

## Teacher Guide for LADYBUG

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Teacher's Guide prepared by *Gail Hennessey*

The following teacher's guide is designed to assist the classroom teacher in using the October 2006 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 "Granda Hal and Grandpa Henry" and "Miranda Panda" provide reading in the content areas of science. 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%20t](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:

**BEFORE-READING** activities should emphasize methods of merging reader, text, and content --enabling students to set appropriate reading purposes, recall related prior knowledge, preview and predict what the text will be about, and select reading methods to suit their purposes and the text. Included in these con-

siderations may be readers' decisions to expand their background knowledge through related discussion, exploration of key concepts, or related reading.

**DURING-READING** activities should enable students to monitor their comprehension through a variety of strategies and experience and acquire diverse fix-up strategies to improve their understanding where necessary.

**AFTER-READING** activities should teach students to review their understanding of text, relate new ideas to their background knowledge, revisit the text to clarify and extend meanings, make responsible interpretations and criticisms of ideas from the text, revise their thinking, apply the information to other texts and disciplines, and remember crucial learnings for future application.

from: <http://www.howard.k12.md.us/langarts/Curriculum/strategies.htm>

## **The Overall Plan**

**Title: Who lives there?**

**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 October issue of Ladybug  
chart paper  
word cards  
Picture of Panda  
drawing paper

### Session 1:

1. Ask the students if they have ever taken a drive with their parents and seen a deserted house. What are some things you notice to make you realize that no people live there?(such as lawn not mowed, windows broken, etc.)
2. Explain to the students that in October issue of Ladybug, there will be a number of stories about different places to live.
3. 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.
4. Have the students turn to “Who Lives There?” by Carolyn Mott Ford on page 1 and read the story to the students encouraging them to read along with you. Explain that a question mark tells the reader to end the sentence in a certain inflection. Encourage the students to read the question “No one?” in place of you. Stop at each page and discuss vocabulary words such as echoed, ragged curled, and scampering.
5. Have students try to find vocabulary meaning from the context of sentences. For example on page 1, As the students to find the meaning of the word, “empty” from the rest of the sentence.
6. After reading the story, pass out a piece of drawing paper and have the students draw and color a picture of one of the creatures that live in the “empty” house and where they live. Have the students write a sentence explaining their drawing.

### Session 2:

1. Using chart paper or the chalkboard, write the word “woods” and the word “jungle”. Have the students close their eyes and visualize the woods. Encourage students to brainstorm the types of things you’d see in the woods. Repeat this visualization activity using the jungle.
2. 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*. Tell the students they will read a story that takes place in woods and a jungle. Have the students share any stories they have read on these types and tell them that they are making connections(*text to text*). Examples might be the story Little Red Riding Hood(woods) and Tarzan(jungle). Students can also share experiences about going into woods and explain that they are then making connections called, *text to self*.
3. Pass out copies of Ladybug to students and have them turn to “Grandpa Hal and Grandpa Henry” by Aria Liyanna Smith on page 12.
4. Have the students review the story for vocabulary words that they can add to a *Word Wall* listing for the issue. Possible words include: chattered, monsoon, streamlined, palm leaves, jackfruits, and especially.

Have the students try and give sample sentences for the words that have been highlighted.

5. Discuss being a good listener and make a chart of a good listener:
  - Pays attention to the speaker
  - Looks at the speaker
  - Thinks about what the speaker is saying
  - Is ready to ask the speaker questions about what they hear
  - Are ready to talk about what they have learned.
6. Read the story aloud pages. 12-19 stopping after each page inviting comments, reactions and predictions.
7. Using chart paper or the chalkboard have students review the story to find action verbs such as lived, walks, chattered, took, and went in the story and have students read the sentence in which they find these action verbs. Encourage students to "act" out these verbs and explain that that is why they are called *action verbs*. Make two columns and write the verbs down for the students to see. Ask the students if they can change the sentences they found the using a different form of the verbs such as "walks", "takes", etc.
8. Divide the students into small groups. Tell them they are to review the story to find ways Grandpa Ha and Grandpa Henry's lives are similar and different. Pass out a sheet such as the following:

Grandpa Hal	Grandpa Henry
<b>How their lives are different</b>	
1.	
2.	
3.	
4.	
<b>How their lives are the same</b>	
1.	
2.	
<b>Return to the class group and have students share the information they placed onto their sheets.</b>	
<b>*After completing the sheet, Have the students use the sheet to write a couple of sentences pretending to be either Grandpa Hal or Grandpa Henry.</b>	

### **Session 3:**

1. Assign the students a partner and have the groups turn to the song "Grandfather's Clock" by Barbara Cass-Beggs on pages 20-21. Ask them to review the illustrations and share their thoughts. Discuss the characters in the drawings.
2. Discuss echoic or sound words, words that sound or try to sound like actual noises they imitate. Give the students a few examples such as :

*zip, thump, beep, bang, hoot, grunt.* Encourage the students to give some examples of their own writing the list on chart paper or the chalkboard.

