

ACTIVITY: WHO, WHAT, WHEN, WHERE, WHY, AND HOW

SPL Level:
4-6, 6+

Language Skills:
R L S

CASAS
none

Competency Area:

Just Language

Objective:

Students read a newspaper article and find the answers to: who, what, when, where and how questions.

Newspaper section:

Front page, local news,

Required Class Time:

30 minutes

Target Vocabulary:

who, what, when where, why, how

Grammar points:

None

Materials List:

Newspapers, worksheet

In-Class Procedure

1. **Warm up:** Write the target vocabulary on the board and review each word with learners. Explain that all newspaper articles try to answer these six questions. Give examples for each word. Example: WHO - Bob Jones, WHAT - faces 10 years in prison, WHY - for killing Joyce Smart... Explain that often the answers can be found briefly in the first one or two paragraphs of the article.
2. Hand out newspapers and worksheets. Learners scan the newspaper and choose any short articles and headlines.
3. After reading the article the learner fills in the worksheet answering the questions: who, where, why, what, when, how.
4. Learners share their results with another student. The students should check each others' work after reading each others' articles.

TAKE-HOME ACTIVITIES:

For adult learner:

The worksheet can be taken home and the learner writes a complete summary paragraph using the information collected from the article.

For learner and child(ren) :

Ages 2-5: Have adults read a simple picture book with their children. Help the children answer the questions who, what, where, and when. Why questions are very difficult at this ages.

Grades 1-4: Help the child choose a picture from the paper. Have them create their own story to answer the who, what, where, when, why, and how questions from the picture.

Tips and Options:

For a lower group the same activity can be used without having to use complete sentences when addressing the target vocabulary.

FIND THE 5 WS AND AN H

Newspaper articles provide the reader with information to answer the questions Who?, What?, Where?, Why?, When?, and How?

Find several short articles in your newspaper. Read the articles and fill in the blanks below with the who, what, where, when, why and how of each.

1. Headline: _____

Who: _____

What: _____

Where: _____

When: _____

Why: _____

How: _____

2. Headline: _____

Who: _____

What: _____

Where: _____

When: _____

Why: _____

How: _____

ACTIVITY: FACT OR FICTION?

Competency Area:

Using Newspapers

Objective:

Students read and discuss articles and identify main ideas.

Newspaper section:

All

Required Class Time:

30-45 min

Target Vocabulary:

varied

Grammar points:

Any

Materials List:

Newspapers, worksheets

In-Class Procedure:

1. **Before class:** Select a short story in today's newspaper regarding an issue of interest to students. Read and write four statements about the article. Three statements should be true, one false.
2. **Warm-up:** Ask students the difference between "fact" and "fiction".
3. Hand out newspapers. Direct students to the pre-selected story.
4. Write the true and one false statements on the board.
5. Have students look at headline and predict what story will be about. Tell them that all but one of the main ideas on the board are in the newspaper article.
6. Ask them to read the story and decide which idea is false.
7. Discuss with students what things in the article could help them with their concerns.

SPL Level:

4-6+

Language

Skills:

R L S

CASAS

none

TAKE-HOME ACTIVITIES:

For adult learner:

Using the worksheet, students select a short article of their choosing and make a list of the main ideas, including one idea that is false. Students exchange papers in class (or for homework) the next day. Classmates read each others' articles and identify the true and false statements.

For learner and child(ren):

Ages 2-5: Read a short picture book with the child. Have him/her retell what happened in the story.

Grades 1-4: Play a game with the child. Have them tell you four things about their day. Have three statements true and one be false. See if the adult can guess the fiction. Take turns with the adult telling about their day in the same manner. Have parent and child discuss true and false statements.

Tips and Options:

Remind students to mix the false statement among the true ones lest all the students put the false statement last.

Students can do this activity with an article on any life skill topic, or any general interest topic.

Students can read editorial articles and write statements - three statements of fact and one statement of opinion. Partners identify which statement represents the opinion.

FACT OR FICTION?

Read a short news article. Write several sentences based on information from the article. Include 2-3 statements that are false. Exchange your work with another classmate. Ask your classmate to read the article and identify the false statements.

