

# 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 November 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 *Deepa's Special Day* provides reading in the content area of social studies and *Catch a Falling Star* provides a reading which can be used for a science lesson. 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](http://www.bayvieweduc.ednet.ns.ca/Smoran/Reader'sworkshop/before_during_after_reading.htm)

### **The Overall Plan**

**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 November issue of Ladybug  
chart paper  
word cards  
access to Internet or copies of pages from informational sites  
Map of India  
Picture of the Big Dipper in the constellation Ursa Major  
Copy ten sentences about the story *Deepa's Special Day*

#### **Session 1:**

1. Bring in a picture of the Big Dipper which is located in the constellation, Ursa Major, to class. Check this site:

<http://www.dustbunny.com/afk/constellations/bigdipper/ursamajormap.html> (drawing as well as information on how to locate it in the sky)

Explain to the students what a constellation is and how there are 88 listed constellations.

Ask the students if they have ever found the Big Dipper in the sky? Ask the students to share prior experiences of looking up at stars and sharing any information they may have

on stars. Explain that in the November issue of *Ladybug* there will be several readings about stars. Read the poem, *What are We?* by Elizabeth Spires on page 10 to the class. Ask if they have ever wished upon a star. Encourage students to volunteer to share something they might "wish upon a star".

2. Assign the students a partner and distribute a copy of *Ladybug* to share. 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 or the Ranger speaking and say the sentence with the feeling expressed by the punctuation clues. Next, read the story aloud, stopping to discuss content.

5. Ask the students what clues in the illustrations suggest that there is a party taking place in the story. This encourages the students to use prior knowledge and critical thinking.

6. Ask the students to list the different things needed to be done in order to plan a party. List the different things on the chalkboard or chart paper. Encourage text-to-self connections. Have the students ever attended a surprise party? Have they had a surprise party or a party? Who came? What did they do at the party, etc.

7. Ask the students to list the different problems that the family might have faced since Max didn't tell his parents about all the people he invited to the party. Ask the students if they thought his parents(his dad) was mad at him.

8. 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.

9. 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.

10. After about 10 minutes, have the class regroup and have the students share their words. Have different students try and act out the different verbs such as *hear, gets, standing, shows, tell, shouts, and come* and have other students try and guess the action word.

## Session 2:

1. Ask the students to close their eyes and think about being outside at night. Encourage students to share their thoughts describing any sounds or sights that come to their mind.

2. Pass out the issues of *Ladybug* to pairs of student and have the students do a *picture walk through* of *Night* by Sandra Liatsos on page 7 and the song *Great Big Stars* on pages 8-9. inviting their comments and predictions based on the illustrations.

3. Have the students close their eyes and read the poem, *Night*, aloud. Have the students open their eyes and read the poem again encouraging the students to read along with you. Ask the students if hearing the poem with their eyes closed was different for them from reading it aloud. Encourage students to share their thoughts. Ask the students to use prior knowledge and think of creatures of the night(such as bats and owls).

4. Discuss syllables and how they help learn to decode words. Use the activity of having the students place their hand under their chin. Each time their chin drops as you slowly say a word is a syllable. For example, blanket. Your chin drops two times. That is the number of syllables in the word. Review the syllables and how you would pronounce the word. Repeat with the words- *squirrels, chipmunks, covers, horses, sleeping, night, tree*, having the students determine the syllables.

5. Have the students turn to the song on page 8-9. Use the website:

<http://www.cricketmag.com/ladybugsongs.htm>

to get the tune. Sing the song to the class and then encourage the students to sing the song with you. Afterwards, have the students describe some of the things they see on the bottom of the page asking the students to use a verb in their description.. For example: The giraffe is STRETCHING its neck. The boy is STANDING next to a zebra. Review nouns again as well by placing the different words used onto a chart for Nouns and Verbs.

### Session 3:

1. Ask the students if they have any prior knowledge on the country of India. Show a map of the world and locate the country of India on the map. Explain that in the story, *Deepa's Special Day* by Uma Krishnaswami on pages 11-14, is a story from the Indian culture and is about a Indian holiday called Divali. More information on the holiday can be found at this site: <http://www.factmonster.com/spot/diwali1.html>

2. Assign the students a partner and pass out the November issue of Ladybug and have the students open to " *Deepa's Special Day* on pages 11-14. Do a picture walk through where students can give their comments and predictions about the story they will be reading.

3. Ask the students to list how the illustrator shows that the story takes place in another culture. For example, the clothing, the the furniture, the pictures on the wall, etc.

4. Explain to the students there will be a number of unfamiliar words which come from the Indian culture. Introduce the following words using procedures described in earlier issues such as: *bazaar, delicious, relatives, namaste, rasagulla, jalebi, salwar, kameez, patpaka, sparkler, sizzle, and glimmer*, and Divali. Words can be placed on cards and added to the Word Wall.

4. Depending on the age of the students, you can either read the story or ask the students to take turns reading a paragraph stopping after each page to discuss the story. Remind students to read along as the story is read aloud.

5. In the story, the children hold sparklers. This might be a good opportunity to talk about firework safety.

6. Encourage the students to use the word, *Namaste*, for the rest of the day, instead of "hi", showing them to hold their hands as the Deepa does on page 12.

