

## 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 November/December 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. A particular reading, "Little Penguin Chicks", can be used to provide reading in the content area of science. The story "The More the Merrier", a French folktale, could be extended to learn about the country of France and the song "Brother, Come and Dance with Me" could also be extended to share the story of Hansel and Gretel and the country of Germany. 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%200Readin>

<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](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 November/December issue of *Ladybug*

crayons

drawing paper

websites of interest

world map

journals for writing activities

Session 1:

1. Have the students listen to some square dancing music. Ask the students if they know what a "hoe-down" party is and whether they've ever tried square dancing. This activity encourages the children to make connections to the reading and themselves. Information on square dancing can be found at this link: [http://www.americaslibrary.gov/jp/dance/jp\\_dance\\_square\\_1.html](http://www.americaslibrary.gov/jp/dance/jp_dance_square_1.html)  
There is an audio clip of square dancing music at this site.

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 3-4. 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, Kate, or the dance leader speaking and say the sentence with the feeling expressed by the punctuation clues. Next, read the story aloud, stopping to discuss content.
5. Explain to the students that when you read, you should try and make *connections* which will help you 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 any cowboy "duds". Have they ever danced with someone? Have they ever heard someone play the fiddle?
6. Have the students turn to pages 5 and describe the different things they see in the illustration. Encourage the students to *grow* a sentence. For example, if a student says, "The dance leader is holding a microphone", another student could add that "The dance leader with long blond hair is holding a microphone", or "The dance leader with long blond hair, wearing a turquoise skirt, is holding a microphone in her right hand".
7. 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. Show a picture of a little penguin. Ask the students to share any prior knowledge they may have on the penguin. Ask the students if they have ever gone to an aquarium and have seen a penguin. Ask the students if they have ever read any books on penguins or saw the movie *Happy Feet*.
2. Explain that in the reading "Little Penguin Chicks" by Viji Chary on pages 8-11, they will be learning about a species of penguin called the little penguin.
3. Do a picture walk of the reading encouraging the children to share their thoughts and reviewing the illustrations.
4. Assign a partner and pass out copies of the November/December issue of *Ladybug* and have the students turn to "Little Penguin Chicks" on pages 8-12. Have the students take turn reading a short paragraph, stopping to discuss the reading after each page.
5. After reading, have the students make a graphic organizer determining some information from the passages.

Describe the chicks

What do the parents do?

- 1.
- 2.
- 3.

Regroup and have the students share the information they placed on their lists.

Some facts from the reading: Female lays eggs in burrows in the sand dunes. Both parents care for the eggs. Both parents get food for the chicks. Chicks are born brown and with their eyes closed. The little penguins go off in about 8 weeks.

6. Have the students write a poem about a baby chick penguin and draw/color a picture of a penguin to place the poem on after having another student peer review the poem.

7. You might also wish to use this reading to share information on the country of Australia. Show the location of Australia on a world map. Ask the students if they have any prior knowledge about Australia. This link has lots of information.

<http://www.timeforkids.com/TFK/teachers/aw/wr/main/0,28132,486750,00.html>

Share these additional facts about the little penguin:

- The little penguins are the smallest species of penguin.
- The little penguin is also called the fairy penguin or little blue penguin.
- Little penguins are very loud. They can make sounds like barking, mooing, quacking, sneezing, growling, hissing and even meowing!
- Little penguins use their beaks, feet and wings to climb.
- Little penguins are found in Australia and New Zealand.
- The females usually lay two eggs and will reuse their burrows the next year if it isn't destroyed.
- The scientific name for the little penguin is "Eudpyptula" which is Greek for "good little diver."

Lots more information can be found at this link:

<http://www.antarcticconnection.com/antarctic/wildlife/penguins/fairy.shtml>

Session 3:

1. Show a picture of a ballet dancer. Ask the students if they have ever taken ballet lessons or have seen someone doing ballet. Have they ever given a dance recital? A music recital? Encourage making connections to themselves and the text.

2. Have small groups of students brainstorm all the different types of dance. Tell them to write the letters A-Z and explain that they need to try and think of a dance that can start with any many possible letters as they can. After about 5 minutes, regroup and review the different types of dances. This website has a large listing to add to their lists:

[http://wiki.answers.com/Q/What\\_are\\_types\\_of\\_dances\\_in\\_the\\_world](http://wiki.answers.com/Q/What_are_types_of_dances_in_the_world)

3. If possible show a ballet shoe. Ask the students to brainstorm all the different types of shoes and what they are used for. This link has a great list:

<http://www.enchantedlearning.com/wordlist/shoes.shtml>

Have students make a mobile of different types of shoes.

