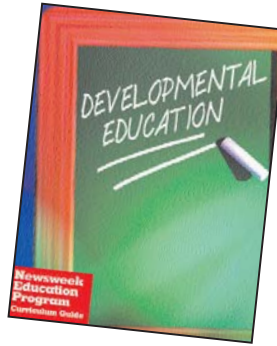


Developmental Education

Using NEWSWEEK in Developmental Classrooms To Improve Students' Skills



Newsweek Education Program Curriculum Guide Sampler

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Thousands of classrooms reap the benefits of using the NEWSWEEK Education Program

- Students become involved as citizens in current issues
- Teachers enjoy FREE maps and resources, as well as a weekly teachers guide filled with classroom activities
- Classrooms become more productive, creative and exciting
- NEWSWEEK materials help everyone meet and surpass new standards in English and Social Studies



Note: This sampler is based on the full, 48-page NEWSWEEK Education Program Developmental Education Curriculum Guide. It contains samples illustrating a few of the many ways the resource can be used in the developmental education classroom.

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Developmental Education

FAST FACTS

WHAT

- A NEWSWEEK Education Program curriculum guidebook to help teachers use NEWSWEEK most effectively in Developmental Education classrooms
- The full 48-page resource will feature more than 20 activity sheets, plus NEWSWEEK articles useful to Developmental Education students
- Activities can be used in conjunction with each week's issue of NEWSWEEK

WHO

Students in the following classes/programs:

- English as a Second Language
- Developmental English
- English for Speakers of Other Languages
- Adult Literacy
- Writing

HOW

Skills:

- Reading
- Analysis
- Writing
- Study Skills
- Vocabulary Development

USE IT!

Some suggestions:

- Help students focus on non-cognitive issues that affect their academic success, such as stress, anxieties, concentration and lifestyle options.
- Use articles and activities to improve students' reading comprehension skills, so that they can apply what they learn to other subject areas.

Improve Your Study Habits

An effective way to teach your dog to sit is to offer her a treat each time you say “Sit.” The repeated pairing of the treat and the command results in the desired behavior. Psychologists call it a conditioned response. You can use this same principle to enhance your ability to concentrate on reading. Think about all the places in which you study. Analyze the lighting, movement in the area, noise levels and comfort levels.

Complete the “Study Environment Analysis” at this Virginia Tech Web site: <http://www.ucc.vt.edu/stdysk/studydis.html>. It will help you compare three of your study spots to find which works best. As you complete the analysis, think about the following:

Lighting: Two 100-watt incandescent light bulbs or a double-tube fluorescent light provide about 2,500 lumens of light—the optimal amount. A single fluorescent tube will flicker and create eyestrain. Glare from unshielded light will tire your eyes and make it difficult to concentrate.

Noise: The amount of background noise is an individual preference. Some students cannot study without noise in the background, but be honest with yourself about whether it distracts.

Movement: Notice how much movement will be in your view. If you are glancing up at people, cars or some other movement, your concentration will be broken.

Comfort: The temperature in your work spot should allow you to be comfortable: not too cold, nor too hot. Look for a chair that keeps you sitting straight up. Avoid the temptation of studying in bed because your body associates your bed with sleeping.

Settle in the best spot for you—at home, on campus, or in a library. For at least four weeks, consistently return to this spot and do nothing else at the spot except study. Don't nap, socialize, or daydream. Sit in the same spot; face the same direction. (This could be a problem trying to explain to someone in the library why they have to move out of “your” chair—but do your best to replicate the exact same study spot each time.) You want your study spot to become the cue for concentrating and studying. You will sit and immediately start to concentrate.

About how long have you used this location exclusively for studying?

How did you decide to pick this spot?

Describe the physical aspects of the spot you have chosen in detail.

Lighting:

Noise:

Movement:

Comfort:

What have you noticed about your ability to concentrate as you returned to this spot?

Write a one-page detailed analysis of your study spot and why it works best for you.

Dialogue with the Author

Do you ever sometimes “zone out” when you read? You mechanically look at the words and turn the pages, but suddenly realize you have not really been focusing. You can stay engaged in your reading and make reading an active process by creating a detailed mental image of the author. Make reading more like a conversation by imagining the author. Naturally, words on a page don’t magically write themselves—someone has spent considerable time writing the text. Your goal is to make reading more than a one-directional activity.

