

# 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 2012 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.
9. demonstrated the ability to write on task.

## **Materials:**

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

## Session 1:

1. Ask the students to think of things that come to mind when they think of the month of February. Probably, Valentine's Day will come to mind. Perhaps, pass out Necco Candy Hearts. Ask the students to think of new comments that could be placed on the candy hearts. Go to this site to learn more about the history of Necco Candy Hearts: <http://www.necco.com/SweetheartMiniSite/Default.asp?Section=history> Draw a large Necco candy and place their favorite new comment on their "candy". Ask the students to share thoughts about Valentine's Day. This site has lots of background information on Valentine's Day: <http://holidays.kaboose.com/valentines-day/history/val-history.html>. Other holidays in February include: Groundhogs Day and Presidents Day. These sites might give be helpful: <http://holidays.pppst.com/groundhogday.html> <http://www.enchantedlearning.com/crafts/presidentsday/>
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. Ask the students if they see any themes? For example, a number of the readings have something to do with fish.
3. Have the students turn to "Max and Kate" by Mick Manning on pages 3-7. 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, or Mo speaking and say the sentence with the feeling expressed by the punctuation clues. 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. Making *text to self connections* may include asking the students if they have made paper fish or gone fishing. Perhaps, give students magnets to investigate different things that can be picked up with the magnets.
5. Have the students turn to page 4 and encourage students to grow a sentence. For example: *I see Kate.* Ask a student to grow the sentence. For example: *Or, I see Kate, who is wearing a pink top, painting the box. Or, I see Kate, who is wearing a pink top, painting the inside of the box gold and blue.* Encourage students to be descriptive.
6. Discuss nouns and verbs with the students. In small groups, have the students review the reading and find examples of **NOUNS and ACTION VERBS**. Regroup and have the students share their lists with the class.
7. Have the students write a short summary of the story and encourage students to read their summary to the rest of the class.

## Session 2:

1. Ask the students if they have any prior knowledge about goats. This site might have information to share with the students about goats: <http://animals.nationalgeographic.com/animals/mammals/mountain-goat/> Explain that they will be reading a story about a goat that gets lost from its relatives.
2. Have students turn to "The Lonely Goat" by Phillis Gershator, on pages 10-13.
3. Have students take turns reading a passage of the story, stopping after each page to discuss, check for comprehension and perhaps, make connections.
4. After reading, have the students answer the following questions:
  - A. What were some of the creatures the lonely goat saw as he trotted down the hill? (Answer: seagulls, pelicans, crabs, iguana, mongoose, two green parrots)
  - B. What did the goat find that he thought he could nibble? (Answer: bright red flowers)
  - C. Who frightened the lonely goat? (Answer: people)
  - D. Where did he find his family? (Answer: In the green grassy valley)
  - E. Thought questions: Have you ever gotten lost? How did you feel? How did you find your family?
4. Regroup and review the questions.
5. Have students turn to page 12 and describe the illustration.

6. Depending on the age of the student, you might have the students do mini-research on the different creatures mentioned in the story (crabs, iguana, mongoose, parrots, pelicans, seagulls). Draw /color a picture of their creature and write 4 facts learned about the creature to share with the rest of the class.
7. Pretend you are the lonely goat. Write a paragraph describing how you felt when you were lost, what you saw and what you heard as you searched for your family.

### **Session 3:**

1. Ask the students if they can define what a poem is. Have students open the issue of Ladybug to "Look!" by Grace Nichols, on page 8, and "Love Song" by Holly Davis, on pages 18-19. Encourage volunteers to read the poems. Which of the two poems did the students like best and why? Can they find the rhyming patterns? Ask small groups to brainstorm as many words as they can think of that also rhyme with the rhyming words.

2. Have the students turn to "This is a Poem that Heals Fish", by Jean-Pierre Simeon, on pages 23-31. Have students take turns reading the story. Afterwards, have small groups answer the following comprehension questions.

A. What kind of musical instrument does Arthur's mom play? (tuba)

B. What food is in the kitchen cabinet? (noodles)

C. What does Arthur do with the saggy rag? (sniffles it). Describe the saggy rag. (damp and cold)

D. What does Arthur find under his parent's bed? (dust balls)

E. How does Lolo, who runs the bicycle shop, describe a poem? (when you are in love and have the sky in your mouth)

F. Which food does Mrs. Round describe a poem? (like fresh bread)

G. Who describes a poem as when you "hear the heartbeat of a stone"? (Mahmound). What does this person do for a living? (gardener)

H. How does grandmother think a sweater feels when you put it on inside out? (new again)

Regroup and discuss the reading. Ask the students if they know anything about goldfish? Learn about goldfish at these links: <http://www.ducksters.com/animals/goldfish.php> and <http://www.buzzle.com/articles/goldfish-care-for-kids.html>

Things to share:

- Did you know that goldfish never close their eyes?
- Did you know that goldfish do not have a stomach?
- Did you know the average lifespan of goldfish is about 10 years?

•Goldfish have been pets for over 1000 years, dating back to ancient China.(ask students to locate the country on a map and ask if they have any prior information on China)

4.Draw /color a picture of a goldfish and write 4 facts learned about goldfish on the drawing.

5.Write a poem about the life of a goldfish living in a bowl.

6. Make a fish mobile to hang in the room.

#### **Session 4:**

1. In small groups have the children read the following poems. "Goldfish", by Cathy Cronin, on pages 20-21, "Fish", by Lois E. Putnam on page 22, and "Do Cartwheels" by Emanuel di Pasquale, on page 34.

2. Find the rhyming patterns for each poem. Make a list of additional words that fit the word patterns.

3. Encourage the students to discuss the different poems and to select the one they liked the best and write down a reason for selecting their favorite poem.

4. Write a poem about another creature such as a dog, parrot, mongoose, goat, or other creature mentioned in this month's issue. Encourage students to share their poem with the rest of the class.

#### **Session 5:**

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 one of the characters (Justin or Julie).

3. Make text-to-self connections. Ask the students if they give out Valentine cards. Ask if they have given cards to their parents or neighbors. What are some actions they do to be nice to their parents?

4. What are three things that make a good friend? What are three positive things about themselves that they feel make them a good friend? Etc. Draw/color a self-portrait. Write three positive things about themselves that they feel make them a good friend. Give a specific example of each character trait.

#### **Review activity:**

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 word that can be created from each of these word families. Have the students share their created word lists.

#### **Overall Assessment:**

The teacher will assess children's:

1. ability to work together with a partner or in groups.
2. illustrations

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/
8. visualization skills for accuracy and creativity.
9. demonstrated the ability to evaluate a piece of writing.