

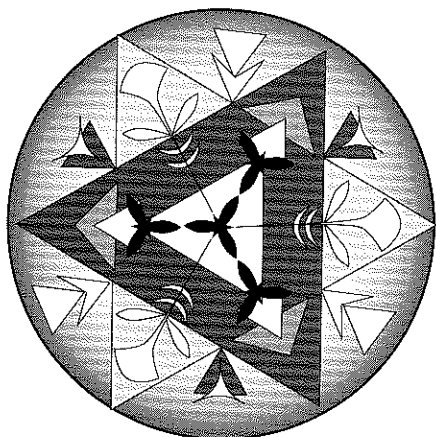
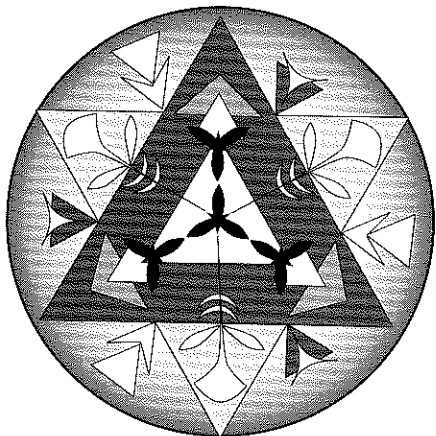
# **Newspapers**

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## **Touching the Kaleidoscope of Your Mind**

**Activities for  
Multiple Intelligences**

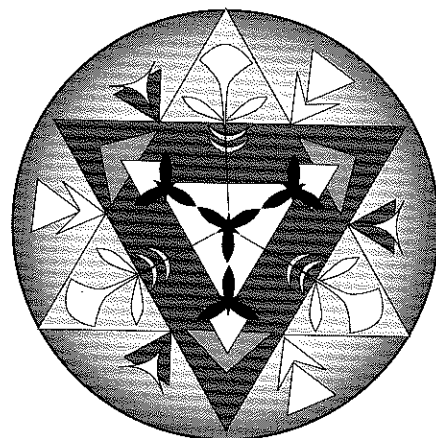
**Curriculum Guide for  
Newspaper in Education Week**



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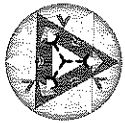
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The Newspaper Association of America Foundation  
International Reading Association  
National Council for the Social Studies  
Endorsed by the Canadian Daily Newspaper Association



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# Why Newspaper in Education Week?

Newspaper in Education Week is a project jointly sponsored by the International Reading Association, the National Council for the Social Studies, and the Newspaper Association of America Foundation; it is held each year, usually during the first week of March. Newspaper in Education Week involves councils affiliated with the International Reading Association and the National Council for the Social Studies, and schools and newspapers across the United States and in other countries throughout the world. By using the newspaper in direct applications or extensions of the learning process, the program aims to reinforce a positive and relevant lifetime reading habit. The NIE Week program is designed not to replace but to complement the outstanding work done throughout the year by educators and NIE coordinators in the United States and Canada.

Newspaper in Education Week shows that

- through the use of the newspaper, students can become better informed and consequently better citizens.
- newspapers demonstrate practical applications of skills and concepts presented in the school curriculum at all levels.
- newspapers update the information contained in textbooks.
- newspapers are fun to read, and fun motivates learning.
- by using the newspaper, teachers have the chance to explore some teaching approaches and resources that they may not have tried previously.

These points provide a solid basic foundation for Newspaper in Education Week. This project is devoted to enhancing the skills and content learned in the classroom through using the newspaper as part of the school's instructional program.

Children do not simply begin to read the newspaper on their own. They need models—parents and teachers who are excited about reading and who share with others what they have read. Parents who are more than a face behind the daily newspaper and teachers who use the newspaper as a means of enhancing the broad scope of learning show children just how important newspapers can be. If the goals of NIE Week are even partially met, the many worlds of the newspaper will open to thousands of students. These youngsters will step into tomorrow more adequately prepared to meet the challenges of our ever-changing society.

## **The Role of the Newspaper Association of America Foundation in NIE Week**

The Newspaper Association of America represents more than 1,500 U.S. and Canadian daily and weekly newspapers, accounting for more than 85 percent of the daily newspaper circulation in the United States as well as considerable circulation in Canada and in other countries around the world. The NAA Foundation encourages the advancement of informed and intelligent media use by all citizens, especially young people—encouraging them to value a people's right to know and their right to a free and unfettered press.

America's newspaper people care deeply about children—about their future as citizens and as newspaper readers. Newspaper people know that the business they work in and the society they live in will remain healthy only if today's youngsters learn to read, think and be curious about what's going on in the world around them. More than 700 newspapers across the United States and Canada sponsor Newspaper in Education programs. To find out more about NIE, call your local newspaper.

The NAA Foundation is dedicated to developing tomorrow's readers by encouraging them to acquire and value information from newspapers and other media. The NAA Foundation has been working with newspapers and educators methodically building a bold program that is having an impact on youngsters' reading skills. The Newspaper in Education program brings daily newspapers into schools to help teach subjects from grammar to geography, from social studies to science.

The NIE program is a logical marriage of the local school system and the local newspaper—two institutions working together to stimulate youngsters to learn to read and to become lifelong readers.

## **The Role of the International Reading Association in NIE Week**

The International Reading Association is a professional organization of approximately 95,000 members from all areas of the education community, with programs and networks that are international in scope. The Association's purposes are to improve the quality of reading instruction, to increase the level of literacy, and to encourage a lifetime reading habit. The Association's goal of worldwide literacy goes beyond the fundamental ability and freedom to read to include critical judgment of content and the enjoyment of reading.

It is with these goals in mind that the International Reading Association welcomes the opportunity to cooperate with the Newspaper Association of America Foundation and the National Council for the Social Studies to develop this teacher's guide for using newspapers. There is no more practical way to enhance readers' ability for critical thinking than through a medium that so closely affects their daily lives.

The Association applauds efforts such as this Newspaper in Education curriculum guide and encourages its members to enrich their reading instruction by applying it within their own scholastic framework.

## **The Role of the National Council for the Social Studies in NIE Week**

The National Council for the Social Studies is pleased to join with the International Reading Association and the Newspaper Association of America Foundation to sponsor NIE Week.

Social studies teachers rely on newspapers in many ways. Newspapers provide up-to-date information on important news events around the world. Newspapers can be used to follow an event over time, providing a chance for readers to reflect on personalities and happenings. Although radio and television news tell us that events have occurred, only newspapers allow us to read about them immediately and in depth.

The reading and writing skills so important to a student's education can all be taught using the newspaper. We urge social studies teachers to take advantage of the newspaper as a teaching tool.

## **Special Acknowledgement**

Many primary level activities in this guide were developed by Lisa H. McDermott, Lincoln Early Childhood Center, Allentown School District, Allentown, Pennsylvania.

## **Sources of Information about NIE Week**

The sponsoring organizations will be pleased to provide more information about Newspaper in Education programs.

International Reading Association  
800 Barksdale Road, P.O. Box 8139  
Newark, DE 19714-8139, USA  
Telephone: 302-731-1600, ext. 281

National Council for the Social Studies  
3501 Newark Street N.W.  
Washington, DC 20061, USA  
Telephone: 202-966-7840

Newspaper Association of America Foundation  
The Newspaper Center  
11600 Sunrise Valley Drive  
Reston, VA 22091, USA  
Telephone: 703-648-1000



## Why a Kaleidoscope?

Because it's pretty.

Because it's fun.

Because one source of color and shapes can generate hundreds and hundreds of different images.

Open the chamber of a kaleidoscope and you'll see bits and pieces of colored glass.

Look through the eyepiece of the kaleidoscope and you'll see those bits and pieces create an organized pattern.

Turn the tube of the kaleidoscope and those same bits and pieces will re-form into a completely different, but still organized, pattern.

Like the chamber of the kaleidoscope, the world contains pieces of information — information that is conveyed through visual cues, language, auditory cues and action.

Yet each of us organizes that same information into patterns that are meaningful to us. Some of us focus on images. Some of us concentrate on words. Some of us pick out patterns and numbers. Some of us respond to sounds. And some of us react to movement.

We perceive and organize the world's bits and pieces through different intelligences — multiple intelligences.

Thus, the kaleidoscope model. We see and understand the world in a variety of unique and individual ways.

As sensitive educators, we must allow our students to absorb the world and to explain it through their own distinct combinations of intelligences.



# Multiple Intelligence Theory

The activities in this guide are based on the work of Harvard psychologist Howard Gardner, who has identified seven “intelligences.” His multiple intelligence theory (MI) has been applied to classrooms and teaching strategies since 1983.

## What is an “intelligence”?

Gardner defines an intelligence as a new kind of construct. He calls it a “biological and psychological potential.” The extent to which that potential is realized depends upon the experiential, cultural and motivational factors that affect the individual. Gardner used empirical research to establish his seven intelligences. The MI model contains several major points:

- Everyone possesses all seven intelligences.
- Most people can develop each intelligence to an acceptable level of competency.
- Intelligences work together in complex ways.
- There are many ways to be intelligent within each category.

## What are the seven intelligences?

- **Linguistic** — the capacity to use words effectively and to manipulate the syntax and semantics, as well as the practical aspects, of language. Students strong in this intelligence enjoy word games, puns and jokes. They do well with written reports, essays, poetry and debates.
- **Logical-Mathematical** — the capacity to use numbers effectively, to reason well, and to be sensitive to logical patterns and relationships. Students strong in this intelligence look at situations logically, are precise and methodical and take a systematic approach to problem solving. They do well with math processes and operations as well as the scientific method.
- **Spatial** — the capacity to perceive the visual-spatial world accurately and to be sensitive to color, line, shape, form, space. Students strong in this intelligence think in images, pictures and three-dimensional models. They like to draw, design and build things. They do well with diagrams, maps, flowcharts, sculpture, painting and posters.
- **Bodily-Kinesthetic** — the capacity to use one’s whole body to express ideas and feelings and to use one’s hands to produce or transform things. Students strong in this intelligence are highly coordinated and tactile. They enjoy hands-on learning and performance. They do well with dance, dramatization, role-playing and athletics.

