

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 February 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 *Max and Kate* can be used to discuss the history behind Valentine's Day and can be used to discuss treatment of others and not hurting others' feelings with the distribution of Valentine's Cards. The readings *Do Not Drop* and *Dim Sum with Daddy* could be used as a mini lesson on the China. The reading *Mop and Family* can be used as a mini lesson on animal tracks. 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%20Reading>

<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

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 February issue of Ladybug
chart paper
word cards
access to Internet or copies of pages from informational sites
Supplies to make Valentine cards
Drawing paper and coloring materials
journals

Session 1:

1. Ask the students to think about all the things that come to mind when they hear the month of February. Encourage students to share their thoughts such as the following: President's Day, Groundhog Day, Valentines Day, and Chinese New Year. Ask if the students have ever heard about the country of China and encourage students to share their prior knowledge of the country.

2. 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. Bring in some Conversation Hearts to pass out to the students. Have them state what is on their candy. You may want to share the history of candy hearts with this information from this website: <http://www.necco.com/SweetheartMiniSite/Default.asp?Section=history> Ask the students what comes to mind when they think of Valentine's Day. List the students' ideas on the chalkboard or chart paper. Students can also take a tour on the making of candy hearts. Prior to doing the virtual tour, discuss sequencing and ask the students to brainstorm the steps in making the candies. After doing the virtual tour, have groups of students try and sequence the six steps (before doing this make strips of the different steps and copy a set for all the groups).
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. Next, read the story aloud in choral reading, stopping to discuss content.
5. After reading the story, have the students make Valentine's Day cards for a family member. Ask the students if they plan to pass out cards to the classmates. Discuss why they should include everyone in the class and how they'd feel if they didn't receive cards when others in the class did.

Session 2:

1. With a partner, have the students turn to *The Queen of Hearts* on pages 8-9. Have the students find the rhyming pairs and brainstorm as many words as they can think of that rhyme with these patterns.
2. Have the partners search the pages for the missing tarts.
3. Regroup and have the students share the rhyming word list and go over the missing tart activity.
4. Ask students how they can be more descriptive with the following sentence. *I see a queen with a crown.* (What color is the crown? What shape is the crown? Where does it sit? What color is the queen's hair, etc.) Have a student volunteer to put all the added information into a larger sentence. Encourage students to offer descriptive sentences of things they see on pages 8-9 and have other students add on to the sentence with more details.

Session 3:

1. Tell the students that they will be singing the song, *Love Somebody, Yes I Do* on pages 12-14. Explain that a song is often a rhyme to music. Have students find the rhyming patterns and brainstorm additional words that rhyme with the words in the song.

Session 4:

1. Ask the students to close their eyes and think of a dragon. Next, have the students jot down things that come to mind when they think of a dragon. For younger students, encourage students to volunteer what comes to mind.
2. Have partners of students turn to *Do Not Drop* by Margaret Teall on pages 15- 20. Do a *picture walk through* of the story and look for possible vocabulary words which might need

highlighting. Encourage students to make comments and predictions about the story they will be reading based on the illustrations.

Possible vocabulary words may include: *trembled, curling, glimmering, whining, scaly, clomped devoured, cooed, mumbled, slimy, slobber, scrunched, and enormous*. Have the students try and use the context in the reading to determine the meaning of the words. Ask students to suggest possible synonyms for the vocabulary words and to volunteer to place the vocabulary words in creative sentences.

3. Have the students look at the illustration on pages 17 and 18 and give examples of how the artist drew the illustration to show the young girl is of Chinese ancestry. Continue with the same pages and encourage students to develop creative descriptive sentences in the way done in a previous story.

4. Begin by reading the first page to the students encouraging them to read along with you stopping after the first page. Next, have students take turns reading the rest of the pages stopping after each page to discuss and make *text-to self connections*. Review that making connections (*text- to- text, text-to -self* and another *text-to-world* helps to remember what we read. For example, "When I read that Yuka first saw the dragon, her voice trembled, I remember a time I was a bit scared. Perhaps, the students might be able to think of other stories which they have read that would be a *text- to-text* connection to *Do Not Drop*. (perhaps, other stories where there were dragons involved in the story)

5. After reading the story, discuss action verbs and have the students break into small groups and review the story to find examples of action verbs that are connected to Yuka. Find action verbs that are connected to the dragon.

6. Have the students return to a class grouping and using the chalk board or chart paper, list all the action verbs that the students have found. Have the students do a pantomime and demonstrate the different action words listed and have the other students determine which word is being demonstrated.

7. Assign the students a partner and have them do the following activity sheet.

Describe the DRAGON:(what it looks like, what it eats, etc.)

