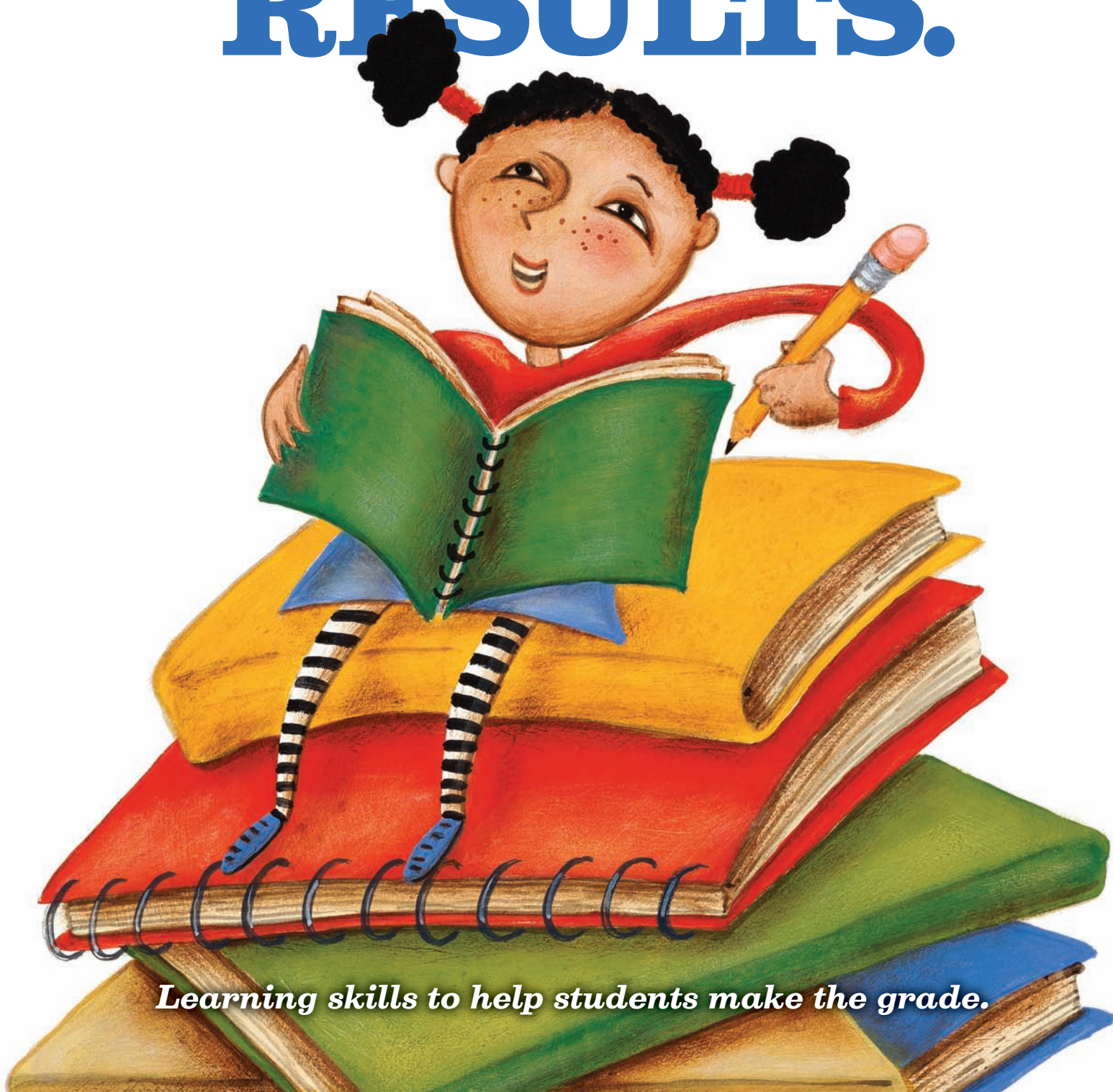


Los Angeles Times | IN EDUCATION

READING, WRITING, RESULTS.



Learning skills to help students make the grade.

Los Angeles Times | IN EDUCATION

READING, WRITING, RESULTS.



Developed by Kathy Girardin
Gauldin Elementary, Downey Unified School District

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Teacher Introduction

Using the Los Angeles Times or The Times electronic edition will help your students make real-world connections with classroom learning and develop daily reading habits. These newspaper-based lessons and activities have been developed to support the California State framework for Reading and Language Arts, for kindergarten through grade 3. Each lesson references the Reading and Language Arts Standards. The lessons may be used in any sequence, and you can adapt them to fit your students' skill level and needs. Most lessons include extension activities, discussion questions, and worksheets that can provide assessment opportunities to measure student progress.

We encourage you to incorporate The Times or The Times electronic edition into all content areas to reinforce reading and language throughout your curriculum. Consider The Times a "living textbook," full of timely, relevant information appropriate for a variety of skill levels. The Times is a catalog of words and language conventions – a valuable tool that will help your students to be successful communicators and informed, contributing members of society.

TIMES IN EDUCATION

Los Angeles
213-237-6769

Orange County
714-966-7744

Kindergarten

	Activities to Develop Beginning Reading Skills	Easy As ABC	Start at the Beginning	Alphabet Soup	All Together Words	A Picture is Worth a Thousand Words	Activities to Develop Listening and
READING							
Word Analysis, Fluency, and Systematic Vocabulary Development							
Concepts about print	●	●	●	●	●	●	
Phonemic awareness	●	●	●	●			
Decoding and word recognition	●	●	●	●	●		
Vocabulary and concept development	●	●	●	●	●	●	
Reading Comprehension							
Structural features of informational materials	●	●			●	●	
Comprehension and analysis of grade-level-appropriate text	●	●			●	●	
Literary Response and Analysis							
Narrative analysis of grade-level-appropriate text	●	●				●	●
WRITING							
Writing Strategies							
Organization and focus		●				●	
Penmanship		●					
WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS							
Sentence structure		●					
Spelling		●	●		●		
LISTENING AND SPEAKING							
Comprehension	●	●	●	●	●	●	●
Speaking Applications	●	●	●	●	●	●	●

Grade 1

	Activities to Develop Beginning Reading Skills	Easy As ABC	Start at the Beginning	Alphabet Soup	What's My Word	All Together Words	Context Clues	Using the Index	Comic Strip Mix-Up	A Picture is Worth a Thousand Words	Activities to Develop Grammar and Spelling	One or More	People, Places, Things	Activities to Develop Listening and Speaking
READING														
Word Analysis, Fluency, and Systematic Vocabulary Development														
Concepts about print	●	●	●	●	●	●								
Phonemic awareness	●	●	●	●	●									
Decoding and word recognition	●	●	●	●	●									
Vocabulary and concept development	●	●	●	●	●									
Reading Comprehension														
Structural features of informational materials	●	●			●	●	●	●	●		●	●		
Comprehension and analysis of grade-level-appropriate text	●	●			●	●	●	●	●		●	●		
Literary Response and Analysis														
Narrative analysis of grade-level-appropriate text	●	●				●	●	●	●				●	
WRITING														
Writing Strategies														
Organization and focus		●		●	●	●	●		●			●		
Penmanship		●		●	●	●	●		●		●	●		
Writing Applications (Genres and Characters)														
									●			●		
WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS														
Sentence structure						●		●		●			●	
Grammar						●		●		●	●	●	●	
Punctuation						●		●		●			●	
Capitalization						●	●	●		●	●	●	●	
Spelling		●	●		●	●	●	●		●	●	●	●	
LISTENING AND SPEAKING														
Comprehension	●	●	●	●	●	●	●	●	●	●	●	●	●	●
Organization and delivery of oral communication	●	●	●	●	●	●	●	●	●	●	●	●	●	●
Speaking Applications	●	●	●	●	●	●	●	●	●	●	●	●	●	●

