

TODAY'S NEWS

School Fights to Keep Kid From Playground

Jan Rankowski just wants to go to the playground in his home town of Falmouth, Maine. School officials say he isn't welcome.

Jan has a type of autism, a brain condition that makes it hard for him to communicate and believe the way most people expect him to act. Jan's par-



BY KEI PAIG—ASSOCIATED PRESS
Home-schooled Jan Rankowski, who has autism, wants to use playground.

him at home. When he asked one day if he could go to the school

were problems once Jan started coming. Other kids said he threatened them, played roughly with younger kids and kicked one child. Teachers' aides said Jan didn't pay attention to their instructions.

Jan's parents say that other kids who misbehave are kept off the playground for a few days. Jan has been asked not to come back until a doctor sees him and offers advice on ways for him to along better with kids.

WEATHER



TODAY: Very warm; lots of sun.

HIGH LOW

Inklings

by ERIC SHANS

MUSEUM of the AMERICAN INDIAN



Welcome to INSIDE KidsPost!

KidsPost is the only section of the daily newspaper, Monday through Friday, and Sunday that is written expressly for students in grades 3-8. It is a page specifically designed to give students summaries of hard news stories, sports articles, features on kids, animals, life at school and a variety of other topics as well as book reviews, contests, puzzles and graphs.

We want to help you as you encourage your students to develop the habit of reading daily. The lessons in this section are for use in language arts, social studies, science, mathematics and other classes. They are often cross discipline. We hope that they will engage students in discussion and stimulate writing activities.

The **KidsPost** page, found at the back of the **STYLE** section, should be easy to incorporate into the classroom since its audience is the 9- to 13-year-old. The content of **KidsPost** covers every discipline and interest.

Because of its broad range of news topics, **KidsPost** supports language arts and current events through reading, writing and discussion. The news summaries can be compared and contrasted to the corresponding articles throughout the newspaper as well as the more subjective writing of columnists and the opinion and editorial pages.

Real-life applications easily can be made after reading feature stories, whether the daily feature or the **BIG STORY**, and studying the **IT'S ABOUT YOU** graph. Students are encouraged to **SPEAK OUT**, responding to weekly topics in letters and by e-mail. They are to **TAKE A LOOK** at what is happening in the region or step back in time in Sunday's **THIS WEEK IN HISTORY**.

As they read **KidsPost**, students should compile a list of vocabulary words with which they are unfamiliar. Students can scan the page and try to draw conclusions from the artwork, graphics and photos that accompany the articles. Once familiar with the rest of the newspaper, students can categorize the articles according to the sections of the paper in which those articles could be found.

The weather icons can take students to the Metro section **WEATHER** page to compare the forecasts to the icons and how the country's weather is shaping up. The icons also can serve as an art project.

Recent features that were added to expand **KidsPost** coverage include **C.H.I.P.**, Canine Hybrid Information Puppy. In addition to Fred Bowen's sports column, opinion is expressed in a weekly editorial cartoon. Occasional bilingual articles (in Spanish and English) are printed when it is thematically appropriate. A glossary (glosario) of terms unique to the topic is provided.

Interactive opportunities from entering contests and answering survey questions to supplying artwork for the weather ear on the page can be found weekly. Send e-mail correspondence to kidspost@washpost.com or mail entries to KidsPost, The Washington Post, 1150 15th Street N.W., Washington, D.C. 20071. In addition, there is an online component of **KidsPost**. Go to www.washingtonpost.com/wp-dyn/kids/ features to review the archives of features that have appeared in **KidsPost**.

INSIDE provides online curriculum guides that include discussion questions, activities and resources which teachers can easily incorporate into their classrooms. Many of the lessons are designed to be used with the **KidsPost** page. See the list of curriculum guides in the **INDEX** of this online manual. All sections of the manual are available at www.washpost.com/nie.

"When The Post started **KidsPost** in 2000, we thought it was a bold, new, Earth-shattering invention, like green ketchup or tooth tattoos," wrote John Kelly, **KidsPost's** founding editor. "So imagine our surprise as we went through some 1891 copies of The Post and found something called 'Good Reading for the Little Folk.' It was the first in a series of children's pages that continued into the 1930s."

Every Sunday for 44 years — from 1891 to 1935 — The Post offered a special page of poetry, advice on manners, conundrums and short stories. It had pictures to color and published letters from its youngest readers.

