

All About Me

Press—Telegram (Long Beach, CA)

OBJECTIVE: The world community is increasingly concerned with character education and promoting value systems, and it all starts with the individual. “All About Me” will enhance self-esteem and develop respect for others as common threads are recognized. Sharing results is an important piece of the activity.

Knowledge of classmates leads to tolerance and acceptance of each other.

MATERIALS: 9” x 12” piece of colored construction paper for each student. Scissors, glue stick and newspaper(s).

PROCEDURE: Cut out letters from the headlines or ads to spell your name and glue these to the top of the page. Using the suggestions below, cut out words, photos or graphics to tell about yourself. Glue them on your paper in any order. Number them to match the guide. Share with your group or the whole class the items you have chosen to tell all about yourself.

Something I do well.

Something I’d like to improve

Favorite material possession.

Places I want to visit or a favorite place I have already visited.

A problem I would like to solve.

Adjectives describing how I want people to remember me.

Hobbies I enjoy

Food I like

My personality traits

Family

Pets

A job I would like to have

ENRICHMENT:

- Display the completed pages on a class bulletin board for Back to School Night or Open House. Or use them to identify where each student sits.
- Compile the All About Me pages in a class book that can be viewed independently by classmates so they can learn about each other throughout the school year. Make up quizzes about each other and play Guess Who?
- Do the same activity as a name tag or name tent.

All About You

The Item (Sumter, SC)

This is a great Character Education activity. The teacher can expand it by having students write a paragraph explaining their choices for their project.

DESIGN A SHAPE that reflects your personality. For example, if you are tap dancer, you might want to design the shape of a ballet slipper or tap-dancing shoe. Then use real shoelaces or satin fabric covering to give it some creativity. If you collect model airplanes, then you might want to design the shape of an airplane or rocket. You might draw windows and designs on it.

You may use construction paper that is provided, or you may use other supplies such as fabric, lace, wrapping paper and felt.

The shape shouldn't be larger or smaller than a regular sheet of 8.5 x 11 paper.

It should include a drawing, snapshot or picture of you or someone else reading. (Many students in the past have taken their own photos.)

It should include your first and last name. You may cut out the letters of your name from the newspaper and glue each on your paper.

It should include 20 sets of words describing you. (A set of words might be auto mechanic or collects baseball cards, for example) All the words should be taken from the newspaper. Choose sets of words that describe your personality, your habits, your talents and your future dreams. Make sure that you indicate in words the reason for the shape you selected. Use good judgement in the words you choose.

The is a 100 point activity, and will be due

- first and last name 20 pts.
- picture of someone reading 20 pts.
- 20 descriptive word sets 40 pts.
- shape 20 pts

(Neatness and spelling will be considered)

Extra Credit

Be creative. Add color, puff paint, additional words, three-dimensional design, unusual fabric or design, etc.

For every day the project is late, 10 pts. will be deducted.

Wall of Shame/Wall of Fame

St. Joseph News-Press

Try this as a weekly activity.

Design a Wall of Fame/Wall of Shame bulletin board in your classroom.

Have students work individually to scan the newspaper looking for individuals or groups to qualify for the Wall of Fame board. Have them look for people who exemplify good, positive, noteworthy contributions to society.

Next have them look for Wall of Shame candidates. These will be people who participate in shameful, vile, despicable and harmful activities.

Have them place their pictures on a piece of paper,

and write why they chose each. Distribute the nominations among small groups of students, and have each group come up with a consensus of their top three nominees for each category. After each group has chosen, have them place the choices under the appropriate heading on the board. If duplicates are selected, place the matching pictures next to each other so the duplicates can be easily identified.

