

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 July 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. 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. Lessons can be used in small group, partners, individuals, or whole class instruction format.

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

Time: Approximately 30-40 minutes each session with post activities completed later in the day.

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. identified rhyming words in a poem.
8. read with appropriate expression and movement as they acted out a part.
9. created illustrations that creatively portray the topic or text.
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 July issue of *Ladybug*
drawing paper and crayons
Internet sites

Session 1:

1. Ask the students to share places they may have gone on a vacation. Encourage students to share their experiences. Brainstorm the different sights, sounds, and smells they might experience by a wooded lake during the day. What might be the sights, sounds and smells they might experience at night? Brainstorm the different sights, sounds and smells they might experience going to the ocean on vacation. Have groups of students make a list of all the different creatures they might see or hear on a trip to a wooded lake and near the ocean. Review the lists and have students share prior knowledge they might have about owls, mosquitoes, bears, skunks, jellyfish, dolphins, etc., that they listed.
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 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.
4. Explain to the students that when you read, you should try and make connections that will help you to remember what you read. Making *text to self connections* may include asking the students of places they may have gone on vacation, whether they like pizza, seen a skunk or whether they have gone camping, etc. Encourage students to share their experiences with the rest of the class.
5. Have the students turn to page 3 and describe the different things they see in the illustration. Encourage the students to *grow* a sentence. For example. "Max is sitting on the floor." "Max, who is holding a stuffed animal, is sitting on the floor." "Max who is holding a stuffed animal, is sitting on the floor and has drawing paper." Etc. 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.
7. Have the students write a short paragraph on a place they'd like to go on vacation. Draw/color a picture to go with the paragraph.

Session 2:

1. Assign a partner and pass out copies of the July issue of *Ladybug* and have the students turn to "I, Mouse" by Ruth Lercher Bornstein, on pages 8-12.
2. Have students take turns reading a section of the reading stopped after each page to discuss for comprehension.

3. With a partner, have students do the following graphic organizer of the different things I, Mouse does during the night.

Activities of I, Mouse

- A.
- B.
- C.
- D.
- E.

(possible answers: dives into pool, steals a strawberry, thumbs nose at owl, roars back at thunder, dances)

Regroup and discuss the activities of I, Mouse.

4. Review nouns and verbs and explain that adjectives are words which give nouns more description. On page 8, I, Mouse says that people might think he is what kind of a mouse?(timid and small). What kind of bed does I, Mouse have?(soft). Which stairs does I, Mouse, scurry up at night?(back). Have the students find examples of adjectives on page 9.

- A. _____ mouse **b(tough, skinny-dipping)**
- B. _____ **dive(perfect swan)**
- C. _____ **darkness(windy, huge)**
- D. _____ **leaf(largest)**

Next, have small groups of students review the rest of I,Mouse to find additional examples of descriptive words. Regroup and review the lists.

5. Have the students take out a sheet of paper and give them 3 minutes to review the reading to locate as many words that start with the letter S. Have the students then write a sentence using at least 5 of the S words.

Session 3:

1. With a partner, read the poem, "Feeling Brave" by Kathleen Stevens, on page 13. After reading, have students find additional rhyming pairs. Regroup and have the students share their lists.

2. Draw/ color a picture to show something showing "feeling brave".

Session 4:

- 1. Show a picture of the ocean. Ask the students what are some of the activities they might find above the sea. Ask the students to brainstorm some of the activities they might find under the sea.
- 2. Have the students open to "Above the Sea", pages 16-17 and "Under the Sea", pages 18-10
- 3. Skim the reading for possible vocabulary words that need highlighting. Words might include: *buoy*, *beacon* and *aquanaut*.
- 4. Have the students read the pages in unison.
- 5. Continue focusing on **Nouns** and **Verbs** and have students identify 7 nouns and 7 verbs in e reading.
- 6. Have the students draw/color a picture of one of the creatures discussed in the reading (sea turtle, dolphin, locater, seal, or whale). Write a couple of sentences pretending to be the creature and describe a day in your life.

Session 5:

- 1. Show a picture of a firefly such as the one shown at this link:
<http://animals.nationalgeographic.com/animals/bugs/firefly.html>.

Ask the students if they have any prior knowledge on fireflies. Share some of the following facts.

- **Fireflies(lightning bugs) are really beetles, not flies.**
- **About the size of a paper clip, most fireflies live about 2 months.**
- **Although young fireflies feed on nectar and pollen, adult fireflies do not need to eat to survive.**
- **Fireflies are the only creatures that give off light but do not generating heat.**

These links have additional information on fireflies:

<http://www.pitara.com/discover/earth/online.asp?story=67> <http://funky-facts.blogspot.com/2010/03/facts-about-fireflies.html>

2. You may wish to give the students this handout on fireflies:

<http://www.enchantedlearning.com/subjects/insects/beetles/Fireflyprintout.shtml>

3. Distribute the issue of *Ladybug* and have the students turn to "Firefly Tag" by Courtney J. Earley, on pages 26-30. Have the students review the reading for possible vocabulary words which might need highlighting such as the following: *flicker*, *occasional*, *rustling*, and *squirmed*. Encourage students to use context clues to help determine the words' meanings and to offer creative sentences for the words.

4. Have students take turns reading a section of the reading, stopping to discuss for comprehension, making text-to-self connections and to make predictions.

5. Review sequencing and that First, Then, Afterwards, Before, Later, Next, etc. are very important sentence starters. Have small groups of students make a sequencing of the story with 5-7 statements. Regroup and review.

6. After reading, have the students write a paragraph explaining how to play firefly tag. Review that sequencing words such as First, Then, Afterwards, Before, Later, Next, etc. are very important. Encourage students to read their finished paragraph to the class.

7. Review syllables. Have students place their hand under their chin. Say the word, *rhododendron*. Have the students repeat the word. Explain that each time the chin drops is one syllable. Have partners search the reading for examples of words with three or more syllable. Regroup and review the responses.

8. Have the groups of students students find 10 **NOUNS** and 7 **ACTION VERBS** in the story. Regroup and discuss the lists.

Session 6:

1. Review how cartoon stories works and have partners open to "Mop and Family" by Martine Scheep, on pages 32-33. Allow the students to review the illustrations and encourage the students to share their comments , questions and predictions.

2. Encourage students to make *text-to-self connections*. Have you ever been to the seashore? What do you like to do? Discuss what you might see, hear, or feel at the seashore.

3. 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.

Session 7:

1. With a partner, read the poem "Sea Family" by Andria W. Rosenbaum, on pages 20-21. Find rhyming patterns and then brainstorm as many other words that word rhyme with the rhyming words.

2. With a partner, do the Sandcastle Contest on page 22-23. Share sandcastle art with the students. This link has some great examples: <http://www.teamsandtastic.com/>

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.
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.