As Kelly stated, "[M]aking a special connection with readers is what the best newspapers do, no matter what the date on the front page is." **KidsPost** makes that connection six days each week with The Post's youngest readers.

Highlights of KidsPost

<i>EDITORIAL CARTOON</i>	Inklings, a weekly cartoon drawn by Eric Shansby
<i>THE SCORE</i>	Fred Bowen's sports column (every Friday)
<i>STORIES</i>	News and feature stories (Monday through Thursday)
<i>THE THING</i>	Upper right-hand corner of the page with the answer on the page beneath Today's News (Monday through Friday)
<i>TODAY'S NEWS</i>	Summaries of news stories (Monday through Friday)

Sunday

<i>BIRTHDAYS OF THE WEEK</i>	KidsPost local readers celebrate their birthdays
<i>BOOK OF THE WEEK</i>	Review of a book that is appropriate for KidsPost readers
<i>IT'S ABOUT YOU</i>	A graph to tell students about themselves and where they fit in the world. Uses data from the Census Bureau, UNICEF and various polling agencies
<i>PUZZLE</i>	A crossword puzzle to be completed by kids (across) and grown-ups (down)
<i>TAKE A LOOK</i>	It's current and students won't want to miss it
<i>THIS WEEK IN HISTORY</i>	One day in history that happened this week

Occasional

<i>BIG STORY</i>	Focus on a prominent news story, "An Occasional Look at What Everyone is Talking About"
<i>BILINGUAL STORIES</i>	One story in two languages. Thematic content will make this treatment "make sense." Includes vocabulary words unique to that topic.
<i>COOL JOBS</i>	Feature on employment — how employees spend their days, what their offices look like
<i>HOW TO</i>	Ways to do those ordinary, everyday tasks
<i>WILD SPOT</i>	Illustration that presents the natural world in the Washington area, revealing something about the lifecycle of animals and plants at the time of publication

Read a News Article

GENERAL PROCEDURE

Today's News, a summary of news stories, is provided Monday through Friday in the left-hand column of the KidsPost page. Although brief, the summaries give younger students experience in reading news and older students examples of concise writing.

For the Level 2 exercise, you may wish to review the "What is News?" list on page 8 in the introduction to the INSIDE Integrated Curriculum Resource Program.

For additional information on news writing, go to www.washpost.com/nie. Click on Lesson Plans. Select *INSIDE Journalism: The News Story*.

1 A news article is written in a specific order. The first paragraph is called the lede (lead). The lede usually summarizes the story. It provides the reader with the 5 W's and one H – who, what, where, when, why and how of the story. The information in a news story is organized from most important to know to least important to know. This style of organizing information is called the inverted pyramid.

Select lede paragraphs from Today's News. Make a chart:

	Article 1	Article 2
Who:		
What:		
Where:		
When:		
Why:		
How:		

Read the lede to find the who, what, where, when, why and how of the story. Record the information in the correct column. If this information is not found in the lede, can students find it later in the article? If so, record the information in the correct column and place the paragraph number in parentheses at the end (#).

If there is a blank in the chart, why do students think this information is not included?

Academic Content Standards and Skills

Maryland
Reading/English Language Arts, Students will read critically to evaluate informational text [newspapers, articles, editorials, commentary]. Analyze the text and its information for reliability.

Virginia
English, Grade 10, Writing, The student will critique professional and peer writing.

Washington, D.C.
Reading/English Language Arts, Grade 5, Language for Research and Inquiry, The student summarizes and critiques two or more local newspaper articles dealing with the same topic or issue.

Fundamental Aim:
Reinforce Performing a Task

Sub-skill Reinforcement:
Locating information, finding the main idea, identifying, drawing conclusions, evaluating

2

One quality that makes news, news is proximity. Keep track of the news articles in **KidsPost** for a week. How many of the stories take place in your state or the Washington, D.C., metropolitan area?

Locate where the events take place on a map. Approximately how many miles from your school did each event take place?

If the event did not take place near students' homes and school, is it still interesting to them? What other quality makes it newsworthy and of interest to readers?

Go through the criteria for determining what is news. Which do students think apply?

3

Read Today's News. What questions do students still have about the situation, event or persons involved? Find and read the article on the same topic in The Washington Post.

- What new information is provided in the longer article?
- Are their questions answered?
- Do students have new questions?

