

Elizabeth Crawley
Seminole High School, Pinellas County
2021 NIE Teacher of the Year Grand Prize Winner



Elizabeth teaches English and reading at Seminole High School in Pinellas County.

Elizabeth was chosen as 2021 NIE Teacher of the Year Grand Prize Winner for making the Tampa Bay Times an integral part of her “hybrid” classroom during the COVID-19 pandemic.

Elizabeth has used the Times in her classroom for many years. She writes, “In these new and challenging times in education, being able to fall back on something familiar and dependable like the newspaper is reassuring and comforting. What an added bonus that it enables us to provide our students with the educational skills that we are trying to impart while also giving them the opportunity to interact with current events and stay informed on what is going on around us!”

Elizabeth utilizes the newspaper in her classroom in a variety of ways. Examples include making collages based around newspaper articles; newspaper compare-contrast projects; individual and group vocabulary exercises; creating found poetry from headlines; and scavenger hunts.

Students learn to analyze, compare and contrast articles, advertisements and images.

They learn to answer the 6 W’s; to find the topic sentence and main idea of an article; to identify the writer’s intent or message; to distinguish fact from opinion; to analyze the persuasive techniques of advertisements; and to make connections between the news and their lives.

Elizabeth’s lessons are aimed at encouraging students to utilize not only their reading skills, but also their creativity.

Now that her classes are hybrid (having a mix of in-person students and online students simultaneously), Elizabeth has had to adjust her lessons to make the work accessible to both virtual and in-person students at the same time, while still maintaining the integrity of the content. She has found the print newspaper, the e-Newspaper and tampabay.com to be essential tools in accomplishing this.

Elizabeth notes, "We are working our way through the uncertain path of 2020 with an old friend – the Tampa Bay Times – to help keep us informed and guide our way."

Elizabeth was also named NIE Teacher of the Year Grand Prize Winner in 2018.

Online Scavenger Hunt Bingo!

Using the *Tampa Bay Times* website, find something that fits each category in the boxes below. <https://www.tampabay.com/>
Copy the URL link into the box once you find it – submit once you have BINGO (5 across/diagonal, up/down, or side/side)

You MUST include the entire link to get credit (so that I can confirm!)

An article about the president	An article about a young child	A story about a local sports team	A story about someone famous who died	A recipe with no meat
A link to info about garage sales	An article about food safety	Information about health concerns	Information about the weather	A story about a theme park or a live show
A story about a hero	Suggestions for fun things to do with the family	A story about schools	A story about a band or a concert	Information about a traffic problem
A story about something historic	A link to some valuable coupons	A story about a new restaurant	A letter to the editor	A picture from a sporting event
An article about another country's problems	One of the top 5 "Most Read" articles	An advertisement about puppies	A story about something good	Advice from a trusted source

“Found” Poetry

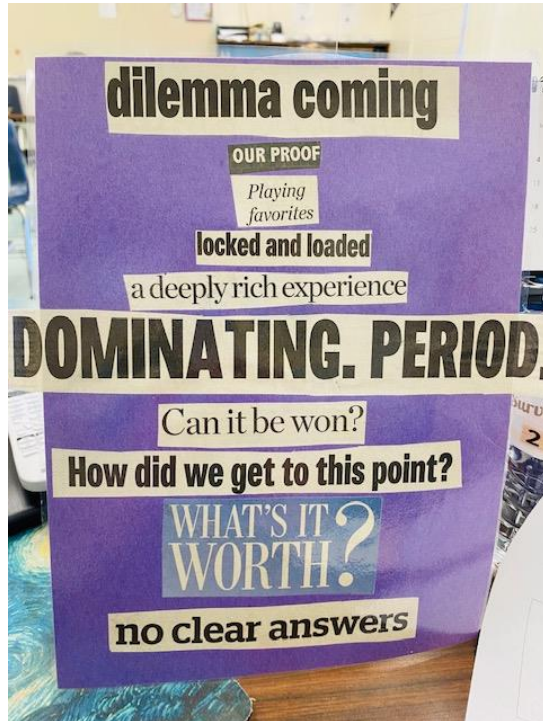
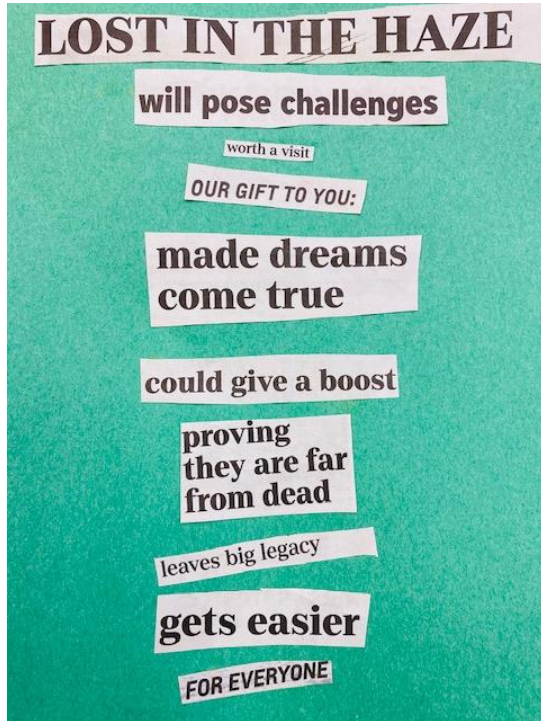
Mrs. Crawley

