

The Teacher's Guide to **Kid Scoop News®**



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What is Kid Scoop News?

Kid Scoop News helps teachers to support key reading skills in a fun and interactive way! A dynamic monthly publication, **Kid Scoop News** presents high interest topics with colourful illustrations, charts, diagrams and activities that motivate and excite young learners. Thematic topics cover a wide range of interests and cover multiple content areas while extensions lead children to other sections of the newspaper and community newspapers. Students “learn to read” as they “read to learn,” using an authentic resource to practice skills and strategies.

Kid Scoop News can be used as part of your literacy strategies enabling all students to become powerful and successful readers—the earlier, the better. Research demonstrates that when children become good readers in their early years, they are more likely to remain better learners throughout their school years.

The National Reading Panel issued a report in 2000 identifying five key skills central to reading achievement:

- Phonemic awareness
- Phonics
- Fluency
- Vocabulary
- Text comprehension

Kid Scoop News Directly Supports: The recommendations of the National Reading Panel

Kid Scoop supports the five key skills central to reading achievement by integrating them into the activities and expository text of thematic units:

1. **Phonemic awareness** is the ability to hear, identify and use individual sounds – *phonemes* – in **spoken** words. Phonemic awareness improves children’s reading of words and reading comprehension and helps them learn to spell. **Kid Scoop News** helps develop phonemic awareness by having children use alphabet letters in activities such as:
 - blending phonemes to form words
 - segmenting words into parts and deleting or adding phonemes to form new words

Teachers can use **Kid Scoop News** to present individual letters and their sounds, or as a resource to create word games inspired by the current edition’s theme. Students can explore the words on a page to identify chunks of sounds – or sort words into categories based on sound. With **Kid Scoop News** teachers don’t need to prepare copies – each copy is a consumable resource that can be cut up or written on, thus a perfect vehicle for interactive instruction.

2. **Phonics** help children learn the relationship between the letters of **written** language and the sounds of **spoken** language. A strong foundation in phonics leads to an understanding of the alphabetic principle – the predictable relationships between written letters and spoken sounds.

Kid Scoop News provides opportunities for children to apply their knowledge about letters and sounds to the reading of words, sentences and short stories. This continued practice improves children's word recognition, spelling and reading comprehension. Teachers can use *Kid Scoop News* stories to practice decoding skills or a variety of phonics lessons including blending, digraphs, forming plurals, and reading base words and affixes.

3. **Fluency** is the ability to read text accurately and quickly. Fluency frees students to understand what they read. Using *Kid Scoop News*, teachers model fluent reading for students and have students read orally in various ways: independently, in pairs, in small groups or as in Readers' Theater. Offering high interest stories and expository text, *Kid Scoop News* helps motivate students to set goals for improved reading fluency.

4. **Reading vocabulary** refers to words used to communicate effectively. Beginning readers must know the meaning of words before they can understand what they are reading. *Kid Scoop News* helps develop vocabulary **indirectly** when students engage in oral discussion about information presented in each page and **directly** when teachers explicitly present individual words presented with each current edition's theme. *Double Double Word Search* puzzles provide additional practice in reading and spelling the vocabulary words introduced in that week's theme.

5. **Comprehension** is the reason for reading. Good readers have a purpose for reading and think actively as they read. *Kid Scoop News* supports development of comprehension in a variety of ways including:

- having students read to gather information about the current edition's theme
- presenting information about how to complete a task that requires multiple steps
- directing students to use the newspaper to extend learning and understand its layout
- asking students to make sense of what they read by responding to prompts
- providing students with a weekly writing prompt that explores a topic related to the reading
- requiring students to understand directions for activities across content areas including math, science, social studies, history, health and art Teachers can use *Kid Scoop News* to teach skills in preview and review, skim and scan, summarizing, identifying main idea and supporting details, problem and solution, or simply to gain new information about an interesting topic.





Kid Scoop and Standards

Kid Scoop News supports standards-based instruction and positively impacts student achievement. Each activity is linked to a particular content area and standard. Students can preview or review standards depending on their grade level. While the topic and activity on the page may be different from what a teacher is teaching *right now*, students are provided an opportunity to work with new vocabulary and practice skills in context.

Research supports the importance of revisiting learning through multiple exposures. *Kid Scoop News* offers access to preview and repeat lessons, thereby promoting greater retention.

Suggestions for Classroom Management

On the first day of delivery, take a few minutes with your students to get to know the newspaper. Introduce components like the sections, page arrangement and features. Introduce newspaper vocabulary (see appendix).