7. Discuss the importance of sequencing especially in following directions to make something. Have the students reread in small groups the story, " *Deepa's Special Day*. Give the groups copies of the 10 sentences from the story which have been cut up. Have the students with the issue of Ladybug closed try and reassemble the story in proper sequence. Circulate around the room to the different groups to assist and see their progress.

7. Many families draw a colorful *rangoli*, a decorative pattern made in rice flour,during this holiday. You may wish to have your students do a paper rangoli. This site gives information and print outs of designs which the children could color:

<http://www.theholidayspot.com/diwali/rangoli.htm>

### Session 4:

1. Have the students review the poem on page 7, 10 and have them turn to the poem , *A Diner* ,on page.15. Encourage the students to share their thoughts on different kinds of poems such as those that rhyme, those that don't, serious and silly poems, etc.

2. Read the poem to the students and then encourage the students to read the poem again with you. Discuss the rhyming patterns. Brainstorm additional words which rhyme with stew and shout. Tell the students that this poem is called a limerick and review the pattern for such poems. Lines 1, 2 and 5 rhyme. Lines 3 and 4 rhyme.

3. Have students try and write a limerick using one of these templates from the following site: <http://darkwing.uoregon.edu/~leslieob/limericks.leslie.html>

**Template - A:**

There once was a \_\_\_\_\_ from \_\_\_\_\_.  
All the while s/he hoped \_\_\_\_\_.  
So s/he \_\_\_\_\_.  
And \_\_\_\_\_.  
That \_\_\_\_\_ from \_\_\_\_\_.

**Template - B:**

I once met a \_\_\_\_\_ from \_\_\_\_\_.  
Every day s/he \_\_\_\_\_.  
But whenever s/he \_\_\_\_\_.  
The \_\_\_\_\_.  
That strange \_\_\_\_\_ from \_\_\_\_\_.

**Session 5:**

1. Move the desks out of the way and have the students try yoga, a form of meditation which originated in the country of India.
2. Have the students open a copy of Ladybug Magazine and turn to On my Yoga Mat on pages 16-18. Have the students read in unison the poem (in bold type) on these pages.
3. Next, have the students stand, take their shoes off, and do the first yoga position (the acorn). Move to the giant tree position and continue until the end.
4. When finished, ask the students to describe their thoughts while doing the different yoga positions. Which were easy? Which were hard? Did you feel self-conscious doing any of the positions? If, so, which ones?

**Session 6:**

1. In small groups, have the students turn to the poem *Nap Time* by Julie Ann Iverson on pages 19-21. Have the students read the poem in unison with their group.
2. Pass out a piece of paper to each group. Review with the students VERBS and NOUNS. Have the small groups list as many verbs and nouns they can find in the poem, *Nap Time*. Additionally, have the students list 1-2 words which could be added to the different rhyming patterns. For example: Sleep deep-add WEEP.
3. Return as a class grouping and have the groups share additional rhyming word patterns and their Verbs and Nouns list.

**Session 7:**

1. Ask the students if they have ever seen a falling star. Encourage students to share their experiences. Ask if they know what a "falling star" really is and if not share with the students that these are pieces of dust or rocks called meteoroids falling into the earth's atmosphere and burning up. Information on falling stars can be found at this site: <http://starchild.gsfc.nasa.gov/docs/StarChild/questions/question12.html>
2. Have pairs of students open to the story, *Catch a Falling Star*, by Bradford H. Robie on pages 24- 31. Do a *picture walk through* looking at the illustrations and have the students share their observations and thoughts.
3. Vocabulary words may include: *patient, flicked, beamed, wispy, zipped, brilliant, instant, speck, and muttered*. Place these words on the Word Wall after discussing these words and have the students give sample sentences using the words.
4. As you read the story aloud (or have students read parts of each page), stop after each page to discuss what is happening. Encourage students to read some of the comments in

the quotation marks in unison to participate in the reading. Continue to ask the students to make *text-self* connections.

5. Ask the students some comprehension questions after finishing the story:

- A. Why did Anna have trouble getting to sleep the night she would go star gazing?(excited)
- B. What makes for a good star gazing night?(cold, clear, no moon)
- C. Describe the constellation Orion( a giant hunter has a belt and a sword)
- D. What happens to most "falling stars"?(they burn up before reaching the Earth)
- E. How did Anna know that her dad had fallen asleep?(he began to snore)

#### Session 8:

- 1. Have the pairs of students or small groups read *Mop and Family* by Alex de Wolf on pages 32- 34, orally. As they read the story, encourage the students to do the sound effects(woof and clap)
- 2. After reading the story, have the students retell the story or depending on the age of the student, write a few sentences telling what happened in the story.
- 3. Have the students do the *How Many* by Kris Aro McLeod on pages 22-23.

#### Session 9:

Play a vocabulary review game. Place 10 words on the chalkboard and have the students make bingo board game with a 3x3 grid. Direct the students to select nine of the words and place one in each of the different boxes. Tell the students you will say a meaning of one of the words. If they have the word on their bingo game board, they are to place a marker(or use a colored pencil and select a symbol for the game(star). The first to have three across, down or diagonally, stands. To win the round , they must say the word and give a definition of what it means. Try playing a couple of different rounds using different symbols.

Afterwards, have the students select six of the vocabulary words from the list and write sentences for each of the 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. demonstrated the ability to evaluate a piece of writing. This is expressed in their comments and reactions about selections.