

Lesson 2: Understanding the Newspaper

Newspaper Focus: Identifiable Sections (national, state and local news; lifestyle; business; arts and entertainment; sports; specific-topic sections such as science, food, travel, etc.).

Background — Your students will be somewhat familiar with the newspaper even if they have not studied it in class or if they don't read it on a regular basis. They may have a limited understanding of headlines and news stories, but they may be unaware of the depth and breadth of information available to readers in each day's newspaper. The purpose of this lesson is to familiarize students with the newspaper in preparation for the other lessons that follow. This activity has two parts. In the first, students will go on a scavenger hunt to find specific newspaper elements. In the second part of the activity, students will analyze elements they find in one section of the newspaper. They then will share their findings with the class.

Before Reading: Introduce the Lesson

- 1) Ask students to name some of the elements they would expect to find in the newspaper, such as headlines and stories. Accept students' responses.
- 2) Tell students that they are going to use the newspaper to improve their comprehension skills, but they first must become familiar with what is in the newspaper and how it is organized.

During Reading: Direct Instruction

- 1) Distribute newspapers to students. Identify several elements on a newspaper page: headline, news story, page heading, advertisement, and so on.
- 2) Tell students that you are going to challenge their knowledge of the newspaper by having them go on a scavenger hunt.
- 3) Assign students to groups. Distribute the Lesson 2A activity sheet, *Find These Newspaper Elements*. Instruct the groups to complete the assignment by labeling the elements in their newspapers with markers or sticky notes.
- 4) Review newspaper language with students as they share results of the scavenger hunt.
- 5) Direct students' attention to the elements they see on page one of the newspaper. Write their responses on the board. Explain that the newspaper has many different kinds of information – some is presented in words; some is presented visually in photos, illustrations, tables and graphs. Explain that their next task is to analyze their newspaper thoroughly.
- 6) Assign students to groups. Distribute the Lesson 2B activity sheet, *Analyze the Newspaper*. Give each group a specific section or pages to use in completing the activity sheet.

After Reading: Reflect and Review

- 1) Have students share the results of their analysis. Guide the discussion to emphasize the elements that are predominant in different sections, such as tables and charts in the sports section, or illustrations in the lifestyle section.
- 2) Ask students to reflect on how the layout and elements of the newspaper help readers locate information easily.

Performance Rubric

Expectation: The student was able to ...	Exceeds expectations	Meets expectations	Revisit
Locate and identify newspaper elements			
Identify components in assigned newspaper section or pages			
Discuss benefits of newspaper sections and layout			

Student Activity Sheet 2A: Find These Newspaper Elements

Here are some newspaper terms that will help you use the newspaper. Find an example of each element in your newspaper. Label each element with a sticky note or marker.

- 1) **Byline:** tells who wrote the story; may include the writer's title.
- 2) **Classified ad:** an ad that appears in the classified or "want ad" section of the newspaper.
- 3) **Column:** a vertical division of the layout that helps give structure to the pages. Newspaper stories and images are measured in column inches: the number of columns wide by the number of inches long.
- 4) **Cutline/caption:** explains what is happening in a photograph or illustration. The use of "cut" dates back to a time when images in the newspaper were printed from carved wood and etched metal. A cutline or caption sometimes may include a photo credit, the name of the person who took the picture.
- 5) **Dateline:** the location (and sometimes the date) from which a story was sent, usually given at the beginning of a story. The term was first used at a time when news often took days to reach a reader, so the date and location of the event were included in the story.
- 6) **Display ad:** an ad for a business or organization that appears on a newspaper page.
- 7) **Editorial:** a type of story on the editorial page that expresses an opinion of the newspaper and encourages the reader to take some action.
- 8) **Flag/logo:** the name of the newspaper as it appears at the top of page one.
- 9) **Folio line:** the date and page number that appears at the top of each newspaper page.
- 10) **Headline:** large type written and designed to summarize a story and get the reader's attention.
- 11) **Index:** tells the reader where regularly featured pages, such as sports, weather and local news, can be found.
- 12) **Jumpline:** the line that tells the reader on which page the story is continued.
- 13) **Lead:** the beginning of the story, which summarizes it and/or grabs the reader's attention.
- 14) **Masthead:** the formal statement of the newspaper's name, officers, management and place of publication. It usually appears on the editorial page.
- 15) **Wire story:** a story written by a reporter for a news service, such as The Associated Press or Reuters.

Student Activity Page 2B: Analyze the Newspaper

Good readers know about the different kinds of information that can be found in the newspaper.

- ☞ Your group has been assigned a section or certain pages of the newspaper. Look at all the pages you have been assigned.
- ☞ Record your findings on this sheet.
- ☞ Be prepared to discuss what you found in your section or pages with the class.

Exploration	Response
1. How many different pieces of information did you find in your pages? Include all stories, opinion or advice columns, tables or charts, graphs and ads.	
2. How many ads were there?	
3. How many photos were in your section or pages?	
4. What did you find in the section or pages that you expected to find?	
5. What did you find in the section or pages that surprised you?	
6. What pieces of information were presented in a visual or graphic way – an illustration, table, chart, graph, map or diagram?	
7. Why was some information presented visually or graphically instead of in words?	
8. Who would be interested in the news or information in your section or pages?	
9. Who would be interested in the ads in your section or pages?	
10. Why were ads for certain products or services placed in this section or pages?	
11. What was the most interesting thing you found in your section or pages?	
12. Why does the newspaper include this section or these pages?	