Choose any full-length article in NEWSWEEK. Brainstorm and write down as many characteristics, qualities, and personal facts as possible about the author. How do you get clues about the author? The name might give you an idea (but not definite proof) of the author’s gender and ethnicity. Check the NEWSWEEK Web site to see if you can

find some biographical information about or a photograph of the author. Or, conduct a Web search on a site such as Google.com.

Once you have learned as much as you can, start adding details that personalize the author. Accuracy is not as important as creating a vivid mental image of the author. The idea is to see the author as a living, breathing human behind the text with whom you can have a dialogue, thus making reading a more active process.

When you get stuck on an idea, picture the author sitting across the table from you and ask him or her to clarify the passage. If you disagree with what you are reading, have a mental discussion with the author. If you are having trouble applying what you are reading, question the author about possible connections.

Title of article:

Author’s name:

Gender:

Age:

Marital Status:

Educational background, including names of institutions:

Ethnicity:

Where does the author live?

How many children?

Types of pets, if any:

How does the author dress (i.e., conservative, trendy, flashy)?

Where does the author prefer to write?

Why did the author choose to write this article?

What writing habits does the author have?

How long has the author been writing?

What other images do you have of the author?

Patterns in Reading

Many readers waste time wandering through textbooks and articles, unaware of the ways many writers arrange their ideas into paragraphs, chapters and articles.

By using three colors—orange, pink and yellow (OPY)—to highlight your textbooks, you will be able to recognize the writing patterns. Your comprehension and retention of information will improve. When you mix pink and yellow, you get orange. When you combine supporting details and main ideas, you get the thesis or main message.

Marking the thesis, main ideas and supporting details with pencil or pen is helpful, but marking these levels of specificity with different colors is even more helpful:

- When you are reading, you will be more mentally active and thus retain what you read.
- When you are participating in a class discussion, you can quickly find the information you need.
- When you are reviewing for a test, you can determine which ideas need most of your review time.

It is important to use the colors consistently, especially when you are just trying out the system. While it may seem as if the reading will take much longer, just remember the joke about the airplane pilot who announces to passengers that there is good news and bad news. “The good news is we are making record time. The bad news is we’re lost.” You must decide if your priority is to simply read faster or read with understanding.

Orange: Use for the thesis statement—the single overall message that the author is trying to convey. It may be stated at the beginning, restated at the end and sometimes partly stated throughout the article. In some writing the thesis is implied and never directly stated.

Pink: Use for the main ideas of each section or paragraph. The main ideas lead to and support the thesis that the author is trying to communicate.

Yellow: Use for the key parts of the supporting details. Main ideas are explained and supported by the supporting details. They are more specific than the main ideas and thesis.

No color: Specific details are the most detailed sentences. They help to further explain the supporting details and main ideas.

Let’s start with words first. How would you arrange each of the following sets of scrambled words in descending order, from most general to most specific? The first one is done for you.

Set A—Mustang 5.0, red, Ford, transportation, car,

Set B—career, doctor, employment, oncologist, medicine,

Set C—computer, 600M, Dell, laptop, PC

Set D—house, 4-bedroom, white, Colonial, shelter

Set E—media, newspaper, daily, print, Washington Post

Note: In some cases, the order of specificity can vary among the same items. For example, one person might be hungry, decide he wants to go to McDonald’s, and then order a hamburger. Another person might be hungry, decide he wants a hamburger, and then choose to go to McDonald’s for it. The exact hierarchy is not as important as the logical connections among the items.

	Set A	Set B	Set C	Set D	Set E
More General	transportation				
	car				
	Ford				
	Mustang 5.0				
More Specific	red				

