

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 February 2011 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

Objectives:

Students will demonstrate that they can:

1. analyze word similarities and differences
2. 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. show evidence of listening and reading comprehension. This is demonstrated in their contributions to class discussions.
6. demonstrate accurate story imaging or visualization skills.
7. demonstrate an ability to sequence events in a story using the scene sketches that were produced.
8. identify rhyming words in a poem.
9. read with appropriate expression and movement as they acted out a part.

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

Materials:

copies of February issue of *Ladybug*
drawing paper /crayons
websites of interest

Session 1:

1. Ask the students to list what comes to mind when they think of the month of February. Black History Month and Valentine's Day may come to mind. Add to the list with the fact that February is International Friendship Month, Cherry Month, Children's Dental Health Month, American History Month, Responsible Pet Owners' Month, Snack Food Month, Bird Feeding Month, Embroidery Month, Grapefruit Month and American Heart Month. Perhaps, have the students draw a poster of one of the month long observances to hang in the hall. Have students find 3-5 facts about their "holiday" to place on their poster.
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. 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 ever gone camping or whether they have ever had a "pretend" camping trip. What might be some sounds they might hear in the woods while on a camping trip? What might be some sounds they might hear in the "pretend" woods (in their home) while on a camping trip? What might be some things they might see on a camping trip in the woods? What might be some things they might see in the room of a "pretend" camping trip? What would be some things you'd take with you on a camping trip? Etc.
4. Have the students turn to page 3 and describe some of the things they see in the illustration. Have students grow a sentence. For example, "I see Max sleeping." Someone else could add, "I see Max, wearing white pajamas with green cacti, sleeping." Another might still add to this sentence, "I see Max, wearing white pajamas with green cacti, sleeping under a red/purple blanket. Etc.
5. 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.
6. You will need a flashlight or Elmo type projector for this activity. Talk about shadow puppets and have students volunteer to come up and made a shadow puppet, as Kate did in the reading.

Session 2:

1. Have students turn to "The Quangle Wangle's Hat", by Edward Lear, on pages 8-15 and start by having students describe the illustration on page 9. Encourage students to use as much description as possible. Depending on the age of the student you might wish to discuss the term adjectives and how they help modify, describe nouns. This story has such colorful illustrations!

2. Start by reading the first paragraph of the reading so the students can hear the pattern of the poem. Encourage students to read the second paragraph aloud with you. Afterwards, encourage students to volunteer to read a paragraph of the story.
3. After reading, have partners find rhyming pairs and then have the students think of as many additional words that would also rhyme with these pairs of words. Regroup and have the students share their lists.
4. Have partners review the story and make up 3-5 comprehension questions to exchange with another group to answer. For example: What did the canaries want to do? (build a nest on the hat)Who else wished to build a home on the lovely hat? (frog, fowl, bumble-bee, snail, owl, duck, stork.) etc. Exchange the questions for another group to answer and then regroup and discuss the comprehension questions.
5. Have students brainstorm the different words that start with the letter Q. Discuss with the students that most words that start with **Q** are followed by the letter "u". Possible words: quiet, question, quill, queen, quarter, quiver, quail, guilt and quick. Have students make a tongue twister using the words that start with Q or a short 2-3 line poem with words that start with the letter Q.
6. Have the students turn to page 13. Ask the students to come up with a thought that the different creatures might be thinking about. Have the students select a creature to draw/color and write their thought on their drawing.

Session 3:

1. Have students locate the country of Mexico on a world map. Ask the students what information they may know about the country of Mexico. Explain that the poem, "Mariachi Rattlesnake" talks about a form of music that came from Mexico.
2. Have the students turn to "Mariachi Rattlesnake", on pages 18-19, by Kathy Duval. Have the students review the poem for vocabulary words that might need highlighting. Words might include: mariachi, guitarron (small-scaled acoustic bass), vihuela (5 string guitar), gala, sizzle, and cyclone.
3. Read the poem to the students. Then, have the students read the poem aloud with you. Have students find rhyming pairs and then brainstorm additional words that rhyme with those pairs of words.
4. Make a list of the different creatures in the poem, iguana, prairie dog, coyote, eagle, weasel, rattlesnake, and fox. Ask the students to list facts about the animals listed, encouraging students to share prior knowledge with the rest of the class.

Have the students do the following KWL sheet:

KWL Fact Sheet

What We Know about the iguana, prairie dog, coyote, eagle, weasel, rattlesnake or fox: (have partners select one of the creatures)

- 1.
- 2.
- 3.

What We Want to Know:

- 1.
- 2.
- 3.

What We Learned about one of the creatures:

- 1.
- 2.
- 3.

Have the students learn 3-5 facts about their creature to place on a drawing. Share the information with the rest of the class.

