

The Newspaper to Meet

increases standardized test scores. The goal of this series is to provide teachers and parents

activities to help children meet academic expectations, improve reading skills and gain civic

awareness, all with newspapers. This Newspaper In Education feature was created for your news-

paper by the Missouri Press Foundation. It was written by Missouri public educators.

		MATH-NUMBERS AND OPERATIONS																	
		UNDERSTANDING NUMBERS, WAYS OF REPRESENTING NUMBERS, GRADE 1		GRADE 2		GRADE 3		GRADE 4		GRADE 5		GRADE 6		GRADE 7		GRADE 8			
1	A	GRADE K		GRADE 1		GRADE 2		GRADE 3		GRADE 4		GRADE 5		GRADE 6		GRADE 7		GRADE 8	
		Rote counts to 100.		Recognizes "how many" in a set of objects.		Read, write and compare whole numbers less than 100.		Read, write and compare whole numbers up to 3 digits.		Read, write and compare decimals to the hundredths place and whole numbers up to 6 digits.		Read, write and compare unit fractions and decimals to thousandths.		Compare and order integers, positive rationals and percents, including finding their approximate location on a number line.		Compare and order integers, positive rationals and percents, including finding their approximate location on a number line.		Compare and order rationals and percents, including finding their approximate location on a number line.	
ST	READ, WRITE & COMPARE #s	MA 1.6	1.6, 1.10	MA 1.6	1.10	MA 1	1.10	MA 11.10	IX.b	MA 5	1.10	MA 5	3.3	MA 5	3.3	IX.b	MA 5	3.3	IX.b
		V.d, X.a		V.d		Locate standard		Using the Classifieds, have		Jents work in		Fold one page of a newspaper in half, another in fourths, another in eighths, and so on. Label each. Put the folded pages in order from smallest to greatest to show that fractions with a larger denominator are actually smaller in size.		Find advertisements that offer a percentage off during a sale. Cut out the percent numbers and paste them on a 0-100 cent number line to represent their amounts out of \$1.00.		Find 10 rational numbers in the Classified section, and write them from least to greatest.		Use the advertisements to find 5-1 percents, create a represent percent.	

MAP MOMENTS

Newspaper In Education activities using today's newspaper in the classroom or at home.

COMMUNICATION ARTS -- READING

SKILL: Develop and apply skills and strategies to the reading process.

GOOD NEWS, BAD NEWS

Read various news stories. Identify the stories as "good news" or "bad news." If it reports something good happening in our world, circle it in blue. If it reports something bad, circle it in red.

Have students repeat the activity with the Classifieds section of a newspaper on their own. Students should write at least five of each type of comparative number sentence. (>, <, =).

Have students fold one page of newspaper into thirds, another into sixths, and another into twelfths. Students should identify which of these fractions is the smallest and which is the greatest in size.

Students should work to find and circle percentages listed anywhere in the paper. Percentages that are less than one-half should be circled in green and percentages that are more than one-half should be circled in red.

Clip these numbers from the newspaper and place each of these numbers on a number line.

Using the Newspaper to Improve Test Scores

K-12 Activities in Math, Communications Arts, Science and Social Studies



Missouri Press Foundation

Written by Jennifer Hawkins, St. Clair School District; Jennifer Wirthwein, School District of Washington; and Laura McDonald, Trenton School District.

EIGHTH

think

ALPHABET SOUP: Use paper bowls labeled with the

Locate and cut out words with the "a"

Locate words that contain

Locate and cut

Locate and cut

Locate and cut

Locate and cut

Locate and cut

Locate and cut

Locate and cut

CA2,3 1.1

Students use the ne to locate v they feel t classmates ave diffic reading. St ill write fr ese words change lis partner. St l first atte epher the without any Students will have the orig newspaper ar to gain conte

Locate and cut

Students who use newspapers score, on average, 10% higher on standardized tests than their peers who do not.

Regular use of newspapers in the classroom positively impacts the reading attitudes of elementary students.

Dear Educator,

In today's classroom, the expectations are greater than ever. It can be challenging to fit the things you *want* to teach in with the things you *must* teach.

This guide shows you how you can use your community newspaper to teach the skills mandated in Missouri's Grade Level Expectations to help prepare students for the Missouri Assessment Program (MAP) and other standardized tests.

The newspaper is a valuable resource in the classroom. It connects students with their community, state and world and it's a great tool for providing real-life application and reinforcement for important educational concepts.

There are two sections to this guide:

- The first section, "MAP Moments," provides activities, one for elementary learners and one for secondary learners, to teach 32 GLE skills.
- The second section, "Using the Newspaper to Meet Grade Level Expectations," covers two content areas, Math: Numbers and Operations, and Communication Arts: Reading, for grades K-12. Each page provides an activity to teach the skill and an activity to assess the skill at each grade level.

Students who use newspapers in the high school classroom keep reading into adulthood - up to 78% of them!

Research has proven that students who use newspapers as a part of their classroom instruction perform better on standardized tests, find more enjoyment in reading, are more civically engaged and keep reading into their adult lives.

MAP MOMENTS



Newspaper In Education activities using today's newspaper in the classroom or at home.

COMMUNICATION ARTS -- READING

SKILL: Develop and apply skills and strategies to the reading process.

E GOOD NEWS, BAD NEWS

Read various news stories. Identify the stories as "good news" or "bad news." If it reports something good happening in our community, circle it in blue. If it reports something bad, circle it in red. Choose one of the articles you circled in blue to make connections to your own life. Write about a similar good experience that you have had in your own "Good News Newspaper."

GLE/SMS Correlations: R11, CA1, CA4, W2C, W3A, 3, 7, 1.4, 1.5, 1.6

S HERALDING HEADLINES

Headlines are not only designed to attract attention, they also are designed to summarize key elements of the news article. Skim the newspaper and find an interesting headline. After reading the headline only, write three predictions about the article. Read the article, revise your predictions, and list five important details you learned. Next, write a new headline for the article. Finally, trade stories with a partner and decide which headline is better.

GLE/SMS Correlations: R1F, R1H, CA1, 3, 4, 1.4, 1.5, 2.2

MAP MOMENTS



Newspaper In Education activities using today's newspaper in the classroom or at home.

MATH -- NUMBERS AND OPERATIONS

SKILL: Understand numbers, ways of representing numbers, relationships among numbers and number systems.

E VOWEL SCAVENGER HUNT

Cut out words from the newspaper and count the number of vowels and consonants in each word. Paste the words on a separate piece of paper and write the fraction of vowels for each. Reduce the fractions if possible. For example, it=1/2 and cat=1/3, and newspaper=3/9 or 1/3.

MN1B, MA1, 1.4

S CONVERT THAT NUMBER

Partial numbers can be displayed as a fraction, a decimal, or a percent. Use the newspaper to find a percent and convert that number to a decimal and a fraction.

MN1B, MA1, 1.4

MAP MOMENTS



Newspaper In Education activities using today's newspaper in the classroom or at home.

SOCIAL STUDIES -- PRINCIPLES OF CONSTITUTIONAL DEMOCRACY

SKILL: Knowledge of the principles expressed in documents shaping constitutional democracy in the United States.

E NEW NATIONAL SYMBOL

You have the task of choosing a new symbol for our nation. Skim through the newspaper to find a picture that best represents our country. Cut and paste your picture on a piece of paper, then write a paragraph explaining why you chose the picture.

SS1D, CA1, CA4, 4.1, 2.1

S DON'T RULE IT OUT

Why are rules important in society? What are the pros and cons of having established rules? Scan the newspaper to find examples of people who are following, breaking, upholding, or enforcing rules. Create a hall of fame and hall of shame to display your answers.

SS1C, 1.4, 4.3

MAP MOMENTS



Newspaper In Education activities using today's newspaper in the classroom or at home.

SCIENCE -- PROCESSES AND INTERACTIONS OF THE EARTH'S SYSTEMS

SKILL: Human activity is dependent upon and affects Earth's resources and systems.

E SAVE THE EARTH

Think about ways human activity affects our environment. Locate pictures of people solving environmental problems in your community. Cut and paste the pictures in a mural titled "We Can Save the Earth."

SC53A, SC8, 1.4, 3.3

S THAT CAN BE RECYCLED!

Recycling is an easy and effective way to preserve resources. Use the newspaper to locate items that can and cannot be recycled. For the items that cannot be recycled, list ways that you can use this item or an alternate item to preserve resources.

SC53A, SC8, 1.4, 3.1

MAP MOMENTS



Newspaper In Education activities using today's newspaper in the classroom or at home.

SOCIAL STUDIES -- ELEMENTS OF GEOGRAPHICAL STUDY AND ANALYSIS

SKILL: Knowledge of major elements of geographical study and analysis (such as location, place, movement and regions) and their relationship to changes in society and the environment.

E MISSOURI MAP

Locate and circle names of cities mentioned in the newspaper. Draw a map of Missouri identifying the cities you circled. Make sure you include a title, compass rose, and map key.

SSE4C, SS5A, 2.1

S LIFESTYLES

The region in which you live affects the kind of lifestyle that you will have. Choose two pictures in the newspaper that display different regions. Create a Venn Diagram of lifestyle similarities and differences that you would experience in each region.

SSE5H8, SS5F, 1.8, 1.9, 3.5

MAP MOMENTS



Newspaper In Education activities using today's newspaper in the classroom or at home.

COMMUNICATION ARTS -- WRITING

SKILL: Compose well-developed text using standard English conventions.

E CAPITAL CRITIQUE

Circle words beginning with capital letters in the newspaper. Discuss why each word begins with a capital letter. Then identify the words that are proper nouns. Write them in a chart labeled person, place, and thing.

W2E, CA1, 1.4, 1.6, 1.8

S CAN I QUOTE YOU ON THAT?

When quoting their interviewees, reporters must think of interesting ways of saying "said." Use quotes in your newspaper to see how reporters quote their subjects. Make a list of at least 10 different ways that were used. Share your results with your classmates.

W2D, CA1, 3, 1.4

MAP MOMENTS



Newspaper In Education activities using today's newspaper in the classroom or at home.

MATH -- ALGEBRAIC RELATIONSHIPS

SKILL: Understand patterns, relations and functions.

E GRAPHING CLASSIFIEDS

In the classifieds, locate the cars for sale. Make a tally chart identifying the different makes, models, or colors of cars for sale. Construct a bar graph using the information from the tally chart. Make sure you give your graph a title and label the X and Y axes.

MA1B, MA4, MA6, 1.4, 1.6, 1.10

S WEATHER WATCH

Use your newspaper to look at local, regional, and nationwide weather patterns. Cut out the newspaper's weather maps or record them as hand-drawn sketches and keep them in a weather journal. Also in each day's journal entry, explain how broader weather patterns affect the local weather conditions and record your three-day forecast. Review how well your predictions matched the ones in the newspaper.

MA1A, MA1B, MA4, 1.2, 1.4, 1.6, 1.10

MAP MOMENTS



Newspaper In Education activities using today's newspaper in the classroom or at home.

MATH -- ALGEBRAIC RELATIONSHIPS

SKILL: Use visualization, spatial reasoning and geometric modeling to solve problems.

E SHAPE VISUALIZATION

Locate and cut out the shapes needed to make the net of a cylinder. Cut and paste the 2-dimensional shapes together to form the net of a cylinder. Do the same thing for a prism and a cube. Use the nets to form the 3-dimensional shapes.

MG4A, MA2, 3.3

S CALLING ALL ILLUSTRATORS!

Imagine that you have the opportunity to be an illustrator for your local newspaper. Your first task involves making an isometric drawing of your school building. Sketch the illustration that you will submit.

MG4A, MA2, 1.5, 1.10, 2.5



MAP MOMENTS

Newspaper In Education activities using today's newspaper in the classroom or at home.

SOCIAL STUDIES -- PRINCIPLES AND PROCESS OF GOVERNANCE SYSTEMS

SKILL: Knowledge of principles and processes of governance systems.

E FINDING FREEDOM

The Bill of Rights offers us many rights and freedoms. Review and list the freedoms contained in Amendments 1, 4, 5, 6, and 8. Collect newspaper articles that are related to the rights and freedoms guaranteed in those amendments. Discuss why having these freedoms is important to you.

SS3A, SS1, SS1B, 2, 3, 4.1, 4.2

S I'VE GOT THE POWER

Government officials have restrictions and limitations on the use of their power. Find a news article that demonstrates a limitation on a government official's power. Why was the limitation enforced? Is it effective?

SS3A, SS3, 1.10, 3.1, 4.1



MAP MOMENTS

Newspaper In Education activities using today's newspaper in the classroom or at home.

COMMUNICATION ARTS -- INFORMATION LITERACY

SKILL: Develop and apply effective research process skills to gather, analyze and evaluate information.

E RELEVANT INFORMATION

Find an interesting news story to evaluate. Read the story and identify the main ideas. Number the main ideas in order of importance. Explain why you chose that order.

IL1C, CA3, 4, 1.4, 1.5, 1.8

S NEWSWORTHY NOTES

Five main factors determine if an event is newsworthy: timeliness, closeness, significance, prominence, and human interest. Evaluate the articles on your newspaper's front page and determine which of the five categories they fulfill.

IL1C, IL2A, CA3, 1.4, 1.5, 1.10, 2.3



MAP MOMENTS

Newspaper In Education activities using today's newspaper in the classroom or at home.

MATH -- GEOMETRIC AND SPATIAL RELATIONSHIPS

SKILL: Analyze characteristics and properties of two- and three-dimensional geometric shapes and develop mathematical arguments about geometric relationships.

E SHAPE ATTRIBUTES

Identify 2 dimensional shapes (circle, rectangle, rhombus, trapezoid, and triangle). Cut them out of the newspaper, then paste them into a chart according to their attributes. Do the same with 3 dimensional shapes (rectangular prism, cylinder, pyramid, and sphere).

MG1A, MA2, 1.6

S EVALUATING LAYOUT

Newspapers must have an enticing layout and meet space constraints. Choose a page of the newspaper to evaluate. Measure the square area of text, advertisements, and photographs. Place the measurements from least to greatest and write the percentage of space that each type of category utilized.

MG1A, MA2, 1.2, 1.6



MAP MOMENTS

Newspaper In Education activities using today's newspaper in the classroom or at home.

MATH -- DATA AND PROBABILITY

SKILL: Select and use appropriate statistical methods to analyze data.

E THE SHAPE OF THE FINAL SCORES

Locate the sports section of your newspaper. Record all of the final scores shown for a particular sport, such as all basketball. Arrange the final scores in order from least to greatest. Calculate the median, mode, and range of the numbers. Discuss your results.

MD2A, MA3, 1.6, 1.10

S CAR SHOPPING

Use the classified section of your newspaper to shop for used cars. First, record the model year of the car along with the asking price. Create a scatterplot that shows the correlation between the model year of the car and asking price.

MD2C, MA3, 4, 1.4, 1.8, 1.10, 3.5



MAP MOMENTS

Newspaper In Education activities using today's newspaper in the classroom or at home.

SOCIAL STUDIES -- RELATIONSHIPS OF INDIVIDUALS AND GROUPS TO INSTITUTIONS AND TRADITIONS

SKILL: Knowledge of relationships of the individuals and groups to institutions and cultural traditions.

E MEETING THE NEEDS OF OTHERS

Locate pictures of groups or organizations that help meet people's needs. Cut and paste the pictures on a piece of paper. Write a sentence explaining how each group or organization meets the needs of people.

SSRA, SS6A, 4.2, 4.6, 4.7

S IT'S A MATTER OF PERSPECTIVE

Locate the editorial letters in your newspaper. Choose a letter that interests you. What is the issue presented? What is the writer's perspective? People are often influenced by groups, clubs, or organizations to which they belong. Think of a group or organization that would strongly agree or disagree with the letter written. Imagine you are a member of that group and write a response.

SSR6E, SS6E, 3.1, 4.1



MAP MOMENTS

Newspaper In Education activities using today's newspaper in the classroom or at home.

COMMUNICATION ARTS -- INFORMATION LITERACY

SKILL: Develop and apply effective skills and strategies to analyze and evaluate oral and visual media.

E THINKING ALOUD

Identify and explain the message conveyed in a news story by sharing your thoughts. Read the story aloud. Pause occasionally to take turns sharing what you are thinking with others. Your thoughts can be in the form of a question, comment, or feeling about what is being read. Make a conclusion about the intended message.

IL2A, CA1, CA3, CA6, 1.5, 1.7, 2.3

S EDITORIAL EVALUATION

Editorial cartoons are a powerful medium for expressing ideas. Find an editorial cartoon in your newspaper. Who is the intended audience? What is the message? What is the theme or tone of the cartoon? What symbolism is being used? Has the author chosen an effective way to present the idea? What would you do differently?

IL2A, CA3, CA6, 1.5, 1.7, 2.3



MAP MOMENTS

Newspaper In Education activities using today's newspaper in the classroom or at home.

MATH -- DATA AND PROBABILITY

SKILL: Develop and evaluate inferences and predictions that are based on data.

E LIKELY OR UNLIKELY

Review the sports section of your newspaper. Discuss the teams' various standings and who defeated whom. Then label each team as "likely" or "unlikely" to win its next game.

MD3A, MA3, 3.3

S MOVIN' OUT

You're ready to move out and live on your own. First, you need a job. Browse the job listings in your newspaper and choose one that you are qualified to perform. Estimate your monthly salary based on information presented in the ad. Next, look at the apartment listings in your newspaper's classified sections. Is it likely or unlikely that you will be able to afford a one-bedroom apartment? A two-bedroom apartment?

MD3A, MA1, 3, 1.10, 4.8



MAP MOMENTS

Newspaper In Education activities using today's newspaper in the classroom or at home.

MATH -- ALGEBRAIC RELATIONSHIPS

SKILL: Represent and analyze mathematical situations and structures using algebraic symbols.

E SPORTS EXPRESSIONS

Locate final scores of various games in the newspaper. Write an expression representing the difference of two final scores. Have a friend find the difference to form a number sentence. Check your friend's answer.

MA1, MA2A, MA4, 1.6, 1.10

S SHOPPING SAVVY

Use the newspaper to find a sales advertisement that lists a regular price and a sales price. Write an equation that represents the percentage that is discounted. Solve the equation.

MA2A, MA1, MA4, 1.10

MAP MOMENTS



Newspaper In Education activities using today's newspaper in the classroom or at home.

MATH -- MEASUREMENT

SKILL: Apply appropriate techniques, tools and formulas to determine measurements.

E POLYGON PERIMETERS

Locate and circle 4 verbs in a news story. Use a ruler to connect the verbs like a dot-to-dot puzzle to form a polygon. Measure and label each side of your polygon with an inch ruler. Add the lengths of the sides to find the perimeter. Write the perimeter in the center of your polygon. Try it again with nouns or adjectives.

MM2C, MA2, 1.4

S ANGLING

Use your newspaper to find angles. Maybe you will find them in photographs, in the shape of the text, in advertisements, etc. First, estimate the measurement of the angle. Record your estimate and use a protractor to measure the angle to the nearest degree. How accurate were your estimates?

MM2B, MA2, 1.4, 4.1

MAP MOMENTS



Newspaper In Education activities using today's newspaper in the classroom or at home.

