



Careers in Action

TEKStar Lesson Summary

Lesson Title Tell All About It!

Grade Level Third Grade

Course Number ELA 110.5

Course Name English Language Arts, Third Grade

Keywords

KEY VOCABULARY: JOBS/CAREERS

publisher, editor, reporters, graphics designer, advertising specialist, composing, production, circulation

KEY VOCABULARY: NEWSPAPERS: TOOLS OF THE TRADE/TERMINOLOGY

newspaper, dummy sheets, proof, column inches, wax, negative, aluminum plate, advertisement, sequence of events, comic strip

SE Course

ELA 110.5: 3.1 (A)(B), 3.4 (B), 3.9 (C)(E)(F), 3.10 (B), 3.11 (I)(J), 3.12 (G), 3.14 (A)(B)(C)(D), 3.18 (F), 3.19 (C)(D), 3.20 (B)

SE Cross Curricular

SS 113.5: 3.16 (A)(B)(C)(D)(E), 3.17 (A)(B)(C), 3.18 (A)(B)

TAAS

WR 1: 4.15 (B)(C)(D), 3: 4.19 (H)
RE 2: 3.7 (B)

TAAS II/TAKS

WR 1: 4.15 (A)(C)(D), 4.19 (C)
RE 1:3.7 (B), 3.9 (C)(H), 3: 3.11 (A)

Lesson Summary

TEKS, TAAS/TAKS, and personal skills valued by educators and employers are taught as students experience the career area of **Art, Communications and Media**.

The students determine the different jobs involved in the publication of a newspaper, identify the different sections of the newspaper, and discuss the information generally contained in each section. They examine articles to develop their news-writing styles and skills. They also analyze news graphics to help them design a comic strip and an advertisement. Finally, students use the advertisements, comic strips, and stories they have written to produce their own classroom newspaper.

Arrangements are made with the Tech Prep Office at (956) 364-4548, Fax (956) 364-5143 or by using Tech Prep Inc.'s website (<http://techprepRGV.com>) for a speaker, mentor, and/or field trip. These experiences enable students to investigate the actual careers in action.

This lesson was developed in Summer 2000 as part of a Careers in Action project led by Tech Prep of the Rio Grande Valley, Inc., and funded with School-to-Careers grant funding through the Texas Education Agency and the Texas Workforce Commission. Following a pilot project by Tech Prep Support Teams, revisions were made in the Spring of 2002.

This lesson has been endorsed by Ray Stafford, Publisher, "The Monitor", McAllen, Texas.

Evidence of Success

1. Students will identify job titles of key newspaper personnel and the responsibilities required by these positions. (See Resource Page, Activity 1, for list of positions and job descriptions.)
2. Students will identify different sections of the newspaper and discuss information generally contained in each section.
3. Students will analyze and discuss different articles to help develop their personal writing abilities.

Personalize the Learning

The teacher will use the following riddle and then choose from one or more of the following options: **Ask students “What is black and white and read all over?” (a newspaper) Give an actual newspaper as a prize to the student who correctly guesses the answers.**

1. If newspaper contact persons are available to visit the classroom, invite them to explain their jobs to students and answer student questions about newspaper production. Ask them to bring “tools of the trade” from their job site to help students understand newspaper production before students begin production of their own newsletter. Examples: dummy sheets, proof, column inches, wax, negative, aluminum plate. [Safety Tip: If aluminum plates (metal sheets used in the production phase of printing) are brought in for student viewing, advise students that edges are sharp like aluminum cans. These plates are “crimped” or bent to fit the printing presses before individual colors are applied to print each page of a newspaper or “tab”(tabloid)].
2. Hand each student the resource page titled “Newspaper: Jobs/Careers” and have them perform a newspaper scavenger hunt by locating, cutting, and pasting the titles with the person’s name onto construction paper.
3. If newspaper contact persons are not available in your local area, help children to personalize experiences by guiding them to discuss the following questions:
 - Who gets the newspaper delivered to your home?
 - Do your parents read the daily newspapers?
 - Do you know anyone who has a newspaper route?
 - Do you read the newspaper?
 - What is your favorite section?
4. If you do not have access to local newspaper employees, invite your students to go on a “virtual” tour of a newspaper on the Internet by visiting newspaper Web sites. This could be done in the classroom or on home computers, with parent assistance.

To schedule an on-site tour of a local newspaper for your class, contact the Work-Based Experiences Specialist at the office of Tech Prep of the Rio Grande Valley, Inc.

Relevance

During an internship with “The Monitor” newspaper in McAllen, Texas, it became evident that students who produce a classroom newspaper will learn that there are many ways to communicate ideas and information through words, pictures, and graphics. Also students learn the importance of working together as a team to combine individual resources in order to create a quality final product.



