

UNIT: Grandview Newspaper LESSONS: 3-Lessons & Kick-Off of School Paper GRADES(s): 3

Conceptual Theme: Relationship to broader curriculum goals in the discipline & in other disciplines? (*Component 1c*)

In the 15th century, Johannes Gutenberg invented the printing press – and it changed the world. For hundreds of years, people have depended on newspapers to inform them about what's going on in the world. Every major city has at least one newspaper; most have more than one. And almost every local county and town has some form of newspaper. Newspapers are a part of global history and global culture. In a free society, the newspaper is one of the most affordable and accessible sources of information.

NYS Standards: How do these goals support the district's curriculum, state framework, and content standards? (*Comp. 1a & 1c*)

Standard 1: Language for Information and Understanding

Students will listen, speak, read, and write for information and understanding. As listeners and readers, students will collect data, facts, and ideas; discover relationships, concepts, and generalizations; and use knowledge generated from oral, written, and electronically produced texts. As speakers and writers, they will use oral and written language that follows the accepted conventions of the English language to acquire, interpret, apply, and transmit information.

Listening and Reading

Listening and reading to acquire information and understanding involves collecting data, facts, and ideas; discovering relationships, concepts, and generalizations; and using knowledge from oral, written, and electronic sources.

- select information appropriate to the purpose of their investigation and relate ideas from one text to another
- select and use strategies they have been taught for note-taking, organizing, and categorizing information
- ask specific questions to clarify and extend meaning

Speaking and Writing

Speaking and writing to acquire and transmit information requires asking probing and clarifying questions, interpreting information in one's own words, applying information from one context to another, and presenting the information and interpretation clearly, concisely, and comprehensibly.

- present information clearly in a variety of oral and written forms such as summaries, paraphrases, brief reports, stories, posters, and charts
- use a few traditional structures for conveying information such as chronological order, cause and effect, and similarity and difference
- include relevant information and exclude extraneous material

TECHNOLOGY:

Children will blog their *draft* news stories – they will be reviewed as a team and edited for the Grandview Newspaper – Top of the Fold. We will begin in the library using the laptop cart – classroom teachers will be show how to access the www.blogger.com along with the students. The following [blogging directions](#) were used to train and refresh teachers and students.

([Concept Map: My World - Social Interaction / Community & Global Connections](#))

What are the goals for the lesson? What do you want the students to learn? (*Component 1c*)
 Why are these goals suitable for his group of students? (*Component 1c*)

Essential Understandings	Essential Questions	Knowledge & Skills
<ul style="list-style-type: none"> ▪ For hundreds of years people have depended on newspapers to inform them about what's going on in the world. ▪ Newspapers are an affordable and accessible form of information sharing. 	<ul style="list-style-type: none"> ▪ In the 15th century, Johannes Gutenberg invented the printing press. How did this change the world? ▪ What is the role of a newspaper in a <i>democracy</i>? ▪ How do newspapers help us to share information within our school, community, country, the world? 	<ul style="list-style-type: none"> ▪ A news story is written by a reporter. The reporter interviews people and observes events to answer the questions Who, What, When, Where, Why and How. ▪ Read news stories for information about the 5 W's + 1H ▪ Conduct a simple interview and record answers. Create your own news story and lead for the school newspaper

Resources: What instruction materials or other resources, if any, will you use? (*Component 1d*)

Blogger

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Hardcopy Newspaper:

- Rockland Journal News
- Newspaper Articles Cut out / Scanned for Powerpoint

Web News Sources for Students

- [TIME for Kids](#)
- [CNN Student News](#)
- [New York Times Learning Network](#)
- [PBS Online News Hour Extra: News for Students](#)
- [Scholastic News Zone](#)
- [Student News Net](#)
- [Weekly Reader Galaxy](#)

Fairy Tales / Picture Books => headlines and leads

- Little Red Riding Hood
- Snow White
- The 3 Little Pigs
- Cinderella
- Goldilocks and Three Bears

Books:

- Curious George books

Preparation:

What instructional materials or other resources, if any, will you use? (*Component 1d*)

What difficulties do students typically experience in this area, and how do you plan to anticipate these difficulties? (*Component 1a*)

