

# 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 December 2007 issue of Ladybug Magazine to foster listening, reading, writing and thinking skills with your students. Additionally, 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 *Ladybug Winter* could be used to provide reading in the content area of science and *In Our Neighborhood* could be used to introduce young people to holidays from other religions and cultures. 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%20Reading>

<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](http://www.bayvieweduc.ednet.ns.ca/Smoran/Reader'sworkshop/before_during_after_reading.htm)

### **The Overall Plan**

**Title:** Winter and holidays

**Time:** Approximately 20-30 minutes each session with post activities completed through 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 December issue of Ladybug  
chart paper  
crayons  
word cards  
drawing paper  
photographs of ladybug  
Material to make a ladybug(see section 3)  
popcorn  
map of the world

#### **Session 1:**

1. Explain to the students that in December issue of Ladybug, there are a few stories about wintertime and the holidays during this time.

2. 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.
3. Have the students turn to " *Max and Kate* by Mick Manning on pages 2-5. 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 Mommy speaking and say the sentence with the feeling expressed by the punctuation clues. Next, read the story aloud, stopping to discuss content.
4. Explain to the students that when you read, you should try and make *connections* which will help you to remember what you read. Types of connections are *text to self*, *text to text* and *text to world*. Making *text to self connections* may include asking the students if they have helped bake holiday cookies and to share the memory with the class. What types of cookies do they like to eat at the holidays? etc.
5. Continue discussing the story by asking the students to list the steps in making cookies and list the steps onto the chalkboard or chart paper. For example: washing hands before starting, getting the oven heated, recipe out, cookie cutters, bowls, mixing spoons, ingredients, etc.
6. Have the students turn to page 3 and describe the different things they see in the illustration.
7. Write the words noun and verb onto the chalkboard or chart paper. Have the students review the reading to find examples of action verbs and nouns and place them under the proper heading. Encourage students to demonstrate the action verbs they have listed.

#### Session 2:

1. If possible, bring in some popcorn for the students to eat. Encourage students to share their experiences about making popcorn. What types of sounds, smells, and other senses can the students use to describe popcorn.
2. Tell the students that you will be singing, A Popcorn Song, and they are to listen carefully to the rhythm.
3. Assign a partner and pass out copies of the December issue of Ladybug and have the students turn to page 7.
3. Sing the song and then encourage the students to join in and sing the song again in unison.
4. Have the students find the rhyming words. Place the rhyming pairs on the chalkboard or chart paper. Have the students brainstorm additional words which rhyme with these pairs.
5. Have the students write the word popcorn on a sheet of drawing paper. Have the students write a poem about popcorn using the letters in the word.

#### Session 3:

1. Show a picture of a ladybug. This site has several good photographs: <http://www.ivyhall.district96.k12.il.us/4th/kkhp/1insects/ladybug.html>
2. Pass out a copy of Ladybug Magazine and have partners open to *Ladybug Winter* by Peggy Thomas on pages 9-13. Before reading, have the students begin the following activity:

#### Ladybug KWL Fact Sheet.

What do we Know about ladybugs?    What We    What to Know    What we Learned  
about Ladybugs.

- |    |    |    |
|----|----|----|
| 1. | 1. | 1. |
| 2. | 2. | 2. |

3.

3.

3.

Have students share what they wrote down under the category of what they know about ladybugs and what they'd like to learn about ladybugs.

### Ladybug Facts Facts

- Ladybugs are really a type of beetle and are a very beneficial group of insects.
- Even the males are considered to be ladybugs.
- There are over 4,500 different kinds of ladybugs worldwide. 400 of them can be found in North America.
- Two-spotted and seven-spotted varieties are often seen in Canada.
- Aphids (small green bugs that harm crops) are a ladybug's favourite food.
- A single ladybug can eat as much as 5,000 aphids in its lifetime.
- Ladybugs chew from side to side and not up and down like people do.
- Ladybugs make a chemical that smells and tastes terrible so that birds and other predators won't eat them.
- The spots on a ladybug fade as the ladybug gets older.
- The male ladybug is usually smaller than the female.
- Ladybugs can produce a distinctly felt nip!
- The Asian Lady Beetle can live up to 2-3 years if the conditions are right.

From:

[http://www.croplife.ca/foodforthought/teachers/downloads/ladybugs\\_education\\_module.p](http://www.croplife.ca/foodforthought/teachers/downloads/ladybugs_education_module.pdf)

[df](http://www.croplife.ca/foodforthought/teachers/downloads/ladybugs_education_module.pdf) This site has lots of great information and a fun ladybug wordfind

Another very good site for teachers and students:

<http://www.kinderkorner.com/ladybugs.html>

2. Have the students pages 9-11 in unison. Afterwards, encourage students to find the rhyming patterns.
3. Break up the students into small groups and have the students brainstorm additional words which would rhyme with the rhyming patterns of goose and boots, form and storm, etc.
4. Return to a class grouping and have the students share their list.
5. Finish the KWL chart with facts learned from the reading on pages 9-11.
6. Have students make ladybug puppets. See this site for easy step by step directions.  
<http://www.enchantedlearning.com/crafts/puppets/paperplateladybug/>

7. Pass out the Ladybug issue and have the students read with a partner pages 12-13. Have the students list vocabulary words which they could ask others to define.
8. Regroup and discuss the pages read and vocabulary words that were highlighted by the partners. Words may include: *crevices, hibernate, aphids, huddled, swarms, and over winter*. Encourage students to suggest find the vocabulary words and how context clues may have helped the students decode the vocabulary words' meanings. Ask students to volunteer to create sentences using the vocabulary words.
9. Draw/color a picture of a ladybug and write four facts learned about ladybugs on the picture.

