

# 50 Ways to Use The E-Edition Newspaper



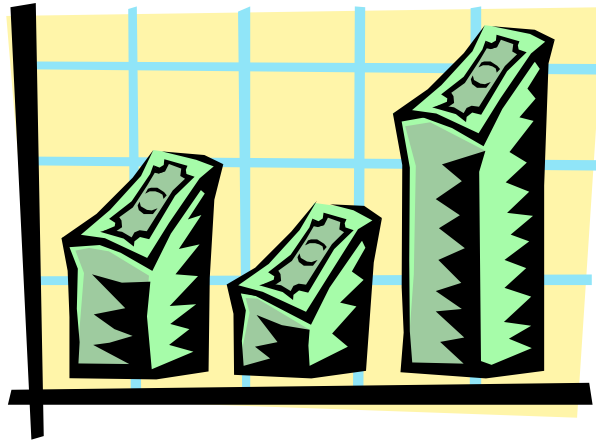
1. Conduct a newspaper scavenger hunt. Give students a list of specific items to find and set a time limit on the search. (Examples of items to find: a movie you would like to see, an apartment for rent, a score for a professional sports team, and a letter to the editor about a local issue.) Encourage students to use the e-edition tools to save time. Make it a race to motivate them to work quickly and efficiently!
2. Set aside time during the school day when everyone in the school stops what they are doing and reads the e-edition silently. At the end of the time period, each student must state a fact he/she learned, express an opinion in agreement with the author of a letter to the editor, or state a price for an item he/she would like to buy.
3. Have students use the pull down menu to locate the Sports section and find several sports headlines. They should replace the verbs with synonyms.
4. Instruct students to use the e-edition Search tool to locate the birth announcements. Have them figure the percentage of boys born and the percentage of girls born. Ask them to compute the ratio of boys to girls.
5. Have students pick a local, state, or federal government leader featured in the e-edition. Then have them write a list of reporter's questions that would help them get to know the official better.

6. As a class, discuss the natural resources that are abundant in your area. Then have students look through the newspaper's classified ad section for jobs related to the region's natural resources. Have them try typing keywords into the Search tool to locate ads for jobs involving our natural resources.

7. Instruct students to use the pull down menu to find the Business section so they can find the commodity markets listing, if there is one. Have them make a list of all the natural resources traded on the commodities market.

8. When studying historical events, have students write newspaper headlines that might have appeared in a newspaper during the time of the events. They should check out the writing style of today's e-edition headlines.

9. Have students analyze the topics covered on a week's worth of front pages of the e-edition. They can use the Archive tool to look back at newspapers from the past seven days. Ask them to draw conclusions about the stories with the most prominence on the front page each day. Then ask what they would have done differently if they had been editor during the week in review.



10. Have students graph the number of local, state, national, and international stories that have appeared on the front page or in the main section of the newspaper during the past week. They can count the stories by checking each day's paper using the Archive tool. Have them present their findings in percentages.

11. Have students find newspaper stories pertaining to: the natural world, the physical world, the human body, and technology. They should brainstorm a list of keywords they might type into the Search tool in order to find the stories.

12. Science involves identifying a problem and finding a solution. Have students find a news story about a problem and how it was solved. See if they can identify any scientific principles used.

13. Students should use the pull down menu to find the comic strips. Then direct them to find examples of technology in the strips. Have them classify the technology as real or imagined.

14. Using the pull down menu to locate the Classified ads, have students peruse the Help Wanted ads for jobs that, despite technological advances, will still be around in the future. Discuss.



15. Ask the students to skim the e-edition looking for ads for businesses that are affected by the different types of weather. They can keep copies of the ads by creating PDFs of the pages containing those ads. Then, have them use the pull-down menu to locate the weather forecast. Based on the extended forecast, what kind of sales can these businesses expect in the upcoming days? Have students create a booklet using the pdf pages and a text document with their predictions for the sales.
16. Using the pull-down menu to locate the weather page, along with the Archive tool, have students make a bar graph of the high and low temperatures of the your country for the past week.
17. Have students skim through the e-edition's advertisements for sports and fitness equipment. They can look at multiple pages at once using the Thumbnail view. Judging from the ads, what are the most popular forms of exercise?
18. Discuss the importance of mental as well as physical health. Have the students pick out a comic-strip character that exhibits good mental health (happy, high self-esteem, confident). Ask each student to talk about the reasons for his/her choice. They can print out the pages using the PDF and Print tools and then cut out the specific characters they chose. Create a bulletin board display about good mental health.
19. Have students use the e-edition's grocery ads and food section to plan a meal that includes at least one serving from each of the five major food groups.
20. As a class, interview the head of the school cafeteria to find out what guidelines are used in preparing healthy foods for lunch. Then ask each student to write a news story based on the interview. They should read some e-edition news stories to see how one is written.
21. Following a discussion about needs and wants, ask students to find and list items advertised in the e-edition that illustrate these concepts. Have students compare their lists and draw conclusions about the similarities and differences.
22. Basic needs and wants change over time. Using a list of reporter's questions prepared by the students, have each student interview a grandparent or senior citizen about their needs and wants as a child versus now. Which items can be found in today's e-edition?