Prepare POWERPOINT

- Slide: The Printing Press – Johannes Gutenberg
- Slide(s): What is a Newspaper? (Why do people read them; What types of stories / articles are included in newspapers – Newspaper Sections)
- Slide: News stories are written by a reporter. The reporter interviews people and observes events to answer the questions Who, What, When, Where, Why and How. Reporters call these questions the 5 W's + 1 H and try to include them in each news story.
- Slide: Share News Articles Written by Kids - Kid Scoops – From [Time for Kids website](#)
Links to:
 - [Good Sports](#)
 - [Communities Help After Hurricane Katrina](#)
 - [Harry Potter Magic is Here](#)
 - [Seeing Double](#)
- Slide: "Bad Fall Injures Children" & Story Clip
- Slide: Bears' House Vandalized
- Slide: Practice Lead Writing For:
 - Little Red Riding Hood
 - Snow White
 - The 3 Little Pigs
 - Cinderella
 - Goldilocks and Three Bears

LAPTOP COMPUTERS – Blogging:

Test laptop setup in the library – ensure that we can get to blogger etc.

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Teaching and Learning Experiences: (Instruction, Performance Tasks, Projects, Academic Prompts to evaluate understanding.)

How do you plan to engage students in the content? What will you do? What will students do? (Time estimates) (*Component 1c*)

Where We Are Going:

Preparing to write our own school newspaper.

Learning Experiences:

LESSON 1: What Is Newspaper?

Hook - Engagement:

Begin the class discussion with a brainstorming session. Ask the children 'What is a newspaper?', 'Why do people read them?', 'What types of things are written in them?' 'Who writes news stories?' Note their answers on the board. Explain to the children, that a news story is written by a reporter. The reporter interviews people and observes events to answer the questions Who, What, When, Where, Why and How. Reporters call these questions the 5 W's + 1 H and try to include them in each news story.

Show sample newspaper clipping. Point out the headline. Ask the children what the headline does? Does it capture their attention? Does it answer any of the 5 W's + 1H questions? Read the first paragraph. How many of the 5 W's + 1H do you know now? Continue through the article a paragraph at a time until all of the 5 W's + 1H questions are answered.

Headlines & Leads

Bad Fall Injures Children

It was reported by a reliable source last night that Jack and Jill Jones both fell down slippery hill. The twelve year old twins were sent by their mother to get a bucket of water. In returning, Jack fell down, hit his head on a rock and received a slight concussion. Jill apparently tripped over Jack, and in falling down, received a skinned knee. The two were taken to county hospital. Jill was treated and released. Jack remains in satisfactory condition and will probably be released tomorrow.

Bears' House Vandalized - Exercise

- Read a fairly short version of Goldilocks and the Three Bears to the children to refresh their memory of the story.
- Pair children. Point out headline -- Bears' House Vandalized -- In each pair, one of the children should act as the reporter and the other should act as a bear.
- The reporter should interview the bear to discover the answer to each of the 5 W's + 1 H and record the answers in point form. Then the children should switch roles so each has a chance to be the reporter.
- Once all of the children have their point form answers recorded, have them return to their desks. Ask the children to complete their job as reporters for your class and write the lead to go with the headline.
- Remind them that the lead should be written in complete sentences with no more than 2 paragraphs.

LESSON 2: Share News Articles Written by Kids - Kid Scoops – From [Time for Kids website](#)

- [Good Sports](#)
- [Communities Help After Hurricane Katrina](#)
- [Harry Potter Magic is Here](#)
- [Seeing Double](#)

LESSON 3:

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Extensions: School Newspaper!

Kauffman, L. (1986). Discourses of desire: Gender, genre, and epistolary fictions. New York: Cornell University Press.

Goldsmith, E. C. (1989). Authority, authenticity, and the publication of letters by women. In E. C. Goldsmith (Ed.), Writing the female voice: Essays on epistolary literature (pp. 46–59). Boston: Northeastern University Press

Framework for Teaching 4 Domains: <http://www.grandviewlibrary.org/FrameWorkForTeaching/FourDomainsChart.pdf>
National Association of School Psychologists – <http://www.grandviewlibrary.org/CurriculumAdaptations/NineTypes.pdf>