**Know It
Do It
Think It**

Activity 1

Careers in Action

TEKStar Activity Summary

Lesson Title Go For The Gold!

Time Frame 90 Minutes

Activity Description

Advertisements provide many products and services for us. The best advertisements use attractive graphics to catch our attention and convince us to pay for what is being advertised. If we need to sell a product, we expect to see clever and creative ideas in our advertisements, especially when we pay for the ad. Show students ads from last Sunday's newspaper as an example of advertisements trying to sell products. Ask students to think about looking for something not available in stores, something very special. Could a newspaper be used to find things, special things?

1. Ask students these questions:
 - Have you ever lost a pet you loved?
 - What did you do to try and find your pet?
 - What could you do to let many people know quickly about your pet?
 - Did you make any posters to put up in your neighborhood?
 - What did your posters say?
 - Did you put your pet's picture on your posters?
 - Did you use white paper or color anywhere?
 - Did Mom or Dad suggest putting an advertisement in the local newspaper?
2. Ask students to compare and contrast the differences between phoning friends to help find their lost pet and putting up posters in the neighborhood offering a reward for finding their pet. Which method might work best? Could they use more than one method? If they love their pet very much, would they be willing to pay for bigger, more colorful ads to attract even more people to help?
3. After the personalized discussion, show students examples of different kinds of advertisements from their local newspaper. Locate the classified ad section of the newspaper. Show students the contents box at the beginning of the classified section, which compares to the contents page in their textbooks. Locate the lost and found section and read to see if anyone lost a pet. Check the pet section to see if anyone lost or found someone's pet. Find an ad that was more persuasive than another. (Offered a reward, heartfelt words, picture, etc.)
4. Tell students they will now use what they've learned to create an advertisement to locate something, to find someone, to do a particular job, etc. Refer to all types and sizes of advertisements (See Resources) in the local newspaper to ensure a variety of choices. Remind students that their ads can address class needs and personal need (for finding a particular Beanie Baby, a rare coin, someone to edit the class newspaper, a cartoonist for the class, etc.) The advertisements will be used in a class newspaper. The person employed at a newspaper that creates or maintains the advertisements is called an advertising specialist.
5. Each student's ad will be reduced and glued to a large sheet of paper with other student ads to create a book cover advertisement. (Optional)
6. The advertisements can be reduced and presented as a collage with a Thank You letter to the local newspaper host or advertising agency as a gesture of appreciation.

Teacher-to-Teacher Notes

Students will need to study the many types of advertisements they see in the newspaper to prepare them to write an advertisement on their own.

Objective

The student will be expected to explain:

- What advertisements are for
- Where we can find advertisement that help us locate products and services
- Who sells advertisements, and how advertisements are created

Materials

- Copies of local newspaper for student and teacher use
- Sheets of plain paper for students to create advertisements on (See Resource for possible sizes.)
- One book cover for teacher to glue reduced ads on (Optional)

Technology Utilization

Internet (if desired)

SE - Course

ELA 110.5: 3.1(A)(B), 3.4 (B), 3.9 (E), 3.10 (B), 3.12(G), 3.14 (B)(C), 3.20 (B)

SE - Cross Curricular

SS 113.5: 3.16 (A-E), 3.17(A-C), 3.18(A)

TAAS

WR 1: 4.15 (B)(C)(D), 3: 4.19 (H)

TAAS II/TAKS

WR 1: 4.15 (A)(C)(D)

Check for Understanding

Teacher monitors for understanding during group discussions/explorations of newspaper and assists students having difficulty during individual and partner activities.

Students may proofread each other's advertisement using the established rubric (See Assessment) before turning in their completed assignment.

Assessment

Individual student ads will receive scores for content and design using a rubric.

Example for advertisement rubric:

20% Design

20% Choice of words

60% Ability to persuade

Each student ad will be reduced and glued to a large sheet of paper with other student ads to create a book cover of advertisements.

Learning Styles

Concrete/Sequential
Abstract/Sequential
Concrete Random
Abstract Random

Multiple Intelligences

Visual/Spatial
Verbal/Linguistic
Intrapersonal
Interpersonal

Thinking Skills

Basic
Engaged

Accommodations

Adapted Assignments
Instructional Support

Extensions

Depth and Rigor
Complexity

Resource Pages

Newspapers: Jobs/Careers
Newspapers: Tools of the Trade and Terminology
Newspapers: Sample Ad/Story Sizes

NEWSPAPERS: JOBS/CAREERS

PUBLISHER - the person in charge of all the workers and the jobs they do to create the newspaper.

