

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 May/June 2009 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. *Nature's Treasures* and *Look Twice!* can be used to provide reading in the content area of science. 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 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 May/June issue of Ladybug
crayons
word cards
drawing paper
websites of interest

Session 1:

1. Ask the students if they have ever made a hideout in their house or whether they have stayed outside for the night in the backyard in a tent. Have students share their experiences with the class. If they were outside, have students recall some of the sounds, smells and sights they saw.
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 Max or Kate 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 that 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 about times they may have used their imagination to pretend to be somewhere or do something. Encourage students to share their imaginary travels.
5. Have the students turn to pages 4-5 and describe the different things they see in the illustration. Encourage the students to *grow* a sentence. For example. Max is wearing a sweater. Another student could

add the color of Max's sweater. Another student might add what was on Max's sweater, etc. Continue with other starter sentences and *grow* descriptive additions.

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.

Session 2:

1. Ask students to volunteer to define what they think the title "Nature's Treasures" means. After the students have decided on a definition, have students make a list of 5 things that they would say are some of nature's treasures. Review the lists.

2. Assign a partner and pass out copies of the May/June issue of Ladybug and have the students turn to "Nature's Treasures", by Jane Morris Udovic, on pages 8-11.

4. Read the first page of the poem so students can hear the rhyming pattern. Ask the students to read the poem aloud along with you.

5. Have small groups of student make rhyming pairs and then make a list of 3-5 additional words that can be added to each of the rhyming pairs. For example: leaves, bees, KNEES) Regroup and have the students share their rhyming pair lists.

6. Do the following guided reading:

A. Ants move in a _____, A word that rhymes is _____

B. When it rains I hear each _____ and _____ them all until they _____.

C. I know by _____ the _____ of leaves, the _____ of dirt, the buzz of

D. I _____ the song of _____ and love to hear their chirpy _____.

E. I know how pussywillows _____ and what a tree trunk's _____ reveal.

F. And I _____ the earth each day for hidden _____ tucked away.

Session 3:

1. Ask the students what they know about frogs. This website has lots of information for students about frogs: <http://www.kiddyhouse.com/Themes/frogs/>

2. Pass out a copy of Ladybug Magazine and have partners open to "Frog Went A-Courtin'", on pages 12-15. You may have to explain the term "courting".

3. Sing the folk song with the students.

4. Place on the board the following events:

Discuss sequencing and have students place the following in proper order.

A: Miss Mouse asked Uncle Rat for consent (you may need to review this term)

B: Miss Mouse went to get a wedding dress

C: Frog asked to marry Miss Mouse

D: Black snake at the wedding cake

E: Wedding supper was under a tree

(Answers: C, A, B, E, D)

5. Have students write 3 sentences of what they see on pages 14-15. Encourage students to be very descriptive.

6. Have students answer the following questions:

A. Who ate the wedding cake?(black snake)

B. What food was eaten at the wedding supper? (Fried mosquito and black-eyed pea)

C. What did the Juney bug bring to the wedding supper? (water jug)

D. What did the bumberly bee bring to the wedding supper? (fiddle)

E. Who laid out the tablecloth at the wedding supper? (moth)

F. What could Missus Cow do very well? (dance)

G. Where was the wedding supper? (in a hollow tree)

Session 4:

1. Show a picture of a moth and a butterfly. Ask the students if they can think of ways they are similar? Ways they are different? Explain that in the reading "Look Twice!" they will be learning how certain creatures may look similar but are different.
2. Have the students open to "Look Twice!" , by Sarah Goodman, on pages 16-20. Before reading ask the students if they have any prior knowledge about rabbits and hares, bees and wasps, frogs, crickets and grasshoppers and frogs and toads.
3. Skim the reading for possible vocabulary words that need highlighting. Words might include: *pollen, burrows, antennae, and clusters,*
4. Have the students read "Look Twice!" in small groups.
5. Regroup as a class and review the reading. Continue focusing on **Nouns** and **Verbs** and have students identify 7 nouns and 7 verbs in the reading.
6. Have the students draw/color a picture of one of the creatures discussed in the reading and write 2-3 facts learned.

Session 5:

1. Give the students a piece of paper and give the students 2 minutes to write as many bugs as they can think of that can be found outside.
3. Distribute the issue of Ladybug and have the students turn to "Not Part of the Pie", by Jennifer Maruno, on pages 21-24. Do a picture walk-through encouraging students to make comments and predictions about the story they will be reading. Have the students skim the story for possible vocabulary words that might need highlighting. Possible words might include: *crimson, rhubarb, nestled, slither, and pastry,*. Encourage students to use context clues to help determine the words' meanings and to offer creative sentences for the words.
4. Have students take turns reading a short section of the story, stopping after each page to make *text-to-self* connections and review comprehension. For example, a text-to-self connection might be, "Have you ever helped make a pie?" Have you ever eaten rhubarb? Was it in a sauce or pie? etc.
5. After reading, review sequencing once again and words that help when writing a paragraph using sequencing. Words such as First, Then, Afterwards, Before, Later, Next, etc. Have small groups of students make a sequencing of the story with 5-7 statements. Regroup and review their sequencing boards.
6. Have the groups of students find 10 **NOUNS** and 7 **ACTION VERBS** in the story. Regroup and discuss the lists.
7. Have groups of students make 4 comprehension questions to give to another group to answer.

Session 6:

1. Ask the students to share a typical birthday. What type of cake is their favorite? Do they have friends over to celebrate? Ask the students what is one thing they'd love to get on their next birthday.
2. Explain that in the story "Big Bear and Skinny Rabbit" by Kathleen Stevens, on pages 26- 31, they will be reading about a rabbit and bear that are friends and the gift the bear receives for his birthday.
3. Have partners of students open their issue of Ladybug Magazine to "Big Bear and Skinny Rabbit" on pages 26-31. Have students take turns reading the story, stopping after each page to make connections, predictions, and review comprehension. Ask the students if they have ever sat in a hammock? How do you think Skinny Rabbit felt when Big Bear kept asking for more things to make being in the hammock better? Is there anything in the illustrations that give you a hint of how Skinny Rabbit is feeling as the story continues? How do you think Skinny Rabbit felt with the last thing Big Bear needed for his hammock? etc.
4. After reading have the students do the following activity:

WHAT HUMAN THINGS DID BEAR and RABBIT Do?

- 1.
- 2.
- 3.
- 4.
- 5.

6.

(Possible answers: celebrate birthday, get/give presents, relax in a hammock, own a pillow, etc.)

Regroup and review the activity.

5. List all the different things that bear wanted to make his hammock just perfect:

A.

B.

C.

D.

(Answers: pillow, umbrella, radio, friend)

5. 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 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: elephant (3) After about 10 minutes, have the students review their lists to see if they have accurately placed the words under the proper syllabic list.

6. Write a paragraph (or poem) of two or three things that Big Bear and Skinny Rabbit talked about as they sat in the hammock.

Session 7:

1. Review how cartoon stories work and have partners open to "Mop and Family" by Alex de Wolf on pages 32-33. Allow the students to review the illustrations and encourage the students to share their comments, questions and predictions.

2. Select students to be the different characters (there will be multiple characters parts so that all can read aloud). Have someone assigned to do the sound words, too. Remind students to read with feeling. After finishing the first read through, reread doing the same method.

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.