

# **NEWSPAPERS IN THE CLASSROOM**

**T&L 818 – Dr. Paul Garcia**  
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## **Background**

Newspaper activities covering subject areas of Math, Social Studies, Science and Language Arts

## **Grade Level**

1<sup>st</sup>-12<sup>th</sup> grades  
Primary to advanced ESL

## **Unit Summary**

Newspapers in Education has been around for a long time. In thousands of classrooms across the country teachers are using a newspaper as an educational tool. Children like it because it is a different approach to learning that captures their attention. NIE benefits students by forming sharper thinking skills, motivating learning based on materials relevant to their lives, and developing better reading skills.

Some of the skills that will be a part of this unit will include: locating information, identifying the main idea of a paragraph, developing better critical thinking skills, understanding cause and effect, recognizing important details, proofreading and improving skimming, scanning and surveying skills.

The unit will consist of three lessons each for primary, intermediate, and secondary grade levels. Each lesson will state the lesson objectives, materials, vocabulary, procedure, and ESL accommodations. A variety of subject areas will be included for each grade level.

The goals and standards for each level will be listed at the beginning of each lesson along with learning strategies and multiple intelligences.

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## Lesson 1 Math – Using Newspapers For Number Order Grade Level - Primary

### ESL Standards (refer to full page descriptor)

Goal 1: To use English to communicate in social settings.

X	Standard 1: to participate in social interaction
X	Standard 2: to interact through spoken/written English for personal expression/enjoyment
	Standard 3: use learning strategies to extend communicative competence

Goal 2: To use English to achieve academically in all content areas.

X	Standard 1: to interact in the classroom
	Standard 2: to obtain, process, construct, and provide subject matter information
X	Standard 3: use appropriate learning strategies to construct and apply academic knowledge

Goal 3: To use English in socially and culturally appropriate ways.

	Standard 1: choose language variety/register/genre according to audience, purpose, and setting
	Standard 2: use non-verbal communication appropriate to audience/purpose/setting
X	Standard 3: use appropriate learning strategies to extend sociolinguistic/sociocultural competence

### Learning Strategies (refer to full page descriptor)

Direct Strategies:

I Memory A1, B1, C1, D1, D2

II Cognitive A1, B1, B2, C5

III Compensation B2

Indirect Strategies:

I Metacognitive A1, A2, B2, B6,

II Affective A2

III Social B1, B2

## Multiple Intelligences

X
X

**Visual/Spatial**

Bodily/Kinesthetic

Logical/Mathematical

X
X
X

Musical/Rhythmic

Verbal/Linguistic

Interpersonal

Intrapersonal

# **Lesson 1**

## **“ Using Newspapers for Number Order “**

### **Primary Math, Mainstream Classroom**

#### **Lesson Objectives**

1. The students will practice one-to-one correspondence by making a number book.
2. The students will familiarize themselves with a local newspaper.

#### **Materials**

1. multiple copies of the local newspaper for each group/pair
2. 11x14 manilla paper (or construction paper) for flip book
3. glue
4. scissors
5. crayons or markers

#### **Vocabulary/Key Terms**

1. matching
2. number order

#### **Procedure**

1. Use directions to help students make a flip book. (See Supplements Section)
2. Students use crayons to make a cover for their book “My Number Book” by: (student name)
3. Have students label their pages with one number on each page.
4. Give each group/pair multiple sections of a local newspaper.
5. Allow students some time to just look through the newspaper, noting how there are many articles on a single page.
6. Have students look through their sections and find a picture to match each number in their book. Ex: For the number 1 page, they must find a picture of one thing
7. Cut out a matching picture and glue it into the book.
8. Continue until all pages are filled. Allow students to trade books and “read” a friend’s number book.

#### **ELL Accommodations**

1. Partner English Language Learners with a native speaker.
2. Use picture/word cards for directions to activity (Ex: scissors and the word cut, glue bottle and the word glue)
3. Sing the “Newspaper Numbers” song to help ELL students remember number order. (See Supplements Section)

## **Resources**

1. [www.nieonline.com](http://www.nieonline.com)

## **Suggestions for Lesson Extension**

1. As students become better writers (sound spellings) have them write a sentence on each page describing what they found. Ex: Here is one tree. Here are two birds. Etc....
2. Put flip books in a center area so that students may re-read with a partner, practicing number order.
3. Students can use one page from their book and one page from a friend’s book to write addition and subtraction sentences.