SCIENCE -- PROCESSES AND INTERACTIONS OF THE EARTH'S SYSTEMS

SKILL: Science and technology affect, and are affected by, society.

E WORKING TOGETHER

Columbus was persistent and worked with others to get money for ships to sail across the ocean. People are always working together to find new ways to solve problems and get work done. Locate photos of people working together to solve a problem. Share your thoughts and feelings about the pictures.

SC83A, 4.3

S PROGRESSIVE SCIENCE

There are various social, economic and environmental problems that can be overcome by the use of science and technology. Use the newspaper to locate an example of a problem that can be overcome by the use of science and/or technology. Explain the solution and how society affected the need and development of science.

SC83B, SC8, 3.1

MAP MOMENTS



Newspaper In Education activities using today's newspaper in the classroom or at home.

MATH -- DATA AND PROBABILITY

SKILL: Formulate questions that can be addressed with data and collect, organize and display relevant data to answer them.

E ALPHABET ATTRIBUTES

Cut out, sort, and classify letters according to their attributes in a Venn Diagram. Draw a Venn Diagram on a plain sheet of white paper. Write "curved letters" on one side, "straight letters" on the other, and "both" in the middle. Paste the letters in the Venn Diagram according to their attributes.

MD1B, MA2, 3, 1.8

S TYPES OF NEWS

Use the front section of the newspaper to evaluate the types of news stories presented: local, national, international. Sort the articles into the three categories and create a bar graph that displays the amount of coverage each type of news story receives.

MD1C, MA2, 3, 1.2, 1.8

MAP MOMENTS



Newspaper In Education activities using today's newspaper in the classroom or at home.

SOCIAL STUDIES -- TOOLS OF SOCIAL SCIENCE INQUIRY

SKILL: Knowledge of the use of tools of social science inquiry (such as surveys, statistics, maps and documents).

E FUTURE ARTIFACTS

Artifacts help us learn about our history. Locate a picture of something in the newspaper that could someday be used as an artifact. Paste the picture on a piece of paper and write about what future scientists could learn from the artifact.

SST7K, SS7A, S8, 4.1

S MAP IT OUT

Maps are a very helpful tool and are often found in newspapers. Skim your newspaper and find an article that you think would be improved with the addition of a map. Design a map that you think should accompany the article and present your map to your classmates.

SST73C, SS7B, 1.8, 2.7, 4.1

MAP MOMENTS



Newspaper In Education activities using today's newspaper in the classroom or at home.

MATH -- ALGEBRAIC RELATIONSHIPS

SKILL: Apply transformations and use symmetry to analyze mathematical situations.

E SYMMETRY SALAD

Cut out various shapes from the newspaper. Fold the shapes to discover the lines of symmetry, if any. Draw the lines of symmetry on each shape. Group the shapes according to the number of symmetrical lines and paste them into paper salad bowls.

MG3C, MGA, MA2, 1.10

S SCALE FACTOR

Choose a logo in the paper that you would like to sketch. You will use your artwork to either reduce or enlarge the original image. Next, you will measure the two images and create a scale that models the difference in representations.

MG3B, MA2, 1.6

MAP MOMENTS



Newspaper In Education activities using today's newspaper in the classroom or at home.

COMMUNICATION ARTS -- WRITING

SKILL: Apply a writing process in composing text.

E MYSTERY STORY

Cut out several pictures from the newspaper without reading the captions. Place the pictures in a bag, and without looking, pick your mystery picture from the bag. That's your stimulus for writing. Construct a graphic organizer to identify the 5Ws (who, what, when, where, and why) of your story by looking at your picture. Then continue the writing process.

W1A, W2C, W2E, W3A, CA1,4, 1.8, 2.1, 2.2

S YOU ARE THE REPORTER

Reporters are responsible for background research and interviews to develop a well-written article. Imagine you have the chance to interview any person in history (living or deceased). What questions would you ask? Complete a mock interview and the necessary research and write a news article about your historical person. Be sure to include quotes in your article!

W1A, CA1, 4, 1.1, 1.2, 1.4

MAP MOMENTS



Newspaper In Education activities using today's newspaper in the classroom or at home.

SCIENCE -- IMPACT OF SCIENCE, TECHNOLOGY AND HUMAN ACTIVITY

SKILL: The nature of technology can advance, and is advanced by, science as it seeks to apply scientific knowledge in ways that meet human needs.

E TECHNOLOGY IN OUR COMMUNITY

Columbus was able to sail across the Atlantic Ocean because of technology advances. New technology continuously changes the way we do things. Locate a picture of an invention that has affected or changed your life in some way. Write about how the invention has changed your life.

SC81A, CA1, CA4, 4.1

S NEW INVENTIONS

Creative minds are often thinking of new ways to improve our lifestyle. Think of all of the technological advances in the past year, 5 years, and 10 years. Use the newspaper to locate a new technology item. Maybe you will see this in an advertisement or a news article. Write your prediction for how this item will improve your lifestyle.

SC81A, SC8, CA3, 4, 1.4

MAP MOMENTS



Newspaper In Education activities using today's newspaper in the classroom or at home.

MATH -- NUMBERS AND OPERATIONS

SKILL: Compute fluently and make reasonable estimates.

E SOLD BY THE POUND

Look through the grocery ads in the newspaper. Locate ads for items sold by the pound. Estimate the cost of 2, 3, 4, and 5 pounds of the item. Then, calculate the actual cost.

MN3B, MN3C, MA1, 1.4, 1.6, 1.10

S INTERIOR DESIGNERS

Newspapers are an excellent source for advertisements to keep consumers aware of sales events and new products. Imagine that you get to redecorate your classroom. Find an advertisement for flooring or wall paper and estimate your classroom's dimensions to calculate the amount that you will need to purchase. Next, compute the actual dimensions of your room and compare your answer. Write the amount of material that you will actually need to purchase and calculate the cost.

MN3B, MN3C, MA1, 1.4, 1.10



MAP MOMENTS

Newspaper In Education activities using today's newspaper in the classroom or at home.

MATH -- NUMBERS AND OPERATIONS

SKILL: Understand meanings of operations and how they relate to one another.

E MARGIN OF VICTORY

Use the sports section of the newspaper to compare numbers. Locate the final scores of two different games. Use pictures, objects, or symbols to calculate the difference.

MN2A, MA1, 1.6, 1.10

S RECIPES AROUND

Newspapers can be a great source for finding recipes. Imagine you have found an excellent recipe and you would like enough to share with your classmates. Convert the serving size and ingredient list to accommodate your class size.

MN2B, MA1, 1.4, 1.10



MAP MOMENTS

Newspaper In Education activities using today's newspaper in the classroom or at home.

COMMUNICATION ARTS -- READING

SKILL: Develop and apply skills and strategies to comprehend, analyze and evaluate nonfiction (such as biographies, newspapers, technical manuals) from a variety of cultures and times.

E RECIPE FOR READING THE NEWSPAPER

Think about what you do when you read a newspaper. What do you do first? Second? Write a recipe for reading the newspaper by giving step-by-step directions. Make sure to include time order words. Trade your recipe with a friend.

R3D, CA3, W2B, W2C, CA1, CA4, 1.5, 1.6

S SEEKING THE SOURCE

In order to be taken seriously, journalists need credible sources for their information. Choose a newspaper article to evaluate. Are the sources used tertiary, secondary, or primary? Do you feel the sources are credible? Why?

R1H R3C, IL1D, CA3, 1.2, 1.7



MAP MOMENTS

Newspaper In Education activities using today's newspaper in the classroom or at home.

MATH -- GEOMETRIC AND SPATIAL RELATIONSHIPS

SKILL: Specify locations and describe spatial relationships using coordinate geometry and other representational systems.

E NEWSPAPER ROAD MAP

With a friend, choose a news story to be your make believe road map. Both of you cut the story from two separate newspapers. Your starting point will be the first word. Your partner will give you cardinal directions (ex. 2 words east, 4 lines south, 1 word west, etc.), while he also navigates the route. When he says "stop" compare your maps. Choose another article so you can give your partner directions.

MG2A, MA2, 3.3, 1.10

S NEWSPAPER GRAPHING

Find an interesting photograph in your newspaper. Use a ruler to make an X and Y axis on that newspaper page, with the (0,0) in the center of the page. Measure the distance of the photograph in inches from the distance to the center of the page. Describe its location to a classmate using Cartesian coordinates. Can your classmate locate the picture?

MG2A, MA2, 1.4, 1.8



MAP MOMENTS

Newspaper In Education activities using today's newspaper in the classroom or at home.

SOCIAL STUDIES -- MISSOURI, THE UNITED STATES AND WORLD HISTORY

SKILL: Knowledge of continuity and change in the history of Missouri, the United States and the world.

E LOCAL FAMOUS MISSOURIAN

You have been given the task to write about a local Missourian who has contributed to your community. Skim through the newspaper to find the person who best fits this description. Tell how this person has impacted the community and why he or she be recognized for his or her contributions.

SS2aA, SS6, 4.2, 4.3

S OUR LIVING DOCUMENT

The Constitution is called a living document because it can be ratified and amended to meet the needs of the U.S. citizens. Look through the newspaper to find an issue that you think is important to today's society that could be resolved with an amendment to the Constitution. Write your proposed amendment and attach the news article.

SS2aD, SS2, 1.10, 3.1, 4.3

MAP MOMENTS



Newspaper In Education activities using today's newspaper in the classroom or at home.

SCIENCE -- IMPACT OF SCIENCE, TECHNOLOGY AND HUMAN ACTIVITY

SKILL: Historical and cultural perspectives of scientific explanations help to improve understanding of the nature of science and how science knowledge and technology evolve over time.

E WHERE IN THE WORLD WAS THAT DISCOVERED

Columbus used technology to navigate across the Atlantic Ocean. We also use technology developed by people all around the world on a daily basis. Locate and cut out pictures of technological innovations in the newspaper. Research to find out where each was invented or discovered. Paste the pictures on a world map, identifying the location of each discovery.

SC82A, SS2, 5, 7, 1.4

S DIVERSITY IN SCIENCE

When you think of scientists, do you think of men and women? Do you envision people of various races? Technological advances have been made by a diverse group of people. Use the newspaper to evaluate how an informative news article is written. Next, write an article about a scientist you have studied who has made contributions with his or her scientific advances.

SC82A, CA1, 3, 4, 1.4

MAP MOMENTS



Newspaper In Education activities using today's newspaper in the classroom or at home.

COMMUNICATION ARTS -- WRITING

SKILL: Write effectively in various forms and types of writing.

E I WANT THAT!

Look through the various items that are for sale in the Classifieds. Choose an item that you would like to have. Write a paragraph persuading your parents to buy the item for you. Make sure you include the point you want to prove, three or more supporting details, and a concluding sentence.

W3A, W2B, W2C, CA4, 1.8, 2.1

S SAYS WHO?

Editorials are an effective way for people to express their opinions and share their message with the community. Browse your paper to find editorial letters, columns, and cartoons. Choose an issue in your school or community that is important to you and create an editorial for your local paper. Remember in order to convince others, you should include facts and research, as well as your personal opinion.

W3A, CA1, 3, 4, 1.2, 1.4, 1.5, 1.7, 2.3

MAP MOMENTS



Newspaper In Education activities using today's newspaper in the classroom or at home.

MATH -- MEASUREMENT

SKILL: Understand measurable attributes of objects and the units, systems and processes of measurement.

E LET'S SHOP

You have \$10.00 to spend on groceries for dinner. Look through the grocery ad insert of the newspaper and find at least 2 items you can afford. Calculate the total of your purchases, then determine the change from \$10.00.

MM1D, MA1, 1.10, 3.3

S MOVIE MATINEE

Use the newspaper movie listings to select a movie to solve the following problem. If the average movie is 109 minutes long, at what time will your selected movie end?

MM1C, MA1, 1.4, 1.10, 2.7

MAP MOMENTS



Newspaper In Education activities using today's newspaper in the classroom or at home.

MATH -- ALGEBRAIC RELATIONSHIPS

SKILL: Use mathematical models to represent and understand quantitative relationships.

E FOOD GROUP PICTOGRAPH

Identify the food groups represented in a grocery ad. Calculate the total number of food items in each group. Construct a pictograph to model the information. Make sure you give your graph a title and label the X and Y axis.

MA3A, MA4, 1.4, 1.6, 1.10

S JOB HUNT

Use the classified section to view the job listings. How many jobs require a high school diploma, an associate's degree, a bachelor's degree? Create a graph to display your answers. Why are education and job training important?

MA3A, MA4, 1.4, 3.5, 4.1

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MATH-NUMBERS AND OPERATIONS

2 UNDERSTANDING MEANINGS OF OPERATIONS AND HOW THEY RELATE TO ONE ANOTHER

A	GRADE K	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6-12
REPRESENT OPERATIONS	Not assessed at this level.	Represent a given situation involving addition.	Represent a given situation involving addition or subtraction.	Represent a given situation involving multiplication.	Represent and recognize multiplication using various models, including sets and arrays.	Represent and recognize division using various models, including quotative and partitive.	Not assessed at this level.

ST	MA 1.1.6,1.10	MA 1.1.6,1.10	MA 1.1.6,1.10	MA 1.3.6	MA 1.3.6
FR	V.a	V.a	V.a	V.a	V.a

ACTIVITIES	MA 1.1.6,1.10	MA 1.1.6,1.10	MA 1.3.6
Use a grocery ad. Cut out pictures and categorize them according to meat, grain, dairy, fruits/veggies and sweets. Solve various word problems using items such as how many meats and grains altogether?	Use the Sports section of the newspaper to compare numbers. Locate the final scores of various games. Calculate the differences in the scores.	Purchase a certain number of items from a grocery ad. Use a multiplication number sentence to calculate how much you would spend.	In cooperative groups, measure the sizes of various ads in the paper by noting the length and width of the ad in column inches. (Actual length in inches x number of columns in width). Multiply the length and width to find the total # of column inches of each ad.

ASSESSMENTS	MA 1.1.6,1.10	MA 1.3.6
Make an addition word problem using pictures from a grocery ad. Have classmates solve your problem.	Use a sales ad from the newspaper. Compare regular prices to sale prices using subtraction sentences.	Pretend you have \$5 to spend at the store to buy multiples of any item. Choose an item and calculate "how many" you can buy with \$5. How much change would you have left?
		Search the newspaper to find articles that have an even number of column inches. Color those articles red. Color articles that have an odd number of column inches blue. Use the key in the Classified section of the newspaper to answer this question: If I have \$25 to spend and want to run a classified ad that is 32 words long, how many days can I run that ad without going over my budget?



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GRADES K-2	GRADE 3	GRADE 4	GRADE 5	GRADE 6	GRADE 7	GRADE 8	GRADE 9	GRADES 10-12
Not assessed at this level.	Describe the effects of adding and subtracting whole numbers as well as the relationship between the two operations.	Not assessed at this level.	Describe the effects of multiplying and dividing whole numbers as well as the relationship between the two operations.	Describe the effects of adding and subtracting fractions and decimals.	Describe the effects of multiplication and division on addition and subtraction on integers.	Describe the effects of multiplication and division on integers.	Describe the effects of operations, such as multiplication, division, computing powers, and roots on the magnitude of quantities.	Not assessed at this level.
MA1 3.4.4.1 V.e	MA5 3.4.4.1 IX.e&c	MA 1.5, 3.4, 4.1 V.a, IX.a	MA 1.5, 3.4, 4.1 V.a	MA1 3.4, 4.1 V.a	MA1 3.4, 4.1 V.a	MA1 3.4, 4.1 V.a	MA4 3.4, 4.1 VIII.i	
Go shopping in the Classifieds. Choose two items to buy and calculate the sum of the two products. Describe the effects of adding the two numbers together.	Tear a sheet of newspaper in half. Tear each of those pieces in half, etc. Describe what is happening to the pieces each time a division takes place.	Practice adding and subtracting fractions by finding ads listing a fraction off of the regular prices. Add up the total of the fractions found. Find which fractions can be subtracted from each other.	Find a recipe that has a fraction in the list of ingredients. Double this recipe, list the ingredients needed.	In the Classified section, find a car that you would like to own. If you were to earn \$75/week, how many weeks would it take to buy the car?	Discuss the relationship of Pythagorean theory and square root. Find a newspaper ad with a right angle and measure the hypotenuse, writing the answer as a square root.	Apply the theory to a different ad with a right angle and write this answer as a square root, as well.	Using the same car as an example, how much would you need to save each week if you were going to buy the car in two years?	
ST FR	ST FR	ST FR	ST FR	ST FR	ST FR	ST FR	ST FR	ST FR

ACTIVITIES

ASSESSMENTS



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MATH-NUMBERS AND OPERATIONS

3 COMPUTE FLUENTLY AND MAKE REASONABLE ESTIMATES

E GRADES K-5	GRADE 6	GRADE 7	GRADE 8	GRADE 9	GRADE 10	GRADE 11	GRADE 12
Not assessed at this level.	Solve problems using equivalent ratios.	Solve problems involving proportions, such as scaling and finding equivalent ratios.	Solve problems involving proportions, such as scaling and finding equivalent ratios.	Solve problems involving proportions.	Solve problems involving proportions.	Solve problems involving proportions.	Solve problems involving proportions.

ST USE PROPORTIONAL REASONING

MA1.3.3 V.c	MA1.3.3 V.c & f	MA1.3.3 V.c & f	MA1.4.3.3 V.a, VIII.e	MA1.4.3.3 V.a, VIII.e	MA1.4.3.3 V.a, VIII.e	MA1.4.3.3 V.a, VIII.e
Find fractions in the newspaper. Make a list of equivalent ratios for each of those fractions.	Find a chart or graph in the newspaper. Recreate this chart using a scale of 1:3.	Count the number of sports articles about men. Do the same for women. Write a ratio that represents men:women.	Look at the listing for used cars. How many of these ads list the mileage? Write this number as a proportion.	Use the job listings to write a proportion of the jobs that require a high school diploma to those that do not require a diploma.	Look through the amount that list a company Web site. Write this number as a proportion.	Imagine you are looking for a two-bedroom apartment to rent. How many of the apartments advertised allow pets? Create a proportion for this number.

ACTIVITIES

Have students fold a page of the newspaper to show several equivalents to 1/2.	Recreate another chart in the paper and describe the scale used to recreate the chart.	Use the ratio to solve this problem. If there were 15 articles in your Sports section, how many would cover women's sports?	Using this proportion, if there were 20 used cars listed, how many ads would contain the mileage?	Repeat this process for the jobs that require a college degree to those that do not.	Using this proportion, if your newspaper contained 30 ads, how many of them would list a Web site?	Repeat this process for three bedroom apartments, condos, and townhouses.
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ASSESSMENTS



M. I. J. ST. LOUIS FOOT DISPATCH

Winner of math medal

SPORTS

Blue Jays Win Again

By Daniel Weisberg

The Blue Jays won their 10th straight game, defeating the Toronto Blue Jays 3-1 on Monday night.

The Jays' victory was powered by a stellar performance from starting pitcher Roy Halladay, who pitched a complete game, allowing only one run on three hits and one walk while striking out seven batters.

Halladay's performance earned him a spot on the All-Star team, which will be announced in Montreal on Tuesday.

The Jays' win moved them to 10-1 on the season, a record that has helped them gain momentum in the American League East.

