

Making The Writing Connection



Kindergarten Through Sixth Grades



Los Angeles Times
IN EDUCATION





Making The Writing Connection

©2009 Los Angeles Times LLC, all rights reserved.

Kindergarten Through Sixth Grade

Contributing Authors

VIRGINIA BALDWIN

University of California, Irvine, Writing Project

BRENDA M. BORRON

Santa Ana Unified School District

DARLETTE RATENBURY DEXTER

Saddleback Valley Unified School District

SUSAN McCULLOUGH

Inglewood Unified School District

ANN MAC DONALD

San Diego Unified School District

Edited by

KATHY GRAHAM HEADLY

and

KELLY S. KEUSCHER

Los Angeles Times | IN EDUCATION



Making the Writing Connection

Kindergarten Through Sixth Grade

TABLE OF CONTENTS

TO THE EDUCATOR

GETTING STARTED

What's in the The Times?	1
Style Connections	4
Content Connections	5

THE LESSONS

Easy as ABC

(writing an ABC book)	6
-----------------------------	---

Excuses, Excuses

(writing narrative)	7
---------------------------	---

He Could Have Said...

(writing dialogue)	10
--------------------------	----

Alliteration Sandwich

(analyzing and creating alliteration)	13
---	----

What the World Needs Now

(describing a new invention)	15
------------------------------------	----

A Bit of Good Advice

(analyzing problems)	17
----------------------------	----

A Play on Words

(analyzing figurative language)	20
---------------------------------------	----

Have We Met Before?

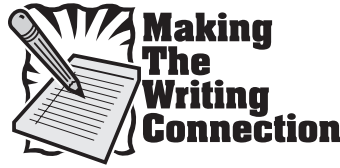
(comparing people in the news with characters in literature)	22
--	----

Literary Headlines

(writing a news story about an event in literature)	25
---	----

Beyond Book Reports

(synthesizing literature and newspaper knowledge and experience)	27
--	----



Making the Writing Connection

Kindergarten Through Sixth Grade

TO THE EDUCATOR

The Los Angeles Times in Education Program provides newspaper delivery and access to The Times electronic edition to classrooms, plus curriculum guides for using The Times to reinforce basic skills at all levels — kindergarten through twelfth grade.

Making the Writing Connection, is designed to help students improve their writing skills while making the connection between real-life events and literature.

The unit begins with “Getting Started,” a section which contains three activities to guide students in their first explorations of the newspaper.

The ten lessons which follow emphasize various aspects of writing mechanics, style, and content. The type of writing and thinking processes employed are identified in the subheading and objective of each lesson. We encourage you to use the lessons in any order you feel is appropriate for your students’ skills and interests.

The Los Angeles Times is an ideal tool for the teaching of writing. It contains timely, motivational content on themes of interest to students as well as models of many styles and types of writing for students to analyze and emulate.

We are confident that your creativity, these lesson plans, and The Times will provide a winning combination for instruction that will benefit your students today — and tomorrow.



What's in The Times?

OBJECTIVE

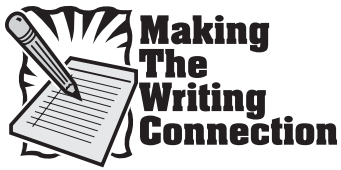
Students will learn to use the index to locate information in the Los Angeles Times.

MATERIALS

Classroom sets of the Los Angeles Times or The Times electronic edition, copies of “What’s in The Times?” activity sheets.

PROCEDURES

- 1 Ask students if they read the newspaper. Discuss why people read newspapers. Inform students that they will be using the newspaper in the classroom this year.
- 2 Thumb through The Times and read the names of the different sections. Have the class predict what they think they will find in each section.
- 3 Next, locate the newspaper’s main index on page 2. Each section of The Times also has an index on the first or second page. Read through the index listings. Compare students predictions with the index listings. Explain how the sections and pages are numbered.
- 4 Demonstrate for students how to locate specific information using the index.
- 5 Have students orally explain how to use the index. Choose a topic listed in the index and have students locate it. Repeat this procedure until students can adequately use the index.
- 6 Have students complete the “What’s in the Newspaper?” activity sheet.



What's in The Times?

Activity Sheet

Name _____ **Date** _____

DIRECTIONS: Use the index to find the following information in the Los Angeles Times. Write the section and page where you find each item, then answer the question.

