

Teacher's Guide for Ladybug Magazine January 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 January 2006 issue of *Ladybug* magazine. Narrative selections in the issue are referred to as stories and differentiated from poems and songs. This helps children begin to notice structural changes in genres.

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

Particular readings are used as a starting point for discussion on surprises — surprises people plan and surprises created by nature's beauty. Articles are used as content for read-alouds, shared reading, and listening activities. Language Experience, modeled writing, drawing, interactive writing, and independent writing are also incorporated into planned response formats, depending on children's developmental literacy level (Tompkins & Collom, 2004).

Throughout the guide, skills in phonemic awareness, phonics, vocabulary (word meaning), word recognition, listening, beginning reading, listening comprehension, and writing will be refined as children build concept knowledge and language skills. Activities will 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.

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

The Overall Plan

Title: Surprises

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 “buddy reading” activities.
5. increased their listening and speaking vocabulary as well as discourse skills.
6. shown evidence of listening and reading comprehension as demonstrated in their contributions to class discussions.
7. identified concepts central to the article as demonstrated by their fact statements.
8. demonstrated understanding of new vocabulary through their use of these words in discussion and word study activities.
9. identified rhyming words in a poem.
10. observed and accurately described phenomena in an experiment.
11. created illustrations that creatively portray the topic or text.
12. sorted words creatively and effectively into categories and were able to explain their reasoning.
13. 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 January issue of *Ladybug*
chart paper
crayons
clock buddies sheet
sentence strips
Story Circle Chart

Session 1

- 1.) Share a surprise you’ve had. I might explain that I once had a surprise birthday party. I thought I was going to dinner with my family, but when I got to the restaurant a lot of my friends were there and shouted out, “Happy Birthday!” Another time I took the chair lift up to the top of the mountain where I was skiing. The new snow was pretty at the lodge, but I was so surprised when I saw just how magical and beautiful the snow was at the top of the mountain.
- 2.) Ask children if they’ve ever been surprised. Have children share responses. Record their surprises.

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| <ol style="list-style-type: none">1. Dylan was surprised when there were worms on the driveway after the rain.2. Ella was surprised to meet a friend from home at a beach far away. |
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- 3.) Tell the children that we'll read about different kinds of surprises in this issue of *Ladybug*.
- 4.) Introduce the January issue of *Ladybug*. Assign students a partner and give each dyad a copy of *Ladybug* to share. Discuss the cover and illustrations. Direct children's attention as you guide a *picture walk* through the magazine. When picture-walking children notice illustrations; they share personal comments, reactions, and prediction related to what they see. However, it's not necessary to stop at every page. Tell students that tomorrow you'll read a story from the magazine. It will be about a preparing for and having a special get together with friends. The characters look forward to seeing nature's ever-surprising beauty; it's the last event with their company.
- 5.) Record particular words that come up in discussion during the picture walk on word cards. After the *picture walk* review these words. Place these words cards on the board or a bulletin board for reference as the articles in the issue are read. Additional words may be added. When the issue is completed these may be added to the Word Wall

Session 2

- 1.) Ask students if they've ever helped at home with preparations for a special occasion. Such an occasion might be when people were coming to visit or coming for a special get together. Allow children to share their experiences.
- 2.) As children share write down what they did to help get ready for the special event. The charted information might look like the following.

Getting Ready for A Special Event

- 1.) Billy helped by dusting some furniture.
- 2.) Jamie picked up her room.
- 3.) Ted put snacks in bowls.

- 3.) Explain that characters in the story they'll listen to today help to prepare for a wonderful get together with their friends. Introduce the names of the characters. Have these names written on word cards — Kimi, Kenji, Annie, Cara, the Maydays, and Robin. Explain that a storyteller is telling the story as if she's speaking to us; we'll hear the word "I" throughout the story when this character is referring to herself.
- 4.) Introduce the term "night-walk day". Ask children to predict what that a "night-walk day" might be. Record their predictions.
- 5.) Have children open to the article, "Night Walk" by Sukie Jackson. Skim through the story on pages 8-15, inviting children to share their reactions and questions. Remind them that they are to be word wizards as we read articles. If they hear words that we should investigate, they can ask about them. When we talk about what we've learned, we'll discuss their words as well.
- 6.) Have children get with their 5:00 buddy (the clock buddy procedure was introduced in a previous guide). Partners will listen to the read-aloud while looking over the illustrations. Then, they'll talk about the events with their buddy before sharing ideas whole group.

- 7.) The teacher reads pages 8-9. Discuss the content and invite comments and reaction. Discuss vocabulary that children bring up. Fill in the Story Circle Chart, beginning with the discussion of these pages. (Emphasize story elements of characters, setting, problem, sequence of events, and resolution as the chart is completed.) The teacher reads page 12 and follows the same procedure. Finally pages 13 and 15 are read aloud, the content is discussed, and the chart is completed. The class discusses their interpretation of “night-walk day” and the consensus definition is added to the chart.

