

Lesson 1

Sixth Grade

Thematic Unit: Writing a Newspaper Article

Objectives:

The student will:

- leave the class able to apply his/her knowledge to interact with others using written and spoken language and to function on a highly pragmatic level.
- leave the class able to apply his/her knowledge to gather relevant information, and to organize and present findings for a particular purpose: to inform.
- leave the class able to apply his/her knowledge to follow the steps of the writing process and produce published, written work.
- leave the class able to apply his/her knowledge to construct written work that incorporates appropriate grammatical and conventional structures to accurately express his/her ideas.

The student acquires skills to...

A1. Listen, read, write, and respond to complex instructions.

A2. Answer and formulate closed-and open-ended questions in both formal and informal scenarios.

A3. Identify and paraphrase information found in news text and to utilize text features (i.e., caption, byline, photograph, headline, heading, subheading, table of contents, etc.) to build comprehension.

Source: Curricular Maps 6th grade- Unit 6.3: Transfer (T) and Acquisition (A) Goals

Standards and Expectations:

Listening

6.L.1a Listen attentively, stay focused, ask/answer detailed closed and open-ended questions, express appropriate reasons, and begin to express opinions or to clarify positions using complete sentences and correct grammar.

6.L.1c Listen, memorize, and respond to complex instructions, expressing self-using complete sentences.

Speaking

6.S.2 Respond orally to closed and open-ended questions.

6.S.2a Listen, analyze, and respond to complex instructions.

6.S.2c Answer and formulate both closed and open-ended questions in both formal and informal discussions.

6.S.3 Use appropriate vocabulary and grammatically correct language to discuss experiences and texts with precision and detail.

Reading

6.R.9I Integrate information from several informational texts on the same topic in order to write or speak about the subject knowledgeably.

Writing

6.W.4 Develop and strengthen writing as needed by using the writing process (planning, drafting, revising, editing, rewriting or publishing)

6.W.5 Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.

6.W.7 Draw evidence from literary or informational texts to support analysis, reflection, and research.

Language

6.LA.1 Demonstrate command of English grammar and usage when writing (e.g., various sentence types such as compound, complex, and simple) or speaking.

6.LA.2a Use commas correctly in all situations.

6.LA.3a Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

6.LA.5d Apply words that signal contrast (e.g., addition, however, although, nevertheless, similarly, moreover, in addition) to provide subtle differences in meaning.

Day 1

Theme: Introduction of the content vocabulary

I – Exploration Activity

Activating Prior Knowledge

1. Watch a video to review prior knowledge about the differences between fiction and non-fiction studied in previous classes
2. After watching the video and having a brief discussion of the content, each student will answer the following interactive exercise

[Fiction vs Nonfiction](#)



<https://www.liveworksheets.com/fu1257015cp>

3. Practice exercise to prove comprehension-

Fiction and Nonfiction Quiz

Classify each type of literature between: **Fiction** or **Non-Fiction**

Example: A book about how to make chocolate chip cookies.

Non-fiction

1. A web page telling you about the weather. _____
2. A story about an alien adventure. _____
3. A booklet about how to assemble your new toy. _____
4. A restaurant menu. _____
5. The sports section in the newspaper? _____
6. A poster letting you know when the book fair will be held. _____
7. Comic Books _____

Reference:

https://worksheetplace.com/mf_pdf/Fiction-or-Nonfiction-Worksheet.pdf

4. Think about it:

After reviewing the 2 concepts, fiction and non-fiction, answer the following question.

How can you use a non-fiction story or book in English class?

