

The Johns Hopkins University Applied Physics Laboratory

Presents...

Let's Write a Newspaper Story!

An exciting, real-life writing course for elementary school students.

Teacher Resources

Course Preview Page 2	Maryland State Performance Standards Page 3	Howard County Essential Objectives Page 4	Lesson Plan Page 5-12
--------------------------	--	--	--------------------------

Student Resources

Task: Let's Write a Newspaper Story Page 13	Tips From the Pros Page 14	Writing to Inform Page 15	Visual Organizer Page 16
	Edit Your Story Page 17	Newspaper Layout Page 18	What I Have Learned Page 19

Story Scenarios

Mission to an Asteroid Page 20	Natural Gas Cars Page 21	Space Science Camp Page 22	Start Recycling! Page 23	Pick your Own Story Page 24
-----------------------------------	-----------------------------	-------------------------------	-----------------------------	--------------------------------

Sample Newsletters

Sample Newspaper (see online samples)	Sample Newspaper (see online samples)	Sample Newspaper (see online samples)
--	--	--

Course Preview

Let's Write a Newspaper Story!

Get Your Students Hooked on Writing

Imagine your students working cooperatively, motivated and staying focused on the task at hand. They're hooked on writing!

They are writing real-world newspaper stories.

With this easy-to-follow course, you will help students write authentic newspaper stories based on training developed during an educational partnership between the Johns Hopkins University Applied Physics Laboratory and the Hammond Elementary School in Laurel, Md.

During this lesson students will:

- *Work cooperatively
- *Research and write stories
- *Learn valuable writing tips
- *Write a newspaper story
- *Edit articles
- *Add graphics and captions
- *Write a headline
- *Lay out and produce a newspaper.

Kids will love this stimulating and educational lesson in writing and so will you. The course also supports many of the Maryland State Department of Education Performance Standards in writing as well as the Howard County (Md.) Essential Curriculum.

Teacher, get ready!
Your students are about to become REAL REPORTERS!

Maryland State Performance Standards

Students will be able to demonstrate the ability to:

- *Create a piece of writing that enhances the reader's understanding of key ideas and information, using effective introductory and concluding sentences, logical sequencing of ideas and transitional words.
- *Create a clear organizing structure that includes descriptions placed in a logical or chronological sequence in ways that help the reader follow the line of thought.
- *Understand and use available resources to locate relevant information to accomplish the writing task.
- *Connect relevant descriptions, including sensory details, personal experiences, observations, and/or research-based information — linking paragraphs and ideas in ways that make a topic or message clear to the reader.
- *Improve the organization and consistency in ideas among paragraphs by revising writing based on given or self-generated criteria and on others' responses.
- *Self-edit writing using knowledge of Standard English conventions of language (e.g., punctuation, sentence structure, language usage, spelling) and appropriate print and nonprint resources (e.g., dictionary, thesaurus, spelling check software).
- *Prepare writing for publication by using electronic or other resources and use photos or graphics to enhance the final product.

Howard County Essential Objectives

Students will be able to demonstrate the ability to incorporate elements of effective writing known as DOAL:

- ***D**evelopment: information, arguments or ideas are fully developed and expanded upon.
 - ***O**rganization: information, arguments or ideas are logically and purposefully organized and consistently maintained throughout the piece according to an established plan.
 - ***A**ttention to Audience: effectively addresses the needs and characteristics of the identified audience.
 - ***L**anguage: consistently uses good language choices to enhance the text.
-

Students will also be able to demonstrate the ability to:

- *Write a lead sentence that introduces the information in an interesting way.
- *Include purposeful and accurate information, supported by appropriate resources, to fully explain the topic.
- *Write a conclusion that ties the information together.
- *Include appropriate vocabulary related to the topic.
- *Vary sentence structure, using linking or transitional words as appropriate.

Lesson Plan

Let's Write a Newspaper Story!

Goal:

Students will be transformed into reporters who write newspaper stories that can be pasted up into a class newspaper.

