



Read All About It!

Using the Newspaper in the
GED Classroom

Student Workbook

Writing

Reading

Social
Studies

Science

Mathematics

Welcome to Read All About It!!

It's always more fun to learn when you are using materials that are interesting. The newspaper has something for everyone. Newspapers include information that is current and relevant to people's lives. Read All About It! has been designed to provide you with strategies and techniques that you can use to improve skills necessary for passing the GED Test, as well as for using in your daily life. This is your workbook. It includes lots of activities for you to complete as you build the different skills necessary for passing the GED Test. The only other thing that you will need is the newspaper!

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Lesson 1: Language Arts, Writing
The Newspaper – You Are the Editor

The Newspaper – Reasons It is Important

Why do we read newspapers? List as many reasons as you can think of in three minutes. When you have finished, share your ideas with a classmate or with the entire class.

People read the newspaper because . . .

Grammar Scavenger Hunt

How many grammar elements can you find in the newspaper? Here are the rules: Select one section of the newspaper. When the instructor says “go,” begin looking for an example of each element in the chart. Write each example in its appropriate box. If you finish early, find additional examples.

Scoring: Each section of the chart that has at least one example is worth 1 point.
Each section of the chart that has two or three examples is worth 2 points.
Each section of the chart that has more than three examples is worth 4 points.

Common noun	
Proper noun	
Linking verb	
Action verb	
Irregular verb	
Adjective	
Adverb	
Appositive	
Compound Sentence	
Conjunction	
Interjection	
Transition Word	

Proofing the News

Proofread the following article. Correct the writing errors that you find. When you are done, check your editing skills against the printed article.

June 6, 2006

To Stem Widespread Extinction, Scientists Airlift Frogs in Carry-On Bags

By Brenda Goodman

ATLANTA, June 5 — Of all the things airport security screeners discover as he/she rifle through travelers' luggage, the suitcase full of frogs was a first.

In a race to save amphibians threatened by an encroaching, lethal fungus, too conservationists from Atlanta recently packed their canyons with frog's rescued from a Central American rain forest — squeezing some 150 to a suitcase — and requesting permission from the airlines to travel with them in the cabin of the plane.

The frogs, snugly swaddled in damp moss in vented plastic deli containers big enough for a small fruit salad, was perhaps the last of their kind, collected from a pristine National park that fills the bowl of el valle. An inactive volcano in Panama.



Erik S. Lesser for The New York Times

A Canal Zone tree frog, top, and a lemur leaf frog, above, were among the specimens that Joseph R. Mendelson and Ron Gagliardo took from Panama to the United States

Excerpt reprinted with permission from the New York Times. Retrieved from the World Wide Web on 06/20/06 at:

http://www.nytimes.com/learning/teachers/featured_articles/20060606tuesday.html.

Proofing the News

Read the original excerpt. Did you remember to edit the information located below the pictures?

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ATLANTA, June 5 — Of all the things airport security screeners have discovered as they rifle through travelers' luggage, the suitcases full of frogs were a first.

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Erik S. Lesser for The New
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A Canal Zone tree frog, top, and a lemur leaf frog, above, were among the specimens that Joseph R. Mendelson and Ron Gagliardo took from Panama to the United States.

Excerpt reprinted with permission from the New York Times.
Retrieved from the World Wide Web on 06/20/06 at:
http://www.nytimes.com/learning/teachers/featured_articles/20060606tuesday.html.

You Are the Editor!

Editors review reporters' stories for errors and clarity. Editors also have many other responsibilities. Choose a story from the newspaper and rewrite the first few paragraphs using the space below. Include two unclear statements or inadequate information, three different grammar errors, and three misspellings.

Headline	Unclear Statements/Inadequate Information
Rewrite	
	Grammar Errors
	Misspellings

Ask yourself:

- Do all sentences have a subject and a verb?
- Do all subjects and verbs agree?
- Are possessives used correctly?
- Is there an antecedent for every pronoun?
- Are there any unnecessary or confusing shifts in tense?
- Are all words spelled correctly?
- Are all sentences punctuated correctly?

Lesson 2: Language Arts, Writing

The Newspaper – The Wonderful World of Reporting the News

Components of a News Story

Headline – title of the story that is written to attract the reader

Lead – paragraph that tells the most important information of a news story

Body – the paragraph that gives more information and detail about the lead

Formula for a Well-Written News Article

First Paragraph

In your first one or two sentences tell who, what, when, where, and why. Try to hook the reader by beginning with a funny, clever, or surprising statement. Go for variety: try beginning your story with a question or a provocative statement.

Second/Third/Fourth Paragraphs

Give the reader the details. Include one or two quotes from people you interviewed. Write in the third person (he, she, it, they). Be objective – never state your personal opinion. Use quotes to express the stated opinions of others.

Last Paragraph

Wrap it up. Don't leave the reader hanging. Also, don't say "In conclusion" or "To finish." Those are boring phrases. Try ending the article with a quote or a catchy phrase. Use active words – verbs that show what's really happening.

Creating a Newspaper Article

1. Outline the purpose of your article
2. Choose an article topic
3. Research the article
4. Write the article
5. Edit the article – have someone else proofread it as well
6. Rewrite the article and type it on the computer
7. Do a final edit and spell check
8. Share the article with others

NEWSPAPER HEADLINES – Extra! Extra! Read All About It!

News items and stories in newspapers have headlines above them. A headline usually has only four or five words. The idea of a headline is to attract the interest of the readers by telling them in an interesting and short way what the story is about.

Read the newspaper stories below and then write a headline for each story. Try to write each one in about five words.

1. Last night the Drexel High School football team beat Bristol City 10 – 7. John Jay scored a last minute field goal to win the game.

Headline: _____

2. Three children were walking across a field in Wayne when they discovered a hole. At the bottom of the hole was a chest filled with gold and silver. The children ran and told the police about their discovery.

Headline: _____

3. Yesterday there was a very bad storm at sea. The fishing vessel *Saucy Sal* began to sink. The captain of the vessel sent out a distress signal. A lifeboat put out to sea and rescued the fishermen just in time.

Headline: _____

Writing Styles in the Newspaper

The newspaper contains many different sections with a variety of writing styles. Editorials have a different structure and purpose from news stories. Editorial cartoons and comic strips both use drawings, but they are different in other ways.

