

Teacher's Guide for Ladybug Magazine December 2005

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 December 2005 issue of *Ladybug* magazine.

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

Particular readings are used as a starting point for discussion of solving problems. Articles are used as content for read-alouds, shared reading, and listening activities. Language Experience, modeled writing, drawing, interactive writing, and independent writing are also incorporated into planned response formats, depending on children's developmental literacy level (Tompkins & Collom, 2004).

Throughout the guide, skills in phonemic awareness, phonics, vocabulary (word meaning), word recognition, listening, beginning reading, listening comprehension, and writing will be refined as children build concept knowledge and language skills. Activities will 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.

Morrow, L. 2005. *Literacy Development in the Early Years* (5th ed.). New York, NY: Pearson, Allyn and Bacon.

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

The Overall Plan

Title: Solving Problems

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, writing, 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. acquired speech to print match as noted in their ability to *track* words and chorally read during shared reading.
4. increased their listening and speaking vocabulary as well as discourse skills.
5. become increasingly proficient in listening comprehension.
6. internalized understanding of story elements as reflected in their predictions and responses in discussion and chart building.

7. begun to meaningfully connect the content of selections to their own experiences.
8. made logical predictions related to the selections.
9. drew upon background knowledge and categorized sensory experiences related to a topic.
10. sorted previously learned words according to given categories.

Bloom's Taxonomy: Knowledge, Comprehension, Application, Analysis, and Synthesis

Materials:

copies of the December issue of *Ladybug*
 chart paper
 prepared charts for sorting words
 words cards from the Word Wall

Session 1

1. Ask children if they've ever had a problem that had to be solved. Have them explain the problem and how it was solved. Scribe children's responses on the chart. Help them express their thinking clearly and succinctly. Read over the chart as children follow along. Explain that our December issue of *Ladybug* has stories with problems and solutions.
2. Assign students a partner and give each dyad a copy of *Ladybug* to share. Introduce the magazine. Discuss the cover and illustrations. Direct children's attention as you guide a *picture walk* through the magazine. When picture-walking, children notice the illustrations. They share personal comments, reactions, and predictions related to what they see. Strategically, bring language they'll meet in each selection into this conversation. It's not necessary, however, to stop at every page.
3. Give each child a piece of plain 8 ½ X 11 plain paper folder in half. Write **Problem** at the top on one side and **Solution** on the other. Children will illustrate their problem and solution. They should write a sentence (or more) to describe each illustration. These can be posted in the room or made into a class book.

Session 2

- 1.) Ask children if they ever forgot where they put something. Ask them how that made them feel. Share responses.
- 2.) Explain that in the story they'll hear tomorrow the king forgets where he put something and it creates a problem.
- 3.) Have children open up to page 8. Introduce the story, "Hurry Up and Find It!" by Janeen Brian. Guide children in a picture walk through pages 8-12. Invite their comments and predictions.
- 4.) Introduce the following words using procedures described in earlier issues.

toddled	kennel	stumbled	panted
shambled	heaved	beckoned	marmalade
limped	whiskery	plow	gulp
clicked	puffed	crossly	

For grade 1 and up, put words on word cards after they are introduced; these cards are added to the Word Wall. Younger children are introduced to the words orally and shown what they look like. The objective for young children is to increase their listening or meaning vocabulary. Words of this complexity need not be added to the Word Wall in Kindergarten. Identify words that show an action.

Session 3

- 1.) Briefly review words previously introduced for “Hurry Up and Find It!” by Janeen Brian.
- 2.) Have a chart paper prepared as the following model

• Situation:

Queen Bobbin went shopping. When she left the castle, King Noodle locked the castle gates.

• Problem:

*** Events to Solution**

Queen Bobbin crossly told King Noodle to look....

What action words describe what King Noodle did? (Children find and place word card made the previous day here as they read them.)

• Who solved the problem? How?

- 3.) Read the story aloud. Stop to discuss events. Record children’s responses on the chart. As appropriate, share the pen, allowing children to record all or part of their response. Discuss the lesson the king learned
- 4.) Later in the day children can respond in their journal to the following prompt. Is it a good idea to have a place for important things? Why? Tell where you put something that’s important to you. (Young children can draw where they put something important.)

Session 4

- 1.) Describe something you tried that was hard. For example, I might say, “Last winter I tried snowboarding. It was very hard. It was a problem for me because I wanted to be able to do it. I fell down in the snow a lot! The teacher was very helpful and showed me over and over what to do. After I kept trying,

I finally went down a little hill without falling. Hard work and the teacher's help solved the problem. I was so proud."

