

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 September 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 *Cricket in the Classroom* and *Fiddler in the Moonlight* could be used to provide reading in the content area of science if you use the suggested activity sheet on crickets. 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:

Pre-Reading: Pre-reading prepares students for learning by activating their prior knowledge about the topic featured in the text.

During-Reading During: Reading strategies teach comprehension by making connections, generating questions, and determining importance by guiding the reader to use proficient reader strategies.

After-reading: After activities connect the old and new knowledge and help students frame it in some way to their lives.

from: http://www.bayvieweduc.ednet.ns.ca/Smoran/Reader'sworkshop/before_during_after_reading.htm

The Overall Plan

Title: Relationships with families, friends and animals

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 September issue of Ladybug
chart paper
word cards
Handout on a cricket
drawing paper

Session 1:

1. Explain to the students that in September issue of Ladybug, there are a few stories about families and friends.
2. 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.
3. Have the students turn to "Max and Kate" by Mick Manning on 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, Mommy or Daddy speaking and say the sentence with the feeling expressed by the punctuation clues. Next, read the story aloud, stopping to discuss content.
4. 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*. Making *text to self connections* may include asking the students if they have a younger brother or sister. Did they have to stay at a relatives or did a relative come to stay at their home while their mom was having the baby? Look at the illustration on page 2. What has Max brought with him to Katie's House? What would you pack to bring? How would you feel about having a baby brother or sister?etc.
5. Continue discussing the story encouraging students to reflect on the following: If you could pick your own name, what would you have selected and why? What are some ways that families select names for their children?

Session 2:

1. Encourage students to share their experiences about how they get ready for the beginning of school in September. Do they go shopping with their parents to get new clothes or shoes or school supplies, etc.
2. Ask the students if they had something which they carried around with them as a child and encourage the children to share their memories. Tell the students that in the story, *Booly*, by Abigail Marble on pages 7- 11, a young boy named Jonathan is going with his mom to shop for school shoes and a jacket. He brings along his favorite blanket named Booly.
3. Assign the students a partner and have the groups turn to *Booly* on pages 7-11. Ask them to review the illustrations and share their thoughts.
4. Have the students listen as you read the first page of the story and then encourage the students to read aloud as you reread the first page again. Ask students to volunteer to read a paragraph of the story reminding the students to follow along as the story is read aloud.
5. How do you think Jonathan felt as the bus drove away and he saw the woman with Booly? How do you think Jonathan's mom felt about what Booly did? Could you have given up something that you valued to a stranger? Encourage the students to share their thoughts.
6. When done with the story, place the following on chart paper or the chalkboard.

Things Jonathan saw while sitting on the bench:

- 1.
- 2.
- 3.
- 4.
- 5.

Describe the old woman who was sitting on the bench next to Jonathan:

- 1.
- 2.
- 3.
- 4.

Have students complete the chart.

7. Make two columns on chalkboard or chart paper. Write the words Noun and Action Verb. Review the nouns are people places and things such as hat, bus driver, shoes, etc. Review that action verbs show something that can be done by a noun such as run, jump and swim. Have the students brainstorm words which they can place on the category of noun or verb from the story. Encourage students to demonstrate the different action verbs that were written on the chart.

Session 3:

1. Pass out a copy of *Ladybug* to the students. Read the poem, *Mouse* by Sharon Bailly to the class. Next, have the students read the poem in unison with you. Repeat a second time.
2. Have the students find the rhyming patterns. Encourage students to brainstorm additional words which would rhyme with mouse and hay. Are there words that rhyme with woods?
3. Direct the students' attention to the illustration on page 13. Ask the students to describe what they see in the illustration.
4. Give the students a piece of drawing paper and have the students draw a picture of their bedroom or favorite room in their home. Afterwards, have the students draw an arrow to three things in their drawing and write a descriptive phrase of what they are pointing to with the arrow. For example, "my favorite teddy bears", "my poster of hockey", etc.

Session 4:

1. Ask the students to list the characteristics of a good friend such as helpful, caring, funny, etc. Ask the students to write three things about themselves that they think would make them a good friend. If they wish, have the students share what they have written with the rest of the class. Ask the students to share whether it is hard to make a new friend and how they go about doing this. Explain that they are going to sing a song called, *Friends*.

2. Pass out a copy of Ladybug to pairs of students. Have them open to Friends on pages 14-15. Sing the song to show the students how it should sound and then encourage the students to join in and sing along.
3. Have the students look at the illustrations on pages 14-15 and ask students to volunteer to describe something that they see. Tell the students to start with "I see" and explain they must be descriptive. For example, "*I see a girl with a scarf wearing a heart necklace using crutches.*" You may wish to write some of the comments on the chalkboard or chart paper. Review nouns and verbs asking students to come up and circle(or point out) the nouns and the action verbs.

Session 5:

1. Pass out the handout on the cricket and have the students follow along with you filling out the parts of a cricket. See this site:

<http://www.enchantedlearning.com/subjects/insects/orthoptera/labelcricket/index.shtml>

The key to the labeling can be found here:

<http://www.enchantedlearning.com/subjects/insects/orthoptera/Cricket.shtml>

Ask the students to share prior knowledge on crickets and whether they have ever seen one. Encourage students to make *text to text*(or movie) with crickets. For example, there is a popular book, *The Cricket of Time Square* by George Seldon and Walt Disney's Jiminy Cricket which some students may know. You may want to get a picture of Jiminy Cricket at

<http://disney.go.com/vault/archives/characters/jiminy/jiminy.html>

or the book *The Cricket of Time Square* to read to the students.

