



KIDSNEWS™

News for kids

Teacher's Guide

Learning activities for kids news
News you can use everyday

1 Harness a headline

Cover over the headline and get students to write their own catchy headline (introduce alliteration), which also provides a good indication of what the article is about. You could also do this in reverse: read the headline then ask the class to guess what the article is about. Use the following structure.

Headline Analysis

- What is the headline referring to?
- What language features does it use?
- What do you think the article is about?
- Write another headline for this article
- Did it catch your attention?
- Do you think it is a good headline?
- Why/ Why not?

2 The 5 Ws

Ask students to read the news article and summarise it according to the 5 W's;

Who? What? When? Where? Why?

3 Grammar - Go!

Ask students to carefully read the news article, taking careful notice of the vocabulary and punctuation and how this adds to how the article reads. Get students to complete the following grammar and punctuation hunt.

Read the article and record the appropriate answers to the following questions;

- Write the adjectives used -
- Write the pronouns used -
- What are the proper nouns used? -
- Any contractions? -
- Name the punctuation marks used throughout the article -
- Are there any acronyms?
- Do they use any abbreviations?
- Are there any words in plural form?

4 Fact vs Opinion

This is a good one to use to help teach students the differences between facts and someone's opinion in news articles. Discuss the difference between a fact and opinion. Ask students to read an article and fill out a T-chart on facts vs opinions and discuss their placement of various statements throughout the article.

FACT	OPINION

See printable handout on page 5

5 Read to Remember

Give students a news article. Ask them to read it carefully and then take it out of sight. They must write down all the details they can remember. When completed, reflect on the important details from the article that may or may not have been written down.

VCOP Resource

Five core VCOP activities you can use everyday with Kids News

VCOP: Vocabulary, Connectives, Openers and Punctuation

1 Highlight the VCOP

One element, or more

Students read through the article and highlight any VCOP they can find. Begin using only one colour, (Yellow or Green are the easiest) and as students build their confidence in correctly identifying each VCOP element, allow them to use more. If they are not clear on what they are looking for students may get confused, so model first.

YELLOW

Highlight any WOW words/ ambitious vocabulary, high level phrases or figurative language. Especially keeping an eye out for any technical vocabulary. (Use glossary terms as a guide to get you started).

PINK

Highlight any connectives/ conjunctions that join clauses together to create a compound sentence e.g. and, but, because, so. Or connectives that move the article backwards and forwards in time.

BLUE

Highlight all the openers in the article. These can be found at the beginning of EVERY sentence. They are often individual words, but can also be opening phrases.

GREEN

Highlight all the punctuation, including capital letters.

2 Up-level it

Ask students to find the simplest sentence in the article and Up-Level it using one or more of the VCOP elements. Remember to keep it to one sentence only.

Basic clause:

It was a cold day.

Up-levelled:

As the wind began to pick up, a cold change swept across the oval and sent the shivering students sprinting for cover.

3 Opener/ Ending Challenge

Ask the students to up-level the opening and ending of the article. This might require more than one sentence to be up-levelled. Discuss what they changed and why. Did it make it better?

Task 2:

Classify all the sentence openers in the article and discuss with a partner if they are the best choice and why? If not, what would they suggest the author uses instead? Is there sentence opener repetition?

4 Synonym 4 Square

Draw the following template in your book. Choose a glossary term and write it in the centre box. Write a synonym in three of the boxes and an antonym in the last box.

Once you have completed the task you can:

- Try and replace the glossary term in the article with one of your synonyms to see if you can make it better.
- Write your own definition of the glossary term.
- Put your synonym and antonym into your own sentences.
- Use another glossary term and complete the activity again.

Synonym	Synonym
Synonym	Antonym

See printable handout on page 6

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FACT

OPINION

Synonym

Synonym

Synonym

Antonym