

# LANGUAGE ARTS • WHAT'S in a NEWSPAPER?



DIRECTIONS: Find, cut and paste items in the boxes below:

<p><b>NEWS</b> The <u>headline</u> of a news story</p>	<p><b>COMICS</b> A <u>comic character</u> you like</p>
<p><b>SPORTS</b> The <u>face</u> of a sports player</p>	<p><b>CLASSIFIEDS</b> <u>Something used</u> you'd like to buy</p>
<p><b>EDITORIALS</b> A <u>letter to the editor</u> written by a reader</p>	<p><b>ADVERTISING</b> <u>Something new</u> you'd like to buy</p>
<p><b>WEATHER</b> The <u>temperature</u> in a city</p>	<p><b>ENTERTAINMENT</b> The name of a <u>TV show</u> • A <u>movie</u> at a theatre</p>

Handout, Rochester Post-Bulletin, 1999.

# LANGUAGE ARTS • GETTING ACQUAINTED with COMICS



DIRECTIONS: On the comic pages, cut and paste or write down examples of the following:

A comic character who is not human

A comic character who makes mistakes

A gag strip with only one frame

A comic strip that appeals to a child

A comic strip that appeals to adults

A comic strip that takes place in the past

A comic strip about family life

A comic character who is a child

A comic that tells a continuing story

A favorite comic strip

A favorite comic character

Using Newspapers in K-8 Classes,  
NAA Foundation.



DIRECTIONS: Analyze the content of an action photo. Answer the question presented in each box and list the content clues that helped you with your answers.

**WHAT** do you think is happening in this photo?

*Your clues:*

**WHO** is involved?

*Your clues:*

**WHERE** do you think it happened?

*Your clues:*



**WHEN** do you think it happened?

*Your clues:*

**WHY** do you think it happened?

*Your clues:*

**HOW** do you think it happened?

*Your clues:*

# LANGUAGE ARTS • DEVELOPING a WORD BANK



**DIRECTIONS:** Each day, select two unfamiliar words from the front, editorial or other interesting section of the newspaper. Cut out the paragraph where the word appears, and keep all passages in a scrapbook you create. Try to figure out the definition using context clues. Then to check your definition, refer to other sources, such as a thesaurus and dictionary. Record definitions of the words on the word bank sheet below.

DATE	WORD	DEFINITION
	1.	
	2.	
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**VARIATION:** Cut the paragraphs that contain the words and paste them on an index card. Circle or highlight the word. Write the definition of the word on the back of the card. Exchange cards with other students and make up word games.



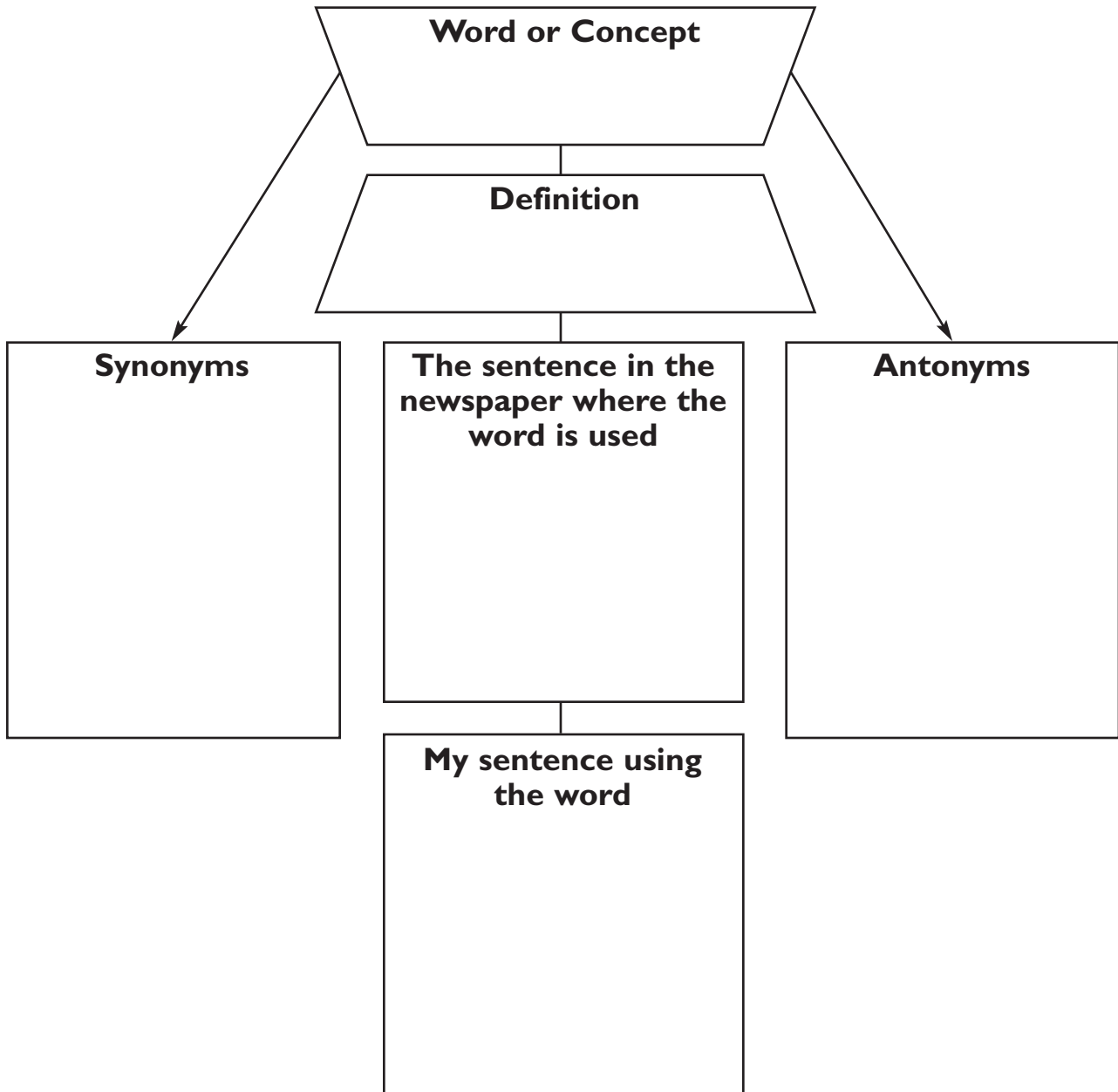
**DIRECTIONS:** Have students choose unfamiliar words or concepts from the newspaper and complete the chart, using context clues, dictionaries and other resource material.

<b>What is it? (definition)</b>	<b>What is it like?</b>	
<b>New Word</b>		
<b>What are some examples?</b>		

**VARIATION:** List newspaper as the word, define it, give some examples and explain what it is like.



**DIRECTIONS:** Choose unfamiliar words and concepts from the newspaper and complete the chart. Use context clues, a thesaurus, dictionary or other resource material to come up with the correct definition and synonyms and antonyms. In the spaces provided, write the sentence from the newspaper where the word is used and circle the word. Write your own sentence with the word. Try to write a sentence that indicates you know the word's meaning.

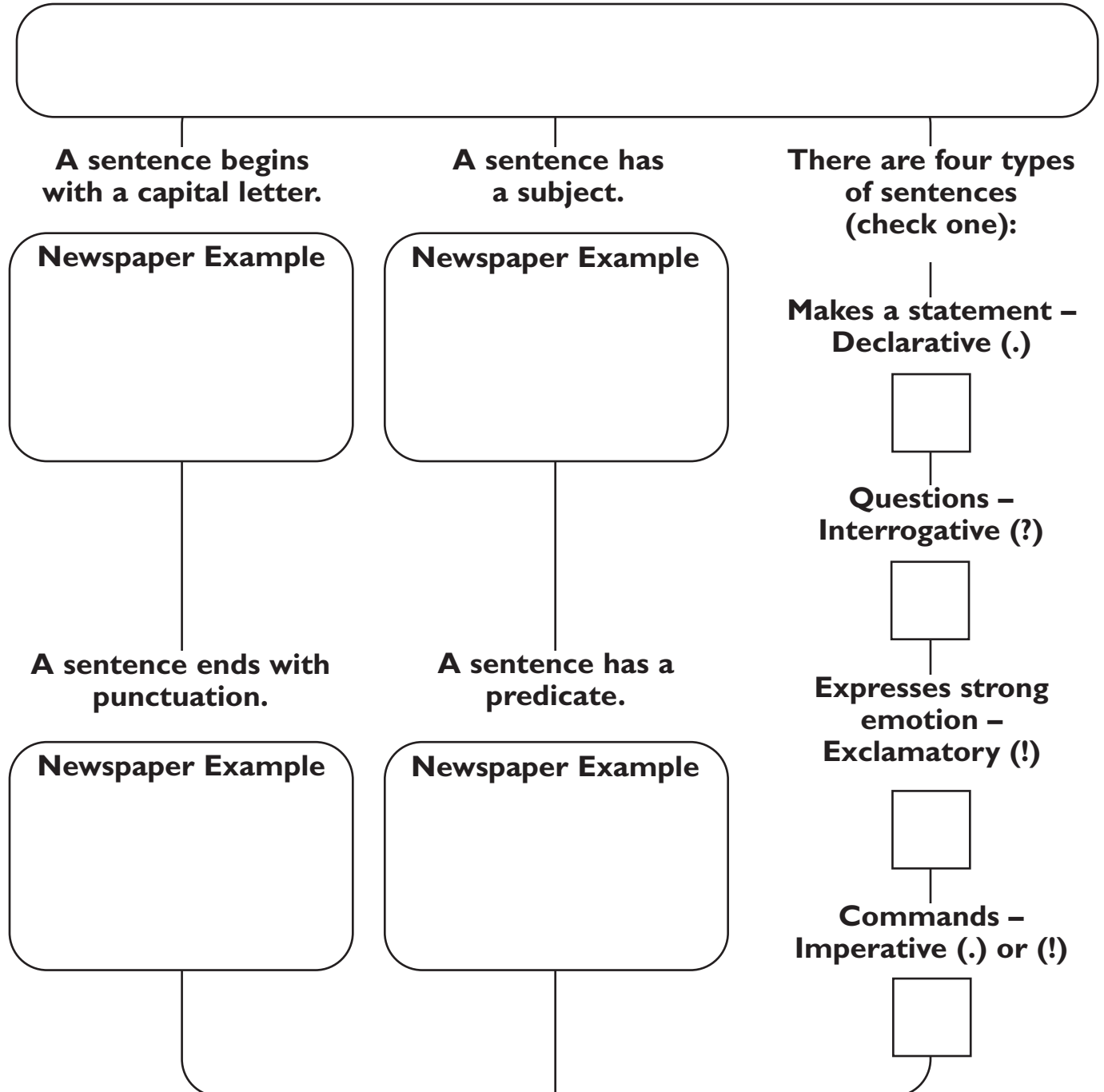


**FOLLOW-UP:** Do you think you will remember the word? Try to use it in speaking and writing within the next week.



**DIRECTIONS:** A sentence expresses a complete idea. Show that you know what a sentence is. Select a sentence from the newspaper and use it to complete the following:

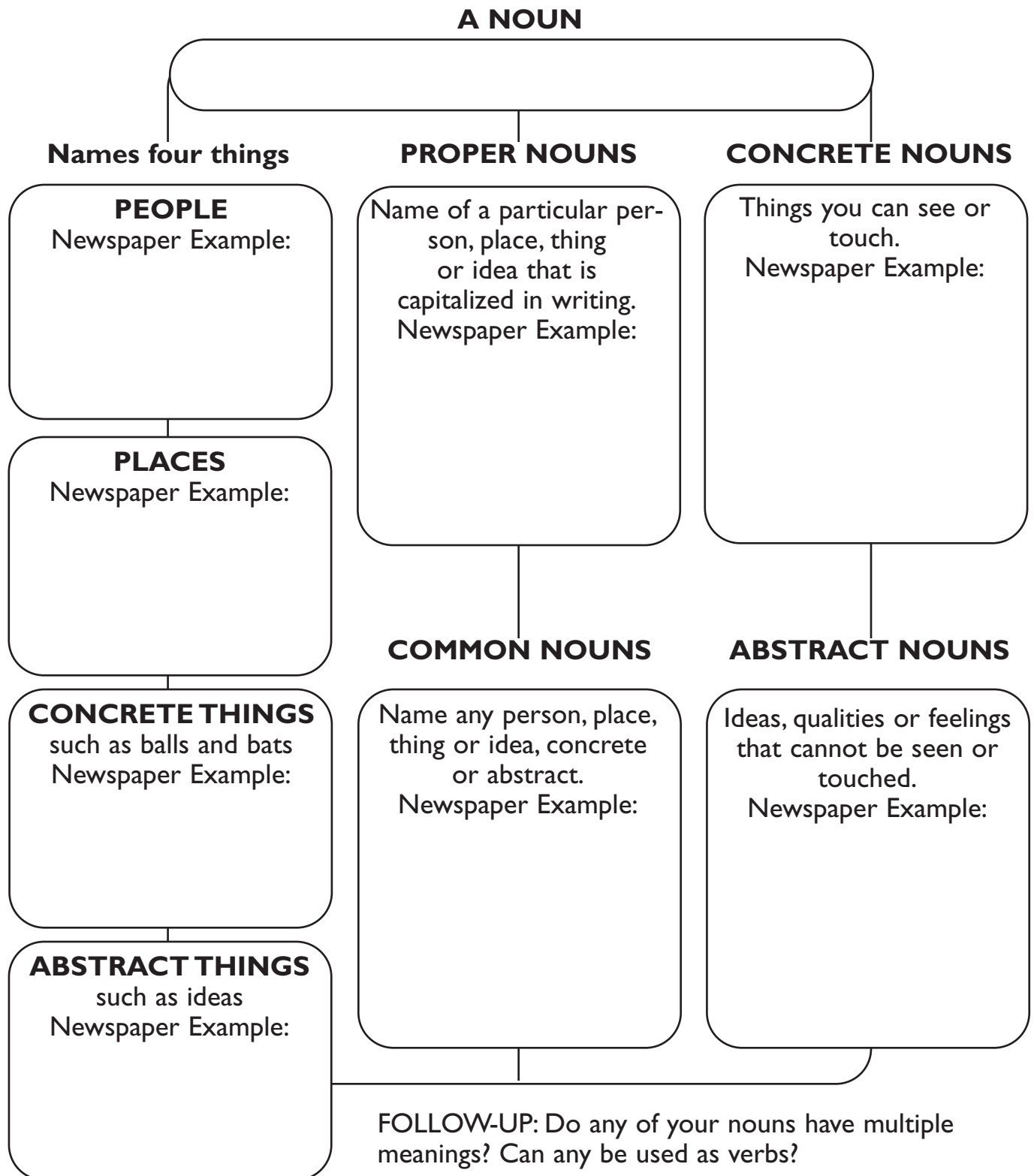
**A SENTENCE**



**FOLLOW-UP:** Find the four types of sentences in the newspaper and complete the above using each type. Note any compound subjects, verbs and sentences!



DIRECTIONS: Draw examples from newspapers to describe a noun.





# LANGUAGE ARTS • COMPLETING SENTENCES

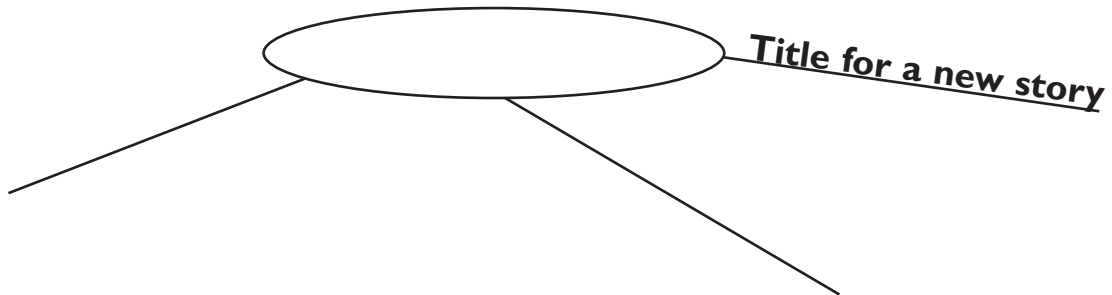


**DIRECTIONS:** Headlines in the newspaper are built around key words. To save space, some words are left out. Look for five headlines in today's newspaper. Write the headline and the complete sentences in the spaces below:

<b>Headline in the newspaper</b>	<b>Headline as a complete sentence</b>
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2.	
3.	
4.	
5.	

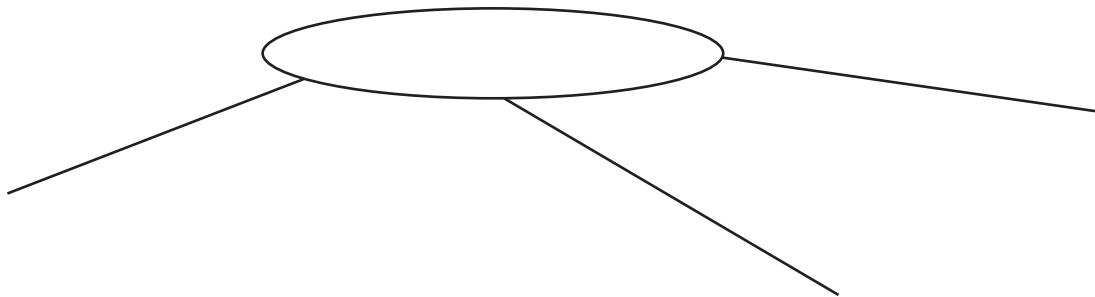


**DIRECTIONS:** Complete the word bubble below. Look at the description and think of the item it refers to. Write the item in the circle. Think of two more characteristics of the item and write each on one of the two lines.



Construct a word bubble using information from the newspaper. You may focus on people, places, events or items for sale. The people, places and events can come from any section of the newspaper. They may refer only to what is in that day's newspaper and/or refer to events in past newspapers.

Exchange your bubble with classmates and see if they can complete the word bubble by supplying the name of the item you chose and provide two more characteristics to describe it. Use the word bubble provided below:



# LANGUAGE ARTS • BINGO



**DIRECTIONS:** Prepare to play bingo with new words you have learned from the newspaper. Use the bingo card below to record words your teacher or another student read to you. You should write each word twice on the card. You decide the placement.

		<b>FREE</b>		

## LANGUAGE ARTS • WHO READS NEWSPAPERS?



**DIRECTIONS:** Find out who reads newspapers. Interview an equal number of men and women. Pick people of different ages and ask each person the following questions. Make a copy of this sheet to record answers for each person.

Name of person interviewed: \_\_\_\_\_

Age range of person interviewed:

11-16     17-24     25-34     35-44     45-54     55-64     65+

1. Do you read newspapers on a regular basis?                       Yes                       No

2. What are your favorite parts of the newspaper? Why?

3. Do you enjoy reading the newspaper? Explain.

4. Do you use information you get from the newspaper? Explain.

5. What other benefits are there to reading the newspaper?

6. What parts of the newspaper do you recommend that I read? Why?



## LANGUAGE ARTS • The IMPORTANCE of FACTS

**DIRECTIONS:** Choose a story in the newspaper that has community significance. List the facts presented and explain why each fact is important. Then rank the facts in order of importance to you and then in order of importance to the local community.

FACT	WHY IMPORTANT	ORDER OF IMPORTANCE	
		To Me:	To Community:



**DIRECTIONS:** Read a cutline or straight news story. Record answers to the questions below. First identify the action or verb which answers the "what" question. Then answer the who, where and when questions. Answers to the how and why questions may require reading beyond the opening paragraphs in a news story and require reading the story that goes with the photo and cutline.

KEY QUESTION

**Who**

committed the action?

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**Where**

did the action take place?

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**What**

is the action?

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**When**

did the action take place?

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**Why**

did the event happen?

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**How**

did the events happen?

