

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 March 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. Particular readings such as *Two Places to Call Home* provide reading in the content area 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/interdiscrdq.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: Going Places

Time: Approximately 20-25 minutes each session with post activities completed later in the day.

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 March issue of Ladybug

chart paper

word cards

access to Internet or copies of pages from informational sites

Map of the world/Ghana

drawing paper

Session 1:

1. Before distributing a copy of Ladybug magazine to partners and have students identify the animals on the cover. Encourage students to share information they may know about the animals. Tell the students some interesting facts about the creatures on the cover. For example:

A. A giraffe's tongue is purplish-black and can extend almost twenty inches! and a giraffe can clean its ears with its long tongue!

B. A giraffe can go longer without water than a camel!

C. Giraffes are the tallest mammal. They are often called the watchtowers of the Serengeti, keeping track of predators.

D. Each marking is different from another giraffe-like a human fingerprint.

•From: **giraffes:**<http://www.seaworld.org/animal-info/animal-bytes/animalia/eumetazoa/coelomates/deuterostomes/chordata/craniata/mammalia/artiodactyla/giraffe.htm>

E. An elephant's trunk is both an upper lip and nose and has more than 40,000 muscles (more than in an entire human body!)

F. An elephant's ears are like little air conditioners. As they flap their wet ears on a hot day, the blood in the many blood vessels is cooled-cooling their entire body! From:

<http://www.sandiegozoo.org/animalbytes/t-elephant.html>

G. A zebra's stripes helps to protect them from lion or leopard attacks. Standing in a group, the strips confuse their predators.

H. Zebras can run up to 35 mph

From: <http://www.sandiegozoo.org/animalbytes/t-zebra.html>

After discussing facts, have students break into groups and do the following listening activity. Have students write down as many facts as they remember. Return to a class grouping and have the students share the facts that they recall for the introduction.

2. Pass out the magazine and have students name the different animals on the cover. Introduce the magazine issue by doing a *picture walk* through. Discuss the cover and the pictures in the issue and allow time for the students to share personal comments, reactions, and predictions related to what they see as you introduce the issue.

3. Have students open to the story, *Max and Kate* by Mick Manning, pages 2-6.

4. Remind the students that punctuation at the end of a sentence helps the words come across with more feeling. Also point out that quotation marks are used to let the reader know that someone is speaking. Before reading the story, have students find examples of Kate, Max, etc. speaking and say the sentence with the feeling expressed by the punctuation clues. Next, read the story aloud, stopping to discuss content.

5. Have students look at the illustrations on pages 4-5. Have students describe what they see.

6. Assign a partner for each student and give them a piece of paper and tell them to divide the paper in half. Place the word **NOUN** on one side and **VERB** on the other. Discuss words that are people, places and things are nouns and that words that show actions are verbs.

7. Have the students refer back to the story and find as many NOUNS and VERBS as they can and to place them in the proper column.

8. After about 10 minutes, have the class regroup and have the students share their words. Have students try and find words which describe the nouns and verbs that they listed. For example: "rushing" river, "wobbly" bridge, "peanut butter" sandwich.

9. Discuss vocabulary words such as : wobbly, crosses, rushing, chuckled, and gently and have students suggest creative sentences for these words.

Session 2:

1. Pass out copies of Ladybug and have the students turn to the poem, *Flying Man* on page 7.

2. Tell the students to listen as you read the poem aloud.

3. After reading the poem, reread the poem encouraging students to read aloud in unison with you.

4. Encourage students to see the word patterns and rhyming words. Place rhyming words on chart paper or the chalk board and have students brainstorm other words that would fit the word patterns.

5. Have the students close their eyes and visualize flying. Ask the students to describe where they are flying and what they see from above.

6. Pass out drawing paper and have the students draw a picture of a flying person with things down below that they can see from above. Write a sentence or two to explain what they see.

Session 3:

1. Assign the students a partner and pass out copies of Ladybug Magazine.

2. Show the students a world map and specifically the location of the country of Ghana .<http://www.factmonster.com/ipka/A0107584.html>

3. Explain to the students that the story, *Two Places to Call Home* by Jody Kapp on pages 8- 13 is about a boy that goes to visit the homeland of his family in the country of Ghana. Tell the students that as the story is read, they are to listen carefully and try and find examples of how Ghana is different from the United States and how it is similar.

