

Teacher's Guide for Ladybug Magazine

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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 November 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 *Acorn Feast* 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 websites 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/interdiscrdq.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.

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

The Overall Plan

Title: Fall and Feasts

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 chorally 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 November issue of Ladybug
chart paper
word cards
access to Internet or copies of pages from informational sites
Picture of a bear
acorns
Coloring sheet of a turkey(see site listed in the guide)
A hat
Several strips of the ten sentences from the story "That's Strange"

Session 1:

1. Bring in a picture of a bear. The following site, http://www.nationalgeographic.com/kids/creature_feature/0010/brownbears.html , has helpful information about bears such as:
 1. **A grizzly eats about 90 pounds of food a day preparing for the long winter sleep.**
 2. **A bear's heart rate drops from around 40 beats a minute to as low as 8 while in hibernation.**
Ask if they know what the word "hibernate" means. Explain that the story they will be reading is about Max and Katie hiking in the woods with a park ranger and coming upon a bear's den.
 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.
 4. Remind the students that punctuation at the end of a sentence helps the words come across with more feeling. Also point out that quotation marks are used to let the reader know that someone is speaking. Before reading the story, have students find examples of Kate, Max or the Ranger speaking and say the

sentence with the feeling expressed by the punctuation clues. Next, read the story aloud, stopping to discuss content.

5. Ask the students what clues in the illustrations suggest that the story is taking place in the winter. Ask the students to suggest what illustrations might have been used to suggest the story took place in the summer. This encourages the students to use prior knowledge and critical thinking.

6. Assign a partner for each student and give them a piece of paper and tell them to divide the paper in half. Place the word **NOUN** on one side and **VERB** on the other. Discuss words that are people, places and things are nouns and that words that show actions are verbs.

7. Have the students refer back to the story and find as many NOUNS and VERBS as they can and to place them in the proper column.

8. After about 10 minutes, have the class regroup and have the students share their words. Have different students try and act out the different verbs such as sleep, see, hiking, point and have other students try and guess the action word.

Session 2:

1. Show the students a picture of a cornucopia, a symbol of Thanksgiving(also called the horn of plenty) and ask the students if they know what holiday for which it is associated. Thought to originate with the ancient Greeks, the basket represents a curved goat's horn that they filled with fruits and grains. Ask the students what are some other symbols that come to mind when they hear the word, "Thanksgiving."

2. Pass out the issues of Ladybug to pairs of student. Explain to the students that they will be reading a story about Thanksgiving. Ask the students what are some things they do at Thanksgiving time and encourage their comments.

3. Have the students do a *picture walk through* of Eli's Thanksgiving by Suzanne W. Paynter on pages 7-9 inviting their comments and predictions based on the illustrations.

4. Read the story aloud, stopping to discuss the content. Stop after each page to review any words which might need identifying and place those words on cards to put onto a *Word Wall* for the issue. Possible words include: sizzling, bustling, clattering, flicked and clinking.

5. Review echoic or sound words and have the students find examples in the story.

6. Review nouns and being descriptive by having the students find nouns in the story and how the author uses descriptions such as fuzzy orange **sweater**, shiny **tin foil**, and sizzling brown **turkey**. Write the examples on the chalkboard or chart paper.

7. Reread the story and this time encouraging the students read the story aloud with you.

8. Pass out a picture of a turkey(see 2 above) and have the students color the picture.

9. Have the students draw a picture of their dinner plate on Thanksgiving Day and to write three descriptive sentences to describe what is on the plate. Remind them to be descriptive and not to just say "potatoes" and review examples used above.

Some websites of interest:

1. Turkey facts: <http://www.urbanext.uiuc.edu/turkey/facts.html>

2. picture of a turkey:

<http://www.enchantedlearning.com/subjects/birds/printouts/Turkeyprintout.shtml>

3. turkey maze <http://www.kaboose.com/holiday/thanks/maze/maze4.gif>
or <http://www.kaboose.com/holiday/thanks/maze/maze5.gif>

4. history of Thanksgiving: <http://wilstar.com/holidays/thankstr.htm>

Session 3:

1. Divide the students into small groups of 3-4 and pass out copies of the issue on Ladybug. Have the students turn to "*The Beasts' Feast*" by Ed Kline on pages 10-13 and have the students read in unison. Have the students then turn to "*Feeling Bearish*" by Joan Welch Major on pages 22-23 and read this in unison as well.

