

## Teacher Guide for LADYBUG

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Teacher's Guide prepared by *Gail Skroback Hennessey*

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The following teacher's guide is designed to assist the classroom teacher in using the September 2006 issue of *Ladybug* magazine to foster listening, reading, writing, and thinking skills with your students. Additional different genres such as fiction, poetry, song and informational articles are included to help introduce young children to the variety of reading materials.

Lessons can be used in small group, partners, individuals or whole class instruction format.

The articles in the issue are used for read-alouds, shared reading, supportive guided reading, listening activities, guided reading, vocabulary and word recognition, buddy reading, modeled writing, comprehension, interactive writing, or independent writing depending on the level of your students. Particular readings such as "Max and Kate" and "Runaway Acorn and Feeding Time" provide reading in the content areas of science. The sessions are a suggestion and the sequencing of the material can depend upon your individual preferences and students.

Throughout the guide, skills in vocabulary building, reading, writing, listening, and cross-curricular activities are included to help you utilize the magazine in your classroom.

### Helpful Web sites with reading strategies

[http://www.greece.k12.ny.us/instruction/ela/6-](http://www.greece.k12.ny.us/instruction/ela/6-12/Reading/Reading%20Strategies/reading%20strategies%20index.htm)

[12/Reading/Reading%20Strategies/reading%20strategies%20index.htm](http://www.greece.k12.ny.us/instruction/ela/6-12/Reading/Reading%20Strategies/reading%20strategies%20index.htm)

<http://www.readingquest.org/strat/>

<http://www.sarasota.k12.fl.us/sarasota/interdiscrdg.htm#Other%20Activities%20for%20the%20Readin>

<http://www.manning.k12.ia.us/HighSchool/teachers/ludwig/Reading%20Strategies.html>

<http://www.readingrockets.org/teaching/reading101>

<http://www.ed.gov/pubs/RoadtoRead/part3c.html>

### Helpful reminders:

**BEFORE-READING** activities should emphasize methods of merging reader, text, and content --enabling students to set appropriate reading purposes, recall related prior knowledge, preview and predict what the text will be about, and select reading methods to suit their purposes and the text. Included in these considerations may be readers' decisions to expand their background knowledge through related discussion, exploration of key concepts, or related reading.

**DURING-READING** activities should enable students to monitor their comprehension through a variety of strategies and experience and acquire diverse fix-up strategies to improve their understanding where necessary.

**AFTER-READING** activities should teach students to review their understanding of text, relate new ideas to their background knowledge, revisit the text to clarify and extend meanings, make responsible interpretations and criticisms of ideas from the text, revise their thinking, apply the information to other texts and disciplines, and remember crucial learnings for future application.

These suggestions derived from: <http://www.howard.k12.md.us/langarts/Curriculum/strategies.htm>

## **The Overall Plan**

**Title:** Changes in seasons and lives

**Time:** Approximately 20-25 minutes each session with post activities completed later in the day.

### **Objectives:**

Following instruction and teacher modeling, students will demonstrate through oral responses and artistic productions that they've:

1. analyzed word similarities and differences as reflected in their ability to find and frame words.
2. appropriately participated in unison reading activities.
3. read with accuracy and increased fluency during partner reading and independent reading activities.
4. increased their listening and speaking vocabulary as well as discourse skills.
5. shown evidence of listening and reading comprehension. This is demonstrated in their contributions to class discussions.
6. demonstrated accurate story imaging or visualization skills.
7. demonstrated an ability to sequence events in a story using the scene sketches that were produced.
8. identified rhyming words in a poem.
9. read with appropriate expression and movement as they acted out a part.
10. created illustrations that creatively portray the topic or text.
11. demonstrated the ability to evaluate a piece of writing. This is expressed in their comments and reactions about selections.

