

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 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 *Spring song* provides reading in the content area of science. The story, *Hadley, the Helped -along Walrus* could also be used to introduce a science lesson on walrus and the issue of zoos vs. nature being in their own habitat. 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

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 March issue of Ladybug
chart paper
word cards
Pictures of animals discussed in the issue
drawing paper
Map of the United States

Session 1:

1. Ask the students to close their eyes and visualize what they see when they think of spring. What kinds of things do they see in the woods? Outside their home? Types of wildlife? Encourage the students to share their thoughts and write their responses on the chalkboard or chart paper.
2. Assign the students a partner and pass out copies of Ladybug Magazine and encourage the students to give descriptive comments on what they see.
4. Next do a *picture walk* through of the issue. Discuss 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.
5. Explain that the first story they will be reading is about Max and Katie hearing a noise of a bird flying into a window. Encourage text-to-self connections asking if they have ever had this happen where they live. What did they do when they found a bird on the ground stunned from hitting the glass, etc.
6. Have students open to the story, *Max and Kate* by Mick Manning, pages 3-7.
7. 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 Kate's mommy speaking and say the sentence with the feeling expressed by the punctuation clues. Next, read the story aloud, stopping to discuss content.

8. Review the illustrations on pages 7 and ask the students to list things they see. Ask the how they think Max and Kate felt when the bird flew away.

9. After reading the story, give partners of student 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.

10. 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.

11. 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 sleep, see, hiking, point and have other students try and guess the action word.

12. Pass out crayons and drawing paper. Have the students make a window and a scene of something that might be outside the window. When completed, have the students write 1-2 sentences describing their window view.

Session 2:

1. Show students photographs of a bear, skunk, eagle, a cocoon of a butterfly.

Encourage the students to share with the class any prior knowledge they have on these creatures and list the comments on the chalkboard or chart paper.

You may wish to pass out the following activity sheets found at this website for use with this reading selection:

<http://www.enchantedlearning.com/subjects/birds/printouts/Eaglecoloring.shtml>

<http://www.enchantedlearning.com/subjects/mammals/bear/Bearcoloring.shtml>

<http://www.enchantedlearning.com/subjects/butterfly/index.shtml> (math coloring sheet)

<http://www.enchantedlearning.com/subjects/mammals/skunk/Skunkcoloring.shtml>

2. With a partner, distribute the March issue of Ladybug and have the students open the magazine to *Spring Song by Barbara Seuling* on pages 8-11. Read the poem aloud so students can hear the word pattern. Then repeat the poem encouraging students to read aloud with you.

3. Have students find rhyming patterns and then think of additional words that rhyme with greet/treat, den/again.nest.rest and cheer/here.

4. Discuss the P sound and have students locate as many of the P sound words in the reading. Write the responses onto the chalkboard or chart paper. Repeat with finding words with the T sound.

5. Continue noun/verb recognition by having students find examples of nouns and verbs in the poem and writing the words under Noun or Verb headings on the chalkboard or chart paper. For action verbs, encourage the students to "act" out the verbs such as *greet, roam, rushes, cheer, build, etc.*

Session 3:

1. With the magazine closed, ask pairs of students to brainstorm all the different types of ways to get from one place to another and list all the different types of transportation on a piece of paper. After about 5 minutes, return as a class grouping and list all the different examples that they have listed.

2. Have students open to *Getting Me from Here to There* by Sharon Page, on pages 12-13. Read the short poem in unison.

3. Review rhyming patterns and encourage students to brainstorm additional words which would fit these rhyming patterns.

4. Do the activity, *What do You See?* Encourage students to develop sentences starting

with, "I see.... a boy on a skateboard. Write the sentence onto the chalk board or chart paper. Ask the students to make this sentence have more description. For example, what is the boy wearing?(a striped shirt). Where is the boy?(on the side walk) Near which store?(a pizza shop). Ask students to volunteer to create a longer sentence with all the information. For example: *I see a boy, wearing a striped shirt, skateboarding on the sidewalk, past a pizza shop.* Continue with another observation, building on the sentences given.

Session 4:

1. Have the students do a *picture walk through* of *Hadley, the Helped-along Walrus* by Tim Bascom Akin, on pages 14- 19, inviting their comments and predictions based on the illustrations.

2. 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 possible *Word Wall* for the issue. Possible words include: *screeching, whoosh, waddled, wobbled, and familiar.*

3. After finishing the story, have the students do the following activity:

What forms of Transportation did Hadley Use?

