

# Using Newspapers to Teach English

Teachers of Tin Shui Wai Catholic Primary School

- Ms POON So Mai, Anna
- Ms POON Ho Lan, Judy,
- Ms WOO Ka Kee, Canny,
- Ms WONG Pui Ching, Percy,
- Ms WONG Shuk Kwan, Cindy

Ms KWOK Wing Ki, Judy, Senior School Development Officer

# Common Features of Kids' Newspapers

- Real local and international stories are selected
- Layouts are clear with large print and rich illustrations
- Language is real
- Different text types such as recipes, captions, comics, word games and letters are included

# Experience at Tin Shui Wai Catholic Primary School

## Students background:

- Students are streamed into different classes based on their English standards  
e.g. 2014-15 6E (More-able class); 6A,B,C (Average classes); 6D1 and 6D2 (Less-able classes)

## School culture:

- Teachers are encouraged to adopt different instructional materials and strategies to cater for class diversity

# Experience at Tin Shui Wai Catholic Primary School

## School culture:

- Strong collaborative culture, level teachers co-plan and share resources

## Early problems with newspaper reading:

- Students' enthusiastic response wore off gradually
- Students found newspaper articles difficult to understand
- Students browsed the newspapers instead of reading the newspapers

# Part 1: Reading news articles and writing a 3-paragraph news summary (newspaper cutting)

# A newspaper article taken from the textbook (for illustrating text features)

Date

Name of the newspaper

Reporter

Headline of the news article

Lead paragraph

Body

Quotes

Caption

# Approach for teaching authentic newspaper articles

## Before the lesson:

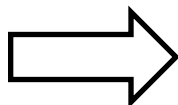
- Teachers choose **appropriate** newspaper articles for whole class reading

## In the lesson (pre-reading strategies):

- Use photos and even videos to build up schema
- Pre-teach key words (if needed)
- Use headlines & photos with captions to provoke thinking (prediction)

- Students use wh-words (when, what, who, where, why, how) to think about : **what they want to know**

