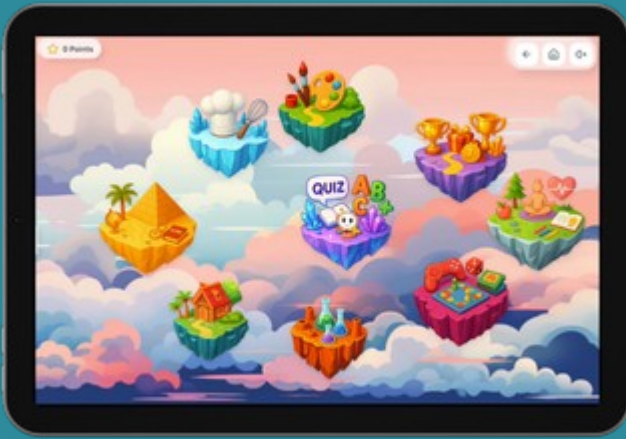


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Class News Reporters - Foundation

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Teacher guide: a week of news

Purpose and sequence

Children create and deliver short reports about events to peers. They choose meaningful news, select helpful picture cues, rehearse and check that listeners heard. Teach five flexible lessons of about 35–45 minutes: model news; choose details; make cues; practise delivery; share fresh news and reflect. Adjust the timing to the learners; there is no speaking-speed or duration threshold.

Accessible news choices

Class news is equal to personal news. Offer a shared action such as making a collage, planting or tidying. Story news is welcome when clearly labelled. No child needs to disclose family information, own a special object or describe a trip. Optional opening such as 'Our class...' or 'I want to tell you...' support a message; they are not scripts to memorise.

Prepare the resources

Display the four routine posters and two worked models. Cut the 18 event cards into six three-picture sets. The two detail-choice sheets have teacher model keys. Protect the two cue mats and audience/feedback mats for repeated use. Practice News Route and its rules/cards. Provide the five worksheets with the following answer/model pages; keep teacher answers separate when distributing student pages. For the narrower three-cue mat, print event-card sheets at 50% or let children cut their cues; the two-cue mat accepts the larger cards.

Flexible teaching

Read directions aloud. Children may draw, point, choose pictures, sign, speak or use their usual AAC. Adults scribing records the learner's words. Use a nearby pair or small group, quiet space, familiar partner, rehearsal and extra wait time. Maintain learner ownership rather than having an adult compose or deliver the whole message.

Teacher guide: evidence and support

What counts as reporting

A report tells what happened and includes a helpful connected detail. Picture cues support remembering and order. Children actually communicate the message to peers. A completed plan, a quiz answer or a recited teacher model alone does not show that a child created and delivered their report.

Comfortably audible delivery

Model an inaudible version, an audible comfortable version and an unnecessarily forceful version briefly, without asking learners to shout. Ask what the nearby audience heard. Volume depends on distance, room and listeners. For AAC or other communication, record how the learner's message reached peers, including access supports and any device-volume adjustment.

Observation and assessment

Use lesson 1 for a diagnostic observation; notice meaning, connected details and audibility or communication access. In lesson 5 use a fresh/shared event, the assessment cue page, observation record and descriptive rubric. Record the actual message, audience, context, prompts, supports, listener evidence and next step. Make paper responses as preparation rather than attainment.

Feedback and differentiation

Use 'I heard...' and 'Could you say that part again?' Accept different relevant responses to the picnic story. For EAL learners, discuss the event in a familiar language, preteach event verbs with pictures and rehearse in a trusted pair. Offer two cues or a choice between two details for support. Extend by explaining why a detail helps a listener. Do not score confidence, eye contact, posture, accent, fillers, pauses, handwriting or speed.

Safety and transfer

Use classroom-safe shared actions and ordinary school materials. The picnic is a gentle original teacher-read story, not an outdoor safety lesson. Optional centres add reporting practice after core teaching; essential assessment happens within the five lessons.

Lesson 1: What is our news?

Purpose, words and materials

Children recognise an event report and share a meaningful shared action. Words: news, event, happened, cue, listener. Use Our event news, Pictures that help, Class mural news, mural event cards, the two-cue mat and Worksheet 1. Teaching presentation slides 1–5 support this lesson.

Warm-up - about 5 minutes

Recall a brief real shared action: 'We put our bags away together. What happened?' Accept a spoken word, gesture, sign or picture choice. Acknowledge the event without demanding a complete sentence. Tell children: 'News tells our friends something that happened.'

