

# 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 December 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 "The Gift" and "Holiday Folk Fair" provide reading in the content areas of social studies. 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%20Reading>

<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 considerations 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: Winter**

**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 December issue of Ladybug  
chart paper  
word cards  
Picture of shoes/ or pairs of shoes  
drawing paper  
Pictures of holiday candles(Menorah, Advent Wreath, Kinara)  
Map of the world

### **Session 1:**

1. Ask the students to close their eyes and visualize what they see when they think of winter. Encourage the students to share their thoughts and write their responses on the chalkboard or chart paper.
2. Explain to the students that in December issue of Ladybug, there will be a number of stories about winter and holidays during the winter months.
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 "*The More It Snows*" by A.A. Milne on page 1 and direct the students to listen as you read the poem so they can get the rhyming pattern. Then, encourage the students to read along as you reread the poem.
5. Have students try to find the rhyming words in the poem.
6. Encourage the students to give you evidence that they can understand specific examples of how the illustrator shows that the scene takes place in the winter time.
6. Use the words noun and adjectives and make two columns on the chalkboard or chart paper. Explain these types of words by using an example such as "large snowman". Talk about the picture and encourage the students to find "things" such as hat, buttons, twig, dog, scarf, boots, etc. and place under the heading of "noun". Then , have the students brainstorm words which

- they can place in front of these words to give the words more of a description. Place these words under the heading of “adjective”.
6. After reading the story, pass out a piece of drawing paper and have the students draw and color a picture of one of a snowman. Have the students write 2-3 sentence describing their finished snowman.

### Session 2:

1. Assign the students a partner and have the groups turn to “*I Pull on My Boots*” by Holly Davis on pages 8-9. Ask them to review the illustrations and share their thoughts.
2. Have the students listen as you read the selection and then encourage the students to read aloud as you read the selection again.
3. Ask the students to answer the following questions in unison. Examples: What the boy does with his boots.(pulls and stamps), what he does with his scarf(wraps around his neck), what he does with his jacket(puts it on and zips it up), etc.
4. Have the students stand up and this time encourage the students to participate by showing the actions done WITHOUT speaking. For example: Say “What does the boy do with his boots?”
5. Tell the students to close their Ladybug issue and then talk about the idea of sequencing and its importance. Ask the students why the first thing done would not have been “opening the door and jumping into the snow”. Ask the students to state what the boy did first, second, third, etc. and place them onto the chalkboard or chart paper.

### Session 3:

1. Using chart paper or the chalkboard, write the word “winter” and the word “summer”. Have the students close their eyes and visualize the summer. Encourage students to brainstorm the types of things you’d see in the summer. Repeat this visualization activity using the winter. Have the students make comparisons as to show the differences between the two.
2. Assign the students a partner and have them turn to “*Winter Plans*” by MaryJo Shannon on pages 10-11. Have the students review the illustrations and share their thoughts on what they see. Read the poem aloud encouraging the students to follow along with you. Read the poem again asking students to volunteer to read a sentence or two. Ask the students to find rhyming words in the poem.
3. Place the words, NOUN and VERB onto the chalkboard or on chart paper. Review nouns and have the students try and find examples of people, places or things that are mentioned in the poem and place them under the proper heading. Then, ask the students to find examples of action words and place these under the proper heading.
4. Ask the students to find information in the poem such as : Describe the earth, describe the trees, and where the ladybugs can be found.
5. Review the senses of sight, hearing, taste, touch and smells and then have the students working in groups and give them a chart to fill in about winter:

### WINTER

**Sights of winter:**

**Smells of winter:**

**Tastes of winter:**

**Touches of winter:**

**Sounds of winter:**

6. After the groups have completed their charts, return as a class group and review the different senses of winter which they have listed.
7. Introduce the term “*hibernation*” and ask the students to share other creatures that hibernate in the winter months.

