

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 April 2007 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 "The Paw" provide reading in the content area 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/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.

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

The Overall Plan

Title: Outdoors with nature

Time: Approximately 20-30 minutes each session with post activities completed

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 April issue of Ladybug
chart paper
word cards
Picture of Polar Bear
Picture of Beaver
drawing paper
branch of a tree
Map of the World

Session 1:

1. Ask the students to close their eyes and visualize what they see when they think of spring. What kinds of things do they see in the woods? Outside their home? Types of wildlife? Encourage the students to share their thoughts and write their responses on the chalkboard or chart paper.
2. Explain to the students that in April issue of Ladybug, there will be a number of stories about being outdoors and the different things in nature that they can see
3. Bring in a picture of a beaver. The following site has a reproducible picture of a beaver: <http://www.enchantedlearning.com/subjects/mammals/rodent/Beavprintout.shtml> and this site: http://www3.nationalgeographic.com/animals/video/beaver_lifecycle.html has a video on beavers and what they do.
Some interesting facts to share with the students on beavers:
A. North America's largest rodent.
B. Some can be as big as 4 feet long and weigh 60 pounds.
C. Beavers can stay underwater for up to 20 minutes.
D. Beavers have very poor eyesight.
4. Explain that the story they will be reading is about Max and Katie going for a canoe ride at a nature reserve and spotting beavers. Ask the students what a nature reserve is and why they think such places have been established for wildlife.

5. 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.
6. Have students open to the story, *Max and Kate* by Mick Manning, pages 2-6.
7. 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.
8. Review the illustrations and ask the students to list things they see as they take the canoe ride in the nature reserve. along the nature reserve. Ask the students to suggest what safety precautions can be seen. This encourages the students to use prior knowledge and critical thinking.
9. After reading the story, give partners of student 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.
10. 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.
11. 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 a large branch. Ask the students what could be used with the branch(walking stick, use to move things out of the way as you are walking, use to reach for something, etc), Before it became a broken branch, what might it have been used for when it was still part of a tree? Encourage students to share their thoughts. Write their comments on the chalk board or chart paper.
2. With a partner, distribute the April issue of Ladybug and have the students open the magazine to *I Found a Stick* by Jane Dauster on page 7. Read the poem aloud so students can hear the word pattern. Then repeat the poem encouraging students to read aloud with you.
3. Have students review the different uses of the branch. Compare with the comments students gave prior to reading the poem.
4. Have students find rhyming patterns and then think of additional words that rhyme with ground/around or fun/sun or rest/nest.
5. Continue noun/verb recognition by having students find examples of nouns and verbs in the poem and writing the words under Noun or Verb headings on the chalkboard or chart paper. For action verbs, encourage the students to "act" out the verbs such as **dragging, twirling, reaching, lying**, etc.

Session 3:

1. Have partners turn to *Here is the Ostrich* on pages 8-11 and have the students read the selection orally with their partner. Ask the students to suggest other creatures that they could demonstrate such as an elephant, giraffe, flamingo, etc, encouraging creative thinking.

Session 4:

1. Review the different senses(hearing, seeing, tasting, touching smelling) Ask the students to close their eyes and visualize being at a zoo. Use the different senses and have students share their responses. As the students to share what animal they would most like to visit and explain why they like seeing that particular exhibit.
2. Show a picture of a polar bear such as the one at this site: http://www.nationalgeographic.com/kids/creature_feature/0004/polar2.html
Ask the student to share any prior knowledge they might have on polar bears. Some information to share with the students might include:

- A. The largest polar bear recorded was 11.12 feet from nose to tail and weighed 2209 pounds.
- B. Polar bears only live at the North Pole(Arctic) and can be found in Alaska, Canada, Russia, Greenland and Norway.
- C. Most polar bears live alone and they do not hibernate as other bears.
- D. A polar bear can hold its breath for about a minute.
- E. Although their fur looks white, the hairs are transparent and hollow reflecting light from the snow.

3. Pass out the issues of Ladybug to pairs of student. Explain to the students that they will be reading a story about a girl named Sarah and her visit to see a Polar bear at a local zoo.

4. Have the students do a *picture walk through* of *The Paw* by Barbara Martin-Flint on pages 12- 15 inviting their comments and predictions based on the illustrations.

5. 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: *glided, squealed, delight, firmly, swiftly, completely, and exclaimed.*

6. Review how **adjective** and **adverbs** help the reader see more of a description as they read words on a page. Place the word adjective and adverb on the chalkboard or chalk paper and review the story by searching for words that describe nouns and verbs and list them under the proper heading. On page 12, start by asking the students to read, "*They stopped by a shiny railing around a large pool.*" Ask students to identify the nouns. Next ask students to identify words which give the nouns more detailed description(ie: SHINY railing and LARGE pool). Repeat that words that tell more about nouns are called *adjectives*. Continue with page 12-13 telling the students to be "*adjective detectives*", first finding and identifying a noun and the word/words that give it more description. Repeat on page 12 with identify verbs and then trying to find words that give more information on who, what, or where about the verbs. (ie: Sarah skipped happily beside Mama. What action did Sarah do?(skipped). Ask the students to identify any words that give more information about how, when or where she skipped.(happily) Continue being "*adverb detectives*" on pages 2-3 searching for examples of adverbs. Mention that many adverbs end in "ly".

7. Give the students a coloring sheet of a polar bear(which can be found at this site: http://www.nationalgeographic.com/coloringbook/sketch_polar.html) or have them draw/color their own polar bear. Write a journal entry pretending to be Sarah telling about your visit to see the polar bear(at least 3-4 sentences)

Session 5

1. Have the students discuss safety tips if they are going for a walk in the woods.

For example:

A. Never step over a fallen log or rock without first looking to see what's on the other side. There could be snakes on the other side of the rock or log.

