“News to the Core” Reported by Very “Special” Students

Grade Level: Special Education (K-6)
Presented by: Patsy Heberle, Grayhawk Elementary, Scottsdale, Arizona
Length of Unit: Ongoing (Issues ready for Publication 1st of the month)

I. ABSTRACT
Watch special needs students come alive as they share the knowledge they have acquired via Core Knowledge. Global information flows as they mold their lessons of the week into news articles. Various headings like “Fact/Word of the Week, Saying of the Month, Riddles, Guess Who, Editorials, Poems, and “Letters from the Past” will allow students to enthusiastically continue to build their knowledge and skills. The students identify and describe meaningful vocabulary that lends to academic confidence. They even share different points of view that connect to the many sequences taught throughout Core Knowledge allowing for better applications in their educational process. Come with us and publish our world with “News to the Core”.

II. OVERVIEW
A. Concept Objectives:
1. Broaden the interpretation of specific K-6 Core Knowledge lessons.
2. Understand that the ideas people (explorers, scientists, Vikings, artists, musicians, historians, etc.) profess affect their behavior.

B. Content from the Core Knowledge Sequence:
1. Reading and Writing (p.23, 43,65)
2. Writing, Grammar, Usage (87,109,133)
3. Fictions, Nonfiction, and Drama (Various)
4. Sayings and Phrases (Various)
5. Symbols and Figures (Various)
6. History and Geography (various)
7. The Human Body (p. 38)
8. Vision: How the Eye Works (P. 82)
9. Science Grade 5 p.126…
10. Astronomy: Gravity, Stars, and Galaxies p.153

C. Skills to be taught:
1. Students will demonstrate knowledge of the Core Knowledge subject.
2. Students will identify a specific topic and brainstorm attributes.
3. Students will research using various sources.
4. Students will use critical thinking/inferential skills.
5. Students will verbalize and discuss information.
6. Students will summarize information.
7. Students will use Six Trait Writing.
8. Students will format a newsletter.
9. Students will generate computer presentation.
10. Students will demonstrate appropriate skills to share “News to the Core”.

III. BACKGROUND KNOWLEDGE
A. Teachers:
1. Core Knowledge Sequence: Content Guidelines for Grades K-8
2. What Your K-6th Grader Needs to Know (Spiral)
3. Specific topic related Core Knowledge Units
4. Multi-sensory/Multiple Intelligences Teaching Strategies
5. Six Traits Writing
6. Technology for information/publishing

B. Students:
1. Prior and current knowledge of specific Core Knowledge Units
2. Internet/Computer Skills
3. Cooperative Learning Strategies
4. Language Arts Skills in leveled reading/writing
5. Oral Language Awareness

IV. RESOURCES
A. Technology, Internet
1. Student Writing Center, The Learning Company
2. Inspiration, Inspiration Software
3. Co-Writer, Write: Outloud, Don Johnston
4. Teacher, Primary Fonts, ScenoGrafica Software

B. *Core Knowledge Sequence/What Your K-6th Grader Needs to Know*
1. CK Overview/Units/Teacher Lessons/Student Projects

C. Reference/Supplemental Materials
1. *The Best Research Reports Ever*, Scholastic,
2. *Ways to Publish Students’ Research and Writing*, Scholastic
3. *Dictionary of Idioms*, Scholastic
4. *Scholastic Literacy K-6*, Various supplemental trade books
5. *Language Arts*, Scholastic
6. *Quick Poetry Activities You Can Really Do!* Scholastic
7. *Love to Write!* Cindy Barden
8. *75 Creative Ways to Publish Students' Writing*, Scholastic
9. *Six Trait Writing*, Northwest Regional Educational Laboratory
10. *Multiple Intelligences in the Classroom*, Thomas Armstrong
11. Supplemental multi-media and teacher materials (various)

V. LESSONS
Lesson One: “Sayings of the Week”
A. Daily Objectives
1. Concept Objectives:
   a. Broaden the interpretation of specific K-6 Core Knowledge lessons
2. Lesson Content:
   a. Sayings and Phrases
3. Skill Objectives:
   a. Students will brainstorm specific Core sayings from the Core Knowledge Sequence.
   b. Students will review sayings and network shared information.
   c. Students will review literal meaning of popular sayings.
   d. Students will publish “Saying of the Week” and its meaning.

