No Newspaper?

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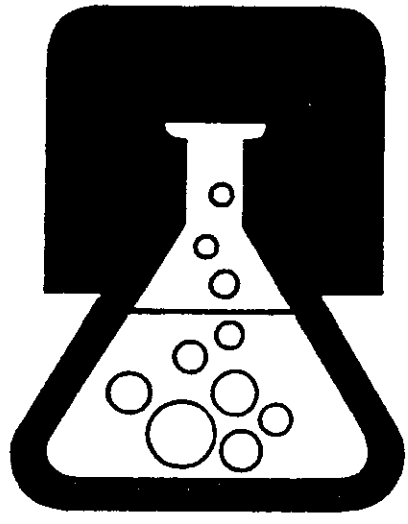
Science



NEWSPAPERS IN EDUCATION

The Independent

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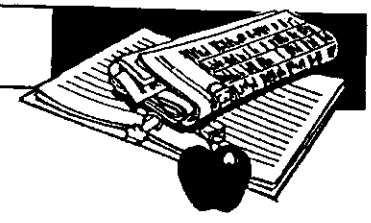


Lesson 21

Objective To examine how science affects our lives—past, present and future

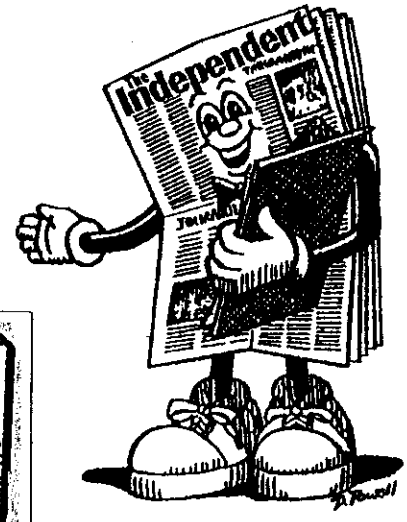
Materials needed Newspapers

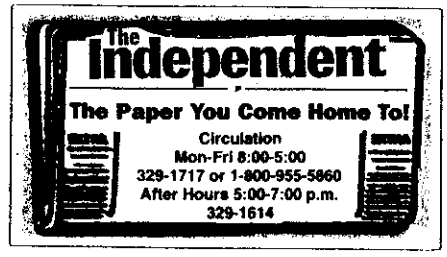
To start Open class discussion by asking how students think their childhood is different from that of their grandparents. Of their parents? What role has science played in these changes? How do they think life will be different for their own grandchildren? Share your own life experiences regarding scientific change—computers, space travel, etc.

Group activity Have students look through newspaper display ads to find five products or services that they believe did not even exist 50 years ago: microwave ovens, electronic calculators, home computers, etc. Write each on the blackboard. Students may not realize how recently some common items came into use: point out items they have overlooked.

Now talk about the items listed that were introduced within the last five years or so. Which are 15 years old? 25? Longer? There may even be a few items new this year! Conclude that science does have a big effect on everyone's life; science continues to make changes in our lives year after year.

Follow-up Students can write a research report on one of the items listed in the previous activity. They should find out as much as possible about the item's invention. They should use the 5Ws and H—who, what, when, where, why and how—as a guide in writing their reports.





Lesson 22

Objective To explore the role science plays in everyday life

Materials needed Newspapers

To start Ask students why they think they must take science in school—beyond state-mandated requirements! Do they think it is an important subject? Why? Discuss.

Group activity Sometimes science seems far removed from many children's lives—with the exception of computers and space travel, of course! Try this newspaper activity to help bring science closer to home.

Group students in teams of two or three; give each team a newspaper. Have them race against other teams to find ads and stories related to science. They should write down the item on a piece of paper and explain the science connection. For example, they might find a picture of a box of frozen peas. The relation to science is the development of techniques to freeze and preserve foods. A carton of milk suggests pasteurization. A polyester shirt might suggest the science of man-made textiles. The point is that just about everything is related to science in some way.

See which team comes up with the greatest number of items in 15-20 minutes. Which team has produced the most unusual example? Choose some examples for class discussion; be sure to clear up any misconceptions or give additional background information on the specific areas of science each represents.

Follow-up Choose one of the scientific areas isolated in the previous activity to study further as a class. The study might include a visit to a local science and industry museum . . . a field trip to a related factory or plant . . . a presentation by the newspaper's science editor . . . or individual reports on the subject.

Lesson 23

Objective To examine the weather via newspaper reports

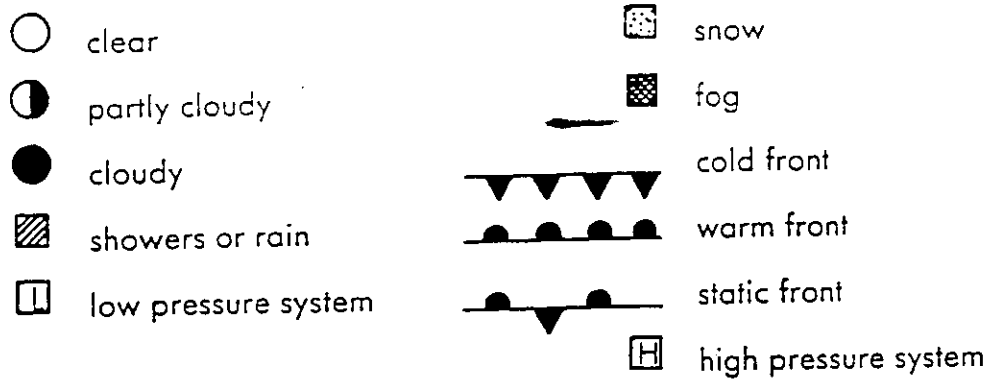
Materials needed Newspapers, cardboard, markers

To start Ask: Is weather study a science? Why or why not? Explain that meteorology is the study of the weather; we know many scientific facts about various weather conditions. But unlike many other areas of science that can be manipulated by humans, scientists can't create or change the weather—they can only try to predict it from what they know. And that's hard enough! Students may have their own stories to tell about weather forecasts that weren't very accurate.

Group activity Distribute newspapers and have students turn to the weather section. Ask the class to find and define some common weather terms:

- Front (cold, warm or static)
- High and low pressure systems
- Wind velocity
- Precipitation
- Relative humidity
- Pollution levels
- Sunset and sunrise

Look at the newspaper's weather map. Point out that the map is based on information from the National Weather Service, which forecasts national weather conditions on a round-the-clock basis. Newspaper weather maps usually feature the forecast symbols below. Have students find examples of three or four of these symbols on the map and explain what each means.



Follow-up Have students make cardboard replicas of the weather symbols above. They may also want to make cards for various temperature ranges—say 65-70 degrees, 70-75 degrees and so on. Assign a weather team (two or three students) for each day of the week to read the newspaper's morning weather forecast and post the appropriate symbols and temperature ranges in the classroom. Each day the class can interpret the symbols, checking the forecast with the weather outside.

Lesson 24

Objective To help students become aware of the wide variety of jobs related to science

Materials needed Newspaper help wanted sections

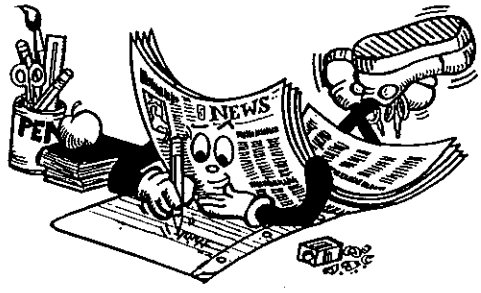
To start Ask students if they think they would like to work in science-related fields. If so, which ones? List different categories on the board: medicine, computers, space exploration, etc. Point out that you don't have to be a scientist to work in many of these fields, but it helps to have an interest in the area of science that relates. Doctors and nurses clearly are interested in medical science, while engineers and mechanics usually lean toward the physical sciences and math.

Group activity Ask students to use the newspaper's employment section, and skim through the ads, marking any science-related job they can find. Have them work individually or in teams to see who can find the most.

List the jobs found on the board; add your own findings if desired. Students should name the science categories that relate to the jobs listed. (Teachers may want to keep the list from the start-up activity as a guide.) From information in the ad and from their own knowledge, students should talk about the kinds of science-related education and experience that would be needed. List these qualifications next to each job listed. Conclude that all these job possibilities suggest an important reason for studying science in school.

In the weeks that follow, keep an eye out for articles about local or famous people in science-related fields. If possible, try to arrange for the person featured in the newspaper (or for the article's author) to speak to the class.

Follow-up If students express a strong interest in one or two of the fields of science categorized above, try to arrange a field trip to a related company, organization, musuem or trade show. (Newspaper stories might give you ideas for places of interest.) On the trip, make it a goal to find out about *all* jobs associated with that area, not just the most visible or glamorous.



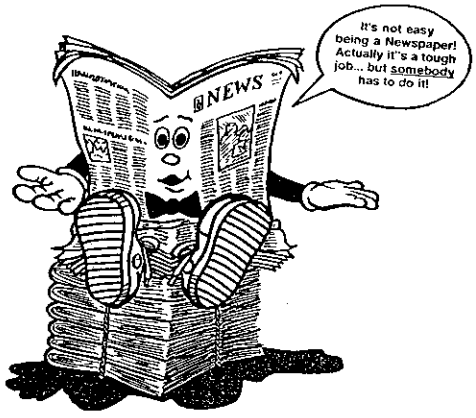
Lesson 25

Objective To look at scientific aspects of the newspaper industry

Materials needed Newspapers, tour of newspaper plant

To start Ask the class to think about ways in which newspapers are related to science. Printing, paper processing and recycling are a few obvious examples. On closer examination, students might suggest such things as computers for typing, the phone system for reporting, trucks and cars for paper distribution, satellites for transmission of information or color inks for newspaper graphics. See how many different ideas students can come up with.

Group activity Ask: How do you think a newspaper is produced? If possible, arrange for a tour of the local newspaper. (Contact its public service or educational services department.) Before you go, introduce students to the following newspaper production terms:



- *Copy*—All the words in a newspaper
- *Galleys*—Columns of printed copy
- *Layout*—Cut and pasted-up copy on newspaper-sized sheets
- *Typeset*—How the words are printed in a newspaper
- *Velox*—A picture of the typeset copy
- *Cut*—A reproduction of a velox into metal
- *Matte*—A papiér-mâché-like reproduction of the metal cut
- *Newsprint*—The paper on which a newspaper is printed
- *News service*—An organization that gathers news and transmits stories and photographs to the newsroom
- *Press*—The printing machine on which newspapers are printed

Ask the tour guide to point out examples of these items. Also ask for figures on how much paper and ink is used each year. Students might come up with their own production questions to ask on the tour.

Afterwards, discuss the tour and answer any remaining questions that students have. Was the plant as they imagined it would be? What surprised them most about newspaper production?

Follow-up What happens to old newspapers? (Most newspaper companies save them for recycling.) Readers can recycle their newspapers and earn money, too! Look in the phone book for the recycling plant nearest you. After enough class newspapers have been saved, take a class trip to the center, return the newspapers and try to find out more about the recycling process. A call in advance might guarantee that someone knowledgeable about the recycling process would be at the center that day.

Lesson 26

Objective To help students learn to separate scientific fact from theory

Materials needed Newspapers, **Worksheet K**

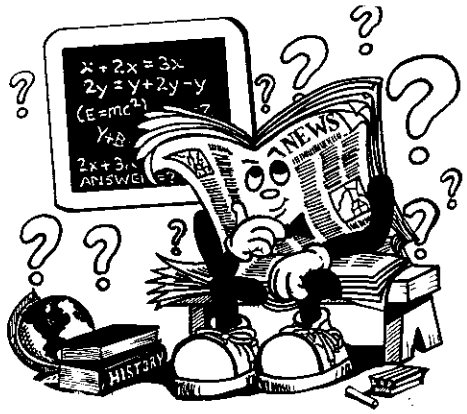
To start Ask students for their definitions of "theory." What is the difference between a scientific theory and a scientific fact? Explain that theories need to be supported by a body of evidence before they can be accepted as accurately explaining scientific phenomena. Because it often takes years for theories to be established (through research), science may be said to be made up of many theories, some more widely accepted than others. (For example, before the days of the explorers, a predominant theory was that the earth was flat. Once the first explorer circumnavigated the earth, this theory was no longer accepted. We now know, *as a fact*, that the earth is round.)

Group activity Introduce **Worksheet K.** Ask students to read the science articles to determine which is about a theory and which is about a fact.

When students have completed the worksheets, ask them to find three more examples of scientific theory and three of fact in their local newspaper. (This assignment may take a week or longer.) Health columns, science feature stories or even straight news articles should provide students with plenty of material. Under each article, students should write a sentence explaining why it is theory or fact.