Explicit model - about 8 minutes

Show the mural model. Say: 'This is example news. It is not something I'm saying our class did. Our class made a mural. We chose colours and added paper shoes. Then we displayed it. I liked making it together.' Point to each cue and think aloud: 'The pictures help me remember the event. My shoe picture does not tell my friends about making the mural.'

Guided practice - about 8 minutes

Briefly compare 'Here is a pencil' with 'We used pencils to draw together.' Ask: 'Which tells something that happened?' Help learners name the event, then choose one connected cue and a useful detail. Say the report together in different words, avoiding a mandatory memorised sentence. Invite a listener to tell one detail heard.

Lesson 1: practice and observation

Substantial learner practice - about 12 minutes

Partners choose a shared action they really did or the labelled mural example. Use one or two cues on the mat. Each learner tells a short message; the partner shares one heard detail. Swap and repeat with support. Use Worksheet 1 as a picture-selection aid: read the mural context and ask learners to circle pictures belonging to it, then report to a partner. Choosing colours, adding paper shapes and displaying the mural belong; the sock does not.

Differentiation and access

Support: offer two event choices and one cue at a time, model a useful verb and allow a familiar partner. EAL/D: match pictures to event words, discuss in a familiar language and accept developing English. AAC: let the child choose event/detail symbols and communicate them to a peer using their usual access method. Extension: add another related detail and explain how it helps.

Diagnostic observation

Record the child's actual message, whether it tells an event, a connected detail, audience/context and support used. Notice whether the new listener heard or received the message. Do not grade drawing, handwriting, eye contact or confidence. Use observations to plan tomorrow's cue choice.

Closure - about 5 minutes

Ask: 'What did your partner tell you happened?' Reinforce news meaning rather than sentence length. Point to the routine: choose news, pick useful pictures, practise, share. Optional transfer: report a real classroom action later in the day; avoid assigned private family news.

Lesson 2: Pick details that help

Purpose, words and materials

Children select connected details and place event cues in a sensible order. Words: detail, useful, first, next, then. Use Class mural news, all six event-card sets, both Which detail helps? sheets, three-cue mat and Worksheet 2. Teaching presentation slides 5–9 support the lesson.

Warm-up - about 5 minutes

Retell yesterday's class action with two cues. Ask one listener what they heard. Say: 'A helpful detail tells more about our news.'

Explicit model - about 8 minutes

For mural news say: 'We added paper shapes helps my listeners know what we did. My sock has stripes does not help this report.' Read the three mural cues in order, choose colours, add paper shapes, display the mural. Think aloud: 'I choose an order that helps people follow what happened. These words help me; I do not have to use a set script.'

Guided practice - about 8 minutes

Read the news above each detail pair. Learners point to the connected choice and explain using speech, signs or pictures. Keys: first sheet left, right, left, second sheet right, left, right. Then mix a three-card set. Discuss which action happened first, next and then. Check meaning by asking a peer to describe the event after hearing a report.

PREVIEW

Lesson 2: practice and observation

Substantial learner practice - about 12 minutes

Pairs choose a different event set: planting, building, tidying, collage or puzzle. Arrange cues, try a learner-owned report, exchange one heard detail and revise a confusing cue. Repeat with another set when ready. On Worksheet 2 read the labels in their printed order. Children number Display the mural 3, Choose colours 1 and Add paper shapes 2; an adult may scribe the oral report. The worksheet's physical order stays as printed.

Differentiation and access

Support: use two connected cues before three and contrast just one relevant/unrelated pair. EAL/D: preteach action verbs with gestures and permit familiar-language rehearsal. AAC: provide relevant event/detail symbols alongside the usual vocabulary; peers wait for the message. Extension: explain why an unrelated detail distracts from the event, then replace it with a useful detail.

Observation

Look for a created event message with connected information, not simply correct card sorting. Note whether sequence helps peers understand; an alternative order can be reasonable if meaning remains clear. Record the speaker's communicated report and support, then identify one specific teaching need.

Closure - about 5 minutes

Ask a listener to recount a helpful detail from a partner's news. Revisit 'Does this picture help my message?' Optional challenge: select two cues about a genuine shared classroom action and report it. Do not turn this into a written recount test.

Lesson 3: Make my picture-cue report

Purpose, words and materials

Children choose a news topic, create useful cues and optionally add a connected response. Words: story news, own news, response, cue. Use The windy picnic, two- and three-cue mats, event cards and Worksheet 3. Teaching presentation slides 10–13 support the lesson.