## **Directions for making a flip book**

- 1. Place paper “up and down” on desk.**
- 2. Fold from top to bottom and make a crease.**
- 3. Fold from top to bottom again and make another crease.**
- 4. Now fold from side to side and make a crease.**
- 5. Open book twice, leaving only the original fold. You will see the page creased into quarters.**
- 6. Beginning on FOLDED EDGE cut down the crease to the first intersection.**
- 7. Open paper completely (there will be a big hole in the middle) and turn it length-wise.**
- 8. Hold paper so that the hole opens up like a “duck mouth”, facing AWAY from your body.**
- 9. Fold the top to the bottom and push in from both sides, making a “T”.**
- 10. Fold over front and back pages to make a book.**

**“Newspaper Numbers” Song**  
**(tune of “Ten Little Indians”)**

**One, Two, Three things in the newspaper**

**Four, Five, Six things in the newspaper**

**I found seven things in the newspaper**

**Newspapers help us learn!**

Lesson 2 Social Studies – Community Jobs in the Newspaper Grade Level - Primary

**ESL Standards (refer to full page descriptor)**

Goal 1: To use English to communicate in social settings.

X	Standard 1: to participate in social interaction
X	Standard 2: to interact through spoken/written English for personal expression/enjoyment
X	Standard 3: use learning strategies to extend communicative competence

Goal 2: To use English to achieve academically in all content areas.

X	Standard 1: to interact in the classroom
X	Standard 2: to obtain, process, construct, and provide subject matter information
X	Standard 3: use appropriate learning strategies to construct and apply academic knowledge

Goal 3: To use English in socially and culturally appropriate ways.

	Standard 1: choose language variety/register/genre according to audience, purpose, and setting
X	Standard 2: use non-verbal communication appropriate to audience/purpose/setting
X	Standard 3: use appropriate learning strategies to extend sociolinguistic/sociocultural competence

**Learning Strategies (refer to full page descriptor)**

Direct Strategies:

I Memory A1, A2, A3, B2, C1, D1, D2

II Cognitive A1, A3, B2, C1, D2

III Compensation A1, A2, B2, B5

Indirect Strategies:

I Metacognitive A1, A2, A3, B2, B3, B6, C1

II Affective

III Social A1, B1, B2, C2

## Multiple Intelligences

X
X

**Visual/Spatial**

Bodily/Kinesthetic

Logical/Mathematical

X
X

Musical/Rhythmic

Verbal/Linguistic

Interpersonal

Intrapersonal

**Lesson 2**  
**“ Community Jobs in the Newspaper “**  
**Primary Social Studies, Mainstream Classroom**

**Lesson Objectives**

1. Students will use the newspaper to identify community jobs.
2. Students will work in small groups to sort their community workers.
3. Students will be able to explain their sorting characteristics.

**Materials**

1. multiple copies of local newspaper
2. blank construction paper, manilla paper or newsprint
3. scissors
4. glue

**Vocabulary/Key Terms**

1. community
2. job
3. sorting characteristics

**Procedure**

1. Discuss the types of jobs found in our community (as part of Social Studies unit on “community”)
2. Allow individual students to find and cut out pictures of community workers.
3. Glue each picture on a separate piece of paper or (if pictures are small) glue a few pictures on each page and then cut them into individual pictures.
4. Collect all pictures found.
5. Group students into small groups of 2 or 3 students.
6. Distribute an equal amount of pictures to each group.
7. Provide time for small groups to sort their pictures based on student selected characteristics.
8. Have each group share their sorting.
9. Discuss similarities and differences in the sorting characteristics.

**ELL Accommodations**

1. Allow ELL students to work in a small group with native speakers.
2. Provide ELL students with picture clues for sorting groups.

**Resources**

1. adapted from [www.nieonline.com](http://www.nieonline.com)

Lesson 3 Language Arts – Pets For Sale      Grade Level - Primary

**ESL Standards (refer to full page descriptor)**

Goal 1: To use English to communicate in social settings.

X
X
X

Standard 1: to participate in social interaction

Standard 2: to interact through spoken/written English for personal expression/enjoyment

Standard 3: use learning strategies to extend communicative competence

Goal 2: To use English to achieve academically in all content areas.

X
X
X

Standard 1: to interact in the classroom

Standard 2: to obtain, process, construct, and provide subject matter information

Standard 3: use appropriate learning strategies to construct and apply academic knowledge

Goal 3: To use English in socially and culturally appropriate ways.

X
X

Standard 1: choose language variety/register/genre according to audience, purpose, and setting

Standard 2: use non-verbal communication appropriate to audience/purpose/setting

Standard 3: use appropriate learning strategies to extend sociolinguistic/sociocultural competence

**Learning Strategies (refer to full page descriptor)**

Direct Strategies:

I Memory A3, B2, D2

II Cognitive A2, A3, B2, C2, C5

III Compensation A1, B1, B2

Indirect Strategies:

I Metacognitive A1, A2, B2, B3, B4, C1, C2

II Affective B1, B2, C2, C4

III Social A1, A2, B1, B2, C2

## Multiple Intelligences

X

**Visual/Spatial**

Bodily/Kinesthetic

Logical/Mathematical

X
X
X

Musical/Rhythmic

Verbal/Linguistic

Interpersonal

Intrapersonal

**Lesson 3**  
**“ Pets for Sale “**  
**Primary Language Arts/Writing, Mainstream Classroom**

**Lesson Objectives**

1. Students will locate the classified section of the newspaper.
2. Students will interpret information in a classified ad.
3. Students will practice writing a persuasive letter.
4. Students will proofread and revise for mechanics and organization.

