

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 September 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. Particular readings such as the song *Mister Moon* and *White Owl, Barn Owl*, could be used to start a science lesson on the moon and owls. The *Max and Kate* story and the poem *Aaron Space* can be used to discuss possible career awareness such as astronauts. 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 September issue of Ladybug
drawing paper
Photograph of a barn owl and astronaut
websites of interest

Session 1:

1. Ask the students to close their eyes and visualize what they see when they think of space aliens? In what kind of space craft would they arrive on earth? What do you think a space alien getting out of the space vehicle would look like? Use the different senses to add to your description. Encourage the students to share their thoughts and write their responses on the chalkboard , overhead or smart board.
2. Assign the students a partner and pass out copies of Ladybug Magazine. Encourage the students to give descriptive comments on what they see on the cover.
3. Next do a *picture walk* through of the issue. Discuss 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. Explain that in the first story they will be reading, Kate is having a space party. Encourage text-to-self connections asking if they have ever pretended to be astronauts?
5. Have students open to the story, *Max and Kate* by Mick Manning, pages 3-7.
6. 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. Explain that in the story, exclamation points are used a lot. Give an example. " *We want to find an alien!*" Encourage students to volunteer to read the statement with lots of feeling. Next, read the story aloud, stopping to discuss content.
7. Review the illustrations on pages 7 and ask the students to list things they see. Encourage the students to *grow* sentences. For example, if someone says that "The alien has a big head with one eye", someone else could add, "The (color) alien has a big eye and a hand with six fingers." Encourage students to make descriptive statements.

8. After reading the story, give pairs 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.
9. 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.
10. 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 and have other students try and guess the action word.
11. Pass out crayons and drawing paper. Draw/color a picture of an alien from outer space. If the alien could communicate with you, what might be three things it would tell or ask of you. Write them on your drawing.

Session 2:

1. On a chalkboard, overhead, smartboard (gee...there are so many different mediums now to use!) or chart paper, write SOUNDS, SIGHTS, TOUCH, TASTE. Have students brainstorm all the different types of sounds they might hear in a city. List the different responses and then move on to sights, touch and things they might actually taste while in a city (ie: purchasing a pretzel on the street).
2. With a partner, distribute the September issue of Ladybug and have the students open the magazine to *City Dwellers* by Eileen R. Meyer on pages 8-9. Read the poem aloud so students can hear the word pattern. Then repeat the poem, encouraging students to read aloud with you.
3. Discuss the rhyming patterns of the poem and then have students list as many other words that rhyme with glare/air, coo/two, race/ place, eat / feet and there/everywhere. Regroup and have the different groups share their rhyming words.
4. Have the students review the illustration and have students write a sentence as to what might be said by different people in the park. For example, the ice cream vendor might say, "Cold delicious ice cream for sale", or the woman might say to the balloon vendor, "How much are your balloons?", etc. Have each student write three sentences and then encourage the students to share their sentences with the class.
5. Using some of the comments made, have the students write a short poem on something they see taking place in the city picture.

Session 3:

1. Ask the students if they take a school bus to school each morning or whether they walk or a parent drives them to school. Encourage students to share some of their experiences as to how they get to school in the morning. Ask the students to think of positive and negative aspects of riding a school bus, walking or being driven to school.
2. Explain that in the story, *Bus Time* by Elizabeth Passarelli, on pages 10-16, Caleb is too young to ride the bus and goes to school with his mom each morning.
3. Have partners of students turn to *Bus Time* on pages 10-16 in the issue of Ladybug Magazine and do a picture walk through of the story.
4. Encourage students to volunteer to read a paragraph or two on each page, stopping to discuss the story after each page. Encourage *text-to-self* connections. For example, Caleb was anxious as he looked down the street waiting for the bus to arrive. Discuss what *anxious* means and to share times when they, too, might have experienced this feeling. Another connection might be to ask if they have ever ridden a city bus and placed the fare in the fare box or if they have ever asked their parent to read to them and were told that their parent was too busy, etc.
5. Review nouns and verbs with the students and have the students locate examples of each to list. Explain that words that give a noun more description are called *adjectives* and have students search the reading to find nouns and words that help make them more descriptive.

1. _____ **book**
2. _____ **box**
3. _____ **schedule**
4. _____ **sandwich**
5. _____ **eggs**

6. _____ **table**
7. _____ **helmet**
8. _____ **path**
9. _____ **seat**
10. _____ **room**

Have students suggest other descriptive (adjectives) to use in front of the nouns listed above.

6. In groups, have students make up three comprehension questions about the story, *Bus Time*. Pass the questions to another group for them to answer. Regroup and review the questions.

7. Have students write a sentence or two about their favorite book and encourage students to share their selection with the class.

Session 4:

1. Place the following poem up on the overhead or smart board for the students to read.

**A circus performer named Brian
Once smiled as he rode on a lion.
They came back from the ride,
But with Brian inside,
And the smile on the face of the lion.
Anonymous**

*from <http://www.freewebs.com/grahamlester/kids.htm>

Ask the students if any know what this type of poem is called. Explain that the limerick is a poem that originated in Ireland. Limericks are usually silly and humorous poems. Share with the students the five line rhyming pattern of a limerick.

- Lines 1,2,5: Last word rhymes with each other, 7-10 syllables for each line. Lines 1,2, and 5 are called rhyming words A.
- Lines 3,4: Last word rhymes with each other, 5-7 syllables for each line. Lines 3, 4 are called rhyming words B.
- Limerick Rhyming Pattern: AABBA

* from:

http://teachertipstraining.suite101.com/article.cfm/st_patricks_day_poetry_lesson#ixzz0K0quTyPM&D

2. Tell the students that they will be reading a limerick called *Ray* by Annette Gulati on page 17.

3. Have the students open to the poem in the issue of Ladybug Magazine and read the poem to the class. Have the students then read the poem along with you to see the pattern.

