

Iditarod in the News

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Discipline / Subject: Language Arts

Topic: Writing a News Story

Grade Level: Third Grade

Resources / References / Materials Teacher Needs:

Newspapers

Iditarod pictures (I use past calendar pictures)

Internet access for www.iditaraod.com

Lesson Summary:

Since we celebrate Newspaper in Education Week the first week of March I connect learning parts of the newspaper to the Iditarod. This lesson will focus on learning the parts of a News Story. Given an Iditarod picture and access to the Iditarod website, www.iditarod.com, students will be given a deadline by which to write a News Story. Each story must have an enticing headline, a lead sentence containing the most important of the 5 W's and a body containing the details from most important to the least important.

Standard's Addressed:

Pennsylvania Standards for Reading, Writing, Speaking and Listening

1.1.3. Learning to Read Independently

A. Identify the purposes and types of text before reading.

1.2.3 Reading Critically in All Content Areas

A. Read and understand essential content of informational texts and documents in all academic areas.

B. Use and understand a variety of media and evaluate the quality of media produced.

C. Produce work in one literary genre that follows the conventions of the genre.

1.4.3. Types of Writing

B. Write informational pieces using illustrations when relevant.

1.5.3 Quality of Writing

C. Write using well-developed content appropriate for the topic.

- gather and organize information

- write a series of related paragraphs with one central idea

- incorporate details relevant and appropriate to the topic.

D. Write with an awareness of the stylistic aspects of the composition.

- use descriptive words and action verbs.

E. Revise writing to improve detail and order by identifying missing information and determining whether ideas follow logically.

F. Edit using the conventions of language.

<p>Learning objectives: Students will be able to:</p> <ul style="list-style-type: none"> - Identify the 5 W's of a new story. - identify the 3 elements of a News Story; the headline, the lead, and the body. - Create a News Story containing all three elements using information about the Iditarod. - Meet a deadline for the story. 	<p>Assessment: Method of assessment for learning</p> <ol style="list-style-type: none"> 1. Given a copy of a News Article students will identify the headline, the lead, and the body. 2. Students will identify which of the 5 W's are present in the lead. 3. Finished product will be graded on criteria in a given rubric.
<p>Procedural Activities</p> <p>Class 1</p> <ol style="list-style-type: none"> 1. Using a transparency of a News Story, the teacher will introduce the 5 W's and the three elements or parts of a news story, the headline, lead and body. 2. Having a copy of a local newspaper for each student, we will read and dissect certain new stories and identify the 3 elements, and locate the 5W's. 3. The teacher will call the students' attention to the structure of a news story, Most important information to least important information.(inverted pyramid) <p>Class 2</p> <ol style="list-style-type: none"> 1. Since we will have been following the Iditarod for about a week, the students will be familiar with accessing Iditarod.com to track the weather and their musher. We will once again review the 5W's and the headline, lead and body of a news story. 2. Each student will be given a rubric for writing a news story which we will review together as a class. 3. Next, each student will be given a picture (I use past Iditarod calendar pictures). They may access the www.iditarod.com for weather conditions, names of towns, mushers, etc. They will use the information they have gained about the race combined with the facts they access from the internet to compose a fictional news story. <p>Class 3</p> <ol style="list-style-type: none"> 1. Independent work on story. See teacher for editing and revisions. <p>Class 4</p> <ol style="list-style-type: none"> 1. Story deadline. Teacher collects and corrects stories. <p>Class 5</p> <ol style="list-style-type: none"> 1. Return stories, use computer lab to type in newspaper style. 2. Post stories on the bulletin board. 	

Materials Students Need:

Paper, pencil, clipboard, Iditarod picture, computer with internet access, computer with printer access.

Technology Utilized to Enhance Learning:

Computer with internet and printer access.

www.iditarod.com

Other Information

Rubric attached.

Modifications for special learners/ Enrichment Opportunities

Special learners can be partnered with another student to complete this project.

For Enrichment:

I will have students work in flexible groups to compose an Iditarod Newspaper together. Some may work on Classifieds, editorials, comics etc. We will use the computer lab to format the work into newspaper form.

Rubric for Iditarod in the News.

Name _____ Total _____ / 25

- 3 – I did a great job and used extra effort.**
- 2 – I did a good job and followed all of the directions.**
- 1 – I need to use more effort for a better product.**

- 1. My headline grabs the reader’s attention and make him want to read on.**
3.....2.....1
- 2. My lead contains the 5W’s of my story.**
3.....2.....1
- 3. My body tells the most important details first with the least important details last.**
3.....2.....1
- 4. My grammar is correct.**
3.....2.....1
- 5. My spelling is correct.**
3.....2.....1
- 6. My punctuation is correct.**
3.....2.....1
- 7. My work is neat.**
3.....2.....1
- 8. I met my deadline of _____.** Yes +4 No + 0