- Information about the action -

News-Guessling : a spoken newspaper at the primary school <u>File name : 57EGuessling03-04</u>

NANCY-METZ ACADEMY Guessling-Hermering primary school 1, rue de l'école 57380 Guessling ZEP (educational area with special needs) : no phone : 03 87 00 20 88 Fax : Mail : epguess@wanadoo. fr School website : http : //www. ac-nancy-metz. fr/ia57/guessling Contact person : Bilthauer Patrick, headmaster Classe(s) involved : CP-CE1, CE2-CM1, CM2 (the 5 levels at primary school) Subjects : all Written in june 2004 Local education authority guide lines n° 5 Axe 3

Summary : the will to improve pupils' oral expression was the starting point (we noticed that a lot of pronunciation errors were made, and that too many pupils frequently attended speech therapist's), the school project became a daily spoken newspaper. This action seemed to be adapted to the long distance cure needed for this problem integrating ICT at the same time.

Mots-clés

STRUCTURES	PRACTICAL DETAILS -DEVICES	THEMES	SUBJECTS
Primary School	Educational diversification Open school Individualization	Maîtrise des langages Parents, Ecole TICE	Cross-subjects

- Writing about the action -

News-Guessling : a spoken newspaper at the primary school

File name : 57EGuessling03-04

<u>NANCY-METZ ACADEMY</u> Guessling-Hermering primary school

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- A digest



I. <u>Description of the action</u>

the will to improve pupils' oral expression was the starting point (we noticed that a lot of pronunciation errors were made, and that too many pupils frequently attended speech therapist's), the school project became a daily spoken newspaper. This action seemed to be adapted to the long distance cure needed for this problem integrating ICT at the same time

This project very quickly showed other skills to be developed: writing and reading skills, discovering the world, using ICT and technology.

All pupils and their primary school teachers have been working on this spoken newspaper every week for three years now, presenting it to parents, and other pupils. This is a rich activity.

In cycle 2, articles mainly deal with the pupils' day to day activities or with books excerpt they studied (The first years reading book is read everyday just like a feuilleton.).All works are written on computers and read aloud by one or more pupils if the text is too long.

In cycle 3, added to personal articles, they have to prepare the newspaper. It consists in gathering information in different newspapers, on the web, in other documents (BCD) and drawing it up in written form thanks to ICT.

This preliminary work is done at the beginning of the week. We focus on local news. Pupils exchange information from one class to another thanks to a software called Net Meeting . We sometimes add interviews in the newspaper. Local figures are sometimes invited to answer our pupils' questions. Among them we can mention an arboriculturist, a local historian, a sheep breeder, police officers, the baker, a marathon man, the mayor, a speleologist... Each interview is prepared in class and the questionnaire is given to the guest a few days before the interview so that each interview should be as complete as possible. On several occasions special issues of news-Guessling are prepared (Christmas, the music festival, St Nicholas venue...

Finding articles is now possible thanks to computers and the intranet. All classes enter the headlines of their articles on a special form which everybody can consult in his class. The writing board (pupils in their last year at the primary school) elaborate a special paper on which they classify the articles : news flash, long texts, animals rubric (our pupils love animals), sports rubric, weather forecast...

The newspaper is presented every Friday at 8:30 under the covered part of the playground. On arrival pupils set the benches for the audience and the tables. The technicians (pupils from cycle 3) set the sound system and take care of it during the newspaper. The journalists wait for their passage. (one pupil is responsible for the organization). Interventions are fluid. Short stories, deep articles, personal texts, poems, Skits, dialogues in German (already studied in 2nd year)(CE1), comic stories, many different forms of written work make news-Guessling. Teachers do not intervene during the presentation. Each newspaper starts with a welcome sentence and finishes with the weather forecast for the week-end.

Back in class the pupils evaluate each presentation(diction, comprehension, speech flow...) for the next newspaper to be even better.

II. <u>Goals</u>

What happened to our initial goals? do they comply with the skills required by the official curriculum?

We can say that News-guessling federates most goals concerning language and the mastering of French language, writing, reading and oral skills.

