

# 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 2011 issue of *Ladybug Magazine*. Common Core Standards are addressed in the guide including a focus on reading informational text ,vocabulary development, phonics, decoding skills, listening skills and fluency.

Students are introduced to a variety of materials on different topics and genres to build their knowledge, experience and joy of reading. Questions are scaffolded and a variety of writing opportunities are suggested throughout the teaching guide. Oral speaking and listening standards are also addressed in the guide as well as offering cross curricular activities to help you utilize the magazine in your classroom.

Lessons can be used in small group, partners, individuals or whole class instruction formats and the sessions are a suggestion and the sequencing of the material can depend upon your individual preferences and students.

## **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:**

1. analyzed word similarities and differences
2. read with accuracy and increased fluency during partner reading and independent reading activities.
3. increased their listening and speaking vocabulary as well as conversational skills.
4. shown evidence of listening and reading comprehension.
5. demonstrated accurate story imaging or visualization skills.
6. demonstrated an ability to sequence events in a story.
7. identified rhyming words in a poem.
8. read with appropriate expression and movement as they acted out a part.
10. demonstrated the ability to write on task.

## **Materials:**

copies of the November/December issue of *Ladybug*  
crayons

drawing paper  
websites of interest

### Session 1:

1. The longest night of the year is on December 21 in the northern hemisphere. Called the Winter Solstice, each day after this date gets a bit longer with more and more sunlight. Without the earth tilting on its axis, there would be no seasons. The sun would be directly overhead at the equator all the time. Ask the students which season they like the best and encourage them to write a short poem or paragraph on their favorite season. Discuss the terms: hemisphere, axis, tilt, and Winter Solstice. Show on a world map, the Arctic Circle. Explain that for those living nearest the Arctic Circle, they have lots and lots of sun in the summer months (Land of the Midnight Sun) but in the winter, there is very little sunlight and it is dark much of the daytime hours, too. Ask the students how they would feel if it was dark at around noon or if the sun stayed out until the wee hours of the morning? Encourage the students to share their thoughts on which would be best and why. Brainstorm what might be problems/benefits of lots of sun or too little sunlight?
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 3-74. 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.
4. Explain to the students that when you read, you should try and make *connections* which will help you to remember what you read. Encourage the students to make connections with the reading. For example: Have they ever gone to a bon-fire? Have they ever seen a chipmunk? What kind of activities have they done with their family? Etc.
5. Have the students turn to page 5 and describe the different things they see in the illustration. Encourage the students to *grow* a sentence.
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.
8. Have the students learn about chipmunks using the following links:  
<http://animals.nationalgeographic.com/animals/mammals/chipmunk.html>  
[http://www.canadiangeographic.ca/kids/animal-facts/eastern\\_chipmunk.asp](http://www.canadiangeographic.ca/kids/animal-facts/eastern_chipmunk.asp)  
<http://www.enchantedlearning.com/subjects/mammals/rodent/Chipmunkprintout.shtml> printout of a chipmunk  
Draw a picture of a chipmunk and write a paragraph or a poem including 3 facts learned about chipmunks in the writing sample.
9. Different cultures of the world celebrate the Winter Solstice. Some people like to think about the increased sunlight, welcoming the sun with songs. Perhaps, have the students sing the song "Here Comes the Sun," or "You Are My Sunshine." Have students write a poem about the sun and /or make a sun mobile.

### Session 2:

1. Ask the students if they have ever gone somewhere overnight without their parents? Encourage students to share their experiences. Perhaps, they went away to camp, to visit a relative, etc. Explain that in the story, "Anna Goes on Vacation", by Andrea Vlahakis, on pages 9-12, they will read about a girl who goes to visit her grandmother.
2. Before reading, give out a piece of paper and have the students draw a large backpack. Ask the children to write/draw the different things they would pack for an overnight trip. Encourage the students to share their "packed" backpacks with the rest of the class.

3. Have the children open to "Anna Goes on Vacation" on pages 9-12, and have volunteers read a selection of the reading, stopping to discuss after each page and make connections. How might they feel going from home for the very first time? Etc.

5. After reading, have the students answer the following questions:

A. Which state did Anna visit? (Vermont). Encourage students to share any prior knowledge about the state of Vermont.

B. Who was Sam? (grandma's cat)

C. Describe Grandma's place. (black shutters, yellow barn, flower boxes with pink pansies)

D. What did Anna think of when she smelled the flowers in the flower boxes?

E. What did Anna pack?(slippers, toothbrush, picture of her dad, pajamas)

F. What special item did Anna pack in her backpack? (picture of her dad) If you were going on a trip, what is one "treasure" that you would pack?