Paste the article here.

True False

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ACTIVITY: HEADLINE CATEGORIES

Competency Area:

Using the Newspaper

Objective:

Students sort headlines into categories.

Newspaper section:

Front Page sections

Required Class Time:

30-45 minutes

Target Vocabulary:

Category titles

Grammar points:

none

Materials List:

Newspapers - an assortment of front page sections, scissors

In-Class Procedure

1. **Warm-up:** Talk with students about types of stories in the news - stories about people, stories about political events, economic events, sports, etc. Show some headlines and ask students what category they might put the story in.
2. Put students in groups of 3-4. Give each group a front page section of the newspaper.
3. Ask students to cut out an assortment of headlines, group them by categories of their choosing, write down their categories, but keep them secret. Ask them to try to think of five different categories for the headlines they clipped.
4. When finished, have other groups guess each others' categories.

SPL Level:

4-5 6+

Language

Skills:

R W L S

CASAS

7.2.3

TAKE-HOME ACTIVITIES:

For adult learner:

Repeat exercise at home for one category and bring the secret grouping to class for others to guess.

For learner and child(ren):

Ages 2-5: Have students play the category game with their children using simple objects found in the home. Parents can sort the objects into categories (by color, shape, size, use, etc.) and ask, "What's the same about these things?" The child guesses the grouping.

Grades 1-4: Have students play the category game with their children using simple objects found in the home. Adult students demonstrate the idea, then let children sort the objects into categories (by color, shape, size, use, etc.) and the parent guesses the grouping.

Tips and Options:

Encourage students to try to "stump" the other groups.

ACTIVITY: IS IT A FACT OR AN OPINION?

Competency Area:

Potpourri

Objective:

Students distinguish between statements of fact and opinion concerning articles in the news.

Newspaper section:

All Sections (except Classified)

Required Class Time:

45 minutes

Target Vocabulary:

believe/think, agree/disagree, assume, feel

Grammar points:

No grammar focus

Materials List:

Denver Post and Rocky Mountain News Newspapers, List of target vocabulary

In-Class Procedure

1. **Warm-up:** Ask students what things they have strong opinions about; ask them to mention an event or happening they read about, e.g. a snowstorm, the outcome of a sports event, etc.
2. Explain to students that newspapers contain statements that may be fact or opinion. Explain that facts are true statements about someone or something. Opinion is what a person thinks or feels about someone or something.
3. Elicit from the group that people may disagree with opinions, but people usually agree on facts.
4. In groups of two ask students to look through the newspaper and to find an interesting picture.
5. Have the students cut the picture out of the newspaper and paste it on a sheet of paper.
6. Have students look at the picture carefully and ask the students to write two statements of fact and two statements of opinion about the picture.
7. Students may then share their statements with the entire group, asking the group to identify which statement is opinion and which is fact.

SPL Level:
4-5 6+

Language Skills:
R W L S

CASAS
7.2.4

TAKE-HOME ACTIVITIES:

For adult learner:

1. Students may repeat steps 4 through 6 with the newspaper at home.
2. Students may read an article from the newspaper. Ask students to underline important facts. Ask students to write two-five sentences expressing their opinion about what they read.

For learner and child(ren):

Ages 2-5: Students may read a children's story to the child. Looking at the illustrations identify which things are real (facts) and which things may be fantasy (opinion). For example in a story in which animals wear clothes and speak, the students can explain that these are not true (they represent the author's fantasy) but the trees, grass, flowers, etc. are real (facts).

It may be difficult for young children to differentiate fantasy from reality. This activity is only the beginning of a child's level of knowledge on the subject.

For grades 1 to 4: Read a children's book together. After reading ask the child "Tell me what happened, (e.g. when, where, who.) These are facts." Then ask the child, "In your opinion did this character do the right thing?" For example, "Did Goldilocks do the right thing when she went into the bears' house without their permission?" "Do you agree or disagree with this character's actions?" Explain that the answers to these questions are the child's opinions.

With children in grades 1 to 4 the adult students will want to assure the children that there are no wrong answers when the child is expressing an opinion.

