

An Emergent Newspaper and Collaborative Project Learning



**Grand Rapids Child Discovery Center
Discovery D—2nd and 3rd Grade**

**The children of Discovery D 2011-12
dedicate this book to all of the future
workers of the CDC Press so that they may
continue the work easily.**



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Grand Rapids, MI 49503
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The mission of the GRCDC is to continuously expand the potential of children, the experiences of educators and the involvement of parents within the diverse community of Grand Rapids, MI.

The vision is to base all decisions on the principles of Reggio-Emilia incorporating current research on learning as well as developmentally appropriate practice.



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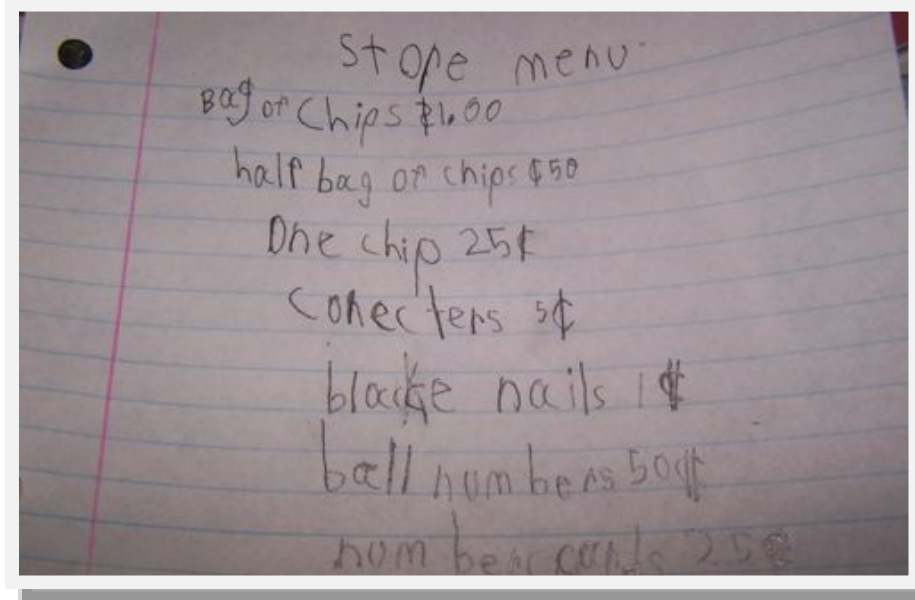
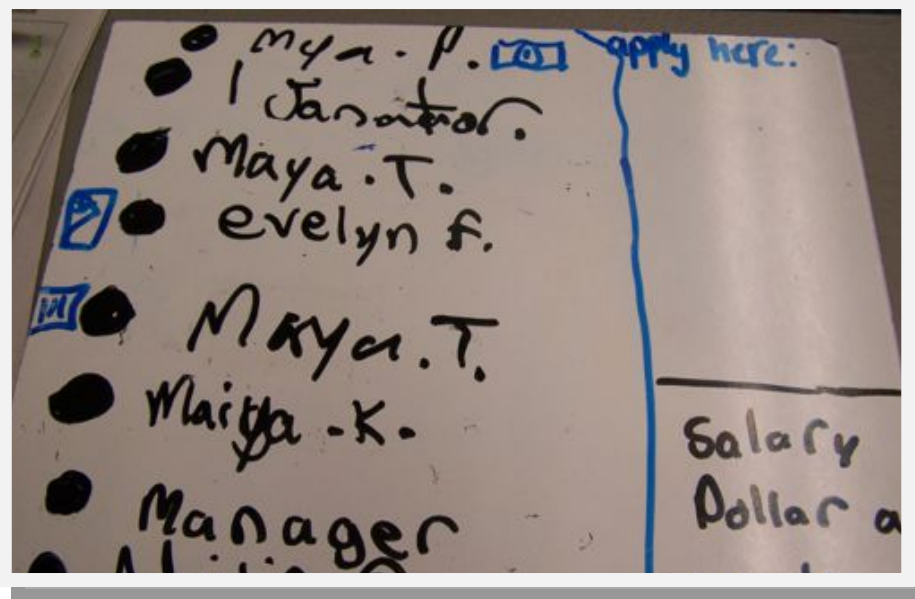
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A Newspaper Emerges



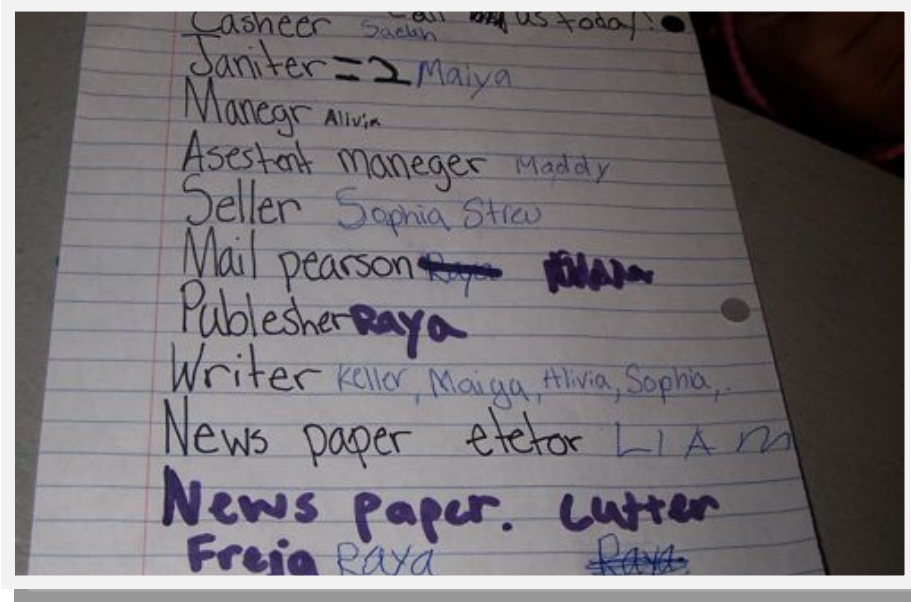
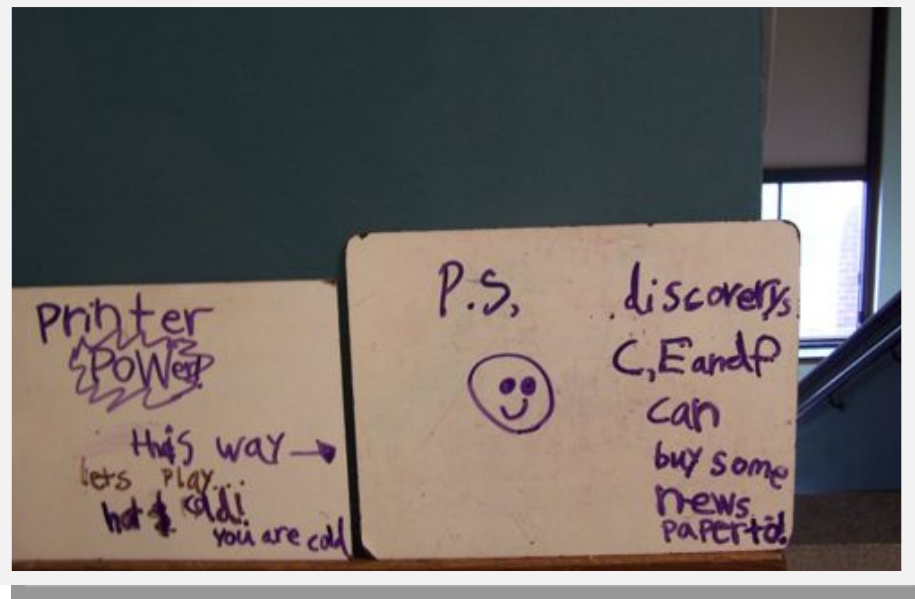
Discovery D's study emerged through dramatic play of a few children. The space provided play money, newspapers, objects to count, and was previously used to support math concepts within a store context. Chris and Freja began cutting and pasting bits and pieces of the local newspaper, even the obituaries were repurposed. Teachers noticed the two had knowledge that newspapers included photographs, text, the date and were folded. The two children used the available materials to create a newspaper, a product that was not anticipated by the teachers. Soon the excitement and interest it elicited pervaded the rest of the classroom.

