



WORLD NEWS

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TEXT TYPE: Fiction: Description—Humorous Newspaper Article
GUIDED READING LEVEL: R

SUMMARY: ‘World News’ presents students with entertaining fictional newspaper articles related to sports, weather, and human interest stories—with all numbers removed!

TEXT FEATURES

- newspaper-style layout
- headlines
- bylines (line that identifies author of the article)
- bolded and enlarged print
- rules (straight lines used to separate and border text)
- masthead (area with newspaper’s name, at top of front page)
- ‘scores’ section (without numbers)
- captions
- text boxes

VISUAL LITERACY

- photographs
- illustrations
- chart

TEXT SUPPORTS

- students engaged by humour
- topics of interest to students

POSSIBLE TEXT CHALLENGES

- newspaper layout and features
- word play (fictional names aptly represent characters)

FOCUS COMPREHENSION STRATEGY

- self-monitoring

FURTHER COMPREHENSION STRATEGIES

- making connections: text to text
- analyzing

ORAL LANGUAGE OPPORTUNITIES

- Think/Timed-Pair-Share strategy
- sharing ideas
- Radio Show (option 3 in Focused Rereading)

WORKING WITH WORDS

- word solving and building: chunking words, associating sounds, and reblending
- language predictability: fluently integrates meaning, grammar, and visual-sound cues

ASSESSMENT OPPORTUNITIES

Observe each student’s ability to:

- notice when comprehension is not going smoothly
- self-question to check on comprehension
- activate fix-up strategies to aid comprehension
- skim and scan text for information
- link content to other texts and personal experiences

ASSESSMENT TOOLS

Select from the following:

- Self-Monitoring Strategy Checklist
- Comprehension Strategies Anecdotal Record

BEFORE READING

Making Connections: Text to Text and Predicting

Activate and build prior knowledge

- Tell students that they will be reading a fictional newspaper entitled ‘World News.’ Discuss the following questions with students: *What is the purpose of a newspaper? Why do people read them? What kind of information do you predict will be included in this newspaper?*

Text and Visual Literacy Features and Analyzing

Introduce supports and challenges

- Note the use of features located on the first page (headlines, bylines, caption, rules, masthead, and photographs). Begin an anchor chart detailing the features of a newspaper, using these features as a starting point.
- Invite students to skim the second page of the newspaper. As a Think/ Timed-Pair-Share activity (see Oral Language Strategies in the *Grade 6 Literacy Support Guide*), students can identify and discuss features of text found on this page. As a group, revisit the anchor chart. Ask, *What other text and visual features can we add to our chart? How can these features help you as a reader? What is missing from this text that we might find in other newspapers?* (ads, multiple sections, and so on) Provide some sample newspapers to students to assist them in their responses.

ESL NOTE: When providing sample newspapers be sure to use ones that reflect the cultural make-up of your classroom, including those of your ESL students.

Self-monitoring and Making Connections: Text to Text

- Ask students, *Did you ask yourself questions as you read? Was there anytime you thought ‘I don’t understand this’?* Provide each student with a sticky note. Instruct each student to record one question about the information contained in the article. Discuss how an effective newspaper article retells an important event by answering these six types of questions: Who? What? Where? When? Why? How? Ask students to share their questions. Sort the sticky notes by question type.

Word Solving and Building and Language Predictability

- Direct students to the names cited in this article that are a humorous play on words. Names like ‘Sheeza Wonnalot,’ ‘Windy Gusts,’ and ‘Ima Springleg’ are names of people, but they also have double meanings. By breaking the names down and sounding out their different parts, students will find that the names also are connected to the content of the news information (e.g., ‘Sheeza Wonnalot’ is also a reference to the woman in the story winning a lot of money in the lottery). Ask students to think of these names and explain how they are plays on words. Then discuss why an author may include this type of word play in a text.

