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**Unit 16: In the news****Day one: Let's read the newspaper****Objective**

- Students will view the format of a typical newspaper
- Students will discuss the format of a typical newspaper
- Students will read a selected article from a Target Language newspaper

**Setting the Stage (5 minutes)**

Teacher has torn apart a target-language newspaper and set each page on a desk or table all around the room. Students get up and walk around the room and take a look at each page of this model newspaper. Teacher rings bell, claps hands, or gives some kind of signal to students to move to next newspaper page in a clockwise direction around the room

**Input (15 minutes)**

Teacher projects selected newspaper front-page articles that are good models on classroom screen using an overhead projector or LCD projector connected to the classroom computer and the Internet.

Teacher reads the articles aloud and asks comprehension questions (who-what-when-when-where-why) about the content of the articles. Teacher asks personalized questions that relate to the content of the articles to selected students. For example,

*The article states that the city will receive a large sum of money to repair the concert hall parking lot. If you had this much money, what would you choose to do in our city?*

*The photograph connected with this article shows a huge crack in the driveway of the parking lot. What other kinds of disrepair might show up in an old parking lot? Which one would you photograph?*

**Guided Practice (15 minutes)**

Students, in groups, take one page of the newspaper that Teacher had displayed all around the room. Students collaborate to fill out one [map of the story](#) form to determine why the articles are good and to identify the Who-What-When-When-Where-Why content of the articles on the page.

**Independent Practice (15 minutes)**

Students are divided into groups of 5 to 7. Each group sits together in a cluster or small circle.

Teacher gives each group a copy of the description of the [culminating activity](#). The members of the group discuss the organization of their group.

Who will write and who will edit:

news reports  
sports events  
editorials  
letters to the editor  
feature articles  
weather reports  
classified

Each group must submit a short, typed report the following day that indicates who will be editing what. This report must be lists of sentences or short paragraphs that describe each member's role in the project.

### Closure (2 minutes)

Teacher hands out the [rubric](#) for this culminating project and encourages students to ask for clarification.

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