

SUPER SKILLS



FOR eEDITIONS

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

High 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

Section

Date

Edition

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.

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.

GRAPHICS OR TEXT?

An eEdition allows you to view stories the way they are displayed graphically in the print newspaper or as text-only files. Each type of display has its advantages. Search the different sections of today's eEdition and find one story you feel would be best viewed displayed graphically and one story you feel would be best viewed as text only.



Write a paragraph explaining why one story was better viewed when displayed as it was in the newspaper and why the other was more effective as a text-only display.

Finish by writing a paragraph explaining how this choice could affect the way you save stories when doing research projects for school.

LEARNING STANDARDS/SKILLS:

Making informed choices among technology systems, resources and services; creating criteria to compare and contrast technology systems, resources and services.

FIND A CAR

Your eEdition makes a lot of information available on your home or school computer with just a click of a mouse or a few key strokes. Being able to view information from the newspaper on a computer this way can help with consumer decisions. Say you want to buy a car. Using the front page Index or the section pull-down menu at the top of the page, find the Classified Ad section of today's eEdition. Page through the Classifieds until you find the auto ads.



Click on several boxed display ads and write out a car and model that would appeal to you. Record what auto dealer is selling the car, what the asking price is and other information important to you.

Then click on Classified Ads offering new or pre-owned cars for sale. Write down a car and model that interests you, the asking price and other important information.

Finish by writing a paragraph describing what you feel are the benefits of being able to shop for consumer items with the technology of an eEdition.

LEARNING STANDARDS/SKILLS:

Using a variety of technology tools for data collection and analysis to support a decision; identifying capabilities and limitations of contemporary and emerging technology resources.

SEARCH FOR ANSWERS

Your eEdition allows you to keep up with the news every day. It also allows you to make sense of the news. The Advanced Search feature on the toolbar allows you to search recent editions of the paper for stories and topics that interest you. You can search by keywords or using “Boolean” phrases and commands that will narrow the search. Explore the search capabilities of the eEdition by searching for news on a topic that interests you. Or search for news of a country, such as Mexico or Iraq.

Make a list of different ways your topic or country was in the news.

Then write a paragraph describing how the ability to search recent editions of the newspaper can give you greater understanding of the news.

Finish by comparing search tips with classmates.

LEARNING STANDARDS/SKILLS:

Utilizing technology-based research tools to locate and collect information pertinent to a task, as well as to evaluate and analyze information; analyzing and describing use and reliance on technology.

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?

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

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.

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

B Graphic Mode

C Text Mode

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

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?

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

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

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

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.

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.

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

Choice No. 2

Choice No. 3

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

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?

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

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

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.

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.

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.

SHARES

Imagine you have been given five shares of a company whose shares are sold in the stock market. You get to decide which company you want to invest in. Follow your shares in your eEdition for a business week.



Name of company: _____

Found on Page _____ in _____ day's e-edition

	Value of 1 Share	Value of My 5 Shares
Monday	_____	_____
Tuesday	_____	_____
Wednesday	_____	_____
Thursday	_____	_____
Friday	_____	_____

LEARNING STANDARDS/SKILLS:

Collecting and exploring data, organizing data into a useful form and developing skill in representing and reading data displayed in different formats.

Now create a chart on the back of this activity sheet showing how the shares did over the course of the week.

TAXES

Find out the sales tax for items purchased in your state. Then find out how the tax affects the price of five different items you find in the ads in today's eEdition.



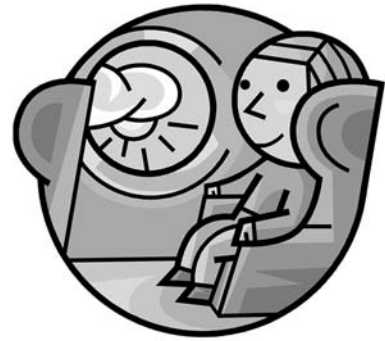
	Item Found in eEdition	Purchase Price	Price Plus Tax
1	_____	_____	_____
2	_____	_____	_____
3	_____	_____	_____
4	_____	_____	_____
5	_____	_____	_____

Create a formula that shows the pattern in finding out the price plus tax.

LEARNING STANDARDS/SKILLS:

Increasing the use of functions and mathematical models to solve problems in context.

FLIGHT INFORMATION



For your next vacation, plan to take an airplane trip. Find prices in today's eEdition for flights from your local airport to five different cities. List the lowest price and highest price for each location.

Destination	Lowest	Highest
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Finish by calculating the percentage difference between the highest and lowest prices. Show your findings as a graph in the space below.