<u>1.</u> Skills related to the initial project

- Motivating pupils to write

In cycle 2

This is omnipresent, we could even say « omnipressing ». Every week they fight to know who will get to write and read his text first. It's particularly spectacular in first year where pupils are not readers but want to write. In cycle 2, pupils are in the same class. 2nd year pupils(CE1) become tutors for 1st year pupils(CP). At the beginning of each week some time is devoted to the writing of texts. The CE1 pupils who are autonomous write them on their own. The CP pupils or CE1 pupils who are not, get to work in pairs with one pupil who write for them. Some written texts are used later on in group sessions to work on spelling. We correct the other texts in the presence of the author(s). Then these texts are typed on computers for a better presentation.

We have to mention that at the end of their first year most pupils are able to write a short text phonetically.

In cycle 3

Reading for an audience, talking about their lives, their passions, staging their interventions, being listened to by their schoolmates, their parents, are fundamental points to motivate pupils. Their motivation is even more important as they run the newspaper from A to Z, but also prepare longer interventions, Skites in which staging and writing are closely linked. They like to be actors and masters of ceremony.

Watching or listening to the news on TV, reading papers with their parents or friends, looking for information in the BCD or on the web, asking a neighbour or a shopkeeper for information; all these activities become easier as the children get the point of it.

- <u>Reading in real-life situations</u>

News-Guessling allows pupils to read their productions in real life situations. No production is artificially composed. They are all intended to be read in public, in front of other pupils but also in front of adults. Therefore, the work on the way they express themselves will be different and obviously more important. Some pupils play with their texts to memorize them just like professional journalists. Others dramatize their performances.

All the texts are archived in the pupils' files (paper and computer files) and they constitute a personal library from their 1st year to their last year at primary school.(CP to CM2). In cycle 2, these texts are also gathered in a binder which every pupil can consult whenever he wants. The texts are thus reinvested in an individual reading situation.

- <u>Oral</u>

At the beginning of every week debates take place during lessons. We decide on the topics for Friday newspaper. Pupils express their point of view, listen to the others and decide on the retained topics, those that will be dealt with later on and those left aside. When there are no fresh news, actuality is poor, we need to find other sources (local newspapers, websites...) which gives us an other possibility to debate. When our choice is made The writing board starts working.

The members of the writing board debate with other classes about the form and the content of the different information written on the accompaniment file thanks to « Netmeeting ». Pupils in their last year (CM2) take care of the writing conference. They write the newspaper digest, based on the news chosen by each class. First, they consult all the headlines written on the accompaniment file, evaluate the importance of each topic, and try to make the newspaper attractive by giving it some rhythm (changing the form and the content). Then, pupils from different classes intervene.

Way before the new curriculum publication in 2002, teachers already worked according to the same principles: They accompanied their pupils in the writing and reading fields, favoring the introduction of learned structures.

Skits and songs are taught in foreign language classes and are part of the newspaper special issues. The audience is widely fluent in two languages therefore an effort is put on pronunciation. Interviewed people must be concise in order to be put on the school website.

This training to be autonomous is present within the project and contributes to the development of the child's personality.

All these achievements depend on the pupils' psychologic abilities.

2. Other skills non related to the initial project

As the newspaper developed, new skills appeared. They were not foreseen when the project was implemented first.

- Autonomy development

Autonomy is a well appreciated quality when you arrive in secondary school. This is something to be developed that's why soon enough News-Guessling became the means to achieve this goal. Pupils have become naturally responsible throughout the different tasks asked by the teachers:

- Searching for information around : at home, in magazines, on websites, in daily newspapers. For "the weather forecast of the week-end" they look for information on the Météo-France website.
- Writing articles is done without the help of the teacher. Pupils help each other.
- Writing information on word proccesing (cf.ICT support)
- Setting up the studio : As soon as they arrive pupils set everything up in ten minutes thanks to easy access to furniture.
- Setting up the sound system: The assembly and the disassembly of the sound system is done by pupils from cycle 3. New pupils get some help from former pupils. Usually each pupil has one specific task to do(speakers, electric supply, plugs...).
- The newspaper soundsystem: At the beginning pupils from cycle 3 were trained to use the system (montage, connections, setting the volume of the microphones, putting a musical background between or during interventions). Those pupils teach the youngest ones how to use the sound system.3rd year classes just come and look to see how it works. One pupil from 4th year comes and participates, taking care of one specific task. Girls are not really interested in this technical aspect (but are the boys really willing to let girls do so?).
- Pictures: two pupils from cycle 3 take pictures every week with the digital camera. There is a specific training for pupils in cycle 2 to learn how to use the camera and how to take good pictures. Once these pictures are downloaded they are renamed according to various criterions (dates and names of the interviewed people and/or circumstances).