SPORTS	Find the name of an athlete in the news. In what sport does he or she play? Athlete's name Sport Section Page
MOVIES	Find a movie that you would like to see. What is the name of a theater where you could see it? Movie Theater..... Section..... Page
BUSINESS	Find the name of a company in the news. Section..... Page
COMICS	Find a comic strip that you like to read. Section Page
TELEVISION	Find a show that will be on at 7:00 p.m. tonight. Show Channel Section..... Page
ASTROLOGY	Find your horoscope for today. Zodiac sign Section Page
CROSSWORD	Find today's crossword puzzle. Write the first clue (1-Across). Clue..... Section Page

Name _____ **Date** _____

<p>EDITORIAL</p>	<p>An editorial is an article that expresses an opinion. Select one and give its view. Topic View Section Page</p>
<p>BOOKS</p>	<p>Write the title, author, and publisher of a book that is reviewed in today's newspaper. Title Author Publisher..... Section Page</p>
<p>ADVICE</p>	<p>Find an advice column. How many letters appear in today's column? Column name Number of letters Section Page</p>
<p>RADIO</p>	<p>Find a radio station that broadcasts classical music. Name of station Number on dial Section Page</p>
<p>WEATHER</p>	<p>Find today's national weather forecast. What is the predicted high temperature in your city? Name a city where it is raining. High temperature City where it's raining Section Page</p>
<p>CLASSIFIEDS</p>	<p>Find an ad for an item for sale in today's classifieds. Item for sale..... Price Section Page.....</p>

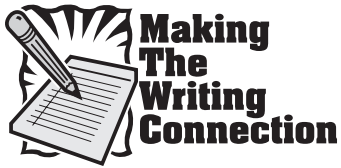


Style Connections

Name _____ **Date** _____

DIRECTIONS: There are many types of writing. Go through the pages of today's Los Angeles Times or The Times electronic edition to find examples of the following kinds of writing.

EXAMPLES OF WRITING	ITEM	SECTION	PAGE #
1. A factual report			
2. A short summary			
3. An opinion			
4. A letter			
5. A review or critique			
6. Dialogue			
7. Humor or satire			
8. Analysis of a graph, table, or chart			
9. A vivid description			
10. Biographical information			
11. Persuasive writing			
12. Research results			



Content Connections

Name _____ **Date** _____

DIRECTIONS: Find articles or features in the Los Angeles Times or The Times electronic edition which include the following content ingredients.

CONTENT INGREDIENTS	ITEM	SECTION	PAGE #
1. A story of family conflict			
2. An example of mystery or suspense			
3. A story about an unresolved problem			
4. A story about a problem which has been solved			
5. A story about a tragic event			
6. A story of man versus nature			
7. A story without an ending resolution			
8. A story which might make a good movie			
9. A story which reminds you of something that happened in your own life			
10. A story which takes place in a geographical or cultural setting different from your own			
11. A story which tells about an event that may affect future generations			
12. A story which reports about a person who is like you in some way			

OBJECTIVE

Students will choose objects from the Los Angeles Times 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 sets of The Times or The Times electronic edition, examples of ABC books, scissors, paste, paper.

PROCEDURES

- 1 Lead the class in reciting the alphabet in order. Then read aloud and discuss several ABC books. Note the theme which 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 newspaper which begin with that letter. Then show the class several pictures from one category (such as people, food, or automobiles) and have students identify the category.
- 4 Have each student select a category in which they would like to find objects in the newspaper, then have students find and cut out three items which are in the category they have selected. Each item should be pasted on a separate piece of paper. If using the electronic edition, students will need to print their items and then cut them out.
- 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 which describes each object.
- 6 Students should 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 pages 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’s 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.

OBJECTIVE

Students will locate newspaper ads, headlines, and pictures which include people, objects or events that could provide a distraction which would cause them to be late for school. Then students will write a descriptive narrative based on their selected newspaper items explaining what caused them to be late for school.

MATERIALS

Classroom sets of The Times or The Times electronic edition, worksheets, evaluation response guides.

PROCEDURES

- 1 Have students read or listen to examples of descriptive narrative fiction (“And to Think that I Saw It on Mulberry Street,” “Where the Wild Things Are,” etc.).
- 2 Discuss distractions, emotional reactions, and sensory responses. Then direct students to find an ad, headline, or picture in The Times which shows something that might distract and delay them on their way to school.
- 3 When students have selected an item from the newspaper, have them use the “Excuses, Excuses” worksheet to organize their ideas.
- 4 Using their newspaper item, have students write one or two paragraphs that describe what they saw on their way to school that caused them to be late.
- 5 Have students share their first draft with a writing partner or response group. Keeping in mind the comments of their partner or group, have students underline parts which need to be changed and then rewrite their narrative. Students should also proofread to check spelling, capitalization, and punctuation before they turn in their final copy.
- 6 Students can share their narratives with the class. The evaluation response guide may be used to elicit responses from their classmates.



