

**2. NUTRITION ACTION NEWS: LANGUAGE ARTS**

Grade Level – 2nd Grade & 3rd Grade

**E:** How do I write a story using Beginning, Middle, and End and Point of View?

**A:** Begin instruction by showing students the *Jump with Jill* Nutrition Action News: [www.jumpwithjill.com/watch/watermelon-bandits/](http://www.jumpwithjill.com/watch/watermelon-bandits/)



**T:** Ask students to recall what happened in the video story.

- Have a short discussion recalling events that occurred.
  - Discuss the event in the news story that made everything else happen. Students can recall that the Watermelon Bandits were stealing watermelons. This is the inciting incident, or the “hook,” which turns an unrelated series of events into the reason that a story is worth telling. In Activity 1 *Summarize Nutrition Action News*, students write the already-established inciting incident in the proper place in the beginning column.
  - Classify the other events they listed earlier into beginning, middle, and end. This can be done independently, in small groups, or together as a class. If doing together as a class, the teacher can display a three column chart or post the activity sheet.
- Introduce point-of-view by asking students if the characters in the video understood the story the same way.
  - Ask students to identify the two main points-of-view in the video (Reporter Jill & Vladimir Radulov).
  - Ask students why their points-of-view were different.
  - In Activity 2 *Nutrition Action News Venn Diagram*, classify the differences and similarities in Reporter Jill’s & Vladimir’s points-of view using the Venn Diagram. This can also be done individually or in groups. If doing together as a class, the teacher can display a Venn diagram or post the activity sheet.
- Remind students that there are many ways to receive news.
  - Ask how we got the news of the Watermelon Bandits story? (video or broadcast news). In Activity 3 *Convert the Story*, students will convert this story into a written news article. This worksheet can be posted or passed

out and completed using the instructions at the top, or the teacher can talk students through each step.

- To prompt students to change the medium of the story, talk through the four steps:
  1. Ask students to brainstorm the names of some local or national newspapers/sites. Students can be creative with making their own newspaper title.
  2. Ask what is a Headline? (A title for a news article that summarizes the event in several words). Students write their own headline for the Watermelon Bandit Story.
  3. Instruct students to fill in the blanks of the body of the article about the Watermelon Bandits.
  4. Instruct students to draw a picture that illustrates the event that happened.
- Have a few students read their news articles aloud.
- Explore the pros and cons of various news sources with Activity 4: *Know Thy Source* individually, in groups, or via a class discussion.

**S:** Instruct students to play the part of a tv broadcast reporter and tell a story with these same characters in front of the class or creating a video. Or, flip the script and make a video from the point-of-view of the other character they analyzed in the Venn Diagram in Activity 2.

## **2ND GRADE:**

### **CCSS.ELA-LITERACY.RL.2.5**

**Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.**

### **CCSS.ELA-LITERACY.W.2.3**

**Write narratives in which they recount a well-elaborated event or short sequence of events.**

## **3RD GRADE:**

### **CCSS.ELA-LITERACY.RL.3.3**

**Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events**

### **CCSS.ELA-LITERACY.W.3.3**

**Create an organizational structure that includes information grouped and connected logically with a concluding statement or section.**

## **4TH GRADE:**

### **CCSS.ELA-LITERACY.RL.4.3**

**Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).**

### **CCSS.ELA-LITERACY.W.4.3**

**Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.**

# ACTIVITY 1 SUMMARIZE NUTRITION ACTION NEWS

Name: \_\_\_\_\_

What just happened in the Nutrition Action News Watermelon Bandit special? Summarize what happened in the beginning, middle, and end. Make sure you identify the Inciting Incident, which is the event that hooks the reader or listener into a story.