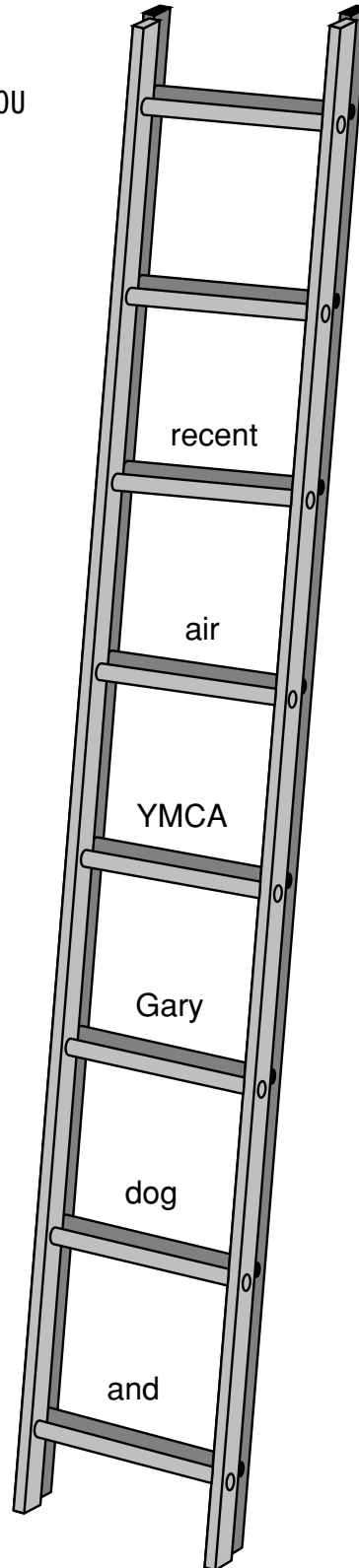
This is a great avenue for some lively discussions. Sometimes a person will show up on both sides, depending on the viewpoints of the selection group. If time doesn't allow cutting, pasting and writing, a verbal discussion will serve just as well.

Word Ladders

Oklahoma Newspaper Foundation and For The Kid In You

Directions: Use your newspaper to find words to put on your ladder. Start first with a word from the front page. Write it on the first rung of the ladder. Circle the last letter of that word. Next, find a word that begins with that letter, and write it on the next rung of the ladder. Circle the last letter of this word. Find another word that begins with that letter that you circled. Continue this pattern until you get all the rungs of the ladder filled. Read your words to your teacher or to a classmate.

For example: and dog Gary YMCA air recent



Front Page Mother Goose

Would you recognize some of the old Mother Goose rhymes if they were written in the style of a newspaper headline? For example, your newspaper might use the following headline to explain how the marriage prob-

lem of Peter Pumpkin Eater was solved: "Pumpkin shell solves marriage question." Each of the headlines below represents a popular nursery rhyme. How many can you identify?

NEWSPAPER HEADLINE

NURSERY RHYME

1. Boy kisses girl, flees _____
2. Man's request for taste of pastry denied _____
3. Farmer's wife attacked by rodents _____
4. Boy retires wearing hosiery _____
5. Girl frightened by spider _____
6. Men and horses fail to revive crash victims _____
7. Married couple hearty eaters _____
8. Wool supply assured, inquiry reveals _____
9. Unusual pie served royalty _____
10. Pig thief punished _____
11. Violinist gives command performance for king _____
12. Pupil queried about tardiness _____
13. People's taste for porridge varies _____
14. Differences between sexes revealed _____
15. Boy sleeps at crucial moment _____
16. Clock strikes hour, frightens rodents _____
17. Lamb follows mistress everywhere _____

ANSWERS to Front Page Mother Goose

- | | |
|---|--|
| 1. Georgie Porgie | 9. Four and 20 Blackbirds –
Sing a Song of Sixpence |
| 2. Simple Simon | 10. Tom, Tom, The Piper's Son |
| 3. Three Blind Mice | 11. Old King Cole |
| 4. Diddle, Diddle Dumplin,
My Son John | 12. A Ten-O'Clock Scholar |
| 5. Little Miss Muffett | 13. Pease Porridge Hot |
| 6. Humpty Dumpty | 14. Sugar and Spice |
| 7. Jack Spratt | 15. Little Boy Blue |
| 8. Baa Baa Black Sheep | 16. Hickory Dickory Dock |
| | 17. Mary Had a Little Lamb |

Useful Tools

The Royal Gazette, Hamilton, Bermuda, HM 08 and For The Kid In You, Oologah, OK

1. Look at the display ads in the newspaper and select an item to cut out. Paste it on a lined sheet of paper.
2. Think of three possible settings or activities for your item and write them under the picture.
3. With two other classmates and their items, decide on one setting involving the three items you have chosen.
4. Design a new ad using the three items you selected.
5. Write a press release announcing your items as if they were new inventions.