Grade 2

	Activities to Develop Beginning Reading Skills	What's My Word	Activities to Develop Vocabulary	All Together Words	Context Clues	Using the Index	News Essentials	Comic Strip Mix-Up	Activities to Develop Writing	A Picture is Worth a Thousand Words	The Five Ws	Activities to Develop Grammar and Spelling	He Said, She Said	Making Headlines into Complete Sentences	Name That Sentence	One or More People, Places, Things	Activities to Develop Listening and Speaking
READING																	
Word Analysis, Fluency, and Systematic Vocabulary Development																	
Decoding and word recognition		●	●	●													
Vocabulary and concept development		●	●	●													
Reading Comprehension																	
Structural features of informational materials			●	●	●	●	●	●	●	●	●	●					●
Comprehension and analysis of grade-level-appropriate text			●	●	●	●	●	●	●	●	●	●					●
Literary Response and Analysis																	
Narrative analysis of grade-level-appropriate text	●			●	●	●	●	●	●	●	●	●					●
WRITING																	
Writing Strategies																	
Organization and focus	●	●		●	●	●	●	●	●	●	●	●	●				●
Penmanship		●		●	●	●	●	●	●	●	●	●	●	●	●	●	●
Research				●	●	●	●	●	●	●	●						●
Evaluation and revision		●		●		●	●	●	●	●	●	●					●
Writing Applications (Genres and Characters)																	
								●	●	●	●						●
WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS																	
Sentence structure			●		●		●	●	●	●	●	●	●				●
Grammar			●		●		●	●	●	●	●	●	●	●	●		●
Punctuation			●		●		●	●	●	●	●	●	●				●
Capitalization		●	●		●	●	●	●	●	●	●	●	●	●	●	●	●
Spelling		●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
LISTENING AND SPEAKING																	
Comprehension	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
Organization and delivery of oral communication	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
Speaking Applications	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●

Grade 3

	What's My World	Activities to Develop Vocabulary	All Together Words	Context Clues	Using the Index	News Essentials	Comic Strip Mix-Up	Activities to Develop Writing	A Picture is Worth a Thousand Words	The Five Ws	Activities to Develop Grammar and Spelling	He Said, She Said	Making Headlines into Complete Sentences	Name That Sentence	One or More People, Places, Things	Activities to Develop Listening and Speaking
READING																
Word Analysis, Fluency, and Systematic Vocabulary Development																
Decoding and word recognition	●	●	●													
Vocabulary and concept development	●	●														
Reading Comprehension																
Structural features of informational materials			●	●	●	●	●	●	●	●					●	
Comprehension and analysis of grade-level-appropriate text			●	●	●	●	●	●	●	●					●	
Literary Response and Analysis																
Structural features of literature			●	●	●	●	●	●	●	●					●	
Narrative analysis of grade-level-appropriate text			●	●	●	●	●	●	●	●					●	
WRITING																
Writing Strategies																
Organization and focus	●		●	●	●	●	●	●	●	●	●	●			●	
Penmanship	●		●	●	●	●	●	●	●	●	●	●	●	●	●	
Research			●	●	●	●	●	●	●	●	●				●	
Evaluation and revision	●		●	●	●	●	●	●	●	●	●				●	
Writing Applications (Genres and Characters)																
							●	●	●	●					●	
WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS																
Sentence structure		●	●	●	●	●	●	●	●	●	●	●			●	
Grammar		●	●	●	●	●	●	●	●	●	●	●	●	●	●	
Punctuation		●	●	●	●	●	●	●	●	●	●	●			●	
Capitalization	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	
Spelling	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	
LISTENING AND SPEAKING																
Comprehension	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	
Organization and delivery of oral communication	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	
Analysis and evaluation of oral and media communications	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	
Speaking Applications	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	

Activities to Develop Beginning Reading Skills

NOTE TO TEACHERS

For the activities below, if students are using The Times electronic edition they will need to print news items before they can cut them out or circle them.

LETTER RECOGNITION

Focusing on one letter or phoneme, such as a “letter of the day” or the first letter of a student’s first name, have students search a page in The Times or The Times electronic edition and circle words that begin with that letter and/or sound. Students can make a collage of the particular letter with the newspaper words. Discuss the differences between lowercase and uppercase letters, and various type styles or fonts.

REINFORCE ALPHABETIZING SKILLS

Using one page of The Times or The Times electronic edition, students search for and circle one word for each letter of the alphabet, starting with A, then B, C and so on. When they cannot find a word that begins with a particular letter, they should write the missing letter on the margin of the page and continue on until they are through the alphabet. After finding examples of each letter, students draw a line from the A word to the B word, to the C word and so on (similar to connect the dots).

MAKE A PICTURE DICTIONARY

Using The Times or The Times electronic edition, have students find three pictures of objects that begin with the same letter. Cut out the pictures and glue them on a sheet of paper. Students write the letter on the page. Students, with adult assistance, can write the name for item next to each picture. (For English-language learning students and families, this activity can be bilingual.) Students or the class can create one page for each letter of the alphabet and compile the pages to make a picture dictionary. A set of flash cards could also be made from this activity.

OPPOSITES

Students find several objects or words in The Times or The Times electronic edition as examples of opposites, such as big/small, happy/sad, up/down or in/out. A “Book of Opposites” can be made with students’ examples.

FEELINGS

Students can find words and objects in The Times or The Times electronic edition that they believe to represent different feelings, such as happy, sad, excited, surprised, etc.

CLASSIFYING THE HOUSE

Students find various items throughout The Times or The Times electronic edition that “belong” in different rooms of a house, such as dishes in the kitchen, pillows in the bedroom, a car in the garage, etc. This activity can be done in cooperative groups, with each group matching items to a specific room. Have each group explain their items and why they selected the items for the specific room.

Easy As ABC

Recommended for Emergent Readers

CALIFORNIA STANDARDS REFERENCE

KINDERGARTEN:

- Reading
- Writing
- Spelling
- Listening/Speaking

GRADE 1:

- Reading
- Writing
- Written/Oral Language
- Listening/Speaking

OBJECTIVE:

Students will choose objects from the newspaper to represent each letter of the alphabet, then they will create pages for an ABC book by writing a descriptive sentence for each object.

MATERIALS:

Classroom set of the Los Angeles Times or The Times electronic edition, examples of ABC books, scissors, glue, paper

PROCEDURES:

1. Lead the class in reciting the alphabet in order. Then read aloud and discuss several ABC books. Note the theme many ABC books employ as they illustrate each letter of the alphabet.
2. Distribute copies of The Times or direct students to log on to The Times electronic edition. Have students note pictures of different objects (the display ads provide many possibilities) and identify the letter of the alphabet for each object.
3. Select a letter and have students find objects in The Times or The Times electronic edition which begin with that letter. Then show the class several pictures from one category (such as people, food, or autos) and have students identify the category.
4. Have each student select a category in which they would like to find objects in The Times or The Times electronic edition, then have students find and cut out three items which are in the category they have selected. If using the electronic edition, students will need to print their items and then cut them out. Each item should be pasted on a separate piece of paper.

5. Tell students that they will use the items they have collected to write an ABC book. On the same pieces of paper that students have pasted their items they should:
 - Write a sentence using the “A is for apple” format
 - Write a sentence that describes each object.
6. Students share their selected objects and sentences with the class (or with a partner or small group). Based on their sharing, students can change or make additions to their writing.
7. Help students to check their work for spelling, punctuation, and grammar. Then put the pages in alphabetical order. If any letters are missing (such as Q or Z), make it a class project to find items for those letters.
8. When every letter of the alphabet is represented, bind the pages together to make a class ABC book. It is nice to include each child’s name on the pages they submit. If you have many duplicate pages for some letters, add them to the book or make a second book.

Extension/Assessment Activities

Assign an initial sound to students working in pairs or small groups. Students then find and clip headline words, words and pictures from ads, that contain the same initial sounds. Students then make a collage of the sounds and display them in the classroom or as a book. Depending on the level of students, students can do a similar project with digraphs, consonant blends, prefixes and suffixes.