A Newspaper Emerges



Freja and Chris created the newspaper collaboratively during block one. The same day other children began to take notice of what they were doing. Maya asked if she could join their newspaper business. She saw a need for others to join, drafted a list of needed jobs and posted it on the store front. As more students joined, teachers snapped photographs. New children entered the space and left their imprint through repurposed ads and price lists. The excitement built throughout the day. It was rich with connections to math concepts already and seemed more exciting to children than the previous year's grocery store.

A Newspaper Emerges



Wanting to honor the children's work, teachers moved the store front into the hallway nook, offering more space and visibility. Children responded with great excitement. They began drafting their own newspaper articles, cutting out articles and comics to sell and advertising to others. A few children named the store, Printing Power, a title borrowed from their handwriting books. It became the store's name and only added to the excitement. Teachers continued to photograph and pay close attention to the richness unfolding. It was time to give the children back all of the photographs and teacher observations. What will children want to do next?

Early Documentation

Many children started writing articles. Leland, right, typed his story and showed how font can change the reading experiences. Alivia typed a story explaining how the newspaper is being started. Marcus acted as a photographer to support the written stories being created.

Teachers observed these beginning stages and photographed along the way. The photographs capture the importance of jobs, writing, interviewing, determining important topics, editing, managing tasks, publishing, selling, advertising, money, supply and demand.

Children reflected on these pictures and were asked if they would be interested in: 1) Exploring newspapers and how to read and write them and 2) Creating and selling a newspaper. Teachers at the Grand Rapids Child Discovery Center often refer to this crucial revisiting of documentation as the buy-in or the proposal. At this point teachers see the proposal as a beneficial context to study academic, social and emotional development. What will the children think?

The children were very excited and immediately had an outpouring of ideas, questions and thoughts to share with the group. Teachers used the current excitement to connect to paragraph writing and determining importance, a reading strategy that focuses on informational texts like newspapers. For the long term, teachers saw rich opportunities to connect this emerging newspaper to academic standards, the school community and the neighborhood beyond our doors.



Goal: To design and sell a newspaper that people want to read and buy.

After agreeing to all work toward the goal, children had an outpouring of ideas and questions. Teachers did too. To add some direction to the excitement, teachers simultaneously explored the following topics with the children:

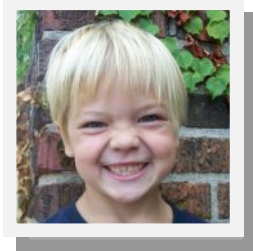
- **What do you want to write about?**
- **What are you attracted to when you read the newspaper?**
- **What jobs will be needed to meet our goal?**

From these questions, teachers gathered ideas and even more questions. It is an exciting process, bouncing ideas and revising thinking between children and teachers.



Gabe points out an informational text feature to Christopher in the Grand Rapids Press.

What do you want to write about?



“Something to keep people reading!”– Asa

Different Genres

- Scary stories
- Biographies
- Games and puzzles
- Series stories
- Character spin offs
- Poetry
- Informational
- Plays
- Realistic fiction
- Legends
- Fantasy
- Fables

Narrative Topics

- Lego Star Wars
- Made up stories about each Discovery
- Paired reading (fiction and non-fiction)
- Coupons

Informational Topics

- Newspaper
- Jobs
- Art Prize
- Stripes
- Discoveries
- Studies in discoveries
- Interviews
- Weather (Joplin tornado)
- Sports (local and national)
- Museum (in GR)
- Religion
- Real photographs
- Animals
- How the eye functions
- What Discoveries dissect
- New movies coming out
- Traffic Talk (A parent’s newspaper column)
- Science
- Events at school: Open House, Pando, Spaghetti Dinner, Fall Celebration
- Fire drills
- Birthdays
- Performers, singers, famous people
- Reading
- Studio
- Museum in our school
- Hive – Do we even have a Hive?
- What do Ms. Melcher and Ms. Rachel do?
- Articles for the Link Letter

Newspaper Research

Through a partnership with the local papers, each child received a copy of the Grand Rapids Press each week throughout the school year.

These papers were in the classroom to explore academic content and to help with our newspaper study. The newspaper was first used to find informational text features like an index, bold words, titles, captions and photographs.

It was also used to uncover what children are attracted to when they read the newspaper. Each child spread out in the room with their own copy of the newspaper and were asked to locate what they were most interested in reading. They shared being most drawn to photographs, people they know, comics, large drawings, games and weather maps.



Children noticed parent Cami Estep and wanted to read this article.



Evelyn J. (L) and Raya (R) are drawn to comics because they are funny. Raya points out that large images attract you because they are bigger than the rest of the text.



Leland, far left, was drawn to car ads and their prices, while Marcus and Simon, pictured at right, were drawn to word searches and puzzles found near the back of a section. If these components are attractive to Discovery D, should our newspaper include them too?

Challenge: Create a newspaper in small groups

Four newspapers were created in groups to research: “What will make people want to read and buy this newspaper?” Each child wrote an article and then the group collaboratively assembled these papers to present to the larger group. However, this challenge is where teachers first observed the difficulties that can accompany collaboration. Teachers noticed children exerting different means of completing the task:

- Working alone and creating the newspaper separate from the group
- Allowing another group member to take over and replace your thinking
- Teaming up within gender roles within small group to accomplish tasks
- Dividing the work up into sections and assigning people to sections

This experience was difficult for nearly all of the groups. Many children were new to our classroom, the school and many were unfamiliar with how to work collaboratively. This was an area to document closely, even the tears at times.

In the end children reflected on all four group newspapers. **Genres, organization/layout** and **topic choice** were the components children indicated being attracted to in their peers’ papers. Specifically, they pulled out the paper’s name (*CDC Press*), color titles, bold headlines, bubble letters, being “flip-able” or folded, shaded boxes, photographs, illustrations and penmanship. Attractive topics included: funny stories, Lego Ninjago, sports, jokes, games and scary stories. Much of this second list is similar to the first list generated after viewing the Grand Rapids Press. Now, the class has a list of attractive components to pull from when writing issues of the CDC Press.

Perhaps more importantly, teachers had a second curriculum to document and follow as children work collaboratively. The implications for being able to solve problems and work together are so great, following children outside of the school building into relationships and later into their professional lives. Teachers realized they found a rich context to explore social, emotional and academic concepts.



Liam, Raya, Saelah, Maddy and Whitney decide how to organize their articles on the page, ending up sorting by narrative, informational and comics.



Surveying the Interests of Our Audience

CDC PRESS Survey

We are thinking of charging 10 cents for our newspaper. Do you think that is a good price to ask people to pay? If not, what price would you suggest?

1 2 3 4 5
 Absolutely I do not like it much I'm OK with it This is a pretty good idea Absolutely like it I'm all for it

Would you like to read about sports?

1 2 3 4 5
 Absolutely I do not like it much I'm OK with it This is a pretty good idea Absolutely like it I'm all for it

Would you like to read about comics?

1 2 3 4 5
 Absolutely I do not like it much I'm OK with it This is a pretty good idea Absolutely like it I'm all for it

Would you like to read about history?

1 2 3 4 5
 Absolutely I do not like it much I'm OK with it This is a pretty good idea Absolutely like it I'm all for it

Would you like to read about famous art?