EXTENSION

1. Students can illustrate their narratives and mount them on a page of construction paper. Narratives from the whole class can be combined to make a book (spiral bind or tie with yarn). Include a forward explaining how the book came about and what the objectives were. Add a comment sheet at the back where readers may write personal comments about the book.

Name _____ **Date** _____

DIRECTIONS: Use the picture, ad or headline from the Los Angeles Times to answer the following questions.

What is happening? _____

Could anything else happen as a result? _____

How does it make me feel? _____

What is exciting about it? Why should I stop to look at it? _____

Words to describe:

SIGHTS

SOUNDS

SMELLS

TASTE

TOUCH



Excuses, Excuses

Evaluation Response Guide

Name _____ Date _____

For evaluation, use a (Y), or (N) no.

	SCORER 1	SCORER 2	SCORER 3
1. Does the writer describe what happened?			
2. Does the writer tell how it happened?			
3. Does the writer tell how it sounded?			
4. Does the writer tell how it tasted, smelled or felt if possible?			
5. Does the writer tell why it was exciting?			
6. Does the writer tell how "I" felt about it?			

Scorer 1

Comments: _____

Scorer 2

Comments: _____

Scorer 3

Comments: _____

He Could Have Said...

Writing Dialogue

OBJECTIVE

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

MATERIALS

Classroom sets of The Times or The Times electronic edition, worksheets, story response forms, scissors, glue.

PROCEDURES

1 Have students select a comic strip they enjoy and cut it out of the newspaper. If using the electronic edition, students will need to print their items and then cut them out.

2 Instruct students to:

- a) Cut the frames of their comic strip apart.
- b) Erase or white-out the captions for each frame.
- c) Spread the frames on their desk.
- d) Move the frames around until they are in the desired order.
- e) Glue the frames to the “He Could Have Said...” 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:

- a) Enclose the exact words (and only the exact words) of speakers in quotation marks.
- b) Indent each time speakers change.
- c) 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. Each student can then complete a story response form.

6 Students can use their partner’s comments to review their stories. They should also check their story’s spelling, punctuation, and grammar.



EXTENSION

1. The class’s completed stories can be bound together in a giant class comic book.



He Could Have Said...

Story Response Form

Name _____ Date _____

1. Does the story hold your attention?

Comments:

.....

.....

.....

2. What do you like best about the story?

.....

.....

.....

3. How could the story be improved?

.....

.....

4. Does the story conform to the following rules for writing dialogue?

- a) exact words of speakers in quotation marks
- b) new paragraph for each speaker
- c) "he said/she said" to show who is speaking

5. Other comments

.....

.....

.....

.....

Alliteration Sandwich

Analyzing and Creating Alliteration

OBJECTIVE

Students will write descriptive sentences using alliteration to name ingredients in an imaginary sandwich.

MATERIALS

Classroom sets of *The Times* or *The Times* electronic edition, worksheets, pages cut to resemble large slices of bread (optional).

PROCEDURES

- 1 Define and demonstrate examples of alliteration. Use an adjective-noun pattern (such as “ravishing radishes”) and a noun-prepositional phrase pattern (such as “puddles of pudding” or “miles of macaroni”).
- 2 Encourage students to form imaginative and whimsical combinations as they fill out Part 1 of their worksheets.
- 3 Have students explore the Wednesday Food section of *The Times*, ads, and advertising supplements to find items they might like to include in a sandwich. Have students select and cut out several items (words or pictures) for their imaginary sandwich. If using the electronic edition, students will need to print their items and then cut them out.
- 4 Students should list the items they have cut out in Part 2 of their worksheets, then write down as many ideas for alliterative descriptions of each item as they can using one of the two formulas discussed in Step 1 above (“tangy tomatoes,” “tons of tomatoes”).
- 5 Have students combine alliterations they like best into one description (for example, “tons of tangy, tongue-tickling tomatoes”).
- 6 Working in collaborative groups, students can share their alliterative descriptions and evaluate one another’s work. They should consider how the words sound together and whether the description is clear and brings a vivid or lively picture to mind.



EXTENSION

1. Have students copy their alliterative descriptions onto paper cut to resemble a slice of bread. Combine the pages to make an “Alliteration Sandwich” book.



Alliteration Sandwich

Worksheet

Name _____ Date _____

PART 1

Complete the following alliterations by filling in the blanks with another word (or words) with the same beginning sound.

_____ BANANAS	POTS OF _____
_____ SPAGHETTI	MILES OF _____
_____ OF YAMS	MUSHY _____
_____ OF CRANBERRIES	LUSCIOUS _____

PART 2

List the food items you selected from The Times. Then write down as many alliterations as you can for each item.