- **Musical** — the capacity to perceive, discriminate, transform and express musical forms. Students strong in this intelligence are sensitive to nonverbal sounds such as rhythms, pitch and tone. They like to make up songs and play musical instruments.
- **Interpersonal** — the capacity to perceive and to be sensitive to the moods, intentions, motivations and feelings of other people. Students strong in this intelligence are sensitive to others. They work well with groups, often assuming a leadership role. They like to discuss ideas, build consensus and work in teams.
- **Intrapersonal** — the capacity for self-knowledge and the ability to act on that self-knowledge. Students strong in this intelligence are sensitive to their own inner feelings. They know their own strengths and weaknesses. They enjoy solitude and pursuing their own personal interests. They do well with autobiographies and journal writing.

### **How is multiple intelligence theory useful in the classroom?**

Multiple intelligence theory helps teachers develop different learning opportunities for students and provides ideas for teachers to design activities for performance assessment. Gardner believes that nearly every topic can be approached in a variety of ways; however, not every topic or content area lends itself to all seven intelligences. Teachers will have to make judgments about which intelligences to stress in each lesson.

Multiple intelligence theory underscores the idea that cooperative education is not for students only. Many teachers may feel ill-prepared to teach using certain intelligences, such as musical or spatial. This the the time to call in the experts and to develop units with the art, music, physical education and dramatics teachers. These cooperative ventures can lead to exciting integrated units.

### **Using this guide**

The activities in this guide are organized according to seven intelligences of MI theory. The main section contains activities for students in grades K through 6. The ideas at the beginning of each section are for primary students. The activities become progressively more difficult. The second section at the end of the guide contains activities designed for secondary students.



## Touching the Kaleidoscope of Your Mind and MI Activities

While the activities in the guide are divided into MI sections, they all involve more than one intelligence. The chart below indicates the multiple intelligences addressed in each activity. The main intelligence is represented by an “✕” and the other intelligences are marked with a “✓”.

| Activity               | Linguistic | Log/Math | Spatial | Bod/Kin | Musical | Inter-personal | Intra-personal |
|------------------------|------------|----------|---------|---------|---------|----------------|----------------|
| Looking at letters     | ✕          |          | ✓       |         |         |                |                |
| What I want to know... | ✕          | ✓        | ✓       |         |         | ✓              |                |
| Sports writer          | ✕          | ✓        |         |         |         |                |                |
| The comics             | ✕          | ✓        | ✓       |         |         |                |                |
| Word games             | ✕          | ✓        |         |         |         | ✓              |                |
| What do you see?       | ✕          |          | ✓       |         |         | ✓              |                |
| Looking for answers    | ✕          | ✓        | ✓       |         |         | ✓              |                |
| Organizing what we eat |            | ✕        | ✓       | ✓       |         |                |                |
| How many?              |            | ✕        | ✓       | ✓       |         |                |                |
| Number ID              | ✓          | ✕        |         |         |         |                |                |
| Perfect predictions?   |            | ✕        | ✓       |         |         |                |                |
| Page one patterns      |            | ✕        | ✓       |         |         |                |                |
| Timeline               | ✓          | ✕        |         |         |         | ✓              |                |
| Coin combinations      |            | ✕        | ✓       | ✓       |         |                |                |
| Match that shape       |            | ✓        | ✕       |         |         | ✓              |                |
| Colorful comics        |            | ✓        | ✕       | ✓       |         | ✓              |                |
| Favorite scenes        |            |          | ✕       | ✓       |         | ✓              |                |
| We are the news        |            | ✓        | ✕       | ✓       |         | ✓              |                |
| Art as you go          |            |          | ✕       | ✓       |         |                |                |
| Personal patterns      |            |          | ✕       | ✓       |         |                | ✓              |
| Getting around         | ✓          | ✓        | ✕       |         |         |                |                |
| Real-life artists      | ✓          |          | ✕       |         |         | ✓              |                |
| Walk that walk         | ✓          |          |         | ✕       |         | ✓              |                |



| Activity                     | Linguistic | Log/Math | Spatial | Bod/Kin | Musical | Inter-personal | Intra-personal |
|------------------------------|------------|----------|---------|---------|---------|----------------|----------------|
| Creative cooking             | ✓          | ✓        |         | ✗       |         | ✓              |                |
| Newspaper corkscrew          | ✓          |          |         | ✗       |         | ✓              |                |
| Human continuum              | ✓          | ✓        |         | ✗       |         |                |                |
| News on stage                | ✓          |          | ✓       | ✗       |         | ✓              |                |
| Mime                         | ✓          |          |         | ✗       |         | ✓              |                |
| Try a different way          | ✓          | ✓        |         | ✗       |         | ✓              |                |
| Sports challenge             | ✓          |          |         | ✗       |         | ✓              | ✓              |
| Sing a song                  |            |          | ✓       |         | ✗       | ✓              |                |
| Rhythm time                  |            |          |         | ✓       | ✗       | ✓              |                |
| Musical impressions          | ✓          |          |         |         | ✗       | ✓              |                |
| Explore music                | ✓          | ✓        |         |         | ✗       | ✓              |                |
| Theme song                   | ✓          |          |         |         | ✗       | ✓              |                |
| Presenting...the news!       | ✓          |          |         |         | ✗       | ✓              |                |
| Music and the movies         | ✓          |          |         |         | ✗       |                | ✓              |
| Match that sound             | ✓          |          |         |         | ✗       | ✓              |                |
| My kind of town              |            |          | ✓       |         |         | ✗              |                |
| Friendship flower            | ✓          |          |         | ✓       |         | ✗              | ✓              |
| Comparing photos             | ✓          |          | ✓       |         |         | ✗              |                |
| Spin a tale                  | ✓          |          | ✓       |         |         | ✗              |                |
| One-minute reflections       | ✓          |          |         |         |         | ✗              | ✓              |
| What would you do?           | ✓          |          |         |         |         | ✗              | ✓              |
| Why did they do that?        | ✓          |          |         |         |         | ✗              |                |
| What would they think today? | ✓          |          |         | ✓       |         | ✗              |                |
| Join the comics?             |            | ✓        |         |         |         |                | ✗              |
| Thinking about me            | ✓          |          | ✓       |         |         |                | ✗              |
| Photo reactions              |            |          | ✓       |         |         |                | ✗              |
| News reactions               | ✓          |          |         |         |         |                | ✗              |
| If I were...                 | ✓          |          |         |         |         |                | ✗              |
| Personalized newspaper       | ✓          |          | ✓       |         |         |                | ✗              |

| Activity                     | Linguistic | Log/Math | Spatial | Bod/Kin | Musical | Inter-personal | Intra-personal |
|------------------------------|------------|----------|---------|---------|---------|----------------|----------------|
| Priorities                   | ✓          |          |         |         |         |                | ✗              |
| First-class fitness          | ✓          |          |         | ✓       |         |                | ✗              |
| <b>Secondary Activities</b>  |            |          |         |         |         |                |                |
| What's so funny?             | ✗          |          |         |         |         | ✓              |                |
| Boost your word power        | ✗          | ✓        |         |         |         | ✓              | ✓              |
| Let's talk                   | ✗          |          | ✓       |         |         | ✓              |                |
| Make a news connection       | ✗          |          |         |         |         | ✓              |                |
| Tell me again                | ✗          |          |         |         |         | ✓              |                |
| Sports finances              |            | ✗        |         |         |         | ✓              |                |
| Grim Reaper predictions      |            | ✗        |         |         |         | ✓              |                |
| Current events collage       | ✓          |          | ✗       |         |         | ✓              | ✓              |
| Art expert                   | ✓          |          | ✗       |         |         |                | ✓              |
| Assume the role              | ✓          |          |         | ✗       |         | ✓              |                |
| Resolving conflicts          | ✓          |          |         | ✗       |         | ✓              |                |
| Music and people in the news | ✓          |          |         |         | ✗       | ✓              |                |
| World music                  | ✓          |          |         |         | ✗       |                | ✓              |
| Express yourself             | ✓          | ✓        |         |         |         | ✗              |                |
| Your honor...                | ✓          |          |         | ✓       |         | ✗              |                |
| Improve your life            | ✓          |          |         |         |         |                | ✗              |
| Whose values?                | ✓          |          |         |         |         | ✓              | ✗              |



# read, write, discuss and more...

## Looking at letters

*Newspaper elements: Headlines and ads*

*Other intelligences: Spatial*

- Select several newspaper papers with large headlines or large ads. Look for ads that use different typefaces.
- Select one letter to show students. Circle the letter on the newspaper page.
- Point out how the same letter can look different depending on the kind of type used.
- Give students the “Looking at letters” activity sheet. Go over directions with them. Let students complete the sheet individually or in groups.
- Have students share their work and help them identify the relevant features of each letter. What makes an “A” an “A”?

## What I want to know is...

*Newspaper element: News photo or feature photo*

*Other intelligences: Logical-Mathematical, Spatial, Interpersonal*

- Have the class select a photograph they would like to know more about from the newspaper. Show them the photo only; do not read the caption, or cutline, under the photo.
- Encourage students to brainstorm a list of questions they would like to have answered about the content of the photo. Write the list on the board.
- Now read the cutline beneath the photo or the story accompanying the photo to the class.
- Return to the list and have students answer as many questions as possible.
- Have students use the background knowledge gathered from the reading to predict what the answers might be to the unanswered questions.

## Sports writer

*Newspaper elements: Sports stories*

*Other intelligences: Logical-Mathematical*

- Have students watch a sporting event that will be covered by the newspaper. Students may watch a local professional team, a

- community high school team or a neighborhood recreational team.
- Then have students write a story based on the event.
- Have students compare their stories with the story that appears in the newspaper.
- Alternative: Show students a videotape of part of a sporting event. Then have students write a story based on the event and compare their written reports.

## The Comics

*Newspaper elements: Comic strips*

*Other intelligences: Logical-Mathematical, Spatial*

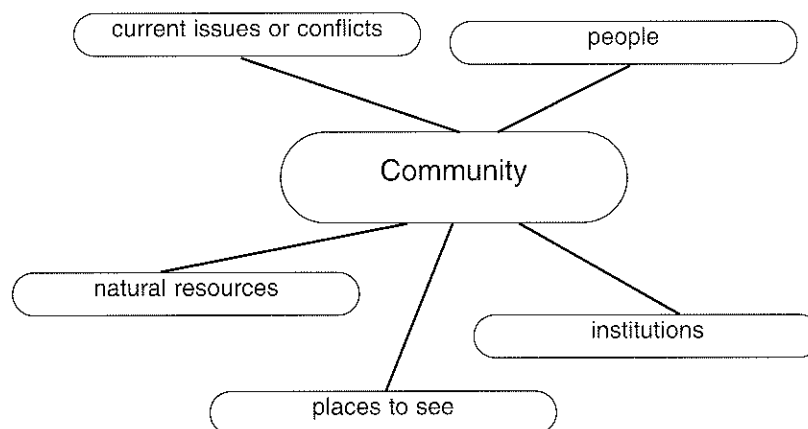
- Collect several sections of comics from one or several newspapers. Give the students time to read and respond informally to the comics.
- In small groups ask them to share their favorites and tell why they like them.
- Have students vote on their first-, second- and third-choice comics. Have students graph the results.