4. Do a *picture walk through* of Two Places to Call Home on pages 8-13 inviting their comments and predictions based on the illustrations. Ask the students if have ever taken an airplane ride. If , so, what did they do on the ride?(ie: watch a movie, play with a game boy, watch a DVD , eat, ride, sleep, etc.) Have students share their flying experiences.

4. Read the story aloud, stopping to discuss the content . Stop after each page to review any words which might need identifying and place those words on cards to put onto a *Word Wall* for the issue. Possible words include: fluffy, aisles, symphony, moist, *rickety*, swirls, *celebrate*, zigzags, plump, maze, and plantains

5. Review nouns and have students find nouns in the story and how the author uses descriptions such as bright blue **water**, rickety old **bus**, plump red **tomatoes**, and warm moist **air** to “paint” a more vivid picture. Use the term “adjective” . Write the word NOUN and DESCRIPTIONS(adjectives) on the chalkboard or chart paper and have students find more examples .

7. Continue to read the story encouraging students to volunteer to read parts of the story and stopping to call attention to the illustrations especially on pages 9, 11 and 12. Ask the students to point out examples of how the artist shows that you are in another country and not the United States.

8. Divide the students into small groups and give them the following activity sheet:

Ways that Ghana is different from the USA

- 1.
- 2.
- 3.

Ways that Ghana is similar to the USA

- 1.
- 2.
- 3.

After completing the sheet, have the students rejoin as a class group and share information they placed on their sheet.

9. Have the students draw a Kente cloth and have them create a pattern and then write 2-3 sentences explaining the different colors and shapes.

Session 4:

1. Divide the students into small groups of 3-4 and pass out copies of the issue on Ladybug. Have the students turn to “*Five Trucks by Brian Floca* on pages 14-17 and have the students read the story in unison.

2. Give each group a piece of paper and have the students write the word TRUCK on the paper. Have the students lists as many adjectives, words describing the word “truck” that they can find in the story.(Ex:long, large, heavy, straight)

3. Have the groups do the following activity sheet:

Describe the truck What does the truck do?

1. The first truck is _____. The first truck does_____.
2. The second truck is _____. The second truck does_____.
3. The third truck is _____. The third truck does_____.
4. The fourth truck is _____. The fourth truck does_____.
5. The fifth truck is _____. The fifth truck does_____.

Session 5:

1. Ask the students to list all the different types of vehicles they might see going down a road. List the different examples on the chalk board or chart paper. Have the students suggest what might be found in the different

types of vehicles(Ex: ambulance- sick person, car- parents taking kids to the dentist , etc.)

2. Assign partners a copy of Ladybug Magazine and have them open to *Roads* by Elizabeth Spires on page 18-19. Have partners read the poem orally to the class and then have them call on another pair of partners to read the poem again. Ask the students to find word patterns and rhyming words and then think of additional words that rhyme.

4. Have students take turns doing an "I see" activity. "I see a school bus going east and near a moving and storage van." This activity involves following directions to locate the vehicle being highlighted and gives students oral speaking opportunities. Students could also state something they see asking others to finish by answering a questions. For example, "I see a bus near a farm with these behind the fence."(two cows)

3. Pass out drawing paper and have the students draw/color a vehicle and then write 2-3 sentences telling where they are going.

Session 6:

1. You can use the story, *Gilbert and the Birthday Cake* by Ann Thwaite on pages 20-26 to do a brief science lesson on frogs. This site (<http://www.ipcc.ie/frogfacts.html>) has some interesting facts about frogs. For example:

1. Frogs lay up to 4,000 eggs at one time.

2. Frogs absorb water through their skin so they don't have to drink water.

3. With eyes and nose on the top of their head, frogs can see and breathe while under water.

4. Frogs can't live in the sea or any salt water.

5. There are about 4000 types of frogs.

6. The semi-aquatic frog called *Acris gryllus* can jump more than 36 times the length of its body.

Check out :<http://www.enchantedlearning.com/subjects/amphibians/Frogprintout.shtml> for diagrams of a frog.

2. Assign a partner and pass out the issue of Ladybug Magazine and have them open to *Gilbert and the Birthday Cake* on pages 20-26. Do a picture walk through of the story encouraging students comments and predictions. Have students find words which they may be unfamiliar with such as: *entrusted, splendid, interrupting, currant, engrossed, corridor, clutching, rescue, marshes, hazards, consumed, perishables, peered* , and *precious*. See if the students can determine the meaning of the vocabulary words from the context of the sentence. Words can be placed on cards and added to a Word Wall for this issue. Review with the students words that show actions and words that are nouns. Encourage students to volunteer creative sentences for the highlighted vocabulary words and different suffix endings.