**Materials**

1. copies of classified ads in local newspaper
2. chart paper, chart markers
3. student writing paper

**Vocabulary/Key Terms**

1. classified
2. persuasive
3. response

**Procedure**

1. As a whole group, use the newspaper index to locate the classified section.
2. In small groups of 3 or 4, have students locate a sales advertisement for a pet. Have the group circle or cut out the ad for easy reference later.
3. As a whole group on chart paper, make a template for a persuasive letter. Prompt students to remember the important parts of a letter, including date, salutation, body (at least 3 reasons) and closing.
4. Write the template on the chart paper for reference.
5. Students will use the ad they found as a small group to write a letter to their parent/guardian asking permission to buy the pet. Letters should include all the parts on the template, including 3 reasons why they should be allowed to purchase the pet.

6. After all letters have been written, pair students to proofread and revise their partners writing. Students can use the checklist (supplements section) to check their partner's work.
7. Original author will make corrections and write a final copy of the letter.

### **ELL Accommodations**

1. Allow students to write rough draft in native language. They can work with a bilingual partner or translation device to transfer their ideas into English.
2. Pair non-native and native speakers to work together.

### **Resources**

1. Six traits writing process
2. [www.teachersdesk.org/news.html](http://www.teachersdesk.org/news.html)

## **Checklist for Organization**

- Date is in the top right corner.**
- There is a salutation.**
- There are at least 3 reasons in the letter.**
- There is a closing.**
- Letter is signed**

## **Checklist for Mechanics**

- Date has comma in the correct place.**
- Salutation has comma**
- All names have capital letters**
- There is a capital letter at the beginning of each sentence.**
- There is a punctuation mark at the end of each sentence.**

Lesson 4 Language Arts – Searching for Themes Grade Level – Intermediate Mainstream

**ESL Standards** (refer to full page descriptor)

Goal 1: To use English to communicate in social settings.

X	Standard 1: to participate in social interaction
	Standard 2: to interact through spoken/written English for personal expression/enjoyment
X	Standard 3: use learning strategies to extend communicative competence

Goal 2: To use English to achieve academically in all content areas.

X	Standard 1: to interact in the classroom
X	Standard 2: to obtain, process, construct, and provide subject matter information
X	Standard 3: use appropriate learning strategies to construct and apply academic knowledge

Goal 3: To use English in socially and culturally appropriate ways.

	Standard 1: choose language variety/register/genre according to audience, purpose, and setting
	Standard 2: use non-verbal communication appropriate to audience/purpose/setting
	Standard 3: use appropriate learning strategies to extend sociolinguistic/sociocultural competence

**Learning Strategies** (refer to full page descriptor)

Direct Strategies:

I Memory A 2&3

II Cognitive C 1-5

III Compensation A 1, B2

Indirect Strategies:

I Metacognitive A 1,2,3

II Social A 1,2 B 2

## Multiple Intelligences

X

**Visual/Spatial**

Bodily/Kinesthetic

Logical/Mathematical

X
X

Musical/Rhythmic

Verbal/Linguistic

Interpersonal

Intrapersonal

## **Lesson 4 Language Arts-Searching for Themes** **Grade level – Intermediate Mainstream**

**Duration:** 1-2 (40minute-class periods)

### **Lesson Objectives:**

1. The student will be able to identify at least six story themes such as love, fear, evil, goodness, prejudice, survival and celebration. Students may substitute their own themes for any of the above.
2. The student will write headlines and short summaries of stories found in the newspaper dealing with the six themes in #1.
3. The student will be able to discuss each theme by comparing and contrasting stories.

### **Materials:**

1. Newspapers with a variety of news stories
2. Handout for writing themes and summaries (“Searching for Themes”)

### **Vocabulary:**

**Theme, headline, prejudice, survival**

### **Procedure:**

1. Distribute newspapers to each student.
2. Divide students into groups of three.
3. Give each student the handout, “Searching for Themes”.
4. Discuss the meaning of themes, headlines, prejudice and the remaining themes on the handout. Give examples for each theme.
5. Instruct students to choose two themes of the six. When each student in the group has decided on their themes they will then scan the newspaper for an article relating to the theme and write the title and a summary of the story. Each summary should include at least three to five sentences. Students may need to use the back of the handout to complete their summaries. Articles should be cut from the newspaper for the student to display while presenting their themes to the class. Each student will present to the class at least one article summary and the theme with their group of three.

