

Teacher's Guide for Ladybug Magazine ***March 2006***

The following teacher's guide is designed to support students as they listen, read and compose responses (drawing and emergent writing) to selections in the March 2006 issue of *Ladybug* magazine. Narrative selections are consistently differentiated from poems, songs, and informational pieces. This helps children begin to notice structural differences in genres.

Lessons are designed with multiple formats for instruction and learning. These include whole class, small group, partners, and individual tasks.

Particular readings are used as a starting point for discussion on "Going Places" — particularly the paths people follow and vehicles they use. Articles are used as content for read-alouds, shared reading, buddy (partner) reading, supported guided reading, guided reading, and listening activities. Language Experience, modeled writing, drawing, and interactive writing are also incorporated into planned response formats (Tompkins & Collom, 2004).

Throughout the guide, skills in phonemic awareness, phonics, vocabulary (word meaning), word recognition, beginning reading, listening comprehension, and writing are refined as children build concept knowledge and language skills. Activities offer differentiated levels of responding to accommodate children's diverse needs, interests, and competencies. The readings may not follow the order of presentation in the issue; issue selections are sequenced in a way that matches the flow of the concept presentation.

Bear, D., M. Invernizzi, S. Templeton, and F. Johnston. 2000. *Words Their Way*. Upper Saddle River, NJ: Merrill, Prentice Hall.

Cecil, N. 2004. *Activities for a Comprehensive Approach to Literacy*. Scottsdale, AZ: Holcomb Hathaway, Publishers

Hoyt, L. 1999. *Revisit, Reflect, Retell*. NH: Heinemann.

Morrow, L. 2005. *Literacy Development in the Early Years*. New York, NY: Allyn & Bacon.

Norton, T. and M.L. Jackson-Land. 2004. *Literacy Strategies: Resources for Beginning Teachers 1-6*. NJ: Pearson, Merrill Prentice Hall.

Tompkins, G. and S. Collom. 2004. *Sharing the Pen*. Upper Saddle River, NJ: Pearson, Merrill Prentice Hall.

The Overall Plan

Title: Going Places

Time: approximately 20-25 minutes each session. *Independent Practice* is completed later in the day.

Objective:

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. become increasingly aware of word structures and/or print conventions as reflected in their “*I noticed...*” statements.
3. appropriately participated in chorally reading activities.
4. read with accuracy and increased fluency during partner reading and independent reading activities.
5. increased their listening and speaking vocabulary as well as discourse skills.
6. shown evidence of listening and reading comprehension. This is demonstrated in their contributions to class discussions.
7. demonstrated accurate story imaging or visualization skills.
8. demonstrated an ability to sequence events in a story using the scene sketches that were produced.
9. created working gear models using toy pieces and explained how they worked.
10. identified rhyming words in a poem.
11. demonstrated an ability to gather information from various resources and rephrase it in their own words. This is reflected in children’s contributions to the chart report created using the language experience approach.
12. read with appropriate expression and movement as they acted out a part.
13. created illustrations that creatively portray the topic or text.
14. sorted words effectively into categories and were able to explain their reasoning.
15. 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 March issue of *Ladybug*
 chart paper
 clock buddies sheet
 word cards
 sentence strips
 access to Internet or copies of pages from informational sites
 toy pieces for building a gear model

Session 1

- 1.) Assign partners, using the clock buddy process. Partners share a copy of the issue.
- 2.) Introduce the March issue of *Ladybug*. Guide children in a *picture walk* through the issue, using language that children will experience in the stories. Invite children to share their comments, reactions, and predictions.
- 3.) Have students turn to “Molly and Emmett” by Marilyn Hafner on page 1. Ask, if anyone has ever felt very tired of spending time indoors because of very cold or stormy weather. Discuss their comments. Explain that Molly is feeling that way. Some people call it “cabin fever” — a kind of tired feeling due to boredom with staying inside.

- 4.) Remind children how word balloons indicate the speaker by the direction of the arrow. Invite children to make predictions about this cartoon story.
- 5.) The teacher reads the cartoon story. Ask, “Why didn’t Molly’s plan work? What do you think of Emmett’s solution?” Discuss children’s responses.

