



# Media Literacy Guide

Media Literacy Learning Activities for Your Students:  
**Easy to Teach “Reporter’s Corner”**  
One Week Each Month on the Weekly Kid Scoop Newspaper Page

Dear *Kid Scoop* Teacher,

If you walk into your classroom one day and announce, **“Today, you are going to be reporters!”**—be prepared for excitement!

But that excitement won’t happen if you announce they are going to learn about **media literacy**. Because children are always excited about being “reporters,” this feature approaches media literacy from the reporter’s skill set.

Thus, this *Kid Scoop* media literacy column is titled **Reporter’s Corner**. Just follow the directions with your children. Instant success!

Children understand who a reporter is and what reporters do ... somewhat. Do they really know how to detect the elements of an accurate report in the media which includes newspapers? Do they know how to write with accuracy?



## Facts!

The **INSTANT** learning activities in Reporter’s Corner are designed to help your students become better able to identify and value factual, accurate reporting, and think about what they are reading and writing.

Since your students often use *Kid Scoop* activities with the news reported in your local newspaper, media literacy also involves news literacy.

## Skills!

Learning activities in *Reporter’s Corner* develop:

- listening skills
- note-taking skills
- critical thinking skills
- writing skills—word choice, tone
- vocabulary development questioning skills



## Happens Fast!

There are different sections to a newspaper where students can be directed to a specific type of story: front- page news, inside news, sports, fashion, food, etc. **Great end-of-the-day learning—sends your students home bubbling with excitement!**

Watch for *Reporter’s Corner* on the *Kid Scoop* weekly page, once a month.

## Super-Charged Learning For Advanced Students

After using Reporter’s Corner for a few lessons, you can have students go to a school or community event. The assignment is to use the basic 5W and H questions plus their five senses to observe and write a report about the school event.

You can assign one of the 5W and H questions (*WHO, WHAT, WHEN, WHERE, WHY, HOW*) and one of the 5 senses (sight, taste, smell, touch, hearing) to individual students. Then the young reporters go to an event and combine their answers and observations in a “pool” report. (Also, this is a good way for children to check each other on accuracy of reporting.) Publish the final story for the class.

A class or school newspaper can grow out of these exercises and *Reporter’s Corner* activities on the *Kid Scoop* weekly page in the newspaper.

*Reporter’s Corner* is designed to teach non-fiction writing and meet state and national educational standards in factual accuracy. The purpose is to contrast factual non-fiction writing with fiction and opinion writing.

Other more sophisticated assignments can offer students the opportunity to contrast fiction and non-fiction ... and to write editorials—opinions about their factual news reporting.



## Opinions!

Be sure to show the students where the Opinion section of the newspaper is. It will typically have three types of Opinion:

- **Editorials:** Opinions represent the newspaper’s opinion
- **Letters to the Editor:** Opinions from the public, including your students
- **Op-Ed essays:** Longer pieces written by just about anyone. (Note: Op-Ed pages in printed newspapers are Opposite the Editorial page; online publishing may label these essays as simply Opinion or Guest Essays.)

## Connect Vocabulary Study To Writing

Glossary of Newspaper Terms:

[thenewsmanual.net/Resources/glossary.html](http://thenewsmanual.net/Resources/glossary.html)