ASSESSMENT QUESTIONS

1. Read your book to me.
2. Tell me why this picture goes with this word?
3. Write the alphabet.

Start at the Beginning

Recommended for Emergent Readers

CALIFORNIA STANDARDS REFERENCE

KINDERGARTEN, GRADE 1:

- Reading
- Written/Oral Language
- Listening/Speaking

OBJECTIVE:

Students will use *The Times* or *The Times* electronic edition to locate and identify examples of words and pictures representing words beginning with various initial sounds.

MATERIALS:

Classroom set of the *Los Angeles Times* or *The Times* electronic edition, worksheets, scissors, glue or tape

PROCEDURES:

1. Write the initial sounds you want to introduce or reinforce on the board. Referring to the board, ask the class to name words that begin with those sounds. Write the words students suggest below each sound on the board.
2. Ask students where they could find more words that begin with the same sounds (books, dictionaries, newspapers may be a few examples). Distribute copies of *The Times* or direct students to log on to *The Times* electronic edition and explain that the class will use the newspaper to find words with the same initial sounds.
3. Select one of the initial sounds from your list on the board. Using any section of *The Times*, circle words beginning with

that sound and hold the newspaper up to the class to show that many words with the same initial sound can be found in the newspaper.

4. Select a different initial sound. Have each student turn to the same page of the newspaper and circle all the words they can find beginning with the initial sound. Have students compare answers. (This can be repeated as a competition to see which student can find the most words with the selected initial sound.)
5. Distribute worksheets. Have students complete their worksheets by cutting words from *The Times* that have the designated sound and pasting them in the appropriate space on the worksheet. If using the electronic edition, students will need to print their items and then cut them out. Ask students to underline the initial sound.

Extension/Assessment Activities

- Several sample worksheets are included with this lesson. With minor modifications, this lesson can be repeated to emphasize many other sounds, such as diagraphs and consonant blends.
- Older students may also want to move from the beginning and search for the same sounds within the middle of words or ending sounds.
- A modified version of this activity can be used to identify “onsets and rimes.”

ASSESSMENT QUESTIONS

1. Read the words you have chosen.
2. What letter comes next? What would be the next letter?
3. What other letter could be put at the beginning (or end) to make another word? (example: bed to red or bet)

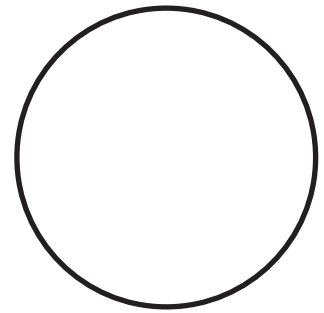
Start at the Beginning

Worksheet

NAME: _____

Initial Consonant Sounds

DIRECTIONS: Look in the circle. Cut out words from the newspaper that begin with that initial consonant sound. If you are using The Times electronic edition, you will need to print items and then cut them out. Glue them in the space below. Find as many as you can...



Start at the Beginning

Worksheet

NAME: _____

Identifying Initial Sounds/Diagraphs*

DIRECTIONS: Go shopping for words that begin with “ch,” “ph,” “sh,” “th,” and “wh.” Cut them out of the newspaper and glue them in the appropriate shopping bag! If you are using The Times electronic edition, you will need to print items and then cut them out. You need to find at least three words that begin with each sound.

“CH” bag

“PH” bag

“SH” bag

“TH” bag

“WH” bag

NOTE: A diagraph is a pair of letters representing a single sound, as “ph” in phone.

Start at the Beginning

Worksheet

NAME: _____

Consonant Blends Bingo

	B	I	N	G	O
B	Fr	Bl	Dr	Sk	Tr
I	St	Cl	Fl	Br	Sp
N	Gl	Pr	Sm	Tw	Sw
G	Sl	Cr	Gr	Sn	Pl
O	Spr	Sr	Scr	Sc	Str

Alphabet Soup

Recommended for Emergent Readers

CALIFORNIA STANDARDS REFERENCE

KINDERGARTEN:

- Reading
- Listening/
Speaking

GRADE 1:

- Reading
- Written/Oral
Language
- Listening/
Speaking

GRADE 3:

- Written/Oral
Language
(Extension Activity)
- Listening/
Speaking

OBJECTIVE:

Students will learn to recognize all the letters of the alphabet and place them in alphabetical order.

MATERIALS:

Classroom set of the Los Angeles Times or The Times electronic edition, a bowl, scissors, glue or tape, worksheets

PROCEDURES:

1. Ask the class if they have ever eaten alphabet soup. Ask them what's in the soup besides vegetables. Do they think all the letters of the alphabet are in the soup? How many letters are in the alphabet? Count them if necessary.
2. Have the class say the alphabet out loud. As they do, write each letter on the board. Determine that there are 26 letters in the alphabet and that they are in only one order. In alphabet soup, all 26 letters are there, but they're all mixed up.
3. Distribute copies or sections of The Times or direct students to log on to The Times electronic edition. Assign each student a letter to find and cut out of the newspaper. If using the electronic edition, students will need to print their items and then cut them out. When students have found their assigned letters, have each

student come to the front of the room and place their letter in a bowl. Mix up all the letters in the bowl and ask the class what they have made – “Alphabet Soup!”

4. Pass the bowl around the room and have each student draw one letter (without looking). Then have the class line up in alphabetical order (the student who drew “a” at the front of the line, followed by the student who drew “b,” etc.).
5. Distribute worksheets and have each student follow the “recipe” to make their own bowl of alphabet soup with letters found in the newspaper.

Extension/Assessment Activities

- This lesson can be repeated with both upper and lower case letters.
- Students can also sort their alphabet soup into consonants and vowels.
- Older students can clip words from headlines or ad copy and arrange them in alphabetical order. Specific categories of words can also be assigned to find, clip and alphabetize.

ASSESSMENT QUESTIONS

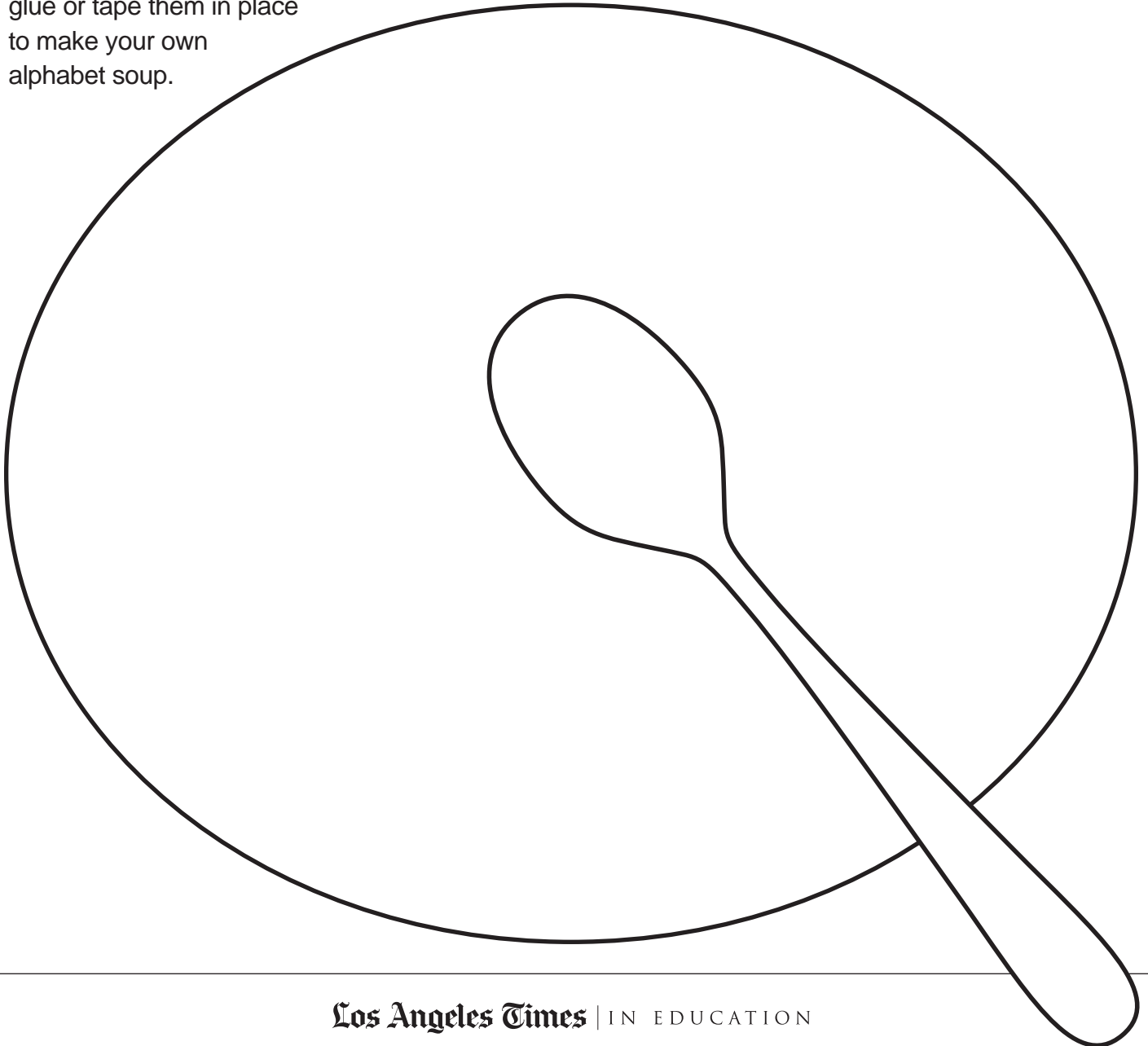
1. Say the alphabet. Or, write the alphabet.
2. Name a word which begins with ...
3. How many letters are in the alphabet?

