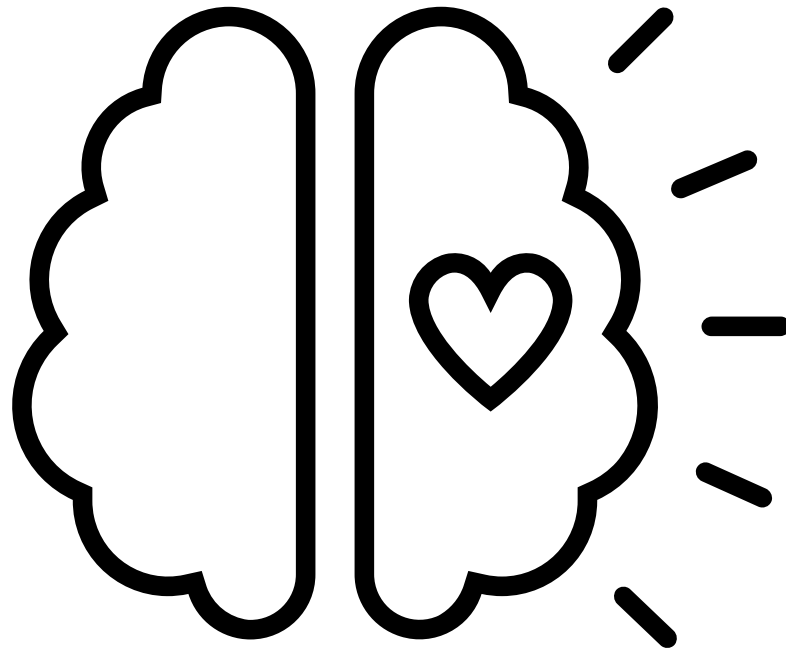


LISTENING COMPREHENSION AND VOCABULARY BASED

SCIENCE OF READING KNOWLEDGE

IN-A-CLICK DIGITAL TEACHING SLIDES

Freebie



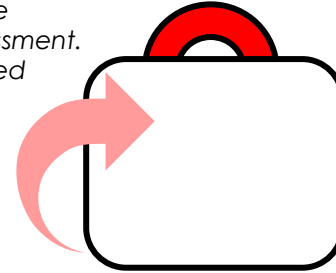
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SCIENCE OF READING KNOWLEDGE IN-A-CLICK DIGITAL SLIDES



KNOWLEDGE IN-A-CLICK DIGITAL TEACHING SLIDES: FREE PREVIEW – THE GROUCHY LADYBUG

The Science of Reading KNOWLEDGE "In-a-Click" Digital Teaching Slides resource, developed by Tara West at Little Minds at Work, is a comprehensive approach designed to tackle listening comprehension, vocabulary, and knowledge. The resource's units provide the educator with content for 6 weeks of instruction. All 6 weeks of instruction encompass an overarching theme of study. This free preview covers an animal theme - BEES. The week of instruction follows a systematic and robust 5-day approach. This approach is duplicated throughout the unit for ease of instruction and quick skill mastery for students. Day 1- Students will listen to the read aloud with few stops. Students listen to background knowledge and gather new "bits of knowledge" that they learned. Day 2- Students listen to the read aloud for a second time. Educator has specific stop spots to address vocabulary. Students apply the newly learned vocabulary through kid-friendly definitions and whole-body movements. Day 3- Educators will stop on specific key learning moments from the text. Students will be asked to apply the knowledge through Level 1-3 text-dependent questions, all with the goal to add knowledge for the weekly topic. Day 4- Students will review vocabulary and add even more knowledge through real-life examples and making connections through text and themselves. Day 5- Students will once again review vocabulary, submerge themselves in a knowledge review and take an assessment. Additional printable practice available for all Days 1-4. Printable practice sheets are offered but not required. Students will be asked to add "bits of knowledge" to their knowledge case. This is a visual representation for adding information that they store in their long-term memories. It is vital that students understand and have practice with retrieving their previous learnings.



CLICKABLE LINKS

[PDF QUICK LINK](#)[PRINT MATERIAL](#)[GOOGLE SLIDES](#)[VIRTUAL BOOK](#)[PURCHASE BOOK](#)

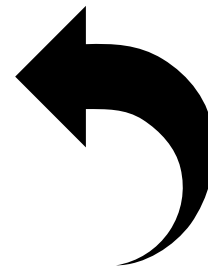
LISTENING COMPREHENSION AND VOCABULARY BASED

SCIENCE OF READING KNOWLEDGE

IN-A-CLICK DIGITAL TEACHING SLIDES

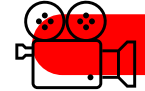
 Holidays	 About Me	 Fall	 Fairy Tales
 Winter	 Characters	 Cycles	 Animals

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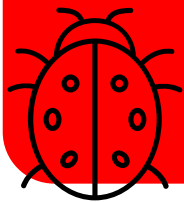
Click to view the
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RESOURCE LINKS

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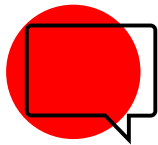
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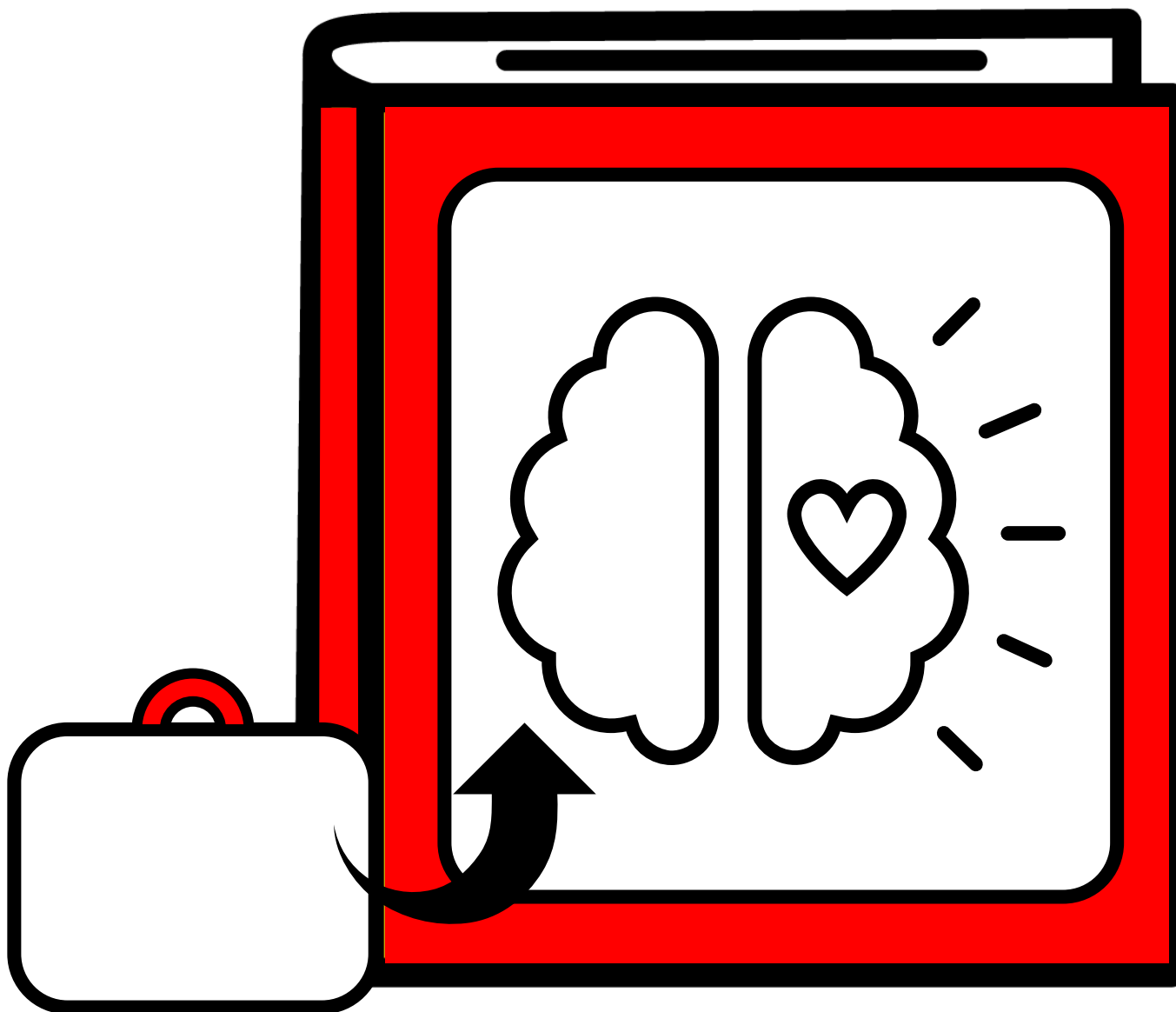


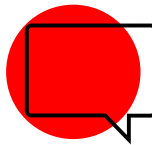
LESSON 1

The Grouchy Ladybug by Eric Carle



Today we are listening to a new story. The title of the book is The Grouchy Ladybug. Close your eyes as I read the title again. As your eyes are closed, open your case of knowledge. Listen as I read the title. Do you bring any knowledge that might help with our read aloud? Share with a partner. Visualize the cover. What do you see? **Present the cover of the text for students.** Did you picture a big ladybug on a leaf?

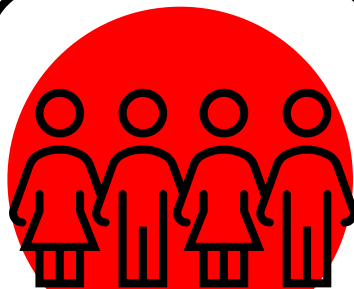
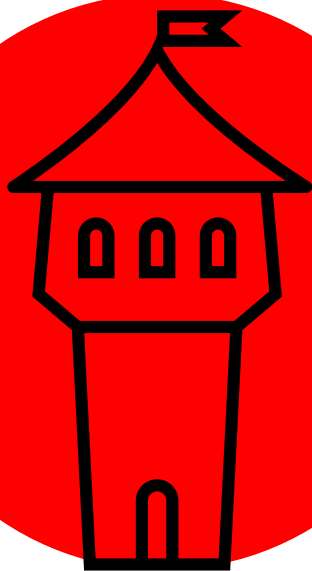


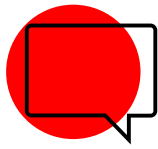


Think about our story, The Grouchy Ladybug. We want to decide if this book is a fiction story, nonfiction story, or somewhere inbetween – a realistic fiction story. Prior to reading this story, we will be making an educated guess based on our knowledge and the book cover. Turn and share with a partner what genre you believe this story is and why you think that. With a show of thumbs, who believes the story is fiction? Nonfiction? Realistic fiction?

fiction

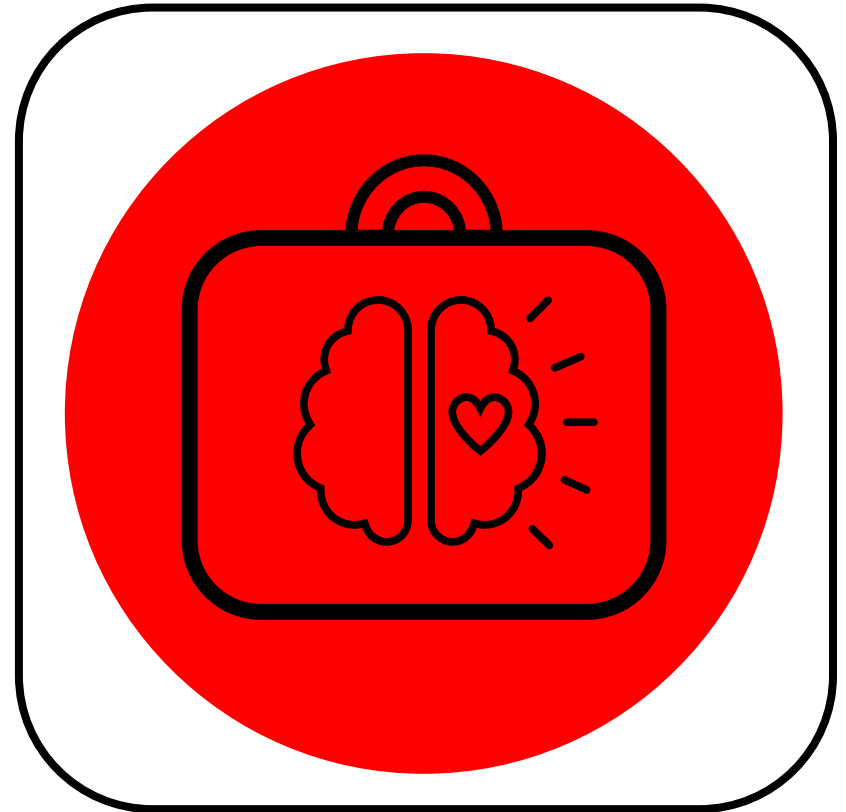
nonfiction

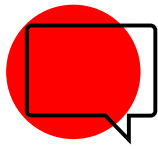




Purpose for learning: Today, as I read, I want you to have your knowledge case open. Take bits of knowledge throughout the story to add to your case. There might be times in the story where I will stop and share more. Listen very closely as these will be important bits of knowledge. At the end of the story, we will share our new knowledge and discuss if our prediction about the story being fiction, nonfiction, or realistic fiction was accurate.

