

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 January 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. The readings such as The Art Museum could be used as an art appreciation lesson introducing students to some famous artists. 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:

Pre-Reading: Pre-reading prepares students for learning by activating their prior knowledge about the topic featured in the text.

During-Reading During: Reading strategies teach comprehension by making connections, generating questions, and determining importance by guiding the reader to use proficient reader strategies.

After-reading: After activities connect the old and new knowledge and help students frame it in some way to their lives.

from: http://www.bayvieweduc.ednet.ns.ca/Smoran/Reader'sworkshop/before_during_after_reading.htm

The Overall Plan

Title: Friendships /Fall

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 October issue of Ladybug
chart paper
word cards
drawing paper
Map of the World
Pictures of famous works of art
Internet sites

Session 1:

1. Explain to the students that in October issue of Ladybug, there will be a number of stories about friends and friendships. Ask the students to brainstorm what makes a good friend. Encourage the students to share some of their thoughts. Also explain that since it is the October issue, that the topic of fall will be discussed as well.
3. Assign students a partner and pass out copies of the issue of Ladybug and have the students do a *picture walk* through of the issue having students share their comments, reactions and predictions about what they will be reading in the issue. Read the poem, *What Will Mother Nature Wear*, on page 1, to the students. Place a chart on the chalkboard or chart paper. Have the students list things that they might wear in the summer and things that they'd wear in the fall. Ask the students to list activities they can do in the summer and those they can do in the fall. As the students

Summer

Fall

Clothing:

Clothing:

Activities:

Activities:

4. Have the students turn to "*Max and Kate*" by Mick Manning, on page 2-6, and read the story to the students encouraging them to read along with you. Explain that punctuation such as a question mark tells the reader to end the sentence in a certain inflection. Repeat the importance of punctuation such as an exclamation point.
5. Have the students look at page 2 and list descriptive things which they see in the illustration.
6. A helpful site to explain to children why leaves change their color in the fall.<http://www.kidzone.ws/plants/autumn1.htm>

7. Encourage the students to make text-to-self connections about playing in leaves or collecting leaves.
8. Have the students do the activity which Max and Kate did by drawing and coloring leaves and making a mobile.
9. Have the students do the following activity sheet.

Activity Sheet

THINGS I like to do in the Fall

- 1.
- 2.
- 3.

DRAW a picture of yourself in the fall

- 10: A Fun coloring sheet of kids playing in the leaves can be found at this **site:**<http://www.dltk-holidays.com/t.asp?b=m&t=http://www.coloring.ws/fall/bfall1.gif>

Session 2:

1. Show the students a picture of a skunk and a badger. You may wish to give the students the following handouts found at these sites:
<http://www.enchantedlearning.com/subjects/mammals/skunk/Skunkcoloring.shtml> and
<http://www.enchantedlearning.com/subjects/mammals/badger/Badgerprintout.shtml>
 Encourage students to share prior knowledge about these creatures. Ask the students if they have ever grown a pumpkin and to share some things you can do with a pumpkin.
2. Explain that the story, *Badger's Pumpkins* by Kathleen Stevens, on page 7-12, is about a badger and skunk who are friends but have different thoughts about what to do with pumpkins which they have grown.
3. Assign students a partner and pass out copies of the issue of Ladybug and have the students do a *picture walk* through of the issue having students share their comments, reactions and predictions about what they will be reading in the issue.
4. Have the students do a *picture walk* through of the story for vocabulary words that they can add to a *Word Wall* listing for this issue. Possible words include: *hitched, clucked, clattered, jingled, plodded, ravine, shivered, greedy, squinted, squashed, and grumpily*. Have the students try and use context clues to determine the words' meanings and give sample sentences for the words that have been highlighted.
5. Have the students look on page 8 and ask the students to list some of the things in the story which real skunks and badger can't do. For example:(wear clothes, talk, grow pumpkins, own a wagon,etc)
6. Depending on your students' reading level, either read the story aloud to the students or have them have an opportunity to read passages. Stopping after each page inviting comments, reactions and predictions. Encourage students to make *text-to-self* connections. Encourage students to think of other stories with talking animals with traits like humans which would involve students making *text-to-text* connections.(For example, The Three Pigs)
7. Write the words **Noun** and **Verb** on the chalkboard or chart paper. Discuss what a noun and verb are and then have groups of students write the two words onto a sheet of paper. Look on pages 10-11 being word detectives and categorize the two groups of words. Regroup and have students share their word lists.
8. Review comprehension questions such as the following:
 - A. Skunk gave a warning to Badger . What was it?**
 - B. Why did Badger wait so long before leaving for home?**
 - C. How did Badger's friend, Skunk, help him get home safely?**
 - D. What did Badger do to thank his friend?**
9. Have partners retell the story later in the day.

Session 3:

1. Pass out copies of *Ladybug* to students and have them turn to the poem ,*Sky Pie* by Kathleen Stevens, on pages 13.
2. Read the poem to the class and then encourage the students to reread the poem along in unison.
3. Discuss rhyming patterns and ask students to suggest additional words that stick to the word patterns.
4. Have the students review the illustrations and to discuss if the pictures tell the story, too.

Session 4:

1. Assign the students a partner and have the groups turn to the song, *Buffalo Gals* on pages 14-16.
2. Ask them to review the illustrations and share their thoughts. Ask the students to describe something they see. Encourage them to say a descriptive phrase not a word.
2. Sing the song for the students as they follow along with their partner. Sing the song again asking the students to sing along with you. Next, ask different partner's to stand up and sing the song.
3. Have the students stand and do the other verses and demonstrate the actions which are found on page 16.

