

# SUPER SKILLS



## FOR eEDITIONS

Activities for Building Skills in Technology,  
Math, Science, Social Studies & Language Arts  
Through eEditions

### Elementary School

Newspapers  
In Education   
THE ARIZONA REPUBLIC

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# WELCOME TO eEDITIONS

When it comes to information, the world is changing rapidly.

Every day, new technologies make it possible to use and share information in new ways through Web sites, e-mail, podcasts and interactive software.

Like the rest of the world, newspapers are changing the ways they deliver information.

In addition to Web sites with text and other resources, newspapers now are offering readers electronic editions that re-create the experience of reading the print paper with computer technology.

These eEditions contain everything print newspapers have — distinct sections, classified and display advertising, photos and graphics — but with the convenience of navigating through home and school computers.

Readers can browse the newspaper page by page as they would do with a paper copy, or they can use the tools of computer technology to focus and speed up the search for information.

Toolbars, hot links and interactive features make information available with the click of a mouse or a few key strokes. And search functions allow readers to browse related news from recent editions or seek information by keyword.

Newspaper eEditions are an exceptional tool for education because they offer student readers the best of both print and electronic information.

They provide the structure and comprehensiveness

that long have made print newspapers an effective teaching tool for everything from state testing to civic awareness.

At the same time, eEditions capitalize on students' interest in the Internet, introduce the resources of information technology and strengthen the electronic skills students will need for career success in the 21st century.

Learning to use new technology, of course, presents challenges for both students and teachers.

This curriculum package — “Super Skills for eEditions” — has been created to ease the transition to electronic newspapers through a series of ready-to-use activity sheets.

The package starts with activities introducing key skills needed for using eEditions and then demonstrates how eEditions can be effective for teaching math, science, social studies and language arts.

All activities are tiered by grade level, and each includes the educational standards and skills it is designed to address. (Students in all grades may benefit from doing all the technology activities, however.)

Using an eEdition in place of a print newspaper may seem strange and unsettling at first.

After completing the activities in this package, however, both students and teachers will be more comfortable and adept at navigating the dynamic, new resources of eEditions.

# HOW TO

When starting to use your eEdition, the first thing you should do is click on the "Help" icon at the left of the toolbar at the top of the page.

The "Help" icon is your "How To" button for your eEdition. It shows you how to use the different features of the electronic newspaper.

One of the first things to learn is how to move through your eEdition. There are several ways. When starting out, it is helpful to try each to see which you like best.

**Start with the navigation arrows in the toolbar at the top left. They are labeled "First," "Prev," "Next," and "Last."**

**Click on each several times. Then write a sentence describing how each allows you to move through your eEdition.**

**First** \_\_\_\_\_  
\_\_\_\_\_

**Prev** \_\_\_\_\_  
\_\_\_\_\_

**Next** \_\_\_\_\_  
\_\_\_\_\_

**Last** \_\_\_\_\_  
\_\_\_\_\_

**Finish by writing a short paragraph summarizing the advantages of using the navigation arrows and comparing this to the way people read a printed newspaper.**

\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## LEARNING STANDARDS/SKILLS:

Understanding the operations and functions of technology systems and becoming proficient in the use of technology; comparing information technologies from the past and present.

# PULL-DOWN MENUS

The toolbar at the top of your eEdition also allows you to move through the eEdition with pull-down menus.

The pull-down menus are located to the right of the navigation arrows in the toolbar. The first pull-down menu allows you to pick specific pages to visit by number. The second allows you to pick specific sections of the eEdition. The third allows you to visit eEditions from different dates. The fourth allows you to visit different editions that focus on different areas of the region.

**Try each type of pull-down menu. Write a complete sentence for each summarizing its advantages.**

**Page Number**

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**Section**

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**Date**

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**Edition**

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**As a class, finish by discussing what you like most, or least, about each method.**

## LEARNING STANDARDS/SKILLS:

Using technology tools to enhance learning and increase productivity and creativity; discussing the positive and negative impact of technologies such as computers on daily life.

# PRINT, E-MAIL, DOWNLOAD

With your eEdition, it is important to know how to find the information you need. It is also important to be able to do things with the information once you have found it. Your eEdition toolbar contains three icons that make it easy to use the electronic newspaper. They are "Print," "e-mail" and "download."

- A** Find a story that interests you in your eEdition today. Use "Print" icon to print out a copy in graphic or text form.
  
- B** Use the "e-Mail" icon to e-mail the story to yourself or your teacher.
  
- C** Use the "Download" icon to download a copy of the file to your computer.
  
- D** Finish by writing a paragraph describing how these features of your eEdition make it useful for gathering or communicating information.

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## LEARNING STANDARDS/SKILLS:

Building on productivity tools to collaborate and interact with peers and other audiences using telecommunications and media; describing uses of technology in daily life.

