



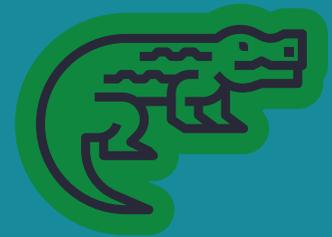
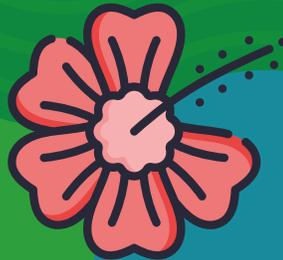
ALCALDÍA DE  
**BARRANQUILLA**

| Soy **BARRANQUILLA** |



Soy **Bilingüe**

# 21st Century **KIDS**



**A2 Secondary  
Teacher's Guide**

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Writing for the school newspaper!, Teacher's Guide  
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Hecho en Colombia  
*Made in Colombia*





I'm Isa the Iguana, here to welcome you to **21st Century Kids!** These materials will help you teach English in a way that will allow your students to explore, understand, and participate in their local and global communities.

**Are you ready to start? Let's go!**



**¡Soy Isa la Iguana** y te doy la bienvenida a **21st Century Kids!** Estos materiales te ayudarán a enseñar inglés de una manera que les permitirá a tus estudiantes explorar, entender y participar en sus comunidades locales y globales.

**¿Estás listo? ¡Vamos!**





## Writing for the **school newspaper!**



**Learning Objective:** By the end of the lesson, students will be able to:

- Narrate important events in news stories using mixed past tenses.
- Use vocabulary related to means of communication in their writing.





## DBA 6° Language

1. Utiliza la información ofrecida por los medios de comunicación, teniendo en cuenta el mensaje, los interlocutores, la intencionalidad y el contexto de producción, para participar en los procesos comunicativos de su entorno.

- Interpreta los mensajes de comunicación de su contexto.
- Retoma los formatos empleados por algunos medios de comunicación y los emplea como modelos para sus elaboraciones textuales.



**Task:** The school newspaper is looking for students who want to be reporters and write stories about everything that happens at school. Mr. Jimenez, a teacher from the school, is inviting all the 6th graders to participate. Mr. Jimenez says that if a student is

selected as a reporter, they will have to write stories about the new students at school and other interesting topics. Laura and Jaime are excited to participate because they want to be the first 6th graders to be selected as newspaper reporters. They have asked Mr. Jimenez for help because they want to know how to write short stories for the newspaper.





## Pre-task

### Activity 1

**Synchronous:** Introduce the topic by asking students how they communicate with each other. You can also ask for the sources where students can find information about what happens in their local, national, and international communities. Then, ask students to complete Activity 1 individually. Afterwards, ask students to share their answers with the class and confirm the correct answers (3 minutes).

**Asynchronous:** Ask students to complete the activity individually. You can use an online tool for students to share their answers in a shared document like a Google Document or create a digital worksheet using Liveworksheets where students can receive immediate feedback.

### Activity 1

Match the means of communication with their names.



A



B



C

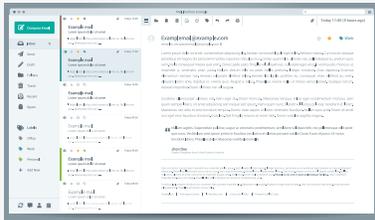




D



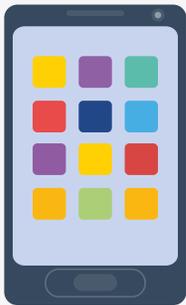
E



F



G



H

D 1. newspaper

F 2. e-mail

B 3. letter

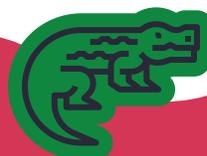
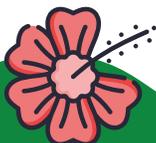
A 4. telephone

H 5. cell phone

G 6. radio

E 7. magazine

C 8. computer





## Activity 2

**Synchronous:** Ask students to first think about an answer to this question and create their drawing individually. Then, ask students to get together in groups of 3 or 4 and share their answers and drawings (6 minutes).

**Asynchronous:** Ask students to complete the activity individually. You can use an online tool for students to share their answers in a shared document (Padlet or Jamboard can be used to share the students' drawings).