B. Materials
1. K-6 Core Knowledge 2001-2002 Calendar
2. Specific grade level Core Knowledge Units
3. *Core Knowledge Sequence*
4. *What Your Kindergartener (through Sixth)Grader Needs to Know*
5. *Random House Dictionary of Popular Sayings*
6. *Dictionary of Idioms*, Scholastic
7. Literal Meaning handout (Appendix A) Journals
8. Student Writing Center (Computer)

C. Key Vocabulary
   1. Review meanings of proverbs and idioms
   2. Six Traits (See Appendix B)

D. Procedures/Activities
   1. Brainstorm and list Core Knowledge sayings students have learned.
   2. Record five sayings and their meanings in journals.
   3. Choose one saying to write in “News To the Core.” For example: “Do unto others as
      you would have them do unto you”.
   4. Write the “Golden Rule” and its literal meaning on handout. Students peer edit, students
      revise, and rewrite.
   5. Use Student Writing Center on the computer and publish saying and meaning in a
      section titled “Saying of the Month” for “News To the Core”.

E. Assessment/Evaluation
   1. Share saying with other grade levels. Students should have knowledge of meaning,
      interpretation, and influence it has in our every day language and life. Individuals that
      read newsletter can also interpret saying. Students can respond by sending in a “Good
      Deed for the Day”!
Lesson Two: “Fact (Word) of the Week” alias “Did You Know…”

A. Daily Objective
   1. Concept Objective:
      a. Develop an awareness of Core Knowledge lessons for personal enrichment.
   2. Lesson Content:
      a. Nonfiction, Fiction (For example: History-Civil War)
   3. Skill Objectives:
      a. Students will brainstorm Core Knowledge K-6 facts/word of the week.
      b. Students will review and share spiraled lessons of facts/word.
      c. Students will learn to network facts/word for use of historical value.
      d. Students will review how to summarize specific content material. Students will learn how to publish “Fact (Word) of the Week”.

B. Materials
   1. Core Knowledge 2001-2002 Calendar
   2. Core Knowledge Units (American History)
   3. Core Knowledge Sequence
   4. What Your Kindergartener (through Sixth)Grader Needs to Know (American History)
   5. KWL Chart (Appendix C)
   6. The Important Book by Margaret Wise Brown
   7. “The Important Thing About” Handout (Appendix D)
   8. Civil War on Sunday, Mary Pope Osborne
   10. Journals, Student Writing Center (Computer)

C. Key Vocabulary
   1. Civil War-War fought for freedom between the northern and southern states.

D. Procedures/Activities
   1. Brainstorm/list Core Knowledge facts/word (Civil War) on board.
   2. Discuss/review facts/word that spiraled in the sequence. Use KWL handout.
      For example: More men were killed in the Civil War than any other war.
      a. Supplemental resources will detail specific information.
      b. Read together Civil War on Sunday.
      c. Read to the students The Important Book, discuss theme interjecting Civil War topics.
   3. Fill information in on “The Important Thing About” handout.
   4. Transfer to journals and summarize facts/word following 6-trait method into a paragraph. Peer edits, students revise and rewrite.
   5. Generate to computer for “News To the Core” section titled “Fact (S) /Word of the Month” or “Did You Know…”?

E. Assessment/Evaluation
   1. Share facts/word with other grade levels through “News to the Core”. Students have knowledge of facts/word, and the influence it has in their lives. Individuals that read newsletter will read facts/words about the Civil War and continue perspectives of their own.
Lesson Three: “I Spy (Core Knowledge Lesson)"

A. Daily Objectives
   1. Concept Objective:
      a. Broaden the interpretation of specific K-6 Core Knowledge lessons
   2. Lesson Content:
      a. What Your K-6th Grader Should Know
         1. The Human Body (Digestive/Respiratory System)
         2. Classifying Living Things (Animal Classification)
         3. Astronomy (The Sun)
   3. Skill Objective:
      a. Students will brainstorm an “I Spy” topic of the week.
      b. Students will review/share spiraled lessons.
      c. Students will learn to network information for application of material.
      d. Students will learn how to publish “I Spy” topic of the week.

B. Materials
   1. Core Knowledge 2001-2002 Calendar
   2. Core Knowledge Units (Specific to “I Spy” topic)
   3. Core Knowledge Sequence
   4. What Your Kindergartener (through Sixth) Grader Needs to Know
   5. KWL Chart
   6. “I Spy” Handout (Appendix E)
   7. Various Supplemental Teacher Resources, Science
   8. Journals, Student Writing Center

C. Key Vocabulary
   1. Enzymes- water and chemicals that help digest food.
   2. Amphibian- cold-blooded vertebrate that has aquatic gill breathing and terrestrial lung breathing.
   3. Sunspots-dark spots on the surface of the Sun that grows or disappear.