Tips and Options:

Instructor may want to establish that all opinions are to be respected.

The instructor may want to teach the phrases eliciting someone's opinion, such as "What is your opinion about...?", "How do you feel about..?", "What do you think of...?", phrases for agreeing with an opinion, and polite ways to disagree with someone's opinion, "I'm not sure I agree with that," "I'm afraid I have a different opinion."

For more advanced students, the instructor may want to have students read a simple article and answer a)fact b)fiction or c)opinion about simple statements regarding the article.

FACTS AND OPINIONS IN THE NEWS

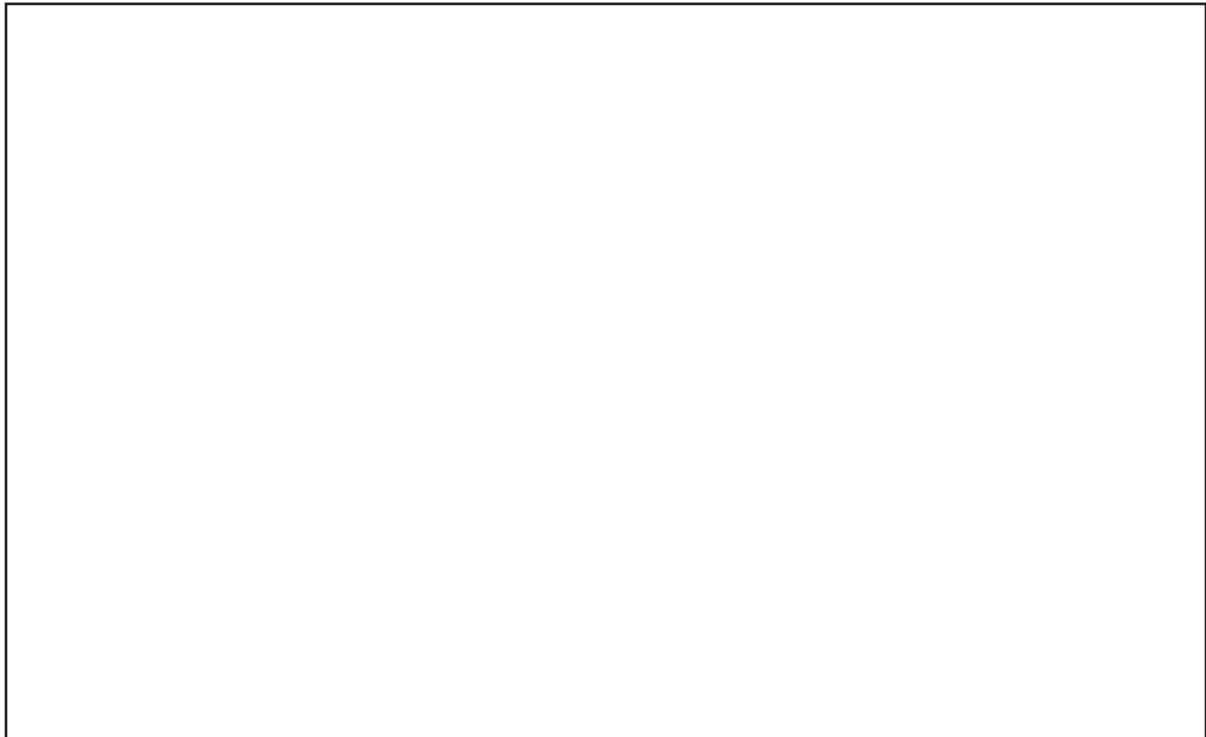
Newspapers contain statements that may be fact or opinion. Facts are true statements. Opinions are what one person thinks or feels. People usually agree on facts and may disagree on opinions.

Find an interesting picture in the newspaper.

Attach the picture in the box below or on the back of this sheet.

Write two statements of fact about the picture.

Write two statements of opinion about the picture.



Facts:

1. _____

2. _____

Opinions:

1. _____

2. _____

ACTIVITY: NAVIGATING THE NEWSPAPER

Competency Area:

Using Newspapers

Objective:

Familiarize students with newspapers and how to use them.