## Activity 2

Try to think of another means of communication. Write your answer and draw it.

● \_\_\_\_\_  
● *Make your drawing here*  
●  
●  
●  
●  
●  
●  
●  
●  
●





### Activity 3 and 4

**Synchronous:** Ask students to complete Activity 3 and 4 in pairs. Then, they can share their answers with another pair of students forming a group of 4, where they can share and compare their answers. Students can also use a dictionary for help. After completing the activities, ask students to share their answers with the class and confirm the correct ones. You can also write the examples of means of communications that students can find at home on the board (8 minutes).

**Asynchronous:** Students complete the activity individually. You can use an online tool for students to share their answers in a shared document. A tool like Quizlet can be used for Activity 3, where students can match the word with its correct definition in a fun way.

### Activity 3

Write the names of the means of communication next to their descriptions. Use the vocabulary words from the box.

magazine

telephone

radio

cell phone

letter

email

newspaper

newspaper

A regularly printed document with large sheets of paper folded together. It contains news reports, articles, photographs, and advertisements.





**email**

A system used to send messages over the internet.

**letter**

A written message from one person to another, usually put in an envelope and sent by post.

**telephone**

A device that uses a wire to connect. It makes it possible for you to speak to someone in another place who has a similar device.

**cell phone**

A phone that is connected by radio instead of wire. It can be used anywhere its signals can be received.

**radio**

A piece of electronic equipment used for listening to music, news broadcasts, sports broadcasts, etc.

**magazine**

A type of thin book with large pages that contains articles and photographs and is published every week or month.





### Activity 4

Make a list of the different means of communication that you can find in your house.

Answers will vary but may include: telephone, computer, cell phone, etc...



Mr. Jimenez asked Laura and Jaime to find newspapers at home to bring them to the class. He said that if they wanted to be part of the school newspaper, they needed to know what real reporters write.





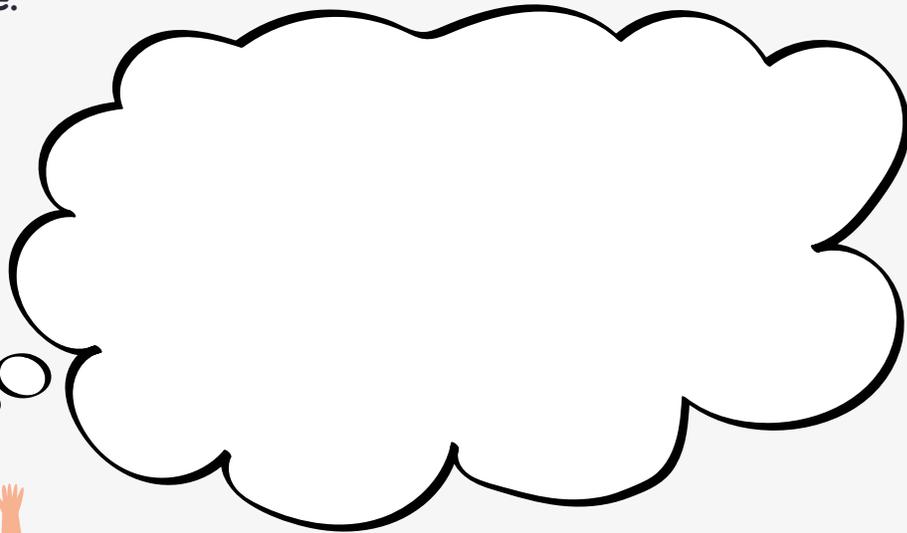
### Activity 5

**Synchronous:** Ask students to write their answers in the space provided. When they finish, elicit answers from them and write their ideas on the board. You can leave the answers on the board to compare and contrast after completing Activity 6. You could also do this activity as a whole class activity instead of having students work individually first if you prefer (3-5 minutes).

**Asynchronous:** Students complete the activity individually. You can use an online tool for students to share their answers in a shared document such as a Google Document or through a word cloud using a tool like Mentimeter.

### Activity 5

What elements should a good newspaper story have? Write your ideas in the bubble.





### Activity 6

**Synchronous:** Ask students to complete Activity 6 individually. Then, put students in pairs to share their answers. Afterwards, ask students to share their answers for Activity 6 and compare these with what they previously said in Activity 5 (8 minutes).