Warm-up - about 5 minutes

Compare 'Our class made a mural' with 'In the story, the friends held a cloth.' Ask whether each message reports class news or story news. Both are useful when clearly labelled.

Read and model - about 8 minutes

Read the original story: 'A breeze lifted the picnic cloth. The friends held its corners together. They moved the picnic to shelter.' Say: 'This is a story. I will not pretend it happened to me.' Model: 'In the story, a breeze lifted the cloth. The friends held it and moved to shelter. I liked how they helped each other.' Point to cues and explain that the response connects to the event.

Guided practice - about 8 minutes

Invite another relevant response, such as 'I felt relieved when they found shelter.' Explain that people can respond differently. Contrast an unrelated story detail. With the class choose two or three pictures that support the story report, try a different wording while keeping the event clear.

PREVIEW

Lesson 3: practice and observation

Substantial learner practice - about 12 minutes

Learners choose genuine class news, their own suitable event or clearly labelled story news. Draw or select two or three cues on a mat or Worksheet 3. Partners take turns telling the message and identifying a heard detail. Adult scribing is available for spoken labels. Revise one cue if it does not help. Adding a response is useful when connected; it is not a requirement to state a particular feeling.

Differentiation and access

Support: choose between familiar shared events, use two pictures and model one connected detail. EAL/D: allow familiar-language discussion and rehearse the event verbs; accept different sentence structures. AAC: offer picture choices without deciding the child's news for them; support access and a peer listener. Extension: create a third response cue or explain why a chosen response connects to the event.

Observation

Record topic ownership, event meaning, cue relevance and the actual report delivered in practice. Check that story news is labelled honestly. The following answer page is one possible planting report; do not mark other appropriate reports wrong. Personal responses do not have a single fixed answer.

Closure - about 5 minutes

Each listener shares one detail heard when the reporter checks whether it matches their intended message. Keep cues ready for rehearsal. Optional transfer: tell the same message to a different nearby peer and see which picture helps most.

Lesson 4: Practise a voice for friends

Purpose, words and materials

Children rehearse their own report and adjust communication for nearby peers. Words: practise, audience, audible, feedback, adjust. Use A voice for friends, Practise then share, audience mats, Helpful listener cards, News Route and Worksheet 4. Teaching presentation slides 14-18 support the lesson.

Warm-up - about 5 minutes

Show cues from lesson 3. A willing adult or puppet gives the report; a listener says one heard detail. Ask: 'Did the message reach this listener?' Avoid judging a child's confidence or body position.

Explicit model - about 8 minutes

Tell a chosen report too quietly to reach a nearby listener, then comfortably audibly, then briefly demonstrate unnecessary force. Do not ask children to shout. Say: 'The right voice depends on our listeners and room. I check what they heard.' Model feedback: 'Could you say that part again?' Repeat that part a little more audibly and ask: 'Could you hear my message now?'

Guided practice - about 8 minutes

Pairs use an audience mat and choose helpful listener feedback. Read Worksheet 4 contexts together. In both choices A help repeat the missed part comfortably; name a heard detail. Rehearsal checks depend on the verbal child and setting. For AAC, practise the child's chosen message and communication process, including appropriate device volume when applicable.

Lesson 4: practice and observation

Substantial learner practice - about 12 minutes

Run two partner rehearsals. The reporter uses their own cues and words. The listener names a detail or asks for a missed part; the reporter adjusts if needed and checks again. Swap roles. Then use News Route cooperatively: move one space after completing each reporting step, using event cards or a real shared event. No dice, racing or elimination is needed.

Differentiation and access

Support: one trusted partner, quieter space, fewer cues and a modelled feedback phrase. EAL/D: allow familiar-language preparation and extra wait time before sharing in developing English. AAC: allow sufficient access time and a peer who attends to the communicated message; document communication supports. Extension: try a slightly different audience/context and explain which adjustment helped.

Observation

Note a heard detail, the context, whether a requested repeat clarified the message and support used. Check reporting meaning as well as audience access. Avoid universal loud/soft rules or scores for eye contact, fixed posture, account phrases or fillers. Worksheet checkboxes record practice; they are not fixed claimant answers.

Closure - about 5 minutes

Ask: 'What helped your message reach your friends?' Agree a useful adjustment for lesson 5. Optional transfer: report a class situation to a different small group, using respectful heard-detail feedback.