EDITOR - the person in charge of planning, assigning, and checking on stories we read in the newspaper.

REPORTERS - people who interview or question others to collect information to write in stories.

MANAGING EDITOR - runs the day-to-day business of the newsroom.

FINANCIAL DIRECTOR - person in charge of managing the money and numbers that help newspaper people decide how to run the business.

COPY EDITOR - checks stories and how to fit it on a page.

GRAPHICS DESIGNER - person who uses cameras, computers, and machines to create colorful pictures that help us understand news stories.

ADVERTISING SPECIALISTS - people who create and sell advertising.

COMPOSING - the department which gathers and fits stories and ads together before putting them on a metal plate for printing.

PRODUCTION - workers in this department attach the metal plate from composing onto the printing presses and fills trays of ink. They also hook up rolls of newsprint paper and run the machines that do the printing, cutting, and bundling of the newspapers.

CIRCULATION - these workers have the job of getting newspapers to people who order them, from homeowners and store owners to sellers on street corners.

NEWSPAPERS: TOOLS OF THE TRADE/TERMINOLOGY

NEWSPAPER - collected information printed on large sheets of paper at regular times. The newspaper helps us know more about other people, the world, and buying or selling things.

NIE - Newspapers in Education, a program which helps students and teachers learn about ways newspapers can teach us about our world.

NEWSROOM - a large room with computers, satellites, and other machines used by reporters and editorial staff who work together to get stories ready to print.

COLUMN INCHES - a newspaper way to measure a story according to how many columns wide a story is and how many inches long it is.

CLASSIFIED ADS - printed blocks of information that people pay for to give special messages to newspaper readers. Many ads tell about things to buy or sell, and help pay the cost of publishing the newspaper.

DUMMY SHEETS - blank sheets used to plan ways to fit stories on a page.

PROOF - a small copy of the way a page will look when printed.

WAX - used to hold stories on a page before taking a picture of the page. Unlike glue, wax does not dry in place, so a story or ad can be lifted and moved around for a better position on the page.

NEGATIVE - a life-size picture of a newspaper page, taken by a giant camera. Black parts will end up white on a printed page and white parts will be black.

ALUMINUM PLATE - a large, thin sheet of metal similar to a tin can which is used with the negative to get ready for printing a newspaper page.

“BURN THE PLATE” - shining a very bright light on the negative and aluminum plate to mark the sheet of metal for printing press machines to print with. Colored pages will need a separate plate for each color on a page.

TABLOID/TAB - a printed booklet inserted or placed in a newspaper, usually for advertising.

INTERNSHIP - time spent at a workplace to learn about a job or career by listening, watching, and helping.

Newspapers: Sample Ad/Story sizes

1X2 DISPLAY

1 Column (1.806")

X

2 Inches

2X2 DISPLAY

2 Column (3.778")

X

2 Inches

2X3 DISPLAY

2 Column (3.778")

X

3 Inches

2X4 DISPLAY

2 Column (3.778")

X

4 Inches

2X5 DISPLAY

2 Column (3.778")

X

5 Inches

3 X 5 DISPLAY

3 Column (5.75")

X

5 Inches

3 X 10 DISPLAY

**3 Column (5.75")
X
10 Inches**



Careers in Action

TEKStar Activity Summary

Lesson Title Fun With Funnies

Time Frame 120 minutes

Activity Description

1. Show students any copy of a page of typed or printed work which has no illustrations or graphics of any kind. Guide students to discuss how dull, uninteresting, or difficult the sheet may be to understand.
2. The teacher will then show students a page or article with exciting pictures and colors and ask them which page they would rather read or learn from. Discuss how pictures give clues to what the text has to say. Compare and contrast the differences between newspaper photographs and comic strips. Point out that both help to tell a story. The new's photograph goes with a real story; the comics are to tell "funny" stories.
3. Show students samples of comics from your local newspaper that you have cut apart. Talk about what makes a good comic strip. (See rubric in Assessment for Criteria) Review sequence of events and think aloud how to select and order three events to illustrate in a comic strip.
4. Then in pairs, student will receive an envelope containing a cut apart comic strip. Students will place the events in the correct order according to the illustration.
5. Tell students that they are now ready to create their own comic strips.
6. Using action-packed photographs or illustrations, guide the class to discuss the story your picture tells, by thinking out loud as a way to model the "I SEE ___ I THINK ___" game by filling in the blanks, as follows: "I see a cat looking at the tree. I think the cat wants to climb the tree." After students have played the game together, give them time to work with partners to continue the discussion of another story picture and add what could happen next and then next to tell a story. In pairs, have students begin on the "comic strip" page (in the Resource section) by illustrating the first action in a box, then add two other actions in boxes for a total of three frames to complete the cartoon. Add the dialogue last.
7. Have each student select another action picture to use as a starter for ideas to create his/her own comic strip to submit for a contest.
8. Final comic strips will be displayed for a student's vote for publication.

