

Teacher's Guide for Ladybug Magazine

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Teacher's Guide prepared by *Gail Skroback Hennessey*

Gail Hennessey taught social studies at Harpursville Central School in New York State for 33 years. She writes often for children's publications and is the author of six books for teachers and students. In 1988, she was named Outstanding Elementary Social Studies Classroom Teacher of the Year from the New York State Council for the Social Studies and also named Outstanding Elementary Social Studies Teacher of the Year by the National Council for the Social Studies. Check out her helpful Web site for teachers at www.gailhennessey.com

The following teacher's guide is designed to assist the classroom teacher in using the October 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. The readings such as *Why Leaves Change Color* and *Panda, Panda* could be used as a cross curricular science lesson,. The reading *Mouse Food* could be used as a social studies lesson on the Yupik Eskimos and the state of Alaska. 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

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 , an 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 October issue of Ladybug
chart paper
word cards
drawing paper
Map of the Alaska
Leaves
Internet sites

Session 1:

1. Ask the students to brainstorm what comes to mind when they think of the month of October and the fall season.
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. Place the following chart on the chalkboard. Have the students list different things they see, hear, smell, and touch in the fall.

FALL:

SIGHTS SOUNDS SMELLS THINGS to touch

Discuss with the students some of the activities they enjoy doing in the fall.

Have the students do a drawing of their favorite fall activity.

Session 2:

1. Have the students turn to "Max and Kate" by Mick Manning, on page 3-7, and read the story to the students encouraging them to read along with you. Explain that punctuation such as a question mark tells the reader to end the sentence in a certain inflection. Repeat the importance of punctuation such as an exclamation point.
2. Have the students look at page 3 and list descriptive things which they see in the illustration.
3. Encourage the students to make text-to-self connections about mice. Have they ever seen a mouse in their home? How did the family deal with the situation? What do you think of using a bottle and setting it free in an area far from their home?
4. Write the words **Noun** and **Verb** on the chalkboard or chart paper. Discuss what a noun and verb are and then have groups of students write the two words onto a sheet of paper. Look on pages 3-7 and being word detectives, categorize the two groups of words. Regroup and have students share their word lists.

Session 3:

1. Ask the students to share any information they may have about panda bears.
2. Great facts about pandas can be found at this site: <http://nationalzoo.si.edu/Animals/GiantPandas/PandaFacts/default.cfm> Have the students take out a piece of paper. Review good listening skills. Tell the students they will be doing a listening activity. Read several facts about the panda. Then, after reading the facts, give the students 1-2 minutes to write down all the information they can remember about the panda bear. Review the listening activity.

Information on Pandas for the Listening Activity:

- Giant Panda bears do not hibernate during the winter.
- Panda bears can spend up to 16 hours eating.
- Pandas can live for about 20 years in the wild.
- Pandas are pink when they are born.
- Pandas are good at climbing trees. They can also swim.
- The average Giant Panda consumes between 20 and 40 lbs of food per day.
- Pandas live in China on the mountainsides.
- The Chinese word for Panda is "Xiongmao" or Giant Cat Bear.
- Pandas eat about 28 pounds of bamboo each day.
- Pandas are born blind and weigh only about 5 ounces.

From: http://www.pandalearningzone.com/panda_bear_facts.php and <http://animals.nationalgeographic.com/animals/mammals/giant-panda.html>

3. Have partners of students read the poem, *Panda, Panda*, by Keith M. Manzella on page 8.

Session 4:

1. Pass out copies of Ladybug to students and have them turn to the story, *Why Leaves Change Color*, retold by Margi Preus, on pages 9-14. Encourage the students to share any prior knowledge they may have on leaves and why they change colors.
2. 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 review the story for vocabulary words that they can add to a *Word Wall* listing for this issue. Possible words include: *slop, fluttered, perched, slung, flitted, clambered, snagged, spattered, and twittered*. Have the students try and use context clues to determine the words' meanings and give sample sentences for the words that have been highlighted.
4. Depending on your students' reading level, either read the story aloud to the students or have them have an opportunity to read passages. Stopping after each page inviting comments, reactions and predictions.
5. A helpful site to explain to children why leaves change their color in the fall: <http://www.sciencemadesimple.com/leaves.html>
6. Have students find their state's tree. This link has a listing: <http://www.usna.usda.gov/Gardens/collections/statetreeflower.html> Have the students draw a picture of their state's tree (or leaf). Learn three facts about the tree and write the facts on their drawing.
7. One of the largest groups of American Indians today, the Ojibwe came from the east coast to the area around the Great Lakes. Lots of information on the Ojibwe people can be found at this site: http://www.bigorin.org/chippewa_kids.htm In small groups, have the students find 5 interesting facts about the Ojibwe people. 8.