### Session 4:

- 1, Bring in a pair of shoes. Ask the students to share different types of shoes and to share their use. For example: boots, ballet shoes, sneakers, tap dancing shoes, etc. Tell the students that they are going to read a story about a shoemaker that lived long ago and had some special help from elves. 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*. Ask the students to make connections (*text to text*) with the story they are about to read by asking if they have read any other stories with elves.
2. Have partners share a copy of the December issue of Ladybug and have the students open the issue to “*The Shoemaker and the Elves*”, by Wanda Gag on page 12-19 . Do a picture walk through of the story encouraging the students to search for vocabulary to add to their word list. Words may include: **amazed, awl, seam, sprang, swiftly, nimbly, piercing, punching, scarcely, garments, capers, peaky, leaped, delved and delight**. Ask students to find the words in the sentence and to try and use the context to determine the meanings. Encourage students to create additional sentences using the vocabulary words.
3. Ask students to volunteer to read a paragraph and tell the other students to follow along with the reading. Stop after each page to discuss what is happening and for the students to make connections such as *text to self*. For example, “*When the shoemaker said his prayers and went to bed, it reminded me of what I do before going to bed which is....*” or “*When the shoemaker and his wife saw the elves making the shoes, it reminded me of ....*”
4. Ask the students if they write a thank you note or do something to show their appreciation for people that do nice things for them. What type of thank you note could you write if you were the shoemaker to the elves? Encourage the students to be orally state what they’d say in such a note.
5. After finishing the story, ask the students comprehension questions and then break up the students into small groups to complete the following activity sheet.

### Shoemaker’s Mystery

**What is the shoemaker’s mystery?**

**How does he try and solve his mystery?**

**How does he show his thankfulness when he solves the mystery?**

6. Review the activity sheet with the entire class and then have the students each write up a paragraph using the information from the activity sheet. Have students do peer reviews (find at least 2 others to read their work) before revising their paragraph.
7. In their groups, ask volunteers to do a retelling of the story “*The Shoemaker and the Elves*” and circulate around the groups to hear their versions of the story.

### **Session 5:**

1. Ask the students to brainstorm different types of candles and their uses and then pass out the coloring sheets of a Menorah, Advent Wreath and Kinara  
Pictures can be obtained from these sites:  
[http://www.amazingmoms.com/htm/hanukkah\\_activity\\_menorah.htm](http://www.amazingmoms.com/htm/hanukkah_activity_menorah.htm)  
[http://www.domestic-church.com/CONTENT.DCC/19991201/FRIDGE/wreath\\_image.htm](http://www.domestic-church.com/CONTENT.DCC/19991201/FRIDGE/wreath_image.htm)  
<http://www.bry-backmanor.org/actpag19.html>  
Explain that different groups of people use these types of candles for their holiday celebrations.
2. Pass out copies of the December issue of Ladybug and have partners turn to “Little Candle firs” by S.S. Grossman on pages 20-25. Have the students do a picture walk through of the reading and encourage students to share their thoughts and comments on the illustrations.

3. Sing the song for the students so they can hear the rhyme and then have the students join you in another singing of the song. Repeat the song using two candles, then three and go up to ten candles.
4. Ask the students to share how their family celebrates one of the different holidays mentioned on page 22. Write the three types of holiday candles mentioned on the chalkboard or chart paper and have the students find information as follows.(Who celebrates using the candle, how many are lit and for which holiday)
5. Have the students color the different candles and write the three facts learned about the candle on each coloring sheet.
6. Working in small groups, have the students turn to pages 24-25 and ask the students to describe a particular booth. Encourage the students to use colorful words in their description. Return to a class group and have the different students share their write ups of a particular booth in the festival picture.
7. Discuss the term “customs”, the behaviors of a group of people and ask for students to share their prior knowledge of customs of the world. Examples of customs might include:
  - People in Scotland, like to wear colorful kilts
  - Chinese use chopsticks to eat
  - Japanese people bow to greet someone
 Encourage students to think of examples of customs(traditions) practiced with holidays such as Christmas, Hanukkah and Kwanzaa.
  - <http://www.whychristmas.com/customs/index.shtml> (customs of Christmas)
  - <http://www.religionfacts.com/judaism/holidays/hanukkah.htm> (customs of Hanukkah)
  - <http://familycrafts.about.com/gi/dynamic/offsite.htm?site=http://www.tike.com/celeb%2Dkw.htm> (customs of Kwanzaa)