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

(scaly paws, snake-like tail, eats chicken, breathed fire, golden eyes, slimy tongue, etc.)

SOUNDS of the Dragon:

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

(snored, hissed, grunted, banged, clawed, etc.)

PROBLEMS the Dragon caused for Yuka

- 1.
- 2.
- 3.

(too big, could cause a fire, how to feed it, etc.)

Return to a class grouping and review the activity sheet.

8. Discuss nouns and have students do a *noun safari*, raising their hands to volunteer all the different nouns they can locate on pages 16-17. Place the words on the chalkboard or chart paper.

9. Draw and color a picture of a dragon. Pass the pictures around to different students and have them add descriptive phrases to describe the picture on the back of the paper. Return the drawings to their owner and have the students use the phrases listed to write four de-

scriptive sentences describing their dragon. Encourage students to use the different senses. How did the dragon *look, smell, sound, and feel?*

Session 5:

1. Use a world map and show students where the country of China is located. Explain to the students that, dragons have long been an important part in Chinese culture. This site for children has some dragon art which you may wish to show the students. There are also dragon myths and other information at this site:

<http://library.thinkquest.org/CR0215373/Culture/>

Perhaps, bring in a pair of chopsticks for the students to try and use. Explain that in Japan and China, it is the custom to use chopsticks instead of forks.

2. Explain that the story, *Dim Sum with Daddy* by Lisa Franich Lee on pages 21-25 is about a father and son that go to a Chinese restaurant. There are also a couple of Chinese phrases to learn. (*Leih hou ma?* and *Oh hou hou*)

Perhaps, share other Chinese words that can be found (with a pronunciation) at this site: <http://www.timeforkids.com/TFK/kids/hh/goplaces/article/0,28376,536989,00.html>

3. Distribute the issue of Labybug to partners of students and have them open to *Dim Sum With Daddy* on pages 21-25. Tell the students that the story has rhyming patterns that they will have to identify.

4. Have students continue with the previous activity of making descriptive phrases for things they see on pages 22-23.

5. Do a picture read through of the story encouraging comments and predictions.

6. Have students take turns reading a paragraph or two of the story stopping after each page to review comprehension. Review punctuation clues to add the reading in reading with feeling.

7. Have students practice identifying nouns and verbs. First review these two parts of speech and then have small groups of students make a list of each on a piece of paper using pages 22-25. After the groups finish the activity, regroup and have the students review their lists.

Session 6:

1. Have teams of students read *Dragon Talk* by Rebecca Kai Dotlich on pages 26-27. Have the students try and write another verse about dragons breathing fire.

2. Return to a class group and have volunteers share their verse.

Session 7:

1. Have students close their eyes and visualize summertime. Then have the students jot down at least 5 things about summer. Next, have the students close their eyes and visualize wintertime. Then, have the students jot down at least 5 things about winter.

2. Write Winter and Summer on the chalkboard or chart paper. Encourage students to compare/contrast the two seasons.

3. Do the following activity. Have students study the illustration on pages 28-29 for about three minutes. Explain that the activity will test how observant they are. Close the magazine and have the students number from 1-7 on a piece of paper.

Ask the following questions:

1. The base of a lamp is of which animal?(elephant)
2. A monkey is reading a book with pictures of these.(butterflies)
3. What is the elf wearing who is sitting by a tree?(skates)
4. What is walking on the girl's picture book?(knight on a horse)
5. What is helping the bird read better?(eyeglasses)
6. What is on the child's foot?(nothing-barefoot).
7. What is the bird, resting on the tree branch wearing?(a scarf and hat)

See which students have answered the most observation questions correctly.

Session 8:

1. Ask the students if they have spotted tracks in the mud or snow? Encourage students to share the different types of tracks seen. Explain this is making text-to-self connections because in the story, *Mop and Family*, the kids find a set of unusual tracks in the snow and try and determine to which creature the tracks belong.
2. This site has a great activity , Track Detectives, for children in grades 2-3:
http://www.pocatellozoo.org/Documents/TRACK_DETECTIVES.pdf
3. Pass out a copy of Ladybug Magazine to partners of students and have them turn to *Mop and Family* by Alex de Wolf on pages 32- 34. Have the students read the story and walk around the room to monitor their progress.
4. Take an animal track quiz at this site:
<http://www.dnr.state.wi.us/org/caer/ce/eeek/cool/trackQuizLVLOne.htm>
5. Have the students write a paragraph on an animal track. Where might the creature be going? What might it see along its way? Have the students find two other students to do a peer review of their paragraph. After receiving comments, have the students revise their paragraph and then, encourage students to share their paragraphs with the class.

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.