

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

The following teacher's guide is designed to assist the classroom teacher in using the September 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.readingquest.org/strat/>

<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.

Objectives:

Following instruction and teacher modeling, 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.
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.
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 September issue of *Ladybug*
drawing paper
world map
web sites of interest

Session 1:

1. Ask the students to think of things that come to mind when they think of the fall. What are activities that they may do in the fall? Draw/color a picture of things that represent the fall. Encourage students to share their drawing with the rest of the class.
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 decide to play in the pile of fall leaves.
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. "Oh! What a mess!" 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 3 and ask the students to list things they see. Encourage the students to *grow* sentences. For example, if someone says that, "Max is riding a bike." Someone else could add, "Max is riding a red tricycle." 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 leaves at this link:
<http://www.enchantedlearning.com/subjects/plants/leaf/>

Session 2:

1. Distribute the September issue of *Ladybug* and have the students open the magazine to "The First Apple", by Kami Kinard. Explain that the story is done as a rebus. Show an example such as the one at this link:
http://www.educationworld.com/a_lesson/worksheets/Highlights/pdfs/hghlights003b.pdf
2. With a partner, have the students read the story, making a list of all the words used as symbols in the rebus. Have the students determine if the words are nouns or verbs. Perhaps, describe adjectives as there are some words that are adjectives in the rebus.
3. Encourage students to review the illustrations and create descriptive sentences for things they see in the illustrations.

4. Ask the students what prior knowledge they might have about spiders and raccoons. Have the students use these links to learn 4 facts.

<http://www.enchantedlearning.com/subjects/mammals/raccoon/Racconprintout.shtml>

and

<http://www.enchantedlearning.com/subjects/arachnids/spider/Spiderprint.shtml>

Draw color a picture of a spider or a raccoon and write 4 facts learned.

Session 3:

1. Ask the students to share what they eat for breakfast. Explain that in the reading, "Breakfast Around the World", by Tori Telfer, on pages 16-19, they will be reading about how breakfast is eaten in different parts of the world.

2. Have students open to "Breakfast Around the World", on pages 16-10. Have the students take turns reading a section of the reading.

3. Do the following graphic organizer:

Country:

A. Spain

B. Ghana

C. Egypt

D. Vietnam

E. Norway

F. France

G. Costa Rica

What do they eat for Breakfast?

| | |
|--|-------|
| | _____ |
| | _____ |
| | _____ |
| | _____ |
| | _____ |
| | _____ |

4. Use a world map and have the students locate the countries in the reading. Ask the students if they have any prior knowledge about the different countries.

5. Write a short paragraph describing a typical breakfast morning. Encourage the students to share their writing with the rest of the class.

Session 4:

1. Ask the students if they like going to school. Encourage students to give a reason why they might like school or a reason they might not like school. Have students make a list of all the different things they do during a school day. Encourage students to make text-to-self connections. Explain that in the story, "Tibili, The Little Boy Who Didn't Want to Go to School", by Marie Leonard, on pages 22-30, they will be reading about a little boy that doesn't want to go to school.

2. Pass out issues of *Ladybug* magazine to partners of students. Have the students turn to "Tibili, The Little Boy Who Didn't Want to Go to School", on pages 22-30 and have the students do a picture walk through of the story.

3. Have students take turns reading a section of the reading, stopping to discuss for comprehension and to share comments.

4. 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 (ie: 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 or more syllables and list these words on the chalkboard or chart paper.

5. Have partners, do the following graphic organizer:

Animals that Tibili met in the story:

What did they say to him:

| | |
|-----------------|-------|
| A. _____ | _____ |
| B. _____ | _____ |
| C. _____ | _____ |
| D. _____ | _____ |

6. Discuss sequencing in reading and its importance in helping us remember information. What are some words that are clues for placing a story in order? Possible answers include: First, Next, afterwards, then, before, afterwards, etc. Give small groups seven strips of paper and have them write an event from the story on each of the strips. Then, exchange the strips with another group to place in proper order.
7. Have small groups of students make 5 comprehension questions to exchange with another group to answer. For example: What were the two things that Tibili liked to do? (laugh and braid his sister's hair).

Session 5:

1. Encourage the students to share an experience when they lost a tooth. Did they have a visit from the tooth fairy? Ask the students to share a fact they may know about teeth. For example: Children have 20 baby teeth and adults have 32 permanent teeth, including the wisdom teeth. Here are some additional fun facts about teeth:

<http://library.thinkquest.org/J0112820/facts.html>

2. Have students read "Mop and Family" by Alex de Wolf on pages 32-33 individually.
3. Have the students partner with another student and retell the story to one another.
4. Learn some fun facts about teeth at this link:
<http://www.timeforkids.com/TFK/media/teachers/pdfs/2003S/030131BPt.pdf>

This site also has lots of information about teeth:

<http://kidshealth.org/kid/htbw/teeth.html>

5. Have students draw a diagram of a tooth and write 4 facts learned about teeth on their drawing.
<http://www.enchantedlearning.com/subjects/anatomy/teeth/toothanatomy.shtml>

5. Write a "Day in the Life of a Tooth". What do you do all day? What do you hear, smell, taste, etc. Encourage students to share their story with the rest of the class.

Session 6:

1. With a partner, read "Worm", by Sara Perkins, on page 11, "The Yellow School Bus," on page 20-21, and Big, by Dorothy Aldis, on page 31. Ask the students to write a short paragraph explaining which poem they liked best and why.

Post Reading Activity:

Have students do the following Story Pyramid from "Tibili, The Little Boy Who Didn't Want to Go to School", on pages 22-30.

STORY PYRAMID:

MAIN CHARACTER

TWO DESCRIPTIVE WORDS ABOUT THIS PERSON

THREE WORDS TO DESCRIBE THE PLACE OR SETTING OF THE STORY

FOUR WORDS TO DESCRIBING WHAT HAPPENED IN THE STORY

Regroup as a class and review the story pyramid information

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 in poems.
7. ability to read with accuracy and increasing fluency.
8. visualization skills for accuracy and creativity.
9. demonstrated the ability to evaluate a piece of writing.