Make a list of these questions. Ask students to read The Post for follow-up articles on the same topic. How many of their questions are answered in two weeks?

Make Use of the Small Stuff

GENERAL PROCEDURE

Ears, found in the upper corners of a front page, provide additional information. Acquaint students with ears. Have students locate the front page and the ears in each section of *The Washington Post*. What kind of information is found in the ears of each section?

Now turn to the **KidsPost** page. Do ears exist? If they do exist, what information is found in the left ear of the **KidsPost** page? What is in the right ear?

The student-drawn weather illustration and weather forecast appear in a plus column, above the fold, on the **KidsPost** page. For the Level 2 activity help students to distinguish the weather prediction for the current day from the one for the next day.

1 When states appear in the right ear, use the graphic as an opportunity to teach geography. Have a large map of the United States posted in the room and individual maps for students. Help students to turn the image in the **KidsPost** ear until they see its similarity to the state on the map. Name it. Students could color the state.

What is the name of its capital? Locate the capital city on the map. Draw a star on their maps where the capital is located.

After identifying the state, students should identify contiguous states and countries. What are the main products of the state and area? Who are the leaders, past and present?

This activity could be modified when countries appear in the right ear.

Extension: Read the front page and NATION IN BRIEF in the MAIN NEWS section. Are there any stories from this state in these pages?

Academic Content Standards and Skills

Maryland
Mathematics, Students will collect, organize, display, analyze, or interpret data to make decisions or predictions.

Virginia
Science, Interrelations in Earth/Space Systems, The student will investigate and understand how weather conditions and phenomena occur and can be predicted.

Washington, D.C.
Mathematics, Data Analysis, Statistics and Probability, The student collects, organizes, represents, evaluates and interprets data; makes predictions based on data.

Fundamental Skill:
Reinforce Interacting

Sub-skill Reinforcement:
Following directions, locating information, categorizing, predicting outcomes, analyzing, drawing conclusions, developing visual imagery

2

How accurate is the weather forecast? Collect the weather art and forecasts of a week. Also collect the WEATHER page found in the **METRO** section for the same days plus one. Have students record the predicted high and low temperatures and weather condition for Monday found on the **KidsPost** page. Then read Tuesday's WEATHER page for the actual temperature high and low. This information is found under "Official Weather Data" and is given for Reagan National, Dulles and BWI airports. Students will need to determine which airport is closest to their school.

Continue recording the temperatures and weather conditions, both forecast and actual, for a week. Discuss with students what conditions existed to influence temperatures.

Have students compare data. How accurate were the forecasts for their neighborhood? Have students graph results.

Have students prepare a Washington Area Forecast based on the data collected and other information found on the WEATHER page.

Extension: Have students draw a picture to illustrate one of the weather conditions. Weather abbreviations are:

- s — Sunny
- pc — Partly Cloudy
- c — Cloudy
- r — Rain
- sh — Showers
- t — Thunderstorms
- sf — Snow Flurries
- sn — Snow
- i — Ice

Submit pictures to KidsPost for the weather art. Mail entry to KidsPost, The Washington Post, 1150 15th Street N.W., Washington, D.C. 20071.

3

On Sunday in “Birthdays of the Week,” readers get an overview of birthdays that make this week special for some local **KidsPost** readers. These are presented in date of birth order. Revise the list to be in chronological order.

Teachers may post “Birthdays of the Week” on the bulletin board. If a student in the class is celebrating a birthday that week, add his or her photograph and a ribbon to connect to the correct location in the column.

Create a birthday card for someone having a birthday this week in your class or in your school (office, cafeteria and custodial staffs). Write a four-line rhyming message for inside the card.

Extension: Do students know any celebrities, well known or historic personalities who are celebrating birthdays this week? You could create a timeline that students will develop throughout the school year. On a weekly or monthly basis take time to update it.

Create a timeline of the 1900s. Either have each student produce an illustrated timeline or divide the class into decade groups.

First place the birth date of well-known personalities, literary or historic figures on the timeline. Read about the individuals and place an event from each life on the timeline. For example, “Mountain climber Edmund Hillary (1919)” is listed on July 20. For a second item on the timeline, students could identify May 29, 1953, Edmund Hillary of New Zealand and Tenzing Norgay of Nepal become first human beings to conquest Mount Everest-Chomolungma, the highest place on earth.