_____

_____

_____

What the World Needs Now

Describing a New Invention

OBJECTIVE

Students will locate interesting objects in the Los Angeles Times and combine them to create a new invention, then write a descriptive and informative narrative about their invention.

MATERIALS

Classroom sets of The Times or The Times electronic edition, worksheets.

PROCEDURES

1 Discuss items which haven't been invented yet which students might like to own or use. Then have students look through The Times to find pictures of three objects they would like to put together to make something new. Display ads will offer many ideas for invention ingredients.

2 Instruct students to cut out pictures of the objects they have found in the newspaper and think about new ways to combine them. If using the electronic edition, students will need to print their items and then cut them out. Students can use worksheets to help organize their thoughts.

3 Have students write a draft that describes their invention and explains how it works. A clear explanation will include:

- ▶ What it is.
- ▶ A list of special attributes.
- ▶ An example of how it works.

Students should also remember to think about the following things:

- ▶ What is the invention called? ▶ How does it look? Feel? Sound? Smell? Taste?
- ▶ What does it do? ▶ Who would use it? Why?

4 Divide the class into groups. Have students read their drafts to each other and discuss the questions listed above. Students may underline parts of their drafts they want to change or make notes about things they need to add.

5 Have students rewrite their drafts, keeping in mind the comments from their classmates. Students should also make a final check of spelling, punctuation, capitalization, and usage before completing their final drafts.

 **EXTENSION**

1. Students may draw a diagram or use pictures from the newspaper to illustrate their inventions. They should label the parts. Combine this illustration with their descriptions on sheets of construction paper. Student invention pages can be combined to create a "What the World Needs Now" catalog.



What The World Needs Now

Worksheet

Name _____ **Date** _____

List objects from The Times

List some special attributes (main characteristics and function) of each object. Some possible attributes could be the appearance, size, shape, what it is made from, purpose, weight, and use.

How could you combine these objects to make something new? _____

On another paper, sketch some possible combinations. Can you change some of the attributes? _____

What is the function of your new invention? _____

How would it work? _____

Who might use it? _____

What are some possible benefits? _____

OBJECTIVE

Students will locate a problem to be solved in the Los Angeles Times, analyze the problem, develop and prioritize potential solutions, and write letters which:

- a) state the problem and its causes and effects, and
- b) propose solutions.

MATERIALS

Classroom sets of The Times or The Times electronic edition, worksheets, discussion/evaluation forms.

PROCEDURES

- 1** Have students look through The Times to find a problem. (NOTE: Problems can be found in all sections of the newspaper. Students might want to use the sports section or the comics.)
- 2** Instruct students assume the identity of a person affected by the problem, then write a letter which clearly states the problem and explains its causes and effects. Students can use worksheets to help organize their thoughts. You may want to read letters to advice columnists.
- 3** Then have students write a second letter in reply to their problem letter. The reply should include two or three possible solutions. Save the best solution for last.
- 4** Divide the class into small groups and have students read their letters and replies to each other. Students can use the discussion response guide to make suggestions for improvements to their letters. Students should also check one another's papers for spelling, punctuation, and usage.
- 5** Have students rewrite their letters based on the comments and suggestions of their group.



EXTENSIONS

1. Create a book by mounting "problem letters" on one side of construction paper and responses on the other side. Tie with yarn or spiral bind. Be sure to include a forward by the teacher that explains the purpose of the writing.
2. Make a tape recording with each student reading their own letter and one student answering all of them. Put it in a reading corner with headsets for listening.



A Bit of Good Advice

Worksheet

Name _____ **Date** _____

<p>PROBLEM:</p> <p>.....</p> <p>.....</p>
<p>CAUSES:</p> <p>.....</p> <p>.....</p>
<p>WHAT ARE THE EFFECTS:</p> <p>.....</p> <p>.....</p>
<p>WHAT MIGHT BE DONE ABOUT IT?</p> <p>.....</p> <p>.....</p> <p>.....</p>
<p>WHICH SOLUTIONS SEEM THE MOST PRACTICAL?</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>



A Bit of Good Advice

Worksheet - page 2

Name _____ Date _____

DISCUSSION RESPONSE GUIDE

IS THE PROBLEM CLEAR?

.....

WHAT CAUSED THE PROBLEM?

.....

.....

.....

ARE THE SOLUTIONS POSSIBLE?

.....

.....

.....

EVALUATION RESPONSE GUIDE

WAS THE PROBLEM CLEARLY STATED?

.....

.....

WAS IT EASY TO FIND THE CAUSE AND EFFECT?

.....

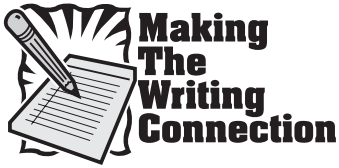
.....