**Bloom's Taxonomy:** Knowledge, Comprehension, Application, Analysis, and Synthesis

### **Materials:**

copies of the September issue of *Ladybug*  
chart paper  
word cards  
sentence strips  
access to Internet or copies of pages from informational sites  
leaves/paper to make leaf rubbings  
acorns

## **Session 1**

1. Bring in some different types of leaves to show the students. Ask the students if they know what time of year leaves change their color in colder climates. Give the students time to also make comments about this time of year, such as what comes to mind along with changing leaves. Helpful resource: <http://www.mbgnet.net/sets/temp/leaves/>- (help identify types of leaves).
2. Assign the students a partner and distribute a copy of *Ladybug* to share. Introduce the magazine issue by doing a picture walk through. Discuss the cover and the pictures in the issue and allow time for the students to share personal comments, reactions, and predictions related to what they see as you introduce the issue.
3. Have students open to the story "Max and Kate" by Mick Manning, pages 2--6. Ask students what color leaf is their favorite. As the students if they have played in the fallen leaves, and have the students share their personal comments.
4. Read the story aloud, stopping to discuss content. Using chart paper or the chalkboard to record responses, have the students review the different senses. Encourage students through the reading to identify the examples of sights, sounds, feels, smells, or tastes for this time of year.
5. Give each student a piece of plain 8 1/2 X 11 plain paper folded in half. Write the word "Problem" at the top on one side and "Solution" on the other. What is a problem that the falling leaves present? What is a solution? What was the problem the children in the story created? What was the solution? Have the students write a sentence for each of these examples.

6. Pass out leaves (or if possible, go outside and collect some). Have students brainstorm descriptions of the leaves. Have the students do a leaf rubbing. Then have them write two sentences using two descriptions of the leaf.

## Session 2

1. Place students in small groups to read the poem "What am I?," by Eileen R. Meyer, and have them discuss what the rhyming words share in common.
2. From the illustration, have the students explain what game the children are playing and how the girl with the sneakers will probably be able to find the boy.
3. Have students pretend to be one of the three children and tell those in their group about themselves, giving a name and what they are thinking.
4. Circulate around the room to listen to what they students are discussing.
5. Return the students to a class group and encourage them to share their stories created about one of the children in the illustration.

## Session 3

1. Show an acorn to your students and tell them that they will be reading "Runaway Acorn" by Jacqueline Jules. Explain the story is about an acorn given human characteristics. Encourage the students to give examples of things that humans can do that an acorn cannot.
2. Pass out the issues of *Ladybug* to pairs of student. Have the students review pages 8--11, inviting their comments and predictions based on the illustrations.
3. Read the story aloud, stopping to discuss the content and continue to use the activity from Session 1 where students look for examples of the different senses. Stop after each page to review any words that might need identifying. Place those words on cards to put onto a word wall. Possible words include: growls, directions, plops, crushed.
4. Reread the story. This time have the students read the story aloud with you.
5. Give the students a sheet to work on in groups containing the following questions:

### ACORN

- |                              |  |
|------------------------------|--|
| 1. What did chipmunk do?     | What could have happened to the acorn? |
| 2. What did Benny do?        | What could have happened to the acorn? |
| 3. What did the squirrel do? | What happened to the acorn?            |

6. Have the students write two or three sentences pretending to be the acorn.

## Session 4

1. Discuss with students that some words, called "echoic" or "sound words," are words created from the sound they make. Give some examples, such as "zap," "buzz," and "beep." Encourage students to brainstorm other sound words and list them on paper or the chalkboard. Tell the students that such words make reading more descriptive and fun.
2. Explain to students that they will be reading the song "I'm a Nut," pages 12--15. Discuss how a song is read differently from the other material that you've explored in *Ladybug*.
3. Read the song first, page by page, and then have the students try reading along with you. Repeat by this time but try singing the words to the tune.
4. Have the students share specific information on an acorn and a car learned from the song.

## Session 5

1. Ask the students if they have a brother or sister and have students share comments on whether they do things together.

