

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 May/June 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 May/June issue of *Ladybug*
crayons
drawing paper
websites of interest

Session 1: Session 1:

1. Pass out drawing paper to the students and ask them to draw a picture of where they might like to go on a family vacation. Encourage students to share their drawings.
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. Explain that Max and Kate have gone on vacation with Aunty Sue. From the illustrations, ask the students to suggest where might they have gone on vacation?
3. Have the students turn to "Max and Kate " by Mick Manning on pages 3-4. 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 or Kate 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 6 and describe the different things they see in the illustration. Encourage the students to give specific/detailed sentences of things they see.
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.

Session 2:

1. Ask the students to share some of their favorite foods. Explain that in the story, "Mrs. Gladioli's Ravioli" by Jane Cline Rubicini, on pages 12-16, they will be reading about a woman who cares for Patty and Alex after school and is getting dinner ready.
2. Open the May/June issue of *Ladybug* to the story "Mrs. Gladioli's Ravioli" on pages 12-16, and have students take turns reading a section of the reading, stopping after each page to discuss for comprehension and to make connections to the story and their lives.
3. After reading have partners of students answer the following graphic organizer: Fill in the Blanks.
 - A. A pot of sauce _____ on the old stove. (sizzled)
 - B. Patty _____ up the _____ steps. (dashed/wobbly)
 - C. Patty _____ a _____ braid with her fingers (twirled/frizzy)
 - D. _____ squares of dough _____ in _____ bubbling water.(floppy, bobbed, bubbling)
 - E. Alex _____ into the kitchen and dropped a _____ baseball. (burst/tattered)
 - F. His stool tipped as he _____ back and forth. (wiggled)
 - G. She _____ ravioli into the two bowls.(scooped/steamy)
 - H. Alex sprinkled _____ of cheese on his ravioli. (heaps)
 - I. She jumped up and _____ another bowl on the table. (plunked)
 - J. Heels _____ on the porch. (clicked) Patty and Alex raced to the _____ door. (screen)

After filling in the blanks, regroup and discuss if the words are nouns, verbs or adjectives. The story has lots of other vivid verbs and adjectives. Review the reading for more descriptive action verbs and adjectives.

4. Have children turn to pages 14 and write three things that they see in the illustration. Encourage students to share their list with the rest of the class.
5. Discuss sequencing in reading and its importance in helping us remember information. Review words which help when writing a paragraph using sequencing, words such as First, Then, Afterwards, Before, Later, Next, etc. Place the following sequencing activity on the story Cinderella on the overhead. www.teachingideas.co.uk/english/files/cinderellasequencing.doc Have groups place the story in proper sequence and then regroup as a class and discuss the sequencing activity.
6. Have partners or individual students do the following sequencing activity:
 - A. Mom's heels clicked on the porch.
 - B. Patty's bike screeched to a stop.
 - C. Sauce sizzled on Mrs. Gladioli's old stove.
 - D. Mrs. Gladioli grated a block of cheese.
 - E. Mrs. Gladioli scooped steamy ravioli into the two bowls.

F. Alex dropped his tattered baseball glove onto the table.

G. Patty and Alex set the table with bowls and forks.

(Answers: B, C, F, D, G, E, A)

7. Ask the students to write a summary of the story and encourage students to share their summary with the rest of the class.

Session 3:

1. Ask the students if they or their family have ever planted something from seed. Encourage the students to share what was grown. Ask the students if they have seen a garden snake. Encourage students to share prior knowledge they might have about snakes.

2. Explain in the story "Daddy's Garden" by Kimberly Long Cockroft, on pages 22-27, they will read about a man who has a garden and how Sammy, the snake, is a welcomed and helpful visitor.

3. Have students open to "Daddy's Garden" on pages 22-27. Have the students take turns reading the story, stopping after each page to review for comprehension and to make connections to the story.

4. After reading, have groups of students do the following graphic organizer.

Reading Comprehension:

A. Two descriptions on how the snake feels to touch: _____ and _____ (cool and dry)

B. The snake wrapping it's tail around Daddy's fingers is compared to this: _____ (handshake)

C. Where does the garden snake live all summer? _____ (compost heap)

D. What warning does Mommy give about touching the snake? _____ (leave them alone unless Daddy is there)

E. How are the parents different when it comes to animals? _____ (Mom doesn't like animals, Dad does)

F. What are three different creatures Daddy picks up? _____ (big spider, crickets, lizard, etc.)

G. How does Sammy help the garden? _____ (eats pest that chew the stems of tomato plants)

H. How did Sammy almost get killed? _____ (almost run over by truck driven by painter) How is it saved? _____ (boy calls out to driver)

Regroup and discuss the comprehension questions.

5. Draw a snake outline and have students brainstorm 20 words that start with the sound of S and write them inside their snake outline. Using 10 of the words, write a poem or tongue twister using the words.

6. Learn about garden snakes and write a paragraph pretending to be a garden snake. Tell about your day and include 4 facts learned about garden snakes. This link has lots of facts about garden snakes:

<http://www.buzzle.com/articles/garden-snake-facts.html>

Session 4:

1. Review how cartoon stories work and have partners open to "Mop and Family" by Martine Schaap 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. Encourage the students to make connections to the story. Have they ever played marbles? Do they have a pet that sometimes gets in the way? Have they ever lost something they would miss? Etc.

4. Have children learn some fun facts about marbles and popular marble games at this link:

<http://library.thinkquest.org/J0110166/marbles.htm> Have small groups of children share with the class one of the topics of the information such as the following: how to play Old Bowler or Ringer, some of the general terms for marbles, or some of the cool facts about marbles.

Session 5:

1. Have small groups of students read the following poems together.
 - "Summer Treasures", by Fran Griswold on page 30-31.
 - "New Bicycle" by Yolanda Nave on pages 18-19.
 - "Under the Willow Tree" by Erica Strux on pages 20-21.
2. Ask the students which poem they enjoyed the most and to give a reason why.
3. Find the rhyming patterns for each poem and find 5-10 additional words that can be added to each of the rhyming pairs.
4. Ask the students if they have every tried to catch a firefly. Learn more about fireflies at this link:
<http://www.firefly.org/facts-about-fireflies.html>
5. Ask the children if they could spend a day as a worm, ant, squirrel, bird, firefly, butterfly or caterpillar, which would they be and why. Write a poem about being one of these creatures. Perhaps, have the children write a haiku. Explain the structure for the poem, 3 lines (5-7-5 syllables per line), review syllables and how it they hold their hand beneath their chin and say a word, the number of chip drops as you say the word, equal the number of syllables. Encourage the children to draw/color a picture of their creature and share their poem with the rest of the class.

Overall Assessment:

The teacher will assess children's:

1. ability to work together with a partner or in groups. Observations will be recorded as anecdotal notes.
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. Observations will be recorded as anecdotal notes.
6. ability to verbally identify rhyming words and other literary techniques in poetry.
7. ability to read with accuracy and increasing fluency as demonstrated during independent reading and choral reading.
8. visualization skills for accuracy and creativity. This is reflected in the sketches they draw.
9. demonstrated the ability to evaluate a piece of writing. This is expressed in their comments and reactions about selections.