2. Give each group a piece of paper and have the students match up the rhyming pairs for the "Beasts' Feast". Ask them to then make a third word to add to each rhyming pair which also rhymes. Circulate around to the different groups to listen to their reading and their discussing the rhyming pairs. For "*Feeling Bearish*", have the students make a list of nouns and action words(verbs) and list as many as they can from the reading.

3. Return to a class group and together read each of the readings in unison.
4. Use the chalkboard or chart paper and list the rhyming pairs as well as the additional third word which each group listed for each of the ten sentences. Do the same to review the nouns and verbs they listed for "Feeling Bearish".
5. Have each student review pages 12-13 and write three sentences of what they see taking place at the dinner feast.

Session 4:

1. Ask the students if they can list examples of bad manners and encourage their responses. Explain that people judge you on your manners so having good manners is important.

The following list of basic table manners may be helpful:

From: <http://www.drdaveanddee.com/elbows.html>

1. Eat with a fork unless the food is meant to be eaten with fingers. Only babies eat with fingers.
2. Don't stuff your mouth full of food, it looks gross, and they could choke.
3. Chew with your mouth closed. No one wants to be grossed out seeing food being chewed up or hearing it being chomped on. This includes no talking with your mouth full.
4. Don't make any rude comments about any food being served. It will hurt someone's feelings.
5. Always say thank you when served something. Shows appreciation.
6. If the meal is not buffet style, then wait until everyone is served before eating. It shows consideration.
7. Eat slowly, don't gobble up the food. Someone took a long time to prepare the food, enjoy it slowly. Slowly means to wait about 5 seconds after swallowing before getting another forkful.
8. When eating rolls, break off a piece of bread before buttering. Eating a whole piece of bread looks tacky.
9. Don't reach over someone's plate for something, ask for the item to be passed to you. Shows consideration.
10. Don't pick anything out of your teeth, it's gross. If it bothers you that bad, excuse yourself and go to the restroom to pick.
11. Always use a napkin to dab your mouth, which should be on your lap when not in use. Remember, dab your mouth only. Don't wipe your face or blow your nose with a napkin, both are gross. Excuse yourself from the table and go the restroom to do those things.
12. When eating at someone's home or a guest of someone at a restaurant, always thank the host and tell them how delicious it was, even if it wasn't. Again, someone took time, energy, and expense to prepare the food, show your appreciation.

2. Tell the students they will be reading a poem about a family who have bad table manners.
3. Assign the students a partner and pass out the November issue of Ladybug and have the students open to "Table Manners" by Gelett Burgess on pages 14-15.
4. Read the poem to show the students the rhyming pattern and then have the students read aloud in unison as you read the poem again.
5. Have the students find the words that rhyme in the poem and then have them brainstorm other words that rhyme with chew, you, lives, knives, glad and talk.
6. Give the students a piece of paper and have them illustrate an example of good table manners or manners in general and then write a sentence to explain their illustration.

Quiz on Table Manners: <http://www.familyeducation.com/quiz/0,1399,1-11876-1,00.html>
<http://www.familyeducation.com/quiz/0,1399,1-11881-1,00.html>

Session 5:

1. Discuss the importance of sequencing especially in following directions to make something.
2. Have the students read in small groups the story, "That's Strange" by Suzanne Hardin on pages 16-18.
3. Copy the 10 sentences from the story and give each group the 10 strips of the sentences which have been cut up. Have the students with the issue of Ladybug closed try and reassemble the story in proper sequence. Circulate around the room to the different groups.

