

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/December 2008 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. A particular reading, *Showshoe Hare's Winter Home* can be used to provide reading in the content area of science. The poem, *I am Very Shy*, can be used to start a science lesson on snails. 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

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 November/December issue of Ladybug
crayons
word cards
drawing paper
websites of interest

Session 1:

1. Ask the students to think of changes that occur in nature with the coming of winter. For example: bears hibernate, many birds go south to warmer climates, leaves may lose their leaves, etc.
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 3-7. 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 Mommy, Max, or Dad 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 share a bedroom with another sibling. Do they have bunk beds? What are the positives about sharing a room with a brother or sister? Negatives? etc.
5. Have the students turn to pages 4-5 and describe the different things they see in the illustration. Encourage the students to *grow* a sentence. For example, if a student says, Mommy is holding Charlie. Another student could add that Mommy is holding Charlie who is holding his elephant. What colors are the clothing, elephant, etc. Then, have students put all the information together to create a larger sentence. Continue with other starter sentences and *grow* descriptive additions.
6. 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. Mention the following quote: "Imagination is the highest kite one can fly" (Unknown author). What do you think this means? What is a definition of "imagination"? Another famous scientist, Albert Einstein, said about imagination, "Imagination is more important than knowledge."
2. Tell the students to close their eyes and imagine an undiscovered flower, or undiscovered bird. What does it look like? colors? etc. Give students a piece of drawing paper and draw a picture of the flower or bird they just imagined.
3. Assign a partner and pass out copies of the December issue of Ladybug and have the students turn to *Imagine If...* by Helme Heine on pages 8- 12.
4. Have the students skim the reading for vocabulary words that may need highlighting. Some vocabulary words may include: orchestra, aquarium, reflected, and footbridge. Have students use context clues, prior knowledge, illustrations, etc., to determine a definition. Encourage students to create additional sentences uses these vocabulary words.
5. Have the students volunteer to read a section of the reading *Imagine If...* stopping after each page to discuss and make additional text-to-self connections.
6. Have the students make a graphic organizer determining some information from the passages.

APPLE:

- 1.
- 2.
- 3.

FOOTBRIDGE:

SNOWMAN:

Regroup and have the students share the information they placed on their lists.

7. Have the students select one of the things imagined to be and write a few sentences of what you would see, feel, hear and do if you were a table-leg, dog, music, apple, fish, footbridge, or snowman. Afterwards, encourage students to share their writing with the rest of the class.
8. It may sound hard to believe for children to learn that the internet didn't exist in most homes 20 years ago. iPods, cell phone, DVD players also didn't exist. Draw a picture of an invention that someone 100 years from now may use. Write a sentence or two to describe your invention and what it does.

Session 3:

1. Show a picture of a snail.
Ask the students if they have any prior knowledge on snails. Share with the students some of these facts:
 - A. The largest snail every found was 15 inches long weighing 2 pounds

- B. Snails can live up to 15 years.
 - C. The thick slime produced by a snail helps it crawl across things and not get hurt.
 - D. Snails can't hear and have poor eyesight. They rely on senses of touch and smell to find their food.
 - E. Snails, like bears, hibernate during the winter months.
 - F. Snails, like raccoons, are nocturnal, meaning they are more active at night.
- From: <http://www.kiddyhouse.com/Snails/> LOTS of information on snails can be found at this website.

2. Give the students the handout from this site:

<http://www.enchantedlearning.com/subjects/invertebrates/mollusk/gastropod/label/labelsnaill.shtml> Discuss the parts of a snail and have the students complete the diagram.

3. Pass out a copy of Ladybug Magazine and have partners open to *I Am Very Shy* by Fay Manus on page 13.

4. Read the poem to the students and then encourage the students to read in unison as you read the poem again.

5. Have students find the rhyming word patterns. Have students then brainstorm additional words with rhyme with the word patterns of (doubt/out and highness/shyness) Also have students think of words which rhyme with shy and stage.

6. Draw a picture of a snail and write three facts learned about snails or write three sentences about a day in the life of a snail.

