

# English as a Second Language

## Using NEWSWEEK in the ESL Classroom to Improve Students' Skills



# Newsweek Education Program Curriculum Guide Sampler

Note: The statement below from the Teachers of English to Speakers of Other Languages reflects the contents of the full, 48-page NEWSWEEK Education Program ESL Guide. This booklet contains samples illustrating a few of the many ways the resource can be used in the classroom.

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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



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# English as a Second Language

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## FAST FACTS

### WHAT

- A NEWSWEEK Education Program curriculum guidebook to help teachers use NEWSWEEK most effectively in ESL classrooms
- 48-page resource features more than 30 activity sheets
- Activities can be used in conjunction with each week's issue of NEWSWEEK
- The guide is a helpful tool for educators who are charged with meeting the goals for Individual Education Plans (IEP's) for Second Language Learners

### WHO

Students learning:

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

### HOW

Standards:

- Aligned with TESOL's English as a Second Language Content Standards

Skills:

- Reading
- Analysis
- Writing
- Graphing and Mapping
- Civic Participation

Some suggestions:

### USE IT!

- Re-use worksheets throughout the semester, so students can apply their knowledge to changing circumstances
- Help students not only to speak and write English more clearly, but to understand and become involved in American culture

## Introduction

The English as Second Language (ESL) Curriculum Guide provides a mixture of activities and ideas for using NEWSWEEK in the ESL/Developmental English classroom. When using the ESL Guide as a whole, in a student-centered, communicative classroom, the ESL Guide meets all of the ESL Standards as outlined below. Taken individually, each activity meets three or more ESL Standards (see The ESL Standards below). The activities are titled such that a teacher can quickly identify the goal he or she is targeting. The ESL Guide is primarily geared for high-intermediate and advanced English-language learners. Although with slight adaptation and more teacher

involvement, many of the activities are appropriate for lower proficiency levels, too.

The ESL Guide encourages negotiation and discussion among the students. Collaborating—talking—with peers to solve a problem, pool information, check a learning task or get feedback on oral or written performance is key to understanding the content, concepts and language. Collaboration is an integral part of how NEWSWEEK is best applied to learning in and out of the ESL classroom.

In addition, student reflection is highlighted throughout the ESL Guide to encourage students' awareness of how—and why—they learn, helping them develop lifelong language-learning strategies.

## Teacher's Guide

In addition to the Activity Sheets, the full 48-page ESL Curriculum Guide offers extensive student activities in the skill areas of reading, analysis, research, graphing and mapping, writing, projects, discussion and civic participation. Excerpts from the reading section only are included on this page. Many of these activities are useful for follow-up or reinforcing the Activity Sheets. The text in this section of the teacher's guide is written so that you may use the same language when directing students.

### A. READING

#### **PREREADING QUESTIONS**

Before reading any article, brainstorm and talk about what you already know about the topic. Then identify and discuss three questions you would like to have answered in the article. Read the article carefully. If it does not answer your questions, do additional research in the library and write the answers to your questions. Document the research sources you used.

#### **IDENTIFYING PARTS OF AN ARTICLE**

Read an article with a friend. As you read news articles, discuss NEWSWEEK's format in each one:

Lead—Opening passage written to attract the readers' attention and encourage them to continue reading  
Billboard—Statement of the article's main idea in one or two sentences

Body of article—Develops information by using main ideas and details. Can be developed chronologically or thematically.  
Kicker—Concluding sentence or paragraph; comments on the significance of issues, looks toward the future or presents a question that has yet to be answered; perhaps an ironic point.

#### **PREVIEWING**

Working in small groups, skim an article by reading the title, subtitle, the lead, billboard, boldface headings and conclusion. Identify three major ideas from the piece. Brainstorm a list of four facts or ideas that you already know about each major idea. Each student in the group should list the headings "confirmed" and "unconfirmed" on a sheet of paper. Under

each heading, list the four facts or ideas, based on whether you think it is likely or unlikely that statement will be confirmed by your reading of the article. Explain your choice to the other students. Now read the article carefully. Check to see which of your predictions was confirmed by the information in the piece. Compare your findings with those of the rest of the groups. Discuss ways in which your prior information about a subject can help direct your reading of a particular article.

#### **READING FOR CONTENT**

Most news articles answer the basic journalistic questions of who, what, where, when, why and how. Select an article with your partner and identify the information that answers each of the journalistic questions:

- Who are the main players in the story?
- What happened?
- Where does the story take place?
- When or under what circumstances did this occur?
- Why did this occur?
- How did this occur (under what condition; in what circumstances; to what degree)?

Re-examine the responses that differ from your partner:

Now switch with another pair of students and compare and contrast the four different "takes" on the same article.

#### **INFORMATION SOURCES**

Read a personal essay by a NEWSWEEK columnist. Highlight factual information the author included. List six key facts from the column on your paper. Next to each one, identify two research sources the writer could have used to find the information.

#### **KEEPING A JOURNAL**

Keep a log of the articles you read over several weeks. Cite the issue, page and article title in your log. Write a reaction to the information presented in the article. Refer to your journal as you complete other activities in this resource. Write an essay where you identify the ideas, events and people who made the most impact on your thinking.