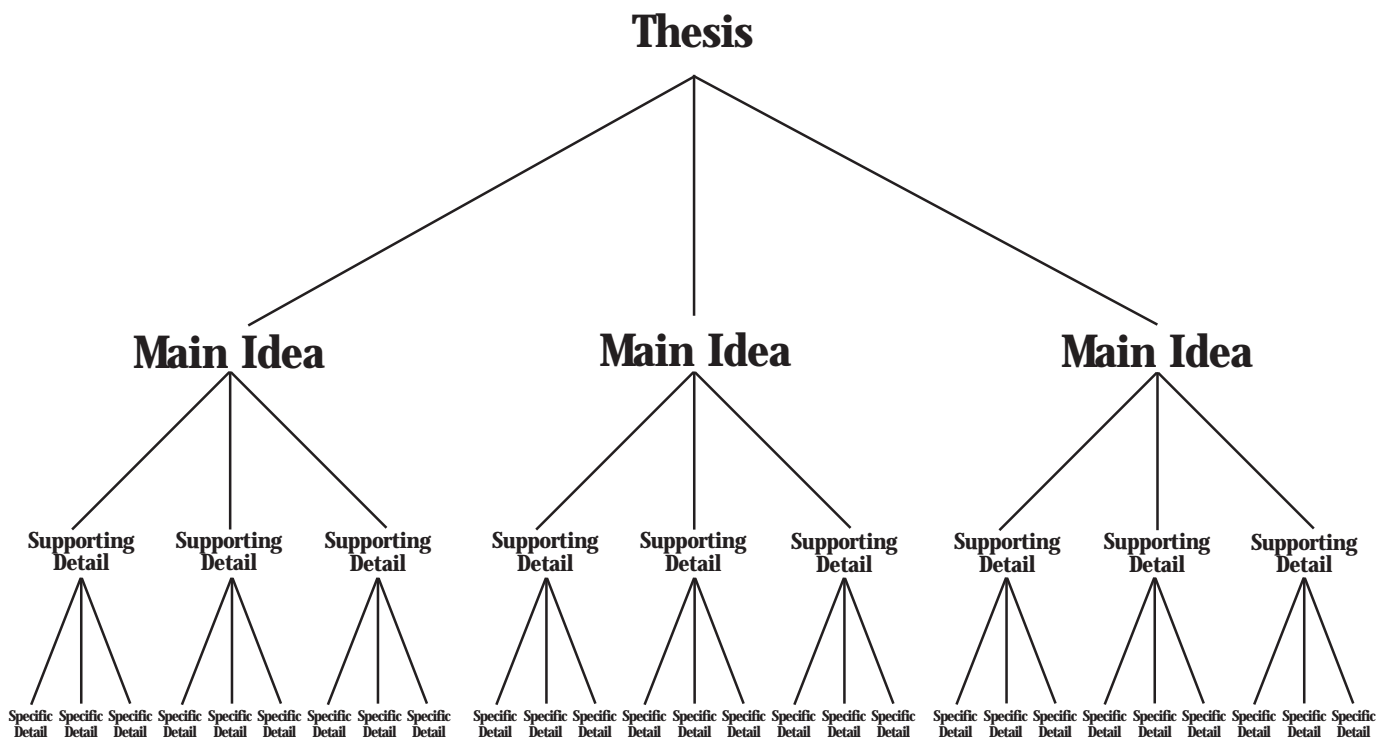
Structure for writers

The illustration below shows a pattern that is commonly followed by many writers. The pattern shows how sentences are written at different levels of specificity, from very general to very specific. Keep in mind, though, that not every piece of writing is this symmetrical; there are not always three specific details for every supporting detail and three supporting details for every main idea.

The sentences/ideas that are most specific—specific details—support or help explain sentences that are more general—supporting details. The supporting details in turn support or help explain sentences/ideas, which are even more general—the main ideas. All of the main ideas in the reading selection support or help explain the thesis, which is the most general of the statements.

Be aware that the thesis is sometimes implied and not directly stated. You must infer the thesis from the main ideas, supporting details, and minor details.

Being able to recognize these levels of specificity and anticipate the author's pattern of writing will make you a faster, more efficient reader. In addition, anticipating this structure will help you retain or remember what you read because you are organizing it in meaningful chunks. Using this pattern in your own writing will help you communicate your meaning more clearly to your reader.



The Dictionary: A Last Resort?

Have you ever heard a teacher say that the dictionary should be the last resort for finding the meaning of an unfamiliar word? Perhaps—but there is a more efficient method. This is not to suggest that you should let your dictionary gather dust on the shelf, but you can use the surrounding words, or context, to make an intelligent guess at the meaning of an unfamiliar word. The following exercise, based on sentences from the Dec. 27, 2003, issue of *NEWSWEEK*, will illustrate how helpful context is for getting the meaning of an unfamiliar word.

Complete all 12 items before checking your answers. While answering items 6 through 12, do not return to the first half to check answers.