The Jays' victory was also a testament to the team's strong defense, which held the Blue Jays to just one run on three hits and one walk.

The Jays' win was a significant one, as it marked their first victory in a series against the Blue Jays since the start of the season.

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MATH-NUMBERS AND OPERATIONS

2 UNDERSTANDING MEANINGS OF OPERATIONS AND HOW THEY RELATE TO ONE ANOTHER

D	GRADE K-6	GRADE 7	GRADE 8	GRADE 9	GRADE 10	GRADE 11	GRADE 12
	Not assessed at this level.	Approximate the value of square roots to the nearest whole number.	Apply the relationship between squares and square roots to solve a problem.	Apply operations to real numbers, using mental computation or paper-and-pencil calculations for simple cases and technology for more complicated cases.	Apply operations to real numbers, using mental computation or paper-and-pencil calculations for simple cases and technology for more complicated cases.	Apply operations to matrices and complex numbers, using mental computation or paper-and-pencil calculations for simple cases and technology for more complicated cases.	Apply operations to vectors, using mental computation or paper-and-pencil calculations for simple cases and technology for more complicated cases.

APPLY OPERATIONS ON REAL & COMPLEX NUMBERS

ST	MA5 3.3	MA5 1.6, 3.4	MA1,4,5 1.4, 3.4	MA1,4,5 1.4, 3.4	MA1,4,5 1.4, 3.4	MA1,4,5 1.4, 3.4	
FR	IX.f	IX.f	V.a. VIII.d, IX.6	V.a. VIII.d, IX.6	V.a. VIII.d, IX.6	V.a. VIII.d, IX.6	
	Find a number less than 20 in the newspaper. Find the square root of this number, locate it on the number line. Do the same for two more numbers.	Use the newspaper to find an advertisement for flooring. Estimate the size of your classroom in square feet and determine the cost to install new flooring.	Find an ad for flooring sold by the square yard. Determine the size of the classroom in square yards and determine the cost of flooring.	Find the birth announcements listed in the newspaper. What is the average weight for a baby girl? A baby boy?	Find the birth announcements listed in the newspaper. What is the average weight for a baby girl? A baby boy?	Find the birth announcements listed in the newspaper. What is the average weight for a baby girl? A baby boy?	Define vector, and brainstorm ways that vectors are used in the organizational structure of the newspaper.

ACTIVITIES

ASSESSMENTS	Using the number line created, select a fourth number from the newspaper and estimate the square root.	Find an ad for flooring that you would like to have installed in your house and determine the cost.	Determine the size of your cafeteria in square yards and calculate the cost of new flooring using the same ad.	Use the birth announcements to calculate the average length of baby boys and girls.	Use the matrices created in the listed activity to create addition and subtraction problems.	Locate the index of the paper and choose a story that looks interesting. State the vector used to locate the story.
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MATH-NUMBERS AND OPERATIONS

3	COMPUTE FLUENTLY AND MAKE REASONABLE ESTIMATES	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADES 6-12
A	GRADE K	Describe or represent the mental strategy used to compute an addition problem.	Describe or notate the mental strategy used to compute addition or subtraction of whole numbers, including 2-digit numbers.	Not assessed at this level.	Represent a mental strategy used to compute a given division problem, where the quotient is a multiple (up to 2-digit by 2-digit multiple of).	Describe a mental strategy used to compute a given division problem, where the quotient is a multiple of 10 and the divisor is a 1-digit number (e.g., 350 / 7).	

ST	MA 1.6.1.10	MA 1 3.4.4.1	MA 1 3.4.4.1	MA 1 3.4.4.1	MA 5 3.3	MA 1 1.4.3.3
FR	V.2.a	V.f	V.f	V.f	IX.d	V.g

ACTIVITIES

Sit in a circle with a deck of playing cards in the center. Flip over the top card and race to locate the same number in the newspaper. Person who locates the number first gets to keep the card. Whoever collects the most cards wins.

Play Number Circle with a friend. Take a red crayon and have a friend take a blue crayon. Both of you circle as many numbers as you can find. Add number circled in blue to number circled in red using the "counting up" strategy.

Program a place value chart on a piece of paper. Cut out numbers from the newspaper and use them as manipulatives to practice adding and subtracting two digit numbers mentally. Describe the mental strategy used.

Choose and cut out two numbers from the newspaper (up to two digits each). Round each number to the nearest 10 and estimate the product of both. Then find the exact product of both numbers.

Find and cut out from the newspaper a number ending in zero that is at least two digits long. Explain how to divide that number by 2, 3, 4, 5, 6, 7, 8, and 9 using mental computation.

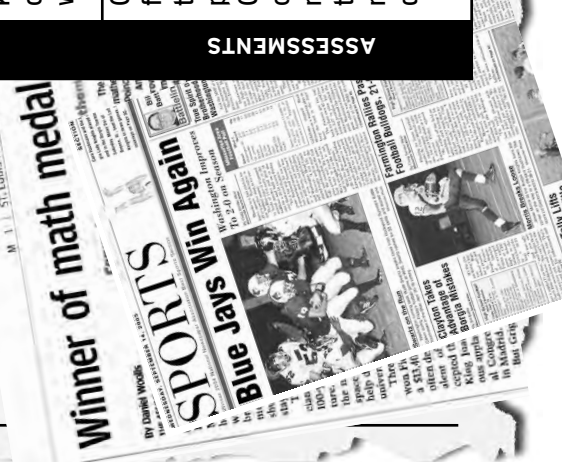
ASSESSMENTS

Use the same circled numbers to write an addition number sentence on a piece of paper. Compute the answer by "counting up."

Program envelopes with the numbers 10, 20, 30... 100. Cut out 2-digit numbers from the newspaper. Round them to the nearest 10 and place them in the correct envelope. Use rounding to help add numbers mentally.

Give students a list of three double digit numbers. Students should search the newspaper for numbers that, when estimated, multiply to get those products.

Have students repeat the activity on their own, choosing 3 numbers ending in 0 from the paper that are 3 digits long. Students should write down the answers to those numbers divided by the digits 2 through 9.



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MATH-NUMBERS AND OPERATIONS

3 COMPUTE FLUENTLY AND MAKE REASONABLE ESTIMATES

GRADE	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6	GRADE 7	GRADE 8	GRADE 9	GRADES 10-12
C	Apply and describe the strategy used to compute 2-digit addition or subtraction problems.	Apply and describe the strategy used to compute up to a 3-digit addition or subtraction problem.	Apply and describe the strategy used to compute a given multiplication problem up to a 2-digit by 2-digit problem. • division problem up to a 3-digit by 1-digit.	Apply and describe the strategy used to compute a given division problem up to a 3-digit by 2-digit.	Add and subtract positive rational numbers.	Multiply and divide positive rational numbers.	Apply all operations on rational numbers.	Apply all operations on real numbers.	Not assessed at this level.

ST

ST	MA 5 1.6.1.10	MA 5 3.3.4.1	MA 5 3.3.4.1	MA 1 3.3.4.1	MA 1 1.10.3.3	MA 1.10.3.3	MA 1.10.3.3	MA 5 1.10.3.3	
FR	IX.e	IX.e	IX.d	Ve	Va	Va	Va	IX.a	
COMPUTE PROBLEMS	Use 10-by-10 grids on graph paper to solve addition number sentences, using numbers from the newspaper. Ex. $24 + 36$. Shade two rows and 4 individual squares in blue. Shade 3 rows and 6 individual squares in red. Add tens and ones together.	Make a place value chart to the hundreds place. Cut numbers from the newspaper and arrange them on the chart to make a 3-digit number. Take turns solving the problems. Describe the strategy used.	Find and cut out 2-digit numbers from the newspaper. Multiply those numbers together and explain the process used to find that product.	Find a 3-digit number and a 2-digit number in the newspaper. Divide the 3-digit number by the 2-digit number. Explain the steps used to divide properly.	Using the newspaper, find money amounts that include cents. (For example, \$10.59) Use those money amounts to practice adding and subtracting with decimals.	Use the movie listings in your newspaper to observe the ratings. Write the percentage of movies rated PG.	Use the Classified section to find the listings for used trucks. What is the range of prices?	Use the Classified section to find a two bedroom apartment for rent. How much would it cost to rent this apartment for a year?	

ACTIVITIES

ACTIVITIES	ASSESSMENTS
<p>Cut 2-digit numbers from the newspaper. Make number sentences identifying tens and ones beneath each number (using lines for tens and dots for ones).</p> <p>Continue using the newspaper numbers and charts. Arrange numbers to make an addition problem. Rewrite the numbers in expanded form and compute the sums.</p> <p>Students should repeat the activity on their own using a different newspaper.</p> <p>Students continue on own to find more 3- and 2-digit numbers from the newspaper to divide correctly.</p> <p>Using a different newspaper, repeat the activity; this time with students working on their own.</p> <p>Students continue to find 3-digit numbers in the newspaper. Divide the 3-digit number by the 2-digit number. Explain the steps used to divide properly.</p> <p>Using the newspaper, find money amounts that include cents. (For example, \$10.59) Use those money amounts to practice adding and subtracting with decimals.</p> <p>Use the movie listings in your newspaper to observe the ratings. Write the percentage of movies rated PG.</p> <p>Use the Classified section to find the listings for used trucks. What is the range of prices?</p> <p>Use the Classified section to find a two bedroom apartment for rent. How much would it cost to rent this apartment for a year?</p>	<p>What is the weekly cost for this apartment?</p> <p>Using the same listings, what is the average price of a used truck?</p> <p>Repeat the process for those movies rated G, PG13, & R.</p> <p>Using a different newspaper, repeat the activity; this time with students working on their own.</p> <p>Students continue on own to find more 3- and 2-digit numbers from the newspaper to divide correctly.</p> <p>Using a different newspaper, repeat the activity; this time with students working on their own.</p> <p>Students continue to find 3-digit numbers in the newspaper. Divide the 3-digit number by the 2-digit number. Explain the steps used to divide properly.</p> <p>Using the newspaper, find money amounts that include cents. (For example, \$10.59) Use those money amounts to practice adding and subtracting with decimals.</p> <p>Use the movie listings in your newspaper to observe the ratings. Write the percentage of movies rated PG.</p> <p>Use the Classified section to find the listings for used trucks. What is the range of prices?</p> <p>Use the Classified section to find a two bedroom apartment for rent. How much would it cost to rent this apartment for a year?</p>



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MATH-NUMBERS AND OPERATIONS

1 UNDERSTANDING NUMBERS, WAYS OF REPRESENTING NUMBERS, RELATIONSHIPS AMONG NUMBERS AND NUMBER SYSTEMS

GRADE K	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6	GRADE 7	GRADE 8	GRADES 9
Rote counts to 100.	Recognizes "how many" in a set of objects.	Read, write and compare whole numbers less than 100.	Read, write and compare whole numbers up to 3 digits.	Read, write and compare decimals to the hundredths place and whole numbers up to 6 digits.	Read, write, compare and order unit fractions and decimals to thousandths.	Compare and order integers, positive rationals and percents, including finding their approximate location on a number line.	Compare and order integers, positive rationals and percents, including finding their approximate location on a number line.	Compare and order rationals and irrational numbers, including finding their approximate location on a number line.	Compare and order rationals and irrational numbers, including finding their approximate location on a number line.

ST

MA 1.6 1.6, 1.10	MA 1.6 1.10	MA 1 1.10	MA 1 1.10	MA 5 1.10	MA 5 3.3	MA 5 3.3	MA 5 3.3	MA 5 3.3	MA 5 3.3
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FR

V.i.d, X.a	V.d, X.a	V.d	V.d	IX.b	IX.b	IX.b	IX.b	IX.a	
Choose a letter from the alphabet (letter of the week). Circle assigned letter in the newspaper. Count until getting to 100.	Cut out words from the newspaper. Count how many letters are in each word. Put them in piles (or bowls) labeled 1-10.	Count the number of letters in different headlines. Compare them using the terms greater than or less than.	Locate standard numbers in the newspaper. Classify each number in word form.	Using the Classifieds, have students work in groups to find whole numbers up to three digits. On a piece of paper, have them work to create comparative number sentences with those numbers using >, <, and =. For example, 504 > 392.	Fold one page of a newspaper in half, another in fourths, another in eighths, and so on. Label each. Put the folded pages in order from smallest to greatest to show that fractions with larger denominators are actually smaller in size.	Find advertisements that offer a percentage off during a sale. Cut out the percent numbers and paste them on a 0-100 cent number line to represent their amounts out of \$1.00.	Find 10 rational numbers in the Classified section, and write them from least to greatest.	Use the advertisements to find 5-10 percents, and create a grid to represent each percentage.	Discuss the difference between rational and irrational numbers, use the newspaper to find examples of each.

ACTIVITIES

As a group, cut out 100 assigned letters in the newspaper. Paste them in groups of 10 until getting to 100. Write the number 100 on the paper.	Cut out words from the newspaper and count the letters in the words. Paste them on paper bowls according to the number of letters in each word (numbers 1-10).	Compare two numbers from the newspaper. Paste them on a piece of paper. Draw a < or > sign between the two numbers.	Locate words in standard and word form in the newspaper. Paste them in a chart with expanded/word forms. Write in answers to complete the chart.	Have students repeat the activity with the Classifieds section of a newspaper on their own. Students should write at least five of each type of comparative fractions in the smallest and greatest in size.	Have students fold one page of newspaper into thirds, another into sixths, and another into twelfths. Students should identify which of these fractions is the smallest and which is the greatest in size.	Students should work to find and circle percentages listed anywhere in the paper. Percentages that are less than one-half should be circled in green and percentages that are more than one-half should be circled in red.	Students should clip these numbers from the newspaper and place each of these numbers on a number line.	Change each percent found in the activity to a fraction and a decimal.	Use stock quotes to identify fractional and decimal relationships, place 10 chosen numbers on a number line.
As a group, cut out 100 assigned letters in the newspaper. Paste them in groups of 10 until getting to 100. Write the number 100 on the paper.	Cut out words from the newspaper and count the letters in the words. Paste them on paper bowls according to the number of letters in each word (numbers 1-10).	Compare two numbers from the newspaper. Paste them on a piece of paper. Draw a < or > sign between the two numbers.	Locate words in standard and word form in the newspaper. Paste them in a chart with expanded/word forms. Write in answers to complete the chart.	Have students repeat the activity with the Classifieds section of a newspaper on their own. Students should write at least five of each type of comparative fractions in the smallest and greatest in size.	Have students fold one page of newspaper into thirds, another into sixths, and another into twelfths. Students should identify which of these fractions is the smallest and which is the greatest in size.	Students should work to find and circle percentages listed anywhere in the paper. Percentages that are less than one-half should be circled in green and percentages that are more than one-half should be circled in red.	Students should clip these numbers from the newspaper and place each of these numbers on a number line.	Change each percent found in the activity to a fraction and a decimal.	Use stock quotes to identify fractional and decimal relationships, place 10 chosen numbers on a number line.

ASSESSMENTS



Using the Newspaper to Meet Grade Level Expectations

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MATH-NUMBERS AND OPERATIONS

1 UNDERSTANDING NUMBERS, WAYS OF REPRESENTING NUMBERS, RELATIONSHIPS AMONG NUMBERS AND NUMBER SYSTEMS

GRADES K/1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6	GRADE 7	GRADE 8	GRADES 9-12
Not assessed at this level.	Skip count by 2s, 5s and 10s.	Classify numbers by their characteristics, including odd and even.	Classify and describe numbers by their characteristics, including odd, even and multiples.	Describe numbers according to their characteristics, including whole number factors, prime or composite, odd or even and square numbers.	Use factors and multiples to describe relationships between and among numbers, including whole number common factors and multiples.	Use whole number factors and multiples to describe relationships between and among numbers and justify characteristics of numbers.	Use factors and multiples to describe relationships between and among numbers and justify characteristics of numbers.	Not assessed at this level.

CLASSIFY & DESCRIBE RELATIONSHIPS

ST	MA 1 1.10	MA 1 1.10	MA 1 1.10	MA 5 1.10	MA 5 1.10	MA 5 1.10	MA 5 1.10
FR	V.i.d	V.e	V.e, IX.d	IX.c	IX.c	IX.c	IX.c

Play "BUZZ" with words from the newspaper. Sit in a circle and call out the letters of a headline or article in order, one at a time. Say "Buzz" (instead of the letter) for every 2nd, 5th, or 10th letter.

Review how to identify odd and even numbers. Race through the newspaper. Circle as many even numbers you can find in 5 minutes. Share numbers.

Working together as a class, have students cut out various numbers that they find in the newspaper. With each number cut out, discuss the meanings of odd and even, and practice finding what multiples can be found in that number.

Cut out from the newspaper and label any numbers that are prime or square numbers. Extend activity by identifying composite, odd, and even numbers.

Find two different numbers in the newspaper with two digits. List all bedroom apartments for rent. Find the common factors of those two numbers. For a challenge, try first ten multiples of this number.

Use the Classified ads to locate the number of four-bedroom apartments for rent. Find the first ten multiples of this number.

In the Sports section, find a two-digit number. List the factors of this number.

ACTIVITIES

Skip count words in a feature article. Circle every other word in red, every 5th word in blue, and every 10th word in green. Identify the words that are circled more than once.

Cut out words from the newspaper. Count the number of letters in each word. Glue them into a T-chart identifying words with even and odd, even, and odd numbered letters.

Students work independently to cut numbers out of the newspaper and paste onto paper. Indicate which numbers are odd, even, and multiples of various numbers.

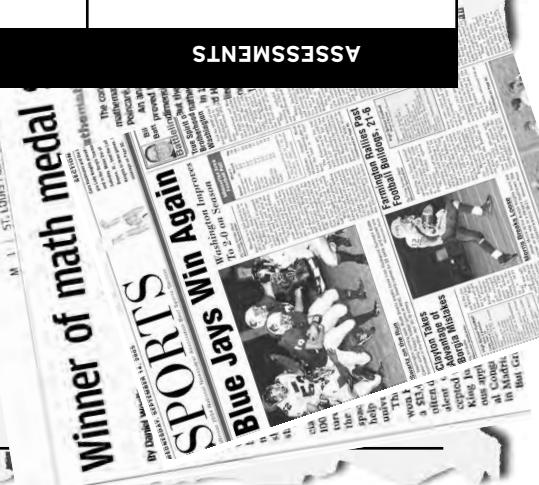
Search the newspaper for numbers. Find and color 5 prime numbers green, 5 square numbers red, 5 composite numbers yellow, 5 odd numbers orange, and 5 even numbers blue.

On a piece of paper, write down three 2-digit numbers. Search the newspaper to find numbers red, and cut out the factors of those numbers. Paste them in order next to the original numbers. Circle factors that have in common.

Locate the weather listing. List the cities that have a predicted temperature that is a multiple of 4.

Find a two digit number in the newspaper section of your choice. List the factors and first five multiples of this number.