This work is done throughout the week when pupils have some spare time. But sometimes, primary school teachers do these tasks... At the end of the year, all these photographs are gathered on one cd-rom family can get.

- <u>Team work</u>

News-Guessling is essential for a better team work and is at the center of our school project. This activity demands a common pedagogy based on conversation and meeting.

All subjects are concerned (even mathematics are part of it: weighing yellow coins in January, weighing food for the « RESTOS DU CŒUR », reading difficult figures in newspaper articles.):

- Consulting each other to know other classes topics in details (The accompaniment file only gives succinct information).
- Knowing which class will deal with a topic, common to the whole school.
- Allowing each pupil to circulate freely from class to class to use all computers available.

- Setting up common rules for the topics presentation: How to face the audience, how to hold the microphone, how to speak in the mic...
- observing other pupils intervening during the newspaper helps them grab what it's all about. Younger pupils often imitate older ones in their attitudes. They try to use the same tone. They improve everyday, auto correcting themselves, trying to become better and better.(« The microphone just amplifies the sound of your voice but does not improve the way you speak, so you have to articulate and open your mouth»).

- <u>Learning to be a citizen</u>

Learning to read or listen to the news coming from different sources, choosing between what is essential and what is not make the kids aware of the different issues in society.

Children know they are not left alone. Their problems (at school, in their families, in their neighbourhoods...) are shared by all the kids at school. For a better understanding, it will often be necessary to give extra explanations on how institutions work, on rules and regulations and to place some news in historical perspective.

News-Guessling amplifies all the humanitarian actions led by the school. It echoes all the school actions (Restos du coeur, Yellow coins, Dogs for blind people,) thanks to advertisements.

- **Opening the school and the classes**

From the first issues on, parents were attracted by this unusual activity taking place every Friday morning in the yard. Now, it has become a meeting point for a dozen people extending the school audience (see testimony).

Since this activity started, all classrooms have been opened. Before the network was set up, last year pupils went from one class to another to ask for the topics. Now, the headlines of the articles are written in the accompaniment file thanks to the shared network. However, classrooms remain open. Pupils move to other classrooms to type their text in their file.(only one computer per class is linked to the network).

Pupils from cycle 2 learn to know the other classrooms and sometimes work there in small groups. Some of them write articles with their brothers or sisters from cycle 3 when the topic is about family. All the pupils work together at some stage thanks to News-Guessling. Breaks are not the only meeting points anymore.

III. Accompanying and evaluating the oral

- In cycle 2

Learning the written code finds in «News-Guessling» its main goal : Reading. The communication situation is real. We notice more application when they read aloud. Since these texts are made for an audience, a greater work is done on elocution. However, some pupils are intimidated and read very fast in order to finish quickly. These pupils will need more time to get over their emotional sensitivity.

In general, pupils are not as shy after some time doing News-Guessling. (For example, one first year pupil was sobbing as soon as he hesitated. These problems are now gone because he learned how to speak slowly and how to control his stage fright.)

More and more written works are produced every week because all pupils want to write articles, even those with learning difficulties. Readers are not the only pupils to write articles.

«free » writing is back again and is part of the written work. Pupils in cycle 2 like it a lot and use their own experience to write texts. Every topic is good: my dog, my cat, my hamster, my toys, my hobbies, my outings... In first year, pupils read the book they study as a weekly feuilleton. They get a warm welcome from their friends. Their efforts are valorized by an audience. Reading becomes meaningful for the story is told to an audience which is listening to it and which wants to understand it. It is essential for the reader to be clear and understandable.

1st year pupils are eager to write. (That we noticed thanks to News-Guessling). But as they don't know all the writing codes they get some help from 2nd year pupils who therefore become writers. This collaboration is now part of their class experience.

- In cycle 3

Pupils auto-evaluate themselves (grid to fill in : cf. Annex). In parallel, the primary school teacher evaluates pupils every week : Pupils must:

- Get some information before they come to class to be able to write their texts,
- Listen to their classmates,
- Respect the paging (centered headlines, justified text, paragraph presentation, fonts, size...).
- Find the weather forecast without any help (internet connexion to météo France.fr, temperatures, finding rhymes on the calendar),
- Prepare their intervention to be sure to read correctly.
- Note down information while listening to their classmates.

An evaluation/debate is proposed every Friday after the newspaper (what went well and what went wrong).