Alphabet Soup

Worksheet

NAME: _____

RECIPE: Find all 26 letters in the newspaper and cut them out. If you are using The Times electronic edition, you will need to print items and then cut them out. Mix them up, place them in the bowl, and glue or tape them in place to make your own alphabet soup.



What's My Word

*Recommended for
Early and Fluent Readers*

CALIFORNIA STANDARDS REFERENCE

GRADES 1, 2, 3:

- Reading
- Writing
- Written/Oral Language
- Listening/Speaking

OBJECTIVE:

Students discover letter-sound relationships and learn how to look for patterns in words. Students also learn that changing just one letter or the sequence of letters changes the entire word. Students will sort the words for patterns.

MATERIALS:

Copies of the Los Angeles Times or The Times electronic edition, large envelopes, scissors, glue, worksheet, and index cards (card stock, tag board, or construction paper may also be used).

PROCEDURES:

1. Teacher preselects a word in large type size from The Times. The class brainstorms some smaller words that can be made from the letters of the large word. Example: newspaper.
2. Record the smaller words on chart paper.
3. Inside the envelope are cards with the individual letters corresponding to the large word selected. Example: a, e, e, n, p, r, s, w.
4. Place the individual letter cards on the table for the students to use to make a new word. Example: pep, ran, pen, saw.
5. In small groups, have the students select a word from The Times or The Times electronic edition. Have the students all select a word with a designated number or letters so the remainder of the activity will be completed at about the same time. Students

make several words from the letters of the larger word. They glue their large word on the worksheet provided.

6. Students create 3-letter words using the letters contained in the large word.
7. Teacher then directs the students to add another letter to these 3-letter words to make new words. Then another letter to the 4-letter words to make still more new words. Continue with 5-letter and 6-letter words, as appropriate.
8. Distribute cards and an envelope to each student group. Have the students write the large word on the outside of the envelope and the individual letters of the word on each card. Have the students place the individual letter cards inside the envelope.
9. Collect envelopes from student groups. Place in a file with blank worksheets for independent practice at another time. This activity can be done several times, building your independent practice file.

Extension/Assessment Activities

- Have students select from The Times large print consonants and consonant blends as “onsets” with a selection of phonograms as “rimes” to make words. Select from the following list of phonograms that are found in almost 500 primary-grade words.

ack	ail	ain	ake	ale	ame	an	ank
ap	ash	at	ate	aw	ay	ear	ell
est	ice	ick	ide	ight	ill	in	ine
ing	ink	ip	it	ock	oke	oir	ot
uck	ug	ump	unk				

Onset: all letters before the vowel

Rime: a vowel and letters that follow

Examples: st + ick sp + ear cl + ock br + ight tr + uck

- Students write a story or poem using the new words they made in this exercise.
- Second- and third-grade students can make words from this exercise by adding prefixes and suffixes.

What's My Word

Worksheet

NAME: _____

DIRECTIONS: Find a word in The Times that is at least 10 letters. Cut the word and glue or tape it in the space below. If you are using The Times electronic edition, you will need to print items and then cut them out. Using only the letters in that word, make more words.

Example: NEWSPAPER

New Words: nap, pen, ran, saw, new, news, wrap, wraps, paper.

BIG WORD: _____

3-LETTER WORDS	4-LETTER WORDS	5-LETTER WORDS
1.	1.	1.
2.	2.	2.
3.	3.	3.
4.	4.	4.
5.	5.	5.

Activities For Developing Vocabulary

PREFIXES AND SUFFIXES

To reinforce current lessons on specific prefixes and suffixes, have students skim and scan The Times or The Times electronic edition for examples. Have students use a "Venn Diagram" to record their examples. Students write the "base word" in the intersecting middle portion of the diagram, the prefix in left circle and suffix in right circle.

COMPOUND WORDS

Using the Sports section, have students identify a variety of compound words and record them on a worksheet. Students determine the two smaller words that combine to make the compound word.

For example: baseball = base + ball

ballgame = ball + game

_____ = _____ + _____

ANTONYMS AND SYNONYMS

For independent practice with specific vocabulary or spelling words, students select five words from The Times or The Times electronic edition. Using the accompanying worksheet, students will record the words on main branches of the tree diagram. Students will use context clues from the newspaper to identify the antonym and/or synonym, which will be recorded on the smaller branches. Students will use a dictionary if necessary to complete the activity.

NEW WORDS

Students will find an unfamiliar word in a story or advertisement in the newspaper. They will guess the definition by reading context clues from headlines, photos and text. Then they will write three possible definitions. Finally they will check the word and their possible definitions with the dictionary.

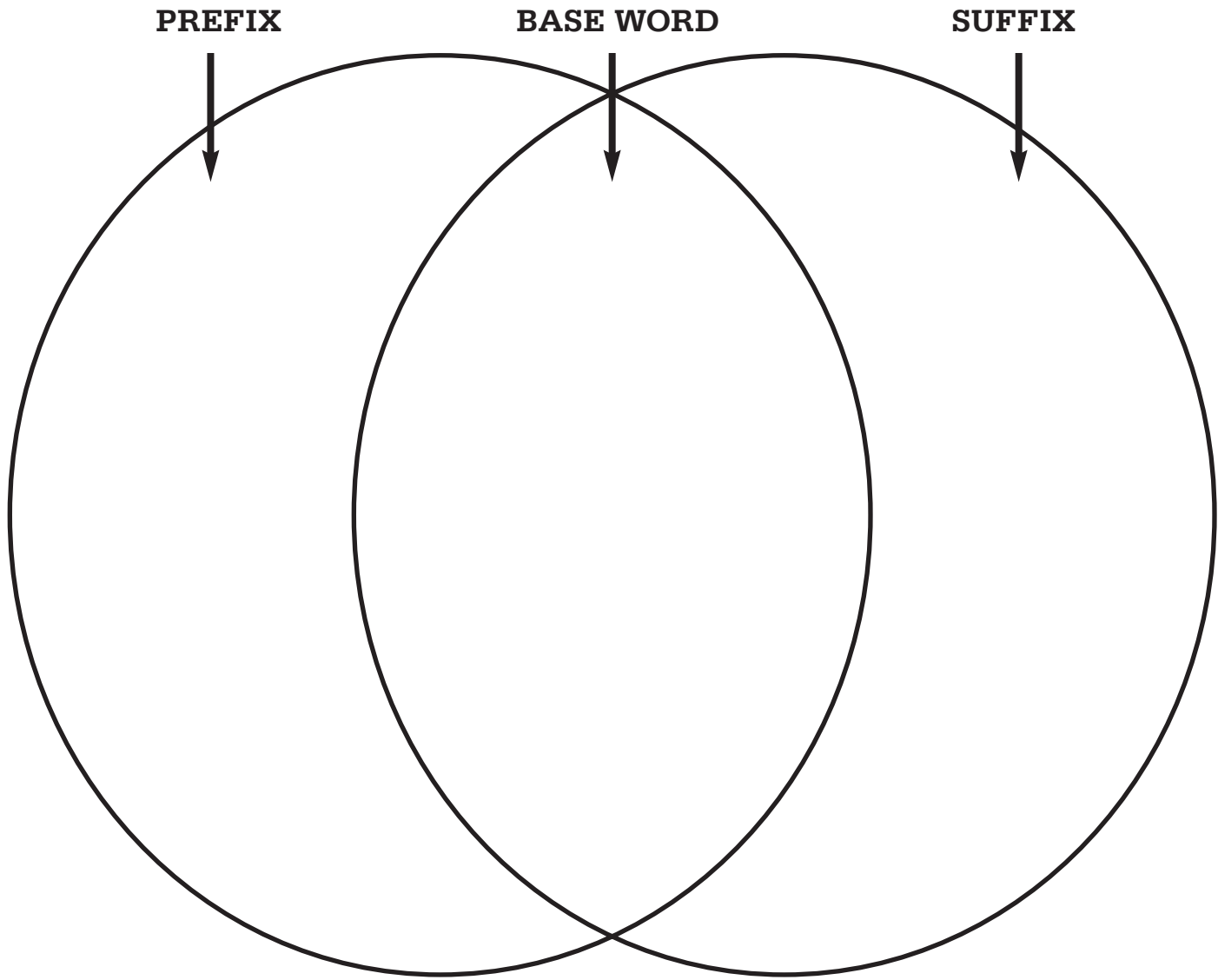
Skills: vocabulary development, context clues, cross-checking, making inferences.