Think in groups

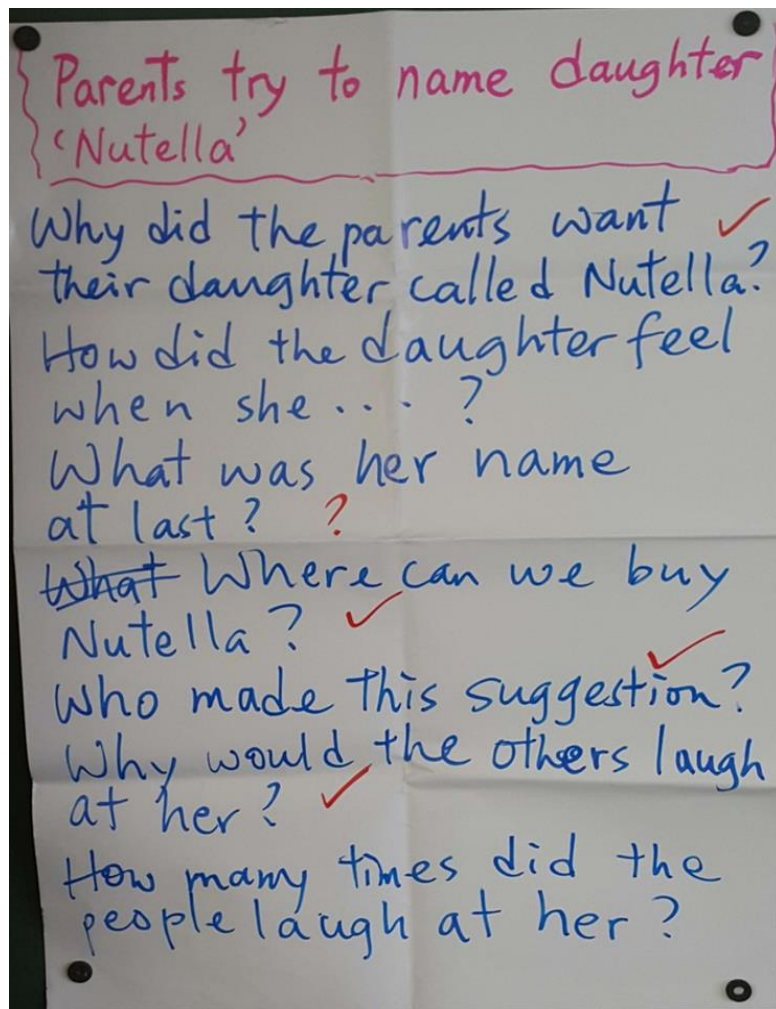


Share in class

### What do you want to know?

*What Where How Why When Who Others:*

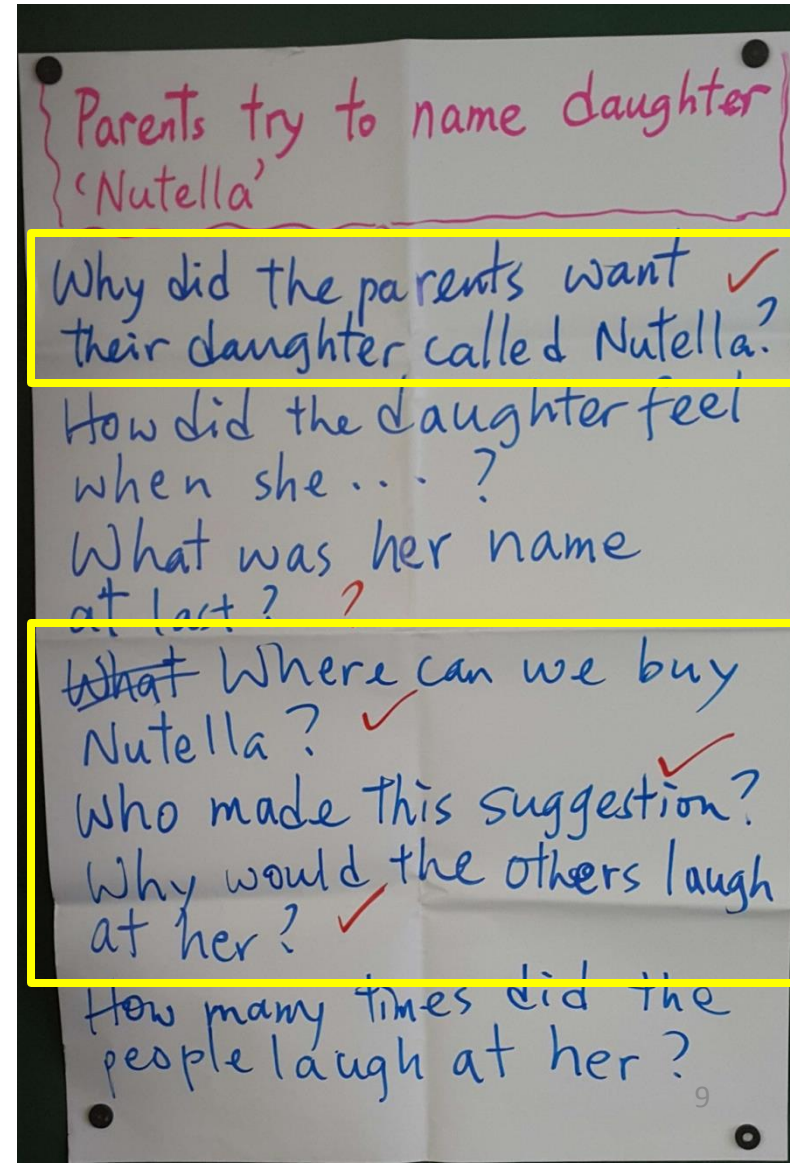
- Q1: Why did the parents need to name the daughter 'Nutella'?
- Q2: Who will laugh at 'Nutella'?
- Q3: Did the parents think Nutella was yummy so they wanted to name the daughter Nutella?
- Q4: Why did the court think others would laugh at Nutella?
- Q5: When did the parents name her daughter?
- Q6: Where do the family live?
- Q7: Who suggested the parents to name their daughter 'Nutella'?





## In the lesson (during reading strategies)

- Use various strategies such as **teacher reads aloud, whole class read aloud or silent reading** to cater for text difficulty
- Use '**Want-to-know questions**' and other teacher-set comprehension questions to check basic understanding



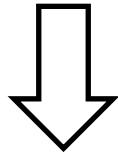
# Scaffolding Strategies used for writing a 3-paragraph summary

1<sup>st</sup> paragraph  
(a short summary)

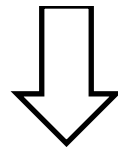
**Group  
work**

Example of the group work

Group Discussion



Group Writing



Share in class

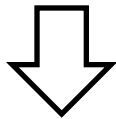
This article tells us that two parents wanted to name their baby girl 'Nutella'. But 'Nutella' is the name of the sweet spread so the court didn't allow it. Since 'Nutella' very popular, if it is used as her name, the other kids will laugh her.