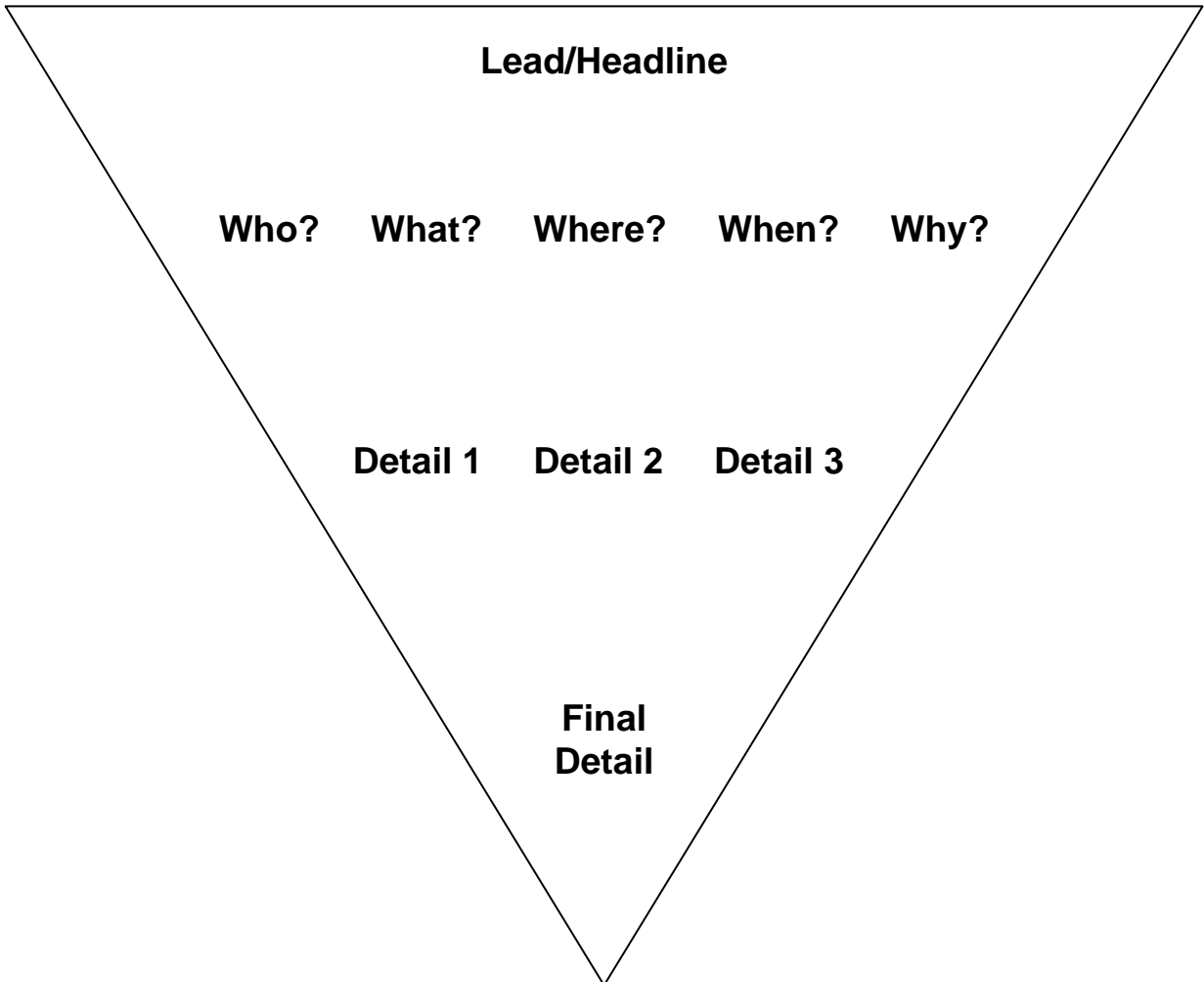
Select a topic in the news. Follow the topic over several days. Collect news stories, editorials or opinion columns, editorial cartoons, and comic strips that deal with your topic. Examine and compare the different formats. Write your observations in the boxes below. Be prepared to share your observations with the class.

Topic:

News Story Headline: Facts: Point of View of Writer:	Editorial or Opinion Column Headline: Facts: Point of View of Writer:
Editorial Cartoon Headline: Facts: Point of View of Writer:	Comic Strip Headline: Facts: Point of View of Writer:

Inverted Pyramid Format

Newspaper articles are often written using an “inverted pyramid format” as shown below. The most important information is at the top (beginning of the article) and the least important information is at the bottom (end of article).



Newspaper Story Format

Using the following graphic organizer build your newspaper story! When you are done, draft it on the next page.

Enter Lead/Headline

Enter the Five Ws in these boxes.

--	--	--	--	--

Enter three less important details in these boxes.

--	--	--

Enter the least important detail in the final box.

The Final Draft!

Write your story. When you have finished, you may wish to use a word processor to make it look like an actual news story. Experiment with different fonts and a double column effect. Generally, newspapers use **Times** or **Times New Roman** as the font of choice.

Headline:

First Paragraph

Detail Paragraphs

Last Paragraph

One Last Step Before It Goes to Print!

Editing is an important part of the writing process. Before you send your article to print, complete the following quick edit.

- **Read your piece out loud.** See if it flows.
- **Put a checkmark by each fact.** These are items you have rechecked for accuracy.
- **Box every name for accuracy and spelling.**
- **Put "SP" by any word with questionable spelling.** Be sure you've checked the spelling of all words. Don't rely on spell-check programs. They do not recognize errors such as incorrectly used homophones, e.g., to, too, and two.
- **Circle verbs.** Ask yourself if you're using the most active and vivid verb.
- **Put a strike through adverbs.** See if you can replace adverbs with a stronger verb.
- **Draw an arrow from subjects to verbs.** Make sure there is agreement. How far apart is the subject from the verb? Can you get them closer together?
- **Draw a dotted line from pronouns to antecedents.** If you write the word "it," what is "it"?
- **Examine your sentences.** Enhance your piece by using strong words at the beginning and end of each sentence. Check to see if your sentences are too long.
- **Use strong leads and kickers.** Does your lead draw someone to read further? Does your closing reiterate the main point? Does it capture the reader's interest?

Lesson 3: Language Arts, Reading
The Newspaper – Skimming and Scanning the Newspaper

Let's Get Familiar with the Newspaper

Select and compare two different newspapers. Identify the sections of each and chart them in the table below.

If possible, use a newspaper from a small area and one from a large metropolitan area or you may wish to use a daily newspaper versus a newspaper published on Sunday.

Discuss the differences between the newspapers. Is there similar information in sections, even though the sections have different names? Do sections change names from weekdays to Sunday? Why or why not?

	Name of Newspaper	Name of Newspaper
Section Name		

Homonyms/Homophones

Homophones are two words that sound alike, but are not spelled the same and have different meanings. For example: fair and fare; piece and peace, write and right, two, to, and too. Look through the newspaper and find as many homophones as you can. Write down each word and its definition. Then use the words correctly in a sentence.

Example:

I had to wait in line.

She has lost a lot of weight.

Homophone	Definition	Sentence

Looking at Some Common Homophones

Confused about homophones? Can't find any in the newspaper? Before you give up, take a look at the following list of commonly confused homophones. In fact, there are instructions to help you identify the correct usage for each. Remember that spell check will not usually detect these words, so it's important that as an editor you not be confused.