Job Market

The Royal Gazette, Hamilton, Bermuda, HM 08, and For The Kid In You

1. Look at your newspaper and count the number of jobs on the front page.
2. Look at the classified ads. How many “Help Wanted” ads are on the page?
3. Find a job in the newspaper that interests you. You might see it in a photo, a story or in a Help Wanted ad.
4. On lined paper write what you think the requirements are for this job.
5. Work in pairs with a classmate. Create an imaginary interview with the successful candidate for the position.
6. Make a list of things the candidate should and should not do during the interview.
7. With your partner, act out your interview in front of the class using both lists.

It All Adds Up

The News Tribune, Tacoma, WA, and For the Kid In You, Oologah, OK

Monday

Budget Shopping: You have \$250.00 to buy items from the newspaper. Select your items and list them in your book. Give the reason you are purchasing the item. **STAY IN YOUR BUDGET!**

Tuesday

Doing Fractions: Place a short horizontal line on your paper. Now, count all the pictures that you can find in your newspaper. Place this amount below the line. Find the pictures in the Sports section and place this number above your line, making a fraction. Do some more of these fractions using the other sections of the paper, such as the editorial pages, front page, etc.

Wednesday

Your Number's Up: Look through your newspaper and find ten different ways numbers have been used. Cut these out and paste in your journal.

Thursday

How Much Does It Cost?: Look for a house or an apartment for rent in the classified ads. Compute the total rent for a year. If there are no rentals in the paper this week, make up some classified ads for rentals. (clip the ads and paste in your journal)

Friday

Math Hunt: Find the following and cut and paste in your journal..... an address, a date in the future, a birthdate, a weight, a price over \$100.00, a fraction, a telephone number, a number written in words, a number over six figures and a distance.

Lights, Camera, Action

The Royal Gazette, Hamilton, Bermuda, HM 08, and For The Kid In You

1. Choose a current news story which may cause people to have strong views.
2. Brainstorm the ideas and arguments different factions might hold.
3. Nominate class members to take on the role of talk show host and guests. The rest of the class members take on the role of the audience.
4. The talk show host should introduce his/her guests.
5. Continue the activity as a talk show, with the host also fielding questions from the audience.
6. After the show is over have students write an editorial about the subject. Did they change their mind after the discussion? If so, why?

Get Your Act Together

The Royal Gazette

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The following activities using the newspaper can be developed into a drama unit within the English curriculum or as extension activities within a Drama curriculum. The first three activities might take three forty-minute lessons: planning, drafting a rehearsal, performing.

Hard talk

- Find a photo of a person in today's edition of the newspaper that piques your interest.
- Paste the photo on a piece of lined paper.
- Underneath the photo, write ten questions about the subject of the photo or questions you would like to ask the person.
- Then create possible answers for each question. You can be as imaginative as you wish.
- With a partner, conduct an imaginary interview with the person in your photo, you being the interviewer and your partner playing the role of the person being interviewed. Use the questions and possible responses you drafted earlier.
- Once you have worked out a possible dialogue, write it out in playscript format with stage directions.

Useful tools.

- Choose an item from a display ad in today's edition of the newspaper.

- Cut it out and paste it on lined paper.
- Think of three possible settings or activities for your item and write them under the cutting.
- With two other classmates and their items, decide on one setting involving the three items you have chosen and three characters.
- Work out a possible story line involving your three characters and items.
- Once you have worked out the plot and dialogue, write it out with stage directions in a playscript format.
- Act out your skit in front of the class.

Position vacant

- Pretend that one of the characters in a comic strip must be replaced.
- On lined paper write a classified ad to fill the position. Be sure your advertisement includes specific personality and physical traits required filling this position.
- In pairs, create an imaginary interview with the successful candidate for the position advertised.
- What sort of questions would a potential cartoonist ask?
- How would the character behave during the interview?
- Act out your interview in front of the class.

Get Your Act Together

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Talk show issues

- As a class choose a news story about which people have strong views.
- Brainstorm the ideas and arguments the different factions might hold.
- Nominate class members to take on the role of talk show host and guests. The rest of the class members take on the role of the audience.
- The talk show host should introduce his/her guests.
- Continue the activity as a talk show, with the host also fielding questions from the audience.

Reading Strategy with the Newspaper

The Gazette (Cedar Rapids, IA)

Individual or Group Activity

The activity is really a pre-reading strategy that can be used with either high-interest articles/editorials chosen from a previous newspaper or with articles/editorials found in the current daily newspaper.