Objectives:

Students will:

- *Identify the purposes of a newspaper
- *Apply the Who –What –When –Where –Why –How writing technique
- *Write an effective lead
- *Use basic editing principles
- *Apply basic layout principles
- *Produce a class newspaper (optional)

Students will demonstrate the ability to write a newspaper story following guidance given by this course, the Maryland State Department of Education Performance Standards, and Howard County Essential Objectives. (See the MSDE Standards and Howard County Essential Objectives pages for details.)

Lesson Overview:

After learning about writers and what they do, each student will write a newspaper story. Students will select one of four stories found on this site, using information on the story page to write the story — or they may choose their own story topic (see story suggestions on “Pick Your Own Story” page). Students will edit their own stories, write a headline, lay out the newspaper (including photos or graphics, as appropriate), and may produce a class newspaper.

DAY ONE

Motivation and Prior Knowledge:

Think, Pair, Share Exercise: Ask the class, “Who wants to be a writer? Why?” Have the class think quietly about this question for a minute. Ask students to pair up with a partner or in groups and share their thoughts. Then have the students share with you. Record their answers on a blackboard, making sure to write the child's name after each shared idea.

Ask the class, “What are some of the different types of professional writing in the world?” Record the responses of the groups, which may include:

Types of Writing

- *Novels
- *Short stories
- *Non-fiction
- *Plays
- *Movies
- *Poetry
- *Newspapers
- *Magazines
- *Television
- *Radio
- *Advertising
- *Public relations

On the board write the title - What is it like to be a writer? Underneath the title have two columns:

- 1) Good and
- 2) 2) Not so good.

Ask the class, “What are some good and not so good things about being a writer?” Record their answers, which may include:

Good

- *Travel
- *Meet interesting people
- *Learn new things
- *Get to create
- *Many readers
- *Can influence people

Not so good

- *Deadlines

- *Editors change things
- *People may not like what you write

Think, Pair, Share Exercise – Ask the class, “What does it take to be a writer?” Have the class think silently about the question for a minute. Have students pair with a partner or in groups and share their thoughts. Then have them share their thoughts with you and record them on the board.

Being a Writer

- *Good knowledge of English. Think of CUPS: Capitalization, Use of words, Punctuation, Spelling.
- *Good knowledge of your field, general knowledge of everything.
- *Good observational skills: What did the team do after they won? What did the woman say when she got her lost dog back? Remember colors, sounds, sequence of events, and words of people — what you need to create the event.
- *Persistence. Write and rewrite until you think it's perfect – go after the story, dig for facts, get quotes to make it interesting, do your best for the readers.
- *Thick skin. Not every teacher or editor or reader will like everything you write. Get used to it.
- *Hard work. Writers are made, very seldom born. Tiger Woods has a great natural swing but he works out a lot and hits at least 1,000 practice shots a day.

Additional Exercises:

How to Read a Newspaper – Bring newspapers to class and ask students why reading a newspaper is important. When that has been discussed, hand out the newspapers. Go through the “Before-During-After” reading strategies below for understanding and getting the most out of a newspaper story.

Before:

- *Preview the text
- *Read captions
- *Look at subtitles
- *Predict what the story might be about

During:

- *Look at the bold print words
- *Look up unfamiliar words in a dictionary
- *Clarify information by rereading text

After:

- *Summarize the text
- *Create a visual image
- *Think of prior knowledge

- *Connect new information with prior knowledge
- *Share new information with someone

Have students practice these strategies with their newspapers, then share what they've learned with you and the class. The test of whether you understand a newspaper story is: "Can you explain it to somebody else?"

Importance of Newspapers – Ask the class, "Why are newspapers important to our community — what kind of information do they provide to link us to our political and social structure?" Have the class think silently about the question for a minute, then ask them to pair with a partner or in groups and share their thoughts. Have them share their thoughts with you and the class and record them on the board.

Scavenger Hunt – Prepare a list of items students will have to locate in the newspaper (headline, a sale price, comic strip, sport scores, movies review, etc.). Give a time limit for the scavenger hunt.