Accept, Except:

Accept is a verb meaning to receive. *Except* is usually a preposition meaning excluding. *I will accept all the packages except that one.* *Except* is also a verb meaning to exclude. *Please except that item from the list.*

Affect, Effect:

Affect is usually a verb meaning to influence. *Effect* is usually a noun meaning result. *The drug did not affect the disease, and it had several adverse side effects.* *Effect* can also be a verb meaning to bring about something. *Only the president can effect such a dramatic change.*

Allusion, Illusion:

An *Allusion* is an indirect reference. An *illusion* is a misconception or false impression. *Did you catch my allusion to Shakespeare? Mirrors give the room an illusion of depth.*

Capital, Capitol:

Capital refers to a city, *capitol* to a building where lawmakers meet. *Capital* also refers to wealth or resources. *The capitol has undergone extensive renovations. The residents of the state capital protested the development plans.*

Climactic, Climatic:

Climactic is derived from *climax*, the point of greatest intensity in a series or progression of events. *Climatic* is derived from *climate*; it refers to meteorological conditions. *The climactic period in the dinosaurs' reign was reached just before severe climatic conditions brought on the ice age.*

Elicit, Illicit:

Elicit is a verb meaning to bring out or to evoke. *Illicit* is an adjective meaning unlawful. *The reporter was unable to elicit information from the police about illicit drug traffic.*

Emigrate from, Immigrate to:

Emigrate means to leave one country or region to settle in another. *In 1900, my grandfather emigrated from Russia.* *Immigrate* means to enter another country and reside there. *Many Mexicans immigrate to the U.S. to find work.*

Hints: **Emigrate** begins with the letter E, as does Exit. When you **emigrate**, you exit a country. **Immigrate** begins with the letter I, as does In. When you **immigrate**, you go into a country

Principal, Principle:

Principal is a noun meaning the head of a school or an organization or a sum of money. *Principle* is a noun meaning a basic truth or law. *The principal taught us many important life principles.*

Hint: To recognize the spelling of **Principal** first think of yourself as a greedy opportunist. You definitely would want to be a pal of anyone who is in a position of power or anything to do with money. This **principal** has pal in it.

Than, Then:

Than is a conjunction used in comparisons; *then* is an adverb denoting time. *That pizza is more than I can eat. Tom laughed, and then we recognized him.*

Hints: **Than** is used to compare; both words have the letter a in them. **Then** tells when; both are spelled the same, except for the first letter.

There, Their, They're:

There is an adverb specifying place; it is also an expletive. Adverb: *Sylvia is lying there unconscious.* Expletive: *There are two plums left.* *Their* is a possessive pronoun. *They're* is a contraction of *they are*. *Fred and Jane finally washed their car. They're later than usual today.*

Hints: If you are using **there** to tell the reader *where*, both words have h-e-r-e. *Here* is also a place. If you are using **their** as a possessive pronoun, you are telling the reader what "they" own. **Their** has h-e-i-r, which also means *heir*, as in someone who inherits something. Both words have to do with ownership. **They're** is a contraction of they are. Sound out they are in the sentence and see if it works. If it does not, it must be one of the previous spellings.

To, Too, Two:

To is a preposition; *too* is an adverb; *two* is a number. *Too many of your golf shots slice to the left, but the last two were right on the mark.*

Hints: If you are trying to spell out the number, it is always t-w-o. **Two** has a w which is the first letter in word. The opposite of word is number. **Too** is usually used as also when adding or including some additional information. Whenever you want to include something else, think of it as adding; therefore you also need to add an extra o.

Your, You're:

Your is a possessive pronoun; *you're* is a contraction of *you are*. *You're going to catch a cold if you don't wear your coat.*

Hints: Sound out you are in the sentence. If it works in the sentence it can be written as **you're**. If it sounds awkward, it is probably supposed to be **your**.

Need a few more ideas? You will surely find some of these in the newspaper.

Hare	Hair	
Bare	Bear	
Hear	Here	
Tear	Tier	
Red	Read	
Blue	Blew	
Horse	Hoarse	
Be	Bee	
See	Sea	
Pair	Pare	Pear
Tear	Tare	
Seen	Scene	
Ate	Eight	

Cent	Scent	Sent
Doe	Dough	
Rain	Reign	
Dear	Deer	
Way	Weigh	
Shear	Sheer	
Sun	Son	
Pour	Poor	
Seem	Seam	
Herd	Heard	
Meet	Meat	
Know	No	
Beau	Bow	
Heel	Heal	
Turn	Tern	
Made	Maid	
Led	Lead	
Sum	Some	
Sale	Sail	
Need	Knead	

Newspaper Sections – Do They All Look Alike?

Compare and Contrast

Newspapers are divided into many different sections, depending on the size of the newspaper and often, the size of the city in which it is published. Obtain a local newspaper or a newspaper such as USA Today. Scan the newspaper to identify the different sections of the newspaper.

Select and compare two sections of the paper, such as the business section and the sports section or the front page and the editorial page. Write down your observations regarding each section on the chart on the next page.

Consider the following questions:

- Where in the paper are the sections or pages located?
- How is the look (layout and graphics) of the sections or pages the same? Different?
- How does the content of the sections of pages differ?
- Do the sections or pages use the same style of writing? How are they the same or different?
- Do the sections or pages use the same style of graphics? How are they the same or different?
- Write your observations on the Newspaper Section graphic organizer.
- Discuss with your classmates how sections have specific locations, look, content, and style.

Newspaper Section Inspection

Newspapers are divided into many different sections, depending on the size of the newspaper and often, the size of the city in which it is published. Obtain a local newspaper or a newspaper such as **USA Today**. Scan the newspaper to identify the two different sections of the newspaper. Write down your observations regarding each section on the chart below. Discuss with your classmates how different sections have specific locations, look, content, and style.

Section Name/Page		
Location		
Look		
Content		
Style		

TIPP?ing the Newspaper

TIPP?	
Title	What do the titles/subheadings and layout tell me?
Introduction	Skim this to get the main idea.
Paragraph	Read the first line of paragraphs/text boxes.
Pictures	What do the diagrams, photos, and graphs show me?
?	Can you come up with any questions?

Elements	Notes
<p>T - Title</p> <p>What do the title, subheadings, and layout tell me about this text?</p>	
<p>I - Introduction</p> <p>What is included in the introduction?</p>	
<p>P - Paragraphs</p> <p>What information is included in the first sentence of each paragraph?</p>	
<p>P - Photographs</p> <p>What do the photographs, maps, charts, tables, illustrations tell me?</p>	
<p>?? - Questions</p> <p>What questions do I have about this text?</p>	

Lesson 4: Language Arts, Reading

The Newspaper – Comprehending Different Types of News Articles

When reading the newspaper, it is important to recognize the difference between fact and opinion. It is easier to identify what is fact and what is opinion when you understand the three basic types of writing in the newspaper:

- Hard news
- Opinion
- Feature stories

Hard News – This is a news story that provides the facts. Hard news does not include the writer’s opinion. News stories simply aim to inform. Usually a news story is written in what is termed an inverted pyramid style where the major facts of a story are provided in the first few paragraphs, called the lead. This allows readers to quickly obtain the most important information.