Newspaper section:

All

Required Class Time:

30-40 minutes

Target Vocabulary:

Front Page, Headlines, Paragraph, Index, Editorial, Obituary, Cartoon, Horoscope

Grammar points:

WH questions (who, what, where, why, when, how, which);
phrase: things that you notice

Materials List:

Newspapers, dictionaries, worksheets

In-Class Procedure

1. **Warm up:** Ask students to list information and items they could find in a newspaper. Write the list on the board.
2. Hand out Using the Newspaper worksheets to class.
3. Reads through the questions with the students, checking for understanding by asking students to repeat what they understood in their own words.
4. Hand out one newspaper to each group of 3-4 students. Students work with their groups to complete questions and find information in the newspaper. Students save vocabulary for last, using the newspaper to find information and create definitions.
5. Give students 10-20 minutes to complete questions and vocabulary.
6. When groups finish, have them share their results. Write the list of things noticed by the class (photographs, contents page, page numbers, different sections, etc.). Elicit definitions for each vocabulary word then ask individuals to show an example (show an obituary, for instance).

SPL Level:
3, 4, 5, 6+

Language Skills:
R W

CASAS
7.4.6, 7.4.8

TAKE-HOME ACTIVITIES:

For adult learner:

Find your horoscope and bring it in to share with the class.

For learner and child(ren):

Ages 2-5: Ask children to find and cut out pictures of people in the newspaper. Ask the children to describe what the person is doing or wearing. Adults can write short captions for each picture.

Grades 1-4: Ask children to find common items in the newspaper such as a picture, a comic, a headline, a quote, a classified advertisement, etc.

Tips and Options:

None

NAVIGATING THE NEWSPAPER

Please write down 5 things that you notice about your newspaper.

Where can you find information about the economy?

Where can you find information about the weather?

Where can you find the most important news stories of the day?

Vocabulary

Definition

Front Page _____

Headline _____

Paragraph _____

Index _____

Editorial _____

Obituary _____

Comics _____

Horoscope _____

ACTIVITY: NEWSPAPER HANDLING BASICS

Competency Area:

Using Newspapers

Objective:

Students respond to basic commands for handling a newspaper.

Newspaper section:

The entire newspaper-all sections

Required Class Time:

45 minutes

Target Vocabulary:

newspaper, page, section(s), numbers 1,2,3..., letters A, B, C..., front page, back page, index, weather page, sports page

Grammar points:

VERBS: pass out/hand out, open, close, fold...

IDIOMS: pick up, put down/lay down, fold, spread out, look through, look up/find, look at, show me, point to...(Verb tenses should correspond to class level.)

Materials List:

One newspaper for each student, Baby wipes for hands

In-Class Procedure

1. **Warm up:** Before passing out the newspaper, hold the newspaper in your hands and say "Newspaper." Have the students repeat after you. (Remind students that the "S" in newspaper is pronounced as a "Z" sound.)
2. Write the word "NEWSPAPER" on the board.
3. Write "pass out" or "hand out" on the board and ask a student to hand out or pass out one complete newspaper to each student. Say "Pass out" or "hand out".
4. Have the students pick up and put down/lay down the newspaper. You can have them put the newspaper on their chair/table/floor and change the preposition (under, on, next to, near, between).
5. One by one, write on the board the verbs and idioms from the Grammar Points above. Demonstrate the actions while you say each of the verbs and idioms. Have the students repeat the actions and repeat the words aloud. Have students write the words.
6. Once you see they are comfortable with the actions, verbs, and idioms give the students commands WITHOUT your lead. Have them perform the actions just learned while saying each action they are doing.

SPL Level:

2-4

Language

Skills:

L

CASAS

none

7. Write on the board "Front Page". Show the students the front page of the newspaper and have them take their marker or pen and write "Front page" on the front page. After they write it have the students say "Front page". Now do the same for the back page.
8. Depending on your level of class, pick and choose what to have the students write in their newspapers from the target vocabulary section. For lower level students take more time having them do and say the verbs and words from the grammar points and target vocabulary sections.
9. After you and your students have completed the Intro to the Newspapers, give your students some free time to look through and become acquainted with the newspaper. When finished let them clean their hands with the baby wipes.