ARE THE SOLUTIONS WORKABLE?

.....

.....

.....



A Play on Words

Understanding Figurative Language

OBJECTIVE

Students will identify and analyze examples of figurative language in the Los Angeles Times, then write a brief explanation of the literal meaning of the language they have selected.

MATERIALS

Classroom sets of The Times or The Times electronic edition, worksheets, books or other written materials which include examples of figurative language.

PROCEDURES

- 1 Read aloud some examples of figurative language in literature (Amelia Bedelia books are a good source). Discuss idioms, figures of speech, and their literal translations. Use visualization and guided imagery warm-ups.
- 2 Have students find a headline in The Times which uses figurative language (the sports section is often a good place to look). Ask students to draw a picture on their worksheets that literally describes the figure of speech used in their headline.
- 3 Have students write a short paragraph on their worksheets which tells the intended meaning of their figurative language example from the newspaper. Ask them to contrast this intended meaning with the literal meaning.
- 4 Divide the class into small groups. Have students share their figurative language examples, their drawings, and their paragraphs with each other. Ask each group to consider:
 - ▶ Does each drawing accurately reflect the literal meaning?
 - ▶ Does each explanation of the intended meaning make sense to the group?
- 5 Have each student rewrite their papers based on their groups comments and suggestions. Students should also check spelling, punctuation, and capitalization before turning in their papers.



1. Make a bulletin board display with students' examples of figurative language cut from The Times, their literal meaning pictures, and their written summaries. You may wish to title this display "A Play on Words" and have one student illustrate this figurative title with a literal translation.



A Play on Words

Worksheet

Name _____ Date _____

Write an example of figurative language from The Times.

.....
.....
.....

In what ways could you show this literally? List ideas, don't write sentences. Then sketch your art ideas in the space below.

.....
.....
.....

What is the intended *figurative* meaning of the phrase you selected? How is that different from the *literal* meaning?

.....
.....
.....
.....
.....
.....

Have We Met Before?

*Comparing People in the News to
Characters in Literature*

OBJECTIVE

Students will analyze the similarities and differences between a person in the news and a main character in literature, then write a comparison/contrast paragraph.

MATERIALS

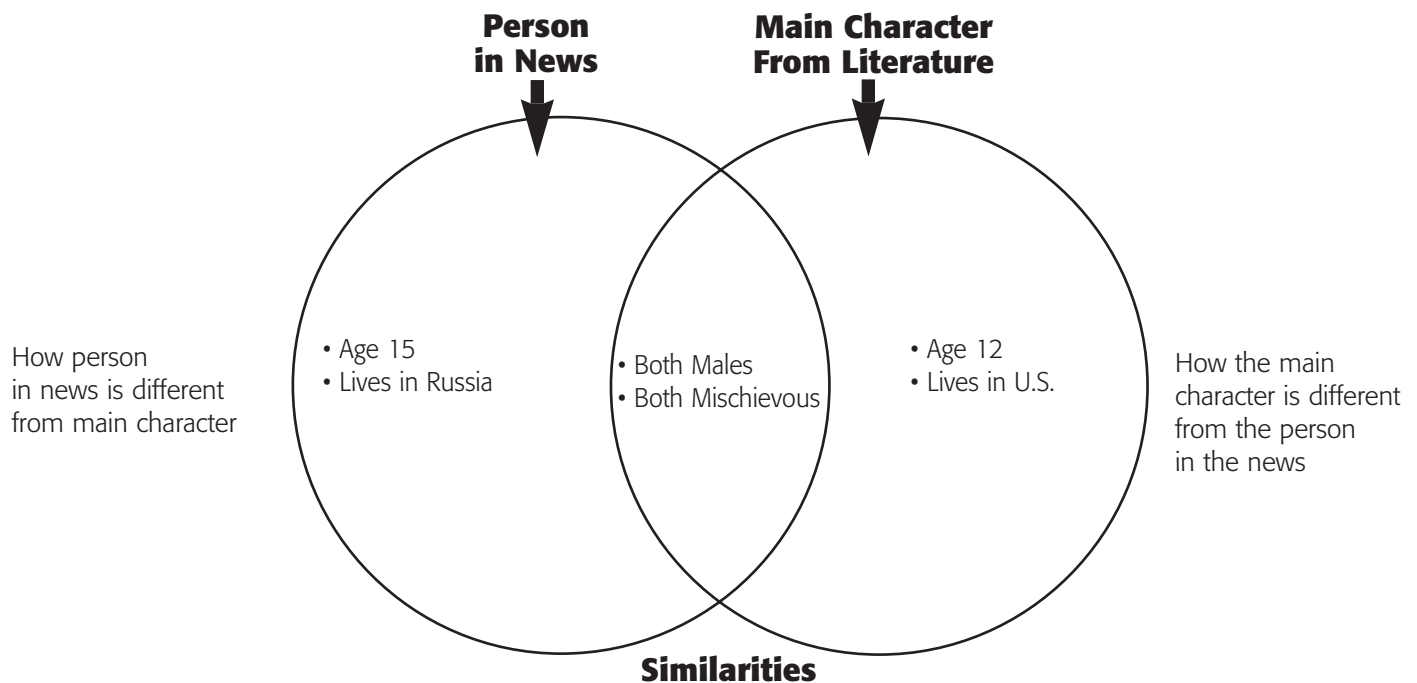
Classroom sets of The Times or The Times electronic edition, Venn diagram worksheets, a short story or novel, construction paper, scissors, glue.

