

# DAY 16 LESSON PLAN: CAPTIONS

## WEEK 4: WRITING AND REPORTING: GETTING THE FULL STORY

DATE: \_\_\_\_\_ TEACHER: \_\_\_\_\_ SECTION: \_\_\_\_\_

### OBJECTIVE:

TSWBAT write effective captions including a mini-story IOT engage the reader by explaining the 5 W's and H without repeating what is already said in the photograph.

### COMMON CORE: ELA-LITERACY

W.9-10.2.A, W.11-12.2.A

W.9-10.2.B, W.11-12.2.B

W.9-10.3.A, W.11-12.3.A

### ISTE STANDARDS: 6D

## STEPS: OPEN PRESENTATION 16

- 1 DO NOW:** 3 minutes  
Students write the answer to this prompt: what do you want to know about this picture? (displayed on Do Now slide). Continue to the next slide and ask students to share their responses.
- 2 LECTURE:** 25 minutes  
Continue Presentation 16 discussing the role of a caption and the dos and don'ts of caption writing. Decide on a formula for how you will identify people in captions and stories. Explain the four types of captions, showing examples of each. Model writing a mini-story using the provided image. It is okay to make up information for practice. Call on students to help. Post the slides for students to access.
- 3 ACTIVITY:** Caption Writing, Independent Practice - 20 minutes  
Write quality captions following the guidelines you learned today for five of the photos you took of your partner. At least one should be a mini-story. Check the Caption Writing Requirements on slide 24.
- 4 CLOSURE:** 5 minutes  
Students will share their captions with you and/or the Copy Editor for review. Provide a final deadline.

### MATERIALS:

Presentation 16

Students will need 5 images from their previous photo shoot

### VOCABULARY:

5 W's / H

Identification Caption

Brief Caption

Quote Caption

Mini-Story

Lead

# DAY 17 LESSON PLAN: INTERVIEW TECHNIQUES

## WEEK 4: WRITING AND REPORTING: GETTING THE FULL STORY

DATE: \_\_\_\_\_ TEACHER: \_\_\_\_\_ SECTION: \_\_\_\_\_

### OBJECTIVES:

TSWBAT prepare for a successful interview by planning open ended questions and making the subject comfortable.

TSWBAT conduct an interview in a conversational style to get content need for writing goals.

### COMMON CORE: ELA-LITERACY

SL.9-10.1.C

SL.11-12.1.C

### ISTE STANDARDS: 7B

## STEPS: OPEN PRESENTATION 17

- 1 DO NOW:** 3-5 minutes  
Assign students in pairs to interview each other, post the list for viewing. Students will find their interview partner and write one question they want to know about the person.
- 2 LECTURE:** 15 minutes  
Continue Presentation 17. Discuss writing goals and interview preparation techniques. Introduce 'open-ended questions.' Practice improving the questions displayed with students. Give students an opportunity to practice a mock interview with you. Allow them to ask you open ended questions, answer with details so they can get to know you as well as learn how to interview.
- 3 ACTIVITY:** Interview - 30 minutes  
Students will think about goals for content and write 10 open-ended questions to ask their partner. Following the techniques they learned, they will interview their partner in a comfortable setting.
- 4 CLOSURE:** 5 minutes  
Students will compile their interview notes into a Google Doc.

### MATERIALS:

Presentation 17

List of Partner Assignments

### VOCABULARY:

Open Ended  
Questions

# DAY 18 LESSON PLAN: JOURNALISTIC WRITING

## WEEK 4: WRITING AND REPORTING: GETTING THE FULL STORY

DATE: \_\_\_\_\_ TEACHER: \_\_\_\_\_ SECTION: \_\_\_\_\_

### OBJECTIVES:

TSWBAT write engaging body copy using the journalist format and following body copy rules and requirements.

TSWBAT plan angles and leads that will draw a reader into the story.

### COMMON CORE: ELA-LITERACY

W.9-10.3.C

W.11-12.3.C

W.9-10.3.D

W.11-12.3.D

### ISTE STANDARDS: 4D

## STEPS: OPEN PRESENTATION 18

- 1 DO NOW:** 3 minutes  
Students write an answer to this prompt: What do you think is the difference between journalistic writing and an essay?
- 2 LECTURE:** 25-30 minutes  
Continue Presentation 18. Discuss differences between essays and journalism. Introduce the Journalistic Format. Emphasize the importance of finding an angle and strong leads. Share a variety of lead styles and examples. Using guided practice, write a lead based on the given information on slide 22. Review body copy rules and requirements. Introduce the assignment.
- 3 ACTIVITY:** Body Copy Writing - 20-25- minutes  
Using their interview in the previous lesson, students will write a story about their partner following journalistic format and all body copy rules and requirements from today's presentation.
- 4 CLOSURE:** 5 minutes  
Students will peer review leads and give each other critical feedback. Assign deadline for completion.

