

WHAT IS IN THE NEWS?

Ages 4 to 7 (Level 1)

Description:	Learners will write their own newspaper reporting on COVID19 and designing the other sections
Age group:	4 - 7 year olds
Subjects:	Literacy, Mathematics, Art and Design, Physical Education
Total time required:	3 hours total over 6 days
Self-guided / Supervised activity:	High supervision by parents / guardians
Resources required:	Pens – Paper Access to a Newspaper

Learning outcomes:	<ul style="list-style-type: none"> -Use a combination of drawing and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. -Use a combination of drawing and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.
Topics/concepts covered and skills developed	<ul style="list-style-type: none"> -Newspapers and sections of a newspaper -Comic strip -Impact of Coronavirus lockdown on families -Creativity skills -Presentation and communication skills
Required previous learning:	- Understanding of the organization and basic features of print.
Inspiration:	None

Day	Time	Activity and Description
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2	30 - 40 minutes	<p>Activity 2: Learners will illustrate and “write” about the impact of COVID19 or the Coronavirus lockdown in their home.</p> <p>Learners will think about a few important questions:</p> <ol style="list-style-type: none"> 1) What does a normal day look like during the lockdown – what happens through the day and what do people at home do? How did a normal day look like before lockdown? 2) What is the mood of everyone at home? 3) What is everyone doing to make sure they protect themselves from COVID19? 4) What is nice about staying at home? <p>Learners will then illustrate a comic strip with a fun new day in their home!</p> <p>Prompts:</p> <ul style="list-style-type: none"> -The comic strip can be between 4 and 8 boxes long. -The boxes should depict the events of the day in the order in which they occur. -Learners will illustrate the characters for their comic strip (based on members of their home) and name them. will then write or trace or have the parent write a blurb beside the character of what he / she is thinking, saying, or feeling. <p>Literacy Extension: Learners can be challenged to:</p> <ul style="list-style-type: none"> -Include words between their boxes that organize ideas, including “First,” “Second,” “Then,” “At last,” etc. -Include one question that uses a question word (who, what, where, when, why, how) -Include one or two frequent prepositions (to, from, in, out, on, off, for, of, by, with) <p>Feedback and Reflection: Learners will present their comic strip to family members for feedback. Family feedback will include:</p> <ul style="list-style-type: none"> - What they loved about the comic strip? - What could be improved? <p>Learners will use the feedback to revise their comic strip</p>
3	40 minutes	<p>Learners will identify and write the season that they are in: Spring, Summer, Autumn or Winter</p> <p>Learners will illustrate the relevant weather with the associated icon of the sun, clouds, rain, snowflakes etc.</p> <p>Learners will write what that weather feels like: hot / cold / perfect</p>

		Learners will illustrate themselves with the appropriate clothes to wear for each weather and activities to do in the weather as illustrations e.g. a girl playing football in shorts etc.
4	20 minutes	<p>Learners will now think of a game that can be played at home with all the family members and explain the rules to their parent who will write it down as steps</p> <p>Example:</p> <ol style="list-style-type: none"> 1. I will sing a song 2. Everyone has to dance to it 3. When I stop singing, everyone has to freeze 4. Whoever does not freeze is out <p>Numeracy Extension:</p> <p>Learners will think about some of the games that are usually found in the newspapers, such as crosswords or sudokus, and that invite readers to have fun with math.</p> <p>Learners will be encouraged to do this with their readers!</p> <p>Think about a game where you are playing with missing numbers. For example, you can come up with a game like this:</p> <p>“Find the missing numbers in this strip: 5 __ 15 __ 30” or “How many ways are there to add up to 6?”</p> <p>You should make sure to attach an answer sheet to your game or games!</p>
5	20 minutes	<p>Learners will start designing their newspaper layout (a layout is how the texts, titles, and images are distributed in each page).</p> <p>Learners can use more than one sheet of paper for their newspaper. They can even paste together 3 or 4 sheets, to have a bigger space, such as real newspapers.</p> <p>You can encourage learners to play around with fun shapes to organize the information. For instance, each section can be laid out as a different shape (square, rectangle, triangle, pentagon etc.).</p> <p>Learners will think about the name of their newspaper and write this down</p> <p>Learners will design a feedback form for the readers of the newspaper.</p> <p>Prompts:</p> <ul style="list-style-type: none"> -The feedback form needs to include at least three questions. -Learners will need to give respondents some choices for answers.
	20 minutes	