Day 2

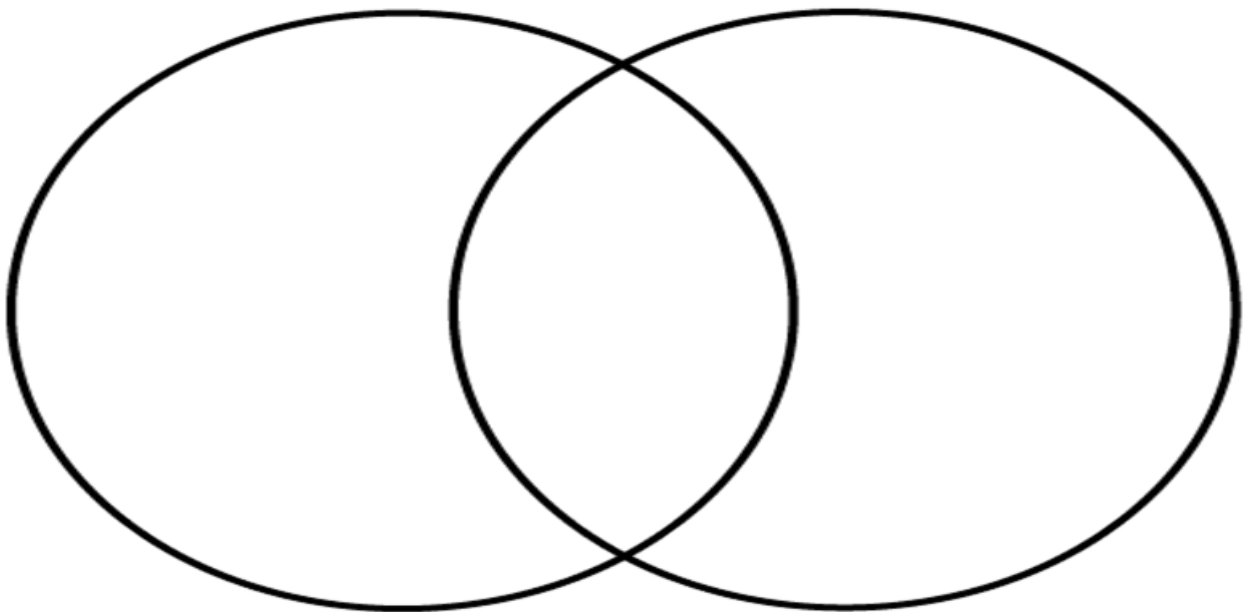
Theme: Introduction of the content vocabulary

II- Conceptualization Activities

1. Review

Instructions: Use the Venn Diagram to compare and contrast the concepts: Fiction and Non-fiction. Remember to use the information from the previous class.

Title: Fiction vs. Non-fiction



2. Vocabulary words - newspaper related

[Parts of a NEWSPAPER - / Perfect for Everybody /](#)



3. Practice exercise:

Students will need a newspaper, preferably in ENGLISH

http://rastives.weebly.com/uploads/5/6/6/8/5668001/new_york_daiky_news_scavenger_hunt.pdf

Newspaper suggestion: <https://www.sanjuandailystar.com/>

*once on the link students need to scroll down and find: Today's edition (button) for online version

IMPORTANT- students can copy and paste the information from the newspaper and include it with their answer

Day 3

Theme: Introduction of the content vocabulary

II- Conceptualization Activities

1. Watch a video and then have a discussion about this to present the key elements of a newspaper article.

Parts of a Newspaper



2. Main elements of a News Article

Main Elements of a News Article

There are certain elements that are common to almost all articles that you will read in the newspaper or find on the Internet. The following list explains the five major components, or parts, of a news article.

- **Headline (Heading)**

The headline is the title of the news article. The headline should be short, does not include a lot of details, and should catch the readers' attention. It is normally not a complete sentence and tries to summarize the main idea or subject of the article. It

is often printed in larger letters than the rest of the article, and the major words are capitalized.

- **Byline**

This line tells who is writing the article. It may also include the address of the author and the publication or news source for which he or she writes.

- **Location**

This is usually placed at the beginning of the article in bold print. If the city or location is well-known, the name can be written alone, but if the city is less famous, more information is included. For example, the byline of an article written in Atlanta, Georgia would read 'Atlanta', while an article from Leary, Georgia would have to include the name of the state.

- **Lead Paragraph(s)**

The lead paragraph is found at the beginning of the article. The lead briefly answers the questions "who", "what", "when", "why", "where", and "how". The 'skeleton' of the story can be found here.

- **Supporting Paragraph(s)**

These are the paragraphs which follow the lead. They develop the ideas introduced by the lead, and give more information in the form of explanations, details, or quotes. In many newspapers, these paragraphs are found on subsequent pages.

Source: *abcteach.com* **Resource Folder Unit 6.3**

***Special Instructions:** To develop this discussion first, find an article from the San Juan Star newspaper. Then, while explaining each part make the students identify each of them using the article provided.

<https://www.sanjuandailystar.com/>

3. Closing – reflection about How a newspaper is made; it can also be assigned to watch as homework

[How a Newspaper is Made \(For Kids\). Brecky Breck Visits The Columbian Newspaper](#)



Day 4

Theme: Introduction of the content vocabulary

III- Application Activities

1. Review Practice

Headline News

Directions: Match the headline with the correct lead paragraph.