G. How do you think her dad felt when Anna was away? How do you think her grandmother felt having Anna visit?

4. With a partner, have the students read information on the state of Vermont. These sites have information on Vermont:

<http://www.apples4theteacher.com/usa-states/vermont/facts/>

<http://www.enchantedlearning.com/usa/states/vermont/>

<http://www.factmonster.com/ipka/A0108281.html>

Find 7 interesting facts about the state to share with the rest of the class. Draw a picture of something that Vermont is known for and write your facts on the drawing. Have students share their drawing and facts with the rest of the class.

4. Write a paragraph pretending to go on a trip to the state of Vermont. Include 4 facts learned about Vermont in your writing. Write a poem about the state of Vermont using the different letters VERMONT.

5. Draw/color a picture of something Anna and her Grandmother did together during the sleep over.

6. Review the story and have the students do a graphic organizer answering the following questions: WHO, WHAT, WHEN, WHERE, WHY to demonstrate the key understanding of the reading.

### **Session 3:**

1. Ask the students if they have ever lost something? What was that item? Did they ever find it? Explain that in the story "Any Room for Me?" by Lock Koopmans, on pages 23-29, they will be reading about a man who loses a mitten.

2. Have students open to "Any Room for Me?", on pages 23-29, and have volunteers read a section of the reading, stopping to discuss the story and make connections.

3. After reading, answer the following questions:

A. What did the old man drop? (mitten)

B. Who tried to tell him?(dog)

C. Which creature found the mitten first?(mouse)

D. What other creatures called the mitten home?(hare, frog, fox, boar, bear)

E. Do you really think that the different creatures could live in a mitten? Which creatures do you think would not be able to live "peacefully" with the other creatures?

F. Where do you think the different creatures went after the man retrieved his mitten?

G. How might the man keep from losing his mitten in the future?

4. Discuss echoic words. 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. What might be some of the echoic words that could be used in this story? Have the students write a poem using 10 echoic words or 10 sentences with echoic words.

5. 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.

6. Have the students write a short paragraph(summary) of the story.

7. Discuss the importance of pronouns and have small groups go on a pronoun safari and search the reading for pronouns. Identify the pronouns as well as state for which noun the pronoun is a substitute. Regroup and review the pronoun lists with the class.

#### **Session 4:**

1. Have partners read the poem "Sheep Skipping" by Elizabeth Creith, on pages 18-21.

2. Have the students find the rhyming patterns and brainstorm the different words that would also fit the rhyming words.

3. Write a story pretending to be a sheep. What is your day like? How do you feel on sheep shearing day? Have students volunteer to share their writing with the rest of the class.

4. Have students review pages 18-19. Close the magazine after a couple of minutes and have the students list as many of the steps as they can remember in the wool process from sheep to yarn. This link has a slide show on the sheep shearing process that might be of interest:

<http://www.examiner.com/gifted-education-in-long-island/sheep-shearing-is-a-team-effort-picture#slide=34565166>

5. Have students do the following slotting questions:

A. Put the wool in the \_\_\_\_\_dying pits

B. Tease it, \_\_\_\_\_card it, spin and ply!

C. Fold it,\_\_\_\_\_it, tie it, \_\_\_\_\_it!

D. Knit across and\_\_\_\_\_ it back, not too tight and not too \_\_\_\_\_!

E. See how quickly mother\_\_\_\_\_ scarves and sweaters, hats and mitts!

F. \_\_\_\_\_ and rinse and spread to dry.

After finishing the slotting questions, discuss sequencing and have the students place the statements into proper order.

6. Review page 20-21 and have the students write 5 creative sentences for the different things they observe in the illustration. Remind the students to use descriptive sentences. Share their sentences with the rest of the class.

### **Session 5:**

1. Have small groups of students read the following poems: "Keep a Poem in your Pocket" by Beatrice Schenk de Regniers, on p.14; "Woolly Mittens" by Rebecca Langston-George, on page 29, and "Night" by Sara Teasdale, on page 34.

2. Encourage the students to reflect on which poem they enjoyed reading the best and to give a reason for their selection. Have the students write a short paragraph or poem to further share their thoughts on the topic of the favorite poem.

### **Overall Assessment:**

The teacher will assess the students'

1. Ability to work together with a partner or in groups.
2. Oral responses to discussion and retelling for listening and comprehension competency.
3. Contributions to activities done with this month's magazine.
4. Ability to clearly express their ideas orally and in writing
5. Ability to read and understand vocabulary
6. Ability to write their own sentences , poems, etc.
7. Ability to make connections
8. Increased fluency as demonstrated in their independent oral reading, buddy reading, etc.