Compile students' examples into a scrapbook that has been divided into fact and theory categories. Keep the scrapbook handy in class for free reading time, discussion starters and report material.

Follow-up Have students write a research report on a scientific theory or fact they have read about in a newspaper story or in their own textbooks. The story or textbook information will provide students with some of the details, and other library reference materials can provide them with additional information.



Worksheet K

Science Lesson 26

Directions: Decide whether the articles below are about a scientific theory or scientific fact. Use clues given in the way the articles are written to help you decide. Explain your choices in the spaces below.

Each human being has unique fingerprints. No two people have the same patterns of curves and lines on the tips of their fingers. Even identical twins have slightly different patterns.

Your fingerprints are yours and yours alone. Five or six months before you were born, the patterns were already in place. They'll stay exactly the same as long as you live. Even if you burn your fingers, the skin will heal over and regain the same set of prints you had before the injury.

When you are a growing fetus, or unborn baby, the way you grow depends on a "blueprint" in your cells. This plan comes from tiny parts of cells from your mother and father. These tiny parts of the cells are called *genes* and *chromosomes*. They determine things like your hair color, the shape of your earlobes, and whether you're a boy or a girl. Your genetic blueprint also helps determine the way your fingerprints look.

When you're in your mother's womb, your ***environment***, or surroundings, also influences the way you grow. Before birth, you may have pushed up against the wall of your mother's uterus as your fingerprints were forming, and bent them a little this way or that. There may have been small changes in the blood supply coming into your body. Even tiny variations like these are enough to turn each person's fingerprints into a special "signature" unlike anyone else's.

Why do you leave fingerprints on things, even when your hands are clean? That's because there are tiny sweat glands on your fingertips that constantly produce enough moisture to leave prints on anything you touch.

—Catherine O'Neill
The Washington Post,
Health Section, Oct. 16, 1985

Fact or theory? _____

Why? _____

_____

_____

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_____

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The centuries-old argument over how measles spreads has taken a surprising turn after some medical detective work by the U.S. Public Health Service.

Most physicians believed measles was caused by close personal contact with someone infected with measles virus. Wrong, according to a report in the Journal of the American Medical Association.

PHS disease sleuths have discovered people can contract measles from somebody they've never come in contact with.

This new belief is based on five children who contracted measles after visiting a pediatrician's office in Muskegon, Mich. Four of the children never touched or saw the child that infected them.

PHS researchers say the virus was sprayed around the doctor's office by a "super measles spreader," in this instance, a 7-month-old girl, who coughed repeatedly while waiting to see the doctor.

The virus remained suspended in the air of the doctor's office for several hours, the investigators concluded, and the other children, including three who arrived an hour after the 7-month-old left, were infected and came down with the illness 12 to 13 days later.

Measles outbreaks occur most frequently in November, December, February and April.

—Don Kirkman
Health Watch
Scripps-Howard News Service
March 19, 1985

Fact or theory? _____

Why? _____

Lesson 27

Objective To explore environmental issues in the news

Materials needed Newspapers

To start Ask students to explain in their own words the meaning of the phrase, "natural environment." Discuss environmental problems facing today's citizens. List these problems on the board.

Group activity Using the list from the preceding activity, have students look for related stories in the newspaper. Choose one or two of these stories to read in class. Have students answer the following questions about the story:

- What environmental problem does the story describe?
- Why does the problem exist?
- What people or organizations are involved with the problem and in what way?
- What, if anything, is being done to solve the problem?
- Is there anyone or anything standing in the way of solving the problem? Explain.

After answering the questions and talking about the problem in class, have students write letters to the editor relating their views of the situation. Or they might want to write about another environmental problem that concerns them. Send the letters to the local newspaper, with a note explaining the class' study of this issue.

Follow-up Sometimes people think that environmental problems in the news can only happen "somewhere else." But just about any town or city has the potential for some type of environmental problem these days. The good news is that much is being done to prevent problems from happening or getting worse.

Take a class trip to a town or city department involved in protecting the environment—say, the water or sanitation department, a recycling center or factories that are properly disposing of their waste materials.

Lesson 28

Objective To make students aware of ways newspapers can teach about nutrition and good health

Materials needed Newspapers, paper plates, scissors, glue, markers

To start Ask students to explain what the old adage "You are what you eat" means to them. Ask them to give examples of "junk" foods and the reasons why they are considered "junk." Talk about the value of some foods over others.

Group activity Challenge students to create a nutritious menu that they would actually eat. Separate the class into groups of two or three and give each group a newspaper food section, three paper plates, and markers. (The plates should be marked to represent each meal of the day.) Using the food section, have the groups locate nutritious items with which to "make" breakfast, lunch and dinner. Students should clip names and pictures of these food items and paste them on the appropriate plates. Post the grouped plates on the bulletin board for an eye-catching display. Go over each group's menus, discussing healthy and not-so-healthy choices on each.

Follow-up The food section and other regular newspaper features often carry nutrition news of importance to everyone. Start a class scrapbook of nutrition-related news and feature items, and ask students to add to it periodically. You also might want to feature a weekly "nutrition update," in which individual students report on nutrition news or information found in the newspaper.

Lesson 29

Objective To learn about medical science through the news

Materials Newspapers, index cards, paper, scissors, glue

To start In class, talk about medical problems and breakthroughs that have made the news in the last year or so. For example, in 1985 stories about artificial heart transplants appeared regularly. Discuss why it is important to be knowledgeable about medical and health issues, and ways the newspaper can help keep us informed.

Group activity Hardly a day passes when some aspect of medicine is not reported on in the newspaper, either in health columns or in general news stories. Have students undertake one or more of the following activities as a way to keep informed about health and medical issues.

- Students can use the newspaper to make a medical dictionary. Newspaper stories about diseases, sicknesses or other medical terms usually contain definitions or descriptions. Have students watch general news and health columns for a period of time and copy each new term and definition on an index card. Arrange cards in alphabetical order.

  Have a contest to see who has the most cards by the end of the specified time period. Compile all the cards in one alphabetical reference file.
- Use some of the more unusual medical terms from the newspaper and play the popular game "dictionary." (Students make up definitions, attempting to create the most believable definitions for each term.)
- If a health-related story breaks, have students follow it from beginning to end. As major coverage of the story tapers off, students can write a recap.
- Have the class create a scrapbook of articles on health-related issues of special importance to young people, such as drug and alcohol abuse, weight control, skin problems, etc. Keep the scrapbook handy for free reading times, discussion starters and reports.

Follow-up When a particular medical item in the newspaper interests students, try to have a doctor or other health professional come to class to discuss the issue and answer questions. Health reporters also may be good candidates as speakers, especially regarding issues such as drug and alcohol abuse and others of national or local concern.

Lesson 30

Objective To explore scientifically-based ideas for fiction stories

Materials needed Newspapers

To start Ask students to tell you about their favorite science fiction stories. Do they think that any of these could be "science fact" some day? Explain that many of the early science fiction writers wrote about space travel and robots—long before the technology for either was invented. Many of those science fiction writers had real-life science backgrounds; Jules Verne was one such writer. Conclude that it is possible that today's science fiction may become tomorrow's reality.

Group activity Have students read through several science stories in the newspaper. (You might want to clip those that would especially interest your students.) Which of the topics discussed would have been considered "science fiction" 50 years ago? 20 years ago? 5 years ago?

Now challenge students to look 50 years ahead. Based on current areas of scientific exploration, what do they think will be science fact in the future? Students can suggest possible achievements: cure for cancer, civilizations in space, etc. Then ask students to write a news story describing one of those achievements, taking place 50 years from now. They should start their stories with answers to the 5Ws and H: who, what when, where, why and how.

Follow-up As science fiction stories often point out, scientific discoveries can be used for evil as well as for good. Have students think of examples of science being used for evil purposes in fiction they have read or movies they have seen. Talk about problems that we face today as a result of scientific discovery—the threat of nuclear war, problems relating to medical ethics, and so on. Keep on the lookout for related articles in the news, and talk about what citizens can do to help make sure the privileges of scientific knowledge are not abused.

20 More Science

Use this recipe to keep old newspaper clippings from turning yellow. It works because the magnesium carbide neutralizes the acid in the paper. (It is the acid that makes the newspaper age.)

> Dissolve a milk of magnesia tablet in a quart of water; let stand overnight. Pour the mixture into a container large enough for the sheets of newspaper or clippings you want to preserve. Put the clippings in so they're completely covered by the liquid. Let them soak for an hour, then take them out and pat them dry. They'll be crisp and new for a long time to come!

Use the horoscopes as an entertaining diversion in a study of the stars. Explain how horoscopes are written. Test the scientific accuracy of horoscopes by having students follow theirs for a few days. Do any of your young scientists believe that horoscopes are accurate indicators of the future? Why or why not?

Young people often are interested in sports. Watch the sports section for sports science or medicine news. Post the articles and discuss.

Science and politics occasionally mix. Discuss scientific issues in the news, and invite students to express their opinions. (Nuclear weapons, nuclear power, and genetic "engineering" are some of the topics you might ask your class to consider.

Have students draw editorial cartoons about a scientific issue to reflect their own views on the issue.

How many comic strips deal in science fiction? Have students choose an existing comic character to cast in their own new strip about a major scientific discovery—real or imagined.

Make a science mural. Down the left-hand side of a large piece of paper, write the letters S-C-I-E-N-C-E. Have students find words and pictures of things related to science that begin with each letter: satellite for "s," comet for "c," and so on.

Have a "For Your Health" mini-report every two weeks or so. Ask different members of the class to read a health-related item from the newspaper and describe its contents.

How accurate are weather forecasts? Have the class track their accuracy during a given time period. Invite a local TV weather person to class to try to explain forecasting.

Have students write an editorial on a current scientific issue of concern to them—say, controlling air pollution.

Based on problems in the news, what do students feel is the most important scientific discovery needed today? Have them put their views in writing.

Have students develop an idea for a new invention—for example, a device that a handicapped person in the news might use. Have students draw pictures of their inventors and explain how they would work.

Keep a scrapbook of articles about scientists, inventors, doctors, researchers and others related to the science field. Use the scrapbook for class discussion starters and reference material.

Food sections often carry nutritional columns or tips. Have students use these to give weekly nutrition updates.

Look in the newspaper for ideas for science field trips—museums, science exhibits, workshops, etc.

Drugs and alcohol are scientific as well as social issues. Discuss articles about drug and alcohol abuse; explain the physiological effects of drugs and alcohol on the body.

Have students race against time or each other to find the following science-related items in the newspaper: the weather map, horoscopes, an ad for "junk" food, a product that uses petroleum, a health tip, an ad or article about energy, a job requiring computer skills, and an article about an environmental problem.

Collect articles about strange or unusual phenomena, such as the reported sighting of UFOs. Students might use one of the articles as a basis for a science fiction story.

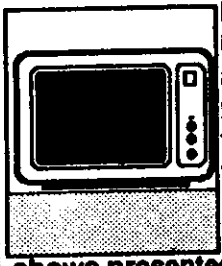
Computers are a hot topic among young people and in the newspaper as well. Reserve a corner of the bulletin board for computer-only news. Encourage students to read the computer stories periodically and to contribute stories they find.

Look through the business section for a few days. Which businesses are related in some way to science? In what areas? Are these businesses successful? Read the articles and discuss the business side of science.

FOCUS:
Supplemental Activities
 # 69

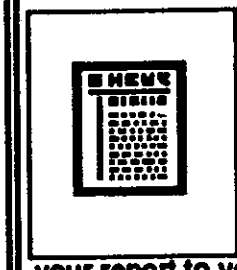
The following activities are intended to serve as idea-starters for application in the science area. Educators may want to use these activities as special enrichment activities in learning centers or for extra credit assignments. The following ideas may be used as is or may be modified to meet individual or large-group instructional needs.

#1 Television Review



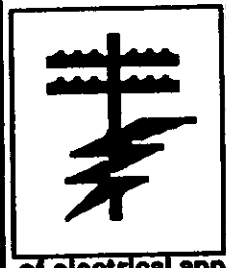
Review the television guide in your newspaper. Compile a list of selections which provide information related to the science field. Count the total number of science-related shows and divide this by the total number of shows presented during one week. This will give you the percentage of shows which contain science information.

#2 News Report



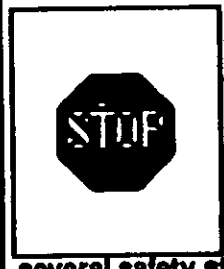
Write an article about a scientific event that you have witnessed in your lifetime. Write the article as if it were late-breaking news, complete with headline, lead sentence and supporting details. Prepare to present your report to your classmates, or use several of your classmates' reports to put together a science news journal.

