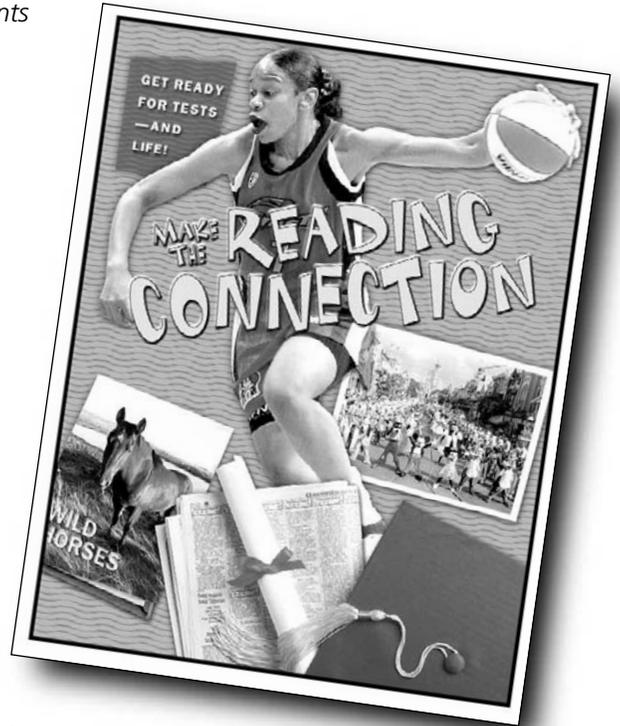


Make The Reading Connection

Reading is one skill that will help students all through life. Reading will help them learn what they need for jobs, stay informed about events and entertain themselves in a variety of ways. Most of what students study in school is based on reading. And in each kind of reading they need to understand the information to be able to use or enjoy it.

The student supplement "Make the Reading Connection" was designed to improve students' ability to understand what they read and to build their vocabulary while doing it. It offered a variety of newspaper-style reading samples and follow-up questions to test comprehension.

This Teacher Guide has been created to extend the lessons of the supplement through additional deliveries of newspapers. It is divided into four themed units of activities that use the newspaper to develop and improve reading skills. Reproducible activity sheets provide hands-on materials for students to use with any day's newspaper. Learning to take advantage of the daily newspaper will help students "Make the Reading Connection" now and in the future.



UNIT 1

- Reading Aloud
- Vocabulary Hunt
- Synonyms/Antonyms
- Root Words
- Compare & Contrast

UNIT 2

- All the Information
- Fact & Opinion
- Plot Parts
- Learn from the Setting
- Colorful Language

UNIT 3

- Cause & Effect
- The Same or Different?
- Put It in Order
- In Other Words...
- Scramble/Unscramble

UNIT 4

- What's Important
- Color It
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- Find It
- Reading Character

UNIT 1

READING FOR MEANING

Students can improve reading comprehension in a variety of ways. The activities in this unit use the newspaper to help students practice comprehension strategies and improve reading habits.

1. Reading Aloud

Reading aloud is an important skill. It helps build the number of words students know, and it helps them use words in an effective way. Have students find a story in the newspaper that shows action. It can be a sports story, a news story or a feature story. Ask them to read through it and think about which words should be stressed to make a listener feel the action of the story. Have them practice reading their stories aloud in a whisper. Then have students read aloud in groups or to the class. Discuss how the stories helped listeners feel part of the action.

2. Vocabulary Hunt *

Getting students interested in building vocabulary can sometimes be a challenge. But if you make it an engaging activity, students will learn while having fun. With the "Vocabulary Hunt" activity sheet, send students off into the paper to find words to build vocabulary. This activity also will help them practice following directions!

3. Synonyms/Antonyms

Increasing word power and vocabulary will help students' reading, and their speaking. Discuss synonyms and antonyms with the class. Review how synonyms are words that mean the same as other words and antonyms are words that mean the opposite of other words. Direct students to list

10 words they know from the features section of the newspaper. Next to each, have them write a synonym that could be used in place of the word. Then have them go back and write an antonym for each word. Direct them to use two synonyms and two antonyms in sentences.

4. Root Words *

Helping students figure out words they don't know is important to language success. Sometimes "root" words can help. As a class, discuss how root words are words that are the base of larger words. "Read" would be a root word of "re-read" or "reading," for example. Have students skim stories on the front page of the newspaper. With the "Root Words" activity sheet, ask them to make a list of 10 words that contain a root word. Direct them to write what they think each word means. Then have them look them up in a dictionary.

