

# 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 July/August 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:

1. Ask the students to share what they like to do during the summer months. Show the cover of the issue of *Ladybug* and ask the students to list different creatures they may have spotted while sitting outside or at a lake, etc.
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. Remind the students that punctuation at the end of a sentence helps the words come across with more feeling. Ask the students to list different types of punctuation that can be found at the end of a sentence. Encourage the students to write a creative sentence with the different punctuation and ask another student to read the sentence with proper feeling. Also point out that quotation marks are used to let the reader know that someone is speaking.
4. Explain to the students that when you read, you should try and make connections, which will help you remember what you read. Making *text to self connections* may include asking the students to share something they have recently done with a parent, older sibling or relative.
5. Have the students turn to page 6 and describe the different things they see in the illustration.
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. At the end of the story, Kate says that she'd like a peanut butter sandwich. Ask the students to share their favorite sandwich and explain the steps that go into making that sandwich.

### Session 2:

1. Give the students some drawing paper and have the children draw/color a picture of a picnic scene. Afterwards, encourage students to share their drawings. What are some of the common things in the different drawings? Perhaps a picnic basket, some ants, picnic table, etc.?
2. Assign a partner and pass out copies of the July issue of *Ladybug* and have the students turn to "Picnic Guests" by Cynthia Geeg, on pages 10-13.
3. Have students take turns reading a section of the reading stopped after each page to discuss for comprehension.
4. Review syllables. Have students place their hand under their chin. Say the word *excitement*. Have the students repeat the word. Explain that each time the chin drops is one syllable. Have partners search the reading for examples of words with two or more syllable. Regroup and review the responses.
5. Have small groups answer the following comprehension questions:

A. Give three descriptive phrases for Buddy: \_\_\_\_\_ (four legs, golden belly, wet nose, etc.)

B. Give three descriptive phrases for the parade of ants: \_\_\_\_\_  
\_\_\_\_\_ (some wore sunglasses, carried teeny forks and knives, itsy-bitsy Frisbees, croquet mallets/balls, etc.)

C. Why did Buddy join the parade of ants? \_\_\_\_\_ (He was invited)

D. What did Buddy tell the leader that the group had forgotten to bring? \_\_\_\_\_ (Food) Where were they going to get it? \_\_\_\_\_ (from Buddy)

E. How did the author describe how the ants fell as the first ant stopped marching? \_\_\_\_\_ (fell over like a row of dominoes)

F. What was Buddy's favorite toy? \_\_\_\_\_ (a ball)

6. Write a paragraph explaining something that happened next at the picnic.

### Session 3:

1. Show the students a world map and have the students locate the following areas: Croatia, India, and Italy. Show a map of the United States and have the students locate the state of Massachusetts. Ask the students to share any prior information they might have on these areas.

2. Have small groups read one of the areas mentioned in the reading "Water Parties Around the World" on pages 18-21. Have the students draw a picture of facts learned from the reading section. For example, looking at the illustration, students can see the flag of the area, name the festival, sketch the boat, etc. Regroup and have the students share their festival with the rest of the class.

3. Have students write three descriptive sentences for things they see in the different illustrations. For example, I see a girl wearing a red top holding a yellow balloon. Share the sentences with the rest of the class and then have the students write a short paragraph about one of the sentences. For example, what might the girl do with her balloon? What might the accordion player be singing? What might the little girl be saying about the fireworks, etc. Encourage the students to share their writing efforts with the rest of the class.

4. More practice with syllables. Have students find words that have three or more syllables, such as *beautiful*, *accordion*, *delicious*, and *orchestra*.

### Session 4:

1. As the students if they have ever gone to a beach and to share what they may have found along the beach. Explain to the students that in the reading "A Feather is a Letter from a Bird" by Susan Westley, on pages 23-29, they will be reading about a boy named Jimmy that finds feathers on the beach. Ask the students to list different birds they might see at a beach. Ask the students to share any information they might have about birds.

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

3. Continue focusing on **Nouns** and **Verbs** and have students identify 7 nouns and 7 action verbs in the reading on page 28-27.

4. Learn about the different birds in the reading. Assign each group a bird (sea gull, pelican, snowy egret, sandpiper skitter and roseate spoonbill) and have the students find 5-7 facts about their bird. Draw/color a picture of their bird and write the facts on their drawing. Encourage students to share the information with the rest of the class.

5. Have the small groups answer the following comprehension questions:

A. Which bird is a builder? \_\_\_\_\_ (gull)

B. Which bird loves to eat fish and had a beak that billowed like a large balloon? \_\_\_\_\_ (pelican)

C. Where did Jimmy say he was building a hole in the sand? \_\_\_\_\_ (China)

D. Which bird lives in swamps and marches? \_\_\_\_\_ (egret)

E. How does the Roseate Spoonbill get its pink colored feathers? \_\_\_\_\_ (shrimp it eats)

F. Which bird likes to run along the shoreline? \_\_\_\_\_ (sandpiper skitter)

Additional Information on different birds listed in the story:

<http://animals.nationalgeographic.com/animals/birds/great-egret/>

<http://animal.discovery.com/birds/pelican/>

<http://www.enchantedlearning.com/subjects/birds/printouts/Ringbilledgull.shtml>

[http://www.allaboutbirds.org/guide/Least\\_Sandpiper/id](http://www.allaboutbirds.org/guide/Least_Sandpiper/id)

6. Have the students write a story pretending to be one of the beach birds and tell about a day in their lives. What do they eat? What do they see as they fly over a beach? What do they hear? Etc.

### Session 5:

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. Encourage students to make *text-to-self connections*. Ask the students if they have ever gone for a boat ride? Ask if the students can name a famous waterfall, such as Niagara Falls. Ask students if they can share any prior knowledge they might have on the famous waterfall. Etc. Learn some facts about Niagara Falls at this link:<http://www.niagarafontier.com/faq.html>.
3. 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.
4. Pretend to be a character in the story (including the ticket booth person, guide, parent, twins) and write a paragraph about being at the waterfall.

### **Session 6:**

1. With a partner, read the poem "Slide" on pages 8-9, by Patricia McNamee Hansen, "Sampan", on pages 16-17, by Tao Lang Pee and "Silly Sea Creatures" by Raven Howell, on page 22. Find rhyming patterns and then brainstorm as many other words that word rhyme with the rhyming words.
2. Find examples of nouns and verbs in each of the poems.
3. Regroup and discuss the poems. Ask the students to share which of the three poems was their favorite and why.

### **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 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.