1 2 3 4 5
 Absolutely I do not like it much I'm OK with it This is a pretty good idea Absolutely like it I'm all for it

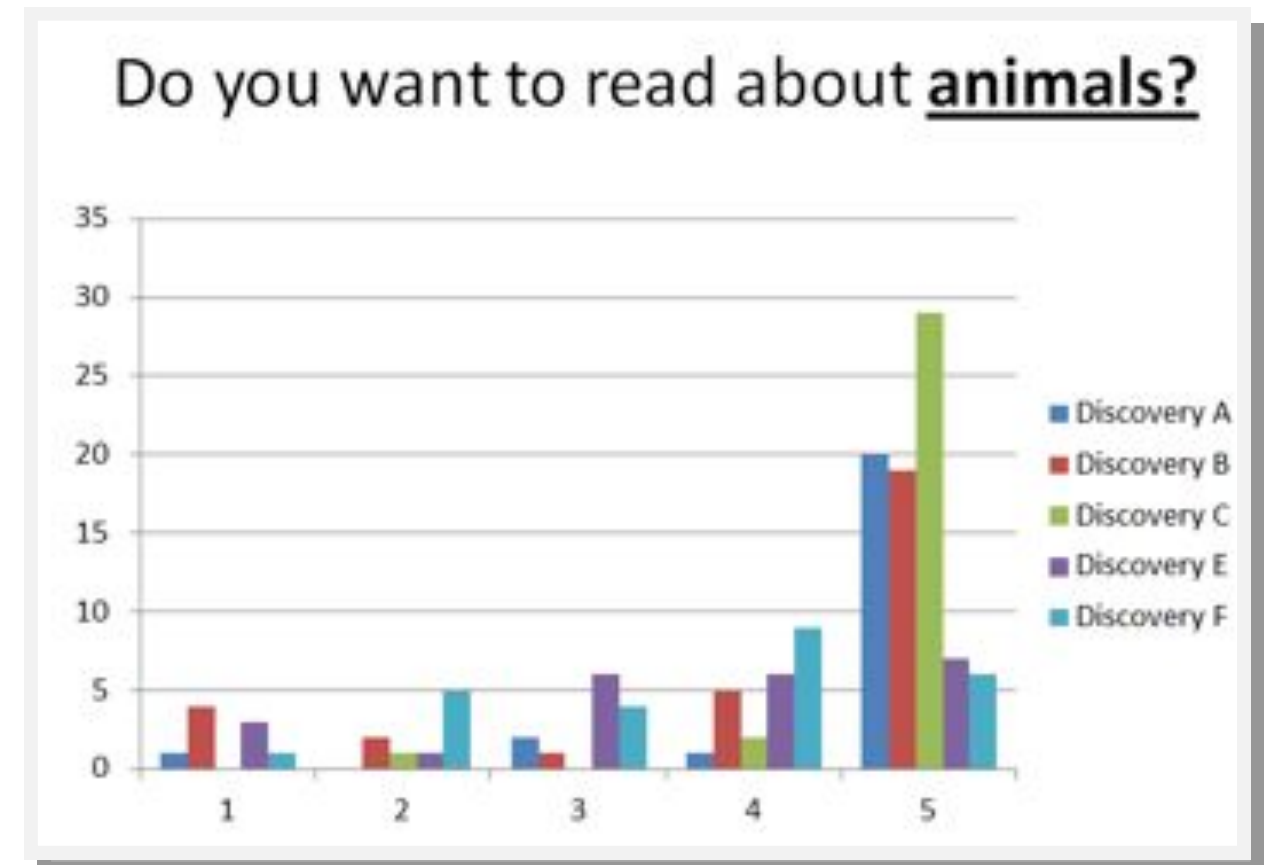
Are you interested in narrative stories?

1 2 3 4 5
 Absolutely I do not like it much I'm OK with it This is a pretty good idea Absolutely like it I'm all for it

Do you want to read about movies and TV?

1 2 3 4 5
 Absolutely I do not like it much I'm OK with it This is a pretty good idea Absolutely like it I'm all for it

The survey

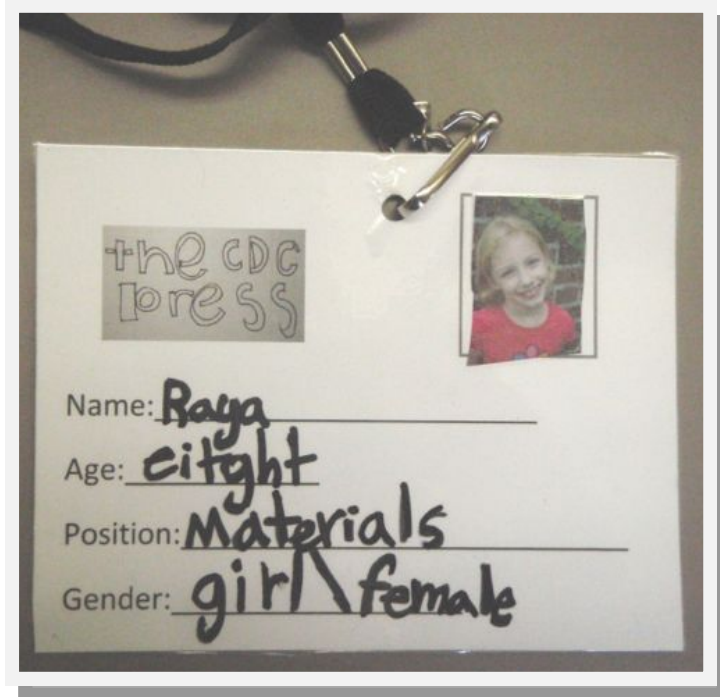


Graphing used to summarize data collected from all classrooms

The students felt it was important to survey their intended audience about the content of the newspaper. They developed a list of questions and an answer scale. The survey asked the audience if they would be interested in reading about sports, history, famous art, movies and TV, and also if they wanted to read narrative stories and comics. The survey was completed by the other classrooms in the school and returned to Discovery D within the week. Due to the length and complexity of some of the text, Discovery D students went to Discoveries A and B to assist younger children in those classrooms with the survey.

The Discovery D children analyzed the data from the surveys. The data informed the line up of articles in future editions of the CDC Press. Surprising to teachers, however, was the deep understanding that children had when reading graphs. Looking at the graphs, children were able to make comparisons across classrooms. This is the basis for a third grade math standard that has always been a challenge. Yet, early in the year, second and third graders were demonstrating mastery without direct instruction or practice. Children used math vocabulary to compare graphs without modeling from teachers. Project work with embedded concepts such as this graphing reinforces the importance of this type of learning.

Business Decisions for the First CDC Press Edition



the CDC Press

Name: Raya

Age: eight

Position: Materials

Gender: girl/female

CHOOSING JOBS

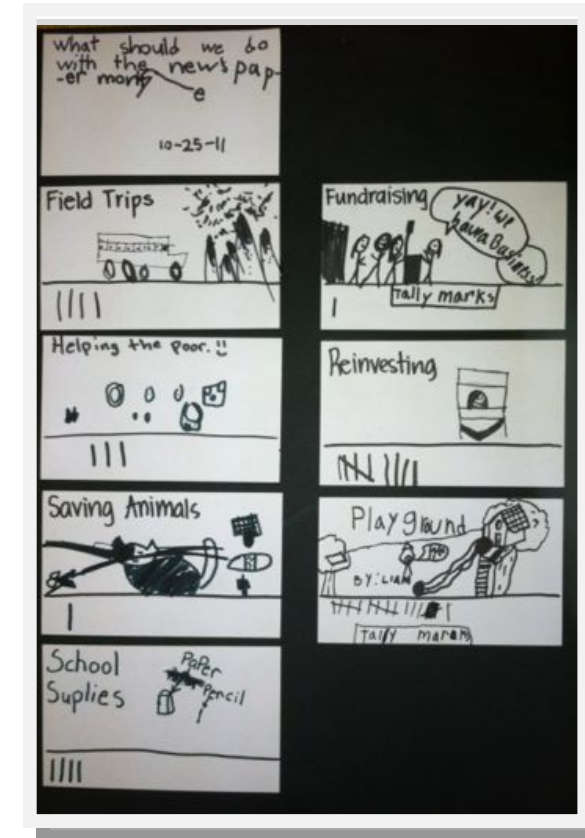
The children wrote about the different positions on the newspaper. They identified the important jobs and selected the top positions they'd like to fill. Teachers expedited the job assignment process for the first edition and appointed children a job they had listed. Next, students created CDC Press badges to use on their journalistic jaunts into the school community. The children felt these were necessary gear for their work on the newspaper.