# PICK A MOVIE!



Your eEdition contains everything included each day in the print edition of the newspaper. That includes ads as well as stories and photos. On a day when the eEdition includes movie ads, find an ad for a movie you would like to see with your friends. Click on the ad to show your friends what actors are in the movie and why you find it interesting. Now find an ad or listing that will tell you where and when you can see this movie. List two or three choices in the spaces below:

## Choice No. 1

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## Choice No. 2

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## Choice No. 3

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Finish by writing a paragraph describing how using an eEdition is different from print for finding movies, along with the advantages and disadvantages.

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### LEARNING STANDARDS/SKILLS:

Using a variety of technology tools for data collection and analysis; comparing information technologies from the past and present.

# SINGLES & DOUBLES

Your eEdition allows you to view stories the way they are graphically displayed in the print edition and also as text-only files. The eEdition also allows you to scan the news one page at a time or in two-page "spreads" featuring facing pages. If you want to view just one page at a time, you click on the toolbar icon marked "Single" at the top of the page. If you want to view two pages at a time, you click on the icon marked "Double."

**Go to the section of the eEdition that interests you the most today. Scan the pages two pages at a time.**

**What story interested you the most in the section, and why?**

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**What ad interested you the most in the section, and why?**

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**Finish by writing a paragraph explaining whether you prefer scanning pages one at a time or two at a time, and why.**

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## LEARNING STANDARDS/SKILLS:

Locating information from electronic resources; describing the impact of technology use on individuals at home, at school and in the workplace.

# SEARCH FOR THE NEWS!



Every day, your eEdition allows you to find stories that interest you. Your eEdition also allows you to search recent editions of the newspaper for related stories. Go to a news section of the eEdition or the sports section and scan the pages for a story that interests you.

Read the story and write a short paragraph summarizing the news and explaining why it interests you.

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Then use the Quick Search feature in the toolbar at the top of the page to find stories on the same subject or team. Find the stories electronically and read them. Then write a paragraph describing how having the ability to search for recent stories can be a benefit to readers.

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## LEARNING STANDARDS/SKILLS:

Defining subject searching and devising a search strategy to locate information using available electronic research resources; demonstrating knowledge of changes in technologies and the effect those changes have.

# CHECK OUT A STORY

Electronic Editions allow people to read and use newspapers with just a few key-strokes or clicks of a mouse from a home or school computer. Explore your eEdition by turning to Page 1 of today's newspaper on your screen. Click on the headline or text of a story. Then click on the headline or text again.

**A** What differences do you see?

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**B** What are the advantages of each way the story is shown?

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**C** Print out a copy of the story as it appears each way. Then save a copy to your computer or send a copy to yourself or your teacher as an e-mail.

**D** Finish by writing a short paragraph describing the advantages of having different ways to display and read stories with your eEdition.

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## LEARNING STANDARDS/SKILLS:

Using appropriate technology resources to access information and communicate electronically; retrieving and saving information; printing text or images.

# USE THAT INDEX!



The front page Index of your eEdition lets you find information about what is inside the newspaper in an easy way. Click on the Index on Page 1 of today's eEdition. Then go to the toolbar at the top of the page and find the pull-down that offers readers the Visual Mode, Graphic Mode and Text Mode. With the Index open, try each mode. What do you see with each mode? What are the advantages of each mode?

**A** Visual Mode

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**B** Graphic Mode

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**C** Text Mode

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**D** Finish by writing a complete sentence explaining which mode you think you would use the most.

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LEARNING STANDARDS/SKILLS:

Using prescribed technology tools for data collection and analysis; describing uses of technology in daily life.

# THAT'S LIVING!

Your eEdition gives you many ways to find stories and information you need in the newspaper. Open the different toolbars at the top of the page until you find the one that shows the different sections of the newspaper. Go to the first page of the Arizona Living section. Pick a story on the page that continues on another page. Compare the way the story looks when viewed in Text Mode and in Visual or Graphic Mode.

**A** In what ways could you find the rest of the story when viewing in Visual or Graphic Mode?

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**B** In what ways could you find the rest of the story when viewing in Text Mode?

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**C** Which viewing mode provides a "hot link" for finding the rest of the story?

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**D** When you have found and read the rest of the story, write a short paragraph telling what the story is about.

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Then write another paragraph comparing the way you find the rest of a story with the eEdition with the way you would find it with a paper edition.