D. Procedures/Activities
   1. Review specific science topics that the students have recently studied. Be sure to choose topics (See vocabulary words above) that have spiraled through the sequence. Use a web chart to add details. Use teacher resources as necessary.
   2. Summarize topics using 6-trait method. Peer edits, students revise and rewrite.
   3. Write “I Spy” sentences using vocabulary words on “I Spy” handout.
   4. Generate to computer for “News To the Core” section titled “I Spy”. Use Student Writing Center.

E. Assessment/Evaluation
   1. Share “I Spy” with other grade levels through “News To the Core”. Students should have interpretation skills that enable them to question others for the answers. Answer key may be provided to check results of “I Spy.” Individuals that read “I Spy” will learn/relate facts to their knowledge of topics and how they affect them.

Lesson Four: “News To the Core” Does Riddles

A. Daily Objective
   1. Concept Objective:
      a. Broaden the interpretation of specific K-6 Core Knowledge lessons
   2. Lesson Content:
      a. What Your K-6th Grader Should Know
      b. for example: Plants (Structures and Processes)
   3. Skill Objective:
      a. Students will brainstorm facts about plants.
b. Students will network spiraled lessons.
c. Students will transfer information to riddle format.

B. Materials
1. Core Knowledge 2001-2002 Calendar
2. Core Knowledge Units (Plants)
3. Core Knowledge Sequence
4. What Your Kindergartener (through Sixth) Grader Needs to Know (Plants)
5. KWL Chart (Appendix C)
6. The Important Book by Margaret Wise Brown
7. “The Important Thing About” handout (Appendix D)
8. “What Am I?” handout (Appendix F)
9. Various Supplemental Teacher Resources
10. Journals, Student Writing Center (Computer)

C. Key Vocabulary
1. Plant - A living organism belonging to the vegetable kingdom.
2. Photosynthesis - The chemical process by which plants use light to change carbon dioxide and water into carbohydrates, releasing oxygen.

D. Procedures/Activities
1. Review specific science topics that students have recently studied in relation to plants. Be sure to network plant topics that have spiraled through the sequence. Use The Important Thing About handout to add details. Use teacher resources as necessary.
2. Summarize topics using 6-trait method. Peer edits and student revises and rewrites.
4. Generate to computer for “News To the Core” section titled “What Am I?” Use Student Writing Center.

E. Assessment/Evaluation
1. Share “What Am I?” with other grade levels through “News To the Core”. Students should have interpretation skills that enable them to question others for the answers. Answers are provided to check results of “What Am I?” Individuals that read “What Am I?” will learn/relate facts to their knowledge of topics and how they affect them.

Lesson Five: “Core Knowledge Does Grammar and Usage”

A. Daily Objective
1. Concept Objective:
   a. Broaden the interpretation of specific K-6 Core Knowledge lessons
2. Lesson Content:
   a. Grammar and Usage grades K-6
3. Skill Objective:
   a. Students will review parts of speech, plurals, pronouns, nouns, etc.
   b. Students will network spiraled lessons related to grammar and usage.
   c. Students will learn how to write sentences with Core Knowledge topics and grammar lessons following 6-trait format.

B. Materials
1. Core Knowledge 2001-2002 Calendar
2. Core Knowledge Units (Grammar and Usage)
3. Core Knowledge Sequence
4. What Your Kindergartener (through Sixth) Grader Needs to Know (Grammar and Usage)
5. Arizona State Standards, Language Arts
6. Various Supplemental Teacher Resources, Grammar and Usage
7. Journals, Student Writing Center (Computer)
Lesson Six: “Letters (editorials?) From the Past”

A. Daily Objective
   1. Concept Objective:
      a. Understand that the ideas people (explorers, scientists, Vikings, artists, musicians, historians, etc.) profess affect their behavior.
      b. Broaden the interpretation of specific K-6 Core Knowledge lessons
   2. Lesson Content:
      a. Speeches, Proclamations
   3. Skill Objective:
      a. Students will brainstorm Core Knowledge historians, etc.
      b. Students will recognize point of view, propaganda, and/or statements of fact/non-fact/opinion.
      c. Students will learn to network information for use of historical value.
      d. Students will learn how to summarize specific content material.
      e. Students will learn to publish various formats of “Letters from the Past”.