2. Explain that the story "The One with the Freckle," by Brenda A. Ferber, is about two brothers who are twins. Ask students to share what they know about twins. Ask students whether they'd like to be a twin. What might be the good things and bad things about having someone look exactly like you.
3. Pass out issues of *Ladybug* to pairs of students. Have the students open to page 16 and do a picture walk through of the story. Tell the students that the story is about children going into kindergarten. Use chart paper or the chalkboard to list things that the children are doing in kindergarten.
- 4.) Introduce the following vocabulary words: teensy, cubbies, freckle, definitely, mission, scratching, shrugs. For grade 1 and up, put words on word cards after they are introduced and add the cards to the word wall. Younger children are introduced to the words orally and shown what they look like. The objective for young children is to increase their listening or meaning vocabulary. Words of this complexity need not be added to the word wall in kindergarten. Identify words that show an action.
5. Read the story aloud and stop to discuss the story after each page. Ask the students to share how they go about meeting a new classmate. How do you think Zachary felt when he asked Alex to do something but Alex said "no"?
6. Give each pair of students a chart to fill out together. Include the following information on the chart:  
The One with the Freckle  
Situation:  
Problem that Alex faced:  
Events to Solution to his problem:  
What are some action words to describe how Alex felt?  
How was the problem Alex faced solved?
7. Have students write in a journal a couple of sentences using the information placed in the chart.

## Session 6

1. Divide the students into small groups and pass out copies of *Ladybug*. Have the students buddy read the short story "Mem and Grandpa Go Giddyup," by Margi Rossetti, pages 24--25.
2. Circulate around the room to each group to listen to the students take turns reading. Note the echo or sound word "clip-clop" and review these types of words.
3. Have the students turn to pages 26--27. Explain to the class that they will use their powers of observation. Discuss how being observant is important in learning. Give time for the groups of students to try and find the nine things that are different between the two pictures.

## Session 7

1. Have the students turn to "Feeding Time," by Suzanne Kamata, pages 28--31. Guide the students in a picture walk through the story and have the students share comments about visiting a zoo, types of animal they enjoy seeing, etc.
2. Review vocabulary words such as: dispenser, swallowed, grinned, wrinkly, chunk, gracefully, nibbled, pellets. Encourage students to give sentences for the words. Ask students to think of synonyms for the vocabulary words. Place words on cards to add to the word wall.
2. Read the story aloud, stopping after each page to discuss the content, words, and phrases. Allow students to make comments.
3. Have partners of students reread the story orally (in unison) and circulate around the room to listen to each group.
4. When the reading and discussion is complete, ask children to visualize something in the story that has stayed in their mind. Have the students draw a picture. When done, have students show their pictures and discuss the importance of "sequencing." Have students go to the chalkboard and tape their pictures in a sequence pattern for the story.
5. Have students individually try and do a web on one of the animals mentioned in the story. Follow the example below:

### **ANIMAL**

**Two descriptions of the animal**

**Two facts about Lila and the animal**

**Food Lila gave the animal.**

After the web has been completed, have the students write up three sentences using the information they placed on the web. Encourage students to do a peer review having two other students read the finished webs.

## **Session 8**

1. Place students in small groups. Give each group some drawing paper and 10 words from the vocabulary discussed in the issue. Have each group think of ways to illustrate the words (placing the answer on the back).
2. Have the groups join back into a class session and have different groups try to identify the vocabulary words based on the pictures. Encourage students to place the vocabulary words into sentences as they identify them.

## **Overall Assessment**

The teacher will assess children's:

1. ability to work together with a partner or in groups. Observations will be recorded as anecdotal notes.
2. ability to create illustrations. These will be evaluated for the accuracy of details represented.
3. ability to transfer new words to their speaking vocabulary.
4. ability to clearly express ideas during discussions.
5. attentiveness, ability to follow directions, listening comprehension, and reading comprehension. Observations will be recorded as anecdotal notes.
6. ability to verbally identify rhyming words and other literary techniques in poetry.
7. ability to read with accuracy and increasing fluency as demonstrated during independent reading and choral reading.
8. visualization skills for accuracy and creativity. This is reflected in the sketches they draw for events in a story.
9. ability of sequencing sketches to accurately represent the order of events in a story.
10. reading performance for appropriate expression and movement as they acted out a part.
11. ability to manipulate words effectively in a word sort activity and explain their reasoning. Completed sort charts will be assessed for accuracy, reasoning for placement, and creativity.
12. ability to evaluate a piece of writing. This is expressed in their comments and reactions about selections.