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Teach with the *Times*

Learn from the pros – innovative ways to use the newspaper in the classroom from Tampa Bay Times Newspaper in Education teachers

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Teach with the *Times*

Ideas for elementary
school classrooms

Teach with the *Times* – Elementary

I have my students, working in groups of four or five, use the different sections of the *Tampa Bay Times* to create a scavenger hunt of questions that can be answered by reading articles, looking at headings and examining captions below pictures. The students are directed to create a variety of question types, including true/false, fill-in-the-blank and multiple choice. Groups are challenged to create bonus questions that must involve inferring in order to answer the question. The students then switch their newspaper sections and scavenger hunt questions to another group and all groups work to find the answers!

- *Janet Acerra, Forest Lakes Elementary School, Pinellas County*

Teach with the *Times* – Elementary

As an elementary school librarian, I love using the print copies of the *Tampa Bay Times* as a segment on our school's morning show. I usually share a story that kids are really interested in. Animal stories, food, education and especially sports are a huge hit when we feature it on the show. Then I will cut out the article and place it in a frame for the students to read on their own when they come to the library. I also display library books about the subject so the students can expand on the article from the *Times*.

- *Kimberly Bakst, Clair-Mel Elementary School, Hillsborough County*

Teach with the *Times* – Elementary

Each week we put up a News Article of the Week display from the *Tampa Bay Times*. Children read about what is happening in the world. I also include a comic strip under the article of the week for the younger students who are just learning to read to help them practice reading for enjoyment.

- *Susan Fernandez, Trapnell Elementary School, Hillsborough County*

Teach with the *Times* – Elementary

My students use the *Tampa Bay Times* to locate real world examples of math concepts. For example, they look at the ads to create addition and subtraction problems, and they use the illustrations to locate right angles.

- *Caylee Fredette, Knights Elementary School, Hillsborough County*

My students use the *Tampa Bay Times* for problem solving during the math block. Students can cut out items and price them and add totals together. They can also subtract from a total amount to create a two step problem. Real world math!

- *Tamika Morris, Skyview Elementary School, Pinellas County*

Teach with the *Times* – Elementary

My morning show students use the *Tampa Bay Times* to create a segment on the morning show called "Did You Know?" This segment is written and produced by the students themselves.

- *Ebony Grigsby, James Elementary School, Hillsborough County*

I oversee a daily school-wide morning show. My fifth-grade students use the *Tampa Bay Times* to gather news to share on our newscast. They report the day's weather, share sports updates and use some of the headlines if they correspond with what they are learning in class.

- *Rhonda Hurst, Lomax Elementary School, Hillsborough County*

Teach with the *Times* – Elementary

We use the *Tampa Bay Times* as an informational text every morning as part of our morning briefing at our journalism magnet school. My kindergartners select their favorite stories from the newspaper. They practice identifying the main topic, using their burgeoning speaking and listening skills, and make connections between images and text. Afterwards, the newspaper is used in an independent workstation during reading instruction; scholars circle sight words they know. Finally, each scholar takes home their own copy of the *Times* to read with their families.

- *Rosie John-Baptiste, Melrose Elementary School, Pinellas County*

Teach with the *Times* – Elementary

My favorite way to use the *Tampa Bay Times* in my classroom is for real world math. I pose a problem or scenario and students have to collaborate and make up their own problems or solve mine, based on what they are able to find in the newspaper. They then share their solutions or problems with our class and sometimes make a product for our bulletin board explaining their work. Students enjoy reading the paper and collaborating with others in working on projects to develop real world skills. For example, students are currently designing a room with a partner and incorporating ideas from the newspaper as they calculate area and perimeter. We have also recently used the *Times* for multiplication, division, and measurement problems and projects.

- *Lisa Lawson, Claywell Elementary School, Hillsborough County*

Teach with the *Times* – Elementary

My students use the *Tampa Bay Times* to write about a current event each week. The article has to pertain to science in some way. After summarizing the article and sharing it with the class, they have to “be their own scientist” and come up with a plan on how they could help the situation described in the article.