B. Bring along a whistle or other noise maker in case you get separated from others in the group.

C. Never touch

or approach wild animals.

D. Never eat

anything you find without first asking an adult for permission as some berries can make you sick.

2. Explain that the song, *The Dancing Bear* on pages 16-17 is an old German song. Show the country of Germany on a world map so students can see where Germany is in relation to their home. Mention that if they really saw a bear in the woods, that they should never approach one, let alone try and dance with one.

3. Pass out issues of Ladybug to partners of students and have them open to pages 16-17. Have the students listen to you as you sing the song. Repeat with students singing the song along with you.

Session 6:

1. Place seven words on an overhead or chalkboard. Give the students a minute to review the list of words. Remove the words and give the students a piece of paper. Tell the students that they are to write down as many of the words as they can remember. Tell the students that being observant about things they see around them is important. Ask them why this is so? (le: Not watching where you are walking can cause an injury, etc.) Try another activity, this time, have the students put their heads down on their desks and remind them....no peeking. Put a rectangular piece of construction paper somewhere in the classroom. Have the students sit up and try and locate the piece of construction paper.
2. Break the students into small groups and pass out issues of *Ladybug*. Have the students open to *Little Bears on the Slide* by Valerei Gorbachev on pages 18-19. Give each group a piece of paper. Tell the students that they will have three minutes to find as many ways the two pictures are different and they are to list them on their piece of paper.
3. Return to a class grouping and go over the activity.

Session 7:

1. Pass out copies of *Ladybug* and have partners of students open to *Mercy* by Claire Boiko on pages 20-21. Have the partners read the poem.
2. Review with students oral reading techniques such as volume, intonation, proper speed, etc. Have 2-3 partners of students reread the poem aloud.
3. Have the students find rhyming patterns and then think of other words that rhyme with path/wrath, you/shoe, that/flat, or today/way.
4. Give the students a piece of drawing paper and have them draw/color a ladybug. Have the students pretend to be a ladybug and write three sentences of what you see and what you are doing as you inch along the sidewalk or wooded path.

Session 8:

1. Pass out issues of *Ladybug* to partners of students. Have the students turn to "*Two in a Pocket* by Robin Ravilious on pages 22-29 and have the students do a picture walk through of the story. Explain that the story is about two unlikely creatures that form a friendship and help one another.
2. 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.
- 3.) Introduce the following words using procedures described in earlier issues such as: *bewildered, stale, greedily, panic, belonged, shreds, simmering, flustered, furious, stalked, skulked, gasped, pounced, teased, nibbled, gnawed, teased, tangles, disgust, twittering, lurch, dozed, and shrilled.* 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. Encourage students to use the words in creative sentences.
4. Read the story aloud and stop to discuss the story after each page. After reading the first page, encourage students to share their thoughts as to how Snippet managed to find herself in a barn. Ask the students if they felt that Jenny Wren was right to be angry when she found Snippet in her home. Such questions involves students using prior knowledge to form an opinion.
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, discuss cause and effect and have partners do the following activity:

Cause and Effect

1. Jenny found Snippet in her home. How did she feel and what did she say she'd do?(angry and said she'd peck him to shreds if he didn't leave)

Write C over the cause and E over the effect.

2. Snippet dived into a pocket of an old coat? Why did she do this?(saw a cat in the window looking at her)

Write C over the cause and E over the effect.

3. Jenny sang very loudly in the mornings. What couldn't Snippet do because of this?(sleep)

Write C over the cause and E over the effect

4. Snippet nibbled and gnawed at some netting. Why did she do this?(help get Jenny out of the net)

Write C over the cause and E over the effect

5. Jenny flew along a man twittering with alarm. Why?(man had coat with Snippet fast asleep)

Write C over the cause and E over the effect.

10. In small groups, have students retell the story and specific things that happened. Have the students write 7 events that happened in the story and place them on index cards. Place on a desk and shuffle the cards. Take turns placing the index cards of events in proper order as they occurred in the story.

11. Have students pretend to be Jenny or Snippet and write a paragraph about how they helped their friend including three specific facts from the reading.

Session 9:

1. Pass out issues of Ladybug to pairs of students and have them turn to In the Park by Ferida Wolff on pages 30-31. Have the students read aloud with you "What goes together in the park?"

2. After reading, have students find additional pairs that go together in the park.(ie: bird and park bench, boy and balloon, man and hat,etc.)

Session 10:

1. Have students read Mop and Family by Alex de Wolf on pages 32-34 individually. On page 33, Mom says, "Bravo" as Julie walks the challenging beam. Ask the students to determine what the word means and to write two other things that Mom could have said to Julie on a piece of paper.

2. Have the students partner with another student and retell the story to one another.

3. As a class group, ask the students to share other phrases they thought of to complement Julie.(ie: good job, well done, That a girl!)

4. Discuss with students whether positive words and encouragement effect how they do things. Have students try and think of something positive to say about other students in the class.

Session 10:

Vocabulary Survey:

1. Place vocabulary words from the issue on individual index cards, enough for half your class to each receive one. Place a definition for each of the vocabulary words on index cards for half you class. Pass out a card to each student. Explain to the class that they have to mingle around the room to find their matching "pair". Once the pairs have gotten together, have them each state a sentence for the word. Reshuffle the cards and play another round of the review activity.

2. In small groups of 3-4, give students 10 vocabulary words on an index card. Have students give a definition for the words and place them on another index card. Shuffle the cards and place face down on a desk. Have students in the group take turn picking two cards to find a matching pair(word/definition). If they find a pair, they take the cards and have another turn to make a match. The winner is the student with the most index card pairs. Place two rounds if time permits.

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.