### **ESL Accommodation:**

Write all language and lesson objectives on the board. Display an overhead of the handout with the directions at the top and slowly discuss the steps of the directions. Use hand gestures when possible. The ELL student may work in a group of four and work one-on-one with a partner to do one theme. The headline from the newspaper along with a picture of the article can be cut and glued on the handout. Articles with pictures would be best suited for this activity. The student could write one or two sentences about the theme, requesting partner help if needed.

**Resources:**

Newspapers in Education Program from the [Kansas City Star](#).

Lesson 5 Math – Can't Beat This Bargain (Dividing Whole Numbers, Adding and Subtracting) Grade Level – Intermediate Mainstream

**ESL Standards** (refer to full page descriptor)

Goal 1: To use English to communicate in social settings.

X	Standard 1: to participate in social interaction
X	Standard 2: to interact through spoken/written English for personal expression/enjoyment
X	Standard 3: use learning strategies to extend communicative competence

Goal 2: To use English to achieve academically in all content areas.

X	Standard 1: to interact in the classroom
X	Standard 2: to obtain, process, construct, and provide subject matter information
X	Standard 3: use appropriate learning strategies to construct and apply academic knowledge

Goal 3: To use English in socially and culturally appropriate ways.

	Standard 1: choose language variety/register/genre according to audience, purpose, and setting
	Standard 2: use non-verbal communication appropriate to audience/purpose/setting
	Standard 3: use appropriate learning strategies to extend sociolinguistic/sociocultural competence

**Learning Strategies** (refer to full page descriptor)

Direct Strategies:

I Memory A 1, 2&3

II Cognitive B 1&2

III Compensation A 1&2

Indirect Strategies:

I Metacognitive A 1,2,3

II Social A 1,2 B 1&2

## Multiple Intelligences

X
X

**Visual/Spatial**

Bodily/Kinesthetic

Logical/Mathematical

X

Musical/Rhythmic

Verbal/Linguistic

Interpersonal

Intrapersonal

Lesson 5 Math – Can't Beat This Bargain (Dividing Whole Numbers Adding and Subtracting)

**Grade Level – Intermediate Mainstream**

**Duration: 45 minutes**

**Lesson Objectives**

1. The student will skim the grocery ads and locate five food or grocery products that are advertised by one price for multiple items.
2. The student will list items, cost, and price per item by using division to compute the unit price.
3. The student will round items to the nearest penny.
4. The student will find at least five food items to make dinner and add up the prices of each unit. Students will be allowed to spend \$15.00 or less and will use addition and subtraction skills to help make food selections.

Materials:

1. Grocery advertisements from the newspaper

Vocabulary:

**Bargain, unit price**

Procedure:

1. Distribute newspaper advertisements for grocery and food items.
2. Pair students with a partner.
3. Provide a handout, "Can't Beat This Bargain", for each student.
4. Discuss directions of the handout and the vocabulary terms of bargain and unit price.
5. Write examples on the board of item, cost, and price per item (two cans of beets for \$.99).
6. Discuss directions at the bottom of the page for the second activity.
7. Direct students to use the back of the paper and write five dinner items totaling less than \$15.00. Students will show all addition and subtraction and list each of the items with the price.

ESL Accommodation:

Write all language and lesson objectives on the board. Display the handout of the lesson on the overhead and slowly read the directions, pointing to important words. Discuss the meaning of the word "item", on the handout and have the students write the word "food" beside it as a reminder of what

it means. Students will place a \$ by the word “cost” on the handout and a division symbol above the words, “price per item”. These symbols should help the student to understand the written word. Students can cut out food pictures from the newspaper ads and glue them on paper. The price should then be written by each item. The teacher can display an example made of pictures and prices of food items and how much all of the items totaled when added together. ELL students can be paired with English speaking students to help clarify the directions.

Resources:

Newspapers in Education Program from the [Kansas City Star](#).

## Lesson 6 Earth Science – Chart the Weather

Grade Level – Intermediate Mainstream

### **ESL Standards** (refer to full page descriptor)

Goal 1: To use English to communicate in social settings.

X	Standard 1: to participate in social interaction
	Standard 2: to interact through spoken/written English for personal expression/enjoyment
X	Standard 3: use learning strategies to extend communicative competence

Goal 2: To use English to achieve academically in all content areas.

X	Standard 1: to interact in the classroom
X	Standard 2: to obtain, process, construct, and provide subject matter information
X	Standard 3: use appropriate learning strategies to construct and apply academic knowledge

Goal 3: To use English in socially and culturally appropriate ways.

