

The Hernando Sun – Newspapers in Education Sept. 16-22

Contact: Sarah Nachin (sarah@hernandosun.com) or Christina Ottersbach (christina@hernandosun.com)

ELEMENTARY SCHOOL	
READING	<p>Activity: WORD WEB Use attached word web and have students select their “target word” from any article. Target words should be a word they are unfamiliar with.</p> <p>ESE/ESOL: Select a specific word for students to complete web.</p> <p>PreK-2: Cut apart all the articles or pages. List sight words students are to search and highlight.</p> <p>Vocabulary Standard: ELA.V.1.3: Apply knowledge of context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the connotative and denotative meaning of words and phrases, appropriate to grade level.</p>
Note: September 24 th is National Punctuation Day	
MATH	<p>Activity: ORDERING NUMBERS FROM LEAST TO GREATEST Students list the current hourly rates of both daily and long-term sub positions from the least to the greatest (Ex. \$10.00 - \$26.60)</p> <p>ESE/ESOL: Rewrite and round dollar amounts to the nearest quarter or dollar.</p> <p>Page/Article: Page A-4/ School Board approves pay increase for substitutes</p> <p>Standard: MA.NSO.1.3: Plot, order, and compare whole numbers up to 10,000</p>
Note: September 25 th is National Math Story Telling Day	
SOCIAL STUDIES	<p>Activity: PAYING TRIBUTE Review vocabulary:</p> <ul style="list-style-type: none"> • Memorial: A statue or structure established to remind people of a person or event. • Tribute: An act, statement, or gift that is intended to show gratitude, respect, or admiration. <p>Read the article together with class. Have students write a paragraph how locals paid tribute to the 9/11 attacks.</p> <p>ESE/ESOL: After reading the article, review and write main points from the article. Students will then use those main points to create a complete sentence in their own words.</p> <p>Page/Article: Front Page/ Remembering 9/11</p> <p>Essential Question: What are ways people memorialized the 9/11 attacks?</p> <p>Learning Goals:</p> <ul style="list-style-type: none"> • Students will be introduced to basic information about the 9/11 attacks. • Students will become familiar with the concepts of memorializing and paying tribute.
Note: Constitution Day is September 17, 2022	

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MIDDLE SCHOOL	
READING	<p>Activity: WORD WEB Use attached word web and have students select their “target word” from any article. Target words should be a word they are unfamiliar with.</p> <p>ESE/ESOL: Select a specific word for students to complete web.</p> <p>Vocabulary Standard: ELA.V.1.3: Apply knowledge of context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the connotative and denotative meaning of words and phrases, appropriate to grade level.</p>
Note: September 24 th is National Punctuation Day	
MATH	<p>Activity: MEAN, MEDIAN, MODE, & RANGE Students find the median (average), median (middle number), mode (shows up the most), and range (smallest # - greatest #) of both daily and long-term sub position.</p> <p>ESE/ESOL: Pull small groups to guide through process.</p> <p>Page/Article: Page A-4/ School Board approves pay increase for substitutes</p> <p>Standard: MA.DP.1.2: Given a numerical data set within a real-world context, find and interpret mean, median, mode, and range.</p>
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SOCIAL STUDIES	<p>Activity: MOVING FORWARD AFTER TRAGEDY Review vocabulary:</p> <ul style="list-style-type: none"> • Memorial: A statue or structure established to remind people of a person or event. • Tribute: An act, statement, or gift that is intended to show gratitude, respect, or admiration. <p>Read the article together with class. Have students write a paragraph how locals paid tribute to the 9/11 attacks.</p> <p>ESE/ESOL: After reading the article, review and write main points from the article. Students will then use those main points to create a complete sentence in their own words.</p> <p>Page/Article: Front Page/ Remembering 9/11</p> <p>Essential Question: How do communities move forward after a tragic event?</p> <p>Learning Goals:</p> <ul style="list-style-type: none"> • Students will consider how and why a society moves forward after a tragic event.
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HIGH SCHOOL	
READING	<p>Activity: WORD WEB Use attached word web and have students select their “target word” from any article. Target words should be a word they are unfamiliar with.</p> <p>ESE/ESOL: Select a specific word for students to complete web.</p> <p>Vocabulary Standard: ELA.V.1.3: Apply knowledge of context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the connotative and denotative meaning of words and phrases, appropriate to grade level.</p>
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MATH	<p>Activity: CREATING A BUDGET There are 103 teacher openings and 85% of those positions are filled with long-term substitutes. Create a range (smallest to largest amount) that the budget might be if all 103 positions had long-term subs. What is the cost range for 85% of those long-term subs? Determine the range using both the current pay rate and the proposed pay rate.</p> <p>ESE/ESOL: Provide students one or two specific pay rates to simplify. Review how to find 85% of 103 teacher openings. May also need to review how to multiply with decimals.</p> <p>Page/Article: Page A-4/ School Board approves pay increase for substitutes</p> <p>Standard: MA.K12.MTR.7.1: Apply mathematics to real-world contexts; connect mathematical concepts to everyday experiences; use models and methods to understand, represent, and solve problems.</p>
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SOCIAL STUDIES	<p>Activity: TARGETING AMERICAN SYMBOLS Review vocabulary:</p> <ul style="list-style-type: none"> • World Trade Center/Twin Towers: A central facility for businesses and government agencies involved in international trade. A distinctive feature of the New York City skyline, they were the tallest buildings at the time of their completion in 1973. • Pentagon: The headquarters building of the U.S. Department of Defense. • U.S. Capitol: The meeting place of the United States Congress and the seat of the legislative branch of the U.S. federal government. <p>Review vocabulary and have students write a brief essay on why terrorists chose these three locations as their target.</p> <p>ESE/ESOL: Review the vocabulary in simplistic terms and rewrite, if necessary. Discuss in a small group and list possible reasons these sites were targeted. Have the information visibly accessible to help students write essay in their own words.</p> <p>Page/Article: Front Page/ Remembering 9/11</p> <p>Essential Question: Why were the World Trade Center, Pentagon, and U.S. Capitol targeted on 9/11?</p> <p>Learning Goals:</p> <ul style="list-style-type: none"> • Students will consider the symbolic value of each attack site and why each one was targeted.
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