

Teacher's Guide for Ladybug Magazine

April 2011

Teacher's Guide prepared by Gail Skrobback Hennessey

Gail Hennessey taught social studies at Harpursville Central School in New York State for 33 years. She writes often for children's publications and is the author of six books for teachers and students. In 1988, she was named Outstanding Elementary Social Studies Classroom Teacher of the Year from the New York State Council for the Social Studies and also named Outstanding Elementary Social Studies Teacher of the Year by the National Council for the Social Studies.

Check out her helpful Web site for teachers at www.gailhennessey.com

The following teacher's guide is designed to assist the classroom teacher in using the April 2011 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. 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, guided reading, vocabulary and word recognition, buddy reading, modeled writing, 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 through oral responses and artistic productions that they've:

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
5. shown evidence of listening and reading comprehension.

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
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 April issue of *Ladybug*

Writing paper

drawing paper

Websites of interest

Session 1:

1. Explain that in the reading, "Max and Katie", the children find new plants growing near the bird feeder. Ask the students if they ever watch birds. Brainstorm different types of birds in the area. What are they favorite types of birds, etc. Ask the students to share if they have ever planted a seed and watched it grow. Encourage students to share some of the things needed for a plant to grow healthy and strong.
2. Assign the students a partner and distribute a copy of *Ladybug* to share. Introduce the magazine issue by doing a *picture walk* through. Discuss the cover and 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.
3. Have students open to the story, "Max and Kate" by Mick Manning, on pages 3-7.
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 Kate, Max, Kate's mom 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 encourage the students to offer descriptive phrases to describe different things that they see in the illustrations. Encourage the students to *grow* a sentence. Have another student repeat and add another description to the first phrase. Then, have students put all the information together to create a larger sentence. Continue with other starter sentences and *grow* descriptive additions
6. After reading the story, give partners of student 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.
7. 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.
8. After about 10 minutes, have the class regroup and have the students share their words.
9. Bring in some sunflower seeds and have the students plant a seed. Learn about sunflowers at this link: <http://www.sunflowersa.com/all-about/?contentID=61>
10. Draw /color a picture of a sunflower and write a couple of sentences pretending to be a sunflower. What do you see during your day? What might come to visit you? How do you feel growing in the field? Etc.

Additional resources:

- <http://www.cyberspaceag.com/kansascrops/sunflowers/sunflowertrivia.htm> Fun facts about sunflowers
- <http://www.kidzone.ws/geography/usa/kansas/sunflower2.gif> Coloring sheet (The state flower of Kansas is the sunflower)

Session 2:

1. Have the students close their eyes and visualize a rainbow. What colors are found in a rainbow? Encourage the students to share any information on what makes a rainbow.
2. Have the students turn to "The Arch" by Megan McKinstry, on pages 8-9. Read the poem to the class and then have the students recite the poem again in unison.
3. Have the students identify the rhyming patterns and then brainstorm additional words that could be paired up with the rhyming words.
4. Identify all the nouns and verbs they can find in the poem.
5. Have partners search out the illustrations for arches. Then, have students review the illustrations sharing colorful descriptive words to describe what they see.
6. Continue by reviewing "Learn about Rainbows", on pages 10-13. If you could be a color of a rainbow, which color would you be? Why? How does this color make you feel? List 10 things that share this color.
7. Encourage students to share any information/ legends they might know about rainbows.
8. Make rainbow mobiles.
9. Learn about rainbow legends: <http://www.colours-of-the-rainbow.com/legends.html> and fun facts about rainbows: http://www.3dglases.net/facts_about_rainbows.htm

Session 3:

1. Perhaps, have the students make homemade play-doh. This link has an easy recipe: <http://www.instructables.com/id/How-to-Make-Playdough-Play-doh/>
Explain in the story, "Nicholas and Mr. Pig", by Karen Klozenbucher, on pages 24-30, Nicholas makes a Play-doh pig and tries to solve the mystery of why ants start to eat his pig.
2. With a partner, have the students open to "Nicholas and Mr. Pig", on pages 24-30. Have students take turns reading a section of the story, stopping after each page to discuss and to make connections.
3. After reading, pass out 5 index cards or strips of paper. Have the students identify 5 events that took place in the story and place each event on one of the index cards or strips of paper.
4. Discuss sequencing and have the students exchange their cards with another group to place the story in proper order.
5. Share with children the following facts:
 - There are 12,000 different kinds of ants in the world.
 - Ants don't have ears.
 - Ants' jaws move sideways so they can't chew food
 - Ants don't sleepLearn more about ants at these links:
<http://animals.nationalgeographic.com/animals/bugs/ant/>
<http://www.kidskonnct.com/subject-index/13-animals/402-ants.html>
<http://www.pestworldforkids.org/ants.html>
6. Have the students write a poem about ants including specific 3 facts in their poem.
7. Review the story for **pronouns** and have small groups of students try and find 10 examples and state for which the pronoun is replacing. For example: his(stands for Nicholas). Regroup and go over the lists of pronouns.
8. Steps to problem solving:
 - A. What is Nicholas' problem?
 - B Who was involved?
 - C. Where did the problem occur?
 - D When did the problem occur?
 - E. What steps were taken to solve the problem?
 - F. Who helped solve the problem?
9. Make a heading of **NOUNS** and **VERBS**. Have the students find as many nouns and action verbs in the poem. Regroup and review the lists.

Session 4:

1. With a partner, read the following poems:

"If", by Sarah Perry, on pages 16-17, "Can you Find Me?", by Megan McKinstry, on page 19, "Who Am I?" by Felice Holman, on page 31. Which poem did you like best and why? Write a paragraph explaining why you picked the poem as your favorite.

2. Have students try and write a "Who am I?" three-line poem where the other students have to answer the question. For example, they might select to write a poem about rainbows, ants, pigs, sunflowers, etc., topics from the readings in the issue.

3. Have students review "If", by Sarah Perry, on pages 16-17. Have the students select one of the "If" topics and write a sentence to follow the line such as "If music could be held...**its beat would tickle my hand.**"

Review activity:

Review syllables. Remind the students that syllables helps in learning to pronounce words and help in learning to spell words. Review the following activity to determine the syllables of a word. Place your hand under your chin. Each time your chin drops, is a syllable. For example: How many times does your chin drop in the word "butterflies"(3)

With a partner, review the reading, "Finger Paintin'" by Rhoda Gersten, on pages 14-15 for syllables:
TWO SYLLABLE WORDS THREE SYLLABLE WORDS MORE THAN THREE(HOW MANY?)

Regroup as a class and review their syllable chart.

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.
- 7.) ability to read with accuracy and increasing fluency.
- 8.) visualization skills for accuracy and creativity.
- 9.) sequencing of sketches to accurately represent the order of events in a story.
10. reading performance for appropriate expression and movement as they acted out a part.
11. demonstrated the ability to evaluate a piece of writing.