IV. <u>Analyses - Reflexions - Perspectives</u>

<u>1.</u> What's a newspaper?

To produce a weekly newspaper, we need to know the press. All sorts of press exist: written, spoken, televised. We don't want to reinvent everything but simply to adapt to the : age of the journalists, audience and the material situation.

To achieve this adaptation, we need to know the generalities which superintends the making of a newspaper.

We managed to create a grid (institutionalized in each class) from the pupils observation of a newspaper(different kinds of articles, different pieces of information...).

The second step is the building of this newspaper from the mass of information given by the pupils. This is not organized yet.

While studying the journalistic world we noticed the existence of writing boards at all levels (national, regional, local), and of chief editors responsible for the newspaper publication and for the rest of the staff.

This must be adapted to the school, to its constraints and to the goals the newspaper aims at.

We therefore constituted a writing board with 4th and 5th year pupils.

2. the writing board

These pupils are chosen by classmates and helped by older ones. The board is changing during the year and every pupil has a chance to be part of it. The writing board collects all the news headlines produced by the children. This is done either orally, thanks to « net-meeting » or thanks to written lists. (cf. Annex).

This accompaniment file must be made clear : One title being sometimes abstruse. Once it has all the information it needs, it can build the newspaper digest which is displayed in the school.

If it only made a list of interventions, the board wouldn't fulfill its goals. It must keep in mind that the newspaper is intended to be listened to and understood. It must be attractive and pleasant not to bore. The board has to meet regularly and speak about the newspaper. The newspaper length is a big issue because the board sometimes has to postpone one or two interventions. Therefore they have to use diplomacy to explain the reasons to the author of the articles to avoid frustration.

Each class must be part of the newspaper and the youngest mustn't wait too long before they pass. The board must take many aspects into acc Word processing, pictures editing made our document richer, in a correctly spelled manner and readable for everyone.

Mailing and video conferencing made communication inside and outside school easier. These three points are closely linked to the B2i. It has been implemented in Guessling-Hémering since 2002. We'll see how we deal with it inside the school and in relation to the project News-Guessling.

<u>1st part</u> : ICT, News-Guessling impelling force

1. Internet, a documentary resource ready to be used in class

In order to collect information, the pupils had many possible sources : books and cdroms from the school library,(Bibliorom from Larousse and the Mobiclic from Milan) and Internet. In each class, there is, at least, one computer linked to the net.

In such works about actuality, internet is an unavoidable media. It brings a lot compared to other medias (press, radio, television).

An unlimited collection of documents

This electronic collection of documents is advantageous. With internet, every computer becomes a school library. You get immediate access to billions of pages with the assets and the limits we know. To avoid driftings, researches are prepared in class, key words are chosen with the teacher's help before being submitted to the research engines (mostly Google). Another option is to use websites dedicated to children like Takatrouver (<u>http://www.takatrouver.net</u>) or Explorian (<u>http://www.explorian.be</u>).

An easy appropriation of the contents

Datas being electronic, they can easily be multiplied, copied. They can be modified quickly as well thanks to the copy-paste function which is handy to get one website page into a word processing software.

One pupil explained how he got a photo of a painting on the Georges Pompidou museum website : « We first had problems because we couldn't find the right room. But, when I found the painting I was looking for, I right clicked on the picture and I chose "Save as" to save it... »

We must be sure there is a real appropriation and a deep understanding of the contents and not a mere copy of what they see. (reading on a sheet of paper is more efficient than on a screen), pupils have to adapt their findings to the communication situation and sometimes rewrite the documents.

Datas updated permanently

Internet allows us to have updated datas. The war in Irak was our main topic at the beginning of 2003. Every week a group of pupils worked on this issue. In our school library, few documents deal with actuality, there might be one or two magazines subscriptions (the « Journal des enfants » or « Les clés de l'actualité junior »). In addition to the local newspaper, the « Républicain-Lorrain », that pupils read and often brought to school, and Internet constitutes an incomparable source of information as far as quantity and actualization is concerned. The weather forecast is another concrete example. Pupils go to the Meteo France website to get the next few days forecast.

Mutimedia and interactive datas

Internet and cdroms offer another advantage compared to written documents, they contain multimedia and interactive datas. Thus, for the weather forecast, it is possible to consult maps and and to see the evolution of many atmospheric phenomena. It is also possible to visit a museum virtually and to see the different œuvres while sitting in front of the screen in the classroom.