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GRADES K/1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6	GRADE 7	GRADE 8	GRADE 9	GRADE 10	GRADE 11/12
Not assessed at this level.	Recognize $1/2$, $1/3$ and $1/4$ of a shape.	Represents commonly used fractions: halves, thirds and fourths.	Use models, benchmarks (0, $1/2$ and 1) and equivalent forms to judge the size of fractions.	Recognize and generate equivalent forms of commonly used fractions, decimals and percents.	Recognize and generate equivalent forms of fractions, decimals and percents.	Use fractions, decimals and percents to solve problems.	Use fractions, decimals and percents to solve problems.	Not assessed at this level.	Use real numbers to solve problems.	Not assessed at this level.

ST	MA 1 1.10	MA 1 3.3	MA 1 3.3	MA 1 3.4	MA 1 3.4	MA 1 3.4	Via
FR	V.c, V.i	V.c, V.i	V.b	V.d	V.d	V.d	

Locate geometric shapes from the newspaper and cut them out. Use string or pipe cleaners to demo $1/2$, $1/3$, and $1/4$ of each shape.	Demonstrate the fractions of $1/8$, $1/6$, etc. by having students fold 1 page of the paper in half, then half again, etc, to show fractions. Open the page back up and use a marker or crayon to write the fractions in the sections they belong to.	Choose various words from the newspaper and identify the fraction of vowels in each.	Find an advertisement that includes a percentage off for a sale. Convert that percent into a fraction. For example, 25% is the equivalent of $1/4$.	Find a fraction, decimal, or percent in the newspaper. If it is a fraction, convert it to a decimal, and then to a percent. Convert any decimals or percents similarly.	Use a grocery ad to find a food that is sold by the pound. Multiply this number to find how much it would cost to buy 2, 5, and 10 pounds.	Use a sales ad that lists discounts as a percentage. Use the original price and the percent of discount to calculate the new price.	Find a job in the Classified section that lists a yearly salary. Calculate the amount that would be earned in a month, a week, and a day.
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ACTIVITIES	ASSESSMENTS
<p>Locate geometric shapes from the newspaper and cut them out. Cut one shape in $1/2$. Paste it on a piece of paper. Shade in the missing $1/2$. Do the same with $1/3$ and $1/4$.</p> <p>Fraction Scavenger Hunt: Have students locate words where the vowels represent $1/2$, $1/3$, or $1/4$ of the word. Ex. It = $1/2$ Car = $1/3$ Star = $1/4$</p>	<p>Looking at the folded and labeled newspaper page, list fractions that are equivalent to each other. For example, two-fourths is equivalent to one-half.</p> <p>Search the newspaper for percentage amounts. If the percentage is equivalent to $1/4$, $1/2$, or $3/4$, circle it in blue. If it is not, circle it in orange. For bonus points, write the equivalent fraction beside ALL %'s found.</p> <p>Search the newspaper to find and cut out a fraction that represents less than $1/2$, a decimal that represents more than 50%, and a percentage that represents less than $1/4$.</p> <p>There are often decimals in interest rates. Find a bank advertisement and calculate the interest on a \$500 investment.</p> <p>Find a sales ad that lists the sale price and the original price. Calculate the amount of savings and give your answer as a percent.</p> <p>Find a job that lists an hourly wage. How many hours would you have to work to earn \$25,000/year?</p>



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MATH-NUMBERS AND OPERATIONS

3 COMPUTE FLUENTLY AND MAKE REASONABLE ESTIMATES

D	GRADES K-2	GRADE 3	GRADE 4	GRADE 5	GRADE 6	GRADE 7	GRADE 8	GRADE 9	GRADE 10	GRADE 11	GRADE 12	
ST FR	MA 1 3.3.4.1 V.2.a	MA 1 3.3.4.1 V.f	MA 1 3.3.4.1 V.f	MA 1 3.3.4.1 V.f	MA 1 3.3.4.1 V.e & h	MA 1 3.3.4.1 V.e & h	MA 1 3.3.4.1 V.e & h	MA 1 3.8 V.a	MA 1 3.8 V.a	MA 1 3.8 V.a	MA/4.5.8 V.a, VIII.h	
	Discuss when to find an estimate and exact number. Locate examples of each in the newspaper. Cut and paste the examples in a chart. (estimate/exact/justification).	Have students estimate the length and width of a newspaper page in inches to find the area. Then have students measure the actual length and width to find the true area. Compare the results.	Search the Classified section of a newspaper for apartments or houses for rent. Using the monthly rent amounts, estimate how much rent that is per week. Then figure the actual amount per week.	Use a grocery advertisement in the paper to choose three or four products. Estimate the total cost of the items. Then add to find the actual cost. Figure the change back from \$20.	Use the pet listings in the Classified ads. How many listings are there for poodles? Estimate the average cost and calculate the actual average cost.	Use a food advertisement to plan a meal for a family of four. Estimate the amount it would cost to buy the ingredients and check your work.	Estimate and justify the results of addition and subtraction of positive rational numbers.	Estimate and justify the results of multiplication and division of positive rational numbers.	Estimate the reasonableness of numerical computations and their results.	Estimate the reasonableness of numerical computations and their results.	Estimate the reasonableness of numerical computations and their results.	Judge the reasonableness of numerical computations and their results.

ST FR	MA 1 3.3.4.1 V.2.a	MA 1 3.3.4.1 V.f	MA 1 3.3.4.1 V.f	MA 1 3.3.4.1 V.e & h	MA 1 3.3.4.1 V.e & h	MA 1 3.3.4.1 V.e & h	MA 1 3.8 V.a	MA 1 3.8 V.a	MA 1 3.8 V.a	MA/4.5.8 V.a, VIII.h	
	Discuss when to find an estimate and exact number. Locate examples of each in the newspaper. Cut and paste the examples in a chart. (estimate/exact/justification).	Have students estimate the length and width of a newspaper page in inches to find the area. Then have students measure the actual length and width to find the true area. Compare the results.	Search the Classified section of a newspaper for apartments or houses for rent. Using the monthly rent amounts, estimate how much rent that is per week. Then figure the actual amount per week.	Use a grocery advertisement in the paper to choose three or four products. Estimate the total cost of the items. Then add to find the actual cost. Figure the change back from \$20.	Use the pet listings in the Classified ads. How many listings are there for poodles? Estimate the average cost and calculate the actual average cost.	Use a food advertisement to plan a meal for a family of four. Estimate the amount it would cost to buy the ingredients and check your work.	Estimate and justify the results of addition and subtraction of positive rational numbers.	Estimate and justify the results of multiplication and division of positive rational numbers.	Estimate the reasonableness of numerical computations and their results.	Estimate the reasonableness of numerical computations and their results.	Judge the reasonableness of numerical computations and their results.

ACTIVITIES	ASSESSMENTS
<p>Solve problems found in the newspaper (or make problems using information from the newspaper). Use rounding to estimate answers. Show work on a separate piece of paper.</p> <p>Choose five advertisements from the newspaper. Have students estimate the area of each in square inches, and then measure to find the true area.</p> <p>Find a job listing in the Classified section of a newspaper that pays a yearly salary. Estimate the weekly pay for that job. Then figure the "actual" weekly pay.</p> <p>Use the grocery advertisement to make a shopping list for one person for one week. Estimate the cost of the week of food; then find the actual amount.</p> <p>Using the same section of the paper, estimate and find the average cost of Labrador puppies, and compare this number to the average cost of poodles.</p> <p>Use an extended weather forecast; estimate the average temperature for the week; check your work.</p> <p>Based on the cost of the meal, estimate the cost it would take to buy a week's worth of groceries for a family of four.</p> <p>Choose a new car from the Classified section that you would like to own and repeat this activity.</p>	<p>Using the figures from the above activity, calculate the number of hours you would need to work to pay the monthly rent.</p> <p>Using the figures from the activity, calculate the actual amount of take home pay and compare this number to your estimate.</p> <p>Choose a new car from the Classified section that you would like to own and repeat this activity.</p> <p>Based on the cost of the meal, estimate the cost it would take to buy a week's worth of groceries for a family of four.</p> <p>Using the figures from the activity, calculate the actual amount of take home pay and compare this number to your estimate.</p> <p>Choose a new car from the Classified section that you would like to own and repeat this activity.</p> <p>Based on the cost of the meal, estimate the cost it would take to buy a week's worth of groceries for a family of four.</p> <p>Using the figures from the above activity, calculate the number of hours you would need to work to pay the monthly rent.</p>



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MATH-NUMBERS AND OPERATIONS

2 UNDERSTANDING MEANINGS OF OPERATIONS AND HOW THEY RELATE TO ONE ANOTHER

GRADES K-2	GRADE 3	GRADE 4	GRADE 5	GRADE 6	GRADE 7	GRADE 8	GRADE 9	GRADE 10	GRADE 11	GRADE 12
Not assessed at this level.	Apply commutative and identity properties of addition to whole numbers.	Apply commutative and identity properties of multiplication to whole numbers.	Apply the distributive and associative properties to whole numbers.	Not assessed at this level.	Apply properties of operations (including order of operations) to positive rational numbers.	Apply properties of operations to rational numbers, including order of operations and to simplify inverse operations.	Apply properties of exponents to simplify expressions or solve equations.	Apply properties of exponents to simplify expressions or solve equations.	Apply properties of logarithms to simplify expressions or solve equations.	Apply properties of functions to simplify expressions or solve equations.

ST FR

MA5 1.6.1.10	MA5 1.6.1.10	MA5 1.6.1.10	MA5 1.6.1.10	MA4 1.6.1.10	MA4 1.6.1.10	MA4 1.6.1.10	MA4 1.6.1.10	MA4 1.6.1.10	MA4 1.6.1.10	MA4 1.6.1.10
IX.c	IX.c	IX.c	IX.e	IX.e	IX.e	VIII.c&d	VIII.c&d	VIII.c&d	VIII.c&d	VIII.c&d, ix.b
Identify numbers greater than 10 but less than 100. Choose a number to use as a sum. Brainstorm addition and subtraction number sentences to equal that number. Identify when the commutative property is used.	Have students measure the length and width of ads in the paper, then find ads that are examples of commutative and identity properties of multiplication. (For example, a 4 inch X 2 column ad has the same column inches as a 2 inch X 4 column ad, and one times any number will always equal that same number.)	Use the sales ad to find an item for sale. Which is a better deal: \$5 off, 30% off, or a 1/3 off sale?	Find an advertisement for a bank. What percent interest is advertised? How much money would you earn on a \$3000 deposit in 3 years? 5 years? 10 years?	Use the Business section to select a very large and a very small number. Write both of these numbers in exponents.	Use the Business section to select a product advertised in the newspaper measured in square feet. What is the price of this product for 3 square feet? 4? 6?	Use the numbers from the activity, and exchange work with a partner. Write the original numbers found in the paper.	Use the numbers from the activity, write an equation, using exponents to label units of length.	Use the numbers from the activity, write an equation, using exponents to label units of length.	Use the numbers from the activity, write an equation for the function, and input three numbers from the newspaper and solve the function.	Use the numbers from the activity, write an equation for the function, and input three numbers from the newspaper and solve the function.

ACTIVITIES

Locate numbers from the newspaper to cut and paste into an addition number sentence. Rewrite the number sentence to demonstrate the commutative property.

Using a different newspaper, have students outline advertisements that demonstrate the commutative property (in column inches) in red, and those demonstrating the identity property in blue.

Search the newspaper for numbers that can be used to correctly show the distributive and associative properties of addition and multiplication. Highlight those numbers and arrange them on paper to show both properties.

ASSESSMENTS

Apply the same discounts to a different item in the ad, finding the answer for all three scenarios.

Find another bank advertisement. This time, invest \$5000 for 1 year, 3 years, and 5 years. Compare your results.

Use the numbers from the activity, write an equation, using exponents to label units of length.

Use the numbers from the activity, write an equation for the function, and input three numbers from the newspaper and solve the function.



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1 UNDERSTANDING NUMBERS, WAYS OF REPRESENTING NUMBERS, RELATIONSHIPS AMONG NUMBERS AND NUMBER SYSTEMS

	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6	GRADE 7	GRADE 8	GRADE 9	GRADE 10	GRADE 11	GRADE 12
COMPOSE AND DECOMPOSE NUMBERS	<p>GRADE K Compose or decompose numbers using a variety of strategies, such as using known facts, doubles and close to doubles.</p> <p>GRADE 1 Compose or decompose numbers using a variety of strategies, such as using known facts, doubles and close to doubles.</p> <p>GRADE 2 Compose or decompose #s using a variety of strategies, for the same number and generate them by decomposing and composing numbers.</p> <p>GRADE 3 Recognize equivalent representations for the same number and generate them by decomposing and composing numbers.</p> <p>GRADE 4 Recognize equivalent representations same # and generate them by decomposing and composing #s, including scientific notation.</p> <p>GRADE 5 Recognize equiv. reps for the same # and generate them by decomposing and composing #s, including scientific notation.</p> <p>GRADE 6 Recognize equiv. reps for the same # and generate them by decomposing and composing #s, including scientific notation.</p> <p>GRADE 7 Recognize equiv. reps for the same # and generate them by decomposing and composing #s, including scientific notation.</p> <p>GRADE 8 Recognize equiv. reps for the same # and generate them by decomposing and composing #s, including scientific notation.</p> <p>GRADE 9 Not assessed at this level.</p> <p>GRADE 10 Use a variety of representations to demonstrate an understanding of very large and very small numbers.</p> <p>GRADE 11 Not assessed at this level.</p> <p>GRADE 12 Use vectors and matrices as systems and compare their properties to the real-number system.</p>											

	MA 1.1-10	MA 1.3.2,3.3	MA 1.3.6	MA 1.3.6	MA 1.3.6	MA 1.3.6	MA 1.3.6	MA 1.3.6	MA 5.3.6	MA 5	
ST	V.c	V.e	V.e	V.b	V.b	V.b	V.b	V.b	Ix.a&d	Ix.a&d	
FR	<p>Each child is given a note card programmed with a number from the newspaper. Adult calls out one number at a time. Child holding the correct number will hold card in the air then write # on the board.</p> <p>Locate numbers in the newspaper and name their doubles.</p> <p>Locate and add two numbers. Find other number combinations that would give the same sum.</p> <p>Write down a number that has and find #s to cut out that are at least three are two or more for #s that can be used to make a # sentence that equals the original #. (If your # is 45, a number 35 can be made by 30 + 5, 38 - 3, 70 divided by 2, etc.</p> <p>Search the paper for #s to use in newspaper to seek a fraction, find a number as a decimal and a percent.</p> <p>Use the newspaper to write this number using scientific notation.</p>	<p>Locate a # greater than 10 in the newspaper. Cut and paste it to the center of a piece of paper. Write + and - number around the number.</p> <p>Cut out 2 and 3 digit numbers from the newspaper and paste them on a piece of paper. Write the expanded form for each. Ex. 252 200+50+2</p> <p>Locate a # greater than 10 in the newspaper. Cut and paste it to the center of a piece of paper. Write + and - number around the number.</p> <p>Give students a short list of 3 or 4 digit numbers. Students will look through the paper to find and cut out numbers that show the values of the individual digits in each of those numbers. (such as +, -, x, =) with pencil.</p> <p>7 + 3 = 10.</p>	<p>Write down a number that has and find #s to cut out that are at least three are two or more for #s that can be used to make a # sentence that equals the original #. (If your # is 45, a number 35 can be made by 30 + 5, 38 - 3, 70 divided by 2, etc.</p> <p>Search the paper for #s to use in newspaper to seek a fraction, find a number as a decimal and a percent.</p> <p>Use the newspaper to write this number using scientific notation.</p>	<p>Use the newspaper to write this number using scientific notation.</p>	<p>Use the newspaper to write this number using scientific notation.</p>	<p>Use the newspaper to write this number using scientific notation.</p>	<p>Use the newspaper to write this number using scientific notation.</p>	<p>Use the newspaper to write this number using scientific notation.</p>	<p>Use the newspaper to write this number using scientific notation.</p>	<p>Use the newspaper to write this number using scientific notation.</p>	<p>Use the newspaper to write this number using scientific notation.</p>

	MA 1.1-10	MA 1.3.2,3.3	MA 1.3.6	MA 1.3.6	MA 1.3.6	MA 1.3.6	MA 1.3.6	MA 1.3.6	MA 5.3.6	MA 5			
ACTIVITIES	<p>Adult reads Classified ads from the newspaper. Child identifies any numbers read and writes the standard number on a piece of paper.</p> <p>Cut numbers from the newspaper. Use doubles to make addition number sentences.</p> <p>Write the expanded form for each. Ex. 252 200+50+2</p> <p>Locate a # greater than 10 in the newspaper. Cut and paste it to the center of a piece of paper. Write + and - number around the number.</p> <p>Give students a short list of 3 or 4 digit numbers. Students will look through the paper to find and cut out numbers that show the values of the individual digits in each of those numbers. (such as +, -, x, =) with pencil.</p> <p>7 + 3 = 10.</p>	<p>Locate a # greater than 10 in the newspaper. Cut and paste it to the center of a piece of paper. Write + and - number around the number.</p> <p>Cut out 2 and 3 digit numbers from the newspaper and paste them on a piece of paper. Write the expanded form for each. Ex. 252 200+50+2</p> <p>Locate a # greater than 10 in the newspaper. Cut and paste it to the center of a piece of paper. Write + and - number around the number.</p> <p>Give students a short list of 3 or 4 digit numbers. Students will look through the paper to find and cut out numbers that show the values of the individual digits in each of those numbers. (such as +, -, x, =) with pencil.</p> <p>7 + 3 = 10.</p>	<p>Write down a number that has and find #s to cut out that are at least three are two or more for #s that can be used to make a # sentence that equals the original #. (If your # is 45, a number 35 can be made by 30 + 5, 38 - 3, 70 divided by 2, etc.</p> <p>Search the paper for #s to use in newspaper to seek a fraction, find a number as a decimal and a percent.</p> <p>Use the newspaper to write this number using scientific notation.</p>	<p>Use the newspaper to write this number using scientific notation.</p>	<p>Use the newspaper to write this number using scientific notation.</p>	<p>Use the newspaper to write this number using scientific notation.</p>	<p>Use the newspaper to write this number using scientific notation.</p>	<p>Use the newspaper to write this number using scientific notation.</p>	<p>Use the newspaper to write this number using scientific notation.</p>	<p>Use the newspaper to write this number using scientific notation.</p>	<p>Use the newspaper to write this number using scientific notation.</p>	<p>Use the newspaper to write this number using scientific notation.</p>	<p>Use the newspaper to write this number using scientific notation.</p>
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Using the Newspaper to Meet Grade Level Expectations

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Research proves the use of newspapers in the classroom in-

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MATH-NUMBERS AND OPERATIONS

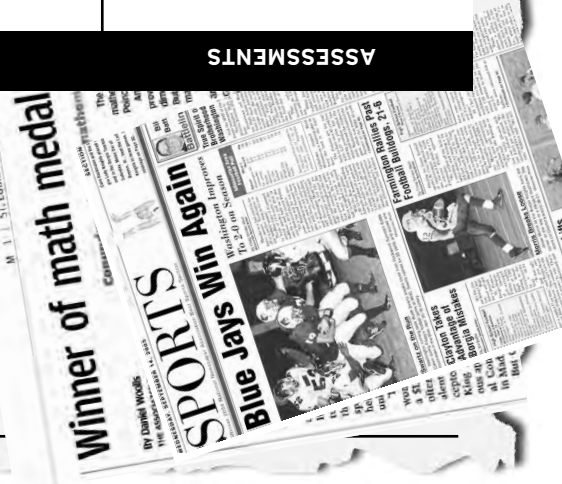
3 COMPUTE FLUENTLY AND MAKE REASONABLE ESTIMATES

GRADE K	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5-12
Not assessed at this level.	Develop fluency with basic number relationships of addition and subtraction for sums up to 20.	Demonstrate fluency with basic number relationships of addition and subtraction for sums up to 20.	Develop fluency with basic number relationships (12 x 12) of multiplication and division.	Demonstrate fluency with basic number relationships at this level.	Not assessed at this level.