1. queued up
 - a. lined
 - b. given
 - c. confessed
 - d. translated
2. mordant
 - a. impossible
 - b. serious
 - c. sarcastic
 - d. gentle
3. predisposition
 - a. objectivity
 - b. impartiality
 - c. dislike
 - d. tendency
4. haughty
 - a. modest
 - b. conceited
 - c. humble
 - d. wealthy
5. obsequious
 - a. flattering
 - b. submissive
 - c. dramatic
 - d. rude
6. disparages
 - a. accepts
 - b. brags about
 - c. exaggerates
 - d. laughs at
7. The FBI has no shortage of applicants who want to be translators. In the month after 9/11, some 2,000 queued up. (Page 29)
 - a. lined
 - b. given
 - c. confessed
 - d. translated
8. Asked if the bureau was living up to its own rule, a senior FBI official quietly chuckled. He was being mordant; he and every top gumshoe (detective) are well aware that the consequences could be tragic. (Page 28)
 - a. impossible
 - b. serious
 - c. sarcastic
 - d. gentle
9. There is a predisposition among many agents at the FBI to believe that in some parts of the world blood is thicker than a citizenship certificate. (Page 30)
 - a. objectivity
 - b. impartiality
 - c. dislike
 - d. tendency
10. Take the potentially good news story: the arrival of new Iraqi bank notes last week, freshly minted, and minus Saddam's haughty portrait. (Page 32)
 - a. modest
 - b. conceited
 - c. humble
 - d. wealthy
11. ... the hospital administrators were being obsequious—a quality she dislikes. "They thanked me three times when once would have been fine." (Page 43)
 - a. flattering
 - b. submissive
 - c. dramatic
 - d. rude
12. Always, she disparages her appearance and downplays her considerable skills: "All I ever did was marry and birth well." (Page 44)
 - a. accepts
 - b. brags about
 - c. exaggerates
 - d. laughs at

answers: 1—a; 2—c; 3—d; 4—b; 5—a; 6—d; 7—a; 8—c; 9—d; 10—b; 11a; 12—d

Where did you get the most correct? Probably items 7-12, because the unfamiliar word is in context. The surrounding words help you get a good idea of the meaning. Often the definition in a dictionary is not as helpful. However, if you still don't understand the word, you should look it up in a dictionary.

Using any *NEWSWEEK* article, find 10 sentences in which an unfamiliar word is defined in context. Write down the words and what you believe to be their meanings on a separate sheet of paper. Then check your answers in the dictionary.

How to Write a Summary

Reading your textbooks and trying to remember the information can seem like an overwhelming task. It would be extremely difficult to remember every single idea in a text book chapter or in a NEWSWEEK article. What is the best way to approach all this information? Summarizing. Perfecting your ability to summarize is well worth the effort. A student who can distill reading down to the essential ideas is an active and efficient reader. Actively manipulating the information—the physical act of writing or keyboarding—helps students remember what they've read.

A summary should:

- include the citation for the article;
- include the thesis statement;

- restate or paraphrase the main ideas in paragraph form;
- be brief;
- contain the main ideas in original order, and
- not include any personal opinion.

Read the article you chose in Activity 17. Underline the thesis in orange, the main ideas in pink and the supporting details in yellow, as explained in Activity 8.

Use this worksheet to organize your summary. Start with the citation and thesis statement at the beginning of your summary. Then write the main ideas. Paraphrasing (rewriting the sentences in your own words) insures better retention of what you read.

Title of article:

Author:

Publication:

Publication date:

Page number:

Introductory sentence including citations and thesis statement:

Main idea 1:

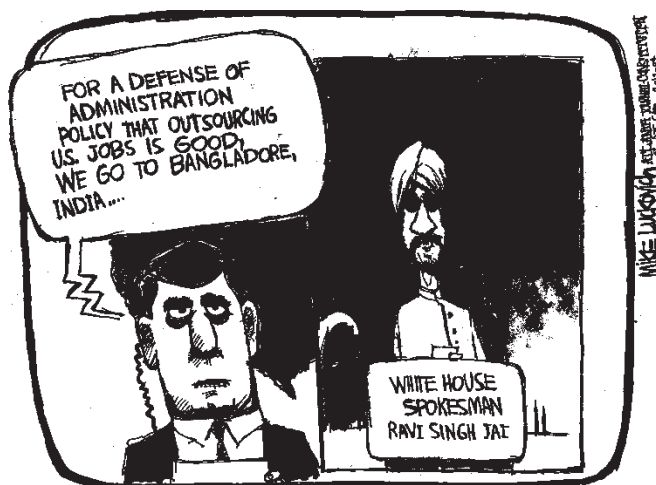
Main idea 2:

Main idea 3:

Each One Teach One

The best way to learn is to teach. If you can explain an idea to someone else, you have truly learned it.