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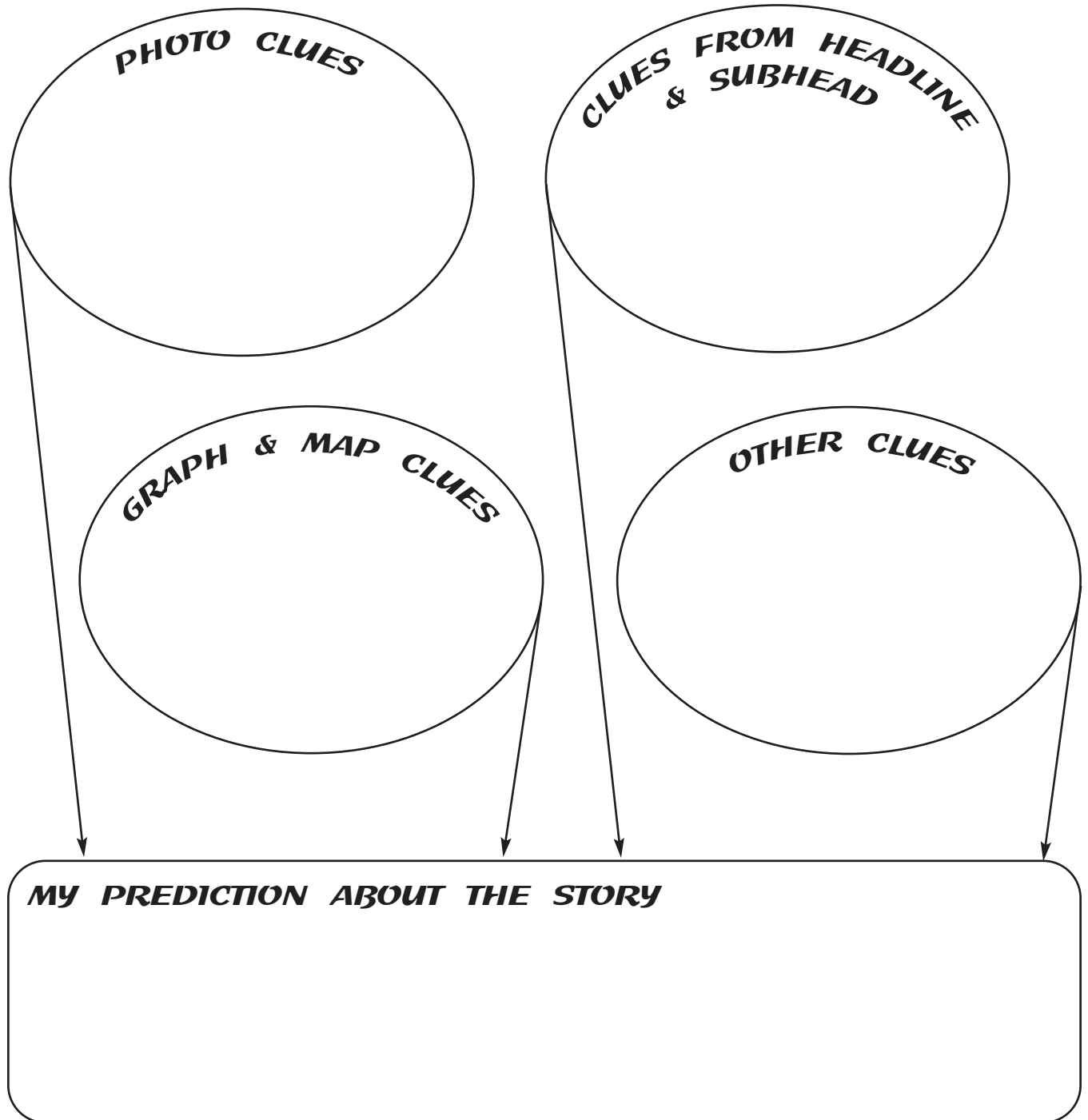
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**HINT:** To find the action look for the main verb or the predicate. The verb is the simple predicate, and the person, place or thing that committed the action is the simple subject.



**DIRECTIONS:** Before reading a story, study any photograph and cutline, graph and/or map that accompany the story. Also read the story's headline and subhead. What do the different features tell you about the story? What is the story going to tell you? Write the clues and make a prediction for a story you plan to read.



# LANGUAGE ARTS • TEXT FEATURES



**DIRECTIONS:** Like other non-fiction texts, newspapers use text features to aid readers. Define each text feature and find an example from your newspaper. Include the page number where you find the feature and display the examples by cutting out, labeling and pasting them on separate paper.

	DEFINITION	PAGE #
Section Headings		
Bold Lettering (headlines)		
Subheadings		
Captions (cutlines)		
Photos and drawings		
Maps, Graphs and Charts		
Index		
Other		

**FOLLOW-UP:** Find examples in other non-fiction and compare them to newspapers. Include Table of Contents and Glossary of Terms when looking for examples in other non-fiction sources.





**DIRECTIONS:** Identifying text structures or the ways writers organize their stories will aid your reading and writing. Writers may use sequencing or listing in the order events take place, description of someone or something, comparing and contrasting people places or things, explaining the cause and effect of events and a problem and possible solutions.

Signal words will help you identify the specific text structure used in newspapers. Using the signal words below, identify a story or parts of a newspaper story that uses the text structures. List the page number and topic and cut out the examples and display them on separate paper:

TEXT STRUCTURE	SIGNAL WORDS*	PAGE #/ TOPIC
Description	such as, for example for instance, most importantly, in front, beside, near	
Sequencing	first, second, third, then, before, not long after next, at the same time, finally	
Comparison and Contrast	similar to, different from like, unlike, but, in contrast, both, also, too, as well as, on the other hand	
Cause and effect Problem and Solutions	therefore, so, this led to, as a result, because, if... then	

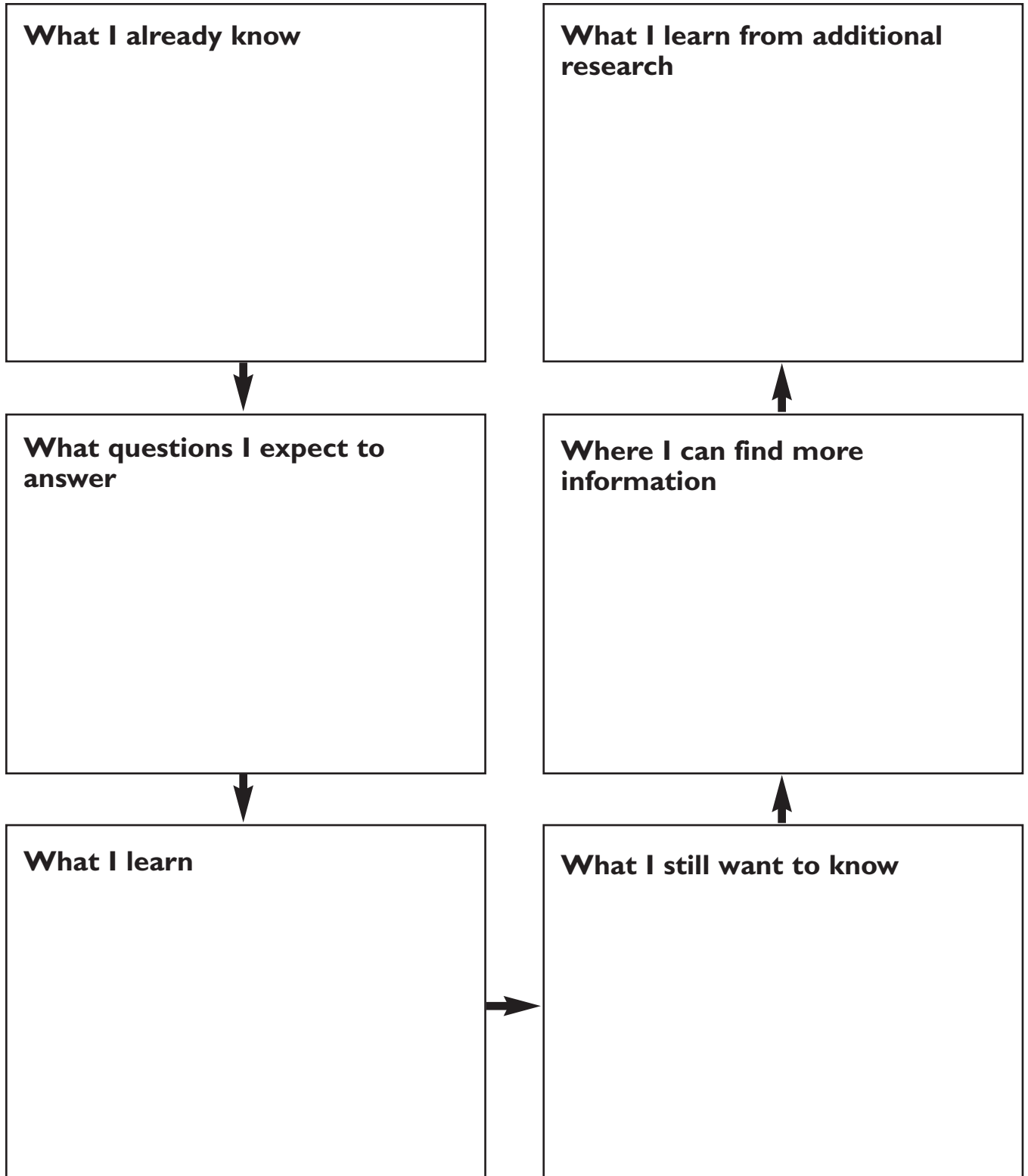
**FOLLOW-UP:** Employ all text structures in your writing about topics in the news.

\*Wiley Belvins, Handout, NCRA conference, March 2005.

# LANGUAGE ARTS • PREPARATION, ASSISTANCE and REFLECTION



**DIRECTIONS:** Before reading a newspaper story, tell what you know about the topic. In the form of questions, tell what you expect to learn. Then while reading, write down what you learned. Think more about what you would like to know and where you can find the information. Conduct research to answer key questions. Use additional paper if necessary.



# LANGUAGE ARTS • MAJOR and MINOR INFORMATION







DIRECTIONS: Read at least four articles from the newspaper and classify the information in the articles as major or minor information. Be prepared to explain your interpretation and give the headline of story, page number, major information and minor information.