23. Have students check and compare prices for similar items advertised in the e-edition: shoes, pizza, DVDs, televisions, cars, etc. They can use the Thumbnail tool to view many pages at once to locate items quickly.

24. Have students use the pull-down menu to find the Help Wanted ads. What percentage of jobs requires the use of computer-related skills?

25. Have students prepare a classified ad listing the skills and education required for their dream job.



26. As a class, "invent" a new product for a fictitious company. Then ask the students to scan the e-edition for potential investors. Have them write a mock letter persuading the investors to buy stock in the company.

27. Have the students look through the e-edition to see if there is any business news about a company experiencing a drastic change. They can research the company online to learn more about the events. They can also use the keyword search box to see if there are other stories about similar companies.

28. Have students use the Search tool or the pull-down menu to locate the Local section of the e-edition. They can compare and contrast pictures appearing on the front page versus those appearing in the local section of the e-edition. How are they similar? How are they different? They can list or chart the physical and human characteristics of each.

29. Students can locate an e-edition story about the governments of two nations interacting. They should write a new headline for the story and predict the effect of the interaction in a few months; in 10 years; in 20 years. They can also go online to find a newspaper from one of the countries and see if they can find an English version to read about the same events.

30. The "region" is a basic unit of study in geography. After skimming through the Region section of the e-edition (which they can find using the pull-down or index menus, have students list the necessary components required for a community (e.g. stores, public safety buildings and personnel, parks, schools, government, religious institutions).

31. After reading some regional news, have students think of a major improvement needed in your community ( Example: an addition to or removal of something from the environment). Have students write an article describing the need for the improvement project and how it will improve the region.
32. Students can use the e-edition to plan a shopping trip to buy a new wardrobe. How many dollars will they spend? Which and how many pages of the e-edition have ads for clothing? What percentage of the total pages is that?
33. Using the Index tool, have students locate the comic strips. They should study a comic strip and determine the age of the children and adults in the strip according to their actions, speech, and physical characteristics. Have students cite the clues that helped them draw their conclusion about age.
34. Students should select any fifteen items found in newspaper ads. Then have the students classify them into three categories only. They can use the Thumbnails tool to view multiple pages at once.
35. Have students select a major crisis that has received regular news coverage in the e-edition. They should brainstorm as many possible solutions to the crisis as they can. Then list the solutions in order of most to least probable and state why.
36. The Sports section gives many examples of simple statistics such as the win/loss record of a sports team. Direct students to use the index to find the Sports section and locate some statistics. They should express the method of finding that statistic in algebraic form.



37. Have students list the variables involved in predicting the winning of a championship in a major league sport. (Examples include weather conditions, comparison of team and individual player statistics, playing field conditions, etc.) What stories in the e-edition would the students follow to help them make a prediction?
38. Assign students to select two items pictured for sale in today's e-edition. For one product, have students write an alliterative phrase that would help sell the product. For the second, have them write an alliterative phrase in which all the words begin with the letter "P."

39. Students can use the index or the Search tool of the e-edition to find the Classified ads for used cars. Have students create a list of words that illustrate the difference between "fact" and "opinion" in those ads.
40. Have students use the index to locate the comics, and find an example of a character who is defying a law of science.
41. Direct students to closely examine the front page of today's e-edition. They should find five different ways numbers are used.
42. Have students make PDFs of 5 different articles from various sections of the e-edition and print those out. For each one, they should note the section in which it was found. Challenge students to try to figure out why the editors chose the placement they did for each story.
43. Post a world map on the bulletin board. Ask students to find articles about different countries. Students can make PDFs of the pages containing those articles and clip out the stories. Post them on the bulletin board, place a star on the location and stretch a string to the location from the article.
44. Have students skim the e-edition to find an interesting first paragraph from a newspaper article. Have the students try and determine what happened next. Let them develop an appropriate ending to the story.
45. Students should use the e-edition index to find the comics. They can read several and then develop an original comic strip (or modify an existing one) in which the dialogue of the characters demonstrates the use of three or more figures of speech.
46. Students should use the index, pull-down menu, or Search tool to locate a crossword puzzle, have students calculate the average number of letters in the "Across" answers to the puzzle.
47. Have students plot the geographic locations of all natural disasters around the world reported over the past week's time in the e-edition newspaper. They can use the Archive tool to locate the stories. Are there any discernable patterns?
48. Direct students to look at the same picture in the e-edition. Have them tell or write a story about what happened before the event, what is happening in the picture and what might happen next.
49. Pair students up to read an article from the e-edition. One student reads an article to the second student (oral reading) who must recite back what he/she heard when the article is completed (listening skills).
50. Create a Who/What/When/Where/Why chart. Allow students five minutes to read as much of the front page of the e-edition as they can. Then see how many of the 5 W's the students can fill in for the stories on the front page.