

Teacher's Guide for Ladybug Magazine

May/June 2010

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 May/June 2010 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. "Weeds and Worms and Things That Squirm" can be used to provide reading in the content area of science. "May Day Around the World" can be used as a geography lesson and to learn more about the holiday of May Day. 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: 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

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 May/June issue of *Ladybug*
drawing paper /crayons
websites of interest

Session 1:

1. Ask the students if they have ever gone on a picnic. Encourage students to list the different foods they would have eaten on the picnic, where they had the picnic, and any problems with their picnic. Explain that in the story, Max and Katie go on a picnic and have to deal with lots of busy ants.
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.
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 or Kate 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 7 and describe the different things they see in the illustration. Encourage the students to *grow* a sentence. For example, Max and Katie are sitting on a blanket. Another student could add the color of the blanket. Another student might add where the blanket is located. Continue with other starter sentences and *grow* descriptive additions.
6. 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: Weeds and Worms and Things that Squirm

1. Ask the students if they have planted any flowers in a garden or flower box and encourage them to share their experiences. Have the students close their eyes and visualize a garden. What kinds of plants are growing in the garden? What do they find on the leaves? On the dirt? etc. Have the students draw/color a picture of a vegetable or flower garden. Have the students write a paragraph about their garden.
2. Have the students open the May/June issue of *Ladybug* and turn to "Weeds and Worms and Things that Squirm" by Gail Parker on pages 9-12

3. Encourage students to read a section of the story, stopping after each page to make predictions, check for comprehension and make *text-to-self* connections.

4. Review nouns and adjectives and place a word on board, such as peacock. Ask the students to think of descriptive words to describe the bird. In small groups have students do the following adjective activity: Look through the reading and find words to describe the following words:

Adjectives:

_____	_____	wheelbarrow	(rusty/old)
_____	_____	garden	(blue /flowery)
_____	_____	dirt	(crumbly /black)
_____	_____	leaves	(wispy, fern-like)
_____	_____	leaves	(moist /green)
_____	_____	radish	(bright/ red)
_____	_____	bunnies	(three /baby)
_____	_____	eye	(tiny/black)

Think of **TWO** additional words to describe the above nouns. Regroup and discuss adjectives.

5. Share information about rabbits: Show some photographs of rabbits. This link is helpful:

<http://fohn.net/rabbit-pictures-facts/index.html>

This site has lots of interesting facts:

http://www.thebunnybasics.com/BB_RabbitFacts.html

6. Draw /color a picture and share three facts learned about rabbits.

Session 3:

1. Using a world map, ask students if they can locate the countries of Sweden, France, and England. Ask the students if they have any prior knowledge on these countries. Looking at a map of the United States, have students locate Hawaii and Texas. Ask the students if they have any prior knowledge of these states.

2. Ask the students if they have any prior knowledge about the holiday called May Day. Review the cover of the issue and the May Day Pole. Encourage students to share creative sentences of things they observe in the illustration.

3. Pass out a copy of *Ladybug* magazine and have partners open to "May Day Around the World" by Tori Telfer on pages 13-16. After reading the article, have the students fill in the following graphic organizer.

May Day around the world:

Sweden/England/France

A.

B.

C.

4. Have the students write a paragraph of what they see on the cover of issue and include at least 3 sentences of specific and descriptive things they see.

Session 4:

1. Show the students a bunch of different sized buttons. How are buttons helpful?

2. Have the students open to "The Button Lady" by Margaret Ann Aumen on pages 24-30.

3. Skim the reading for possible vocabulary words that need highlighting. Words might include: *banished*, *moat*, *flubbering fiddlesticks*, and *feast*. Encourage students to think of creative sentences using the words.

4. Have students take turns reading a section of the story, stopping after each page to discuss comprehension, make predictions and comments.

5. Graphic Organizer of the different uses for Button Lady's buttons: Why a new button needed?

A. _____

B. _____

C. _____

(Kitty Henry for a blouse/baby chewed it off)

Mayor Boxersox's shirt/goats at them.
King's tailor/king popped button due to gaining weight)
6. Do the following activity with a partner:
What is the problem that the King's Tailor has?

Steps to problem solving:

A. What is the main problem?

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?

Regroup and discuss the activity.

7. Review sequencing and words that help when writing a paragraph using sequencing. Words such as First, Then, Afterwards, Before, Later, Next, etc. Have small groups of students make a sequencing of the story with 5-7 statements, placing an event on a strip of paper or index card. Exchange the cards with another group to place in proper sequencing. Regroup and review their sequencing boards.

Session 5:

1. Review how cartoon stories works and have partners open to "Mop and Family" by Martine Schaap on pages 32-33. 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. Encourage the students to share their favorite games and puzzles to make text-to-self connections with the story. Ask the students to think of things they'd like to save their allowance/birthday money, etc. to purchase.
4. Discuss the history of money with the students and some of the things used over the years as money. Some money included: animals, cheese (Russia) tobacco (southern states), knives (Chinese), sea shells/wampum(Native Americans), salt (Romans).This link has some helpful information and a bartering activity. <http://www.gailhennessy.com/index.shtml?barterlesson.html>

Session 6:

1. Have small groups of students read the following poems together.
 - "Mother Umiak" by Colleen Wheeler on page 34.
 - "The Fairy Child" by Margaret Mahy on pages 18.
 - "Father and I in the Woods" by David McCord, on page 8.
2. List rhyming pair lists and find 3-5 additional words which can be added to each of the rhyming pairs. For example: leaves, bees, KNEES) Regroup and have the students share their rhyming pair lists.
3. Write a paragraph explaining which poem the student liked the best and why.

Post Reading Activity:

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 "The Button Lady" by Margaret Ann Aumen on pages 24-30 that have 3, or more than 3 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.

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.