	Standard 1: choose language variety/register/genre according to audience, purpose, and setting
	Standard 2: use non-verbal communication appropriate to audience/purpose/setting
X	Standard 3: use appropriate learning strategies to extend sociolinguistic/sociocultural competence

### **Learning Strategies** (refer to full page descriptor)

Direct Strategies:

I Memory A 1, 2&3 C 1

II Cognitive C 1,2,3,4

III Compensation B 2

Indirect Strategies:

I Metacognitive A 1

II Social A 1,2 B 1&2

## Multiple Intelligences

X

**Visual/Spatial**

Bodily/Kinesthetic

Logical/Mathematical

X
X

Musical/Rhythmic

Verbal/Linguistic

Interpersonal

Intrapersonal

## **Lesson 6 Earth Science - Chart the Weather**

### **Grade Level – Intermediate Mainstream**

**Duration:** Two, 45 minute class periods

#### **Lesson Objectives:**

1. The student will keep a weather chart for seven days.
2. The student will record the date, temperature, high temperatures and lows, precipitation, barometric pressure, humidity, and pollen count daily for seven days.
3. The student will design a chart with the information listed in #2
4. The student will write a news summary about the weather for the week by comparing and contrasting temperature highs and lows, and discussing precipitation or record-breaking temperatures.

#### **Materials:**

1. The weather section of the newspaper for seven consecutive days.
2. Construction paper
3. Markers and rulers
4. Chart the Weather handout

#### **Procedure:**

1. Divide the students into groups of four at each table.
2. Distribute the weather section of the newspaper (one for each day of the week per table).
3. Discuss with the students where to find temperature highs and lows on the map, precipitation, air quality, humidity and dew points, weather symbols, and letter definitions.
4. Point out the US map and find temperatures from other cities.
5. Show a sample of a completed chart and discuss directions of how to make a chart. Each table should have a sample chart for reference.
6. When charts are completed, distribute Chart the Weather handout for each student. Direct students to write a summary in the space provided on the handout about the week's weather. Include the highest to lowest temperature differences, precipitation etc.

#### **ESL Accommodation:**

Write all language and lesson objectives on the board and discuss each with the students. Give an example of a completed chart to each student. Pair the student with a partner to help write the dates and information to be charted.

Students may use symbols for precipitation, pressure, pollen count etc. The summary activity may be in the form of a drawing with one or two sentences describing the week's weather.

**Resources:** Newspapers in Education Program from the Kansas City Star.

Lesson 7 Social Studies-Where in the world is . . . ?      Grade Level-  
Secondary

**ESL Standards (refer to full page descriptor)**

Goal 1: To use English to communicate in social settings.

X	Standard 1: to participate in social interaction
	Standard 2: to interact through spoken/written English for personal expression/enjoyment
X	Standard 3: use learning strategies to extend communicative competence

Goal 2: To use English to achieve academically in all content areas.

X	Standard 1: to interact in the classroom
X	Standard 2: to obtain, process, construct, and provide subject matter information
X	Standard 3: use appropriate learning strategies to construct and apply academic knowledge

Goal 3: To use English in socially and culturally appropriate ways.

X	Standard 1: choose language variety/register/genre according to audience, purpose, and setting
	Standard 2: use non-verbal communication appropriate to audience/purpose/setting
	Standard 3: use appropriate learning strategies to extend sociolinguistic/sociocultural competence

**Learning Strategies** (refer to full page descriptor)

Direct Strategies:

I Memory

II Cognitive B2, D2

III Compensation

Indirect Strategies:

I Metacognitive B2-5

II Social

III Affective B1-2

## Multiple Intelligences

X

**Visual/Spatial**

Bodily/Kinesthetic

Logical/Mathematical

X
X

Musical/Rhythmic

Verbal/Linguistic

Interpersonal

Intrapersonal

Lesson 7  
**Where in the World is . . . ?**  
**A geography lesson using the newspaper**

**Target Audience**

This lesson is designed for secondary students with an intermediate to advanced English proficiency or could be used in a mainstream classroom. It can be repeated periodically, perhaps monthly, as part of a social studies curriculum.

Lesson Objectives: The students will:

1. be aware of current events happening around the world
2. become familiar with the locations where events are happening
3. work with a partner and various print resources to complete an information gathering task about those locations in the news
4. apply map skills to figure distance and longitude/latitude
5. read authentic text to determine the main idea
6. reflect on the importance of the news story and write a statement expressing that reflection
7. give an oral report of their research findings

**Materials**

Newspapers, world map, stop watch (optional), pushpins, atlases, encyclopedias, computer access to online geography sources, paper, pencils

**Vocabulary**

Dateline, city, country, capital, continent, border, bodies of water, physical characteristics, scale, longitude, latitude

(This vocabulary list represents important terms needed in order to complete the tasks. They would have been dealt with prior to this lesson but could be reviewed. This lesson is more cumulative in nature, applying many skills and concepts.)