# Scaffolding Strategies used for writing a 3-paragraph summary

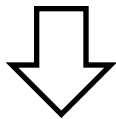
2<sup>nd</sup> & 3<sup>rd</sup> paragraph  
(views, feelings & suggestion)

**Individual  
writing**

Share in groups



Write individually



Share in class

## Example

I was angry that the court banned 'Nutella' to be a name. All people can have their own special name. Like me, I call 'Dino'. 'Dino' will give another think 'Dinosaur' but I don't think it's so shy.

Although Nutella is a chocolate spread, the court can't ban 'Nutella' to be a name.

I suggest that parents don't need to name another. 'Nutella' can be a name too.

# Summary of Teaching Procedures

1. Teacher introduce **the headlines** & explain key words
2. Students' **guessing** based on the headline (what the news is about)
3. Students: formulate own questions - **What they want to know**
4. Read the newspaper articles (silent reading or whole class read aloud)
5. **Students:**  
**Write the 1<sup>st</sup> paragraph: news summary & report in class**
6. **Students: Share their views in class**  
**Express their views in groups**

# Teachers' Reflection

- Recommend every student to subscribe
- Selection of news (related to students' daily life, suit students' reading ability, topics which students are interested in)
- 4-5 times each term (across year)
- ✕ grammar checking    ✓ feedback
- Class conferencing (best piece sharing)
- Encourage students to write
  - 😊 use own words    ✕ direct copying

# Part 2: Class mini-debates

2014-2015 Class 6E

Miss Anna Poon

From reading news articles  
to mini-debates

The news article:

*You will eat 7,000 animals*

Topic of the mini-debate:

*You should not eat meat*

# Why?

To provide every learner of a second language with further opportunities for extending their knowledge for personal and intellectual development.

Source: English KLA Curriculum Guide

# Debate

1. To nurture students to be **seekers of truth**
2. To sharpen students' **critical thinking skills**
  - They are able to**
    - identify the mindset behind the case
    - provide justifications for the ideas that they espouse
    - to set-up their argument convincingly
3. To provide opportunities for students to **transfer generic skills** they have learnt from project learning (e.g. research skills, scientific reasoning, etc.)
4. To develop students' **self-confidence**
  - to develop students the ability to articulate his or her ideas persuasively



# How? Teachers

## **Before** the debate

1. Find some appropriate news articles for students to make up the motions
2. Learn the new genre (watch debates on Youtube)

-Cat vs. Dog sample debate

<https://www.youtube.com/watch?v=liilA0dsciY>

-A real debate

<https://www.youtube.com/watch?v=Mh4h30kKfJM>

# Teachers

**Before** the debate

**3. Introduce a simplified version of debate terms, roles and rules**

We are 'against the motion'.

We are 'for the motion'.

**Timekeeper**

**Judge**

**Presenter**

# Teachers

**Before** the debate

**4. Share team debate rubrics  
in class**

**(Assessment as/for learning)**

| Debate Team Rubric                  |  |   |  |
|-------------------------------------|--|---|--|
|                                     | Beginning                                      | Intermediate  | Advanced   |
| Information                         | Information presented was not adequate.        | Accurate information was presented.   | <u>Information presented in the debate was thorough and accurate.</u>                          |
| Understanding                       | Team did not appear to understanding the topic | Some team members understood the topic.                                       | <u>Each team member understood the topic.</u>  |
| Use of facts, quotes and statistics | Team did not use evidence.                     | <u>Some team members used evidence.</u>                                       | Each team member supported all main points with evidence                                       |
| Logical flow                        | Team's arguments did not follow logically.     | Most team members spoke logically.  | Each team member argued logically.   |
| Rebuttal                            | Rebuttal lacked a powerful argument.           | Rebuttal contained a powerful argument.                                       | Rebuttal contained a powerful argument and a strong attack on other side's major debate point. |
| Presentation                        | Team was not poised and confident.             | Most team members spoke clearly and maintained eye contact with the audience. | Each team member was poised, spoke clearly and maintained eye contact.                         |