Session 6:

1. Bring an acorn to class and tell the students that they will be reading about how different creatures use them.
2. Pass out issues of Ladybug to partners of students. Have the students turn to "Acorn Feast" by Buffy Silverman on pages 19-21 and have the students do a picture walk through of the story.
3. Pass out issues of Ladybug to partners of students. Have the students open to page 16 and have the students do a picture walk through of the story.
- 4.) Introduce the following words using procedures described in earlier issues such as: bounce, thicket, wanders, nudges, peeks, bulging, scurries, twitches, and dangling. Words can be placed on cards and added to the Word Wall. Review with the students words that show actions and words that are nouns.
***** **Explain to the students that the word DISAPPEAR on page 19 is spelled incorrectly.**
5. 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 the students to brainstorm other sound words and list them on chalk paper or the chalkboard. Tell the students that such words make reading more descriptive and fun. Find such words in the story.
6. Read the story aloud and stop to discuss the story after each page. Ask the students to share their comments and try and make connections such as *text to self*. For example, prompt the students with the following: "When I read that the boy filled his pockets with acorns, it made me think about when I...."
7. As you read the story, you might wish to ask volunteers to try and read a couple of sentences on each page.
8. After reading the story, use chart paper or the chalkboard and write the following headings:
Creature What it does with the acorn
Have the students fill in the chart and review the story.

Session 7:

1. Ask the students to share how they celebrate their birthdays.
2. Explain to the students that the story they will be reading, "A Hat for Nana Ana" by C.S. Boyll on pages 24-29 is about someone's birthday.
3. Distribute a copy of the issue of Ladybug to pairs of students and have them open the book to page 24. Do a *picture walk through* looking at the illustrations and have the students share their observations and thoughts.
4. Explain the difference between this story and "Acorn Feast" and the "Eli's Thanksgiving" and that "A Hat for Nana Ana" and "Acorn Feast" are written in the first person compared to Eli's Thanksgiving which is written in what's called the third person. Encourage students to brainstorm the differences referring back to the other stories if needed.
5. As you read the story aloud, stop after each page to discuss what is happening. Encourage students to read the comments in the quotation marks in unison to participate in the reading. Continue to ask the students to make *text-self* connections.
6. Vocabulary words may include: tinkle, declares, sparkle, fancy, satin, and beige. Place these words on the Word Wall after discussing these words and have the students give sample sentences using the words.
7. Discuss the issue of keeping a secret. Didn't Nana Ana say it was a secret what she'd like? Do you think the girl should have told her mom this secret? Why or why not?

Session 8:

Ask the students to bring in their favorite hat for this session.

1. Explain that they will be reading a song, "My Hat, It has Three Corners" on pages 30-31. Discuss how a song is read differently from the other readings that you've done thus far in the issue of 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. Give the students a piece of paper and have them draw and color their hat. Have them write three descriptive sentences about their hat.

Session 9:

*** Spelling error on page 33(Don't peep!(should say "peek")

1. Review the different senses of hearing, sight, feeling, taste and smell. Have the students close their eyes and visualize that they are on a boat at sea. As their eyes are closed, ask the students each sense and ask them to share their responses. After a few minutes, ask the students to share what they saw (examples might include: saw a large wave, heard a crashing wave, smelled the salt water, etc.)
1. Assign a partner to each student and have them open their issue of *Ladybug* to "Mop and Family" by Alex de Wolf on pages 32-34. Guide the students in a picture walk through the story and have the students share comments about going on a boat or reading about sailors.
2. Review vocabulary words such as seadog, murmuring, survive, hearty, pretend, qualify, and greediest. 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 and allowing students to make comments.
3. Have partners of students reread the story orally (chorally) and circulate around the room to listen to each group.
4. Give out a chart with the senses and have the students fill it in with what they visualized earlier or something new.

A SAILOR AT SEA

What do you SEE?

What do you HEAR?

What do you FEEL?

What do you TASTE?

What do you SMELL?

Write a paragraph of you being a sailor at sea including the different examples you placed on your chart.

Session 10:

1. Divide the students into small groups and give each group 10 vocabulary words. For each word, have the students do the following:

Think of a synonym for the word

Is the word a noun, action or descriptive word?

Write a sentence for the word

2. Play a game called, "Bluff". Divide the class into two or three teams. Explain to the students you will ask a team a vocabulary word. (for example: "This word means to take a quick look." (**peek**) All those on the team that know the answer are to stand. Students are encouraged to "bluff" or pretend they know the answer. Explain you will call on one of the students standing. If they answer correctly, they earn the number of points for those standing. If the response is incorrect, the number of points lost will be the number of students standing. This is another activity to reinforce the vocabulary from the issue.

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.) illustrations. These will be evaluated for the accuracy of details represented.
- 3.) transfer of 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.) sequencing of 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. demonstrated the ability to evaluate a piece of writing. This is expressed in their comments and reactions about selections.