

The Daily Paper: Teaching Reading and Writing Using Authentic Printed Media LESSON PLANS

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BACKGROUND

Description of students

The students are 15 intermediate ESL students who are 1 - 2 semesters away from being fully enrolled in their university program. They are mostly new to Hawai'i and are highly motivated. They are pursuing either a bachelor's or master's degree and are therefore interested in gaining university-level competency in English.

Description of the course

This is an intermediate reading/writing course at Hawai'i Pacific University. All lessons are 55 minutes. The three lessons presented here have been extracted from a longer teaching unit of ten lessons. Before this course, students were either enrolled in the beginning reading/writing course or were placed into this level based on a diagnostic test.

THE LESSONS

Day 1- Introducing The Daily Paper

Getting ready to teach the lesson

General Topic: Introduction to newspapers

Goals: General unit goal: Students will improve their reading strategies and learn how to get their needs met through using the daily paper.

Goal of this class: Students will learn about the structure of a city newspaper using controlled, guided, and free practice.

Student Learning Outcomes: By the end of this class, the student will be able to

1. identify the universal characteristics found in a city newspaper
2. verbally and communally brainstorm the purposes of a city newspaper
3. be able to use skimming and scanning to find the different sections of a newspaper
4. gain further practice skimming when choosing an article they would like to read for the following day.

Materials: Whiteboard markers, newspaper for each student, treasure hunt worksheet, list of 4 articles picked out from today's paper

Teaching the lesson

Vocabulary and other language to be taught in this lesson: Vocabulary will vary within the domain of daily news reports. Other language aspects include the rhetorical structure of a city newspaper.

Procedures

1. The Brainstorm (controlled) ~ 10 minutes
 - a. Introduce the teaching unit on "printed news."
 - b. Ask the students why it's important to be able to read a newspaper, what kind of newspapers they have seen or read, what one can find in a newspaper, what they have used the newspaper for, etc.
 - c. Write the students' ideas on the board. Direct them towards movie listings, local news, events, world news, weather, classifieds, business section, etc. Direct them towards reading practice, diversity of opinions, analytical skills, etc.

2. The Treasure Hunt (Guided) ~ 30 minutes
 - a. Hand out a newspaper and a “treasure hunt” worksheet (Appendix A) to each student
 - b. Have them ‘treasure hunt’ the following on their own and record their answers on a prepared worksheet: title of newspaper, date, today’s top story, today’s weather, classifieds page numbers, comics, movie times, TV listings, business page, local news, world news, etc. Allow them to work alone or together. (20 minutes)
 - c. As a class, go through the worksheet and compare answers. Write students’ answers on the board to be copied down. (10 minutes)
3. One Article (Free) ~ 15 minutes
 - a. Give the students a list of four articles to choose from out of today’s newspaper to read for class the next day.
 - b. Tell them that they will take a vote on which article they will come prepared to talk about during the next lesson. Only 4 students per article.
 - c. Allow them to look through the paper to decide which one they want to read. Tell them to skim for vocabulary and content to see which one would be of most interest to them.
 - d. Take the vote.

Homework: Students read assigned article for reading reflection to be done the following day.

Day 2- Enhancing Reading Comprehension with Visual Information

Getting ready to teach the lesson

General topic of lesson: Using pictures to help understand text

Goals: General unit goal: Students will improve their reading strategies and learn how to get their needs met through using the daily paper.

Goal of this class: Students will reflect on how they read their articles and then learn how to analyze pictures to help with their understanding of the accompanying text.

Student learning outcomes: By the end of this class, the students will be able to

1. reflect on their own reading strategies
2. use pictures to help comprehend the meaning of a text

Materials: Whiteboard markers, Reading reflection worksheet, white-out comics, overheads, cut-up comics, 4 pictures

Teaching the lesson

Vocabulary and other language to be taught in this lesson: Vocabulary and content will vary within the domain of news articles and comics. The main genre will be spoken language, with everyday idioms and cultural references.

Procedures

1. The Reflection ~ 15 minutes

Pass out the reading reflection worksheet to each student (Appendix B). Students answer the questions individually concerning how they read their assigned article. Questions focus on the processes used before, during, and after the article. If they have questions, they can ask the teacher, but preferably not their classmates, to prevent comparisons.
2. Controlled practice of comics ~ 10 minutes
 - a. Have students get into 5 groups of 3.
 - b. Pass out an envelope to each group.
 - c. Have them put the comics in chronological order.
 - d. Go over answers on overhead, pointing out any cultural references or new vocabulary.
3. Semi-controlled practice of comics ~ 5 minutes
 - a. Put comic with blank captions up on the overhead.