Poetry is a gift for those who pay attention. The lyrics and the song are all around us if we are keen enough to notice. The purpose of this assignment is to unlock the simple beauty of poetry using a familiar object like the newspaper.

INSTRUCTIONS: In your group, look through the different sections of your newspaper. Determine a common theme, and then cut out phrases/sentences you find throughout the paper. Then, as a team, assemble your phrases into a cohesive poem and glue them onto your construction paper. Your poem needs to be at least 10 lines long.

PRO-TIPS!!!

- Using headlines and advertisements is a lot easier than using the text of the articles!
- Try to avoid cutting out single words individually, but stick to longer phrases instead
- After you see what phrases you can use, you can narrow down your focus and try to find phrases that will work with your chosen topic.



“Found Poetry” Samples

NEWSPAPER COLLAGE GROUP WORK

In your groups, choose *one full-length article* that interests you. You will also need scissors, a highlighter, glue, and a large sheet of construction paper. Complete the following:

- Cut the *entire* article out of the newspaper and attach it to the BACK of your construction paper, where you will also put the names of the people in your group.
- Read the article and use a highlighter to highlight important details within the story (or underline them with a pen). Include some sensory details too (things you can taste, touch, see, smell, or hear)!
- On the front of the construction paper, write out the factual details from the article (Who, What, When, Where, Why, and How). Be thorough! Then write one sentence to sum up what the main idea of the article is.
- On the front of the construction paper, around the outside of where you wrote the factual details, create a collage of words and pictures (cut out of the newspaper or out of the magazine scrap boxes) that go along with your story. Try to cover as much of the paper as you can!

This assignment is due by the end of class 😊

Article Analysis

With your partner, read the article and follow the instructions below (due at the end of the class period):

- First, NUMBER all of the paragraphs on the left hand margin of the page. Use a separate sheet of paper to write down what you learn from looking ONLY at the TITLE and PICTURES in the article. What do you think this article is going to be about? Make a prediction. Then read the article.
- CIRCLE five unfamiliar or challenging words in the article. On a separate sheet of paper, you and your partner must come up with what you THINK these words mean in your own words. DO NOT USE A DICTIONARY – make your best guess based only on context clues and prior knowledge!!!
- UNDERLINE five sentences or phrases in the article that really help you to understand what the article is about.
- On the same separate sheet of paper that you wrote your definitions, write out the WHO WHAT WHEN WHERE WHY and HOW (6 W's) for the article. Then write ONE SENTENCE to sum up the main idea.
- In the margins of the article, write out FIVE personal connections or questions that the article makes you think about.
- Once you have completed all of the above with your partner, then INDIVIDUALLY each of you should write your OWN paragraph reflection about the article. What are your thoughts about it? What connections can you make? What does it remind you of? DO NOT SUMMARIZE THE ARTICLE.

Staple all of your pages together (the article, the sheet with your Title/Picture comments, your vocab, and your 6 W's/main idea on it, and your individual paragraphs) and hand it in at the end of class.

Tell the Story

In your groups, select ONE of the images provided.

Examine the picture. What do you notice about it?

Fill out the chart below with your preliminary observations:

WHAT do I SEE? (List at least three in the boxes below)	WHAT does it MEAN or HOW does it make me FEEL?	WHY do I think that? (Justify your answers!)

Now, in your groups, come up with your OWN story behind this image. Write in no fewer than 2 well developed paragraphs what is going on here. The style is up to you: write it as a newspaper article, a short story, a poem, a report, etc. Be sure to include as many details as possible! Remember – it's not what you say, it's how well you can back it up!!!

You will be sharing your story with the class when completed.

He did not imagine his
 could ever take this turn.
 is a happy kid, an athlete,
 student. He got into the
 e he had dreamed of an
 ride sports scholarship. He
 d a reputable fraternity. He
 living it up.
 t that all changed the night
 day 26. He and his college
 were out partying, celebrating
 successful end of the semester
 planning their Memorial Day
 he knew he shouldn't drive,
 he figured it was only a
 blocks, so what's the harm?
 could have imagined his path
 ed abruptly come in contact with
 car-odd Amelia's just a block
 ay from home...