2. Have students share prior memories of a time when something got into their home or classroom(ex: bat, mouse, bumblebee, etc.) Explain that they will be doing a rebus, a reading with pictures. You may wish to give a sample such as the following before using the one in Ladybug.
<http://www.storygames.com/TeachManPF/Rebus.html>
3. Pass out copies of Ladybug Magazine to partners of students. Have them open to pages 16-18, *Cricket in the Classroom* by Della Ross Ferreri. Ask the students to share descriptive sentences of what they see happening in the illustration on page 16.
4. Have the students turn to page 17 and read the rebus in unison.
5. In small groups, give the students drawing paper and have the groups make a new rebus about the cricket. When done, have the groups share their rebus with another group to read.
6. Turn to page 19 and have the students read , *Fiddler in the Moonlight* by Sandra Lethem Yeo in unison. Encourage students to volunteer rhyming patterns and addition words which rhyme with those words. Ask the students to try and write another verse about the cricket.

Session 6:

- 1, Ask 5 students to come to the front of the classroom(but have only 4 chairs). Tell the students to find a seat. What is the problem that needs to be solved? Encourage students to give a solution to the problem so that everyone is seated.
2. Explain that the story they will be reading, *Four Chairs* by Carole Mohr on pages 20-24 is about a birthday party for Chippy Chipmunk. The problem is there aren't enough seats at the table for all to be seated.
3. Have partners share a copy of the September issue of Ladybug and have the students open the story, *Four Chairs* by Carole Mohr on pages 20-24. Do a picture walk through of the story encouraging the students to search for vocabulary to add to a word list for this issue. Words may include: *scampered, deliciously, ripe, twitched, and balancing*. 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.
4. 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, *Share a memory of a birthday party you attended. If you go to a birthday party, what type of gifts have you brought? What kind of cake do you like to eat on your birthday?*
5. After reading the story, give groups of students the following activity.

Chippy Chipmunk has a Problem

What is Chippy's Problem?
What steps does Chippy do to solve the problem?
What is the result of Chippy solving his problem?

After the groups of children have completed the activity sheet, regroup as a class and discuss their activity sheet.

6. Ask the students some comprehension questions from the story. What did the Rabbi twins bring as a gift? What did Billy Squirrel bring as a gift?
7. Discuss the different steps which Chippy Chipmunk did to get ready for his birthday party. Place the following sequencing chart on the chalkboard or chart paper. Discuss with the students the importance of having proper order in a story.

Sequencing Activity for Four Chairs:

First, Chippy _____
Then, Chippy _____
Next, Chippy _____
After this, Chippy _____
Finally, Chippy _____

(Possible answers: Make invitations, delivered them to his friends, made a cake, set the table, welcomed friends to the house.)

8. With a partner, have the children do a retelling of the story "*The Four Chairs* and circulate around the groups to hear their versions of the story.

Session 7:

1. Assign the students a partner and have the groups turn to the story *Where's the Cat?* by Carolyn Short on pages 25-29. 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 examples on chart paper or the chalkboard.
3. Do a picture walk through of the story encouraging the students to search for vocabulary to add to their word list. Words may include: *gasped, trotted, whimpered, snatched, chunk, startled, raven, and mews*. 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.
4. Have students take turns 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 reviewing the story, break the students into small groups to work on the following activity sheet:

A. Why did Annika think there was a cat ?

B. What three places did Annika search to find the cat?

C. How did the bird trick the dog?

D. How did Annika stop the bird from stealing the dog's food?

After allowing students some time to complete the questions , regroup as a class and go over the activity sheet.

6. Have the students pretend to be Annika 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 Annika 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 and locating examples such as *he, his, my, they*, etc., and then review first person pronouns such as *me, my, I*, etc.

Session 8

1. Have partners of students open the issue of Ladybug to *Little Bird* by Tin Twito on pages 30-31, and read the poem together. Circulate around the room to monitor the students as they read the poem aloud. Encourage the students to demonstrate the action verbs used in the poem and then try and demonstrate their use.
2. Tell the students that with their partner they are to come up with another *Do you see* to share with the rest of the class reminding them to think of creative action verbs to use.

Session 9:

1. Review how cartoon stories 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.
2. 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. Remind students to read with feeling. After finishing the first read through, reread doing the same method.
3. Have students share *text-to-self* connections of times they may have collected leaves. Write the following senses on the chalkboard or chart paper: hearing, sight, smells, taste. Have students think about being outdoors in the leaves and list different senses they might experience.
4. If the time of year is right for leaf collecting, have students bring in some leaves to class and do leaf rubbings. Have students do the activity *Let's Find the Leaves*.

Review activities:

Discuss syllables and have groups of students make the following list on a sheet of paper.

One syllable word

Two syllable word

Three syllable word

More than three syllable word(how many?)

Have the students review the issue of Ladybug and find 5 examples of words to place under each of the different syllable headings. After completing the activity, regroup as a class and have the groups of students review their words and their syllable word list.

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.

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.