

DAY 19 LESSON PLAN: HEADLINES

WEEK 4: WRITING AND REPORTING: GETTING THE FULL STORY

DATE: _____ TEACHER: _____ SECTION: _____

OBJECTIVES:

TSWBAT write clear, accurate, and impacting headlines and sub headlines IOT draw the reader into yearbook spreads.

TSWBAT acknowledge the importance of adhering to a style guide when formatting headlines on a spread IOT create a sense of unity in the yearbook.

COMMON CORE: ELA-LITERACY

W.9-10.3.A

W.11-12.3.A

W.9-10.3.D

W.11-12.3.D

ISTE STANDARDS: 4A

STEPS: OPEN PRESENTATION 19

- 1 DO NOW:** 20 minutes
Students continue the body copy writing assignment. Ask them to review the story and circle 3 key words.
- 2 LECTURE:** 15 minutes
Continue Presentation 19. Discuss headline rules and requirements. Provide examples of headline style techniques. Introduce sub headlines with examples and discuss the typography of headlines. Explain the headline writing process. Using guided practice, work with students to write a headline and sub headline as a class based on the content from slide 17. Introduce the assignment and review requirements.
- 3 ACTIVITY:** Headline Writing - 15-20 minutes
Looking at the images and copy for your spread, use the writing process to develop an effective headline/sub headline that follow all rules and requirements from today's presentation.
- 4 CLOSURE:** 5 minutes
Students will peer review and give each other critical feedback. Assign deadline for completion.

MATERIALS:

Presentation 19

Body copy from previous assignment, mostly complete

Photographs from previous assignment of the same person from your story

VOCABULARY:

Headline

Sub headline

Alliteration

Assonance

Pun

Pop-Culture

Exclamatory

Newspaper Style

Typography