B. Materials
   1. Core Knowledge 2001-2002 Calendar
   2. Core Knowledge Units (various biographies, reports, etc)
   3. Core Knowledge Sequence
   4. What Your Kindergartener (through Sixth)Grader Needs To Know
   5. Editorial Format handout (Appendix H), KWL Chart
   6. Various Supplemental Teacher Resources that teach informal letter writing skills.
   7. Journals, Student Writing Center (Computer)

C. Key Vocabulary
   1. Editorial-An article in a newspaper, which expresses the opinion of a publisher.
   2. Propaganda-misinformation
   3. Opinion-A judgment held with confidence; a conclusion w/o positive knowledge.
D. Procedures/Activities
1. Ask students to brainstorm and list various Core Knowledge historians. Use KWL chart as you pool information from different grade levels.
2. Discuss and review various attributes, difficulties and philosophies of historians.
   a. Supplemental resources will help detail specific information.
4. Transfer the information onto Editorial Format handout.
5. Generate to computer for “News To the Core” section titled “Editorials”.

E. Assessment/Evaluation
1. Share editorials with other grade levels through “News to the Core”. Students are asked their opinion of subject. Their knowledge of subject and the influence it has in their lives provides for adequate evaluation. Individuals can also choose to respond to editorials with their own feedback to the editor.

Lesson Seven: “Core Knowledge Loves Poetry”
A. Daily Objective
1. Concept Objective:
   a. Broaden the interpretation of specific K-6 Core Knowledge lessons
2. Lesson Content:
   a. Language Arts, Poetry, History and Geography, Science, Math, Visual Arts, Music
3. Skill Objective:
   a. Students will brainstorm Core Knowledge topics.
   b. Students will select a specific topic.
   c. Students will network sequenced (spiraled) information.
   d. Students will learn how to summarize information into a poem for a purpose.
   e. Students will learn to publish poem.

B. Materials
1. Core Knowledge 2001-2002 Calendar
2. Core Knowledge Units
3. Core Knowledge Sequence
4. What Your Kindergartener (through Sixth)Grader Needs to Know
5. Journals
6. Quick Poetry Activities You Can Really Do! Scholastic
7. Various Supplemental Teacher Resources that teach poetry.
8. Student Writing Center (Computer)

C. Key Vocabulary
1. Teach type of poem-For Example “If Poems” pages 26-37 in Quick Poetry

D. Procedures/Activities
1. Ask students to brainstorm various Core Knowledge topics from past week.
2. Use web chart to fill in chosen topic and details.
3. Review/teach poetry style and transfer the information into a meaningful poem.
4. Summarize information following 6-trait method. Edit, revise and rewrite.
5. Generate to computer for “News To the Core” section titled “Core Knowledge Loves Poetry”.

E. Assessment/Evaluation
1. Share poems with other grade levels through “News to the Core”. Students have imagery of topic through meaning, emotion, and rhythmic features of poems. Students are asked what kind of poetry they used and the main idea of their topic. Teacher will assess answers for comprehension and correct style.
VI. CULMINATING ACTIVITY
A. Share the News! Students compile sections of news into “News To the Core”. The Student Writing Center incorporates all your needs in one. Add Clip Art to individualize and heighten creativity. Students are proud to share their masterpiece. Not only can they “talk the walk”, now they can “write and read the walk”.
B. Invite other students/teachers/parents to listen and comment to “News To the Core”. As the year goes along students can add crosswords, captions, trade cards, Dear Explorer (responses), and more to the newsletter. Special Education students really learn and enjoy with Core Knowledge!

VII. HANDOUTS/STUDENT WORKSHEETS
Appendix A - H

VIII. BIBLIOGRAPHY
Appendix A

“Literal Meaning” Handout

SAYING:
“Do unto others as you would have them do unto you”

What do you think this saying means?
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

What does this saying really mean?
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Literal meaning:
This saying is called the Golden Rule. People use it to mean: treat people as you would like to be treated yourself. It comes from the Bible. Example: “Molly, stop drawing on Becky’s picture,” said the babysitter. “Would you like Becky to mess up your picture? Remember: Do unto others as you would have them do unto you.”

Give an example of how this may have happened to you or someone you know this week.
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
Appendix B
Six Traits Friendly Guide

*Sentence Fluency*
5-6 My sentences are clear, varied, and a treat to read aloud!
(Sentence variety is my middle name.)
3-4 My sentences are clear and readable.
(Some sentences could merge; some need to be cut in two.)
1-2 I have to admit, it’s a challenge to read aloud!
It’s hard to tell where one sentence stops and the next begins.)

*Conventions*
5-6 I made so few errors; it would be a snap getting this ready to publish!
Great punctuation-grammar too! Caps in the right places. Great spelling, paragraphs are indented!
3-4 Some bothersome mistakes show up when I read carefully.
(Reads like a first draft, all right.)
1-2 Read it once to decode, then again for meaning.
(Mistakes make the going rough. Want the truth? I didn’t spend much time editing.)

