

Teacher's Guide for Ladybug Magazine

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Teacher's Guide prepared by *Gail Skroback Hennessey*

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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 April 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. *Clever Wren* could provide reading for a science lesson about birds and *Hallie Is a Waitress* could be used to start a lesson on careers. 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 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 April issue of Ladybug
 world map
 word cards
 drawing paper
 Web sites of interest
 Activity sheets

Session 1:

1. Ask the students to make a list of all the different ethnic foods they can name. Examples could include Mexican, French, Indian, Italian, and Chinese foods. Encourage the students to share their thoughts on some of the different ethnic foods.
2. Explain that the story they will be reading, Max and Katie are going to dinner at an Italian restaurant. Ask the students to list the different jobs that people might have at a restaurant.
3. Assign the students a partner and distribute a copy of Ladybug to share. 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.
4. Have students open to the story, *Max and Kate* by Mick Manning, on pages 3-7.
5. 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 Dad speaking and say the sentence with the feeling expressed by the punctuation clues. Next, read the story aloud, stopping to discuss content.
6. Have the students turn to page 4-5 and encourage the students to offer descriptive phrases to describe different things that they see in the illustrations.
7. 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.
8. 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.
- 9.. 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.

10. Discuss table manners with the students and make a list on the board of suggestions made by the students.
11. Show a map of Italy on a world map and ask the students what prior knowledge they might have on the country. Have the students label a map of Italy with its capital, major rivers and mountain ranges. <http://www.enchantedlearning.com/geography/connectdots/mystery/country/italy/index.shtml>
This site has lots of great information about the country of Italy.
12. Have students draw a slice of pizza. Write a paragraph describing pizza to an alien and how best to eat a slice.

Session 2:

1. Ask the students to give a summary of what April Fool's Day is about.
2. With a partner, distribute the April issue of *Ladybug* and have the students open the magazine to *April Fools*, by Evelyn Christensen on pages 8- 10. Explain a rebus.
3. This would be a good story to read in unison. After going through the story, reread the story again encouraging more oral reading participation.
4. After reading the story, share the history of April Fool's Day with the students. Go to this link for information: <http://www.gailhennessey.com/index.shtml?april2.html>.
5. Have groups of students create a rebus for the story, *Max and Katie*.

Session 3:

1. Ask the students if they can think of stories, nursery rhymes involving mice.(i.e.: "Three Blind Mice", *Stuart Little*, etc.) This site has lots of stories with mice that you might want to share with the students. <http://pabook.libraries.psu.edu/familylit/FFN/workshop3/Booklist%20for%20PDF.pdf> Encourage students making *text-to-text* connections.
2. Have students open to *Mice*, by Rose Fyleman, on page 11. Read the poem so the students can hear the rhyming pattern and then read the poem in unison.
3. Ask the students to then make a list of as many words as they can think of that rhyme with the rhyming words: *small/all, white/night, touch/much, mice/nice*.

Session 4:

1. Ask the students what they might like to be when they grow up? What is a reason that they might like the job? Encourage students to share their thoughts.
2. Explain in the story, *Hallie is a Waitress*, by Suzy Hopkins, on pages 12-15, they will be reading about two customers that come for breakfast at Mom's Kitchen. What are the skills needed to actually be a waitress/waiter in a restaurant?
3. Review the different senses (hearing, seeing, tasting, touching smelling). Ask the students to close their eyes and visualize being at a restaurant. What are some of the sights, sounds, smells, they can list?
4. Pass out the issues of *Ladybug* to pairs of students and open to *Hallie is a Waitress*, on pages 12-15.
5. Have the students do a *picture walk through* of the story inviting their comments and predictions based on the illustrations.
6. Have students take turns reading one of the paragraphs stopping to discuss each page for comprehension, comments and predictions.
7. Do the following activity:

Hallie, the waitress:

What are four things a waitress must do?

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

What are the things that a good customer would do?

- 1.

- 2.
- 3.

What are two things done by the customer that do not show good manners?

