

A Newsletter for Teachers

HOT Apple PIE

June 2008

Partners In Excellence

FROM YOUR NEWSPAPER IN EDUCATION DEPARTMENT

—August— Apple Slice

One Serving of Learning

Go For The Gold

Objectives:

Students will be able to:

- Write recounts and reports, expressing personal viewpoints based on the competition in Beijing.
- Use vocabulary and sentence structures appropriate to the audience.

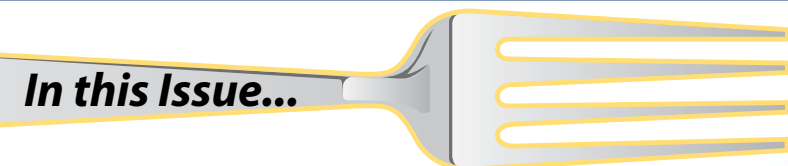
Procedure:

- Schedule delivery of newspapers or E-edition license access.
- Ask students what they know about the sports that are being played at the event in Beijing. What do they know about the host city of Beijing, China? Invite students to make some predictions about the event and the news that will come from it.
- Are there summer sports your students enjoy that are not part of this competition?
- Challenge students to choose a summer sport that isn't included and to write an editorial column (after reading some examples in the paper) encouraging the addition of that sport to the competition in Beijing.
- In order to complete this assignment with specific details, students will need to read some of the sports coverage in the newspaper so that they can offer comparisons between the sport they chose and the sports that are included. For example, kite flying isn't included but it's similar to archery because it involves objects flying through the air. It's similar to tennis because they both require running, etc.
- Allow time for students to read their editorials aloud. Have the class vote on the one that made the most compelling argument.

Extensions:

- Invite students to hit this website to read about the ancient competitions. Compare them to the ones that take place in modern times.
<http://www.museum.upenn.edu/new/olympics/olympicintro.shtml>
- Prior events have been marred by the revelation of drug use to enhance performance. Are there any heroes or villains in the current event?

National Learning Standards: McRel (Mid-continent Research for Education and Learning) Standards: **Language Arts, Level 3, Benchmark 10**
Writes persuasive compositions (e.g., engages the reader by establishing a context, creating a persona, and otherwise developing reader interest; develops a controlling idea that conveys a judgment; creates and organizes a structure appropriate to the needs and interests of a specific audience; arranges details, reasons, examples, and/or anecdotes persuasively; excludes information and arguments that are irrelevant; anticipates and addresses reader concerns and counter arguments; supports arguments with detailed evidence, citing sources of information as appropriate)



In this Issue...

- *Sports are coming to Beijing*
- *Lessons for language arts, science, social studies and math*
- *A biography of journalist Teddy White*

