

READING THE NEWSPAPER		Student/Class Goal Students ask for ways to find needed information about community events, resources, employment, etc. The newspaper is a valuable tool to locate information. Knowledge of newspaper sections provides basic knowledge for more effective usage.
Outcome <i>(lesson objective)</i> Students will comprehend and critically evaluate text as they read to find the main idea. They will construct meaning as they analyze news articles and write a summary.		Time Frame 2-3 hours
Standard <i>Read with Understanding</i>		NRS EFL 3-5
COPS Determine the reading purpose.	Activity Addresses Components of Performance Each person will have various reasons for reading the newspaper, such as finding employment ads, cars for sale, TV show schedule, sports highlights, national and local news, or information in articles. Students will discuss what they know about the types of information or themes, the format, and how they already read the newspaper.	
Select reading strategies appropriate to the purpose.	By skimming and scanning, the student will find selected sections or parts of the newspaper.	
Monitor comprehension and adjust reading strategies.	Using a highlighter may help students identify the specific parts. Readers may also need to use other strategies such as rereading, thinking about purpose, or stopping to check understanding.	
Analyze the information and reflect on its underlying meaning.	Students are constructing meaning when they can summarize a selected newspaper article.	
Integrate it (i.e. new information) with prior knowledge to address the reading purpose.	Being able to locate various parts of the newspaper will demonstrate an understanding of the concepts of format and text.	
Materials <i>Treasure Hunt Activity</i> <i>Newspaper Comprehension Handout</i> <i>Activities to Do with Any Newspaper</i> Information Packet Local Newspapers (also available online)		
Learner Prior Knowledge Solicit the class for reasons to read the newspaper: employment ads, cars for sale, TV show schedule, sports highlights, and major news stories. Make a list on the board or overhead. Hold up the local newspaper and ask your students what they know about newspapers in general. What are the different sections? How can you find the different sections? What's your favorite section? Point out the index and other information on the page. TEACHER NOTE Lesson is developed based on students' current understanding of the newspaper and this discussion. Newspapers with print and electronic versions will have similarities, but possibly significant differences in structure.		
Instructional Activities Step 1 - Treasure Hunt Activity Pass out one newspaper for every two students. Find the following information as quickly as possible. Write items on the board for students or create a handout: - the score from a sporting event - the price of a used car - a comic strip with an animal - an editorial cartoon - the time a movie is starting at a local theater - today's weather - the price of the newspaper - a column that gives advice - information about a cultural event		

- title of newspaper
- the name of the editor of the newspaper
- the title of a story which occurred in your local area
- the title of a story containing the name of a country other than the US

Step 2 - Introduce vocabulary words and check for understanding: *Headline* - words printed in large type across the top of a newspaper article to catch the reader's attention. *Dateline* - The words at the beginning of a news article that tell when and where the story was written. *News article* - in a newspaper, a story about an event that has just taken place. *Feature article* - in a newspaper, a detailed report on a person, an issue, or an event. *Editor* - One of the people who runs a newspaper. *Editorial* - An article in which the people who run a newspaper give their opinion on an important issue.

Distribute newspapers and highlighters to students. Preferably each student will have his/her own newspaper. Show the small group how the newspaper is divided into sections and where the table of contents is on the front page. Explain that articles are grouped according to *Themes*: the front page section usually has the most important current events; a section contains sports stories; a section contains classified ads; a section contains comics, etc.

Instruct the group to find the sports section. Demonstrate how to read the headlines to know the main idea of the stories. Locate an article about a recent game that was played or recent sporting event that occurred. Write the following questions on the board: *Who won the game? Who scored? What was the score? etc.* Give the students highlighters and instruct them to highlight the answers to the questions.

Ask the students what section would contain the most important news stories? Instruct the students to find the front page section, and read the headlines with the class. Ask the students what they think the articles will be about. Continue this process with the other sections: classified ads, comics, etc.

Step 3 - Students will work with a partner to locate and examine news articles. Possible resources: [Newspapers of the USA](#), [The Mondo Times](#), or your local newspaper.

Direct the students to highlight the answers to these questions as they list and explain each part:

- Title of the newspaper
- Headline of the article
- Dateline of the article
- Photo caption
- Section of article
- Page where found
- Identify the five W's
- Personal importance

Continue with this process, monitoring the students to ensure they are finding the appropriate newspaper sections.

Step 4 - Pass out the *Newspaper Comprehension Handout*. Direct the students to locate and read an article in the daily newspaper. Using the [Summarizing Strategy Rule-Based Summarizing](#), follow the steps as outlined in the handout:

- Starting back at the first paragraph, using a highlighter, find the topic sentence and the general idea discussed about the topic.
- Cross out anything that is not important for your understanding or any redundant words that repeat information.
- Write sentences to include all remaining highlighted information.
- Present summary ideas in the same order as the original.
- Revise your summary to make it more concise.
- Compare this summary to your prediction from above.

