

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 issue of Ladybug Magazine to foster listening, reading, writing and thinking skills with your students. Additionally, 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 *Animal Facts and The Little Zoo-keeper and the Wolf* could be used to provide reading in the content area of science. The song *Valentine* and the rebus, *Frog's Valentine* could be used to introduce young people to some history about the holiday. 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

Title: Animals at the Zoo

Time: Approximately 20-30 minutes each session with post activities completed through 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
world map
crayons
word cards
drawing paper
photographs of ladybug
internet sites

Session 1:

1. Explain to the students that in the February issue of Ladybug, many of the stories are about going to a zoo and animals at a zoo.
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.
3. Have the students turn to "*Max and Kate* by Mick Manning on pages 3-7. 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 Mommy speaking and say the sentence with the feeling expressed by the punctuation clues. Next, read the story aloud, stopping to discuss content.
4. Explain to the students that when you read, you should try and make *connections* which will help you to remember what you read. Types of connections are *text to self*, *text to text*

and text to world. Making *text to self connections* may include asking the students if they have gone to a zoo or an aquarium. What was their favorite animal to see at the zoo? Favorite aquarium creature? Etc.

5. Have the students turn to page 3 and review the zoo key. If you are traveling clockwise, ask the students which animal exhibit is passed the crocodile? Which exhibit is past the snakes? Etc. Continue looking at the picture and encourage students to give descriptive sentences as to what they see. For example, Dad is carrying a backpack with a thermos inside.
6. Write the words noun and verb onto the chalkboard or chart paper. Have the students review the reading to find examples of action verbs and nouns and place them under the proper heading. Encourage students to demonstrate the action verbs they have listed.
7. Have the students draw a picture of their favorite zoo exhibit and write two things they know about the animal they have drawn.

Session 2:

1. In small groups have the students turn to Facts about Elephants by Keith Bendis on page 8. On a piece of paper, write three facts learned from the reading. Share the responses with the class.
2. Have the students draw a picture of an elephant. Write a tongue twister type of poem (2-3 lines) using only words that start with the letter E.
3. Use this link to learn more about elephants:
<http://www.enchantedlearning.com/subjects/mammals/elephant/>
For example: Elephants are good swimmers, elephants are hunted for their tusks(ivory), elephants are herbivores meaning they don't eat meat, just plants, roots and grasses, the trunk is used as a hand, etc.

Session 3:

1. Ask the students to list their 5 favorite animals at a zoo. Afterwards, have the students share their lists. Place the animals on the chalkboard, smart board or chart paper. Ask the students to list facts about the animals listed. This stresses having students share prior knowledge with the rest of the class.
2. Have the students do the following KWL sheet:
Animal Faces KWL Fact Sheet
What we know about elephants, orangutans, giraffe and seals:
 - 1.
 - 2.
 - 3.**What We What to Know:**
 - 1.
 - 2.
 - 3.**What we learned about Ladybugs:**
 - 1.
 - 2.
 - 3.
3. Have the students turn to Animal Faces by Akira Satoh and Kyoko Toda on pages 9-12. In small groups, assign a particular animal. Give the groups an index card and have them write down facts they have learned from the reading.
4. Regroup and have the students share the information with the rest of the class. Depending on the age, have the students do further research on their animal.

<http://nationalzoo.si.edu/Animals/AsianElephants/elephantfacts.cfm> elephant
<http://www.enchantedlearning.com/subjects/apes/orangutan/> orangutan
<http://kids.nationalgeographic.com/Animals/CreatureFeature/Orangutan/> orangutan
<http://kids.nationalgeographic.com/Animals/CreatureFeature/Giraffe/> giraffe
<http://www.enchantedlearning.com/subjects/mammals/giraffe/Giraffecoloring.shtml>
<http://www.enchantedlearning.com/subjects/mammals/pinniped/Sealprintouts.shtml> seal
<http://nationalzoo.si.edu/Animals/OceanLiving/Facts/graysealfacts.cfm> seal

5. Draw a picture of their animal and write 4 facts learned.

Session 4:

1. Have the students give a definition for a rebus. Use this site and have the students do a rebus.
<http://www.enchantedlearning.com/rhymes/Fivespeckledfrogs.shtml>
2. Explain that the story *Frog's Valentine* by Maggie Murphy on pages 13-14 is an example of a rebus.
3. Pass out copies of *Ladybug* and have the students turn to *Frog's Valentine* on pages 13-14. Have the students do the rebus in unison.
4. Ask the students some comprehension questions such as: what animals did the chipmunk make Valentine cards? What did the chipmunk use to make the cards? What color did she select for her Valentine card for the frog?
5. Use this rebus to share some history about the holiday of Valentine's Day. This site has lots of background information on Valentine's Day:
<http://holidays.kaboose.com/valentines-day/history/val-history.html>
6. Use the rebus to discuss how you'd feel if others were getting a delivery of Valentine Day cards and you didn't receive any. How can students make sure that all students feel happy on this day? Have students think of someone in their neighborhood or on the school staff that might enjoy receiving a Valentine's Day Card and make them one.
7. Have the students sing the song, *Valentines* by Cecilia Cohen on pages 16-17. Go to this site to learn about the history of candy hearts:
<http://www.necco.com/SweetheartMiniSite/Default.asp?Section=history> Ask the students to think of new comments to put on a Necco Candy Heart. Draw a large Necco candy and place your favorite new comment on your candy.

Session 5:

1. According to Wylie and Durrell, there are 37 common word families in our English language. These include: ack, ain, ake, ale, all, ame, an, ank, ap, ash, at, ate, aw ay, eat, ell, est, ice, ick, ide, ight, ill, in, ine, ing, ink, ip, it, ock, oke, op, ore, ot, uck ,ug, ump, unk. In small groups, have the students try and list a few words that can be created from these word families.
2. Have the students turn to *Push, Push, Glide* by Lucinda Cave on pages 18. Read the poem for the students and then encourage them to read it with you in unison.

3. Have the students find the rhyming pairs and find additional words which fit the patterns.
4. Have the students write a poem about sledding or making a snowman.

Session 6

1. Show on a world map, the location of Scotland. Ask the students if they have any prior knowledge about the region. Possible answers might include:
 - Lockness Monster is a legend from Scotland
 - The kilt is a type of clothing from Scotland
 - The bagpipe is a musical instrument famous in Scotland
 - Scotland is part of the country of Great Britain
 - The home of golf is said to be in Scotland
2. Explain that the Scottish poem, *Aiken Drum* on pages 20-22 is a non rhyming poem. Compare the poem with the poem called *Push, Push, Glide*.
3. Read the poem in unison. Have the students find statements which seem silly such as a hat made of green cheese.
4. Ask the students to compare the two poems and share with the class which they preferred and why.
5. Have the students stand and act out the poem using the actions shown on page 22.

Session 7:

1. Ask the students what are some of the things which happen at a zoo after the visitors go home. Possible answers might include: feed the animals, clean their exhibit areas, give medicines if needed, etc.
2. Explain that in the story, *The Little Zookeeper* and the Wolf by Gina Ruck-Pauquet, on pages 24- 31 is able what the animals do once the humans leave for the day.
3. Have partners of students open to *The Little Zookeeper* on pages 24-31. Have students take turns reading a section of the story, stopping after each page to review comprehension, make comments and predictions.
4. After reading, have students answer some comprehension questions:
 - A. Why did the zookeeper move the jackal and his wife to the far end of the zoo? (so noisy, always singing at night)
 - B. Next to which animals were the jackal and his wife placed? Why?(hippos/ small ears, hearing isn't that good)
 - C. What do the big cats stare at during the night?(moon)
 - D. What do mountain goats do when sleeping?(twitch their hoofs) Why?(dreaming of leaping)
 - E. Why was the giraffe upset?(wolf paced in his exhibit during the night keeping the giraffe up) What did the giraffe want the zookeeper to do?(move the wolf) Why did this anger the wolf?(oldest at the zoo, felt if anyone should move, it should be the giraffe)
 - F. How did the zookeeper solve the problem of the wolf making so much noise at night?(made the wolf booties to wear)

Session 8:

1. Have the students turn to *Mop and Family* by Martine Schapp, on pages 32- 33. Allow the students to review the illustrations and encourage the students to share their comments, questions and predictions.

2. Assign the students a character such as Justin, Julie, Mom and boy. Have the different students read their character in unison.
3. Do you think the boy knew Justin was having troubles? How could the boy have responded differently?
4. Make text-to-self connections. Ask the students if they have ever gone ice skating. What was the hardest part? Did you fall? Did any friends skate by making you feel embarrassed if you were having troubles? etc.
5. Have the students write a short paragraph pretending to be Julie or Justin and going ice skating.

Review activity:

1. After reading the article, discuss syllables with the class and how breaking a word into its parts helps to identify a word and learn to spell the word. Give the students a piece of paper and with a partner have them find words in the article, *The Little ZooKeeper*, that have 2, 3, or more syllables. Remind the students that if they place their hand under their chin and say the words out loud, each time the chin drops is a syllable. For example: canines (2)

After about 10 minutes, have the students review their lists to see if they have accurately placed the words under the proper syllabic list.

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.