1. Choose one to five articles or editorials from the paper.
2. Give the teachers or the students **ONLY THE TOPICS** of those items.
3. Ask them to choose one of the topics.
4. Work through the questions before reading the actual item.

Give teachers two copies of this activity so they can work through one as a workshop activity but will still have an unmarked version ready to copy and use with their students when they return to their classrooms.

Space it so that side one gives the title, place to list the topic for the day and the four pre-reading questions with adequate space for responses; side two contains the actual directions for reading the article or editorial, starting with question five.

As more is learned about how we read and comprehend, more attention is being given to how retention improves when we use anticipatory activities and then read with a purpose and a plan in mind. When students use this reading strategy, they are actively looking for items and reflecting on what they are reading as they actually read.

Reading Strategy with the Newspaper

TODAY'S TOPIC: _____

1. What do you know about the topic already?

- What real facts do you know about the topic?
- What opinions do you hold?

2. What unanswered questions on the topic do you have?

3. If you were to read an article or editorial on the topic, what might you expect to find?

4. What would you hope to learn from the article or editorial?

5. Now, READ your selection with both a black and colored pencil/pen in hand.

- Underline any facts you find.
- Circle any opinions given in the article/editorial.
- Draw a squiggly line under any information you found that you expected to find or wanted to know.
- Draw a box around information that you were surprised to find.
- Use a colored pencil/pen to highlight anything you want to remember.

Social Issues

By Terry Cole, Albuquerque High School Teacher

This activity is appropriate for high school students who have read an article in the newspaper that covers a social issue that affects youth and families.

Task 1

Divide the students into groups of three or four and have them brainstorm what issues (other than the main theme of the newspaper article) affect them and their families. They must list at least 3, but listing more can earn more points.

Task 2

Have students look through the newspaper to find articles about these issues. Copy the headlines and dates of the articles, and tell what issue each article addresses. Students need to locate at LEAST 6 articles, more for more points. Note: If they don't find articles on the issues listed, have the group go back and brainstorm more issues.

Task 3

Each person in the group should read one of the articles listed.

Each student should list the facts of the assigned article (who, what, when, where, why, how), then write a summary of the article.

Students exchange with a group member. Students then read the summary they received. Students will then write a response to the summary.

Task 4

Discuss as a group:

What can or should be done to address issues affecting youth/families in our society?

What would you like to know more about?

Write a summary of your discussion.

Task 5

Find a newspaper article that has a positive or hopeful message. Write the headline and date, then write a summary of the article.

Getting the newspaper in the palm of our hand

Created by Dorie Combs, Eastern KY University

Follow the steps to use this activity as a newspaper article reading guide.

1. Choose an article that is at least 8 column inches long.
2. Read the article.
3. Draw your hand on a sheet of paper.
4. Write the headline in capital letters on the "palm."
5. Write the 5 W's (who, what, when, where and why) on the five "fingers."
6. List at least 5 other details down the "wrist."
7. Put the article away.
8. On a separate sheet of paper, write a one-paragraph summary of the article.

All Sports Hall of Fame

Patriot-News (Harrisburg, PA)

Work in groups of two or three. List criteria that might be used to determine inductees into an All Sports Hall of Fame. Include both defensive and offensive criteria of a sport of your choice that is covered in the newspaper.

Read accounts of a team of your chosen sport in the newspaper to determine players who have made outstanding contributions. Use the list of criteria you created to select a Player of the Week. Record your choice on an All Sports Hall of Fame page. Include player's name, picture and tell briefly why you selected this player.

Work with your group to identify a Newsmaker of the Week. This should be an individual you have read

about in the newspaper who made a positive contribution of some kind. You may find it helpful to create a list of criteria for your Newsmaker of the Week choices to help make your weekly selection.

Record your Newsmaker of the Week on the All Sports Hall of Fame page next to your Player of the Week.

Each week select a new Player of the Week and Newsmaker of the Week and record your choice on All Sports Hall of Fame pages. Assemble your pages into a scrapbook or display them on a bulletin board entitled All Sports Hall of Fame.