JOB SYSTEM PICTURE

Children worked to create a systems picture to show how the newspaper would be published. It centered around the writers, deemed the most important job because they create the content to be sold. Children were challenged to think about where they were in the process and which jobs they needed to build relationships. The systems picture features job descriptions in rectangles and arrows indicating actions that connect workers.

For example, editors Logan and Elliot make final edits to the articles written by writers. Next layout directors, Whitney and Alivia, were charged with fitting the content into the layout they've created. Together they made decisions about font, color, size, picture placement and how to fold the paper.



MONEY DECISIONS

After writing their theories down individually, children shared and summarized what the class would like to do with the money earned selling newspapers. They drew pictures and used tally marks to summarize thoughts.

Most children were interested in reinvesting in the store and raising money for a playground. They suggested that the initial money raised would be used to expand the store that will sell the newspapers. A larger store will offer a greater product and sell more papers. Finally once the reinvestment is handled, money can be raised for the playground.

Business Decision: CDC Press Logo

RESEARCH

To design a CDC Press logo, the children researched different logos from newspaper and magazines. Bubble letters, color, contrast and the inclusion of an animal mascot were the most popular features identified. Their own attempts with these characteristics as shown below, resulted in overwhelming support to incorporate Stripes, our school cat, into the CDC Press logo.



REFLECT

After careful attention to color, shape, readability and audiences, the children decided to create a logo for the CDC press that would attract young and old readers alike.

One potential logo design by La'Marion featured a larger CDC. The D was a different color to signify who wrote the paper, as in Discovery D. It however, features gold and blue colors, which was decided would appeal only to University of Michigan fans. The idea of alternating colors and size was applied to the final logo.



REVISE

The colors chosen, orange and blue were selected to reflect the colors of the school's website. It was also noted that the colors could not reflect any allegiance to University of Michigan or Michigan State University; that it seemed would have caused some issues among customers.

This final logo includes a picture of Stripes to attract customers and appeal to younger readers. Children wanted to use this logo to advertise for their newspaper through t-shirts, delivery bags and a painted store front.





Business Model

Part of the children's studies in economics included looking at different business models. In particular, they examined the characteristics of Individual Ownership, Partnership and Corporations. Students also uncovered other models—one which stood out for them was Social Enterprise because these businesses work for a cause. They felt this fit the CDC Press in part since they wished the proceeds from newspaper sales to go towards a new playground for the school. Teachers wondered how the students would classify the CDC Press.



Maddy: Partnership because we all started it together.



Simon: We are kind of all of them...but there's more partnership.



Mikayla: I think it's Social Enterprise because it's a business, but we are getting the money for a playground.

Children believed that the size of their organization defines their model in part. Their discussion also revealed that the CDC Press does not fit one model; rather, the CDC Press needed its own business model definition. It is articulated below.

Business Model:

We are a **Partnership**, jointly owned by 39 people. We earn and lose money together. As partners, we share in the decision making. We consider our partnership a **Social Enterprise**, a money-making business with a twist; we use the money we make to achieve a community goal: to build a playground.

During an end of the year study trip to the local paper, the Grand Rapids Press, one child applied these terms to interview questions. “Is the Grand Rapids Press a partnership, corporation or social enterprise?” Adults were amazed that these economic concepts could be discussed fluently with second and third graders. Application of concepts is rich within a meaningful context.



Decision Making Theories

With two issues of the CDC Press complete, teachers wanted to further elevate the independence level of the children. They continue to bring questions, ideas and problems to teachers. It's evident that they are constantly thinking about this project and its success is important to them.

- When does the next issue come out?
- How much money would it cost to do a color issue?
- Can we have an issue all about toys?
- Can I write a review about my video game?

Children and teachers needed a fair way to make all of these decisions. Social studies curriculum dictates that children learn about business models and the ways businesses make decisions. Teachers called upon the CDC Press's newly defined business model, which stated, "We share in the decision making." But what did that mean? Did that mean every person needs to be involved in every decision? To help collect theories about these ideas, children responded in writing and through conversation.

Children's sorted their theories into six groups and named them. These shared decision making styles were tried in the classroom. After each decision making type, children reflected on the outcome and how it felt to make decisions.



Children organized the decision making theories on the hallway holding board.

Small Council or Group

EX: 4-5 people are asked to make the decisions for the group

Make Decisions in Job Groups

EX: The writers make decisions that have to do with writing

Majority Vote

EX: Everyone votes to make each decision; the majority decides.

Compromise and Vote

EX: Everyone votes to make each decision; If vote is close, then two ideas/options are combined.

Manager's Choice

EX: Everyone votes and the outcome of the vote is given to the managers as a suggestion. Managers decide or propose a compromise.

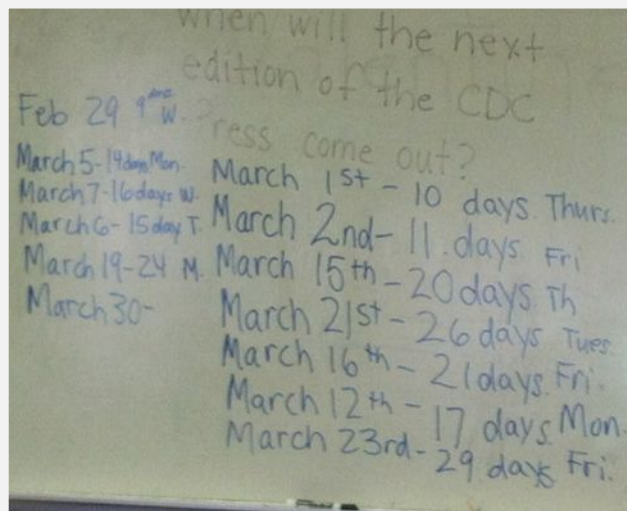
Altogether Decisions (Consensus)

EX: Decisions are shared by everyone. Everyone must agree.



Arriving at a Majority Vote

“When should the next issue of the CDC Press come out?” This question was posed to the children as they tried the “Altogether” decision making style, which requires everyone to agree. Children were used to a monthly issue being published at the end of each month. At the time of this experience, it was already half way through February with no work started on the third issue.

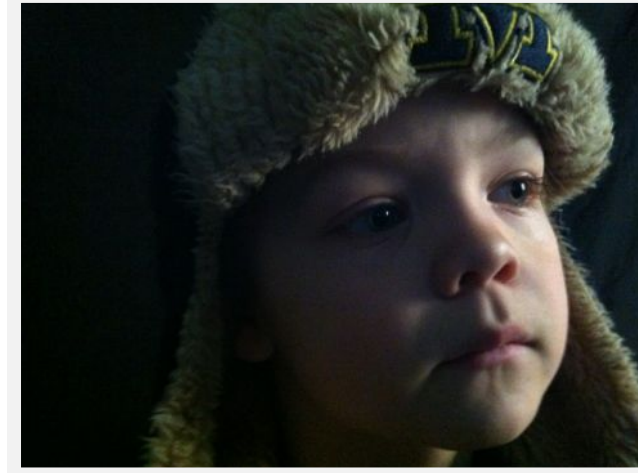


The suggestions for publication dates ranged from eight to thirty-one days away. Many seemed to throw out dates without intention. With the proposed publication dates displayed, children voted for the days they wanted to remove from the list. Of the thirteen proposed dates, all thirteen were left on the board. Collectively no ideas were discarded.



Christopher responded, “I think a majority vote will be easier because, as you can see, the people who selected the date will always want to keep their idea on the board.”

As frustration grew children were urged to make a proposal to the group if they had an idea to help solve the problem.



Asa suggested the group “publish the newspaper on March 16 because it was enough time and it is around the Open House. Parents will come and buy it. We’ll make more money.”