Worksheets follow

Activities For Developing Vocabulary Worksheet

NAME: _____

Prefixes and Suffixes



Activities For Developing Vocabulary Worksheet

NAME: _____

Compound Words

DIRECTIONS: Use the Sports section to find compound words. Record the words you find below.

1.	=	_____	+	_____
2.	=	_____	+	_____
3.	=	_____	+	_____
4.	=	_____	+	_____
5.	=	_____	+	_____

Activities For Developing Vocabulary Worksheet

NAME: _____

Antonyms and Synonyms



All Together Words

*Recommended for
Emergent and Early Readers*

CALIFORNIA STANDARDS REFERENCE

KINDERGARTEN, GRADES 1, 2, 3:

- *Reading*
- *Written/Oral Language*
- *Listening/Speaking*

OBJECTIVE:

Students will use *The Times* to identify and sort common words in basic categories.

MATERIALS:

Class set of the Los Angeles Times or *The Times* electronic edition, worksheet, scissors, glue.

PROCEDURES:

1. Preview *The Times* and select 3 categories in which words can be classified. Demonstrate for the students. Example: things to eat, things that go, things to wear.
2. Distribute copies of *The Times* to students or direct students to log on to *The Times* electronic edition and ask students to find one word for each category. Have students share the words they found and explain why their words fit the category.
3. Group students and distribute worksheets. Ask students to look through *The Times* or direct students to log on to *The Times* electronic edition and create 3 new categories based on what they see in *The Times*.

4. Have students find as many words as possible that fit into each category. Students cut out words and glue them in the appropriate category on their worksheet. If using the electronic edition, students will need to print their items and then cut them out.
5. Students share the words and explanations for their choices with the class.

Extension/Assessment Activities

Have students select one general category and create 3 specific categories to further classify their words. Example: animals – household pets, animals in the zoo, animals on the farm, animals in the ocean, etc.

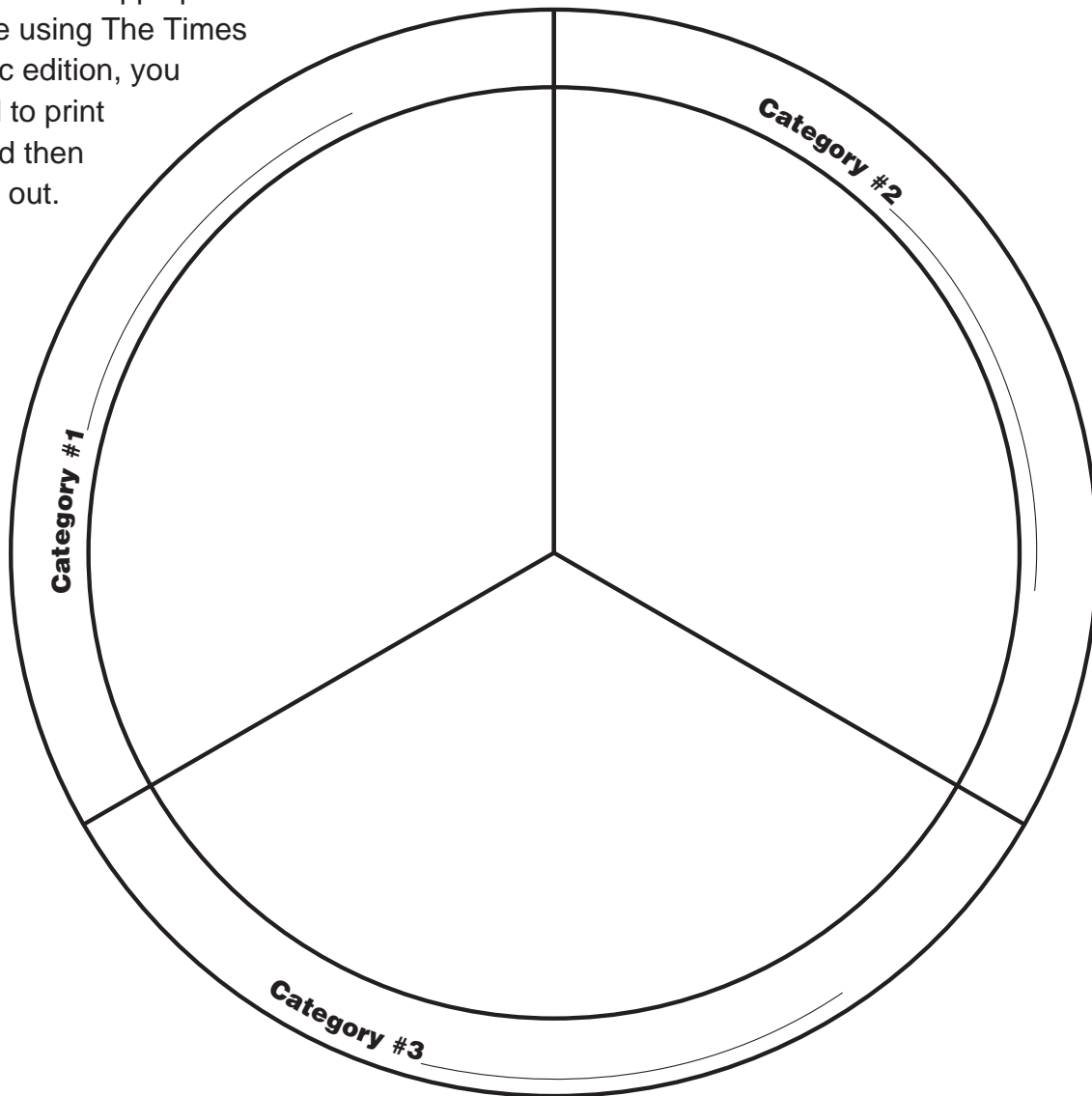
All Together Words

Worksheet

NAME: _____

DIRECTIONS: Create 3 categories based on words and pictures you see in the newspaper. Write each category in a section. Find as many words as possible to fit into each category. Cut and glue the words in the appropriate section.

If you are using The Times electronic edition, you will need to print items and then cut them out.



