



TERRY FOX Lesson Plan

Sharing his story with your students

Lesson: Elements of a Newspaper Article - Part 2

Learning Goal: Students will be able to create a newspaper article using the different elements of expository writing and appropriate word choice. Students will be able to organize their ideas effectively using the 5Ws model. They will be able to identify different elements of expository writing and explain how these elements affect the reader's reaction to the text. They will have a greater knowledge of Terry Fox, the Marathon of Hope and the upcoming Terry Fox Events in their community.

Materials/Media:

- Appendix A: The Five W's Graphic Organizer
- Appendix B: Newspaper Word Bank Brainstorm sheet
- Appendix C: Terry Fox Newspaper Article Planning sheet
- Elements of a Newspaper Article Assessment Rubric
- Reference to Terry Fox Media Centre ([click here](#))
- Selection of local newspapers / online new content

Instructions:

1. Distribute Appendix A: The 5Ws Graphic Organizer to students. Explore the Terry Fox Media Centre online and have students make note of how and what information is presented. Ask students to record information from the material given on to the graphic organizer. This information will be used as background information on Terry Fox and will be helpful in writing their upcoming newspaper article.
2. Hand out local newspapers or pull up a newspaper article on a computer and ask students to read different articles and jot down words that they feel are commonly used in newspaper articles onto the 'Newspaper Word Bank' sheet. Ask them to think about how these words give newspapers a specific tone/voice compared to that of magazines, novels or other forms of text. Once students have created their word bank, encourage students to incorporate some of these words into their final assignment.
3. Distribute Appendix C: Terry Fox Newspaper Article Planning sheet and introduce the topic for their newspaper article: Writing a newspaper article on the Terry Fox Event in your community or at your school.
4. Using the Terry Fox official website (www.terryfox.org), give students time on the computer to research this event and to collect the necessary information to write this article. Encourage students to record this new information on their 'The 5Ws Terry Fox' sheet.
5. Review the assessment rubric with the class before giving them time to work on the completion of their article. Once articles are complete and students are ready to hand them in, they should complete the question on the 'Final Assignment' sheet: Choose one element of newspaper articles you used and explain how this element will change the reader's reaction to your text.

Extension: Once articles are complete, students could present their information as a newscast. This could be done in front of the class, captured on video or created as a Podcast. These presentations could be shown to other classes in the school or at an assembly to help promote the event.

Assessment: Using the rubric provided, students will be assessed using the following criteria: Pre-Article Work, Use of Elements and Readers Reaction to the Text. As well, there are check boxes in the feedback section to help students understand where they could make improvements to their work.

OPTION: Since there are so many elements of newspaper articles, you might want to separate elements into requirements and criteria. The requirements (headlines, text, graphics, modular design, etc) will not be assessed, but are expected to be there.

Curriculum Expectations:

Writing

- Regularly use vivid and/or figurative language and innovative expressions in their writing.
- Write complex texts of a variety of lengths using a wide range of form.

Reading

- Analyse a variety of texts, including complex or difficult texts, and explain how the various elements in them contribute to meaning and influence the reader's reaction.

Appendix A: The Five W's Graphic Organizer

In the boxes below, organize the information you collected into the appropriate boxes. Some information might fit into many boxes.

Who?

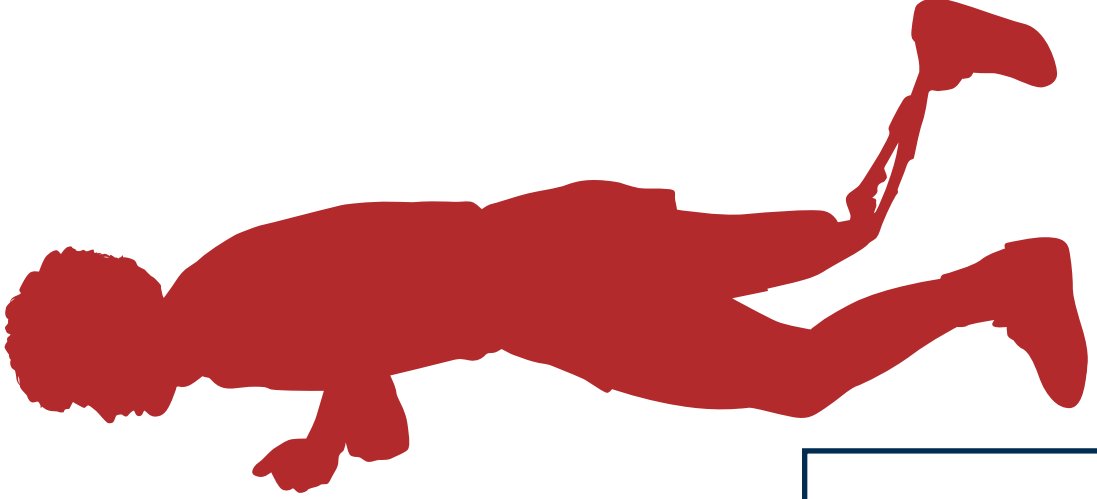
Where?

Why?

What?

When?

How?



Appendix B: Newspaper Word Bank Brainstorm

In the box below, write down words you feel are commonly used in newspaper articles and give that type of text a specific tone/voice compared to other media such as magazines, Internet, blogs, etc.

A large rectangular box with a red border, containing faint, light gray letters (A-Z) scattered across the page, serving as a brainstorming area.

Elements of a Newspaper Article Assessment Rubric

Criteria	Level 4	Level 3	Level 2	Level 1
Pre-Article Work Word Choice Writing Expectation 1.7	Consistently adds relevant newspaper vocabulary to article.	Adds relevant newspaper vocabulary to article.	Adds some relevant newspaper vocabulary to article.	Lacks relevant newspaper vocabulary to article.
Use of Elements Headline/ Subheading Form Writing Expectation 2.1	Includes all elements appropriate for their newspaper article. <ul style="list-style-type: none"> - Headline immediately grabs readers' attention - Subheading provides additional detail on the topic in a concise manner - Important content is clear and is found at the beginning of the article 	Includes most elements appropriate for their newspaper article. <ul style="list-style-type: none"> - Headline grabs readers' attention - Subheading provides additional detail on the topic in a somewhat concise manner - Important content is found at the beginning of the article 	Includes some elements appropriate for their newspaper article. <ul style="list-style-type: none"> - Headline somewhat grabs readers' attention - Subheading provides additional detail on the topic but is too short/long - Some important content is found at the beginning of the article 	Includes few appropriate for their newspaper article. <ul style="list-style-type: none"> - Headline does not grab readers' attention - Subheading does not provide additional detail on the topic - Important content is scattered throughout the article
Reader Reaction to the Text Analyzing Text Reading Expectation 1.7	Proficiently explained the elements contribution to the meaning and reaction of the text using complex ideas and connections to support them.	Effectively explained the elements contribution to the meaning and reaction of the text using complex ideas to support them.	Adequately explained the elements contribution to the meaning and reaction of the text using straightforward ideas to support them.	Struggled to explain the elements contribution to the meaning and reaction of the text using ideas to support them.
Feedback _____ Vocabulary needs to contain more newspaper appropriate words. _____ Article is missing elements which could improve overall organization of text. _____ Use more examples from the text to back up your reading response.				