Date: _____

PLAYER of the WEEK	NEWSMAKER of the WEEK
<p style="text-align: center;"><i>Reason Selected:</i></p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<p style="text-align: center;"><i>Reason Selected:</i></p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

The Baseball Game

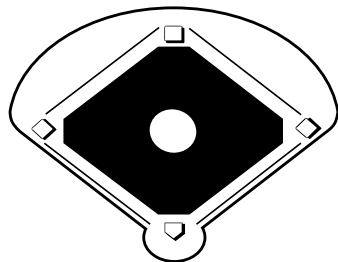
Press-Telegram (Long Beach, CA)

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Object: Drill on word attack skills.
(Can also be adapted for social studies, science and other skills.)

Materials: Chalkboard and chalk
Newspaper for each student

1. Divide the class in half down the middle.
2. Draw on board



Ask if they know what game they'll be playing.

3. Ask each team to name themselves and put that on the board to left and right of the ball diamond.
4. Teacher says: "Yes, we're going to play baseball but this game is a little different because I am going to be the pitcher for both teams, and I'm going to pitch out a word from the comics page. So I want you to all skim and scan the page until you find the word. Then, put your finger on it and stand up. Don't call out or wave your hand. The first one to stand up will have a chance to answer four questions to get around the bases. Are you ready? Everybody sit up, feet on the floor, ready to stand. Here comes the first pitch and the word is "_____."

Example: "Here comes the pitch. The word is lovely."

Pat is the first to stand up.

"Pat, tell us where you found the word and read it in the sentence where it appears. Pat, now you go to first base." (Chalk line from home to first) "Next, look at me and spell lovely. That's correct!" (Chalk line from first to second) "Tell me the root word for lovely. Good, that gets you to third base." (Continue chalk line to third) "Can you use the word lovely in a question? Correct." (Draw line to home base and put a hatch mark for a score under team name.)

*Note: If Pat gets stuck, she can ask for a pinch runner on her team to answer the question and continue running the bases.

If she answers incorrectly say "out at first," and immediately pitch out a new word. Don't keep track of outs or innings. Just see which team has the most runs at the end of time you have allotted to play.

Allow cheering, shouts, and enthusiasm to keep the game exciting.

The Baseball Game

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It is best to use the same two tasks for 1st and 2nd base. Here are some sample base running questions for questions for third base and home.

“Give me a word that rhymes with _____.”

“Give me a word that begins with the same sound.”

“Give me a word that ends with the same sound.”

“How many syllables?”

“What part of speech?”

“Give me an antonym, synonym, homonym.”

“What is the prefix? Suffix? Root word?”

“Use the word in a question, an exclamation, or in a command.”

“Is the word a proper noun or a common noun?”

“What kind of word is naptime where you put 2 words together to make a new one?”

“Give me another example of a compound word.”

“What do we call doesn't.”

“Give me the 2 words that make up this contraction.”

“Does this word have a short vowel or a long vowel sound?”

What is Mr. an abbreviation for?”

“What are the silent letters in _____?”

“What is the consonant blend at the beginning of _____? At the end of _____?”

One other thought: If you have an extra student when you divide teams, he/she can be the “umpire” to determine who stands up first in case of close calls.

HAVE FUN AND LET'S PLAY BALL!

Hitting a Home Run with NIE

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Inspiring students to read can be like stepping into the batter's box. You take a swing at the ball and sometimes you connect and hit a home run!

Newspapers can deliver a ball right in the strike zone, sending the readers running to see what exciting things are going on in their community.

Newspapers in the classroom encourage them to take that swing. Once they cross the home plate and score a run, it's easy to get them ready each and every week.

Join us at the ballpark to explore some of the best plays in the book. Teachers can cover all the subject bases using different newspaper signals. We will only hit a few in this handout, but with a little imagination, the choice of pitches could be endless.

And remember, stepping up to the challenge is a big part of playing the game.

3. The Lead tells the reader the most important or interesting part of the story in the first paragraph.
4. A Quote is something said by someone in the story.
5. The Body of the story answers the questions of who, what, where, when, why, and how of the story.
6. The Ending is a last paragraph of the story.

Classroom Activity: "Baseball Game" or "Scavenger Hunt"

This can be used as a "Baseball Game" where students run the bases for parts of a news story. Or, you can do a "Scavenger Hunt" game where students search through the newspaper for the parts of the story.

(Reading and Writing Skills - Upper Primary, Middle and High School)

BUNT THEM IN ... TO THE NEWSPAPER

There are six parts to a newspaper story:

1. The Headline is a title that tells the reader what the story is going to be about.
2. The Byline tells who wrote the story.

