

## 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](http://www.gailhennessey.com)

The following teacher's guide is designed to assist the classroom teacher in using the September 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, vocabulary and word recognition, buddy reading, comprehension, interactive writing or independent writing depending on the level of your students. 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](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:**

1. analyzed word similarities and differences
- 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 conversational 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.
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

**Bloom's Taxonomy:** Knowledge, Comprehension, Application, Analysis, and Synthesis

**Materials:**

copies of the September issue of *Ladybug*  
drawing paper  
world map  
websites of interest

**Session 1:**

1. Ask the students to close their eyes and visualize what they might see when they think of the tropical rain forest. What kinds of things do they see? Hear? Feel? Encourage the students to share their thoughts. Show on a world map the locations where there are rain forests.  
<http://www.enchantedlearning.com/subjects/rainforest/animals/Rfbiomeanimals.shtml>
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 in "Max and Kate" by Mick Manning, on pages 3-7, Max and Kate visit a rain forest park in Brazil. Show on a world map the location of the country of Brazil. Ask the students if they have any prior knowledge on Brazil. This link has lots of interesting information on the country that you might wish to utilize with the students:  
<http://www.timeforkids.com/TFK/teachers/aw/wr/main/0,28132,635502,00.html>
5. 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. Explain that in the story, exclamation points are used a lot. Give an example. "Hey-I spot a banana bird!" Encourage students to volunteer to read the statement with lots of feeling. Next, read the story aloud, stopping to discuss content.
6. Review the illustrations on page 5 and ask the students to list things they see. Encourage the students to *grow* sentences. For example, if someone says that, "Kate is wearing a hat." Someone else could add, "Kate is wearing a red hat." Etc.
6. After reading the story, give partners of students 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. 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.
7. After about 5 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.
8. Learn about a rain forest at this site:  
<http://www.enchantedlearning.com/subjects/rainforest/toucans>.  
Learn about toucans at these links:  
<http://www.enchantedlearning.com/subjects/birds/info/toucan.shtml> and  
<http://animals.nationalgeographic.com/animals/birds/toucan.html>  
Draw/color a picture of a toucan and share three facts learned about a toucan on the drawing.

**Session 2:**

1. With a partner, distribute the September issue of *Ladybug* and have the students open the magazine to "Surprise Party" by Jessica Shaw, 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.
2. Have the students find the rhyming patterns in the poem and then, with a partner, find additional words that fit the rhyming patterns.
3. Discuss the S sound and have students locate as many of the S words in the poem. Have students write a short poem using those S words.
4. Continue noun/verb recognition by having students find examples of nouns and verbs in the poem.
5. Encourage students to review the illustrations and create descriptive sentences for things they see in the illustrations.
6. Have the students turn to "Gymnastics Party", by Ann R. Blakeslee, on pages 10-13. Encourage students to make text-to-self connections such as sharing a time they may have gone to a gymnastics party, or walked a balance beam, played on a trampoline or did somersaults on a mat, etc.
7. Ask students to volunteer to read the poem. Again, have the students also locate nouns and verbs in the poem.
8. Ask the students to share their opinions on which of the two poems they liked best and why.
9. Other than a gymnastic party, what would be the perfect type of birthday party? Again, encourage students to make text-to-self connections as to other types of parties they may have attended or hosted.

### **Session 3:**

1. Ask the students if they might have a dog and to share any experience they may have had in trying to train their dog to do a particular behavior. Explain that in the reading "Good Dog", by Pamela Kapchinske, on pages 14-15, Zoey is trying to teach her puppy, Sam, some behaviors.
2. Have students open to "Good Dog", on pages 14-15. Have the students take turns reading a section of the reading.
3. Do the following graphic organizer:

#### **What did Zoey try to teach Sam to do:**

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

(Possible answers: lie down, speak, roll over, stay)

#### **Ask the students to think of ways that Zoey might be able to get Sam to do a behavior.**

Regroup and discuss. Ask the students ways their parents might reward "good" behavior. Ask the students to discuss ways their parents might respond to "bad" behavior.