# Teachers

**Before** the debate

5. Introduce different kinds of reasons to support presenters' / speakers' arguments

**Example:** from your own experience or from what you heard or read.

**Common Sense:** things that you believe everybody knows.

**Experts' views:** the opinions of experts -- this comes from research.

**Numbers/Figures:-** this also comes from research.

# Teachers

## Before the debate

6. Give template to students for gathering more facts and figures from different sources

\*Students categorize information into 'for' and 'against' column



Tin Shui Wai Catholic Primary School (2014/15)  
Primary 6 Debate Workshop Learning Sheet

Class: P.6 E Name: \_\_\_\_\_ ( ) Date: 4-6-2015

Debate Motion: We shouldn't eat animals

| For |   | Against |   |
|-----|---|---------|---|
| 1.  | <del>Meat</del> It has been scientifically proven that eating so much red meat is bad for us                | 1.      | We should eat balanced  |
| 2.  | Eating a variety of plant based foods provides all of the nutrients the human mind and body need to thrive! | 2.      | Meat has been a part of our diet since the beginning of mankind.                |
| 3.  | Animals are not ours to eat. They have their own lives, own families and own feelings and thoughts          | 3.      | It is part of the diets of many other species as well and is perfectly natural. |
| 4.  | We should eat balanced eat many animals become endangered   | 4.      | We have the digestive tracts of omnivorous                                      |
| 5.  | eat more veggies make us healthy  | 5.      | Protein from meat is an important of our staple diet.                           |
| 6.  | We will be fat, if we eat a lot of animals.   | 6.      | We can't change because eating meat is our habit.                               |
| 7.  |   | 7.      |   |

# Teachers

## **Before** the debate

7. Arrange different roles in the debate.
8. Provide sufficient time for students in the same team to share ideas and data / information (Ts help students with the pronunciation as well).

## **During** the debate

1. Observe the performance of students  
(keep a record for discussion after the debate)
2. Give help / advice if necessary
3. Videotape the mini-debates if necessary  
(For conducting meta-cognition with the class before the next debate)

# Teachers

## After the debate

Teachers conduct meta-cognition with the whole class or the students do their meta-cognition individually.

(Meta-cognition: Thinking about thinking)

**“When the mind is thinking it is talking to itself” – Plato**

Teachers guide students to reflect their performance before and during the debate.

Then students work out their follow-up plan before the next debate.

**Areas: Generic skills, attitude, preparation, language & confidence**

# Students

## **Before** the debate

1. Do the pre-tasks (Autonomous Learning) at home and share ideas or information with their peer the next day.
  - Watch videos
  - Netsurfing
2. Prepare well for the debate
  - Data processing
  - Data sharing
  - Scientific reasoning
  - Allocation of work among team members
  - Mini-rehearsals



# Students

## **During** the debate

- 1. Following the debate rules**
- 2. Present arguments and summary/conclusion**
- 3. Respect others**
- 4. Manage time properly**
- 5. Pay attention to all the speakers**
- 6. Give comment on the performance of speakers ( The chief judge)**

# Students

**After** the debate

**(Meta-cognition: Thinking about thinking)**

Students reflect their performance before and during the debate.  
Then they work out their follow-up plan before the next debate.

**Areas: Generic skills, attitude, preparation, language & confidence**

# Speakers & Audience

|                  |   |
|------------------|---|
| <b>Speaker 1</b> | <b>Affirmative Team</b><br><b>-More able student in writing and scientific reasoning</b>  |
| <b>Speaker 2</b> | <b>Affirmative Team</b><br><b>-Less able in speaking</b><br><b>-Creative</b><br><b>-Not good in pronunciation &amp; grammar</b> |
| <b>Speaker 3</b> | <b>Opposition Team</b><br><b>-Average ability student</b><br><b>-Able to use written text as prompts to compose own speech</b>  |
| <b>Speaker 4</b> | <b>Opposition Team</b><br><b>-More able student</b><br><b>-Good research skills and scientific reasoning</b>                    |
| <b>Audience</b>  | <b>Opposition Team</b><br><b>-Average ability student with a critical mind</b>  |

# Students' performance: Speaker 1

- **Able to use a range of evidence to support own argument**
  1. Example: People eat meat because of their habit and their taste. That means that eating meat is not necessary.
  2. Common Sense: We should treat animals good because animals will feel painful if we hunt or kill them before we eat them. Eating too much meat is not good for your health.
  3. Experts' views: -
  4. Numbers/Figures: According to (inaudible) study, vegetarians visit hospitals 22% less often than meat eaters.

