

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 March 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 March issue of *Ladybug*
crayons
drawing paper
web sites of interest

Session 1:

1. Ask the students to close their eyes and visualize what they see when they think of the month of March. Possible answers might include, shamrocks, kites, leprechauns, tulips blooming, robins, etc. Ask the students what are some of the activities they like to do in the spring? Encourage the students to share their thoughts with the rest of the class. You might wish to share with students a bit of history about kites, a popular spring activity: <http://www.kitesoar.com/history.html> Have students make kites to hang in the room and place one fact learned about kites on to place on their string.
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 the first story they will be reading is about Max and Katie going to a car wash. Ask the students to make connections. Have they ever helped wash a car or go to a car wash? Have the students make descriptive comments about what they might see, hear and feel inside a car wash. Have the students write a couple of sentence pretending to be in a car while the car is being washed at a car wash. Encourage students to share their writings with the rest of the class.
5. Have students open to the story, "Max and Kate" by Mick Manning, pages 3-7. Review the illustrations on page 3 and ask the students to list things they see.
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. After about 10 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. Have students find all the sounds that start with **W**. Have the students write a poem using the words(i.e.: what, whale, wet, whirling, want, wash, windows, and we)

Session 2:

1. With a partner, distribute the issue of *Ladybug* and have the students open the magazine to "A Rainy Day Rhyme Ity", by Lorna Volk, on pages 9-11. Ask the students to describe a time when they were feeling under the weather." What did their parents do to help them feel better? Explain that in the story, Loose the Goose has come down with the flu and is feeling poorly until Fix the Fox comes to her home. Encourage students to volunteer to read a section of the poem.
2. Ask the students if they liked the poem and to give reasons why or why not.
3. Discuss nouns and verbs again and ask the students to identify the words that are nouns and verbs.

Session 3:

1. Ask the children if they could own a store, what type of store would it be? For example, would they like having a clothing store, craft store, tool store, tire store, etc. Explain that in the poem, "General Store" by Rachel Field, on pages 13-16, a young girl shares what her favorite story would have.
2. Have students describe things they see in the illustrations. Encourage descriptive sentences.
3. In small groups, have the children find the rhyming pairs and made additional lists of words that match these rhyming words.

4. Have them write a poem or paragraph describing their very own type of store and things that would be found inside of it. Encourage students to share their paragraph or poem with the rest of the class.

Session 4:

1. Ask the students if they know what causes a sneeze? Have the students open to "Sneezes", by John Sandford, on pages 16-19, and explain they will be learning about sneezing. Have students volunteer to read a section of the reading, stopping for students to share information and make connections with the topic.

2. Ask the students what they thought of a black and white illustrated story. Would it have mattered if it had colorful illustrations?

3. Have partners answer the following comprehension questions:

A. According to the reading, list things that can cause a sneeze? _____ (dusty book, cat hair, pepper)

B. What causes the sneeze? _____ (tickle in your nose or throat from the irritant).

C. What is the term for things we do without having to think about them? _____ (reflexes) Can you think of other reflexes? _____ (blinking, hiccup, shiver, etc.)

D. What parts of the body help to get rid of the tickle and help cause a sneeze? _____ (lungs, stomach, chest).

E. At what speed do these organs push out the irritant? _____ (100 mph)

4. Discuss proper etiquette for sneezing (cover your mouth, wash hands, say "bless you," etc.)

5. Some fun sneeze facts to share with the students:

- Did you know- you always close your eyes when you sneeze?
- When you sneeze your heart stops for a millisecond
- One of the earliest movies that Thomas Edison created was that of filming a sneeze in action.

Sternutation is the medical term for sneezing

Learn more facts about sneezing at this link: <http://kidshealth.org/kid/talk/qa/sneeze.html>

5. Draw a picture of someone sneezing and write three facts learned.

Session 5:

1. Have the students open to "Something Strange in Grandpa's Woods" by Jane Dauster on pages 22-29. Make connections by asking the children have any memories they'd like to share about something they did while visiting a grandparent or relative.

2. Look at the illustration on page 22. Ask the children to identify two things the artists did to make you think it is wintertime?(wearing a heavy coat/no leaves on the trees, smoke in the chimney, etc.)

3. Have students take turns reading a section of the reading, stopping after each page to discuss for comprehension, to make comments and to make connections to the story.

4. Explain that the author makes comparisons. For example, ask the students how they might describe a cloud to someone?(use the word "like" in the description) With a partner, have the students review the reading to find examples of comparisons which the author uses. Give the student a hint that comparisons often use the word "like". This link has a list of similes and explains the difference between a simile and metaphor:<http://www.buzzle.com/articles/examples-of-similes.html>

A. Sitting, holding on to her knees, how did Alex describe what she was like? _____(like a tree stump in the forest).

B. How do the trees look against the sky? _____(like skeletons)

C. What do the wood frogs eggs look like in the puddle? _____(like jelly bubbles)

Have the students also answer a few comprehension questions:

A. What is the name for a baby tadpole that has front legs? _____(froglet)

B. What safety instructions does grandpa give his granddaughter as she explores the property? _____(stay near the trail, don't go past the big rock, Grandpa must always be able to see her from the yard)

C. What is the first sign of spring? _____(the wood frogs croaking)

D. Name Grandpa's dog. _____ (Bandit)

E. Where do wood frogs lay their eggs? _____(muddy areas by the pond).

5. Discuss what a summary is. Ask the students to make a summary of their favorite story, movie or television show. Write a summary of the story explaining what the story is about. Encourage students to share their summary with the class.

6. 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 in the story that have TWO syllables. Next, have students find words that have THREE or more syllables. Regroup and discuss the answers.

7. More information on wood frogs:

http://www.biokids.umich.edu/critters/Rana_sylvatica/ and <http://www.kidzone.ws/lw/frogs/facts-woodfrog.htm>

Have small groups read one of the sites for information and draw/color a wood frog in the woods and write 4 facts learned on their drawing. Encourage students to share their drawing and information with the rest of the class. This site has wonderful photographs and information on wood frogs:

<http://www.northrup.org/photos/wood-frog/>

Session 6:

1. Before reading the story "Mop and Family" by Martine Schapp, on pages 32-33, ask the students to if they have a pet and whether or not they have ever gone to a veterinarian's office with their pet. Have students share descriptions about things they might hear, smell and see at a veterinarian's office. Have the students use some of the descriptions shared to draw/color a picture of a veterinarian's office.
2. With a partner, have the students read the story on pages 32-33.
3. Pretend to be a guinea pig, dog, cat or other creature and have the students write a short paragraph telling about a visit to the veterinarian's office. Use the senses described in the earlier activity to include in your writing. Encourage students to share their writing with the rest of the class.

Post Reading Activity:

Have small groups of students read the poems, "Spring Wind" by Lucy Ford on pages 34, and "Red-Eyed Bath Frog" by Susan Weiss, on pages 30-31. Have students find the rhyming patterns and brainstorm a list of additional words that would also rhyme with these words. Ask the students which of the two poems they liked the best and to give a reason for their selection. Continue reviewing nouns and verbs and have the students make a list by reviewing the two poems. Regroup and discuss.

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.