

Teacher's Guide for Ladybug Magazine

September 2008

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 2008 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 *Thrum Drew a Small Map* could be used as a social studies lesson on maps, *Little Puppy* could also provide an introduction on Native American Indians and the story *Camping in the Rain* could be used to start a science lesson on nature. 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

The Overall Plan

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 September issue of Ladybug
chart paper
word cards
drawing paper
Map of the United States and world
websites of interest

Session 1:

1. Ask the students to close their eyes and visualize what they see when they think of going into the woods to go camping? What kinds of things do they see in the woods? Hear? Feel? Encourage the students to share their thoughts and write their responses on the chalkboard or chart paper. Have students make text-to-self connections by asking if they have ever had a pretend camp out in their home.
2. Assign the students a partner and pass out copies of Ladybug Magazine and encourage the students to give descriptive comments on what they see on the cover.
4. Next do a *picture walk* through of the issue. Discuss 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.
5. Explain that the first story they will be reading is about Katie and her cousin, Joey going over to see Max's new tent. They want to go camping in the tent. Encourage text-to-self

connections asking if they have ever gone camping. Did they sleep in a tent? What did they hear at night?

6. Have students open to the story, *Max and Kate* by Mick Manning, pages 3-7.

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. Explain that in the story, exclamation points are used a lot. Give an example. " *Let's camp out tonight!*" Encourage students to volunteer to read the statement with lots of feeling. Next, read the story aloud, stopping to discuss content.

8. Review the illustrations on pages 7 and ask the students to list things they see. Encourage the students to *grow* sentences. For example, if someone says that Mom is reading a book to the kids. Next, Mom is reading a book using a flashlight to Joey, Katie and Max, etc.

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 and have other students try and guess the action word.

12. Pass out crayons and drawing paper. Draw/color a picture of a scene from a real camp out. What might be *three* things you might hear in the woods at night. What might be *three* things you might see in in the woods during your camp out. Write them on your drawing.

Session 2:

1. Draw a picture of the earth on the chalkboard. Have the students shrink the earth down in size. What is found on the earth?(oceans and continents). Bring the continents down. What is found on continents?(countries). What is found in a country such as the United States?(states). What is found in the state in which your students live?(towns). What is found in a town?(school, hospital, library, homes, etc.)

2. With a partner, distribute the September issue of *Ladybug* and have the students open the magazine to *Thrum Drew a Small Map* by Susan Musgrave, on pages 8-9. Read the poem aloud so students can hear the word pattern. Then repeat the poem encouraging students to read aloud with you.

3. Depending on the age of the students, you might wish to have the students draw a small map from their house to the store or school showing on their map at least 4 land marks along the way.

4. Discuss the M sound and have students locate as many of the M sound words in the reading. Write the responses onto the chalkboard or chart paper. Repeat with finding words with the S sound.

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.

6. Have the students discuss why maps are helpful. Discuss the different types of maps. (ie: roadmaps, maps of climate, political maps, resource maps, etc.) You might wish to have the students learn about mapmakers(cartographers) with an interview of a map maker for National Geographic Society found at this site:

<http://www.gailhennessey.com/index.shtml?mapmaker.html>

7. This site has reproducible maps you can copy. Give the students a map of the United State and have them highlight different states that they can identify. Encourage students to use prior knowledge and think of something they know about the different states they identify. <http://www.enchantedlearning.com/usa/label/whereilive/>

Session 3:

1. With the magazine closed, ask pairs of students to list all the different things their family does to get ready for "Back to School". Do they get a haircut? Get new clothes? school supplies? new shoes? etc.
2. Have students open to *Back to School* by Ron Lipking on ages 10-13
3. Organize the students into small groups for each of the four pictures. Have the students list all the different things they see in their picture. For example in the Hair Salon picture, a woman is leaning back and getting her hair washed, a man is walking with hot coffee, a woman is sitting reading a book, etc. Return as a class grouping and have the different students share what they found in their picture with the rest of the class.
4. Have the students each write a short paragraph about one of the four pictures. Afterwards, encourage the students to read their paragraph to the rest of the class fostering oral speaking.

Session 4:

1. Have partners of students turn to *Braids* by Cassandra Reigel Whetstone, on page 14 in the issue of Ladybug Magazine. Read the poem to the class so the students can hear the pattern of the poem and then encourage the students to read the poem in unison with you.
2. As the students find the rhyming pairs such as: hair /chair, still/will, done/fun. Have the students think of additional words that would rhyme with this pairs of words.
3. Give the partners of students about 3 minutes and have them try and locate all the barrettes they can find in the picture. Return to a class grouping and go over the activity.