# What is a Photo Illustration?

Find an example of different types of photo illustrations in **NEWSWEEK** and other magazines.

**NAME**

**DATE OF ISSUE**

## PHOTO ILLUSTRATION TITLES

The merger of photojournalism and graphic-imaging technologies has enlarged the creative potential of print media. More than ever before, we see photographs of “unreal realities,” images that have been altered in creative ways to blur the boundaries between realism and the imagination.

People in the newspaper and magazine businesses make a distinction between news photos and photo illustrations:

**News photos** depict an event or an experience that actually occurred.

The photographer serves as a witness and documents the event using a camera.

**Photo illustrations** are created using a camera and digital image-manipulation software.

Photo illustrations alter images through many different techniques:

**Composite:** combining two or more different photographs together to create a unified new image.

**Resizing:** making an image larger or smaller in relation to another image.

**Color:** using lighting or color in creative ways to alter an image.

**Re-enactment:** putting subjects in poses or using actors or models to represent a symbolic idea.

**Collage:** combining photos with other types of illustrations, drawings or other visual art.

## Collaboratively

- 1) Share with each other your photo illustrations. Give a clear explanation why your examples are photo illustrations and not news photos. Together, decide whether the examples are in fact photo illustrations or news photos.
- 2) Organize the images by the different types of manipulations used (e.g., resizing, color, etc.).
- 3) Create a collage using some of the images you've collected.
- 4) Do you notice any changes in the way you look at photographs after learning more about photo illustrations? Discuss as a class your reactions.
- 5) Outside of class, find out how others (friends/family) think about photographs being resized, colored, touched up, etc. Report what you find out to the class.

# Interpreting Charts and Graphs

Choose a **NEWSWEEK** article that includes at least one chart or graph  
(they are often referred to as 'visuals.')

**NAME** \_\_\_\_\_

**DATE OF ISSUE** \_\_\_\_\_

**ARTICLE TITLE** \_\_\_\_\_

## Collaboratively

- 1) Write a brief "first impression" of when you first see the visual.
  
- 2) What does the title of the graph or chart tell you about the information in the visual?
  
- 3) What information is being covered in the visual? Are "years" covered? If so, what years are covered? Any other information? Where and how is this information shown?
  
- 4) What highs and lows are shown? How are the figures shown on the visual? Icons, numbers, percentages or by color-code? Is it effective?
  
- 5) List two facts about the subject you can find by studying the visual.
  
- 6) Is there any information that isn't shown that could be shown on the visual? If yes, list two possible facts.
  
- 7) What can you predict about the subject from the visual?
  
- 8) Where was the information on the visual obtained? Write the sources down.
  
- 9) Identify two points of comparison you can make by studying the visual.
  
- 10) Does the article refer to the chart or graph? If so, give the page number and write down the sentences where the visual is mentioned in the article.
  
- 11) How did the visual(s) help your understand the article?
  
- 12) In your journal, reflect how visuals benefit or don't benefit your understanding of the written texts.

# ThinkPairShareReflect: International Conflicts

Choose a **NEWSWEEK** article about a war, economic disagreement or ideological conflict.

**NAME**

**DATE OF ISSUE**

**ARTICLE TITLE**

## **THINK**

Individually read the article and answer the following questions.

- 1) Describe the reason for the conflict and the form it is taking. (War? Economic embargo? Verbal criticism?)
- 2) What countries or organizations are involved in the conflict?
- 3) Who are the individuals involved in the conflict?
- 4) What are the preferred outcomes for each group involved in the conflict?
- 5) To what degree is there common ground for resolving the conflict?
- 6) What individuals or groups have been working to resolve the conflict?
- 7) What will be the benefits of resolving the conflict?
- 8) What will be the consequences if the conflict continues?
- 9) What historical conflicts compare to the current one?  
What knowledge about the past conflict can be applied to resolve the current situation?
- 10) Suggest the next steps that should be taken to resolve the conflict and who should be responsible for those actions.  
Predict whether this conflict will still exist five years from now. Explain your reasoning.

## **PAIR**

With a partner, review and discuss your responses to the above questions.

## **SHARE**

As a class, share your responses. While talking, be aware of your nonverbal language (e.g., hands on hips or in pockets) and be sure to maintain appropriate eye contact.

## **REFLECT**

Write in your journal about what you discovered that intrigued or interested you most about this topic or issue. Also, write what you would like to know more about or investigate more fully about this topic or issue.

# Thinking Aloud

Choose any NEWSWEEK article.

NAME \_\_\_\_\_

DATE OF ISSUE \_\_\_\_\_

ARTICLE TITLE \_\_\_\_\_

Thinking aloud while you're reading helps you begin to understand what you know and what you don't know, which with reflection will help you become a better critical reader.