#### Session 4:

1. Place a rebus on the overhead or make copies to pass out to pairs of students. This holiday one might be helpful:  
<http://www.enchantedlearning.com/rhymes/12daysofchristmas.shtml>
2. Explain that in the story, *Decorating the Tree* by Karen Klozenbucher, on pages 14-16, the students will be reading a story in rebus form.
3. Review the pictures that will substitute for words and then read the story in unison.
4. Give the students some old magazines and have them cut out pictures to create their own rebus story.

#### Session 5:

1. Pass out a copy of Ladybug to pairs of students. Have them open to the poem, *The Dream of Father Christmas*, by Ellis O'Keefe, on page 17.
2. Read the poem to the students and then have the students read along with you.
3. Have the students find the rhyming patterns and suggest additional words which would rhyme.
4. Have the students write another verse to the poem describing a gift that was given to a child.

#### Session 6:

1. Ask the students to brainstorm things that are used to decorate for Halloween. Have the students suggest things that are used to decorate for Christmas, Hannakah and Kwanza.
2. With a partner, have the students do the activity, *In Our Neighborhood* on pages 18-19. Information on Kwanza: <http://www.theholidayspot.com/kwanzaa/history.htm>  
Information on Hannakah: <http://www.theholidayspot.com/hanukkah/history.htm>  
Information on Christman: <http://www.theholidayspot.com/christmas/history/index.htm>

#### Session 7:

1. Tell the students that the Mother Goose Rhyme, *I Saw a Ship a-Sailing*, will be sung as a song. Ask the students to share what they know about a ship. What might be some things that a ship may carry from the United States to some other country? What might be something that a ship might carry to us from another country?
2. Explain to the students that many of the products we have in our homes and school come from other lands. Ask the students to carefully look at the label of the shirt worn by the person sitting nearest them. Have the students also look at their notebook, sneakers, crayons, etc. to find where they were made. Show a map of the world and locate the different countries mentioned.
3. Pass out copies of Ladybug to partners of students and have them turn to *I Saw a Ship-a-Sailing* on pages 20-21.

4. Start the song so the students can see how it sounds and then encourage the students to join in.

**Session 8:**

1. Have students share a memory of a birthday party they attended. Ask students if they went to a birthday party, what types of games were played? What types of gifts did they bring to the birthday party or receive if it was their birthday. Explain that making connections such as *text to self*, is helpful in reading comprehension.
2. Explain that in the story, *The Snow Fairy and the Spaceman* by Catherine Anholt, on pages 23- 29, a girl is having a birthday party where her friends came in costumes.
3. Do a picture walk-through encouraging students to make comments and predictions.
4. Have students search for vocabulary to add to their word list. Words may include: *rude, miserable, crept, wizard, scramble, dangling, politely, untangle, leapt, and stump*. Have students suggest additional sentences for the vocabulary words.
5. Have students take turns reading a paragraph of the story stopping after each page to discuss the contents, words, and sentence structure such as reading with feeling when quotation marks and other punctuation is used.
6. After reading , have the students do the following activity:

**Party Day**

**What do you have to do before having your birthday party?**

**What do you have to do during your birthday party?**

**What do you have to do after the birthday party is over?**

After students finish the activity, regroup and review what they wrote down on the Party Day activity sheet.

7. Discuss good manners at a party.

8. Do the following review activity sheet:

**How the spaceman behaved differently from the other children at the party.**

- 1.
- 2.
- 3.

(didn't run around with the other guests, didn't play the games, cried when a balloon was popped, etc.)

**How was the birthday girl rude to the spaceman?**

- 1.
- 2.

(ie: didn't like his gift because she'd already received one, saw he didn't like balloons being popped and popped another).

**Where did the guests look for the birthday girl during "Hide and Seek"?**

- 1.
- 2.
- 3.
- 4.
- 5.

**How did the birthday girl get stuck dangling in midair?**

- 1.
- 2.

(slipped on the ladder , it fell away)

**How did the spaceman help her?**

- 1.

2.

(got a latter, climbed up to untangle her)

How did the birthday girl treat the spaceman differently afterwards?

1.

2.

(gave him a kiss, sat him next to her for the cake cutting)

Return as a class and review the comprehension activity.

9. Have the students look at the different costumes the children are wearing on pages 24-25 and have them write a paragraph describing their favorite costume.

### Session 9:

1. Review how cartoon stories works and have partners open to *"Mop and Family"* by Alex de Wolf on pages 32-34. Allow the students to review the illustrations and encourage the students to share their comments, questions and predictions.

2. Select students to be the different characters (there will be multiple characters parts so that all can read aloud). Have someone assigned to do the sound words, too. Remind students to read with feeling. After finishing the first read through, reread doing the same method.

3. Have students share *text-to-self* connections of times they may have played outdoors in the snow. Write the following senses on the chalkboard or chart paper: hearing, sight, smells, taste. Have students think about being outdoors in the snow and list different senses they might experience.

4. Have partners retell the story to one another.

### Review activities:

Review nouns and verbs. Have groups of students turn to pages 23-25 and do a noun/verb safari search making a list of each.

Return as a group and have the students review their list of nouns and verbs.

### 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.