**Procedure**

1. Distribute newspapers to the students. Ask them to use the datelines to identify the location of each of the news stories on the front page. List the locations on the board. Then ask students to locate on a globe or preferably a world map displayed on a bulletin board. Students keep trying until all of the cities/countries on the board have been located. The

teacher can impose a 60-second time limit or have teams who are trying to log the shortest amount of time in locating their places to add a little excitement and competition to the activity. They will mark the locations on the map with pushpins.

2. Assign one location to a pair of students. Using classroom resources such as atlases, encyclopedias, online sources, etc. each pair of students should work together to answer the following questions:
  - a. In what city did the story take place?
  - b. What country is the city in?
  - c. What is the capital of that country?
  - d. What language is spoken there?
  - e. What continent is the country part of?
  - f. What countries or bodies of water border the country on the north, south, east, and west?
  - g. What physical characteristics of the country might have contributed to the events of the story, if any?
  - h. What effect might the event or series of events have on the physical characteristics of the country, if any?
  - i. Using the scale of miles on the map, how far is your location from our community?
  - j. What is the longitude and latitude of your location?
3. Next, the students should read the news story that occurred in their assigned location. They should write a reflection of 25-50 words that includes a statement of the main idea of the news story and the students' reaction to the importance of the news story.
4. Students will share their findings with the class orally. They will also post their stories around the map and string yarn from their locations to their stories and research findings to complete an informative bulletin board.

### **Accommodations**

If this lesson is used in a mainstream classroom, resources in the native language of ELL students could be made available. It might also be helpful to pair ELL students with native speakers.

**Resources**

Education World: Lesson Plan: A Better Class of Journalists

Education World: Lesson Planning: Ten Great Activities: Teaching With the Newspaper

Education World: Lesson Planning: Twenty-five Great Ideas for Teaching Current Events

Ask ERIC: Lesson Plan # AELP-GGR0036 Using the Newspaper to Learn Geography

## Where in the World is . . .?



1. In what city did the story take place?
2. What country is the 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 of the story, if any?
8. What effect might the event or series of events have on the physical characteristics of the country, if any?
9. Using the scale of miles on the map, how far is your location from our community?
10. What is the longitude and latitude of your location?

Lesson 8 Math-How Much? Grade Level-Secondary

**ESL Standards (refer to full page descriptor)**

Goal 1: To use English to communicate in social settings.

X	Standard 1: to participate in social interaction
	Standard 2: to interact through spoken/written English for personal expression/enjoyment
X	Standard 3: use learning strategies to extend communicative competence

Goal 2: To use English to achieve academically in all content areas.

X	Standard 1: to interact in the classroom
X	Standard 2: to obtain, process, construct, and provide subject matter information
X	Standard 3: use appropriate learning strategies to construct and apply academic knowledge

Goal 3: To use English in socially and culturally appropriate ways.

	Standard 1: choose language variety/register/genre according to audience, purpose, and setting
	Standard 2: use non-verbal communication appropriate to audience/purpose/setting
	Standard 3: use appropriate learning strategies to extend sociolinguistic/sociocultural competence

**Learning Strategies (refer to full page descriptor)**

Direct Strategies:

I Memory

II Cognitive B2

III Compensation C1, 3

Indirect Strategies:

I Metacognitive A1, B4-5

II Social

III Affective B1-2, C1-2

## Multiple Intelligences

X
X

**Visual/Spatial**

Bodily/Kinesthetic

Logical/Mathematical

X
X

Musical/Rhythmic

Verbal/Linguistic

Interpersonal

Intrapersonal

**Lesson 8**  
**How much?**  
**A math lesson using newspaper ads**

**Target Audience**

This lesson is designed for secondary students with an intermediate to advanced level of English proficiency. It could be used in an ELL classroom or mainstream classroom.

**Lesson Objectives: The students will:**

1. do online/newspaper/experiential research to find and compare the prices for various goods, past to present and worldwide
2. discuss why prices vary so dramatically
3. calculate percent increase for data collected
4. read/interpret charts to make comparisons and draw conclusions
5. compare wages past to present and worldwide
6. using newspaper ads, calculate wages for a job of their choosing as well as rent for an apartment and make a judgment about the affordability of their chosen apartment with their chosen job that they can verify by their calculations

**Materials**

Newspaper ads, “Then and Now: Prices” worksheet, computer access, “A World of Difference—An Updated Look at Cost of Living Around the Globe” handout, “Around the World: Prices Worksheet”, overhead or whiteboard

**Vocabulary/ Math concepts**

Percent increase, compare, most expensive, least expensive, reading/interpreting charts, wages, rent, average, annual

(These will already be familiar to the students. The activity is designed to practice cumulative skills in a real-life context.)