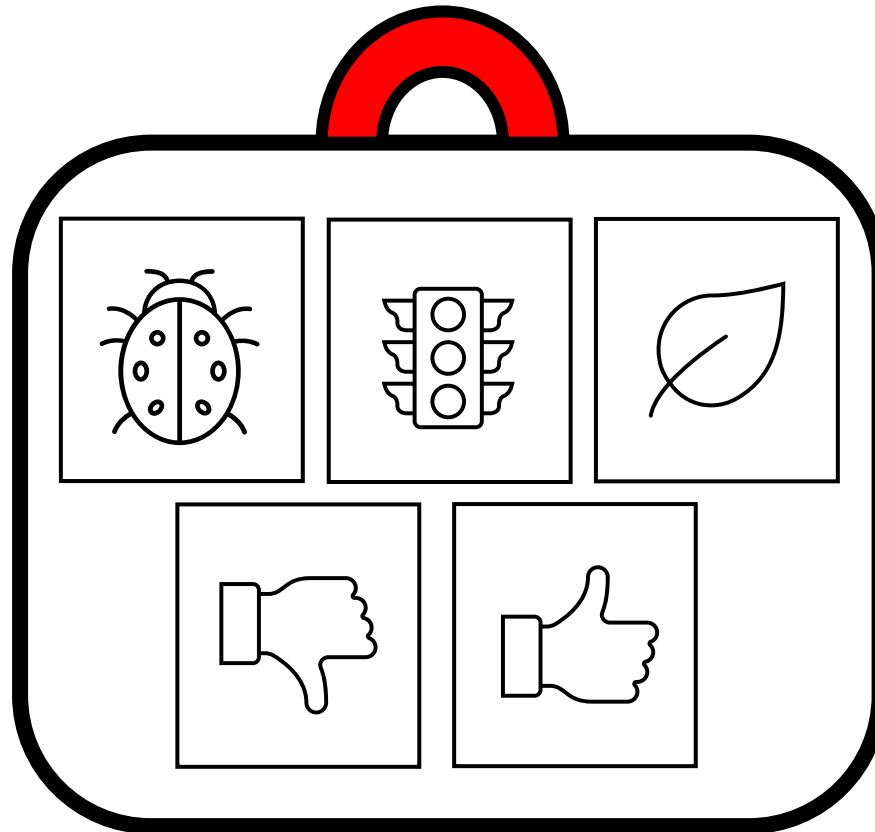
Let's Listen to Learn

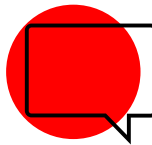




As learners, we can be even more successful with background knowledge. This is the information that we may not yet know or understand. If we know a bit more before starting, we can be more successful at what knowledge should be gained. Our story this week involved an unnamed character, but we do know that the character is a ladybug. This story will have a beginning, middle, and ending. This story will have a few settings but one of the main settings is on a leaf. Our story will also have a problem and a solution.

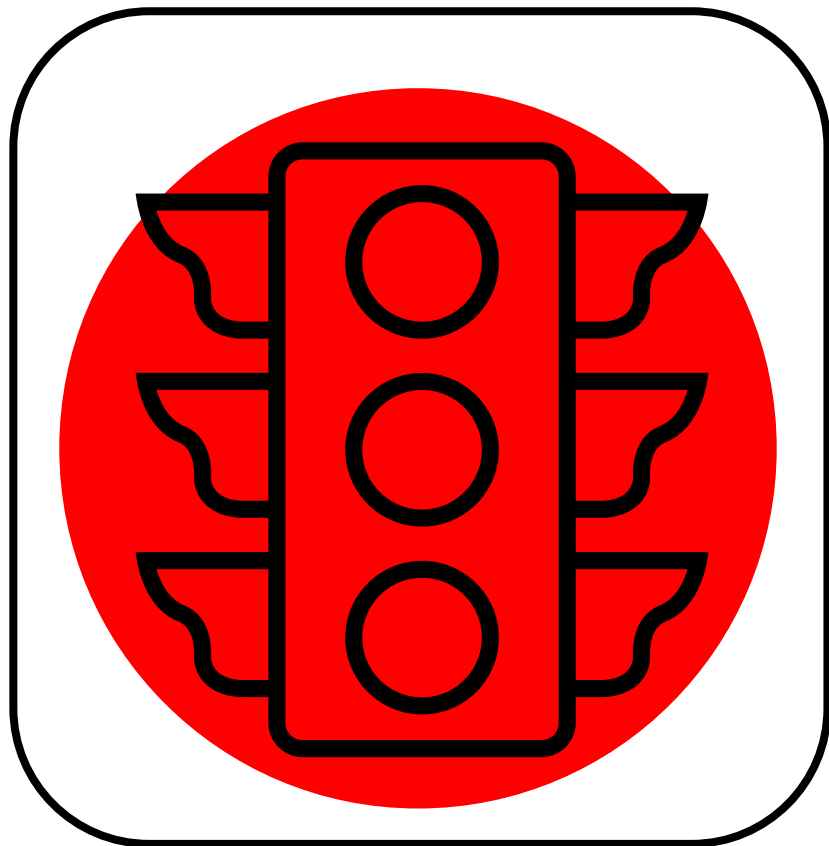
Background Knowledge

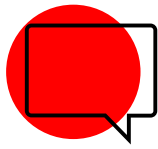




Display the **Stop and Think** slide. As you read aloud to students, stop if needed on the following spots. These will be extremely brief without further discussion. **Page 1:** *The book said that the fireflies “danced around the moon.” This is something called personification. Personification is when we apply humanlike actions and emotions to animals.* **Page 3:** *The ladybug is expressing unkind actions.* **Page 12 (hyena):** *The book said that the ladybug “happened upon” the hyena. The phrase “happened upon” means to find or meet.*

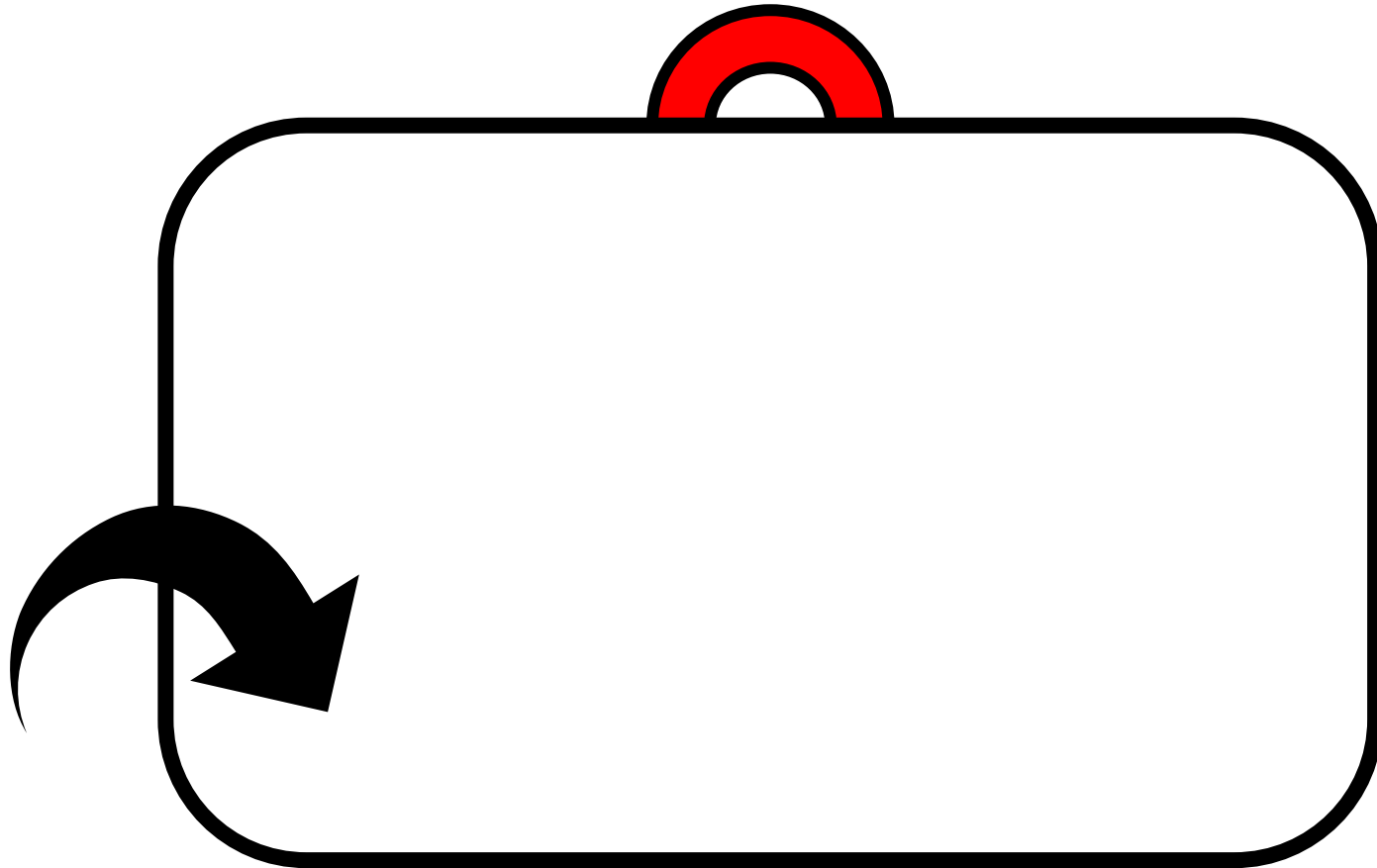
Stop and Think

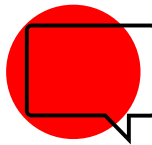




We gained a lot of knowledge from our read aloud. Let's think about the main character, the setting, the problem and solution, as well as the retell events from the story. Share with a partner what new knowledge we can add to our case of knowledge.

Knowledge Building

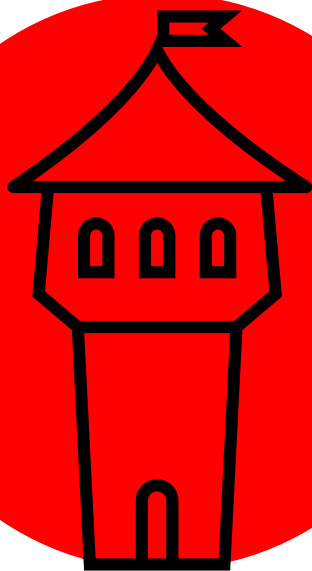


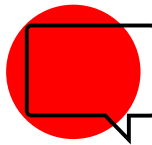


Wrap Up: This story is a fiction story. Turn and share with a partner if your prediction about the genre was accurate. Let's find a specific example in the read aloud that proves the text is fiction. Our story has talking animals which helps us know that it is a fiction story. Next, we will explore and decide if the fiction book was able to tell us factual information about ladybugs.

fiction

nonfiction

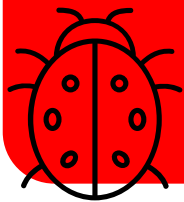




Now that we have listened to our story, we can make connections and expand our knowledge. Look at the ladybugs below. Point at the ladybug that looks like the Grouchy Ladybug. That ladybug is an illustration. What do you notice about the other ladybug? This is a photograph. What other factual information could we learn from our fiction book?