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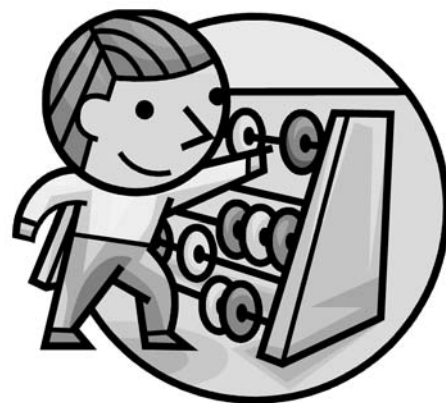
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## LEARNING STANDARDS/SKILLS:

Using technology resources for problem-solving, self-directed learning and extended learning activities; discussing the positive and negative impact of technologies such as computers on daily life.

# E-EDITION MATH PROBLEM



Math can be fun as well as a challenge. Use your eEdition and your math skills to figure out the solution to this math problem.

- A** Write down the number that represents this month: \_\_\_\_\_
- B** Write down the number of games a team from your state has won so far this season: \_\_\_\_\_  
*Which team did you use?* \_\_\_\_\_
- C** Find the sum of A and B: \_\_\_\_\_
- D** Write down the expected high temperature in your town today: \_\_\_\_\_
- E** Find the sum of C and D: \_\_\_\_\_
- F** Write down the number of times the word "news" is used on the top half of the fifth page of today's eEdition: \_\_\_\_\_
- G** Find the difference between E and F: \_\_\_\_\_

LEARNING  
STANDARDS/SKILLS:

Applying operations  
efficiently and accurately  
in solving problems.

# SHAPE UP

Look through your eEdition to find examples of different shapes in pictures.



## I found a shape in the eEdition...

- A** ... with three sides on Page \_\_\_\_\_.  
That shape is called a \_\_\_\_\_.  
The three-sided object in the picture was a \_\_\_\_\_.
- B** ... with four sides on Page \_\_\_\_\_.  
That shape is called a \_\_\_\_\_.  
The four-sided object in the picture was a \_\_\_\_\_.
- C** ... with four sides, but this shape's sides all appeared to be the same length. I found this shape on Page \_\_\_\_\_.  
That shape is called a \_\_\_\_\_.  
The four-sided object in the picture was a \_\_\_\_\_.
- D** ... that was a round shape on Page \_\_\_\_\_.  
That shape is called a/an \_\_\_\_\_.  
The round object in the picture was a \_\_\_\_\_.
- E** ... that was different than A, B, C & D above on Page \_\_\_\_\_.  
This shape is called a \_\_\_\_\_.  
The object in this shape in the picture was a \_\_\_\_\_.

### LEARNING STANDARDS/SKILLS:

Developing spatial sense, using shape as an analytic and descriptive tool, identifying characteristics and defining shapes, identify properties and describe relationships among shapes.

On the back of this page, draw examples of the five shapes you found.

# ONE, 2, III

Numbers are used in many different ways. Look through your eEdition to find examples. Circle the examples with a brightly-colored crayon or marker.



**I found numbers  
in the eEdition  
used to...**

- A** ... Count on Page \_\_\_\_\_.
- B** ... Represent money on Page \_\_\_\_\_.
- C** ... Order a list on Page \_\_\_\_\_.
- D** ... Show sports scores on Page \_\_\_\_\_.
- E** ... Tell the temperature on Page \_\_\_\_\_.
- F** ... Tell time on Page \_\_\_\_\_.
- G** ... Show the date on Page \_\_\_\_\_.

## LEARNING STANDARDS/SKILLS:

Recognizing that numbers are used in different ways such as counting, measuring, ordering and estimating, understanding and producing multiple representations of a number and translating among equivalent representations.

# PICTURE COMPARISON



Print out two pictures from today's eEdition. Use a ruler, your math skills and your common sense to answer the following questions.

- 1 How tall is the first picture? \_\_\_\_\_
- 2 How tall is the second picture? \_\_\_\_\_
- 3 How wide is the first picture? \_\_\_\_\_
- 4 How wide is the second picture? \_\_\_\_\_
- 5 What is the perimeter of the first picture? \_\_\_\_\_
- 6 What is the perimeter of the second picture? \_\_\_\_\_
- 7 What is the area of the first picture? \_\_\_\_\_
- 8 What is the area of the second picture? \_\_\_\_\_
- 9 Which picture is bigger in area? \_\_\_\_\_

## LEARNING STANDARDS/SKILLS:

Comparing attributes of objects; developing standard units of measurement; and selecting and using standard tools for measurement.

# IN HIS OR HER SHOES

Find a picture in today's eEdition that features many different objects or people. Pick an object or a person in the picture. Imagine you are in the picture, in the place of the object or person you picked. Assuming that you are facing TOWARD the camera, describe your location.



1 \_\_\_\_\_ is in front of me.

2 \_\_\_\_\_ is behind me.

3 \_\_\_\_\_ is to MY left.

4 \_\_\_\_\_ is to MY right.