Children seemed to realize that a February Issue may not be possible. Some took issue with this realization. Asa revised his proposal to state, “What if we put out a special February and March issue [on March 16]?”

There was an eruption of agreements, nods and a murmur of excitement that rejuvenated the tiring group. An eyes closed vote was given and all agreed.

DECISION MAKING REFELCTION

Children reflected on the “altogether” decision style. There was a sense of happiness resulting from everyone having a chance to voice their opinion, but it didn’t always feel easy or good. In the end children chose a faster method to make decisions, “the majority vote.” But it remained important to the group that opinions needed to be heard.



What happens next year?

As the school year drew toward a close, the children began to ponder the fate of their enterprise. During one conversation, Elliot asked, “What about next year?” Teachers seized this opportunity and gathered the children’s theories about the future of the CDC Press. Adults sat with small groups of students supplied with a list of questions to help the children wonder and imagine about their business next year. We were amazed at the abundance of ideas and hope that emerged from these sessions. Ms. Cooper shared a text profiling a project done by children in Reggio Emilia, Italy. The children were awestruck that preschool age children created the material for the pages of the book. Subsequently, the children were empowered and felt a book (which you are holding now) would best serve as a “how to” for students coming into Discovery D next year. “We could write a book, photographers could take photos and writers could write.” Freja suggested. It is evident that the children of the CDC Press wished to preserve and promote their business so that the industry from this year lives on into years to come.

They also identified their operation as a vehicle to inspire and teach others to start a school business of their own. The children’s ideas reflect their passionate feelings of ownership of their newspaper and a sense of civic responsibility to not only their school community but for the larger community. This text is a means of empowering them further in their efforts and proving that they are a capable group of people. Raya felt that, “If we have a book like the children [from Reggio], we could prove that second and third graders can write a newspaper and a book. “ Maiya also sensed the implications and felt more empowered: “It could inspire kids at lots of schools. It’s fun to have control over stuff. Like I feel important. It’s my responsibility. “ Jadon also felt it would motivate others, “Maybe we could make a book thicker than this [Reggio] book to send to other schools. They could learn what we are learning. It would help our community become a better community.”

Overall, the children were thrilled with the prospect of developing this volume. Simon was happy with the CDC Press work from the year and the decision to make the book—he told his classmates and teachers: “It makes me feel really happy that most kids that go to school don’t get to do this.” The following pages were built by the children in their job groups to share how to do the jobs and create editions of the CDC Press.

Advertiser

Advertisers are people that need to get people to buy things that we're selling, like the newspaper. When we advertise the CDC Press this is our logo:



Personality Traits

- Creative mind
- Calm body
- Helpful spirit

When

Day: CDC Press Day
Time: Changes

Ads should go up before the paper comes out.



What You Need...

- You need art supplies
- You need your logo on the advertisement
- The advertisement needs to be spread around
- You need a plan
- You need it to POP OUT to people
- You need info Ex: Coming out March 23, 2012
- It needs to inspire people
- You need money to buy your supplies
- You have to give credit to the people who helped you

Who You Need

- Adults
- Team
- Customers

Places We Get Needs

- Material Collectors
- The Big Studio

How To...

- Step One: Gather your supplies
- Step Two: Make your ad with all of the info
- Step Three: Hang your advertisement up.

Problem Solving Strategies

- Majority vote
- Rock, paper, scissors
- Flip a coin

Work Spaces

- Big Studio
- The CDC Press Store
- A big room with space for everyone to work together

Delivery

MATERIALS:

1. Bags
2. Pencils
3. Order Forms
4. Shirts

PROCEDURES:

1. Print up order forms and letters for the Discoveries.
2. Deliver order forms and letters to the Discoveries.
3. Collect the order forms and money from the Discoveries.
4. Count out the papers for each Discovery.
5. Deliver the papers to each Discovery.
6. Collect any unpaid money.

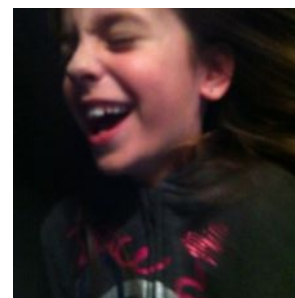
STRATEGIES:

1. Pass the pencil
- 2.. Tic Tac Toe
3. Rock, Paper, Scissors

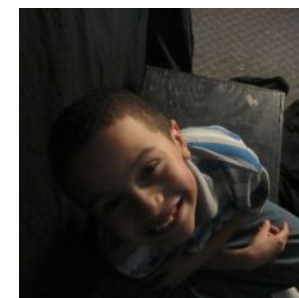
TIME WE DO OUR JOB:

We do it on Tuesdays and Fridays between 2:00 and 2:55.

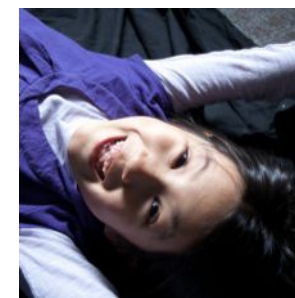
What Delivery does:
They deliver the papers to the Discoveries.



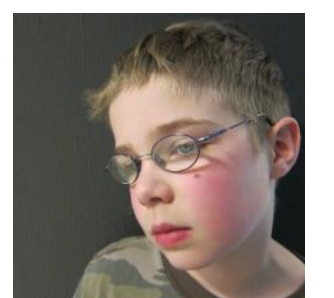
Alex



Jason



Sophie B.



Liam

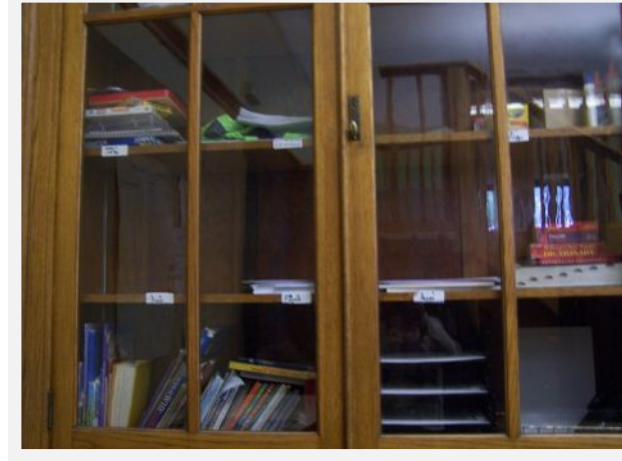
Materials Collectors



Brooklyn



Raya



Materials Closet

Job Main Idea

We collect materials and give them to other job groups.

Time and Day of Job

Be ready any day that job groups are working and CDC Press Wednesdays.

Working With Others

We work with the advertisers, photographers, reporters, writers, editors, cashiers, sellers, managers, layout and delivery.

Strategies for Working Together

We take turns listening to each other. We pass the pencil to share our ideas fairly. We didn't have many problems.

Job Steps

1. Get your badge.
2. Go to the material closet.
3. Think of each job. For instance, you are going to give materials to the photographers. You will have to get the cameras and the photographer page so they can write captions.
4. The photographers use the materials and then they bring back the materials.
5. Organize the materials when people give them back.
6. Make a list of materials that are going to run out or the ones we need. People need to know if we don't have materials.
7. Give the list of needed materials to Ms. J.
8. Do it all again.

Layout

By: Alivia Britton and Whitney Medina

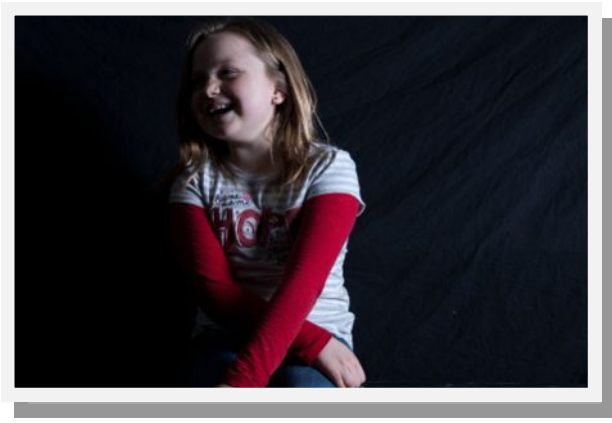
BEFORE LAYOUT THOUGHTS:

We thought the job would just be sorting work and gluing things onto paper. We thought it was going to be like making a portfolio.