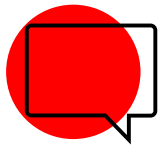
Knowledge Building



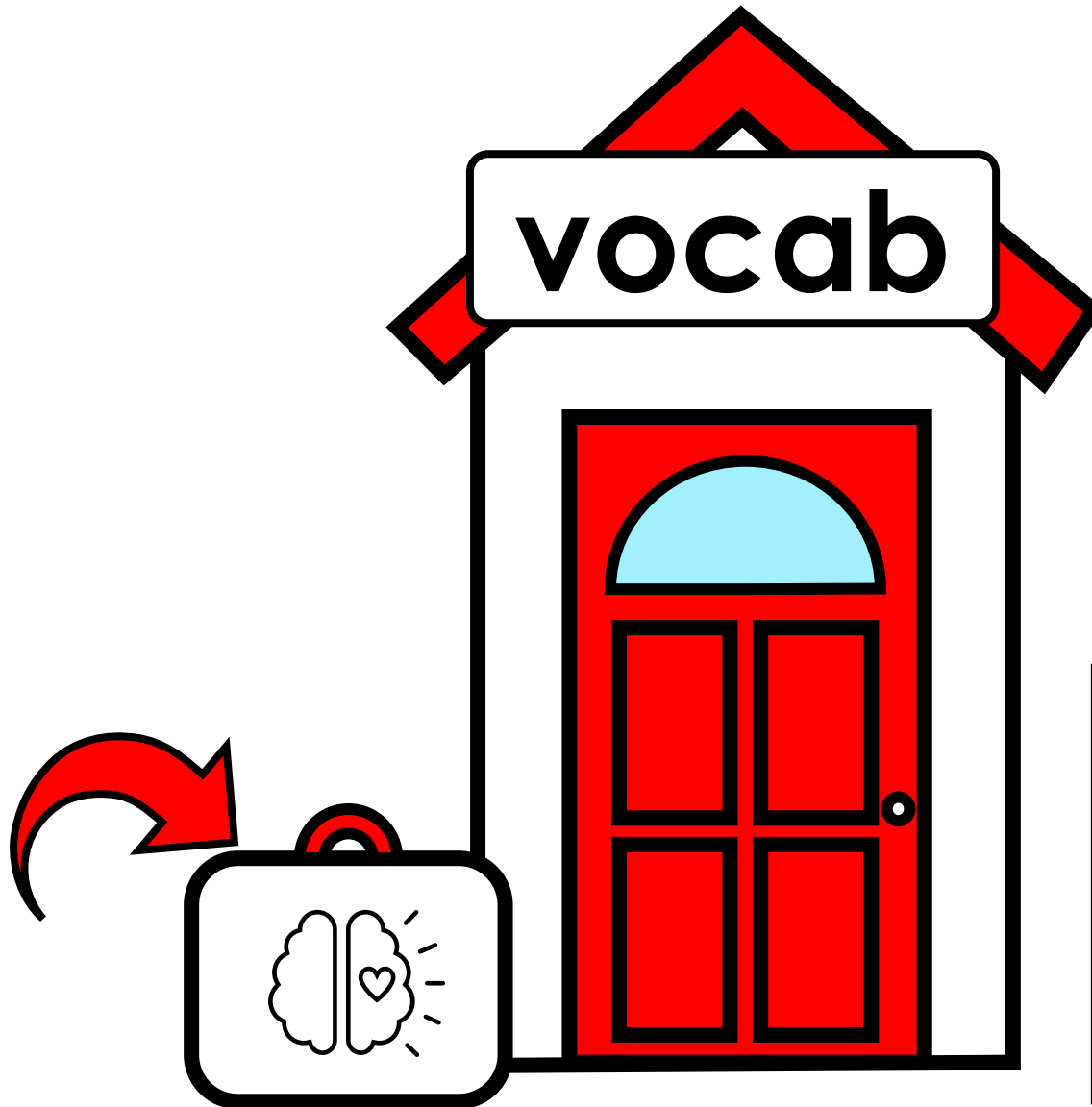


LESSON 2

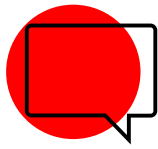
The Grouchy Ladybug by Eric Carle



Purpose for learning: Today we will visit vocabulary and expand our knowledge using words from our story. Listen. **friendly** and **grouchy**. Think about these two words. Now share with your partner what bits of knowledge you bring for these two words. Show me with a thumbs up or down if you bring any bits of knowledge for the words **spotted** or **encounter**. Those words are used to describe situations where the ladybug meets characters along the way. We will explore these words more in this lesson.



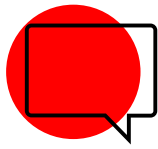
- ❑ friendly
- ❑ grouchy
- ❑ spotted
- ❑ encounter



Page 2 (friendly): You repeat the word. **Friendly means kind and helpful.** In our story, one of the ladybugs was friendly. That ladybug showed kindness and was helpful. Give a thumbs up if you can spot a **friendly** kid in the image below.

friendly

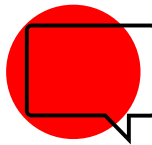




Look at this image. Do you see a **friendly** classmate? **Friendly means kind and helpful.** What is the opposite of **friendly**? What is another word for **friendly**? The ___ ladybug offered to share the aphids. A ___ classmate shares. Johnny helped me when I fell. Johnny is ___.

friendly

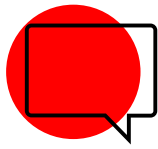




Page 2 (grouchy): You repeat the word. The girl in this image is feeling **grouchy**. **Grouchy** means feeling grumpy and likely to complain. We use the word **grouchy** to describe someone that is not being overall kind. We can feel **grouchy** from time to time, but we should not be unkind to others. Do you have a connection to a time you felt **grouchy**?

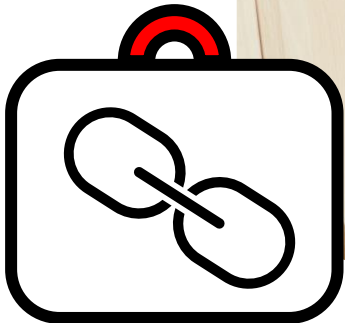
grouchy

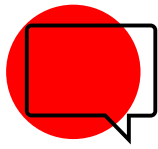




Look at this image. These kids are feeling **grouchy**. What is another word for **grouchy**? What is the opposite of feeling **grouchy**? What is the definition of **grouchy**? **Grouchy means feeling grumpy and likely to complain.** The mean ladybug was feeling very _____. You should not be unkind to others if you are feeling _____.

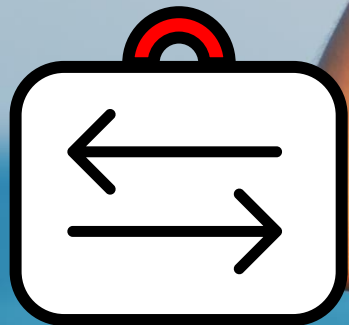
grouchy

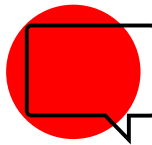




Page 11 – boa constrictor (spotted): *You repeat the word. I wonder what this kid **spotted** using his binoculars. **Spotted** means to see, notice, or recognize someone or something. **Spotted** is a multiple meaning word. This definition of **spotted** is in the verb form.*

spotted

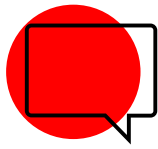




Spotted can mean **to see, notice, or recognize someone or something**. However, as a multiple meaning word, **spotted** can also be an adjective and describe something that is covered in spots. Study the images below. Can you see things that are **spotted**? We sometimes call these polka dots. Her umbrella is __. This dog is __ with black dots. I __ my teacher at the grocery store. My mom __ me cleaning up my room without being asked.

spotted

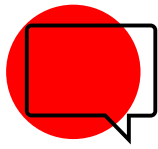




Page 15 - elephant (encountered): You repeat the word. **Encounter** means to unexpectedly see someone or be faced with something. Look at these girls. They just **encountered** one another on the way going into the school. What animals did the ladybug **encounter**?

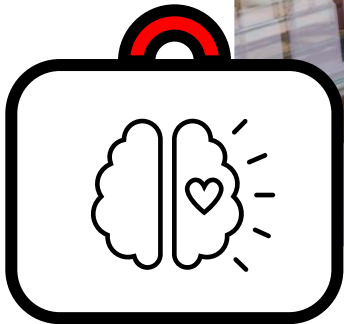
encounter

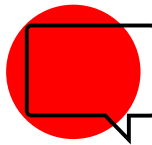




What is the definition of **encounter**? **Encounter** means to unexpectedly see someone or be faced with something. When you **encounter** someone, you usually say hello or wave at them. What did the ladybug do when she **encountered** each animal? Did you ___ Dad on your way inside? I did not know I would ___ a snake out in the yard.

encounter





Wrap Up: Review all 4 words by definition. We will create an action for each word. Movement builds...memory!
Friendly: Give yourself a kind hug. **Grouchy:** Give an irritated facial expression as you cross your arms. **Spotted:** Put up pretend binoculars and then dot yourself with spots. **Encounter:** Wave and say hello.