LEARNING STANDARDS/SKILLS:

Organizing data using tables, charts, graphs, spreadsheets and data bases; applying math to describe the real world and to solve problems.

GRAPHING CENSUS DATA

The U.S. Census Bureau periodically reports new statistical information about the United States. Recently it was reported that the number of Americans without health insurance and in poverty rose for a third straight year. Using the Internet, look up newspaper articles about Census findings or actual Census data. On the lines below write the names of five U.S. cities found in your eEdition. Record the population of each, then determine the percentage of the population living in poverty.



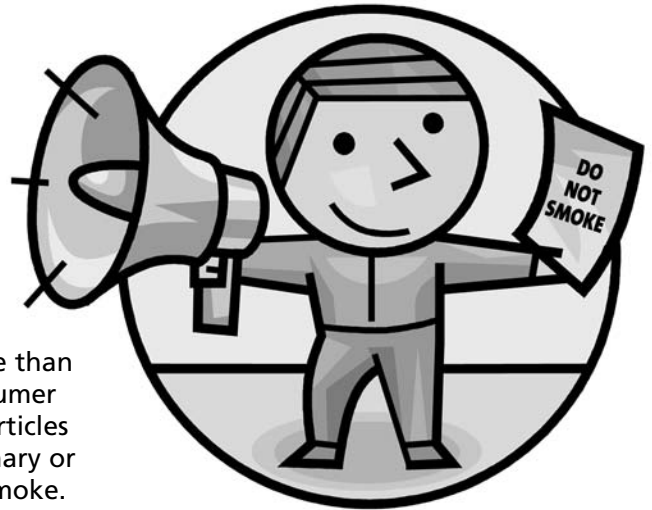
	City & State	Population	Year	Percent Living in Poverty
1	_____	_____	_____	_____
2	_____	_____	_____	_____
3	_____	_____	_____	_____
4	_____	_____	_____	_____
5	_____	_____	_____	_____

LEARNING STANDARDS/SKILLS:

Representing algebraic concepts and relationships with matrices, spreadsheets, diagrams, graphs, tables, physical models, vectors, equations and inequalities; and translating among the various representations.

On the back of this sheet, make a graph comparing the five U.S. cities above. Can you draw any conclusions?

UP IN SMOKE



The typical smoker in the United States now spends more than \$700 each year on cigarettes, according to national consumer studies. Look through your eEdition to see if there any articles about the health hazards of smoking or pictures of ordinary or famous people smoking. As a class, discuss why people smoke. Then answer the following questions.

At \$700 a year, how much does the typical smoker spend on cigarettes per day? _____

How much does the typical smoker spend on cigarettes per week? _____

How much does the typical smoker spend on cigarettes a month? _____

There are about 302 million people in the United States. If they all smoked \$700 worth of cigarettes a year, how much money would that come to? _____

Look in today's eEdition for an issue that interests you. Create a poster that uses math to prove an interesting point about the issue.

LEARNING STANDARDS/SKILLS:

Applying measurements and statistics to describe the real world and to solve problems.



ENGLAND'S HIGH COST OF LIVING

People think it's expensive to live in America. But in England, the average London home costs more than 4.69 times the average household's annual income and exceeds the amount most banks will lend buyers, according to a recent study. The average home in Britain's capital cost 237,053 pounds (\$422,168) in 2004, compared with household earnings of 50,054 pounds. Banks in England usually don't give loans of more than 4.1 times a buyer's annual income. Answer the math questions about British homes below.

How many dollars are there in a pound? _____

In dollars, what was the average household earnings of a British household in 2004? _____

In dollars, what would be the amount of a loan that was 4.1 times the average British household earnings? _____

Now use your eEdition to research the prices of homes in your area and the interest rates charged for home mortgages.

How much is the price of your favorite house in the listings? _____

How much would the simple interest be on a mortgage that home? _____

As a class, discuss the notion of compound interest.

LEARNING STANDARDS/SKILLS:

Using patterns and generalizations to solve problems and explore new contexts.

TEN YEARS AGO



Sometimes history moves very quickly. Use your eEdition and other resources to learn more about the last 10 years in another part of the world.

Name of country: _____

Where it is located: _____

Present form of government: _____

Present leader: _____

Why is it in the news now: _____

Major Event

10 Years Ago _____

7 Years Ago _____

5 Years Ago _____

3 Years Ago _____

1 Year Ago _____

LEARNING STANDARDS/SKILLS:

Reconstructing the past by comparing interpretations written by others from a variety of perspectives and creating narratives from evidence. Analyzing and interpreting the past.