## Word games

*Newspaper elements: News stories and feature stories*

*Other intelligences: Logical-Mathematical, Interpersonal*

- Use different sections of the newspapers to locate vocabulary related to a theme in a current area of study in your classroom.
- Have students work as a class to compose concept map headings related to the theme, such as those in the example here.
- Have students skim and scan the newspaper over several days for terms related to the chosen theme.
- Have students add the new terms to the concept map or create new categories to reflect what they have learned.
- Have students use the terms to play word games such as “Hangman” or “20 Questions,” or to create a word search for a partner to solve.



## **What do you see?**

*Newspaper elements: News photos*

*Other intelligences: Spatial, Interpersonal*

- As a class, look at photos used in newspapers and read the cutlines under the pictures.
- Over the next days, take pictures of the class during inside and outside activities. Develop the photos.
- Have students write copy for each picture, imagining it is part of a photo-journalistic view of the class.
- Have students decide in which section of the newspaper each photo would belong.
- Have students write a story to go along with each picture for a class newspaper.

## **Looking for answers**

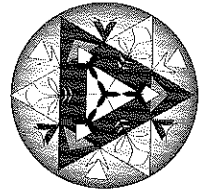
*Newspaper elements: News photo or feature photo*

*Other intelligences: Logical-Mathematical, Spatial, Interpersonal*

- Use the activity page “Looking for answers” with students.
- Model the activity for the class. Select a photo and show it to the class. Do not read the cutline below the photo or tell the students about the subject of the photo.
- Have the class brainstorm questions to ask about the photo. Encourage them to think beyond literal questions — they may ask questions that cannot be answered by looking at something in the photo.
- Hand out activity sheets. Have students work independently.
- After students have written their questions, they pass the questions and photo along to a classmate. The classmate makes up a story about the photo. The story must answer the questions posed by the first student.
- Have students share responses.
- Have students describe the elements that make a good newspaper photo.

Name \_\_\_\_\_

Date \_\_\_\_\_



## Looking at letters

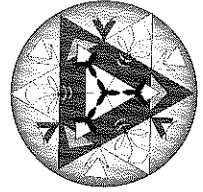
1. There are many different ways to print the letters of the alphabet. Each different style is called a typeface or a font.
2. Try to find different type styles in the newspaper. Cut out upper case and lower case examples of the letters below. Find as many different examples as you can. Paste the letters on the chart below.

| Letter | Upper case | Lower case |
|--------|------------|------------|
| A      |            |            |
| G      |            |            |
| R      |            |            |

4. Circle a letter in the font you like best.

Name \_\_\_\_\_

Date \_\_\_\_\_



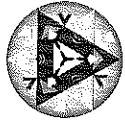
## Looking for answers

1. Find a photo you like in the newspaper.
2. Paste the photo in the space below.
3. Write ten questions about the subject of the photo. The questions do not have to be answered by something you actually see in the photo.

paste photo here

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

4. Now give your photo and questions to another classmate.
5. Your classmate will write a story about your photo that answers your questions.



## 2

# organize, enumerate, calculate and more...

### Organizing what we eat

*Newspaper elements: Grocery display ads*

*Other intelligences: Spatial, Bodily-Kinesthetic*

- Have students use ads from the grocery store to find and cut out pictures of foods.
- Discuss the areas of the food pyramid with the class.
- Then have students use the activity page “Organizing what we eat”.
- Have students locate food items on the grocery ad pages and paste the pictures on the food pyramid.
- Alternative: Have students create a matrix of the six food groups.

### How many?

*Newspaper elements: Grocery ads and retail display ads*

*Other intelligences: Spatial, Bodily-Kinesthetic*

- Have students find and cut out numerals from grocery display ads.
- Have students place the numerals in sequence, from low to high.
- Have students find and cut out photos or pictures of objects to make a number graph.

### Number ID

*Newspaper elements: News photos and feature photos*

*Other intelligences: Linguistic*

- Have students collect photos of people in the newspaper over several days.
- Have students count the number of people in each photo.
- Have them write the numeral for the number next to the photo.
- Have them line up the photos in number sequence.
- Alternatives: Students can count the number of cars pictured on car ads, the number of food items on grocery display ads or the number of toys in a store ad.



## Perfect predictions?

*Newspaper elements: Weather page*

*Other intelligences: Spatial*

- Use the weather page from the beginning of the week. Cut out the daily pictorial predictions or the temperatures listed for the rest of the week.
- Have students make a chart that compares the forecast and the actual weather.
- Graph the results.
- Alternative: Have students make predictions about sporting events and then chart the differences between their predictions and the actual scores.

## Page one patterns

*Newspaper elements: Front page*

*Other intelligences: Spatial*

- Collect several front pages of the same newspaper over several days.
- Identify the elements that always appear on that page.
- Identify those elements that are “anchored” in the same location each day.
- Identify the elements that always appear on the page, but may be in different locations each day.
- Alternatives: Find other pages or sections that always contain the same elements (e.g., an entertainment page, a sports page with box scores, etc.). Have students identify the patterns they see on those pages. Have groups of students each take one section of the newspaper and identify the elements that are specific to that section.

## Timeline

*Newspaper elements: News stories*

*Other intelligences: Linguistic, Interpersonal*

- Have students locate a news story about an ongoing event.
- Have students create a timeline for the story with regular increments — in days or weeks.
- Assign different students to follow the news story over different weeks. Each time there is a news update on the story, the student assigned to follow the story that week reports to the class and writes the news on the timeline.

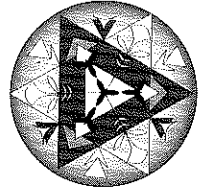
## Coin combinations

*Newspaper elements: Ads*

*Other intelligences: Spatial, Bodily-Kinesthetic*

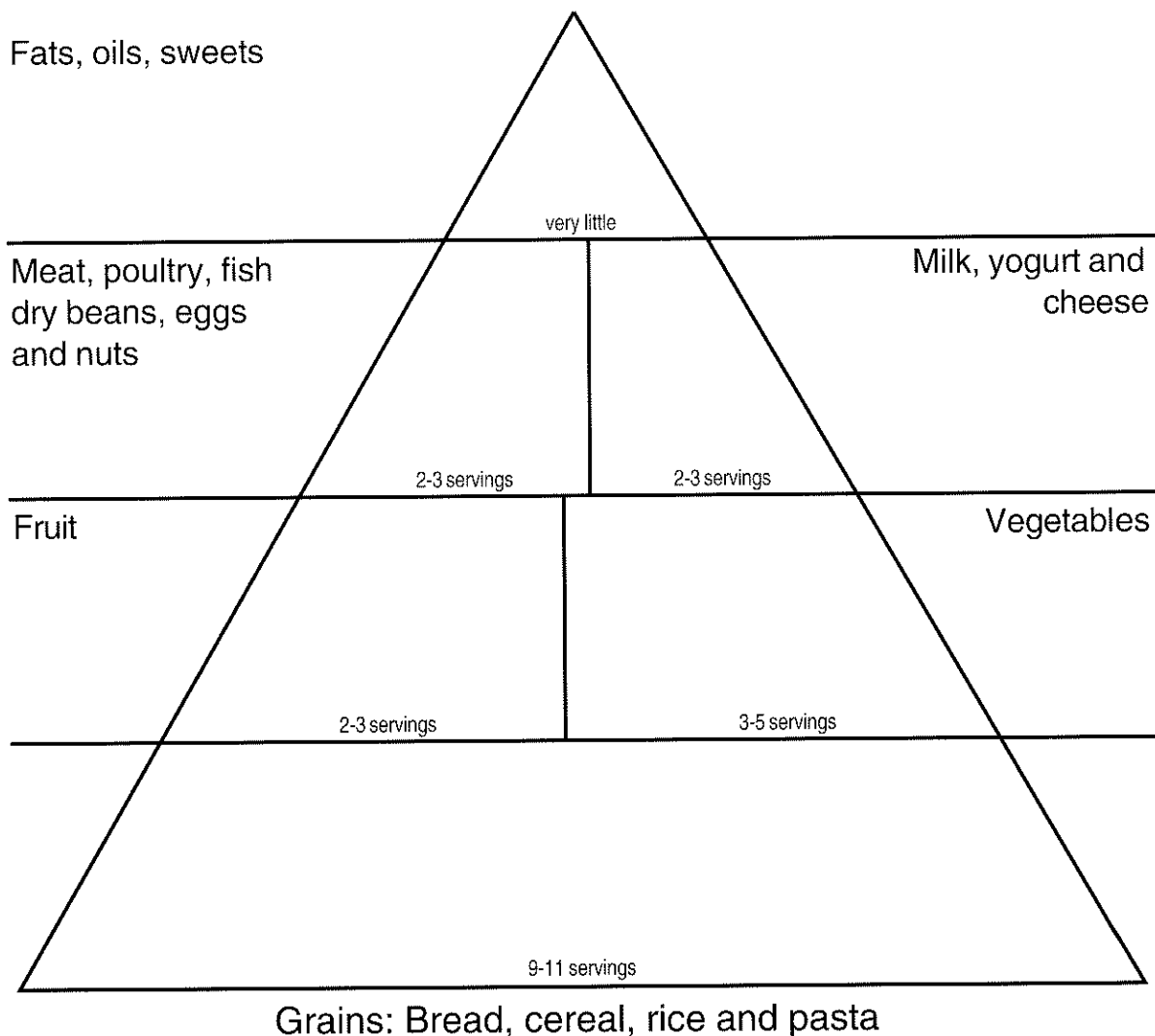
- Collect and have on tables for groups of students: four quarters, ten dimes, ten nickels and ten pennies in play money.
- Begin by asking each group to name something they might buy that costs less than a dollar — a candy bar, a soft drink, etc.
- Ask a student to give the price of the item and then select the coins needed to make the purchase. Have a student recorder for each group. Write the choices on a chart at each table.
- Have another student select a different combination of coins to make the same amount. Have the student recorders write these.
- Explain that there are many ways to make the same amount in coins. Encourage students to share with the whole class some of the combinations they made at their table.
- Distribute the activity sheet “Coin combinations” and have students complete it individually or in pairs.