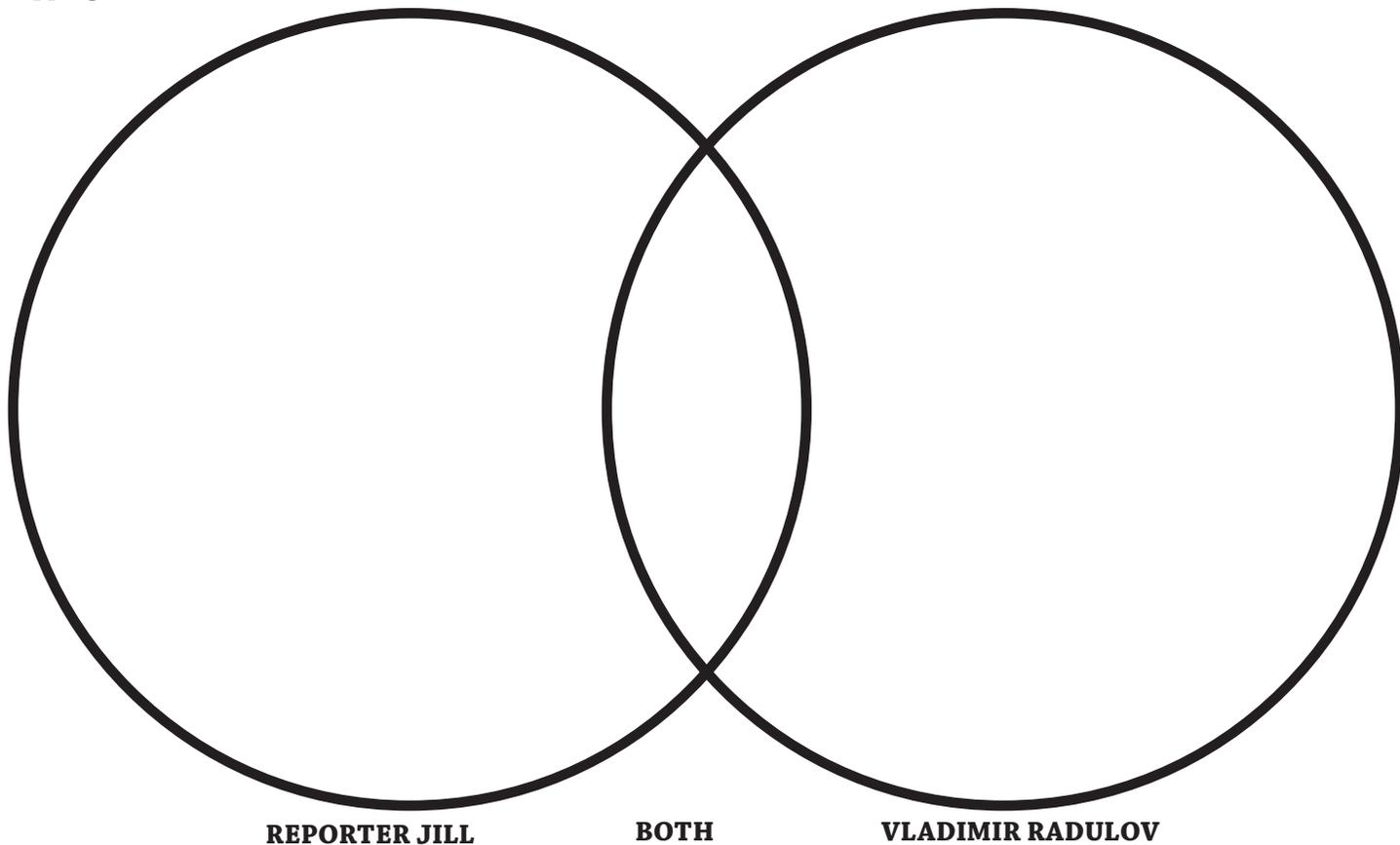
BEGINNING	MIDDLE	END
Inciting incident =		



# ACTIVITY 2 NUTRITION ACTION NEWS VENN DIAGRAM

Name: \_\_\_\_\_

Use this Venn Diagram to compare the different points of view of Reporter Jill and Vladimir Radulov. Keep track of what Reporter Jill saw on one side, what Vladimir saw on the other side, and what they both understood the same way in the middle overlapping section.



Draw pictures of each character below their names.



# ACTIVITY 3 CONVERT THE STORY

Name: \_\_\_\_\_

Turn the Nutrition Action News story into an online article!

1. Create the name of your newspaper.
2. Write a headline (title) for the Watermelon Bandit story.
3. Draw a picture that illustrates the Watermelon Bandit story.
4. Fill in the blanks of the body of the article with the details from the Watermelon Bandit story.

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**The news you should read right now**

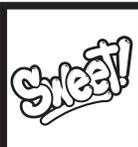
<b>World</b>	<b>Food</b>	<b>Health</b>	<b>Music</b>	<b>Exercise</b>	<b>Travel</b>
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②

③

④ The Breaking News is that \_\_\_\_\_  
\_\_\_\_\_  
Foreign Correspondent Vladimir Radulov says \_\_\_\_\_  
\_\_\_\_\_. He  
knows the \_\_\_\_\_ are guilty because  
\_\_\_\_\_  
Vladimir disappeared from the scene, but has been found  
\_\_\_\_\_  
The watermelon is \_\_\_\_\_

**Other News**

 Sweet Beat  
Music Video  
Tops Charts

 A Milk Jug  
That Talks?