<b>ARTICLE &amp; PAGE NUMBER</b>	<b>MAJOR INFORMATION</b>	<b>MINOR INFORMATION</b>

# LANGUAGE ARTS • CAUSE and EFFECT



**DIRECTIONS:** Select a photo, comic, straight news story, feature, advice column, letter to the editor, editorial or other column. Record cause/effect relationships.

	CAUSE		EFFECT
Photo, page 	<input type="text"/>	→	<input type="text"/>
Comic, name <hr/>	<input type="text"/>	→	<input type="text"/>
Straight News, page 	<input type="text"/>	→	<input type="text"/>
Letter to the Editor or Editorial, page 	<input type="text"/>	→	<input type="text"/>
Other, page 	<input type="text"/>	→	<input type="text"/>



**DIRECTIONS:** See how many people’s names and other information you can find in today’s newspaper to fill in the boxes below:

<b>BY JOB</b>	
Job: Politician (City or State) Name: _____ Title or Job: _____	Job: Athlete Name: _____ Sport: _____
Job: Politician (National or International) Name: _____ Title or Job: _____	Job: Entertainer (Movies, TV or Music) Name: _____ Medium: _____
Job: Leader from another country Name: _____ Title: _____ Country: _____	Choose your own: _____ Name: _____ Job: _____

<b>BY DESCRIPTION</b>	
Lawbreaker: _____ Name: _____ What did he or she do or What is he or she accused of doing? _____	Accident victim: _____ Name: _____ Kind of accident: _____ _____
Hero: _____ Name: _____ What did he or she do? _____	Choose your own Name: _____ Description: _____ _____

# LANGUAGE ARTS • LIFE-AFFECTING EVENTS



**DIRECTIONS:** Choose a news story about an event that can affect people's lives. Copy the headline. Fill in the rectangles by responding to the questions. Discuss your responses with the class.

**EVENT:** \_\_\_\_\_

**What effect has this event had?**

**What are the desirable effects of the event?**

**What are the future implications?**



**DIRECTIONS:** Choose an article and read it carefully. Complete the following:

1. Identify the newspaper: \_\_\_\_\_

2. Give the date: \_\_\_\_\_

3. Name the writer (reporter, columnist): \_\_\_\_\_

4. Classify the article according to topic: \_\_\_\_\_

5. Circle the important facts and factual statements.

6. Underline opinions and put a box around the names of people who offer them.

7. Write a brief summary: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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\_\_\_\_\_

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\_\_\_\_\_

8. Relate the information in the article to other experiences or reading: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

9. Save the page where you found the story and staple it to this summary sheet.



**DIRECTIONS:** Choose a newspaper story to read and follow the directions below:

1. What do you know about the topic already?

a. What real facts do you know about the topic? \_\_\_\_\_

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b. What opinions do you hold? \_\_\_\_\_

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

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3. If you were to read a story or editorial on the topic, what might you expect to find? \_\_\_\_\_

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4. What would you hope to learn from the story or editorial? \_\_\_\_\_

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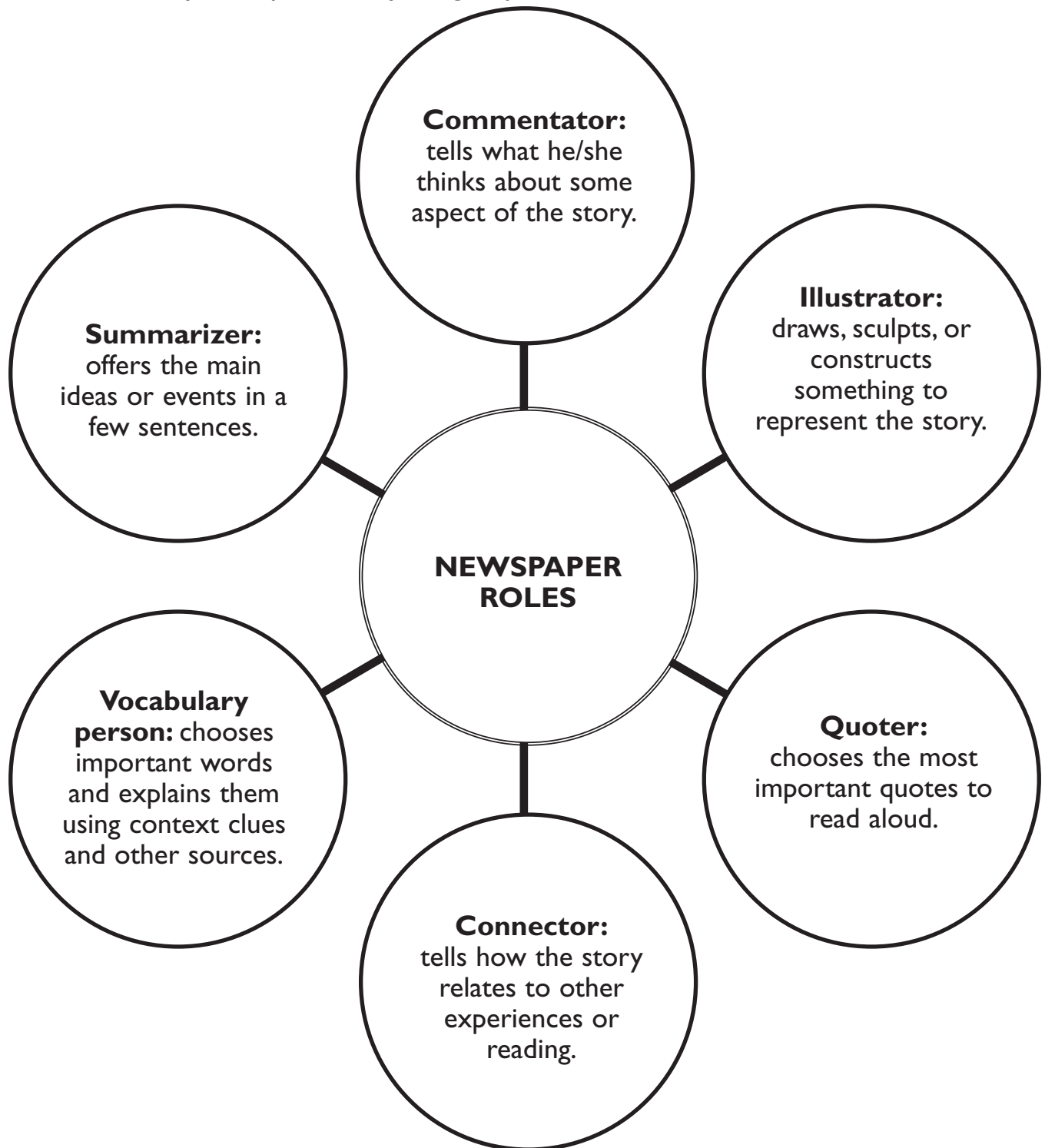
5. Now, READ your selection with both a black and colored pencil/pen or highlighter in hand.

- a. Underline any facts you find
- b. Circle any opinions.
- c. Draw a squiggly line under any information you find that you expected to find or wanted to know.
- d. Box information you were surprised to find.
- e. Use a colored pencil/pen to highlight anything you want to remember.

Oline Stigers, *Reading Strategy with the Newspaper*, Handout, Cedar Rapids, Iowa: *The Gazette*.



**DIRECTIONS:** Form a group of six. Select a story from today's newspaper. Read it aloud or silently. Each person in your group should assume a role.

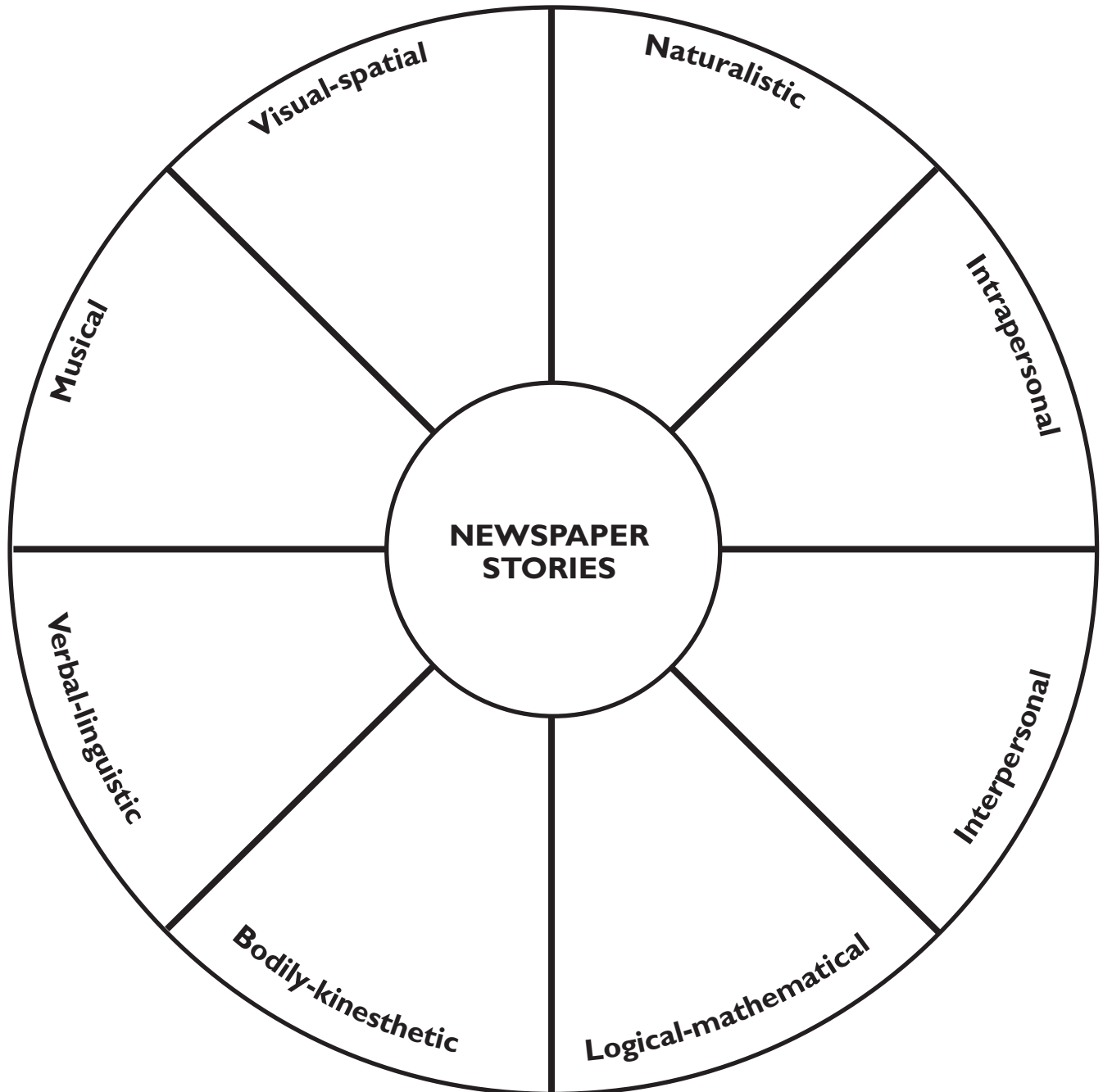


**FOLLOW-UP:** After completing your job, report to your group and make improvements in your presentation. Organize your group to present to the class.