Context Clues in the Newspaper

*Recommended for
Early and Fluent Readers*

CALIFORNIA STANDARDS REFERENCE

GRADES 1, 2, 3:

- Reading
- Writing
- Written/Oral Language
- Listening/Speaking

OBJECTIVE

Students will demonstrate different strategies for reading comprehension using context clues.

MATERIALS

Classroom set of the Los Angeles Times or The Times electronic edition, worksheets.

PROCEDURES

1. Give the class ten minutes free reading time.

2. Direct the students to a page or section of The Times or The Times electronic edition, containing a story you pre-selected. Read a portion of the story aloud, while the students follow along. Discuss with the class what clues were on the page that helped with comprehension. Examples might include photos, illustrations, headline, dateline, common words in the text, graphics, maps, diagrams, etc.
3. Have the students select a story or advertisement to read. Distribute worksheets and have students practice identifying context clues by completing their worksheets independently in small groups. If using the electronic edition, students will need to print their items and then cut them out.

Teacher Tips

Introduce the students to a “think aloud” strategy to help understand what they read. Then demonstrate how to use context clues to answer “think aloud questions.” For example: “I wonder why he said...” or “I remember my mom saying...” Additional questions for clarification of the text could be “who, what, where, and why” questions such as, “Who is speaking?” or “Where did this happen?”

Context Clues in the Newspaper

Worksheet

NAME: _____

DIRECTIONS: Select and read a story or advertisement in the newspaper. Circle any words you do not know. Look for clues that will help you to understand what you read. Read the story or ad again. Answer these questions.

Story or advertisement headline: _____

Newspaper section: _____ Page: _____

Is there a picture or photo?

What clues did it give to help you understand the story?

What did the headline tell you about the story?

Write the words that helped you understand the story.

Write two or three sentences that described what happened in the story or the advertising message.

List 3-5 new words that you did not know when you first read the story or the ad. Based on what you now understand, write your definition for the words and then compare your definition with the dictionary definition.

Using the Index

*Recommended for
Early and Fluent Readers*

CALIFORNIA STANDARDS REFERENCE

GRADES 1, 2, 3:

- Reading
- Writing
- Written/Oral Language
- Listening/Speaking

OBJECTIVE

Students will be introduced to a variety of indexes and learn how to use them to locate information.

MATERIALS

Classroom set of the Los Angeles Times or The Times electronic edition, worksheet.

PROCEDURES

1. Explain to the students that newspapers contain a wealth of information that can, at times, seem overwhelming. Learning to use the index will help students find what they are looking for in the newspapers.
2. Distribute newspapers or direct students to log on to The Times electronic edition and thumb through The Times with the class. Read the names of the different sections. Explain how each section has a letter and how the pages are numbered within each section.
3. Have students find the shaded index located at the bottom of the front page. Show students that there are also indexes for most other sections of The Times on the first or second page of each section of the newspaper.
4. Demonstrate for students how to locate specific information using the index. For example, have students look in the index to find the weather forecast or the obituaries. Repeat with other items until most students can accurately use the index.
5. For independent practice, have students use the index to complete the attached worksheet.

Extension/Assessment Activities

- Ask students to name other places they might find indexes (i.e., textbooks, recipe books, etc.). Can they think of any items that need an index — but don't have one?
- As a home study project, have students look for all the indexes they can find in different books, documents, computer programs, etc. Each student can make a list and share it with the class.

Using the Index

Worksheet

NAME: _____

DIRECTIONS: Use the index to find the following information in The Times.

Sports

Find the name of an athlete in the news.

What sport does he or she play?

Name: _____ Sport: _____

Section: _____ Page: _____

Movies

Find a movie that you would like to see.

What is the name of a theater where you can see it?

Movie: _____ Theater: _____

Section: _____ Page: _____

Comics

Find a comic strip that you like to read.

Is the main character a person or a animal? _____

Comic: _____ Character: _____

Section: _____ Page: _____

Weather

Find today's national weather forecast. What is the predicted high temperature in your city. Find a city where it is raining.

High temperature: _____ Rain: _____

Section: _____ Page: _____

Classifieds

Find an ad for an item for sale in today's classifieds.

Item: _____ Price: _____

Section: _____ Page: _____

News Essentials

Recommended for Early Readers

CALIFORNIA STANDARDS REFERENCE

GRADE 2:

- Reading
- Listening/Speaking

GRADE 3:

- Reading
- Writing
- Listening/Speaking

OBJECTIVE:

Students will identify the essential elements in a news story that answer who, what, where, when and why.

MATERIALS:

Classroom set of the Los Angeles Times or The Times electronic edition.

PROCEDURES:

1. Discuss the significance of recording all applicable facts that answer the questions who, what, where, when, and why.
2. Read a brief news story aloud to the class.
3. Assist the students in recording the 5 W's of the news story as read to the class. Read the story slowly and more than once or as necessary.

Extension/Assessment Activities

- For advanced students, ask them to arrange the order in which the 5 W's were depicted in the article.
- Help students to improve analytical skills by selecting another story and reading the headline. Have students write or recommend five questions they believe will be answered by reading the article. Have students read (or read along with students) the entire article. Ask students to suggest five more questions that were **not** answered by the article. Discuss with students where the answers to these new questions could be found.

Comic Strip Mix-Up

*Recommended for
Early and Fluent Readers*

CALIFORNIA STANDARDS REFERENCE:

GRADES 1, 2, 3:

- Reading
- Writing
- Written/Oral Language
- Listening/Speaking

OBJECTIVE:

Students will learn to correctly sequence comic strips whose frames are out of order.

MATERIALS:

Classroom set of the Los Angeles Times or The Times electronic edition, comic strips precut into frames, scissors. Teachers may want to precut the back of the frames to make sure they can be put back in original order or have an identical set in tact as a key. If you are using The Times electronic edition, you will need to print items and then cut them out.

TIPS:

- Mount frames on construction paper or index cards for easier use and for students not be confused by the print on the reverse side of the newsprint.
- If possible, use Sunday comics for younger students. They are in color, with larger print, and easier to handle.

PROCEDURES:

1. Read aloud a four-frame comic strip from today's newspaper – with the frames in the wrong order. Have the class give feedback on why the comic strip doesn't make sense.

2. Write the text from the comic strip (in the same order you read it) it four boxes on the board. Discuss ways to determine the correct order, for example:
 - Cause and effect
 - Clue words such as “and” or “but” that signal continuation
 - The punch line usually comes at the end
3. Distribute one precut comic strip frame to each student. Have students first try to find other students with frames of the same comic strip, then try to determine the correct order for their frames.
4. When all groups are assembled in correct order, have each group read their comic strip aloud. The class should vote on whether or not the sequence is correct.
5. As independent practice, students can cut apart a three- or four-frame comic strip from today's Times. If using the electronic edition, students will need to print their items and then cut them out. Then have students exchange frames with a partner and put each other's comic strip in the correct order.

Extension/Assessment Activities

- Have students choose a comic strip. Cut apart the frames, and erase or white-out the text. If using The Times electronic edition, students will need to print their items and then cut them out. Students can then write their own comic strips by arranging the frames in the desired order and filling in the speech balloons with their own words.
- After students have put their comic frames in proper sequence, have students draw a “before” frame and an “after” frame.

Activities to Develop Writing

YOU WERE THERE

Read and discuss a current news story. Discuss with students what happened moments before and hours after the event. Then have students write their own story including the before or after. This activity can be used as a model for students to then write a story about something that happened to them or someone else.

WRITE A LETTER

Select an appropriate article from The Times or The Times electronic edition to read and discuss with the class. Direct students to the “Letters to Editor” page in the main news section. Explain that newspaper readers write letters to the newspaper about what they think about certain news stories and issues. Ask students to write a “Letter to the Editor” about a news event or issue. Instruct or model proper letter writing format.

Students can also write letters to a “newsmaker” or person in the news, such as a letter of congratulations to someone who has accomplished a goal.

WRITE A REVIEW

Read together with your students a review of a book, television show or movie. Discuss the book, movie or show with your students, comparing their thoughts with those of the reviewer. Point out specific features or format of the review, such as the author, a summary of the plot, introduction of characters, what they liked or didn’t like about the book or movie, etc.