DAY TWO

Writing:

Review previous lesson as a lead-in to today's activities, which is writing a newspaper story. Hand out the "Task: Let's Write a Newspaper Story" sheet and discuss it.

Talk about the five different story scenarios. Show students the information sheet for each story. Ask them to pick which story they want to write and, using the Task sheet, write three reasons why they chose that topic.

Discuss any criteria the class thinks should be included in their stories and tell them to record this information on their Task sheets. Tell them that there will be more criteria as the lesson advances.

Distribute the "Tips From the Pros" sheet to all students. Read and discuss the items. Ask if any more criteria should be included on their Task sheet. Guide them.

Distribute and discuss the "Writing to Inform" sheet, which explains the DOAL (Development, Organization, Attention to Audience, Language) guidelines for effective writing. This sheet also contains a list of Linking Words and Phrases that students can use to introduce and organize ideas, work details into their story, and begin the conclusion.

Distribute and discuss the "Visual Organizer" sheet, which helps students include vital information in their stories and write a good lead sentence that grabs the reader.

Give students a word count limit (e.g., 200) and a deadline for their stories. Have the students begin writing, using their different resources:

- Task Sheet
- Tips From the Pros
- Writing to Inform
- Story Information Page
- Visual Organizer

NOTE: This writing assignment can be started in class and continued at home, with perhaps a one-week deadline.

DAY THREE

Editing:

Distribute the "Edit Your Story" page. Review the basic principles of editing and have the students complete the short editing exercise at the bottom of the sheet. Go over the exercise with the class.

Ask students to edit their own stories, applying the principles they have just learned. Allow enough time for the process and stand by to answer any questions the students may have.

Option: – Ask students to edit each other's stories.

At the end of the editing process, all stories should be in a printed, one-column format.

DAY FOUR

NOTE: At this point, you may decide to use the students' stories to produce a newspaper — in fact, several newspapers.

Divide the class into several groups, each working on their own separate newspaper. For example, with a class of 30, there could be two groups of 15.

Producing the Newspaper:

With edited stories in hand, distribute the "Newspaper Layout" sheet and discuss layout principles with the class.

Within each group, assign students the following different job responsibilities:

- 1) Have each group decide on a name for their newspaper. Record all ideas and have the group vote.
- 1) Design the newspaper banner (using the voted-on newspaper name).
- 2) Draw pictures for the stories (as needed).
- 3) Locate photographs or cut out pictures from magazine to illustrate stories.
- 5) Lay out the paper, placing stories according to their importance.

The end product for each group will be a pasted-up, two-page (or more) newspaper. The paper can then be reproduced and distributed.

NOTE: For sample layouts, see the three student newspapers at the end of this lesson.

Options:

- 1) Xerox the newspapers.
- 2) If PageMaker or other design/layout software is available, the class can produce a "slicker" version of the newspaper, which can then be printed (perhaps in color) for distribution.
- 3) Take the finished product to a printing store and have them print it in color for a nominal fee.

Closure:

Think, Pair, Write Exercise – Distribute the "What I Have Learned" worksheet. Have students preview and think about the different questions:

- 1) What have you learned about writing a newspaper story? List five specific examples.
- 2) What did you like about being a reporter? Give two specific examples to support your answer.

3) Would you ever want to become a reporter? Give two reasons why or why not?

Have students pair up with a partner to discuss the questions and record their ideas on their worksheets.

When the students have completed the worksheets, lead a class discussion of the three questions and the various student answers.

Assessment:

Observe student participation.

Read newspaper stories and compare to criteria.

Read and evaluate "What I Have Learned."

Task: Let's Write a Newspaper Story!

During this project you are going to become a real newspaper writer. Your teacher is going to offer you four story ideas to choose from, or you can pick your own story.

Think about what interests you. Also think about what you need to do to write a successful newspaper story — things like writing a good lead sentence, spelling correctly, and putting an interesting quote in your story. Your story and the stories of other students will go together to make a class newspaper.