**Asynchronous:** Ask students to complete the activity individually. You can use an online tool for students to share their answers in a shared document. For Activity 6, you can use a platform like Padlet or Jamboard, where students can interact with the examples at the same time and share their answers in real time.



Mr. Jimenez said that if someone is writing a story for a newspaper, they must use their curiosity and investigative skills to gather the details of a story or event to inform the audience. A news story should include details such as the name, the place, the time, the reasons for the event (or person) you are writing about.

### Activity 6

Look at the following examples of stories in a newspaper. Then, answer the questions.





### Example 1

There is a new teacher at school. Some students saw her in the music classroom.

### Example 2

7th grade students found a kitten in the cafeteria. The students were happy.

- **a. Do you think the stories are complete? Explain.**
- They are not complete. Information is missing.

- **b. What is missing in the news stories? Explain.**

We need more information related to who, when, what, why, where, and how.





### Activity 7

**Synchronous:** Summarize students' answers from Activities 5 and 6 and introduce them to the wh- questions needed to write a news story. Then, ask students to complete the activity individually. Afterwards, ask students to share and compare their answers in groups of 3 or 4. You can project the text and ask students to highlight the information they used from the text to answer the wh- questions (10 minutes).

**Asynchronous:** Ask students to complete the activity individually. You can use a shared Google Document or a digital board (like Jamboard or Zoom Whiteboard) for students to share their answers.

When writing or telling a news story, you need to include relevant details to make the story come to life. The news story must answer the questions **Who?** **What?** **Where?** **How?** and, **When?**

#### Who...?

Who is the main character in your news story?

Who is the story about?

#### What...?

What happened in the story?

What is the main event?

#### How...?

How did the event happen?

#### Where...?

Where is the location of the story?

Where does the story happen?

#### When...?

When did the event happen?





## Activity 7

Read the example of a news story. Then, answer the questions.

03.02.2022

#123456789

# SCHOOL NEWS

News stories written by students for students.

## Meet Michelle: a new teacher from France

By María Paula Torres (6B)

Every year, the school receives new exchange teachers to teach different languages to students. This year, Michelle is our new French teacher. Michelle is from France. She arrived in January and is ready to start her classes. She is a new teacher at our school. She is participating in an exchange program with the mayor's office.

Michelle teaches French at our school, Colegio Nuevo Horizonte. She will teach 6th and 7th graders in classroom 75. Her classes will be in the mornings on Monday, Tuesdays, and Fridays. Welcome to our school Michelle! All the 6th and 7th graders are excited to start French classes this year. Thanks to the mayor's office, too, for bringing Michelle to our school.

a. Who is the main character in the news story?

Michelle, the new French teacher.





**b. What happened? What** is the main event?

Michelle arrived at the school to teach French.

**c. Where** is the location of the story? **Where** does the story happen?

The story happens at Colegio Nuevo Horizonte school.

**d. How** did the event happen?

Michelle is the new French teacher at the school. She came because of an exchange program with the mayor's office.

**e. When** did the event happen?

Michelle arrived in January.





## Task

### Activity 1

**Synchronous:** Elicit answers from students and write their ideas on the board. If teaching virtually, you can also use the word cloud feature on Mentimeter (3 minutes).

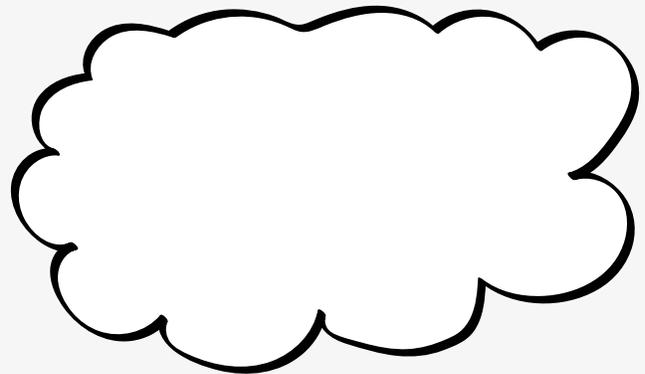
**Asynchronous:** Ask students to complete the activity individually. You could also use a tool like Jamboard to have students share their answers in a space where everyone can see them.