**Procedure**

1. Distribute “Then and Now: Prices Worksheet”. Students will be assigned a year and go to dMarie Time Capsule online to find the price of bread, milk, eggs, car, gas, house, stamp, and average income for that year. Together they will then construct a class chart on the overhead for price comparison. Follow this with a discussion of why prices differ so dramatically. Using the price of say, bread, ask pairs to determine what

- percentage of increase is represented by their figures compared to the present price. Report those findings to the class.
2. Next distribute “A World of Difference—An Updated Look at Cost of Living Around the Globe” handout. Ask students: “Of the countries represented, which would be the most expensive/least expensive place to live?” “How does the United State compare?” Students have to examine the data represented in chart to draw their conclusions.
  3. To further compare prices around the world, create a class chart comparing the prices of items, with students reporting the cost in their native countries. For the U.S. column, they may actually use newspaper ads to find correct prices. (For the other countries, you can rely on the students’ experiential knowledge or use online resources.) Ask: “Do our informal results concur with the findings of the previous survey? Why do you think prices vary so much worldwide?”
  4. As a class, also compare wages then and now and wages worldwide for basic occupations such as manufacturing/production worker, cook, doctor, accountant, teacher, etc. Discuss how wages must increase as prices increase to insure affordability.
  5. To make these concepts even more applicable to students’ real world, have students work in pairs to complete the task that follows. The instructor may want to model how to complete the task and do the necessary calculations as a review.

Read the Help Wanted ads, find a job (preferably one you’re interested in) that lists a salary, and calculate the following: hourly wage, daily wage, weekly wage, monthly wage, and annual wage. Please show your work. Next select an apartment listed in the classified ads for rent. Compute the total rent for a year. Based on your calculations (and assuming that no more than 30% of your wages should be spent on housing), determine whether or not a person holding the job listed in your ad could afford the apartment you have chosen. Defend your answer.

## **Accommodations**

### **Resources**

Relocation Journal—An Updated Look at Cost of Living Around the Globe

DMarie Time Capsule

BBHQ: Prices—What Things Cost

Then and Now: Prices from the Michigan Historical Museum

## Then and Now: Prices Worksheet

Choose a year and go to dMarie Time Capsule online to find the following data for that year. We will complete the chart together afterward.

	<b>Item</b>	<b>1968</b>
Bread	\$0.22/loaf	
Milk	\$1.21/gal	
Eggs	\$1.12/doz	
Car	\$2,450	
Gas	\$0.34/gal	
House	\$26, 600	
Stamp	\$0.06	
Avg. income	\$9,670/yr	

Then and Now: Prices

Item	1932	1962	2003
Candy bar		.05	.60
Soft drink		.10	.75
Movie ticket		.50	6.00
Music Album		3.00	16.00
Gallon of gas		.31	1.50
Postage stamp		.04	.37
Doctor's office visit		5.00	60.00
New car		2,500.00	21,000
New home		15,000	145,000
Median family income		6,000	55,000

## Lesson 9 Language Arts-Skimming and Scanning Grade Level-Secondary

### ESL Standards (refer to full page descriptor)

Goal 1: To use English to communicate in social settings.

X	Standard 1: to participate in social interaction
	Standard 2: to interact through spoken/written English for personal expression/enjoyment
X	Standard 3: use learning strategies to extend communicative competence

Goal 2: To use English to achieve academically in all content areas.

	Standard 1: to interact in the classroom
X	Standard 2: to obtain, process, construct, and provide subject matter information
X	Standard 3: use appropriate learning strategies to construct and apply academic knowledge

Goal 3: To use English in socially and culturally appropriate ways.

	Standard 1: choose language variety/register/genre according to audience, purpose, and setting
	Standard 2: use non-verbal communication appropriate to audience/purpose/setting
	Standard 3: use appropriate learning strategies to extend sociolinguistic/sociocultural competence

### Learning Strategies (refer to full page descriptor)

Direct Strategies:

I Memory

II Cognitive B1, D2

III Compensation

Indirect Strategies:

I Metacognitive

II Social

III Affective B1-2

## Multiple Intelligences

X
X

**Visual/Spatial**

Bodily/Kinesthetic

Logical/Mathematical

X
X

Musical/Rhythmic

Verbal/Linguistic

Interpersonal

Intrapersonal

**Lesson 9**  
**Skimming and Scanning**  
**A language arts/strategies lesson using the newspaper**

**Target Audience**

This lesson is designed for secondary students with an intermediate to advanced level of English proficiency to be used in an ELL classroom.