Name \_\_\_\_\_  
Date \_\_\_\_\_



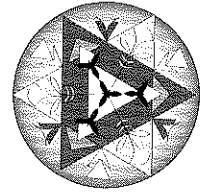
## Organizing what we eat

1. There are many, many different kinds of food. Do you know what foods to eat to be healthy? Do you know how much of each food to eat each day? One way to organize foods to make good choices is to use the food pyramid.
2. The food pyramid tells you how much of each food to eat each day. Cut out pictures or words for different foods and paste them in the food pyramid below. Select foods you like to eat!



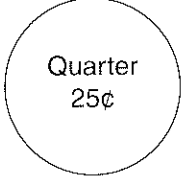
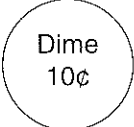
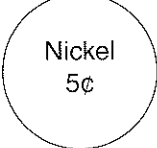
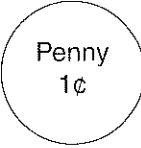
Name \_\_\_\_\_

Date \_\_\_\_\_

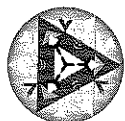


## Coin combinations

1. You are going to use money your entire life. It is important for you to know how to use the different coins in our money system. For example, if you wanted to buy something for 10¢, what coins could you use? You could use one dime (10¢), two nickels (5¢ each), ten pennies (1¢ each), or a combination of one nickel and five pennies.
2. Look in the newspaper for three items that you might like to buy that cost less than \$1.00. Paste the price of each item in the first column below.
3. Now decide what coins you could use to buy that item. Make two different combinations. Mark how many of each coin you would use.

| Price | <br>How many? | <br>How many? | <br>How many? | <br>How many? |
|-------|---|--|--|--|
|       |   | 1  |  |  |
| 2     |   |  |  |  |
|       | 1   |  |  |  |
|       | 2   |  |  |  |
|       | 1   |  |  |  |
|       | 2   |  |  |  |

4. Here's an extra challenge — What if you used a dollar bill to make each purchase? What change would you get for each item?



# draw, paint, mold and more...

## Match that shape

*Newspaper elements: Photos, graphic elements and ads*

*Other intelligences: Bodily-Kinesthetic, Interpersonal*

- Select a newspaper page that has several different ads and at least one photo. Put the page on the board in front of the class.
- Have members of the class come up and mark any geometric shapes they see with colored markers. Discuss the shapes they have identified.
- Distribute the activity page “Match that shape” to the class. Have students complete the activity individually or in small groups.

## Colorful comics

*Newspaper elements: Sunday comics*

*Other intelligences: Spatial, Bodily-Kinesthetic, Interpersonal*

- Give cooperative groups a page of the Sunday comics section; give each student a hand magnifying glass. Instruct students to investigate the colors that make up the images.
- Describe the color flesh on comic characters.
- Describe the difference between light and dark blue.
- Is yellow, black or red ever a series of dots?
- Describe the make up of orange.
- Describe the dots that make up pale lavender.
- Compare the different dot arrangements of pale lavender and gray.
- Extension: Have students experiment with chalk, paint or colored pencils to combine colors to make new ones.

## Favorite scenes

*Newspaper elements: Movie and theater ads*

*Other intelligences: Bodily-Kinesthetic, Interpersonal*

- Have students cut out pictures or titles of movies they have seen from the movie/theater section of the newspaper.
- Have students paste a picture or title on a piece of paper.
- Have students draw a picture of their favorite part, scene, setting or character in the movie.
- Let students share their responses with the class.

## **We are the news**

*Newspaper elements: Headlines, stories and photos.*

*Other intelligences: Spatial, Bodily-Kinesthetic, Interpersonal*

- Show students a newspaper and have them discuss the elements they see — headlines, photos, stories.
- Tell students they are going to create news stories and photos about their class.
- Take photographs of a day's events in the classroom.
- Have students dictate stories about events that happened in class during that day, using the photos as idea starters.
- Have students draw illustrations to go with some of their stories.
- Have students work in cooperative groups to put their stories and photos together on pages for the newspaper.
- Copy the pages and distribute to all class members. Have students share their newspaper with others in the building.

## **Art as you go**

*Newspaper elements: News story or feature story*

*Other intelligences: Bodily-Kinesthetic*

- Select a news or feature story to read to the class. Read the story aloud.
- Have students draw, paint or sculpt something representing the event as you read the story to them.
- Alternatives: Read a story aloud to the class and then have them draw, paint or sculpt something to illustrate the story. Have students read a news story on their own and make some sort of illustration to accompany the story.

## **Personal patterns**

*Newspaper elements: Comic strips*

*Other intelligences: Bodily-Kinesthetic, Intrapersonal*

- Collect several squares of material — stripes, prints, solid colors.
- Show students several examples. Tell students they have to select one sample to represent them. Compare the selection to a flag they might use. Which sample would they select and why?
- Discuss the way people react differently to colors and patterns.
- Explain that the students are going to design a pattern, but not for themselves — for comic strip characters.
- Distribute the activity page “Personal patterns” and explain directions to students. Have students complete the activity individually.
- As a follow up, have students design patterns for themselves.

## **Getting around**

*Newspaper elements: Maps from news stories or ads*

*Other intelligences: Linguistic, Logical-Mathematical*

- Have students scan the newspaper for any maps over several days or weeks. Have them cut out the maps.
- Display a large map of your community on a bulletin board. Have students mount their collected maps around the outside of the large map.
- Have students connect string from their maps to the same location on the larger map.
- Have students give oral or written directions for getting to each location from their home or the school.
- Alternative: Put a regional map on your bulletin board. Have students choose local stories from the region and put pins in the locations where the stories took place.

## **Real-life artists**

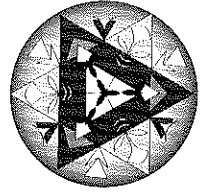
*Newspaper elements: Feature stories, arts and entertainment sections*

*Other intelligences: Spatial, Interpersonal*

- Have students select and read a newspaper article about a local artist.
- Have students prepare a list of questions they would like to ask the artist.
- Write a class invitation to the artist to visit the school. Include the list of questions in the invitation.
- Have students write their own feature stories about the artist after the artist speaks to the class.

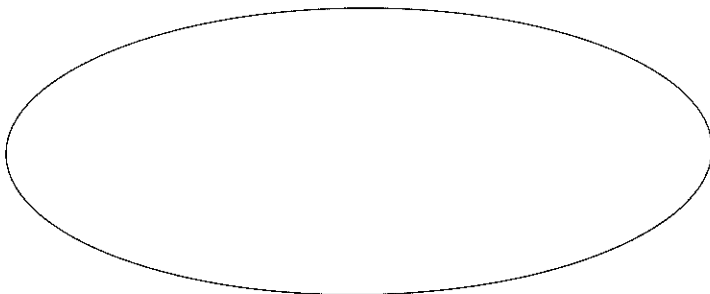
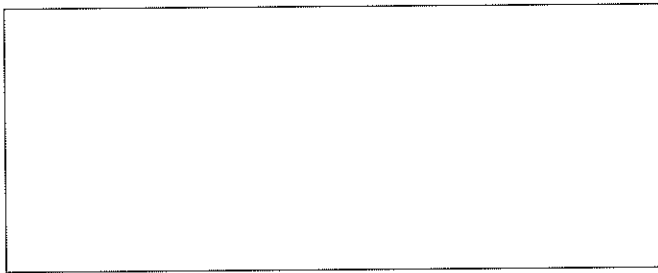
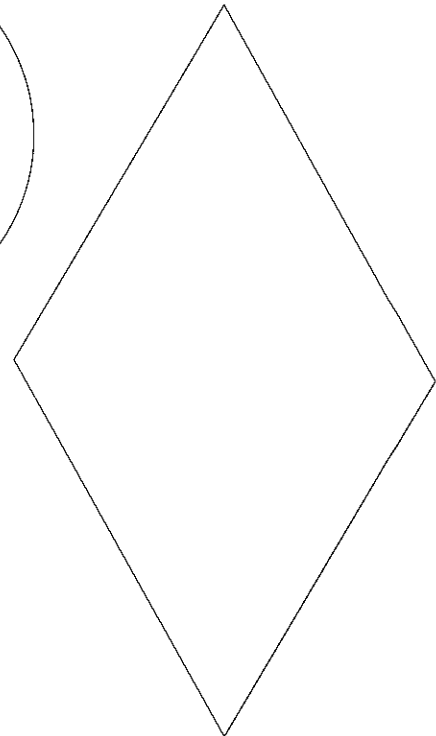
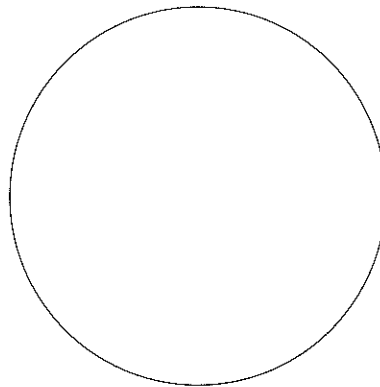
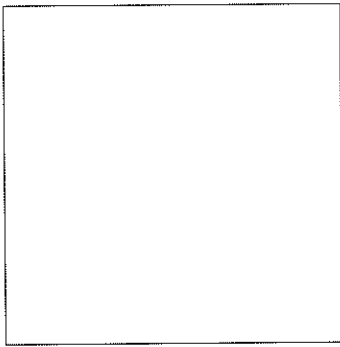
Name \_\_\_\_\_

Date \_\_\_\_\_



## Match that shape!

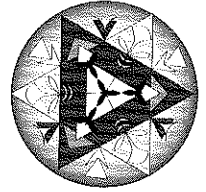
1. You can find lots of different shapes in the newspaper.
2. Look at newspaper photos and ads and charts to find different shapes.
3. Paste the items you find in the correct shapes below. Your item does not have to be the same size as the one on this paper, but it does have to have the same shape.
4. If you find a shape that is different from the ones below, paste it on a blank part of the page.