Independent Practice:

Later in the day groups of children will draw a picture of a special occasion with their family or friends. They will add a caption or paragraph that describes the illustration.

Session 3

- 1.) In the morning, place a snowball in a bowl. Place the bowl near a window. (If snow isn't available, place an ice cube in the bowl.) Ask children to predict what will happen. Record their predictions.
- 2.) Return to the bowl. Have children observe what has happened. Record their observations. Ask them to predict what will happen to the water if we leave the bowl there. Record their predictions. Tell the children that we'll return to the bowl and make an observation tomorrow.
- 3.) Have children turn to “Catching Snowflakes” by Bonnie Wideman on page 35. Discuss the illustration. Ask if anyone has tried to catch snowflakes on his tongue. Ask, “What do they feel like? What do they taste like?” Read the poem as the children track the print. Reread it and have them *echo read* (repeat the line after you). Chorally read the poem.
- 4.) Have a copy of the poem on chart paper. Using the *I noticed* procedure. Say, “I noticed a compound word; it's *sometimes* and it's right here (point to the word). What did you notice?”
- 5.) Use the *find and frame* procedure. Ask, Who can *find and frame* “drifting”? Who can explain what *drifting* means?”
- 6.) Later in the day children can cut out snowflakes and add them to the chart with the poem.

Session 4

- 1.) Explain that sometimes nature surprises us. But when we understand how our world works, what happens is not such a surprise. We might even feel amazed at how things connect.
- 2.) Have children check the bowl that had a melted snowball or ice cube. Discuss their observations. Have them predict where the water went. Record their ideas.
- 3.) Tell them that today we'll find out where the snow goes when it melts.
- 4.) Have children open to “The Snowman's Gift” by Marcia Wuest on page 25. Guide them through a picture walk of pages 25-27. Invite their comments and predictions.

- 5.) Explain that it is their job to identify facts as they listen. As they discuss the information in the article, their facts will be recorded on sentence strips. We'll work with the sentences after the reading.
- 6.) The teacher reads a paragraph at a time. Each reading is followed by a brief discussion about the key idea(s) in that part. The teacher helps children paraphrase the idea before writing the fact on a sentence strip. Repeat the procedure paragraph by paragraph.

Examples of fact sentences for page 25.

1. The melted snow from a snowman gives us a gift that lasts all year.
 2. A snowman melts when it gets warm outside.
 3. The sun makes heat.
 4. We can't see heat, but we feel it.
- 7.) Give each child (or partners) a sentence strip. Have them pair up with someone. Have children practice reading their sentence. If they don't understand the fact, they can ask to have it explained again.
 - 8.) Next, children engage in *sentence sharing* (Cecil, 2004) with a partner. Each reads his/her sentence to the other and elaborates on the fact. When the partners have finished, they move on to another partner and repeat the process. Continue as time permits.
 - 9.) Have children return to their seats. Collect the sentences in order of appearance in the text and place them in a pocket chart or glue them to chart paper. Later in the day, children create an illustration for their sentence and add it to the chart.

Session 5

- 1.) Have the room darkened. Cast a shadow on the screen. Ask students to share what they know about shadows. What are shadows? How are they made? What's needed to make them? What can shadows do?
- 2.) Record these ideas on a chart under "Our Shadows".

Our Shadows	Kojo's Shadow

- 3.) Explain that Kojo is a character in the story we'll read today. When he was little, he was surprised one day when he met his shadow for the first time. It was scary and, then, it was fun. Have children turn to "Kojo's Shadow by Na'ima bint Robert on page 22. Guide children through a picture walk of pages 22-24. Invite their comments, reactions, and predictions.
- 4.) The teacher reads the story aloud, following a *shared reading* (Morrow, 2005) protocol. Then, the teacher and students reread the story chorally.

- 5.) Later children can decorate a cut out coat pattern to make it look like their coat. These can be added to the poem chart.
- 6.) Use a similar procedure with other poems in the issue.

Session 8

- 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 for sorting (closed sort) or allow children to determine categories for sorting. These can be based on meaning or sound elements. 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 (2-3) on the paper. Then, children label categories and record the words in the appropriate column. In an open sort, they'll have words left over — ones that don't fit into their categories. But, these miscellaneous words cannot be more than the number of words they used.
- 3.) Have groups present their chart, explain their categories, and tell why words fit in each.

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.) growing ability to *find and frame* words, *notice* print conventions, and *track* the print during shared reading (speech to print matching).
- 4.) transfer of new words to their speaking vocabulary.
- 5.) ability to clearly express ideas during discussions.
- 6.) attentiveness, ability to follow directions, and listening comprehension. Observations will be recorded as anecdotal notes.
- 7.) ability to identify the main idea of a section of text as demonstrated in their sentence facts.
- 8.) ability to verbally identify rhyming words and other literary techniques in poetry.
- 9.) ability to read with accuracy and increasing fluency as demonstrated during "buddy reading".
- 10.) ability to accurately observe phenomena and make statements of findings (e.g. with melting experiment).
- 11.) 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.