

Act it Out

Prior to reading, write high-frequency words and/or the article's dictionary words on flash cards. Have students choose a card and pantomime the word on it for the class to guess.

Become an Expert

Assign each student one of the following: *who, what, when where, why, how*. Tell each student that they will read the article, paying close attention to any information that answers their assigned category. For example, the "when" representative would look for dates or times. The "who" representative would be focused on the people in the story.

Then, write a phrase or sentence that gives the answer.

Bingo

Have students write the required words from the curriculum key on the abridged Bingo card that we provide. The teacher then calls out the definitions (or for ELL, the translations) and the class plays a short version of Bingo. Then read the article.

Worksheet: Bingo Card attached

Building Sight Vocabulary

Write the article's required vocabulary words on the board. Have each student keep a "My Book of Words" notebook in which they write the words. Have them ask other students to give them the definitions. Encourage students to provide illustrations for each word, or alternatively cut out pictures from magazines or newspapers that represent each word.

Choose a Category

Choose a category of description (e.g., *the shape of things*) and ask students to give examples aloud (e.g., *square, round*). Use the terms aloud in simple sentences. Then, ask students to read the article, looking for things that would fit into the different examples.

Worksheet: Choose a Category [attached]

Compound Word Practice

List compound words from the article and have students divide them by circling each part of the word. Then, have students identify the words while reading the article.

Describe A Person

Each student writes a (complimentary) descriptive phrase about someone in the class. Students then read the description aloud and the other students guess who they've described. List the descriptive words/phrases on the board.

Students then read the article, and identify all people in the article. What kinds of words did the article use to describe these people?

Students can keep an ongoing notebook of descriptors.

Dialogue Journal

Introduce the topic of the article through a dialogue journal entry. Teacher writes the following entry into each student's journal: "Today's article is about _____ [*Fill in the article topic*].

Instruct students to write and illustrate three English words that relate to the article's topic. Have students look for their words in the article as they read. Afterward teacher writes a response to the student's journal entry . . .

Guess What's Next?

Write the first sentence or two of the article on the board. Ask students to read the sentences aloud. Then, ask them to predict (aloud and/or in writing) what will happen next or how the article will end. If desired, act out their predictions. Then, read the remainder of the article. Whose predictions were closest?

Worksheet: Guess what's Next attached

Mix and Match

Divide a news article by sentences or paragraphs. Give one section to a student or pair of students. Have each student or pair read aloud their section, one by one. Then, after each section has been read aloud, ask students to put themselves into the correct order so that the news story makes sense (i.e., who has the first paragraph, the second, the last)? How can we tell? Is there more than one "correct" sequence?

Order Up!

Select words from the article and write each word on a sheet of paper. Give each student a word. Have students arrange themselves so that the words are listed in alphabetical order. Alternatively, students can do this as an individual activity. List the required vocabulary on the board. Ask student to write them down in alphabetical order.

Worksheet: Order Up! attached

Searching

Teacher recites the definitions (or translations for ELL) of the required (and, if desired, recommended) words to the whole class. Students can write the definitions on the student worksheet. They then try to guess the words and fill in the ones they know. Then they read the article. If any words are not correctly guessed, the teacher instructs students to search the article for a word that would match the definition she gave. Or, if other words in the article fit the definition than were guessed, those should be filled in.

Worksheet: Searching attached

Speak and Listen

Record the students' reading of the required words from the curriculum key or the first few sentences of the article. Listen to the tape with the students, noting any problem areas. Allow the student to try reading the same passage at a later date to see improvement.

Speak and Listen 2

Record the required vocabulary words ahead of time and have students listen to and then repeat them. Ask students to then find the printed words in the article.

Trade Books

If you have access to leveled trade books in your library, these can be used to develop prior knowledge for daily news articles. Students can use the pictures to identify important content connected to the article. Have ELL students read and discuss the book with a partner.

Word Variety

Write the article's required words from the curriculum key on the board. Have each student take a different word. Ask them to come up with as many forms of the word and use those in different sentences—orally and/or in writing. Then, have students look for the words in the article to see the way(s) they were used.

Worksheet: Word Variety attached

Student name: _____ Teacher Name: _____
Class: _____ Date: _____

Student Worksheet
Guess What's Next

Write the first one or two sentences from the news story:

What do you think will happen next?

Were you right? Yes No

Student name: _____ Teacher Name: _____
Class: _____ Date: _____

Student Worksheet
Order Up!

Write the words listed on the board.

Re-write the words so they are in alphabetical order.

Student name: _____ Teacher Name: _____
Class: _____ Date: _____

Student Worksheet
Guess What's Next

Write the first one or two sentences from the news story:

What do you think will happen next?

Were you right? Yes No

Student name: _____ Teacher Name: _____
Class: _____ Date: _____

Student Worksheet
Choosing a Category

Category: _____

Examples of the Category	Examples from the Article

Student name: _____ Teacher Name: _____
Class: _____ Date: _____

Student Worksheet
Bingo Card