4. Encourage the student's to suggest a person's name and a place and, together write a class limerick. Afterwards, have each of the students write a limerick perhaps using their own names. Remind the students to count syllables (hand under their chin and each time the chin drops, it is a syllable) and to make the poem funny. Have a peer review of the students' limericks to check for the correct rhyming pattern for a limerick. Afterwards, students could also illustrate their poem.

Session 5

1. Show a photograph of the moon., Ask the students what facts they know about the moon. Some information to share might include:

- The moon is about 238,855 miles away from the Earth.
 - The moon orbits the Earth at a speed of 2288 miles per hour.
 - The moon has eight phases. See this site for examples of each: <http://www.woodlands-junior.kent.sch.uk/time/moon/phases.html>
 - Neil Armstrong was the first person to walk on the moon in 1969.
- * The moon has large craters, mountains, plains, and valleys.
- There is no air, water or wind on the moon.

- The moon's gravitational pull on the Earth causes the tides.

More facts and great pictures at this link: <http://www.woodlands-junior.kent.sch.uk/time/moon/facts.htm>

2. Pass out the magazine and have the students turn to pages 18-19 and the song, *Mister Moon*.
3. Have students turn to pages 20-21 and read the poem, *Aaron Space* by Brian Floca. Have students find rhyming patterns and encourage the students to find examples of additional words that meet the patterns.
4. Ask the students what they know about astronauts. Share some of these facts with the students:

An **astronaut** is a person who is training to travel in space.

As of October 4, 2007, a total of **463 people from 34 countries have traveled into space**. These numbers include 415 men and 48 women.

Yuri Gagarin, cosmonaut from Russia, was the **first person to travel into space**. His flight took place on April 12, 1961, aboard Vostok 1.

Alan Shepherd, astronaut from the United States, was the **second person to travel into space**. His flight took place on May 5, 1961, aboard Freedom 7.

John Glenn, astronaut from the United States, was the **first person to orbit the earth**. His flight occurred on February 20, 1962, aboard Friendship 7.

Sally Ride, astronaut from the United States, became the **first woman in space** in 1983.

Neil Armstrong, astronaut for the United States, became the **first person to walk on the moon**. His moon walk took place on July 20, 1969. He traveled to the moon aboard Apollo 11.

Sergei Kirkalyov, cosmonaut from the Soviet Union, has **spent the most time in space**. He was aboard the space station for 2 years and 73 days.

Information from: <http://www.kidskonnnect.com/content/view/59/27/>

5. Ask the students to list some of the character traits of someone who wants to be an astronaut (ie: brave, curious, etc.). Look at a picture of the clothing worn by an astronaut and have students explain why gloves are worn, a helmet is needed, etc. This site is very helpful: <http://fi.edu/pieces/hiley/history.htm>

Additional resource information on space and astronauts:

<http://www.nasa.gov/audience/forstudents/k-4/index.html>

Session 6:

1. Show a picture of a barn owl and ask if the students have any prior knowledge about owls. Great facts about the barn owl can be found at this site: http://www.zoo.org/factsheets/barn_owl/barnOwl.html
2. Pass out the issue of Ladybug and share with the students that the story, *White Owl, Barn, Owl*, by Nicola Davies on pages 22- 29 is about a girl and her grandpa who set up a box for a barn owl to live.
3. Encourage students to volunteer to read a paragraph or two on each page, stopping to discuss the story after each page.
4. After reading the story, discuss syllables and how breaking a word up into parts helps to decode the pronunciation of a word and helps to learn how to spell the word. Use techniques shared in prior issues as to how to count syllables (ie: hand under your chin and each time your chin drops is a syllable). Have students find all the words they can locate that have TWO syllables. List these words on the chalkboard or chart paper. Next, have students find words that have THREE syllables and list these words on the chalkboard or chart paper.
5. After reading the story, have students draw/color a picture of a barn owl and write four facts learned about the owl on the drawing.

* **Coloring picture of a barn owl:**

http://www.nationalgeographic.com/coloringbook/barn_owls.html

Session 7:

1. Break the students into groups of 2-3 and give them a piece of paper. With 1 minute, have the students list as many different insects as they can think of that might be found in the area. Regroup and share the lists.
2. Pass out the issue of Ladybug and have the students turn to pages 30-31 and read the poem *Last Dance* by Tina Twito to the class. Have the students then read the poem aloud with you.
3. Have students find rhyming patterns and additional words that would rhyme with the rhyming patterns in the poem.
4. Ask the students to make a list of their top five insects from those they might like the most to those they like the least and then share their thoughts with the rest of the class. Have the students then think of positive and negative aspects about the different insects discussed.
5. Assign the students to write a poem about a particular insect, draw/color an illustration to go with their poem and then encourage students to read their poem to the class.

Session 8:

1. Have partners read *Mop and Family* by Alex de Wolf on pages 32- 33. After reading the story, have the students find five facts about constellations and stars to share with the rest of the class.

Good sources of information for children:

<http://www.enchantedlearning.com/subjects/astronomy/stars/> and
<http://www.enchantedlearning.com/subjects/astronomy/stars/constellations.shtml>
<http://www.pbs.org/parents/creativity/ideas/stars.html>

2. Draw /color a constellation (and the picture that the star clusters represent). Write 3-5 facts learned about stars and constellations on the drawing.

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.