Questions to Ask About Hard News Stories

Read the following news story. As you read the story, think about the following.

- Who wrote the story?
- How do you think the reporter got the information needed to write the story?
- Does the reporter tell both sides? Is the story fair?
- What is the best quote in the story?
- What other questions would you have asked? (What would you have liked to have known that the story didn’t tell you?)
- Will there be a follow-up story for this news?
- What would be a possible headline for a follow-up story?

Opinion – There are several places where you will find opinion writing in the newspaper. The most obvious is the clearly labeled Opinion page. Here you’ll find editorials expressing the viewpoint of the newspaper’s editorial board (always unsigned), letters to the editor (always signed), editorial cartoons, and political columns. Columns may also appear in other parts of the newspaper. Opinions may be humorous, political, provide advice, give reviews, or simply talk about community happenings. Even feature stories may include a writer’s opinion.

Questions to Ask About Opinion Pieces

Read the following news story. As you read the story, think about the following:

- Who is offering this opinion?
- What knowledge of the subject does the writer have?
- Has the writer tried to persuade you? How? Why?
- What facts have been given to support the writer’s opinion? Are the facts accurate?
- What facts have been omitted? Why?
- Is the writer appealing to reason or emotion?

- Are the writer's arguments logical?
- What action does the writer want you to take?
- Who will benefit if the opinion being presented is accepted?
- How will you be affected if you do not accept this opinion?
- Where can you find an alternative viewpoint?

Feature Stories – These types of newspaper stories cover such areas as social trends, health, fashion, food, and travel. Feature stories deal with facts and information, but they are not considered hard news since they are generally written for entertainment. Feature articles use the writer's imagination and creativity and may contain the writer's opinion.

Questions to Ask About Feature Stories

- What feature story did you find most interesting in today's paper? Why?
- Who wrote the story?
- How do you think the reporter got the information needed to write the story?
- What knowledge of the subject does the writer have?
- What information did you gain from reading the story?
- What other information would you like to have?
- Was the writer's opinion part of the story?

Your Newspaper - a look inside a hard news story

Hard news stories are factual and answer the 5 Ws and the H (who, what, when, where, why, and how). No interpretation or opinion should be included, except in quotations. Find an example of a hard news story in your newspaper. Clip it out and paste it below.

1. Circle the headline, by-line, and dateline with markers of different colors.
2. Starting at the headline, read the story until you find the answers to the questions: who, what, where, when, why, and how. Circle each answer as you find it.
3. The introduction to a news story is called the lead. The lead is brief, usually only a paragraph in length. It tries to answer as many of the 5 Ws and the H as possible. Draw a box around the lead of your story
4. What is the main idea of the story you have selected?
5. Finish reading your story and underline other details related to the 5Ws and How. Complete the chart below to show where the information was found in the story. Briefly state the details in the space provided.

	Headline	Lead	Other Paragraphs
Who			
What			
Where			
When			
Why			
How			

It's Not Just Black and White

Select a current topic of interest. Using a local newspaper or a national newspaper such as *USA Today*, find two different editorials that express different viewpoints about the topic. You may use editorials or letters to the editor.

Circle the words or phrases in each of the articles that express an opinion. Next, compare and contrast the two opinions by placing the words in the chart below. Write a short paragraph in support of the editorial which best describes your personal opinion regarding the topic.

Topic _____

Editorial 1	Editorial 2

My Opinion Is . . .

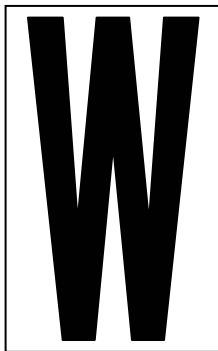
The 5 Ws – Locating Information in a Feature Story

Select a feature story from your local newspaper. Underline the words in the story that show each of the 5 Ws. Mark them in different colors. Write the information on the graphic organizer below.

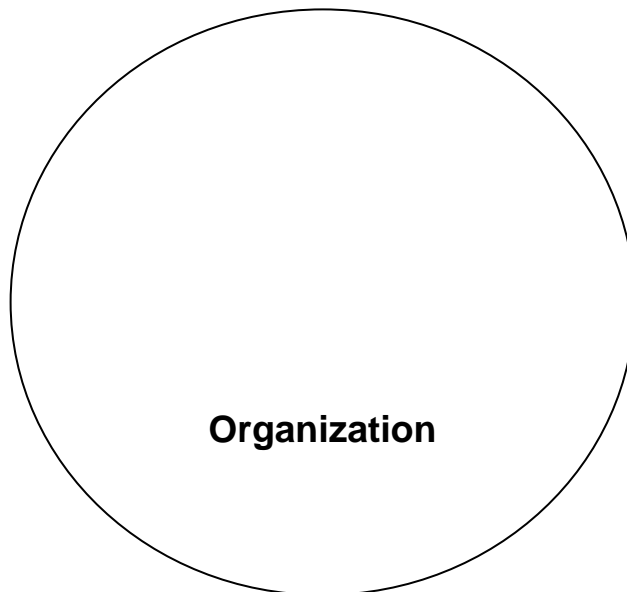
From the 5 Ws identify the lead or the main idea of the story. Write it in the lower left hand side of the page.

In the organization section, place each of the 5 Ws in the order in which they appeared in the article.

Do you believe that this was a good order for the 5 Ws? How would a different order change the article?



Who
What
Where
When
Why



E A D

Lesson 5: Social Studies

The Newspaper – It's All About the First Amendment

First Amendment Scavenger Hunt

Get a local newspaper or a *USA Today*. It doesn't matter what day you use.

Complete the following chart:

- Provide information on the newspaper used and the date.
- List the five freedoms guaranteed by the First Amendment.
- Find an example of each of the five freedoms.
- Write down the headline or an accurate description of the advertisement, letter, or symbol.
- Identify what type of example you used: article, letter to the editor, editorial, editorial cartoon, graphic, picture, advertisement, etc.
- Identify where you located each example; include the section of the newspaper (front page, classifieds, business section, home and family, local news, etc.) and the page number.
- Finally, write one or two sentences describing how the article reflects the freedom guaranteed in the First Amendment. Example: An article about whether or not a book should be banned from a library reflects the purpose for the Freedom of Press.

Newspaper _____ Date _____

Freedom	Headline/ Description	Type of Example	Section	Page Number	How does this article reflect the freedom?

It's My Right! (or is it?)

Read the following synopsis of *Tinker v. Des Moines*. Pretend that you are the attorney for each side. What arguments would you make to the Supreme Court? Document your ideas for each side. Think about which side had the stronger case. You may wish to complete a search on the Internet for information on this case and then return to the lesson to see the decision of this case.