# LANGUAGE ARTS • MULTIPLE INTELLIGENCES



DIRECTIONS: Select newspaper stories that relate to the different intelligences listed above the boxes.



FOLLOW-UP: Try to find one story that reflects most or all of the intelligences.

# LANGUAGE ARTS • A STUDY GUIDE (Bloom)



**DIRECTIONS:** Working in a group of two or three, choose a newspaper article to study carefully. Read the story. Fill in the questions below with details from your chosen article. Then answer the questions:

## 1. Knowledge

Who committed the action? \_\_\_\_\_

What is the action? \_\_\_\_\_

When did the action take place? \_\_\_\_\_

Where did the action take place? \_\_\_\_\_

## 2. Comprehension

Retell or give the main idea. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## 3. Application

Why is (the specific event) \_\_\_\_\_ significant?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## 4. Analysis

How does (the problem in the story) \_\_\_\_\_ compare

with (another problem) \_\_\_\_\_?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## 5. Synthesis

What do you predict will happen? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## 6. Evaluation

Do you agree with (a viewpoint offered by someone in the story or the opinion expressed by the person writing the opinion) \_\_\_\_\_?

Or, what do you think? \_\_\_\_\_

\_\_\_\_\_



**DIRECTIONS:** Respond to a story, letter to the editor, editorial, photo or other written or visual material in the newspaper by completing one or more open-ended sentences.

I think... \_\_\_\_\_

I realized... \_\_\_\_\_

I want to know more about... \_\_\_\_\_

I like... \_\_\_\_\_

I dislike... \_\_\_\_\_

My favorite person is... \_\_\_\_\_

I feel (anger, sadness, joy, concern, fear, etc.) because... \_\_\_\_\_

I didn't know... \_\_\_\_\_

I wonder if... \_\_\_\_\_

I wonder why... \_\_\_\_\_

I was surprised when... \_\_\_\_\_

I was confused when... \_\_\_\_\_

I predict... \_\_\_\_\_

I like the way the writer... \_\_\_\_\_

I believe... \_\_\_\_\_

I don't want to believe... \_\_\_\_\_

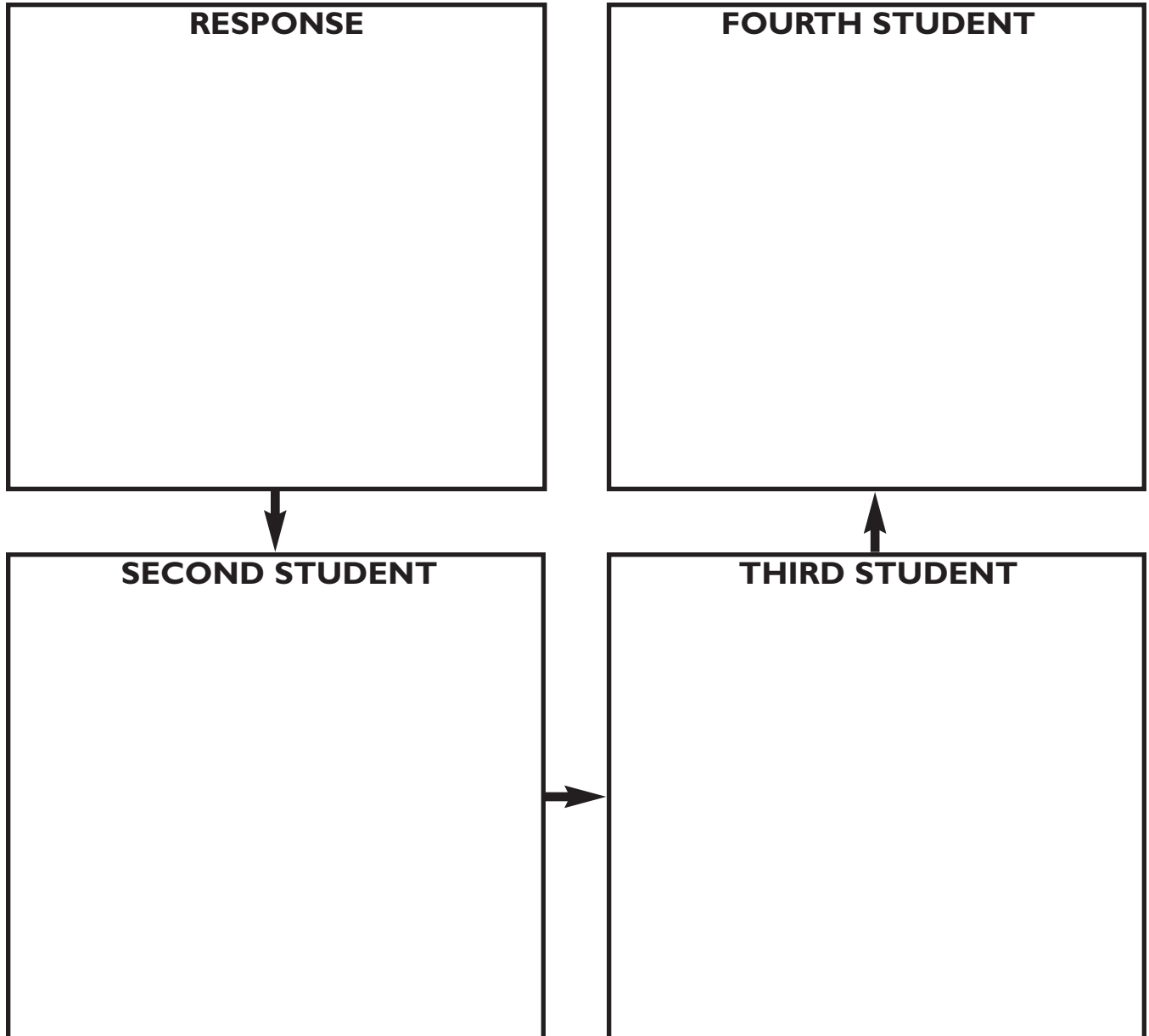
I need more evidence for... \_\_\_\_\_

I propose... \_\_\_\_\_

**FOLLOW-UP:** Keep a news journal in which you respond to something you read in each newspaper you read. Save the page for the entries that most interest you. Keep them in a folder. Choose the story and journal entry that interests you most. Use it as the starting point for an essay. Refer to the story you saved, as needed.



**DIRECTIONS:** Read a story, and, respond to your reading by completing an open-ended sentence such as “I like...,” “I wonder why...” and “I need more evidence for...” Write your response in the top frame. Pass to another student who read the same story. That person should write in the second frame and pass it to a third and fourth classmate for their responses. The second, third and fourth students may reflect on the first writer’s thoughts or may respond to other students’ writing. If they read other stories in the newspaper, they may connect the original idea with ideas and events from the other stories.



**FOLLOW-UP:** After everyone responds, form a group to read aloud what everyone had to say. Discuss similarities and differences in viewpoints and approaches.



**DIRECTIONS:** Choose a person from the newspaper to write about. Use the formula below to create a five-line poem.

Formula:

Line 1 - Tell whom you are talking about.

Line 2 - Describe the person with two adjectives connected by "and" or "but."

Line 3 - Use a verb and an adverb to show this person in a typical action.

Line 4 - Think up a comparison to show this person in a typical action.

Line 5 - Use an "if only" phrase which expresses something you wish for regarding this person.

Example:

**Fireman**  
Strong and Fearless  
Working courageously  
As brave as a gladiator  
If only I could be so bold.

Line 1

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Line 2 \_\_\_\_\_ and \_\_\_\_\_

Line 3

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Line 4 As \_\_\_\_\_ as a \_\_\_\_\_

Line 5 If only

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## WORKING CHANTS

Poetry has always been a part of everyday life, and just as people now might listen to the radio while they work, in the days before radio, people still used words put to music to make their work go more easily and efficiently. Sailors sung sea shanties— often with one man singing a solo and the others joining in on the chorus – to make sure they all pulled on the ropes or capstan spars at the same time. Infantrymen still devise chants to help them keep a steady rhythm to make it easier to march long distances.

Here’s an example based on a news article printed 10 December, 2002:

### **Police recruits put to the test**

New police recruits put their fitness and leadership skills to the test yesterday when they completed the Bermuda Outward Bound assault course.

#### **Leader:**

I’m not sure but I’ll soon see

#### **Recruits:**

I’m not sure but I’ll soon see

#### **Leader:**

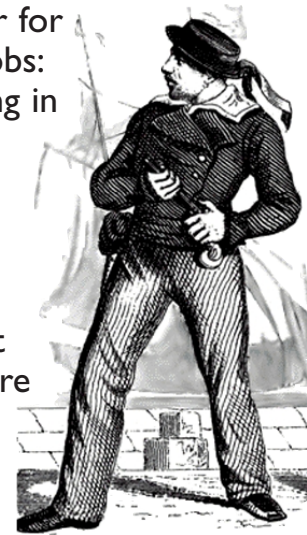
If police work’s good for me.

#### **Recruits:**

If police work’s good for me.