Lesson 5: News sharing and next step

Purpose, words and materials

Children create and actually deliver fresh/shared event news to peers, then reflect on a useful next step. Words: report, audience, heard detail, next step. Use Our news-sharing turn, assessment cue task, News report observation, rubric and Worksheet 5. Teaching presentation slides 19–22 support the lesson; use the quiz later for discussion, not as delivery evidence.

Warm-up - about 5 minutes

Recall the four-step routine and one respectful listener response. Briefly model a new real classroom action with two cues. Explain: 'Your news belongs to you. I am listening for what happened, helpful details and a message that reaches your peers.'

Guided preparation - about 8 minutes

Offer fresh or shared events; all learners can choose a general class experience. Plan two or three useful cues on the assessment page. Adult scribing is optional. Agree the audience, setting and supports. Ensure an adult is not completing a whole report for the learner. A quietly delivered pair report is valid when the listener can hear and receive the message.

Rehearsal - about 8 minutes

Partners practise and give one heard detail response. Allow a cue change, another rehearsal, familiar-language planning or AAC access support. Show the three-stage rubric in teacher-friendly language; do not require increasingly independent performance to withhold useful participation supports.

Lesson 5: assessment and reflection

Deliver and observe - about 12 minutes

Each learner delivers news to a pair or small group. The peer names one heard detail. Record the actual learner message, helpful connected details, cue use, audience/context, voice or communication adjustments, prompts and supports on the observation record. Use the rubric descriptors for meaning/relevance and delivery, supported by observed examples. A drawing or completed cue plan alone is not delivery evidence.

Differentiation and fair evidence

Support: quieter setting, familiar partner, rehearsal, extra wait time and fewer cues. EAL/D: retain the event meaning while allowing developing English and familiar-language preparation. AAC: assess the learner-owned report communicated to peers, documenting access and support. Extension: add another helpful detail or respond to peer's relevant question without turning it into an older-year performance standard.

Reflection and closure - about 5 minutes

Read Worksheet 5 prompts aloud. Children draw, write or act out an adult: a detail a listener heard, what helped and one useful next step. A scribe offers corrections; the model page is illustrative. Share specific feedback such as 'You listened, heard how you planted the seed.' Avoid general confidence ratings or mandatory self-praise.

Next teaching and optional transfer

Group future practice by the observed need: event meaning, connected detail/cue choice or communication access. Offer another reporting opportunity after feedback. If evidence is limited because the intended peer could not receive the message, adjust the setting/support and observe another learner-owned report. Essential assessment remains in this lesson; an optional centre or quiz does not replace it.

Our event news

1

Choose my news.



2

Pick useful pictures.



3

Practise my message.



4

Share it so my friends can hear.



Class news, own news and story news are welcome.

Pictures that help

Our class made a mural.



Choose colour



Add paper shapes



Display the mural



This does not help mural news.

Choose pictures that connect to your message.



Practise, then share



Use my cues.



Tell my message in my own words.



Listen for a helpful detail.

I heard...

Could you say that part again?





A voice for friends



We can all communicate in ways that work for our friends, at school and in our community.



Try a comfortable voice for a nearby partner.



Check that your listener heard.



Adjust for your group and room.



My message can use speech, signs or AAC.



Class mural news



An example report

Choose colours



Add paper shapes



Display mural



Our class made a mural.

We chose colours and added paper shapes.

Then we displayed it.

I liked making it together.



Use your own words for your own event.





The windy picnic



A teacher-read story

A breeze lifted
the picnic cloth.



The friends held
its corners
together.



They moved
the picnic
to shelter.



Story news: example

In the story, a breeze lifted the cloth.
The friends held it and moved to shelter.
I liked how they helped each other.





Event picture cards

Mural and planting



Mural



Choose colours

Planting



Put soil in pot

Mural



Add paper shapes

Planting



Plant a seed

Mural

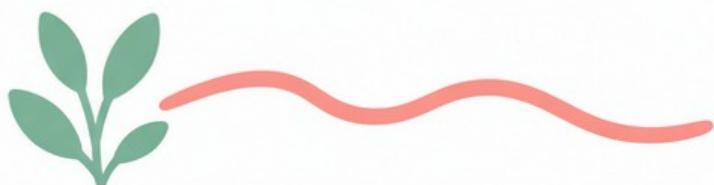


Display the mural

Planting



Water the soil



Event picture cards

Building and tidying



Choose blocks



Sort the toys



Build together



Put toys in tubs



Admire the tower



Use the clear space

Building

Tidying

Event picture cards

Collage and puzzle



Choose paper



Find pieces



Glue paper pieces



Fit pieces together



Show the collage



See the whole puzzle

Collage

Puzzle



Which detail helps?