Circle your story choice:

Mission to an Asteroid

Natural Gas Cars

Space Science Camp

Start Recycling!

Pick Your Own Story

Why did you choose this story? Give three reasons.

Write down what you should do to make this a successful newspaper story — one that your readers will understand and enjoy.

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

Tips from the Pros

You've just been assigned to write a story for your newspaper. Here are some tips to help you write a good one.

Who – What – When – Where – Why – How. Almost all newspaper stories start off by answering most of these questions. Try to answer these questions in your story. For example: "Sherry Smith won first place in the Cutest Pet contest yesterday at Columbia Mall." Check your local newspaper for more examples.

Accuracy. Your writing might be wonderful, but if you don't get the facts right, people won't believe what you write the next time. Make sure everything you say is true. And spell people's names correctly — they get upset when you don't.

What makes a good story? Anything that could interest or affect your classmates, teachers, school or family will make a good story. For example, science topics like the strange worlds of the planets and how the weather works ... school activities such as fund-raisers, what goes on in music classes, and the importance of safety patrols ... after-school activities ... a review of a book you enjoyed ... or how middle school will be different from fourth grade all could make good newspaper stories. Be curious. Ask yourself, "What would I like to know more about?" — then write a story about it.

Interviews. You may want to interview someone to get the facts. Here's what to do:

- Make an appointment. Call or meet with the person, tell them what kind of a story you want to write, then set a time and place for the interview.
- Prepare questions. Write down the questions you want to ask. For example, "How long have you been working here?" "What do you like most about your job?" and "Is there anything you would like to tell our readers?"
- Take tools. Take a small notebook and two pens or pencils to the interview.
- Write it down. Take notes as the person answers your questions — you want to be sure to quote the person accurately in your story. It's OK to ask the person to repeat what they said or ask them what they mean if you don't understand them the first time. The main thing is to get it right.

Research. Use encyclopedias, dictionaries, almanacs and other reference materials to get the facts you need. More and more reporters are doing their research on the Internet. Research includes interviewing people — such as a professor or doctor or coach — who know the facts. And your research may be just your own observation of an event: for example, reporting on the visit of a policeman and his dog to your class.

Writing the story. Start with a good lead — a sentence that grabs your reader and makes her want to read more — for example, "The fourth grade class painted one wall of their classroom with a picture so strange that their teacher immediately sent for the principal." Write your story plainly so that everyone can understand it. If possible, use quotes in your story to make it more interesting — for example, "The flames were so hot I thought my helmet would melt," the firefighter said. And remember to answer the questions **Who – What – When – Where – Why – How.**

Writing to Inform

Development

- *All necessary information needed to understand the story is present
- *Ideas and actions are fully developed and explained

Organization

- *Ideas are organized logically (Beginning, Middle, and End)
- *Topic sentence (the story lead) introduces the topic
- *Sufficient, appropriate details fully support the topic
- *Concluding sentence ties the story together

Attention To Audience

- *Enough information is presented so reader can understand the topic
- *Story answers questions the reader might have

Language

- *Vocabulary is appropriate for the topic
- *Precise, appropriate, and descriptive language adds meaning to the story
- *Variety of sentence structures and use of linking words or phrases, as appropriate, make the story easy to read and understand

Linking Words and Phrases:

To introduce and organize ideas

First, ...To begin with, ... Next, ... Another ...In addition

To introduce details

For example, ...For instance, ... In fact, ... such as ... including

To compare and contrast

Similarly

Even though

On the contrary

However

Compared to

Rather than

Although

In contrast

Have in common

On the other hand

As opposed to

Otherwise

Visual Organizer

Almost all newspaper stories start off by answering most of these questions. Try to answer these questions in your story.

Who: _____

What: _____

When: _____

Where: _____

Why: _____

How: _____

Lead Sentence (a sentence that includes some of the information above and that grabs the reader)

Edit Your Story!