TAKE-HOME ACTIVITIES:

For adult learner:

Have the students bring the newspaper home and familiarize themselves with it.

For learner and child(ren):

Ages 2-5: Bring the newspaper home and practice hiding objects/your child's toy in relation to the newspaper. Young children enjoy this Peek-A-Boo type game. Students can practice the prepositions used in class and teach their child this vocabulary while having fun.

Tips and Options:

Choose a student to lead a "Simon Says" type TPR game for the actions in the target vocabulary section.

ACTIVITY: A SCRAMBLED STORY

SPL Level:

4-5, 6+

Language Skills:

R

CASAS

7.2.2

Competency Area:

Using the Newspaper

Objective:

Students unscramble the paragraphs of an article to arrange them in the sequence of a typical newspaper article.

Newspaper section:

Any

Required Class Time:

30-45 minutes

Target Vocabulary:

As required by selected article.

Grammar points:

Any

Materials List:

Enough copies of a newspaper article for pairs of students, each copy cut apart by paragraphs and scrambled. Newspapers, scissors

In-Class Procedure

1. **Before class:** Select a level-appropriate article and make enough copies for one copy per pair. For each copy, cut paragraphs apart, scramble and clip together. (Don't scramble all the paragraphs from all the copies together.)
2. **Warm up:** Ask students to read a short newspaper article. Explain the fact that newspaper articles are usually arranged in a certain order—the most important or general information first, followed by the details and less important information. Draw an inverted triangle on the board to illustrate.
3. Ask students to identify the general idea, the main idea, and the supporting details of the story they just read.
4. Put students in pairs. Give each pair a copy of the prepared article with paragraphs cut apart and mixed up. Ask groups or pairs to arrange the article into the correct order.
5. When students think they have the correct order, give students the newspaper. Ask students to find article in paper and compare their rearranged paragraphs.

TAKE-HOME ACTIVITIES:

For adult learner:

Choose an interesting article and list the general idea, the main points, and the supporting detail.

For learner and child(ren)

Ages 2-5: Young children can sequence household objects or toys by size. Examples would be: cups, small cars, blocks, cans of food, etc.

Grades 1-4: Students can read an article from the children's Mini-Page with their child. Ask the child what the main idea of the article is.

Tips and Options:

Extend this in-class activity by having students identify the general idea, the main ideas, and the supporting details of the scrambled article.

Students can discuss the article and compare the theme to events/beliefs in their native countries.

ACTIVITY: SECTION BY SECTION

Competency Area:

Using Newspapers

Objective:

Students identify the name and focus of each section of the newspaper.

Newspaper section:

All. Newspaper index for section breakdown

Required Class Time:

30 minutes

Target Vocabulary:

Section titles, reporter/journalist, index, headline, feature story, comics, editorial, inserts

Grammar points:

None

Materials List:

Newspapers, slips of paper with one section title written on each piece

In-Class Procedure

1. **Warm-up:** Elicit from students what information they can find in a newspaper.
2. Hand out newspapers to each student.
3. List the section titles on the board. (Front Page, Classified, Denver and the West, etc.)
4. Starting with the Front Page section, flip through and discuss with students the contents of each section and how it relates to everyday life. Point out the items listed in the target vocabulary section.
5. Have students reassemble their newspaper.
6. Give each student a slip of paper with the name of a section.
7. Students take some time to review the contents and highlights of their assigned section.
8. Students present a report to the class to review and summarize the contents of their section.

SPL Level:

2-6+

Language

Skills:

R L S

CASAS

none

TAKE-HOME ACTIVITIES:

For adult learner:

Have students take home a complete newspaper.

Students cut the section titles from their newspaper (A, B, C or 1, 2, 3, etc.) and attach the titles in order to create their own index of the paper.

For learner and child(ren):

Grades K-4: Children can assist in placing the section titles in order by number or letter.

Tips and Options:

After studying the section names and contents of the newspapers students take the "Newspaper Sections Quiz" either individually or in pairs. NOTE: The quiz is written based on sections of *The Denver Post*. It can be revised for use with other local newspapers.