# Students' performance: Speaker 2

- Most of the time read aloud from the written text but with eye contact

There are many important reasons to explain eating vegetables is better than meat, not only comes from compassion or charity, but a lot of sufficient evidence to convince others in the science, if you can consider these arguments in detail, you will want to be a vegetarian. As discussed in a number of modern research, scientists have learnt that early humans, unless it is in extremely situation, or else they are eating fruits and vegetables and not eat meat. (Until after the ice age, they usually desired fruits,

Speaker A's  
written script

- Has strong feeling about this topic
- Able to use dramatized action to convey own feeling
- Need improvement in pronunciation

# Students' performance: Speaker 3

- Use the written text as prompts
- Partially read aloud from the text but improvise own speech in other parts
- Able to own words to convey feelings

Animals can have many (inaudible) babies in one day but humans can only have one or two babies in one day. If we don't eat animals, there will be more and more animals, and we can't live on this world again. I am going to cite scientist say eating meat can provide enough energy to power the brains and its (function).

The transcription shows that this part is read aloud directly from the written text.

Meat is a natural part of human diet. There is nothing wrong or unusual about the (consumption) of meat. We should continue to eat meat as part of our balanced diet.

This part is a spontaneous speech.

# Students' performance: Speaker 3

And we need to live. I know many people think hurt animals is not good, but without meat human wouldn't be strong enough. We need energy. Animals eat other animals, so it really isn't that bad surely. People hate animals being ate, but it was a part of our life, we don't eat meat, we can't get any energy.

The last part is a mix of written work and spontaneous speech.

# Students' performance: Speaker 4

- Recompose the written text orally which is greatly different (not totally) from the written text
- Show ability to improvise speech in the debate

## Debate speech

According to Doctor Al Sears MD says eating red meat have (nutrients) L-carnosine **that can** make us live longer.

## Written text

1. According to Doctor Al Sears MD says eating meat have nutrients to let us live longer!  
(L-carnosine)



## Students' performance: Speaker 4

### Debate speech

Also 92% of the (vegetarian) can't get B12. If the people don't get B12 early will lack of energy, they can't get for a long time. They will have confusion. And they can't think and their mind can't think critically.

### Written text

The vegetarian can't get B12 (92%)  
If you don't get B12, early will lack of  
energy, long time will have confusion.

# Students' performance: Audience

- Spontaneous speech
- Support own views with elaboration
- Convey with feelings

# Key Focuses

|          | Before   | During   | After   |
|----------|--|--|---|
| Teachers | <ul style="list-style-type: none"> <li>-Assign Pre-task</li> <li>-Input knowledge and rules</li> </ul>                                   | <ul style="list-style-type: none"> <li>-Observe</li> <li>-Give help</li> </ul>   | <ul style="list-style-type: none"> <li>-Promote student meta-cognition</li> </ul>                       |
| Students | <ul style="list-style-type: none"> <li>-Do Pre-task</li> <li>-Surf the internet</li> <li>-Share ideas</li> <li>-Do rehearsals</li> </ul> | <ul style="list-style-type: none"> <li>-Follow the rules</li> <li>-Present arguments</li> <li>-Respect others</li> </ul> | <ul style="list-style-type: none"> <li>-Do meta-cognition</li> <li>-Formulate follow-up plan</li> </ul> |

# Teacher's Reflection

- Encourage more able students to **read** newspapers, **watch** news reports & **share** ideas as well as feelings
- Select news (related to students' daily life, suit students' **critical-thinking ability**, topics which students are interested in) that is **meaningful** and it can **inspire students** to make up **good motions**
- **Promote transfer** of knowledge ( transfer generic skills learnt from other subjects to class debates)
- Discuss the **debate rubrics** with students
- **Conduct conferencing** (class, group & individual)

# Part 3: On-line Reading Games

# Kahoot!

- Free game-based learning platform
- Create a fun learning game in minutes
- Works on any device with an internet connection
- Zero setup time, no player accounts required

Please take out your smartphone and open the browser

Search 'Kahoot!'



### Kahoot!: Making Learning Awesome!

<https://getkahoot.com/> ▼ 翻譯這個網頁

Kahoot! is a free game-based learning platform that makes it fun to learn – any subject, in any language, on any device, for all ages!

[GetKahoot](#) - [Frequently asked questions](#) - [Terms of Service](#)

您曾多次瀏覽這個網頁。上次瀏覽日期：16年2月22日

### How it works - Kahoot!

<https://getkahoot.com/how-it-works> ▼ 翻譯這個網頁

Create a fun learning game in minutes (we call these 'kahoots'), made from a series of multiple choice questions. Add videos, images and diagrams to your ...