		<p>-Reflect with the learners about the kind of questions that they would have to ask to know if someone understood their ideas and liked their newspapers.</p> <p>These are some of the questions that they may include:</p> <ol style="list-style-type: none"> 1. The drawings are nice 2. Everything is easy to understand 3. The game was fun <p>Responses are gathered as (Strongly Agree :D / Agree 😊 / Disagree ☹)</p>
6	10 minutes	Learners will share the completed newspaper with family members
	10 minutes	Learners will collect feedback on the survey
	10 minutes	Learners will reflect on the feedback. For this, learners can create a tally chart based on the feedback and identify what the readers liked the most, what the readers liked the least, etc.
Assessment Criteria:		<ul style="list-style-type: none"> - Clarity of thought - Level of originality of thinking - Quality of illustrations - Persistence in completing the task - Presentation of interesting content and structure

Ages 8 to 10 (Level 2)

Description:	Learners will write their own newspaper reporting on COVID19 and designing the other sections
Age group:	8 - 10 year olds
Subjects:	Literacy, Mathematics, Art and Design, Physical Education
Total time required:	5.5 hours total over 5 days
Self-guided / Supervised activity:	No supervision by parents / guardians
Resources required:	Pens – Paper Access to a Newspaper

Learning outcomes:	<ul style="list-style-type: none"> -Describe the connection between two individuals, events, ideas, or pieces of information in a text. -Write opinion pieces in which they introduce the topic, state an opinion, supply a reason for the opinion, and provide some sense of closure. -Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure - Illustrating and sharing basic messages through comics
Topics/concepts covered and skills developed	<ul style="list-style-type: none"> -Newspapers and sections of a newspaper -Structuring written material -Research and writing -Comic strip -Creativity skills -Presentation and communication skills
Required previous learning:	Exposure to newspapers and relevant sections
Inspiration:	None

Day	Time	Activity and Description
1	5 minutes	Motivation and presentation of the final product: Learners will look at an example of a newspaper and think about designing their own newspaper for their home. Learners will write all the above different sections of a newspaper and understand what is reported in each section.
	30 minutes	For their final product, learners will be able to choose to include at least three of these four sections: <ul style="list-style-type: none"> - News or Feature Story - Opinion/ Editorial - Weather

		Learners will think about the name of their newspaper and other <i>design features</i> , such as the <i>font</i> (or style of writing in which they want to write this) or the <i>logo</i> .
2	5 minutes 30 minutes 30 minutes - 1 hour	<p>Learners will write the opinion editorial or feature story for their newspaper.</p> <p>Prompts:</p> <ul style="list-style-type: none"> ● Learners will be able to choose between writing about “The impact of the COVID19 lockdown in their home” or another topic suggested by the educator (give them 2 or 3 options). ● Learners should consider the questions they want to answer about the topic and then gather the information. They can brainstorm and write down some questions using the “5 W’s and the H” (What, When, Why, Who, Where, and How). For instance, learners can explore their perspective towards a lockdown and how we can ensure everyone’s wellbeing and happiness. ● Learners will use different <i>sources of information</i> (newspaper, TV or radio news) to conduct research and pursue the answers to their questions. . ● They can discuss what has happened with family members. ● Learners will write down the “angle” or perspective that they want to share (e.g. can it be fun to be all locked at home, can this be a time to practice some skills?) ● Learners will develop an outline of their news story or editorial. Their outline should include: <ul style="list-style-type: none"> a. Their opinion about the subject or the angle of the story. b. One reason to support their opinion, and some information or facts to unpack those reasons. c. A conclusion ● To support their ideas, learners can <ul style="list-style-type: none"> a. Use quotes that are gathered from family members and remember to reference who said them. b. Include facts or data points that they found in their research. <p>Learners will share their outline with the family for feedback. Feedback may focus on: -Is there a clear “angle” in the story? or is there a clear opinion of the author?</p> <p>Learners will reflect on the feedback and think about possible changes they may want to make in their outline.</p>
3	30 minutes	<p>Activity 1. Learners will write the article (one or two paragraphs) based on the outline, research, and quotes.</p> <p>Learners need to remember the criteria of:</p> <ol style="list-style-type: none"> 1) Presenting an opinion or perspective 2) Providing enough details to make the article engaging for their readers