 How Much  
Sugar is in  
Your Drink?

 Record  
Number of  
Students  
Learning  
From Home

**Drink  
Water!**

**Enjoy**  
NATURE'S CANDY

# ACTIVITY 4 KNOW THY SOURCE

Name: \_\_\_\_\_

Now that you are an official *Jump with Jill* reporter, you are an expert on all types of news. Answer the questions to test and reflect on your knowledge!

1. Draw or make a list of sources where people learn about what's happening in their world.

## PRINT (WHAT WE READ):

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## BROADCAST (WHAT WE WATCH):

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## DIGITAL (WHAT WE CLICK ON):

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## PEOPLE (WHO WE LISTEN TO):

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2. Pick one of the sources from your list above and list three pros and three cons from getting news this way.

Source: \_\_\_\_\_

PROS	CONS
1.	1.
2.	2.
3.	3.



**Write 1-2 complete sentences to share your feelings on the following:**

3. How does the experience differ for you when you **watch** versus **read** a news story?

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4. How does the experience differ from a **breaking news story** versus a story that has **already happened**?

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5. How do news companies make **money** and how does it influence the **content** you see?

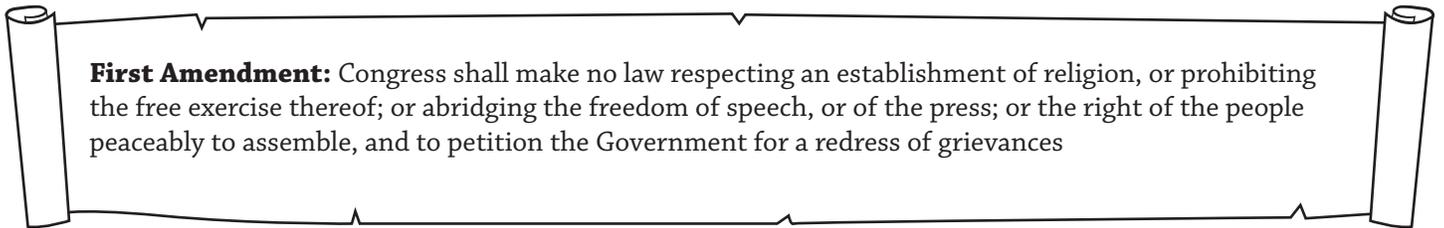
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6. What are some ways *you* make sure what you are reading is **accurate**?

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**If we are all given a voice and we can publish it anywhere, how do we know what is true?**

A quality news source exhibits these qualities:

**expertise** - hiring writers the have been close to the problem or interviewing people who are leaders in the field

**clarity** - presenting the facts that allow you to make decisions that serve your life not fill the advertising space

**reliability** -consistent, accurate information as it is best known at the time—with context for what has already happened—and a process to correct misinformation

**transparency** - revealing financial or social influences behind stories and how information was obtained

**Find these terms related to qualities of a reliable news source in the word search below:**

expertise clarity reliability transparency facts opinion verify sources sponsors  
consistent accurate context influence audience story

V D E A D N S O U R C E S X Y  
A H A C C U R A T E O S I F I  
U B S P O N S O R S N L I W N  
D O I C M R F Y A Z T R I P F  
I R R B P E A E N N E J F E L  
E T F E Y L E A S V X G Z J U  
N C R O T I X W P B T O X X E  
C S K Y I A P G A O Z P E C N  
E K T Y R B E M R T U P I O C  
I S O V A I R D E K B A I S E  
A X T W L L T G N R P N I T R  
N Y G O C I I J C A I D U W R  
E M V W R T S X Y P S T C A F  
P L P P X Y E P O I I W Q H Z  
E C O N S I S T E N T M N H J