Hitting a Home Run with NIE

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(Grammar Skills - Upper Elementary & Middle School)

COVERING THE BASES ... WITH THE PARTS OF SPEECH

The words in our language have been divided into eight groups called the parts of speech. Each part includes words that are used the same way in a sentence.

1. Nouns are names of a person, place, thing or idea. (Jim, Carol, computer)
2. Pronouns are used in place of nouns. (you, I, me)
3. Verbs express action or state of being. (run, jump, race, is, are)
4. Adjectives describe a noun or pronoun. (neat, quiet, tall, short, thin)
5. Adverbs tell something about a verb, an adjective, or another adverb. (fast, soft, easily, gently)
6. Prepositions show how a noun is related to some other word in the sentence. (above, near, on, over)
7. Interjections show emotion or surprise. (Oops!, Oh, Yikes, Wow)
8. Conjunctions connect words or groups of words. (because, and, or)

To increase Language Skills, you can add more specific types of the parts of speech such as linking verbs, action verbs or tense.

Classroom Activity: Play the "Pepper" Game

1. Cut out baseballs from bright colored card stock. Write a part of speech on each ball. Include a challenge to the class such as: find four nouns on the front page.
2. Pass the newspapers out to the students. Ask them to leave them closed on their desk.
3. Pass the balls out to the class with the blank side up. Select a student to be the batter. (If you use a bat enforce safety precautions. Put double stick tape on the bat to pick up the balls.) The batter will go to a classmate and pick up the ball with the bat. The batter then reads the information on the ball and students race to see who can find it in the newspaper first. The student stands up when they find what is being requested. The first student to stand with the correct answer is the winner of that round and takes over as the batter.

Hitting a Home Run with NIE

Page 3 of 4

(Reading and Recognition Skills -
Elementary & Middle School)

CATCH THEM ... WITH A PRIMARY SCAVENGER HUNT

The students will need to work with their newspapers in an area that will allow them to turn the pages quickly.

The younger students can look for pictures of the items in all parts of the newspaper including ads. For older students you may want to work with both pictures and words.

Classroom Activity:

Find the following items in your newspaper:

1. Something to drink
2. Something to wear
3. A number
4. Something that makes you smile
5. Something that might make you sad
6. Something that is living
7. Something to eat
8. Something in big print
9. Something in little print
10. Something hot
11. Something cold
12. A word that starts with the first letter of your first name
13. A word that starts with the first letter of your last name
14. A square

Hitting a Home Run with NIE

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Grand Slam Pizza

Ingredients:

- 2 tbsp. olive oil
- 2 cloves garlic, crushed and chopped
- 1 28 oz. can peeled tomatoes (Progresso),
drained and seeded
- 1/2 tsp. salt
- 1 13-inch uncooked dough crust
- 8 oz. shredded mozzarella cheese
- 1 tsp. dried basil
- Extra virgin olive oil
- 1/4 cup fresh shredded parmesan cheese
- Optional items could be meat or veggies

Preparation:

Cut tomatoes into chunks and lightly saute in oil with garlic and salt. Drain and set aside. Brush dough crust with olive oil. Top with cheese, tomatoes and basil. Drizzle with extra virgin olive oil. Bake in preheated 500 degrees F oven on pizza stone for 8-10 minutes or until crust is golden brown and cheese is bubbly. Remove from oven and top with parmesan cheese. Cool on a wire rack for 2 to 3 minutes before cutting into wedges and serving.

Quick Dough:

- 1 packet (1/4 oz.) active dry rapid-rise yeast
- 3 cups bread flour
- 1 1/4 cups lukewarm water (105 to 115 degrees F)
- 1 1/2 tsp. honey
- 1 tsp. salt
- 1 tbsp. olive oil
- Shortening (for greasing pans)

Preparation:

1. Mix 1/2 of the flour with yeast, salt, water with honey dissolved in it, and olive oil. Beat with electric mixer for 3 minutes. Mix in remaining flour (dough should only be slightly sticky). Knead 5 minutes on a floured surface until smooth.
2. Place dough in lightly oiled bowl and cover with plastic wrap. Let rise for 10 minutes in a warm place.
3. Punch down dough and divide in half, punch down dough thoroughly and spread/stretch dough portion by hand and roller on a greased pizza pan. Add sauce, cheese and toppings and bake in preheated 500 degrees F oven directly on the pizza stone for 8 to 10 minutes or until crust is golden brown. Cool 2 to 3 minutes on a wire rack before cutting and serving. This recipe makes 2 13-inch crusts.