This accumulation of possibilities linked to the use of internet led the National Board of Education to create the « web space of knowledge » schools can experiment (ENS). This space proposes its participants to freely access (fees being paid by the board itself) high standard pedagogic datas : *Tout l'univers, le Petit Robert, Louvre.edu, l' INSEE* ... (for more information : http://www.educnet.education.fr/ENS).

2 Word processing to improve the pupils' productions

Word processing is an essential part of the project as pupils are in real communication situations. Their production are more esthetical and more pleasant to read and being understood by others is essential.

Written by many pupils

All the information needed for News-Guessling are wordprocessed. It is the same for organization files. All documents are accessible to all co-writers on the intranet. All documents must be readable by everyone, that's why wordprocesing is essential. These documents are read in front of an audience by pupils who did not always write them. Only the first drafts which need to be rework are hand written.

Spellchecker

Computers can favor pupils' autonomy thanks to the use of a spellchecker which does not correct but only spots some mistakes out. Then it proposes many correction options. The spellchecker, included in the wordprocessing software, can be set up precisely and therefore becomes really helpful for the writing.

Storage

Computers enable an efficient storage of all datas. As many documents are typed and saved on the net, the gain in space is significant. The way the archives are organized and the search by key-words allows us to keep these documents for a long period of time, to find them quickly, and to protect them against aging. We regularly do back up files on CD roms or on the net to be sure nothing happens.

3. Communicating thanks to ICT

The internal network to work better

Further than its functional aspects (printer sharing, internet connections), the network is rarely used in primary schools. In Guessling-Hémering, the network structure (one computer per class and one in the school library) reflects the school organization and the exchanges which take place from one class to another. Just like the computers are linked together and communicate, the classrooms are open and the pupils move along from one to another. The library, where the central computer is, is a strategic place for learning and a well furnished documentary place.

Pupils have their own folders and know how to store their productions or documents from any computers in the network.

A concrete example illustrates this remark (video file on the school website : <u>http://www.ac-nancy-metz.fr/ia57/guessling/outilnewsrmatique.htm</u>). A pupil, looking for a picture on the library computer to illustrate his article on his visit to a sheep farm, explains the procedure : «I choose a photo, I copy and paste it in my personal folder which is in my class computer thanks to the network. When I be in my class I will open a new word document and I will insert the photo ».

The internal network to communicate

Communication thanks to ICT was not much used in this project for most of the work was done inside school. Exchanges through visioconference were set up. As it was new, pupils and teachers were motivated during the first exchanges but quickly we noticed that the information was circulating much faster when we spoke to each other directly.

This experimentation would have been wiser in a project involving many schools in different locations, and not many classes in the same school.

We abandoned this practice, the playground being the ideal place to exchange information at the speed of light.

<u>2nd part</u> : Running the B2i daily

<u>1.</u> Adjusted position files

Position files adjusted to cycles 2 and 3 are used. In cycle 2, we only work on basic skills in fields 1(knowing the vocabulary) and 3 (writings).

Indeed, documentary research is only tackled in cycle 3.

The stress is put on the pupils' autonomy in front of a computer (getting started, launching a program, saving, printing...) and the production of documents (texts, drawings).

The position file in cycle 3 is a 12 page document and is more complex. It is a model published by the CDDP of Aisne (pedagogic documentation center) and written by Jean-François LEVEQUE. He sums up the 18 skills of the official position file in a clearer illustrated presentation. (download at : <u>http://www.ac-rouen.fr/ecoles/circgdquevilly/docb2i.htm</u>)

2. <u>A permanent self evaluation</u>

In cycle 2, pupils cannot evaluate themselves. The teacher keeps track of the pupils' progress and during the year, when relevant, gives the results for new acquired skills. Classrooms are well equipped and thanks to News-Guessling each pupil has a chance to use computers many times a week. At this pace, all B2i skills are acquired in cycle 3 by nearly all pupils.

In cycle 3, self evaluation is progressively implemented. Each pupil has its own position file and is aware of his own acquisitions as well as what has to be accomplished next.

3. Validating skills

The validation of skills is done upon request if a pupil thinks he has improved a lot or more often at the teacher's initiative. The validation is a time for personal exchange and dialog. It's a good occasion for a pupil to think about his acquisitions and to argue if necessary. For the teacher, it's the occasion to analyse the progress and acquisitions of each pupil individually to better program the forthcoming skills to learn.