Read the news. Choose the detail that connects.

1

We made a mural.



We added paper shapes.



My sock has stripes.

2

We planted a seed.



A toy car is red.



We watered the soil.

3

We built a tower.



We used blocks.



I ate an apple.



Model key: 1 left, 2 right, 3 left.



Which detail helps?

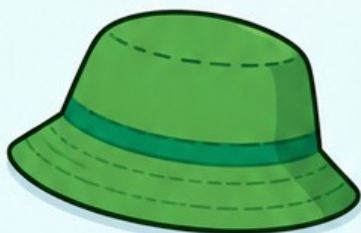


Read the news. Choose the detail that connects.

4

We tidied the toys.

My hat is green.



We put toys in tubs.



5

We made a collage.

We glued paper pieces



The bus is yellow.



6

We finished a puzzle.

My sandwich is cheese.



We fitted the pieces together.



Model key: 4 right, 5 left, 6 right.



My two picture cues



Choose or draw pictures. Tell your news.

My news

A useful detail

PREVIEW



I practised my message.



My listener heard a detail.



An adult may scribe spoken labels. Writing is optional.



My three picture cues

Choose or draw pictures. Tell your news.

First

Next

Then

PREVIEW



I used my own words.



My listener heard a detail.



This order is a helpful choice, not a fixed script.



Practise for our audience

Nearby pair: tell your partner.



Small group: share so your group can hear.



Quiet space: use the voice this setting needs.



Check with your listeners. Adjust comfortably.



Helpful listener cards

I heard...



Could you say that part again?



Could you make that part easier to hear?



I will try that part again.



Could you hear my message now?



Thank you for telling us.





News Route

A cooperative reporting game



1

Choose news



2

Pick a cue



3

Add a detail



5

Practise



4

Order cues



6

Share



7

Heard detail



8

Next step



Move one space together after each step.
No racing or elimination.

News Route: how to play

1. Play with a partner or small group.
2. Choose event cards or a shared class event.
3. Move one space after each reporting step.
4. At Share, tell your report in your own words.
5. A listener tells one detail they heard.
6. Help each other, then choose a next step.



Choose an event



Pick a sensory cue



Add a helpful detail



Practise the message



Share the report



Tell a heard detail



Use the Event picture cards. No dice, speed limit or winners are needed.

Our news-sharing turn

We take turns to share and listen. Everyone has something to say!



My news



Helpful detail



Another detail

Reporter: tell your news.



Listener: tell one detail you heard.



Swap roles when ready.



Pairs, small groups, quiet spaces,
visual cues and AAC are welcome.

1. Pictures for our news

Name: _____

News: Our class made a mural. Circle the pictures that belong.



