

SUPER SKILLS



FOR eEDITIONS

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

Middle 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.

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.

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.

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.



COMPARING PRICES

When spending money, it is important to compare and understand prices. Search the ads in your eEdition for prices of five foods or toys you like. List the items in order from the cheapest to the most expensive.

	Item	Price
1	_____	_____
2	_____	_____
3	_____	_____
4	_____	_____
5	_____	_____

LEARNING STANDARDS/SKILLS:

Organizing data using concrete objects, pictures, tallies, tables, charts, diagrams and graphs.

Create a graph that compares the prices for the foods/toys you found. For added challenge, create a graph for all the foods/toys found by the class in your eEdition.

INCHES & MILES

Grab a ruler and look at a map in today's eEdition.

What does the map show? _____

Find a city or another labeled point on the map. What is it called? _____

Find another city or labeled point on the map. What is it called? _____

Using your ruler, measure the distance between the two points. The distance is _____.

Now look at the map's key or legend. What is the scale of miles for the map? _____

Based on the scale, what is the distance between your two points on the map in real life? _____

Find a third point on the map. What is it called? _____

Estimate the distance (in inches or centimeters) between the new point and one of your first two points. What is your guess? _____

Now guess how far apart these points are in real life. What is your guess? _____

Measure the distance with your ruler and calculate the real-life distance using the map's scale. _____

LEARNING STANDARDS/SKILLS:

Exploring and describing visual and numeric patterns, including linear expressions, near-linear patterns and symmetric and spatial patterns.



ONE, $\frac{1}{1}$, 1.0

A

Find a number greater than 0 and less than 1 in today's business section of your eEdition.

Write that number as written: _____

Write that number as a fraction and simplify it, if you can: _____

Write that number as a percentage: _____

Write that number as a decimal: _____

B

Find another number greater than 0 and less than 1 in today's business section.

Write that number as written: _____

Write that number as a fraction and simplify it, if you can: _____

Write that number as a percentage: _____

Write that number as a decimal: _____

C

Use the numbers from A and B.

Add your two numbers together: _____

Write the sum as a fraction and simplify it, if you can: _____

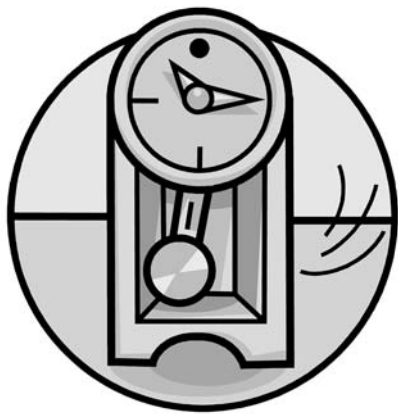
Write the sum as a percentage: _____

Write the sum as a decimal: _____

In the space above, create three pie charts. Represent each of the numbers in A, B and C.

LEARNING STANDARDS/SKILLS:

Representing whole numbers, fractions and decimals using concrete, pictorial and symbolic representations.



LARGE NUMBERS

As a class, find a really big number in the first section of your eEdition. Then answer the following questions. Use a calculator if you like.

- 1 The number: _____
- 2 What the number represents: _____
- 3 Assuming that you could count indefinitely, without eating or sleeping, how many seconds would it take you to reach this number if you could counted one number per second (1, 2, 3, 4, etc.) _____
- 4 How many minutes? _____
- 5 How many hours? _____
- 6 How many days? _____
- 7 How many weeks? _____
- 8 How many years? _____

LEARNING STANDARDS/SKILLS:

Continuing to explore relationships arising from interesting contexts and using variables and relationships to solve mathematical problems.



FRACTIONS & DECIMALS

Your eEdition is a great place to practice with fractions, decimals and percentages. Sports records are expressed as decimals. Store sales feature percentage discounts. The Stock Market lists prices using fractions. Answer the following questions.

1

Find the statistics page in the sports section of your eEdition. Find a statistic that shows the number of times an athlete was successful and the number of attempts at success. A baseball player, for example, could have one hit in four at bats. Write the statistic of success...