Name \_\_\_\_\_

Date \_\_\_\_\_



## Personal patterns

1. Think of your favorite comic strip characters. Are some of them strong and bold? Are some of them gentle? If you were designing material to match each character, what would it look like?
2. Select three comic strip characters. Paste them on the page below.
3. Now, think of a design that would match each character. Draw your design in the block next to the comic strip character.

comic strip  
character #1

| Pattern #1 |
|------------|
|            |

comic strip  
character #2

| Pattern #2 |
|------------|
|            |

comic strip  
character #3

| Pattern #3 |
|------------|
|            |

4. Share your patterns with classmates.



## 4

# dance, act, run and more...

### Walk that walk

*Newspaper elements: Comic strips*

*Other intelligences: Linguistic, Interpersonal*

- Discuss with students their favorite comic strip characters. Ask them to describe the physical characteristics and the personality of each character.
- Now have students select five different characters. Write the names of the characters on the board.
- Select three students to pretend they are one of the five characters. Have students walk into the classroom and sit down at desks the way they think their characters would do it.
- Have the class try to guess which character is being portrayed.

### Creative cooking

*Newspaper element: Food pages*

*Other intelligences: Linguistic, Logical-Mathematical, Interpersonal*

- Help the class find a simple recipe in the newspaper that can be created in the school environment. (The Mini-Page often contains recipes for children.)
- Students then rewrite the instructions in their own words on a chart paper, adding visuals to their instructions.
- Have students follow the recipe's steps either as a whole group or in cooperative groups.
- After students eat the completed dish, have them rate the taste on a scale of 1 to 4 and graph the results.

### Newspaper corkscrew

*Newspaper elements: Front and back page of the first section of the newspaper (2 full pages)*

*Other intelligences: Linguistic, Interpersonal*

- This activity is a version of the game "Twister."
- Help students create their spinners from the activity page "Newspaper corkscrew." Assemble the spinners using a brass brad or putting a pin through the pointer and circle on a piece of cardboard.
- Explain game directions to students. Supervise the game. Students may spin for themselves or for one another.

## **Human continuum**

*Newspaper elements: Ads*

*Other intelligences: Linguistic, Logical-Mathematical*

- Have students look through the ads in the newspaper to find words that mean “good.”
- Have each student cut out three words and paste them on pieces of construction paper.
- Select 5 students to become a human continuum. Each student selects one of his or her words. Then have the 5 students line up in order from the mildest word that means “good” to the strongest word that means “good.”
- Have the rest of the class decide if they would make any changes in the lineup and why.

## **News on stage**

*Newspaper elements: News stories and feature stories*

*Other intelligences: Linguistic, Spatial, Interpersonal*

- Put students in cooperative groups. Have each group identify a news story to present to the class.
- Have students design puppets to represent the people in the news story — stick puppets, finger puppets, sock puppets, etc.
- Have each group create a puppet play to represent its story.
- Declare a “News on stage” day and have each group present its play to the rest of the class.

## **Mime**

*Newspaper elements: News stories and feature stories*

*Other intelligences: Linguistic, Interpersonal*

- Have students read and discuss several news stories, features, sports stories or human interest stories.
- Give students the opportunity to create a mime to share the story.
- Students could work in teams of two to four to choose their favorite story. The story must have a beginning, middle and end.
- Have each team present its mime for the class.
- Class members then try to determine what the story was about.

## **Try a different way**

*Newspaper elements: All newspaper sections*

*Other intelligences: Linguistic, Logical-Mathematical, Interpersonal*

- Distribute newspapers to students. Have students identify the names of the different sections of the newspaper. Ask them to describe some of the information found in each section.

- Brainstorm with students about different ways the same information could be presented.
- Distribute the activity page “Try a different way” to students and explain directions. Have students do the activity in small groups.

## **Sports challenge**

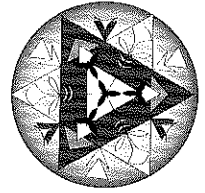
*Newspaper elements: Sports pages*

*Other intelligences: Linguistic, Interpersonal, Intrapersonal*

- Have students read a newspaper story featuring a record in a sport, such as a new time in a race, a consecutive number of games in which a player has scored in baseball, or the description of a sporting task such as the decathlon or a distance race.
- Discuss with the class the steps necessary to complete the sports feat. Then organize an experience where the students try out the event they discussed. For example, students could
  - time themselves in the 50-yard dash and compare their scores with the record;
  - try out the tasks of a decathlon and rate the difficulty of each; or
  - try to get a hit at consecutive times at bat with three pitches each.
- Students should be encouraged to use self-assessment of their abilities. After the experience, lead the class in a discussion of the ways in which experts make difficult tasks look easy.
- Students could consider strengths they have which seem easy to them, but which others say are difficult.
- Students could also reflect upon strengths or talents they see others describe as easy, but which are difficult for them.
- Extension: During the baseball season, have students locate the batting averages of 10 players. Then have each student establish his or her own batting average. Have someone pitch 10 balls to each student. Calculate the student’s average by dividing the number of times the student hit the ball by 10.

Name \_\_\_\_\_

Date \_\_\_\_\_

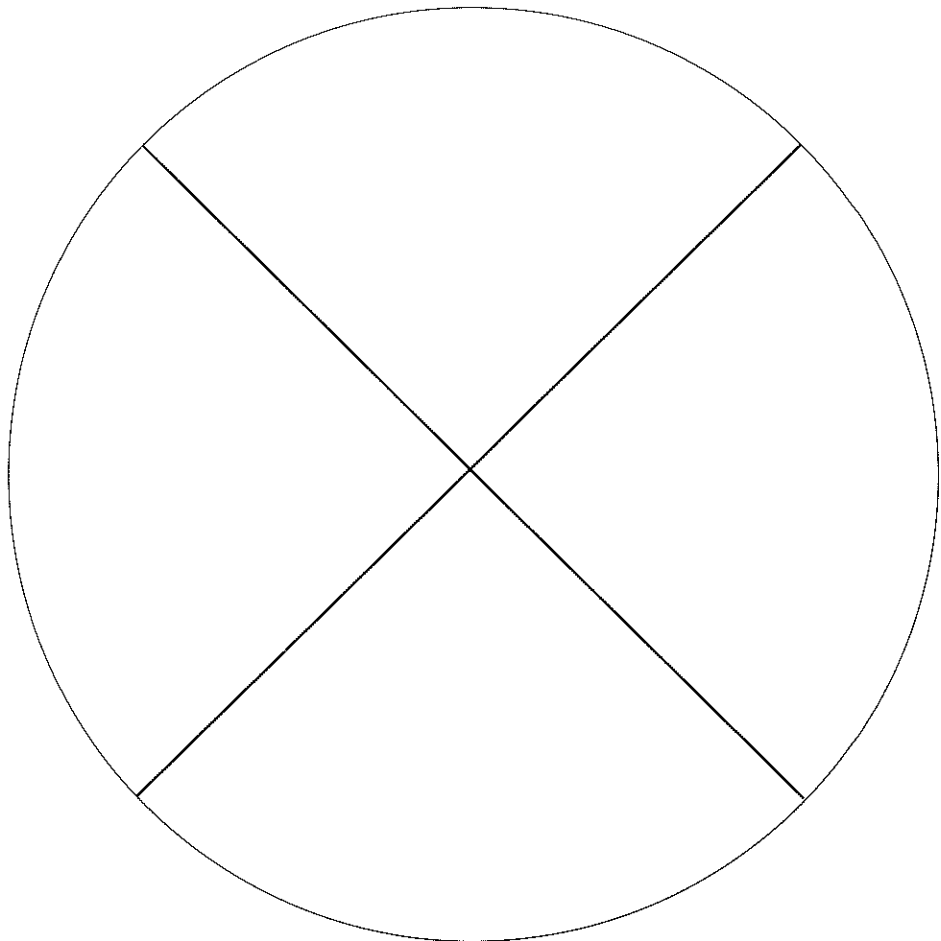
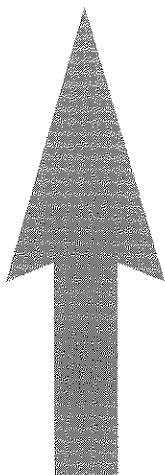


## Newspaper corkscrew

1. Use this page to make an instruction wheel for a "Newspaper corkscrew" game.
2. Look at the list of newspaper words below. Pick four words. Write one word in each of the sections of your game wheel.
3. Cut out the spinner at the side of the page. Attach the spinner to the game wheel using a metal brad. Be sure your spinner can spin!
4. To play the game, place one full sheet of newspaper on the floor. Use the front page of the newspaper. Spin your spinner. With your right foot, cover the item the spinner points to on the newspaper. On the second spin, cover the item with your left foot. With the third spin, cover the item with your right hand. With your fourth spin, cover the item with your left hand.
5. Now give a classmate a turn.

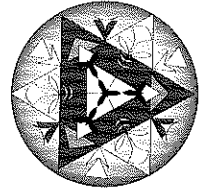
### Words (choose 4)

headline  
flag or logo  
photo  
date  
page number  
index  
something in color  
byline



Name \_\_\_\_\_

Date \_\_\_\_\_



## Try a different way

1. You are familiar with the way information is presented in the newspaper — headlines, stories, photos and ads on newsprint pages. Think about a different way you could present that same information.
2. First, use the organizer here to list words that describe each section of the newspaper.
3. Then, look at some of the ideas in the box below for different ways to show the same information. Make a model of the newspaper using one of those ideas, or an idea of your own!
4. Share your new newspaper model with classmates.

| Newspaper section | Characteristics |
|-------------------|-----------------|
| News              |                 |
| Features          |                 |
| Entertainment     |                 |
| Sports            |                 |
| Opinions          |                 |
| Ads               |                 |
| Comics            |                 |
| Business          |                 |

### New model ideas!

- |   |  |
|---|--|
| A mobile, with sections connected with string             | A recipe   |
| A flow chart  | A musical review, with songs about each newspaper part |
| A person, with newspaper sections as different body parts | You choose!  |



## 5

# sing, listen, play and more...

### Sing a song

*Newspaper elements: News photos and feature photos*

*Other intelligences: Spatial, Interpersonal*

- Use newspaper photos as a source for student-created songs. Have students collect photos from the newspaper over several days.
- Put students in groups to select a photo and write a song, rap or chant about the photo. Students may use the melody from a known song or they may create their own melody.
- Allow each group to perform their creation for the class or record it onto an audiotape or videotape.
- Extension: Have students name their favorite songs or nursery rhymes. Then have them decide in which section(s) of the newspaper the songs belong.

