

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 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.

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.
- 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 October issue of *Ladybug*
drawing paper /crayons
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 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. Before reading, try and make text to self connections. Ask if their family gets a pumpkin at this time of year, etc. Do they carve their pumpkin, etc.
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, Kate or Charlie 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 3 and describe the different things they see in the illustration. Encourage the students to *grow* a sentence. For example, "There is a tractor." Another student could add the color of the tractor. "There is a blue tractor." Etc.
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 pretending to be a pumpkin. What is it like growing in a pumpkin patch? What do you hear? See? Feel? Encourage the students to share their writing with the rest of the class.
8. You may wish to do the Pumpkin Patch Webquest or review some of the many pumpkin resources at this link:

<http://www.gailhennessy.com/index.shtml?pumpkinfacts.html>

Session 2:

1. What comes to mind when you think of Halloween? Ask the students if they participate in this activity? If, so, what costumes have they 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> and <http://holidays.mrdonn.org/halloween.html>

2. Have the students open the October issue of *Ladybug* and turn to "Ghost Goes Boo" by Leslie Davidson, on pages 10-12.
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. Continue to review nouns and verbs and have students find examples in the poem. Think of **TWO** additional words to describe the nouns listed in the poem.

Session 3:

1. Pass out a copy of *Ladybug Magazine* and have partners open to "Josh's Monster", by Beverly J. Letchworth, on pages 16-19. Have students take turns reading a section of the reading, stopping after each page to review for comprehension and to make connections.
2. Have students do the following graphic organizer:

Describe the monster in Josh's room:

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

(Possible answers: pea-green, bumpy, ugly, lumpy, glowing silver in the dark)

What did Josh do to try and scare the monster?

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

(Possible answers: yell, space alien costume, placed an old sheet around himself, put on his mom's face cream/rollers etc.)

What did Josh learn about the monster?

- A.
- B.
- C.

(Possible answers: no toys where monster lived, monster was scared of Josh, liked Josh's teddy bear, etc.)

Regroup and discuss. Draw/color a picture of Josh's monster. Write a paragraph pretending to be the monster or Josh, using some of the information from the graphic organizers.

3. Have partners review pages 17-18 and find examples of action verbs. Regroup and share the list of words.
4. 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. Show the students a picture of a Monarch butterfly. This site has a colorful photograph as well as helpful information on Monarch butterflies:

http://www.kidzone.ws/animals/monarch_butterfly.htm.

There is also a coloring sheet at this link:

http://www.nationalgeographic.com/coloringbook/sketch_butterflies.html

2. Have the students open the issue of *Ladybug* to "Hurry and the Monarch" by Antoine O'Flatharta on pages. 22-28
3. Have students take turns reading a section of the story, stopping after each page to discuss comprehension, make predictions and comment. Review some of the vocabulary words including: fascinated, extraordinary, infuriatingly, and transformation. Encourage students to think of creative sentences for these vocabulary words.
4. Have small groups write 5 comprehension questions to exchange with another group to answer. Regroup and discuss the comprehension questions.
5. This link has information on monarch butterflies:
<http://kids.nationalgeographic.com/kids/animals/creaturefeature/monarch-butterflies/>
and a printout worksheet on the parts of a butterfly:
<http://www.enchantedlearning.com/subjects/insects/label/butterfly.shtml>

Session 5:

1. Review how cartoon stories work 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: butterfly(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 playing in leaves. You may also wish to have students find leaves in the area to bring to class to make a leaf rubbing. This link has lots of information and activities on the topic of leaves: <http://www.enchantedlearning.com/subjects/plants/leaf/>

Post Reading Activity:

Discuss with the students the importance of **pronouns**. Ask the student to review the story, "Josh's Monster" and find examples of pronouns. Have the students then find the noun for which the pronoun is replacing. Regroup and discuss their answers.

With a partner, have the students read the poems "Look Up", by Karen G. Jordan, on page 13, "Pumpkin Seeds" by Aria Smith, on pages 14-15, and "Don", by Lynn Murray, on pages 20-21. Write a short paragraph explaining which poem they liked best and why. Do "The Butterfly Garden" by Cassandra Reigel Whetstone, on pages 30-31.

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.