Implementing the B2i is working in the long run and going past the scope of classrooms and school years. It's also taking its time, trusting the pupils in their ability to evaluate themselves. At Guessling-Hémering, the school organization in terms of timetable, working time, continuity in methods and projects (as a reminder, News-Guessling has been existing for 5 years now) makes this B2i part of our day to day practices without any difficulties.

VI. <u>Evolution - Conclusion</u>

Could we do without News-Guessling? Would we be ready to get rid of this wonderful motivating tool for writing? Armand Schmitt, retired headmaster of the school, was present when it all started and gives us a few thinkings: « News-Guessling has evolved a lot since its creation. Arouse out of the will to continue a school project promoting oral expression based on theater, the

newspaper got richer thanks to the perpetuel reflection of primary school teachers. Supported by the hierarchy and appreciated by all it was the occasion to reveal the existence of our little village beyond the limits of our township.

It appeared rapidly that the project News-Guessling was quite similar to pedagogic experiences led by Célestin Freinet : working on the children's profound motivation, writing to communicate, progressing at the child's pace, using a vector media towards the population. There were differences as well, such as the lack of entirety in learnings.

Parallel to News-Guessling, teachers always worked on the school opening, organizing classes on various themes, discovery journeys to cinemas and theatres, outings to the village, participating in national, departemental or urban actions: music festival, spring cleaning, flowery school contest, sporting celebration...

Energies are well used all year long in the implementation of these mini projects, all integrated in the school project, thus leaving little time for others. Though the school is open to the outer world, the children don't rub shoulders with other pupils. Time, energy and financial means are missing to implement a school partnership or to participate in the USEP sports meetings and this is a pity, but choices had to be made.

News-Guessling established a way of living school that preexisted. This project determined procedures, set landmarks, created obligations, motivating for pupils but also for teachers who always know where to find some support in case they need it.

Is this experience portable? Yes, it is if one can gather the same conditions: A school with few classes, teachers really willing to work together, support from the township and the pupils' parents. It could work with bigger school groups by splitting the classes and modifying the means of presentation. It would just be essential to keep the general frame of the project.

A few disappointments: News-Guessling did not solve all children's problem. Some pupils still have difficulties to learn.

Everything is done to motivate pupils but some of them remain unconcerned, apathetic and have difficulties to take an interest. It seems that some children have the propencity to get blase. This sometimes leads the teachers to have reservations about the legitimacy of the project. But these pessimistic thoughts fade away in the enthusiasm of this permanent creation. »

Written in June 2004

VII. <u>Annex</u>

- The articles structure
- An example of written work
- An evaluation grid
- An accompaniment file
- A digest

ANNEX 1

• The articles structure

Here are the rules to be followed by the pupils of the writing board :

- Give rythm to the newspaper (see the FORM column),
- Balance news flash, developed news, interviews..... but before..... read all the headlines from the other classes,
- Choose the most remarkable headlines of the week for the beginning and the end of the newspaper (local, regional, national and international),
- Gather all what concerns the sport, the nature, the magazine rubrics.
- Write a title either in the FORM column or in the CONTENT column.

FORM	CONTENT
- Newsflash	- local
- news	- regional
 developed reportage 	- national
- poem	- international
- interview	- leisure
- skits, jokes	- magazine
- music	- sport
- weather forecast	- advertising

• Examples of written work by a pupil in cycle 3.



Claude Nougaro

Claude Nougaro died last Thursday from cancer at the age of seventy four.

He was a great singer and a poet, deeply attached to his native city of Toulouse. We will remember his most famous and succesful songs.

• An pupil's evaluation grid

This grid is filled everyweek after the newspaper. The « speak distinctly » column allows the pupil to evaluate his own reading abilities. The teacher who is « listener » will give his point of view. (smooth / expressive reading/ respect of the punctuation)