	<p>10 minutes</p> <p>30 minutes</p>	<p>Learners will think of a title for this piece and add an illustration or picture</p> <p>Activity 2. Learners will now design a comic strip. ;</p> <ol style="list-style-type: none"> 1. In order to do this they have to think of a character or characters and what they may be thinking, feeling, or saying about being home-bound. 2. Learners will talk to the individual family members to find out what they like and dislike about being home-bound. 3. Learners will think about illustrating in a funny way the reaction that they or any of their family members have to being home-bound. <p>Please find some inspirations below. The comic strip needs to be 1 – 3 boxes long</p>  
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		Learners revise the games to ensure that they are neither too difficult or too easy.												
5	20 minutes	<p>Learners will begin working on the weather strip – they will explore the weather conditions for a day and illustrate a weather strip that includes:</p> <ol style="list-style-type: none"> 1) Predicted temperature (if they are not able to measure it), 2) Suggested weather event (e.g. rain, sun, cloudy dusty etc.) based on their observation 3) A relevant explanation of the suggested weather event 4) An illustration of the weather condition <p>An example of a traditional weather strip for 4 days.</p> <table style="width: 100%; text-align: center;"> <tr> <td>Today</td> <td>Sat</td> <td>Sun</td> <td>Mon</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>91° 64°</td> <td>100° 66°</td> <td>97° 66°</td> <td>91° 66°</td> </tr> </table>	Today	Sat	Sun	Mon					91° 64°	100° 66°	97° 66°	91° 66°
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	20 minutes	Learners will stick and put together the completed sections in the larger newspaper template i.e. comic strip, weather strip, games and feature story and do relevant illustrations												
	20 minutes	<p>Learners will design a feedback form for the reader of their newspaper.</p> <p>Prompts:</p> <ul style="list-style-type: none"> -The feedback form needs to include between three and five questions. -Learners will need to give respondents some choices for answers. -Reflect with the learners about the kind of questions that they would have to ask to know if someone understood their ideas and liked their newspapers. <p>These are some of the questions that they may include:</p> <ul style="list-style-type: none"> - Does each of the articles convey necessary information?, - Is the news story is reported without any biases?, - Is the newspaper interesting to read and clear to understand? - Is the comic section is well illustrated - Is the game fun to play? 												
	20 minutes	Learners will share the completed newspaper with family members and ask them to complete the feedback form												
	30 minutes	Learners will represent the information with a tally chart												
	10 minutes	Learners will reflect on the feedback and think about changes they would do next time they produce a newspaper												

Assessment Criteria:	<ul style="list-style-type: none"> - Clarity of thought in the writing - Level of originality of thinking - Quality of illustrations - Persistence in completing the task - Presentation of interesting content and structure
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Ages 11 to 14 (Level 3)

Description:	Learners will write their own newspaper reporting on COVID19 and designing the other sections
Age group:	11 - 14 year olds
Subjects:	Literacy, Mathematics, Art and Design, Physical Education
Total time required:	5 hours total over 5 days
Self-guided / Supervised activity:	No supervision by parents / guardians
Resources required:	Pens – Paper Access to a Newspaper

Learning outcomes:	<ul style="list-style-type: none"> -Write opinion pieces on topics or texts, supporting a point of view with reasons and information. -Write informative/explanatory texts to examine a topic and convey ideas and information clearly. -With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. -Recall relevant information from experiences or gather relevant information from print and digital sources; take notes, paraphrase, and categorize information, and provide a list of sources
Topics/concept covered and skills developed	<ul style="list-style-type: none"> Newspapers and sections of a newspaper Conducting primary and secondary research Structuring written material Research and writing Comic strip Communication through comic Art and design skills Presentation and communication skills
Required previous learning:	Exposure to newspapers and relevant sections
Inspiration:	None