# How to create a game using Kahoot?

## Sign up

### Kahoot!

<https://kahoot.it/> ▼ 翻譯這個網頁

Join a game of **Kahoot!** here. **Kahoot!** is a free game-based learning platform that makes it fun to learn – any subject, in any language, on any device, for all ages.  
您曾多次瀏覽這個網頁。上次瀏覽日期：16年2月22日

### Kahoot!: Making Learning Awesome!

<https://getkahoot.com/> ▼ 翻譯這個網頁

**Kahoot!** is a free game-based learning platform that makes it fun to learn – any subject, in any language, on any device, for all ages!

[GetKahoot](#) - [Frequently asked questions](#) - [Terms of Service](#)

您曾多次瀏覽這個網頁。上次瀏覽日期：16年2月22日

### How it works - Kahoot!

<https://getkahoot.com/how-it-works> ▼ 翻譯這個網頁

Create a fun learning game in minutes (we call these '**kahoots**'), made from a series of multiple choice questions. Add videos, images and diagrams to your ...



# Kahoot!

[Help](#)[Sign in](#)[Sign up for free!](#)[Menu](#)

**Make**

# LEARNING

▲ ■ **AWESOME!** ● ◆

Create, play and share fun learning games for any subject, for all ages, for free!

**How it works**

# GET YOUR FREE ACCOUNT

**SCHOOLS, UNIVERSITIES OR BUSINESSES**

1

## WHAT'S YOUR ROLE?

I'm a teacher



📍 School or University

2

## YOUR ACCOUNT DETAILS

👤 Username

✉ Email

✉ Confirm Email

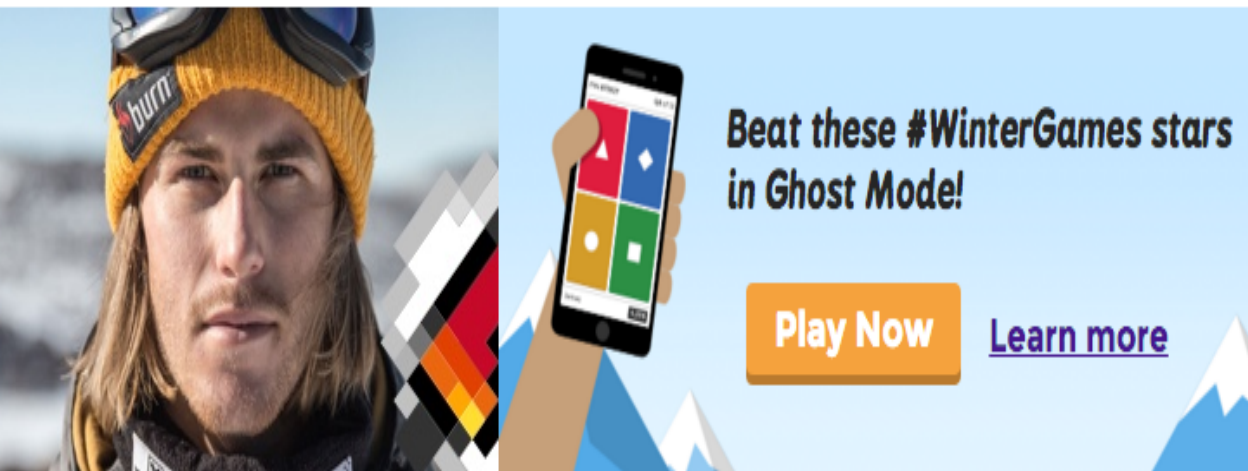
🔒 Password

**CREATE ACCOUNT**

**HEY CINDY\_WONG!**

Welcome to Kahoot! Here are some good starting points:

- 🎧 Play our [intro quiz](#) or find learning games trending [near you](#)
- ✍ Create your first Kahoot below (it's quick and easy!)
- 📢 It's more fun with others! Share on [Facebook](#), [Twitter](#) or by [email](#)



Beat these #WinterGames stars  
in Ghost Mode!

[Play Now](#)[Learn more](#)

Create fun kahoots using these  
free-to-use images and videos  
of #WinterGames!