ST FR

MA.1 1.6	MA.1 1.6	MA.1 1.6
V. 4.e	V. 4.e	V. 4.e

DEVELOP AND DEMONSTRATE FLUENCY	ACTIVITIES	ASSESSMENTS
<p>How many pictures of happy people can you find in a section of the newspaper? How many sad people? Calculate the sum of people altogether. Calculate the difference between happy and sad people.</p>	<p>Look through the grocery section of the newspaper to make addition ads in the paper and find something sold by the pound. How much would two pounds cost? Three? Etc.?</p>	<p>Give students a list of three double digit numbers. Students should search the newspaper for numbers that, when estimated, multiply to get those products.</p>
<p>Look through the Classified section of the paper. Count the pictures of cars and trucks for sale. How many vehicles altogether? How many more cars or trucks?</p>	<p>Locate the Sports section of the newspaper and identify scores of competing teams. Calculate the differences in the amount of each ingredient.</p>	<p>Find a recipe in the Food section. Divide the recipe in half. Choose another recipe to double the size and list the amount of each ingredient.</p>



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COMMUNICATION ARTS-READING

1 DEVELOP AND APPLY SKILLS AND STRATEGIES TO THE READING PROCESS

	GRADE K	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6	GRADE 7	GRADE 8	GRADES 9-12	
PHONICS	Develop alphabet and phonics knowledge: <ul style="list-style-type: none"> • Awareness that letters represent sounds (phonics) and a string of letters represent words • Name most letters and say associated sounds • Write letter that goes with spoken sound 	Develop and apply decoding strategies to "problem-solve" regularly spelled one- or two-syllable words when reading	Develop and apply decoding strategies to "problem-solve" unknown words when reading	Develop and apply decoding strategies to "problem-solve" unknown words when reading	Develop and apply decoding strategies to "problem-solve" unknown words when reading	Develop and apply decoding strategies to "problem-solve" unknown words when reading	Develop and apply decoding strategies to "problem-solve" unknown words when reading	Apply decoding strategies to "problem-solve" unknown words when reading	Apply decoding strategies to "problem-solve" unknown words when reading	Apply decoding strategies to "problem-solve" unknown words when reading	
SMS	CA 2,3,1.6 LETTER RELAY: Divide into teams. Assign a letter of the day. The first person in each team locates a word in the newspaper that begins with that letter. He cuts it out, pastes it on paper, and passes the paper to the next person. The next person continues in the same manner, pasting his word below. Continue game until all players find a word. The first team finished wins!	CA 2,3,1.6 Problem-solve long "a" words by identifying the "a" consonant "e" pattern. Name words that contain the long "a" sound and write them on the board. Discuss things the words have in common. Point out the "a" consonant "e" pattern in some words. Brainstorm other words with the same pattern.	CA 2,3,1.6 Problem-solve words by identifying various diagraphs (sh, ch, tch, wh, wr, th). Explain that sometimes more than one letter makes a sound. Program dice (or a beach ball) with each diagraph. Take turns rolling a die. Locate a word in the newspaper with that specific diagraph; chart each word on the board.	CA 2,3,1.6 Decode words using knowledge of "ed" endings. Explain that "ed" makes three sounds: "ed," "d" and "t." Locate past-tense verbs in the paper and read them aloud (using the three different "ed" sounds). Discuss which ending sound makes sense for each word, and chart the words on the board.	CA 2,3,1.6 Discuss problem-solving unknown words by identifying syllables. Discuss ways to identify syllables: vowel, consonant, consonant, vowel pattern, compound words, clapping, etc. Find words in the paper and identify the syllables. Discuss how using syllables makes reading words easier. Study how syllables are shown in entry words in the dictionary.	CA 2,3,1.6 Syllable Dice Throw: Divide into teams, each rolling a die (highest # goes first). The first team rolls a die and works together to find a word in the paper with the number of syllables shown on the die. If successful, they earn the number of points shown on the die. Teams take turns. The team with the most points wins!	CA 2,3,1.6 Discuss strategies for decoding unknown words. Remind students that they can problem-solve larger words by locating the root or base word. Choose unknown words from the paper to decode. Locate the base words, identify prefixes or suffixes, and share the meaning of the words.	CA 2,3,1.6 Students will use the newspaper to locate words they feel their classmates may have difficulty reading. Students will write five of these words and exchange lists with a partner. Students will first attempt to decipher the word without any clues. Students will then use the original newspaper article to gain context clues.	CA 2,3,1.6 Students will use the newspaper to highlight unfamiliar words. Students will then apply chunking strategies to read the unknown words, breaking it into smaller, more familiar subsets. Students will then read the sentence to see if their pronunciation seems correct in context.	CA 2,3,1.6 Students will use the newspaper to locate words they feel their classmates may have difficulty reading. Students will write five of these words and exchange lists with a partner. Students will first attempt to decipher the word without any clues. Students will then use the original newspaper article to gain context clues.	CA 2,3,1.6 Students select an article from each section of the paper. They find one unfamiliar word from each section, and decipher it using phonetic and context clues. Then, students cut out the new words and trade them with a partner. Finally, students will create a newspaper section where each word was located. (Ex. Metliculous-Classified Section)
ACTIVITIES											
ASSESSMENTS	ALPHABET SOUP: Use paper bowls labeled with the letter of the day. Locate and cut out letters, then glue them on the bowl (or make a bowl for capital and lowercase letters).	Locate and cut out words with the consonant "e" pattern in the newspaper. Choose 4 long "a" words that rhyme to use in a short poem (paste each rhyming word at the end of a phrase).	Locate words that contain specific diagraphs. Cut words in a chart identifying the diagraph in each word.	Locate and cut past-tense verbs out of the newspaper, then paste the words into a chart identifying the ending sound of each word: "t," "ed" and "d."	SYLLABLE STARS: Draw a star and write a number in each point, 1-5. Cut words from the newspaper and paste them at the tips of the star based on the number of syllables. The number of syllables in each.	Problem-solve unknown words using syllables. Cut paper and identify the number of syllables in each. Paste them on a chart according to the number of syllables.	Locate and cut out unknown words in the newspaper. Paste the words in a chart identifying prefixes, base words, suffixes and meaning.	Locate and cut out unknown words in the newspaper. Paste the words in a chart identifying prefixes, base words, suffixes and meaning.	Students locate their words in a dictionary and verify their solution. Students then locate their words in a new place in the paper and/or write a sentence using the word in application.	Students will use a dictionary to observe the accuracy of their partner's efforts. Students will then use their five new words in a creative writing assignment. Restored to the proper place.	Students will return their charts to their partner to have their new words placed in the appropriate article. They will use context clues to be certain the word is restored to the proper place.



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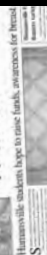
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COMMUNICATION ARTS-READING

1 DEVELOP AND APPLY SKILLS AND STRATEGIES TO THE READING PROCESS

	GRADE K	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6	GRADE 7	GRADE 8	GRADES 9-12	
DEVELOP VOCABULARY	Develop vocabulary by listening to and discussing unknown words in stories using: • Base words • Classroom resources	Develop vocabulary through text, using: • Base words • Classroom resources • Context clues	Develop vocabulary through text, using: • Root words and affixes • Synonyms and antonyms • Context clues • Glossary • Dictionary with assistance	Develop vocabulary through text, using: • Root words and affixes • Synonyms and antonyms • Context clues • Glossary and dictionary	Develop vocabulary through text, using: • Root words and affixes • Synonyms and antonyms • Context clues • Glossary, dictionary and thesaurus	Develop vocabulary through text, using: • Root words and affixes • Synonyms and antonyms • Context clues • Glossary, dictionary and thesaurus	Develop vocabulary through text, using: • Root words and affixes • Synonyms and antonyms • Context clues • Glossary, dictionary and thesaurus	Develop vocabulary through text, using: • Root words and affixes • Synonyms and antonyms • Context clues • Glossary, dictionary and thesaurus	Develop vocabulary through text, using: • Root words and affixes • Synonyms and antonyms • Context clues • Glossary, dictionary and thesaurus	Develop vocabulary through text, using: • Root words and affixes • Synonyms and antonyms • Context clues • Glossary, dictionary and thesaurus	Develop vocabulary through text, using: • Root words and affixes • Synonyms and antonyms • Context clues • Glossary, dictionary and thesaurus
SMS VOCABULARY	CA 2.3.1.6 Students will locate known words within longer unknown words, such as "color" in the word colorful. Explain how every word has a base word, and identifying base words can make reading easier. Remember the words.	CA 2.3.1.6 Students will develop vocabulary using context clues. As a class, locate unknown words in the newspaper. Read the words around it. Replace the unknown word with other words that make sense. Decide on an appropriate definition.	CA 2.3.1.6 Students will develop vocabulary using context clues. As a class, locate unknown words in the newspaper. Read the words that make sense. Decide on an appropriate definition.	CA 2.3.1.6 Students will develop vocabulary using context clues. As a class, locate unknown words in the newspaper. Read the words that make sense. Decide on an appropriate definition.	CA 2.3.1.6 Students will develop vocabulary using context clues. As a class, locate unknown words in the newspaper. Read the words that make sense. Decide on an appropriate definition.	CA 2.3.1.6 Students will develop vocabulary using context clues. As a class, locate unknown words in the newspaper. Read the words that make sense. Decide on an appropriate definition.	CA 2.3.1.6 Students will develop vocabulary using context clues. As a class, locate unknown words in the newspaper. Read the words that make sense. Decide on an appropriate definition.	CA 2.3.1.6 Students will develop vocabulary using context clues. As a class, locate unknown words in the newspaper. Read the words that make sense. Decide on an appropriate definition.	CA 2.3.1.6 Students will develop vocabulary using context clues. As a class, locate unknown words in the newspaper. Read the words that make sense. Decide on an appropriate definition.	CA 2.3.1.6 Students will develop vocabulary using context clues. As a class, locate unknown words in the newspaper. Read the words that make sense. Decide on an appropriate definition.	CA 2.3.1.6 Students will develop vocabulary using context clues. As a class, locate unknown words in the newspaper. Read the words that make sense. Decide on an appropriate definition.
ACTIVITIES	WORD ASSOCIATION: Choose important unknown words from a news story. Read each word to the class, and invite children to say the first words that pop into their heads. Write the words on the board. Discuss the meaning of each word, and circle the synonyms. Add more synonyms to the list.	WORD ASSOCIATION: Choose important unknown words from a news story. Read each word to the class, and invite children to say the first words that pop into their heads. Write the words on the board. Discuss the meaning of each word, and circle the synonyms. Add more synonyms to the list.	WORD ASSOCIATION: Choose important unknown words from a news story. Read each word to the class, and invite children to say the first words that pop into their heads. Write the words on the board. Discuss the meaning of each word, and circle the synonyms. Add more synonyms to the list.	WORD ASSOCIATION: Choose important unknown words from a news story. Read each word to the class, and invite children to say the first words that pop into their heads. Write the words on the board. Discuss the meaning of each word, and circle the synonyms. Add more synonyms to the list.	WORD ASSOCIATION: Choose important unknown words from a news story. Read each word to the class, and invite children to say the first words that pop into their heads. Write the words on the board. Discuss the meaning of each word, and circle the synonyms. Add more synonyms to the list.	WORD ASSOCIATION: Choose important unknown words from a news story. Read each word to the class, and invite children to say the first words that pop into their heads. Write the words on the board. Discuss the meaning of each word, and circle the synonyms. Add more synonyms to the list.	WORD ASSOCIATION: Choose important unknown words from a news story. Read each word to the class, and invite children to say the first words that pop into their heads. Write the words on the board. Discuss the meaning of each word, and circle the synonyms. Add more synonyms to the list.	WORD ASSOCIATION: Choose important unknown words from a news story. Read each word to the class, and invite children to say the first words that pop into their heads. Write the words on the board. Discuss the meaning of each word, and circle the synonyms. Add more synonyms to the list.	WORD ASSOCIATION: Choose important unknown words from a news story. Read each word to the class, and invite children to say the first words that pop into their heads. Write the words on the board. Discuss the meaning of each word, and circle the synonyms. Add more synonyms to the list.	WORD ASSOCIATION: Choose important unknown words from a news story. Read each word to the class, and invite children to say the first words that pop into their heads. Write the words on the board. Discuss the meaning of each word, and circle the synonyms. Add more synonyms to the list.	WORD ASSOCIATION: Choose important unknown words from a news story. Read each word to the class, and invite children to say the first words that pop into their heads. Write the words on the board. Discuss the meaning of each word, and circle the synonyms. Add more synonyms to the list.
ASSESSMENTS	VOCABULARY QUILT: Each student will cut out a new and interesting vocabulary word from the newspaper. He will paste the word onto a paper quilt piece and draw an illustration that represents the word. The paper pieces will be attached to form a Vocabulary Quilt.	VOCABULARY QUILT: Each student will cut out a new and interesting vocabulary word from the newspaper. He will paste the word onto a paper quilt piece and draw an illustration that represents the word. The paper pieces will be attached to form a Vocabulary Quilt.	VOCABULARY QUILT: Each student will cut out a new and interesting vocabulary word from the newspaper. He will paste the word onto a paper quilt piece and draw an illustration that represents the word. The paper pieces will be attached to form a Vocabulary Quilt.	VOCABULARY QUILT: Each student will cut out a new and interesting vocabulary word from the newspaper. He will paste the word onto a paper quilt piece and draw an illustration that represents the word. The paper pieces will be attached to form a Vocabulary Quilt.	VOCABULARY QUILT: Each student will cut out a new and interesting vocabulary word from the newspaper. He will paste the word onto a paper quilt piece and draw an illustration that represents the word. The paper pieces will be attached to form a Vocabulary Quilt.	VOCABULARY QUILT: Each student will cut out a new and interesting vocabulary word from the newspaper. He will paste the word onto a paper quilt piece and draw an illustration that represents the word. The paper pieces will be attached to form a Vocabulary Quilt.	VOCABULARY QUILT: Each student will cut out a new and interesting vocabulary word from the newspaper. He will paste the word onto a paper quilt piece and draw an illustration that represents the word. The paper pieces will be attached to form a Vocabulary Quilt.	VOCABULARY QUILT: Each student will cut out a new and interesting vocabulary word from the newspaper. He will paste the word onto a paper quilt piece and draw an illustration that represents the word. The paper pieces will be attached to form a Vocabulary Quilt.	VOCABULARY QUILT: Each student will cut out a new and interesting vocabulary word from the newspaper. He will paste the word onto a paper quilt piece and draw an illustration that represents the word. The paper pieces will be attached to form a Vocabulary Quilt.	VOCABULARY QUILT: Each student will cut out a new and interesting vocabulary word from the newspaper. He will paste the word onto a paper quilt piece and draw an illustration that represents the word. The paper pieces will be attached to form a Vocabulary Quilt.	VOCABULARY QUILT: Each student will cut out a new and interesting vocabulary word from the newspaper. He will paste the word onto a paper quilt piece and draw an illustration that represents the word. The paper pieces will be attached to form a Vocabulary Quilt.



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	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6	GRADE 7	GRADE 8	GRADES 9-12	
DURING READING	During reading or read-alouds, develop and utilize strategies to: <ul style="list-style-type: none"> Self question and correct Infer Predict and check using cuing systems Meaning Structure Visual 	During reading or read-alouds, develop and utilize strategies to: <ul style="list-style-type: none"> Self question and correct Infer Predict and check using cuing systems Meaning Structure Visual 	During reading or read-alouds, develop and utilize strategies to: <ul style="list-style-type: none"> Self question and correct Infer Predict and check using cuing systems Meaning Structure Visual 	During reading or read-alouds, develop and utilize strategies to: <ul style="list-style-type: none"> Self question and correct Infer Predict and check using cuing systems Meaning Structure Visual 	During reading or read-alouds, develop and utilize strategies to: <ul style="list-style-type: none"> Self question and correct Infer Predict and check using cuing systems Meaning Structure Visual 	During reading or read-alouds, develop and utilize strategies to: <ul style="list-style-type: none"> Self question and correct Infer Predict and check using cuing systems Meaning Structure Visual 	During reading or read-alouds, develop and utilize strategies to: <ul style="list-style-type: none"> Self question and correct Infer Predict and check using cuing systems Meaning Structure Visual 	During reading or read-alouds, develop and utilize strategies to: <ul style="list-style-type: none"> Self question and correct Infer Predict and check using cuing systems Meaning Structure Visual 	During reading or read-alouds, develop and utilize strategies to: <ul style="list-style-type: none"> Self question and correct Infer Predict and check using cuing systems Meaning Structure Visual 	
SM; DURING READING	CA 2.3.1.5 & 1.6	CA 2.3.1.5 & 1.6	CA 2.3.1.5 & 1.6	CA 2.3.1.5 & 1.6	CA 2.3.1.5 & 1.6	CA 2.3.1.5 & 1.6	CA 2.3.1.5 & 1.6	CA 2.3.1.5 & 1.6	CA 2.3.1.5 & 1.6	
ACTIVITIES	While reading a comic strip as a class, students will make inferences about the characters and what makes sense in each bubble.	The teacher reads the beginning of a feature story from the paper. Students then make inferences about the person being featured. They choose a phrase that best describes that person and identify details from the story to support the inference.	After reading the story, students will answer their questions. If their questions weren't answered, they will explain why they weren't good questions.	They choose a rest of the news story. The questions should predict what will be told in the story.	As students read a news story, use the "Think Aloud" strategy, letting them tell what they are thinking or ask questions: I wonder if... I can't believe... What would have happened if... Allow them to share or stop to ask for "Think Alouds."	As a class, discuss the difference between fact and opinion. Explain that editorials contain both facts and opinions. Choose an editorial to read. After a few paragraphs, make an inference about the author's opinion. Locate facts from the editorial to support this.	FAME OR SHAME? As students free read in the newspaper, they will identify individuals worthy of honor or condemnation. They will cut them out and group them in "frame" and "shame" groups.	Students will create a web to outline main ideas/categories in a newspaper article.	Prior to reading a newspaper article, students will make predictions about the content based on headline, bold text, graphics, etc. During reading, students will alter their predictions based on new inferences.	Students will apply the Cornell note-taking method to a newspaper article, using the appropriate format to summarize information and develop probing questions.
ASSESSMENTS	The teacher will read the first few frames of a comic strip. Students will visualize and then illustrate the next frame.	Each student will choose a character from the comic strip that is expressing feelings similar to theirs. They will cut out the picture then write words that explain their shared feelings.	Students will describe the featured person in a character chart. They will draw an outline of a person, write the person's name in the head, write an inference about their personality in the body, and details that support the inference in the arms and legs.	Students make a prediction in a news story, self-questioning as they read. At the end of each paragraph, they identify clues to help predict what happens next. They write a clue and draw an arrow, and repeat, until they come up with their prediction.	Students make a prediction in a news story, self-questioning as they read. At the end of each paragraph, they identify clues to help predict what happens next. They write a clue and draw an arrow, and repeat, until they come up with their prediction.	Students will read part of a teacher chosen editorial one person to inference about the author's opinion. They will write their inference at the top of a T-chart, then chart facts and opinions from the editorial to support their inference.	HALL OF FAME HALL OF SHAME Students choose one person to award one of these titles. They make an award for that person and attach the article. The award must contain: Recipient's name, title, reason for earning title, date	Students will evaluate the web to identify text structure, such as cause/effect, compare/contrast, sequential and classification.	Students will re-write the newspaper headline to more accurately reflect the article's content.	Students will complete the summary portion of the Cornell format and exchange their notes with a partner, comparing noted details.