TEACHER RESOURCE Research to Practice (2002) *Strategies That Work: What Does the Evidence Tell Us?* by Nancy Padak

GED LINK Additional practice with summarizing and paraphrasing can be found in *Contemporary's Reading Basics Advanced*, 2001, p. 171-186, "Summarizing and Paraphrasing" or *Contemporary's Reading Basics Intermediate 2*, 2001, p. 167-174, "Summarizing and Paraphrasing." Unit 4 is about **Constructing Meaning** and includes the following skill-building activities:

- Recognizing Character Traits
- Identifying Main Idea
- Comparing and Contrasting
- Drawing Conclusions

Recognizing Cause and Effect
Summarizing and Paraphrasing
Using Supporting Evidence

Step 5 - Without previous prompts, students write a summary from the newspaper on a current 'hot topic' or other found news story.

Assessment/Evidence *(based on outcome)*

A short quiz using the local newspaper or use the Treasure Hunt Activity as a post-assessment rather than an introduction.

Students will be able to list and perform the following strategies for reading a newspaper:

Title of the newspaper; Headline of the article; Dateline of the article; Photo caption; Section of article; Page where found;

Identify the five W's; Personal importance

Teacher Observation of student's using skimming and scanning strategies

Newspaper Comprehension handout on summarizing

Summary of article and rubric

Teacher Reflection/Lesson Evaluation

Not yet completed.

Next Steps

Refer to Information Packet, *Activities to Do with Any Newspaper*

Technology Integration

Newspapers of the USA <http://www.onlinenewspapers.com/usalpha/usaalpha.htm>

The Mondo Times <http://www.mondotimes.com>

Summarizing Teaching Strategy <http://literacy.kent.edu/eureka/strategies/summarizing09.pdf>

Purposeful/Transparent

The teacher is explicit about classroom instruction on the strategy of summarizing during the lesson; stressing the importance of this strategy as a comprehension skill needed for meaning making.

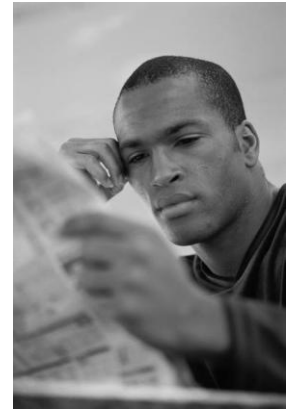
Contextual

Students will add to the knowledge they gain from TV news by reading the newspaper and finding information in various sections.

Building Expertise

Applying reading skills within a different genre is important as readers enlarge their knowledge base.

NEWSPAPER COMPREHENSION



Name of Article _____

Author _____

Source _____ Date _____

Before reading the article, survey or skim the text. Pay attention to headlines, subtitles, diagrams, photo captions, first and last paragraphs, and first sentences of each paragraph. Based on this survey, predict what the article will be about. This article is about:

Now read the article. As you are reading, write down some key words or expressions whose meanings seem to be important to understanding the article. Beside each word, write down what you think it means. After you have finished reading the article, find the actual meaning of the words by checking a dictionary.

Word	Meaning from Context	Meaning from Dictionary
1		
2		
3		

- Starting back at the first paragraph, using a highlighter, find the topic sentence and the general idea discussed about the topic.
- Cross out anything that is not important for your understanding or any redundant words that repeat information.
- Write sentences to include all remaining highlighted information.
- Present summary ideas in the same order as the original.
- Revise your summary to make it more concise.
- Compare this summary to your prediction from above.



SUMMARY TIP

The length of your summary determines how much detail you will include. Often summaries are $\frac{1}{3}$ to $\frac{1}{4}$ the length of the original piece.

ACTIVITIES TO DO WITH ANY NEWSPAPER Information Packet



CHARACTER TRAITS

Skills: Investigating characteristics that are passed from parents to children

Find an article that features one person. Then choose three inherited character traits for this individual. Which three character traits is a result of the environment? Which traits are probably a result of both the environment and heredity? Now select three character traits for each category that fit you.

GRAPHS

Skills: Exploring data

Graphs are pictures that give information. Find a graph in today's paper. Study the graph that you can write an explanation of the information given in the graph. Read your explanation to your class. Which is easier and faster to understand, the written or the graphic information?

DETAILS, DETAILS

Skills: Identifying supporting

Read through an article on the front page of the newspaper and underline some of the details. Write down the details in order of importance. Make a graphic organizer – an inverted triangle – to show the information.

PREDICTING

Skills: Predicting

Comic strips are really short stories. Challenge yourself to use the comics to test our prediction skills. Read the first panel of the strip and keep the others covered. Make some predictions as to what will happen next in each strip before you uncover the next panel. Finally, draw your own panel showing what happened after the last panel.