In December, 1965, a group of adults and students decided to publicize their opposition to the Vietnam conflict by wearing black armbands during the holiday season and by fasting on December 16 and New Year's Eve.

The principals of the Des Moines schools heard about the plan and, on December 14, adopted a policy that forbade the wearing of an armband to school. Students who refused to remove such armbands would be suspended until they complied.

On December 16, several students who knew about the regulation wore armbands to school. They were: Paul Tinker, 8 years old and in the second grade, Hope Tinker, 11 years old and in the fifth grade, Mary Beth Tinker, 13 years old and in junior high school, and Christopher Eckhardt, a 15-year-old high school student. The following day, John Tinker, a 15-year-old high school student, also wore his armband to school. These students were suspended and were told not to return to school unless they removed their armbands. They stayed away from school until after New Year's Day, when the planned period for wearing the armbands had expired.

Several incidents took place on the day the students wore the armbands. There were comments and warnings by other students, some poking fun at them and an older football player warned other students they had better let the protestors alone.

The suspended students, through their fathers, filed a complaint with the United States District Court, asking for an injunction ordering the school officials not to punish them. In addition, they sought nominal damages—a small or token sum of money, usually \$1.00, to show that legal injury has been suffered by the students. The case was appealed to the Supreme Court.

Tinker (Students)	Des Moines (School District)

Lesson 6: Social Studies

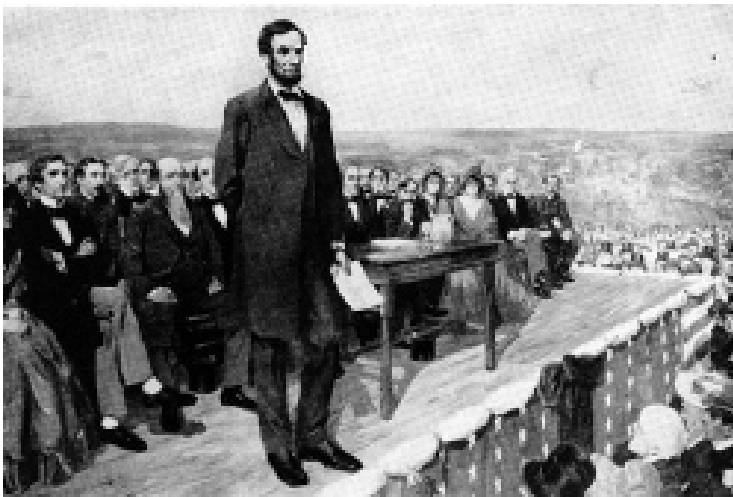
The Newspaper – A Picture is Worth a Thousand Words

What's Your Headline?

Look at each of the following pictures. Write a headline that captures the main idea and the mood of each picture in an interesting way. When you are done, share your headlines with classmates. Discuss how the headlines created for each picture are similar and how they are different.



Headline: _____



Headline: _____



Headline: _____



Headline: _____



Headline: _____

The 5 Ws and H Chart

Look at the photograph and answer these questions using descriptive words.

Who?	What?	Where?	When?	Why?	How?	How do They Feel?

Who is the picture about?

What are they doing?

Where are they?

Why do you think they are doing this?

What would be a good title for this picture?

Interpreting News Photographs

People/Main Characters		Objects and Other Things of Note		Activities/What's Occurring (Use descriptive words.)	
Location	Time/Era	Clothing	Emotions		

Who is the main person or character?

What is the setting?

What is occurring?

Why do you think this is happening?

Write a sentence that summarizes the main idea of the photo.

Lesson 7: Science

The Newspaper – The World of Scientific Experimentation

Save the Clippings! – A Formula

The following is the recipe for a solution to use with newspaper clippings. You may wish to try this with general clippings first. Why does it work? The magnesium neutralizes the acid in the paper. It's the acid that makes newspapers yellow.

- Dissolve a milk of magnesia tablet in a quart of water
- Let it stand overnight
- Pour the mixture into a flat baking pan large enough to hold the newspaper clippings
- Place the clippings in the solution so that they're completely covered by the liquid
- Let them soak for an hour
- Take them out and pat them dry.

Discoveries!

What problem do you see in today's world that needs a solution?

Locate an article about the problem that you have selected and paste it below.

Why is a discovery needed?

What type of discovery is needed?

Write a short persuasive essay about your views. Detail the problem and reasons that a discovery is greatly needed in today's world.

Invention of the Day

What is the problem?

Name of the invention _____

Lesson 8: Science
The Newspaper – And the High for Today Is ...

Weather Map Challenge

Use a weather page from your local newspaper to answer each of the following questions.

1. What time did the sun rise today? _____ What time will the sun set tonight? _____

2. Which city in the United States is expected to have the highest temperature?

City = _____ Temp = _____

3. Which city in the US is expected to have the coldest temperature?

City = _____ Temp = _____

4. What symbol is used for high pressure?

5. List 4 cities that are close to a high pressure center.

6. What type of weather is associated with a high pressure area?

7. What symbols are used for precipitation?

8. List 4 cities that are close to a low pressure center?

9. What type of weather is associated with a low pressure area?

10. Use the map to write a weather forecast for your area tomorrow.

11. Using the same weather page, write four more questions and provide the answers.

a.

b.

c.

d.

Newspaper Weather Maps Worksheet

1. What information can be found on this map?

2. Locate the map legend. What information does it give?

3. How many temperature color bands are used on this map and on the temperature scale? What is the degree difference between each temperature color?

4. Are there any patterns on the weather map? What might explain this?

5. Compare the weather conditions to the recorded highs and lows. Is the U.S. experiencing normal weather conditions? Why or why not?

6. What do you notice about the weather in each specific U.S. region?

- Southeast _____
- Southwest _____
- Northeast _____
- Midwest _____
- Northwest _____

7. What do you think the weather will be tomorrow for each U.S. region?

- Southeast _____
- Southwest _____
- Northeast _____

- Midwest _____
- Northwest _____

8. How did you arrive at the above weather predictions?

- Southeast _____
- Southwest _____
- Northeast _____
- Midwest _____
- Northwest _____