OUR FEELINGS ABOUT LAYOUT NOW:

Layout is really enjoyable. It was fun because we love working on the computer and sorting.

-Alivia and Whitney



Whitney

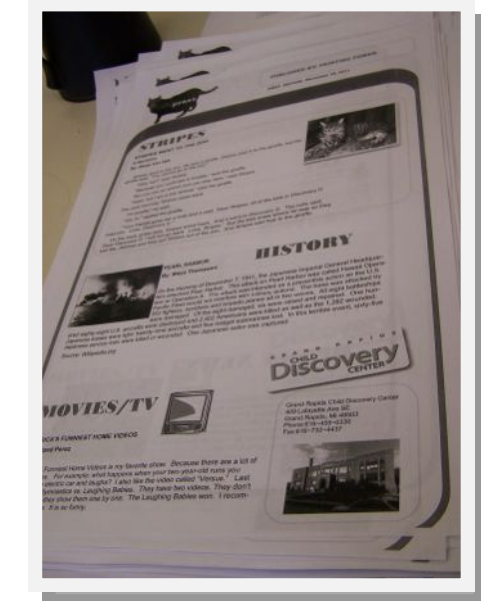
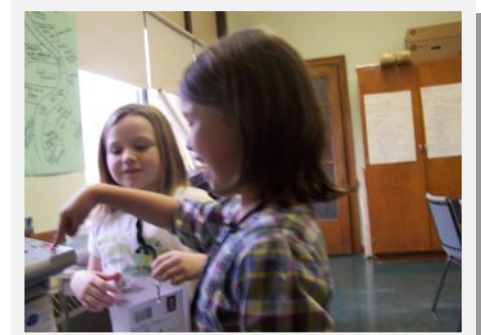


Alivia

PREVIOUS LAYOUT WORKERS:

STEPS TO LAYOUT:

1. Get your badge.
2. Get an article from the editors.
3. Get photos from the photographers.
4. You go to the computer.
5. Pick the border, size and font.
6. Then you type the articles.
7. Check the articles that are typed on the computer with a smiley face.
8. Upload photos and pick picture frames.
9. Do a final edit with an adult.



The first issue just printed.

Sometimes the layout team works with the editors.



MAIN IDEA:

Layout is when you work on the computer to type articles, choose the best pic-

PHOTO OF US WORKING:



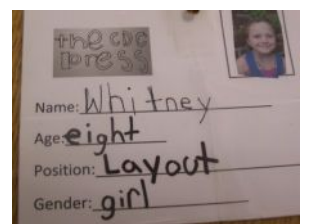
STRATEGIES FOR WORKING TOGETHER

1. Compromise
2. Play rock, paper, scissors

MATERIALS:



OUR BADGES



PHOTOGRAPHERS

The Job's Gist

A photographer is a person who takes pictures of the person who is being interviewed. They make it easy for the reader to know who the person is.

Materials

1. Camera
2. Recording sheets
3. Pencils
4. Camera chip
5. Person to interview
6. Focused mind
7. Backdrop

Linked Jobs

We work with the:

1. Layout
2. Editors
3. Reporters
4. Writers
5. Material Collectors

Group Problem Solving Strategies

1. Listen to ideas
2. Make sure everyone is okay.
3. Talk about the plan.
4. Take a break once in awhile.
5. Pass around strategy is a strategy we use so everyone gets to say their ideas. We pass around an object in a circle. The person who has the object can talk. If you don't have an idea, you pass and give it to the next person. The strategy is shown below.

Schedule

Job is done Wednesday, every other one during CDC Press Wednesday.

How to Take a Good Picture

Make sure you have a good angle and distance for the pictures. Make sure you know how the person will pose. Make sure you have a background, depending on the article topic or theme. Determine where there is good lighting for the background. Make sure to have an exciting pose and picture.



PHOTOGRAPHERS

1. Get your badge from the store.

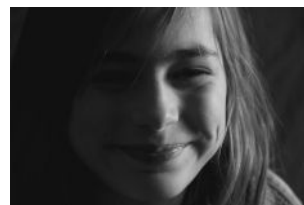
Samantha



2. Talk about assignments with partners to set up which Discovery you are going to.

3. Get the camera from the materials closet and go to the Discovery or office you are assigned to.

Ella



4. To take a picture, undo the lens cover off the camera lens, turn the camera to focus on the student or staff and ...
CLICK! (the button on the top).

Blaze



5. Go back to the classroom, describe the picture you took. Write a caption and pass the camera to the next person.

Aidan



6. Or if you are the last person, turn the camera off and put it back in the materials closet.

Mikayla



Sellers

What a Seller does:

- A Seller sells whatever is at the newsstand.
- They advertise their business.
- We have to have a good attitude because we want the customer to think we are respectful.
- We collect the money from the customers that pay.

Materials

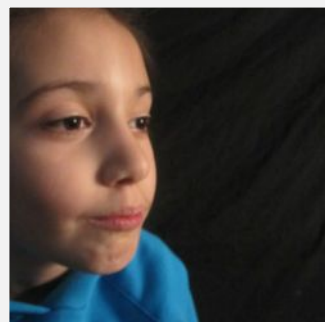
Paper
Pencils
Pens
Markers
Copy Machine

Where to buy it

Sears
Meijer
JoAnn's Fabrics
Michael's

How to get ready:

- Get your badge.
- Get a pencil and paper to write.
- Finish the thing your writing.
- Wait for a customer.
- Collect money from customers.
- Give them newspapers.



Marissa



Marcus

Problem Solving Strategy:

We take turns talking.



CASHIERS

What do you as a cashier:

- A cashier is an important job.
- Work in the store with the manager and a seller.
- As cashier, you collect and count the money.
- You give money back if the customer pays too much.

Material Wish List:

- Cash register
- Metal tip bucket



Problem Solving Strategies

When we have problems making decisions, then we try using these strategies:

- Rock, paper, scissors
- Flip a coin
- Majority vote

What time and day:

A cashier works every Tuesday and Friday from :

2:00

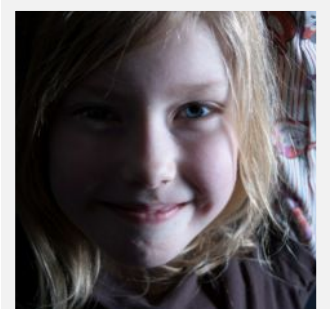
to

2:55



Skills You Need to be a Cashier

- Skip counting
- Working with money
- Remembering dollar amounts
- Math: Adding and subtracting



Maddy



Christopher



Leland

How to Be a Reporter

PROBLEM SOLVING STRATEGIES

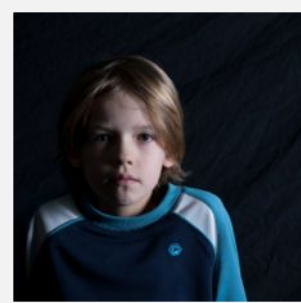
1. Majority Vote
2. Take turns. Pass around the table.

Being a reporter is often hard. Though it is still very fun at the same time. It is fun interviewing the same person multiple times because you get to know them better each time.

Being a reporter is often hard, but we still like it. It can be fun interviewing the same person multiple times. You get to know them better. We really like writing the questions to ask someone.

A Reporter is an important job. The main idea is to report about people and work.

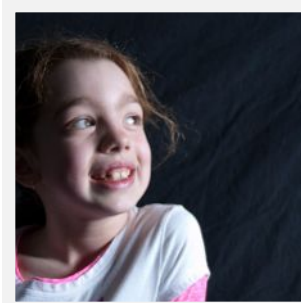
Reporters are the most connected job to Writers and Photographers.