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COMMUNICATION ARTS-READING

DEVELOP AND APPLY SKILLS AND STRATEGIES TO THE READING PROCESS

	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6	GRADE 7	GRADE 8	GRADES 9-12	
1 DEVELOP AND APPLY SKILLS AND STRATEGIES TO THE READING PROCESS										
H GRADE K	Develop and demonstrate, with assistance, post-reading skills after reading or read-alouds to respond to text: • Question to clarify • Retell • Analyze • Draw Conclusions • Summarize • Paraphrase • Re-enact stories • Draw Conclusions	Apply post-reading skills to identify the main idea and supporting details: • Question to clarify • Retell • Analyze • Draw Conclusions • Summarize • Paraphrase • Re-enact stories • Draw Conclusions	Apply post-reading skills to identify the main idea and supporting details: • Question to clarify • Retell • Analyze • Draw Conclusions • Summarize • Paraphrase • Re-enact stories • Draw Conclusions	Apply post-reading skills to identify the main idea and supporting details: • Question to clarify • Retell • Analyze • Draw Conclusions • Summarize • Paraphrase • Re-enact stories • Draw Conclusions	Apply post-reading skills to identify the main idea and supporting details: • Question to clarify • Retell • Analyze • Draw Conclusions • Summarize • Paraphrase • Re-enact stories • Draw Conclusions	Apply post-reading skills to identify the main idea and supporting details: • Question to clarify • Retell • Analyze • Draw Conclusions • Summarize • Paraphrase • Re-enact stories • Draw Conclusions	Apply post-reading skills to identify the main idea and supporting details: • Question to clarify • Retell • Analyze • Draw Conclusions • Summarize • Paraphrase • Re-enact stories • Draw Conclusions	Apply post-reading skills to identify the main idea and supporting details: • Question to clarify • Retell • Analyze • Draw Conclusions • Summarize • Paraphrase • Re-enact stories • Draw Conclusions	Apply post-reading skills to identify the main idea and supporting details: • Question to clarify • Retell • Analyze • Draw Conclusions • Summarize • Paraphrase • Re-enact stories • Draw Conclusions	Apply post-reading skills to identify the main idea and supporting details: • Question to clarify • Retell • Analyze • Draw Conclusions • Summarize • Paraphrase • Re-enact stories • Draw Conclusions
POST-READING	Develop and demonstrate, with assistance, post-reading skills after reading or read-alouds to respond to text: • Question to clarify • Retell • Analyze • Draw Conclusions • Summarize • Paraphrase • Re-enact stories • Draw Conclusions	Apply post-reading skills to identify the main idea and supporting details: • Question to clarify • Retell • Analyze • Draw Conclusions • Summarize • Paraphrase • Re-enact stories • Draw Conclusions	Apply post-reading skills to identify the main idea and supporting details: • Question to clarify • Retell • Analyze • Draw Conclusions • Summarize • Paraphrase • Re-enact stories • Draw Conclusions	Apply post-reading skills to identify the main idea and supporting details: • Question to clarify • Retell • Analyze • Draw Conclusions • Summarize • Paraphrase • Re-enact stories • Draw Conclusions	Apply post-reading skills to identify the main idea and supporting details: • Question to clarify • Retell • Analyze • Draw Conclusions • Summarize • Paraphrase • Re-enact stories • Draw Conclusions	Apply post-reading skills to identify the main idea and supporting details: • Question to clarify • Retell • Analyze • Draw Conclusions • Summarize • Paraphrase • Re-enact stories • Draw Conclusions	Apply post-reading skills to identify the main idea and supporting details: • Question to clarify • Retell • Analyze • Draw Conclusions • Summarize • Paraphrase • Re-enact stories • Draw Conclusions	Apply post-reading skills to identify the main idea and supporting details: • Question to clarify • Retell • Analyze • Draw Conclusions • Summarize • Paraphrase • Re-enact stories • Draw Conclusions	Apply post-reading skills to identify the main idea and supporting details: • Question to clarify • Retell • Analyze • Draw Conclusions • Summarize • Paraphrase • Re-enact stories • Draw Conclusions	Apply post-reading skills to identify the main idea and supporting details: • Question to clarify • Retell • Analyze • Draw Conclusions • Summarize • Paraphrase • Re-enact stories • Draw Conclusions
SMS	CA 2.3.1.5 & 1.6	CA 2.3.1.5 & 1.6	CA 2.3.1.5 & 1.6	CA 2.3.1.5 & 1.6	CA 2.3.1.5 & 1.6	CA 2.3.1.5 & 1.6	CA 2.3.1.6 & 3.5	CA 2.3.1.6 & 3.5	CA 2.3.1.6 & 3.5	
ACTIVITIES	The teacher will read several comics to the class. The students will examine the comics, noting how they are written and drawn.	Students draw conclusions about news stories, features, etc. by looking at the pictures. Students cut pictures from the paper and sort them into two bags, one labeled with a smiling face, the other a frowning face.	Students listen to a short news story read by the teacher. They then discuss the characters, setting, and important events of the news story. They work in cooperative groups to retell the story by acting out the important events.	Students draw conclusions about characteristics of a good employee using the Help Wanted. They list characteristics (dependable, reliable, etc.). Marks are placed beside characteristics named more than once. They graph, analyze and summarize the results.	Students review the Help Wanted ads and employee characteristics. They draw conclusions about why those characteristics are most important to employers. They choose the job they're most suited for and write a short essay explaining why.	Students summarize a news story as a reporter answering the questions: who, what, when, where and why.	Students read a section of the paper silently, then play "Who Am I?" This can be played as a class or in partners. Each student describes a character (in riddle format), and has a partner (or the newspaper to check his partner's information.	Teachers will collect the webs and return them to students one week later. At that time, students will summarize the information in their web, comparing their results with the original article.	Students will use the Cornell note-taking method to summarize and analyze a chosen newspaper article.	Students will use a chosen newspaper to summarize in a formal outline format.
ASSESSMENTS	The teacher will give students words from a recent newspaper comic strip. Students will draw and color the illustrations for each frame of the comic. The teacher will then share the original cartoon with the class.	Students will reflect on a teacher-chosen article that was read to them. They'll cut the article out of the newspaper and glue it on paper. Then they'll write one sentence explaining how the article makes them feel.	Students make paper chains of a news story. Cut 1-inch strips of construction paper and write one event on each strip. Make a paper ring with the first event and glue the ends together. Interlock the rings, including at least 5 important details.	Students summarize a news story as a reporter answering the questions: who, what, when, where and why.	Students review the Help Wanted ads and employee characteristics. They draw conclusions about why those characteristics are most important to employers. They choose the job they're most suited for and write a short essay explaining why.	Students summarize a news story as a reporter answering the questions: who, what, when, where and why.	Students read a section of the paper silently, then play "Who Am I?" This can be played as a class or in partners. Each student describes a character (in riddle format), and has a partner (or the newspaper to check his partner's information.	Teachers will collect the webs and return them to students one week later. At that time, students will summarize the information in their web, comparing their results with the original article.	Students will use the Cornell note-taking method to summarize and analyze a chosen newspaper article.	Students will use a chosen newspaper to summarize in a formal outline format.



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COMMUNICATION ARTS-READING

3 DEVELOP AND APPLY SKILLS AND STRATEGIES TO COMPREHEND, ANALYZE AND EVALUATE WRITINGS FROM A VARIETY OF CULTURES AND TIMES. GRADES 9-12

GRADE	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6	GRADE 7	GRADE 8	GRADE 9-12
C	<p>CA 3.1.6.2.4.3.1.3.5</p> <p>Use details from the text to</p> <ul style="list-style-type: none"> ask questions to clarify and discuss text recognize important information identify supporting details 	<p>CA 3.1.6.2.4.3.1.3.5</p> <p>Use details from the text to</p> <ul style="list-style-type: none"> ask questions to clarify understanding identify main ideas and provide support retell sequence of events make basic inferences 	<p>CA 3.1.6.2.4.3.1.3.5</p> <p>Use details from the text to</p> <ul style="list-style-type: none"> answer questions retell main ideas organize a sequence of events identify simple cause and effect draw conclusions compare and contrast texts 	<p>CA 3.1.6.2.4.3.1.3.5</p> <p>Use details from the text to</p> <ul style="list-style-type: none"> draw conclusions make inferences distinguish between fact and opinion identify and explain author's purpose make inferences 	<p>CA 3.1.6.2.4.3.1.3.5</p> <p>Use details from the text to</p> <ul style="list-style-type: none"> restate main idea and supporting details sequence events draw conclusions compare and contrast make predictions evaluate accuracy 	<p>CA 3.1.6.1.7.2.4.3.1.3.5.3.6</p> <p>Use details from the text to</p> <ul style="list-style-type: none"> summarize author's ideas respond to two or more sources sequence events identify and explain cause and effect compare author's viewpoint 	<p>CA 3.1.6.1.7.2.4.3.1.3.5.3.6</p> <p>Use details from the text to</p> <ul style="list-style-type: none"> evaluate adequacy of evidence determine the author's purpose based on text analysis identify problem solving processes 	<p>CA 3.1.6.1.7.2.4.3.1.3.5.3.6, 3.4</p> <p>Use details from the text to</p> <ul style="list-style-type: none"> analyze and evaluate logic, reasonableness, and audience appeal of arguments in texts identify and analyze faulty reasoning 	<p>CA 3.1.6.1.7.2.4.3.1.3.5.3.6, 3.4</p> <p>Use details from the text to</p> <ul style="list-style-type: none"> analyze and evaluate logic, reasonableness, and audience appeal of arguments in texts identify and analyze faulty reasoning
SMS	<p>CA 3.1.6.2.4.3.1.3.5</p> <p>Review the concept of main idea. Explain that the main idea of an article will be what the whole article is about. Read a short article as a class, and discuss the main idea. What does every sentence talk about? Share details that support the main idea.</p>	<p>CA 3.1.6.2.4.3.1.3.5</p> <p>Look at the front page of the newspaper. Identify problems (fires, accidents). Make inferences about how the problems may have occurred.</p>	<p>CA 3.1.6.2.4.3.1.3.5</p> <p>Discuss reasons for writing editorials such as to inform, explain, entertain, thank, praise, attack, defend, explain, etc. Share examples of past editorials, and identify the author's purpose for writing the editorial.</p>	<p>CA 3.1.6.2.4.3.1.3.5</p> <p>Discuss the difference between facts and opinions. Discuss the best places to locate opinions in the newspaper (Editorials, Classifieds). Read some editorials and identify facts and opinions. As a class, write an editorial using facts and opinions.</p>	<p>CA 3.1.6.2.4.3.1.3.5</p> <p>Compare and contrast the coverage of the same story or event in your local newspaper to a big city paper. Think about: <ul style="list-style-type: none"> headline location of the article space used pictures details quotes </p>	<p>CA 3.1.6.1.7.2.4.3.1.3.5.3.6</p> <p>Review time-lines. Discuss how important events are organized in a time-line to son's life, history of a town, etc. Make a class time-line organizing important events of the school year.</p>	<p>CA 3.1.6.1.7.2.4.3.1.3.5.3.6</p> <p>Students will choose an editorial letter to read, identifying fact, opinion, and author's viewpoint. Students will also use research to verify statistics and facts used in the story.</p>	<p>CA 3.1.6.1.7.2.4.3.1.3.5.3.6, 3.4</p> <p>Students will choose an editorial letter to read and identify faulty logic and inferences. They will then research the topic of the letter, using the information to create an outline as a rough draft of their response letter.</p>	<p>CA 3.1.6.1.7.2.4.3.1.3.5.3.6, 3.4</p> <p>Students will choose an editorial letter to read and identify a problem. Students will brainstorm a list of solutions to the said problem, listing advantages and disadvantages of each solution.</p>
ACTIVITIES	<p>Read a short newspaper article together as a class. Allow students to ask questions about the article. Discuss the important information of the article.</p>	<p>Cut out an article in the newspaper and glue it on a piece of paper. Then, write an explanation of the problem, making inferences about what may have caused the problem.</p>	<p>Choose a recent editorial from the newspaper to read. Cut it out and paste it on a piece of paper. Write a short paragraph identifying the author's purpose for writing the article. Use details from the article to support your choice.</p>	<p>Students will locate and cut out facts and opinions in the newspaper. They will distinguish between the facts and opinions, and glue them in the appropriate column of a t-chart.</p>	<p>Make a three-column chart comparing the two articles. Write the categories to be compared down the first column with the names of the two articles across the top of the second and third columns. Record the differences in regards to each category.</p>	<p>Using the features section, students will locate an article about a special person, and then sequence the important events in the original letter.</p>	<p>Students will write a response to the letter, either supporting or questioning the information in the original letter.</p>	<p>Students will write a response to the original editorial, offering their proposed solutions.</p>	<p>Students will use the outline to draft a letter in response to the original letter, using researched facts to counteract the original faulty logic.</p>
ASSESSMENTS	<p>Using the same story that was discussed in class, make a main idea web. In a circle, on the middle of the page, write the main idea of the article. Then cut out details that supports the main idea. Paste the details on lines connecting to the circle.</p>	<p>Using the same story that was discussed in class, make a main idea web. In a circle, on the middle of the page, write the main idea of the article. Then cut out details that supports the main idea. Paste the details on lines connecting to the circle.</p>	<p>Using the same story that was discussed in class, make a main idea web. In a circle, on the middle of the page, write the main idea of the article. Then cut out details that supports the main idea. Paste the details on lines connecting to the circle.</p>	<p>Using the same story that was discussed in class, make a main idea web. In a circle, on the middle of the page, write the main idea of the article. Then cut out details that supports the main idea. Paste the details on lines connecting to the circle.</p>	<p>Using the same story that was discussed in class, make a main idea web. In a circle, on the middle of the page, write the main idea of the article. Then cut out details that supports the main idea. Paste the details on lines connecting to the circle.</p>	<p>Using the same story that was discussed in class, make a main idea web. In a circle, on the middle of the page, write the main idea of the article. Then cut out details that supports the main idea. Paste the details on lines connecting to the circle.</p>	<p>Using the same story that was discussed in class, make a main idea web. In a circle, on the middle of the page, write the main idea of the article. Then cut out details that supports the main idea. Paste the details on lines connecting to the circle.</p>	<p>Using the same story that was discussed in class, make a main idea web. In a circle, on the middle of the page, write the main idea of the article. Then cut out details that supports the main idea. Paste the details on lines connecting to the circle.</p>	<p>Using the same story that was discussed in class, make a main idea web. In a circle, on the middle of the page, write the main idea of the article. Then cut out details that supports the main idea. Paste the details on lines connecting to the circle.</p>