## LANGUAGE ARTS • MORE POETRY: Working Chants

Scan today’s edition of the newspaper for mention of people who do routine jobs: like stacking shelves in a shop, working in a factory assembly line or washing dishes in a restaurant. Employment ads might be a good place to start.



Cut out the reference and paste it in the space below. Then create a chant to help them complete their task more easily. Once you have finished, invite your classmates to perform your chant, with you taking the lead and their echoing you as a chorus.

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*Working Chants: A Handout, Royal Gazette, Hamilton, Bermuda*





## BALLADS

Ballads originated as poems said, or even sung, aloud by travelling minstrels. Traditional ballads are made up of quatrains (four-line verses) with a clear rhythm (iambic tetrameter, trimeter) and alternate lines rhyming.

Ballads are often about important events, usually heroic deeds or tragic events like shipwrecks and mine disasters. Another common theme is love gone wrong.

Here is the beginning of a ballad based on the sinking of the fishing boat New Nuts on 7 January, 2003.

### The Ballad of Bobby Lambe

It was the year two thousand,  
         three,  
 Jan. seventh, to be exact,  
 That Bobby Lambe, adrift at sea,  
 Was victim of a sad mishap.  
 His fishing boat, New Nuts by  
         name,  
 In search of the Altair,  
 Was swamped – with none  
         aboard to blame –  
 By waves that filled the air.

## LANGUAGE ARTS • MORE POETRY: Ballads

Use stories printed in the newspaper as inspiration for a ballad. Clip out the article and staple it to this sheet or paste the headline and lead in the space below and write the ballad on the lines or on separate paper. Your ballad may be about a tragic event, or perhaps the career of a sports hero, such as Lance Armstrong or Annika Sorenstam.

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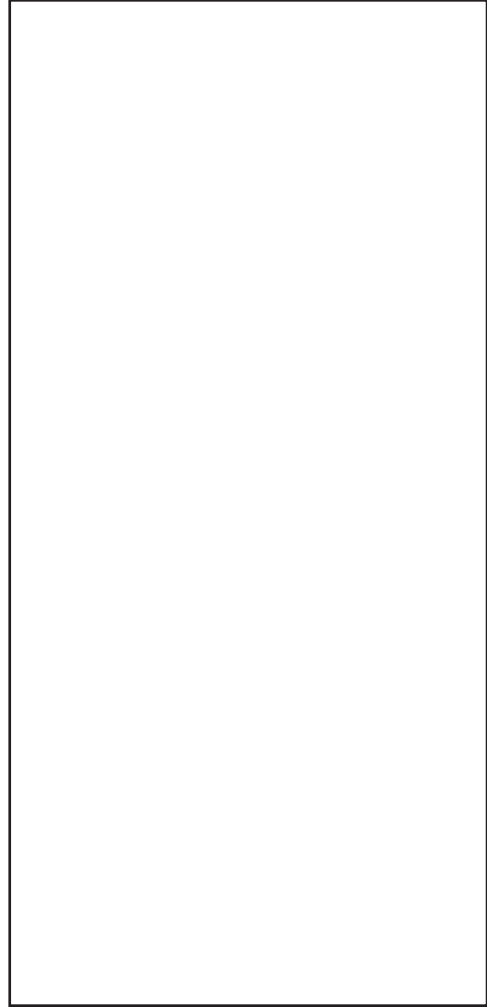
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## LIMERICK

A limerick is a kind of humorous verse with a particular rhyme and rhythm scheme. The rhyme scheme of the five-line verse is aabba. The first, second and fifth lines are of the same length, while the third and fourth lines are shorter.

Here is one example written by Ron Lightbourne:

There was a young lady from Sandys  
Who always had grandiose plans  
At the End to End walk  
She became all the talk  
By coming in first ... on her hands!

Here's another based on a news article printed 4 February, 1999:

Bank of Butterfield admits it was used  
for laundering cocaine cash

Bermuda's Bank of Butterfield was involved in a million-dollar Canadian court case in which a top judge was convicted of money-laundering cocaine cash for a client.

In Canada once was a judge  
Who thought that the law he could  
fudge  
By smuggling loot  
Through a circular route  
But the Mounties got wise to his dodge.

## LANGUAGE ARTS • MORE POETRY: A Limerick

Use an article from today's edition of the newspaper as inspiration for writing a limerick. A limerick is usually a humorous poem; however, your limerick does not have to be humorous. Cut out the headline and lead and paste them in the space below. Write the limerick beneath.

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## THE CLERIHEW

Edmund Clerihew Bentley (1875-1950) created a particular poetic form: a comic quatrain (four-line verse) with a rhyme scheme of aabb (two couplets). The poems contain anecdotes about well-known persons, and are usually humorous and sometimes satirical. He published his first collection of Clerihew poems *Biography for Beginners* in 1905.

The following poem was Bentley's first, written while in secondary school. He was so tired of chemistry classes, that he wrote the poem to vent his frustration. Sir Humphrey Davy discovered potassium, calcium and sodium.

Sir Humphrey Davy  
Abominated gravy.  
He lived in the odium  
Of having discovered sodium.

Here's another:  
Sir Christopher wren  
Said, "I am going to dine with some  
men."  
If anyone calls,  
say I am designing St. Paul's.

## LANGUAGE ARTS • MORE POETRY: The Clerihew

Who's news today? Scan the headlines in the newspaper for names of contemporary news makers. What quirks or foibles do they have? In the space below, list news makers and facts about them.

NEWSMAKER	INFORMATION
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

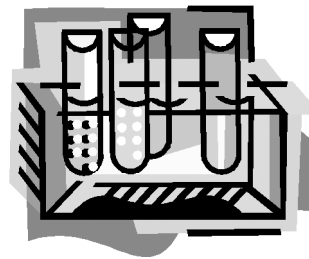
Use the information you have gathered to create clerihews. Use photos from the newspaper to illustrate your poem.

\_\_\_\_\_

\_\_\_\_\_

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*The Clerihew: A Handout, Royal Gazette, Hamilton, Bermuda*



**DIRECTIONS:** Select a story that is based on an interview. Write the name of the person interviewed in the middle and answers (paraphrases or quotes) that he or she gave in the four spaces. On the lines, write the questions that you think the reporter asked.

**Answer**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Question**

**Name of Person**

\_\_\_\_\_

**Question**

**Answer**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Question**

**Answer**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

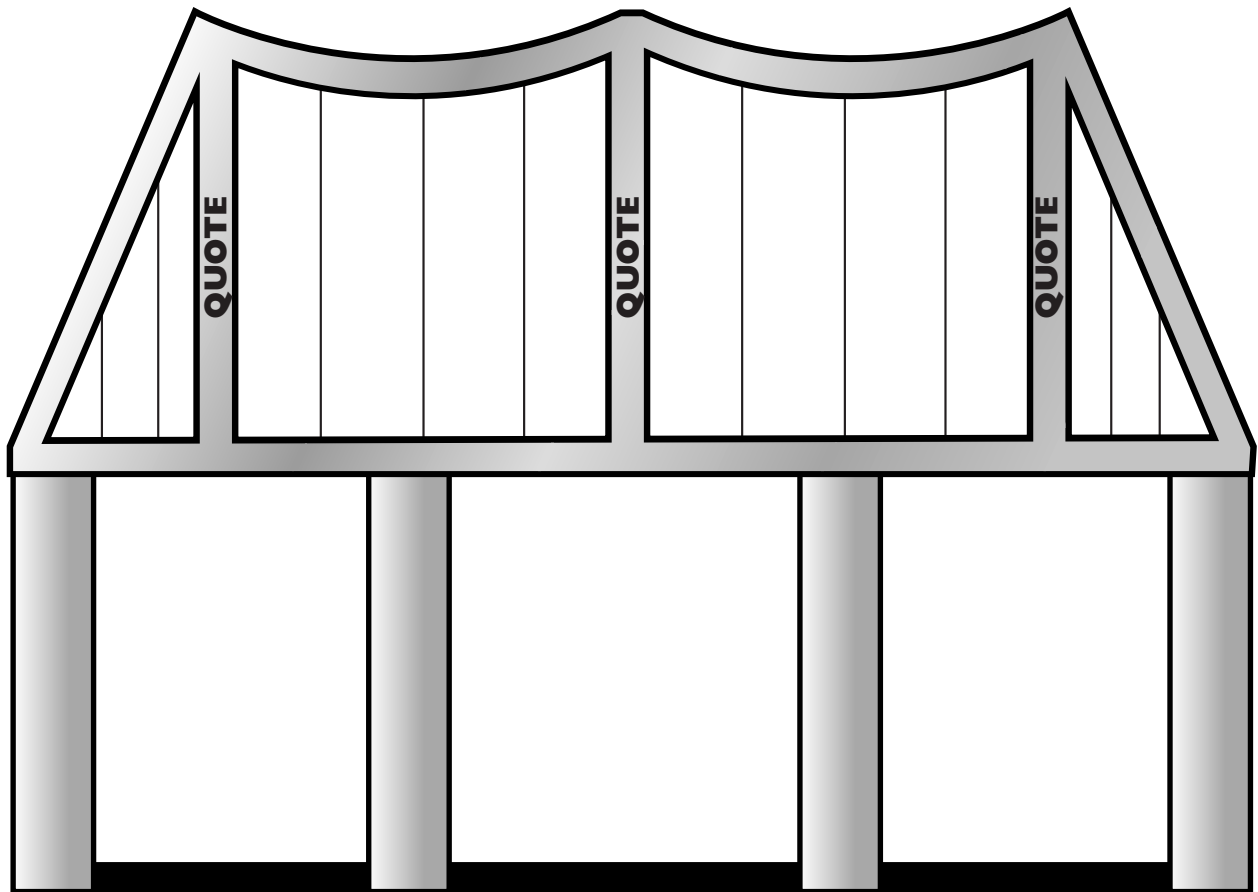
**Question**

**FOLLOW-UP:** Think of four questions you would like to ask someone in the newspaper. Have someone who knows a lot about the person pretend to be that person and allow you to interview him or her. Have other students use the chart above to record the exchange and write stories based on the interview.