On the back of this page, write ways in which the country has changed in the last 10 years.

RIGHTS & DIGNITY

One of the most inspiring stories in America has been the movement to end discrimination, persecution and violations of human dignity. Discuss these issues as a class, and how this effort has changed society. Then pick a newsmaker from your eEdition who works to make people's lives better. On the lines below, plan an interview with this person. Write out five questions you would ask about rights or discrimination issues of the past and present.

Newsmaker: _____

Question 1: _____

Question 2: _____

Question 3: _____

Question 4: _____

Question 5: _____

As a class, discuss what questions would be asked, and why.

LEARNING STANDARDS/SKILLS:

Identifying the different responses of individuals to historic violations of human dignity, discrimination and persecution.

INTERNATIONAL RELATIONSHIPS

Use your eEdition to learn about the United States and its evolving relationships with other countries. Write a few sentences about relations between the U.S. and:



China _____

Britain _____

Iran _____

North Korea _____

Canada _____

Israel _____

Russia _____

Mexico _____

Germany _____

Cuba _____

Japan _____

LEARNING STANDARDS/SKILLS:

Describing the major economic and political connections between the United States and different world regions and explaining their causes and consequences.

YOUR WORLD

Use your eEdition to learn more about current events and the world in which you live.

1 What will the weather be like in San Juan, Puerto Rico, tomorrow?

2 About how much does a gallon of gas cost in your state? _____

3 What did the president of the United States do yesterday?

4 What is your governor doing today?

5 Are any local professional teams playing today? _____
Who are they playing? _____

6 Find a picture in your eEdition of somebody smiling. Based on what you see and read, why do you think he or she is smiling?

7 Find a picture of someone with a different expression on her or his face. Use contextual clues to figure out what the expression could mean.

8 What happened in Beijing, China yesterday?

9 Find a quotation from someone in Iraq.

10 Write a brief description of today's most important news.

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.

CIVIL RIGHTS

Civil rights are the rights any person has by being a citizen. These include the right not to be discriminated against in housing or jobs, or because of race, sex or ethnic background. Locate a news story in today's eEdition about civil rights or rights being violated. Read it and answer the questions below.

What civil right is in the news? _____

Is this civil right being violated? _____

In what ways? _____

What is the United States government doing about this? _____

What caused this to happen and how can it be prevented from happening again?

LEARNING STANDARDS/SKILLS:

Interpreting the meaning of specific rights guaranteed by the U.S. Constitution; gathering information from a variety of sources, including newspapers.

As a class, compare the civil rights stories found in your eEdition.



WATER WOES

Read about pollution or a clean-up effort involving water — an ocean, a river, a stream or a lake — in this week's eEdition, in magazines or on the Internet.

What body of water is polluted? _____

Where is the water? _____

What has polluted the water? _____

How did it get there? _____

What lives in the water? _____

How have the creatures/plants living in the water been affected? _____

How is the water connected to other bodies of water? _____

Have those other bodies been affected? _____ Do people use the water? _____

Has there been an affect on people? _____

What, if anything, is/can be done to protect the water from further pollution? _____

What, if anything, is/can be done to clean up the water? _____

LEARNING STANDARDS/SKILLS:

Describing how human activities affect the quality of water in the hydrosphere.

COMMUNICATE

How do students today communicate? How do you get information you need for school or pleasure, and how do you tell information to others? Find 10 communication devices or systems in today's eEdition. List them below and check off whether you use each to receive information or give information to others. (You can check both.) Then rank the kinds of communication in order of importance (with 1 being highest).



	Rank	Device
A	_____	_____
B	_____	_____
C	_____	_____
D	_____	_____
E	_____	_____
F	_____	_____
G	_____	_____
H	_____	_____
I	_____	_____
J	_____	_____

Receives	Sends
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

LEARNING STANDARDS/SKILLS:

Acquiring information from multiple sources and then organizing and communicating it; showing how common themes of technology apply in real world contexts.

Finish by picking the item or system you think will change the most in the future and write a paragraph on the back of the sheet explaining why.

NATURE VS. NURTURE



For as long as people have been studied, there has been debate over how much behavior is inherited from the genes of parents, and how much is caused by the way a person is brought up. Look at the front page of your eEdition. What behaviors put the featured people on the front page? Write a paragraph summarizing which you think were the result of genes. Write a second about which you think came from the influence of surroundings, family members or others.

Paragraph 1

Paragraph 2

LEARNING STANDARDS/SKILLS:

Explaining how heredity and environment may both influence characteristics of an organism.

