

**CLASSROOM NEWSPAPER  
ACTIVITIES**



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# CLASSROOM NEWSPAPER ACTIVITIES

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**A Resource for Teachers, Grades K-8**

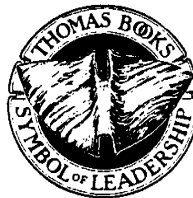
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## PREFACE

**T**HE PURPOSE of this book is to assist teachers in the development of a variety of reusable newspaper activities to enrich pupil learning in reading, social studies, mathematics, and science. Each activity includes suggested grade levels, learning objectives, a list of needed materials, construction directions, illustrations, and pupil directions. These activities incorporate newspaper clippings to produce quality instructional materials that require little expense and a minimal amount of teacher preparation time.

Most activities can be used by one student or a small group of students. Some activities can be adapted for large-group instruction while others can be simplified to use for quick, one-time practice. Self-checking devices make it possible to utilize the activities in learning centers.

The humorous, pen and ink, cartoon-style illustrations have immediate pupil appeal. Teachers also have a spontaneous positive reaction to the clever characters and creatures in unusual settings. These illustrations may be duplicated for portfolio covers, gameboards, patterns, and other activity components. Each of the book's sixty activities contains at least one of these original full-page illustrations. A majority of the illustrations may be enlarged and are appropriate for learning centers, posters, and bulletin boards.

Chapter One contains general construction and assembly details for activities described in Chapters Two through Five.

Each of the last four chapters focuses on one subject area of the curriculum: reading, social studies, mathematics, or science. The activities provide a basic framework for a variety of instructional topics within each of these curriculum areas. Activity titles are provided; however, often topics for the newspaper materials are omitted to allow teachers the option of selecting articles dealing with specific subjects appropriate for both the cognitive and affective growth of their students.

F.A.



## ACKNOWLEDGMENTS

I WISH TO EXPRESS my gratitude to the undergraduate and graduate university students who have assisted in the development of this book. I also wish to specifically thank and acknowledge three special people who have helped make *Classroom Newspaper Activities* a published reality. Mrs. Margaret Nichols provided assistance and exhibited great patience in the copy-editing process. Doctor Eleanor Noble, my colleague, spent considerable time reviewing manuscript copy and offered valued insights and suggestions which proved to be extremely helpful.

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**CLASSROOM NEWSPAPER  
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# CHAPTER ONE

## DEVELOPMENT OF ACTIVITIES

### INTRODUCTION

**E**FFECTIVE learning materials combine challenge, motivation, and student involvement. Teachers find that the newspaper is one of the most diversified resources available for developing such materials. Teacher-developed newspaper activities, used to supplement regular classroom instruction, can help close the gap between skills learned in school and skills applied outside the classroom.

Our changing society requires educators to continually add new topics to the existing curriculum without neglecting the basic content areas. Activities described in Chapters Two through Five provide opportunities for teachers to accomplish this task. Activities are designed to permit teacher selection of newspaper materials on a wide variety of topics. For example, newspaper clippings for many of the activities could deal with career education, mainstreaming concepts, multicultural education, moral issues, accomplishments of senior citizens and handicapped individuals, or sexism in the world of work. Other activities are designed around specific topics, such as “Senior Citizens Can Do It All,” “Career Changes” (which features a female forester), and “Anyone Can Succeed” (which involves people with handicaps). A female robot named Roberta and a male cook in “What’s Cooking?” deal with changing roles in society, while Ricardo the Reporter and Mario the Machinist remind us of the many contributions to our society by people from minority ethnic groups. These topics, carefully treated, represent basic areas of concern as teachers help develop informed, thinking citizens.

From this wide range of possibilities, teachers should select those activities which contribute to the achievement of student learning objectives and which are appropriate for the ability, maturity, and interest levels of students.

This chapter contains general construction and assembly details for assisting teachers to produce classroom newspaper activities.

## **GENERAL SUGGESTIONS**

### **Supplies**

Each activity includes a list of supplies required to complete that activity. Collect all supplies needed before beginning construction.

Rubber cement or a glue stick is recommended when mounting newspaper clippings to other materials. Many other types of adhesives cause newspapers to wrinkle and may bleed through the clippings, making them unattractive and difficult to read.

Rolls of self-adhesive plastic such as Con-Tact® are printed with a variety of designs including stripes, checks, and woodgrains. These are recommended for decoration and reinforcement. The clear self-adhesive plastic is to be used as a cover for all activity containers and pieces, for durability, and for protection from soil.

Illustrations may be duplicated from the book and colored with a variety of materials. Use artists' markers and water color wick-tip applicators as well as pastel felt-tip markers to provide transparent color which allows the designs to be visible after coloring.

### **Activity Flexibility**

Titles, content areas, grade levels, objectives, the recommended number of players, and student directions are provided for each activity; however, any or all of these may easily be changed and adapted when needed to develop a more individualized instructional activity.

### **Implementing Activities**

Introduce a new activity by explaining student instructions and demonstrating the activity to the class. Teach complex or advanced activities to one or more students who will teach it to classmates.

Provide labeled shelf space or other storage facilities for activities. Remind students that when an activity is completed, all activity parts are to be returned to the correct pockets or envelopes and the activity placed in the storage area.

### **Student Assistance**

Encourage students to collect newspaper articles, pictures, maps, graphs, and other clippings for use in activities. Involve students in cutting, pasting, coloring, and assembling parts of the activity. Student participation in the development of materials contributes to their interest in the completed project.

### **Filing and Storage**

Develop a simple filing system for newspaper pictures and ideas. Store clippings in



manila folders, labeled by topic, and filed alphabetically.

## ACTIVITY CONTAINERS

Store each individual activity in its own container for efficiency and convenience. Several types of containers are recommended: pizza boxes, ditto-master boxes, and discarded children's game boxes; portfolios (heavy paper folders) with two inside pockets; file folders; and individual study carrels. Boxes are generally more durable and lend themselves to better and neater classroom organization.

### Activity Cover Illustrations

The cover illustrations provided for each activity may be duplicated, colored, backed with a sheet of construction paper which is trimmed to form a narrow border around the picture, and mounted on the box top or folder cover. Additional color and texture may be added through the use of construction paper, cloth, and other materials. Use felt-tip pens and markers, transparent artists' markers, crayons, and water colors to complete the illustration.

### Pizza Boxes

Sturdy pizza boxes in different sizes can be purchased for a small amount from the local pizza parlor. The 13 by 13 inch size is recommended for most activities.

#### *Preparation*

Open box out flat on table. Cover entire outside of box with printed, checked, or striped self-adhesive plastic such as Con-Tact. Clip plastic where needed, fold excess plastic to inside of box, and return box to its original shape. This makes an attractive and serviceable activity container, useful for many years.

#### *Decoration*

Use cover illustrations provided for decoration of box tops. Refer to "Activity Cover Illustrations" for directions and suggestions.

#### *Titles*

Use titles in the illustration, or titles may be written with permanent felt-tip markers, cut from newspaper or construction paper, designed with purchased stick-on letters, or made with letters cut from newspaper headlines.

In addition to being a part of the box top design, the activity title may be placed on one side of the box so that titles are read easily when boxes are stacked or filed book-style on a classroom shelf.

With adapted preparation, any sturdy box may be substituted for the pizza box.