Here are a few of the strategies you may incorporate when reading:

**Making Connections:** "This reminds me of ..."

**Questioning:** "I wonder ..."

**Making Inferences:** "I think ..."

**Clarifying:** "I am confused because ..."

**Determining Importance:** "This is important because ..."

**Visualizing:** "I would describe the picture I see in my head as ..."

**"Fixing up":** "I'd better reread because ..." "Maybe I'll read ahead to see if it gets clearer."

- 1) With a partner, take turns "thinking aloud" by reading and thinking aloud paragraph-by-paragraph from your article. While one of you is reading and "thinking aloud," the other partner listens and writes down what you're thinking, so you have a record afterwards.
  
- 2) When both of you have finished, see which strategies from the list provided you used. How many strategies did you use? Primarily one or many? Did you use more of one strategy than another one? If so, why? Or, why not?
  
- 3) Teach a peer who isn't in your class but is also learning English this activity on how to "think aloud." Afterwards, report the process of teaching a fellow student to the class.
  
- 4) Write a letter or e-mail to your teacher, reflecting on how you feel "thinking aloud" benefits you as a reader. What have you learned about reading? What are you doing now that you didn't do before?

# Style Connections

Choose a recent or current edition of NEWSWEEK magazine.

NAME \_\_\_\_\_

DATE OF ISSUE \_\_\_\_\_

**Collaboratively**

1) There are many types of writing. Go through the pages of NEWSWEEK to find examples of the following:

Examples of Writing	Item/Title	Page(s)
a factual report		
a short summary		
an opinion		
a letter		
a review or critique		
dialogue		
humor or satire		
analysis of a graph, table, chart		
a vivid description		
biographical information		
an interview		
persuasive writing		
descriptive writing		
expository writing		
research results		
a journal entry		
a photo essay		
political commentary		
a quotation		

2) After you've found many examples (you may not find examples of all of them), share which types of writing you prefer to read (and write). Be prepared to share with the class your group's overall reading preferences.

3) Reflect in your journal something new you discovered today in class about yourself and how you learn a language.



# Identifying Main Ideas

Choose a recent article from **NEWSWEEK**.

**NAME** \_\_\_\_\_

**DATE OF ISSUE** \_\_\_\_\_

## **ARTICLE TITLE**

\_\_\_\_\_

Good readers will identify main ideas to help them focus on key points. Because main ideas determine the relationship of all the details and information within a passage, section or paragraph, effective readers use them to prioritize, relate and organize supporting details.

A main idea is present in any well-written paragraph or piece of literature.  
The main idea of the paragraph is usually stated directly in one or more of the sentences.

In an entire work, main ideas statements are called by various terms, such as a controlling idea or thesis statement, and may be stated near the beginning. The title often states or suggests the main idea. In some cases the main idea may not be stated directly. However, good readers who read all the details and paragraphs discover these details support and are related to the main idea.

### **Individually**

- 1) Underline the main idea of each paragraph of the article you read.
  
- 2) Is there a paragraph in which the main idea is stated in the last sentence? If so, why do you think the writer chose to do this?  
Is it effective? Explain.
  
- 3) Underline the sentence or sentences that state the main idea of the article.
  
- 4) How does the title related to the main idea?

### **Collaboratively**

- 5) Form a small group. Verbally share with your group members your answers to the above questions.  
After everyone in the group has shared his/her responses, discuss any different and similar answers you have.
  
- 6) Work together to answer the above questions until your group agrees with the outcome.
  
- 7) There are numerous online resources to help English-language learners. On the Web, find one resource that gives you more information about main ideas, and share the new information you learned with your group.
  
- 8) Reflect in your journal how working collaboratively with your classmates either helps or doesn't help you as a language learner.  
Reflect on how you can become a better reader or language learner.

# Expanding Vocabulary Every Day

Choose a NEWSWEEK article that explains a technological innovation.

NAME \_\_\_\_\_

DATE OF ISSUE \_\_\_\_\_

ARTICLE TITLE \_\_\_\_\_

## Individually

1) List words or phrases whose meanings are not clear to you. Look up each in the dictionary.

2) List words you thought were especially powerful, or persuasive in conveying feelings or meaning.

3) Write one sentence describing the effectiveness of the author's word choice.

4) When reading the article, did you come across any vocabulary or sentence structures (grammar, like syntax) that you found confusing? If so, write the words and/or sentences that you found difficult below.

## Collaboratively

5) In a small group, compare what each of you wrote in questions 1-4. Take turns sharing what confused you and why it was confusing for you.

6) As a collaborative effort, discuss the difficult grammar or vocabulary so everyone in the group understands what he or she found confusing at first. Use the resources you have around you to help discover the meaning or explanation. As a last resort, get "hints" from your teacher.

7) Write in your journal, reflecting on how you learn vocabulary best, and what you can further do to help improve your vocabulary.

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Number of copies \_\_\_\_\_

Number of weeks \_\_\_\_\_

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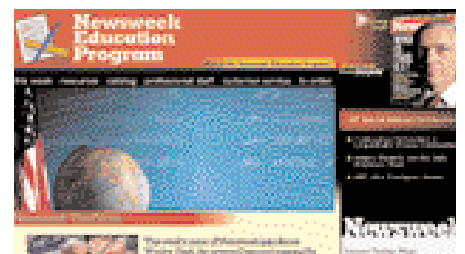
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