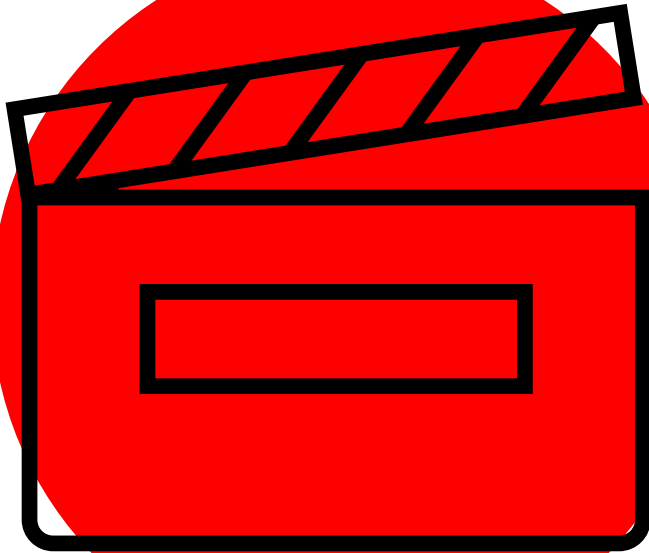
act

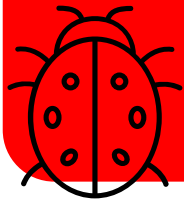
friendly

grouchy

spotted

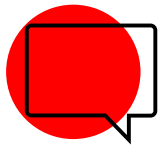
encounter



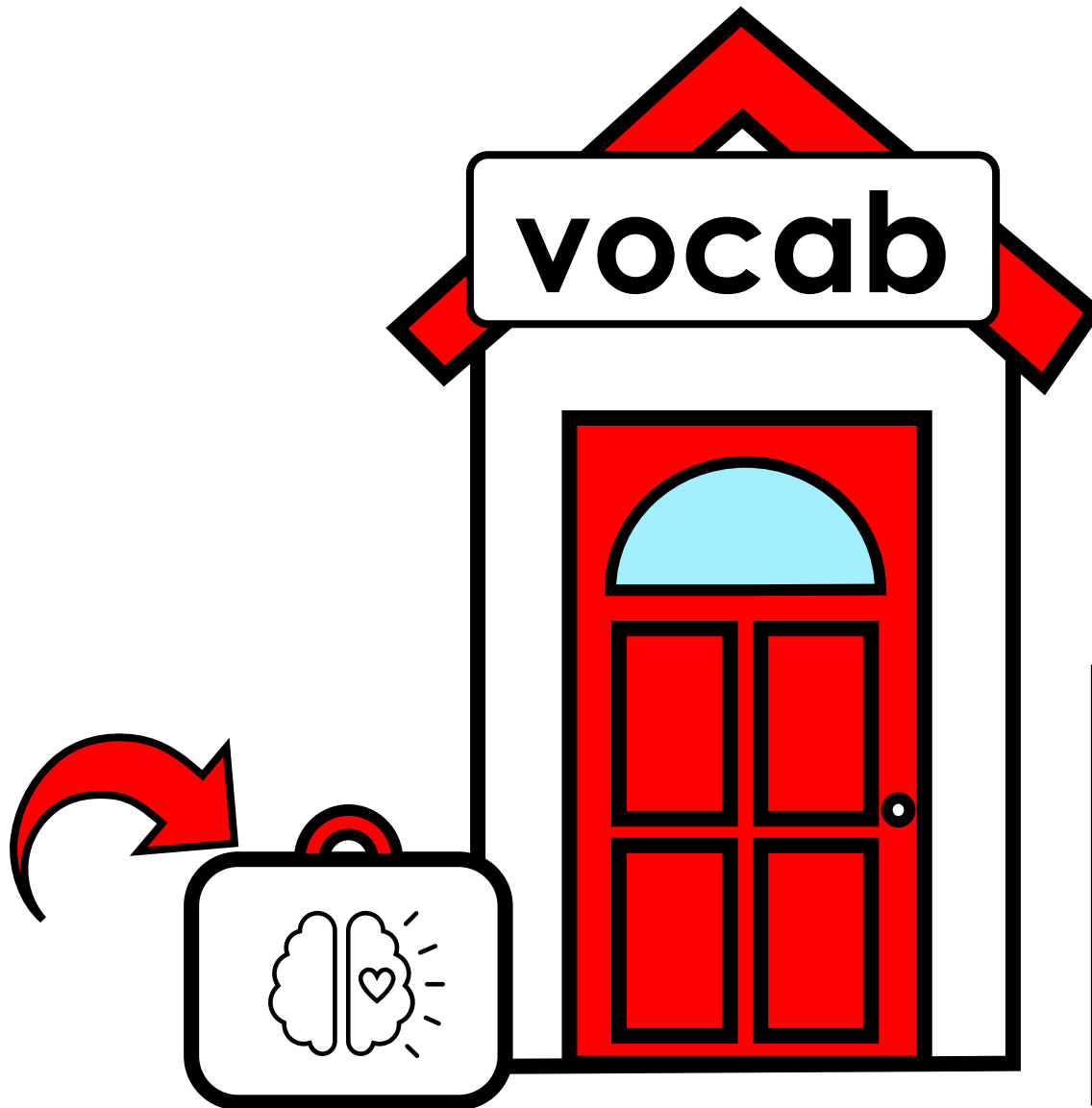


LESSON 3

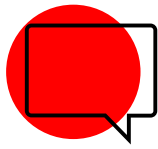
The Grouchy Ladybug by Eric Carle



Today we will begin by visiting vocabulary once again. Let's review our actions for **friendly**, **grouchy**, **spotted**, and **encounter**. What is the action for the ladybug that was willing to share? Show me the action for how the main character felt. What is the action for seeing something or someone? Show me the action for when you greet someone or something.



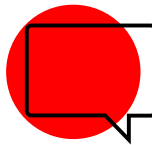
- ❑ friendly
- ❑ grouchy
- ❑ spotted
- ❑ encounter



Restate the word. **Friendly** means kind and helpful. Restate the definition. Show the action. **Friendly:** Give yourself a kind hug. Let's play "Think It Through!" This boy is feeling sad. How can this **friendly** girl help him?

friendly

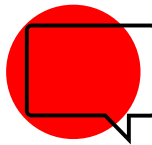




Restate the word. **Grouchy** means feeling grumpy and likely to complain. Restate the definition. Show the action. **Grouchy:** Give an irritated facial expression as you cross your arms. Let's play "Think It Through!" This girl is feeling **grouchy**. How can she feel **grouchy** but still be kind to her mother?

grouchy

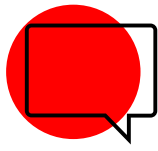




Restate the word. **Spotted** means to see, notice, or recognize someone or something. Restate the definition. Show the action. **Spotted**: Put up pretend binoculars and then dot yourself with spots. Let's play "Think It Through!" If this boy is at the beach, what might he have **spotted** through his binoculars?

spotted

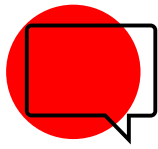




Restate the word. **Encounter** means to unexpectedly see someone or be faced with something. Restate the definition. Show the action. **Encounter:** Wave and say hello. Let's play "Think It Through!" What animals did the Grouchy Ladybug **encounter** in the book? What unkind actions did she display with each animal she **encountered**?

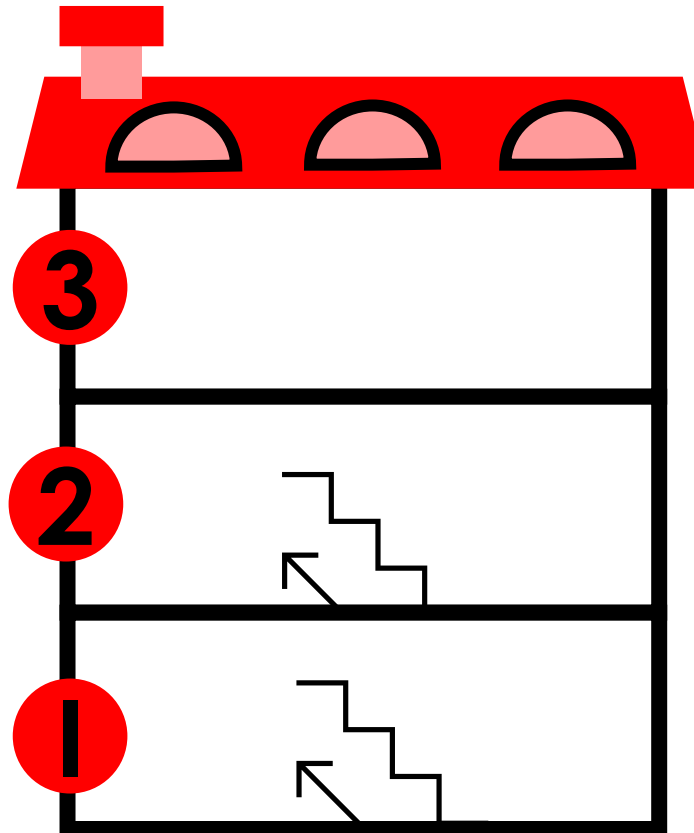
encounter

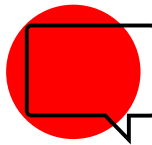




Purpose for learning: Today we will discuss The Grouchy Ladybug in more detail. We will have 3 levels of learning. The questions at the bottom level will be quick for us to recall. As we progress up levels, we will have to really dig into our own personal knowledge but largely the knowledge that we gained from the read aloud.

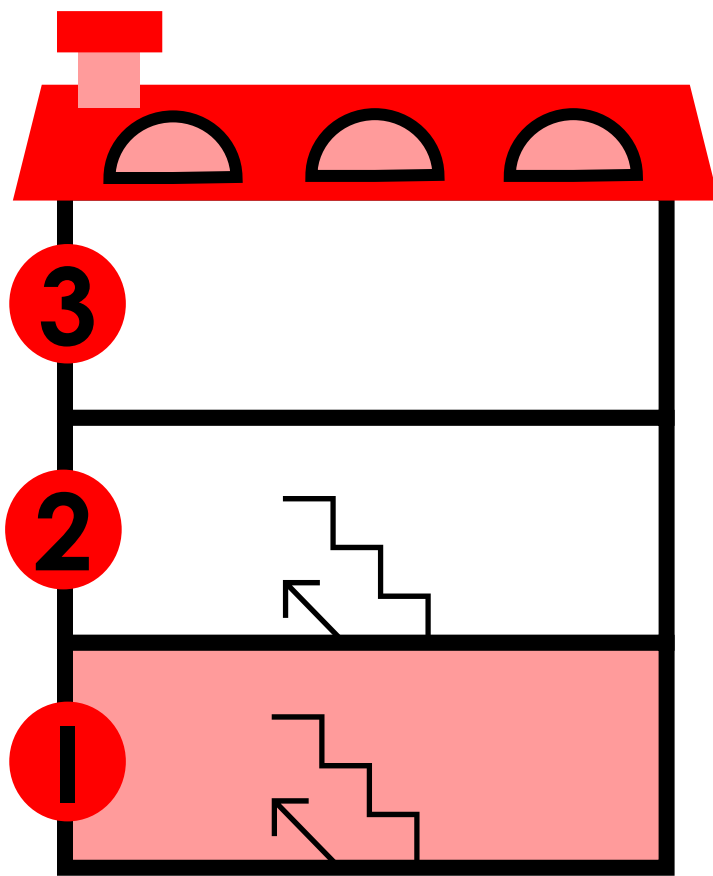
Levels of Learning





We are on level 1 of learning. These will be quick questions for us to answer. Who was in our story? Where were they? How can we compare the friendly ladybug to the grouchy ladybug? Why did the Grouchy Ladybug end up back on the leaf?

Stop and Think

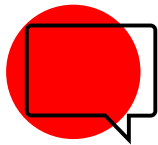


Who?

Where?

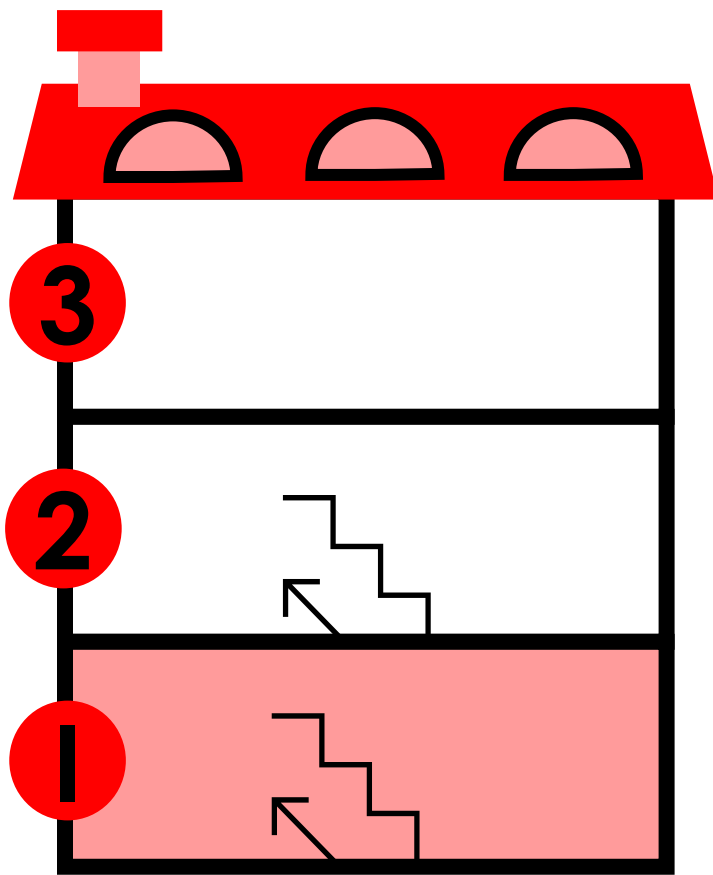
How?

Why?



Recalling the sequence of events for our story is important. Let's think about how we can break the story down into three parts. Turn and share with a partner the sequence of events. Use your fingers to signal 1 for the beginning, 2 for the middle, and 3 for the ending. By understanding these quick recall questions for our story, you show that you have packed a lot of knowledge throughout the week.