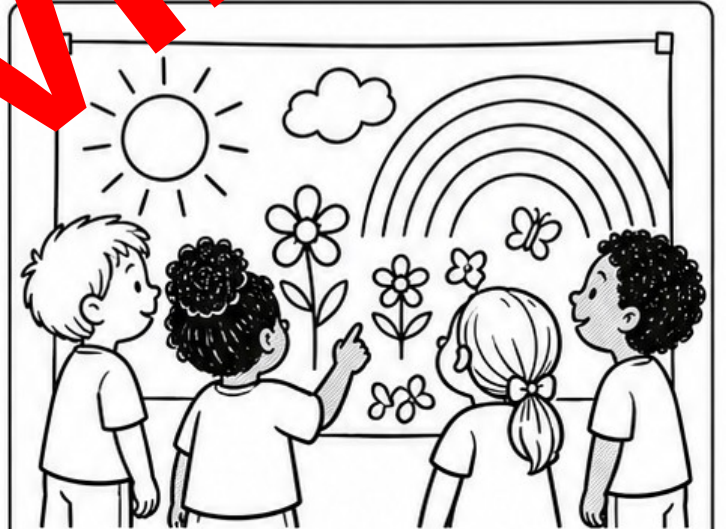
Choose colours



A striped sock



Add paper shapes



Display the mural

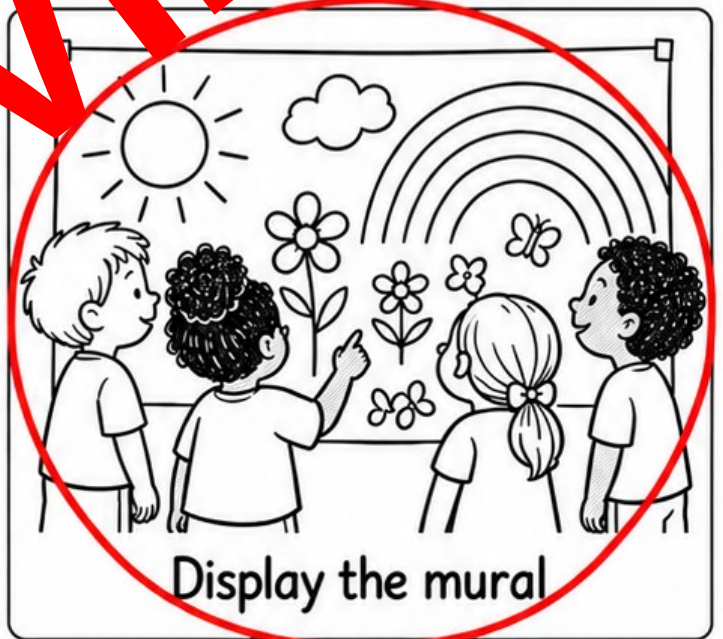
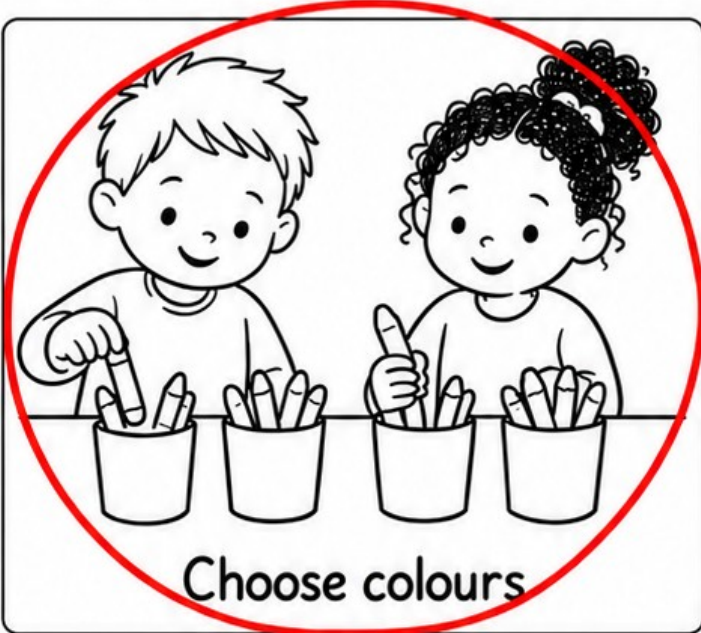
Tell a partner what happened.



1. Pictures for our news

Name: **ANSWERS**

News: Our class made a mural. Circle the pictures that belong.



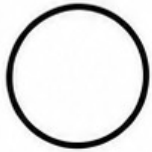
Tell a partner what happened.

Example: We chose colours, added paper shapes and displayed our mural.

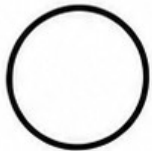
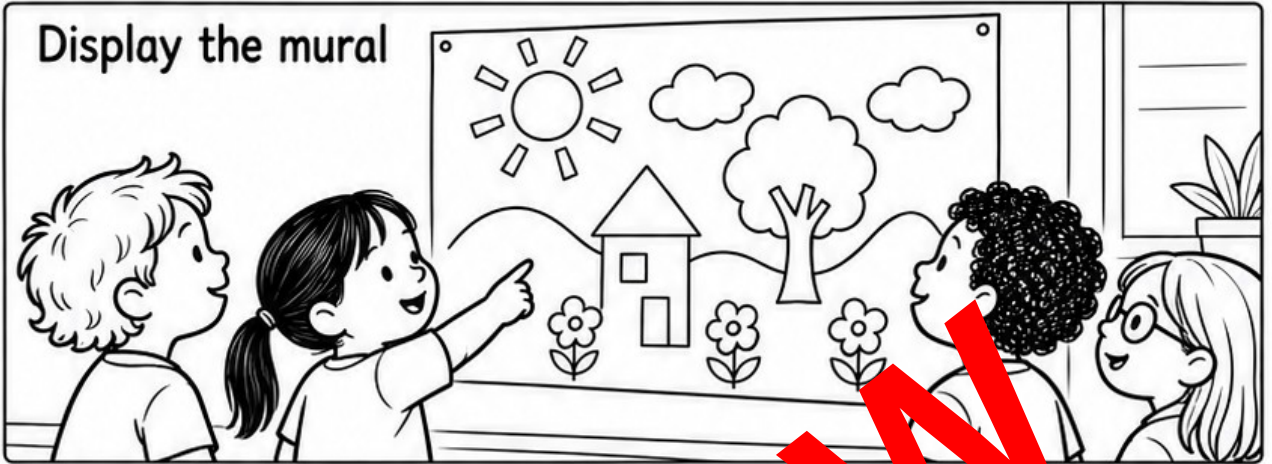
2. Our mural story order

