

# Collaborative Learning Experience

**LE Title:** Reading a Newspaper

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**Grade Level:** 6th

**School :** Hamilton Middle / Senior High

**Topic/Subject Area(s):** Determining importance of a newspaper article.

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## LEARNING CONTEXT

### **Purpose or Focus of Experience**

(Overview: What are you going to teach? Why are you teaching it? In the end, who will know or be able to do what? How will we know what they know or can do?)

The lesson will teach students how to differentiate between fact and opinion while reading a pre-selected newspaper article. They will be able to:

1. Take simple notes in the form of facts or opinions taken from the articles.
2. Be able to locate needed information for works cited – author, article title, magazine title, date, and page.
3. Summarize and or / paraphrase the article.
4. Re-locate the article using the online database, *Newsbank: America's Newspapers* and the information taken from the printed form.

## CONNECTION TO STANDARDS

### **New York State Learning Standards addressed in assessment:**

#### **ELA – 1&3**

##### **Standard 1:** Students will read, write, listen, and speak for **information and understanding**

As listeners and readers, students will collect data, facts, and ideas, discover relationships, concepts, and generalizations; and use knowledge generated from oral, written, and electronically produced texts. As speakers and writers, they will use oral and written language to acquire, interpret, apply, and transmit information.

##### **Standard 3:** Students will read, write, listen, and speak for **critical analysis and evaluation**

As listeners and readers, students will analyze experiences, ideas, information, and issues presented by others using a variety of established criteria. As speakers and writers, they will present, in oral and written language and from a variety of perspectives, their opinions and judgments on experiences, ideas, information and issues.

### **AASL Learning Standards addressed in assessment:**

1 Inquire, think critically, and gain knowledge.

- 1.1.5 Evaluate information found in elected sources on the basis of accuracy, validity, appropriateness for needs, importance, and social and cultural context.
- 1.1.8 Demonstrate mastery of technology tools for accessing information and pursuing inquiry.
- 1.3.1 Respect copyright / intellectual property rights of creators and producers.
- 2 Draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge.
  - 2.1.3 Use strategies to draw conclusions from information.

**Leatherstocking Library & Information Skills Learner Outcomes addressed in assessment:**

- #25 Be able to take simple notes
- #26 List information necessary for works cited.
- #29 Paraphrase (summarize) information to avoid plagiarism.
- #36 Use magazine (newspaper) indices to retrieve articles for information.

**Technology Skills Outcomes (if applicable):**

**ESSENTIAL QUESTION(S)**

**CONTENT KNOWLEDGE: DECLARATIVE, PROCEDURAL**

**Declarative** (Things students know)

1. Definition of fact and opinion.
2. Location of article title and author in a newspaper article.
3. The description and uses of online databases.

**Procedural** (Things students do step-by-step)

1. Write down information needed to identify article, works cited information.
2. Brainstorm key words that help identify if an article is fact or opinion.
3. Read the article paying particular attention to locating key words that help determine the article type.
4. Summarize the article.
5. Re-locate the article using *Newsbank: America's Newspapers*.

**PROCEDURE**

*School Library Media Specialist will:*

See attached lesson. Add on instruction in searching skills using the newspaper database.

## **INSTRUCTIONAL/ENVIRONMENTAL MODIFICATIONS**

(Adaptations, extensions or differentiations; upward or downward.)

## **TIME REQUIRED**

Two, one-hour sessions.

## **RESOURCES**

(Include bibliography, mediography; technology resources and/or list of appropriate Internet sites.)

Lesson taken from the internet: <http://www.beaconlearningcenter.com/Lessons/419.htm>

Newspaper database: <http://www.moboces.org/boces%5Ffiles/%5F%5FBOCES/sls/>

## **ASSESSMENT PLAN**

(How are information skills assessed? How is technology use assessed?)

### **Rubric**

## **STUDENT WORK**

(What kind of student work is produced?)

Students will complete work on a worksheet, attached.

## **REFLECTION**

(Please do this right after the end of the learning experience.

Include overall class success rates, for an example: a collective rubric for the class. )