Front Page Activity

The Gazette, Cedar Rapids, Iowa

This activity gives participants a chance to look over a list of story and photo possibilities and decide what items they would choose if they were planning the front page of the newspaper. The activity could be used with teachers in a workshop or with students during a presentation or tour to allow them to experience the news decision-making process, use critical thinking skills, and work together as a team.

To prepare for this activity, I made a list of all local stories on the front page and some from the inside pages from a past edition of our newspaper. I created a similar list of wire stories, a list of sports articles and a list of photos.

Each of these lists, called a digest, is the main component of the activity.

Two stories from the paper were chosen and put on a separate “late breaking story list.”

Be sure to save multiple copies of the newspaper to create the activity so participants can compare their decisions to the decisions of newspaper editors.

Activity Directions

Form groups of 4–8 students or teachers. Divide each group evenly into the following jobs: sports editor/s, local editor/s, wire editor/s and photo editor/s.

Give each editor/s their digest of items and have them put the items in order from most to least important. For example, the sports editor/s would get the

digest of sports stories.

Then, have each group of editors come back together for a page one meeting. As a group, they must decide which stories will go on the front page of their newspaper. You could also have editors layout their stories on a dummy sheet. Tell editors how many stories and photos were on page one of the papers you used to create this activity and that they must choose the same number of items for their front page. From the stories they choose for the front page, editors should select one or two articles as the top news story or stories of the day. After letting the groups meet for awhile, give each group the late breaking news stories. Now, each group must decide how these stories fit in their planning. (This can be optional.)

Have each group share their page one decisions and discuss their choices. Then compare the students’ front pages to what the editors at the newspaper decided on that day. Be prepared to explain their choices. Also, explain that such decision making is subjective and there isn’t a right or wrong answer. Editors make decisions according to the news criteria mentioned above and according to what they think will interest and effect the most readers.

How to Write a Headline that Tells and Sells

The important art of headline writing can be fun as well as informative. It's a good exercise in creative writing, as the headline must summarize the story and draw the reader into it, just as the lead (first paragraph) should entice him or her to seek more information by following the article through to its conclusion. Here are some guidelines to consider before you begin:

- Make the headline tell something.
- Be clear, concise and accurate. Avoid words and grammatical constructions that convey double meanings.
- The strongest writing is done with nouns and verbs; modifiers merely take up space.
- Do not use pronouns alone and unidentified.
- Never start a headline with a verb.
- Do not split the parts of a verb from one line to another.
- Conjunctions, prepositions and modifiers should not be placed at the end of a line.
- Commas and semicolons should be used only at the end of a line.
- When using multiple lines, all should be filled out for equal length.

To help familiarize your students with headline-writing process, let them scan the newspaper and select headlines that seem effective as "attention-grabbers." Read the articles under these headlines and then think about these questions:

- What, in your opinion, makes it a good headline?
- Can the headline stand alone? Does it make sense without having to read the entire story?
- Which part(s) of speech make the headline more vivid – nouns, verbs, adjectives or adverbs?
- What kinds of literacy devices, if any, were used?

The best way to write a good headline is to rewrite and improve bad ones. Have students select from the newspaper several headlines that seem ineffective, inadequate or inaccurate. Clip both the head and the story from the paper and then:

- Read the story, concentrate on the important points, and make notes of these points.
- Analyze the headline in relation to the news in the story. What could be done to improve it? How could the headline be rewritten to be more grammatical, accurate, clear, interesting or pleasing to the eye? Make notes of your analysis.
- Think about the idea of the headline. How would you tell the story to your parents, friends or brother or sister when you come home from school?
- Now write a headline that tells and sells, remembering to keep it simple, interesting and accurate.

Fairy Tale News

For the Kid In You, Oologah, OK

Each student will select a Fairy Tale. The information in the Tale will be used to write a news story using the “inverted pyramid” style of writing.

When writing in the “inverted pyramid” style, the most important information is in the first few sentences in the story. The first paragraph should include the 5 W’s ... Who, What, When, Where and Why. How is also good to include in the story.

News reporters have historically used the “inverted pyramid” style so editors can have the option of cutting the bottom part of the story.

