

Teacher's Guide for Ladybug Magazine

January 2010

Teacher's Guide prepared by *Gail Skroback Hennessey*

Gail Hennessey taught social studies at Harpursville Central School in New York State for 33 years. She writes often for children's publications and is the author of six books for teachers and students. In 1988, she was named Outstanding Elementary Social Studies Classroom Teacher of the Year from the New York State Council for the Social Studies and also named Outstanding Elementary Social Studies Teacher of the Year by the National Council for the Social Studies. 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 January 2010 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. Readings such as "The Pelican Chorus" could be used as an introduction to a science lesson on pelicans. "Max and Me" could also be used as a science lesson to discuss the changing positions of the sun's rays on the earth. "Mr. Joyhn's Drum Circle" could be used as an introduction to a social studies lesson about the area of West Africa and "The Last Snow of Winter" could be used as both a science lesson and social studies lesson. 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

Objectives:

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
8. identified rhyming words in a poem.
9. read with appropriate expression and movement as they acted out a part.
10. 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 January issue of *Ladybug*
websites of interest
world map
drawing paper

Session 1:

1. Ask the students to visualize wintertime. What are some of the sights, sounds and smells of winter?
Encourage the students to share their experiences.
2. Assign students a partner and pass out copies of the issue of Ladybug Magazine and have the students look at the cover. What do they see? Encourage students to be descriptive. Make *text-to-self connections*. Have you ever made a snowman? Have you ever lost something that was important to you?
3. 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.
4. 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. Have students find examples of different types of punctuation (periods, exclamation point, apostrophes, quotation marks). Encourage the students to read the statement on page 5 with lots of feeling. "*Oh, no! Kate has lost her new troll dolly! Where could she be?*" Reread the story and encourage the students to read it aloud with you.
5. Encourage students to grow a sentence. What do you see on page 7? For example: *I see a troll*. Ask a student to grow the sentence. For example: *I see a troll in the white snow*. Or, *I see a troll with white hair and orange eyes buried in the white snow*. Encourage students to be descriptive.
6. This site explains how the sun's rays help to melt snow:
<http://www.loc.gov/rr/scitech/mysteries/seasons.html>
7. Discuss nouns and verbs with the students. In small groups, have the students review the reading and find examples of **NOUNS and ACTION VERBS**. Regroup and have the students share their lists with the class.

Session 2:

1. Show the students a picture of a pelican. This link has a great picture and information:
<http://animals.nationalgeographic.com/animals/birds/pelican.html> This site also has lots of information on the pelican. As the students to share any prior knowledge they might have on the peli-

can. Here are some fun facts to share:

- Pelicans are an old family of birds, with fossils dating back almost 40 million years!
- Gulls often sit on pelicans' heads, trying to steal a meal when the pelicans open their bills slightly to empty out the water.
- The lower half of a pelican's bill can hold up to 3 gallons (11 liters) of water, which is 2 to 3 times more than can be held in its stomach!
- A group of pelicans is called a pod. These facts are from this link:

<http://www.sandiegozoo.org/animalbytes/t-pelican.html>

2. Pass out the issue of *Ladybug* and have the students turn to "The Pelican Chorus" by Edward Lear, on pages 8-13. Read the first paragraph so the students get the pattern of the poem. Encourage students to volunteer to read a paragraph.
3. After reading the poem, have partners find the rhyming word patterns and then list as many other words that they can think of for the words. For example: Rhyming pattern: love/above. Other words that would rhyme include: dove, of, glove. Regroup and discuss the rhyming words.
4. Give students a coloring sheet of a pelican (or have the students draw one of their own)<http://www.apples4theteacher.com/coloring-pages/usa/state-birds/louisiana.html> Have students write 4 facts about the pelican learned from the story and lesson.