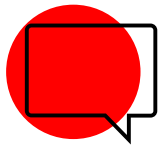
Stop and Think



B

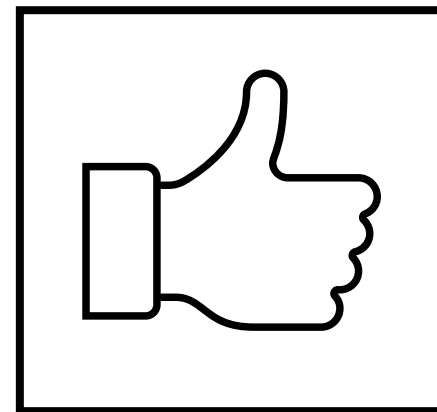
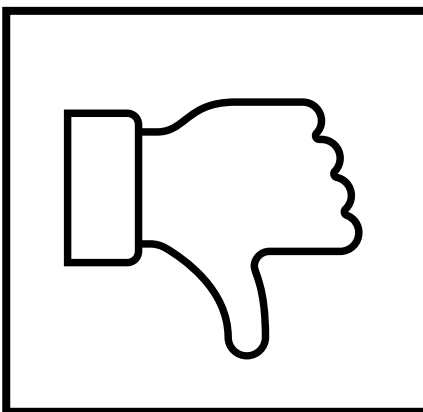
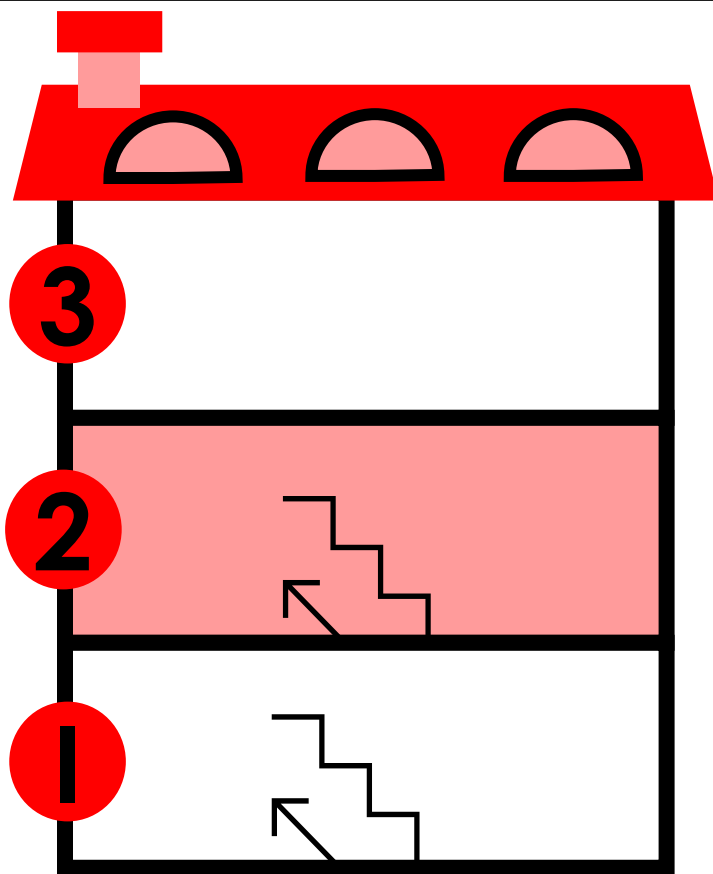
M

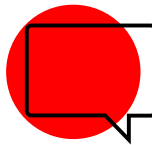
E



As you listened to our book, hopefully you were able to gain knowledge about the problem and solution. Close your eyes and visualize the problem in our story. Who is causing the problem? What are they doing? Turn and share with a partner. Next, visualize the solution. Who helped create the solution? What was said? Share with a partner.

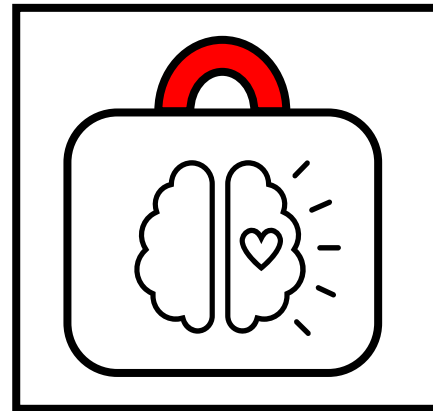
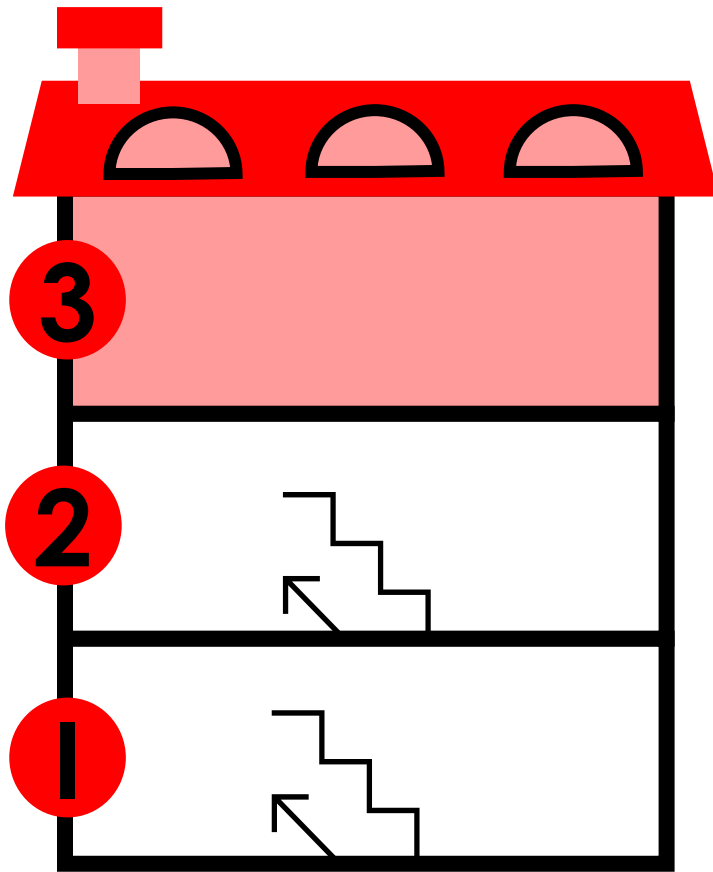
Stop and Think

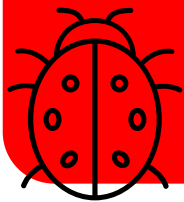




Let's make another inference with a Level 3 Stop and Think. The Grouchy Ladybug encountered an elephant. Now that we know more about the word "encountered," think about the Grouchy Ladybug meeting an elephant. Visualize the size of a ladybug and an elephant. How does the Grouchy Ladybug not seem to understand their small size? Share with a partner. Think about yourself as the elephant. What would you say to the ladybug if you encountered it?

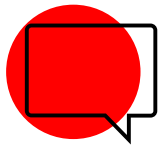
Stop and Think



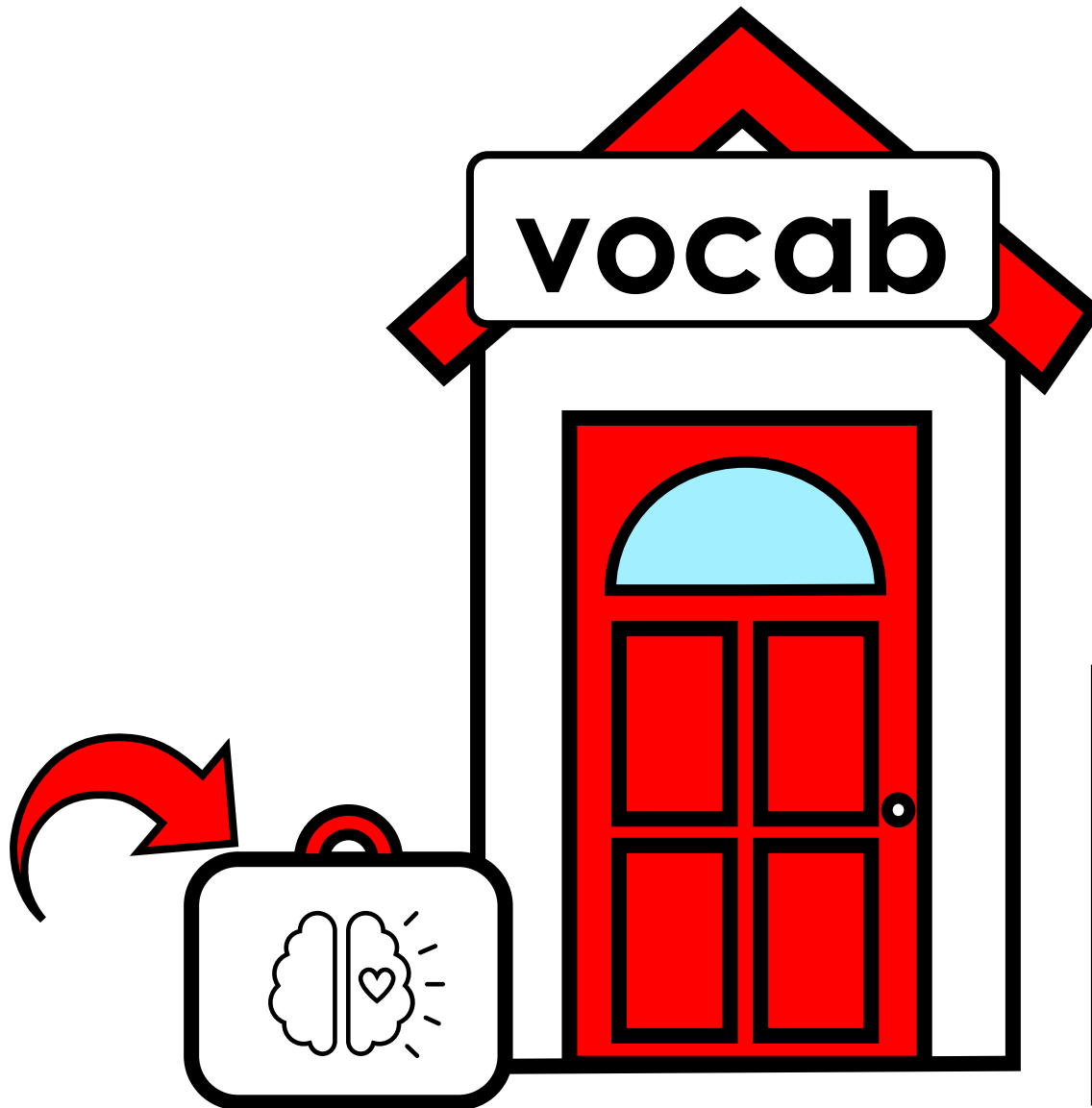


LESSON 4

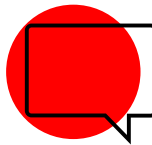
The Grouchy Ladybug by Eric Carle



Today we will begin by visiting vocabulary once again. Let's review our actions for **friendly**, **grouchy**, **spotted**, and **encounter**. Show me the action for being kind. What is the action for being unkind? Show me the action for the multi-meaning word that can be a verb or an adjective used to describe polka dots. What is the action for meeting someone new unexpectedly?



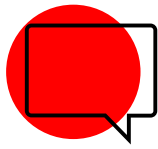
- ❑ friendly
- ❑ grouchy
- ❑ spotted
- ❑ encounter



Friendly means kind and helpful. Show the action. **Friendly:** Give yourself a kind hug. Let's play "Think It Through!" How did the **friendly** ladybug's journey differ from the grouchy ladybug's journey? Where was the **friendly** ladybug throughout the entire book? How do we know?

friendly

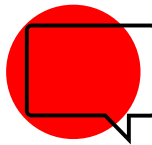




Grouchy means feeling grumpy and likely to complain. Show the action. **Grouchy:** Give an irritated facial expression as you cross your arms. Let's play "Think It Through!" What can you do to calm yourself down if you happen to feel grouchy?

grouchy

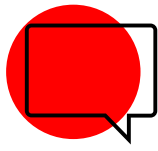




Spotted means to see, notice, or recognize someone or something. Show the action. **Spotted:** Put up pretend binoculars and then dot yourself with spots. Let's play "Think It Through!" What word can we use to describe the appearance of a ladybug? Does it match this vocabulary word?

spotted

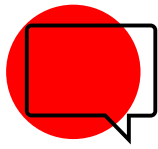




Encounter means to unexpectedly see someone or be faced with something. Show the action. **Encounter:** Wave and say hello. Let's play "Think It Through!" What can you do if you **encounter** someone or something you are very excited to see?