Harry Potter 4 U

GENERAL PROCEDURE

Novels by J.K. Rowling about main character Harry Potter first made the news in the summer of 2000. More than one of the series made the adult bestseller list, the title of the fourth in the series was kept a secret and some thought the novels inappropriate for children to read. **KidsPost** has covered the author, each of her books and the news surrounding them.

Go to www.washingtonpost.com to read **KidsPost** coverage, Harry Potter Package:

www.washingtonpost.com/wp-dyn/kids/features/A58485-2000Jul6.html. This collection includes Post book reviews, interviews with J.K. Rowling and links to Post and KidsPost articles.

For a unit on movie reviews go to www.washpost.com/nie. Click on Lesson Plans and select *The Movie Review(er)*. “Harry Potter and the Sorcerer’s Stone” provides the vehicle to introduce the basics of movie review writing. An interview with Washington Post movie reviewer Desson Howe gives a glimpse into the life of a critic. Also included is the business side of franchises, product placement and endorsements.

1 HARRY POTTER WATCH

The July 6, 2000, **KidsPost** reported plans to publish 500 Braille copies of Harry Potter and the Goblet of Fire. Read “Getting in Touch with ‘Harry’” to learn more about the Braille edition. It is found in the Harry Potter Package online.

Introduce students to Braille. The sidebar includes h-a-r-r-y p-o-t-t-e-r written in code. Have students practice writing their names and those of their family members in code. For the entire Braille alphabet, visit the National Braille Press Web site at www.nbp.org/alpha.html.

Academic Content Standards and Skills

Maryland
Reading/English Language Arts, Students will read, comprehend, interpret, analyze, and evaluate literary texts.

Virginia
English, The student will read and demonstrate comprehension of a variety of fiction. Examine a literary selection from several critical perspectives.

Washington, D.C.
Reading/English Language Arts, Language as Literature, Students respond in many ways to a rich variety of literary texts and relate them to their lives and the lives of others.

Fundamental Aim:
Reinforce Interpreting

Sub-skill Reinforcement:
Locating information, finding the main idea, comparing and contrasting, drawing conclusions, predicting outcomes

2

If students have read one of the Rowling novels, teachers might use it to discuss the basics of a novel: character and plot.

- Who are the main characters in Harry Potter?
- What do they look like?
- Does Rowling tell you what they look like or did you imagine their appearance?
- What are the main characteristics of each character?

Assign groups of students one of Harry's adventures from the novel to summarize. When they have finished writing the summary, list the adventures on the board. Ask students to place them in the order they appear in the novel. Is this the same order in which they happened? In other words, does Rowling tell her stories in chronological order or use flashback?

Why would a review of a book not include every adventure? Which one of the adventures would students select to represent the action and Rowling's style?

Two Book World reviews of Harry Potter novels are found at www.washingtonpost.com/wp-dyn/kids/features/A58484-2000Jul6.html. These can be read as models for writing reviews or used for discussion. Do students agree or disagree with the book reviewer?

Extension: Two books remain to be written in the series. Have students design a book jacket cover and predict what will happen in the next edition.

3

Ask students if they have read any of the Harry Potter novels. Why or why not? Discuss reasons why some people do not think the Rowling novels are appropriate for children. Have students write a short essay in which they persuade the reader why the novels should or should not be read.

Extension: KidsPost reader Anna Schoenfelder, 14, from Silver Spring, Md., wrote: "Although I am a great fan of fantasy, and will probably read Rowling's next book, it upsets me that other, more-than-worthy books are ignored by kids."

Every Sunday **KidsPost** includes a Book of the Week review. Have students write a review in which they recommend a book that they believe students would enjoy reading. Include title, author, age range for which the book is appropriate and what makes the book a must to read.



You have just reviewed and used suggested activities from one section of an online manual provided by The Washington Post's INSIDE program. Each section of the daily Post is introduced and examined from the perspective of using it as a teaching tool and resource. Online lessons are found at www.washpost.com/nie. The sections for which activities are provided are:

- A Main News
- B Metro
- C Style
- CC KidsPost
- D Sports
- E Business
- EE Washington Business
- F Health
- G Food
- H Home
- I Extra
- J Weekend

An index to the manual and to other Post online guides are found in INSIDE Index.

The Post's Educational Services, a Newspaper In Education affiliate, serves schools in Maryland, Virginia and Washington, D.C. For more information about resources available to you and your students, contact the following:

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