Session 2

- 1.) Say, “In some countries, people have “tea time” each day. Late in the afternoon, they have tea and a light snack of little sandwiches, biscuits, or cookies. It’s like a snack after school; it’s just enough to stop your hunger, but not enough to spoil your appetite for dinner. People often invite friends over for tea and it’s a time to chat and visit.”
- 2.) Tell students that in today’s story Mama and Toby are having tea with their pets, but Toby has forgotten an important ingredient.
- 3.) Have children open up to “Toby’s Teatime” by Janet Graber on pages 8-9. Invite children to share their comments, reactions, and predictions after they’ve viewed the illustrations.
- 4.) Introduce the following words with context that reveals their meanings. These are presented with a focus on expanding children’s listening (meaning) vocabulary. However, it is likely that some children will recognize particular ones as sight words after they’re taught and met in context.

scoops	crinkly-curly	pudgy	flings
whine	squawks	prowls	biscuit
gulp	nibble		

Give particular attention to the phrases with repeated sounds. Present these to children on sentence strips and talk about how they help readers “hear” the sounds. These include the following.

bing bang bong
swoosh woosh swoosh
clitter clatter clank
click clack click
chump champ chomp
crickle crackle pop
slip slap slurp
munchy crunchy

- 5.) The teacher reads the story aloud, stopping at appropriate points to discuss content, words, and phrases. Allow children to lead the discussion. Direct and guide the conversation when it gets off track.
- 6.) Have children reread the story chorally with readers assigned to emphasize each sound phrase.
- 7.) Talk about how children might try using such words in their own writing. This would help readers “hear” the action in their stories.

Session 3

- 1.) Have children turn to “Trucking with Grandpa” by Joy Hey Schnupp on pages 13-19. Discuss the illustrations. Ask, “Has anyone every been inside the cab of a big truck or a camper-type vehicle?” Discuss their experiences. Ask children to

- imagine traveling in such a big rig. Have them share what they think it would be like, what they'd want to do, or where they'd want to go.
- 2.) Talk about the role of truckers in transporting goods from producers to customers. Talk about the different kinds of trucks. Have pictures from picture books, the Internet, or other sources to display the kinds of trucks found on highways. Talk about why trucks might not be allowed on some streets within cities or towns.
 - 3.) Introduce the following vocabulary (and phrases) using procedures previously introduced.

down the road a piece	overnight bag	rolling billboard
tractor-trailer	boost	chrome
shimmies	“doghouse”	scrunch
diesel fuel	bucking bronco	gravelly
conga line	shuteye	
 - 4.) The teacher reads the story aloud, stopping periodically to discuss content and invite children's comments and reactions.
 - 5.) When the reading and discussion is complete, ask children to visualize something in the story that has stayed in their mind. Give them time to sketch this scene.
 - 6.) Have children share their sketch. The class decides on how to sequence these sketches in a way that displays their order in the story. Have children stand in that order across the front of the room. The teacher numbers each sketch.
 - 7.) Later in the day, children will complete their sketch, adding details, color, and a sentence describing the scene. These are compiled into a book.

Session 4

- 1.) Have children turn to “Ways of Going” on pages 20-22. Discuss the illustrations. Ask, “What ways of going or ways of traveling from one place to another are shown here? Can you think of other ways we could travel?” Discuss their ideas.
- 2.) Sing the song as the children track the lyrics. Sing the song again; have children repeat the lines after you. Then, sing the song together.
- 3.) Have a copy of the song lyrics on chart paper. Using the *I noticed* procedure. Say, “I noticed lines that repeat; they're right here (point to repeating phrases on pages 20-21). What did you notice?”
- 4.) Use the *find and frame* procedure. Ask, Who can *find and frame* “highway”? Repeat with other words.
- 5.) Have children collaborate in adding more verses to the lyrics. These would relate to other means of transportation they identified (step #1 in lesson). Sing their verses together.
- 6.) Later in the day, children can illustrate the means of transportation named in the lyrics and add them to the song chart.

Session 5

- 1.) Have children open to “Gears to Go” by Vijaya Khisty Bodach on pages 23-25. Discuss the illustration, inviting children's predictions about the gears, where they're found and what they do.
- 2.) Explain that even big machines are made up of *simple machines* — usually they have a combination of simple machines. Gears are one kind of simple

machine. Talk about where gears are found — in clocks, watches, motors, toys, etc. Talk about how they work. If the science department has an available model, it would be a wonderful visual. Or go to www.fi.edu/time/Journey/Time/Escapements/gearbasics.html for basic information on gears. Discuss the information and illustrations at this site with children.

- 3.) Have children read the article following a guided reading procedure. They read independently and silently. Discuss the content, children's questions, and reactions.
- 4.) Later in the day (or at home), children can build gear mechanisms with toy pieces. Allow time for demonstrations of how these creations work.