5 \_\_\_\_\_ is above me.

6 \_\_\_\_\_ is below me.

## LEARNING STANDARDS/SKILLS:

Locating and describing objects in terms of their position, including front, back, inside, outside, right, left, over, under, next to, between and locations on the number line, on a coordinate graph and on a map.

Now swap location descriptions with a classmate who chose the same picture, and see if you can guess what object or person he or she picked.

# 2008

As a class, find the scores of a recent football or basketball game in today's eEdition.



**A** In your head, without using a pencil and paper, **ESTIMATE** the sum of each team's scores: \_\_\_\_\_

**B** Then, estimate the sum of your answer for A, plus the number 2,008: \_\_\_\_\_

**C** Then, estimate the product of B and 2: \_\_\_\_\_

Now use a pencil and paper to find the actual calculations.

**D** Sum of each team's scores: \_\_\_\_\_

**E** Sum of D plus 2,008: \_\_\_\_\_

**F** Product of E and 2: \_\_\_\_\_

Now see how close you were in your estimates.

**G** Difference between A and D: \_\_\_\_\_

**H** Difference between B and E: \_\_\_\_\_

**I** Difference between C and F: \_\_\_\_\_

## LEARNING STANDARDS/SKILLS:

Developing strategies for estimating measures and comparing the estimates to the results of the measurement; deciding if an estimate is "a good estimate."

# ONE TO TEN

Pictures are an important part of newspapers and eEditions. They help us understand the stories better. Look through today's eEdition and look at the pictures attached to news articles and ads. Now print out pictures that feature groups of things and paste them into an art collage. Try to get groups of all the numbers between 1 and 10. Identify your groups. For instance, 1 hat, 2 birds, 3 trees.

1	_____
2	_____
3	_____
4	_____
5	_____
6	_____
7	_____
8	_____
9	_____
10	_____

LEARNING  
STANDARDS/SKILLS.

Recognizing, describing  
and extending numerical  
and geometric patterns.

# BIG AND LITTLE

Pick out a simple shape like a circle, a square or a triangle. Then look through the pictures in your eEdition for examples of the shape. Find an example of a small version of the shape and a large version. Use the size of the object in the real world to decide which is small and which is large.

- 1 Write a complete sentence describing the **small version** of the shape and on what page you found it.

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- 2 Write a complete sentence describing the **large version** of the shape and on what page you found it.

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- 3 Write a sentence that explains one way in which the objects are **similar**.

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- 4 Write a sentence that explains one way in which the objects are **different**.

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LEARNING  
STANDARDS/SKILLS:

Recognizing, describing  
and extending numeral  
and geometric patterns.

# DOUBLE YOU

Double your age. For this activity that will be your W number (double you, get it?). Now find newsmakers in today's eEdition who are listed with their ages. Then complete the following statements.

Example: President George Bush, 62, is greater than W.

W = \_\_\_\_\_



**A** \_\_\_\_\_, \_\_\_\_\_ is greater than W.

Found on Page \_\_\_\_\_

**B** \_\_\_\_\_, \_\_\_\_\_ is less than W.

Found on Page \_\_\_\_\_

**C** \_\_\_\_\_, \_\_\_\_\_ is equal to W.

Found on Page \_\_\_\_\_

## LEARNING STANDARDS/SKILLS:

Comparing and ordering numbers using "equal," "less than" or "greater than."

# LET'S GO SHOPPING

Imagine you have been given \$100 to spend on yourself. Use your math skills and today's eEdition ads to create a list of things you could buy and still stay within your budget.



Thing	Price	Page Found
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

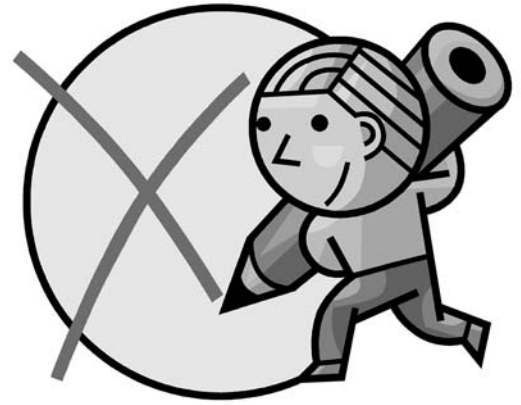
**Total:** \_\_\_\_\_

## LEARNING STANDARDS/SKILLS:

Describing and demonstrating how economic forces and choice affect the management of personal finances and shape consumer decisions.

# WHERE DO I FIND....

Your eEdition offers many different kinds of information. Write down the section and page where someone might find the following information in your eEdition today.