Session 5:

1. Pass out issues of Ladybug to partners of students. Have the students turn to *A Meal Fit for a King* by Marcie Aboff, on pages 15- 18, and have the students do a picture walk through of the story.
2. Encourage students to volunteer to read a paragraph or two on each page, stopping to discuss the story after each page. Ask the students what are human behaviors which the animals are able to do in the story. Possible answers: wearing clothes, talking, living in a house, cooking, etc.
3. After reading the story, discuss syllables and how breaking a word up into parts helps to decode the pronunciation of a word and helps to learn how to spell the word. Use techniques shared in prior issues as to how to count syllables (ie: hand under your chin and each time your chin drops is a syllable). Have students find all the words they can locate that have TWO syllables. List these words on the chalk board or chart paper. Next, have students find words that have THREE syllables and list these words on the chalk board or chart paper.
4. After reading the story, discuss cause and effect and have partners do the following activity:
Cause and Effect
 1. Why was Chimp jumping on the couch? (excited that King Ape was coming for dinner)
 2. Why didn't Gorilla want Chimp to cook? (he was very sloppy)
 3. What was the effect of Gorilla sitting on the bananas? (Chimp made a dessert)
 4. What was the effect of Gorilla sending Chimp on errands? (he wasn't around to try and help cook)
5. After reading the story, divided the students into small groups to do the following sheet:
Steps to problem solving: A Meal Fit for a King

- A. What is the problem that Gorilla has?
- B. Who was involved?
- C. Where did the problem occur?
- D. When did the problem occur?
- E. What steps were taken to solve the problem?
- I. Who helped solve the problem?

After the groups have had an opportunity to discuss the answers to the sheet, return to a class and go over the information placing the students' responses on chart paper or the chalkboard.

6. Have the students write a short paragraph describing a time they helped do some cooking. What did they make? Did they make a mess? Did they clean it up, etc.

Session 6:

1. Have the students turn to *Little Puppy*, a Navajo poem, on pages 20-21.
2. Ask the students if they have any prior knowledge about native Americans.
3. Read the poem as a class. Ask the students if they know what a hogan is.
4. Tell the students you are going to read some information on a hogan. After you read the information, they are to write down as many facts they can remember from the oral reading.

"A hogan had no windows, only a small hole in the ceiling helped the smoke to escape. The door of a hogan always faced east to welcome the rising sun. A hogan used wooden poles covered with tree bark and mud. With one room, the only furniture was bedding usually made of sheepskin."

Show a picture of a hogan from this site: <http://www.native-languages.org/houses.htm#earthhouse>

4. This site has information on the Navajo Indians:
http://www.bigorin.org/navajo_kids.htm

Session 7:

1. Pass out copies of Ladybug Magazine and have students turn to the song, *This Old Man*, on page 22-25.
2. Sing the song to the class and then encourage the students to sing along.
3. Encourage the students to review song and list all the verbs they can find.
4. Have partners of students review the song and the verses and find rhyming pairs and then list as many words as they can think of that would also rhyme with the pairs.

Session 8:

1. Have partners of students open the issue of Ladybug to *Camping in the Rain* by Cynde Reese, on pages 26- 30. Have the students do a *picture walk through* of the story, inviting their comments and predictions based on the illustrations.
2. 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 possible *Word*

Wall for the issue. Possible words include: *scrambled, munchkin, chanted, slumped, shrugged, hocus pocus, and alakazam*. Encourage students to think of creative sentences using the vocabulary words.

3. Ask the students to make *text-to-self* connections. Have you ever made plans that bad weather caused you to change your plans? How did you feel? Did you try and get your parent to change their decision as Seth tried to do? What did you do instead? 4. You might use this story to bring in the water cycle and the importance of water on the earth. This site has illustrated drawings of condensation/evaporation/precipitation an collection.

<http://viking.coe.uh.edu/~mroy/puma/page56.htm>. Another good site to explain the water cycle: <http://www.kidzone.ws/water/>

5. Read the following native American Indian story, *The Wind and Thunder Quarrel*, from this site:

<http://viking.coe.uh.edu/~mroy/puma/page55.htm>

6.

Have the students do the following activity:

A. Describe Seth's efforts to do a rain dance (possible answers: worn a headband, dancing three times around the room)

B. Describe Seth's magician efforts to get the rain to stop. (possible answers: waved his wand, chanted, worn a magician's hat)

C. Describe the outdoors by Seth's home? (possible answers: mountains, cars, highway) D. Describe what you eat and do at a camp out? (eat hot dogs, eat popcorn, roast marshmallows/ tell stories, sleep in sleeping bags, play games.

Have students write a poem about one of the things they described.

Session 9:

1. Have students read *Mop and Family* by Alex de Wolf on pages 32-34 individually.

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

3. Regroup as a class and have the students brainstorm all the different types of shoes. (For example: sneakers, ballet slippers, rubber boots, sandals, etc.)

Give some information about the history of shoes: Go to this site:

<http://inventors.about.com/library/inventors/blshoe.htm> (first shoelaces, first rubber soles, first sneaker, etc.) More shoe history at this link:

<http://www.shoefonet.com/about%20shoes/history/history%20your%20shoes/history%20your%20shoes.htm>

4. Have the students make a shoe mobile with 5 different types of shoes.

Session 10 :

With a partner, read *Pizza Night* by Jessica Shaw, on page 19. Find the rhyming pairs and then brainstorm as many words as they can that also rhyme with the pairs.

Write a poem describing a slice of pizza including what it feels like, tastes like and looks like remembering to use lots of description. Give the poem to another student and have that student draw/color a pizza from the poem information given.

Share with the students the history of pizza at this site:

<http://inventors.about.com/od/foodrelatedinventions/a/pizza.htm> Students might find it interesting that in Japan, pizza often has eel and squid toppings. In India, minced mutton and pickled ginger are popular toppings and in Russia, red herring is a favorite topping on pizza!

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.