## Session 6

The Gift by Roderick J. Robinson on pages 26-31

1. Ask the students if they give gifts to their siblings or parents on birthdays or other holidays. Do they make something to give as a gift or do they purchase a gift? If they purchase a gift, where do they get the money to purchase a gift? 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 “The Gift”, Beбето wants to get his sister , Ana, a birthday gift but doesn’t have any money.
2. Have partners share a copy of the December issue of Ladybug and have the students open the issue to “ The Gift”, by Roderick J. Robinson on page 26-31. Do a picture walk through of the story encouraging the students to search for vocabulary to add to their word list. Words may include: **burlap, outskirts, destination, mangoes, bamboo, occasionally, plunked, nestled, and beamed.** Have the student find the words in the reading use the context clues to determine the meanings of the words. Encourage students to volunteer to make creative sentences using the words.
3. Use a map of the world and show where the country of Brazil is located and share some background information on the country. If possible, bring in a sample of bamboo and mangoes to class. <http://www.factmonster.com/country/profiles/brazil.html> (site with information on the country of Brazil)
4. Have students take turn reading a paragraph of the story stopping after each page to discuss the contents, words and sentence structure such as reading with feeling when quotation marks and other punctuation is used.
5. After reading the story, review the story with comprehension questions such as the following:
  - A. **Why did Beбето use his pocket knife to cut a long piece of bamboo?**
  - B. **Why did Beбето worry about getting to Zulmas?**
  - C. **What did Beбето hid in the bowl of mango fruits?**
  - D. **What did mom serve for breakfast?**
  - E. **What two activities didn’t Beбето have time to do on the day he went to pick mangos?**

After reviewing the story, break the students into small groups to work on the following activity:

### Bebeto has a Problem

### What is Beбето's Problem?

### What steps does Beбето do to solve the problem?

### What is the result of Beбето solving his problem?

6. Have the students resume in a class grouping and review their sheets with the entire class.
7. Have the students pretend to be Beбето and write a paragraph on the information placed in the activity sheet. Before doing the write up, review with the students *first person* and *third person* writing and how the story was in the *third person* but that they will be pretending to be Beбето so they will be writing in the *first person*. Review some of the **pronouns** that are used in the third person by going back to the story on pages 26-31 and locating examples such as *he, his, my, they, etc.*, and then review first person pronouns such as *me, my, I, etc.*

### Session 7

1. Have the students discuss the issue of sharing and offer examples of things they have shared with others. This might be an opportunity to discuss hygiene and things that shouldn't be shared such as hairbrushes, hats, toothbrushes and drinking cups.
2. Review how cartoon story 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.
3. 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. Have all the students that are Justin start by reading aloud, "Hi, Dan!" with Julie and Dan readers stating their parts. Remind students to read with feeling. After finishing the first read through, reread doing the same method.

### Session 8:

#### Review activities:

1. Have the students work in small groups and give each group ten vocabulary words. Have the groups of student create sentences using the vocabulary words but leaving a blank where the vocabulary word would go.
2. Distribute the ten sentences created to another group of students and have them use the Word Wall of vocabulary words or a list you have given them to slot the correct vocabulary word into the blank space.
3. Discuss syllables and have the groups of students determine which heading they'd place their ten words. *A good way to determine syllables is to have the students place their hand under their chin. Tell them for each time their chin drops as they say a word, that is a syllable. For example: ELEPHANT has a three chin drops.*

**One syllable word**

**Two syllable word**

**Three syllable word**

**More than three syllable word (how many?)**

### 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.