... as a fraction, reduced to its lowest form _____

... as a decimal _____

... as a percentage _____

2

The Stock Market used to tables list the prices of stocks for sale using fractions. A stock price of $10 \frac{1}{2}$ would equal \$10.50. Find a stock listing and write the value here. _____

Calculate how much the stock would be worth in dollars and cents if you added...

... $\frac{1}{2}$ to the fraction part of its value _____

... $\frac{1}{4}$ to the fraction part of its value _____

... $\frac{1}{8}$ to the fraction part of its value _____

3

E-edition ads often promote sales in which stores offer a percentage off listed prices. Find one of these ads in your eEdition. Pick two items from the ad and calculate the price that would be paid with the percentage savings offered during the sale.

first product sale price _____

second product sale price _____

LEARNING STANDARDS/SKILLS:

Developing an understanding of integers and rational numbers and representing rational numbers in both fraction and decimal form.



1, 2, 3, 4, 5

Your eEdition gives you great ways to practice math. Search the news, sports and business sections of today's eEdition and find the following kinds of numbers:



1-digit number _____

2-digit number _____

3-digit number _____

4-digit number _____ , _____

5-digit number _____ , _____



Practice your math by doing the following:

Subtract the 2-digit number from the 3-digit number. _____

Multiply the 1-digit number by the 2-digit number. _____

Divide the 4-digit number by the 1-digit number. _____

Add all the numbers together. _____

LEARNING STANDARDS/SKILLS:

Applying understanding of number systems in solving problems.



PENNY POWER

If a penny saved is a penny earned, then Eugene Sukie earned \$10,480.13 in more than three decades of thriftiness. Over the years, this retired glass plant supervisor from Barberton, Ohio, rolled the pennies in wrappers and stored them in 575 cigar boxes organized by year and mint. He had them counted in 2004 — by a machine, of course. The counting-machine company charged Sukie an 8.9 percent service charge but paid him \$1,500 for the right to tell his story. Look through your eEdition for articles about people who save or donate large amounts of money. Write a short paragraph on the benefits this can have on an individual, or others. Then do the following math problems.

A How much was the service charge the coin-counting company charged Sukie?

B How much money did Sukie have left after he paid the service charge?

C How much money did Sukie wind up with after he received the \$1,500 payment?

D Now create a math story problem to swap with a friend that uses facts from today's eEdition. Be sure you have double-checked your solution before you trade.

LEARNING STANDARDS/SKILLS:

Understanding and using various types of operations (e.g., addition, subtraction, multiplication, division) to solve problems.

SALES WERE REALLY POPPING

A Pennsylvania Cub Scout set a national record for selling popcorn. The 10-year-old sold \$25,006 worth of Trail's End popcorn products in 2005, popping the Scouts' old record by \$5,000. The boy more than doubled his sales with one call to a company that provides mortgage-lending services. The company's vice president decided popcorn tins would make perfect gifts for employees, so the company bought \$13,500 worth. All told, the boy sold 10 tons of popcorn.

- A** What was the old record for popcorn sales? _____
- B** In addition to what he sold to the mortgage-lending company, how much money did the Cub Scout make selling popcorn? _____
- C** How much did the Scout earn for every ton of popcorn he sold? _____

Now, look through your eEdition for a story about another person who raised a lot of money. Present the information you learned about the money raised in the form a graph. Explain why you chose the particular style of graph that you created.

LEARNING STANDARDS/SKILLS:

Presenting data using the most appropriate representation and giving a rationale for the choice.



TRAVEL

Use your eEdition, an atlas and other resources to explore cities all over the world.