4. Write a paragraph pretending to be a specific shoe. Describe a day in your life.

5. Have the students turn to "Ballet", by Laura Sassi, on pages 14-15. Review some of the terms such as: *plie*, *curtsy*, *tendu*, and *tutu*. Read the poem to the students and then encourage them to read it aloud with you.

6. Have partners find rhyming patterns and additional words that would rhyme with the words. Regroup and share their rhyming words.

7. Have the students turn to another poem, "A Book", by Elizabeth Ehrenfest Steinglass, on page 34. Read the poem aloud and then have the students read the poem aloud with you. As

the students to think of some of the places they have traveled in a book. (out west, into outer space, etc.) Some of the animals they have met? (bears, dragons, etc.) Different types of people they have met in a book? (ie: pirates)

#### Session 4:

1. Ask the students if they have ever heard of the Grimm Brothers. They were fairy tale writers. Encourage the students to brainstorm the different fairy tales they may know. If no one mentions *Hansel and Gretel*, share this one, too. You might wish to have the students read (or hear) the story. This link provides a short reading of Hansel and Gretel:

<http://www.hanselandgretel.ca/book/2321-f2-hansel-and-gretel>

2. Have the students turn to "Brother Come and Dance with Me" on pages 16-18. Have the students sing the song.

3. Have students review pages 16-17 and "grow sentences" of what they see in the illustration. Encourage the students to be descriptive.

4 You might wish to use this reading to share some information on the country of Germany, from where the Grimm Brothers lived. Show the country of Germany's location on a world map. Encourage students to share any prior knowledge they may have on the country. This link has lots of great information for young people:

<http://www.timeforkids.com/TFK/teachers/aw/wr/main/0,28132,1147387,00.html>

#### Session 5:

1. Have small groups turn to "Busy Day" on pages 19-21 and read the story. After reading, regroup and have the students share a summary of what the reading was about. Have the students brainstorm a list of different activities that were going on in the classroom.

2. Have the students turn to page 19-21. Encourage students to describe what they see on the pages. Remind the students to be specific and give lots of details.

3. Ask the students to share their "Best Day". What did they do? Where did they go? Who went with them? Encourage text-to-self connections with this activity.

#### Session 6:

1. Share with the students that the folk story they will be reading comes from the country of France. Show the location of France on a world map. Encourage students to share any prior knowledge they might have on the country of France. This website has lots of information on the country of France:

<http://www.timeforkids.com/TFK/teachers/aw/wr/main/0,28132,491045,00.html>

2. Have the students open their copy of *Ladybug* to "The More the Merrier", retold by Marilyn Bolchunos, on pages 22 to 29.

3. Have students take turns reading a paragraph of the story, stopping to discuss, make connections and predictions.

4. Have small groups do the following review activity:

Comprehension Activity:

A. What was wrong with Gray Goose? \_\_\_\_\_ (what was wrong?-had a headache. What did she think would help? \_\_\_\_\_)

- B. Who did she meet along the way up the mountain? \_\_\_\_\_ What was it doing? \_\_\_\_\_ Why did it decide to join Gray Goose? \_\_\_\_\_
- C. Who did the pair meet as they continued up the mountain? \_\_\_\_\_ What was it doing? \_\_\_\_\_ Why did it join them? \_\_\_\_\_
- D. What was the brown cow doing when the group came across him? \_\_\_\_\_ Why did he join the group? \_\_\_\_\_
- E. When Gray Goose got tired, which of the group helped her and how?
- F. Who did the old woman talk to during the day? \_\_\_\_\_ How did each of the animals help the old woman? Gray Goose \_\_\_\_\_ Black cat \_\_\_\_\_ Woolly sheep \_\_\_\_\_ Brown cow \_\_\_\_\_
- G. What was the refrain in the story? \_\_\_\_\_

Answers: Headache/take a walk up the mountain for fresh air/ black cat/washing its paws/wanted exercise/woolly sheep/eating grass by the roadside/wanted a change of scenery/eating sweet grass/ never been there before/brown cow/let her ride on his back/teakettle/stayed and gave her eggs, milk, wool and someone to talk to other than the teakettle/"The more the merrier")

5. Have the students break into small groups and have them make a list of all the nouns and action verbs they can find on pages 28-20. After about five minute, regroup and review their lists.
6. Have the students think of another animal that might have happened upon the old woman's hut and write a paragraph of what it offered to the group.
7. Give partners of students 7 strips of paper. Have the write seven events that took place in the story. For example: The woolly sheep supplied wool for the old woman. After they have placed their 7 events on the different strips of paper, have them exchange the strips with another group. Students need to place the strips in proper sequence.

#### Session 7:

1. Review how cartoon stories works and have partners open to "Mop and Family" by Martine Schapp, on pages 32-34. 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.
3. 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.

4. Have the students write a short paragraph (summary) of the story.

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.