US Map Worksheet



Graphing Trends in Temperature

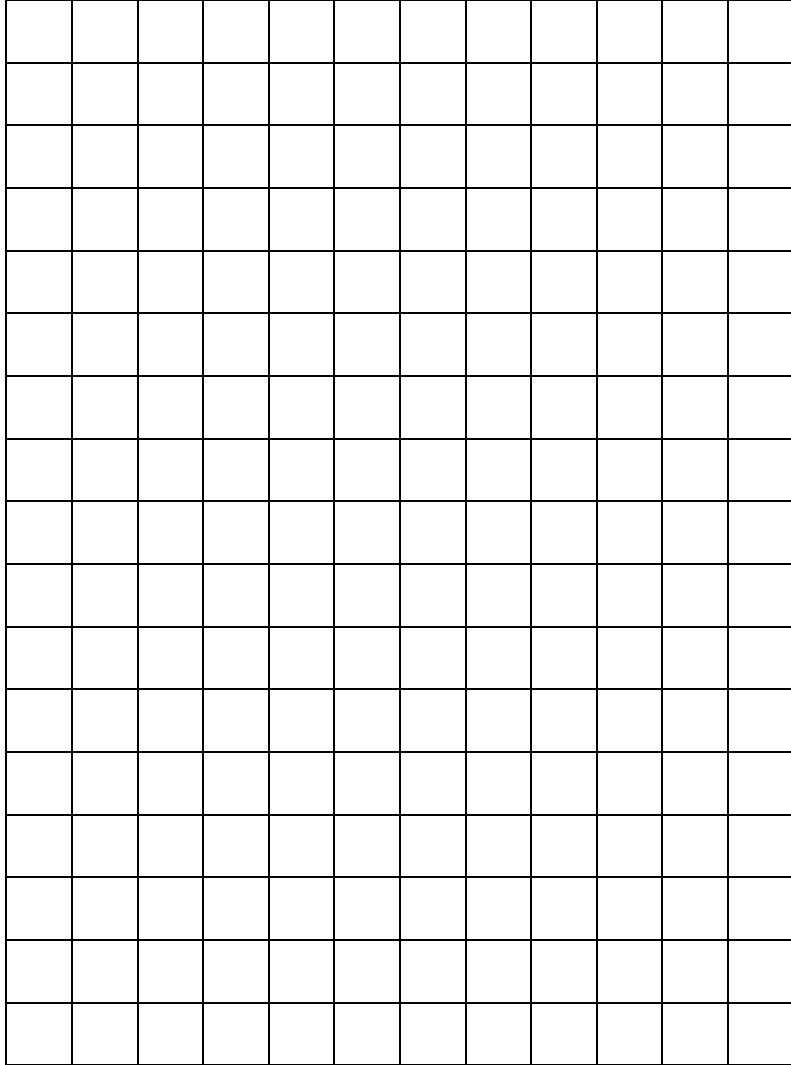
Use a newspaper or go to the National Weather Survey (<http://www.nws.noaa.gov/>) or to AccuWeather (http://www.accuweather.com/weather/index_corp) to find cities in the United States or in the world. Pick five cities of your choice. Find and record a five-day forecast on the following graph. You will need five days of newspapers that are in sequential order.

	City 1 Name	City 2 Name	City 3 Name	City 4 Name	City 5 Name
Temperature					
Day 1					
Day 2					
Day 3					
Day 4					
Day 5					

Chart your findings, using the graph paper on the next page. Make sure that you label the information and provide a legend. Be prepared to discuss why you selected a specific type of graph to display the data.

On the back of the worksheet, find the range, mean, median, and mode of the information that you have found. Calculating these types of statistics is often used to provide weather information.

Graph Paper



Lesson 9: Mathematics

The Newspaper – It's a Bargain!

Math Scavenger Hunt

Clip out the number and necessary accompanying information and paste it next to the description. Note the page number as well.

1. A percentage that is more than one-fifth ($1/5$).
2. A store giving more than one-fourth ($1/4$) off of an item.
3. An ad larger than one-half ($1/2$) the page.
4. An ad that is less than one-fourth ($1/4$) the page.
5. A stock that has gained seven-eighths ($7/8$) of a point.
6. A dollar amount greater than one million.
7. A percentage higher than .75.
8. A date one week from today.
9. Decimal that does not refer to money.
10. Temperature.
11. Roman numeral.
12. Graphic with the number 0.
13. Equation using numbers.
14. A coupon that saves the consumer more than one dollar (\$1.00).

It's All in the Ads

Select newspaper advertisements that encourage saving. Paste the advertisements on this page and then answer the following questions about each advertisement.

What types of math are used by each advertisement to persuade you to purchase a product?

Which advertisement uses the “most effective” ideas to sell a product? Why?

Which advertisement uses the “least effective” ideas to sell a product? Why?

KWL – Saving with Coupons

What do think of when you see the word “coupon?” Take two minutes to brainstorm all of the words or phrases that you can think of that are related to the topic of coupons. Write them in the first column of the KWL Chart, under the “K.” You will be using this worksheet throughout the lesson.

KWL Chart

What do you KNOW about the topic?	What do you WANT to learn about the topic?	What did you LEARN about the topic?

GROCERY SHOPPING WORKSHEET

PRODUCT AND BRAND	PRODUCT COST	COUPON FACE VALUE	DOUBLE COUPON? (multiply by 2)	FINAL COST
1. _____	\$ _____	\$ _____	\$ _____	\$ _____
2. _____	_____	_____	_____	_____
3. _____	_____	_____	_____	_____
4. _____	_____	_____	_____	_____
5. _____	_____	_____	_____	_____
6. _____	_____	_____	_____	_____
7. _____	_____	_____	_____	_____
8. _____	_____	_____	_____	_____
9. _____	_____	_____	_____	_____
10. _____	_____	_____	_____	_____
TOTAL	\$ _____	\$ _____	\$ _____	\$ _____
ORIGINAL GROCERY BILL TOTAL	\$ _____	GROCERY BILL WITH COUPON SAVINGS		\$ _____
AMOUNT SAVED	\$ _____	PERCENT SAVED		_____ %

Sample Grocery Shopping Worksheet

PRODUCT AND BRAND	PRODUCT COST	COUPON FACE VALUE	DOUBLE COUPON? (multiply by 2)	FINAL COST
1. Dish Detergent _____	\$ 2.19	\$.25	\$.50	\$ 1.69
2. Peanut Butter _____	1.89	.30	.60	1.29
3. Diapers _____	5.29	.50	1.00	4.29
4. Toilet Paper _____	2.69	.30	.60	2.09
5. Powdered Milk _____	13.00	1.00	2.00	11.00
6. Dog Chow _____	6.59	.75	1.50	5.09
7. _____				
8. _____				
9. _____				
10. _____				
TOTAL	\$ 31.65	\$ 3.10	\$ 6.20	\$ 25.45
ORIGINAL GROCERY BILL TOTAL	\$ 31.65	GROCERY BILL WITH COUPON SAVINGS		\$ 25.45
AMOUNT SAVED	\$ 6.20	PERCENT SAVED		19.5 %

Lesson 10: Mathematics

The Newspaper -- Design to Impress

Overview of the Project

Scenario

Your roommate has moved and has taken all of the furniture. You are now faced with an empty room. Now is your chance to create the room that you've always wanted. You have a total budget of \$2,500 to design and decorate your room. You will need to spend your money wisely so you plan on searching the newspaper to find the best deals that you can on furniture and anything else that you need to make this the room of your dreams.

You may select to design either a bedroom or a living room. The following is the description and condition of the room.