Tell the Story

#1

In your groups, select ONE of the images provided.
 Examine the picture. What do you notice about it?

Fill out the chart below with your preliminary observations:

WHAT do I SEE? (List at least three in the boxes below)	WHAT does it MEAN or HOW does it make me FEEL?	WHY do I think that? (Justify your answers!)
a man crying	he's very upset, even distraught	he's covering his face and tracing down, shoulders slumped
pink balloons	I think this might be a memorial for a child (female)	pink is usually for girls, plus there are tags there too.
a curbside near a river	I think this might be the scene of an accident	It reminds me of the car accident memorials on the roads.

Now, in your groups, come up with your OWN story behind this image. Write in no fewer than 2 well-developed paragraphs what is going on here. The title is up to you: write it as a newspaper article, a short story, a poem, a report, etc. Be sure to include as many details as possible! Remember: it's not what you say, it's how well you can back it up!!

You will be sharing your story with the class when completed.



Tell The Story Sample

Vocabulary Newspaper Group Project

You will need a copy of the newspaper, a highlighter, glue, scissors, and one regular-sized (approx. 8.5x11”) sheet of construction paper. In your teams, complete each of the following tasks IN ORDER:

- Select one article from the newspaper and cut it out. Attach the article to the back of the construction paper, and make sure to write your names on the back of the paper too. Make sure everyone in your group reads the article.
- As you read, highlight at least five difficult or unfamiliar words you come across.
- After you have read, choose ONE of the five words you have highlighted. Complete the chart at the bottom of the page for the word, and then cut out the chart and glue it to the front of your construction paper. (Please complete the chart in ORDER. Looking up the word in the dictionary is one of the LAST things you do, NOT the first!)
- In the remaining space on the front of your paper, cut out words and pictures out of the newspaper or out of the magazines (from the scrap boxes) that illustrate what the word means. The more detail you put into this, the higher your grade will be!
- Before the bell rings, paper-clip any loose papers together and leave them with your teacher. You may finish this project tomorrow, but get as much of it done today as you can!

Cut below line:

YOUR WORD IS...	
WRITE THE SENTENCE(S) IN WHICH YOUR WORD APPEARS:	
WHAT DO YOU THINK IT MEANS? (in your own words) WHY? WHAT DOES IT REMIND YOU OF?	
Look up the word in the dictionary. WRITE THE DICTIONARY DEFINITION OF YOUR WORD:	
HOW CLOSE WERE YOU TO GUESSING WHAT IT MEANT? WHY?	

YOUR WORD IS...	condolences
WRITE THE SENTENCE(S) IN WHICH YOUR WORD APPEARS:	Iranian foreign minister Mohammed Javad Zarif offered "profound regrets, apologies and condolences."
WHAT DO YOU THINK IT MEANS? (In your own words) WHY? WHAT DOES IT REMIND YOU OF?	I think it means comfort because it's used in the same sentence as regrets and apologies - same! It reminds me of sympathy cards when someone dies.
Look up the word in the dictionary. WRITE THE DICTIONARY DEFINITION OF YOUR WORD:	an expression of sympathy, especially on the occasion of a death
HOW CLOSE WERE YOU TO GUESSING WHAT IT MEANT? WHY?	pretty close - comfort and offering sympathy are similar

Pressure, Iran adm
Iran denounce the military.
The decision was made.
Add a surface-to-air missile streaked toward the passenger jet.
Iran's **missile** Saturday that "human error" brought down the jet.
Iranian President Hassan Rouhani said he would respond to a full and open investigation.
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YOUR WORD IS...	Expedition
WRITE THE SENTENCE(S) IN WHICH YOUR WORD APPEARS:	For SpaceX's Arctik Flight to the ISS, the NASA crew will be the veterans on his first space flight and Mike Hopkins, who spent 160 days in space as part of Expedition 37/38.
WHAT DO YOU THINK IT MEANS? (In your own words) WHY? WHAT DOES IT REMIND YOU OF?	I think it means some sort of journey or travel group. It sounds like "explore" and they're talking about going to space.
Look up the word in the dictionary. WRITE THE DICTIONARY DEFINITION OF YOUR WORD:	a journey or voyage undertaken by a group of people with a particular purpose, especially that of exploration, scientific research, or war.
HOW CLOSE WERE YOU TO GUESSING WHAT IT MEANT? WHY?	I guessed it! I never would have thought of using it for war though...

KEEP WALKING **QUANTUM LEAP**

We go to the story you get the story.

Vocabulary Group Project Samples