- 2.) Ask children to tell about the hard things they tried. Have them explain how they solved the problem of learning to do whatever it was.
Record children's names, what was hard, and how they learned to do it on chart paper.
- 3.) Say, "After you listen to the story, we'll write the name of the character, what was hard for her, and how she learned to do it on our list. Have partners turn to pages 16-17. Ask for comments and predictions based on the illustrations.
- 4.) Have partners track the print as the teacher reads the story aloud. Discuss the content.
- 5.) Call on students to describe what was hard for Mem and how she learned to do it. Record their responses on the chart. Post the chart in the room.
- 6.) Students chorally reread the story with the teacher.
- 7.) Later in the day have students illustrate their contribution to the chart. They can use the words on the chart to write a sentence that describes the situation.

Session 5

- 1.) Show children a chart with the following areas. Read each heading and talk about how our senses are affected by the sights, sounds, smells, tastes, and feel of things at holiday time.

December Holidays Through the Senses	
Sounds	Sights
Smells	Feel
Tastes	

- 2.) Assign children to one of the senses on the chart. Groups will meet to brainstorm ideas for their sense. The leader shares the group's ideas; the

teacher records these on the chart. Other children are invited to add more.
Repeat until each group has shared its list.

- 3.) Have children open up to “I Hear Christmas” by Suzanne Paynter on pages 20-21. Invite children’s comments and predictions based on the illustrations. The teacher reads the story aloud, stopping to discuss the content and identify sights, sounds, feels, smells, or tastes of Christmas. These are added to the chart. The chart is posted in the room.
- 4.) The teacher and students reread the story chorally.
- 5.) Later in the day children can illustrate one of the ideas they contributed to the chart. These are added to the chart.

Session 6

- 1.) Have children open up to pages 24-25. Introduce the poem “Sock It to You” by Ann Mulloy Ashmore. Explain that the poet will help us solve the problem of getting stockings on straight and wrinkle-free.
- 2.) The teacher reads the poem aloud. Discuss the content.
- 3.) Have the poem rewritten on chart paper with larger font. Have children reread the poem with a partner. The class rereads the poem chorally.
- 4.) Say, “*I noticed* right here. Ask, “What did you notice?” (The *I noticed...* strategy invites children to talk about print conventions, letters patterns, rhymes, interesting words, etc.)
- 5.) Call on children to frame particular words. Ask someone to *find and frame* a word s/he chooses.
- 6.) Later in the day children can draw an illustration for the poem chart on a small piece of paper or post-it; these are added to the chart.
- 7.) Share other poems in the issue on subsequent days following a similar protocol (#2-6 above).

Session 7

- 1.) Explain to the children that long ago Native Americans had a problem getting from place to place after a deep snow fell. They solved their problem by noticing how a particular animal managed to get around. Have children open up to “The Snowshoeing Day” by Angela Cannon Yeatman on pages 26-30. Invite their comments, reactions, and predictions.
- 2.) Ask children if they’ve ever seen anyone use snowshoes. Have pictures of these available. Explain that snowshoes allow you to walk on top of the snow. Because your weight is distributed, you don’t fall in. You can go from place to place on snowshoes when the snow is deep. Children should listen to find out which animal helped Native Americans think of a design for snowshoes.
- 3.) The teacher reads the story aloud, stopping to discuss the content and words or phrases that need explanation (e.g. logging road, blanketed in white).

Session 8

- 1.) Assign children to groups.

- 2.) Give each group a bag of words (Word Wall words) and a piece of chart paper. The chart paper is prepared with two categories for sorting words. For example, it might be prepared for sorting words by beginning sounds, syllable count, ending sounds, medial vowels, or meaning.

<u>Words that begin with /b/</u>	<u>Words that begin with /d/</u>

- 3.) Group members work together to place word cards under the appropriate column. After the teacher checks children's sorting, they can write their words on the chart.
- 4.) Groups present their charts and explain how they sorted the words.

Overall Assessment: (Observations made are recorded in the form of anecdotal notes.)

The teacher will assess children's:

- oral responses for text comprehension, ability to form logical predictions, creative and critical thinking, and connections made (text-to-self, text-to-text and text-to-world).
- ability to work together with a partner or in groups.
- illustrations for the accuracy of details represented.
- ability to *find and frame* words, *notice* print conventions, and *track* the print during shared reading (speech to print matching).
- transfer of new words to their speaking vocabulary.
- ability to express ideas clearly during discussions.
- attentiveness, ability to follow directions, and listening comprehension.
- ability to accurately track print when reading.
- knowledge of story elements as demonstrated in their contributions to the chart construction.
- ability to reflect on sensory experiences and organize them. This will be demonstrated in children's contributions to the chart construction.
- word sorting for accuracy of word placement.