Specifics of the Project

Room Size

Area – 15 ft. x 18 ft.

Ceiling Height – 9 ft.

Windows and Doorways

One window on the south wall – 60 in. x 48 in.

One window on the west wall - 36 in. x 24 in.

One window on the east wall - 36 in. x 24 in.

Doorway on north wall – 36 in. x 80 in.

Molding

Baseboard – 3 inches high

Windows and Doorways – two inches wide

Problem Areas

Overhead light in the room which you've always hated.

Walls are currently white, but they're filthy and will have to be painted.

Dark green carpet on the floor which is stained.

No furniture in the room.

Budget of \$2,500 to purchase furniture and design the room you want!

Room Design Spreadsheet

Keep track of everything that you spend on this project. Cut out the newspaper ads that show what you have purchased. Maintain the following spreadsheet with what you have paid for each item. Keep these ads with the spreadsheet. Remember, you have a maximum of \$2,500 to spend on this project. Good luck!

Room to Be Designed: _____

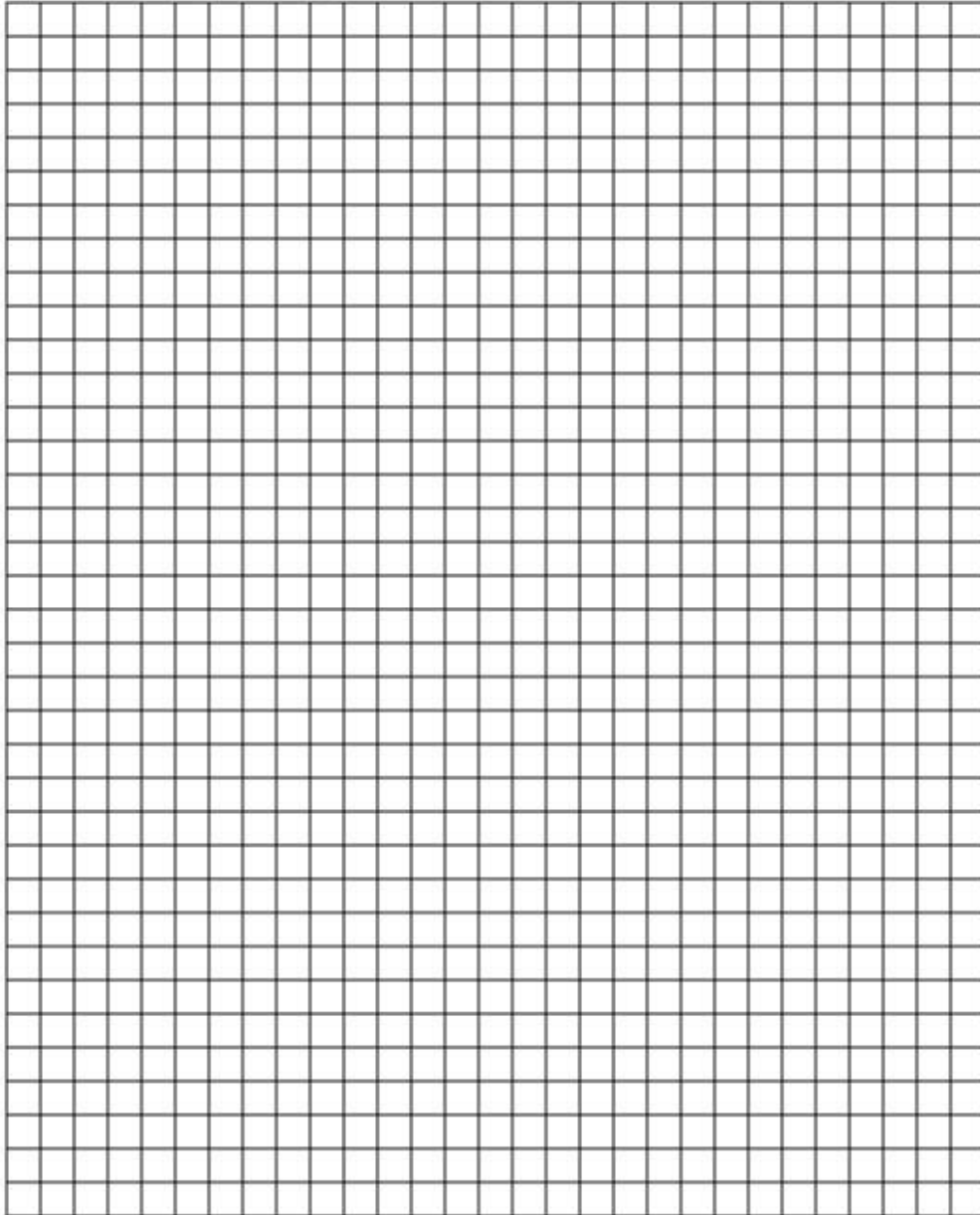
Item	Cost Per Item	Number of Items	Subtotal	Tax	Total Cost
				Grand Total	

Room Template Graph Paper

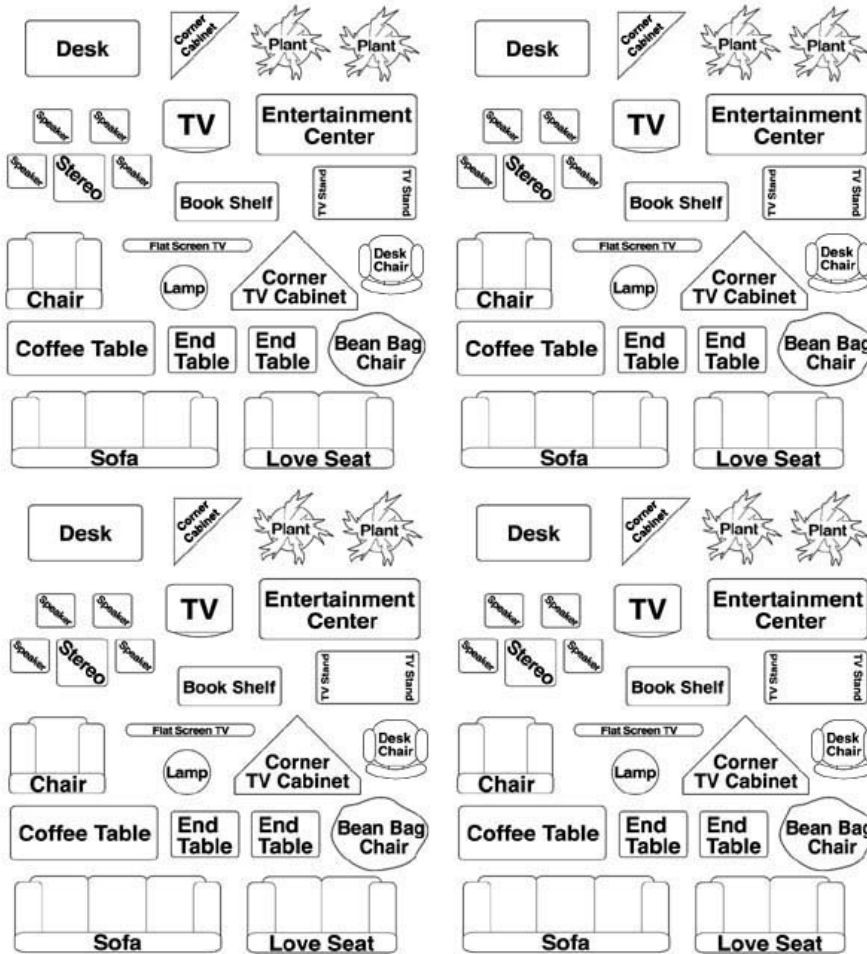
Scale: ____ in. = ____ ft.