# ACTIVITY 1 SUMMARIZE NUTRITION ACTION NEWS ANSWER KEY

Name: \_\_\_\_\_

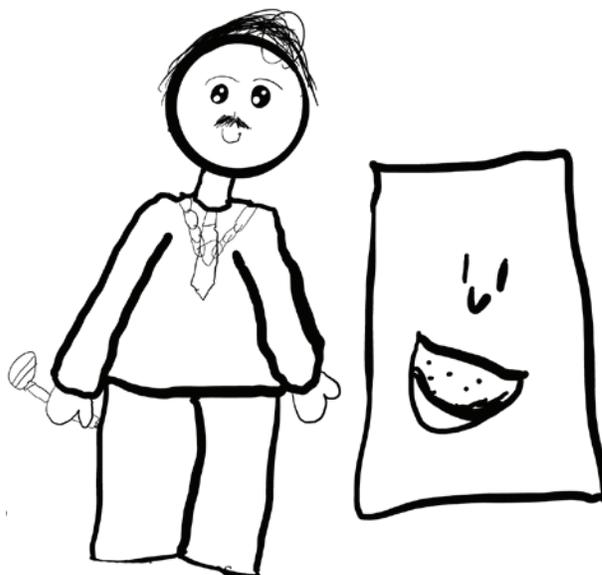
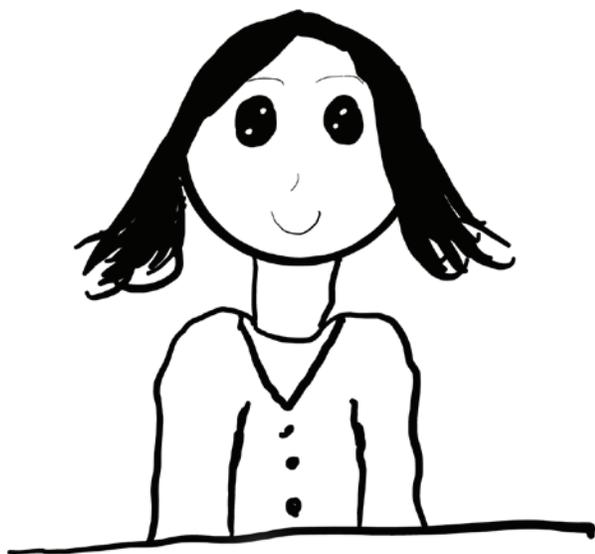
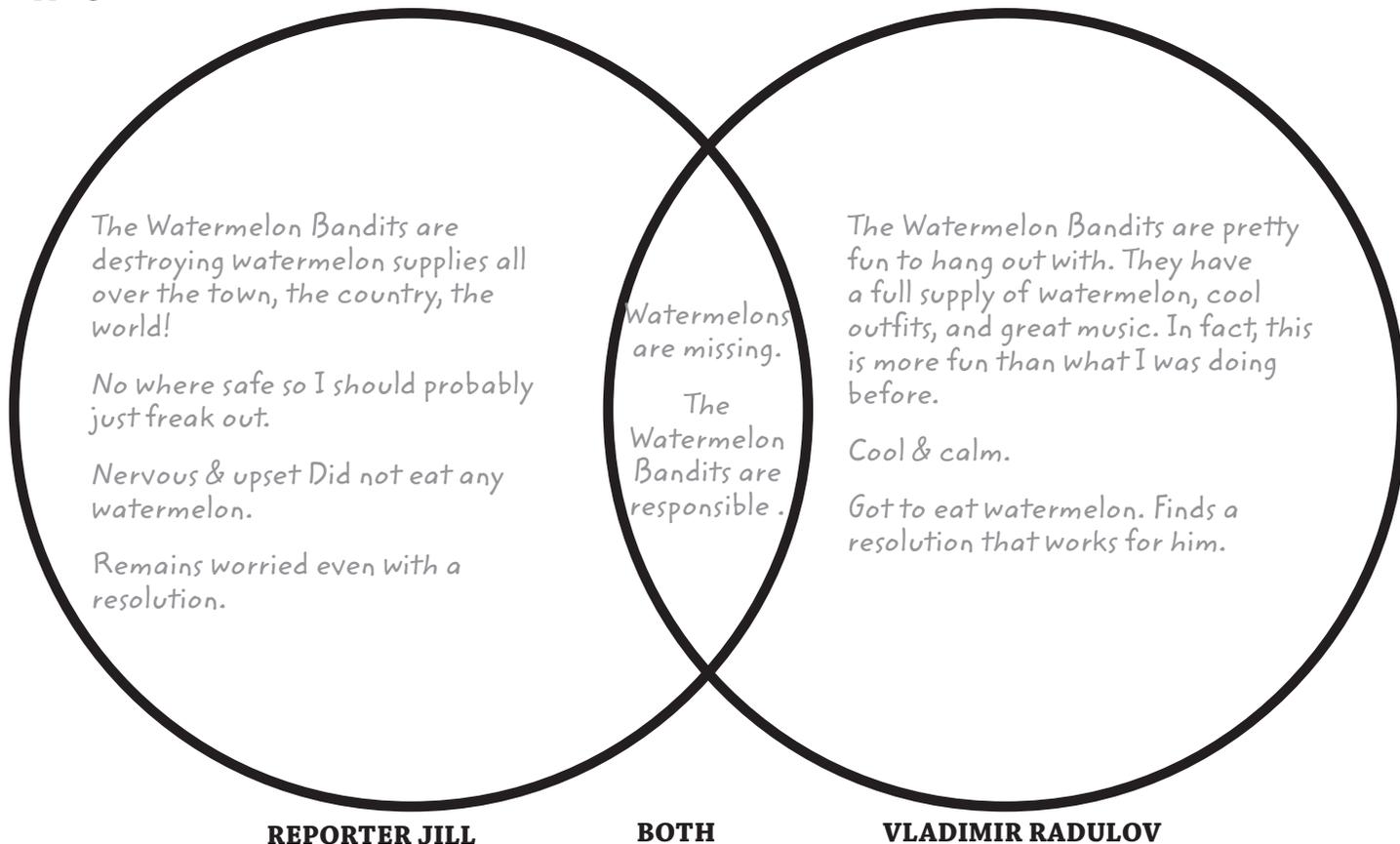
What just happened in the Nutrition Action News Watermelon Bandit special? Summarize what happened in the beginning, middle, and end. Make sure you identify the Inciting Incident, which is the event that hooks the reader or listener into a story.