### Rhythm time

*Newspaper elements: Comic strips*

*Other intelligences: Bodily-Kinesthetic, Interpersonal*

- Use a metronome or a small drum to familiarize students with rhythm. Play or beat a rapid beat for students. Then play a slow beat.
- Ask students to discuss the differences they heard in the two examples. Ask them to name an activity that they think about when they hear a fast beat.
- Ask students to think of a person suggested by a fast beat and a person suggested by the slow beat. Discuss their answers.
- Tell students they are going to create the beats themselves. Distribute the activity page "Rhythm time" and go over the beat patterns. Try to do 12 beats in six seconds. In that way, the first beat is relatively fast, the second beat is slower and the third beat sounds slight jaunty.
- Have students complete the activity in pairs.

### Musical impressions

*Newspaper elements: News stories and feature stories*

*Other intelligences: Linguistic, Interpersonal*

- Play several instrumental music selections for students. Ask students to think about how each piece makes them feel. Discuss their ideas.

- Then, give students copies of three or four different news stories. Have them read the stories.
- Play different pieces of music. Have students match each story with one of the music pieces. Use different musical selections from those at the introduction of the lesson.
- Have students discuss any differences they have in interpreting the music.
- Reinforce the idea that any answer may be correct if students can justify their thinking.

### **Explore music**

*Newspaper elements: Arts and entertainment sections*

*Other intelligences: Linguistic, Logical-Mathematical, Interpersonal*

- Use the entertainment section of the newspaper to help students become familiar with different types of music, such as classical, jazz, rock, country or others.
- Have students skim and scan the style or entertainment section of the newspaper for types of music represented.
- List these types of music on a chart for the class to see.
- For homework, have students bring in a list of audio recordings of examples of music.
- As a class, match the students' examples to the music listed on the chart.
- Have the class listen to excerpts from each type of music and rate them on a scale of one to ten, with ten being the best music they've ever heard. Have students discuss their ratings.

### **Theme song**

*Newspaper elements: Different newspaper sections*

*Other intelligences: Linguistic, Interpersonal*

- Assign students to cooperative groups. Let the groups explore the different sections of the newspaper.
- Tell students they should select one section of the newspaper for careful examination.
- After each group has selected its section, tell students they will be writing a commercial jingle for that part of the newspaper.
- Play audiotaped commercial jingles for the class.
- Have each group write its own jingle for its newspaper section.
- Have each group sing its jingle for the rest of the class.



## **Presenting...the news!**

*Newspaper elements: News stories from different sections, opinion pages, weather page*

*Other intelligences: Linguistic, Interpersonal*

- Assign students to cooperative groups and give them time to scan the day's newspaper.
- Assign each group to a specific section of the newspaper: news, lifestyle, sports, business, weather, opinion.
- Have each group select one story or feature from its section of the newspaper.
- Have students write a song about the story or feature they selected. Students may write words to known melodies or create their own.
- Have students perform their own "Daily News Revue" with each group singing its song.

## **Music and the movies**

*Newspaper elements: Movies and theater pages*

*Other intelligences: Linguistic, Intrapersonal*

- Find movie soundtracks or samples of music from several movies advertised in the newspaper.
- Play 20 to 30 seconds of each piece. Ask students to identify the movie or type of movie the music represents.
- Have students discuss the use of music to establish the mood of a movie or of the main character.
- Extension: Have students choose music to go with a current piece of their own writing.

## **Match that sound**

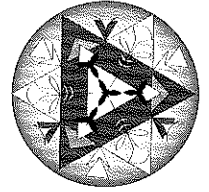
*Newspaper elements: Display ads and classified ads*

*Other intelligences: Linguistic, Interpersonal*

- Ask the class members to raise their hands if they play a musical instrument. On the board, list the instruments the students play.
- Play brief recordings of examples of musical instruments in each of the groups listed on the activity page "Place that sound." Have students match the sounds to some of the instruments listed on the board.
- Distribute the activity page to students. Have them complete the activity in pairs or small groups.

Name \_\_\_\_\_

Date \_\_\_\_\_



## Rhythm time

1. It is fun to play with rhythm patterns. Look at the three rhythm patterns below. Each "beat" of the pattern is numbered.
2. Count the 12 beats at a steady speed. Tap your pencil on your desk when you see an X in the beat box. For example, in pattern #1, you will tap your pencil for every beat. In pattern #2, you will tap your pencil every other beat. Practice all three rhythm patterns. Be sure to count at the same speed every time.
3. Now look at the comic strips. Select one comic strip character that seems to match each beat. Paste the comic strip character in the space below the rhythm pattern.

#1

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|---|---|---|---|---|---|---|---|---|----|----|----|
| X | X | X | X | X | X | X | X | X | X  | X  | X  |

Comic strip character:

#2

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|---|---|---|---|---|---|---|---|---|----|----|----|
| X |   | X |   | X |   | X |   | X |    | X  |    |

Comic strip character:

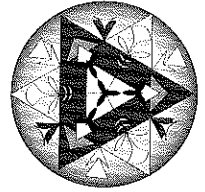
#3

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|---|---|---|---|---|---|---|---|---|----|----|----|
| X | X |   |   | X | X |   |   | X | X  |    |    |

Comic strip character:

Name \_\_\_\_\_

Date \_\_\_\_\_



## Place that sound

1. If you wanted to play a musical instrument, there would be many to choose from — trumpets, clarinets, violins, drums — and lots more.
2. Look in the newspaper ads and classified section for names and pictures of musical instruments. Cut them out and paste them in the correct boxes below. If you aren't sure where an instrument belongs, look it up in the dictionary or ask your music teacher.
3. Some instruments may not fit in the four major groups. Put them in the box marked "other." Check your lists with a friend or the school music teacher.

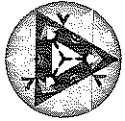
Brass

Strings

Percussion

Woodwinds

Other



## 6

# interact, cooperate, share and more...

### **My kind of town**

*Newspaper elements: News photos and feature photos*

*Other intelligences: Spatial*

- Have students search for and cut out newspaper photographs to make a collage of “Living in my town.” Photos should reflect students’
  - neighborhood
  - school
  - peers
  - recreational areas
  - entertainment areas

### **Friendship flower**

*Newspaper elements: Headlines, photos and ads*

*Other intelligences: Linguistic, Intrapersonal*

- Show students one page of the newspaper. Select one that has several large ads.
- Ask students if they can find one word on the page that says something about them. Have students come to the front and circle words or pictures.
- Explain that they are going to do the same thing themselves, but for someone they like, a family member or a friend. They may choose.
- Distribute the activity page “Friendship flower” and discuss instructions with students. Have students complete the activity individually.

### **Comparing photos**

*Newspaper elements: News photos and feature photos*

*Other intelligences: Linguistic, Spatial*

- Select several sets of two newspaper photos with the same theme.
- Put students in cooperative groups. Give a set of photos to each group. Have the group discuss the ways the photos are alike and the ways they are different.
- Then have students make lists comparing and contrasting the photos.
- Have each group report their findings to the entire class.

## **Spin a tale**

*Newspaper elements: News photos*

*Other intelligences: Linguistic, Spatial*

- Have each student find a photo in the newspaper. Have the student paste the photo on a piece of paper.
- Tell each student to draw a picture on another piece of paper showing what happens next in the story.
- Now, have the student pass the paper to a classmate. The classmate draws a picture showing what happens after the first student's picture.
- Then the paper is passed to another classmate. This classmate draws a third picture showing what happens next. This is the last picture.
- Have the three students get together to create a story ending that matches the pictures they have drawn.

## **One-minute reflections**

*Newspaper elements: News stories*

*Other intelligences: Linguistic, Intrapersonal*

- Select a news story that has personal interest for your class. The story may be taken from any section of the newspaper.
- Read the story aloud to the class.
- Give students one minute of silence to reflect on the story.
- Have students share their reflections with another student.
- You may want to give students some starter questions for their discussions:
  - How does the story make you feel?
  - What would it be like if you were the person in the story?

## **What would you do?**

*Newspaper elements: Comic strips*

*Other intelligences: Linguistic, Intrapersonal*

- Have students read the comic strips in one day's copy of the newspaper. Tell them to look for a comic strip character who has a problem.
- Select one comic strip from those suggested by the class. Have the class brainstorm solutions to the character's problem.
- Have students work individually to select a different comic strip character's problem.

- Have students paste their comic strips on a piece of paper and then write their solution to the problem below the strip.
- Have students share their responses with classmates.

### **Why did they do that?**

*Newspaper elements: News stories*

*Other intelligences: Linguistic*

- Select one news story to discuss with students. Have students read the story silently.
- Ask students to identify one key person in the story. Have them discuss the choices that individual made.
- Distribute the activity page “Why did they do that?” and have students complete it individually or in pairs.
- Have students discuss their work.

### **What would they think today?**

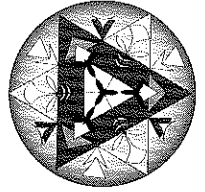
*Newspaper elements: International and national news stories*

*Other intelligences: Linguistic, Bodily-Kinesthetic*

- Assign students to cooperative groups of three. Have each select an international or national news story from the newspaper.
- Tell the groups that they must report on their stories as if they were characters from another time period. Each member of the group must select a character from one of the following periods:
  - the revolutionary/colonial period
  - the Civil War
  - the first half of the 20th century
- Each group presents its panel to the rest of the class by having its “historic experts” discuss their reactions to the current event.