NEWSPAPER SECTION "QUIZ"

A. Newspaper Sections.

Write the name of the section where you would find these newspaper articles.

The Front Page **Lifestyle** **Denver & The West** **Classifieds**
Perspective **Sports** **Arts & Entertainment** **Business**

1. _____ An article about computer companies.
2. _____ An advertisement for a music concert.
3. _____ Ann Lander's column giving advice about marriage.
4. _____ A news story about war in Africa.
5. _____ The score of yesterday's baseball games.
6. _____ An advertisement selling a 1992 Ford truck.
7. _____ An article about fires in the Colorado mountains.
8. _____ The Post management's opinions about immigration laws.
9. _____ A news story about the American president meeting the President of Mexico.
10. _____ A news story about street repairs in Denver.

B. Newspaper Features.

Write these words in front of their meanings.

reporter/journalist **index** **comics** **inserts**
feature story **headline** **editorial**

1. _____ The title of a newspaper article. It is written in large, black letters.
2. _____ A list of what is in the newspaper and the page numbers.
3. _____ The opinions of the newspaper managers.
4. _____ A section of funny cartoons (picture stories).
5. _____ People who write newspaper articles.
6. _____ An article about an interesting person, place, or activity. The article is NOT current news.
7. _____ Small advertising sections. Always in color.

ACTIVITY: THE WEB AND THE NEWS

Competency Area:

Just language

Objective:

Students read and locate selected information from a variety of media.

Newspaper section:

The Denver Post on the Web and The Denver Post

Required Class Time:

30-45 minutes

Target Vocabulary:

search engine, homepage, heading, top story, web, internet, links, address

Grammar points:

None

Materials List:

Students will need access to computers individually or in pairs. Paper copies of the Denver Post should be available for reference.

In-Class Procedure:

1. **Warm up:** Go over targeted vocabulary words so students will feel comfortable with computer. Teacher will have to assist the learner that is not comfortable with computers; learners may be paired with someone with higher computer skills. Assist learner to find the Denver Posts website. www.denverpost.com
2. Hand out copies of the worksheet. Make sure that the terms are understood by all.
3. Guidance may be needed to find the different parts of the homepage and to help learners who "wander" from website.
1. If time remains, teacher may wish to give students other topics to look for on the Denver Post website. Examples: where to buy a car, where to search for a job, local entertainment.

SPL Level:

4-6+

Language

Skills:

R W

CASAS

7.4.4

TAKE-HOME ACTIVITIES:

For adult learner:

Learners can complete the worksheet again a few days later using that day's web edition of the newspaper.

For learner and child(ren)

All ages: Adult student helps child find items on the scavenger hunt. Child cuts out items and pastes onto worksheet.

Tips and Options:

none

THE WEB AND THE NEWS

EXPLORE THE NEWS ON THE WEB

Getting started: Search your favorite search engine or one of the following:

<http://www.google.com>

<http://www.yahoo.com>

<http://www.askjeeves.com>

<http://www.dogpile.com>

Use your search engine to find the homepage for The Denver Post, or you may find the address on the front page of the newspaper.

1) What are the categories under the news heading?

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.

2) What sports teams are listed under SPORTS?

- 1.
- 2.
- 3.

3) List two of today's top stories.
(Stories will be found on the homepage.)

- 1.
- 2.

4) What are the current weather conditions?

CHILDREN'S NEWSPAPER SCAVENGER HUNT

Cut out the pictures or the words when you find them. Glue on this paper.

1. Find a picture of someone's face.
2. Find a picture of shoes.
3. Find a cartoon.
4. Find the letters in your name.
5. Find an exclamation point.
6. Find a headline (written in large letters).
7. Find a price.
8. Find a car.
9. Find an animal.

ACTIVITY: WHAT'S IN THE PICTURE?

Competency Area:

Just Language

Objectives:

Students write original captions to pictures from the newspaper.