PROCEDURES

1 With the class, brainstorm or cluster as many qualities and details the class can remember about the main character of a short story or novel they have either read or are in the process of reading. Save this list on chart paper.

2 Give students time to read The Times and ask each to cut out a news story about a person who interests them. If using the electronic edition, students will need to print their items and then cut them out. Then have students brainstorm or cluster the characteristics of the person in the news they have selected.

3 Review with the class the chart (Step 1) of characteristics from the short story or novel. Then use the Venn diagram worksheet to guide students in sorting the characteristics of the main character from the short story or novel along with the characteristics they have generated for their person in the news. Follow the example shown below:



4 Instruct students to use the Venn diagram they have created to write a paragraph which shows how the main character from literature is both similar to and different from the person in the news they have chosen. Their paragraphs should contain at least three similarities and three differences, and they should indicate which similarities and differences are most interesting and explain why. Students should write their first drafts focusing on ideas rather than spelling and mechanics.

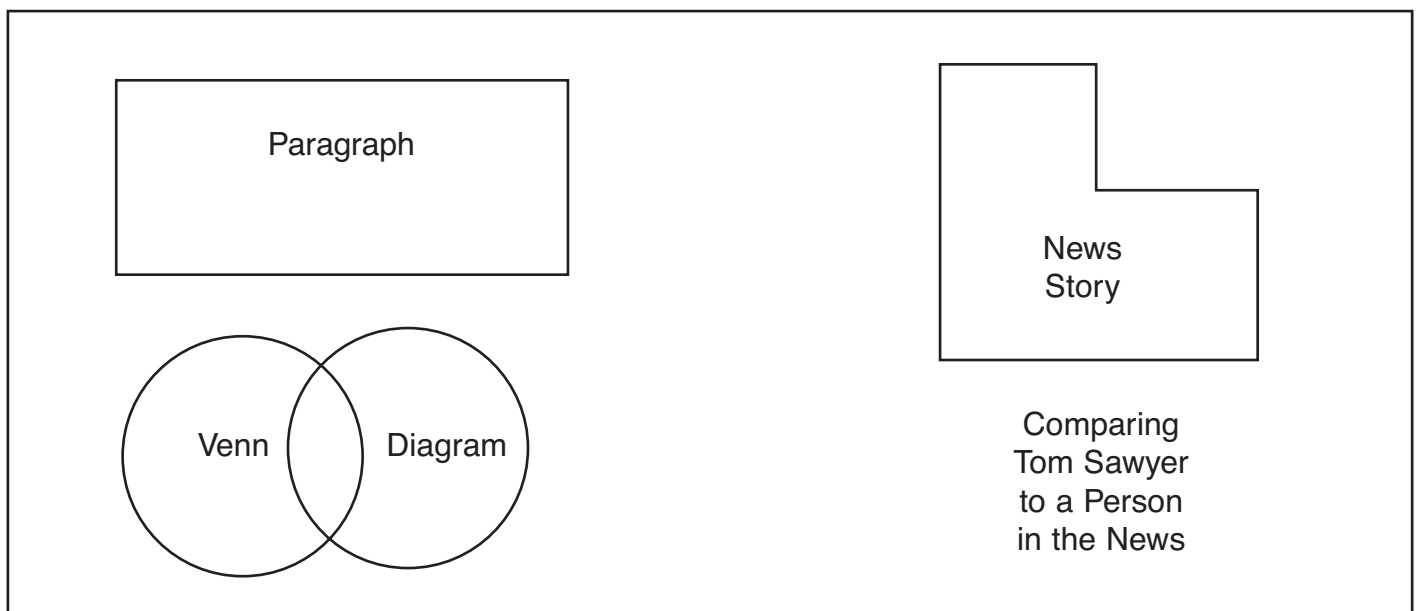
5 Have students exchange their paragraphs, articles, and Venn diagrams with a peer partner. The peer partner should evaluate whether or not:

- ▶ all entries on the Venn diagram are parallel
- ▶ all facts are accurate according to the literature and the news article
- ▶ the paragraph is written according to the directions given in Step 4 above

6 Based on the feedback of their peer partner, students should edit and revise their work before they hand in the final copy. First draft paragraphs should be turned in with the final version.