Laura and Jaime were selected to participate as reporters in the school newspaper. Their first task is to interview new students in the 6th grade and write a news story about them. First, they need to interview them to gather the information for writing their story.

### Activity 1

Brainstorm some questions that Laura and Jaime could ask the new 6th grade students. Write your ideas in the bubble.





Some of the questions that Laura and Jaime could ask the new students during the interview are:

**What is your name?**

My name is...

**Where are you from?**

I am from...

**Who do you live with?**

I live with...

**What grade are you at school?**

I am in...

**Where do you live?**

I live in...

**What do you like to do?**

I like to...

**Where are your parents from?**

They are from...

Did you include any of these in the bubble above?





## Activity 2

**Synchronous:** After reviewing some of the questions that students can ask during an interview with a new classmate, ask students to practice with some classmates. Ask students to stand up and walk around the classroom as if they were journalists interviewing students, completing Activity 2. Then, choose some students to share their notes with the class (5-7 minutes).

**Asynchronous:** Students complete the activity individually. You can use an online tool for students to share their answers in a shared document, so the whole class can see everyone's responses. Students could also contact some of their classmates to practice the questions for an interview.





## Activity 2

Choose two classmates and ask them the questions below. Write their answers in the chart.

### Student 1

What is your name?

Where are you from?

Who do you live with?

What grade are you at school?

Where do you live?

What do you like to do?

Where are your parents from?





## Student 2

What is your name?

Where are you from?

Who do you live with?

What grade are you at school?

Where do you live?

What do you like to do?

Where are your parents from?





### Activity 3

**Synchronous:** Start by reading the text about Laura and Jaime. Explain that after interviewing their classmates, they wrote a news story. Then, for Activity 3, you can either read the story to students and have them follow along, have students read the story individually, or have students take turns reading aloud to the class. Make sure students pay attention to the words in bold as they read. When they finish reading, ask students what they think the words in bold are or if they are familiarized with those words. Finally, to check comprehension, students should complete the True or False activity (5-7 minutes).

**Asynchronous:** Ask students to complete the activity individually. You could send an audio of yourself reading the text for students to practice pronunciation. Then, students could answer the True or False questions using an interactive sheet like Google Forms.



After interviewing their new classmates, Laura and Jaime organized their notes. They wrote their first story about Pablo. The teacher said that it was important to use the correct verb tenses to narrate or write the news stories. Because Laura and Jaime will be writing about events in the past, they can use **mixed past tenses**.

### Activity 3

Read the text about one of Laura and Jaime's new classmates. Then, select if the statements are TRUE or FALSE.





January 25th

#123456789

# SCHOOL NEWS

News stories written by students for students.

## Pablo Restrepo: a boy from Medellín

The first day of school has come to an end. We saw our friends again and played with them. We also saw some new students in our classrooms. One of them is a boy named Pablo Restrepo. Pablo is from Medellín. He arrived in Barranquilla last November and is ready for the school start in January. He came to Barranquilla with his mother. His mother worked as an engineer for a local company in Medellín until October,

but she was transferred to Barranquilla in November. Pablo was living in Barranquilla in December, but they moved to Malambo on January 1st. Pablo was sad in December because he had left his garden in Medellín when he came to Barranquilla in November, but he is happy now because he has a beautiful garden at their new house. Pablo is in 8th grade, and he likes to plant flowers and vegetables in his garden.

a. Pablo is from Bucaramanga.

TRUE | FALSE

b. Pablo likes gardening.

TRUE | FALSE

c. Pablo's mother is the president of a company in Barranquilla.

TRUE | FALSE

d. Pablo moved to Barranquilla in January.

TRUE | FALSE





#### Activity 4

**Synchronous:** Ask students to look at the images and sentences below. These are some sentences from the story that include the mixed past tenses. Then, ask students if they are familiar with the words in bold. Some students might say they are verbs, other may say they are verbs that have changes or modifications. Ask students if the story they read about Pablo talks about something that happened in the past, the present or the future. Then, ask students to explain how they know and what they see in the sentences that allows them "to know." Afterwards, ask students to organize the sentences on the timelines. You can complete the first timeline, so students can see an example (5-7 minutes).