BEGINNING	MIDDLE	END
<p>Inciting incident = Watermelons are missing from the grocery store.</p> <p>Their location is unknown.</p> <p>Jill reports from the studio desk and Vladimir reports from the grocery store, the location of the incident.</p>	<p>The on location news reporter found evidence of who stole the watermelon</p> <p>Vladimir cannot answer any of Jill's questions.</p>	<p>Vladimir ends up with the watermelon and the Watermelon Bandits. He does not want to be rescued.</p>

## ACTIVITY 2 NUTRITION ACTION NEWS VENN DIAGRAM ANSWER KEY

Name: \_\_\_\_\_

Use this Venn Diagram to compare the different points of view of Reporter Jill and Vladimir Radulov. Keep track of what Reporter Jill saw on one side, what Vladimir saw on the other side, and what they both understood the same way in the middle overlapping section.



Draw pictures of each character below their names.

Art by Willow Connell, 4th Grade

# ACTIVITY 3 CONVERT THE STORY ANSWER KEY

Name: \_\_\_\_\_

Turn the Nutrition Action News story into an online article!

1. Create the name of your newspaper.
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# THE BASSET HOUND TIMES

The news you should read right now

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World
Food
Health
Music
Exercise
Travel

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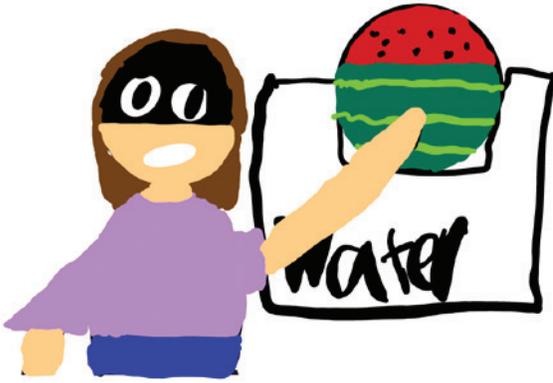
② *Disappearing watermelons*

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③

*Art by Willow Connell, 4th Grade*



④ The Breaking News is that watermelons disappeared.

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Foreign Correspondent Vladimir Radulov says the watermelon bandits struck again. He

knows the watermelon bandits are guilty because they left evidence.

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Vladimir disappeared from the scene, but has been found eating watermelon with the watermelon bandits.

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The watermelon is delicious and safe.

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**Other News**



Sweet Beat  
Music Video  
Tops Charts



A Milk Jug  
That Talks?