 **EXTENSION**

1. The finished product along with the Venn diagram and the news article may be pasted to construction paper. These make an interesting bulletin board display.

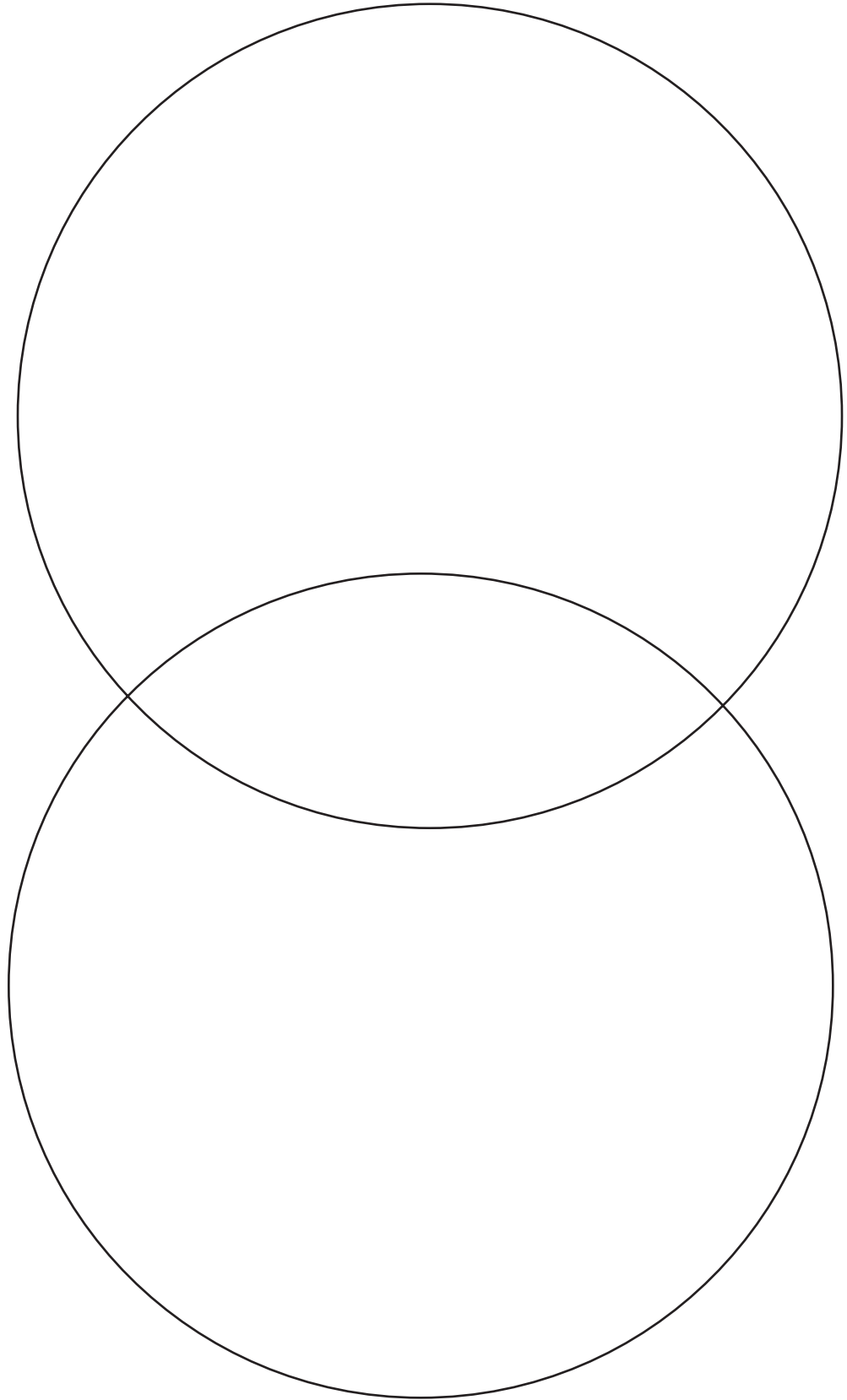




Have We Met Before?