	Section	Page
<b>A</b> Today's expected low temperature in your town:	_____	_____
<b>B</b> The stock price for shares of a soft drink company:	_____	_____
<b>C</b> The top stories about events in your community:	_____	_____
<b>D</b> The time of a local showing of a movie in a theater:	_____	_____
<b>E</b> The time of a showing of a movie on TV:	_____	_____
<b>F</b> The name of the newspaper's editor:	_____	_____
<b>G</b> Standings for a professional team:	_____	_____

## LEARNING STANDARDS/SKILLS:

Acquiring information from books, maps, newspapers, data sets and other sources; organizing and presenting the information; interpreting the meaning and significance of the information.

# WHERE YOU LIVE

Why do people live in your region? Go through your eEdition today and find examples of jobs, recreation, neighborhoods and culture attractions that people like about the region. In the spaces below, list four reasons people live in this state and/or area. Next to each, write how geography played a part in creating the attraction.



**Attraction**

**Geography's Role**

1

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2

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3

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4

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LEARNING  
STANDARDS/SKILLS:

Explaining why people  
live and work as they do  
in different regions.

# KNOW THE NATION



The United States has more kinds of different places than most nations of the world. The city of San Francisco is very different from the city of Phoenix, for example. Divide into teams and study photos in your eEdition that show different cities in the United States. In the spaces below, list three cities and the page number where they are found in the paper. Then write a short description of what each is like. Finish by finding the cities on a map.

**City #1** \_\_\_\_\_ **Page** \_\_\_\_\_

**Description:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**City #2** \_\_\_\_\_ **Page** \_\_\_\_\_

**Description:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**City #3** \_\_\_\_\_ **Page** \_\_\_\_\_

**Description:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## LEARNING STANDARDS/SKILLS:

Standards/skills: Locating and describing the major places, cultures and communities of the nation and comparing their characteristics.

# LANDMARKS

What are the natural and man-made landmarks of your community? Look through the photos in your eEdition and make a master list. For each natural landmark write a reason how it came to be; for each man-made landmark, write a reason it was placed where it is. Put a star next to all the natural landmarks.



**Landmark**

**Reason**

1

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

5

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## LEARNING STANDARDS/SKILLS.

Identifying locations of significance in the immediate environment and explaining reasons for their location.

# ASK AN EYE-WITNESS

Read an article in today's eEdition about an event that you think is important or interesting.

**What was the event?** \_\_\_\_\_

**Why was it newsworthy?** \_\_\_\_\_

\_\_\_\_\_

**Who was involved?** \_\_\_\_\_

\_\_\_\_\_

**What happened?** \_\_\_\_\_

\_\_\_\_\_

**How did it happen?** \_\_\_\_\_

**Why did it happen?** \_\_\_\_\_

\_\_\_\_\_

**What is expected to happen next?** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Now imagine that you are a reporter working for your newspaper or eEdition. Think of an important and interesting thing that you would ask an eye-witness about the event.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Now think of a question you would ask an expert — someone who knows a lot about an aspect of the event. Write your question on the back of this activity sheet.

## LEARNING STANDARDS/SKILLS:

Identifying who was involved, what happened and where it happened in stories about the past.



# GIVE & TAKE

One big difference between plant cells and animal cells is that plants produce their own food energy and animals need to eat plants or other animals for food energy. In teams, search the stories, photos and ads in your eEdition for two animals and two plants. For each animal, list at least three plants or other animals that it would eat. For each plant, list at least three animals that might eat it.

## Animal No. 1

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### Plant/animal it would eat

A \_\_\_\_\_  
\_\_\_\_\_

B \_\_\_\_\_  
\_\_\_\_\_

C \_\_\_\_\_  
\_\_\_\_\_

## Plant No. 1

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### Animal that would eat it

A \_\_\_\_\_  
\_\_\_\_\_

B \_\_\_\_\_  
\_\_\_\_\_

C \_\_\_\_\_  
\_\_\_\_\_

## Animal No. 2

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### Plant/animal it would eat

A \_\_\_\_\_  
\_\_\_\_\_

B \_\_\_\_\_  
\_\_\_\_\_

C \_\_\_\_\_  
\_\_\_\_\_

## Plant No. 2

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### Animal that would eat it

A \_\_\_\_\_  
\_\_\_\_\_

B \_\_\_\_\_  
\_\_\_\_\_

C \_\_\_\_\_  
\_\_\_\_\_

### LEARNING STANDARDS/SKILLS:

Understanding how organisms can be grouped into plants, which use sunlight to make their own food, and animals, which consume energy-rich foods.

# WATER, WATER EVERYWHERE



Water is one of the most important things in the world. Water affects all living things because most living things need water to survive. Search your eEdition for ways water affects human, animal and plant life. Stretch your thinking to include indirect effects as well as direct effects. Make a list of the effects in the spaces below.