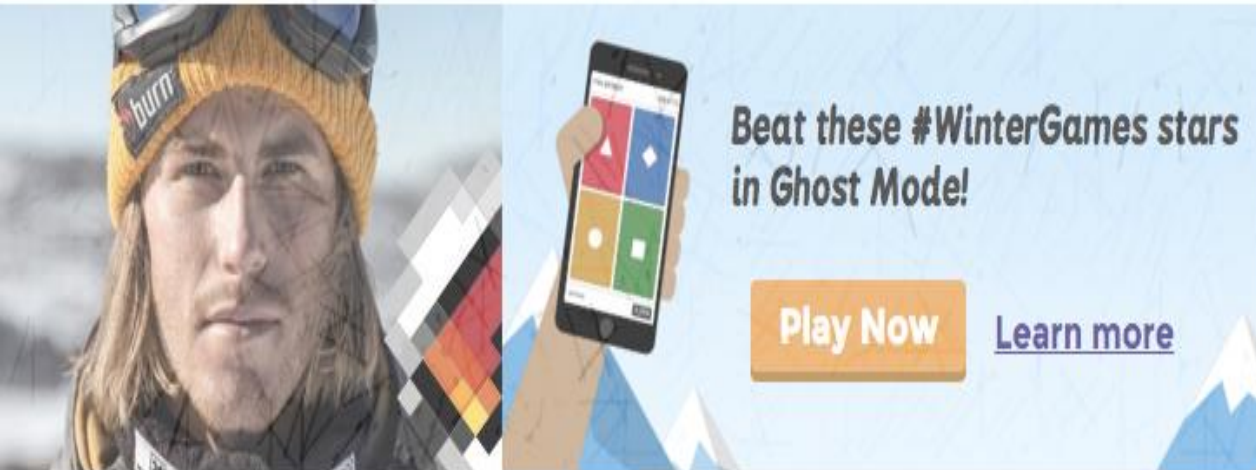
[Learn More](#)**MY STATS**

|         |           |       |         |
|---------|-----------|-------|---------|
| 0       | 0         | 0     | 0       |
| KAHOOTS | QUESTIONS | PLAYS | PLAYERS |
| 0       | 0         |       |         |
| SHARES  | FAVS      |       |         |

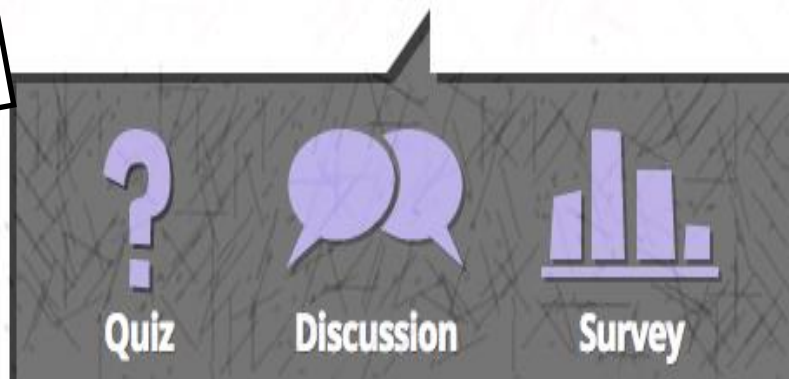
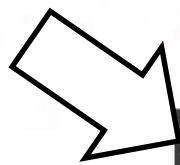
**MY RECENT RESULTS**

Check back here once you've played your first game  
to download all the results! Start off by playing the  
[Kahoot! Intro Quiz](#).

# Create new Kahoot!



# Create new Kahoot!



**NEW!** Find out how to play your kahoots again in 'Ghost Mode'!



Create fun kahoots using these free-to-use images and videos of #WinterGames!

[Learn More](#)

## MY STATS



|         |           |       |         |
|---------|-----------|-------|---------|
| 0       | 0         | 0     | 0       |
| KAHOOTS | QUESTIONS | PLAYS | PLAYERS |
| 0       | 0         |       |         |
| SHARES  | FAVS      |       |         |

## MY RECENT RESULTS

Check back here once you've played your first game to download all the results! Start off by playing the [Kahoot! Intro Quiz](#).



[Play Now](#)[Learn more](#)

# Create new Kahoot!



## Quiz

Points based multiple choice quiz with unlimited questions

**Let's start by giving the quiz a name:**

[Go!](#)[Cancel quiz and go back!](#)

of #WinterGames!

[Learn More](#)

## MY STATS



0

KAHOOTS

0

QUESTIONS

0

PLAYS

0

PLAYERS

0

SHARES

0

FAVS

## MY RECENT RESULTS

Check back here once you've played your first game to download all the results! Start off by playing the [Kahoot! Intro Quiz](#).

