

Teacher's Guide for Ladybug Magazine

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Teacher's Guide prepared by *Gail Skroback Hennessey*

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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 April 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. The reading "Sleeping Over" can be used with a science lesson on frogs. "Stumps" could be used to discuss trees and how they are helpful to man and animals. "Crow Said No" can also be used as a science lesson on birds. 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, an 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

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 April issue of *Ladybug*
world map
drawing paper
Websites of interest

Session 1:

1. Explain that the story they will be reading, Max and Katie are performing a magic show. Ask the students if have tried any magic tricks or gone to see a magician encouraging text-to-self connections.
2. Assign the students a partner and distribute a copy of *Ladybug* to share. Introduce the magazine issue by doing a *picture walk* through. Discuss the cover and 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.
3. Have students open to the story "Max and Kate" by Mick Manning on pages 3-7.
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 Kate, Max, and Kate's mom speaking and say the sentence with the feeling expressed by the punctuation clues. Next, read the story aloud, stopping to discuss content.
5. Have the students turn to page 3 and encourage the students to offer descriptive phrases to describe different things that they see in the illustrations. Encourage the students to *grow* a sentence. Have another student repeat and add another description to the first phrase. Then, have students put all the information together to create a larger sentence. Continue with other starter sentences and *grow* descriptive additions
6. 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.
7. 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.
8. 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 such as sleep, see, hiking, point and have other students try and guess the action word.
9. Have the students try and learn a magic trick to perform for the class. These links have some kid friendly magic tricks to try: <http://www.activitytv.com/magic-tricks-for-kids> and <http://www.activitytv.com/magic-printables>

Session 2:

1. Have the students close their eyes and visualize the things that come to mind when they think of spring. Have the students draw/color a picture to include several of their spring thoughts. Encourage students to share their drawings and comments with the rest of the class.
2. Have the students turn to the poem "First Warm Day" by Kathryn O'Connor, on page 8. Read the poem to the class and then have the students recite the poem again in unison.
3. Have the students identify the rhyming patterns and then brainstorm additional words that could be paired up with the rhyming words.
4. Identify all the nouns and verbs they can find in the poem.
5. Refer to pages 8-9 and have the students make descriptive sentences for what they see in the illustrations.

Session 3:

1. Ask the students if they have ever slept over at someone else's home and whether they found it difficult to fall asleep. This encourages the students to make text-to-self connections with the story.
2. With a partner, have the students open to "Sleeping Over" by Barbara Lucas on pages 12-14. Have the partners read the story.
3. Pass out a 5 index cards or strips of paper. Have the students identify 5 events that took place in the story and place each event on one of the index cards or strips of paper.
4. Discuss sequencing and have the students exchange their cards with another group to place the story in proper order.
5. Give the students a coloring sheet of a frog. This site has some great pictures.
<http://allaboutfrogs.org/funstuff/colorme.html> After coloring their pictures, encourage students to share any prior knowledge they might have about frogs.
6. These sites have lots of information about frogs:
<http://www.kidskonnnect.com/subject-index/13-animals/32-frogs.html>
<http://www.kiddyhouse.com/Themes/frogs/>
<http://allaboutfrogs.org/funstuff/colorme.html>
7. Have the students write a poem about frogs including specific 3 facts in their poem.

Session 3:

1. Ask the students if they have an older brother or sister. Encourage the students to share whether they feel their older brother or sister is helpful to them and if, so, how. Ask the students if there are things that they can't do yet that their older sibling can do. Explain that in "Brother Magic" by Sharlee Glenn, on pages 16-21, Dylan wishes he could do the magic tricks his big brother can do.
2. Have students take turns reading a section of the story, stopping after each page to discuss for comprehension and to make predictions.
3. Turn to page 17 and have students make descriptive sentences of things they see.
4. Have partners do the following graphic organizer:

What could Dylan's big brother do?

- A.
- B.
- C.

What happened when Dylan tried it?

- A.
- B.
- C.

What tricks did Dylan try?

- A.
- B.
- C.

What was the result of his efforts?

- A.
- B.
- C.

5. Write a paragraph pretending to be Dylan experimenting with magic.
6. Review the story for **pronouns** and have small groups of students try and find 10 examples and state for which the pronoun is replacing. For example: You (stands for Dylan). Regroup and go over the lists of pronouns.

Session 4:

1. Show students pictures of tree rings. This link has great photographs: <http://web.utk.edu/~grissino/gallery.htm> Scroll down to tree rings and click on the different photographs. Have students do this activity about trees: <http://www.arboday.org/kids/carly/lifeofatree/>
2. Have students read the poem "Stumps" by Bill Cairns on pages 24-25. Have the students find the rhyming patterns and then brainstorm additional words that rhyme with see, spring, well, both, rain, and bad.
3. Think of the different creatures which call a tree stump home. Turn to page 26 and review the illustration.
4. Learn some additional information about tree rings at these links: <http://www.pitara.com/discover/earth/online.asp?story=134>
<http://www.arboday.org/kids/carly/lifeofatree/>
5. Discuss the importance of trees encourage students to share prior knowledge. This site has information to share: <http://www.arboday.org/trees/benefits.cfm> Ask the students to draw/color a picture of a tree. Write three sentences reviewing ways trees are helpful to us.

Session 5:

1. Ask the students to share their favorite birds. Ask if they have seen a crow or a finch. Encourage the students to share prior knowledge about birds.
2. Explain that the story "Crow Said No" by Angela B. Haight on pages 27-31 is about a crow that doesn't wish to share its tree with a finch.
3. Have the students to a picture walk through of the story, stopping to make predictions and comments. Encourage the students to find possible vocabulary words that might need reviewing.
4. Have groups of students do the following activity:

Steps to problem solving:

- A. What is the problem for the crow?**
- B Who was involved?**
- C, Where did the problem occur?**
- D When did the problem occur?**
- E. What steps were taken to solve the problem?**
- I. Who helped solve the problem?**

5. Make a heading of **NOUNS** and **VERBS**. Have the students find as many nouns and action verbs in the poem. Regroup and review the lists.

Session 6:

1. Have students read "Mop and Family" by Alex de Wolf on pages 32-33 individually.
2. Have the students partner with another student and retell the story to one another.
3. Write a paragraph pretending to be Mop explaining what happened that particular day.

Review activity:

Review syllables and have teams of student review "Clever Wren" and list words with three or more syllables. Remind the students that syllables helps in learning to pronounce words and help in learning to spell words. Review the following activity to determine the syllables of a word. Place your hand under your chin. Each time your chin drops, is a syllables. For example: How many times does your chin drop in the word *magician*? (three)

TWO SYLLABLE WORDS THREE SYLLABLE WORDS MORE THAN THREE(HOW MANY?)

Regroup as a class and review their syllable chart.

With a partner do "Alakazam" on pages 22-23

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 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.