Using the review as a model, have students write their own “review” of a recent book they read, or television show/movie they have seen.

A Picture is Worth a Thousand Words

Recommended for Early Readers

CALIFORNIA STANDARDS REFERENCE

KINDERGARTEN:

- Reading
- Listening/Speaking

GRADES 1, 2, 3:

- Reading
- Writing
- Written/Oral Language
- Listening/Speaking

OBJECTIVE:

Students will practice identifying the main idea using photographs in the newspaper and writing descriptive captions.

MATERIALS:

Classroom set of the Los Angeles Times or The Times electronic edition, scissors, glue or tape.

PROCEDURES:

1. To prepare for this lesson, select appropriate photographs from The Times and cut apart photographs from their captions. Make sure you have either one photograph or caption for each student in the class. Also find two large photographs in The Times that would interest students, cut them out, and fold back their captions. If you are using The Times electronic edition, you will need to print items and then cut them out.
2. Distribute today's Times or direct students to log on to The Times electronic edition and give the class ten minutes free reading time. Ask the class to include looking at photographs and reading their captions.
3. Pass out the photographs and captions you have prepared, making sure each student has either a photograph or a caption. Give students five minutes to find the person with a corresponding photograph or caption. Have pairs explain why they think their photograph and caption go together. Discuss why and how newspapers use photographs. Discuss what information is given in a caption.

4. Using one of the large photographs you have previously prepared, discuss with the class what they observe in the photograph. Ask the class to help write the class'caption on the board. Then unfold the real caption and compare the two.
5. Repeat step 4 with the second large photograph you have prepared, except this time have each student write or say aloud their own captions. Compare the class'captions with the real caption.

Extension/Assessment Activities

- Direct students back to today's copy of The Times. Have students select a photograph from the newspaper, then cut out the photo and glue it on a piece of paper. If using the electronic edition, students will need to print their items and then cut them out. Ask students to write a story using the photo as the basis for the story. Make sure students have a beginning, middle and end to their story. Share the compositions and then display them on a bulletin board.

The Five Ws

Recommended for Fluent Readers

CALIFORNIA STANDARDS REFERENCE

GRADE 2:

- Reading
- Writing
- Written/Oral Language
- Listening/Speaking

OBJECTIVE:

Student will improve narrative composition skills by reading a story in The Times. They will organize the story in the form of the five W's.

MATERIALS:

Classroom set of The Times or The Times electronic edition, index cards or colored paper.

PROCEDURES:

1. Read and discuss (as a class) several news stories, noting how the information is organized. Most news stories contain the five W's – Who, What, Where, When, and Why – in the first few paragraphs.

2. Provide each student with five different colored index cards, asking them to make up their own five W's for each card. For example: person = green; place = yellow; time = pink; event = blue; reason = orange.
3. Collect the cards and shuffle each color separately. Have each student draw one card from each stack to write their own news story, using the facts supplied on the cards. Share the compositions in class.

TEACHER TIP:

Stories in Main News, LATEXtra or Sports sections are appropriate for this activity.

Activities to Develop Grammar and Spelling

NOTE TO TEACHERS

For the activities below, if students are using The Times electronic edition they will need to print news items before they can cut out or circle them.

PARTS OF SPEECH

Using a page of The Times (or a page printed from The Times electronic edition), students select a sentence and identify the various parts of speech. Using different color markers or crayons, students indicate noun, adjective, verb. For example: noun in yellow, adjective in green, verb in orange. Remind students to read the sentence to determine the context in which each word is used. Students can also identify subject/predicate and subject/verb agreement.

Students can use the comics in the Calendar section to identify contractions and personal pronouns. Students can copy contractions found on the comics page and then write the full words that are the basis of the contraction. For pronouns, students should identify the person or noun to which the pronoun refers.

Read with students or for independent practice, have students read several news stories or summaries to determine in which verb tense most newspaper stories are written. Discuss the following with students:

- Why do you think most stories are not written in present or future tense?
- What kind of stories do you think might be written in either present or future tense?
- In what tense are most advertisements written? Explain your answer.

Have students select a news story in The Times or The Times electronic edition and rewrite it, changing the verbs to another tense. How will these changes affect the meaning of the story? Share compositions in class.

SPELLING

Have students search the newspaper for current week's spelling or vocabulary words. In a spelling or vocabulary log, students record the date, section and page where the words were found. Students should read the passage where the spelling or vocabulary word was found. Have students write the sentence in which the word is used in the newspaper and then in their own words, write the definition to match the context in which the word was used in the newspaper. Have students then cross-check their definition with the dictionary definition.

He Said, She Said

Recommended for Fluent Readers

CALIFORNIA STANDARDS REFERENCE

GRADES 2 & 3:

- Reading
- Writing
- Written/Oral Language
- Listening/Speaking

OBJECTIVE

Students will arrange the frames of a comic strip, create a storyline, and write dialogue to accompany the frames.

MATERIALS

Classroom sets of the Los Angeles Times or The Times electronic edition, worksheets, scissors, glue.

PROCEDURES

1. Have students select a comic strip that they enjoy and cut it out of The Times. If using the electronic edition, students will need to print their items and then cut them out.
2. Instruct students to:
 - Cut the frames of their comic strip apart.
 - Erase or white-out the captions for each frame
 - Spread the frames on their desk
 - Move the frames around until they are in the desired order
 - Glue the frames on to the worksheet

3. Have students think of a storyline for their comic strips. They can write a draft of their storyline on a piece of scratch paper, then transfer their storyline to the bubbles in the comic strip.
4. Students should then rewrite their story on the lines provided on the worksheet. Remind them to follow these rules for writing dialogue:
 - Enclose the exact words (and only the exact words) of speakers in question marks.
 - Indent each time speakers change
 - Use “he said” or “she said” to clarify who is speaking
5. Have students exchange stories with a partner and read each other’s stories. Students can use their partner’s comments to review their stories. They should also check spelling, punctuation, and grammar.
6. The class’completed stories can be bound together in a giant class comic book.

Extension/Assessment Activities

This lesson can be used as one method for doing a book report. Students can choose comic strip frames that depict a setting or characters that are similar to those in a book they have read. Then students can arrange the frames and write dialogue to illustrate a scene from the book.

He Said, She Said

Worksheet

NAME: _____

Glue four comic strip frames in the space below. Add a storyline.

Rewrite your story on the lines below. You may add to it if you wish.

Making Headlines into Complete Sentences

*Recommended for
Early and Fluent Readers*

CALIFORNIA STANDARDS REFERENCE

GRADES 2, 3:

- *Writing*
- *Written/Oral Language*
- *Listening/Speaking*

3. Review the basics of complete sentences (subject, predicate, capitalization, punctuation). Choose a headline from the newspaper and write it on the board. Ask the class to suggest how to change the wording of this headline into a complete sentence, and write the best suggestion next to the headline. Then ask which words should be capitalized in the new sentence. Finally, ask what punctuation marks should be added.
4. Distribute worksheets. Have students find one headline and fill in the first box on their worksheets. Then give the class a few minutes to rewrite the headline as a complete sentence. When most students are finished, have them read their sentences aloud. If there are obvious problems, review as necessary. Then have the class complete their worksheets.

OBJECTIVE

Students will practice capitalization, punctuation, and sentence structure skills as they rewrite newspaper headlines as complete sentences.

MATERIALS

Classroom set of The Times or The Times electronic edition and worksheet.

PROCEDURES

1. Distribute newspapers, a section of the newspaper or direct students to log on to The Times electronic edition. Have students skim the front-page headlines.
2. Ask the class to identify headlines as “complete” or “incomplete” sentences. Ask students to explain how headlines are different than regular sentences and write students’ observations on the board. Examples could include:
 - Headlines are short
 - Some words are left out of headlines
 - Headlines summarize the news story
 - Sometimes every word is capitalized in a headline
 - Sometimes headlines have no punctuation

Extension/Assessment Activities

- Students can also practice the reverse process of changing sentences into headlines. Write a simple sentence on the board, such as “The cat climbed up the oak tree.” Then cross out or replace words to turn the sentence into a headline, such as “Cat Climbs Tree.” Discuss with the students the changes you have made. As a homework assignment, have students find five sentences in a magazine or book and rewrite them as headlines.

