

Brenda Ring – Cullman Times – Educator Exchange Program

July 13 – July 17

Fifth Grade Language/Writing

Overview – This lesson will help students identify the elements of a newspaper article, including: using a good lead, addressing the *who*, *what*, *when*, *where* questions, and using a good wrap-up sentence.

Materials – Overhead, Elmo, or other projecting equipment; hi – lighters; an enlarged newspaper article; enlarged individual copies of a different newspaper article; worksheet to record the, *who*, *what*, *when*, *where* sentences that are used in the article; pencils.

Activities –

- 1) Display the first news article using the overhead. Guide students through the location of the sentences that answer *who*, *what*, *when*, and *where*, hi-lighting sentences answering each question with a different color. Then ask students to find the lead and underline it and the wrap up sentence(s) and circle it.
- 2) Ask student volunteers to help compile a list of interview questions that may have been used to help the reporter gain information for this article. Display these on the overhead.
- 3) Divide students into groups of three or four. Have them look at provided individual articles, following the same steps within the group until all pertinent sentences have been located and hi-lighted. Then have them find the lead sentence(s) and underline, then the wrap-up and circle it.
- 4) Assign for homework that students interview someone at home or in the community in preparation for the writing of a human interest news story on their own.
- 5) For remainder of class time, have students work independently on interview questions that they can use that will solicit the answers to the *who*, *what*, *when*, *where* questions

Resources – Cullman Times articles.

Objectives covered –

- Students will demonstrate that they can apply the use of literary analysis to identify and analyze literary elements in a news story.
- Students will address the first step in the writing process by brainstorming and gathering information for the purpose of pre-writing and composing a news story.

Follow up –

In future lessons, students will use their interview notes to write a news story of their own. They can draw pictures to go with the article, or use photographs they take with a digital camera.