

Teacher's Guide for Ladybug Magazine

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Teacher's Guide prepared by Gail Skroback Hennessey

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Check out her helpful Web site for teachers at www.gailhennessey.com

The following teacher's guide is designed to assist the classroom teacher in using the January 2012 issue of *Ladybug* magazine. Common Core Standards are addressed in the guide including a focus on reading informational text, vocabulary development, phonics, decoding skills, listening skills and fluency.

Students are introduced to a variety of materials on different topics and genres to build their knowledge, experience and joy of reading. Questions are scaffolded and a variety of writing opportunities are suggested throughout the teaching guide. Oral speaking and listening standards are also addressed in the guide as well as offering cross curricular activities to help you utilize the magazine in your classroom.

Lessons can be used in small group, partners, individuals or whole class instruction formats and the sessions are a suggestion and the sequencing of the material can depend upon your individual preferences and students.

Helpful reminders:

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

During-Reading: 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.

Objectives:

1. analyzed word similarities and differences
2. read with accuracy and increased fluency during partner reading and independent reading activities.
3. increased their listening and speaking vocabulary as well as conversational skills.
4. shown evidence of listening and reading comprehension.
5. demonstrated accurate story imaging or visualization skills.
6. demonstrated an ability to sequence events in a story.
7. identified rhyming words in a poem.
8. read with appropriate expression and movement as they acted out a part.
9. demonstrated the ability to write on task.

Materials:

copies of the January issue of *Ladybug*
crayons
drawing paper
websites of interest

Session 1:

1. Ask the students to visualize winter time. What are some of the sights, sounds and smells of winter? Encourage the students to share their experiences.
2. Assign students a partner and pass out copies of the issue of *Ladybug* magazine and have the students look at the cover. What do they see? Encourage students to be descriptive. What are some of things the illustrator uses to show it is winter in a northern part of the country? Ask the students to share prior knowledge they have on giraffes. These links have information to add to the discussion.
<http://www.enchantedlearning.com/subjects/mammals/giraffe/Giraffecoloring.shtml>
<http://animals.nationalgeographic.com/animals/mammals/giraffe/>
3. 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 turn to "Max and Kate" by Mick Manning, on page 3-7, 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. Have students find examples of different types of punctuation (periods, exclamation point, apostrophes, quotation marks). Encourage the students to read the statement on page 5 with lots of feeling. Reread the story and encourage the students to read it aloud with you.
5. Encourage students to grow a sentence. What do you see on page 3? For example: *I see Max holding the handle of a baby carriage.* Ask a student to grow the sentence. For example: *I see Max wearing a blue coat and yellow pants holding the handle of a baby carriage.* Encourage students to be descriptive.
6. Discuss nouns and verbs with the students. In small groups, have the students review the reading and find examples of **NOUNS and ACTION VERBS**. Regroup and have the students share their lists with the class.

Session 2:

1. Ask the students to share something they love to do. Perhaps, it is singing, reading, playing an instrument or sport. Explain that in the story, "Sing Softer, Maggie," a young girl loves to sing, everywhere she went.
2. Pass out the issue of *Ladybug* and have the students turn to "Sing Softer, Maggie", by Carolyn Short, on pages 11-13. Have students take turns reading a section of the story, stopping after each page to review the story for comprehension and for students to make comments.
3. Have students review all the places that Maggie liked to sing. Answers may include library, supermarket, cafe, bus, and nursing home where her Great-grandma lived.
4. Discuss what a summary of a story is and have the students write a summary of the story in 3-5 sentences. Encourage the students to share their summary with the rest of the class.
5. Discuss sequencing. Give the small groups of students 5 strips of paper. Have the groups place an event in the story onto each of the five strips of paper. Exchange the strips with another group to organize the events in the story in proper sequence.

Session 3:

1. Have the students do the following writing activity. First write a sentence explaining what their favorite childhood toy might be. Next, describe their favorite childhood toy. The next sentence might explain why it is their favorite childhood toy. For example, maybe a favorite aunt or their parent gave it to them when they were ill, etc. The next sentence should explain where their favorite childhood toy can still be found. Explain that in the story "Winter Dragon" by Caroline Pitcher, on pages 23-29, they will be reading about a boy named Rory, that has a favorite childhood toy.
2. Pass out copies of *Ladybug Magazine* to students and have them turn to "Winter Dragon", by Caroline Pitcher, on pages 23-29. Have students take turn reading a section of the reading, stopping to discuss for comprehension and comments after each page.
3. After reading, have the students draw/color a picture of a dragon. Draw arrows and write the at least four things the winter dragon did to help Rory. (answers: his glowing eyes were like a night-light, his breath warmed his slippers and bed, toasted marshmallows, muffins and teacake)
4. With a partner, have students answer the following comprehension questions:

- A. How did the Winter Dragon help Rory?(got him to overcome his fears of the night)**
- B. Describe the dragon that Rory made.(Emerald green, with glitter for eyes, an arrow tail and a red crest)**
- C. Why did Rory hate the end of the day?(feared monsters and demons of the dark might creep out of the shadows)**
- D. How did Rory think the Winter Dragon could help at a summer barbecue?(wouldn't need charcoal for the fire)**
- E. What were some of the other toys Rory made that he allowed his mom to throw away?(cars and robots)**
- F. Where did the dragon say was the place he loved?(melting middle of the earth)**

Regroup and discuss the answers to the questions.

6. Have students review the reading for descriptive phrases. For example, "golden center and blue-topped flames". Have small groups of students make a list of all such descriptive phrases. Depending on the age of the students, discuss the terms adjectives and adverbs. Regroup and discuss the lists of descriptive phrases.

7. Discuss syllables with the students 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: dragon(2)

Session 4:

1. Pass out copies of *Ladybug* magazine and have partners of students turn to "Mop and Family", by Martine Schaap, pages 32-33.
2. Assign multiple students roles of Julie, Justin, and Dad, and have the students read their character aloud in unison.
3. Discuss with the students that the importance of **pronouns**. Ask the students to review the story "Mop and Family" and find examples of pronouns. Have the students then find the noun for which the pronoun is replacing Regroup and discuss the pronoun lists.
4. Depending on where the students live, ask them what are the different things they do outside in the snow (or would like to experience if they live in a "snow-less" climate. Have the students write a paragraph on their favorite activity and encourage them to read their paragraphs to the rest of the class.

Session 5:

1. Read the poem "Happy New Year!" by Pat Sandifer Borum, on page 14. Have students identify the rhyming words and then make a list of all the additional words that rhyme with these words.
2. Discuss some of the activities associated with New Years such as fireworks, making resolutions for the new year, visiting with friends, etc. Hand out construction paper and have the students write a new year's resolution and illustrate the goal that they have set for 2012.
3. You may wish to share with young people how other countries celebrate the new year by sharing Deepavali (India) and Chinese New Year customs. These links have information.
<http://www.gailhennessey.com/index.shtml?chinesenewyear.html>
<http://www.pitara.com/magazine/features/online.asp?story=116>
4. Have students write their own poem about celebrating New Year.

Session 6:

1. In small groups have the students read the following poems: "Suit of Armor" by Beverly McLoughland on pages 20-21, and "Winterland" by Nanci J. Mortimer, on p. 30.
2. Have the students write a short paragraph stating which of the two poems they liked the best. Have the students state a reason for their selection. Encourage the students to share their paragraphs.

3. Have the students review the poems for their rhyming patterns and then brainstorm additional words which would fit the rhyming patterns.
4. Have the students write 5 descriptive sentences of things they see in the illustrations for "Suit of Armor" and "Winterland".
5. Use the poem "Suit of Armor" to discuss homophones, words that sound the same but have different spellings and meanings. An example of the homonym in the poem is "knight"(night). Have students make a list of all the different homonyms they can name. You may wish to also discuss homonyms, words that sound the same and are spelled the same but have different meanings such as bark(dog sound) and bark(part of a tree). Note: some English books use the terms homophone and homonym interchangeably. See a list of words at this link for words: <http://www.enchantedlearning.com/english/homonyms/> Have students draw/color a picture to illustrate two pairs of homonyms such as flower/flour and sea/see. Write a short poem using the two sets of words.
6. Have the students review "Winter Fun at Sparrow Hill" on pages 16-17. Make a list of all the different activities taking place at the park. Write a paragraph pretending to be at the park doing one of these activities. Encourage students to share their paragraph with the rest of the class.
7. Have students learn more about knights at these links:
<http://www.knightsandarmor.com/> and <http://library.thinkquest.org/J002767/>

Overall Assessment:

The teacher will assess the students'

1. Ability to work together with a partner or in groups.
2. Oral responses to discussion and retelling for listening and comprehension competency.
3. Contributions to activities done with this month's magazine.
4. Ability to clearly express their ideas orally and in writing
5. Ability to read and understand vocabulary
6. Ability to write their own sentences , poems, etc.
7. Ability to make connections
8. Increased fluency as demonstrated in their independent oral reading, buddy reading, etc.