## Quiz: Goodies 17 Feb 2016

Edit

### 1) Enter the question

Question 1

G06-07 AlphaGo is the name of \_\_\_\_\_?

53

### 2) Set point/no point questions and the time limit

Image

Video

Time limit

Points question

20 secs



### 3) Enter the answers and click the correct answer(s)

a computer

a board game

a computer program

Answer 4

Incorrect 50

Incorrect 48

Correct 42

Incorrect 60

### 4) Press + Add question

Prev 1 Next

- Delete question

+ Add question

+ Duplicate

Cancel

Save & continue 46

1. Name

2. Questions

3. Settings

4. Done

## Quiz: Goodies 17 Feb 2016

Edit

*Before you finish... tell us a bit more about your quiz*

Language

English ▾

Privacy settings

Private ▾

Primary audience

School ▾

**\*Set the privacy setting**

Description

140

Difficulty level

Beginner Intermediate Advanced

**Press save & continue**

Tags (Hint: subject, specific topic, academic qualification level, year group etc.)



1. Name

2. Questions

3. Settings

4. Done

## Quiz: Goodies 17 Feb 2016

[Edit](#)

*Optional: Give your quiz a cover image*



Drag and drop an image from your desktop here

or choose a file

Choose File

No file chosen

[Edit questions](#)[Cancel](#)[Done →](#)

48



1. Name

2. Questions

3. Settings

4. Done

# DONE!

## GOODIES 17 FEB 2016

Play now ▶

Edit

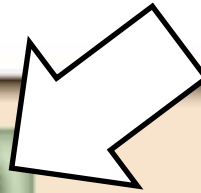
[View Kahoot page](#) or [make another one](#)

## SHARE YOUR KAHOOT NOW

Share with other users

# Goodies 17 Feb 2016

**Launch**



Display Game PIN throughout?

☐ NO

Show minimized intro instructions?

☐ NO

Randomize order of questions?

☐ NO

Randomize order of answers?

☐ NO

Play music while waiting?

☒ YES

Advanced options



Join at kahoot.it

with Game PIN:

378571

kahoot.it

Kahoot!

Game PIN

Enter



0

Players

Kahoot!

Start



Waiting for players...

Created by me (29) My Favourites (1) Shared with me (0)

Search bar with placeholder text: Title, subject, tag or username

All audiences

All Kahoots!

Search

- My Profile
- Email Preferences
- My Results
- Change Password
- Delete My Account
- Sign Out

More actions

- ### Goodies 17th February 2016-6D2

by cinnnn 13 hours ago

Quiz 8 questions Private

Play ▶ 1

Favourite ★ 0

Share 0
- ### Goodies 17 Feb 2016

by cinnnn yesterday

Quiz 9 questions Private

Play ▶ 1

Favourite ★ 0

Share 0
- ### Present Perfect Tense\_5C

by cinnnn 3 months ago

Play ▶ 1

Favourite ★ 0

Share 0

# My Results



Beat your score!

| Date                      | Kahoot!                        |          |      |                               |                            |
|---------------------------|--------------------------------|----------|------|-------------------------------|----------------------------|
| Tue, Feb 23, 2016 3:07 PM | Goodies 17th February 2016-6D2 | Download | Save | Play again <small>NEW</small> | <a href="#">Share link</a> |
| Mon, Feb 22, 2016 1:56 PM | Goodies 17 Feb 2016            | Download | Save | Play again <small>NEW</small> | <a href="#">Share link</a> |
| Tue, Dec 8, 2015 9:47 AM  | Present Perfect Tense_5C       | Download | Save | Play again <small>NEW</small> | <a href="#">Share link</a> |
| Tue, Dec 8, 2015 3:46 AM  | Present Perfect Tense_5C       | Download | Save | Play again <small>NEW</small> | <a href="#">Share link</a> |
| Mon, Dec 7, 2015 2:07 PM  | 5C Goodies 30 November 2015    | Download | Save | Play again <small>NEW</small> | <a href="#">Share link</a> |
| Mon, Nov 30, 2015 2:04 PM | 5C Goodies _23 November 15     | Download | Save | Play again <small>NEW</small> | <a href="#">Share link</a> |
| Mon, Nov 23, 2015 2:05 PM | Goodies 5C_16 Novermber,2015   | Download | Save | Play again <small>NEW</small> | <a href="#">Share link</a> |

Thank you!