

# The School News

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**Level 16**

## Getting ready for reading

Ask: *If we were going to make our own classroom television news, what would we need to do?* List the children's suggestions.

## Talking through the book

You could introduce the book by saying: *This book is about a class that makes a video of the school news each week. It tells us about the things they do to make it.* Turn through the book. Discuss the different jobs the children are doing. You might say: *What does this girl do? Yes, she plans the programme. She makes a list of the stories, and writes down the names of the people who will work on them.*

Ensure that children are familiar with the terms used in the book: *news-reader, reporter, interviewing, script, camera man, videos, shots, advertising.*

## Reading the book

Children read the book individually while the teacher observes each child's reading behaviours and prompts children to use cues to read unfamiliar words. The teacher may select an additional teaching focus based on these observations.

## Returning to the text

Select the most appropriate teaching focus for the learning needs of the group. Choose one or more of the following.

### ***Being a meaning maker***

Encourage the children to support their answers with evidence from the book as they discuss these questions.

*What does Zelda do to help make the news?*

*Why does Yoko write her questions before she talks to the principal?*

*Why does Vin need to know how long each story will run?*

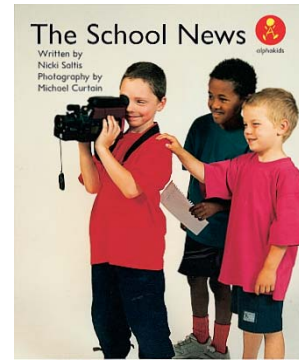
*Do the children make their news the same way as the news on the television is made?*

### ***Being a code breaker***

Children may like to explore the setting out of lists on page 7.

*What are the conventions?*

*Why are the questions listed underneath each other?*



## TEXT FEATURES

- **This text is an explanation of how a class produces the school news.**
- **It features a range of text types: lists, reports, questions, recounts, tables, advertisements.**
- **The text is supported by full-color photographs.**
- **Children from the Alphakids alphabet books are featured.**

### **Being a text user**

Discuss:

*Could you make TV news programme using this book?*

*Does it contain enough information?*

*What other information might you need?*

Children could compare the information in the book with the lists made earlier.

### **Being a text critic**

Discuss:

*Do all schools let students make video news broadcasts?*

*Do all school have the things needed to make videos?*

*Could you do this at your school?*

## Literacy learning centres – follow-up activities

### **INTERACTIVE LITERACY CENTRE**

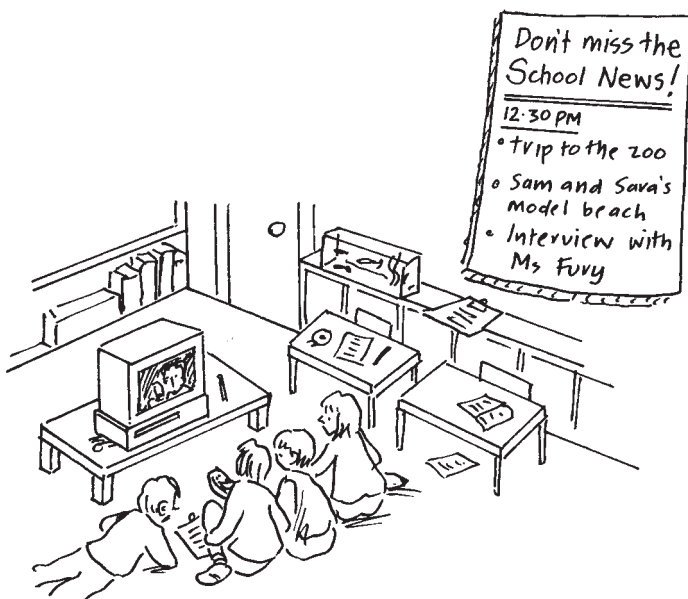
Children could develop role-plays of their own school stories to be used in their own School News. These role-plays could be performed for the class.

### **WRITING CENTRE**

Children could work in cooperative groups to identify newsworthy stories from their school. They could write scripts for the stories, list questions that could be asked and write advertisements for the news.

### **BOOK BROWSING CENTRE**

Children could view videos and read books about how news is made, for example: *Television* by Susannah Foreman; *Newspapers* by Susannah Foreman and *Exploring Television* by Doug Brown.



### **Keeping track**

Selecting two or three children each day to take careful observations and assessment of reading behaviours ensures that teachers stay familiar with the current learning needs of all students.