For this activity, you will explain to a classmate the meaning of a cartoon and how it connects with current events. Choose a cartoon from the Perspectives page of any issue of NEWSWEEK or use the sample cartoon below.



Name of Cartoon (OK to make this up on your own: e.g., “White House Spokesman in India”):

Date of publication and page number:

Explain the cartoon below. Additionally, you may wish to draw your own rendition on a separate piece of paper.

What background information do I need to know to explain this cartoon?

List three reasons you could use to convince your classmates why the cartoon makes its point clearly and creatively.

Reason 1:

Reason 2:

Reason 3:

Reading to Kids

Another opportunity to reap the benefits of “Each One Teach One” is to share information with a younger student. Paraphrasing ideas into language that a younger reader can understand is an excellent way for you to get more from an article. In addition to enriching that child’s learning, you will enhance your understanding of the topic.

Reading to a child is one of the most important things you can do to stimulate a child’s mind. Brain research shows more neural connections are being made in the first few years than at any other time in a person’s life.

Choose an article from any issue of *NEWSWEEK* to read with a young child. The subject should match the child’s age and interest level. A short article will likely work best; you may wish to select a few paragraphs from a longer article. Be sure that the child is fol-

lowing along in the article as you read out loud.

Stop often to discuss or interpret the main points. Tell the child before you start that you want him or her to draw a picture after you read that represents the ideas in the article.

Convert some statistics in the article into graphic form, such as a pie chart, bar graph or line graph. Be creative. Use computer software to generate the graphic or draw it by hand. Depending on your learning style, you will probably find the information easier to understand in graphic form. Transferring the data into a different format will help you to understand and remember it. If you have trouble remembering what you read, you will find that actively manipulating such information will make it stick with you.

The questions below will help you before and during your reading, as well as with your evaluation afterwards.

1. Why did you choose the article?
2. What about it will appeal to the child? Why is it age-appropriate?
3. What is the thesis of the article?
4. What are the main ideas of the article?
5. How well did the article hold the child’s interest?
6. What changes would you make in your choice of articles if you were to repeat this activity?
7. What changes would you make in your approach if you were to repeat this activity?
8. After the activity, write a one-page paper describing your experience.

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School: _____

Address: _____

City/State/Zip: _____

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2a. Choose ONE program:

- History Government Economics English Interdisciplinary ESL Developmental

2b. I teach:

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3a. How many copies of NEWSWEEK do you want? (Minimum order: 15 copies at 59 cents a copy)

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Number of weeks _____

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—OR—

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Address _____

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Name _____ E-mail _____

Address _____

City _____ State _____ Zip _____

8. How do you want your weekly *ThisWeek* Teacher's Guide and Quiz delivered? (Check only one)

- E-mail (fastest—delivered Monday each week) to _____
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Check here for additional information. Free In-Service Workshops Free Curriculum Assistance

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Purchase order users: Please attach this completed form to your purchase order.

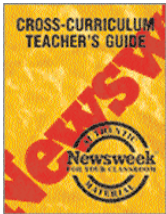
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Newsweek Education Program



Curriculum guides are tailored to your subject. Each has dozens of activities for use with NEWSWEEK.

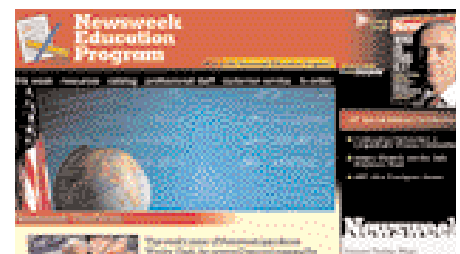
The NEWSWEEK Education Program provides NEWSWEEK for 59 cents per student copy and a broad range of FREE resources to help teachers make the most of the magazine and meet educational standards:

- **Weekly teacher's guides, featuring activities, a quiz, political cartoons and discussion questions, plus words and terms in the news**
- **Issues Today wall maps and NewsSource units that explore critical national and global issues**
- **Skills Builder units that help students improve their writing and critical-thinking skills**
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