Making Headlines into Complete Sentences Worksheet

NAME: _____

DIRECTIONS: Headlines in the newspaper are not always complete sentences. Words are often left out because only a certain number of letters and spaces can fit on the page. Look for five headlines in today's newspaper. Copy each headline in the left column below, then rewrite the headline as a sentence in the right column. Be sure to check for capitalization and punctuation.

HEADLINE IN NEWSPAPER	HEADLINE AS A COMPLETE SENTENCE
1	
2	
3	
4	
5	

Name That Sentence

Recommended for Fluent Readers

CALIFORNIA STANDARDS REFERENCE

GRADES 2, 3:

- *Writing*
- *Written/Oral Language*
- *Listening/Speaking*

OBJECTIVE

Students will identify and use complete and correct declarative, interrogative, imperative, and exclamatory sentences by skimming and scanning the Los Angeles Times for these types of sentences.

MATERIALS

Classroom set of the Los Angeles Times or The Times electronic edition, worksheet, scissors, glue

PROCEDURES

1. Choose five different kinds of sentences from The Times. Identify the type of sentences used in each example. With these examples, review with students the characteristics and definitions of the various types of sentences.
 - Declarative sentence:** A sentence that states emphatically or authoritatively; to affirm. This sentence usually ends with a period.

Interrogative sentence: A sentence or expression that asks a question.

Imperative sentence: A sentence that expresses a command or request.

Exclamatory sentence: A sentence that has a forceful utterance. An outcry, as in protest. An interjection. Usually ends with an exclamation point.

2. Distribute newspapers or direct students to log on to The Times electronic edition and ask them to identify sentences that fit into each category of sentence type – declarative, interrogative, exclamatory, and imperative. Students will cut out and glue the sentences they find onto the accompanying worksheet. If using the electronic edition, students will need to print their items and then cut them out.
3. Have students explain what is in the sentence to make it that specific type.
4. Ask students to write an example of each sentence in their own words.

Extension/Assessment Activities

Students write an advertisement using one or more of these kind of sentences.

Name that Sentence

Worksheet

NAME: _____

DIRECTIONS: Find an example in The Times for each kind of sentence. If you are using The Times electronic edition, you will need to print items and then cut them out. Glue your sentences into the right spaces below. Underline the subject and verb in the sentence. Circle a clue in the sentence that tells you what kind of sentence it is.

DECLARATIVE

INTERROGATIVE

IMPERATIVE

EXCLAMATORY

One or More

Recommended for Early Readers

CALIFORNIA STANDARDS REFERENCE

GRADES 1, 2:

- Writing
- Written/Oral Language
- Listening/Speaking

OBJECTIVE

Students will learn to identify singular and plural nouns by finding examples of regular and irregular forms in the newspaper.

MATERIALS

Classroom set of the Los Angeles Times or The Times electronic edition, worksheet, scissors, glue.

PROCEDURES

1. Using a picture from The Times, point to one item in the picture (something singular), name the item, write its name on the board, and explain that this word means one item. To make this word mean two or more, an "s" is added. For example:
hat = one item
hats = two or more items
2. Emphasize that, for most words, adding "s" makes the word plural. Model with other words.
3. Pick up various items around the room. For each one, ask the class its name. Write the singular form on the board, then ask the class how to say the name for more than one of the items. Write the plural form on the board and underline the "s" at the end. Repeat with several other objects in the room.

4. Distribute The Times or sections of The Times, or direct students to log on to The Times electronic edition. Direct the class to find a picture of an object (noun). Ask a few students to say the singular name for the object they found. Write it on the board. Then ask the students to say the plural name for their object. Write it on the board and underline the "s" at the end of the word.
5. Now direct the class to continue to find several objects and use them to complete the accompanying worksheet.

Extension/Assessment Activities

For more advanced students, adapt this lesson using irregular nouns. Students can find examples in the newspaper of the following kinds of nouns and their plurals, then use them to fill in their worksheets:

- For most nouns that end in "o" add "es" to make the plural form. Examples: echoes, heroes, potatoes. The exceptions: pianos, radios.
- For most nouns that end in "y" replace the "y" with "ies" to make the plural form. Examples: babies, families.
- For most nouns that end in "f" or "fe" change their endings to "ves" to make the plural form. Examples: leaves, wolves, knives.
- Some nouns have unique plural forms, such as *child* becomes *children*, *foot* becomes *feet*, *goose* becomes *geese*, *man* becomes *men*.

One or More

Worksheet • Page 1






NAME: _____

Singular and Plural Nouns

DIRECTIONS: Cut out pictures from the newspaper of five different items (nouns). If you are using The Times electronic edition, you will need to print items and then cut them out. Glue the pictures in the box below. In the left column, write the singular form of each noun. In the right column, write the plural form of each noun.

SINGULAR

PLURAL

_____		_____
_____		_____
_____		_____
_____		_____
_____		_____

One or More

Worksheet • Page 2

NAME: _____

Singular and Plural Nouns

DIRECTIONS: Cut out an article from the newspaper and glue it in the space below. If you are using The Times electronic edition, you will need to print items and then cut them out. Circle all the singular nouns you can find in red. Underline all the plural nouns you can find in green.

People, Places, Things

*Recommended for
Early and Fluent Readers*

CALIFORNIA STANDARDS REFERENCE

GRADE 1, 2, 3:

- *Writing*
- *Written/Oral Language*
- *Listening/Speaking*

OBJECTIVE

Students will learn to identify nouns and distinguish between common and proper nouns.

MATERIALS

Classroom set of the Los Angeles Times or The Times electronic edition, worksheet, scissors, glue.

PROCEDURES

1. Review with the class the different parts of speech (noun, verb, etc.). Ask what part of speech is made up of people, places, and things (nouns). Give several examples of nouns.
2. Distribute The Times or sections of The Times, or direct students to log on to The Times electronic edition. Have the class turn to the same page. Have students skim the pages and circle all the nouns they can find. If students are using the electronic edition, they can print pages and then circle nouns on these pages.

3. Call on different students to read a few nouns they have found. For each noun, ask the class to categorize each noun as a person, place or thing. If your students found any nouns that are difficult to classify as a person, place or thing (such as freedom, hour, mile) you may want to expand the definition of a noun to “person, place, thing, time, space or idea.”
4. Have the class determine why some nouns are capitalized and others are not. Explain the difference between common nouns and proper nouns. Warning: common nouns are capitalized in headlines.
5. Turn to another page in the newspaper and read aloud a headline. Write the nouns in the headline on the board. For each noun, ask the class if it’s a person, place or thing. Then ask if it’s a common noun or a proper noun. Make sure the class understands the difference. Repeat with several other headlines.
6. Distribute worksheets and have students cut a noun out of the newspaper and glue it in the appropriate column on the worksheet. If using the electronic edition, students will need to print their items and then cut them out. Each student should then read their noun to the class, tell in which column it was placed, and state whether it is a common noun or a proper noun. Correct any mistakes, then have students complete their worksheets.

People, Places, Things

Worksheet

NAME: _____

DIRECTIONS: Search through today's newspaper to find some people, places, and things. Cut and glue ten nouns in each category below. If you are using The Times electronic edition, you will need to print items and then cut them out. When you finish, circle all the proper nouns. Remember, proper nouns name specific people, places or things.

PEOPLE

Woman

PLACES

Japan

THINGS

Newspaper

Activities to Develop Listening and Speaking

WHAT'S IT ALL ABOUT?

Read aloud an appropriate news story. Start with the headline. Ask students "5 W's" questions for understanding, such as who do you think the story is about, what do you think is going to happen, when do you think it happened, where do you think it happened. Then read the story. During the story, ask students questions, such as what do you think will happen next, why do you think this happened, etc. At the end of the story, compare the students' predictions with the facts of the story. Ask students to retell the story or ask sequence questions to check for understanding.