verses                                       | Let them direct song and choose next body part | Record body parts on Big Mac for nonverbal children                                       | Point to each others body parts   | Point to body parts on self to cue   |
| <b>World of Work:</b><br>Role play the job of ladybugs while “eating” Aphids off a snack | Spinach and feta cheese | Use Romaine instead of Spinach for easy handling         | Use paper instead of real food (do not let them eat it) | Choose between two types of lettuce            | Use PECS to sequence activity directions  | Work in pairs   | Provide food items for activity  |
| <b>Making Choices:</b><br>Make a list of animals from “The Very Lazy Ladybug”            | Whiteboard              | Use large icons  | Show pictures   | Allow them to choose animal                    | Program a cheap talk to allow a child with motor and speech delays to choose their animal | Allow all children to choose their animal interacting with the cheap talk | Indicate which animals have already been chosen and encouraging them to make their second choice |
| <b>Citizenship:</b> Bring favorite stuffed animal from home for show and tell.           | Stuffed animals         | N/A  | Encourage children with motor delays to bring larger    | Stuffed animal choice                          | Use ladybug switch toy for nonverbal children to  | Remind each other of respectful listening rules                           | Provide animals for those who don’t bring  |

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|  |  |   | animals   |   | share info about their animal   |   | one  |
| <b>Skilled Movement: Locomotor and non-locomotor activities:</b> Obstacle course set up like a garden                                  | Chairs, tables, mats, tunnels, large rings, tape | Use wider beam  | Reduce obstacles  | Allow child to choose where they start obstacle course                                | Use scooter board to pull each other through course                   | Allow the children to offer and hand held support                   | Offer hand support and a model                                   |
| <b>Movement Concepts:</b> Use music and rhythmical activities to represent the noises of different bugs/animals                        | Pre-recorded tape with animal/bug sounds         | Use headphones with distractibility                                   | Use more familiar noises (i.e. moo, baa)                              | Allow the child to choose from a mystery box the picture that represents a sound      | Attach a switch to the tape recorder                                  | Allow children to select this activity as a center choice           | Offer a verbal model   |
| <b>Personal Fitness:</b> Allow children to move as bugs/animals and monitor their breathing rate after                                 | Pictures representing the bugs/animal            | Scooter board   | Verbally present bug/animal children are supposed to imitate          | Let the child pick a card that will indicate what bug/animal everyone will imitate    | Record bug/animal sounds and let children move to the recorded sounds | Help push children in wheelchair to move with the rest of the class | Give examples  |
| <b>Responsible Behaviors:</b> Share equipment and space while determining a name for bugs with the same beginning letter in their name | Letter rods                                      | Have a pre-made list to give the children ideas of a name for the bug | Only supply the letters that are the first names of kids in the class | Allow the children to choose letters in pairs (i.e. Lorrie and Laney name their bugs) | Use a cheap talk to give the children ideas for names of the bug      | Allow children to appoint who gets to choose next piece             | Choose names from a hat to appoint who gets to choose next piece |

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| <p><b>Physically Active Lifestyle:</b> (Follow up from “Personal Fitness” activity)<br/>Listen to heart rates using a stethoscope and discuss healthy heart rates</p>              | Stethoscopes                                    | Use your hand to represent heart rate on the hand of a child with hearing impairments | Use your hand to represent it for all children instead of the stethoscope | Let them choose the activity they will use to increase their heart rate      | Have cheap talk programmed with pictures and the word of the bugs/animals that they will imitate to raise their heart rate | Let them listen to their partners heart rate   | Offer the opportunity for the children to hear what they will be listening in the stethoscope for from a sound machine |
| <p><b>Self-Concept:</b><br/>Demonstrate self-reflection through implementation of classroom positive behavior support (earn 4 dots for their “ladybugs”, then go to prize box)</p> | Laminated Ladybugs, dots, Velcro, and prize box | Outline their “dot” in puffy paint for a tactile experience                           | Child earns less dots for reward  | Allow child to pick the color of the puffy paint used                        | For a child with a visual impairment, use a Lite-Brite and allow them to use the pegs as dots                              | Allow another to assist lower functioning child in counting how many dots they have earned | Probe self-reflection by encouraging children to recall why they earned each of their dots                             |
| <p><b>Self-control:</b> Allow the children to follow the daily schedule and represent each transition using their name on a ladybug</p>  | Picture schedule, dye cuts                      | Use PECS symbols to represent parts of the day along with words                       | Have an AM schedule and a PM schedule                                     | Let the child choose the color of the ladybug they want to put their name on | Program a switch to verbalize each transition  | Allow children to help their friends find their name                                       | Offer warning when there is limited time left in an activity   |

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| dye-cut  |                       |   |   |  |  |  |  |
| <b>Approaches to Learning:</b> Allow children to participate in small group planning discussion related to Ladybug Hunt outside  | Paper and pencil      | Use chart paper to represent plan visually                  | Show pictures to give cues about what will happen on the Hunt                           | Allow the children to draw picture to represent parts/places of the Hunt             | Program a switch for a child with limited language to help in plan                                     | Allow peers to whisper hints to others who may be having trouble thinking of places we will hunt | Provide visual cues for those unsure about where we will hunt    |
| <b>Interaction with Others:</b> Use photographs from the Ladybug Hunt (“Approaches to Learning” activity) as an opportunity for the children to share their thoughts and ideas | Pictures from Hunt    | Post pictures on cardstock for easier handling              | Use only pictures from major parts of the Hunt (i.e. garden, forest, window sill, etc.) | Let the child choose someone to stand beside them as they share their thoughts/ideas | Record a Cheap Talk and affix a picture to label major places in the Hunt                              | Allow children to pick who will go next  | Verbal coaching  |
| <b>Social Problem-Solving:</b> Using ladybug puppets, discuss non-physical ways to deal with conflict resolution   | Puppets               | Use puppets with gloves for children with fine motor delays | Use only 2 puppets to simplify dialogue   | Allow each child to share their suggestion   | Share a powerpoint story about ladybugs using non-physical conflict resolution as hints of what to say | Give verbal praises to peers as they come up with a new rule                                     | Prompt the children to encourage their peers in appropriate ways |

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