**Asynchronous:** Ask students to complete the activity individually. These activities can also be completed using an online form, such as Google Form, where students can get immediate feedback. You could also use a tool like Nearpod where students can drag and drop the sentences on a timeline.

#### Activity 4

Read the sentences from the story.

a. Pablo arrived in Barranquilla last November.

b. Pablo is ready to start classes in January.





**c.** Pablo was sad in December.

**d.** Pablo had left his garden in Medellín when he came to Barranquilla in November.

**e.** Pablo is happy now because he has a beautiful garden at their new house.



**f.** Pablo was living in Barranquilla in December.

**g.** Pablo moved to Malambo on January 1st.



**h.** Pablo's mother worked as an engineer for a local company until October.

**i.** Pablo's mother was transferred to Barranquilla in November.





Now, use the timeline to organize the sentences from the box based on when they occurred.

**Past**

**Present**

**Future**

**A**

**B**

a. Pablo arrived in Barranquilla last November.

b. Pablo is ready to start classes in January.





**Past**

**Present**

**Future**

**c.** Pablo was sad in December.

**d.** Pablo had left his garden in Medellín when he came to Barranquilla in November.

**e.** Pablo is happy now because he has a beautiful garden at their new house.





**Past**

**Present**

**Future**

**f.** Pablo lived in Barranquilla until December.

**g.** Pablo moved to Malambo on January 1st.





**Past**

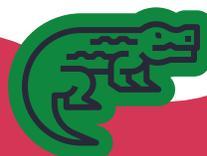
**Present**

**Future**

**h.** Pablo's mother worked as an engineer for a local company until October.

**i.** Pablo's mother was transferred to Barranquilla in November.

As you can see, sometimes when you are talking about past events, some events happen before or after others. BUT, they all happen in the past!





### Activity 5

**Synchronous:** Start by asking students to summarize the story about Pablo. Then, you can write the sentences on the board and ask students to put them in order. It is important that students not only pay attention to the ideas from the story, but also to the verb tenses that are used. Ask students if they know the form of the verbs in bold in the present tense. That way, students can identify some differences in the form (4 minutes).

**Asynchronous:** Ask students to complete the activity individually. These activities can also be completed using an online form, such as Google Form, where students can get immediate feedback.

### Activity 5

Organize the following sentences from Pablo's story. Write 1 for what happened first and 5 for what happened last.

Pablo **had left** his garden in Medellín when he came to Barranquilla in November. 3

Pablo **arrived** last November to Barranquilla. 2

Pablo's mother **worked** as an engineer for a local company until October. 1

Pablo **was sad** in December. 4

Pablo **was living** in Barranquilla until December. 5





## Remember!

Some tenses in the past help us to identify what happened first and what happened after in the past. For example, let's look at the verb "to play."

**Past  
simple**

I played

**Past  
perfect**

I **had** played

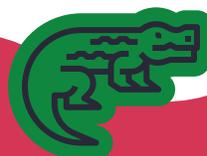
**Past  
continuous**

I **was** playing

### Activity 6

**Synchronous:** After listening to what students have noticed from the story and the verb tenses, present the structure of the mixed past tenses to students. Then, take the first sentence from Activity 6 and ask students to identify the tense, considering the structures mentioned before. Before completing Activity 6, you could conjugate the verbs in bold in the present tense, which may be helpful for students. Then, ask students to complete the activity individually. Afterwards, ask students to get together in pairs and share their answers. Finally, check students' answers by choosing some students to share their answers with the class. When their answers are correct, ask students to explain their process of choosing the correct answer (4 minutes).

**Asynchronous:** Ask students to complete the activity individually. The activity can also be completed using an online form, such as Google Form, where students can get immediate feedback.





## Activity 6

Match each sentence from the story with its correct tense.

**B** Pablo arrived last November to Barranquilla.

**B** Pablo was sad in December.

**A** Pablo had left his garden in Medellín when he came to Barranquilla in November.

**C** Pablo was living in Barranquilla until December.

**a. Past perfect**

**b. Past simple**

**c. Past continuous**

## Activity 7

**Synchronous:** Read the information from the box with the students. You can choose one student to read the information about each tense. After reading the information from each box, you can ask students to identify some examples of the past tenses from the story about Pablo. Then, in pairs students can answer the multiple-choice questions (4 minutes).

