

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 February 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. Particular readings such as "Max and Kate", "Tiger Tigers", "Animal Mix-Up", and "Chinese New Year" could be used to provide reading in the content area of science and social studies. 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

Time: Approximately 20-30 minutes each session with post activities completed through the day

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 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 February issue of *Ladybug*
world map
crayons
drawing paper
internet sites

Session 1:

1. Pass out Necco Candy Hearts. Ask the students to think of new comments that could be placed on the candy hearts. Go to this site to learn more about the history of Necco Candy Hearts: <http://www.necco.com/SweetheartMiniSite/Default.asp?Section=history>
In 2010, these new flavors for candy hearts were added: strawberry, green apple, lemon, grape, orange, and blue raspberry. New sayings in 2010 were added to the candy hearts: "Tweet Me," "Text Me," "You Rock," "Soul Mate," "Love Bug," and "Me + You." Have students draw a large Necco candy and place their favorite new comment on their "candy". Ask the students to share thoughts about Valentine's Day. This site has lots of background information on Valentine's Day: <http://holidays.kaboose.com/valentines-day/history/val-history.html> Ask the students if they give out Valentine Day cards. Ask how they would feel if others in the class received one and they did not. How can students make sure that all students feel happy on this day? Have students think of someone in their neighborhood or on the school staff that might enjoy receiving a Valentine's Day Card and make them one.
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 Kate, Max, or Mo 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* which will help you to remember what you read. Making *text to self connections* may include asking the students if they have made cookies, or made/purchased a gift for their friend at the holidays, etc.

5. Have the students turn to page 6 and encourage students to grow a sentence. For example: *I see Kate*. Ask a student to grow the sentence. For example: *I see Kate who is wearing purple pants*, Or, *I see Kate who is wearing purple pants and has her brown hair in pigtails*. Encourage students to be descriptive.
6. 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.
7. Have the students write a short summary of the story and encourage students to read their summary to the rest of the class.

Session 2:

1. Have the students turn to "Five Little Valentines" on pages 8-9. Discuss that adjective are words which give more description about nouns. Have the students draw/color one of the five little Valentines. Afterwards, have the students pass their pictures to another student to write one description of the valentine. For example, "the orange heart-shaped valentine was wearing white gloves." Pass the picture to another student and have the student add more description such as "the orange heart-shaped valentine with white gloves wore purple sneakers with yellow lightning bolts." Afterwards, discuss the pictures and review all the adjective that were used.
2. Have the students try and write a tongue twister type of poem (1-2 lines) using only words that start with the letter **V**. Encourage students to share their V tongue twisters with the class.
3. In small groups, have the students open to "Flyaway Katie", by Polly Dunbar, on pages 11-14. After reading the story, have the students write down all the adjectives they can find in the story and the nouns for which it describes. (i.e.: large green/hat, orange strips, purple fingers) Regroup and go over the adjective lists.

Session 3:

1. Open the issue of *Ladybug* to "Artist", on page 15. Encourage students to continue to create descriptive sentences and describe what they see on the page. You might also have the students turn to page 16 and continue to develop making descriptive sentences.
2. Return to page 15, and in unison, have the students read the poem. Afterwards, find the adjectives in the poem.
3. With a partner, have the students make a list of all the words which rhyme with (sink/pink) and (swoop/soup) Give the students about 5 minutes. Afterwards, regroup. For each word that others also wrote down, cross it out on their list. (for example: wink). If a group has words that others don't have, they earn one point for each word. The team with the most words wins the rhyming game.

Session 4:

1. Explain that February is also Chinese New Year. Say *Kung Hei Fat Choy!* That's Happy New Year in Chinese. 2010 is the Year of the Tiger. On the Chinese calendar, also called Yuan Tan, the year is 4708. Chinese New Year is not always held on the same day each year. It depends on when the second new moon of the winter solstice occurs. This year, Chinese New Year is on the same day as Valentine's Day, only the third time since 1900 that this has occurred.
2. Ask the student to define a *custom*. What are some customs (things a group of people agree to do) they might know:
 - Chinese people bow to greet
 - Chinese and Japanese people use chopsticks.
 - Japanese take off their shoes in a home.
 - Eskimos rub noses to greet.
 - Putting up a Christmas tree
 - Going Trick-or-Treating for Halloween.

3. Have the students open to "Chinese New Year" by Jacqueline Schiff, on pages 19-21. In small groups, have the students read the short story and then **write 3-5 customs** which are described in the reading. Regroup and have the students share what they wrote down.