READ AND WRITE FOR MEANING

Skills: Meaning-making

Remove the headlines from a number of news stories. Display these stories on a classroom bulletin board. Provide students with the headlines, and ask them to match each to one of the stories. As students replace missing headlines, ask them to point out the words in the headlines that helped them find the correct story. Then distribute headlines from less prominent stories and ask students to choose one and write a news story to go with it. When the stories have been completed, provide each student with the story that originally accompanied the headline. Ask: How close was your story to the original? How effectively did the headline convey the meaning of the story? You might follow up this activity by asking students to write a headline for their favorite fairy tale.

READ A MAP

Skills: Map reading

Arrange students into groups, and assign each group one international story in the news. Have students explore [Maps in the News](#) and choose a map related to their assigned story. Ask students to use the map to answer some or all of these questions –

1. In what city did the story take place?
2. What country is that city in?
3. What is the capital of that country?
4. What language is spoken there?
5. What continent is the country part of?
6. What countries or bodies of water border the country on the north, south, east, and west?
7. What physical characteristics of the country might have contributed to the events in the story?
8. What effect might the event or series of events have on the physical characteristics of the country?

UNDERSTAND THE MEDIA

Skills: Determining propaganda

Distribute advertisements cut from newspapers and ask students to list the products in order, according to the appeal of the ads. Create a chart showing how students rated each product. Then distribute a list of the propaganda techniques:

- Bandwagon – the implication that “everybody else is doing it”
- Plain folks – the implication that “users of this product are just like you”
- Card stacking – distorting or omitting facts
- Name-calling – stereotyping people or ideas
- Glittering generalities – using “good” labels, such as *patriotic*, *beautiful*, *exciting* that are unsupported by facts
- Testimonial – an endorsement by a famous person
- Snob appeal – the implication that only the richest smartest, or most important people are doing it
- Transference – the association of a respected person with a product or idea

Discuss each ad and determine the propaganda technique(s) used. Ask: Which techniques were most effective? Which were least effective? What factors, such as gender, geographic location, or age might have influenced the effectiveness of each technique? As a follow-up to the activity, you might ask students to design their own ads using one of the propaganda techniques studied.

ARRANGE IN SEQUENCE

Skills: Sequencing

Cut up some popular comic strips, provide each student with one complete strip and ask students to put the comics back in the correct order. Or arrange students into groups, provide each group with several cut-up strips from the same comic, and ask them to separate the panels into strips and arrange the strips in the correct order. Introduce advanced students to a series of stories about an ongoing news event and ask them to arrange the stories in the order in which they appeared. Encourage them to use the stories to create a news timeline.

EXPAND YOUR VOCABULARY

Skills: vocabulary building

Assign each student a letter of the alphabet. Ask students to browse through the newspaper, find five unfamiliar words beginning with the assigned letter and look up the definition of each. Then have each student create and illustrate a dictionary page containing the five words and their meaning. Combine the pages into a classroom dictionary. In a variation of this activity, you might ask students to look in the newspaper for any of the following: words with prefix or suffix, words with particular vowel sound or consonant blend, compound words, past, present, future tense verbs, possessives, or plurals.

EXPLORE GEOGRAPHY

Skills:

Ask each student to search the newspaper for stories that illustrate each of the five themes of geography – location, place, human interaction and environment, movement and communication, and regions. Display the stories on a classroom bulletin board labeled with the five geography themes.

HUNT FOR CLASSIFIED MATH

Skills: math

Ask students to use classified pages of the newspaper to do the following:

- Calculate the average price of a 1985 Cadillac
- Find what fraction of the newspaper is composed of classified ads
- Figure out the cost of running a 30-word ad for one week
- Estimate the total number of classified ads based on ads per column and columns per page
- Compare bank interest rates and determine the most and least interest \$100 would earn in one year in your area
- Find what percentage of job openings are for teachers, mechanics, etc.

SORT AND CLASSIFY

Skills: sorting, adjectives

Label each of seven shoeboxes with one of the following newspaper categories: news, editorials, features, humor, advertising, sports, and entertainment. Ask students to cut out the newspaper stories they read each day and put each one in the appropriately labeled shoebox. At the end of the week, have students skim as many of the stories as possible and write an adjective describing each on index cards attached to each box. Discuss and compare the adjectives. What conclusions can students reach about each category based on these words?

DESCRIPTIVE WORDS

Skills: descriptive word and parts of speech

Choose a newspaper photograph with more than one person pictured. List all the words that come to mind when trying to describe what is happening in the photo. Categorize these words into nouns, verbs and adjectives.

VOCABULARY DEVELOPMENT

Skills: context clues

Ask students to skim a short newspaper article and underline five words they do not know and write several on the board. Using context clues have students guess the meanings of the words. Make a list of the guesses and then look in the dictionary for the real meaning.