	Sugges t	Sugges t	Sugges t	Write News	Write News	Write Develo	Speak distinctl	Introdu ction	Conclu sion	Skit Guest	Festiva I of	Writing board	News Gues-	Accom panime
	۱ News flash	News	L Develo ped	flash	news	ped	y	CLION	SION	of the day	poetry	board	sling stage	nt file
Newsp aperl 1		X			X		X			X		X		
Newsp		X			X		x			x		х		
aper 2 Newsp			v			v								
aper 3			X			X	X							
Newsp aper 4		Х			X		X					X		
Newsp			x			x	X							
aper 5 Newsp														
aper 6			X			X	x					X		X
Newsp		х			Х		X			X				
aper 7 Newsp	v			v		v	×					v		
aper 8	X			X		X	X					X		
Newsp aper 9			X			X	X		X					
Newsp							X				X			
aper 10							~				~			
Newsp aper 11					х									
Newsp							x			x		x		Х
aper 12 Newsp														
aper 13						X	X							
Newsp aper 14			x			x	x					x		
Newsp			x			X	x			X		x		
aper 15										^				
Newsp aper 16			x			X	x					x		
Newsp			x			X	x					x		
aper 17 Newsp						-								
aper 18			X			X	X							
Newsp aper 19						X								
Newsp		x		x	X		x					x		
aper 20		^		^	^		^					^		
Newsp aper 21		х			X		x				X		X	
Newsp			x			x	X			X				1
aper 22						~								
Newsp aper 23		х			х		x	x				x		
Newsp			x			x	x					Х		
aper 24														

• An example of accompniment file and its conception

A list of headlines for the different classes before the newspaper is prepared by the writing board

The CP-CE1 newspaper (1st 2nd year)

	N°	HEADLINES	FORM	CONTENT	author(s)
3	1	The drawing contest	news	local	Arnaud, Cathy, Camille
12	2	The sugar glider	news	magazine	Elodie
11	3	Edgar's big grief	feuilleton		Laurine, Thomy
4	4	My father's goblet	news	local	Valentin
15	5	The manitou	news	local	Maïke
17	6	My radios	news	local	Brian
	7				
	8				

The CE2-CM1 newspaper (3rd 4th year)

	N°	HEADLINES	FORM	CONTENT	author(s)		
	1	The detour	Developed	local	Apolline, Simon,		
					Christian		
5	2	Créhange on the podium	news	Sport local	Livier, Adeline		
8	3	The Fun Fair	News	local	Camille, Aurore, Dylan		
21	4	Weather forecast			Laura, Jeremy		
7	5	The Nancy motorbikes	news	Regional	Anthony		
		Festival					
13	6	Cats	news	local	Camille, Marion		

The CM1-CM2 newspaper (4th 5th year)

	N°	HEADLINES	FORM	CONTENT	author(s)
1	1	Introduction	News		Amandine
19	2	A disabled person beat to	News	National	Joëlle
		death			
2	3	Faulquemont detour	Developed	Local	Ludovic; Simon;
					Apolline
16	4	Eurovision song contest	News	International	Margot; Eve
9	5	Old bikes and motorbikes	News	Local	Marianne
		Museum			
10	6	Old cars	News	Local	Amandine, Justine
14	7	The Nied river contaminated	News	Local	Vérane
20	8	The Chinese	Skit	Leisure	Maxime; Julien
					Marco
6	9	France honored	News	International	Guillaume
18	10	Record menu	Newsflash	International	John
22	11	Conclusion			Margaux

• A digest

NEWS-GUESSLING: NEWSPAPER N°27

N°	HEADLINES	FORM	CONTENT	Author(s)
1	Introduction	News		Amandine
2	Faulquemont detour	Developed	Local	Ludovic; Simon; Apolline
3	The drawing contest	news	local	Arnaud, Cathy, Camille
4	My father's goblet	news	local	Valentin
5	Créhange on the podium	news	Sport local	Livier, Adeline
6	France honored	News	International	Guillaume
7	The Nancy motorbikes Festival	news	Regional	Anthony
8	The Fun Fair	News	local	Camille, Aurore, Dylan
9	Old bikes and motorbikes	News	Local	Marianne
	Museum			
10	Old cars	News	Local	Amandine, Justine
11	Edgar's big grief	feuilleton		Laurine, Thomy
12	The sugar glider	news	magazine	Elodie
13	Cats	news	local	Camille, Marion
14	The Nied river contaminated	News	Local	Vérane
15	The manitou	news	local	Maïke
16	Eurovision song contest	News	International	Margot; Eve
17	My radios	news	local	Brian
18	Record menu	Newsflash	International	John
19	A disabled person beat to death	News	National	Joëlle
20	The Chinese	Skit	Leisure	Maxime; Julien Marco
21	Weather forecast			Laura, Jeremy
22	Conclusion			Margaux