Newspaper section:

Interesting pictures from any section

Required Class Time:

15-30 minutes

Target Vocabulary:

he, she, it, they, who, what, when, where, why

Grammar points:

"to be" verbs

Materials List:

Newspapers, scissors, worksheets

In-Class Procedure

1. **Warm up:** Give students the same picture from the front page, but not the caption.
2. Write questions such as, "What do you see?" "Who is it?" "Where is it?" "When is it?" "What's happening?" on the board or OHP.
3. Ask students to generate answers in groups. Have groups write their answers on the board or on chart paper.
4. Correct any mistakes as a whole class, eliciting corrections from students when possible. Ask students if they can combine the answers into one or two sentences, to create a "caption" for the picture. Read aloud the "real" caption so students can see how theirs compares.
5. Give each group a different picture and tell them to answer the same questions. Ask them to combine their answers into a 1-2 sentence caption.
6. Circulate and check answers, giving corrections as necessary.
7. Give each group the original caption to their picture, have them read it together and check to see if their answers match the original caption.

SPL Level:
2-4

Language Skills:
W S

CASAS
none

TAKE-HOME ACTIVITIES:

For adult learner:

Take home the article that matches the picture and caption from his/her group and read. Answer the questions on the board.

For learner and child(ren):

Ages 2-5, Grades 1-4: Using the worksheet, learner lets child choose an interesting picture from the newspaper and talks to child about it, using questions from class. Learner reads the article and writes the answers.

Tips and Options:

Give students a picture from a news article. Students describe (orally or in writing) what happened just before the picture was taken and what happened right after the picture was taken.

DESCRIBING A PICTURE

Student Name _____

Date _____

Completed with (children's names) _____

Choose an interesting picture in the newspaper. Look at the picture and talk about the questions below. Then read the article and write the answers to the questions:

1. What do you see?

2. Who is it?

3. Where is it?

4. When is it?

5. What's happening?

ACTIVITY: WHY IS THIS NEWSWORTHY?

Competency Area:

Using Newspapers

Objective:

Students critically analyze a news article and identify why it was considered worthy to be printed.

Newspaper section:

All except classifieds.

Required Class Time:

30-45 min.

Target Vocabulary:

importance, timeliness, proximity/local angle, uniqueness, fame/prominence, suspense, conflict, emotions, consequence, progress

Grammar points:

None

Materials List:

Newspapers, worksheets, handout - Why is this Newsworthy?

In-Class Procedure

1. **Warm up:** Lead a short discussion about current events that students have read about or heard about on broadcast news. Write their responses on the board. Ask students about events in their communities that have NOT been reported in the media. Ask students to speculate about why some events are reported in the news and some are not. Try to elicit the ideas represented by the target vocabulary section above.
2. Read "Why is this Newsworthy" handout with students. Clarify any questions.
3. Put students in pairs. Give students newspapers and a worksheet. Let pairs choose a news article of interest to them.
4. Have student pairs fill out the worksheet.
5. When finished, put pairs into small groups. Have students share their results.

SPL Level:

6+

Language

Skills:

R W S

CASAS

none

TAKE-HOME ACTIVITIES:

For adult learner:

Students complete the worksheet for an article of their choosing. Students share their results with classmates the next day.

For learner and child(ren) :

Grades 1-4: Adult student talks with their child and completes the "My Child's Day" worksheet to find out what was newsworthy in their child's day.

Another choice is to give child a piece of 3 x 5 paper each day for the child to write their "Daily News". Child writes anything of importance in their life for each day. Tape the results on a wall at home for a monthly record of the child's news.

Tips and Options:

Have pairs join other pairs to ask them about each other's articles. For example: "How is your article timely?"

This activity is for students with high proficiency. To make more appropriate for a lower-level advanced class, the worksheet could adapted to merely ask for the "who, what, when, where, why, how" questions.

WHY IS THIS NEWSWORTHY?

An article may be in the newspaper for many different reasons - because it's important, unusual, involves conflict, etc.

Importance

Is the news important to the lives and well-being of readers? Does it affect their work, family education or health?

Timeliness

Did events happen that are of interest to readers right now? Is the news current?

Proximity/Local Angle

Did the events occur near the readers? Does the story relate to local needs and interests?

