

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/



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.