- 1.
- 2.

Regroup and review the information.

8. With a partner, do the *Cuckoo Cafe* on pages 16-17. After making a list of silly things that can be found in the Cuckoo Cafe, have students write a paragraph explaining what they see as they sit as a customer in the cafe.

Session 5:

1. Have small groups of students read the poem, *The Busy Fly*, by Robert Hoelt, on page 18.
2. Make a heading of NOUNS and VERBS. Have the students find as many nouns and action verbs in the poem. Regroup and review the lists.
3. Ask the students to look at the pictures on page 18-19. Encourage students to give descriptive phrases to describe what they see in the picture. Encourage the students to *grow* a sentence. For example, if a student says, *The fly is watering the sun*. Ask what is the fly wearing? (possible answer: hat). What colors is the hat?(red/white)Then, have students put all the information together to create a larger sentence. Continue with other starter sentences and *grow* descriptive additions.
4. Have groups of students using strips of paper, write a task which the fly has done (i.e.: wash the yellow sun, clean the dusty moon, etc.) Have the students make a list of 5 things. Discuss sequencing in reading and its importance in helping us remember information. Have the groups switch their five tasks with another group and have the groups place the strips in proper order of the poem.

Session 6:

1. <http://www.birds.cornell.edu/AllAboutBirds/birding123/identify/quiz>

Have students try and identify the sounds of specific birds.

2. Explain in the story, *Clever Wren*, by Melissa Shaw-Smith, on pages 24-30, the students will be reading about birds that must decide who will be the new Leader of the birds.
3. Have groups of students do the following activity:

Steps to problem solving:

A. What is the problem for the birds?

B Who was involved?

C, Where did the problem occur?

D When did the problem occur?

E. What steps were taken to solve the problem?

I. Who helped solve the problem?

After the groups have had an opportunity to discuss the answers to the sheet, return to a class and go over the information.

4. List the different birds and why they felt they should be the new leader:

Peacock _____

Ostrich _____

Eagle _____

Wren _____

Gannet _____

Crow _____

Review the answers as a class.

5. Have groups of students make a list of 5 comprehension questions to have other groups of students answer such as: *Why did the Ostrich place its head in the sand? (embarrassed it couldn't fly) Who gathered all the birds together to decide the Leader of the Birds (owl)? Why did Little Brown Wren stay to get crowded? (baby birds to feed) etc.*

6. Discuss Echoic words found in the reading.

7. Use this reading to learn about birds. Ask the students what prior knowledge they might have about birds and to list specific types of birds. These sites have lots of information to share with students about birds:

- <http://nationalzoo.si.edu/Animals/Birds/FrequentlyAskedQuestions/>
- <http://kids.aol.com/homework-help/junior/living-things/birds>

8. Select a specific bird, draw/color a picture of the bird and find three facts to write on your picture that you learned about your bird.

Session 7:

Do the song, *Free as a Bird* on pages 20-22

Session 8:

1. Have students read *Mop and Family* by Alex de Wolf on pages 32-33 individually.
2. Have the students partner with another student and retell the story to one another.
3. Write a paragraph pretending to be Mop and explaining what happened that particular day.

Session 9:

Have partners of students read *Read My Mailbox* by Cathy Cultice Lentes, on page 31, and *Blue Horse* by Siv Cedering Fox, on page 34.

Ask the students which of the two poems they liked best and why. Have the students write a short paragraph restating their opinion on the poem they liked best.

Session 10: Review activity:

Review syllables and have teams of student review *Clever Wren* and list words with three or more syllables.

Remind the students that syllables helps in learning to pronounce words and help in learning to spell words. Review the following activity to determine the syllables of a word. Place your hand under your chin. Each time your chin drops, that is a syllable. For example: How many times does your chin drop in the world, "magician"?(three)

TWO SYLLABLE WORDS THREE SYLLABLE WORDS MORE THAN THREE(HOW MANY?)

Regroup as a class and review their syllable chart.

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.