

## 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 November/December 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.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 through the day

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 November/December issue of *Ladybug*

crayons

drawing paper

websites of interest

Journals

world map

### Session 1:

1. Encourage students to brainstorm sights, sounds and smells in the country? Then, encourage students to brainstorm the sights, sounds and smells of a city. Ask the students if they have gone to a "big city". What are the names of places they would call a big city in the United States? Ask the students to think of examples of big cities in the world. Use a map of the United States and a map of the world to have the students locate the cities.
2. Assign students a partner and pass out copies of the issue of *Ladybug* magazine 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 3-4. 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. Next, read the story aloud, stopping to discuss content.
5. Explain to the students that when you read, you should try and make *connections* which will help you to remember what you read. Types of connections are *text to self*, *text to text* and *text to world*. Making *text to self connections* may include asking the students if they have ridden an escalator or taken a subway ride. Encourage the students to share experiences.
6. Have the students turn to pages 4 and describe the different things they see in the illustration. Encourage the students to *grow* a sentence. For example, if a student says, "A man is holding a cup", someone else might add, "A man is holding a hot cup of coffee". Still another might say, "A man, who is a doctor is hold a donut and hot cup of coffee." Etc. You might wish to ask why a student referred to the man with the donut and cup might be a doctor. What other fields do people wear white coats? (meat department of grocery store, lab technician, etc.)
7. 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:

1. Have small groups read the poem "Old Animal Friends" by Ken Major on pages 8-11.
2. Have the students find the rhyming pairs and then brainstorm other words which rhyme with bat/rat/, mare/bear, bee/chimpanzee and goose/moose
3. Have the students do the following graphic organizer:  
What things were animals doing that they don't really do?  
A.  
B.  
C.  
D.  
E.  
What things do animals really do?

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

Regroup and discuss.

4. Write a paragraph pretending to be one of the animals and tell about trying on clothes at the laundromat, underwear, sailing on the open sea, wearing purple socks or riding on the back of a red caboose.

Encourage students to share their paragraphs with the rest of the class.

### **Session 3:**

1. Ask the students if they live in an area where they can see or hear a train travel by.
2. Write the word train on the smart board and ask the students to brainstorm as much prior knowledge they might have on trains.
3. Encourage text-to-self connections by asking questions such as the following: Have you ever ridden on a train?
4. Pass out the copy of this month's *Ladybug* magazine and have the students turn to "Train in the Night" by Shirley Tracy, on page 12-13. Read the poem to the students then encourage the students to read the poem along with you.
5. Ask the students if they could take a train ride, where might they like to go?
6. Discuss echoic words and ask the students if they can find an echoic word in the reading. (clickity-clack) Note: Echoic words are also called imitative and onomatopoeic words. Have students brainstorm echoic words. Some words include: crunch, beep, bang, burp, chirp, knock, hoot, hiccup, quack, zap, zoom and plop.

### **Session 4:**

1. Define the word custom and give the students some examples such as the Chinese use chopsticks, the Japanese bow to greet and the people of Tibet stick out their tongues at a person to show respect. Ask the students to think of additional customs from cultures around the world.
2. Ask the students to list the different Winter holidays. Answers might include: New Years, Christmas, Hanukkah and Kwanzaa. Discuss the different customs of these holidays.
3. Have the students turn to "Winter Holidays", on pages 14-17. Place the headings of the winter holidays mentioned in the reading onto the smart board or chalkboard and have the students review to find examples of customs.

4. Draw a picture of a winter holiday and show a custom for the holiday. Write the custom on the top or bottom of the drawing. Encourage the students to share their drawings/customs with the rest of the class.

#### Session 5:

1. Show a constellation and ask the students if they have ever seen any in the night sky. Perhaps, they can recognize the Big Dipper. This link has visuals you might wish to use: <http://www.slivoski.com/astromy/>

2. Ask the students what prior knowledge they might have on stars. These links have many interesting facts about stars to share with your students:

<http://www.funshun.com/amazing-facts/stars-universe-facts.html> and

<http://www.kidskonnct.com/subject-index/15-science/102-star-a-constellations.html>

Explain they will be reading a story to explain how stars got into the sky. Encourage students to brainstorm an idea of how stars came to be which they could tell to a little child.

3. Have partners open the *Ladybug* magazine issue and turn to "Gathering Sparks", by Howard Schwartz on pages 24-29. Have students do a picture walk through of the story encouraging comments and predictions. Encourage students to identify possible words that might need highlighting such as *fleet*, *vessels*, and *restored*.

4. Have students take turns reading a section of the reading stopping to discuss after each page.

5. After reading, ask the students if they can think of a good deed they have done for someone else and to share it with the rest of the class.

6. Review the reading for more examples of **nouns** and **verbs**.

7. In small groups, have students list all the different things that might be seen in the night sky. Regroup and review the lists.

8. Have the students write a paragraph pretending to be a star. What do you see from high in the night sky?

9. Depending on the age of the children, have small groups learn about stars. Draw a picture and write three facts learned about stars on their drawing.

Possible sites with information:

<http://www.enchantedlearning.com/subjects/astromy/stars/>

<http://www.kidsastronomy.com/stars.htm>

#### 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: *reindeer* (2)  
After about 5 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 (summary) of the story.

### **Session 7:**

1. With a partner read the following poem, "Five Little Icicles", by Doris K. Stone, on page 20-21. Draw/ color an activity you like to do in the winter months.
2. Also read the poem "Hungry Morning, by Myra Cohn Livingston, on pages 30-31.
3. Regroup and make text-to-self connections such as asking the students if they like to watch birds and to name some of their favorite types of birds. Ask the students if they ever feed the birds in the winter. Make a bird mobile.
4. Depending on the age of the children, have the students learn a couple of facts about their favorite bird to share with the rest of the class. This site is helpful: <http://www.allaboutbirds.org/NetCommunity/Page.aspx?pid=1>

### 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.