INSECT SUPPORT

Insects represent 80 percent of all animal species. There are more insect species on the planet than all other animals put together. Insects play an important role in the web of life. They are a source of food for birds, reptiles, fish and mammals. They pollinate plants that produce food, and loosen soil that promotes growth. Some control other insect pests and weeds. Test your insect knowledge by picking a food from an ad in your eEdition, or a clothing product made of natural material. In the spaces below brainstorm as many ways as possible that insects made the product possible. Remember that the "Insect Support" may be indirect as well as direct!

Food/Clothing Product: _____

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

LEARNING STANDARDS/SKILLS:

Gathering information from a variety of sources; explaining how humans use and benefit from plant and animal materials.

PROCEDURE PLEASE

Effective research depends on controlled procedures. These allow scientists to get results that can be compared. Find news about a scientific process in today's eEdition. It can be a procedure in ecology, a manufacturing technique or pure research. Read about the process to get a quick understanding. In the spaces below, write out five controls that are necessary in the process for it to be successful.

1

2

3

4

5

LEARNING STANDARDS/SKILLS:

Developing an awareness of the need for evidence in making decisions scientifically; understanding empirical tests.

TOO TENSE

Tensions between people and communities are in the news almost every day. These tensions have been explored by novelists and poets, and they are explored by newspaper reporters and columnists. Pick an eEdition story that involves tensions or conflicts between individuals, groups or values. Read the story carefully and think about the effect of the tension on those involved. On the lines below, write a poem about that effect, using the letters of the word "Tension" to begin each line. Read poems aloud, or illustrate them for display on a bulletin board. Your poems do not need to rhyme.

T _____

E _____

N _____

S _____

I _____

O _____

N _____

LEARNING STANDARDS/SKILLS:

Identifying and discussing how tensions among characters, communities, themes and issues in literature and other texts are related to students' own experiences.

DECISIONS

World leaders and other decision-makers make choices about important issues every day. Read about an issue that you think is important in today's eEdition. Then write a list of five things you would like to see happen in the future regarding this issue. Then write a list of five questions you might like to ask a relevant decision-maker, if you had a chance.



Hopes for the Future:

1

Question: _____

2

Question: _____

3

Question: _____

4

Question: _____

5

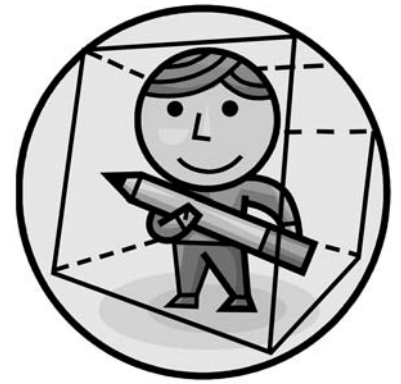
Question: _____

LEARNING STANDARDS/SKILLS:

Selectively employing the most effective strategies to construct meaning, such as generating questions, scanning, analyzing and evaluating for specific information related to a research question.

DRAW YOUR POINT!

Editorial cartoons use art to make a point or state an opinion. Use an editorial you have already chosen or look through today's eEdition and choose an issue you support or oppose. Draw an editorial cartoon illustrating your personal opinion of the subject discussed in the piece. Editorial cartoons use exaggeration of features, symbols, labels or even animals to make their points. Be creative! Be opinionated! Give your cartoon a title.



Title or Caption:

LEARNING STANDARDS/SKILLS:

Identifying and using the craft of the writer and illustrator to express ideas artistically; employing imagery, irony and persuasive techniques to express ideas.

MOVIE MOVE

Imagine you are a Hollywood director and you want to make a movie based on a children's story or fairy tale. Use your eEdition to find some newsmakers that you think would be good to play parts in your movie. Newsmakers can be city leaders, actors, singers, athletes or other people making news. Work in teams, if you like.



Movie Title: _____

Part: _____

Played By: _____ **Found on This Page in the eEdition:** _____

Because: _____

Part: _____

Played By: _____ **Found on This Page in the eEdition:** _____

Because: _____

Part: _____

Played By: _____ **Found on This Page in the eEdition:** _____

Because: _____

Part: _____

Played By: _____ **Found on This Page in the eEdition:** _____

Because: _____

Part: _____

Played By: _____ **Found on This Page in the eEdition:** _____

Because: _____

LEARNING STANDARDS/SKILLS:

Responding to the ideas and feelings generated by oral, visual, written and electronic texts, and sharing with peers.