Write your story below:

How to Write an Editorial

by Todd Benoit, Editorial Page Editor, Bangor Daily News

An editorial contains an opinion. It tells readers what the writer thinks about a subject. It uses examples that persuade, and it anticipates and attempts to refute arguments opposed to the position taken.

Newspaper editorials can take several forms, but each generally follows a pattern. The topic for discussion is introduced in the first paragraph. In either the first or, occasionally, second paragraph, the writer's opinion on the topic is clearly stated. This portion of an editorial is extremely important because it determines everything else to follow.

After the opinion is stated, an editorial frequently contains whatever background information is necessary for the reader to understand why the topic is worth considering. For example, an editorial on whether to approve a state budget might take a sentence or two to explain what budget questions the Legislature has been debating and how taxpayers would be affected by the decision. Take care in this

section to limit the information to material directly related to the topic.

A topic is more interesting when there are a variety of opinions about it. That means that your view is likely to be contradicted by others. An editorial about increasing the age at which teenagers are allowed to drive, for instance, will have people expressing their belief that, by age 16, teens are old enough to be safe drivers; others will argue that the age limit should be the same as the voting age – 18. Whatever position you take, try to understand the view of the other side and, if possible, offer arguments against that view.

The final paragraph of an editorial should restate, in a new way, the position taken at the beginning. If the editorial is properly written, it should seem inevitable – that is, the reader should recognize that, based on the evidence presented, your opinion is the most sensible choice.

Classified Ads

Write a classified ad based on a Fairy Tale.

Examples

We've found 3 pairs of mittens we think they belong to the 3 little kittens. We've found them at a construction site. We've called home 3 times, but they haven't been home. If you know where they are please call us at 677-3487. Or if you choose to come in our address is 349 #9 Pine.

Now you can experience Hickory Dickory Dock with this handcrafted clock. When this extraordinary brand new clock turns 12:30, the mouse runs up. When it turns 1:00, the mouse runs down, just like Hickory Dickory Dock.

Special Buy: 10% off, Now Only \$40.00, Not sold in stores. To order call: 555-DOCK or write to 654 Jack Dr. P.O. Box 197A, Rhymeland

Wanted- Peter the Pumpkin Eater's shell is starting to mold. His wife is starting to complain. If you have a pumpkin shell, please call 55-SHELL.

WANTED – A babysitter who is willing to punish badly behaved children. Someone who will not get too irate when they spill something. Will make sure children get something edible for dinner. I detest rodents so they are not allowed in shoe house. Please call the Little Old Lady in the Shoe immediately at 555-SHOE.

Sample Activities for Writing Buddy Groups

By Lisa Davison, Chicago Tribune

- **WRITE A FEATURE STORY ABOUT A PERSON.** (It could be about your parent, brother/sister, writing buddy, etc.) Be sure to include basic facts about the life of the person, as well as interesting information about the person.
- **WRITE TWO CLASSIFIED ADVERTISEMENTS SELLING TWO DIFFERENT ITEMS.** You might want to sell a car, a baseball glove, a bike, etc. What will the reader want to see in order to buy your item? Keep in mind that these ads are short; every word counts!
- **WRITE A CLASSIFIED ADVERTISEMENT FOR A JOB YOU WANT TO FILL.** You must first think of a position (like teacher, lawyer, secretary, waiter, etc.) and what kinds of characteristics would make someone good at the job. Keep in mind that these ads are short; every word counts!
- **WRITE AN EDITORIAL SUPPORTING YOUR FAVORITE SPORTS TEAM OR ATHLETE.** What makes this person or team worth supporting? What do you think is important in a sports team or an athlete?
- **WRITE AN EDITORIAL ON SOMETHING AT SCHOOL THAT YOU STRONGLY LIKE OR DISLIKE.** Be sure to explain what the issue or policy is for those who don't attend your school and then give your reasons.
- **WRITE A NEWS STORY ON SOME EVENT HAPPENING AT SCHOOL OR IN YOUR COMMUNITY.** Remember a news story should always address Who, What, When, Where, Why. You should attempt to give both sides of the story. Do not include your own opinion.
- **CREATE AN ADVERTISEMENT THAT SAYS PEOPLE SHOULD WATCH THE OLYMPICS ON TELEVISION.** How would you arrange photographs? What would be the attraction for watching the Olympics? Use descriptive words.