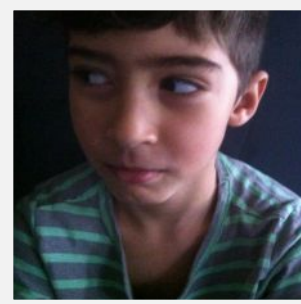
Keller



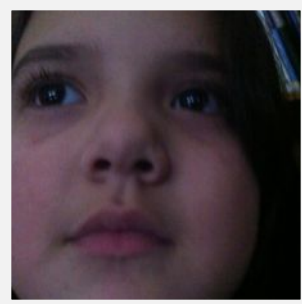
Simon



Mya P.



Gabe



Evelyn F.

STEPS FOR THE JOB:

1. Get needed materials
2. Write questions
3. Ask the questions
4. Write down the answers
5. Tell the writer the answers



THE FIRST REPORTERS:

1. Gabe
2. Keller
3. Evelyn F.
4. Simon
5. Mya

MATERIALS:

1. Clipboard
2. Paper
3. Pencil
4. Good questions

Being a Reporter is fun.

Its fun because as you report, you will meet new people you have never seen before.

TIME & DAY OF WORK:

No specific time for work because sometimes you do not work.



HOW TO EDIT

First, you get your badge.

Second, find your table.

Third, you get a pen, pencil, paper, eraser, and a dictionary.

Fourth, you find a story from the writers.

Fifth, you start editing.

Sixth, check for capitals, spelling, and punctuation.

Seventh, give it back if we can't read it or it doesn't make sense.

Eighth, sort the writing because then you know which one it is.

Ninth, give it to layout.

That's how you edit an article.



By: Logan & Elliot (first editors)

GIST



When you edit, you look for capitals, punctuation and spelling and you fix it.

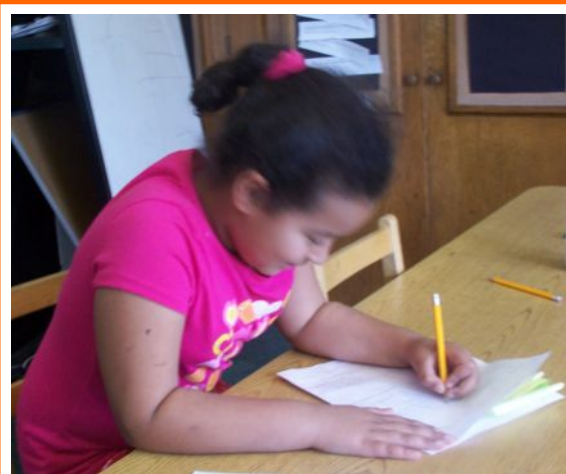


TIME

We work throughout the day because we are not in the store.

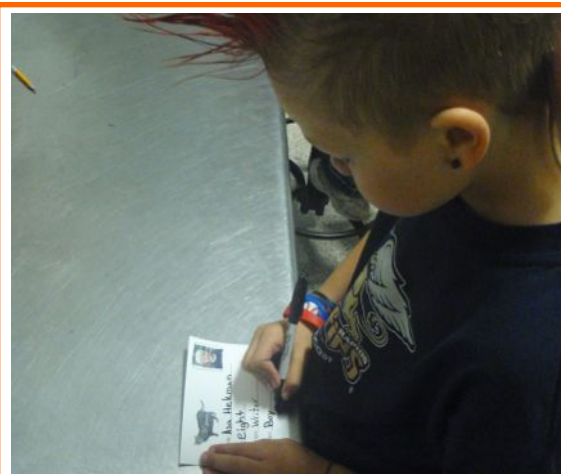
WRITING AND HOW TO DO IT

Meet your group members.



Lily writing.

Make a badge.



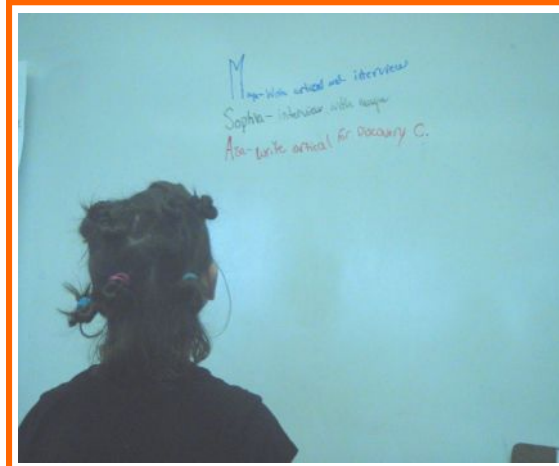
Asa's Badge

Go get your badge.



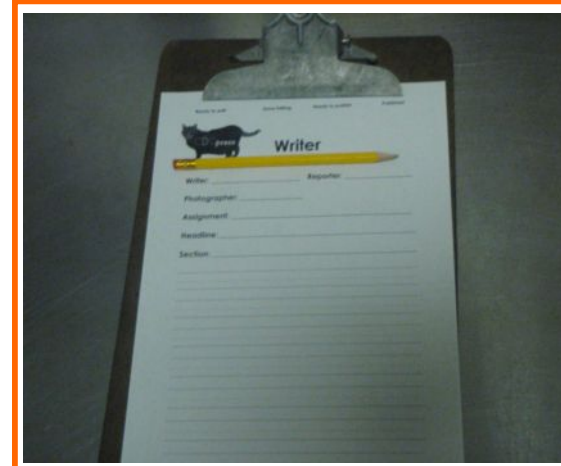
Foxx gets his badge from the store.

Get your assignments.



Maya looking at the job board.

Collect your materials.



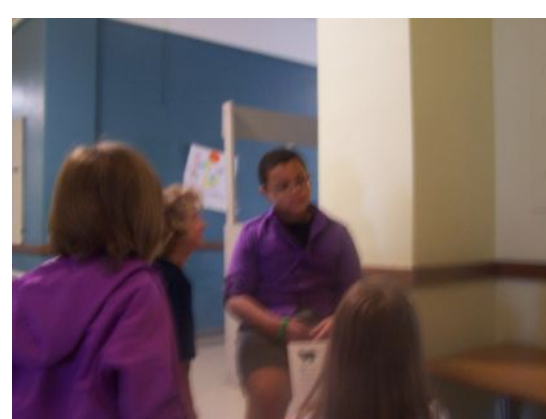
Clipboard, paper and pencil are the materials.

Check if your reporter has good questions.



Sophia writing questions with Freja checking them.

Go upstairs and interview the discovery member.



Freja ,Sophia and Foxx interviewing Jadon.

Say “thank you” and go back to your discovery.



Freja, Sophia and Foxx saying “thank you” to Jadon.

Write your article with juicy words.



Write the article. Next, Foxx hands his writing to Freja.

2011-12 WRITERS

SOPHIA STREU, FOXX RUEL, JADON LAMAR-HARRIS, FREJA CLAUSON, LILY AVILA, MAYA THOMPSON, ASA HEKMAN, CHRISTIAN BROWN



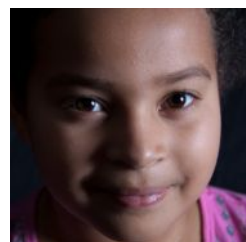
Writing goes to the editors.



Foxx standing next to Jadon.



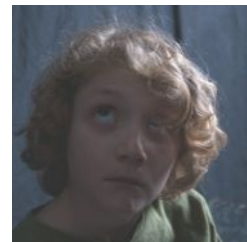
Put your stuff away.



Lily



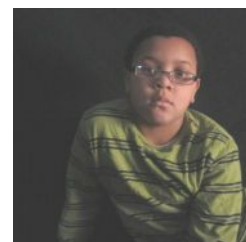
Freja



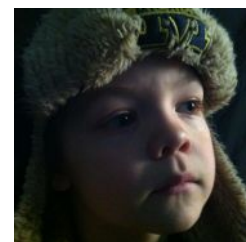
Foxx



Sophia



Jadon



Asa



Christian



Maya

All of the writers.