Session 3:

1. Using a world map, have students locate the continent of Africa. Ask the students to name the other continents of the world. What would be some countries that make up West Africa? Show the students this very helpful interesting interactive map of Africa.
<http://www.kbears.com/africa.html> Depending on the age of the students, small groups might explore a particular country in Africa to share what they learned with the rest of the class.
2. Pass out copies of *Ladybug* to students and have them turn to "Mr. John's Drum Circle." This site has some free samples of drum music. Click to listen to samples:
<http://www.amazon.com/tag/african%20drums> Explain that the reading is about a music teacher that is sharing different drum sounds from instruments he brought back from the region of West Africa.
3. Have students take turn reading a section of the reading, stopping to discuss for comprehension and comments after each page.
4. After reading, have the students draw an African drum to use as a graphic organizer. Have the students write 5 facts learned from the reading. For example:
 - **The djembe is played by the lead drummer in a drum circle.**
 - **The djembe is covered with goatskin and is played by hand.**
 - **The dunun is covered with cowskin and is played with two sticks.**
 - **The tama is called the talking drum and is used to send messages.**

Session 4:

1. Using a world map, locate the country of France. Ask the students if they have any prior knowledge about the country. Explain that the story, "The Last Snow of Winter", by Tony Johnston on pages 22-31, is about a man named Gaston Pompicard, a sculptor, who builds a large snow sculpture in the village. Encourage the students to make text-to-self connections. What was the best snow sculpture they have ever made? Share with the students that "*merc*" is French for "*thank you*", and "*mes am*" is French for "*my friend*". Perhaps share some additional French words. This site has lots of information on France and some French words.
<http://www.timeforkids.com/TFK/teachers/aw/wr/article/0,28138,491281,00.html>
2. Have the students open to "The Last Snow of Winter", on pages 22-31, and have the students take turns reading the story, stopping after each page to make connections, predictions and check for comprehension.
3. After reading, discuss adjective and adverbs and how they help make nouns and verbs more descriptive. In small groups, have the students find examples of these descriptive words. For example: snowy (adj) ground(noun)

ADJECTIVE Noun ADVERB Verb

- 1.
- 2.
- 3.
- 4.
- 5.
- 6

Regroup and share their graphic organizer.

4. Have students write a short summary of the story using about 5-7 sentences. Encourage students to read their summaries to the rest of the class.
5. Give the students a map of France:
<http://www.timeforkids.com/TFK/teachers/aw/wr/article/0,28138,49279,00.html> In small groups, have the students answer the following geography questions:

- A. Which river runs near the capital city of France? (Seine)**
 - B. What body of water separates France from Great Britain? (English Channel)**
 - C. Which mountain range separates France from Spain? (Pyrenees)**
 - D. Name countries that border France. (Italy, Switzerland, Belgium, Luxembourg, Germany, Andorra and Spain)**
 - E. The city of Nice is found near which body of water? (Mediterranean Sea)**
 - F. Name the island which is part of the country of France. (Corsica)**
- Regroup and review the mapwork activity.**

Session 5:

1. Ask the students if they play an instrument or if there is an instrument that they'd like to learn to play. Ask the students if they have a musical instrument whose sound they most enjoy hearing.
2. Pass out copies of *Ladybug* and have partners of students turn to "Mop and Family" by Martine Schaap, pages 32-33.
3. Assign multiple students roles of Julie and Justin, and have the students read their character aloud in unison
4. This link has great interactive sounds of the instruments in a symphony.
<http://www.sfskids.org/templates/instorchframe.asp?pageid=3>
5. Have students pick an instrument and find 3 interesting facts about it to place on a drawing of their instrument. For example, the ancient Egyptians played an instrument similar to the cymbals of today. Have students share their facts with the rest of the class.

Session 6:

Discuss with the students that the importance of **pronouns**. Ask the students to review the story "Mop and Me" and "Max and Kate" and find examples of pronouns. Have the students then find the noun for which the pronoun is replacing. For example: my (thegirl), We(girl and cat, etc. Regroup and discuss the pronoun lists.

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.