

Teacher's Guide for Ladybug Magazine

April 2006

The following teacher's guide is designed to support students as they listen, read and compose responses (drawing and emergent writing) to selections in the April 2006 issue of *Ladybug* magazine. Narrative selections are consistently differentiated from poems, songs, and informational pieces. This helps children begin to notice structural differences in genres.

Lessons are designed with multiple formats for instruction and learning. These include whole class, small group, partners, and individual tasks.

Particular readings are used as a starting point for discussion on "Living with Animals" — including pets and animals in their natural habitat. Articles are used as content for read-alouds, shared reading, buddy (partner) reading, supported guided reading, guided reading, and listening activities. Language Experience, modeled writing, drawing, and interactive writing are also incorporated into planned response formats (Tompkins & Collom, 2004).

Throughout the guide, skills in phonemic awareness, phonics, vocabulary (word meaning), word recognition, beginning reading, listening comprehension, and writing are refined as children build concept knowledge and language skills. Activities offer differentiated levels of responding to accommodate children's diverse needs, interests, and competencies. The readings may not follow the order of presentation in the issue; issue selections are sequenced in a way that matches the flow of the concept presentation.

Bear, D., M. Invernizzi, S. Templeton, and F. Johnston. 2000. *Words Their Way*. Upper Saddle River, NJ: Merrill, Prentice Hall.

Cecil, N. 2004. *Activities for a Comprehensive Approach to Literacy*. Scottsdale, AZ: Holcomb Hathaway, Publishers

Hoyt, L. 1999. *Revisit, Reflect, Retell*. NH: Heinemann.

Morrow, L. 2005. *Literacy Development in the Early Years*. New York, NY: Allyn & Bacon.

Norton, T. and M.L. Jackson-Land. 2004. *Literacy Strategies: Resources for Beginning Teachers 1-6*. NJ: Pearson, Merrill Prentice Hall.

Tompkins, G. and S. Collom. 2004. *Sharing the Pen*. Upper Saddle River, NJ: Pearson, Merrill Prentice Hall.

The Overall Plan

Title: Living with Animals

Time: approximately 20-25 minutes each session. *Independent Practice* is completed later in the day.

Objective:

Following instruction and teacher modeling, students will demonstrate through oral responses and artistic productions that they've:

1. analyzed word similarities and differences as reflected in their ability to *find and frame* words.
2. become increasingly aware of word structures and/or print conventions as reflected in their “*I noticed...*” statements.
3. appropriately participated in chorally reading activities.
4. read with accuracy and increased fluency during partner reading and independent reading activities.
5. increased their listening and speaking vocabulary as well as discourse skills.
6. shown evidence of listening and reading comprehension. This is demonstrated in their contributions to class discussions.
7. identified rhyming and action words in a poem.
8. identified problem-solution structures in a piece of writing and clearly described a personal problem-solution experience on a chart.
9. accurately represented the life cycle of sea turtles on a web.
10. sorted words effectively into categories and were able to explain their reasoning.
11. demonstrated the ability to evaluate a piece of writing. This is expressed in their comments and reactions about selections.

Bloom’s Taxonomy: Knowledge, Comprehension, Application, Analysis, and Synthesis

Materials:

copies of the April issue of *Ladybug*

chart paper

clock buddies sheet

word cards

sentence strips

Internet access or copies of sea turtles fact page and pictures

Problem/Solution Chart

Sea Turtle Life Cycle Web

Session 1

- 1.) Assign partners, using the clock buddy process. Partners share a copy of the issue.
- 2.) Introduce the April issue of *Ladybug*. Guide children in a *picture walk* through the issue, using language that children will experience in the stories. Invite children to share their comments, reactions, and predictions.
- 3.) Have students turn to “Mop and Family” by Alex de Wolf on page 32. Guide a picture walk through pages 32-34, inviting children’s comments and predictions. Ask, “Does anyone have a fish for a pet or know someone who does?” Have children share their experiences. Discuss how someone provides for these pets. What do they need to survive?
- 4.) Remind children how word balloons indicate the speaker by the direction of the arrow.
- 5.) The teacher reads the cartoon story. Ask, “Why did Dad use a liner for the pond? Is this fish home better than a fish bowl on a table? Why do you think so? Why

did Dad add plants to the pond?” Explain why plants were added to the pond and also added to indoor fish tanks.

- 6.) Ask. “Did Julie and Justin suspect that Muffin had something to do with the missing fish? How did you know? Why would they suspect Muffin?”