#3 Electrifying Discoveries



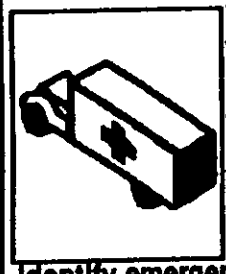
Study the newspaper to locate information that reflects our society's dependency on electricity. Find numerous examples of items that rely on electricity for use. Determine what was used prior to the technology of electrical appliances and what might replace these items in the future.

#4 Emergency Zones



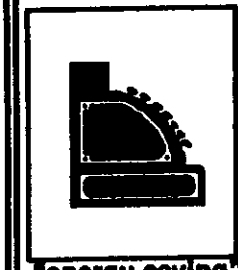
Collect several articles from your newspaper that report on accidents. These accidents may involve automobile, household or industrial accidents. List and describe each accident, causes and effects and several safety steps that could have been followed to prevent such an accident.

#5 First On The Scene



Locate newspaper articles that describe accidents that have occurred in your local area. For each accident, identify the first aid steps that should be taken by the first person to arrive on the scene of the accident. Identify emergency services available in your area that would be the most appropriate to contact for each accident.

#6 The Advertising Pitch



Analyze advertisements in your newspaper. Look at both the classified and retail advertising. Locate ads for products and services that use a scientific pitch to be more persuasive. Look for wording like "no cholestrol," "energy-saving" or "heart-healthy." Prepare a report on the results of your research.

FOCUS:
Supplemental Activities
 # 70

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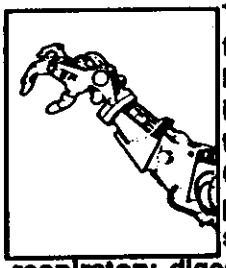
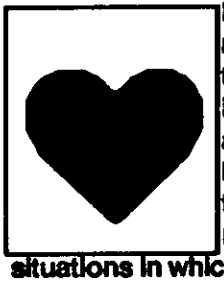
#7 Looks Like A Million



Try to construct a functioning human body by locating various body parts in articles and ads throughout the newspaper. Classify the various body parts into the various systems–muscular, respiratory, digestive, nervous, sense organs, limbs, skeletal, etc. Write the page and column of the article beside each entry.

#8 Increased Circulation

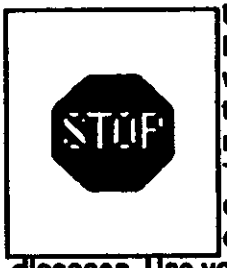


Nervous reactions, stress or medication are ways in which the heart rate may be increased. Some ways, such as exercise, are considered to be a healthy way of exercising the heart muscle. Skim the newspaper and find 10 situations in which a person's heart rate might increase. Discuss for each situation if the increase in the heart rate is healthy or not.

#9 Injured On The Job

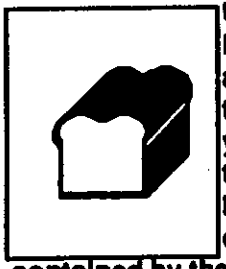
Use the sports pages to identify various types of sports injuries. For each example you find, identify the muscle group most likely affected by the injury. Using your knowledge of physiology, explain the likely limitations of movement the injured person may have and what type of treatment and rehabilitation will/may be required.

#10 Organizing Micro-organisms



Until we come down with influenza or a common cold, we often forget how many types of micro-organisms may affect our daily lives. There are also many tiny organisms which have been credited with getting rid of diseases. Use your newspaper to find examples of ads for products that have been made possible by micro-organisms.

#11 Added Dangers

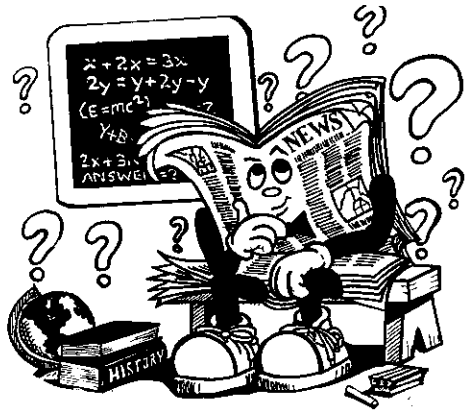


Use your newspaper to identify foods that contain additives or preservatives that might be hazardous to your health. For each food that you locate, identify the benefits as well as the dangers of the additives contained by the product. If the food no longer contained additives, what precautions would a consumer need to take?

#12 Scientific Time Capsule

Collect science articles that might provide interesting reading and insight about our times to readers of the future. Decide what the contents of your scientific time capsule will be and determine where you will place your time capsule and when it should be opened. Discuss with class members your plans for the time capsule.

SCIENCE

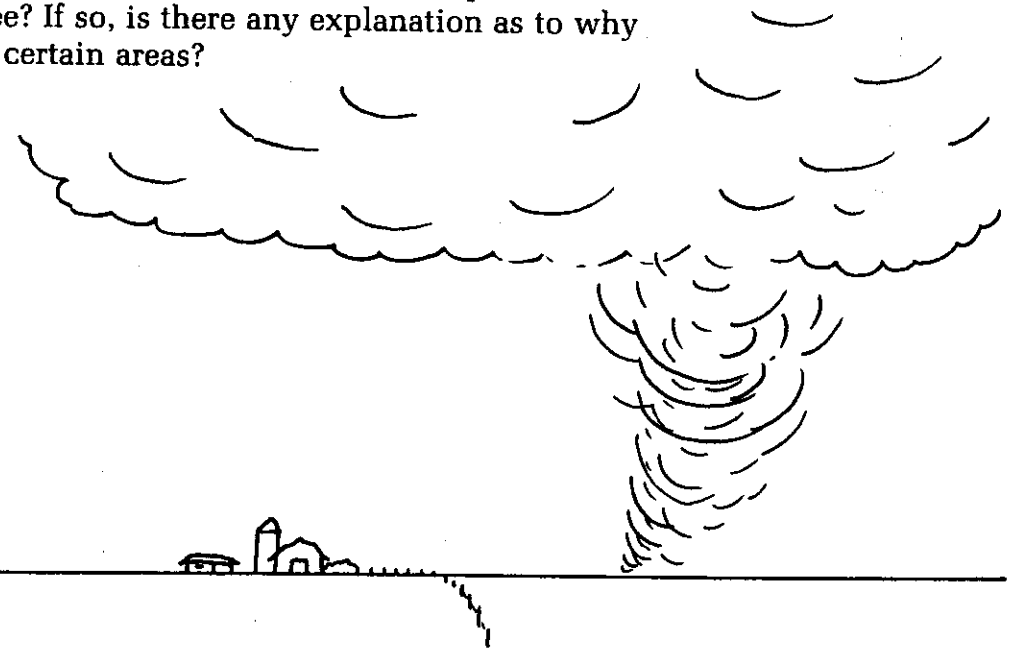


Catastrophes

Find articles (over a week's period) and tell about natural catastrophes (storms, earthquakes, tornadoes, floods, hurricanes, etc.)

Plot the geographic location of these disasters on a world map. Are there any patterns that you can see? If so, is there any explanation as to why particular things happen in certain areas?

Explain.



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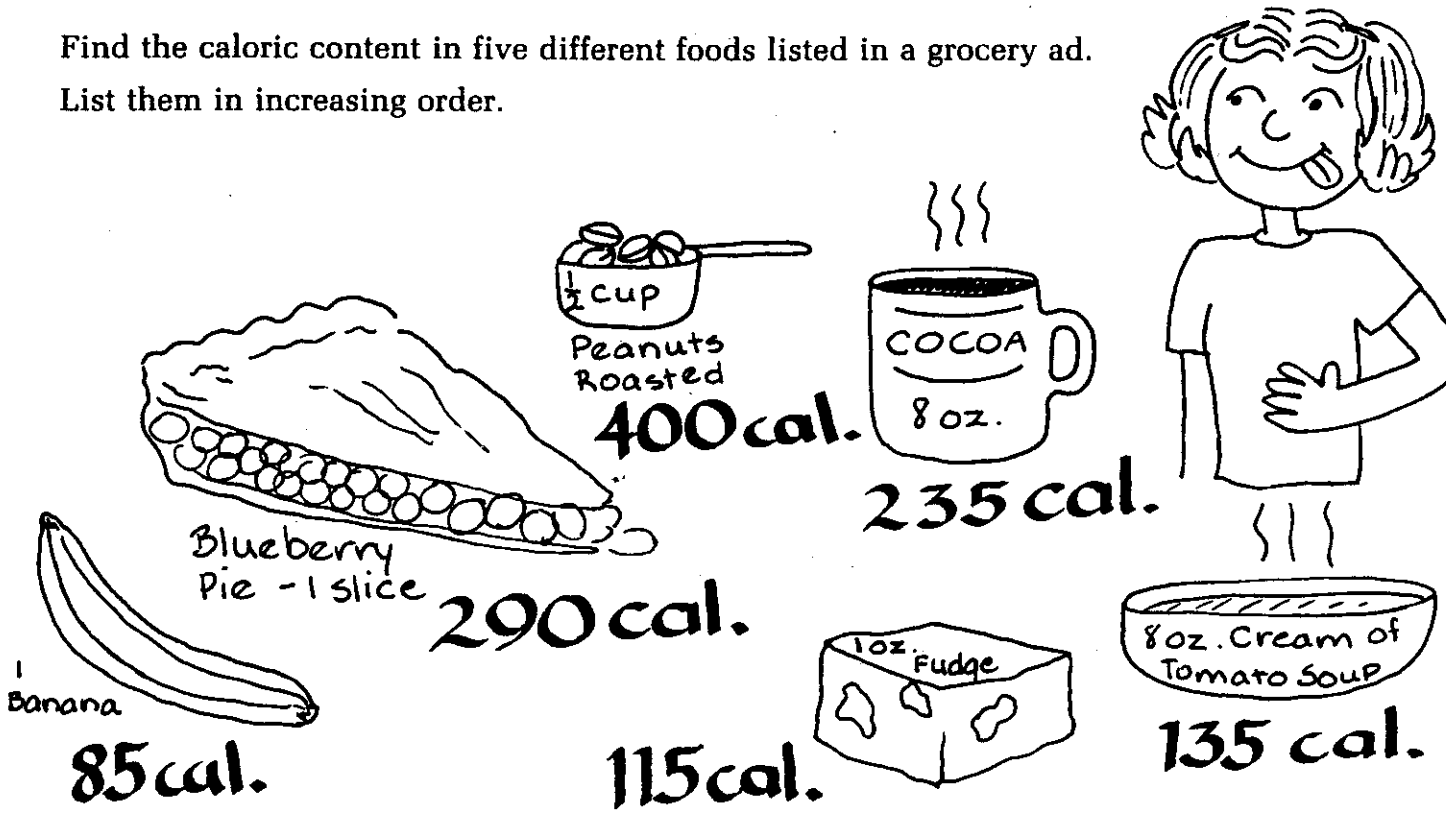
How Many Calories?

Find the caloric content in five different foods listed in a grocery ad. List them in increasing order.



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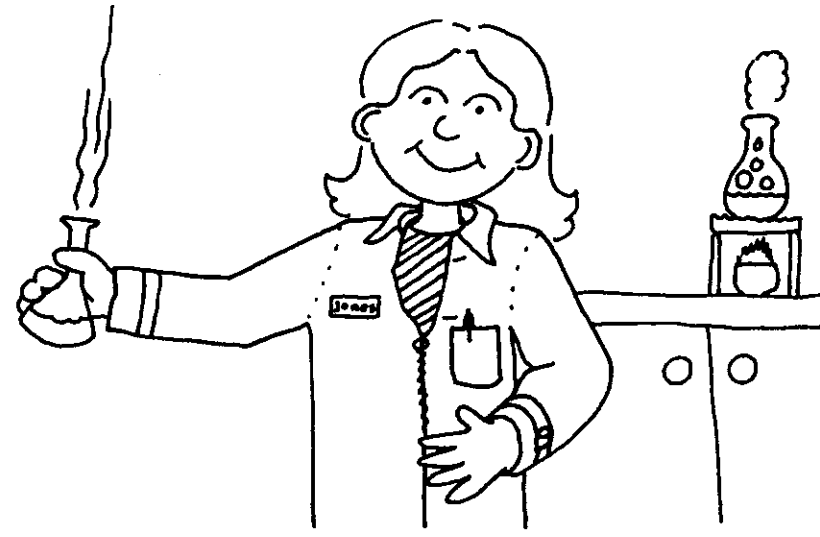
Research

Look *very carefully* through today's paper. Are there any articles about scientific developments or research? If so, write a paragraph summarizing that development or research. Be sure to include the names of the scientist or scientists involved.