You've written a GOOD story. But before you turn it in, **edit** it — go over the story again, fixing mistakes, maybe rewriting some things — and turn it into a GREAT story. Here's how.

1. Make sure you have included **who – what – when – where – why – how**.
2. Don't editorialize . That means, don't put in what you think or believe. For example, don't write: "Science is the most useful subject you can take in school." That's your opinion and other people might disagree with you. And, besides, how can you prove it?
3. Write clearly, using simple words. Imagine that you are telling the story to your friend.
4. Check the spelling of all words, especially people's names.
5. Make sure your quotes are accurate and in the proper form, like this: "I enjoy being a safety patrol," Carol said. **Remember:** the comma goes inside the quote mark.
6. Numbers. Spell out numbers 1 to 9, and use figures for 10 and above. For example, "We have two cars and 12 children." Spell out a number at the beginning of a sentence.

Wrong: "120 children are in the fourth grade."

Right: "One hundred and twenty children are in the fourth grade." Or, "There are 120 children in the fourth grade."

It is OK to start a sentence with the number of a year: "2001 has been an exciting year."

Practice your editing skills with the story below, and then edit your own story.

A large family of bats is pretty scary. They have started living on the roof of hammond elementary. Every night at that time of day when the sun is just going down they fly off the roof and circle overhead in search of food and then after about 1 hour they all return to the roof to sleep for the night. "Bats help the environment by eating mosquitoes and other harmful insects", says Mrs. Robbbertson, our sceince teacher.

Newspaper Layout

You've all written great articles that will become part of a newspaper. Your articles will have a headline and your byline, but how do you decide where to place them in the paper? Consider these **general guidelines**:

- Top priority are the articles near the front (pages 1 – 2). These are the news items of interest to all students in your class and perhaps to the whole school: for example, the opening of a computing center, safety topics, or a new principal coming to school.
- Next come the “feature” articles, such as:
 - Stories on a teacher, classmate or event at the school (say, a book fair or a school concert)
 - Articles about topics outside of school (story about a relative, pet, hobby, etc.)
 - Sports and entertainment stories.
- Group similar subjects together on a page:
 - Science articles on animals, the planets, the sun, etc.
 - Articles on academic subjects
 - Feature stories on teachers, a principal or other school personnel
 - Reviews of Harry Potter books and a biography on author J. K. Rowling.
- Do you have a picture or graphic to go with the article? Placement of an article sometimes depends on how much space you have for an illustration. Always put the picture with the story.
- How long are your articles? If your main story is long and has a photo to go with it, it could take up most of the front page. So, to make room for other stories start your main story on the front page to draw the reader's attention, then continue — or “jump” — it to an inside page.

What I Have Learned

Think about the newspaper story that you wrote. Think about the process that you went through. Pair up with a partner and answer the questions below.

1) What have you learned about writing a newspaper story? Give five examples.

2) What did you like about being a reporter? Give two examples.

3) Would you ever want to become a reporter? Give two reasons why or why not.

Mission to an Asteroid

Who: Scientists at the Johns Hopkins University Applied Physics Laboratory (APL), Laurel, Md.

What: APL designed and built a spacecraft called Near Earth Asteroid Rendezvous (NEAR) Shoemaker. The spacecraft was sent into orbit around an asteroid called 433 Eros.

When: The spacecraft was launched Feb. 17, 1996, from Cape Canaveral, Fla. It went into orbit around Eros on Feb. 14, 2000. At the end of the mission, it landed on Eros on Feb. 12, 2001.

Why: The mission was to study what asteroid Eros is made of and to learn more about the many asteroids, comets and meteors that come close to Earth. Scientists also hope to learn more about how the planets were formed.

Additional facts:

NEAR Shoemaker is the first spacecraft ever to orbit an asteroid and the first to land on one. NEAR was the first mission in NASA's Discovery Program to study the planets and other objects in the solar system.

Asteroids are small bodies without atmospheres that orbit the sun but are too small to be called planets.