- Staple the top left corner of the *Kid Scoop News* section to prevent loose pages from falling. For younger students, place three or four staples down the left side of a section so it resembles a book that can be more easily handled.
- Have students write their names on the cover of *Kid Scoop News* if they will be using the newspaper for homework or more than one time during the week. This encourages ownership and better care.
- Each newspaper day, allow a few minutes for browsing *Kid Scoop News* before beginning.
- Keep lesson plans simple. Consider the skills your students are currently learning (e.g. using maps, persuasive writing, parts of speech) and then find ways to use *Kid Scoop News* to teach these skills.
- Allow a few minutes at the end of class for students to get their copies in order. This is important if several classes are sharing the newspaper.
- If you are not going to use *Kid Scoop News* in the classroom or find that your curriculum load is too heavy at certain times – send *Kid Scoop News* home with the student to work on at their leisure. Encourage them to engage their parents with some of the activities. *Kid Scoop News* is an excellent tool for families where English is a second language. Students can work with their families to help them get more familiar with the English language.
- Store unused sections of the newspaper in a grocery bag with a lesson plan stapled to the outside for substitute teachers to use.

Kid Scoop News Lesson Plan



Introducing Kid Scoop News

- Have a “scavenger hunt” of the **Kid Scoop News** identifying different parts including main story, *Double Double Word Search*, vocabulary words, activities or any unique features of the current edition.
- Create a 3-column “T-chart” to identify new vocabulary. Label columns: Vocabulary Word, What I Think it Means, What it Actually Means. As students read, fill in the chart. Identify the meaning through context clues or use a dictionary. Hint: vocabulary words used in each week’s **Kid Scoop News** are identified in the *Double Double Word Search* puzzle. Use this for an easy reference.
- Write the five W’s – *who, what, when, where* and *why* – on the board. As you read the feature article, place information in the correct categories.
- Create a list of review questions in advance to use as comprehension checks after the class has read the feature story.

Universal Access

In order to provide “universal access” for all students (including English learners and students with disabilities) to the content presented in **Kid Scoop News**, it is recommended that teachers:

- Preview passages before reading to identify background information that may be necessary to access the content.
- Identify how this month’s current edition activities can support current vocabulary, word analysis or reading comprehension skills.
- Review potentially challenging vocabulary words to familiarize students with new language or idiomatic phrases.

Activities

- **Kid Scoop News Theme Story:** Use reciprocal teaching strategies to review the feature story paragraph by paragraph. Provide students with a small sheet of paper to cover all but the paragraph you are reading. After reading a paragraph, have students summarize the main idea and identify details. If applicable, ask students to predict what might happen in the next paragraph. Clarify vocabulary or tricky phrases. Ask students if they need further explanation of any parts just read. Finally, ask questions after each paragraph to check for understanding.

- **Summarizing:** After reading the *Kid Scoop News* Feature Story, write a three-sentence summary of the theme: one sentence from the beginning identifying the most important *who* or *what* and two sentences telling about that most important *who* or *what*.
- **Review** any activities that accompany the theme story. Have students carefully read directions before proceeding. Set a timer for activities to keep students focused.
- **Fluency check:** After reading the theme story, tell students to reread the passage out loud (in a low voice) as fast as they can in one minute using a timer. After one minute, students should circle the last word read. Students read the passage again each day that week using the one-minute timer for pacing and to increase fluency. For homework, students have their parents time them to see if they can pass their one-minute mark.

Teaching with Kid Scoop News

Reciprocal Teaching: To improve reading comprehension, interact with the content, using strategies of *reciprocal teaching*. In reciprocal teaching, instructors *model and explicitly teach* four strategies until students are able to use them independently when reading in any content area. These strategies, applied repeatedly after students read a single paragraph or part of a selection, include:

1. **Summarizing:** identifying the main ideas and most important details of the paragraph or passage just read.
2. **Predicting:** Based on what students have read so far, what predictions can they make about what will happen in remaining paragraphs?
3. **Clarifying:** Identifying vocabulary, terms, phrases or concepts that are confusing or unclear to readers.
4. **Questioning:** Asking direct questions about ideas presented in a paragraph or sentence.



Vocabulary Development with Kid Scoop News

Word Work: Distribute highlighters for word work. Depending on your grade level standards, students use the highlighter to identify:

- Compound words
- Base words
- Prefixes or suffixes
- Parts of speech, including singular or plural nouns, proper nouns, verbs, adverbs, prepositional phrases
- Two-syllable or multi-syllable words
- Words that have antonyms or synonyms
- Multiple meaning words
- Word “chunks” such as *-ight*, *-ild*, *-old*, *-ing*
- Short or long vowels
- Greek or Latin roots
- Idiomatic phrases
- Figurative language: e.g. onomatopoeia, alliteration, metaphors, similes

Double Word Search

Activities: (Hint: Assign five minutes to students to complete word search. Use a timer to keep students focused. Then give them another five minutes to find and circle each of the words in other parts of the *Kid Scoop News*.)

