

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 October 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. 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.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

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 October issue of *Ladybug*
drawing paper
World Map
Internet sites
Acorns
Pieces of apples

Session 1:

1. Ask the students to brainstorm what comes to mind when they think of the month of October and the fall season.
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. Place the following chart on the chalkboard. Have the students list different things they see, hear, smell, and touch in the fall.

FALL:

SIGHTS SOUNDS SMELLS THINGS to touch

Discuss with the students some of the activities they enjoy doing in the fall.
Have the students do a drawing of their favorite fall activity.

Session 2:

1. Cut up pieces of apples and give each child a piece to eat. Ask the students to share the tastes of the apple. Ask the students to give prior knowledge they might have about apples. This site has lots of activities about apples to use with your students:
<http://www.enchantedlearning.com/themes/apple.shtml>
2. Read the story about Johnny Appleseed at this link:
<http://www.bestapples.com/kids/teachers/johnny.shtml>
Have the students turn to "Max and Kate" by Mick Manning, on page 3-7, 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. Repeat the importance of punctuation such as an exclamation point.
3. Have the students look at page 5 and list descriptive things which they see in the illustration.
4. Encourage the students to make text-to-self connections about going apple picking. If children haven't done the activity, ask them to make connections about what they'd hope to do on such an activity, etc.

5. Write the words **Noun** and **Verb** on the chalkboard or chart paper. Discuss what a noun and verb are and then have groups of students write the two words onto a sheet of paper. Look on pages 3-7 and categorize the two groups of words. Regroup and have students share their word lists.

Session 3:

1. Ask the students to share any information they may have about horses. Make a list of facts shared. For additional horse facts, check this link: <http://horsefun.com/facts/factfldr/facts.html> Explain that the poem "Sunrise Ride" by Courtney Johnson, on pages 8-9, is about horses.
2. Organize the students into small groups and have the children read the poem. Afterwards, have the students make a list of the different rhyming patterns and then think of additional words which fit the patterns.
3. Have the students then turn to "Apple-Picking Time" by Deb Baker on page 18. Read the poem and continue to find rhyming pairs and additional words to which fit the patterns.
4. Regroup and share groups' word lists.

Session 4:

1. Pass out copies of *Ladybug* to students and have them turn to the story "Herbert, Hurry Up" by Vicki Deckert, on pages 10-12. Review facts learned about horses. Here are some additional facts about horses:
 - **Horses cannot breathe through their mouths.**
 - **China not only has the most people in the world, but also has the most horses.**
 - **Horses can drink up to ten gallons of water a day.**
 - **The world speed record for a horse is 43.2 mph, it was set by a four year old race horse named Big Racket.**
 - **A horse's heart averages about 10 pounds!**
 - **The longest horse tail measured was 22ft long. It was that of an American Palomino named Chinook.**More facts about horses can be found at this link: <http://www.angelfire.com/pro/realm/horsefacts.html>
2. 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. Depending on your students' reading level, either read the story aloud to the students or have them have an opportunity to read passages, stopping after each page and inviting comments, reactions and predictions.
4. Have small groups of students do the following activity.

Problem Solving:

 1. **What was Harry and Henrietta's problem?(no one wanted to pay to ride Herbert)**
 2. **Why didn't people wish to ride Herbert?(the horse didn't move)**
 2. **In which ways, did they try and solve the problem?(gave Herbert a new saddlecloth, tried humming, gave him different foods)**
 4. **How did they get Herbert to move?(said please)**Regroup and review the activity sheet.
5. Discuss with the students good manners such as saying please and thank you. Ask the students examples of good manners. For example: chewing with your mouth closed, covering your mouth when you cough or sneeze, holding the door open for someone else, etc. This is a story you might wish to read to start a discussion on good manners: "My Dog Never Says Please" by Suzanne Williams or "What a Good Lunch!" by Shigeo Watanabe

6. Have students illustrate an example of good manners and write a caption explaining their illustration.

Session 5:

1. Have the students close their eyes and visualize a scarecrow standing in a field. Encourage children to give details of things they see on their scarecrow.
2. Have the children open to "No Crows" by Raven Howell on page 15. Have the students draw/color a picture of a scarecrow.
3. Pass out the scarecrow drawings to another child and have them write 3 descriptions of what they see on the scarecrow. Write a poem about a scarecrow.
4. Have the students do the scarecrow activity "Scarecrow, Scarecrow" by T.G. Lang, on pages 16-17.

Session 6:

1. Assign the students a partner and open up the issue of Ladybug to page 18. Ask them to review the illustration and share their thoughts. Ask the students to describe something they see. Encourage them to say a descriptive phrase, not a word.
2. Encourage the students to sing the song, "There was an Old Woman", in unison.

Session 7:

1. Ask the students if they dress up for Halloween. Explain that this is a *custom*. Ask the students to think of examples of other customs of people of the world (*cultures*). For example:

- **The Chinese use chopsticks to eat and bow to greet.**
- **Eskimos rub noses to greet.**
- **Those who celebrate Thanksgiving usually eat turkey and pumpkin pie.**
- **Some cultures (like French and Russians) kiss both cheeks to greet someone.**

Have a map of the world and show the location of the cultures mentioned.

2. Have the students turn to the story, "The Halloween Costume Countdown" by Maggie Murphy, on pages 22-27. Stop to discuss the story, make predictions and make text-to-self connections such as whether they've had difficulty determining a Halloween costume, etc.
4. After reading, reinforce nouns and verbs by having the students once again become word detectives and search pages 24-25 and make a list to share with the class.
5. Have groups of students make up 3-5 comprehension questions to exchange with another group. Possible questions: What were some of the possible costumes Cat and Mouse thought to be on Halloween? Why couldn't Alligator come in and visit for a while? What costume did Raccoon use? Why didn't Raccoon stay and visit?

Session 8:

1. Explain that in the story, *Mop and Family* by Alex de Wolf, on pages 32-33, Mop and Family take a walk into the woods. Encourage *text-to-self* connections by having students relate a time when they took a walk in the woods. Ask the children to brainstorm the different items they might collect in a basket if they walked in the woods.
2. Have the students read the story with a partner. Remind the students to watch for punctuation clues to assist in reading with feeling. Circulate around the room to monitor the students reading the story and when all students have finished the story, regroup as a class and discuss the story.
3. If possible, have children collect acorns to bring to class and have an activity session where the

students can create something from their acorns as Julie and Justin did in the reading.

Post Reading Activity:

1. With a partner do the following activities: Read "Five Little Bandits" on pages 28 and "Windy Nights" on page 30. Discuss syllables and how breaking words into parts helps learn the proper pronunciation and spelling of the words. Have the students put their hand under the chin. Say the word, encyclopedia. Each time the chin drops, is a syllable. Encyclopedia has 6 syllables. Find words with two, three and four syllables in the two readings.

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.