### **Session 4:**

1. Review information about the rain forest that may have been discussed with the first story in the magazine. Explain that in the story, "A Sunny Day in the Rain Forest", by Mollie Fennell, on pages 18-22, they will be reading about some of the many creatures that call the rain forest home.
2. Pass out issues of *Ladybug* magazine to partners of students. Have the students turn to "A Sunny Day in the Rain Forest", on pages 18-22 and have the students do a picture walk through of the story.
3. Encourage students to skim the reading for possible vocabulary words that might need highlighting such as: canopy, compost, predators, slithers, tinged, katydids, and nocturnal.
4. Have students take turns reading a section of the reading, stopping to discuss for comprehension and to share comments.
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 (i.e.: 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.
6. Have partners, do the following graphic organizer:

**Three Facts:****Ants:** \_\_\_\_\_**Howler Monkey:** \_\_\_\_\_**Sloth:** \_\_\_\_\_**Hummingbirds:** \_\_\_\_\_**Coral Snake:** \_\_\_\_\_**Macaw:** \_\_\_\_\_**Butterflies:** \_\_\_\_\_

5. Discuss Fact and Opinion. A fact is something that can be proven to be true where an opinion is someone's view, feeling or sentiment. Share with students the following information about fact/opinion.

- To see if something is a fact, ask yourself, "Can this statement be proved?"
- To check for opinions, ask yourself, "Does this tell a thought or feeling?" "Would the statement be true all of the time?"
- Look for clue words such as feel, believe, always, never, none, most, least, best, and worst

\*From: [http://www.st.cr.k12.ia.us/reading/fact\\_and\\_opinion.htm](http://www.st.cr.k12.ia.us/reading/fact_and_opinion.htm)

Have students make 6 statements from the reading, 3 Facts and 3 Opinions. Regroup and have the students determine which statements are facts and which statements are opinions.

6. Draw/color a picture of a creature that lives in the rain forest and write three facts in complete sentence form about the creature.

**Session 5:**

1. Have partners of students open the issue of Ladybug to "A Million and One Names for a Cat," by Iva Pavlakovic, on pages 26-31. Have the students do a *picture walk through* of the story, inviting their comments and predictions based on the illustrations.

2. Read the story aloud, stopping to discuss the content. Stop after each page to review any words which might need identifying such as: *extending, snugly, coax, and peering*. Encourage students to think of creative sentences using the vocabulary words.

3. Ask the students to make *text-to-self* connections. Have they ever had to select a name for a pet? How did they go about making the name selection? Do they like their own name? If they could change their name, what would they select? Etc.

4. Have partners do the following graphic organizer:

**A Million and One Names for a Cat:****Character(s):****Setting:****Plot:****Problem:**

## **Solution:**

Regroup and discuss the graphic organizer.

5. Discuss sequencing in reading and its importance in helping us remember information. Place the following sequencing activity on the story "Goldilocks and the Three Bears" on the overhead.

<http://www.teachingideas.co.uk/english/files/goldilockssequencing.pdf>

Have groups place the story in proper sequencing and then regroup and discuss the activity. What are some words that are clues for placing a story in order? Possible answers include: first, next, afterwards, then, before, etc. Give small groups seven strips of paper and have them write an event from the story "A Million and One Names for a Cat" on each of the strips. Then, exchange the strips with another group to place in proper order.

6. Have the students create Tongue Twisters using some of the different names suggested for the kitten. For example, **Princess Peaches picks pancakes**, etc. Place the tongue twisters on the white board or chalkboard and encourage students to take turns trying to say the tongue twisters three times without stumbling. You could make the activity into a contest. Student vote on the three best contestants and then have a run off to see who is the best tongue twister champ. You might tell the students this fact about tongue twisters: According to the Guinness World Records, the hardest tongue twister in the English language is the following: "The sixth sick sheik's sixth sheep's sick." Students might also find it interesting to learn that there are tongue twisters in every language

## **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. Have students share some of the things they like to do when they get together with friends by drawing/coloring a picture and then orally sharing their drawing with the rest of the class.

## **Session 7:**

1. With a partner, read "Parrot Cat" by Nicola Bayley, on pages 23-24 and do "Little Riddle" by Kurt Metzler, on pages 25. Have the students try and make a riddle to share with the rest of the class.

## **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.
9. demonstrated the ability to evaluate a piece of writing.