**Asynchronous:** Ask students to complete the activity individually. These activities can also be completed using an online form, such as Google Form, where students can get immediate feedback.





## Activity 7

Read the information about mixed past tenses. Then, answer the questions.



**Mixed Past Tenses** are verb tenses that are used to talk about the past. You can often find them in stories, textbooks, spoken accounts and in descriptions of past events. Students can use a combination of the following verb tenses to write down their news stories:

### Past simple

#### Positive

Subject + Past Tense +  
Object (s) + time expression

i.e., Pablo **arrived** in  
Barranquilla last Saturday.

#### Negative

Subject + did + not (didn't) +  
verb + object (s) + time  
expression

i.e., I **didn't write** for the  
newspaper last year.

### Past continuous

#### Positive

Subject + was / were + verb (ing) +  
object + time expression.

i.e., Jaime **was walking** home when he  
received a phone call from the school  
newspaper.

#### Negative

Subject + was / were + not  
(wasn't/weren't) + verb (ing) + object +  
time expression

Darío **wasn't doing** anything important  
when Laura arrived for the interview.





## Past perfect

### Positive

Subject + had + past participle

i.e., Jaime wanted to interview Inez at 3:00p.m. on Tuesday but she **had left** school at 1:00p.m.

### Negative

Subject + had not (hadn't) + past participle

i.e., Laura wanted to interview Pablo today after lunch, but he said that Jaime **had interviewed** him in the morning.

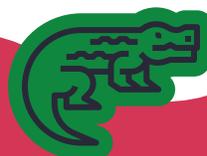
- Now, let's practice the use of the mixed past tenses. Choose the correct option to complete the sentences:

I \_\_\_\_\_ to the doctor's yesterday.

- a. go
- b. went
- c. had been

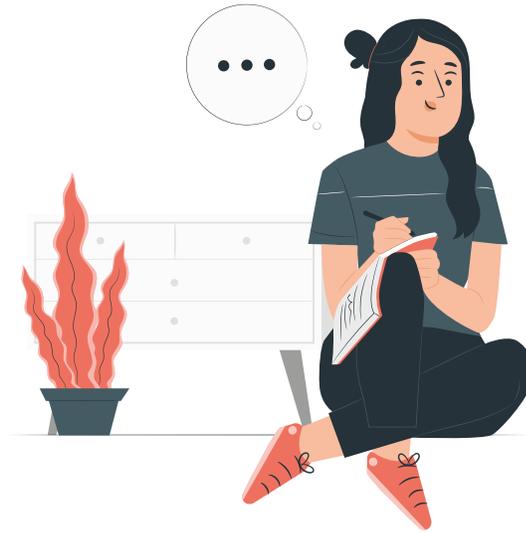
Mary rang John's doorbell at 8:15 yesterday but John \_\_\_\_\_ the house.

- a. had left
- b. left
- c. was gone





- Karla \_\_\_\_\_ TV when she received a phone call from her mother.
- a. had watched
  - b. watched
  - c. was watching



### Activity 8

**Synchronous:** This activity is connected to activities 4, 5, 6 and 7. It is important that students understand the timeline of the past tense, how each tense talks about the past, and when it can be used. This activity can be completed in groups or as a whole class (6 minutes).

**Asynchronous:** Ask students to complete the activity individually. This activity can also be completed using an online form, such as Google Form, where students can get immediate feedback.





## Activity 8

Match each tense with its correct use.

**C** Past perfect

**B** Past simple

**A** Past continuous

a. Used to express what was happening when something else was also happening or for interrupted actions in the past. This form is almost always used with the time clause "... when xyz happened."

b. Used to express something that happened at a past moment in time. Usually joined by a past time expression or a clear contextual clue.

c. Used when we talk about something that happened in the past and we want to refer to something that happened before that time.

## Activity 9

**Synchronous:** Ask students to complete Activity 9 in pairs. Then, have students share their answers with the class and correct any incorrect answers (7 minutes).

**Asynchronous:** Ask students to complete the activity individually. These activities can also be completed using an online form, such as Google Form, where students can get immediate feedback.





## Activity 9

Use different colors to **highlight** the mixed past tenses you can find in the story below.