Teacher-to-Teacher Notes

- For samples to use, go to: <http://www.uexpress.com/ups/comics/ad> then click on the link: Check out the Adam Marketplace!
- To describe sequence of events you may want to use the analogy of a train and the position of its cars. Which comes first? (Engine) Which comes last? (Caboose) What would be in-between?
- Students begin the activity with whole group, then work with a partner. Be sure that students pick three events and put them in correct sequence to illustrate in each of the three boxes in their comic strip. Closely monitor students who had difficulty during whole group work and assist as needed. Students who complete comics early may serve as mentors while you assist other students. Be sure to remind students to be selective about the details they illustrate to tell their stories to avoid reader distraction.

Objective

The learner is expected to create a comic strip by analyzing a picture or illustration for content matter, and then apply sequence of events to personally plan, illustrate, and write a series of dialogue bubbles.

Materials

Pictures of people or animals from newspapers or magazines that show action or activity
Collected comic strip samples from the local daily newspapers
Copy of Pattern for Comic Strip (See Resources) per student
Transparencies

Technology Utilization

Overhead projector
Internet (if desired)

SE - Course

RE 110.5:3.9 (C)(E)(F), 3.10 (B), 3.14 (C), 3.20 (B)

SE - Cross Curricular

SS 113.5: 3.6 (A)(B)(C)(D)(E), 3.1 (A)(B)(C), 3.18 (A)(B)

TAAS

WR 1: 4.15 (B)(C)(D)

TAAS II/TAKS

WR 1:4.15 (A)(C)(D)
RE 1:3.9 (C), 3: 3.9 (I)

Check for Understanding

Teacher will question and monitor student progress during group activity and identify students needing assistance during partner activity. Students finishing early may assist with peer review and notify teacher of special needs.

Students may proofread each other's cartoons by using the established rubric (See Assessment) before turning in their completed assignment.

Assessment

The student produced comic strip will be assessed using the following rubric:

- 10% Topic
- 20% Graphics
- 50% Sequence
- 20% Dialogue

Learning Styles

Concrete Sequential
Abstract/Sequential
Concrete Random
Abstract Random

Multiple Intelligences

Interpersonal
Intrapersonal
Verbal/Linguistic
Visual/Spatial

Thinking Skills

Basic
Engaged

Accommodations

Adapted Assignments
Instructional Support

Extensions

Depth and Rigor
Complexity

Resource Pages

Pattern for Comic Strip

NAMES:

COMIC STRIP



Careers in Action

TEKStar Activity Summary

Lesson Title Can We Write Right?

Time Frame 60 - 90 Minutes

Activity Description

1. The teacher will tell students to pretend that they have been invited to a party. Use the model of an invitation you create and point to the lines showing, WHO, WHAT, WHERE, WHEN, and WHY. Ask the students to help you fill in the details for the Five wh's. Discuss the meaning of each WH words, and the content you have written in response to each question.
2. Discuss what you might do if some of this information was missing:
 - The invitation does not tell you WHO the party is for.
 - The invitation does not tell you WHAT kind of party you're invited to.
 - The invitation does not tell you WHERE the party is.
 - The invitation does not tell you WHEN the party will be.
 - The invitation does not tell you WHY there will be a party.
3. Explain to students that most of the information is very important. This same information (5 wh's) must also be included in a news story to help us understand the story clearly. When we write a news story, we help our reader understand our ideas by using the five "wh's" words to tell the reader the facts and details they need to know. Review the facts and detail concept as needed.
4. Play the "WH" game to strengthen understanding:
 - Make a poster with an enlarged sketch of your hand. Label the thumb clearly with WHO, and each finger with one of the following WH words: WHAT, WHERE, WHEN and WHY.
 - Guide students to point with you to the poster as you say: "WHO did WHAT? WHERE were they? WHEN did it happen and WHY?"
 - Repeat questions several times with students until they are comfortable with wording and rhythm, then pick up the pace.
 - Lay poster down and guide students to use their own fingers of one hand to point to thumb and fingers of opposite hand and chant as they did with poster.
 - For kinesthetic students, game variation, or review WH questions could be written on sentence strips for students to hold at front of room and lift at appropriate time during game.
5. Have students demonstrate with their hands using the five wh's as you describe events such as a student ("who" finger) taking attendance ("what finger") to the office ("where" finger), this morning ("when" finger), for today's lunch count ("why" finger)
6. Ask students to pretend they are Newspaper Reporters and must answer Who? What? When? Where? Why? to tell a news story about the event. Guide students to apply knowledge of fact and detail:
 - Display a news article on a overhead transparency for the whole group.
 - Have students orally read the article.
 - Call students up to locate and hi-lite "WH" facts found on transparency. (WHO=characters, WHAT=character action, WHERE and WHEN=setting, and WHY=cause for character action.)