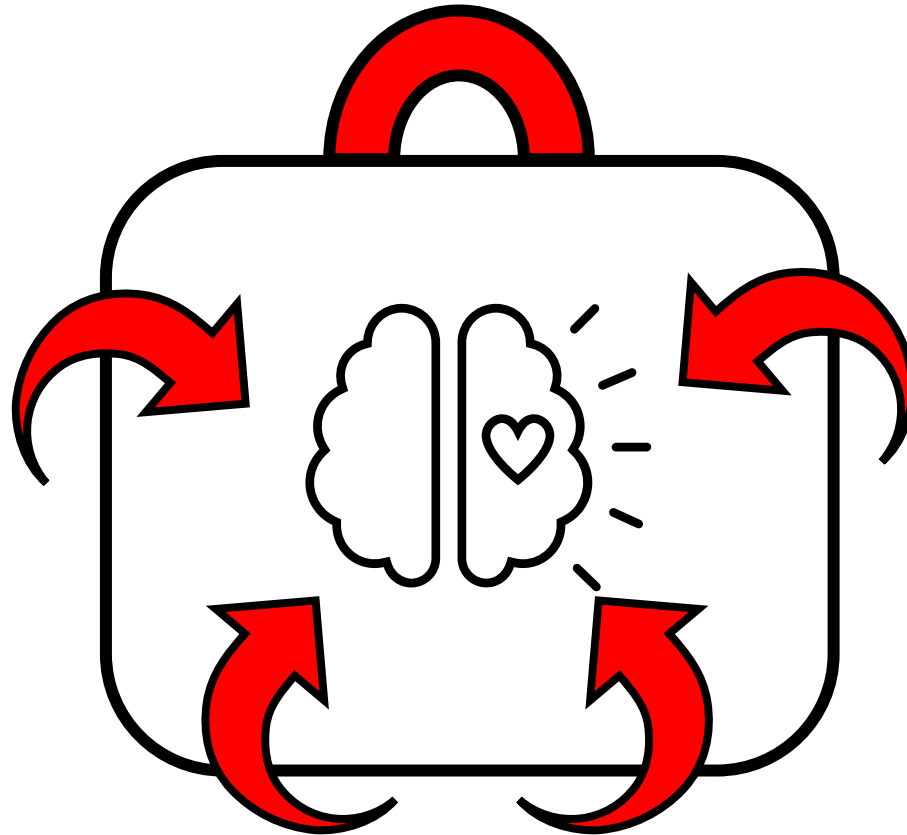
encounter

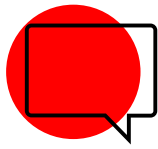




Purpose for learning: Today we will expand our knowledge. We already learned a lot about how the ladybug was grouchy to everyone it met until one kind ladybug showed that kindness is always better. Today we will learn more about the type of animal our main character was.

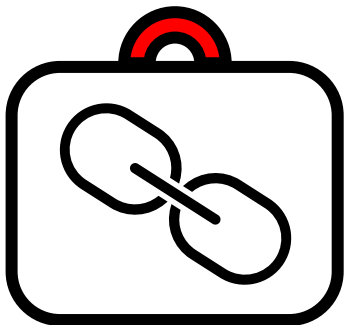
Expand Knowledge

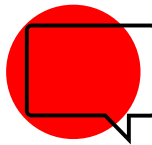




When we gain knowledge, we can gain it in many different ways. We might read or listen to a book, like The Grouchy Ladybug. We might watch something on the television or overhear a conversation. Another important way to gain knowledge is by observing the world around us with our own eyes and ears. We can spot a ladybug that lands near us or that we see on the playground.

observe

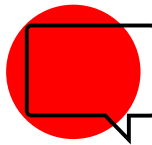




Let's explore more about ladybugs. Although our book was fiction, we are still able to pull bits of knowledge. The book starts early in the morning. Remember, the friendly ladybug found a leaf covered in aphids. The ladybugs wanted to eat the aphids. Aphids are very small insects. These insects suck the juices from the leaves. If the aphids are not eaten by (lady)bugs, the leaves will die. The ladybugs are helpful to the leaves and plants. Share this knowledge with your partner using the images below.

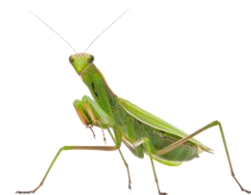
Knowledge Building

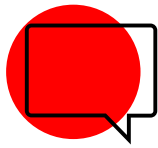




Let's expand our knowledge by exploring the characters from our fiction story. Can you assist me in identifying each of the animals we read about in our book? How does the ladybug's size compare to each of the animal's? Choose two animals to compare. What is the same? What is different? Share with a partner.

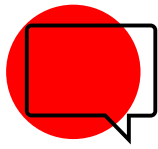
Expand Knowledge





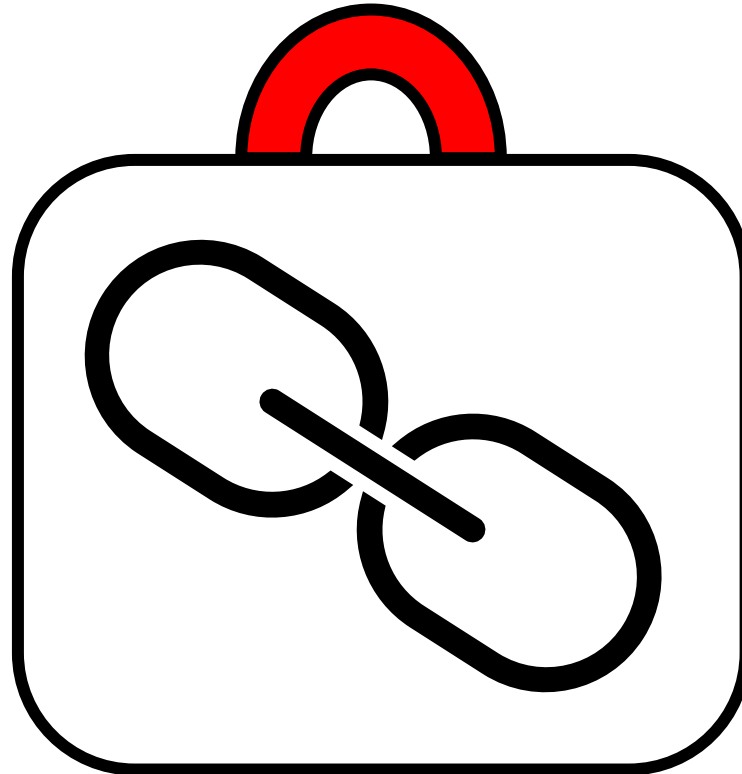
It is important that we learn from every book that we listen to. Sometimes we will learn factual information like we did with aphids. Other times we will need to infer about the author's purpose. This author showed us a very grouchy ladybug that was unkind and not a great friend to many. At the end of the story, the ladybug learned what it meant to be a kind friend. Study the images below as we discuss kindness towards others. Pick one image to share more with your partner. We will then discuss all of the images together.

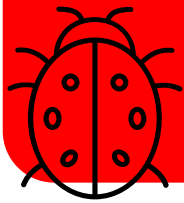




Today we expanded our knowledge for ladybugs and additional animals from our book. It's important to make connections to our read aloud. Each connection we make helps us build more knowledge. Close your eyes and picture yourself being a kind friend to others. Share with a partner what you visualized.

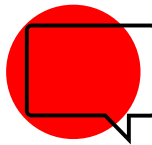
Expand Knowledge



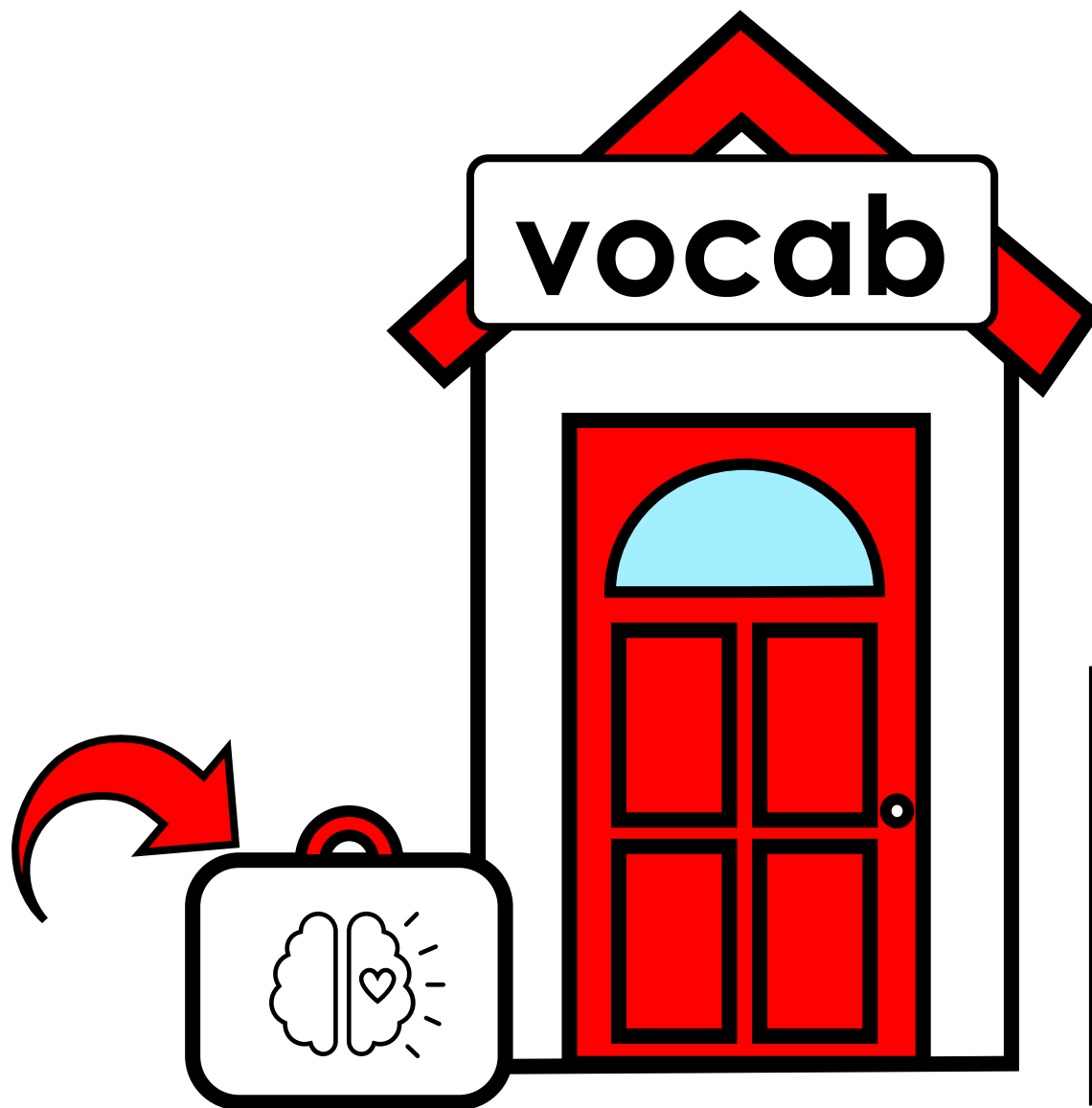


LESSON 5

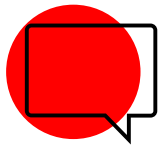
The Grouchy Ladybug by Eric Carle



Today we will begin by visiting vocabulary once again. Let's review our actions for **friendly**, **grouchy**, **spotted**, and **encounter**. Show me the action for **friendly**. What is the action for **grouchy**? Show me the action for **spotted**. What is the action for **encounter**?



