
Unit 16: In the news**Day five: Editorials****Objective**

Students will read two newspaper letters to the editor as well as two editorials.

Students will compare and contrast the newspaper editorials and letters to the editor.

Students will write a letter to the editor or an editorial about a current issue or situation, using strings of short paragraphs.

Setting the Stage (5 minutes)

Teacher displays many photographs related to current issues or situations that may influence the students in the class. Examples:

The world environment

Education

Employment opportunities

Poverty

Health

These photographs can be found in local or national newspapers and on the Internet.

Input (10 minutes)

Teacher encourages class discussion about these photographs. Teacher asks who-what-when-where-why questions to ensure student comprehension, as well as personalized questions related to the photographs. Teacher writes any pertinent Target Language vocabulary and L1 translations on front board.

Guided Practice (10 minutes)

Students, in their newspaper groups, read and compare two editorials and two letters to the editor that Teacher has provided.

Each group fills out a [Venn diagram](#) both for the editorials and for the letters to the editor.

Independent Practice (25 minutes)

Students, working in their newspaper groups, write two editorials and two letters to the editor about two current situations that concern them.

The same three group roles that they assigned in Day Four apply today.

Closure (5 minutes)

Teacher collects the group editorials and letters to the editor. Teacher reads this material at another time and writes down suggestions for revision. Teacher returns to the groups at beginning of next day for final revision.

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