**Lesson Objectives: The students will:**

1. become familiar with the strategies of skimming and scanning
2. identify the uses and value of those strategies
3. practice skimming for the main idea to match news articles to their corresponding headlines
4. practice scanning for details by participating in the “round the walls” game

**Materials**

Overhead/whiteboard, envelopes containing 5 news stories and their headlines which have been cut apart (enough for all of your students to work with a partner), news stories lacking headlines (one for each student), newspaper pages to be displayed around the walls of the classroom, 20+ questions about facts that can be found in the displayed newspaper, written on strips of paper (enough for all of your students to work in pairs), stopwatch

**Vocabulary**

**Skimming, scanning, headline**

**Procedure**

1. Define and discuss skimming and scanning, their uses and value.
  2. Give some example tasks and have students identify which strategy would be most helpful.
    - looking over a recipe before you begin cooking to determine what equipment and ingredients you’ll need
    - looking over a contract or legal document to make sure things are in order
    - doing a last-minute book report
    - answering multiple choice questions about a passage on a timed test
- Have them brainstorm in small groups 3 more possible uses for each skill, and record class results on the overhead or whiteboard.

3. Practice the skill/strategy of skimming a passage for the main idea. Working together in pairs, students will be given an envelope with 5 articles and their corresponding headlines that have been separated from each other. Students should quickly skim the articles to determine which headlines correspond to which article. The pair must come to consensus, pointing out words that helped them make their choices. They will then trade envelopes with another group and repeat the process. When they have completed the task the second time, they will compare their choices with the other group to verify their findings. Next they will be given a story without the headline. Individually, they are to write an appropriate headline that communicates the article's main idea. When they have completed their headlines, give them the headlines that originally accompanied the stories so they can compare.
4. Practice the skill/strategy of scanning a passage for details. Display newspaper pages around the classroom. On separate strips of paper, write questions about the facts that can be found in the news stories. Hand out one question to each pair, who must now tour the room, find the answer, and return to you with the answer, for which they will receive a new question. Keep score to see which group finds the most answers in a set amount of time.

### **Accommodations**

### **Resources**

onestopenglish.com—Using Newspapers in the Classroom  
Education World: Lesson Planning: Ten Great Activities: Teaching With the Newspaper

**Newspaper Game**  
**“ Parts of a Newspaper “**  
**Intermediate, Mainstream Classroom**

**Lesson Objectives**

1. Students will practice their understanding of parts of a newspaper in a relay race.

**Materials**

1. One complete newspaper per team

**Vocabulary/Key Terms**

1. Section
2. Caption
3. Byline
4. Header
5. (any other terms you may be studying in class)

**Procedure**

1. Each team will race to find a certain term, called out by the teacher.  
Ex: Find a caption
2. First team to find a caption wins a point.
3. First team to collect designated amount of points wins game.

**Newspaper Game**  
**“Comic Strip Relay “**  
**Intermediate, Mainstream Classroom**

**Lesson Objectives**

2. Students will use the comic strips to show an understanding of sequencing.

**Materials**

1. comic strips from local newspaper, cut up into individual frames
2. an envelope of cut up frames for each team

**Vocabulary/Key Terms**

1. none

**Procedure**

6. Students will be given an envelope with one cut up comic strip.
7. When prompted to begin, teams will race to put their comic strip back into the correct order.
8. First team to correctly put their comic strip together wins.

**ELL Accommodations**

1. Pair non-native and native speakers to work together.

**Internet Based Lesson**  
**“ Internet News: Practicing Comprehension “**  
**Intermediate, Mainstream Classroom**

**Lesson Objectives**

3. Students will use a newspaper website to practice vocabulary skills.
4. Students will use a newspaper website to practice comprehension skills.

**Materials**

1. Notebook paper for writing down answers
2. One computer, with internet access, for each individual or pair.
3. Website <http://www.startribune.com/education/teachers>
  - a. Click on News article button with purple starburst
  - b. Click on a news story of interest

**Vocabulary/Key Terms**

2. Vocabulary will vary depending on which article the student/teacher chooses.

**Procedure**

9. Students will access *The Star Tribune* website in a computer lab setting.
10. Students will choose an article of interest to them.
11. Online lesson prompts students to look up the definition of key vocabulary in the article. They are instructed to write each definition down and use the vocabulary term in a sentence.
12. Online lesson will then give students a modified version of a real *Star Tribune* article. Modified article is on a 4<sup>th</sup> – 6<sup>th</sup> grade reading level.
13. After reading the article, the student is given multiple choice comprehension questions. Answers to comprehension questions should be written down.
14. There is an answer key for checking answers at the end.

**ELL Accommodations**

2. Pair non-native and native speakers to work together.
3. Have someone read the article and questions to the non-native speaker, in native language if necessary

**Resources**

1. [www.startribune.com](http://www.startribune.com)