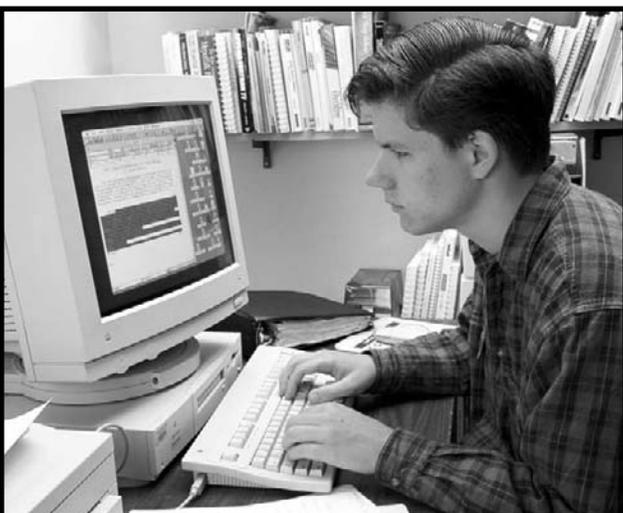
5. Compare & Contrast

Different kinds of writing use different approaches to give information. Some compare and contrast things. Some show cause and effect. Some tell things in sequence, or order. In teams, have students skim stories in the newspaper today. See if they can find an example of a writer comparing and contrasting, showing how one event caused another, or telling a story in order.

VOCABULARY HUNT

Building vocabulary can sometimes be a challenge. But if you make it into a game, you can learn while having fun. Follow the steps below to go on a "Vocabulary Hunt" in the newspaper. This activity also will help you practice following directions!

- 1.** Write your name: _____
- 2.** Write down the second letter in your first name: _____
- 3.** Count letters in the alphabet until you come to that letter.
- 4.** Write down that number: _____
- 5.** Count the letters in your last name.
- 6.** Write down that number: _____
- 7.** Add the numbers in Steps 4 and 6.
- 8.** Write down that number: _____
- 9.** Count the number in the answer in Step 8 in the pages of today's newspaper.
- 10.** Find a lower-case word on that page you're not quite sure how to pronounce.
(If you land on a page with few words, go to the next page that contains lots of words.)
- 11.** Write down the word: _____
- 12.** Look it up in the dictionary.
- 13.** Write out how to pronounce it: _____
- 14.** Find out what it means.



- 15.** Use it in a complete sentence:

UNIT 2

LEARNING FROM READING CLUES

There are many ways to improve reading skills. Students will benefit most if they learn how to recognize and read clues they find in text. The activities in this unit explore reading clues through the newspaper.

1. All the Information

When students read non-fiction—biographies, textbooks, the newspaper—they can help themselves by learning how to use all the information available. This would include chapter titles, headlines, text breakers, captions, illustrations or notes. Discuss how these usually are set off in different kinds of type from the main text and how students should read these before anything else to get an idea of what the text is about. Then they can read the text. Students can practice this by using the newspaper. Have them find a story that has a photo, graph or illustration. Direct them to read the headline, any subheadlines, text breakers, captions or blowup quotes. Have them write down what they think the story will be about. Then ask them to read the story and write down what the story was about. How accurate were their predictions?

2. Fact & Opinion

It is important for students to learn how to recognize the difference between fact and opinion in what they read. As a class, review how facts are true things, and opinions are how a writer feels about something. Direct students to the editorial page of the newspaper. As a class read an editorial. Remind students that editorials contain both facts and opinions. Have them go through the editorial and list every fact word. Then have them go through and list opinion words. Compare words as a class.

3. Plot Parts

A great reading skill for students to learn is identifying key parts of a plot or story. Have students practice this using the news-

paper. Ask them to find a news story in the local section and skim-read it. Direct them to write two key plot elements on a sheet of paper. Next to each, have them write why they think each is important to the news story being told.

4. Learn from the Setting *

The setting of a story—where it takes place—can often be important to understanding the action that takes place. This is true in real-life stories as well as fiction. Ask students to scan the newspaper for a news story that interests them. Using the "Learn from the Setting" activity sheet, direct them to write out where the story takes place. Then have them write three ways the place affects what goes on in the story—or how it could affect future events. Share ideas as a class.

