

Teacher's Guide for Ladybug Magazine

January 2007

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 January 2007 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. The readings such as "Max and Kate" and the song "Shalom" can be used to discuss the history of New Years and introduce the students to the country of Israel. 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%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 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: Jobs people do

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 January issue of Ladybug
chart paper
word cards
drawing paper
Map of the World
Box of Matzo crackers

Session 1:

1. Ask the students to visualize a snowman. How do you go about building a snowman? What does it look like, what kinds of things to you use to decorate it? Encourage the students to share their experiences.
2. Explain to the students that in January issue of Ladybug, there will be a number of stories about jobs that people have. Ask the students to brainstorm different jobs. Encourage the students to share some of the jobs that they'd might like to do and to explain why the job interests them at this age.
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 "*Max and Kate*" by Mick Manning on page 1 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. Encourage the students to read the question "What should he wear?" in place of you. Repeat the importance of punctuation such as an exclamation point and have the students read "Boo!" aloud in place of you.
5. Have the students turn to the illustration on page 4. As the students to find examples used by the author to convey that the time of year is winter. This activity will foster students' prior knowledge to make inferences.
6. On page 6, the banner in the back of the illustration says, Happy New Year. Ask the students what they know about this holiday.
<http://wilstar.com/holidays/newyear.htm> has lots of background information on the history of New Years. Additionally, <http://www.factmonster.com/ipka/A0923039.html> has how to say Happy New Year in different languages. Post some of the ways to say Happy New Year in the Classroom. Discuss with the students what a resolution is and how people at the New Year try to make promises to improve something about themselves. Ask the students to write down a way to say Happy New Year in another language and then write a *resolution* for the new year.

7. After reading the story, pass out a piece of drawing paper and have the students draw and color a picture of a snowman and write two sentences about their snowman on the finished paper.

Session 2:

1. Ask the students how they make toast. Have the students brainstorm how they might make toast if they didn't have a toaster. Encourage them to use their imagination.
2. Explain that the poem, "The Toaster", by William Jay Smith" on page 7 is about a boy that has a very unusual way to make his toast.
3. Assign the students a partner and have them open to the poem on page 7. Read the poem aloud to the students so that they can see hear the rhyming pattern. Then repeat having the students read along orally with you.
4. Write the word Noun ,Verb and Descriptive words on the chalkboard or chart paper. Review the poem asking students to give examples of nouns, verbs and words that are descriptive. Have the students find the rhyming words and then have the partners make a list of as many other words that rhyme with RED and ONE that they can think of in a couple of minutes. Regroup and write "Red" and "One" on the chalkboard or chart paper and list the words the students have placed on their lists.
5. Ask the students to work in small groups and come up with another verse for something the dragon did with the boy.

Session 3:

1. 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 is about a princess. 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 include the *Princess and the Pea*, *Shriek*, etc. Have the students think about *text-to self* as the story, "*Princess Clarabelle*" by Elizabeth Passarelli on pages 8-13 is read.
2. Pass out copies of Ladybug to students and have them turn to the story, "*Princess Clarabelle*" by Elizabeth Passarelli on pages 8-13.
3. Have the students do a *picture walk* through of the story for vocabulary words that they can add to a *Word Wall* listing for the issue. Possible words include: *politely, broadly, lute, royal,pretending, splashed, dunked, grumbled, spirals, sparkling, and geraniums*. Have the students try and give sample sentences for the words that have been highlighted.
4. 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.
5. Depending on your students' reading level, either read the story aloud to the students are have them have an opportunity to read passages. Stopping after each page inviting comments, reactions and predictions.
6. Continue stressing nouns , verbs and descriptive words. Have the students help you compile a list of such words as the story is read.
7. Using chart paper or the chalkboard, ask the students to list all the positive aspects of being a princess.(Possible responses include:pretty clothes, live in a beautiful palace,etc.) Have the students list what they think would be the negatives of being a princess.(Possible responses: not having many friends, having to set an example, not having much fun, etc.)
8. Discuss with the students why people need rules. Have students volunteer rules about riding on a school bus, during a fire drill, in the classroom, etc.
8. Divide the students into small groups. Tell them they are to review the story to find things a princess can't do.

Things Princess Clarabelle Can't Do:

- 1.
- 2.
- 3.

4.

Things Princess Clarabelle Does During the Day

1.

2.

3.

4.

Return to the class group and have students share the information they placed onto their sheets.

*After completing the sheet, Have the students write a couple of sentences pretending to be Princess Clarabelle listing two things on her “new rule” list.

Session 4:

1. Assign the students a partner and have the groups turn to “*Making Music*” by Ellis O’Keefe on pages 14.
2. Have the students read the story aloud in unison.
3. Place the following instruments on the chalkboard or chart paper: piano, guitar and flute. Have the partnered students write a verse for one of these instruments. Return to a class group and encourage the students to volunteer to read their verse.