1. After Hadley left the zoo, he went on a _____ (bus)

2. Next, Hadley went on a _____ (train)

3. Then, Hadley went on a _____ (airport)

4. After this, Hadley took a _____ (car)

5. Hadley ended his adventure in the _____ (ocean)

4. Reinforce NOUNS and VERBS by having students search the story to find examples of 10 nouns and 10 verbs. Have students share their lists.

5. Do the following cluster map activity:

_____ What are things which walruses can't really do? _____

6. Discuss with the students what are positive things that zoos do (ie: help study animals, offer people an opportunity to see animals that they would otherwise not see, etc.) Discuss with students why so people think that animals shouldn't be in zoos (not in their natural habitat, etc.)

7. Have the students pretend they are Hadley and write a paragraph about his first adventure in the ocean. (what did he see? feel? smell?, etc.)

Session 5

1. Pass out copies of Ladybug Magazine and have students turn to the song on page 20--22.

2. Sing the song to

the class and then encourage the students to sing along. 3. Encourage the students to think of additional verses for the song stressing action verbs. (wink your eyes, touch your head, jump up and down, etc.)

4. Have the students turn to the Mother Goose rhyme, A Cat Came Fiddling on page 23. Read the poem to the class and then have students read along with you. Review rhyming patterns and encourage students to think of additional words that rhyme with barn, bee, and mouse.

Session 6:

1. Pass out issues of Ladybug to partners of students. Have the students turn to *There's a Mouse in the House!* by Shirley Montgomery, on pages 24- 29. and have the students do a picture walk through of the story.
2. Introduce the following words using procedures described in earlier issues such as: *dew, mumbled, perky, twitched, coax, urged, budge, scrambled and skittered*. Words can be placed on cards and added to a Word Wall for this month's issue. Review with the students words that show actions and words that are nouns. Encourage students to use the words in creative sentences.
3. Encourage students to volunteer to read a paragraph or two on each page ,stopping to discuss the story after each page. After reading the first page, ask the students to make *text-to-self* connection. Have any of the students left their toys outside or didn't put them properly away? What, if anything, happened because of this.
4. After reading the story, discuss syllables and how breaking a word up into parts helps to decode the pronunciation of a word and helps to learn how to spell the word. Use techniques shared in prior issues as to how to count syllables(ie: hand under your chin and each time your chin drops is a syllable. Have students find all the words they can locate that have TWO syllables. List these words on the chalk board or chart paper. Next, have students find words that have THREE syllables and list these words on the chalk board or chart paper.
5. After reading the story,discuss cause and effect and have partners do the following activity:

Cause and Effect

- 1.The mouse jumped from the fire truck and hid under the bookcase? What was the cause?(Mother using a vacuum cleaner)
2. A mouse came into the house. What was the cause?(Richie left fire truck outside and when he brought it in, the mouse was inside the toy)
3. Because the night grass was wet, what effect did this have on the mouse?(it climbed into the toy fire truck)
4. The mouse left the house. What was the cause?(the fire truck was placed by the bookcase)
5. Richie's dad learned of the mouse in the house? What was the effect?(Dad wanted to set a mousetrap to catch it)

Have students try and create three example of cause and effect from one of the readings in the issue of Ladybug Magazine.

6. Regroup and have the students share their examples with the rest of the class.

Session 7 :

1. Have students read *Mop and Family* by Alex de Wolf on pages 32-34 individually.
2. Have the students partner with another student and retell the story to one another.
3. Regroup as a class and have the students brainstorm different insects which they have seen in their yard. Encourage students to share text-to-text connection of times when they may have collected ladybugs, fireflies, etc. in a jar. How do you think the insect felt in the jar? Do you think that if Mop hadn't knocked over the jars, the kids would have kept the insects in the jars? What do you think Julie, Sarah and Justin might learn from having insects in jars? Do you think animals should be kept in closed areas in places such as zoos? Can you think of positive things people can learn from having animals in zoos? Encourage students to share their thoughts.

Session 8 :

Vocabulary Survey:

1. Place vocabulary words from the issue on individual index cards, enough for half your class to each receive one. Place a definition for each of the vocabulary words on index cards for half your class. Pass out a card to each student. Explain to the class that they have to mingle around the room to find their matching "pair". Once the pairs have gotten together, have them each state a sentence for the word. Reshuffle the cards and play another round of the review activity.

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.