Name: _____

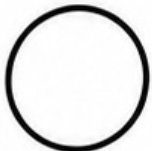
Number the pictures 1, 2 and 3. Tell the news.



Display the mural



Choose colours



Add paper shapes



An adult can scribe my message.



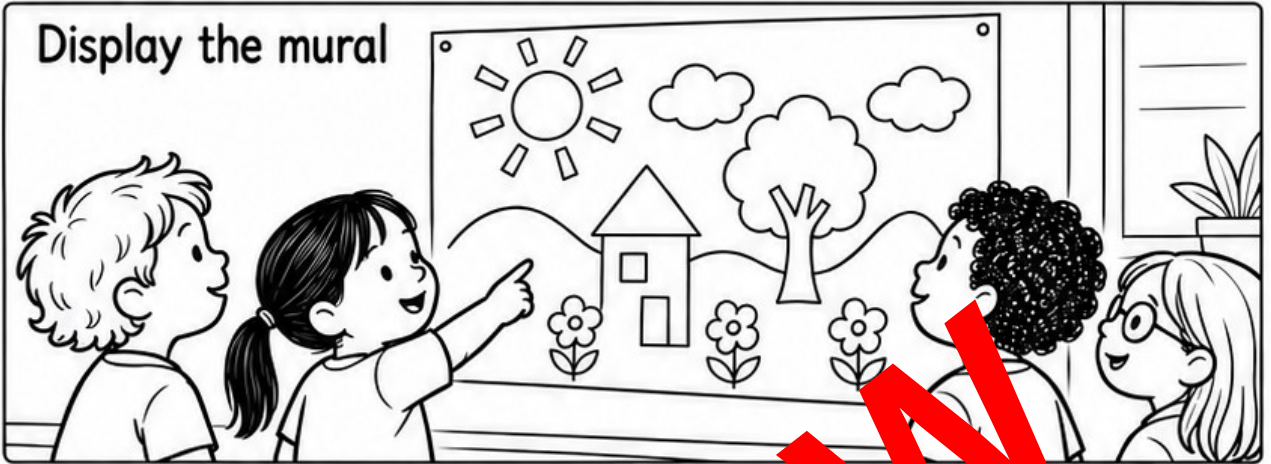
2. Our mural story order

Name: **ANSWERS**

Number the pictures 1, 2 and 3. Tell the news.

3

Display the mural



1

Choose colours



2

Add paper shapes



An adult can scribe my message.

Example: First we chose colours. Next we added paper shapes. Then we displayed the mural.



3. My news picture plan



Name: _____

Choose class news, own news or story news. Draw two or three useful cues.

My news

Useful detail

Another useful detail

My response to it helps my message

Tell your message. An adult may scribe. Writing is optional.



3. My news picture plan

Name: **ANSWERS**



Choose class news, own news or story news. Draw two or three useful cues.

My news



We planted a seed.

Useful detail



We watered the soil.

Another useful detail



We put it near light.

My response to it helps my message

Possible example: I liked helping our seed grow.

One possible report; other relevant news is valid.

Tell your message. An adult may scribe. Writing is optional.



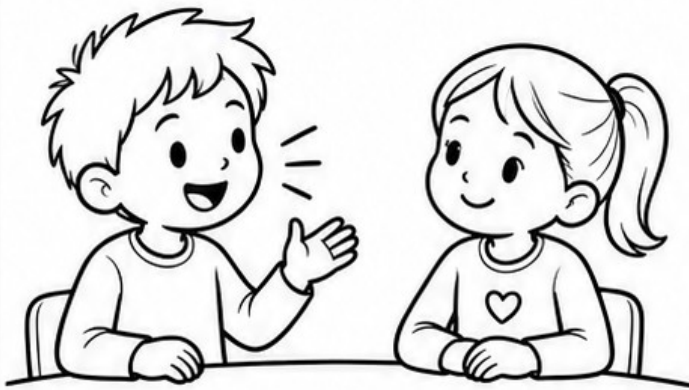
4. A voice for my partner

Name: _____

A nearby partner could not hear part of your news.