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- Have student pairs work together to locate and hi-lite the five “WH” facts in another clipping you provide. Guide students to work cooperatively with partners to identify the facts and details.
 - Tell students they will be evaluating and reporting on what they do and how well they work together in the time frame that you assign.
 - Ring bell at the end of the set time and have students begin to evaluate their work together. (You may need to question first few pairs as to what they did, how they worked together, and what they will do differently next time. This will guide the following pairs to quickly summarize and evaluate their work.)
7. For homework or independent assignment:
- Ask students to interview a staff member or classmate for a story or write about a school event or activity which could be published in the classroom newspaper. Students could write about school personnel, seasonal articles, sports, student recognition, or any topic.
 - Remind students to identify important facts and details for their stories by using the five “WH” words in their interviews and articles.
 - Tell students to be prepared to share their stories with partners for help with editing and proofreading during the next class meeting.
 - Pictures may be taken or drawn to be included with news stories/articles.

Teacher-to-Teacher Notes

The three activities which make up this lesson can be the introduction to an ongoing unit for the semester or the entire year. This lesson (mini-unit) consists of three activities: (1) advertising, (2) creating cartoons, and (3) newspaper writing/editing. Additional lesson extensions could deal with circulation, finances, human resources, Internet/new media, marketing, etc. Inviting guests who are key contact people from the newspaper will add dynamics to lessons and prepare the way for personalization of a lesson for students when they go on-site for the field trip.

Culminating Activity: Publish the class newspaper containing news stories, cartoons, and advertisements. To help you, a variety of computer software programs are available that contain newsletter templates- Claris Works and Appleworks. If these opportunities are not available, the published activities will still lend themselves to the typical classroom setting. Other subjects can be included such as teaching square units in Math, so students can plan and fit stories, ads and comic to spaces on graph paper by cutting and pasting the traditional way.

Additional resources to use are:

- “Stop the Presses,” take home reader from Harcourt Collections, 2000 AD, Guided Reading Manual for Take Home Books, pages 2-3.
- “Arthur Writes A Story,” written and illustrated by Mare Brown. Story is also published in Harcourt Collections, 2000, student text pages 14-33, teacher Manual T12-T46.

The student will write a news article using the lesson format to inform the reader of important facts and details, and edit and revise the article for publication.

Objective

Materials

Invitation sample, 5 WH's on a hand poster, transparency with news clipping, copies of local newspapers, newspaper clippings per student, hi-liters, markers, graph paper (optional).

Technology Utilization

Internet (if desired)

1. You may not need to buy a publishing program. Check your classroom Mac's and I'Mac's for newsletter tools in Appleworks.
2. On the web, there is a tutorial on using Appleworks created by an elementary teacher in Hawaii. Go to <http://www.r12.hi.us/~gfugimur/trng>
3. Also try: <http://www.canada.com/searchfor>

SE - Course

RE 110.5: 3.9 (C), 3.11 (I)(J), 3.14 (A)(B)(C)(D), 3.18 (F), 3.19 (C)(D)

SE - Cross Curricular

SS 113.5: 3.16 (B)(E), 3.17 (A)(B)(C), 3.18 (A)

TAAS

WR 1: 4.15 (B)(C)(D)
RE 2: 3.7 (B)

TAAS II/TAKS

WR 1:4.15 (A)(C)(D)
RE 1: 3.9 (H), 3: 3.9 (I), 3.11 (A)(C)

Check for Understanding

Teacher monitoring, student participation in discussions, and questioning by teacher.

Assessment

Student news article may be graded according to the inclusion of the 5 WH's. Students may trade papers to read, locate, and highlight the 5 wh's in their news article.

Learning Styles

Concrete Sequential
Abstract Sequential
Concrete Random
Abstract Random

Multiple Intelligences

Verbal/Linguistic
Body/Kinesthetic
Intrapersonal
Interpersonal

Thinking Skills

Basic
Engaged
Dynamic

Accommodations

Adapted Assignment
Instructional Support
Assistive Technology/Materials

Extensions

Depth and Rigor
Complexity
Performance Options

Resource Pages

None