Additional Chinese Customs at New Year's include:

- Long, uncut noodles are a symbols of long life and friendship
- Giving oranges and tangerines, which are symbols of wealth and good luck
- Dumplings are eaten as a symbol of a happy family
- Wearing red is thought to bring good luck.
- People put up lights and decorate windows and doors with red and gold paper. Messages of good fortunes are written.

For more customs and the story of the naming of the years of the Chinese Zodiac, go to this link:

<http://www.gailhennessey.com/index.shtml?chinesenewyear.html>

4. Draw/color a picture of a custom you do for a holiday. Write a short paragraph about the family custom done at a holiday such as Thanksgiving, Christmas, Hanukkah or Easter.

Session 5:

1. Have the students open to "Animal Mix-Up", on pages 22-23. After doing the activity, have the small groups of students select one of the following animals (giraffe, rhino, elephants, wild pig, donkey or tiger) and do the following graphic organizer.

Animal KWL Fact Sheet

What I Know about the animal

- 1.
- 2.
- 3.

What I Want to Know:

- 1.
- 2.
- 3.

What I Learned about Ladybugs:

- 1.
- 2.
- 3.

2. Have the groups find 5-7 facts about their animal using the links below. After filling in the information learned, draw a picture of their animal and write 5 facts learned on their drawing. Encourage students to share what they learned with the rest of the class.

<http://kids.nationalgeographic.com/Animals/CreatureFeature/Giraffe/> giraffe

<http://www.enchantedlearning.com/subjects/mammals/giraffe/Giraffecoloring.shtml>

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

<http://kids.nationalgeographic.com/Animals/CreatureFeature/Black-rhinoceros> rhino

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

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

<http://kids.nationalgeographic.com/Animals/CreatureFeature/African-elephant> elephant

http://www.sandiegozoo.org/animalbytes/t-wild_swine.html wild pig

http://www.sandiegozoo.org/animalbytes/t-wild_ass.html donkey

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

<http://kids.nationalgeographic.com/Animals/CreatureFeature/Tiger> tiger

Session 6:

1. Have the students turn to "Tickling Tigers", by Anna Currey, on pages 25-31. Do a picture walk through of the story encouraging students to make comments and predictions.

2. Explain that the story is about a mouse named Hannibal who boasts a lot about himself. Ask the students if they know what the term means. Ask the students to think of one thing they could boast about themselves.

3. Possible terms to define: *boast*, *swagger*, *famished*, *snatching*, and *greedy*. Have students offer creative sentences using the vocabulary words.

4. Have students take turns reading a section of the reading, stopping after each page to discuss the comprehension, encourage comments, etc.

5. Place the following sequencing activity on the story "Goldilocks and the Three Bears" for the students to do: <http://www.teachingideas.co.uk/english/files/goldilockssequencing.pdf> Have groups place the story in proper sequence and then regroup as a class and discuss the sequencing activity.

6. Have partners or individual students do the following sequencing activity

Tickling Tigers:

A. Hannibal crept away from the tigers.

B. The other tigers came up to the tiger that Hannibal had tickled.

C. Hannibal boasted to the other mice.

D. Hannibal ran past a pack of famished wolves,

E. The tigers quarreled about eating Hannibal

F. Hannibal ran past a jungle full of snakes.

After finishing the activity, go over the proper sequencing with the students.

- Learn more about tigers:<http://www.gloadventurer.com/> Click on Take a Peek.

Session 7:

1. Have the students turn to "Mop and Family" by Martine Schapp, on pages 32- 33. Allow the students to review the illustrations and encourage the students to share their comments, questions and predictions.

2. Assign the students a character such as Justin, Julie, teacher and mom. Have the different students read their character in unison.

3. Make text-to-self connections. Ask the students if they have ever gone to a museum. What exhibits were the most interesting? Do you know the names of any famous artists? etc.
4. Have the students write a short paragraph (5 sentences) pretending to be Julie or Justin on a field trip to a museum. What else did you see? do? etc.

Review activity:

According to Wylie and Durrell, there are 37 common word families in our English language. These include: ack, ain, ake, ale, all, ame, an, ank, ap, ash, at, ate, aw ay, eat, ell, est, ice, ick, ide, ight, ill, in, ine, ing, ink, ip, it, ock, oke, op, ore, ot, uck ,ug, ump, unk. In small groups, have the students try and list a word that can be created from each of these word families. Have the students share their created word 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.