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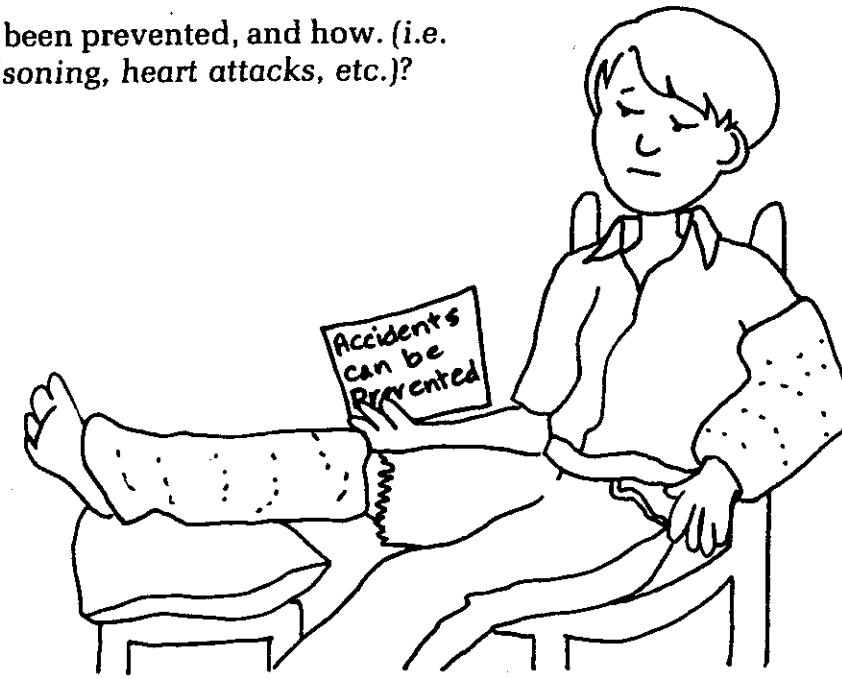
Health

Collect newspaper articles about accidents and illness.

Paste them in a notebook.

Discuss in class whether these could have been prevented, and how. *(i.e. auto accidents, drownings, dog bites, poisoning, heart attacks, etc.)*?



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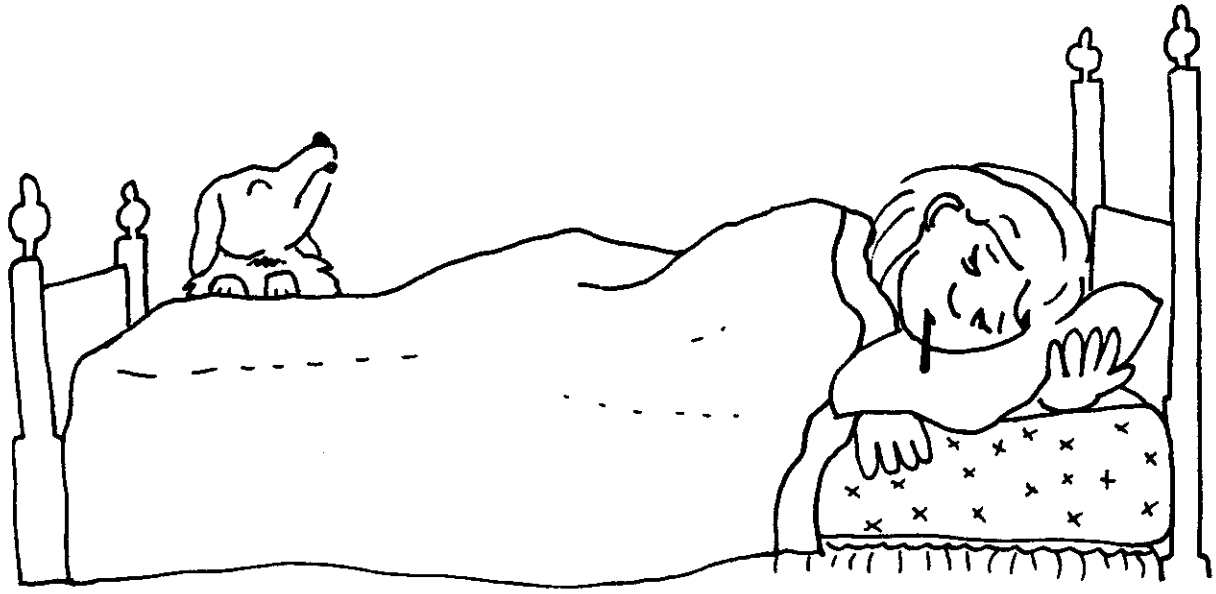
Health

Select a newspaper article about someone who is ill.

What is wrong with the person and what kind of treatment did the story mention?

Write a page about the last time you were sick and what you had to do to get well.



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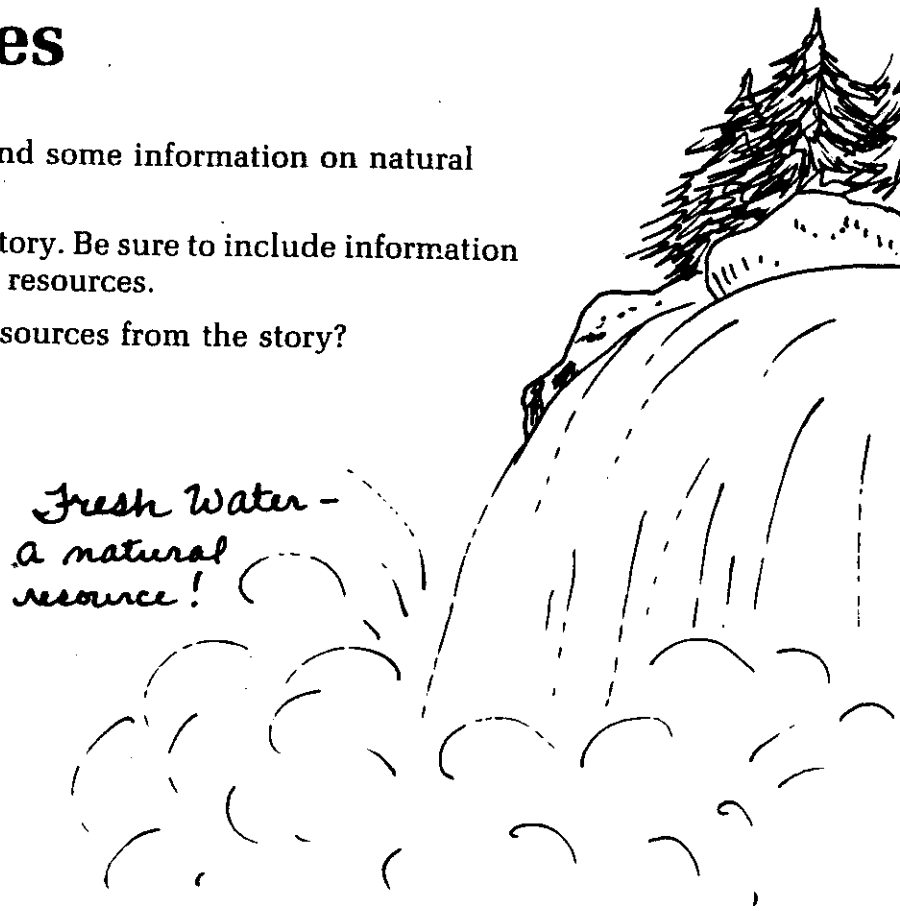
Natural Resources

Look through the paper until you find some information on natural resources.

Write a paragraph summarizing the story. Be sure to include information such as the uses and location of the resources.

What did you learn about natural resources from the story?



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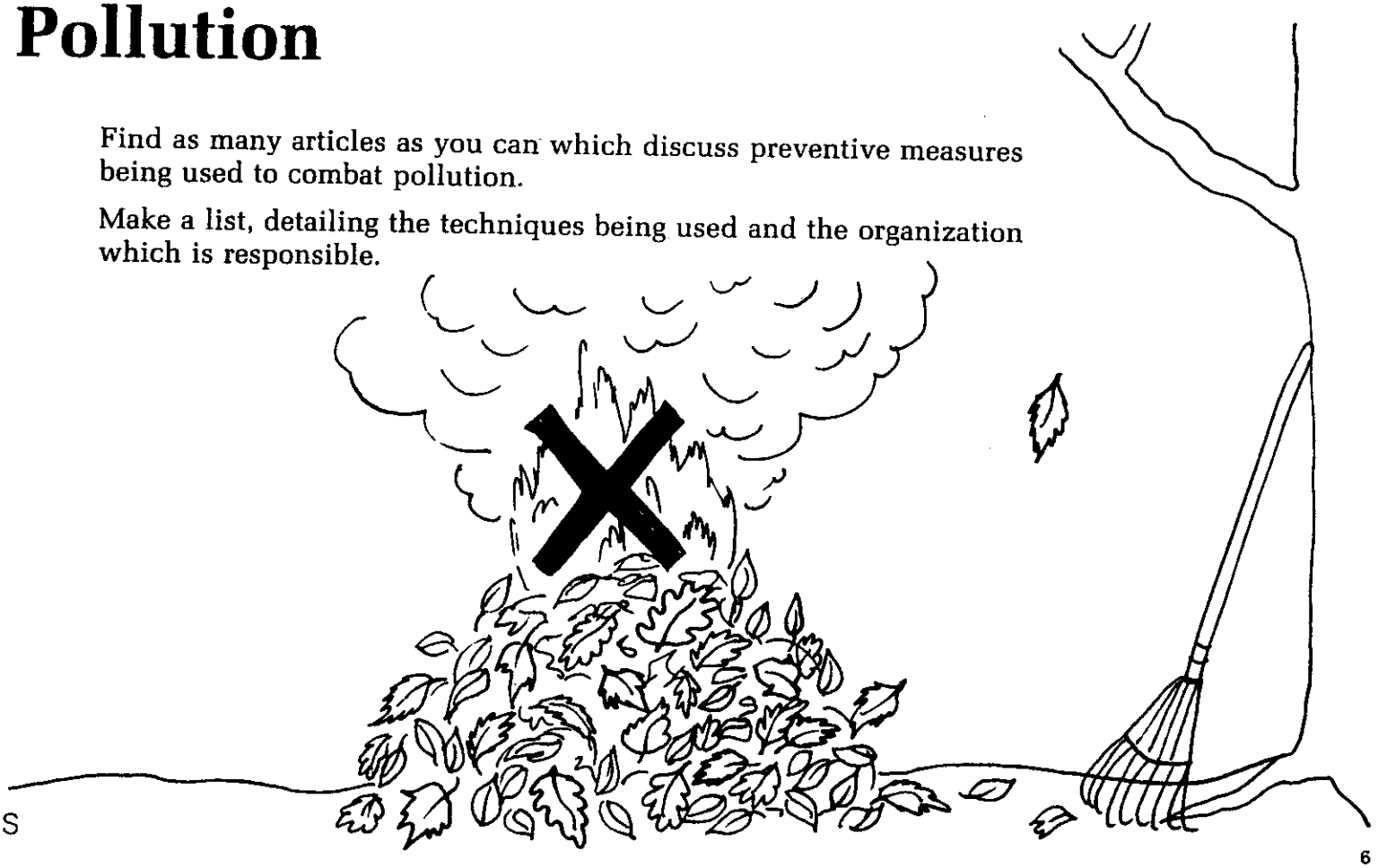
Pollution

Find as many articles as you can which discuss preventive measures being used to combat pollution.

Make a list, detailing the techniques being used and the organization which is responsible.



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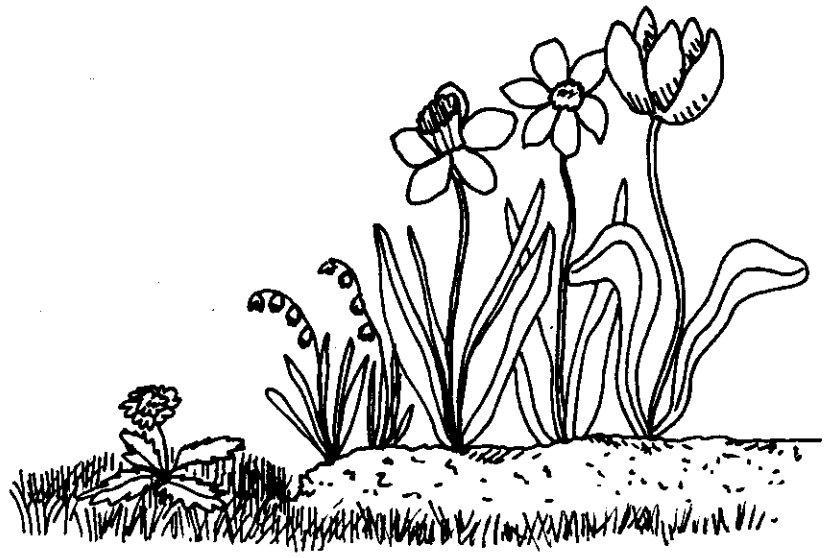
Flower Power

Find as many pictures of flowers as you can in today's paper.