5. Colorful Language

Good writing uses colorful language and good descriptions to make a story or report come alive. As a class, discuss different writing devices to look for when reading. A simile (SIM-i-lee), for example, compares one thing to another, often using the words "like" or "as" (She was as fast as a cheetah.). A metaphor (MET-a-fore) compares things by describing something as something else (His father was a bear when he was angry). Hyperbole (hi-PER-bo-LEE) uses exaggeration (He was so hungry he could eat a cow.). Personification describes non-human things in human terms (The sunflower was a great smiling face). In teams have students go through the newspaper and make a list of as many of these as they can find. Then direct them to look at the paper at home and look for more with their families. The next day, compare lists as a class.

LEARN FROM THE SETTING

The setting of a story—where it takes place—can often be important to understanding the action that takes place. This is true in real-life stories as well as fiction. Scan the newspaper for a news story that interests you. In the spaces below, write out where the story takes place. Then write three ways the place affects what goes on in the story—or how it could affect future events. Share ideas as a class.



WHERE THE STORY TAKES PLACE

THREE EFFECTS OF SETTING

1.

2.

3.

RECOGNIZING STORY TECHNIQUES

In both fiction and non-fiction, writers use different techniques to construct a plot or give information. Learning to recognize different techniques of narrative can help students all through life. The activities in this unit explore storytelling and narrative techniques.

1. Cause & Effect

There are many ways to tell a story or give information. One common one is to show cause and effect. Challenge students to use photos from the newspaper to write a story showing cause and effect. Have them print out three photos that interest them. The photos do not need to be connected. The challenge is to write a story that connects them. Tell students they may order the photos any way they like, but the first scene should cause the second, and the second the third. Finish by having them write a sentence stating how each photo caused what happened in the next.

2. The Same or Different?

Another way to tell a story or report information is to compare how things are the same or different. Have students look again at the photos they chose for the "Cause & Effect" activity. Then have them pretend they are a reporter sent to two of the scenes. Have them make a list of how the scenes are the same, and how they are different. Then have them write a sentence predicting news that could happen because of the similarities or the differences.

3. Put It in Order *

A technique used often to tell a story is to report it in the order it happened. This is called chronological order. Newspaper reporters sometimes do this. But often they tell the most important thing first, and then tell the order of events. Have students find a story in today's newspaper that interests them or has action. Ask them to read the story all the way to the end. After they have finished, have them read

it a second time noting the key points of action. With the "Put It in Order" activity sheet, have them number the actions in the order they think they happened.

4. In Other Words... *

A good way for students to improve both reading and writing skills is to learn how to put things in their own words through paraphrasing. Newspaper reporters often have to decide what to quote directly from sources, and what to paraphrase. Explain how direct quotes usually are chosen because they are colorful, or describe a situation especially well. Have students skim stories on the front page of the news or sports section of the newspaper. Ask them to pick three direct quotes. Then with the activity sheet title "In Other Words ..." have them paraphrase what the person is saying in their own words. Help them along by pointing out that a good way to start is to write "He/she said" and then paraphrase the direct quote.

5. Scramble/Unscramble

The comics pages can be a fun place for students to practice skills in recognizing chronological order. Have students turn to the comics and print out one feature that has three or more panels. Ask them to cut each panel and mix up the order. Then have them exchange comics with a friend. Each person should read each piece of the comic he/she has been given. Then they should put the panels back in correct order. For more challenge, have students bring in comics from the Sunday paper, which may have up to eight panels. Or pick comics that tell a story day after day and use more than one day's worth of panels at a time.

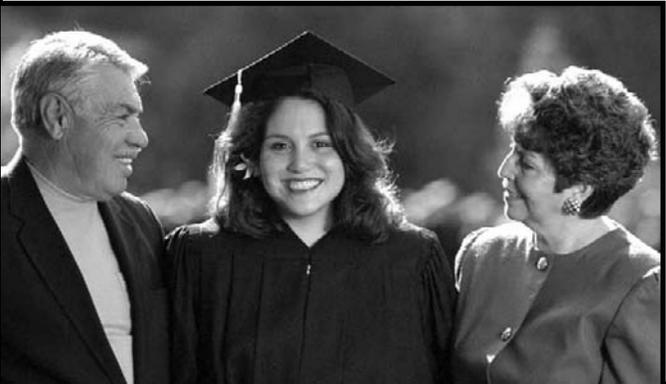
PUT IT IN ORDER

A technique used often to tell a story is to report it in the order it happened. This is called chronological (KRON-o-LOJ-i-kal) order. Newspaper reporters sometimes do this. But often they tell the most important thing first, and then tell the order. In today's paper, read a story that interests you or has action. After you have finished, read it a second time noting the key points of action. Number the actions in the order you think they happened.