## Effects of Water ...

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_
- 6 \_\_\_\_\_
- 7 \_\_\_\_\_
- 8 \_\_\_\_\_

### LEARNING STANDARDS/SKILLS:

Describing the basic requirements for all living things to maintain existence, including food, habitat, water, air, light and minerals.

Then on the back of this sheet, write a short eEdition editorial on "The Importance of Water."

# ANIMAL SCAVENGER HUNT

Animals appear in your eEdition in many ways. See how many of the following you can find in the stories, ads and photos of today's eEdition. Be sure to list the time you start, the time you finish and the page on which you find each item.

**Start Time** \_\_\_\_\_ **Finish Time** \_\_\_\_\_

- 1 An animal in a photo is on Page \_\_\_\_\_.
- 2 An animal that is the name of a sports team is on Page \_\_\_\_\_.
- 3 An animal in an ad is on Page \_\_\_\_\_.
- 4 A word in a headline that could describe animal behavior is on Page \_\_\_\_\_.
- 5 A Classified Ad for an animal you would like to have for a pet is on Page \_\_\_\_\_.
- 6 A car named for an animal is on Page \_\_\_\_\_.
- 7 A street named for an animal is on Page \_\_\_\_\_.
- 8 A natural habitat for wild animals is on Page \_\_\_\_\_.

## LEARNING STANDARDS/SKILLS:

Acquiring information from multiple sources, organizing and evaluating it.

# ANIMALS & HUMANS



Wild animals or animal habitats often make news. Find a story or picture of an animal or habitat in today's eEdition. In the space below make a list of dangers that human activity presents the animal or habitat. For each danger, list a possible solution or protection.

**Danger #1** \_\_\_\_\_

**Possible Solution:** \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

**Danger #2** \_\_\_\_\_

**Possible Solution:** \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

**Danger #3** \_\_\_\_\_

**Possible Solution:** \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

**Danger #4** \_\_\_\_\_

**Possible Solution:** \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## LEARNING STANDARDS/SKILLS:

Describing ways in which humans alter the environment; describing the basic requirements for all living things to maintain their existence; evaluating possible resolutions to a public issue.

# PICTURE THIS

Writers use words to paint pictures that tell readers what things look like or places feel like. Print out a feature story from your eEdition that contains details describing a setting, institution or activity in your community. Circle every word or phrase that gives you a picture of what the place is like. In the spaces below, put these words into categories: Adjective, Adverb, Verb, Noun. Which kind of words appeared most? Discuss why that is the case.



**Adjective**

**Adverb**

**Noun**

**Verb**

**LEARNING  
STANDARDS/SKILLS:**

Identifying and using the craft of the writer to formulate and express ideas artistically, including, color, setting and use of strong details.

# WHAT DO YOU LIKE?

A great way to explore your surroundings as a writer is to search for things that catch your interest. Go through your eEdition and pick out 10 items (one in each category) that interest you and write them below. Compare choices as a class and write several paragraphs about the thing on your list that interests you most.



**Page**

**Items**

- \_\_\_\_\_ **A** News Story \_\_\_\_\_
- \_\_\_\_\_ **B** Interesting Photo \_\_\_\_\_
- \_\_\_\_\_ **C** Ad or Product \_\_\_\_\_
- \_\_\_\_\_ **D** Sports Story \_\_\_\_\_
- \_\_\_\_\_ **E** Comic \_\_\_\_\_
- \_\_\_\_\_ **F** TV Item \_\_\_\_\_
- \_\_\_\_\_ **G** Movie \_\_\_\_\_
- \_\_\_\_\_ **H** Job \_\_\_\_\_
- \_\_\_\_\_ **I** Celebrity \_\_\_\_\_
- \_\_\_\_\_ **J** Headline \_\_\_\_\_

## LEARNING STANDARDS/SKILLS:

Responding personally, analytically and critically to a variety of oral, visual, written and electronic texts, providing examples of how texts influence students' lives and their role in society.

Be sure to write the page number where you found each item!

# PEOPLE IN THE NEWS

Newspapers and eEditions often write interesting profiles of “People in the News.” These might be people who are athletes, leaders on different issues or entertainment figures. Who would you like to interview in your neighborhood or school? In the spaces below write out five people you would like to interview. For each, write a reason the person is “news-worthy” in your neighborhood. The people can be students, neighbors, coaches, volunteers or support people.



## Person

## Why Newsworthy

1	_____	_____
2	_____	_____
3	_____	_____
4	_____	_____
5	_____	_____

### LEARNING STANDARDS/SKILLS:

Reading and writing fluently, speaking confidently, listening and interacting appropriately, viewing critically and representing creatively. Examples include reporting formally to an audience, debating issues, and interviewing members of the public.