In addition to assigning the word search, consider extending vocabulary work by having students:

- Put words in alphabetic order.
- Divide words into syllables.
- Sort words by number of syllables or long or short vowel sounds.
- Quiz each other to spell words correctly.
- Create definitions for each word, using the in the context in which they've been used in the *Kid Scoop News text* as clues to the meanings. Compare these with dictionary definitions.

Extending Lessons with *Kid Scoop News*

To take full advantage the entire newspaper as part of the lesson, direct students to the *Lesson Idea* at the end of the paper.

1. This *Kid Scoop News* activity often directs students to other sections of the newspaper or provides ideas for writing. Always read directions with students.
2. Check for understanding.
3. To keep students on task, use a timer or set a time limit.
4. Direct students who finish early to help others. Or pre-assign teams of two, pairing more capable students with those needing more support.
5. To hold students accountable for their learning, ask them to turn in a final product. Writing assignments can be refined through the writing process.

Family Involvement

Kid Scoop News and Newspaper in Education activities are an excellent resource linking school to home. Many families, especially those in which English is not the primary language, lack resources to support language acquisition. Therefore, homework assignments should be designed so all families can participate.

Homework Activities

1. Have parents help children with Word Work activities:
 - **Contractions** - Next to each contraction, write the letters that have been left out by the formation of the contraction.
 - **Compound words** – Draw a line between the words that make up the compound word.
 - **Grammar** – Find common nouns, proper nouns and verbs. Sort them on a piece of paper divided into three sections.
 - **Syllables** - Find examples of two- and three- syllable words; draw lines to separate the syllables in each word.
 - **Affixes** – Identify words with prefixes and suffixes. Sort into two columns using a “T” chart.



2. As students read something from a newspaper, have them list new, unusual or interesting words they find. How can they figure out their meanings? Students pick some of the words as a catalyst to write about something that happened to them, after which they read their accounts out loud to their families.
3. Students read the feature story two times. Then they read it to someone in the family to practice fluency. A family member times the student to see how far he or she can read in one minute. The student reads the same passage for three nights to try to continually beat his best time.
4. Students locate and circle words that begin with as many different letters from A to Z as they can find on the ***Kid Scoop News*** page. They cut out the words and put them in alphabetical order.
5. Students complete the activities on the ***Kid Scoop News*** page with family for homework.



Appendix

Newspaper Terms Glossary

Assignment – A story a reporter is assigned to cover.

By-line – The name of the reporter or writer who wrote the story.

Circulation – The total number of copies of the newspaper delivered to subscribers each day.

Copy – Stories, pictures and other materials ready to be published in a single day.

Copy Editor – The person who edits or corrects stories written by reporters; the same person may also produce headlines.

Cut – A newspaper photograph or illustration.

Cutline – A few lines of written information explaining the photograph or illustration.

Dateline – A dateline is not a date. At the beginning of a story, a line identifying where the event took place.

Deadline – Time by which all stories and copy must be submitted for publishing.

Dummy – A layout of a page, showing where headlines, pictures, stories, ads and diagrams will be placed.

Ear – Information placed on either side of the front page, usually in a box.

Edition – A particular issue run for a day.

Editorial – Opinions written by the owner, publisher or editor of the newspaper on some current event.

Five W's – *Who, what, when, where* and *why* (sometimes "H" for *how* is added); In a newspaper story, these questions are usually answered in the first two paragraphs.

Flag – The title of the newspaper appearing on the first page; e.g., *The San Francisco Chronicle* or *New York Times*.

Headline or Banner – A large heading running across the width of the front page that provides a summary of the main point in the article.

Index – The alphabetical list and numbered location of each section of the newspaper.

Inverted Pyramid – A method of writing by reporters who address pieces of the story in a particular order of importance.

Jump Line – At the end of a column, the jump line tells the page number on which its story is continued.

Lead – The first few sentences of a news story which usually contain the main facts of the five W's.

Lead Story – The story that explains the headline, the most important story of the day on the front page.

Op-Ed Page – Means "opposite the editorial page;" where reader opinions, letters to the editor, articles by columnists and other features are published.

Publisher – The chief officer or executive of the newspaper.

Syndicated Features – Stories or materials (such as puzzles, advice columnists, comics, TV shows) provided to newspapers by nationally syndicated news organizations.

Typo – a mistake – or typographical error – in a story usually in spelling or grammar.

Wire Service – News service that supplies national and international news such as United Press International (UPI), Associated Press (AP), *New York Times*, etc.