# LANGUAGE ARTS • BUILDING with QUOTES



**DIRECTIONS:** Write quotes from a story on index cards and exchange cards with another student. Use the illustration below to outline a story based on the quotes. The quotes act as supports for the story and transition statements connect the quotes. Be sure to write an interesting lead sentence.



# LANGUAGE ARTS • RECALLING and RETELLING EVENTS



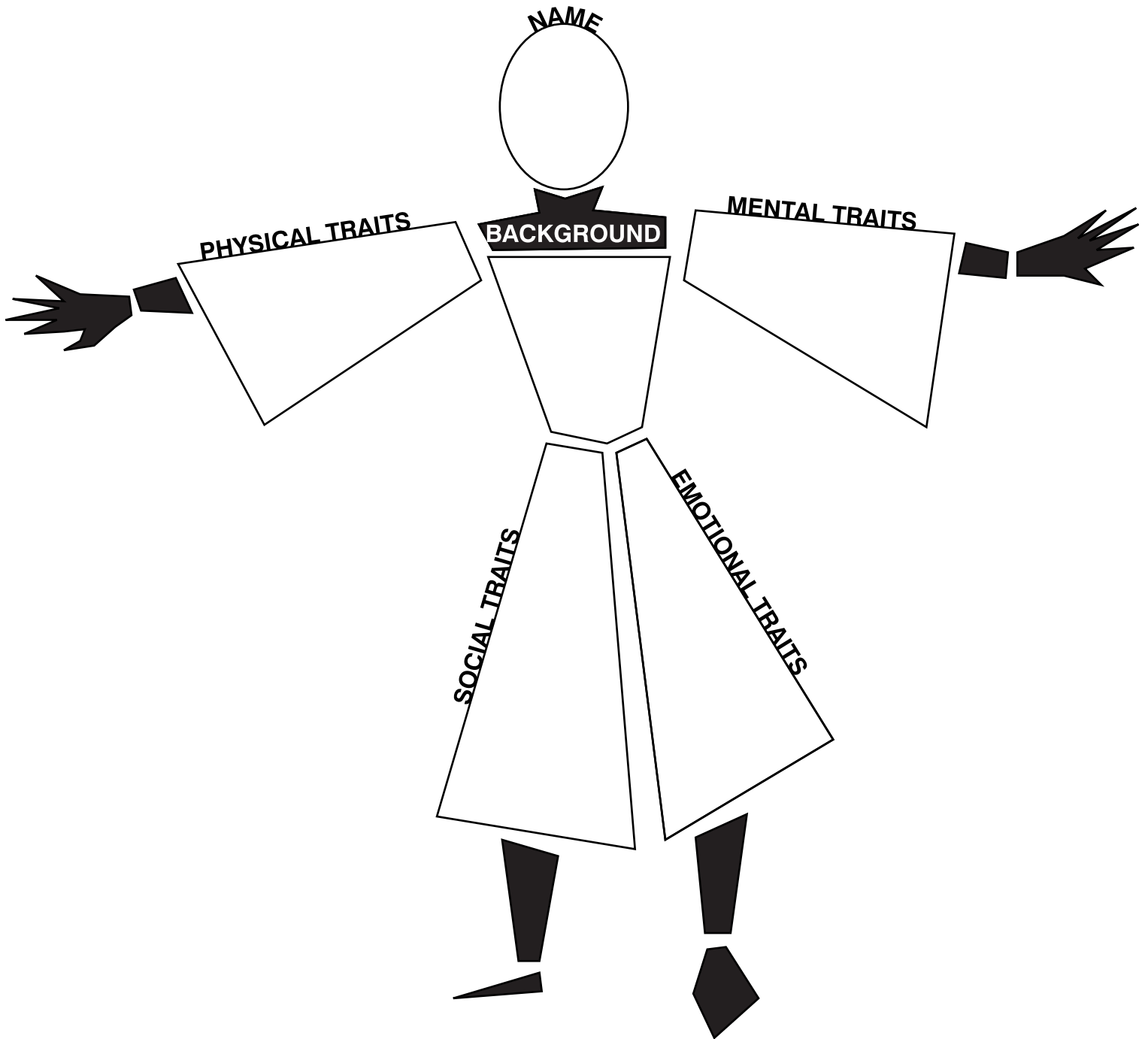
**DIRECTIONS:** Retell a newspaper story you read or heard read. Write the key events in the order they occurred on the storyboard.

**FOLLOW-UP:** Use the storyboard to retell the story from the perspective of someone involved in the event. Pretend you are that person and tell the story in the first person.

# LANGUAGE ARTS • CHARACTER CLUES



**DIRECTIONS:** Find out as much as you can about someone in the newspaper. Choose someone who is in the newspaper on a regular basis. You can choose someone in the comics or a world leader. Fill in the drawing with information you learn about the person. Save the articles (or comics) on which you base your description.

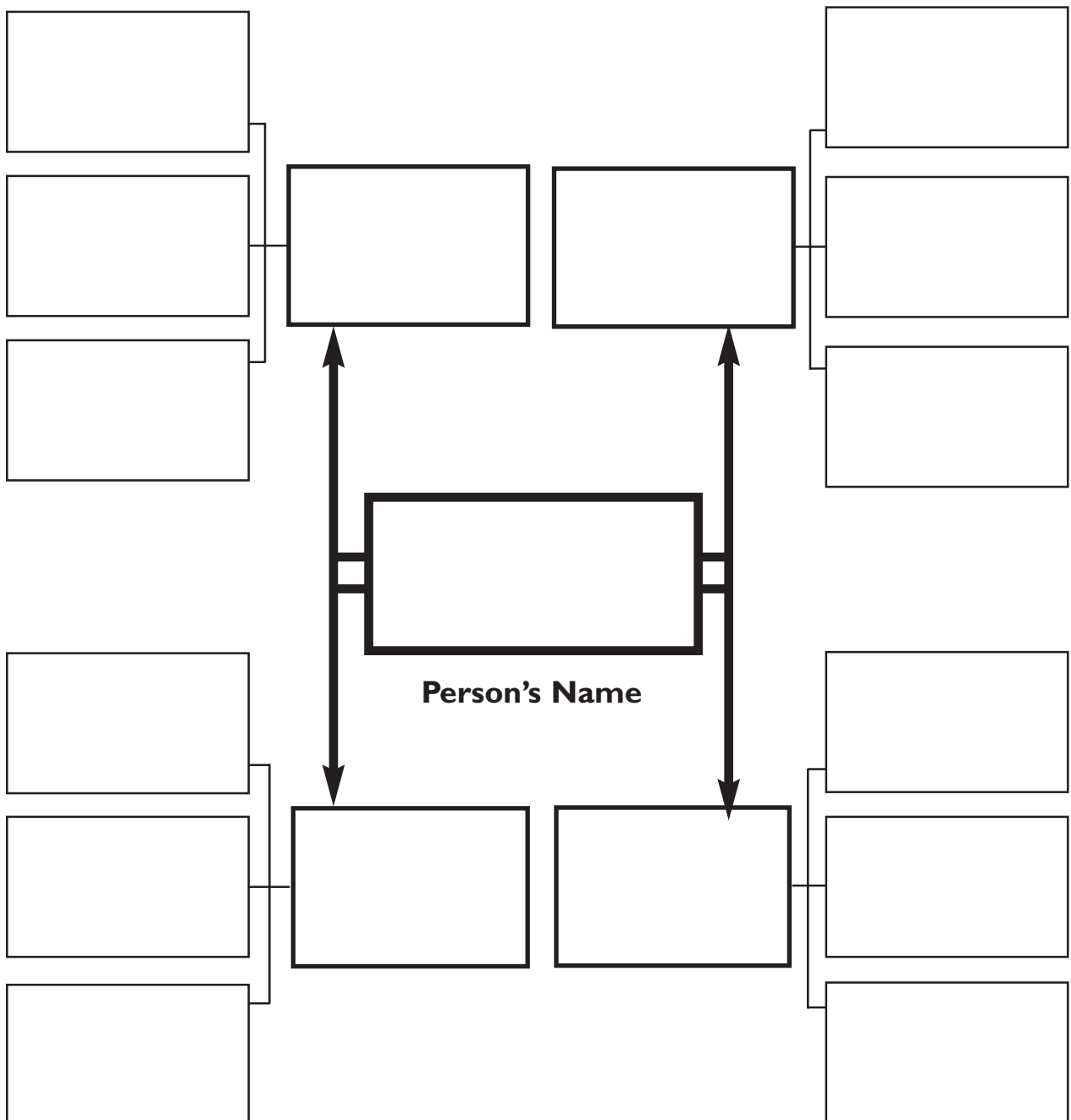


# LANGUAGE ARTS • DESCRIBING a PERSON



**DIRECTIONS:** Select a person whose actions you have studied. Consider a comic character or sports figure, someone featured in an in-depth profile or a famous person who is often in the news. Read one or more stories about someone whom you choose.

Write the person's name in the largest rectangle in the center of the graphic below. In the four boxes with bold arrows, list four character traits that the person exemplifies (or lacks). In each of the three smallest boxes, cite a behavior or statement that supports your choice.