Cut them out and paste them in a scrapbook.

Find out the name of each flower and label the picture.



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Who's at the Zoo?

Cut out of today's paper every picture of an animal which you would see on a trip to the zoo.

Paste them in a scrapbook.

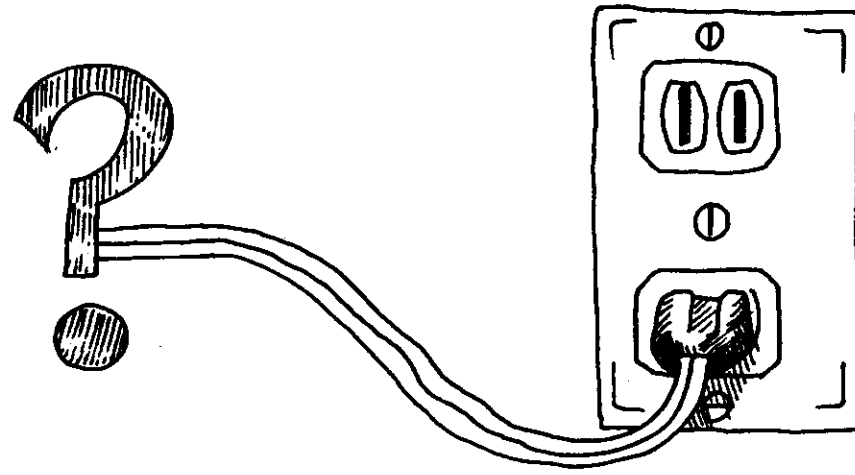
S

Appliances

How many different appliances advertised in today's paper run on electricity?

Cut out a picture of each one.

How many electrical appliances are there in your home?



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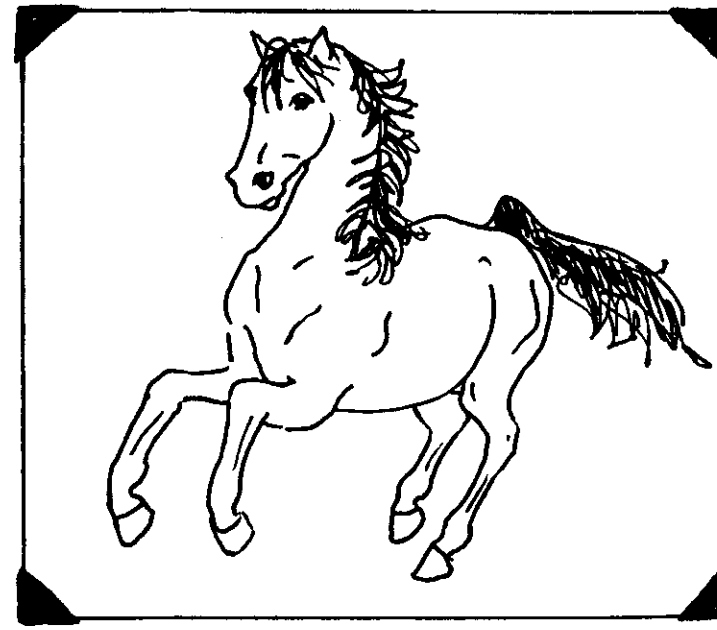
Creature Features

Cut out of today's newspaper every picture of an animal which you would like to have as a pet.

Animals which make good pets are called "domestic" animals. Lions and tigers are not domestic animals.

Paste your pictures in a scrapbook.



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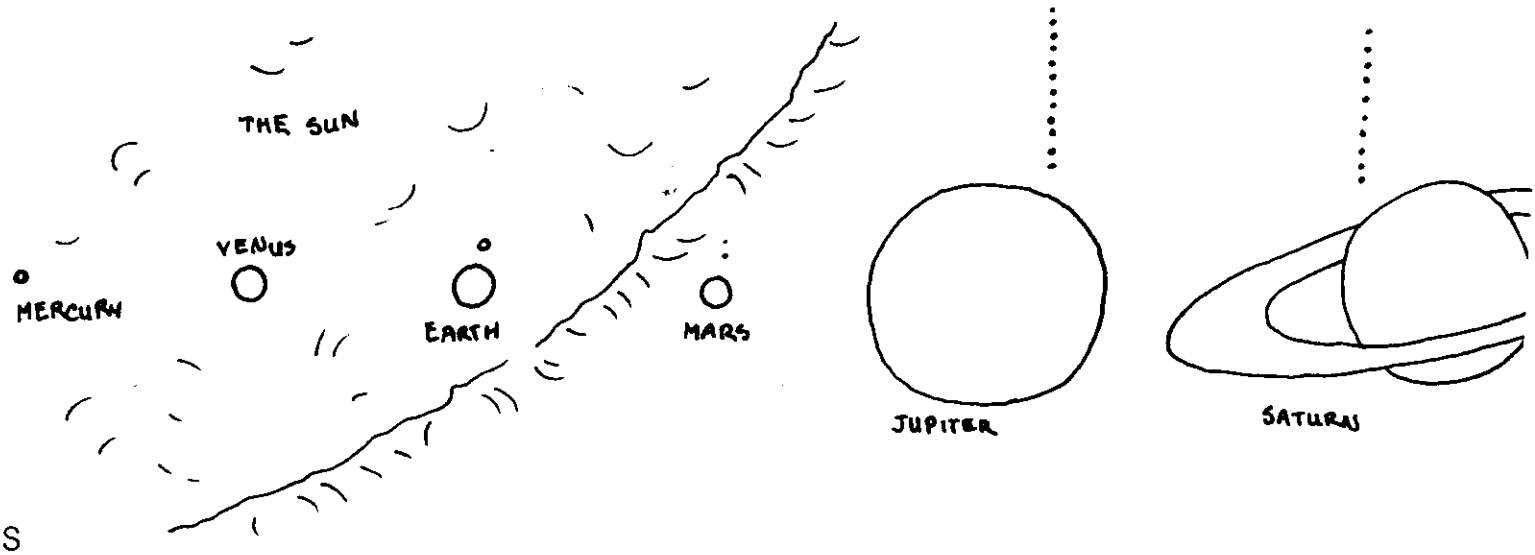
Astronomy

Make a giant sky mural across one side of your classroom.

If your teacher has files of newspaper clippings about the sun, moon, planets, stars, etc., go through them to get ideas for drawings on the mural.

Look through the newspaper every day for articles about the stars, etc.

Get your classmates to help with this project.



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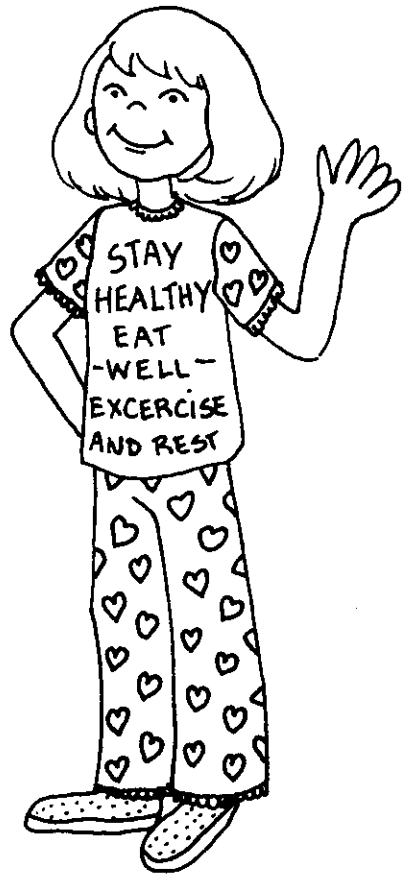
Health

Find articles about the human body—the brain, the heart, etc.

Write a short paragraph telling what you found.



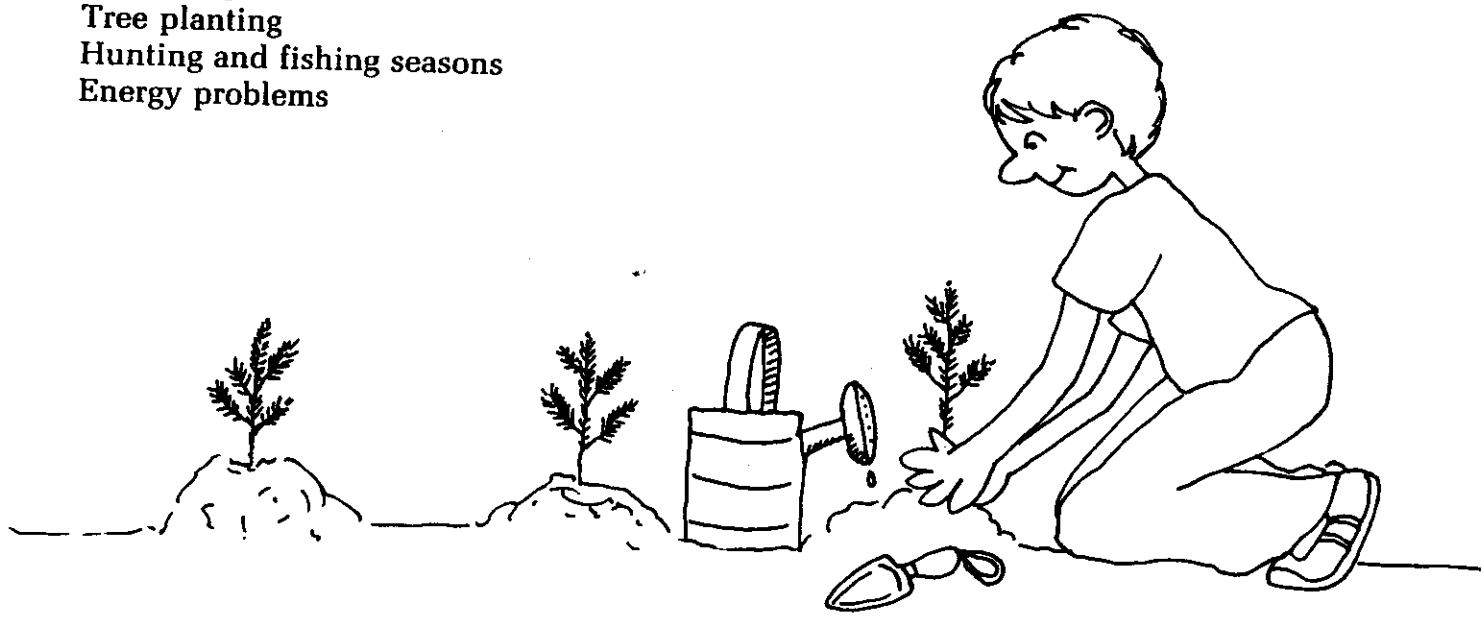
S

Conservation

What is conservation? Ask your teacher or look it up in the dictionary.

