

Lesson Plan



Note: This lesson plan can be used with any *Natural Inquirer* monograph or article.

Note: This lesson plan was adapted from *Scholastic* "Writing a Newspaper Article." To learn more, visit: <https://www.scholastic.com/teachers/articles/teaching-content/writing-newspaper-article/>.

Time Needed

Three class periods

Materials (for each student or group of students)

- *Natural Inquirer* monograph or article
- Newspaper articles
- Highlighter
- Newspaper Article Graphic Organizer
- Writing utensil
- Computer (optional)
- Internet (optional)

This lesson plan introduces students to the important components of a simple newspaper article, and then has students write a newspaper article sharing information from a *Natural Inquirer* article.

Methods:

Prep

Choose one *Natural Inquirer* monograph or article. Read the text to familiarize yourself with the content. Alternatively, choose a few *Natural Inquirer* publications and let students choose from them for this activity.

Gather newspaper articles that you feel are appropriate for the students. Age level appropriate science news articles are available at *Science News*

for Students. Local newspapers may also have simple news articles available about a range of topics, many of which may be relevant to students.

Day One

Have a class discussion about news. Why is the news important? What kind of information is important to share in the news? How do we get the news? What are important factors for determining news sources? Why

Following your discussion, provide students the newspaper articles you gathered. Direct students to read the newspaper article in its entirety, then pair off and give a one-minute summary to their classmate about the article.

Provide a highlighter to the students. Ask students to think about the essential parts of a newspaper article, including the headline, byline, introduction (who, what, when, where), body, quotes, and photograph with caption. Write these essential parts of a newspaper article on the board for all to see. Direct students to highlight these essential parts in the newspaper article they have been provided.

Day Two

Provide each student a copy of the chosen *Natural Inquirer* text. Also provide the students a copy of the Newspaper Article Graphic Organizer. Direct students to first read the *Natural Inquirer* text. Then, once done reading, have students begin filling out the Newspaper Article Graphic Organizer. If needed, students may need to re-read the article or parts of the article to fill in the graphic organizer.

Lesson Plan continued

If students are reading the same publication, encourage them to work with in pairs or small groups to fill out the graphic organizer

Day Three

Using the information they gathered in the Newspaper Article Graphic Organizer, have students write a short newspaper article. Tell students to first determine whether their article is directed at their parents or at students in their grade. Remind students that they need to tailor their article to meet their audience. For instance, if the audience consists of parents, they may be able to include more numbers and difficult words.

As the editor, the teacher should provide a word count range for student articles. Quotes can be pulled from the article itself, and if computers are available, students can do outside research for additional information on the topic.

Newspaper Article Graphic Organizer

Name: _____

Article Title: _____

Headline – usually only four or five words. It tries to attract the interest of the reader by telling them what the story is about, in a short and interesting way.

- What is the headline for your article? _____

- How many words are in the headline? _____

By-line – who wrote the article

Who wrote your article? _____

Introduction – It will set the scene and summarise the main points of the article: who, what, when, where.

- Can you identify these important points in your article?
 - Who is the article about? _____
 - What happened? _____

 - When did it happen? _____
 - Where did it happen? _____

Body – provides more detail about the event, in particular it answers the questions how and why.

- What else do you know now? _____

Newspaper Article Graphic Organizer continued

Quotes – sometimes articles will include what a person (like an eye-witness or an expert) has said. These will be in speech marks.

• Does your article have quotes? If so

• What was said? _____

• Who said it? _____

• How are they related to the event? _____

Photograph and caption – sometimes articles have a photograph, and a sentence explaining the photograph

• Does your article have a photograph? What does it show – describe exactly what you see?

• What does the caption say? _____