# LANGUAGE ARTS • RATING BEHAVIOR



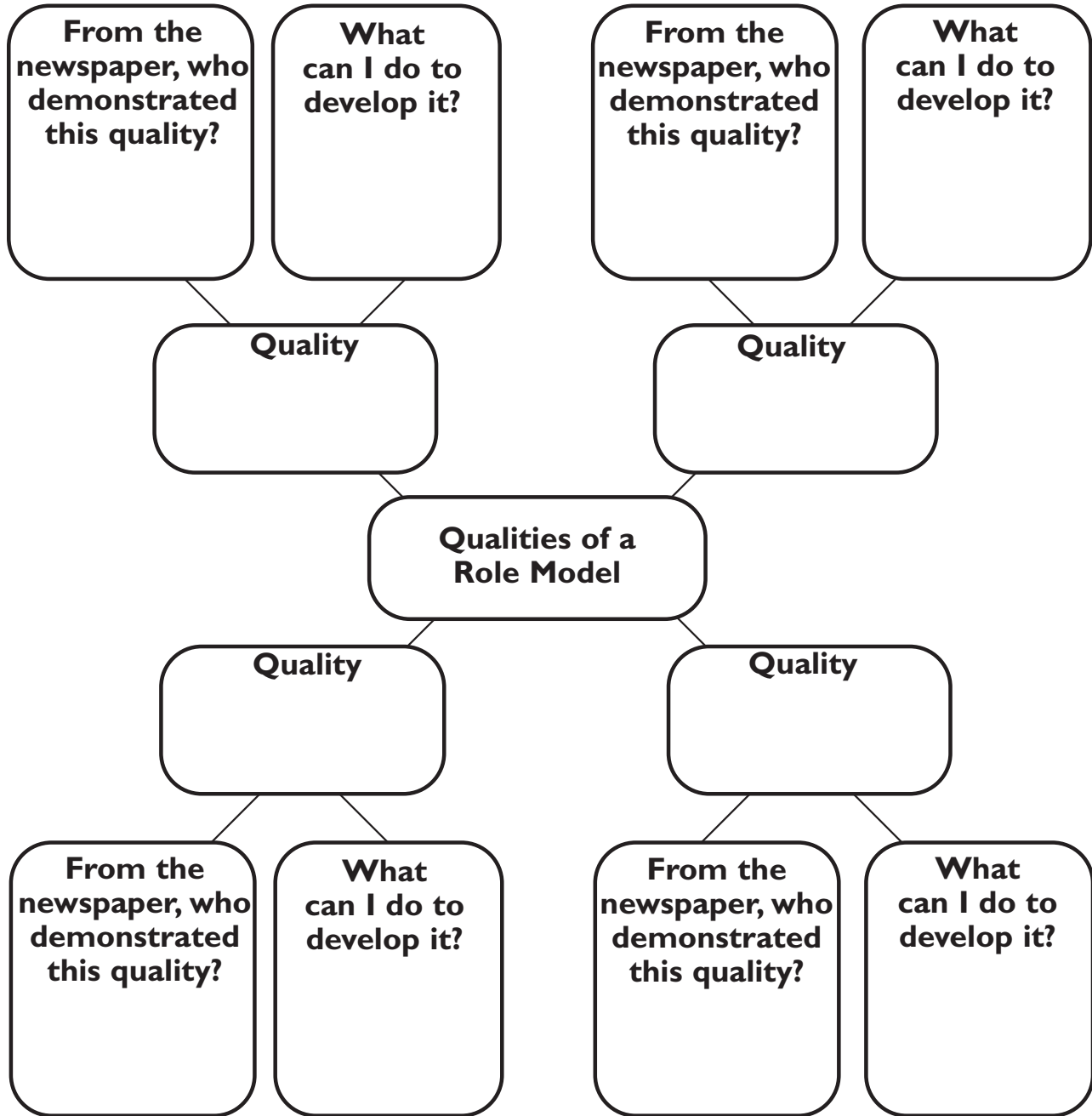
**DIRECTIONS:** Choose someone who interests you from the newspaper. The person may come from a comic, news or sports story, feature or advice column. Using what you can learn from reading about the person over one or more days, use the rating scale to describe the person. Save the articles on which you base your conclusions. Highlight the behaviors, statements, facial expressions and other things that support your conclusions.

happy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	unhappy
careful	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	clumsy
lucky	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	unlucky
friendly	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	unfriendly
serious	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	funny
hardworking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	lazy
thoughtful	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	inconsiderate
strong	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	weak
caring	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	callous
respectful	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	rude

**FOLLOW-UP:** Add other words to the list. Choose words that you think best describe the person. Include words and their opposites when adding to the rating scale.



**DIRECTIONS:** What makes someone a positive role model? Look for qualities demonstrated by people in the news.



**FOLLOW UP:** Substitute leader, parent, friend, employee, employer, scientist, public official for “role model” and answer the questions. Do the qualities you select change or remain the same for the different roles?

# LANGUAGE ARTS • QUALITIES of a LEADER



**DIRECTIONS:** Read several articles dealing with government officials and make a list of leadership qualities they exhibit. Rank their qualities in order of importance to you. Then make generalizations about what makes a good leader by answering the last three questions.

<b>Quality</b>	<b>Leader's Name</b>	<b>Order of Importance</b>
----------------	----------------------	----------------------------

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

**1. Who do you most admire?**

\_\_\_\_\_

\_\_\_\_\_

**2. What qualities do they exhibit?**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**3. Do these qualities correspond to ones you admire in a leader?**

\_\_\_\_\_

\_\_\_\_\_

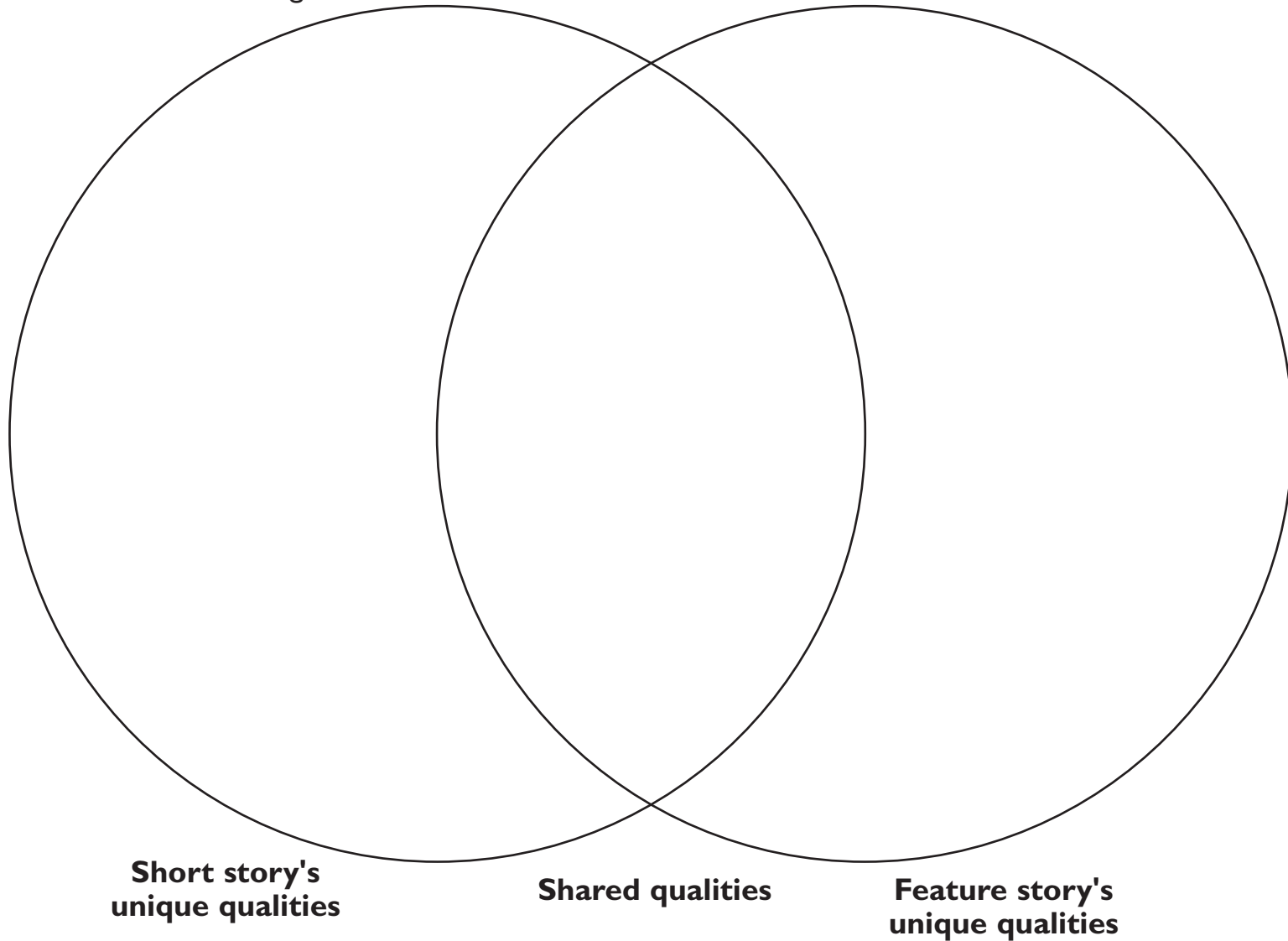
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## LANGUAGE ARTS • FEATURE STORIES vs. SHORT STORIES

DIRECTIONS: Compare the writing of a short story to the writing of a feature story in the newspaper. Consider emotional appeal, title, setting, characters, plot, theme and mood. Consider also their purpose and audience and their length.





# LANGUAGE ARTS • DISTINGUISHING FACT from OPINION

DIRECTIONS: Read several newspaper articles and identify statements of fact and opinion. Complete the chart below:

Statement:	Fact or Opinion?	Which Newspaper Section?	What type of Story?	Whose Opinion Is Expressed?



**DIRECTIONS:** Choose an editorial about a topic that interests and concerns you. Record information from the editorial in the spaces below:

Introductory paragraph (position or purpose)

Supporting evidence

Supporting evidence

Supporting evidence

BUT  
Opposing evidence

Conclusion  
(restating position)

**FOLLOW-UP:** Use the outline above to write your own editorial about a topic. Be sure to read and gather facts to support your opinion. Write an interesting lead!



DIRECTIONS: Write down the key question raised in newspaper articles about an issue. Read to find reasons to answer the question yes and no. Write the reasons below. Study them carefully and then write conclusions you reach. Indicate which side (yes or no) you take.

<p style="text-align: center;"><b>REASONS YES</b></p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<p><b>THE CENTRAL QUESTION</b></p>	<p style="text-align: center;"><b>REASONS NO</b></p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
	<p><b>CONCLUSIONS</b></p>	

FOLLOW-UP: Use your strongest reasons in a discussion or debate. Or write an editorial on the position you take on the question.



# LANGUAGE ARTS • SOLVING PROBLEMS

**DIRECTIONS:** Locate and read stories, editorials, cartoons, etc. about a current problem. State the problem below, then analyze it by describing its cause(s) and effect(s). Next, suggest three possible solutions and list any obstacles to the solutions.