*Voice*
5-6 I’ve put my personal stamp on this paper!
(My paper shines with personality. I speak right to my readers.)
3-4 What I truly think and feel shows up sometimes.
(My personality pokes through here and there.)
1-2 I’m not comfortable letting the real me show through.
(It could be hard to tell who wrote this.)

*Word Choice*
5-6 I picked just the right words to express my ideas and feelings.
(Colorful, fresh, and snappy-yet nothing’s overdone.)
3-4 It might not tweak your imagination, but hey-it gets the message across.
(It’s functional, but it’s not a stretch for me.)
1-2 My reader is likely to ask, “Huh?”
(It’s hard to picture what I’m talking about.

*Ideas and Content*
5-6 It’s clear, focused, and jam-packed with details.
(You can tell I know a lot about this topic.)
3-4 It has its intriguing moments, but it could use some detail.
(I know just enough to write.)
1-2 I’m just figuring out what I want to say.
(It’s hard to picture anything.)

*Organization*
5-6 Clear and compelling direction makes reading a breeze>
(My beginning gets you hooked.)
3-4 You can follow it pretty well.
(The paper has an ending, but it needs some work.
1-2 Where are we headed? (You could get dizzy trying to follow this.)
### Appendix C

<table>
<thead>
<tr>
<th>What I Know</th>
<th>What I Want to Know</th>
<th>What I Learned</th>
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</table>
"The Important Thing About" Handout

The important thing about ____________________________
is______________________________________________________

__________________________

It is/was__________________________________________

It__________________________________________

It__________________________________________

Its enemies are/were ____________________________________________

__________________________are/were protected by__________________________

But, the important thing about ____________________________

Is__________________________________________

__________________________________________

Adapt by adding specific verbs, adjectives, etc.
It eats...It lives...It took place...
Appendix E

"I Spy" Handout (1)

Example:
"I spy the body parts that help you breathe known as the Respiratory System"

windpipe  mouth  lungs  nose  throat  voicebox  bronchi  diaphragm

I spy a pipe that takes air to your lungs.
I spy the ____________________

I spy a thin sheet of muscle that moves up and down.
I spy the ____________________

I spy the two spots where air enters, getting moistened and filtered.
I spy the ____________________ and ____________________

I spy the place where air passes down and moves past your chatterbox.
I spy the ____________________ and ____________________

Next, I spy a pipe that takes air into your lungs.
I spy the ____________________

I spy the tubes in your lungs that branch into smaller tubes.
I spy ____________________

I spy and feel my lungs filling with air! My air (oxygen) passes through the blood and out of the body as you exhale.

Adapt to your own lesson 😊
Insert clip art for younger students.
Appendix E

"I Spy" handout (2)

Vocabulary Words

__________________________

I spy

__________________________

I spy

__________________________

I spy

__________________________

I spy

__________________________

Bonus:
Add clip art. 😊
Appendix F
“What am I?” handout

I am alive. I can grow.
I make my own food.
What am I? A PLANT!

What am I?
I am ______________. I can ______________.

I ________________________________

What am I? A _____________________!

OR

I am the leader of many nations called an empire. What am I called?
I am called an Emperor.

I can be __________ and ______________. I can do ______________.
What am I? ______________________________

I am the ____________________ of ________________________.
What am I? ______________________________

Clues: ___________ ____________

Modify to fit your specific topic.
Add clip art for clues. ☺
Appendix G

"Parts of Speech: Common Nouns and Proper Nouns" handout
*Use Core Knowledge topics

Directions: Write 10 common nouns and 10 related proper nouns.

<table>
<thead>
<tr>
<th>Common noun</th>
<th>Proper noun</th>
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<tr>
<td>Example:</td>
<td>Coronado</td>
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Option* Try plurals and possessives, too!
Appendix H

“Editorial Format” handout

An editorial may contain a combination of facts and opinions. People write editorials for many reasons...
They might be upset about something, or
They hope to change the way other people think, or
They see a problem and want to suggest a solution, or
They want others to join them in the cause.

Choose a Core Knowledge topic or historian that may have affected our lives. Write an editorial in first person stating your concern or opinion.

Dear editor:

_________________________________________________________________________________

_________________________________________________________________________________

_________________________________________________________________________________

Sincerely yours in history,

________________________________________

Write as if you were on a journey, voyage, or exploration.
Use these specific words ____________, ____________, ____________.
Include in your journal entry where you are going, where you have been, your name, the purpose of your trip, and how long you have been away.

Ship’s Log

Dear journal, Date____________________

_________________________________________________________________________________

_________________________________________________________________________________

_________________________________________________________________________________

Land ho!

____________________________________

Name