

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 January 2008 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 *Winter Around the World* provide reading in the content area of social studies and the reading selections *Max and Kate* and *Great Gray Wolf* could be used to foster a science lesson on farm life. 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/6-12/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: 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 January issue of Ladybug

chart paper

word cards

drawing paper

Map of the world

Websites of interest

Activity sheets

Session 1:

1. Ask the students to close their eyes and visualize what they see when they think of when they think of winter. What does winter look like in your area of the country? In others? What are some activities you can do in the winter months which you may not be able to do at other times of the year? What types of clothing do you wear in the winter months? etc. Encourage the students to share their thoughts and write their responses on the chalkboard or chart paper.
2. Explain to the students that in January issue of Ladybug, there will be a number of stories about winter.
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 students turn to *Ladybug, Muddle and Thud* on page 2. Ask the students to describe the different panels. What do they see? What might be the different senses they can use to describe the scenes? What was the problem? How did they solve it? Have students retell the story to a partner.
5. Have the students turn to *Max and Kate* by Mick Manning, on page 3 and ask the students to brainstorm the different things that might be found behind the barn door. List the different responses onto the chalkboard or chart paper.
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.

7. Read the story aloud on pages 3- 7 and encourage the students to read aloud with you. After reading the story, go back and review the pages discussing how punctuation helps to make the reader give the words more feeling. Encourage students to take turns volunteering to read some of the comments in quotation marks with feelings such as a question sentence, a sentence with feeling, etc.
8. Encourage students to make comparisons. For example, The lamb "is soft and cuddly" like or the lamb was wagging his tail like..... or the lamb was "noisy" like..., etc.

Session 2:

1. Have the students turn to the poem, *Blum*, by Dorothy Aldis, on pages 8-9. Read the first verse of the poem along encouraging the students to listen to hear the rhyming pattern. Reread the paragraph encouraging the students to read along with you.
2. Ask the students to find rhyming patterns and list those words on the chalkboard or chart paper.
3. Divide the students into small groups and have them try and list as many words that fit the different rhyming patterns.
4. Return to a class grouping and review the word lists.

Session 3:

1. Assign the students a partner and have the groups turn to *Winter Around the World*, by Ellis O'Keefe, on pages 10- 13. Ask them to review the illustrations and share their thoughts.
2. Review the reading selection for possible vocabulary words which may need to be discussed. Possible words include: *mates, barbie, swirl, Aurora Borealis, chocolat chaud, competes, celebrating, and festival*. Encourage students to use context clues to determine the meaning of the words and to give additional sentences using the vocabulary words.
3. Have the students listen as you read the selection and then encourage the students to read aloud as you read the selection again. If students are older, you may wish to let the students read a short section stopping after each page to review comprehension, comment and make predictions.
4. Give the students a map of the world showing the continents and have the students locate the continent the countries mentioned in the reading are located. Using a colored marker/pencil, have the students write the names of the areas mentioned in

the reading. See this site for a map of the world showing continents:

<http://www.enchantedlearning.com/crafts/columbus/map/Worldmap.shtml>

For older children, this blank political map may be helpful as well:

<http://www.enchantedlearning.com/geography/world/outlinemap/index.shtml>

5. Encourage *text-to-self* connections such as "When I saw the picture of the beach in Sydney, Australia, it made me think of....." or "When I saw the picture of people in Montreal, Canada, skiing and sledding, it made me think of.... " or " When I read about a festival in Nassau, Bahamas, it made me think of", etc.
6. Have the students do the following activity sheet:

Review the reading and find 1-2 facts learned about the places mentioned in the story

WINTER around the world:

Sydney,Australia Lapland,Finland Montreal, Canada Nassau, Bahama

- 1.
- 2.

Return to a class grouping and review the information placed on the sheet.

Session 4:

1. Ask the students if they have ever tried skiing. Encourage students to share their experiences with the class. What was the most difficult part in learning to ski? the easiest? Did you fall? What was it like going on a chair lift? etc.
Explain that in the story, *French Fries to Go!*, by Sara Laux Akin, on pages 14-17, a boy learns tips on learning to ski from his dad's use of french fries and pizza.
2. Review punctuation and have students take turns reading sections of the story. Stop after each page and review for comprehension, making comments, *text-to-self* connections and predictions.
3. Place the word VERB on the chalkboard and ask the students to define what an *action verb* is. Have partners of students go through the story and find as many examples of action verbs they can and list them on a piece of paper.