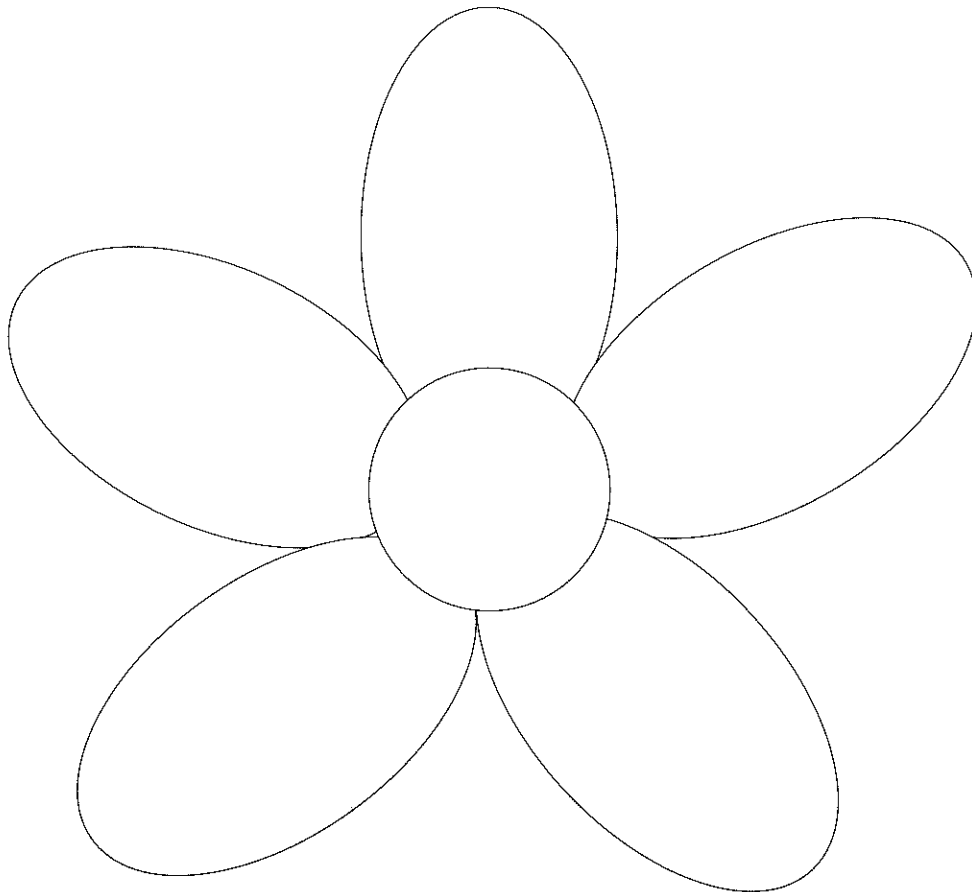
Name \_\_\_\_\_

Date \_\_\_\_\_



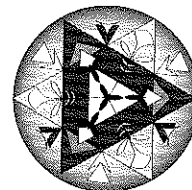
## Friendship flower

1. Think of a family member or a special friend. What do you know about that person?
2. Find photos, words or other things in the newspaper that show something about that person.
3. Cut out and paste the items on the petals of the Friendship flower below.
4. Write the person's name in the box under the flower. Share the flower with the person.



Name \_\_\_\_\_

Date \_\_\_\_\_



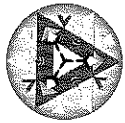
## Why did they do that?

1. Sometimes it is difficult to understand why people do the things they do. Use this activity to examine people's choices.
2. Find three news stories in the newspaper. Write the headline of each story in the first column below.
3. In the second column, describe a decision made by an individual in the story.
4. In the third column, explain what you think motivated the person.

| Headline | Choice made | Motivation |
|----------|-------------|------------|
|          |             |            |
|          |             |            |
|          |             |            |

4. Would you have made the same decisions chosen by the individuals in the story?  
Why or why not?





# ponder, muse, reflect and more...

## Join the comics!

*Newspaper elements: Comic strips*

*Other intelligences: Logical-Mathematical*

- Have students select comic strips that remind them of themselves as individuals.
- Tell the students to draw themselves into the comic strip, interacting with the comic strip characters.
- Allow students to choose whether they want to share their drawings with other classmates.

## Thinking about me

*Newspaper elements: Comic strips*

*Other intelligences: Linguistic, Spatial*

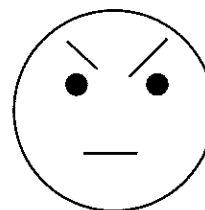
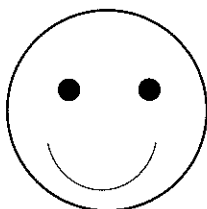
- Ask students to name one thing the class does well. Write the response on the board. Then ask for one thing the class would like to do better. Write that on the board.
- Explain that we all do some things well and we can all learn to do new things.
- Distribute the activity page "Thinking about me." Explain that in this activity students can think about their own achievements and goals. Have students complete the activity individually.

## Photo reactions

*Newspaper elements: News photos and feature photos*

*Other intelligences: Spatial*

- Have students collect photographs from the newspaper over several days.
- Then have students paste the photos on individual sheets of paper. Next to each photo, students draw the "face" that tells how the photo makes them feel.
- Students may want to design their own faces.



## News reactions

*Newspaper elements: News stories and feature stories*

*Other intelligences: Linguistic*

- Have each student select five stories to read in the newspaper. Use a combination of news and feature stories.
- On a chart, students list the topic of each story. Next to the topic, they write one or two words that indicate the emotional response they had to each story.
- On a third part of the chart, students indicate why they think they had those responses by indicating why they would write a letter to the editor about the topic.

## News Stories and Responses

| Event | Single Word Responses | Letters to the Editor? |
|-------|-----------------------|------------------------|
|       |                       |                        |

## If I were...

*Newspaper elements: News stories*

*Other intelligences: Linguistic*

- Have each student select an individual in a news story. It may be a political leader, a celebrity or an average person.
- Have students read their stories. Then tell them to think about what they would do if they were in that person's position.
- Have them write a paragraph telling what they would do next. Ask them to think about and explain why they would make the decisions they indicated.

## **Personalized newspaper**

*Newspaper elements: News stories, opinion pages, sports, comics, ads*

*Other intelligences: Linguistic, Spatial*

- Discuss the different parts of the newspaper with the class. Identify the different kinds of information in the newspaper.
- Tell students they have been given the opportunity to design their own newspaper. They must select the item that affects them the most from each of the following areas below:
  - news story
  - opinion piece
  - sports story
  - comic strip
  - advice column
  - ad
- What would each student's newspaper look like? Have students list the elements they would select and write a sentence telling why they responded to that piece.
- Allow students to compare their selections if they choose.

## **Priorities**

*Newspaper elements: News stories*

*Other intelligences: Linguistic*

- Have the class review the news stories in the day's newspapers. Be sure to include national, state/provincial and local news.
- Have each student select five issues that most concern him or her.
- Have students prioritize the issues and write them in a list on a piece of paper.
- Have students explain orally or in writing why the list is prioritized the way it is.

## **First-class fitness**

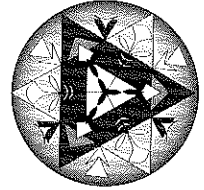
*Newspaper elements: Grocery ads, display ads and classified ads*

*Other intelligences: Linguistic, Bodily-Kinesthetic*

- Ask students to list the activities they would have to do to be fit. List responses on the board.
- Tell students they are going to set up a personal plan, starting with the "First-class fitness" activity page. Distribute the page. Have students complete individually.

Name \_\_\_\_\_

Date \_\_\_\_\_



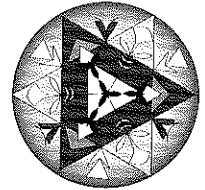
## Thinking about me

1. Many times, comic strip characters are a lot like us. Find examples of comic strip characters doing something that you also do well. Paste the strips below.

1. Now find a comic strip character who is doing something you would like to do, or something you would like to do better. Paste the comic strip below. What can you do to become better?

Name \_\_\_\_\_

Date \_\_\_\_\_



## First-class fitness

1. Fitness requires a combination of proper diet and exercise. Use items from the newspaper to plan one healthy day. Select food choices from the grocery ads or restaurant ads. Write your choices below.

| Protein<br>meat, poultry, fish,<br>beans or eggs | Fruit | Vegetables | Dairy<br>milk, yogurt, cheese | Grains<br>bread, cereal, rice,<br>pasta | Fats or<br>sweets<br>(small amounts) |
|--|-------|------------|-------------------------------|---|--------------------------------------|
|  |       |            |                               |   |                                      |

2. Select exercise possibilities from sports equipment ads, sports stories or sports photos. Paste your choices in the boxes below.

| Exercise Ideas |
|----------------|
|                |

3. Now, extend your plan for a week. Make a chart listing your meals and your exercise choices. You should eat nutritious meals every day. You should exercise about three times a week.



# The ultimate performance assessment

## Option 1: Newspaper contract

- After students have had some experience with sections and features of newspaper writing, create a class contract for learning experiences students can use to demonstrate their understanding of the newspaper. Use the ideas in this guide and others to provide choices using several intelligences.
- With the class, decide upon criteria for effectively demonstrating knowledge about the newspaper. Agree together
  - how many different sections the contract should address
  - what the finished products should be required to include
  - whether or not group presentations will be a part of the final work
- Students may choose one to three activities. The activities must
  - be approved by the teacher
  - include more than one intelligence area
  - be completed as homework
  - provide a finished product for assessment
- The class could work together to design a rubric for final teacher-, peer- and self-assessment.
- Some of the suggested activities might include:

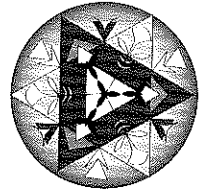
|                      |                      |
|----------------------|----------------------|
| -write a report      | -design a mural      |
| -do a photo essay    | -compile a scrapbook |
| -choreograph a dance | -make a videotape    |
| -write a musical     | -keep a journal      |
| -give a lecture      | -make a model        |
- Have students submit their activities with the contract on page 48.

## Option 2: Kaleidoscope contract

- Have students select one activity from each of the intelligence units in this book.
- Have students complete seven activities. Then have them select three activities to submit to the teacher for assessment.
- Have students submit their activities with the contract on page 48.

Name \_\_\_\_\_

Date \_\_\_\_\_



## My personal newspaper contract

In order to show my knowledge of the newspaper, I agree to do the following activities:

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

I will use the following materials in my project:

---

---

---

---

---

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date



# Secondary Activities

## Linguistic intelligence

### What's so funny?

*Newspaper elements: Comic strips*

*Other Intelligences: Interpersonal*

- Have students collect comic strips over several days. Then have students classify the strips by the kind of humor used:
  - strips that use jokes
  - strips that use puns
  - strips that illustrate humor in real life situations
  - other categories the class identifies
- Have students discuss their findings.
  - Do any strips always use the same kind of humor?
  - What different kinds of humor does a particular comic strip use over time?
  - What is each student's favorite strip? What type of humor does that strip employ most often? Why does the student like that comic strip?

### Boost your word power

*Newspaper elements: News stories and feature stories*

*Other Intelligences: Logical-Mathematical, Interpersonal, Intrapersonal*

- Have students identify general vocabulary areas for study; examples include, business, politics, community, entertainment, sports.
- Have students create personal vocabulary journals with their general areas of study as headings of journal sections.
- Have students scan the newspapers daily for words related to their general courses. Students can then add the words to their personal vocabulary journals.
- Have students share their new vocabulary with partners or as a class every two or four weeks through creating crossword puzzles, word searches, analogies or matching games.