Session 5:

1. Have the students turn to the poem, *The Three Little Ghostesses* on page 17, and ask the students to follow along as you read the poem aloud.
2. Have the students stand and explain that they are to demonstrate with actions the following things as they reread the poem. Hold up three fingers, sit down, pretend to be eating something, rub hand on wrist pretending to grease them. Repeat again after they have done this activity.
3. As the students to volunteer any stories about ghosts, books they may have read or movies (ie: Casper) that deal with ghosts. Did they think that these ghosts were scary? funny? etc.

Session 6:

1. In small groups, have the students do the activity, *Hay Ride Surprise* on pages 18-19.
2. Return as a group and go over the different things which they spotted as being wrong with the picture.
3. Have the students turn to the poem, *I Like to Stay Up* by Grace Nichols , on page 20-21. Before reading the poem , explain that *jumbie* is a word for ghost in Guyanese. You may wish to show where the country of Guyana and share some facts about the country.
<http://www.factmonster.com/ipka/A0107608.html>
 - Guyana is found on the northern coast of South America
 - * It is the size of the state of Idaho
 - * 80% of the country is a tropical forest
4. Have the students read the poem in unison. After reading the poem, ask the students to find incorrect English grammar and suggest corrections.

Session 7:

1. Have the partners of students turn to *Chloe and Maude, the Art Lesson* by Sandra Boynton, on pages 23- 27. Ask the students if they have ever drawn a picture which someone hasn't recognized. Encourage the students to share their experiences.
2. Explain that in the story, Maude isn't a very good artist and gets offended when Chloe doesn't recognize his drawing and he gets upset. This is a good story to promote reading for feeling and enjoyment.
3. Have students take turns reading a part of the story stopping to discuss and encouraging students to make predictions and share *text-to-text* connections. What emotions did Maude display in his anger? In what way did Chloe try to give him encouragement?
4. After reading, reinforce nouns and verbs by having the students once again become word detectives and search pages 26-27 and make a list to share with the class.

5. Give the students some manilla paper and some paint. Give the students a piece of sponge and have them experiment with making designs. If you have old pencils, they could also experiment with creating paintings with these as well.
6. Have the students write a couple of sentences about one of their paintings or one of their classmates. What does it look like? Give the painting a name.

Session 8:

1. Assign small groups of students a copy of the issue of *Ladybug* and a piece of paper. Ask the students what are some of the things that they might see at a museum? Encourage students to share trips they may have gone to visit a museum.
2. Have the students turn to *The Art Museum* on pages 28- 31. In small groups have the students list 5-7 things they see in the illustration of the museum. Remind the students to develop phrases and not just one word.
3. Return to a class group and have the students share some of the specific descriptions that they wrote down about what they saw at the museum.
4. <http://www.metmuseum.org/explore/artists.asp> and <http://www.metmuseum.org/explore/museumkids.htm> might be of help to share artists/ artifact collections for children.

Session 9:

1. Ask the students to share experiences when they have played a game when someone was a sore loser. Ask the students to list examples of good sportsmanship.

10 Ways to Be a Good Sport

Here are some ways that you can show others what good sportsmanship is all about:

1. Be polite to everyone you're playing with and against. No trash talk - which means saying mean things while you're in the middle of a game.
2. Don't show off. Just play your best. If you're good, people will notice.
3. Tell your opponents "good game!" whether you've won or you've lost.
4. Learn the rules of the game. Show up for practices and games on time - even if you're the star of the team.
5. Listen to your coaches and follow their directions about playing.
6. Don't argue with an official if you don't agree with his or her call. If you don't understand a certain call, wait until after the game to ask your coach or the official to explain it to you.
7. Don't make up excuses or blame a teammate when you lose. Try to learn from what happened.
8. Be willing to sit out so other team members can get in the game - even if you think you're a better player.
9. Play fair and don't cheat.
10. Cheer for your teammates even if the score is 1,000-1! You could inspire a big comeback!

From: http://www.kidshealth.org/kid/feeling/emotion/good_sport.html

2. Explain that in the story, *Mop and Family* by Alex de Wolf, on pages 32-34, the issue good sportsmanship is discussed. Remind the students to watch for punctuation clues to assist in reading with feeling.
2. Have the students read the story with a partner. Circulate around the room to monitor the students reading the story and when all students have finished the story, regroup as a class and discuss the story.
3. After completing the story, the students could write up a paragraph putting the story into their own words.
4. This site has a "Good Sportsmanship Checklist" which you may wish to use:
<http://www.printablechecklists.com/checklist38b.shtml>

Session 10:

Post Reading Activity:

Use the vocabulary words for the issue such as the following: *hitched, clucked, clattered, jingled, plodded, ravine, shivered, greedy, squinted, squashed, and grumpily*. Have the vocabulary words on the chalkboard or chart paper for all to see. Give the students a piece of paper and have them make a "bingo" card using 9 of the vocabulary words discussed in the issue. Explain that you will say a definition and if they have the word on their bingo card, to make a specific mark (game one- smiley face, game two- V for vocabulary, game three- L for Ladybug, etc.). The first student (students) to get three vocabulary words across, down or diagonally, stands and says "VOCO". To win the round, the students must define their three words.

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.
9. demonstrated the ability to evaluate a piece of writing. This is expressed in their comments and reactions about selections.