3. Sing the song for the students as they follow along with their partner with their copy of Ladybug. Sing the song again asking the students to sing along with you. Next, ask different partner's to stand up and sing the song.

#### Session 4:

1. Tell them that today, you'll read a story about a panda bear. Show a picture of a panda bear. Encourage students to share information that they know about the panda and write comments on chart paper or the chalkboard in a *web*. Place the word Panda and categories such as "what do they eat?", "What do they look like?", "Where do they live?" "Other facts on Pandas." Good websites on pandas are:  
<http://www.pbs.org/wnet/nature/panda/> or  
<http://animal.discovery.com/convergence/pandas/pandas.html>
2. Ask the students if they have ever heard a noise at night that got them a bit scared. Encourage the students to share with the class their experiences. Review that making connections when we read is very helpful in retaining the information. "*Text to self*" is what they are doing since in the story Miranda Panda hears scary noises and asks her parent to come help her.
3. Have partners share a copy of the October issue of Ladybug and have the students open the issue to "Miranda Panda", by Margaret Hillert on page 22. Do a picture walk through of the story encouraging the students to search for vocabulary to add to their word list. Words may include: stumbled, bumbled, dropped, fuzzy wuzzy, prodigious, and squishy. Have the student try and act out any of the action words and give sentences for the words.
4. Encourage the students to read along as you read the story aloud stopping after each page to discuss and share predictions and reactions. Ask the students to read the echo or sound words aloud when you reach these parts of the story.
5. Have groups of students work on the following activity sheet.

#### Miranda Panda

What is Miranda's problem?

How does she try and solve her problem?

Three specific places that were checked to solve her problem?

What was the solution to Miranda's?

- \* Have the students each write up a couple of sentences from the sheet and have students do peer reviews (find at least 2 others to read their work) before revising the sentences.

#### Session 5:

1. Have the students turn to the nursery rhyme, "Tom, the Piper's Son" on pages 27, and ask the students to follow along as you read the poem aloud.
2. Ask the students to find words that rhyme and place them onto chart paper or on the chalkboard. Have the students explain why the word patterns are similar and brainstorm other words that rhyme with *son*, *young*, *skill*, and *dance*.
3. Have the students work in small groups and have them try and come up with another verse for Tom, the Piper's Son. "*Tired with playing, Tom took up a book*" including something the pigs did once Tom stopped playing his flute.
4. Draw a picture to go with the verse that they have written and share with the other students when they return back into a class group. Place the new words that were rhymed onto chart paper or the chalkboard and review similar word patterns.

#### Session 6:

1. Ask the students to list different type of shoes that people can wear. List the types of shoes onto chart paper or the chalkboard. Have the students fill in the chart with a use for the different type of shoes mentioned. For example: sneakers would be used for playing, boots for walking in the snow, flip-flops are used at the beach, etc. Ask the students to list types of shoes used to dance.
2. Have the students read in small groups the story , "Dancing Shoes" by Suzanne W. Paynter on page 28. Return to a class group and have students take turns reading the different sentences of the story. Review action words and ask students to find action words in the story. Encourage the students to act out the verbs in class.
3. In their small groups, have the students do the activity on page 29 .
4. Have each student draw/color a type of shoe and write a sentence or two about how they use that shoe.

#### Session 7:

1. *Have the students close their eyes and visual fall or autumn. Have the students think about different senses that come to mind when they think of autumn.*

2. *Divide the students in to small groups of 2-4 and give them a sheet such as the following and have the students think of two or three things that they can place under each category.*

### ***The SENSES of AUTUMN***

***Sight          Hear          Smell          Touch          Taste***

- 1.
- 2.
- 3.
3. Return to a class grouping and have the students share different things of Autumn that they placed on their sheets.
4. With partners, have the students turn to "Autumn Dance" by Barbara King on page 30. Have the students follow along as you read the play. Tell the students you will read the story again and encourage them to read along with you.
5. Ask the students to find words to describe the wind, the blackbird and the earth and encourage them to find action words. Brainstorm other words for howl, whips, moans, blows, bursts and ask volunteers to act out the action words.

### **Session 8:**

Review activities:

1. Have the students work in small groups. Give each group some drawing paper. Also give each group 6 words from the vocabulary discussed in the issue. Have each group think of ways to illustrate the words(placing the answer on the back).
2. Have the groups join back into a class session and have different groups try to identify the vocabulary words based on the picture. Encourage students to place the vocabulary words into sentences as they identify them.

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