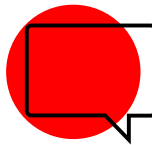
- ❑ friendly
- ❑ grouchy
- ❑ spotted
- ❑ encounter



Restate the word. **Friendly** means kind and helpful. Restate the definition. Show the action. **Friendly:** Give yourself a kind hug. Let's play "Think It Through!" Who was **friendly** in the story? Why weren't some of the other animals **friendly**?

friendly

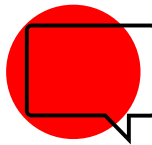




Restate the word. **Grouchy** means feeling grumpy and likely to complain. Restate the definition. Show the action. **Grouchy:** Give an irritated facial expression as you cross your arms. Let's play "Think It Through!" What can you do if a friend is **grouchy** to you?

grouchy

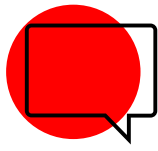




Restate the word. **Spotted** means to see, notice, or recognize someone or something. Restate the definition. Show the action. **Spotted**: Put up pretend binoculars and then dot yourself with spots. Let's play "Think It Through!" A ladybug is **spotted**. What other animals are **spotted**? What would you do if you **spotted** one of those animals in the wild?

spotted

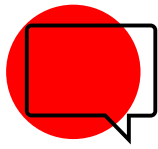




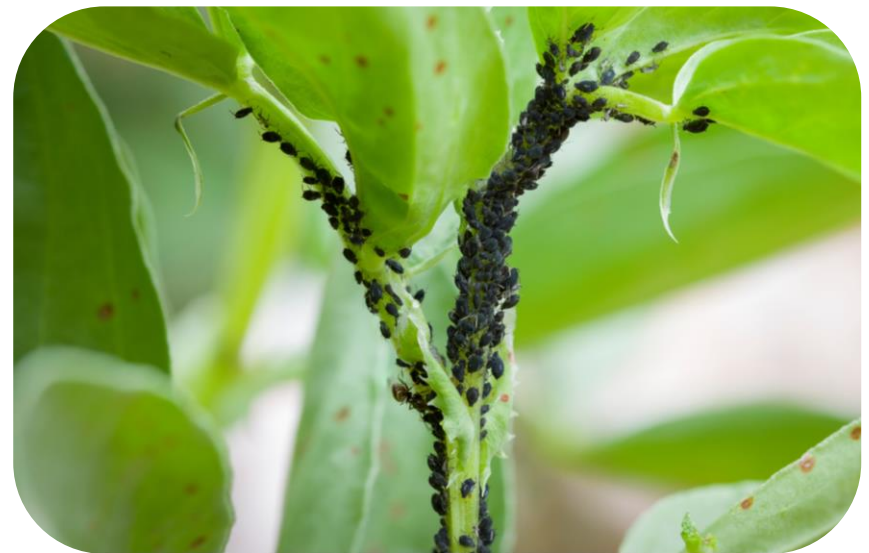
Restate the word. **Encounter** means to unexpectedly see someone or be faced with something. Restate the definition. Show the action. **Encounter:** Wave and say hello. Let's play "Think It Through!" Let's rewrite the book. You will play the ladybug and I will play animals. How will you **encounter** me when you see me?

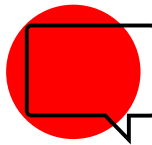
encounter





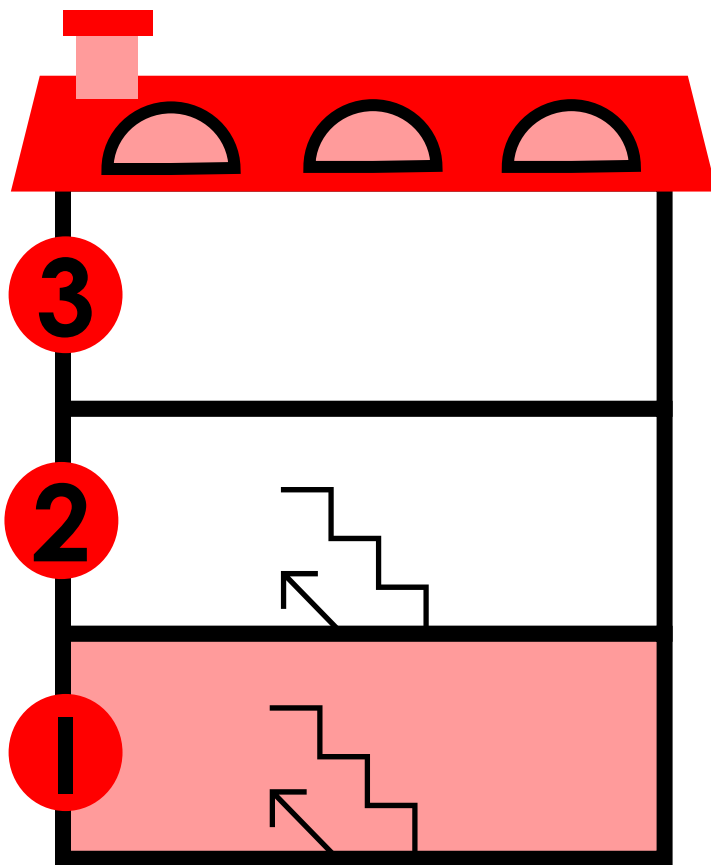
Purpose for learning: We have learned a lot of new knowledge about our fiction character, the animals they met, and factual knowledge about ladybugs. Take time to study each image below. Each image identifies pieces of knowledge that we learned throughout the week. Choose an image that you learned the most knowledge from. Share this new knowledge with a partner. If time allows, share about more than one image.





Let's review with some level 1 of learning "Stop and Think" questions. These will be quick questions for us to answer. How does the Grouchy Ladybug compare to __ that we read about this year? Why did the leaf say thank you at the end of the book? When did the Grouchy Ladybug learn to be kind? What was the problem and solution?

Stop and Think

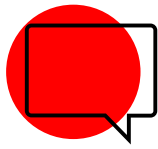


How?

Why?

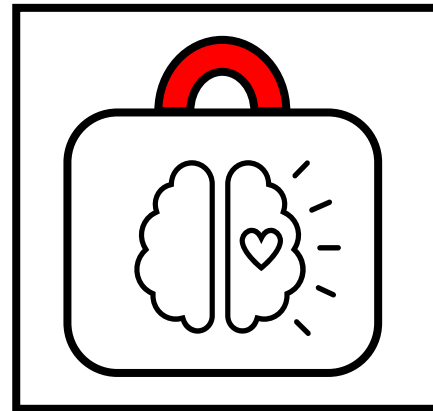
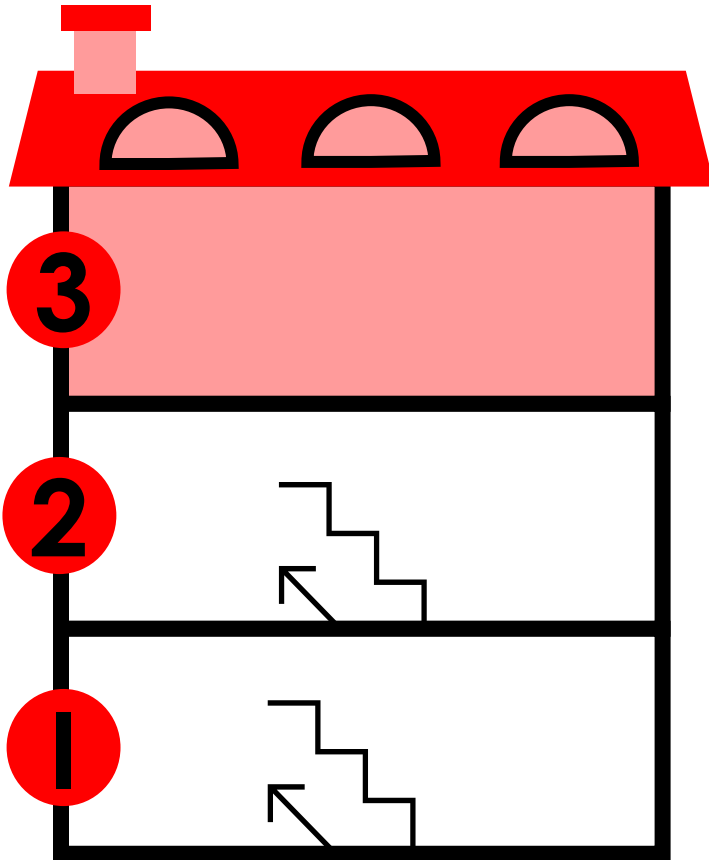
When?

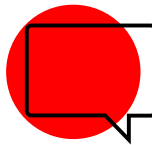
What?



An author will write a story for many reasons. I would like to think that this author really wanted you to add to your knowledge case with bits of information. What is one of the most important bits of knowledge that you can take away from this read aloud? Turn and share with a partner.

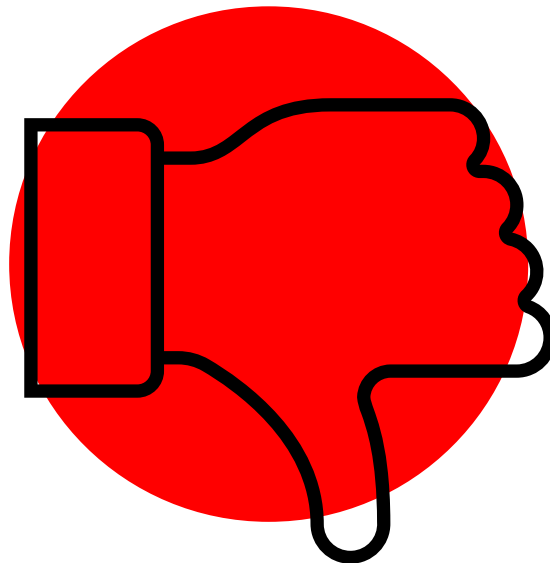
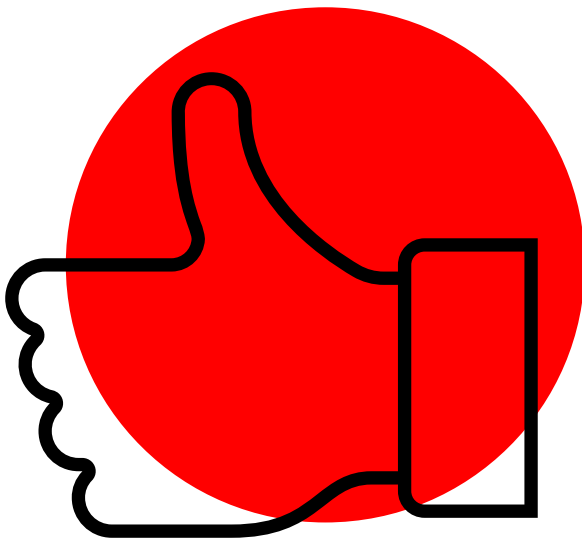
Stop and Think

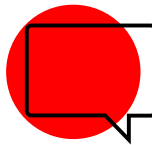




Listen as I read the assessment questions. The first 6 questions will be answered with true (thumbs up) or false (thumbs down). 1) Friendly means kind. 2) The ladybug can be mean to others since it's feeling grouchy. 3) Spotted can mean to see something. 4) The friendly ladybug got to eat all day. 5) The ladybug did not encounter any animals. 6) Grouchy and grumpy are the same.

Stop and Assess

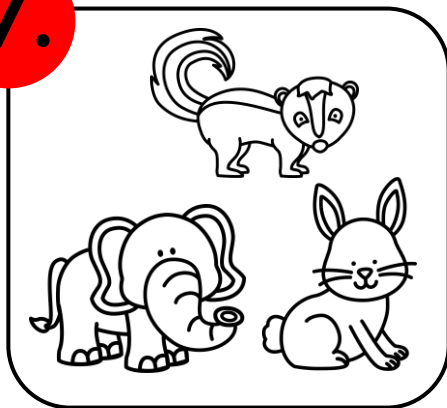




7) Identify 2 animals that the ladybug encountered. 8) Identify kind friends. 9) Draw aphids on the leaf. 10) Draw the beginning, middle, and ending of the book.

Stop and Assess

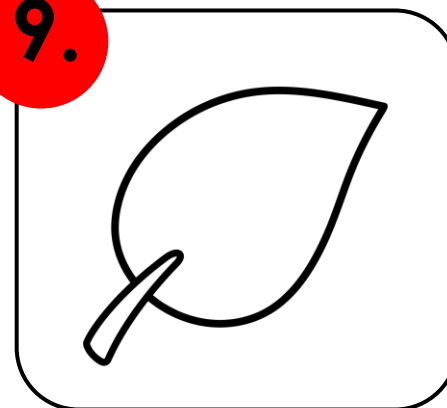
7.



8.



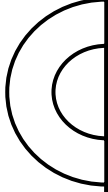
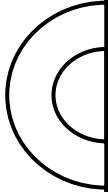
9.



Name:

The Grouchy Ladybug
by Eric Carle
LESSON 1

Directions: Draw your bits of knowledge before and after the read aloud.



Now that you have listened to the read aloud, illustrate a matching cover.