### MATERIALS:

Presentation 18

Completed interview notes from previous class period.

### VOCABULARY:

Journalistic Format

Angle/Storyline

Leads

Active Voice

Editorialize

Transitions

# DAY 19 LESSON PLAN: HEADLINES

## WEEK 4: WRITING AND REPORTING: GETTING THE FULL STORY

DATE: \_\_\_\_\_ TEACHER: \_\_\_\_\_ SECTION: \_\_\_\_\_

### OBJECTIVES:

TSWBAT write clear, accurate, and impacting headlines and sub headlines IOT draw the reader into yearbook spreads.

TSWBAT acknowledge the importance of adhering to a style guide when formatting headlines on a spread IOT create a sense of unity in the yearbook.

### COMMON CORE: ELA-LITERACY

W.9-10.3.A

W.11-12.3.A

W.9-10.3.D

W.11-12.3.D

### ISTE STANDARDS: 4A

## STEPS: OPEN PRESENTATION 19

- 1 DO NOW:** 20 minutes  
Students continue the body copy writing assignment. Ask them to review the story and circle 3 key words.
- 2 LECTURE:** 15 minutes  
Continue Presentation 19. Discuss headline rules and requirements. Provide examples of headline style techniques. Introduce sub headlines with examples and discuss the typography of headlines. Explain the headline writing process. Using guided practice, work with students to write a headline and sub headline as a class based on the content from slide 17. Introduce the assignment and review requirements.
- 3 ACTIVITY:** Headline Writing - 15-20 minutes  
Looking at the images and copy for your spread, use the writing process to develop an effective headline/sub headline that follow all rules and requirements from today's presentation.
- 4 CLOSURE:** 5 minutes  
Students will peer review and give each other critical feedback. Assign deadline for completion.

### MATERIALS:

Presentation 19

Body copy from previous assignment, mostly complete

Photographs from previous assignment of the same person from your story

### VOCABULARY:

Headline

Sub headline

Alliteration

Assonance

Pun

Pop-Culture

Exclamatory

Newspaper Style

Typography

# DAY 20 LESSON PLAN: SECONDARY COVERAGE/QUICK READS

## WEEK 4: WRITING AND REPORTING: GETTING THE FULL STORY

DATE: \_\_\_\_\_ TEACHER: \_\_\_\_\_ SECTION: \_\_\_\_\_

### OBJECTIVES:

TSWBAT understand the importance of secondary coverage and create a plan for a quick read/mod with an infographic to support and compliment their yearbook spread.

TSWBAT practice using Google Forms to create a survey used to collect data for a quick read/mod.

### COMMON CORE: ELA-LITERACY

W.9-10.2.A  
W.11-12.2.A  
W.9-10.6  
W.11-12.6

### ISTE STANDARDS: 5B, 6C

## STEPS: OPEN PRESENTATION 20

- 1 DO NOW:** 5 minutes  
Add your finished story to the correct person's folder and select a new partner.
- 2 LECTURE:** 10 minutes  
Continue Presentation 20 discussing quick reads/mods and benefits of secondary coverage. Share examples of secondary coverage ideas in award-winning yearbooks. Explain each format and ask students to consider how it could be applied to our school. Briefly introduce Canva's Infographic Designer.
- 3 ACTIVITY 1:** Google Forms Practice - 10 minutes  
Students will watch the survey tutorial on Slide 25 and create a new Google Form. They will think of a survey topic that could be used in an infographic and create a survey with 3 questions. Have students copy the shortened URL from the 'share' menu and submit the link according to your specifications.
- 4 GUIDED PRACTICE:** Secondary Coverage Planning - 10 minutes  
Continue Presentation 20 and guide students through the planning process of selecting format and content. Review secondary coverage requirements and introduce assignment.
- 5 ACTIVITY 2:** Quick Read Planning - 10 minutes  
Looking at the images and copy for your spread on your partner, plan a quick read.
- 6 CLOSURE:** 5 minutes  
Students will peer review quick read ideas and give each other critical feedback.  
Students will finish Quick Read for homework. Assign Deadline.

### MATERIALS:

Presentation 20  
Google Forms  
Canva  
Completed images and copy from previous assignments.

### VOCABULARY:

Secondary	Mod	Infographic
Coverage	Google Forms	Timeline
Quick Read	Survey	Blended Coverage