Job Main Idea:

Being a writer is a big responsibility. You have to write articles about the person interviewed from a specific Discovery. And put all your effort into making your article splendid with juicy words and descriptive paragraphs.

Materials:

1. Pencil
2. Pen
3. Badge
4. Clipboard
5. Paper
6. Eraser

Who You Work With and Time You Work

- You work with the editors, photographers, reporters
- You work on Press Wednesday and any other days you are asked to work.

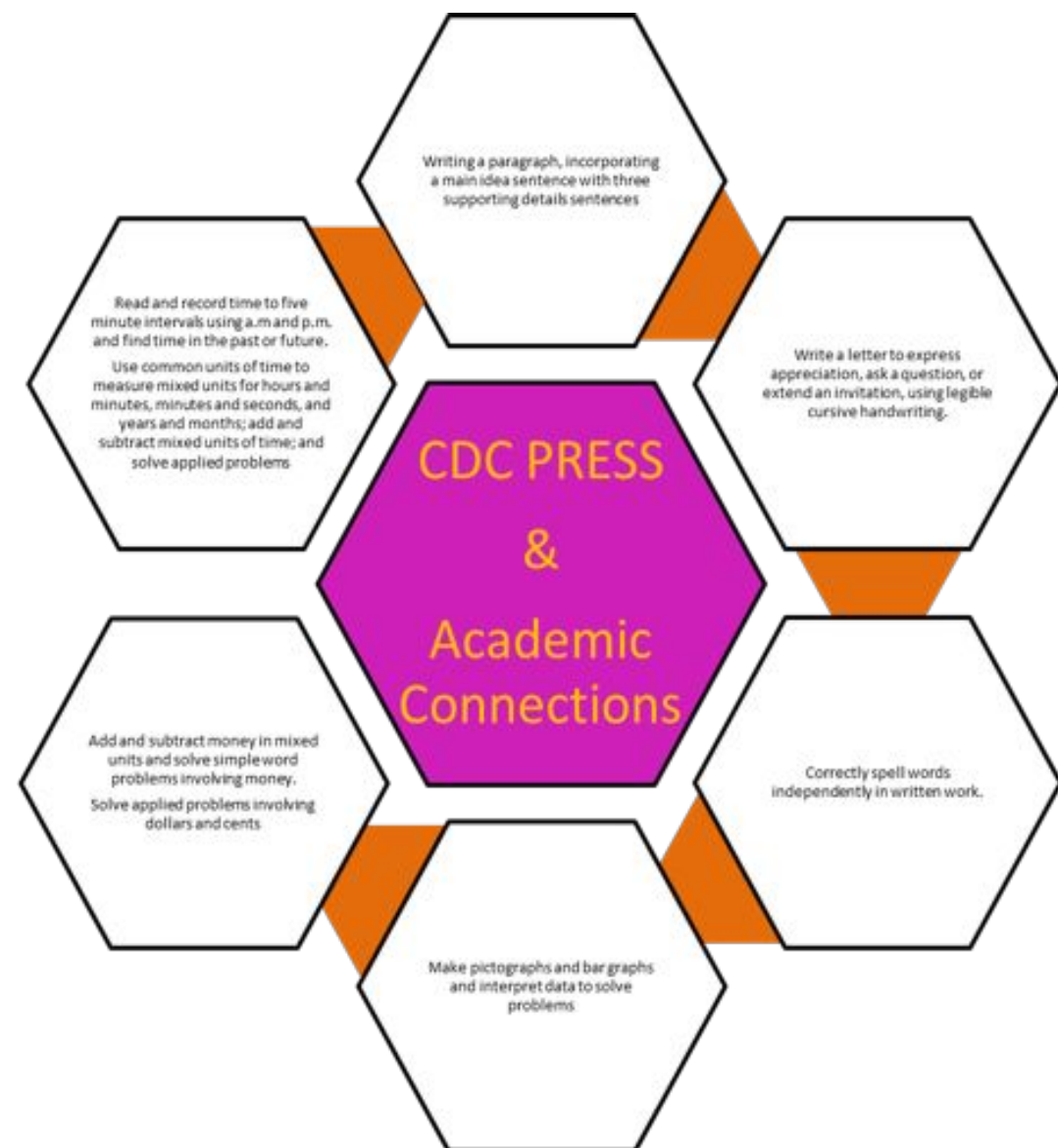
Problem Solving Strategies:

- Majority vote, pass around, take a break
- Work it out, compromise, squeeze your shirt
- Rock, paper scissors and talk it out
- If it gets out of control, get the teacher.



Hypothesized and Realized Academic Connections

After the winter holiday break, teachers hypothesized that the newspaper was a rich context for the children in Discovery D to connect to curriculum expectations. The students had already touched on a number of concepts embedded in their newspaper work and teachers were able to incorporate others throughout the remainder of the year. Below is a representation of many academic standards Discovery D covered using the newspaper as a real life context. This diagram was shared with parents to help them also realize the implications this emergent process posed.



By the close of the year the children were able to hook to a myriad of standards using the context of the newspaper business. Their work provided them authentic learning experiences in nearly every content area as the list of standards below illustrates:

Language Arts:

- Write Personal Narratives and Poems
- Letter Writing
- Correctly spell words independently in written work
- Process write a paragraph
- Summary writing
- Produce a researched magazine article using a variety of resources
- Process write titled stories, using the elements of various genres
- Locate, select retrieve, and present information on a topic, using appropriate verbal and non-verbal communication
- Locate, select retrieve, and present information on a topic issue or problem
- Read, analyze, and summarize informational selections to identify central purpose, main ideas, and details

Math:

- Order numbers to 1000 and compare using < and > symbols, express the place value of numbers to 1000, and relate numbers to the quantities they represent
- Decompose 100 into addition pairs, fluently solve addition and subtraction problems using two two-digit numbers
- Mentally calculate sums and differences
- Add and subtract money in mixed units and solve simple word problems involving money
- Make pictographs and bar graphs to solve problems

Social Studies:

- Economics: Identify consumer and business activity in the local community
- Public Discourse: Identify a problem, analyze information to solve it, and present the solution to inform others
- Public Discourse: Identify a problem in Michigan, analyze information to solve it, and present the solution to inform others
- Geography: Describe ways people interact with their environment in the local community

Science:

- Identify and classify renewable and nonrenewable natural resources and describe the human impact on the environment



Collaboration and Problem Solving

Children worked within their newspaper job groups all year. Some moments were more difficult than others. Extensive work and reflection was done to provide children with group strategies and problem solving skills. Children called upon previously listed group strategies to support themselves throughout their work together. Most frequently, they relied on a strategy they've named "the pass around." It uses an object like a pencil to signify the person who is able to share their thoughts. The object is passed around the group, giving each person the opportunity to share or pass. "The pass around," was used frequently by most groups larger than two people. Teachers noticed that as the groups worked together and built relationships, the strategies were easily implemented and little adult intervention was needed.



A teacher joins the group, noticing the group struggling. Evelyn, Gabe, Simon, Keller and Mya chose the "pass around" strategy when nothing else seemed to help the group move forward.



Photographers Blaze, Ella, Mikayla, Samantha and Aidan arrived at a layout for their page that offered fairness to all. It proved to be a turning point and emotions settled.



With only two people in their layout group, Alivia and Whitney noticed they seemed to work faster than others. Taking turns for everything worked successfully.



Local Community Connection



On the last day of school, the CDC Press staff, dressed in staff t-shirts, joined the staff at MLIVE Media Group. Children were given a tour of the work space and offered an opportunity to interview managers, editors, writers and photographers. The latest edition of the CDC Press was hung for all to see and the children's pride was evident. Children asked though provoking questions about economics, business, writing, photography and problem solving strategies. As photographed above, the staff at MLIVE Media Group posted the last edition of the newspaper in their office. This simple gesture indicates value in children's work and connections to community support.