Comprehension questions for the story:

- A. Where did Nokomis get his paints?(from his grandmother).
Where did she get some of the paints such as the color green?(reindeer moss)
Sparkles?(shooting stars)
- B. According to the story, how did ladybugs get their color and markings?(Nanabozho painted black dots on their plain red bodies)
- C. What did Nanabozho add to bees?(he painted stripes)
- D. Which creature didn't want to be "painted"?(sparrow)
- F. How were the trees painted?(accidentally when Nanabozho dropped his paint bucket) What did they think of the change?(most didn't like it)
- G. Which tree was happy with its new look?(Maple).

Session 5:

1. Assign the students a partner and have the groups turn to the poem, *Theme in Yellow* by Carl Sandburg, on pages 16-17.
2. Ask them to review the illustrations and share their thoughts. Ask the students to describe something they see. Encourage them to say a descriptive phrase not a word.

3. Have the students listen as you read the poem. Then, encourage the students to read the poem with you.
4. Share some fun pumpkin facts with the class.
 - The Irish immigrants brought the idea of carving pumpkins to the United States
 - The pumpkin is a member of the squash family!
 - In early colonial times, pumpkins were used as an ingredient for the crust of pies, not the filling.
 - Pumpkins are 90 percent water.
 - Native Americans used pumpkin seeds for food and medicine.

From: <http://www.pumpkin-patch.com/facts.html>

4. Draw, color a pumpkin. Write a paragraph pretending to be a pumpkin resting on one of the fence posts.
5. Have students with a partner make a list of rhyming words for: *cluster, hills, hands, me, songs, moon, teeth, and know.*

Session 6:

1. Have the students turn to the story, *Three O'Clock on the Farm* by Marie Helen Turner, on pages 22- 26. Encourage the students to brainstorm things they could see, hear, smell and touch on a farm.
2. Have students take turns reading a part of the story stopping to discuss and encouraging students to make predictions and share *text-to-text* connections.
4. After reading, reinforce nouns and verbs by having the students once again become word detectives and search pages 24-25 and make a list to share with the class.
5. Discuss echoic words and have groups of students make a list of 7 such words. Re-group and have groups share their echoic words with the class. This site has a list of sound/echoic words:
[http://www.marisamontes.com/fun_with_words.htm#Onomatopoeia%20\(Words%20that%20Sound%20Like%20Their%20Meaning\)](http://www.marisamontes.com/fun_with_words.htm#Onomatopoeia%20(Words%20that%20Sound%20Like%20Their%20Meaning))

Session 7: Mouse Food

1. Ask the students what they might know about the state of Alaska. Go to these sites for a map of the state : <http://www.factmonster.com/atlas/state/alaska.html> and <http://www.timeforkids.com/TFK/kids/hh/goplaces/article/0,28376,577808,00.html>

Ask the students some geography questions such as the following:

- A. Which country touches Alaska?(Canada)
- B. What body of water separates Alaska from the country of Russia?(Bering Sea)
- C. Which city is the farthest north in Alaska?(Barrow)
- D. What is the highest peak in Alaska(also in North America)?(Mt. McKinley)
- E. What is the northernmost mountain range?(Brooks)
- F. What is a major river in Alaska where the city of Fairbanks is located?(Yukon)
- G. What is the capital of the state of Alaska?(Juneau)

2. More information/activities on Alaska can be found at this site:

<http://www.gailhennessey.com/index.shtml?traveltoalaska.html>

3. Explain that the story about children looking for Yupik potatoes, one of the girls has moved to the state and the other is a native Yupik Eskimo.

4. Review some of the vocabulary words in the story which might include: *kuspuk, calico, tundra, and marallat*.

5. Have students open to *Mouse Food* by Thea Joy Schwartz, on pages 27-31. Have students take turns reading sections of the story stopping to review the story, making predictions and making *text to self* connections.

6. Do the following review activity:

A. What should you look for to locate Yupik potatoes?(spongy soil) What is the best way to locate such soil?(small steps/ walking slowly) What else is usually spotted by areas with the potatoes?(mouse prints)

B. What is a kuspuk?(traditional Yupik pullover)

C. What is left in place of the potatoes?(cracker and piece of fish). Why?(to thank the mice that helped locate the potatoes)

D. What type of oil is used to cook the Yupik potatoes?(seal oil)

Session 7:

1. Explain that in the story, *Mop and Family* by Alex de Wolf, on pages 32-34, Mop and Family take a walk into the woods. Encourage *text-to self* connections by having students relate a time when they took a walk in the woods. Remind the students to watch for punctuation clues to assist in reading with feeling.

2. Have the students read the story with a partner. Circulate around the room to monitor the students reading the story and when all students have finished the story, regroup as a class and discuss the story.

3. Explain that *fairy rings* is the name for a ring or arc of mushrooms and have been popular in folklore as a place where fairies and elves gathered and danced.

Post Reading Activity:

1. With a partner do the following activities: *Rock and Roll the Week Away* on pages 20-21 and *Ghost at Your Door* on page 15. Write a poem about a ghost that comes to your door.

2. Use the story *Moose Food* or *Why Leaves Change Color* and have the students make a sequence chart of 5 events in the story.

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.