Draw a sketch of one of your interview subjects on the back of this sheet.

# POWERFUL WORDS

Adjectives and adverbs are among the most powerful words in writing. They show **WHAT** people and things are like and **HOW** things are done. Good writers use lots of different adjectives and adverbs. They don't use the same ones over and over. In groups or alone, search your eEdition for unusual adjectives and adverbs for each letter of the alphabet. Write them below. You may choose to search first for adjectives and again for adverbs, or you may search for adjectives and adverbs together.



<b>A</b> _____	<b>M</b> _____
<b>B</b> _____	<b>N</b> _____
<b>C</b> _____	<b>O</b> _____
<b>D</b> _____	<b>P</b> _____
<b>E</b> _____	<b>Q</b> _____
<b>F</b> _____	<b>R</b> _____
<b>G</b> _____	<b>S</b> _____
<b>H</b> _____	<b>T</b> _____
<b>I</b> _____	<b>U</b> _____
<b>J</b> _____	<b>V</b> _____
<b>K</b> _____	<b>W</b> _____
<b>L</b> _____	<b>X</b> _____
	<b>Y</b> _____
	<b>Z</b> _____

**LEARNING STANDARDS/SKILLS:**

Recognizing and using authors' techniques that convey meaning and build empathy with readers when composing their own texts; building vocabulary.

# NEW IDEAS

American Indians and other cultures used legends to explain or express new ideas. New ideas often make news in business, entertainment, politics and more. Search your eEdition for new ideas making news today. Discuss several as a class. Then complete the lines below to write a poem about getting a new idea.

## A new idea...

... **smells like** \_\_\_\_\_

\_\_\_\_\_

... **sounds like** \_\_\_\_\_

\_\_\_\_\_

... **looks like** \_\_\_\_\_

\_\_\_\_\_

... **feels like** \_\_\_\_\_

\_\_\_\_\_

... **tastes like** \_\_\_\_\_

\_\_\_\_\_

... **is** \_\_\_\_\_

\_\_\_\_\_

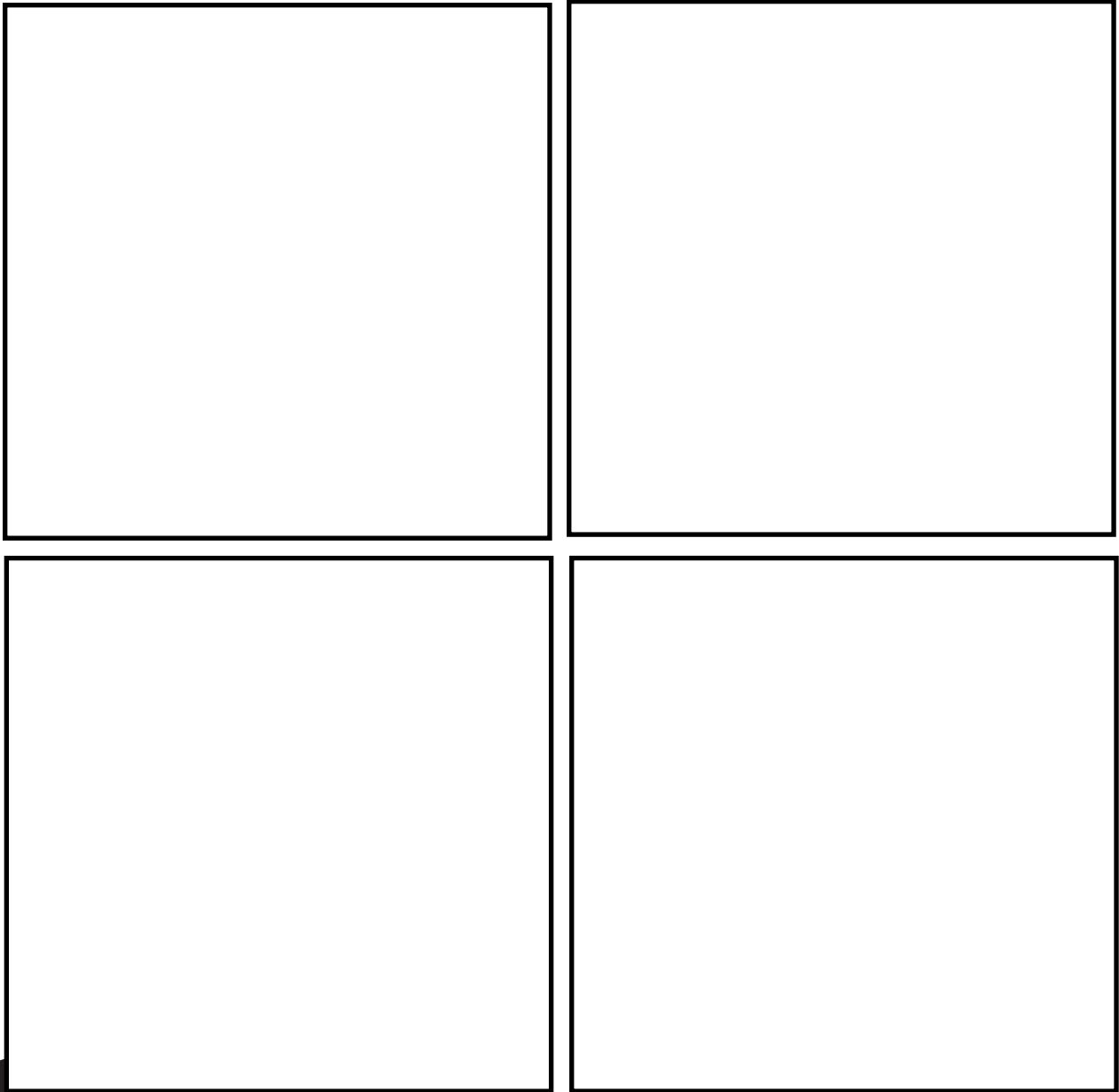
### LEARNING STANDARDS/SKILLS:

Responding to ideas generated by written texts and sharing with peers; writing with developing fluency for multiple purposes, including stories and poetry.

Illustrate your poems with cartoons or drawings. Read your poems aloud!

# GARFIELD & ODIE DO MATH

One way to tell a story is to make a comic strip. Find the comics section of today's eEdition to check the different styles artists use. Then make a comic strip using characters of your own or characters from an existing strip. Have your comic strip characters act out a story from an event at school or a made-up event.



Name of Comic Strip: \_\_\_\_\_

**LEARNING  
STANDARDS/SKILLS:**

Using aspects of the craft of the illustrator to formulate and express ideas.

# A DAY IN THE LIFE

Imagine your town is putting on a play about what happened this week in America. Use your eEdition to figure out what the scenes would be about. Write a sentence for each important news story, explaining why it would be a scene in your play. You may work alone, in teams or as a class.



## Scene

1

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2

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3

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4

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5

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### LEARNING STANDARDS/SKILLS:

Acquiring information from a variety of texts, including newspapers; organizing and presenting information.

# RIDDLE ME THIS

There are lots of things that make a person who they are. Find a famous newsmaker in today's eEdition. Make a list of five things about this person (except his or her name).



1

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2

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3

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4

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5

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## LEARNING STANDARDS/SKILLS:

Becoming aware of and beginning to experiment with different ways to express the same idea.

See if your classmates can guess your newsmaker based on your clues.

# BEE ALL YOU CAN BE



The nation's best spellers get together every year to compete in the annual Scripps Howard Spelling Bee. Catch the buzz and be creative, as you do the following word and spelling challenge.

- 1 Write your name \_\_\_\_\_
- 2 Write down the second letter in your first name \_\_\_\_\_
- 3 Count letters in the alphabet until you come to that letter. Write down that number \_\_\_\_\_
- 4 Count the letters in your last name. Write down that number \_\_\_\_\_
- 5 Add the numbers in Steps 3 and 4. Write down that number \_\_\_\_\_
- 6 Go to the page number from Step 5 in today's eEdition.  
(If you land on a page with few words, go to the next page that contains lots of words.)
- 7 Find a lower-case word that you're not quite sure how to pronounce. Write it here \_\_\_\_\_
- 8 Look it up in the dictionary.  
Write out how to pronounce it. \_\_\_\_\_
- 9 What type of word is it? \_\_\_\_\_  
(Verb, Noun, Adverb, etc.)

## LEARNING STANDARDS/SKILLS:

Acquiring information from books, maps, newspapers, data sets and other sources; organizing and presenting the information; and interpreting the meaning and significance of information.

On the back of this sheet, write what the word means. Make it a personal goal to use the word at least three times this week in conversation or writing.

# WAVE YOUR FLAG



Imagine you are going to design a flag for yourself. Print out eight pictures and eight words from today's eEdition that you think represent you and things you like. Paste the pictures and words into a collage on a sheet of construction paper. Write out a sentence explaining why you chose each picture for your collage.

## Picture

## Chosen Because...

1	_____	_____
2	_____	_____
3	_____	_____
4	_____	_____
5	_____	_____
6	_____	_____
7	_____	_____
8	_____	_____

### LEARNING STANDARDS/SKILLS:

Reading and writing with developing fluency, speaking confidently, listening and interacting appropriately, viewing strategically and representing creatively. Examples include sharing texts in groups and using an author's/reader's chair.

On the back of this sheet, write out a sentence explaining why you chose each word for your collage.