Look for newspaper pictures and stories about conservation and make a scrapbook. You might find such articles as:

Gardening ideas
Tree planting
Hunting and fishing seasons
Energy problems



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Weather

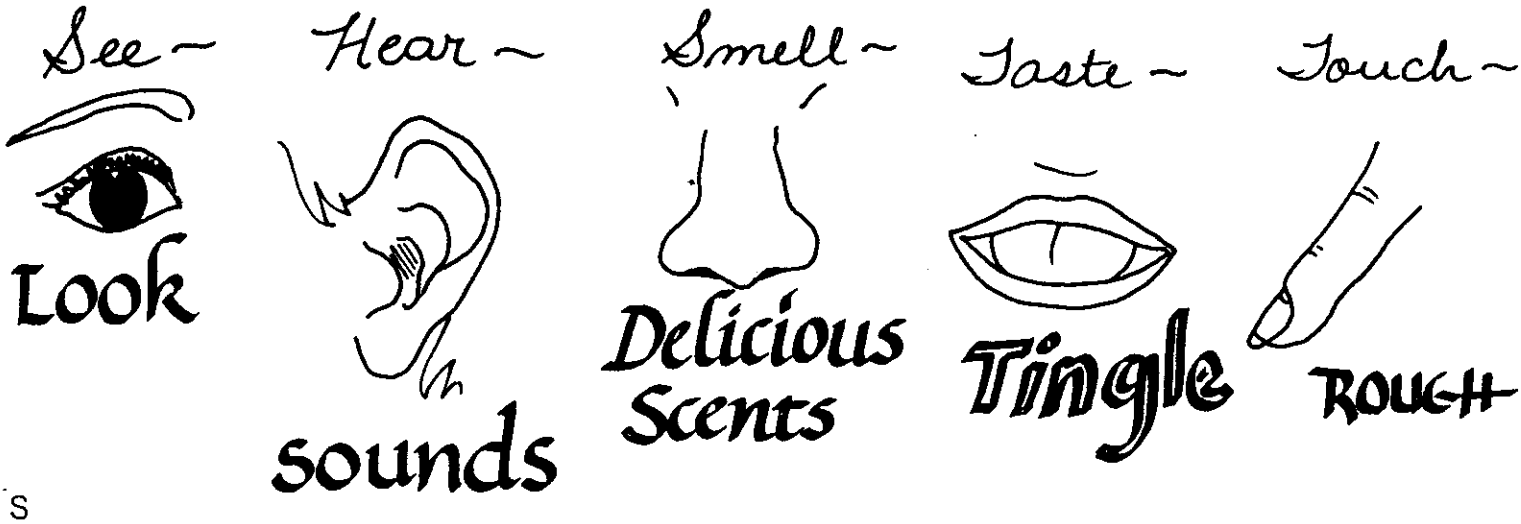
What city in the U.S. had the warmest temperature?
What city in the U.S. had the coldest temperature?
What city in the U.S. had the most rainfall?
What four cities had no rainfall?
What was the high temperature of your city?
What is the weather outlook for your area?
What was the rainfall in your area?
What is the barometer doing in your area? What does this mean?
What international city had the highest temperature?
What international city had the lowest temperature?

S

Five Senses

We all have five senses. We see, hear, smell, taste and touch.

Write the names of the five senses across the top of a piece of paper. Then look through the newspaper for words or pictures that belong under each sense. Paste the words or pictures under the correct sense. See the examples below.



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Weather Reports - Important

What kind of weather do you like best? Why is the weather report important to you?

Why is the weather report important to:

Astronauts
Farmers
Policemen
Construction workers
Parents
Students

S

Living Things

Collect newspaper pictures of living things.

Make a bulletin board display of "Living Things" with four columns:

Animals
Humans
Insects
Plants

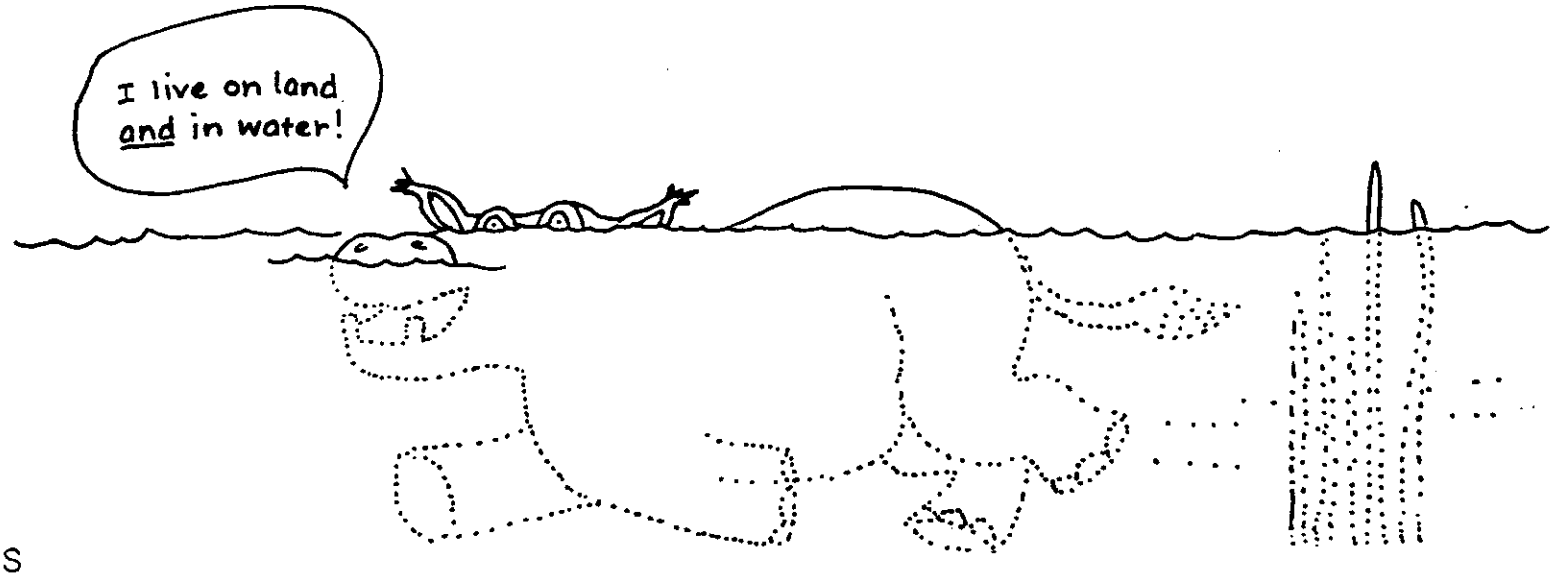
S

Where Animals Live

In your newspaper find pictures and articles about animals that live in different places.

On a sheet of paper make three columns: *On Land*, *In Water*, *Both on Land and In Water*.

Put the names of the animals in the correct columns.



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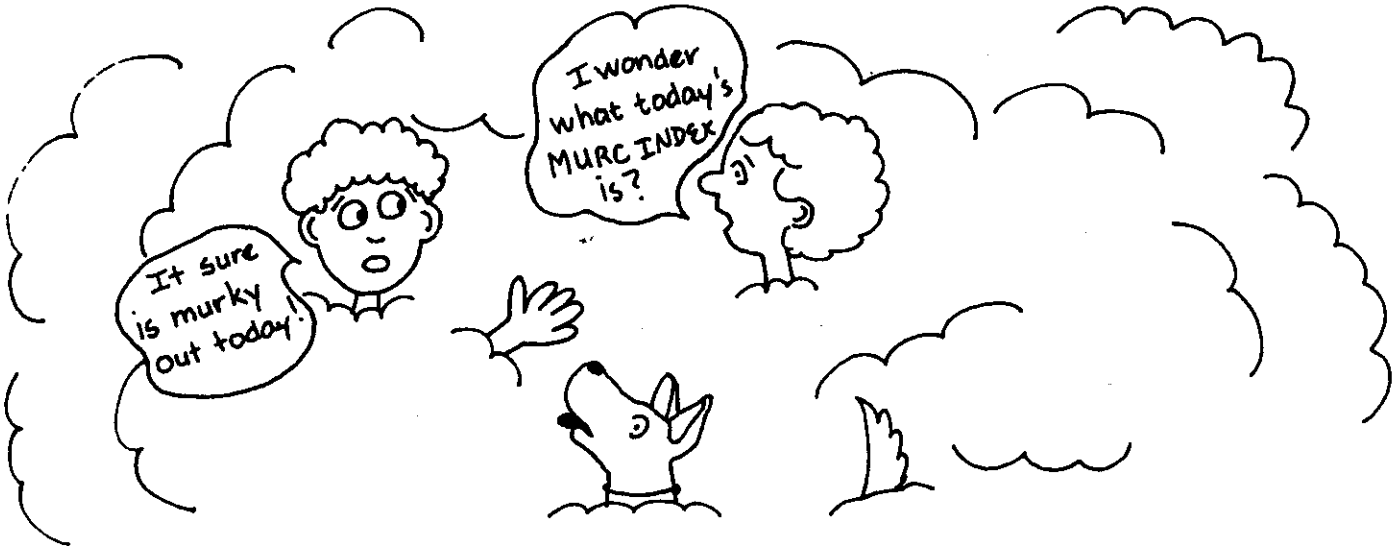
Air Pollution

The MURC Index measures air pollution.

What is today's MURC Index? (It can be found with the weather map).

Is today's MURC Index rated high, medium or low air pollution?



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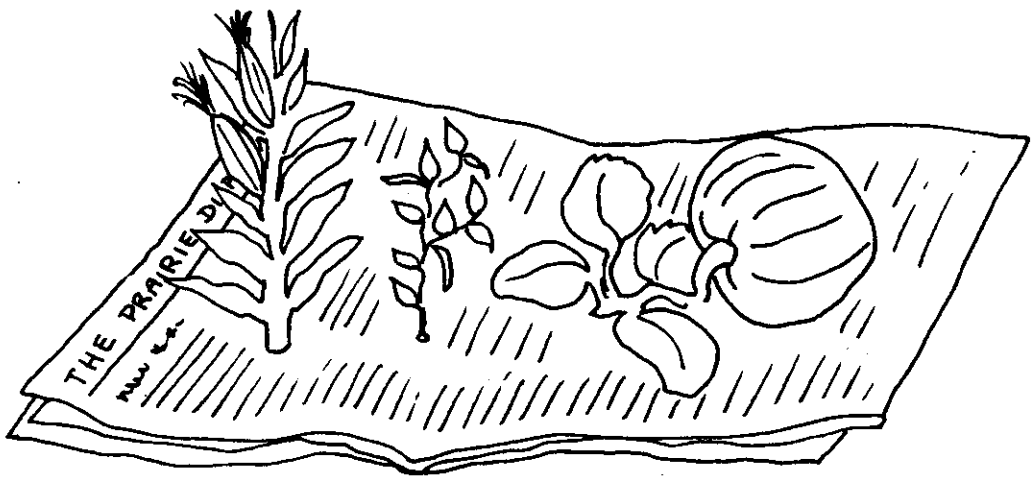
Food We Grow

List the names of as many different crops as you can find in the paper. (Check the stock market pages.)

Draw a picture of each one.



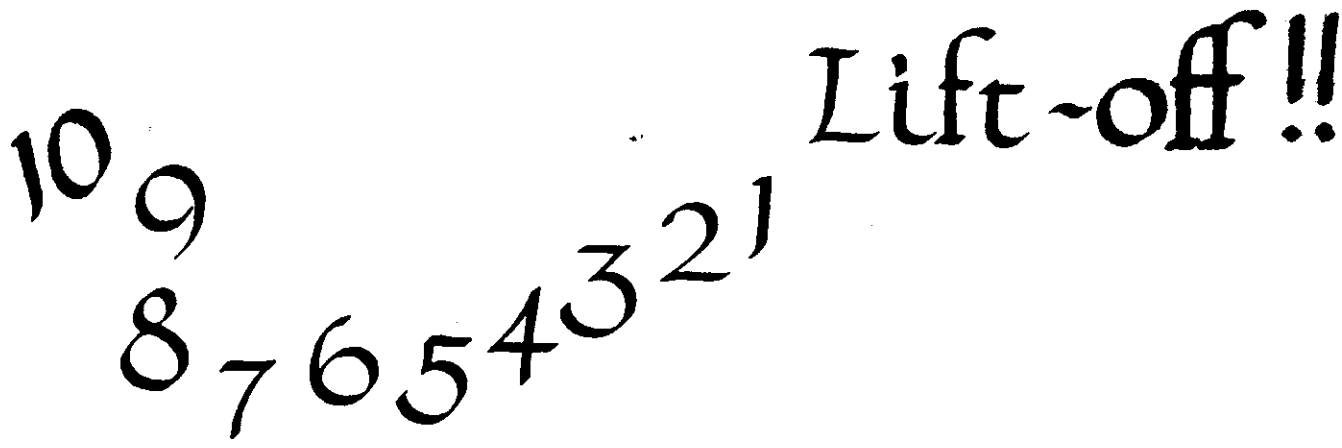
S

Blast-off!!

Make a list of words about outer space and space travel from today's paper.

Look up the definition of any word you do not know.

Write the definition next to the word.