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D	GRADE K	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6	GRADE 7	GRADE 8	GRADES 9-12										
Follow a simple pictorial/written direction, with assistance	Read and follow a simple direction to follow a task.	Read and follow three-step directions to perform a task.	Read and follow three- and four step directions to perform a task.	Read and follow multi-step directions to perform a complex task.	Read and follow multi-step directions to perform a complex task.	Read and follow multi-step directions to perform a complex task.	Read and follow multi-step directions to perform a complex task.	Read and follow multi-step directions to perform complex procedures and/or tasks	Read and follow multi-step directions to perform complex procedures and/or tasks	Read and apply multi-step directions to perform complex procedures and/or tasks										
CA3, 1.5, 1.6	CA3, 1.5, 1.6	CA3, 1.5, 1.6	CA3, 1.5, 1.6	CA3, 1.5, 1.6	CA3, 1.5, 1.6	CA3, 1.5, 1.6	CA3, 1.5, 1.6	CA3, 1.5, 1.6	CA3, 1.5, 1.6	CA3, 1.5, 1.6										
Use the newspaper to follow simple directions. Teacher will write the letter of the day on the board with a circle around it. Students will then circle that letter in the paper as many times as they see it.	Use the newspaper to follow simple directions. Choose one of the following: • Cut out the letters in your name. • Underline a headline • Cut out pictures of people	Play "Simon Says" with the newspaper. Take turns being Simon and give simple instructions such as: • Circle a noun • Name a headline on the first page • Count the pictures on the first page.	Have fun with the following directions: • Find your name in the news, then call out the page number. • Locate a picture of someone doing a good deed then clap your hands. • Find a picture of your favorite sport then act it out.	Review the Bill of Rights. Search through the news for pictures and articles of people doing things. Cut onto a chart in categories of: Doing work Having fun Learning Explain how each item relates to the Bill of Rights.	Locate a recipe with multi-steps in a newspaper. Discuss the steps of making the recipe. Gather the needed supplies and ingredients, and prepare the recipe as a class. Discuss what would happen if a step in the directions were skipped.	Using the people section, students will locate an article about a special person, and then sequence important events of that person's life into a time-line.	Choose a picture of someone doing a simple task. Write directions how to do the task with at least 3 steps in order. Exchange papers and have a peer read and follow the directions.	Combine these three-step directions with reviewing parts of speech. Draw a: • Red circle around nouns • Blue square around verbs • Green triangle around adjectives. (You can do this with any skill.)	Each student will write simple directions, using the newspaper, on a note card and exchange them with peers. Classmates will take turns following the directions on the cards.	Extend the MURAL: Students still circle the letter of the day, but they will circle and glue them to a piece of paper. Capital letters in red and lowercase in blue.	Working as a team, students will use the recipe and can evaluate their effectiveness by the outcome.	Using the people section, students will locate an article about a special person, and then sequence important events of that person's life into a time-line.	Trade the recipes with classmates, and try it out. Did your partner miss any steps?	Choose a picture of someone doing a simple task. Write directions how to do the task with at least 3 steps in order. Exchange papers and have a peer read and follow the directions.	Combine these three-step directions with reviewing parts of speech. Draw a: • Red circle around nouns • Blue square around verbs • Green triangle around adjectives. (You can do this with any skill.)	Each student will write simple directions, using the newspaper, on a note card and exchange them with peers. Classmates will take turns following the directions on the cards.	Extend the MURAL: Students still circle the letter of the day, but they will circle and glue them to a piece of paper. Capital letters in red and lowercase in blue.	Working as a team, students will use the recipe and can evaluate their effectiveness by the outcome.	Using the people section, students will locate an article about a special person, and then sequence important events of that person's life into a time-line.	Trade the recipes with classmates, and try it out. Did your partner miss any steps?
SM	SM	SM	SM	SM	SM	SM	SM	SM	SM	SM										
UNDERSTANDING DIRECTIONS	UNDERSTANDING DIRECTIONS	UNDERSTANDING DIRECTIONS	UNDERSTANDING DIRECTIONS	UNDERSTANDING DIRECTIONS	UNDERSTANDING DIRECTIONS	UNDERSTANDING DIRECTIONS	UNDERSTANDING DIRECTIONS	UNDERSTANDING DIRECTIONS	UNDERSTANDING DIRECTIONS	UNDERSTANDING DIRECTIONS										
ACTIVITIES	ACTIVITIES	ACTIVITIES	ACTIVITIES	ACTIVITIES	ACTIVITIES	ACTIVITIES	ACTIVITIES	ACTIVITIES	ACTIVITIES	ACTIVITIES										
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F	Develop and apply pre-reading strategies to aid comprehension <ul style="list-style-type: none"> • Access prior knowledge • Preview • Predict • Set purpose for reading 	Develop and apply pre-reading strategies to aid comprehension <ul style="list-style-type: none"> • Access prior knowledge • Preview • Predict • Set purpose for reading 	Develop pre-reading strategies to aid comprehension <ul style="list-style-type: none"> • Access prior knowledge • Preview • Predict • Set a purpose for reading 	Develop pre-reading strategies to aid comprehension <ul style="list-style-type: none"> • Access prior knowledge • Preview • Predict • Set a purpose for reading 	Develop pre-reading strategies to aid comprehension <ul style="list-style-type: none"> • Access prior knowledge • Preview • Predict • Set a purpose for reading 	Develop pre-reading strategies to aid comprehension <ul style="list-style-type: none"> • Access prior knowledge • Preview • Predict • Set a purpose for reading 	Develop pre-reading strategies to aid comprehension <ul style="list-style-type: none"> • Access prior knowledge • Preview • Predict • Set a purpose for reading 	Develop pre-reading strategies to aid comprehension <ul style="list-style-type: none"> • Access prior knowledge • Preview • Predict • Set a purpose for reading 	Develop pre-reading strategies to aid comprehension <ul style="list-style-type: none"> • Access prior knowledge • Preview • Predict • Set a purpose for reading 	
SMS	CA 2.3.1.5 & 1.6 Students will predict what will happen in a comic strip by looking at the pictures. As a class, discuss what is happening in each picture. Read the comic to check predictions.	CA 2.3.1.5 & 1.6 Discuss strategies for predictions (look at pictures, think about experiences students have had, access prior knowledge, look at title, etc.) Choose a news-paper article and use strategies to make a prediction.	CA 2.3.1.5 & 1.6 Students will study a teacher-chosen picture from the paper. As a class, discuss what is happening in the picture. Share any experience related to what is happening in the picture. Share any prior knowledge of what is happening in the picture.	CA 2.3.1.5 & 1.6 Students will aid comprehension by setting a purpose for reading. Students will search Classified ads for something they'd like to have. They'll read the ad to the class and share why they want the item.	CA 2.3.1.5 & 1.6 Students will review parts of the newspaper and discuss what kinds of articles are found in each. They will then choose an article, read the headline, and predict what type of article it will be.	CA 2.3.1.5 & 1.6 Students will search the newspaper to locate words with a predetermined root, such as "chron-" and will highlight a minimum of five examples. Students will use context clues to further decipher the word's meaning.	CA 2.3.1.5 & 1.6 Students will use the newspaper to find words with an affix and will then search for the same word without an affix. Discuss how the affix changes the meaning of the word. Students should find a minimum of three examples.	CA 2.3.1.5 & 1.6 Students will use the newspaper to find words with a predetermined root, such as "chron-" and will highlight a minimum of five examples. Students will use context clues to further decipher the word's meaning.	CA 2.3.1.5 & 1.6 Students will use the newspaper to find three different words with a shared root and will compare the meaning of each word.	CA 2.3.1.5 & 1.6 Students will use the newspaper to find examples of words with the same prefix, root, and suffix and root, charting the examples appropriately.
ACTIVITIES	Students will study the first frame of a comic strip (the teacher will remove the rest). The students will draw a picture of what they think will happen in the next frame.	Each student chooses an article from the paper and predicts what it is about. He records a prediction on a note card, then reads the article with assistance. After reading, the student flips the card over to see if his prediction was correct. He then explains what actually happened.	Cut out a picture from the newspaper. Glue it on a piece of paper and write what you already know about the topic.	Students will search the Classified ads for a job they would like to have some day. They will read, cut and glue the ad on paper. They will then write a paragraph explaining why they would like that job.	Students will read the article then explain why the article belongs in that section of the paper.	After reading the articles, students will complete Venn Diagrams comparing/contrasting themselves to the people they read about.	Students will use a dictionary to self-check answers and a thesaurus to identify possible synonyms and antonyms to locate in the newspaper.	Students will use the newspaper to find three different words with a shared root and will compare the meaning of each word.	Students will use the newspaper to find examples of words with the same prefix, root, and suffix and root, charting the examples appropriately.	Students will use the newspaper to find examples of words with the same prefix, root, and suffix and root, charting the examples appropriately.
ASSESSMENTS										



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A	GRADE K	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6	GRADE 7	GRADE 8	GRADE 9-12
CA 3, 1.6	CA 3, 1.6	CA 3, 1.6	CA 3, 1.6	CA 3, 1.6	CA 3, 1.6	CA 3, 1.6	CA 3, 1.6	CA 3, 1.6	CA 3, 1.6, 2.4	CA 3, 1.6, 2.4
Examine the pictures in the newspaper. Discuss what various pictures tell us. Example: • There was an accident • Someone got married • A man won an award	Read a sports article as a class. Identify the following: • Title of Article • Name of Sport • Team Names • Final Scores	Locate and interpret key information in illustrations, title, chapter headings, table of contents, charts, diagrams, graphs, glossary, and maps to answer questions	Locate and interpret key information in illustrations, title, chapter headings, table of contents, charts, diagrams, graphs, captions and maps to answer questions	Apply information in format, graphics, sequence, maps, diagrams, charts and index to clarify meaning	Apply information in illustrations, title, chapter headings, table of contents, charts, diagrams, graphs, glossary, captions and maps to comprehend text	Study the format of the classified ads. Notice how items are divided into sections: for sale, real estate, furniture, cars, pets, etc. Identify abbreviations.	Help students identify the parts of the newspaper, such as headline, cutline, byline, lead paragraph, etc. Locate the text elements in the newspaper.	Students will use the newspaper to select several real estate ads; evaluating the information given to describe the property for sale.	Students will evaluate several ads in the automotive section, deciphering various abbreviations used to describe the automobiles.	Students will select an article of interest in the newspaper. Students will further research the topic using at least three sources. Finally, they will compare and contrast information gained from research and the newspaper.
GOOD NEWS/BAD NEWS MURAL: Cut out photographs from the newspaper. Glue them on a piece of chart paper under the categories of GOOD NEWS and BAD NEWS.	PROMPT: You get to plan a night out at the movies. Find the name of the movie, the theater where it's showing, and the time you'll go see it. Give reasons for your choices.	PROMPT: You may watch television for one hour a day, before or after school. On a daily calendar, record the name and time of each show you plan to watch.	PROMPT: You will be given \$10.00 to spend, and need to buy at least 4 items. Cut and paste the items on a piece of paper, add up the total of the items, then calculate the change.	SHOPPING SPREE: Tell students they will be given \$10.00 to spend, and need to buy at least 4 items. Cut and paste the items on a piece of paper, add up the total of the items, then calculate the change.	PROMPT: You may watch television for one hour a day, before or after school. On a daily calendar, record the name and time of each show you plan to watch.	PROMPT: You will be given \$10.00 to spend, and need to buy at least 4 items. Cut and paste the items on a piece of paper, add up the total of the items, then calculate the change.	Write a news story applying what you know about newspaper elements. The news story must contain a headline and a lead.	Students will write an effective ad to sell their current residence, giving enough description to appease buyers, but mindful of limited space.	Students will create an ad to sell their teacher's vehicle, utilizing abbreviations to conserve advertising space.	Students will write a newspaper article citing the three researched sources, and classmates will compare student articles to the original newspaper articles.



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COMMUNICATION ARTS-READING

3 DEVELOP AND APPLY SKILLS AND STRATEGIES TO COMPREHEND, ANALYZE AND EVALUATE WRITINGS FROM A VARIETY OF CULTURES AND TIMES.

GRADE K	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6	GRADE 7	GRADE 8	GRADES 9-12
Respond to rhythm, rhyme and alliteration in oral reading of nonfiction text	Read and respond to rhythm, rhyme and alliteration in nonfiction text	Identify and explain author's use of rhythm, rhyme and alliteration in nonfiction text	Explain examples of sensory details and figurative language within the context of nonfiction text	Explain examples of sensory details and figurative language within the context of nonfiction text	Identify and explain figurative language in nonfiction text (emphasize metaphor and personification)	Identify and explain figurative language in nonfiction text (emphasize onomatopoeia and alliteration)	Identify and interpret figurative language in nonfiction text (emphasize jargon, hyperbole, imagery and symbolism)	Identify and interpret figurative language in nonfiction text (emphasize jargon, hyperbole, imagery and sound) devices in nonfiction text	Analyze and evaluate author's use of figurative language (emphasize irony, imagery and sound) devices in nonfiction text
CA 3.1.5.1.6	CA 3.1.5.1.6	CA 3.1.5.1.6	CA 3.1.5.1.6	CA 3.1.5.1.6	CA 3.1.5.1.6	CA 3.1.5.1.6	CA 3.1.5.1.6	CA 3.1.5.1.6	CA 3.1.5.1.6
Assign a letter of the day (or week). Circle words that begin with that letter in the newspaper.	Choose a word of the day. Read a news story as a class and listen for words that rhyme with the word of the day. List the words on the board.	Define alliteration as the repetition of first consonant sounds in words close to each other. Share examples such as "sweet mule." Locate newspaper words such as "she sells seashells down by the seashore." As a class brainstorm clichés or tongue twisters using alliteration.	Review similes, a comparison using "like" or "as." Share examples such as "She's stubborn as a mule." Locate newspaper words such as "she sells seashells down by the seashore." As a class brainstorm what the similes and metaphors mean.	Review the difference between similes and metaphors. Locate similes and metaphors in newspaper articles. Pay close attention to quotes. Explain what the similes and metaphors mean.	Explain that personification is giving something human qualities. Brainstorm examples of personification. Search the newspaper for examples (classifieds may be a good place to start). Share examples with the class.	Explain that onomatopoeias (pronounced on-o-mat-o-pee-a) are words that imitate sounds or sounds linked to objects. Name items and have class mimic the sounds. EX: Turkey-gobble Soda pop-fizz Tuba-oompah Race car-zoom	After reviewing the definition of hyperbole, students will use the sports section to find and clip an example of hyperbole to share with the class.	As a class, students will define dialect and slang. Students will review letters in the advice columns to find examples of dialect and slang.	Students will view the help wanted section of the newspaper, observing criteria such as necessary education, training, salary, required hours, etc.
RELAY: Divide the class into groups of 4 or 5. Each group is assigned a different letter. The first person locates a word that begins with that letter in the newspaper, cuts it out and pastes it on a piece of paper. He then passes it to the next person. The team that finishes first wins!	Identify an ending pattern for students to locate in the paper. Circle words with the same ending pattern.	Assign a letter to each student. Search the newspaper for words beginning with that letter. Cut the words out, and arrange them to make a tongue twister. Extra words can be written so that the tongue twister makes sense.	SIMILE DESCRIPTIONS: Students will locate words in the newspapers to use in similes to describe themselves. Example: I'm as fast as a _____ I'm smart as a _____ I'm pretty as a _____	Cut out similes and metaphors found in newspaper articles. Glue each one on a note card. Label simile or metaphor on the back and explain its meaning. Use the cards to quiz peers.	Find a picture of an object in the newspaper. Cut it out and paste it on a piece of paper. Add human features to the object, and write a short story about it. What would it say? What would it do?	Choose an article to read as a class. Add life making sound effects where appropriate. Or, locate onomatopoeias within an article.	Students will select an example of hyperbole from another section of the newspaper.	Students will rewrite the letters, changing the dialect, eliminating all slang, and compare the effectiveness.	After researching a desired career, students will write a help wanted ad to display their information.

SMS LITERARY DEVICES

ACTIVITIES

ASSESSMENTS



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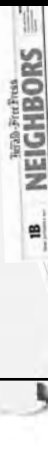
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COMMUNICATION ARTS-READING

1 DEVELOP AND APPLY SKILLS AND STRATEGIES TO THE READING PROCESS

	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6	GRADE 7	GRADE 8	GRADES 9-12	
D	Read grade-level instructional text <ul style="list-style-type: none"> By developing with fluency, accuracy and expression an increasing core of high-frequency words Consisting of environmental print With appropriate phrasing and expression 	Read grade-level instructional text <ul style="list-style-type: none"> With fluency, accuracy and expression Adjusting reading rate to difficulty and type of text 	Read grade-level instructional text <ul style="list-style-type: none"> With fluency, accuracy and expression Adjusting reading rate to difficulty and type of text 	Read grade-level instructional text <ul style="list-style-type: none"> With fluency, accuracy and expression Adjusting reading rate to difficulty and type of text 	Read grade-level instructional text <ul style="list-style-type: none"> With fluency, accuracy and expression Adjusting reading rate to difficulty and type of text 	Read grade-level instructional text <ul style="list-style-type: none"> With fluency, accuracy and expression Adjusting reading rate to difficulty and type of text 	Read grade-level instructional text <ul style="list-style-type: none"> With fluency, accuracy and expression Adjusting reading rate to difficulty and type of text 	Read grade-level instructional text <ul style="list-style-type: none"> With fluency, accuracy and expression Adjusting reading rate to difficulty and type of text 	Read grade-level instructional text <ul style="list-style-type: none"> With fluency, accuracy and expression Adjusting reading rate to difficulty and type of text 	
FLUENCY	CA 2,3,1.5 Students will identify words located around the room. They'll name each word and spell it. They will then look through the newspaper for known words to share with the class.	CA 2,3,1.5 Students will discuss favorite commercials. <ul style="list-style-type: none"> What makes them interesting? What do they say? How do they say it? Discuss the importance of using expression.	CA 2,3,1.5 Locate a passage with dialogue in the paper to read to students. Read the article in a monotone voice. Then, read it with expression. Discuss how interesting the passage is with expression. Partner students and have them use the paper to practice using expression.	CA 2,3,1.5 Select several articles from the newspaper that are short, simple and interesting to children. Read each aloud, asking students to follow along silently. Next, involve the students in choral reading using the expression.	CA 2,3,1.5 As a class, discuss the different kinds of articles that can be found in the newspaper. Discuss the feelings different types of articles evoke. Discuss what types of things should be read with emphasis.	CA 2,3,1.5 Students will choose a favorite comic, with dialogue, to share with the class. They should use expression and change the tone of their voices when the speaker in the comic changes.	CA 2,3,1.5 Students will role play a radio announcer and record three promotional clips for three different news stories, using information from newspaper headlines. Each news story must have a different tone, and be read with appropriate expression.	CA 2,3,1.5 Students will role play a radio announcer and record three promotional clips for three different news stories, using information from newspaper headlines. Each news story must have a different tone, and be read with appropriate expression.	CA 2,3,1.5 Students role play a television journalist. Using the newspaper for information, students will video tape a broadcast, reading two separate stories from different sections of the paper. Stories must be read at an appropriate pace, with accurate expressions.	
SMS	WORD SCAVENGER HUNT: Each student will locate a known word in the newspaper, then write it on the board. Classmates will then try to locate the same word in the newspaper.	Students work in cooperative groups to make a commercial using an ad from the newspaper. Each group will choose an ad to rehearse. They will videotape themselves promoting a product using inflection, facial expression, props, etc.	Students will audiotape themselves reading a teacher-chosen article. They will listen to the tape, evaluating for expression. They will then practice and retape their work.	Each student will choose an article to read to a partner. The partner will time the reader for one minute. At exactly one minute, the reader will mark where he stopped. The reader will then reread the article for a better time.	Each student will select a "Hero of the Day" from the newspaper, read the article several times and then share it with the class, replacing the hero's name with his or her own.	Turn a news story into a play. Have students audition for the speaking parts. Students need to speak fluently, accurately and use expression.	Students will have a chance to self-assess using the recorded performance. Students will also be assessed by peers and their teacher.	Students will have a chance to self-assess using the recorded performance. Students will also be assessed by peers and their teacher.	Students will have a chance to self-assess using the recorded performance. Students will also be assessed by peers and their teacher.	Students will have a chance to self-assess using the recorded performance. Students will also be assessed by peers and their teacher.
ACTIVITIES	From ads, have children cut words, logos and labels and tape onto similar furniture in the classroom. For instance, chair, table, desk, door, lamp, etc.	Students work in cooperative groups to make a commercial using an ad from the newspaper. Each group will choose an ad to rehearse. They will videotape themselves promoting a product using inflection, facial expression, props, etc.	Students will audiotape themselves reading a teacher-chosen article. They will listen to the tape, evaluating for expression. They will then practice and retape their work.	Each student will choose an article to read to a partner. The partner will time the reader for one minute. At exactly one minute, the reader will mark where he stopped. The reader will then reread the article for a better time.	Each student will select a "Hero of the Day" from the newspaper, read the article several times and then share it with the class, replacing the hero's name with his or her own.	Turn a news story into a play. Have students audition for the speaking parts. Students need to speak fluently, accurately and use expression.	Students will have a chance to self-assess using the recorded performance. Students will also be assessed by peers and their teacher.	Students will have a chance to self-assess using the recorded performance. Students will also be assessed by peers and their teacher.	Students will have a chance to self-assess using the recorded performance. Students will also be assessed by peers and their teacher.	
ASSESSMENTS	From ads, have children cut words, logos and labels and tape onto similar furniture in the classroom. For instance, chair, table, desk, door, lamp, etc.	Students work in cooperative groups to make a commercial using an ad from the newspaper. Each group will choose an ad to rehearse. They will videotape themselves promoting a product using inflection, facial expression, props, etc.	Students will audiotape themselves reading a teacher-chosen article. They will listen to the tape, evaluating for expression. They will then practice and retape their work.	Each student will choose an article to read to a partner. The partner will time the reader for one minute. At exactly one minute, the reader will mark where he stopped. The reader will then reread the article for a better time.	Each student will select a "Hero of the Day" from the newspaper, read the article several times and then share it with the class, replacing the hero's name with his or her own.	Turn a news story into a play. Have students audition for the speaking parts. Students need to speak fluently, accurately and use expression.	Students will have a chance to self-assess using the recorded performance. Students will also be assessed by peers and their teacher.	Students will have a chance to self-assess using the recorded performance. Students will also be assessed by peers and their teacher.	Students will have a chance to self-assess using the recorded performance. Students will also be assessed by peers and their teacher.	