Session 2

- 1.) Say, “There are organizations that help people adopt animals. These are animals that don’t have homes. People call animals without homes — strays. One such organization that helps stray animals find homes is called “Save a Pet”. Sometimes pet stores have special events where you can meet strays. You can adopt one right there.”
- 2.) Tell students, “In today’s story Ruby starts taking care of a stray and tries to convince her Mom that they should adopt it. Both the stray and Ruby have a problem. We read the story to see how they solve it.”
- 3.) Have children open up to “Purr Baby” by Kooyers on pages 8-15. Invite them to share their comments, reactions, and predictions after they’ve viewed the illustrations.
- 4.) Introduce the following words with context that reveals their meanings. These are presented with a focus on expanding children’s listening (meaning) vocabulary. However, it is likely that some children will recognize particular ones as sight words after they’re taught and met in context.
hissed arched twitched scraggly
gobbled hammock shivered scratchy
wicker crouched
- 5.) The teacher reads the story aloud, stopping at appropriate points to discuss content, words, and phrases. Allow children to lead the discussion. Direct and guide the conversation when it gets off track.
- 6.) Have children think about the problems Purr Baby had as well as Ruby’s problems. Record their ideas on chart paper.

Purr Baby’s problems:	Solutions:
Ruby’s problems:	Solutions:

Have children discuss how Purr Baby’s and Ruby’s problems are resolved. Record these solutions on the chart paper.

- 7.) Ask, “Is Ruby a kind person? Why do you think so? Why is it important to take care of animals?” Emphasize how Ruby’s actions help us make a decision about whether she is kind or mean.
- 8.) Talk about how children might use the interesting words we’ve met in their own writing. This would help readers “hear” the action and visualize characters in their stories.

Session 3

- 1.) Have children turn to “Spring Haircut” by Susan Meyer on pages 20-21. Discuss the illustrations. Ask, “Has anyone ever seen a dog getting a haircut? You might have seen dog groomers working while visiting the pet store. Usually you can watch them through a window. Ask, ” Why do dog’s get groomed (haircut, comb, and brushing)? What other animals have their hair cut in spring (e.g. sheep)?”
- 2.) Explain how we use the sheep’s wool, but we don’t save our dog’s hair.
- 3.) Introduce the following vocabulary (and phrases) using procedures previously introduced.
gusts flutter gather snip petals
- 4.) Children read the story as *partner (buddy) reading*. They take turns reading with their partner. The teacher circulates to assist.
- 5.) Discuss the story and invite children’s comments and reactions. Ask, “Why did Mother dog gather up curls to keep? Why did Hannah’s falling curls seem like petals?”

Session 4

- 1.) Have children turn to “Cat Goes Fiddle-i-fee” on pages 16-18. Discuss the illustrations. Ask, “What other animals do you expect will be doing something in the song? What will they do” Discuss children’s ideas.
- 2.) Sing the song as the children track the lyrics. Sing the song again; have children repeat the lines after you. Then, sing the song together.
- 3.) Have a copy of the song lyrics on chart paper. Using the *I noticed* procedure. Say, “I noticed lines that repeat; they’re right here (point to repeating phrases). What did you notice?” Discuss how the song adds one new animal in each verse. It’s cumulative like “The Old Lady Who Swallowed a Fly”.
- 4.) Use the *find and frame* procedure. Ask, “Who can *find and frame* “yonder”? What does that mean?” Repeat with other words.
- 5.) Have children collaborate in adding more verses to the lyrics. These would relate to other means of transportation they identified (step #1 in lesson). Sing their verses together.
- 6.) Later in the day, children can illustrate the animals named in the lyrics and add them to the song chart.

Session 5

- 1.) Have children open to “The Duck in My Bathtub” by Dan Crawford on pages 22-24. Discuss the illustration, inviting children’s predictions about the situation.

- 2.) Have children read the article following a *guided reading* procedure. They read independently and silently. Discuss the content, children's questions, and reactions. Discuss the problem and solution in this story.
- 3.) Later in the day (or at home), children can identify a problem and solution in their own experiences. This will be illustrated and described on the Problem/Solution Sheet. Completed pages are bound into a class book.

Session 6

- 1.) Have children turn to "To Catch a Frog" by Beverly Plass on pages 25. Invite their comments and reactions after viewing the illustration. Ask children if they ever tried to catch a frog. Ask, "Why would catching a frog be hard?"
- 2.) Read the poem aloud as children track the print. Talk about how the sound words go with the action that's happening in the story.
 - the girl follows a frog who is going hippoty-hop
 - the frog is singing a song — ribbety-bop
 - the frog plunges (jumps) in the pond — plippoty-pop
 - the girl falls — flippoty flop
 - the girl is soaked — drippity-drop.
 The teacher reads the poem again.
- 3.) Have a copy of the poem on chart paper. The class reads the poem chorally. Reread the poem assigning different groups a sound word (listed above)
- 4.) Use the "I noticed" procedure. Say, "I noticed that the last part (of the sound words) rhymes; that's the "op" part — hop, bop, plop, flop, drop. What did you notice?" Can anyone come up to *find and frame* what s/he noticed?"
- 5.) Post the chart poem in the room. Encourage children to reread it during free time.

