

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 January 2009 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. Readings such as Max and Kate and Me and My Shadow can be used as an introduction to the science topics of dinosaurs and shadows. 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: 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 30-40 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 January issue of Ladybug
word cards
drawing paper

Session 1:

1. Ask the students to visualize winter time. What are some of the sights, sounds and smells of winter? Encourage the students to share their experiences.
2. Assign students a partner and pass out copies of the issue of Ladybug Magazine and have the students look at the cover. What do they see? Encourage students to be descriptive. Make *text-to-self connections*. Have you ever made a snow ball? Have a snowball fight? Do you think someone would actually pay for a snowball? Have you ever placed a snowball in the freezer? etc.
3. 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 the students turn to "Max and Kate" by Mick Manning on page 3 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. Have students find examples of different types of punctuation (periods, exclamation point, apostrophes, and quotation marks). Encourage the students to read the statement on page 5 with lots of feeling. "Look, Kate it's got big feet just like you!" Reread the story and encourage the students to read it aloud with you.

5. With a partner , have the students make a list of things which they might find at a museum. Possible things to list: security guard, paintings, vases, mummies, gift shop, cafeteria, etc.) Regroup and discuss the lists. Ask the students what would be their favorite thing to see while visiting a museum.

6. Use the story to bring in science and specifically dinosaurs. Ask the students what they know about dinosaur . This site has lots of information on dinosaurs.

<http://www.enchantedlearning.com/subjects/dinosaurs/index.html>

Some facts to share:

- Dinosaurs were reptiles that hatched from eggs.
- The word dinosaur means "terrifying lizard" .
- There are 330 dinosaur species but more are still being discovered.
- The sauropod was the largest dinosaur but blue whales are bigger than they were!
- Most dinosaurs were plant-eaters, or herbivores). The triceratops was a plant eater .
- Meat-eating dinosaurs were called carnivores. The T. Rex was a carnivore.
- Dinosaurs went extinct 65 million years ago

From: <http://www.enchantedlearning.com/subjects/dinosaurs/index.html> and <http://www.kidskonnnect.com/content/view/20/27> (lots of great information)

7. After reading the story , pass out a piece of drawing paper and have the students pretend they are visiting a museum and dinosaurs. Draw a picture of their favorite type of dinosaur and write three facts that they can learn about it.

Other dinosaur sites: <http://www.kidsdinos.com/>

<http://www.nationalgeographic.com/features/96/dinoeggs/intro.html>

Session 2:

1. Ask the students to define what a shadow is. Encourage the students to make definitions which could be placed on the chalkboard.

2. Assign the students a partner and have them open to *Me and My Shadow* by Arthur Dorros on pages 8-13. Review the pages and encourage the students to share comments about what they see.

3. Write the words Noun, Verb and Descriptive Words on the chalkboard. Review the two words and have the students give examples of nouns and verbs from the reading.

4. Read the story in unison. After reading, use an overhead or flashlight and have the students create shadows.

5. Review the story for comprehension.

What are the different things that created a shadow in the reading?

- | | |
|----|----|
| A. | F. |
| B. | G. |
| C. | H. |
| D. | I. |
| E. | J. |

Answers: clouds, a tree, a car , bus, house, swing, little brother , boy, bike, cat,

• Lots of information on the science of shadows and additional activities can be found at this site: <http://www.peepandthebigwideworld.com/resources/pdf/peep-guide-shadows.pdf>

Session 3:

1. Place a simple rebus on the chalkboard or smartboard. Review what a rebus is with the students.

2. Pass out copies of *Ladybug* to students and have them turn to *Monkey, Tiger and Bunny* by Susan Berk Koch on pages 15-17.

3. Have partners of students read a page of the rebus or have the students read it orally in unison.
4. Ask the students if they like this form of reading and to explain why,
5. With a partner, have the students draw and color another part of the rebus story to exchange with another group to read.

Session 4:

1. Discuss with the students what makes a good friend, or pal. What do they look for in someone to become their friend? Possible responses: fun to be with, likes the same sports as me, is a good listener, is funny, is helpful, etc.
2. Have the students draw a self portrait of themselves. Then, have the students write three things about them which they think would make them a good friend to someone else. Encourage the students to share their thoughts.
3. Sing the song about pals, *Buddies and Pals* on pages 18-19.

Session 5:

1. Have the students turn to the poem, *I Am Freezing!* by Jack Prelutsky, on pages 20 and ask the students to follow along as you read the poem aloud.
2. Ask the students to find words that rhyme and place them onto the chalkboard. Have the students explain why the word patterns are similar and brainstorm other words that rhyme with *cold* and *bones*.
3. Making Comparisons
 How are you shaking? _____
 How cold is your stomach? _____
 How cold are you? _____

Ask the students to brainstorm other comparisons to being very cold.

4. Have the students turn to the next poem, *The Hiding Place* by D. Darline Dalman on page 22-23.
5. Ask the students if they have a place they go when they need to hid and be alone. Encourage the students to share their thoughts. Ask the students why they might sometimes feel the need to go to their "secret place".
6. Read the poem to the students to hear the pattern and then have the students reread the poem in unison.
7. Have students find rhyming patterns and then encourage the students to list as many additional words that would fit the rhyming words.

Session 6:

1. Ask the students if they have a younger brother or sister that likes to copy what they do. Encourage students to share experiences to make text-to-self connections with the story they will be reading.
2. Pass out copies of Ladybug Magazine and have the student turn to *My Cat Copies Me* by Yoon-duck Kwon on pages 24- 29. Explain that in the story, the girl's cat likes to copy what she does.
3. Have students take turn reading the story. Ask the students to define hat independent means.
4. Discuss that endings (called suffixes) can be placed at the end of words to make different tenses. Have the students review the reading for examples of suffix endings. Possible answers may include: s, ing, ed, and es.
5. Have students review Fabulous Facts about Cats on page 30. Define what *fabulous* means and encourage students to suggest additional words which would/could be used in its place.
6. Draw a picture of a cat and write three facts about cats on the drawing.
7. Write a paragraph about a cat and include two facts about cats in the writing.

Session 7:

1. Ask the students if they have made shadow puppets? If you can set up an overhead or flashlight, ask students to come up to the front of the room and create a shadow puppet.
2. Pass out copies of Ladybug Magazine and have partners of students turn to *Mop and Family* by Alex de wolf on pages 32-33.
3. Assign roles of Julie, Justin and Granddad and have the students read the story aloud.
4. Review the reading for examples of nouns and verbs.
5. Discuss the idea of a summary. Ask the students to give a summary of their favorite television show or book. Have the students write a paragraph explaining what the story was about. After each has completed their summary, ask the students to volunteer to read their summary on *Mop and Family*.

Session 8:

Discuss with the students that the importance of pronouns. Ask the students to review the story *My Cat Copies Me* and find examples of pronouns. Have the students then find the noun for which the pronoun is replacing. For example: my (the girl), we (girl and cat, etc.

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.