- b. Have students brainstorm possible vocabulary they may find based on the pictures. Direct them towards the real vocabulary.
 - c. Take notes on what they say in the blank captions.
 - d. Show the dialogues. Discuss and compare.
4. Guided creative writing activity ~ 10 minutes
- a. Have students get into groups of 3 or 4. Pass out a comic sheet to each group. All will get the same set of comics.
 - b. Have the students create the captions for all three cartoons. Let them be as creative and humorous as they would like.
 - c. Have the students informally present what they wrote for each cartoon to compare with the others.
5. Free creative writing activity ~ 15 minutes
- a. Have students stay in the same group. Pass out a newspaper picture to each group.
 - b. Have students create a story to the picture. It should be about a half page or more.
 - c. Have students present their stories and pictures on a volunteer basis.
- Homework: Make up a title that you might see in a newspaper. It can be believable or unbelievable.

Day 3- Predicting Content from Titles

Getting ready to teach the lesson

General topic of lesson: Using titles to predict text

Goals: General unit goal: Students will improve their reading strategies and learn how to get their needs met through using the daily paper.

Goal of this class: Students will learn how to use titles to predict what will occur in the text.

Student learning outcomes: By the end of this class, the students will be able to

- 1. match titles with their correct subtitles
- 2. guess if a title is real or fake
- 3. have the skills to brainstorm the possible content of a text based on its title and then compare their ideas with the actual text

Materials: Whiteboard markers, cut-up titles and subtitles, cut-up titles with students' fake titles, article titles separated from real articles.

Teaching the lesson

Vocabulary and other language to be taught in this lesson: Vocabulary will vary within the domain of news titles. Grammar structures include reduced structures often used in newspaper article titles.

Procedures

- 1. Introduction to Titles ~ 5 minutes
 - a. Ask students if they used titles to help them read and how. Introduce the idea of using titles to predict what will come up in the text.
 - b. Have students turn in the fake titles they were supposed to do for homework.
- 2. Matching ~ 10 minutes
 - a. Have students get into groups of 2. Pass out one envelope of titles and subtitles to each pair.
 - b. Have students match.
 - c. Verbally go over which titles go with which subtitles. Use the whiteboard for clarification.
- 3. Real vs. Fake ~ 15 minutes

- a. Make a pile of real and fake titles that only you are to see.
 - b. Instruct students to listen to the titles and guess which ones are from the newspaper and which ones were made up by their classmates.
 - c. Choose one at a time and read it out loud. Use the board for difficult vocabulary.
 - d. Allow for discussion of titles.
4. Free-Write ~ 25 minutes
- a. Randomly pass out a real title to each student. Make sure two students have the same title.
 - b. Instruct student to free write on what may be the story behind their title. Inform them that they will be sharing with one other student. They can be realistic or creative. Allow for 10 minutes for free-writing.
 - c. Have student find their match and let them share what they wrote to see how similar or different their stories were.
 - d. Pass out the real article for them to read.

Homework: Have students read the article just passed out to them in Activity 4.

Appendix A
Treasure Hunt for Newspaper

Locate the following. Please answer the questions and provide a page number.

1. What is the title of the newspaper?

2. What is the date of this paper?

3. What is today's top story?

4. What is tomorrow's weather?

5. What is the first listing under classifieds "houses partly furnished?"

6. What is the title of the third comic?

7. List two movies that are playing this week.

8. What show is on TV at 6 pm today on Channel 8?

9. What is the top story in the business section?

10. What is the main concern in the world news section today?

Appendix B**Reading Reflection****Before:**

1. How did you choose your article? (vocabulary, pictures, title, level, topic, etc.)
2. Were you motivated to read it? Why or why not?

During:

3. Please describe how you read it. (skimming, reading first line in each paragraph, etc)
4. How many times did you read it total?
5. What % of the text were new words for you?
6. How did you deal with these new words? (guess, look up every word, look up some words, etc)

After:

7. What % of the text do you feel that you understand?
8. Do you feel that you could explain it to the class?
9. What is one thing you would like to work on with your reading? (vocabulary, speed, overall comprehension, etc)