### Let's talk

*Newspaper elements: News photos and feature photos*

*Other Intelligences: Spatial, Interpersonal*

- Use news and feature photos as stimuli for a writing activity.
- Select a news or feature photo showing two or more people.
- Have students write a dialogue between the characters. You may give the students the actual facts of the story or let them make up a story of their own.
- As an alternative, have students select photos to be used by other students.

### Make a news connection

*Newspaper elements: News stories and feature stories*

*Other Intelligences: Interpersonal*

- Select a human interest story with which your class would find a personal connection. The story could come from news or features and could be local, state, national or international in scope.
- Have pairs of students read the piece. Give the class time to read and then respond with partners to the article.
- After partners have had time to discuss, invite whole-group sharing. Questions would be based on the content of the piece; they might include
  - Compare or contrast the situation described with your own neighborhood.



- Predict what the outcome of this event will be.
- Propose a solution to the conflict described.
- Respond by sharing topics about which this article makes you think.
- Imagine yourself in the same situation: what would you do?
- As students discuss ideas, encourage listening and acceptance of divergent views and assist students who have difficulty thinking of things to say or talking with one another.
- Repeat the activity once a week until the class is able to respond verbally in depth to stories.
- Alternative: Follow the same process above, but ask the class to write individual responses to the news story. After writing, have students confer in small groups to analyze their pieces for organization and effective communication. Authors could use the conference ideas and revise each piece for eventual publishing.

### **Tell me again...**

*Newspaper elements: Sports stories*

*Other Intelligences: Interpersonal*

- Use the sports section of the newspaper in an activity to help students organize information for a retelling activity.
- Select a well-written description of a sports event. It could be about a local professional team, a community high school team or any event the class would enjoy reading about.
- Give students copies of the newspaper so they can all read about the event.
- First read the selection out loud while the class listens. Then allow students to reread the selection silently or with partners.
- Collect the articles. Then ask the students to retell the event in writing, including every detail they think is important.
- After they have finished writing, have students get in groups of two or three to compare their retellings for similarities and differences.
- After student discussions, compose a class chart of the characteristics important to retelling a sporting event effectively. Students may suggest
  - interesting language that was easy to remember
  - the sequence of events
  - "color commentary"
  - any other feature the writers used to help them remember the events
- From this discussion, create a rubric to assessing retellings. During the next week, conduct another retelling and ask students to use the rubric to assess their effectiveness.

## Logical-mathematical intelligence

### **Sports finances**

*Newspaper elements: Sports pages*

*Other Intelligences: Interpersonal*

- Have students locate the box scores and season performances in the sports pages.
- Have students work in groups to compare team performances using the following math criteria. Choose five sports teams. Calculate how well players on each team would do if they
  - received \$1000 for every win
  - lost \$200 for every loss
  - received \$500 for every tie

- Have students calculate the maximum amount each player would receive if the team won every game.
- Have students rank the five teams by wins.

### **Grim Reaper predictions**

*Newspaper elements: Obituaries*

*Other Intelligences: Interpersonal*

- Have students locate the obituaries or daily record section of the newspapers. Discuss with them the age spread of the people listed.
- Have students predict the number of obituaries they would expect to see the next day. Have them estimate the numbers by 20-year age ranges.
- You may have students collect their data on a chart like the one below.
- Have students calculate the percentage of their correct predictions each day.
- Have students graph the results of actual and predicted obituaries over a five-day period.

| Age     | Day 1<br>predicted | Day 1<br>actual | Day 2<br>predicted | Day 2<br>actual | Day 3<br>predicted | Day 3<br>actual | Day 4<br>predicted | Day 4<br>actual | Day 5<br>predicted | Day 5<br>actual |
|---------|--------------------|-----------------|--------------------|-----------------|--------------------|-----------------|--------------------|-----------------|--------------------|-----------------|
| 0-20    |                    |                 |                    |                 |                    |                 |                    |                 |                    |                 |
| 21-40   |                    |                 |                    |                 |                    |                 |                    |                 |                    |                 |
| 41-60   |                    |                 |                    |                 |                    |                 |                    |                 |                    |                 |
| 61-80   |                    |                 |                    |                 |                    |                 |                    |                 |                    |                 |
| 81-100+ |                    |                 |                    |                 |                    |                 |                    |                 |                    |                 |

## Spatial intelligence

### **Current events collage**

*Newspaper elements: All sections*

*Other Intelligences: Linguistic, Interpersonal, Intrapersonal*

- Have students skim the newspaper for a sense of the contents.
- Have students suggest several general themes under which they could classify newspaper contents, such as
  - global connections
  - teenagers today
  - modern culture
- Accept any open-ended theme. Discourage traditional categories like “world news,” “local news,” etc. Look for themes that can be found in several different sections of the newspaper.
- Have students select one theme for a collage. Allow students to work individually or in small groups to create a collage. Display finished collages around the classroom.

### **Art expert**

*Newspaper elements: Arts and entertainment section*

*Other Intelligences: Linguistic, Intrapersonal*

- Give students copies of the arts and entertainment section of the newspaper. These sections usually appear once a week in daily newspapers and usually are in Sunday newspapers.
- Have students skim the section for stories about local art exhibits and artists. Tell them that they are going to become resident experts on one of the artists.

- The students must attend the exhibit and then write a report that contains:
  - a brief biography of the artist
  - a discussion of the art medium involved
  - a discussion of several art pieces on exhibit
  - what the student enjoyed about the exhibit
  - what piece the student would choose to own if possible and why
- The report may be shared orally with the class.
- Alternative: This can become a floating assignment that students can do in a set time period, such as four or six weeks—allowing them more selection, depending upon the exhibits available in your area. This could also be an extra credit assignment.

## Bodily-kinesthetic intelligence

### Assume the role

*Newspaper elements: News stories and feature stories*

*Other Intelligences: Linguistic, Interpersonal*

- Look through the newspaper for news or feature stories about people in different occupations.
- Have students list the occupations and the context in which they were discussed. For example, doctors may be mentioned as part of a lawsuit or for a new scientific discovery; an athlete may break a record or be cut from a team.
- Have students work in small groups to role play one occupation for the class.
- Class members try to guess the occupation being represented.
- Discuss with students where they can look to find more information about the careers they may find of interest after reading the newspaper.
- Alternative: Have students look for unusual careers or jobs in the newspaper.

### Resolving conflicts

*Newspaper elements: International, national, state/provincial, local news.*

*Other Intelligences: Linguistic, Interpersonal*

- Have students work in small groups to select a news story that includes conflict of some kind.
- Have students role-play the two sides of the conflict for the class.
- Have the class use peer-mediation skills to attempt to resolve the conflict:
  - introduce the mediation process
  - tell the story
  - identify facts and issues
  - identify alternative solutions
  - revise and discuss solutions
  - reach an agreement
- Have students read the newspaper for follow-up stories that indicate how the matter was actually resolved.

## Musical intelligence

### Music and people in the news

*Newspaper elements: News stories and feature stories*

- Have students read about several people over a week's time. Create a class T-chart of people and the events that put them in the news.

| Person in the news | Newsworthy event |
|--------------------|------------------|
|                    |                  |

- Have students read about music reported in the newspaper — concert reviews, top ten lists, etc.
- Have each student find a piece of music that matches one person in the news.
- Have students share their person and music. The class may assess how well a piece of music matches the person for whom it was chosen.

### World music

*Newspaper elements: International news stories*

*Other Intelligences: Linguistic, Intrapersonal*

- Have students collect news stories from countries other than their own over a week.
- Allow each student to select one of the countries represented in the news stories.
- Have students research the music and instruments from that country.
- Have students report on the news occurring in that country and then report on what they have found about the music from the country. Students may want to include audiotaped examples of the music in their presentations.
- Note: Students should be encouraged to talk to the school music teacher about their research projects. They may find examples of music in local record stores under categories like “world music,” “ethnic music” or “multicultural music.”

## Interpersonal intelligence

### Express yourself

*Newspaper elements: Local news stories*

*Other Intelligences: Linguistic, Logical-Mathematical*

- Over a period of one or two weeks, review the local news in the newspaper with students. Emphasize that you want students to reflect on their own responses to the news. Students may do the activity first as a whole class. Then they can work individually or in groups.
- Use a graphic organizer, like the one below, to show students' thinking. List the major stories, one-word responses to the content of the stories and the number of students who would want to write a letter to the editor about the story.
- Ask students for their opinions about events in the news. Are there issues with which they agree or disagree?
- Work with students who have strong opinions to organize and draft a letter to the editor about their issues.
- Individual students may decide to mail their letters to local newspapers.

**News Stories and Responses**

| Event | Single Word Responses | Letters to the Editor? |
|-------|-----------------------|------------------------|
|       |                       |                        |

### Your honor...

*Newspaper elements: News stories*

*Other Intelligences: Linguistic, Bodily-Kinesthetic*

- Have the class read over the news stories in one day's newspaper. Let the class select one story to examine through a mock trial.
- As a class, establish the players who will be needed for a mock trial — defendant, prosecuting and defense attorneys, judge, witnesses, members of the jury, etc.
- Have students present their mock trial for the jury. Let the jury deliberate and come to a verdict.
- Alternative: The mock trial could be held in front of another class. The other class would serve as the jury.

## Intrapersonal intelligence

### Improve your life

*Newspaper elements: Advice columns*

*Other Intelligences: Linguistic*

- Show students examples of different kind of advice columns in your newspaper such as columns about personal problems, medical issue, investing, fashion, home repairs and automotive repairs. Some of these columns run only once a week, so you may need to collect examples over several days.
- Have students locate an advice column that addresses a concern of theirs.
- Have students paste the column at the top of a piece of paper. Under the column, students write a paragraph describing how that column will help them and how it will make changes in their lives.
- Allow students to choose whether or not to share their responses with others.

## Whose values?

*Newspaper elements: Opinion pages*

*Other Intelligences: Linguistic, Interpersonal*

- Discuss with the class the purpose of the opinion pages of the newspapers — editorials and op-ed pieces, opinion columnists, etc.
- Select one column to examine as a class. Have students identify the actual information presented and the opinion of the writer.
- Have each student select one column to explore. Have the student compare the writer's values with his or her own values. Have the student indicate why the values are the same or different.
- Students may want to write their responses on a chart like the one here.

| Writer's values | My values | Differences |
|-----------------|-----------|-------------|
|                 |           |             |