20.04.2022

#123456789

# SCHOOL NEWS

News stories written by students for students.

## Andrea McClean: A girl from a beautiful island

By Laura Parra (6C)

In January we **started** a new school year. We **were enjoying** our December vacations when our parents **told** us we **had** to get ready for school. I like to go to school because I can meet new students. This year, I met Andrea.

Andrea is from San Andres. She **came** to Barranquilla with her parents. She **had lived** in San Andres since she **was**

a baby. In October, she **was** in San Andres, but now she is living in Salgar.

Her parents **were working** in San Andres when they **received** a phone call from Barranquilla's Mayor's Office for tourism. Andrea **was surfing** when her parents **told** her the news. Andrea **wanted** to say goodbye to her friends from San Andrés, but **they had left** the island. She **was** sad to leave, but now she is happy. She is in a new school meeting new friends.

Use **YELLOW** for past simple examples

Use **PURPLE** for past continuous examples

Use **BLUE** for past perfect examples





### Activity 10

**Synchronous:** Ask students to complete Activity 6 individually. Hand them a piece of paper, so they can write down the news story or have them write it in the space provided in the materials (10-15 minutes).

**Asynchronous:** Ask students to complete the activity individually. You can use an online tool for students to share their answers in a shared document where all the students can have access to all the texts. This could be done through Padlet, Google Document or Jamboard.

### Activity 10

Use Laura and Jaime's notes from the interviews with new students to write a news story for the school newspaper. Write a story about ONE student.



#### Inez De León

Inez is from Spain.  
She came to Barranquilla with her parents.  
She arrived in Barranquilla in December.  
She lives in Puerto Colombia.  
She likes to play volleyball at the beach.  
She is in 7th grade.  
Her parents are teachers at the Universidad del Atlántico.





### **Pablo Restrepo**

Pablo is from Medellín.  
He came to Barranquilla with his mothers.  
He arrived in Barranquilla in November.  
He lives in Malambo.  
He likes to plant flowers and vegetables in his garden.  
He is in 8th grade  
His mothers are engineers and work at Glassatlantic.



### **Andrea McClean**

Andrea is from San Andrés.  
She came to Barranquilla with her parents.  
She arrived in Barranquilla in October.  
She lives in Salgar.  
She loves surfing.  
She is in 6th grade  
Her parents worked in the mayor's office for tourism.





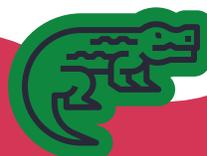
### Darío Prada



Darío is from Pasto.  
He came to Barranquilla with his grandparents.  
He arrived in Barranquilla in January.  
He lives in Barranquilla, in Barrio Abajo.  
He likes to dance and is now in a dance group (comparsa).  
He is in 8th grade  
His grandparents are retired. They came to Barranquilla to enjoy the warm weather.

Write your news story here.

Lined writing area for a news story with 10 horizontal lines and circular bullet points on the left side.





## Post-task

### Activity 1 and 2

**Synchronous:** Ask students to get in pairs. Tell students to exchange their texts to read what other classmates wrote in their news stories. After students read their classmates' news stories, they must complete Activity 1 and 2. Activity 2 can be completed on a piece of paper that can be taped to the classroom walls or shared on a digital platform like Padlet. Ask students to try and guess which drawing represents their text (15 minutes).

**Asynchronous:** Ask students to complete the activity in pairs. You can help students by assigning their pairs. Then, to complete Activity 1, you can use a tool like Padlet. For Activity 2, ask students to take a picture of their drawing and share it on a digital platform (Padlet, Jamboard, Google Slides, etc.). If you want, you can use Padlet for both Activities, loading both their answers and the drawing in the same post where all students can see them.

### Activity 1

Read one of your classmate's news stories. Then, answer the following questions.

a. Who is the main character in the news story?





**b. What happened? What is the main event?**

Empty response box for question b.

**c. Where is the location of the story? Where does the story happen?**

Empty response box for question c.

**d. How did the event happen?**

Empty response box for question d.

**e. When did the event happen?**

Empty response box for question e.





f. Is the news story complete? Explain.

Empty rectangular box for writing an explanation.

## Activity 2

Make a drawing that represents the news story you read.

Do your drawing here.

Large empty rectangular box for drawing.

