

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 March 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.

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.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:

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 March issue of *Ladybug*
world map
drawing paper
websites of interest

Session 1:

1. Ask the students to close their eyes and visualize what they see when they think of taking a car trip. What kinds of things do they see? Hear? Feel? Encourage the students to share their thoughts.
2. Assign the students a partner and pass out copies of *Ladybug* magazine and 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 the first story they will be reading is about Max and Katie going on a road trip with their dads. Encourage *text-to-self* connections. What types of things have the students

brought along for a road trip? What types of activities did they do along the ride? Etc.

6. Have students open to the story "Max and Kate" by Mick Manning, pages 3-7.

Review the illustrations on page 4 and ask the students to list things they see. For example: Max is wearing sneakers. Next, have another student grow the sentence by adding something. For example: Max is wearing *red* sneakers. Etc.

7. After reading the story, give partners 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.

8. 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.

9. 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.

10. Show the students license plates of different states. Check this website:

<http://c2.com/~ward/plates/table.cgi?width=100,columns=6>

Have the students think of something about their own state that they could place on state license plate. Pass out paper and have the students make their own state license plate. Depending on the age of the students, students could also do mini research and write 2-4 facts about their state on their license plate.

11. With a partner, have the students think of as many things they can think of that they might see along the highway as they drive in a car. Regroup and have the groups share their response. For each response that another group has, cross out the word. For example: exit sign. The group with the most things left wins the game.

Session 2:

1. With a partner, have students list all the great things they might see along a country road.

Regroup and have the groups share their response. For each response that another group has, cross out the word. For example: a crow. The group with the most things left wins the game.

2. With a partner, distribute the March issue of *Ladybug* and have the students open the magazine to "A Country Road" by Grace Cornell 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. Have students review the illustrations and describe the different things they see. Encourage the students to be as descriptive as possible.

4. In small groups, have students find the rhyming patterns and then make a list of all the different words they can think of that rhyme with those pairs of words. Regroup and discuss.

5. Write a small paragraph of 3-5 sentences pretending to be the turtle, rabbit, dog, bird, cat, snail, etc., and describe your day. Encourage students to share their writing with the rest of the class.

Session 3:

1. Ask the students to list all the different things they might see at a train station. An airport?

2. Have students turn to the song, "Down by the Station", on pages 10-13. Go over the melody and then have the students sing the song in unison.

3. Have partners come up with another verse, using "Down by the farm" or "Down along a highway" or "Down by the ocean". After writing their verse, share with the rest of the class and encourage the students to sing the additional verses created.

Session 4:

1. Have the students open the issue to "City, Tug, Country Tug" by Charlotte Pomerantz on pages 14-21, reviewing the illustrations and encouraging students to make predictions and comments.
2. Ask the students if they can think of any sites that someone might see on a trip to New York City.
3. Read the first paragraph so students can hear the rhyming pattern and then encourage students to read a paragraph. After each page, have the students match rhyming patterns and to also think of additional words that rhyme with the pairs of rhyming words.
4. After reading, have partners do the following graphic organizers:

Things to see in NYC**A.****B.****C.**

(Possible answers: Liberty, Brooklyn Bridge, skyline of Manhattan)

Things to see in the Chesapeake Bay area:**A.****B.****C.**

(Possible answers: blue crabs, mallard ducks, white geese, farmhouses)

5. 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.

4. Which tugboat would you prefer to be... one that works in NYC Harbor or one that works in the Chesapeake Bay? Write three sentences as to why you'd prefer either tugboat.

Session 5:

1. Have the students all the different types of transportation that might be used to go from one place to another.
2. Have students read, " My Traveling Bed" by Charyl K. Zehfus, on pages 22-23, in unison. Afterwards, ask the students to find rhyming patterns and think of additional words which might fit the rhyming patterns and make a word list.

3. Pass out drawing paper and crayons and have the students draw a picture of where they might go on a traveling bed.
4. With a partner, review the reading for **nouns** and **verbs**. Regroup and discuss the word lists for accuracy.

Session 6:

1. Ask the students where they have chosen to nap or snooze. Maybe it was in a car, on an airplane, on the family room floor, etc.
2. Pass out a piece of paper. Explain that you will be reading a story called "Sleepy Places" by Judy Hindley on page 25-31. Explain that they are to listen carefully as you read and to list all the nouns they hear in the reading. After reading the story, review the students' lists of nouns.
3. Break into small groups to do the following graphic organizer:

Where do they live: Write one fact you know about each:

seal _____ (on a wave)

joey's _____ (in a mother's pouch)

bats _____ (upside down in the roof)

rabbit _____ (in a burrow)

frog _____ (on a pond)

bee _____ (a flower-rose)

Regroup as a class and have the students share their activities.

Session 7:

1. With a partner, read "Mop and Family", by Martine Schapp, on pages 32-33.
2. Have the students make a map guiding someone to their house or to a specific area in the school or school grounds.

3. Pass out a map of the USA. This site has one you can download:

<http://www.printabledirect.com/printable-map-usa.htm>

Click on 4th one down. Have groups of students make 5 questions involving directions. For example: Which state is directly north of California? (Oregon) Write state is directly south of Colorado? (New Mexico) Have the groups of students exchange their map activity with another group to complete.

4. Depending on the age of the children, you might wish to have them make their own compass.

See this link for details: <http://www.youthonline.ca/crafts/makingacompass.shtml>

Go around the room and experiment directs with your homemade compass.

Overall Assessment:

The teacher will assess children's:

- 1.) ability to work together with a partner or in groups.
- 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.