A I found a city in **Africa** mentioned on Page _____ of the eEdition. It's called _____.
It is in a state or province called _____. It is in a country called _____.
It was mentioned in the eEdition because _____

B I found a city in **Asia** mentioned on Page _____ of the eEdition. It's called _____.
It is in a state or province called _____. It is in a country called _____.
It was mentioned in the eEdition because _____

C I found a city in **Europe** mentioned on Page _____ of the eEdition. It's called _____.
It is in a state or province called _____. It is in a country called _____.
It was mentioned in the eEdition because _____

D I found a city in **South America** mentioned on Page _____ of the eEdition. It's called _____.
It is in a state or province called _____. It is in a country called _____.
It was mentioned in the eEdition because _____

LEARNING STANDARDS/SKILLS:

Locating information using people, books, audio/video recordings, photos, simple maps, graphs and tables.



TODAY

Use your eEdition to learn more about current events and write a sentence about:

A

Events, speeches and polls that could affect or relate to actions in politics or government.

B

Today's news from another country.

C

The companies that are big news in today's business section.

D

Who the people in the largest picture on the front page of today's eEdition are, and what they are doing.

E

A scientific event occurring in your community or the nation.

F

Current events featured in today's comics and cartoons.

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.

WHO DOES WHAT?

Team up and use your eEdition and other resources to learn about the government.

Who is the political leader of your country?

What did he do yesterday?

Who are some of the other leaders in Washington, D.C.?

What did one of these newsmakers do yesterday?

Who is the political leader of your state?

What did he or she do yesterday?

Who are some of the other leaders in your state capital?

What did one of these leaders do yesterday?

Who is the political leader of your city?

What did he or she do yesterday?

Who are some of the other leaders in your city?

What did one of these newsmakers do yesterday?

LEARNING STANDARDS/SKILLS:

Identifying the purposes of national, state and local governments in the United States, describing how citizens organize government to accomplish their purposes, and assessing their effectiveness.

DIFFERENT BACKGROUNDS

Except for American Indians, families in this country all came from other countries originally. In teams, search your eEdition for people of different ethnic groups. In the spaces below list as many as you can find and the countries they came from originally. At the bottom, list where your ancestors came from originally. As a class, graph the results.

	Ethnic Group	Country
1	_____	_____
2	_____	_____
3	_____	_____
4	_____	_____
5	_____	_____

My Family Came From...

LEARNING STANDARDS/SKILLS:

Identifying people, goods, services and ideas in the local community that have come from other places and describing why they moved.



BOUNDARY WATCH

Find maps in your eEdition that accompany news stories or use the national weather map. In the spaces below, list every kind of boundary you found in the maps. Next to each, check off whether the boundary is natural or man-made. Discuss what regions are formed by boundaries.

Boundary

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

Natural	Man-Made
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

LEARNING STANDARDS/SKILLS:

Identifying regions in the immediate environment and describing their characteristics and boundaries.



TREE DIAGRAM

On your own, find a picture of a tree in today's eEdition and print it out. Label as many parts of the tree as you can and write a sentence describing what each part does.

Tree Part

What It Does

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

LEARNING STANDARDS/SKILLS:

Using classification systems to describe groups of living things; comparing and contrasting differences in the life cycles of living things and investigating and explaining how living things obtain and use energy.

As a class, discuss the various parts of trees, such as their bark, leaves and roots. Also discuss what each part does to keep the tree healthy and alive. Work together to fill in any parts or functions that may be missing.



SPACE TEAMWORK

Teamwork is important in exploring space. Divide into teams to plan the launch of a probe to a space destination of your choice. Your team's goal: to gather together the people needed for the effort. Look through the Classified Ads of your eEdition and find all the science-related jobs available today. List which jobs would be important to launch your space probe, and write out why.

Destination of Our Probe: _____

Job

Why Necessary

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

**LEARNING
STANDARDS/SKILLS:**

Developing an awareness of contributions made to science by people of diverse backgrounds.

Are there any important jobs for the probe that are missing from the Classifieds? If so, write Help Wanted Ads seeking people to fill these jobs on the back of this activity sheet.