Return to a class grouping and have the students share their lists.

Session 5:

1. Give the students the following rebus
http://www.abcteach.com/free/r/rebus_playinthesnow_bw.pdf. Discuss what a rebus is and explain that the story, *Just What We Need* by Evelyn B. Christensen, on pages 18-21, is a rebus story.
2. Have students open to the reading selection on page 19 and read the story as a choral reading.
3. After reviewing the words and their picture , encourage students to try and spell the different rebus words with a spelling bee.
4. Have the students do the following activity:

WHO NEEDS THE STRING? MATCHING

RABBIT	KITE
SQUIRREL	PANTS
RACCOON	NEST
BIRD	FISHING

5. Review the story and encourage students to retell the story to another student. Then, have the students write a short paragraph explaining the story and the sharing of the string.

Session 6:

1. Explain that the class will be singing a traditional song called *In a Cabin in a Wood* on pages 22-24, and that you will sing the song first so the students can hear the tune and then the students will be asked to sing the song, too.
2. Review **NOUNS** and **VERBS** with the song listing the different nouns mentioned in the song and different action verbs. Read the story slowly, and have students make a V sign with their fingers when you mention an action verb and a N sign with their fingers when you mention a noun.
3. Break into small groups and have them make a chart on a sheet of paper. Have the students review the song placing the different nouns and verbs under the two headings.
4. Sing the song again acting out the different parts as shown on page 24.

Session 7:

1. Have partners share a copy of the January issue of Ladybug and have the students open the issue to "*Great Gray Wolf*", by Chantal de Marolles, on page 25- 32. Do a picture walk through of the story encouraging the students to search for vocabulary to add to their word list. Words may include: *mists, slinking, gleaming, muzzle, especially, shone, drools, jealousy, glittered, trembled, snarling, fiercely, and slunk* . 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.
2. It might be a good idea to remind younger children, that they should never approach a wild animal, no matter how *cute* it may look.
3. Have students take turns reading a paragraph of the story stopping after each page to review for content, make comments and predictions. Ask the students to try and make *text-to-text* connections. Can they think of other stories involving wolves?(For example: The Three Little Pigs). Can they think of another story with a young girl finding a wolf in a forest?(Little Red Riding Hood), etc.
4. Share some additional facts about the gray wolf:
 - The wide paws of the wolf help them run through the snow

- Gray wolves have great hearing and communicate by howling
- Gray wolves have 42 teeth.

Check out more information on the gray wolf at these sites:

<http://nationalzoo.si.edu/Animals/NorthAmerica/Facts/fact-graywolf.cfm>

<http://www.enchantedlearning.com/subjects/mammals/dog/Graywolfprintout.shtml>

5. Break the students into small groups and have them find 4 comprehension questions about the story. Return as a class grouping and have the different groups ask their questions to other groups. The group with the most correct responses wins the comprehension activity.
6. Have the students draw and color a picture of a gray wolf and then write 3 facts in complete sentence form about wolves.
7. Discuss the issue of jealousy. Encourage students to make text-to-self connections with the wolf and its jealousy and share whether they have had jealousy feelings about something.
8. Tell the students to close their Ladybug issue and then talk about the idea of sequencing and its importance. Ask the students to write five things that happened in the story in proper sequence.

Session 7

1. Explain that January is a new year, a new beginning, and people like to make New Year's resolutions, promises, of things they'd like to do better in the new year. Tell the students that in the reading selection, *Mop and Family*, by Alex de Wolf, on pages 32- 34, the students discuss their new year's intentions.
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 Dad start by reading aloud, "*What are your good intentions for the New Year?*" with those being Mom responding, "*I'm going to go TO the gym more often. Especially after this breakfast!*" (note: TO is missing in the quotation). Remind students to read with feeling. After finishing the first read through, reread doing the same method.
4. Have students think about their own "good intentions" for the New Year. Give each student a piece of drawing paper and create a New Year's Resolution which can be hung in the room.

Session 8:

Review activities:

1. Have the students work in small groups and give each group six-ten vocabulary words, depending on the age group. 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.