

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 October 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/6-12/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 played soccer. Ask if the students watched any games of the 2010 World Cup. Encourage the students to share their experiences.
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. Ask the students to look on page 4 and encourage prior knowledge about the sport of soccer. What is Charlie doing incorrectly? (running with the ball in his hands). Ask the students to discuss the sport of soccer and its rules.
3. Have the students turn to "Max and Kate" by Mick Manning on pages 3-7. Before reading, try and make text-to-self connections. Ask the students if they have ever taught their younger brother or sister something. Encourage the students to share their experience.
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, Kate threw the soccer ball. Another student could add the color of the soccer ball. Another student might add the color of Kate's jacket or where the ball landed and what was in the water. A possible end sentence might be: *Kate, wearing an orange jacket, threw a white and black soccer ball into a lake with two white ducks, a green frogs and pretty lily pads.*
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. Depending on the age of the student, have them write a short paragraph explaining how to play soccer, baseball, basketball or football.
8. Learn more about the sport of soccer and the World Cup Games at this link:
<http://www.gailhennessey.com/index.shtml?worldcup2010.html>

Session 2:

1. Ask the students what comes to mind when they think of fall. Have the students make a visual picture in their minds and then draw/color a picture. Have students share their drawings and describe their

thoughts of fall. Discuss examples of changes that fall brings to things in nature. (examples: animals begin to gather nuts for winter, flowers start to end their growing season, etc.) Discuss examples of changes that fall brings to the students. (examples: shorter days, dressing warmer, holidays such as Halloween, etc.)

2. Have the students open the October issue of *Ladybug* and turn to "Changes", by Virginia Kroll, on page 7.

3. Read the poem to the students and then have the students read the poem orally in unison with you.

4. With a partner, have the students make a list of words that rhyme with the rhyming patterns in the poem. Regroup and have the students share their lists.

5. Review nouns and adjectives and have students find examples in the poem. Think of TWO additional words to describe the nouns listed in the poem.

6. Have small groups review information on squirrels and then make a poster and write 5 cool facts they learned to share with the class.

This site has lots of interesting facts:

<http://animals.nationalgeographic.com/animals/mammals/squirrel.html>

7. Draw a picture of an example of fall: apples, pumpkins, leaf, squirrel gathering nuts, etc. Write a 4-line poem.

Session 3:

1. Use a site such as this to learn countries of the world where soccer is the national sport:

<http://answers.yahoo.com/question/index?qid=1006050431625> Explain to the students that soccer is called football in other countries of the world. Using a world map, (and perhaps, give a copy of a world map to each student) have students identify the location of the country list where soccer is the national sport. Ask the students if they have any prior knowledge of the countries listed.

2. Pass out a copy of *Ladybug* magazine and have partners open to "Katie Kick" by Lizann Flatt on pages 10-12. Have students take turns reading a section of the reading, stopping after each page to review for comprehension and to make connections.

3. Have students answer the following comprehension questions:

A. Why wasn't Katie eager to play soccer?(other kids knew how to play the sport but she did not)

B. What things did Katie do to avoid playing the game?(picked dandelions, watched sea gulls soar, walked around her mom in circles, made a dandelion necklace and watched the kids play soccer)

C. What things did Katie see that she thought she could do?(Run, lift a ball over her head) What wasn't Katie sure she could do?(Kick the ball)

<http://www.timeforkids.com/TFK/kids/hh/goplaces>

D. How did she get involved in the game? (Ball out of bounds and she threw it back, ball came other and she kicked it).

4. Have partners review pages 13-14 and find examples of action verbs. Regroup and share the list of words.

5. Have students share orally or write about a new activity they are learning to do such as a craft, sport, musical instrument, etc.)

6. 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 4:

1. Use a world map of the world and have the students locate the following countries: South Africa, South Korea, Spain and Chile. Ask the students if they have any prior knowledge about the countries. Depending on the age of the students, have small groups find 7 interesting facts about one of the countries to present to the class. This link is helpful: <http://www.timeforkids.com/TFK/kids/hh/goplaces>

2. Have the students open the issue of *Ladybug* to "Come Play!" Children's Games Around the World", by Tori Telfer ,on pages 15-18. Ask the students to share their favorite games. Ask the students if they can define the difference between a game and a sport.

3. Have students take turns reading a section of the story, stopping after each page to discuss comprehension, make predictions and comment.
4. Write a short paragraph explaining the games Cielo, Luna, Mar, Dithwai: La Luay Las Estrellas de la Manana and Flower Relay Race.

Session 5:

1. What comes to mind when you think of Halloween? Do you participate in this activity? If, so, what costumes have you dressed up to wear on Halloween? Ask the students if they have any prior knowledge about Halloween. Check these links for additional information on Halloween:
<http://www.timeforkids.com/TFK/specials/story/0,6079,58038,00.html>
<http://holidays.mrdonn.org/halloween.html>
2. Pass out copies of the October issue of *Ladybug* and have the students turn to "Finley's Halloween" by Betsy Byars, on pages 24-31.
3. Have students take turns reading sections of the story, stopping after each page to review for comprehension and to make predictions.
4. Discuss with students the following comment by Finley, "When a friend of mine is hit, I am hit, too." What does this say about Finley? Would you like Finley for a friend, why or why not?
5. Continue discussing the issue of friends. Ask the students to make a list of character traits of those people that make good friends.

Session 6:

1. Review how cartoon stories works and have partners open to "Mop and Family", by Martine Schapp, 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. 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 that have 2, 3, or more 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.
4. Have the students write a short paragraph on collecting leaves and the type of things they might do with the collected leaves.

Post Reading Activity:

Discuss with the students the importance of pronouns. Ask the student to review the story Finley's Halloween and find examples of pronouns. Have the students then find the noun for which the pronoun is replacing.

With a partner, have the students read the poem, "Some One" by Walter de la Mare on page 22. Have the students find the different rhyming patterns and then brainstorm a list of other words that would also rhyme with these patterns.

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.