Key Points of Action

Order

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____



_____	_____
_____	_____
_____	_____
_____	_____

IN OTHER WORDS...

A good way to improve both reading and writing skills is to learn how to put things in your own words. This is called paraphrasing (PAR-a-FRAZE-ing). Newspaper reporters often have to decide what to quote directly from sources, and what to paraphrase. Skim stories on the front page of the news or sports section of the newspaper. Pick three direct quotes. Write the quotes in the spaces below. Then paraphrase what the person is saying in your own words. A good way to start is to write "He/She said" and then paraphrase the direct quote.



QUOTE NO. 1

In My Own Words... _____

QUOTE NO. 2

In My Own Words... _____

QUOTE NO. 3

In My Own Words... _____

UNIT 4

FINDING & REMEMBERING INFORMATION

Knowing how to find information in written materials is an important skill. But it is also important for students to remember what they found and put it to use. The activities in this unit use the newspaper to help students track down and remember information.

1. What's Important

Reading the words of good writers can improve students' own writing. How others tell stories or report information can show students ways to do it in their papers or reports. Discuss as a class the importance of creating a good introductory paragraph. This is like the first paragraph (or two) of a news story. The reporter always wants to quickly tell the who, what, when, where and why of a story. Paragraphs that follow fill in other details. Have students read a news story in the local section of the paper. Ask them to find the who, what, when, where and why. Then have them list information in following paragraphs to show how it gives more detail for one or more of these.

2. Color It

Color coding is a helpful way for students to mark information to remember as they read a book, or review their notes later. Schools do not allow students to mark in textbooks, but they could use paper color tabs that stick but also come off easily. Have students print stories from the newspaper, taking note of important information by color coding. Have them use tabs or different colored markers and encourage them to come up with their own color codes. Examples: red = date or blue = important person.

3. Signal Words

As students read or listen to speakers, it is important that they become aware of "signal words" that indicate something to follow is important. Some signal words are

furthermore, besides, many, likewise, in addition, next, therefore, in conclusion, as a result, for example and such as. Have students turn to the editorial page and read the editorials. Editorials are often full of "signal words," so that readers will know which points are important. Make a list of editorial signal words as a class.

4. Find It *

Knowing where to find what you need is a key reading skill. Have students turn to the sports section to explore this idea. Ask them to list as many different places as they can in the section where they could learn that a player had had a great game.

5. Reading Character *

Recognizing character traits can help students predict and understand things in reading. A person's character traits are the kinds of attitudes they show over long periods of time. Someone may be kind, or funny, or mean, or dishonest. A person may help others, or pick on others. Have students find a feature story in the newspaper that tells them something about a person. On the "Reading Character" activity sheet have them list the different character traits. Finish by having them write a sentence stating what kind of person the subject is. For added challenge, have them pretend that tomorrow they opened the paper and read that the person had been arrested for shoplifting or been given an award for helping others. Could they have predicted either event from the list of character traits they wrote out?



FIND IT

Knowing where to find what you need is a key reading skill. Turn to the sports pages to explore this idea. Sports information is presented in a variety of forms and places in the sports section. In the spaces below, list as many different places as you can where you could find out that a player had a great game last night.

Place No. 1

Place No. 2

Place No. 3

Place No. 4

Place No. 5

READING CHARACTER

Recognizing character traits can help you predict and understand things in reading. A person's character traits are the kinds of attitudes they show over long periods of time. Someone may be kind, or funny, or mean, or dishonest. A person may help others, or pick on others. Find a feature story in the newspaper that tells you something about a person. In the spaces below list the person's different character traits. Finish by writing a sentence stating what kind of person you think the subject is.



Character Traits

1. _____
2. _____
3. _____
4. _____
5. _____

What Kind of Person

FOR ADDED CHALLENGE pretend that tomorrow you open the paper and read that the person you chose has been arrested for shoplifting or been given an award for helping others. Could you have predicted either event from the list of character traits you wrote out?