3. Have students take turns reading part of a page stopping to discuss the story after each page. Discuss the character trait of responsibility. Ask the students to share examples of how they can show responsibility in school. At home? etc. Ask the students if they have been given an "important task" to do as Gilbert's mom gave to him.

4. After reading the story, have partners do the following activity sheet:

THINGS Frogs Can't Do

1.

2.

3.

4.

5.

Ask students to review the reading of the story and list examples of things real frogs can't do.(ie: talk, take a train, eat breakfast, ride a bike, wear clothes).

5. Return to a class grouping and have the partners share their activity sheet.

6. Discuss emotions with the students. Ask the students to think of different ways Gilbert felt in the story. For example:(Mom gave me an important task to do. I watched the country side speed by the windows. I lost the cake. I got the cake back. We had a great birthday party.)

7. Draw a picture/color of Gilbert and write 2-3 sentences explaining how you felt about your day.

8. Have students list things that happened in the story. In groups of 3-4, have the students play 5 events on strips of paper. Shuffle the strips with the event around and have students take turns sequencing the story in order of things that occurred.

Session 7: Poem

1. Pass out copies of Ladybug Magazine to partners of students and have them turn to *Cake Dream* by Ellis O'Keefe on page 27. Read the poem to the students and then reread the poem encouraging the students to read aloud in unison with you. Review the rhyming words in the poem and have students brainstorm additional words that fit the word patterns.
2. Then, have the students turn to *The Animal Parade* by Nancy Lee Duracka on page. 31 and read the poem to the students and then reread the poem encouraging the students to red aloud in unison with you. Review the rhyming words in the poem and have students brainstorm additional words that fit the word patterns.
3. Discuss echo words ask students to suggest additional echoic words in addition to those listed in the poem, *The Animal Parade*.
4. Ask the students which poem they enjoyed the best and why.

Session 8:

1. Explain that they will be reading a song," *The Noble Duke of York* on pages 28-30. Discuss how a song is read differently from the other readings that you've done thus far in the issue of Ladybug.
2. Have students open the Ladybug Magazine and read the song first, page by page, and then have the students try reading along with you. Repeat by this time but try singing the words to the tune.
3. Draw a hill on the chalk board or chart paper and have the students suggest where on the hill the Duke of York and his men could be.(Ex: Top of hill, Bottom of hill, on the middle of the hill).

Session 9:

1. Assign a partner to each student and have the open their issue of Ladybug to "*Mop and Family*" by Alex de Wolf on pages 32-34. Guide the students in a picture walk through the story and have the students share comments about any experiences they have had climbing a tree. Discuss safety issues.
2. Review vocabulary words such as *brave, rescue, trouble, and view*. Encourage students to give sentences for the words. Ask students to think of synonyms for the vocabulary words. Place words on cards to add to the Word Wall .
2. Read the story aloud, stopping after each page to discuss the content, words and phrases and allowing students to make comments. Ask if any of the students play soccer or whether they could relate to the story because something got stuck in a tree or on a roof, etc.
3. Have partners of students reread the story orally(chorally) and circulate around the room to listen to each group.
4. Have the students close their eyes and visualize what they see outside playing ball with Mop and Family. Give out a chart with the senses and have the students fill it in with what they visualized earlier or something new.

Outside

What do you SEE?

What do you HEAR?

What do you FEEL?

What do you TASTE?

What do you SMELL?

Write a paragraph of your being outside with Mop and Family and include as many of the senses you listed above.

Session 10:

Post Reading Activity:

Have the vocabulary words on the chalkboard or chart paper for all to see. Give the students a piece of paper and have them make a "bingo" card using 9 of the vocabulary words discussed in the issue. Explain that you will say a definition and if they have the word on their bingo card, to make a specific mark (game one- smiley face, game two -V for vocabulary, game three- C for Click, etc.). The first student(student) to get three vocabulary words across, down or diagonally, stands and says "VOCO". To win the round, the students must define their three words.

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 for events in a story.
- 9.) sequencing of sketches to accurately represent the order of events in a story.
10. reading performance for appropriate expression and movement as they acted out a part.
11. 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.
12. demonstrated the ability to evaluate a piece of writing. This is expressed in their comments and reactions about selections.