	<p>20 minutes</p> <p>5 minutes</p>	<p>Activity 2. Learners will start designing their newspaper’s layout (a layout is how the texts, titles, and images are distributed in each page).</p> <p>Learners can use more than one sheet of paper for their newspaper. They can even paste together 3 or 4 sheets, to have a bigger space, such as real newspapers.</p> <p>You can encourage learners to play around with fun shapes to organize the information. For instance, revise the concept of shapes by drawing each section can be laid out as a different shape (square, rectangle, triangle, pentagon etc.</p> <p>Learners will have to think about the number of words that they want or can fit in each section. For this, learners can revise the concept of perimeter (*) of the shapes when drawing out the different sections. For example, learners can draw a rectangle text box to write the news story in, then calculate the perimeter (sum of all the sides of the shape).</p> <p>Learners will think about the name of their newspaper and other design features, such as the font (or style of writing in which they want to write this) or the logo.</p>
2	5 minutes	<p>Learners will research and write the main news story.</p> <p>One example of a main story that learners might want to choose to report on is the ‘Lockdown due to COVID19.’</p> <p>Prompts:</p> <ul style="list-style-type: none"> ● Learners should consider the questions they want to answer about the topic and then gather the information. They can brainstorm and write down some questions using the “5 W’s and the H” (What, When, Why, Who, Where, and How). For instance, learners can explore their perspective towards a lockdown and how we can ensure everyone’s wellbeing and happiness. ● Learners will use different sources of ways of finding information (newspaper, TV or radio news) to conduct research and pursue the answers to their questions. by reading the newspaper, watching TV or listening to radio news. ● Learners will begin to gather the research from primary (first person) and secondary (second person) sources ● They can discuss their findings, insights, and ideas with family members. ● Learners will write down the “angle” or perspective that they want to share (e.g. can it be fun to be all locked at home, can this be a time to practice some skills?) ● Learners will develop an outline with the main points of their news story or editorial. They outline should include: <ol style="list-style-type: none"> a. Their opinion about the subject or the angle of the story.

30 minute		<ul style="list-style-type: none"> b. Two reasons to support their opinion, and some information or facts to unpack those reasons. c. A conclusion ● To support their ideas, learners can <ul style="list-style-type: none"> a. Use quotes that are gathered from family members and remember to reference who said them. b. Include facts or data points that they found in their research.
45 minutes – 1 hour		<p>Learners can begin writing the news story and they should keep in mind some important criteria or steps:</p> <ol style="list-style-type: none"> 1. The first paragraph should introduce the topic clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer’s purpose. . 2. The following paragraphs need to provide reasons that are supported by facts and details. 3. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition). 4. The writing needs to be clear, direct and simple. 5. Provide a concluding statement or section related to the opinion presented.
10 minutes		<p>Learners will title their story. The headlines need to be clear, to the point and capture attention.</p> <p>Learners will also draw or cut and stick a relevant picture with a headline</p> <p>Learners will share their draft news story with family members for feedback</p> <p>Family feedback will include:</p> <ul style="list-style-type: none"> ● What are some aspects or details that need clarification? ● What’s strong about the piece? ● One suggestion that would make it better <p>Learners will use the feedback to revise their news story</p>

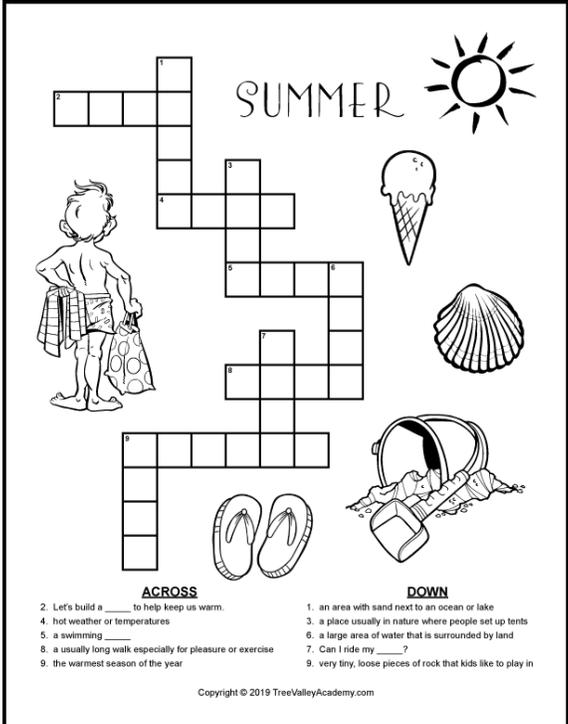
3
40
minutes

Learners will now design a comic strip.