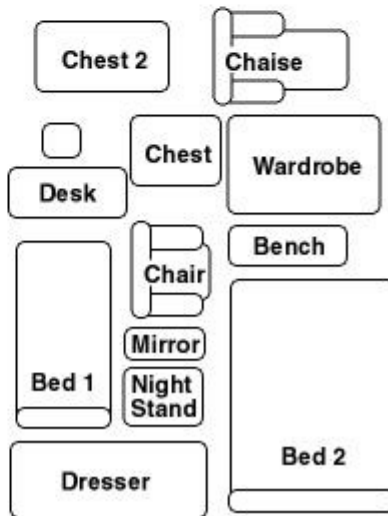
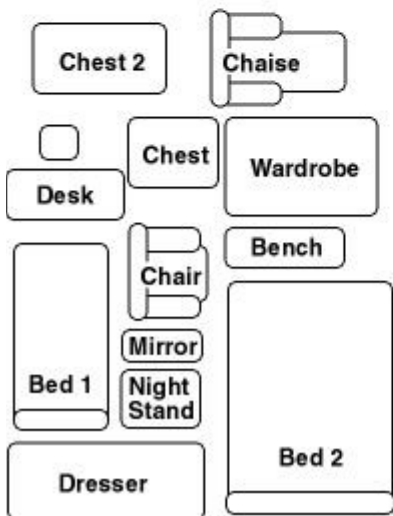
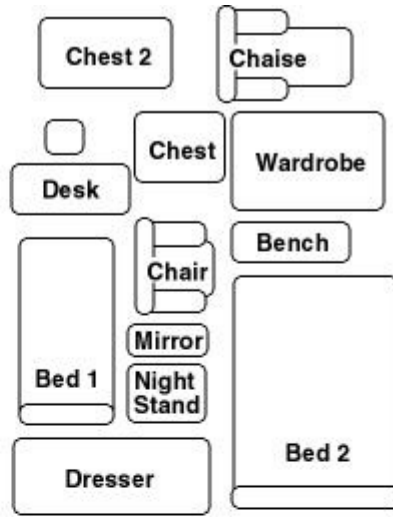
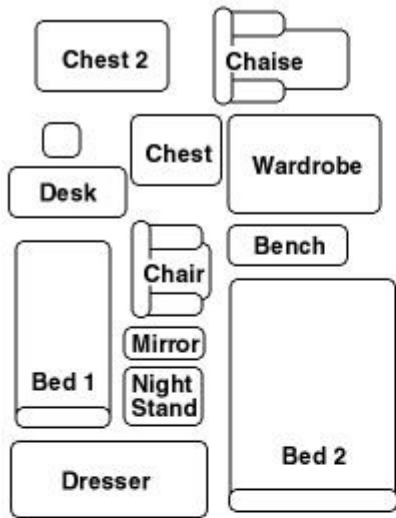
Sketch It Out:



Furniture Template

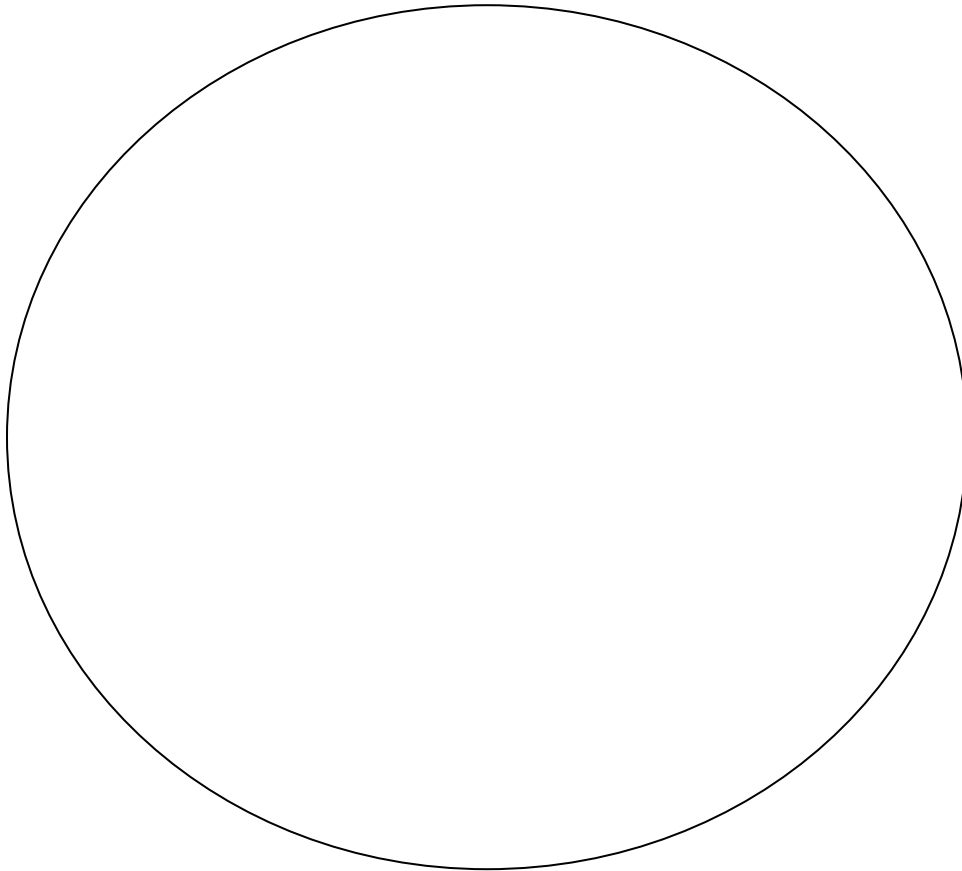


Furniture Template



Overview of Project Costs

Create a pie chart of the costs of the project. You will want to divide the items purchased into categories and document the percentage of the funds allocated to each. Make sure that you create titles and a legend for the graphic. Compare your cost allocations with other students in the class. Discuss how they were similar and how they were different and possible reasons for this difference.



My Favorites

Name of Website	URL	Brief Description

Credits and Acknowledgements

Read All About It!

Using the Newspaper in the GED Classroom

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