Session 5:

1. Have students open their issue of Ladybug to “*Sing Me a Song of Tapots and Trumpets*” by N.M Bodecker on pages 15-17
Ask them to review the illustrations and share their thoughts. Ask the students to describe something they see. Encourage them to say a descriptive phrase not a word.
2. Sing the song for the students as they follow along with their partner. Sing the song again asking the students to sing along with you. Next, ask different partner’s to stand up and sing the song.
3. Have the students find rhyming words in the song and then to list other words that rhyme with these words. Place the words that the students brainstorm onto the chalkboard or chart paper. Ask the students to explain how the words, *trumpots*, *teapets*, *picsnips*, and *parkles* were formed.

Session 6:

1. Have the students turn to the poem, “The Silver Bears” by Bill Cairns on pages 18-19, 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 *friends*, *blows*, *shy*, *sled*, and *there*.
3. Have the students turn to the poem , “*My Bear*” by Amy Ludwig VanDerwater on page 35. Read the poem in unison and then discuss the rhyming words and brainstorm other words that rhyme.
4. Have the students draw a picture of one of the bears and write a sentence or two stating their opinion as to which poem they liked best and why.

Session 7:

1. Bring in a box of Matzo for the children to sample. Tell them that this is a food from the Hebrew people of the country of Israel. Show the location of the country of Israel on a map of the world. Ask the students if they have any prior knowledge of the country.
2. Ask the students what does PEACE mean to them? Explain to the students that the Hebrew word, *Shalom*, means peace.
3. Place the following words for peace in different languages on cards to post around the room:
 - Arabic=sah-LAAM,
 - Polish=spoh-KOY,
 - Greek=eh-REE-nee,
 - Swahili=ah-MAHN-ee,
 - Chinese=hoh ping,
 - Italian=PAH-cheh,
 - Navaho=hoh-zho,
 - French=pay,

- German=FREE-deh,
 - Hawaiian=mah-loo-HEE-ah,
 - Spanish=pahth,
 - Russian=meer,
 - Irish=SHEE-ag-kahn
4. Give the students a political map of the world such as the one from this site:<http://www.enchantedlearning.com/geography/world/outlinemap/index.shtml> (or a map of the world showing the continents:
<http://www.enchantedlearning.com/crafts/thanksgiving/map/Worldmap.shtml>)
Help the students locate the countries with peace cards and have them label the countries on the map. Have the students write the word for peace by the country's location .

Session 8:

1. Ask the students if they know what a night watchman does for a job and encourage the students to share any prior knowledge. Tell the students that the story that they will be reading, "*Midnight and the Night Watchman*" is about a night watchman who makes a new friend.
2. Explain that there are many people who work at night when they are asleep. Ask students to name other jobs where people work during the night. (For example: cleaning crews, newspaper workers, truckdrivers, etc.)
3. Assign the students a partner and have them open to "*Midnight and the Night Watchman*" by John Sullivan on pages 22-27. Do a *picture walk through* of the article encouraging students to make observations and predictions about the story.
4. Read paragraph of the story and then call on a student to read another paragraph. Have the student call on another student to read the following paragraph, etc. Remind the other students to follow along as the story is read aloud. Stop after each page to discuss what is happening in the story and to review vocabulary words such as:
rumble, velvet, forepaws, snuggled, glistening, gobbles, crumples, scurrying, and speckled. Ask the students to find the base words of words with endings and to offer new sentences for the vocabulary words. Add the vocabulary words to a possible Word Wall.
5. In groups have the students do the following chart:

What are Tom's jobs as watchman?

- 1.
- 2.
- 3.

What does the kitten look like?

- 1.
- 2.
- 3.

Describe the truck yard.

- 1.
- 2.
- 3.

6. Return to a class group and review the chart. Have the students draw/color a picture of either Tom, the kitten, or the truck yard and write three sentences using the information placed on the chart.

Session 9:

1. Divide the students into small groups and have them read "*The Night Ones*" by Patricia Grossman on pages 28-30.
2. After reading the section, have the students select one of the jobs and encourage the students to volunteer to pretend to be one of the characters, such as Porter, Amelia, Cap, Clarence, and Honey, and stand in front of the room and tell about their job. (For example: Porter might say

something about the people he meets, a funny memory about one person he helped from a car or cab and the hardest/best part of his job). This activity encourages creativity, and oral speaking

Session 10:

1. Ask the students if they have stayed away from home for the night. Did they have any fears? Were there strange noises that they normally didn't have at their home? Encourage responses from the students. Tell the students that they will be reading "*Mop and Family*" by Alex de wolf on pages 32-34 and that Julie and Justin are staying at their Grandfather's home.
2. Have the students read the story with a partner. Regroup as a class and ask the students what some of the *sounds* Julie and Justin heard. Ask the students if they have had any fears and how they overcame or are working to overcome them.

Session 11:

Review activities:

1. Make a list of the vocabulary words from the issue of Ladybug. Give each student 7 words and have them write a creative paragraph using all the words on their list.
2. 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. 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.