Session 6

- 1.) Have children turn to "Daddy's Truck" by Carole Stice on pages 26-27. Ask children if their family has a truck or if they've ridden in one owned by someone else. Have children explain how riding in a truck is similar and different from riding in a car. Record their responses in a Venn diagram.
- 2.) Read the poem aloud as children track the print. Talk about the visual they have about what traveling in this truck is like and what they're seeing on their ride. The teacher reads the poem again.
- 3.) Have a copy of the poem on chart paper. The class reads the poem chorally. Reread the poem assigning different groups a line or lines (when there are 2 lines before a period).
- 4.) Use the "I noticed" procedure. Say, "I noticed that the last word in lines two and four rhyme. Count the lines and point to *horn* and *born*. What did you notice?" Can anyone come up to *find and frame* what s/he noticed?"
- 5.) Post the chart poem in the room. Encourage children to reread it during free time.
- 6.) Follow a similar procedure with other poems in the issue.

Session 7

- 1.) Ask, "What have you noticed about the moon in the night sky?" Allow children to share their experiences. List their observations on chart paper. It's assumed they might make references to changing shapes. Ask them if they've ever watched the moon or night sky while traveling in a car, truck, or train. Discuss their responses.
- 2.) Explain that in today's story, a little bear watches the moon as his Dad drives. It seems to follow them. Ask, "Does the moon really follow people? What do you think? Why?"
- 3.) Have children open up to "Joe and the Moon" by Jacklyn Harris on pages 28-31. Have them investigate the illustrations, noting the labels. These will be used in reading the rebus story. Invite their comments, reactions, and predictions.
- 4.) Before children read the story teach the following new words. Follow instructional procedures previously described.
disappeared waiting wondered
- 5.) Students *partner read* the story, stopping to discuss the content. The teacher provides assistance as needed. Draw attention to the apparent path of the moon's traveling.

6.) Research together information on the moon, its orbit, and why it appears to follow us. Use picture books or Internet sites as resources of information. Collaboratively create a chart report, displaying children's new understandings. Use the *language experience approach* (e.g. children dictate, teacher helps children shape their expression, teacher scribes, class rereads chart).

Session 8

- 1.) Ask, "Have you ever taken a long trip in a car or airplane? How did you pass the time? What kind of delays can make the trip longer?" Discuss children's experiences.
- 2.) Explain that the characters in today's story are taking a car trip. Different events delay their trip. Have children open up to the cartoon story "Mop and Family" by Alex de Wolf on pages 32-34. Remind them how cartoon stories work. Have them investigate the illustrations. Allow children to share their comments, questions, and predictions.
- 3.) The story is read as *supported guided reading*. This means that students have had an opportunity to preview and practice what they'll read. They can read solo or in a duet (two children reading in unison) as their classmates follow along. Stop at appropriate places to discuss content. Assigned readers take the part of a character. Use simple props and encourage them to act out the part they read. This creates a semblance of the readers' theater protocol. Discuss the content after each page is read.
- 4.) Later in the day, children can reread the story with a partner (or partners). They can act out the story as they read.

Session 9

- 1.) Have the children form four or five working groups. Give each group ten word cards to sort (Bear, Invernizzi, Templeton, & Johnston. 2000). Assign categories (closed sort). Categories can be based on meaning, sound elements, or structural features (syllables, endings, etc), but meaning categories are suggested for this activity. Words come from the Word Wall. Other words that have been studied may be added (e.g. spelling words).
- 2.) Give each group a piece of chart paper. A student recorder forms columns on the paper. With the number of interesting verbs introduced in this issue, verb categories are appropriate (e.g. noisy verbs — noisy action, quiet verbs — quiet action, silent verbs — silent or mental action). Children label categories on the chart and record the words in the appropriate column.
- 3.) Have groups present their chart, explain their categories, and tell why words fit in each.

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.) ability to *find and frame* words and *notice* print conventions.

- 4.) transfer of new words to their speaking vocabulary.
- 5.) ability to clearly express ideas during discussions.
- 6.) attentiveness, ability to follow directions, listening comprehension, and reading comprehension. Observations will be recorded as anecdotal notes.
- 7.) ability to verbally identify rhyming words and other literary techniques in poetry.
- 8.) ability to read with accuracy and increasing fluency as demonstrated during independent reading and choral reading.
- 9.) visualization skills for accuracy and creativity. This is reflected in the sketches they draw for events in a story.
- 10.) sequencing of sketches to accurately represent the order of events in a story.
- 11.) gear models, determining how well the model works and how well the child can explain the process.
- 12.) ability to gather significant information from multiple resources, rephrase it in their own words, and integrate it into a chart report on the moon.
- 13.) understanding of the structural features in cartoons and rebus stories and their relationship to meaning. This will be demonstrated in their comments during discussions.
- 14.) reading performance for appropriate expression and movement as they acted out a part.
- 15.) 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.
- 16.) demonstrated the ability to evaluate a piece of writing. This is expressed in their comments and reactions about selections.