ENERGY CONSERVATION

Conserving energy will be a key issue in the future. One reason is that there is a limited amount of oil, gas and coal on Earth. Another is that burning these fossil fuels increases greenhouse gases. Pick a picture of an indoor or outdoor scene in today's eEdition. In the space below, list as many ways as you can how energy is being used in the picture. Finish by writing a way the amount of energy could be reduced for each type of use.

Energy Use

Ways to Reduce

1

2

3

4

5

LEARNING STANDARDS/SKILLS:

Describing energy and the many common forms it takes; identifying forms of energy associated with common phenomena; describing how energy is conserved during transformations.



STAYIN' ALIVE

Biology is the study of life, but what makes something alive? There are five characteristics of living things. All living things (1) are made up of cells, (2) reproduce, (3) obtain and use energy, (4) grow and develop, and (5) respond to their environment. Discuss the characteristics of living things as a class. Then find a photo of a living thing in your eEdition. In the spaces below, write out how the selected living thing meets each characteristic.

Living Thing in the News: _____

1 How do we know it is made up of cells?

2 How does it reproduce?

3 How does it obtain and use energy?

4 In what stages does it grow and develop?

5 How does it respond to its environment?

LEARNING STANDARDS/SKILLS:

Understanding life functions such as growth, development, reproduction and response to environment.

BACTERIA

Bacteria are a significant concern for medicine and the study of biology. Bacteria are mostly one-celled organisms that can be found anywhere. They often are the source of illness or infection. Because they are easily spread by touch and moisture, they make it possible to spread disease from one person to another. In pairs, find places shown in your eEdition that would be good hosts for infectious bacteria or situations that would help them spread. Then draw up five health tips for limiting the spread of bacteria that could cause illness.

Health Tips

- 1 _____

- 2 _____

- 3 _____

- 4 _____

- 5 _____

LEARNING STANDARDS/SKILLS:

Explaining how organisms interact with their environment; understanding how specialized cells and the molecules they produce identify and destroy microbes that get inside the body.



HEROES IN THE NEWS

Writers usually build a story around a hero or heroine called a "protagonist." Heroes often have strong personalities and are examples of good behavior and good character. Such people can also be found in the news every day. Scan the stories and photos in your eEdition and pick a person in the news whom you admire. In the spaces below, write a list of qualities you admire in the person you selected.

Newsmaker I Chose: _____

Qualities I Admire:

1

2

3

4

5

Title for a short story that would feature this person:

LEARNING STANDARDS/SKILLS:

Recognizing and using varied techniques to express feelings to influence an audience, including identification with characters; explaining how individuals demonstrate good character and personal virtue.

HOW TO GET THE NEWS...

For every story you read in your eEdition the writer had to report and research the facts before sitting down to write. Learning to gather facts will help you with classroom writing and research for school papers. As a class, read a story from today's eEdition that interests you. Then discuss how you think the reporter went about getting the facts. Assume the reporter knew nothing about the subject at the start. In the spaces below, write a five-step approach for covering a story. Be sure to include where to get basic information and whom to talk to.

- 1 _____

- 2 _____

- 3 _____

- 4 _____

- 5 _____

LEARNING STANDARDS/SKILLS:

Employing multiple strategies to construct meaning, such as generating questions, analyzing mood and tone, and recognizing how authors use information.



WHAT IF ... ?

Electronic Editions are a great source of creative writing material. All you have to learn is the technique called "What If... ?" Weird plots, unsolved mysteries, unusual characters and names are all over the place in eEdition stories, photos, headlines and even ads. All you need to do is change a key element by asking "What If... ?" Find items in the paper that might be a good story idea and do your own "What If... ?"

Event

What If...

Then...

A woman loses her car keys outside the grocery store...

...a teenage boy finds the keys by the checkout area...

... the boy could turn in the keys to the lost and found and receive a \$20 reward from the woman.

1

2

3

LEARNING STANDARDS/ SKILLS:

Exploring how the characteristics of various narrative and story elements can be used to convey ideas and perspectives; using the craft of the writer to express ideas artistically.

IF YOU HAD YOUR WAY...