S

Environment

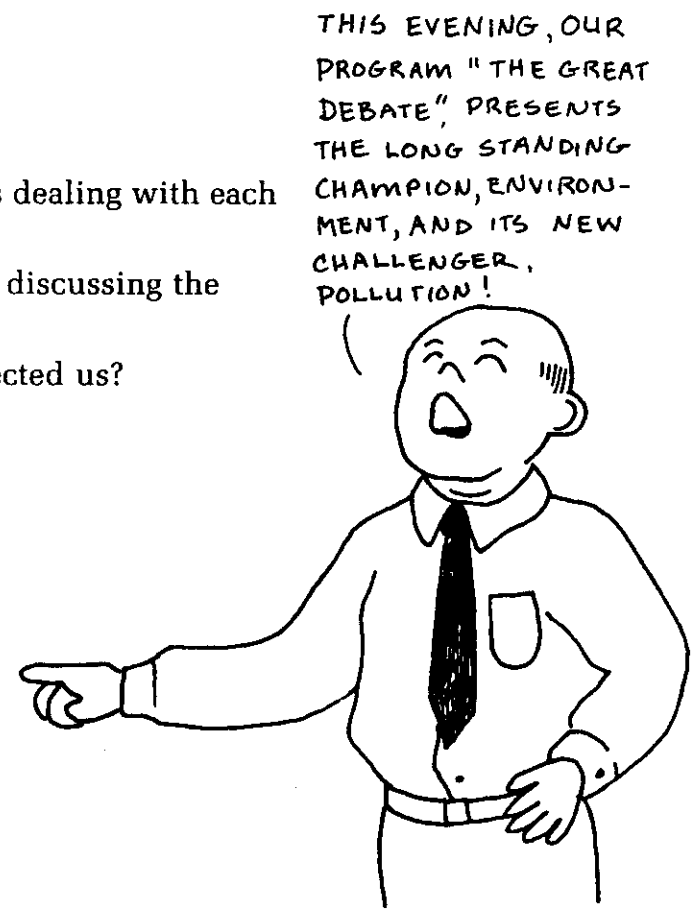
Clip articles on pollution.

List the types of pollution and the numbers of stories dealing with each type.

Present two paragraphs (100 words each, minimum) discussing the following:

A. How do you feel pollution is affecting or has affected us?

B. What can you, as an individual, do about it?



S

Keeping Cool

In the spring when the weather starts getting warmer, people begin to look for ways to keep cool.

When you read the newspaper you'll see ads for different methods of keeping cool. Make a list of them.

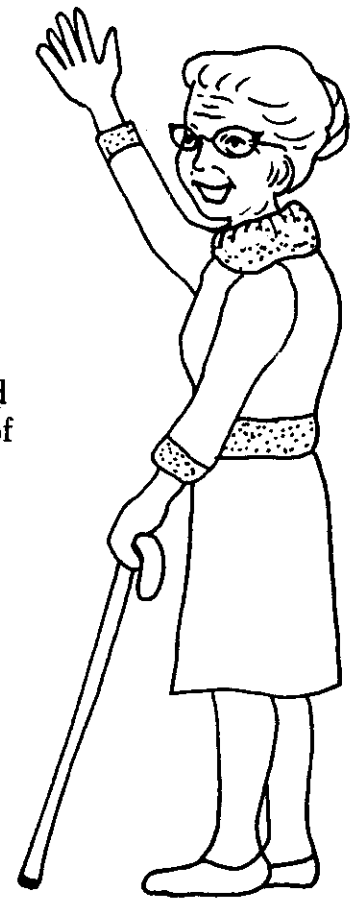
How do our bodies help us keep cool?

When people are hot they sweat, or perspire. Look up the word perspiration in your dictionary.

Look through the newspaper for different activities that make people perspire. Match the activity with a way or means for people to keep cool.

S

Life Span



Statistics show that women live longer than men. Is this true in your city? Cut out the death announcements (obituaries) in the newspaper every day for five days. (You can use old newspapers.)

Make two separate lists—one for men and one for women—with names and ages for each person. How many men did you have at the end of two weeks? How many women?

Add up the ages of each list each day to find the average of the men who died and the average for the women. Divide the total of the ages by the number of people to get the average.

Try to find out why women have generally lived longer than men.

Do you think this will continue to be true in the coming years? Why or why not?

S

Science

Find at least two articles in your newspaper about science.

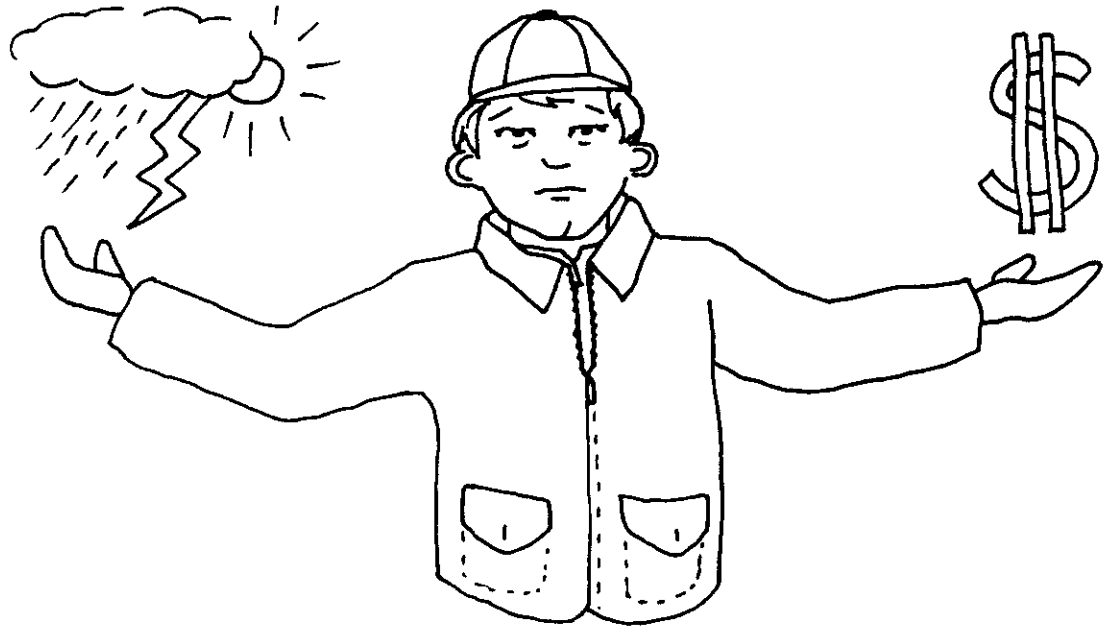
Paste them on a piece of paper and indicate at the bottom of your paper what each article is about.

S

Farming

Look through your newspaper and find articles on agriculture.

Write a paragraph on the problems facing farmers in today's world.



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Sunnyside Up

Look for the food ads in the newspaper.

Count how many times you see eggs advertised.

How many grades and sizes of eggs are listed?

Compare the prices of eggs at different supermarkets.

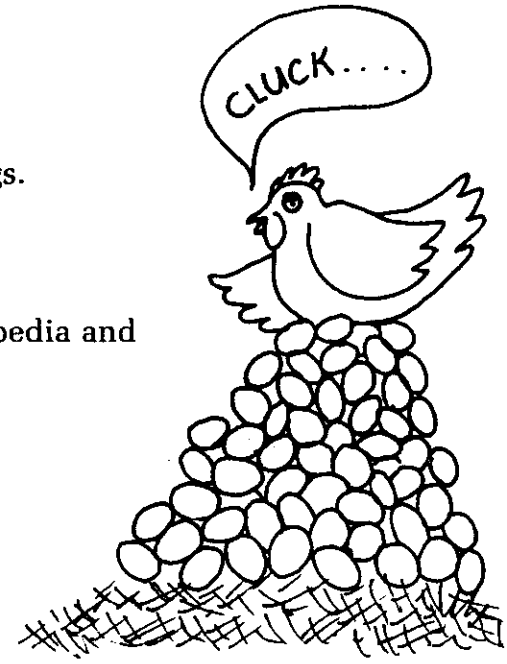
What is the smallest quantity of eggs you can buy?

Look in the food section to see how many recipes call for eggs.

Check the picture on this page. What animal lays these eggs?

What other animals lay eggs? Do we eat these?

Find out why eggs have a shell. Look up eggs in the encyclopedia and draw a diagram of its parts.



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What Do We Wear?

The clothes we wear are made of animal fur, natural fibers, or man-made fibers.

Look at the newspaper and cut out ads showing examples of clothing made from different materials. The ad will usually tell you about the material.

Compare the prices. Which material usually costs the most? Why?

Which types of materials do we wear most often?

How does climate influence the kind of material from which clothes are made? Do you think stores in the northern part of the country have more clothes made of animal fur?

What advantages do you think there would be in using man-made fibers?

S

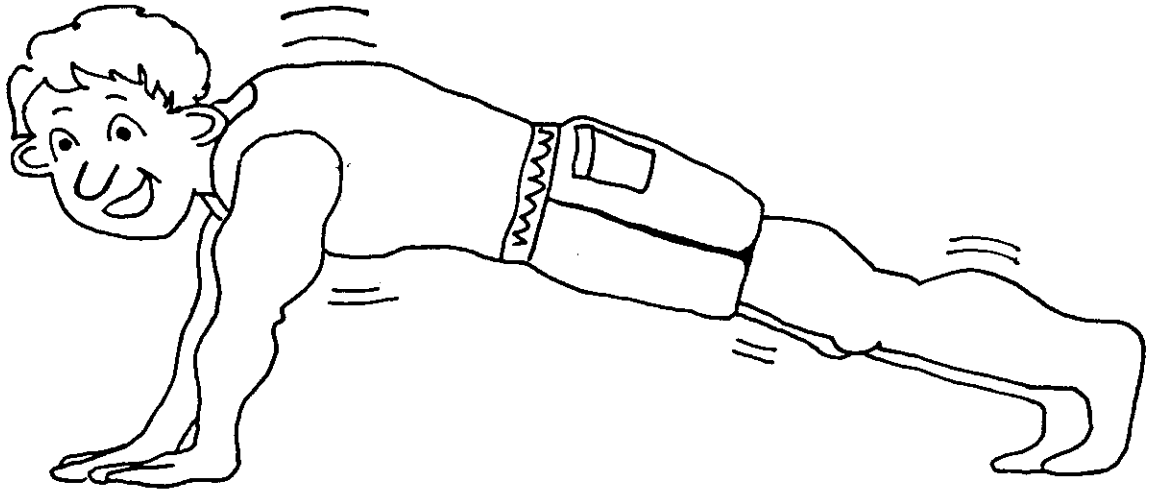
Winning Athletes

Turn to the sports section of the newspaper.

Find an article about an athlete who is successful in the sport he or she plays.

What is outstanding about this athlete?

What are some good health habits this person must have to be successful?



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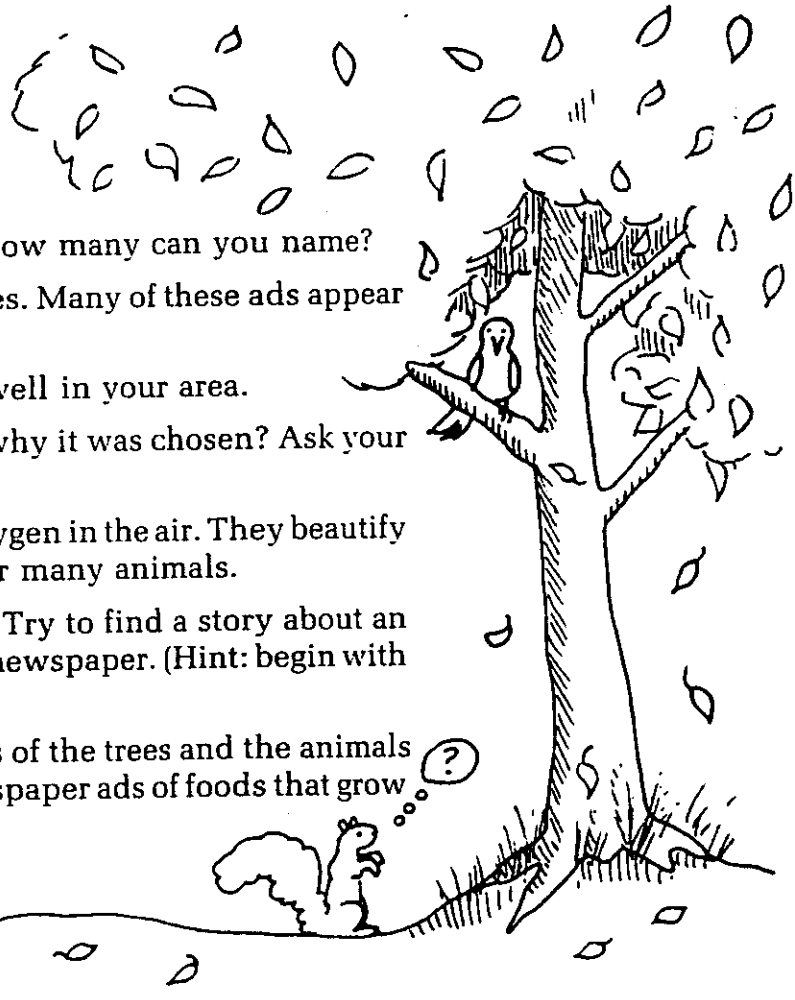
Name That Tree



Trees reflect nature's majesty and beauty. How many can you name?