How Much  
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Record  
Number of  
Students  
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**Drink  
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**Enjoy**  
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WWW.JUMPWITHJILL.COM

# ACTIVITY 4 KNOW THY SOURCE ANSWER KEY

Name: \_\_\_\_\_

Now that you are an official *Jump with Jill* reporter, you are an expert on all types of news. Answer the questions to test and reflect on your knowledge!

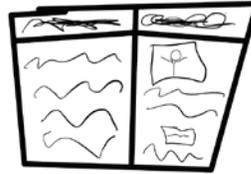
1. Draw or make a list of sources where people learn about what's happening in their world.

**PRINT (WHAT WE READ):**

Newspaper \_\_\_\_\_

Magazines \_\_\_\_\_

Signs \_\_\_\_\_



**BROADCAST (WHAT WE WATCH):**

Broadcast news \_\_\_\_\_

Movies & documentaries \_\_\_\_\_

Cable & streaming services \_\_\_\_\_



**DIGITAL (WHAT WE CLICK ON):**

News sites and apps \_\_\_\_\_

Personal websites \_\_\_\_\_

Social media \_\_\_\_\_

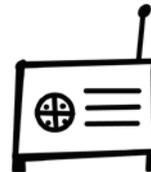


**PEOPLE (WHO WE LISTEN TO):**

Family & friends \_\_\_\_\_

Leaders \_\_\_\_\_

Celebrities \_\_\_\_\_



Art by Willow Connell, 4th Grade

2. Pick one of the sources from your list above and list three pros and three cons from getting news this way.

Source: Twitter

PROS	CONS
<ol style="list-style-type: none"> <li>1. Rapidly updated</li> <li>2. Everyone has access</li> <li>3. Everyone can have a voice</li> </ol>	<p>Things can be posted that haven't been</p> <ol style="list-style-type: none"> <li>1. researched.</li> <li>2. It's hard to know what to look at or what's important.</li> <li>3. Some people that normally wouldn't be so loud are very loud.</li> </ol>

## ANSWER KEY

**Write 1-2 complete sentences to share your feelings on the following:**

3. How does the experience differ for you when you **watch** versus **read** a news story?

*There's more details in a written story. But watching gives you the added elements of sound and visual to help you feel what's happening in a story and remember it.*

4. How does the experience differ from a **breaking news story** versus a story that has **already happened**?

*A breaking news story is currently happening, so they are piecing the story together as you watch it.*

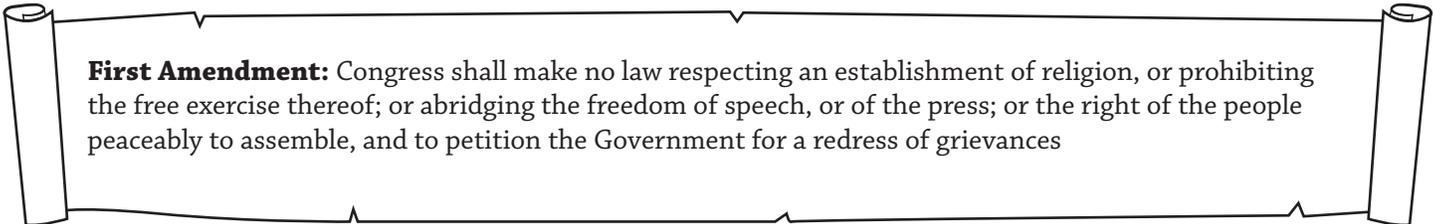
*Something that has already happened may be a more complete story with a beginning, middle, and end.*

5. How do news companies make **money** and how does it influence the **content** you see?

*Advertisements are targeted to who you are and what you've clicked on before. Sponsors pay news outlets to show their content to their viewers.*

6. What are some ways you make sure what you are reading is **accurate**?

*Research who is quoted in the article to learn more about their background. Check the same story from different news outlets to help separate fact from opinion.*



**First Amendment:** Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the Government for a redress of grievances

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U B S P O N S O R S N L I W N  
D O I C M R F Y A Z T R I P F  
I R R B P E A E N N E J F E L  
E T F E Y L E A S V X G Z J U  
N C R O T I X W P B T O X X E  
C S K Y I A P G A O Z P E C N  
E K T Y R B E M R T U P I O C  
I S O V A I R D E K B A I S E  
A X T W L L T G N R P N I T R  
N Y G O C I I J C A I D U W R  
E M V W R T S X Y P S T C A F  
P L P P X Y E P O I I W Q H Z  
E C O N S I S T E N T M N H J