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## Unit 1: News Basics

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### Unit Overview:

This unit is a brief overview of the basics of news, a summary of Units 3 and 4 in the Teaching Point materials *Middle School Journalism*. An understanding of the qualities of news, the elements of the news, and the news questions is the foundation upon which journalism rests. The advanced study of journalism in middle school rests on this foundation. The students will also review and practice traditional news writing and the various methods of news gathering, including the interview process.

### Lesson 1-1: Classroom Expectations/ Classroom Forms

#### Objectives:

- TLW describe the classroom procedures
- TLW describe how the Combination Note -making form works during classroom instruction
- TLW utilize a Frayer Model for Vocabulary instruction

#### Skills attained:

- Understanding of the relationship between established classroom procedures and a learning environment
- Acceptance of the need for a well ordered environment for learning

#### Topics:

Introduction of the teacher, introduction of the classroom procedures and expectations, presentation of Combination Note -making form

#### Motivation:

The first day of the class sets the tone for the days that follow. It is essential that the teacher is well prepared. The teacher should have the following procedures in place before the students arrive. Be prepared to spend a great deal of time reinforcing these basic expectations and procedures during the first several days of class and many hours of time will be saved in the following months. Procedures should be established for:

- Student physical placement: In their desks at all times?
- Student movement: How shall they seek permission to move? Raise hand? Approach teacher?
- Student leaving room: School pass procedures? Classroom log for signing out and signing in? Tardies?
- Student early dismissal
- Students without necessary materials? Pens, Paper

## Unit1 News Basics Daily Lesson Plans

### Procedure:

- Write the name of the course and your name on the blackboard or overhead.
- Welcome students to the course and make sure students are in the correct class, if they are not, then help them find the correct room.
- Present your classroom expectations on the board or overhead. If you have a written copy, distribute them to the students.
  - It is a good idea to have your procedures and expectations posted in the classroom.
- Write the words *Bell Work* on the overhead or blackboard. Ask the following:
  - Does anyone know what Bell Work means?
  - Wait for responses, then clarify if necessary:

*Bell Work refers to work that you will begin to work on as soon as you come into the classroom. You should begin to write in your notebooks or on the handouts as directed. Once we have reviewed the Copy Editing symbols we will begin copy editing or correcting two sentences each day for our Bell Work.*

- Direct students to the Combination Note -making form in their Student Activity book (pg.5), or PowerPoint for Unit 1, or the beginning of the Class Notes for Unit 1. Explain to students that they will use this format to take notes throughout the entire course. (If the teacher is not able to print individual copies of the form, students can also be directed to draw the form in their notebooks.) Explain each part of the Combination Note -making form as follows.
- Informal Outline:
  - Take notes in this section first
  - Write your notes in whatever style you are comfortable with
  - You can use traditional Outline form with Roman numerals and letters
    - Example: I. Main Topic
      - A.
        - 1.
          - a.
      - Or any format of your own choosing as long as you understand the information that follows a main topic is an explanation of it, usually signified by an indentation
    - If you need more room, use the back side of the form, or another page.
  - Graphic Representation:
    - Complete this section at the same time as you are taking notes, or after you are finished. It is probably easier to draw the graphic elements at the same time as you are taking the notes
    - These graphic representations should be symbols, drawings, or figures that will help you remember the information contained in the notes
    - Think of these as visual cues for those who are visual learners

## Unit1 News Basics Daily Lesson Plans

- Summary:
  - This section is completed after the other two sections. In one or two sentences how would you summarize what you have learned? Think of this as how you would explain the information or lesson of the day to a younger brother or sister. Be complete, to the point, but make it very simple and easy to understand as well.
  - Writing this may seem like a repetition, and it may well be. Repeating things is often a good step towards remembering them.
- Direct students to the Frayer Model for Vocabulary Study located on pg. 7 of the Student Activity Book, on PowerPoint for Unit 1, or Class Notes 1:1. Inform students that they will be using this format for the study of vocabulary this semester. This form will help them review vocabulary as well as learn new vocabulary specific to the advanced study of journalism in middle school.
- Distribute blank copies of the Frayer Model for Vocabulary form or direct students to draw the form in their notebooks.
  - Write the word EXPECTATION in the center circle of the form
  - Direct students to the Characteristics section of the form. Remind them these are given by the teacher. Give the following to the students:
    - Something desired or wanted
    - A desired action or behavior as in, “This is what I want from you or I expect you to listen when I am talking”
    - It is very common to expect things from others based on what we have received from them in the past, example: “My grandma always gave me cookies, so I expect she will give me some when I go there again.”
  - Have students work in pairs or alone on their own definition of the word and a sketch or drawing to go along with the definition in the Definition section of the form
  - Examples: As a whole class list examples of expectations (This would be a great time to reinforce any school-wide expectations or rules)
    - Walk in the hallways
    - Walk on the right side of the stairwells
    - Do not yell in the classroom
    - Always have a pass when leaving the classroom
  - Non-Examples: These should be close to the examples, but not quite correct. Students will offer wild non-examples such as a light bulb which the teacher should discourage. The closer a non-example is to the example, the more precise the definition a student will recall
    - Speak nice things to each other in the hallways
    - Help other students carry their books
    - Don’t ask for a pass if it will bother the teacher or other students (these are all far above expectations of minimally acceptable behavior and would be things we would LOVE to see in students but not EXPECT to see