Self-monitoring

Set a purpose for reading

- Instruct students to read the newspaper independently. Say, *For each of the articles, record one question you have about the information. As you are reading, use the text and visual clues and other fix-up strategies*

to think of a reasonable answer for each question (for more examples of fix-up strategies please see the Self-Monitoring Strategy Checklist in the *Grade 6 Literacy Support Guide*). Be sure to stop and ask yourself a question whenever you encounter a tricky or confusing part of the text.

Provide for early finishers

- Ask students to find other examples of word play when reading the text independently. Can students list any other examples they have come across apart from this text?

DURING READING

Monitor reading

- Assist with comprehension of the unconventional delivery of information and the text and visual literacy features. Always provide a comprehension prompt that highlights the focus strategy (self-monitoring), e.g., *What question did you ask yourself? How does asking questions help you? What clues can you use to answer your question?*

Observe

- Make observations on your assessment tools. (See the Self-Monitoring Strategy Checklist and the Comprehension Strategies Anecdotal Record in the *Grade 6 Literacy Support Guide*.)

AFTER READING

Revisit the purpose for reading

- Direct each student to the article ‘*Olympic Athletes Win Gold*.’ Invite each student to share his or her question regarding the information in this article. Ask, *How did you use text clues and other fix-up strategies to think of a reasonable answer to your question?*

Check on outstanding challenges

- Discuss: *Compare ‘World News’ to the other newspapers you have read. How is it the same? How is it different? What features does ‘World News’ share with newspapers you have seen previously? What features are different?* Use the sample newspapers to facilitate this comparison.

Note successful strategy use

- Explain a successful reading strategy you observed. For example, *When Amran was reading, I noticed how he stopped to ask himself a question when he found the text tricky or confusing. When rereading the Football results, Amran wondered about how many goals each team had scored. He used the text clues and his background knowledge to think of reasonable numeric values for the results, considered the average score range in his own soccer games, and compared the text clues to the matches he watches*

Self-monitoring

on television. He used his background knowledge and the clues given in the scores section to think about numbers that made sense.

FOCUSED REREADING

Three options are provided for focused rereading in the next Guided Reading lesson. Choose an activity that meets the needs of your students, or you might select a Reader Response activity from the *Grade 6 Literacy Support Guide*.

Written

- Using sample newspaper articles as example texts, review the format of a newspaper article. Discuss how an effective newspaper article retells an important event by answering: Who? What? Where? When? Why? How? Next, invite students to plan and write a newspaper article about an interesting school event. When completed, students can share their articles with the class. Explain that the most important information is contained in the first paragraph (the lead paragraph), and the paragraphs that follow contain further details and information. After articles have been written and shared with students ask, *What other media formats could you have used to report your school news story?*

Artistic

- Note the prominence of visual literacy in ‘World News.’ Look through a selection of newspapers to see the range of photographs used to support the text of articles. Talk about how these photographs are carefully taken (e.g., angle, perspective) and selected to support the text and evoke a response in the reader. Model your reaction to a specific photograph found in the newspaper. Talk about the important information found in the photograph, and what information could be inferred by looking at it. Finally, ask, *How might different readers respond to this photograph in different ways?*

Oral/dramatic

- Using the articles found in ‘World News,’ invite partnered students to create a Radio Show presentation (see Fluency Activities in the *Grade 6 Literacy Support Guide*). Each paired group will select an article, write a news story on it that would be suitable for a radio newscast, and read it in order to develop fluency and appropriate vocal expression for the ‘broadcast.’ Students should decide which sections each ‘newscaster’ will read, ensuring that the transitions between readers are smooth. Encourage students to tape record practice sessions and use the playback to assess areas for improvement. Invite students to present their Radio Show to the class. After the presentations, ask those that participated to think about how their skills in listening, writing, and reading helped their oral communication during their ‘broadcasts.’

Synthesizing and Making Connections: Text to Text

Evaluating and Inferring

Self-monitoring