Asteroid 433 Eros is the shape of a potato and measures 8 by 8 by 21 miles. Its gravity is so weak that a 100-pound person would weigh only 1 ounce. If you threw a baseball faster than 22 miles per hour from its surface, the ball would escape into space and never come down.

During its 5-year mission, the NEAR Shoemaker spacecraft traveled 2 billion miles and took 160,000 pictures of Eros.



NEAR Shoemaker spacecraft orbits asteroid 433 Eros.

Statements:

Statement by Bob Farquhar, NEAR Mission Director:

"This mission could not have worked out better."

Statement by Andy Cheng, NEAR Project Scientist:

"Eros is probably older than Earth."

Research Web Sites:

APL's NEAR home page:

<http://near.jhuapl.edu/>

NASA Discovery Program:

<http://discovery.nasa.gov/>

Asteroid facts:

<http://sed.s.lpl.arizona.edu/nineplanets/nineplanets/asteroids.html>

Natural Gas Cars

Who: Engineers

Where: The Johns Hopkins University Applied Physics Laboratory (APL) in Laurel, Md.

What: Designed and built three cars that run on natural gas instead of gasoline.

Why: Cars that don't use gasoline have very low exhaust emissions and so are better for the environment and people.

Additional facts:

Emissions from gasoline cars pollute the air and make it unhealthy.

Cars that run on natural gas produce about one-fifth the exhaust emissions of gasoline cars. They pollute the atmosphere much less and are healthier for people.

Natural gas cars don't depend on oil from foreign countries. It is estimated that America has a 200-year supply of natural gas. Until now, America hasn't made many natural gas cars. The gas tanks took up so much room there was very little trunk space. But the APL natural gas cars have a new type of storage tank that takes up less room so the cars have the same trunk space as a gasoline car.

Up to now, most natural gas cars could only go about 150 miles before refueling, and there were very few natural gas filling stations. But APL's cars can go 300 miles on a full tank, and every day there are more natural gas filling stations.

Natural gas costs less. If a fill-up with gasoline costs \$20, natural gas would be about \$12.50.

At APL, the three natural gas cars are used for company business. Drivers say they look the same and drive the same as gasoline cars.



Driver fills up car at APL's natural gas filling station.

Statements:

Statement by John Wozniak, Natural Gas Car Project Leader:

"Natural gas cars will make America a healthier, safer place to live."

Statement by Helen Worth, an APL worker:

"When I drive one of our natural gas cars, I feel like I'm helping the environment."

Research Web Sites:

APL's natural gas project

<http://www.jhuapl.edu/programs/trans/fuels.htm>

Natural gas vehicle information

<http://www.ngv.org/>

Facts on natural gas vehicles

<http://www.iangv.org/sources/qa.html>

Space Science Camp

Who: Middle school students from all over Maryland.

What: Participate in a Space Science Camp, sponsored by the Maryland Summer Center for Space Science.

Where: Johns Hopkins University Applied Physics Laboratory (APL), Laurel, Md.

When: Two weeks during the summer.

Why: Help students learn about space technology and science.

Science Camper Activities:

Launched a plastic soda bottle rocket.

Planned and designed a space mission, including building a scale model of the spacecraft, complete with instruments.

Created mission logos, posters explaining the mission, and budgets for the mission.

Gave talks explaining their missions to other students.

Created a space travel brochure.

Studied the dangers of asteroid impacts by creating and studying small impact craters.

Made a Star Finder.

Took a field trip to the National Air and Space Museum in Washington, D.C.

Kept a journal of their experiences at camp.



Statements:

Statement by Lou Ann Robbins, 13:

"Our team planned a mission to Mars. We figured it would take seven months and \$50 billion to get there."

Statement by Connie Finney, APL Space Camp Coordinator:

"The kids learned by doing instead of just reading about it. We hope some of the students will think about a career in space."

Research Web Sites:

APL Video "Careers in Space":
<http://sd-www.jhuapl.edu/CareersInSpace/>

Start Recycling!