Worksheet

Name _____ **Date** _____



OBJECTIVE

Students will analyze an event from a short story or novel and identify the major news ingredients, then write a news story about the event using the inverted pyramid news writing style.

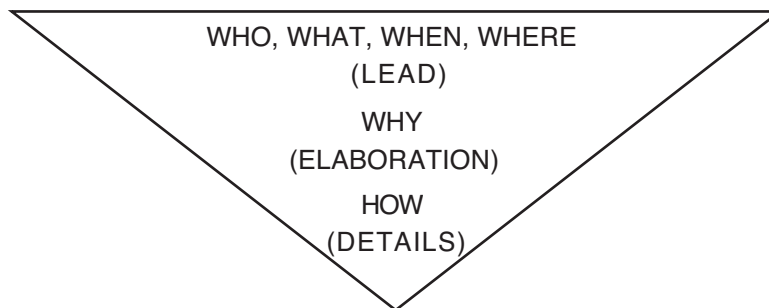
MATERIALS

Classroom sets of *The Times* or *The Times* electronic edition, a novel or short story, software for creating a class newspaper (optional).

PROCEDURES

1 Have students read through *The Times* and choose a short news story that they like.

2 Review or teach news story structure by asking students to analyze the news story they have chosen. Refer to the inverted pyramid below:



3 Have students skim through a novel or short story with which they are familiar and choose one event they would like to write as a news story. The section of the book containing the event they choose can be recopied for reference. Encourage students to create a cluster based on their chosen event for each part (lead, elaboration, details) of the inverted pyramid.

4 Have students use the inverted pyramid structure to write a news story about the event they have chosen from literature. In their first drafts, students should concentrate on following the structure of a news story, rather than worrying about the correctness of their writing mechanics.

5 Students can exchange their news stories with a partner or share them in small groups. Feedback from peers should focus on the following:

- ▶ does the story follow the inverted pyramid structure?
- ▶ are the statements accurate according to the literature?

6 Students should revise their news stories based on the feedback they receive from their peers and proofread to check spelling, punctuation, capitalization, and usage before turning in their papers.



EXTENSION

1. The class's news stories can be assembled and published in a newspaper format using popular computer software programs.



Beyond Book Reports

Synthesizing Literature and Newspaper Knowledge and Experiences

OBJECTIVE

Students will analyze the components of both a selected historical novel and the Los Angeles Times, then create a simulated newspaper set in the historical context of a novel they have read.

MATERIALS

Classroom sets of The Times or The Times electronic edition, worksheets, computer with desktop publishing program (optional).

PROCEDURES

- 1 Have students select and read a historical novel.
- 2 Guide students to scan and identify different parts of The Times and analyze the characteristics of these different components. Other lessons in this curriculum guide may be helpful.
- 3 Instruct students to use the Beyond Book Reports worksheet to list ideas for newspaper items based on the historical novel they've read.
- 4 Working individually or in collaborative groups, instruct students to create a historical newspaper based on ideas from their novel and other events in that same historical period. Students should include the four required components and select four additional components for their newspapers. The components (news stories and features) should be arranged to resemble newspaper pages.
- 5 Have students exchange their first drafts with a writing partner or group member. Students should comment on each other's work using the following guidelines:
 - a) Are all items true to the historical context of the novel? (Are there any anachronisms?)
 - b) Is the novel content well-utilized in the newspaper components?
 - c) Are there items which are confusing or unclear?
 - d) Is the correct newspaper style used consistently?
 - e) How does the newspaper look? How might the layout be improved?
- 6 Students should revise their drafts based on their writing partner's comments. Students should also check their work for punctuation, capitalization, spelling, and usage.



1. Use a typewriter or a desktop publishing program to assemble and print the newspapers.



Beyond Book Reports

Worksheet

Name _____ Date _____

REQUIRED COMPONENTS	DESCRIPTION	NOTES/IDEAS
Front Page Banner	Includes logo, date, number of pages, copyright, circulation and price.
News Article	Based on facts from the novel, but may also contain information from outside research.
Editorial	An editor's opinion which pertains to an event from the novel.
Book Review	Critique of the source novel which includes answers to the following questions: 1. How do time and place influence the character and the plot? 2. Which historic facts are true? 3. Which characters are real and which are fictional? 4. How does the author give a real feel of time? (techniques used)

Additional components (choose 4). Each of the selected components should be based on the novel and/or the historic period in which it is based.

- | | |
|----------------------------|-------------------------|
| Advice Column _____ | Food Feature _____ |
| Classified _____ | Index _____ |
| Comic Strip _____ | Social News Event _____ |
| Crossword Puzzle _____ | Sports _____ |
| Cuts (pictures, art) _____ | Weather _____ |
| Display Ad _____ | |