Uniqueness

Are the events in the story unusual?

Prominence/Fame

Are well-known people or social groups involved in the news?

Suspense

Is the outcome of the event still unknown?

Conflict

Are individuals or groups of individuals opposing each other? Is there a conflict dealing with interesting people, situations or emotions?

Emotions

Do the events involve love, hate, fear, horror, pity or jealousy?

Consequence

Does the story affect a large number of people?

Progress

Is the news about advances in science, technology or medicine?

Read an article from the newspaper. Check the criteria from the list below that apply to the article. Write a short answer for each box that you checked (for example, "It's timely because it happened yesterday.") How many criteria did you check?

	Criteria:	Headline: _____ _____
	Importance	
	Timeliness	
	Proximity/ Local Angle	
	Uniqueness	
	Prominence/ Fame	
	Suspense	
	Conflict	
	Emotions	
	Progress	
	Consequence	

MY CHILD'S DAY

Talk with your child about her/his day. Ask your child the questions below. Write your child's answers. When finished, read the answers back to your child.

	My Child's Name _____
Importance What was important about your day?	
Uniqueness What was unusual today?	
Prominence/Fame Tell me about someone who is important at school.	
Suspense Is there anything you're anxious or excited about	
Conflict Were there any problems at school today?	
Emotions What was the best or worst part of your day?	
Progress What are you learning in math/language arts/science/etc.?	
Consequence Do you have any homework? What happens if you don't finish?	

ACTIVITY: YOUR NEWSPAPER READING HABITS

SPL Level:
4, 5, 6+

Language Skills:
R W L S

CASAS
none

Competency Area:

Using Newspapers

Objective:

Students interview each other about their newspaper reading habits.

Newspaper section:

none

Required Class Time:

30 minutes

Target Vocabulary:

Habit

Teacher-selected from the worksheet.

Grammar points:

Questions

Materials List:

Interview worksheets

In-Class Procedure

1. **Warm-up:** Ask students if they like to read newspapers. Tell them they are going to interview each other about their newspaper reading habits.
2. Put students in pairs. Give students worksheets, but tell them NOT to write their own names on them.
3. Tell students to interview their partners by reading the questions and writing their partners' answers. NOTE: The student who is being interviewed should turn their interview paper over so they are listening to the questions, not reading them.
4. When interviews have finished, debrief the students on several of the key questions in the interview. (Questions #4, 5, 7, 9, 10, 11, 12 give good insight into the students' likes, dislikes, habits and fears regarding newspaper reading in their home countries and in the U.S.) Tally the students' responses on the whiteboard. Elicit reactions and discussion.

TAKE-HOME ACTIVITIES:

For adult learner:

Students can write a paragraph about their newspaper reading habits.

For learner and child(ren):

Ages 2-5: Adults can conduct a short interview with their children about their own reading habits. Questions might include the following. "Do you read every day?" "What is your favorite book?" "What else do you like to read?" Adults report answers back to their class.

Grades 1-4: Adults can conduct a short interview with their children about their own reading habits. Questions might include the following. "Have you read a newspaper today?" "What do you like to read in the newspaper?" "What else do you like to read?" Adults report answers back to their class.

Tips and Options:

Adapt the worksheet for students of lower proficiency by simplifying or eliminating some of the questions.

WHAT ARE YOUR NEWSPAPER READING HABITS?

Interview your classmate. Ask your classmate the questions and write your classmate's answers.

1. What's your name? _____
2. What's your hometown and home country? _____
3. Are newspapers in your home country cheaper or more expensive than newspapers in the U.S.? _____
4. How often did you read the newspaper in your country? _____
5. What kinds of articles did you like to read in your country's newspaper?

6. When did you last read the newspaper from your country? _____
7. Do you regularly read a newspaper in the U.S.? YES NO
8. If yes, what's the name of the newspaper you read? _____

9. How often do you read the newspaper in the U.S.? _____
10. What is difficult for you about reading an American newspaper?

11. What is easy for you about reading an American newspaper?

12. Which parts of the American newspaper are your favorites? Why?

13. When was the last time you read an American newspaper? _____