Purpose of your article: Convince students to begin recycling programs in their schools.

Who: Elementary school students.

What: Begin recycling projects in your school.

How: Form teams in your class to come up with recycling projects.

Why recycling is important:

Saves natural resources: By making products from recycled materials instead of new materials, we save trees and reduce the need to dig for minerals.

Saves energy: It takes less energy to make products from recycled materials than from new materials.

Saves clean air and water: Making containers and products from recycled materials reduces acid rain, air pollution and global warming.

Saves landfill space: When recycled materials go into new products, they don't go into landfills, so landfill space is saved. Also, it reduces fees that companies have to pay to dump trash in the landfill.

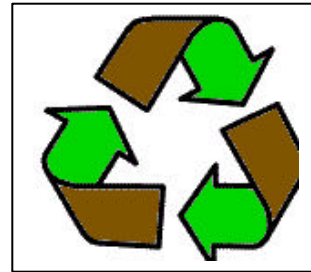
Saves money and creates jobs: Recycling is often the cheapest way for cities to get rid of their waste. And the recycling process creates far more jobs than operating landfills or incinerators.

Research Web Sites:

America Recycles Day: <http://www.americarecyclesday.org/>

Recycling guides: <http://www.obviously.com/recycle>

School recycling programs in King County, Washington:
<http://dnr.metroke.gov/swd/schoolpr/schoolpr.htm>



Suggested school recycling projects:

1. Make and decorate recycling bins for your school. Have a contest for the coolest bin!
2. Create posters, newsletters and skits to teach others about recycling.
3. Start buying more reusable items e classroom — and for yourself!
4. Have a waste-free lunch day. Bring your food in reusable containers instead of throw-away bags, paper and plastic.

Statements:

Statement by recycling expert
Buckley "Buck" Knox:

"When you recycle, you make the air cleaner and the water fresher for everyone on the planet."

Pick Your Own Story

There are hundreds of stories all around you. Every person, every school, every community has a story to tell. Just keep **Who, What, Where, When** and **Why** in mind as you start off with a great lead, tell the story – maybe throwing in a quote or two – and finish off with an eye-catching headline. To make a REALLY great story, use a photo or a graphic.

To start you thinking, here are some of the stories recently turned in by 4th grade students for their newspaper:

All About Jupiter.	Be Smart! Don't Start Smoking
Is Pluto Really a Planet?	The Rings Around Planets
Will the Yankees Win the World Series?	Construction in Our Community
My Dog Mia	Help Save Asthma Sufferers
Cherry Tree Farms Construction	Motocross Action
The Best Grandmother	Scooter Safety
People Like Ice-skating	Horseback Riding Dangers
The Funniest Teacher in School	The Blizzard in Buffalo
What is a Twin?	The Secrets of Soccer
What It's Like to Be in Middle School	Don't Do Drugs
Sounds of Wind Instruments	A New Teacher
Dangerous Reptiles	Kids' Right to Vote
Harry Potter	From a Kid to a Redskin
Do Kids Have Too Much Homework?	A Hero in Our Midst
Nintendo's Next Game	My Soccer Team
The Best Book Fair	Halloween Safety Rules
The Vice Principal Talks about School	Elementary School Beginner's Band
My New Baby Sister	A Motorized Tricycle
Online Safety	Homemade Costumes
Kids for President	Taking a Look at Space
No Fingerboards in School	Homeless (A True Story)
What It's Like to Be a High Schooler	Being the Oldest
What's Your Favorite Sport?	Why is P.E. a Popular Subject?
The Annual Turkey Trot	Mia Hamm: A Great Soccer Player
Where is Celion Dion Now?	What Boys and Girls Like to Wear
Chorus Concert	Going for the Gold
Alyssa's Favorite P.E. Game	Fourth Grade Writers
Engineer Club Builds Rides Based on Books	Chorus: On the Road Again
Are Feeder School Systems a Good Idea?	The Bulls' Upcoming Season

Give you an idea? Cool. Let's write a newspaper story!