<ul style="list-style-type: none"> • Language Arts Strikes a Pose • Santa’s Clause isn’t Complete • Capital of Letter is Lost 	<p>_____</p> <p>_____ Officials in the town of Letter were panicked last week to discover that a large portion of their funds for the coming year are missing. “We received the monthly</p>	<p>_____</p> <p>_____ Dozens of parents led their toddlers away from Lafayette mall on Sunday, disappointed by the absence of Santa Claus. The mall had hired Peter Volcek to play</p>
---	---	--

<ul style="list-style-type: none"> • Reading Turns to Writing • Sentences Use Incorrect Language 	<p>statement from the bank, and the money just isn't there," stated city councilor Ellen Lathem. The money was raised by local residents, and was destined to be used to build a new swimming pool. "It goes without saying, without the capital we can't build the pool," mourned fellow councilor David Rosenthal. An investigation has been launched to track down the missing money.</p>	<p>the part of the jolly holiday figure, but at the last minute, were informed that building codes did not permit the construction of the temporary 'Santa Land' stage. Several children expressed concern about Santa's health, and were reassured by mall officials that, "Santa is fine, he's just taking a break." The absence of Santa is a serious setback for the mall, which opened only last week.</p>
<p>_____ Mr. Jordan Bates, an English teacher at Kennedy High School, is the star of the newest exhibit at the local art museum. The exhibit is entitled "Teachers on the Weekends," and features photographs of teachers fishing, having picnics, and doing grocery shopping. Ms. Sandra Graham, the artist who prepared the show, was unavailable for comment.</p>	<p>_____ George Smallton, the editor of the Jonesbury Times, was shocked to see his paper Tuesday morning. Since he had last seen it Monday night, something very strange had happened: the paper had switched languages. Headlines that had read "New School in Town" now read "Neue Schule in der Stadt." Mr. Smallton has apologized to the community for the confusion, and has promised to work hard to discover the cause of the mix-up.</p>	<p>_____ The residents of the small town of Reading, Anystate, are tired of waiting for the state to fund road repairs. Irritated at being forgotten in the capital, the inhabitants have started a letter writing campaign. Sent to the governor and the state legislators, the letters describe the terrible condition of the Reading roads, and request money to fix them. "If they won't pay attention to us, we'll just have to make them!" explained local resident Margaret Hickman</p>

2. Practice Exercises

Directions: Decide if the following statements are true or false. Write 'T' or 'F' on the line provided.

_____ 1. The purpose of news articles is to report events in a factual manner.

_____ 2. News articles aim to be subjective, or biased.

_____ 3. News articles print what is of interest to the general public.

- _____ 4. A news article normally does not include a lead paragraph.
- _____ 5. The first paragraph of a news article gives descriptive details and often includes quotes from eyewitnesses.
- _____ 6. The headline of a news article is usually a descriptive sentence which gives details about an event.
- _____ 7. A lead answers the questions 'who', 'what', 'when', 'why', 'where', and 'how'.
- _____ 8. News articles use descriptive, vivid language intended to appeal to the reader's imagination.

Directions: Match the parts of a news article to their descriptions. Use the vocabulary from the box

<i>Headline</i>	<i>byline</i>	<i>location</i>	<i>lead</i>	supporting paragraphs
-----------------	---------------	-----------------	-------------	-----------------------

- _____ 1. Gives the name of the author, or the publication that employs the author.
- _____ 2. Paragraph or paragraphs which briefly answer the 5w-1h questions and inform the reader of the main details of the news article.
- _____ 3. A short, 'catchy' summary of the main idea of the news article.
- _____ 4. Paragraph or paragraphs which give supporting details in the form of quotes, or explanations.
- _____ 5. Tells where the event took place.

3. Reflection about reading as a concept.

[English Lesson for Kids | Learn to Read Books Magazines Newspapers | I Like to Read Fun Song!](#)



Day 5

Performance Task: Writing a News Article

Objective: The student writes a news article about a challenge his/her school or community is facing. He/she researches the topic through a variety of sources and takes his/her article through the writing process so that it may be published in the class newspaper.

Initial Activity:

1. The teacher creates a Padlet where students will comment about situations or challenges that concern them at school or their communities.

[Dashboard \(padlet.com\)](#)

(This platform provides the opportunity to promote and motivate students' participation in class)

Development Activity:

1. Step #1: Pre-writing

Each student will use a digital App (Miro) to create a concept map that will be used to organize their ideas about the topic they will write about.

[Concept Map Maker | Free Online Concept Map Template | Miro](#)

Important:

Each student will write in the center the challenge or situation that their school or community confronts. They will add at least 3 reasons why this situation needs to be solved or how affects them as a community and individuals. Provide one solution from their point of view.

Closing Activity:

1. Think-Pair-Share

Students will select a partner to share their concept map. Each student will provide feedback to improve their brainstorming ideas.