SOURCE MATERIALS



On December 17, 1843, Charles Dickens published *A Christmas Carol*. The much-beloved story has been remade, rewritten and refilmed many times, often changing characters, locations, eras and situations to say new things about the story or to comment on modern life. Rewrite a classic story featuring newsmakers found in this week's eEdition.

Classic story you are using: _____

Original setting: _____

Original main characters: _____

Now swap up the original main character for the newsmaker.

Which newsmaker would replace what character? _____

How does this affect the setting? _____

In what ways would you change the other characters? _____

What similar, yet different, situations would the newsmaker face? _____

LEARNING STANDARDS/SKILLS:

Communicating information accurately and effectively and demonstrating their expressive abilities by creating oral, written and visual texts that enlighten and engage an audience.

Now write the story, and get creative.

GET CONNECTED

The mark of a good writer is the ability to get readers to connect with the people in stories. Your eEdition is a good way to examine the connections created by writing. Find a story about a newsmaker in the eEdition. The person can be a politician, a sports figure, an entertainer or a citizen getting involved. In the spaces below, write out four experiences or qualities learned about the newsmaker from the story. Next to each, write a similar experience or quality you have. Finish by writing how your response or action was similar or different from the newsmaker's.



My Newsmaker Choice: _____

Experience/Quality

My Experience/Quality

1

How my response was similar or different: _____

2

How my response was similar or different: _____

3

How my response was similar or different: _____

4

How my response was similar or different: _____

LEARNING STANDARDS/SKILLS:

STANDARDS/SKILLS:
Responding to a variety of oral, visual, written and electronic texts by making connections to students' personal lives and the lives of others.

GET FIT!

Experts agree that obesity is a major cause of health problems. Pretend you are doing a research paper on this subject. Use this week's eEdition to find 10 things that you could do — or refrain from doing — to get or feel healthier. On the back of this activity sheet, cite the articles you find as if you were doing the bibliography for a research paper.



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

LEARNING STANDARDS/SKILLS:

Acquiring information from a variety of sources; organizing and presenting the information; interpreting the meaning and significance of the information.

ADULTHOOD

Young men and women in Japan celebrate Coming of Age Day, a ritual that welcomes 20-year-olds into the adult world. Read articles in today's eEdition about young Americans between the ages of 18 and 20. Then write a letter to the editor proposing an American equivalent to the Japanese holiday. Give your day a name, and include traditions and ceremonies you think would be appropriate for such a day.



1 Name of your day _____

2 Traditions to establish for your holiday

a. _____

b. _____

c. _____

3 What would people wear? _____

4 Who would be invited? _____

5 What day of the year would it take place? _____

6 Ceremonies

a. _____

b. _____

c. _____

LEARNING STANDARDS/SKILLS:
Recognizing and using authors' techniques that convey meaning and build empathy with readers when composing student texts. Examples include appeals to reason and emotion and use of figurative language that assist audience comprehension.

Write your letter to the editor on the back of this sheet.

JEDI (JED-i), n.

The Shorter Oxford English Dictionary now includes definitions for “Jedi” and “Klingon,” two made-up words that entered the English language through science fiction stories. American English is a fun language, because it combines Latin, Greek, Spanish, German, Arabic, Japanese, Russian, Swahili, Hebrew and Native American languages, to name just a few sources. It seems to come from all over and is constantly changing. Find a word in today’s eEdition that you can’t find in the dictionary. Science, world news and advertising sections are a good place to hunt. Use context clues to figure out what the word means. Then use your language skills and imagination to create a word. Remember that many English words contain meaningful roots in other languages.

Word found in eEdition: _____

On Page/Section: _____ **In a story/ad for:** _____

Your new word: _____

How to pronounce it: _____

Its part of speech: _____

Its definition:

Now use it in a sentence:

Share your word with the class. Who knows, it might catch on!

LEARNING STANDARDS/SKILLS:

Employing multiple strategies to recognize words and construct meaning, including the use of context clues, word roots and affixes and syntax

THINKING ABOUT IT

Often it's hard to pick sides in a good debate, because both sides can have good ideas. Still, it's important to figure out what you think is best. Find an article about a difficult situation in today's eEdition. Based on what you read in the paper, and other research, write a persuasive essay telling what you think should happen. Be sure to outline your ideas before you write.

Argument/Thesis: _____

Pros: _____

Evidence: _____

Evidence: _____

Evidence: _____

Cons: _____

Evidence: _____

Evidence: _____

Evidence: _____

LEARNING STANDARDS/SKILLS:

Utilizing the persuasive power of text as an instrument of change in the community, the nation, and the world. Examples include identifying a community issue and designing an authentic project using oral, written and visual texts to promote social action.