- *Bryan Purkey, Trapnell Elementary School, Hillsborough County*

Teach with the *Times* – Elementary

My students take the *Tampa Bay Times* and look for words that we are working on: compound words, words ending with suffixes, words starting with prefixes, etc. By looking for the word, the kids are reading the articles and learning even more words that they do not know. Students look up the words that they don't know in a dictionary. I also pull the ads out and have the students shop for groceries, household needs, cars and Christmas wish lists. Students have only so much they can spend and must write why they picked the items that they did.

- *Sherry Stauffer, Suncoast Elementary School, Hernando County*

Teach with the *Times* – Elementary

Each morning I begin my day by producing a live television show with fifth-grade students. We use the *Tampa Bay Times* to research and report a sports news story. Students are taught to read through the Sports section and identify one local story to recap on our television news show. Students learn to find the dateline, look for who, what, why, when and how, and how to select the most recent and local story. They also learn to distinguish between hard news and commentary. The *Times* has been the perfect tool for this daily reporting.

- *Susan Tkacik, Pride Elementary School, Hillsborough County*

Teach with the *Times* – Elementary

There are many ways I use the *Tampa Bay Times* in my classroom. One way I use the newspaper is by having students use the ads to find products and practice their math skills. They also picked products and had to write their opinion about the different products. Students loved finding cars in the classified to see how much money they cost and what type of career they would need to be able to afford the car they wanted.

- Heidi Steiner, Calvin Hunsinger School, Pinellas County

Teach with the *Times* – Elementary

I use the *Tampa Bay Times* across subjects including language arts, reading and math. One of my favorite math activities is to give each student an imaginary \$20 to shop for items their parents typically purchase for their home. Not only does this teach unit pricing and cost comparisons in an engaging, relevant way, it also helps students to understand the choices their parents must make when making purchases for their families.

- *Felecia King, Lockhart Elementary Magnet School, Hillsborough County*

Teach with the *Times* – Elementary

Each week, I find an article in the *Tampa Bay Times* that is related to an elementary science standard. I write a short summary of the article and tape it with the article to my classroom door. Below the article, I tape a large piece of blank paper with an open-ended question related to the content written across the top, along with a marker dangling from a string. After just a few days, the entire blank paper will be filled up with student responses. I have used questions about weather, natural disasters, space, energy, animal communication, the role plants play in our environment and animal adaptations. When the question is less complex, students as young as ELLP can think of an answer and (with their teacher's help) write their response and name. If a student writes an answer that is incorrect or unrelated, I place a sticky note over it or next to it. Start with a less complex question to get the students excited and engaged, then vary the question complexity week to week!

- Elizabeth Damsel, Jackson Elementary School, Hillsborough County

Teach with the *Times* – Elementary

A newspaper, whether digital or in print, has multiple moving parts that can be used to teach. For example, have students look through the comics section and cut out comics with examples of text features or figures of speech. Next, paste the comics onto construction paper and label each text feature or figure of speech. Or, use the food section as an example to do a taste test of school lunch and write an opinion piece about it, complete with photographs.

- *Dawana Whyte-Hug, Melrose Elementary School, Pinellas County*

Teach with the *Times* – Elementary

With my first graders, I begin the year by using the *Tampa Bay Times* to identify letters. Then we move on to finding three-letter words with a particular spelling pattern to help build phonemic awareness and phonics skills. Later, we choose a photo and write a fictional story to relate to the picture.

- *Janet Krueger, Leila Davis Elementary School, Pinellas County*

Teach with the *Times* – Elementary

I use the *Tampa Bay Times* to teach science. I cut out comics from the newspaper and have the students pick one and find solid, liquid and gas in the comic strip. In the students' science logs, they do a technical drawing of the solid, liquid and gas forms that they found and explain their claim using their science vocabulary and their comic strip. The students then share with their peers. It is really cool when one student finds a form of solid, liquid or gas that his peers did not find. One student even found gas in a picture of a water cooler that had bubbles in it. Now that is understanding the concept!

- *Judy Der, Robinson Elementary School, Hillsborough County*