Session 7

- 1.) Have children turn to "Hatchling" by Lynne Barry on pages 26-27. Invite their comments and reactions after viewing the illustration. Explain what hatchlings are. Ask, "What are the children watching and following? What are they excited about?"
- 2.) Say, "Listen for interesting action words. These words describe the behavior of the hatchlings." Read the poem aloud as children track the print. Talk about the words that depict hatchling behaviors. These include:
 - tip-tap
 - crick-crack
 - wiggle, squiggle
 - squirm
 - scurry
 - plunge
- 3.) Have a copy of the poem on chart paper. The class reads the poem chorally. Reread the poem assigning different groups a stanza to read.
- 4.) Use the "I noticed" procedure. Say, "I noticed rhyming words — shell, well. What did you notice? Can anyone come up to *find and frame* what s/he noticed?"
- 5.) Post the poem chart in the room. Encourage children to reread it during free time.

Session 8

1.) Ask, “How would you describe the size of turtles?” Allow children to share their ideas and reason for size estimations. Explain that pond turtles we see are relatively small when compared to a large species of turtles. Go to a website with a fact sheet about sea turtles.

www.kidsplanet.org/factsheets/sea_turtle.html

Paraphrase important details on this page to make the information accessible. Go to Google Images; use the term “sea turtle” to find pictures. Print several and have these for children to view.

2.) Explain that in today’s article, we’ll learn more about these creatures.

3.) Have children open up to “Hawksbill’s Secret” by Victoria Miles on pages 28-31. Guide them through a *picture walk* of the pages. Invite their comments, reactions, and predictions. Have children relate the depiction of turtle hatching (30-31) to the poem “Hatchling”.

4.) Before children read teach these new words. Follow instructional procedures previously described.

clumsy	gracefully	thrashing	surface (as a verb)
scuttling	flicking		

5.) Students *partner read* the story, stopping to discuss the content. The teacher provides assistance as needed.

6.) Partners read pages 28-29. Draw attention to the turtle’s habitat and egg laying process. Ask, “Why do you think the sea turtle goes ashore at night? Why does she cover her secret?”

7.) Partners read pages 30-31. Say, “Compare the turtle’s movement on land and in the water? How is it different? Why is it different?” Ask, “How long do turtle eggs incubate? What keeps them warm? Why do you think the hatchlings wait for evening to scuttle to the water?”

8.) Have children complete a sea turtle life cycle chart, illustrating and labeling what they learned.

Session 9

- 1.) Have the children form four or five working groups. Give each group ten word cards to sort (Bear, Invernizzi, Templeton, & Johnston. 2000). Assign categories (closed sort). For examples, categories could be action words and describing words.

Action words	Describing words
scuttling	clumsy

Words come from the Word Wall. Other words that have been studied may be added (e.g. spelling words).

- 2.) Give each group a piece of chart paper. A student recorder forms columns on the paper and writes words. The teacher circulates to assist as needed.
- 3.) Have groups present their chart and tell why words fit in each category.

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.) ability to *find and frame* words and *notice* print conventions.
- 4.) transfer of new words to their speaking vocabulary.
- 5.) ability to clearly express ideas during discussions.
- 6.) attentiveness, ability to follow directions, listening comprehension, and reading comprehension. Observations will be recorded as anecdotal notes.
- 7.) ability to verbally identify rhyming words and other literary techniques in poetry.
- 8.) ability to read with accuracy and increasing fluency as demonstrated during independent reading and choral reading.
- 9.) understanding of the structural features in cartoons and a rebus story and their relationship to meaning. This will be demonstrated in children's comments.
- 10.) ability to identify problem-solution structures in stories and their own experience. This is reflected in children's contributions to discussion and completion of the personal Problem/Solution Worksheet.
- 11.) comprehension of information from an Internet site, including text (that has been paraphrased for them) and visuals. Understanding is reflected in children's contributions to the discussion.
- 12.) understanding of the sea turtle's life cycle. This is reflected in children's comments and completed life cycle webs.
- 13.) ability to manipulate words effectively in a word sort activity and explain their reasoning. Completed sort charts will be assessed for accuracy, reasoning for placement, and creativity.
- 14.) ability to evaluate a piece of writing. This is expressed in children's comments.