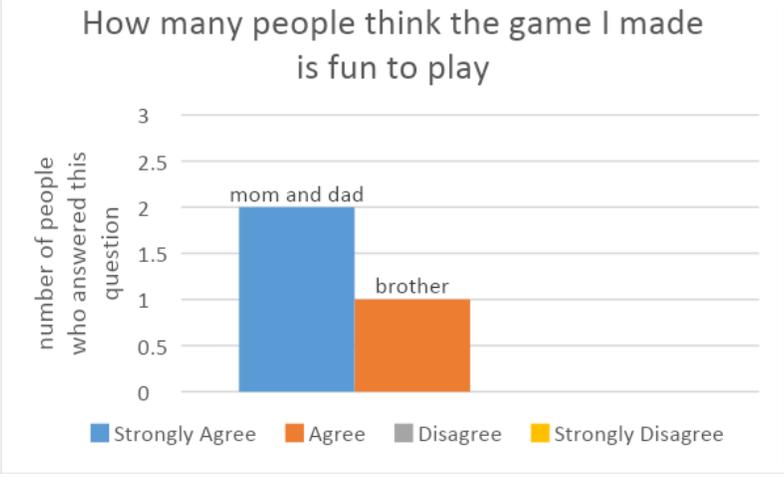
- In order to do this, they have to think of a character or characters and convey graphically what this character is thinking, feeling, or saying.
- Learners will talk individually to family members to find out what they like and dislike about being home-bound
- Learners will think about illustrating in a funny way the reaction that they or any of their family members have to being home-bound

Please find some inspirations below. The comic strip needs to be 3 to 4 boxes long with an incident that unfolds



5	45 minutes	<p>Learners will design 2 engaging games that they can play at home (with available resources) for the final section</p> <p>Idea 1: Design their own crossword as a fill in the blanks</p> <ul style="list-style-type: none"> - They can then think of a theme for the crossword fill in the blanks based on their favorite area, in which they know a lot e.g. football, music, Disney movies etc. - They will then think of 10 questions and answers e.g. 1) who is the captain of Real Madrid? 2) What is Ariana Grande’s most famous song? Etc. - Learners have to count the number of letters per answer and create empty boxes for each of them - The question key would be posed as: i) who is the President of USA? Answer is 5 letters - Learners will create a separate answer key written in another section of the newspaper <p>Illustrative example:</p>  <p>ACROSS</p> <ol style="list-style-type: none"> Let's build a _____ to help keep us warm. hot weather or temperatures a swimming _____ a usually long walk especially for pleasure or exercise the warmest season of the year <p>DOWN</p> <ol style="list-style-type: none"> an area with sand next to an ocean or lake a place usually in nature where people set up tents a large area of water that is surrounded by land Can I ride my _____? very tiny, loose pieces of rock that kids like to play in <p>Source: https://www.treevalleyacademy.com/summer-crossword-puzzles-for-kids/</p> <p>Idea 2: Design a spot the number pattern and fill in the missing number</p> <ul style="list-style-type: none"> - Learners will think of patterns with numbers e.g. 6 times table (6 – 12 – 18 – 24 etc.)
	20 minutes	

	10 minutes	<ul style="list-style-type: none"> - Learners will write down the pattern with one missing number and the reader has to guess the pattern and fill in the missing number - Learners will create a separate answer key written in another section of the newspaper <p>Learners will ask a family member to try out the games and observe whether the game is too easy or too difficult. Learners will revise the games where necessary to ensure they are neither too easy or too difficult</p>
	30 minutes	<p>Learners will stick and put together the completed sections in the larger newspaper template i.e. comic strip, weather strip, news story and feature story</p> <p>Learners will design a feedback form for the reader of their newspaper</p> <p>Prompts:</p> <ul style="list-style-type: none"> -The feedback form needs to include between three and five questions. -Learners will need to give respondents some choices for answers. -Reflect with the learners about the kind of questions that they would have to ask to know if someone understood their ideas and liked their newspapers. <p>These are some of the questions that they may include:</p> <ul style="list-style-type: none"> - Does each of the articles convey all necessary information?, - Is the news story reported without biases?, - Is the newspaper interesting to read and clear to understand? - Is the comic section funny? is well illustrated - Is the game fun to play?
	20 minutes	<p>Learners will share the completed newspaper with family members and ask the family members to complete the feedback form</p> <p>Learners will create a bar chart based on the feedback collected. Template:</p>

		<p style="text-align: center;">How many people think the game I made is fun to play</p>  <p>Learners will reflect on the feedback and think about changes for next time. For example, in my bar chart, it shows that everybody liked the game (they all said they either strongly agree or agree that the game was fun), but my brother liked the game a little less than my parents. Maybe I can add something to make it more fun for him!</p>
<p>Assessment Criteria:</p>	<ul style="list-style-type: none"> - Clarity of thought in the writing - Level of originality of thinking - Quality of illustrations - Persistence in completing the task - Presentation of interesting content and structure 	