Session 4:

1. Ask the students if they have performed in a recital? Dance show, karate or a play. How did you feel as you were on the stage with people watching you?

2. Have the students open to *Let's Put on a Play!* on pages 14- 17. Before reading, ask the students to list all the different jobs needed to put on a play. (examples: actors, director , scenery makers, costume people, make up people, lighting people, etc.)

3. Skim the reading for possible vocabulary words that need highlighting. Words might include: *scenery, audition, artistic, tutu, and rave reviews.*

4. Have the students read *Let's Put on a Play!* in small groups.

5. Regroup as a class and review the reading. Continue focusing on **Nouns and Verbs** and have students identify 7 nouns and 7 verbs in the reading.

6. Have the students turn to page 17 and encourage students to offer descriptive sentences of things they see in the illustration.

Session 5:

1. Ask the students to brainstorm a winter scene. What do they see? hear? feel?

2. Explain that they will be singing a famous song, *Over the River and Through the Woods*. Ask the students if they have ever been in a sleigh pulled by horses to make text-to-self connections.

3. Distribute the issue of Ladybug and have the students turn to the song on pages 18-19. Sing the song first just in case some of the students haven't heard the tune. Have the class join in for another singing of the song.

4. Place a rebus on the overhead or make copies to pass out to pairs of students. This link has a rebus for the song, Twinkle, Twinkle, Little Star .

<http://www.enchantedlearning.com/rhymes/Twinkle.shtml>

5. Give the students drawing paper and have them make a rebus of the song, *Over the River and Through the Woods*.

Session 6:

1. Ask the students what hibernate means. What are some of the creatures that hibernate during the winter months?
2. Explain that in the story, *Snowshoe Hare's Winter Home* by Gillian Richardson, on pages 21- 28, they will be reading about a rabbit that meets up with other animals that are getting ready to find warmer places to stay during the winter months.
3. Have partners of students open their issue of Ladybug Magazine to *Snowshoes Hare's Winter Home* on pages 21-28. Have the students skim the story for possible vocabulary words that might need highlighting. Possible words might include: *den, lumber, lodge, soggy, trickled, nibbling, lumpy, shrugged* and *peered*. Encourage students to use context clues to help determine the words' meanings and to offer creative sentences for the words.
4. Have students take turn reading a section of the story stopping after each page to discuss comprehension and make possible connections.
5. After reading have the students do the following activity:

BEAR BEAVER TURTLE

WHERE DOES IT HIBERNATE?

ONE FACT LEARNED:

(den/ lodge/ muddy bottom of river or stream)

(thick fur/ eat branches/ hard shell)

6. Continue identifying Nouns and Verbs. Have students lists as many as they can find on pages 26-27.
7. This site has information on snowshoe hares:
<http://animals.nationalgeographic.com/animals/mammals/snowshoe-hare.html> Have groups of students read about the snowshoe hare and list 4 facts learned about them. Draw /color a picture of a snowshoe hare and place those facts onto their picture.

Session 7:

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 the students do one of the coloring sheets from the story at this site:
<http://disney.go.com/magicartist/coloring/snowwhite/index.html>
4. Discuss syllables with the class and how breaking a word into its parts helps to identify a word and learn to spell the word. Give the students a piece of paper and with a partner have them find words in the article that have 2, 3, or more syllables. Remind the students that if they place their hand under their chin and say the words out loud, each time the chin drops is a syllable. For example: elephant (3)
After about 10 minutes, have the students review their lists to see if they have accurately placed the words under the proper syllabic list.

Session 8:

1. Ask the students to list all the things that can fly. Ask the students if they ever wished they could fly?
2. Give partners of students a copy of Ladybug and have the students turn to page 30 to read the poem, *Flying* by Kurt Metzler on page 30-31.
3. Have the students read the poem in unison.
4. Have students volunteer to state descriptive sentences of things you might see as the girl is flying.

5. Have the students write a paragraph of a place they'd fly over if they could fly. Perhaps, the ocean? a park? a rainforest? etc. Have students include three things they could see from above as they flew over.

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