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COMMUNICATION ARTS-READING

DEVELOP AND APPLY SKILLS AND STRATEGIES TO THE READING PROCESS

	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6	GRADE 7	GRADE 8	GRADES 9-12
MAKING CONNECTIONS	<p>Identify connections, with assistance, between</p> <ul style="list-style-type: none"> • Text ideas—similarities and differences in various real and make-believe works (fiction and non-fiction) • Text ideas and own experiences 	<p>Identify connections, with assistance between</p> <ul style="list-style-type: none"> • Text ideas—similarities and differences in various fiction and non-fiction works • Text ideas and own experiences 	<p>Identify and explain connections between</p> <ul style="list-style-type: none"> • Text ideas—similarities and differences in various fiction and non-fiction works (Compare and contrast) • Text ideas and own experiences 	<p>Discuss text ideas in the story, and identify the main problem. Students will share times when they've had a similar problem (including similarities and differences).</p>	<p>Discuss text ideas in the story, and identify the main problem. Students will share times when they've had a similar problem (including similarities and differences).</p>	<p>Write an essay explaining how an event that is happening in another county (or state) is affecting us locally. Use details from the article to support the idea. Attach the article to the essay.</p>	<p>Write an essay explaining how an event that is happening in another county (or state) is affecting us locally. Use details from the article to support the idea. Attach the article to the essay.</p>	<p>Write an essay explaining how an event that is happening in another county (or state) is affecting us locally. Use details from the article to support the idea. Attach the article to the essay.</p>	<p>Write an essay explaining how an event that is happening in another county (or state) is affecting us locally. Use details from the article to support the idea. Attach the article to the essay.</p>
SMS	<p>Study the faces of people in the photographs and discuss what emotions they might be feeling. Tell about a time when you were feeling that same way.</p>	<p>As a class, read a news story about something that has happened recently in your community. Then read a fictional story dealing with the same topic. Discuss similarities and differences between the stories.</p>	<p>GOOD NEWS/BAD NEWS: Read articles and determine which are good news articles and which are bad news. Circle good news articles in blue and bad news articles in red.</p>	<p>FAIRYTALE HEADLINES: Locate and read several newspaper headlines. Discuss how the headlines sum up the article while catching the reader's interest. Compare headlines to story titles.</p>	<p>Watch the world news. Discuss how some things that are happening in other parts of the world affect us in our local community. Locate articles in the newspaper that demonstrate that idea.</p>	<p>Write an essay explaining how an event that is happening in another county (or state) is affecting us locally. Use details from the article to support the idea. Attach the article to the essay.</p>	<p>Write an essay explaining how an event that is happening in another county (or state) is affecting us locally. Use details from the article to support the idea. Attach the article to the essay.</p>	<p>Write an essay explaining how an event that is happening in another county (or state) is affecting us locally. Use details from the article to support the idea. Attach the article to the essay.</p>	<p>Write an essay explaining how an event that is happening in another county (or state) is affecting us locally. Use details from the article to support the idea. Attach the article to the essay.</p>
ACTIVITIES	<p>CLASS MURAL: Students will look through the newspaper for pictures of things they've experienced. They will cut and paste the picture on chart paper, then write a sentence about their similar experiences. Example: I play soccer too.</p>	<p>Compare/Contrast the two stories in a Venn diagram or chart.</p>	<p>Use the articles to make connections to your own life. Choose a "good news" article to compare to a similar experience you've had. Write a news article about your own experiences. Use these to make a "Good News Newspaper."</p>	<p>Write a headline for familiar fairytales. Share the headlines with classmates, and have them guess the fairytale.</p>	<p>Write an essay explaining how an event that is happening in another county (or state) is affecting us locally. Use details from the article to support the idea. Attach the article to the essay.</p>	<p>Write an essay explaining how an event that is happening in another county (or state) is affecting us locally. Use details from the article to support the idea. Attach the article to the essay.</p>	<p>Write an essay explaining how an event that is happening in another county (or state) is affecting us locally. Use details from the article to support the idea. Attach the article to the essay.</p>	<p>Write an essay explaining how an event that is happening in another county (or state) is affecting us locally. Use details from the article to support the idea. Attach the article to the essay.</p>	<p>Write an essay explaining how an event that is happening in another county (or state) is affecting us locally. Use details from the article to support the idea. Attach the article to the essay.</p>
ASSESSMENTS	<p>Choose a picture of someone that is feeling the way you do today. Tell why you think the person in the picture is showing that particular emotion, and why you feel the same way.</p>	<p>Compare/Contrast the two stories in a Venn diagram or chart.</p>	<p>Use the articles to make connections to your own life. Choose a "good news" article to compare to a similar experience you've had. Write a news article about your own experiences. Use these to make a "Good News Newspaper."</p>	<p>Write a headline for familiar fairytales. Share the headlines with classmates, and have them guess the fairytale.</p>	<p>Write an essay explaining how an event that is happening in another county (or state) is affecting us locally. Use details from the article to support the idea. Attach the article to the essay.</p>	<p>Write an essay explaining how an event that is happening in another county (or state) is affecting us locally. Use details from the article to support the idea. Attach the article to the essay.</p>	<p>Write an essay explaining how an event that is happening in another county (or state) is affecting us locally. Use details from the article to support the idea. Attach the article to the essay.</p>	<p>Write an essay explaining how an event that is happening in another county (or state) is affecting us locally. Use details from the article to support the idea. Attach the article to the essay.</p>	<p>Write an essay explaining how an event that is happening in another county (or state) is affecting us locally. Use details from the article to support the idea. Attach the article to the essay.</p>



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COMMUNICATION ARTS-READING

2 DEVELOP AND APPLY SKILLS AND STRATEGIES TO COMPREHEND, ANALYZE AND EVALUATE WRITINGS FROM A VARIETY OF CULTURES AND TIMES. GRADES 9-12

GRADE	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6	GRADE 7	GRADE 8	GRADE 9-12
A	<p>Locate and apply information in title, pictures and names of author and illustrator, with assistance</p>	<p>Locate and apply specific information in title, pictures and table of contents</p>	<p>Locate and apply information in title, table of contents and glossary</p> <ul style="list-style-type: none"> Recognize the text features of fiction, poetry and drama in grade-level text 	<p>Locate and interpret and apply information in title, table of contents and glossary</p> <ul style="list-style-type: none"> Recognize the text features of fiction, poetry and drama in grade-level text 	<p>Locate and interpret and apply information in title, table of contents and glossary</p> <ul style="list-style-type: none"> Recognize the text features of fiction, poetry and drama in grade-level text 	<p>Locate and interpret and apply information in title, table of contents and glossary</p> <ul style="list-style-type: none"> Recognize the text features of fiction, poetry and drama in grade-level text 	<p>Locate and interpret and apply information in title, table of contents and glossary</p> <ul style="list-style-type: none"> Recognize the text features of fiction, poetry and drama in grade-level text 	<p>Locate and interpret and apply information in title, table of contents and glossary</p> <ul style="list-style-type: none"> Recognize the text features of fiction, poetry and drama in grade-level text 	<p>Locate and interpret and apply information in title, table of contents and glossary</p> <ul style="list-style-type: none"> Recognize the text features of fiction, poetry and drama in grade-level text
SMS	<p>CA 2.3.1.5 & 1.6</p> <p>Examine the covers of several picture books. Identify and read the titles. Locate the author and illustrator. Explain that the information can also be found on the title page.</p>	<p>CA 2.3.1.5 & 1.6</p> <p>Talk about the title of the serial story. Discuss other words that might have described the story or other illustrations that could have been used.</p>	<p>CA 2.3.1.5 & 1.6</p> <p>Explain that sometimes words are italicized, or highlighted, or underlined in a fictional story. Discuss that those words need extra emphasis. Look for examples of this in the serial story. Highlight or circle the words.</p>	<p>CA 2.3.1.5 & 1.6</p> <p>Practice interpreting information in a glossary with a book. Study key ideas:</p> <ul style="list-style-type: none"> Entry words organized in alphabetical order Entry words divided into syllables Parts of speech noted 	<p>CA 2.3.1.5 & 1.6</p> <p>Review text in books in class or library. Examine how the cover, title page, table of contents and glossaries are set up. Discuss the location of each. Identify title and author. Cut chapters out each week and compile them into a book. Highlight unknown words.</p>	<p>CA 2.3.1.5 & 1.6</p> <p>Discuss what makes a good title of a story. Read the title of the serial story. Make predictions of what the story might be about. As students read, have them highlight and author. Cut chapters out each week and that supports the title.</p>	<p>CA 2.3.1.5 & 1.6</p> <p>Discuss newspaper's headlines to story titles. Use one word from a headline to create an acrostic poem that summarizes the chosen news story.</p>	<p>CA 2.3.1.5 & 1.6</p> <p>Compare newspaper components of a newspaper story to components of a play. Convert a news story to a play script. Rehearse your script with a team.</p>	<p>CA 2.3.1.5 & 1.6</p> <p>Compare components of a newspaper story to components of a play. Convert a news story to a play script. Rehearse your script with a team.</p>
ACTIVITIES	<p>Point to the title and author of the serial story, and read them aloud. Cut out the title and author of the story and paste them on paper. Have students illustrate a front cover for the story.</p>	<p>Predict the outcome of the story based on the title and illustrations.</p>	<p>Practice reading the italicized, or highlighted, or underlined words in context using expression.</p>	<p>Make a glossary for the serial story booklet. Locate unknown words in the serial story. Look them up in a dictionary, then write them in glossary form. Glossaries may be inserted into the booklets.</p>	<p>Use classroom fiction books as models to make the serial story into a book. Make cover and title page. Make table of contents using chapter headings. Look up highlighted words in the dictionary to create glossary. Compile together to form book.</p>	<p>Write an essay explaining why the title is (or is not) a good title for the serial story. Use your highlighted details of contents to support your claim.</p>	<p>Use the newspaper index to find a predetermined story assigned by the teacher. Read the story and list five facts.</p>	<p>Exchange poems with a partner to evaluate the effectiveness of summarizing key points of the article.</p>	<p>Present your play to the class. The class will determine the news story used for your play.</p>
ASSESSMENTS									



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with newspapers. This Newspaper In Education feature was created for your news-

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COMMUNICATION ARTS-READING

2 DEVELOP AND APPLY SKILLS AND STRATEGIES TO COMPREHEND, ANALYZE AND EVALUATE WRITINGS FROM A VARIETY OF CULTURES AND TIMES.

GRADE K	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6	GRADE 7	GRADE 8	GRADE 9-12
Respond to rhythm, rhyme and alliteration in oral reading of poetry and prose	Read and respond to rhythm, rhyme and alliteration in oral reading of poetry and prose	Identify author's use of rhythm, rhyme and alliteration in poetry and prose, with assistance	Explain examples of sensory details and figurative language within the context of poetry and prose	Locate and: Interpret and apply information in title, table of contents and glossary	Locate and: Interpret and apply information in title, table of contents and glossary	Locate and: Interpret and apply information in title, table of contents and glossary	Identify and explain figurative language in poetry and prose (emphasize irony), imagery and sound devices in poetry and prose	Identify and explain figurative language in poetry and prose (emphasize irony), imagery and sound devices in poetry and prose	Analyze and evaluate author's use of figurative language (emphasize irony), imagery and sound devices in poetry and prose
Share funny riddles with the class. Explain that a riddle doesn't have to rhyme, but it has a strong rhythm that you can chant to. Echo read riddles in a chant-like manner.	Share several acrostic poems with the class. Point out that each line begins with the letter of an important word, and the first letters spell something vertically. Model how to write an acrostic poem.	Turn Mother Goose rhymes into newspaper headlines. Remind students that a headline uses the main idea of the article, and it doesn't have to be a complete sentence. For example: Boy Kisses Girl and Flees.	Choose and cut out two pictures of objects from the paper to compare using a simile. Use the above chart for similarities. Example: A sports car/fast, sports, fun/track star. Simile: A sports car is like a track star. Or, the track star is as fast as a sports car.	Identify and explain examples of similes and metaphors in a writing. Explain the meanings. Discuss how a simile uses like or as, and a metaphor states that something is something else. Simile: He eats like a pig. Metaphor: He is a pig. Discuss.	Review personification, giving something human-like qualities. Discuss examples of personification in fairy tales such as "The Three Little Pigs and Cinderella."	Review onomatopoeias, naming a thing or an action by imitating the sound associated with it (sound effects). Locate onomatopoeias in the newspaper other serial story. Brainstorm other onomatopoeias and list on the board.	Compare and contrast newspaper text to poetry. Find three examples of figurative language in the newspaper. Compare your findings with the class.	Review definitions of jargon, dialect and slang. Brainstorm where to find an example of each in the newspaper. Try to locate an example of each.	Review examples of irony found in previous reading assignments. Find an example of irony in the front section of the newspaper.
Point to the title and author of the serial story, and read them aloud. Cut out the title and author of the story and paste them on paper. Have students illustrate a front cover for the story.	Read the chapter title, or heading for the next chapter of the serial story. Make predictions about what the chapter will be about.	Predict the outcome of the story based on the title and illustrations.	Practice reading the italicized, highlighted, or underlined words in context using expression.	Use the similes/metaphors found in the serial story to make a matching game. Students write a simile or metaphor on a note card, then explain the meaning on another card. Do several examples. Mix them up, match the cards with their meanings.	Search the paper for an interesting object to personify. Cut and paste it on paper. Use action verbs to write a poem about the object. The poem does not have to rhyme. Example: "Used Refrigerator" Shivering with cold needs Protecting basic Looking for a home	Cut out pictures and words of objects from the newspaper. Glue them on a piece of paper and draw a speech bubble above each. Write onomatopoeias in each bubble.	Find an example of hyperbole in a designated section of the newspaper.	Choose a newspaper editorial to choose a selection. Rewrite the selection without any slang.	Choose an article from the newspaper and rewrite the ending to include irony.

SMS LITERARY DEVICES

ACTIVITIES

ASSESSMENTS



Using the Newspaper to Meet Grade Level Expectations

THE NEWSPAPER is a valuable tool in today's classroom. Beyond connecting students with their community, state and world, the newspaper can reinforce important educational concepts.

This Newspaper In Education series provides activities and assessments using the newspaper to meet Grade Level Expectations for the Reading strand of Communication Arts.

Grade Level Expectations were developed by the Missouri Department of Elementary and Secondary Education to further define Missouri's Show-Me Standards. Students are required to master these expectations under the No Child Left Behind Act of 2001.

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COMMUNICATION ARTS-READING

2 DEVELOP AND APPLY SKILLS AND STRATEGIES TO COMPREHEND, ANALYZE AND EVALUATE WRITINGS FROM A VARIETY OF CULTURES AND TIMES. GRADES 9-12

GRADE	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6	GRADE 7	GRADE 8	GRADE 9-12
C	<p>Use details from the text to identify story elements (main characters and problem)</p> <ul style="list-style-type: none"> • Characters • Problems • Solutions • Events in a logical sequence 	<p>Use details from the text to:</p> <ul style="list-style-type: none"> • Make basic inferences about setting, characters and problem • Predict solution • Identify events in a logical sequence 	<p>Use details from the text to:</p> <ul style="list-style-type: none"> • Make inferences about setting, character traits and problem and solution • Make predictions • Draw conclusions • Identify cause and effect 	<p>Use details from the text to:</p> <ul style="list-style-type: none"> • Make inferences about setting, character traits and problem and solution and story events • Make predictions • Draw conclusions • Compare and contrast elements 	<p>Use details from the text to:</p> <ul style="list-style-type: none"> • Make inferences about setting, character traits and problem and solution and story events • Make predictions • Draw conclusions • Compare and contrast elements 	<p>Use details from the text to:</p> <ul style="list-style-type: none"> • Analyze the influence of setting on characters, plot and resolution (conflict and climax) • Explain cause and effect • Identify point of view and mood 	<p>Use details from the text to:</p> <ul style="list-style-type: none"> • Identify plot and sub-plot, theme and various types of conflict • Analyze cause and effect • Explain and identify point of view and mood 	<p>Use details from text to:</p> <ul style="list-style-type: none"> • Analyze point of view, mood and theme • Interpret actions and behaviors of characters • Evaluate the problem-solving processes of characters 	<p>Use details from text to:</p> <ul style="list-style-type: none"> • Analyze setting, character, plot, point of view and development of theme • Evaluate possible solutions • Analyze theme development across genres
SMS	CA 2.1.5.1.6.3.1.3.5	CA 2.1.5.1.6.3.1.3.5	CA 2.1.5.1.6.3.1.3.5	CA 2.1.6.2.4.3.1.3.5.3.7	CA 2.1.6.2.4.3.1.3.5.3.7	CA 2.1.6.2.4.3.1.3.5.3.7	CA 2.1.6.2.4.3.1.3.5.3.7	CA 2.1.6.2.4.3.1.3.5.3.7	CA 2.1.6.2.4.3.1.3.5.3.7
TEXT ELEMENTS	Discuss what a title is and examine titles of various books. Explain that a headline is like the title of the book. It is written in larger type and tells what the article is about. Identify headlines in the newspaper.	Sequencing Comics: Cut apart a comic strip. Exchange it with a friend. Put each other's comic strips in order.	Discuss the meaning of setting. It's not just where the story takes place, but an overall picture of what it's like there. Use familiar stories to identify aspects of setting. Where does the story take place? What was the weather like? What sounds would you hear?	Discuss the traits of the main characters. Describe the way they look, the way they act, and things they do. Use that information to make inferences about the personalities of the characters. Think of one phrase that describes each character best.	Review cause and effect situations. Explain that CAUSE is why something happens, and EFFECT is what actually happens. When visualizing the situation, the CAUSE happens first. Act out cause and effect relationships as a class.	Discuss plot, the sequence in which the writer arranges story events (and which events the writer includes). It's a causal sequence of events. Discuss why writers sometimes leave out events, go back in time, or jump to the future.	Find an advice column in the newspaper. Compare the problem solving strategies of the author with the strategies you would choose to use. Create a Venn diagram to display your answer.	Choose three news stories with various moods. Identify the mood of each story and list the details from the story that contribute to the mood.	Choose one story from each section of the paper. Identify the theme of each story. As a class, compare the various themes found in each section of the paper, as well as the specific details that develop the theme.
ACTIVITIES	List important events from the story on sentence strips. Read them to the class, then have the students place the events in the correct order in a pocket chart.	Read the serial story to the class. Cut the serial story into sections, then work together to put it back in the correct order.	Students will describe the setting of the serial story using their senses. Sights: Smells:	Choose a main character to describe in a "Character Chart." Draw an outline of the character. Write the title in the head, write an inference about the character's personality that support the arms and legs.	Identify cause/effect relationships in the serial story by making a cause/effect chain. Cut several paper strips. Write and paste the ends together. Write its effect on another strip, interlock and attach.	Record the causal sequence of events in filmstrip frames. Illustrate important events, then give a short description of what is happening in each illustration.	Pretend you had your very own advice column. Write a response to one of the letters submitted.	Trade news stories with a classmate. Identify the mood in each of the news stories selected.	Read a pre-selected article in the paper and identify the theme. List three elements from the article that support the theme.
ASSESSMENTS	Cut out and laminate articles, separating the article from the headline. Sort the pieces into two piles: headlines and articles.								





KIDS WHO READ NEWSPAPERS

DO BETTER



Research shows that students who use newspapers in the classroom score better on standardized tests, continue reading into adulthood, have greater civic understanding and are more engaged in their communities.

Higher test scores, improved reading skills, greater civic awareness.

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