Look in newspapers to find ads from nurseries. Many of these ads appear on Friday and Saturday.

Make a list of the kinds of trees that grow well in your area.

Do you know what tree is the state tree and why it was chosen? Ask your teacher or librarian to help you find out.

Trees are used to provide shade, food, and oxygen in the air. They beautify the landscape. Trees also provide homes for many animals.

How many of these animals can you name? Try to find a story about an animal that lives in a tree by looking in your newspaper. (Hint: begin with birds and squirrels.)

Start a scrapbook about trees. Put in pictures of the trees and the animals that live in them. Add pictures from the newspaper ads of foods that grow on trees such as apples, peaches, nuts, etc.

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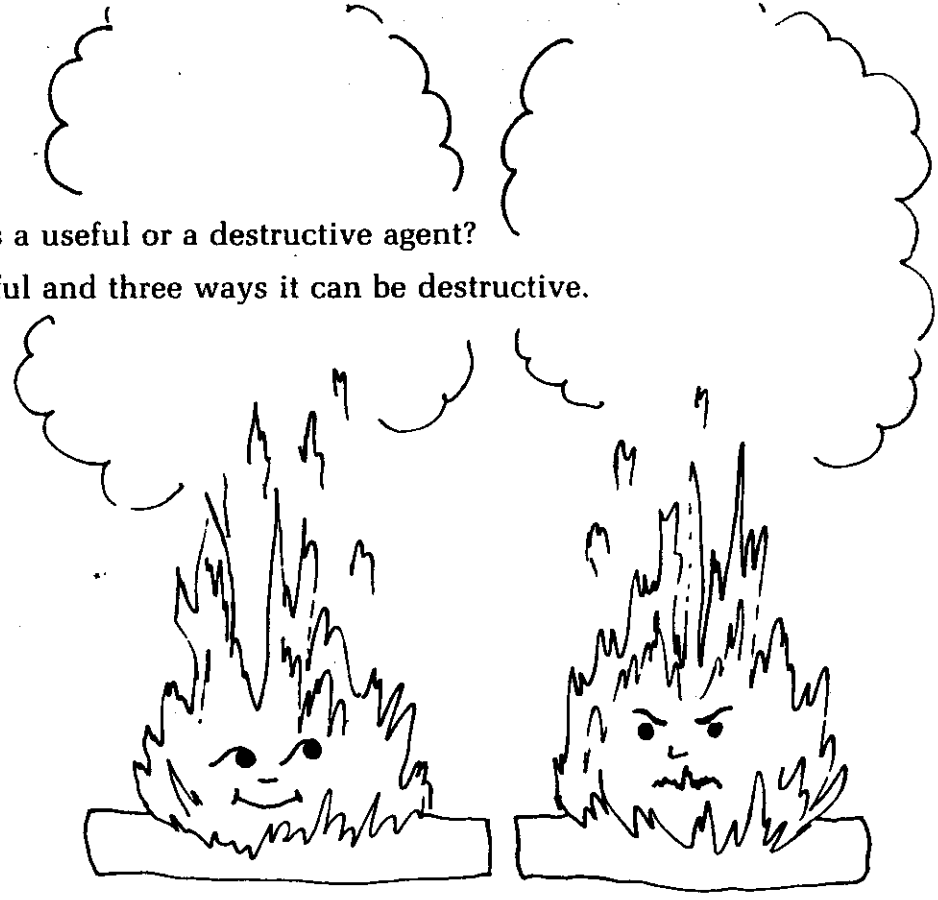
Fire

Find an article about fire.

Does the article describe fire as a useful or a destructive agent?

List three ways fire can be useful and three ways it can be destructive.



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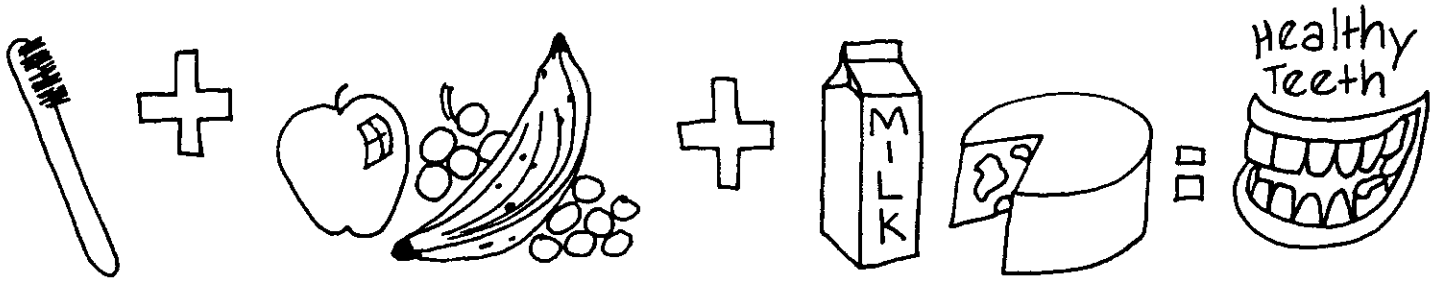
Tooth Talk

Eating right and brushing your teeth will help prevent cavities.

Some foods have sugar added and some foods have naturally occurring sugars. Foods with natural sugar are healthier.

Make a list of the foods you eat for three days. Find out how many have sugar added to them.

Find out about careers for men and women in dentistry. Ask about being a dentist, a dental hygienist or dental assistant. Write to the American Dental Association, 211 E. Chicago Ave., Chicago, Illinois, 60611, or call your library and get the address of the dental school at your state university.



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Pollution Solution

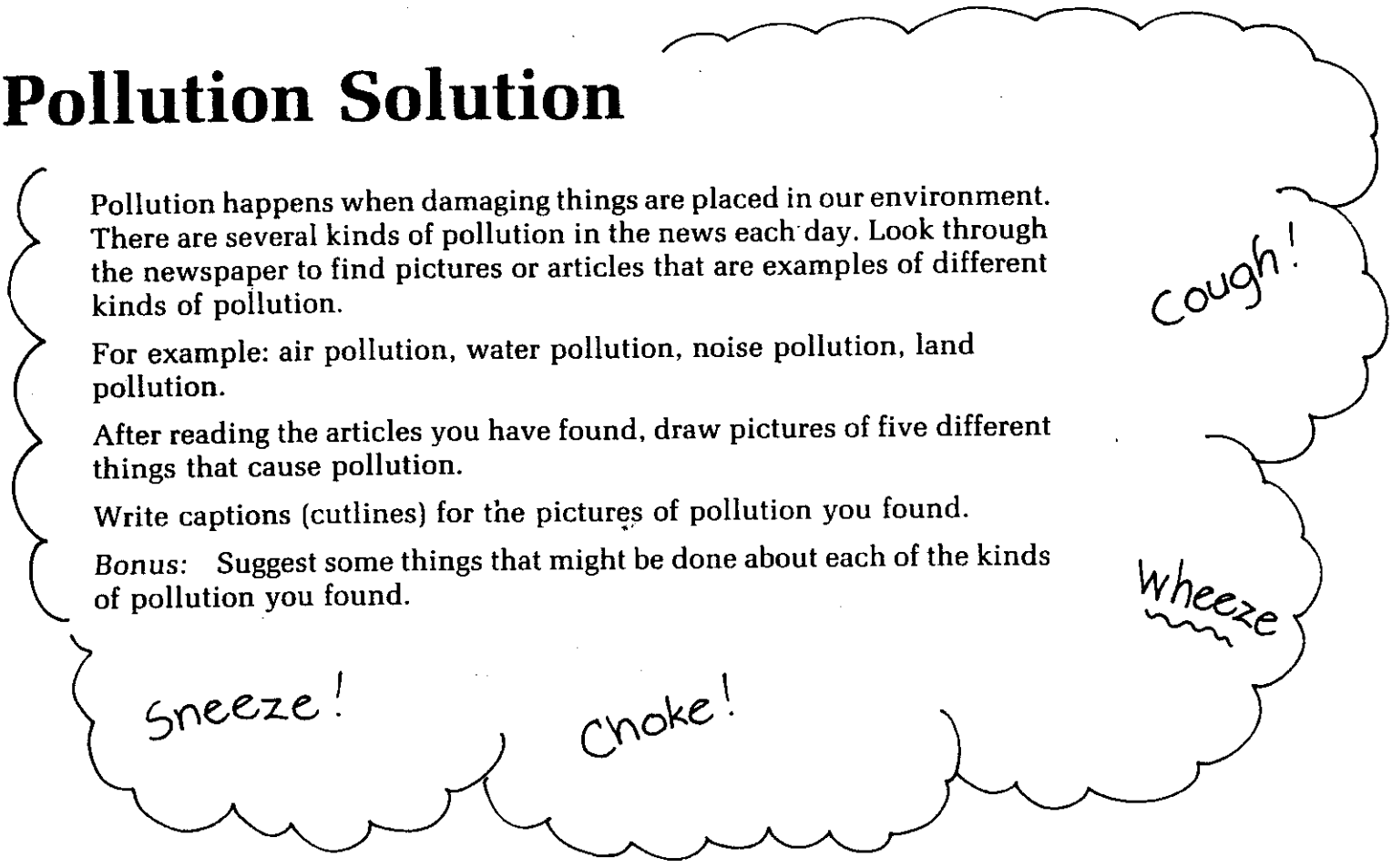
Pollution happens when damaging things are placed in our environment. There are several kinds of pollution in the news each day. Look through the newspaper to find pictures or articles that are examples of different kinds of pollution.

For example: air pollution, water pollution, noise pollution, land pollution.

After reading the articles you have found, draw pictures of five different things that cause pollution.

Write captions (cutlines) for the pictures of pollution you found.

Bonus: Suggest some things that might be done about each of the kinds of pollution you found.



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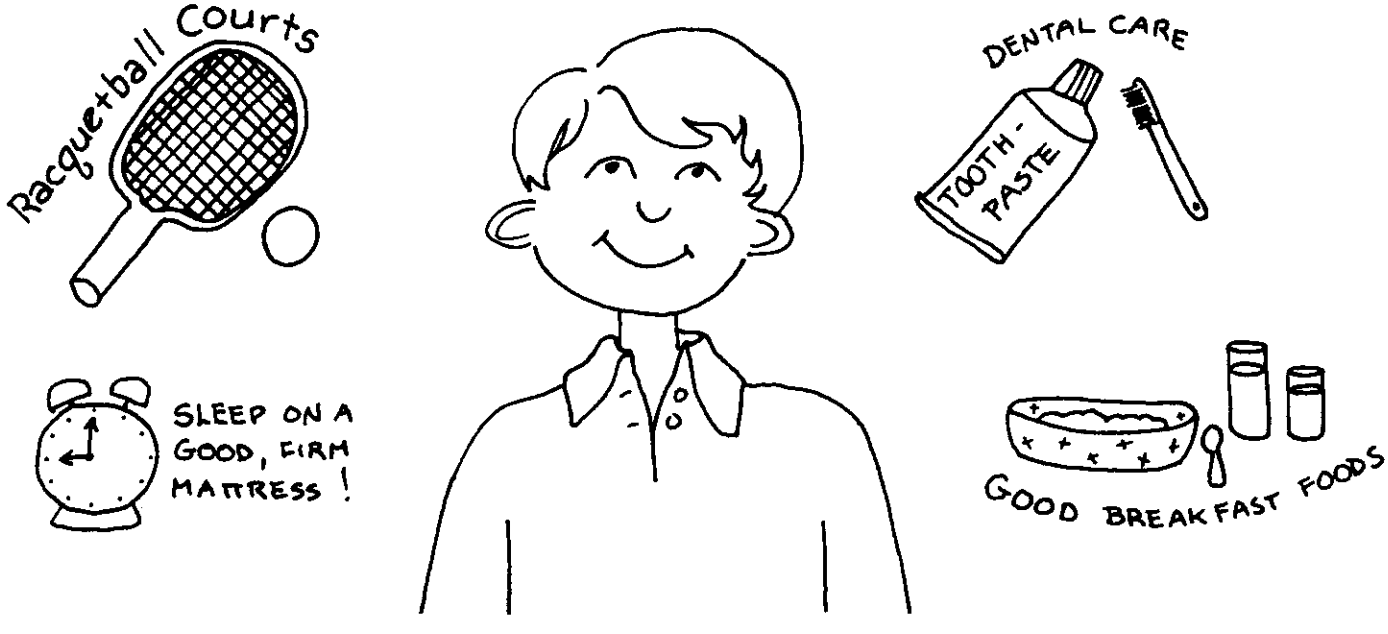
Stay Healthy

Look through the newspaper and cut out five advertisements that show products which help you stay healthy.

Why did you choose these particular products?



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