<http://www.enchantedlearning.com/subjects/reptiles/snakes/Rattlercoloring.shtml> (rattlesnake)

<http://www.enchantedlearning.com/subjects/reptiles/lizard/Iguanaprintout.shtml> (iguana)
<http://www.enchantedlearning.com/subjects/mammals/rodent/Prairiedogprintout.shtml> (prairie dog)
<http://www.enchantedlearning.com/subjects/birds/printouts/eagles.shtml> (eagle)
<http://www.enchantedlearning.com/subjects/mammals/dog/Coyoteprintout.shtml> (coyote)
<http://www.enchantedlearning.com/subjects/mammals/weasel/Weaselprintout.shtml> (weasel)
<http://www.enchantedlearning.com/subjects/mammals/fox/Foxprintout.shtml> (fox)

5. Learn some information on a Mariachi band. This link may be of help:

<http://www.mexconnect.com/articles/1875-what-is-the-mariachi>

Have the students listen to music of a Mariachi band at this link:

<http://www.youtube.com/watch?v=DjQ-fP9b-U8> children performing

6. Have students draw/color a picture of a Mariachi band . These links might be of help:

<http://www.apples4theteacher.com/coloring-pages/cinco-de-mayo/mariachi.html>- online coloring picture of a Mariachi band member.

<http://www.clipartof.com/details/clipart/26493.html> use the clip art and have students draw a picture of a mariachi

7. Learn more about the country of Mexico at this

link:<http://www.timeforkids.com/TFK/teachers/aw/wr/main/0,28132,591663,00.html>

Session 4:

1. Have the students turn to "The Desert Snow" by Terry Pierce on pages 22-27. 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 Grammy or Jamie speaking and say the sentence with the feeling expressed by the punctuation clues. Next, read the story aloud, stopping to discuss content.

2. According to Wylie and Durrell, there are 37 common word families in our English language. These include: ack, ain, ake, ale, all, ame, an, ank, ap, ash, at, ate, aw ay, eat, ell, est, ice, ick, ide, ight, ill, in, ine, ing, ink, ip, it, ock, oke, op, ore, ot, uck ,ug, ump, unk. In small groups, have the students try and list a few words that can be created from these word families. Have the students review pages 22-24 to find their words.

3. Discuss adjectives and how they help give more description to nouns. Have partners review the story to find examples and how they help nouns. Have the students make their own lists or have them locate in the reading the adjectives that go with the following nouns:

ADJECTIVES

NOUN

Answers below:

(brown prickly)

PLACE

(marshmallow)

CREAM

(soft)

CRUNCH

(gravel)

DRIVEWAY

(long)

TIME

(spiny)

BRANCHES

(crooked)

FINGERS

(gloved)

FINGER

(silent)

MARCH

(two)	SETS
(snowy)	GROUND
(fairy)	FOOTPRINTS
(miniature)	PRINTS

4. Have students make a 5 comprehension questions to exchange with another group of students to answer. Regroup and review the questions.
5. Have students identify footprints in the snow/mud with this link: <http://bear-tracker.com/> Have students draw a footprint of different creatures on an index card. Make 5- 7. Then write the names of the creatures on individual index cards. Have groups try and match the creature with their footprint.
6. Have students draw a footprint and write a paragraph pretending to be that creature. Things to include might be the following: Where are you going? What are you looking for? How are you feeling? etc.
7. More fun with learning about footprints. Ask the students to make inferences about the following:
 - A. Why might a track stop at a tree?(animal might climb)
 - B. What might you say about a creature that's tracks go over or under downed trees? (size of the creature)
 - C. What might cause a line in the snow?(creature with a long tail and is low to the ground).

More information at this link:

<http://www.outdoors.org/publications/outdoors/web/kids/animal-tracking-for-kids.cfm>

Session 5

1. With a partner or in small groups, have the students do the activities on pages 20-21 ("In Mamacita's Garden") and pages 30-31("Candy Secrets"). Students could also read the poem, "Sonoran Night" by Shirley Anne Ramaley, on pages 28-29.
2. Regroup and discuss the poem and the activity pages.
3. Have students draw a picture box(4 boxes) to retell the poem "Sonoran Night." Encourage students to share their picture box with the class.
4. Tell about Necco candies, famous for the Sweetheart conversation hearts.
This site is very helpful.<http://www.necco.com/SweetheartMiniSite/Default.asp?Section=history> Ask the students to think of new comments to put on a Necco Candy Heart. Draw a large Necco candy and place your favorite new comment on your candy.

Session 6:

1. Have the students turn 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. Assign the students a character such as Justin or Julie. Have the different students read their character in unison.
3. Ask the students to share any prior knowledge about real polar bears.
4. Using your imagination, what are some other things can you turn a white sheet into?
5. Make text-to-self connections with the story.

Review activity:

1. After reading the article, 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 Desert Snow, 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: branches.

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.
2. illustrations for 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.