Name:

Directions: Draw an example and a non-example for each word.

friendly



example



non-example

grouchy



example



non-example

Name:

The Grouchy Ladybug
by Eric Carle

LESSON 3

Directions: Compare and contrast the friendly and grouchy ladybugs. Illustrate both below.

friendly

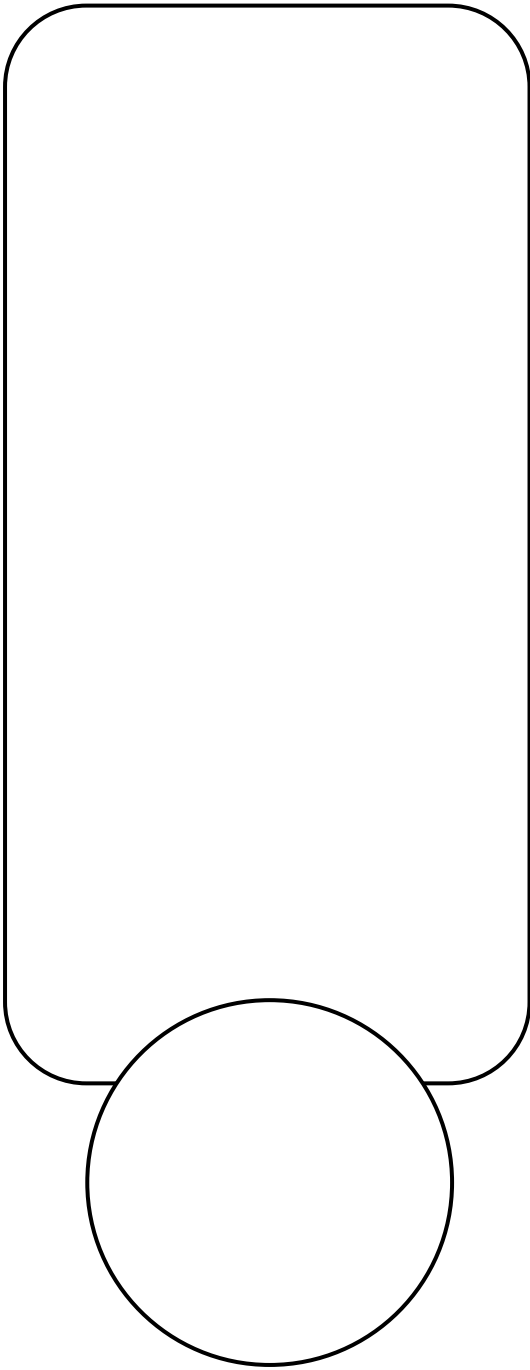
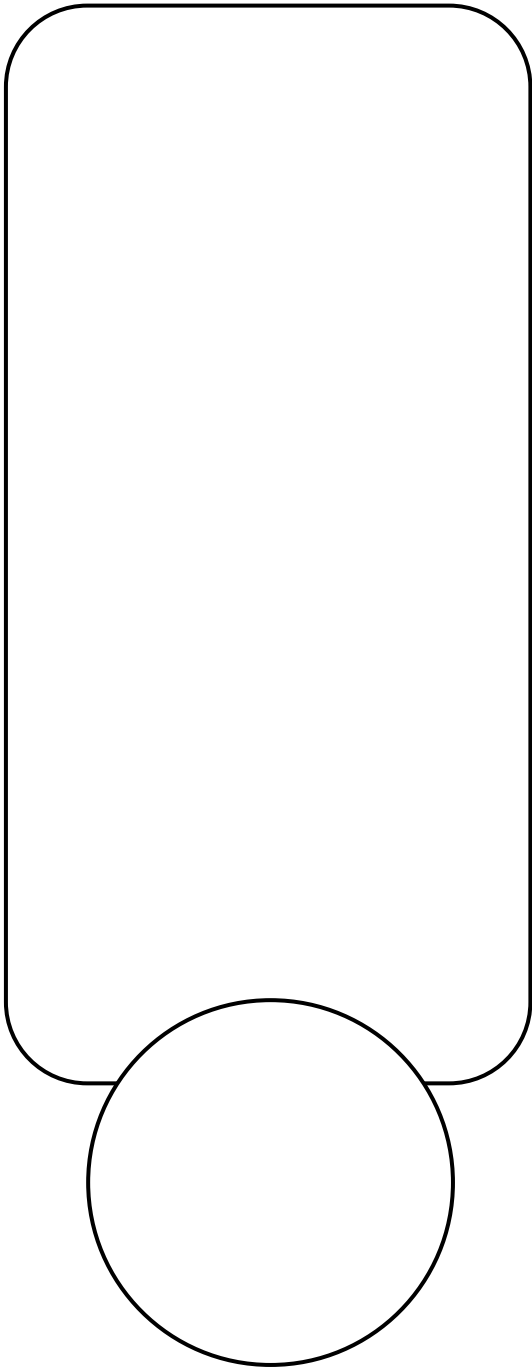
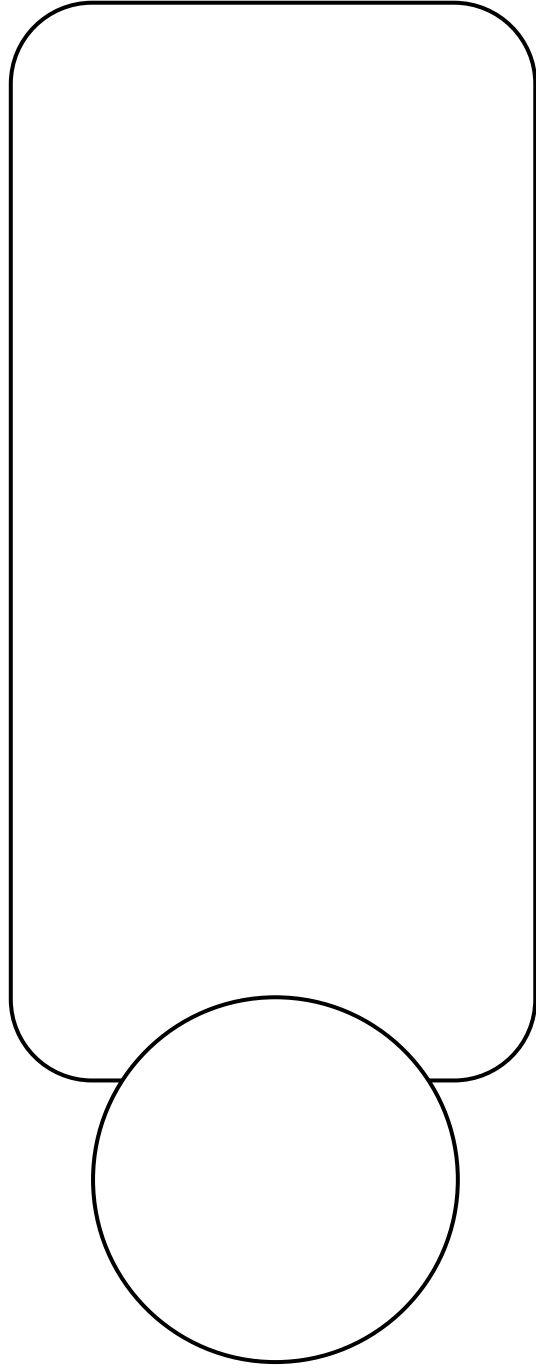
grouchy

Name:

The Grouchy Ladybug
by Eric Carle

LESSON 4

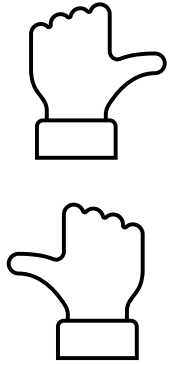
Directions: Retell the beginning, middle, and end. Illustrate the ladybug's feeling for each.



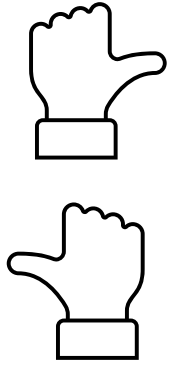
Name:

Directions: Listen and respond.

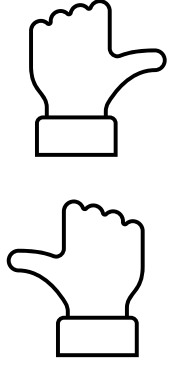
1.



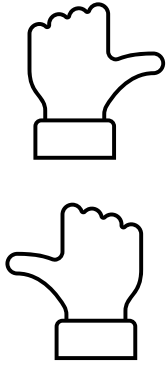
2.



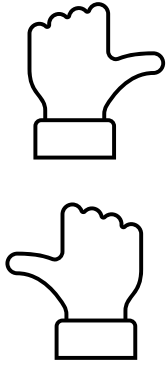
3.



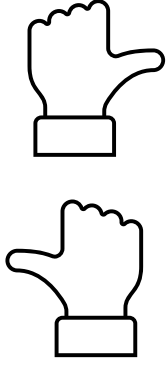
4.



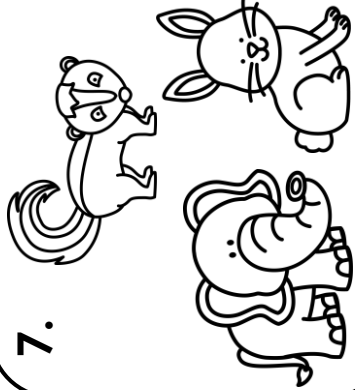
5.



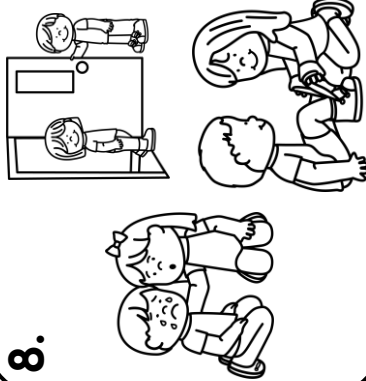
6.



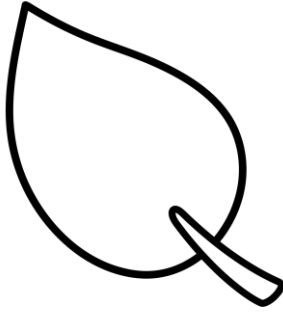
7.



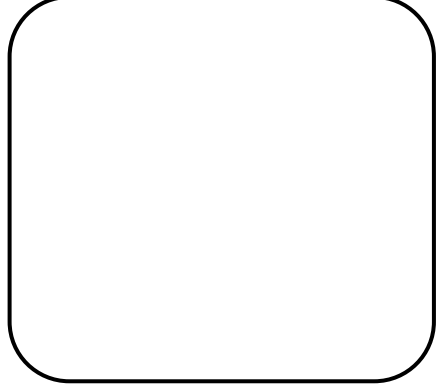
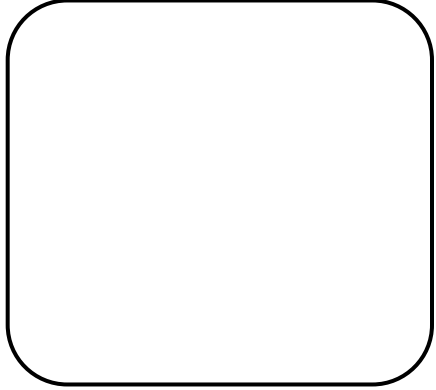
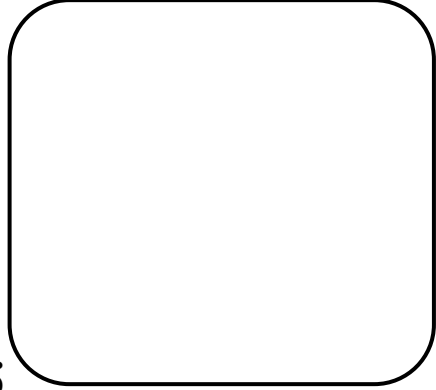
8.



9.



10.



1. Friendly means kind. (true)
2. The ladybug can be mean to others since it's feeling grouchy. (false)
3. Spotted can mean to see something. (true)
4. The friendly ladybug got to eat all day. (true)
5. The ladybug did not encounter any animals. (false)
6. Grouchy and grumpy are the same. (true)
7. Identify 2 animals that the ladybug encountered. (skunk, elephant)
8. Identify kind friends. (all)
9. Draw aphids on the leaf.
10. Draw the beginning, middle, and ending of the book.

friendly



kind and helpful

grouchy



feeling grumpy and likely to complain

spotted



see, notice, or recognize someone or something

encounter



unexpectedly see someone or be faced with something



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