Read today's eEdition and find five instances of news you would consider "bad news." For each item of bad news, write a description of what you think should have happened instead.

Bad News

Better News

1

2

3

4

5

LEARNING STANDARDS/SKILLS:

Acquiring and analyzing information from multiple sources; generating questions about issues that affect students or the community; creating a thesis or hypothesis.

Then pick one of the items above and write a description on the back of this sheet of what could have been done to prevent the bad news from happening, if anything, and how the situation should be dealt with now in order to make things better for people in the future.



WHO ARE YOU?

One way to figure out is to look objectively at yourself. Fill in the information in the categories below. Then use the information to write the lead of an eEdition feature story profiling yourself. Next, exchange your information with a classmate and profile each other. Compare profiles with your partner and discuss as a class.

My Full Name is: _____

The thing I've done that I'm most proud of is _____

I really like to _____

My best school subject is _____

The best present I ever gave someone was _____

My favorite TV character is _____

because _____

I want to be better at _____

I work really hard to _____

When I grow up I want to be _____

The person I most admire is _____

because _____

LEARNING STANDARDS/SKILLS:

Communicating information accurately and effectively; using the craft of the writer to make connections to students' personal lives.



TELLING A STORY

All stories have a few things in common. They all need characters (people, animals or things), plot (what happens), conflict (some obstacle that must be resolved) and an ending. Your challenge is to create an original legend from the characters and events in your eEdition today. A legend should explain an event or situation. Use the categories below to help plot your legend.

My legend takes place in _____

The characters in my legend are _____

The plot goes like this _____

My legend explains this _____

The ending is like this _____

Now, on a separate sheet of paper, write your legend in the form of a story, an eEdition article, a play or a comic strip.

LEARNING STANDARDS/SKILLS:

Focusing on meaning and communication as students listen, speak, read and write in personal and social contexts; representing creatively.

HISPANIC HERITAGE

Hispanic people have made profound contributions to U.S. culture. Many English words actually originated in Spanish, a language spoken by many Hispanics. With a partner, see if you can find five English/Spanish words in today's eEdition.

1 Word: _____ Page Found: _____

What It Means: _____

2 Word: _____ Page Found: _____

What It Means: _____

3 Word: _____ Page Found: _____

What It Means: _____

4 Word: _____ Page Found: _____

What It Means: _____

5 Word: _____ Page Found: _____

What It Means: _____

LEARNING STANDARDS/SKILLS:

Demonstrating awareness of words that have entered the English language from many cultures.



NEW TV SHOWS

One way to learn about TV shows is to look at your eEdition. Find ads for TV shows in this week's eEdition. Notice the ways the ads get your attention. Now, imagine you have a make-believe TV show of your own.

Your show's title: _____

(Circle one) It is a: COMEDY DRAMA REALITY SHOW ENTERTAINMENT NEWS
NEWS GAME SHOW VARIETY OTHER _____

What it is about:

The characters on your show:

Who would play the characters on your show:

LEARNING STANDARDS/SKILLS:

Writing fluently for multiple purposes to produce compositions, such as stories, reports, letters, plays and explanations of processes.

Now draw an ad for your show that gives an idea of what it might be about. Get creative!

DR. KING'S DREAM

On August 28, 1963, Rev. Dr. Martin Luther King Jr. gave a speech in front of 200,000 people in Washington, D.C. His speech, spoken from the steps of the Lincoln Memorial, included the famous phrase "I have a dream." Dr. King inspired many people to come together and fight to end racial discrimination in the United States. Find a story in this week's eEdition about a speech that was given recently and answer the following questions.

1 Who gave the speech? _____

2 Where was it given? _____

3 Does the site have any symbolic importance? _____

4 What was the speech about?

5 Do you agree with the ideas of the speaker? _____
Why or why not?

LEARNING STANDARDS/SKILLS:

Reading with developing fluency a variety of texts, such as short stories, novels, poetry, textbooks, menus, periodicals and reference materials.