Circle a helpful choice.

A. Say that part again a little more audibly.



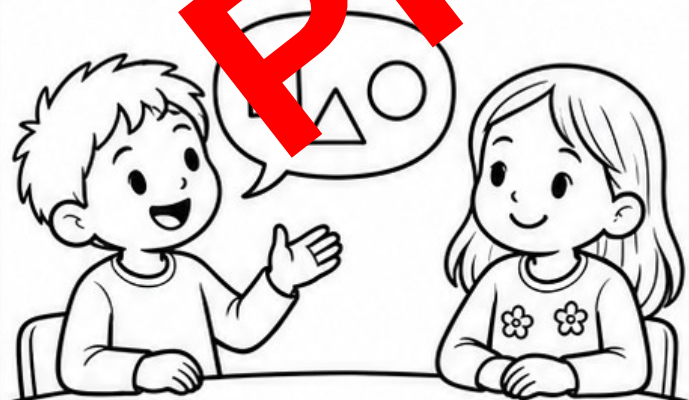
B. Shout every word as loudly as possible.



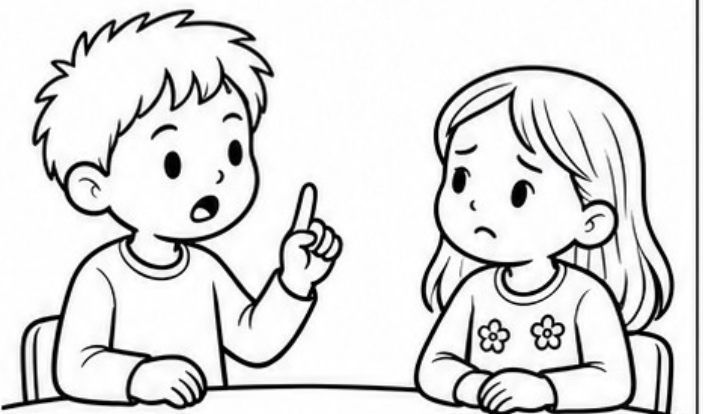
Your partner heard a clear detail.

Circle useful feedback.

A. I heard that you added paper shapes.



B. You must never pause.

☐

I practised.

☐

I checked what my listener heard.

☐

I adjusted if needed.

Use a comfortable voice for this setting.

☐

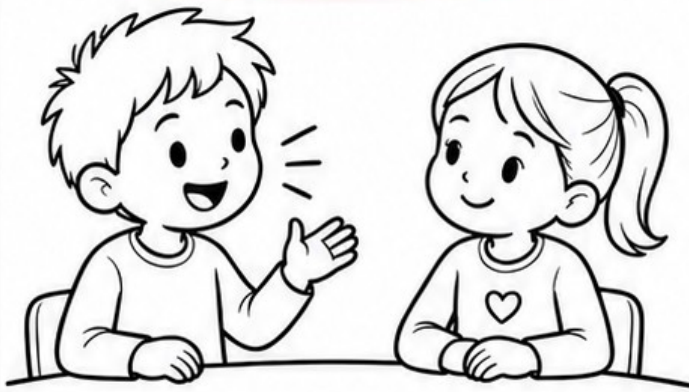
4. A voice for my partner

Name: **ANSWERS**

A nearby partner could not hear part of your news.

Circle a helpful choice.

A. Say that part again a little more audibly.



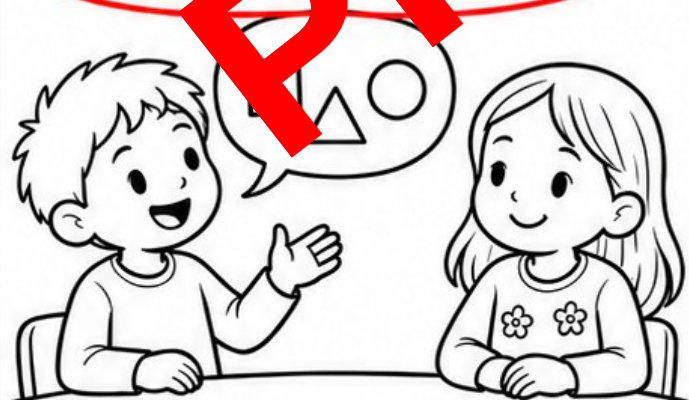
B. Shout every word as loudly as possible.



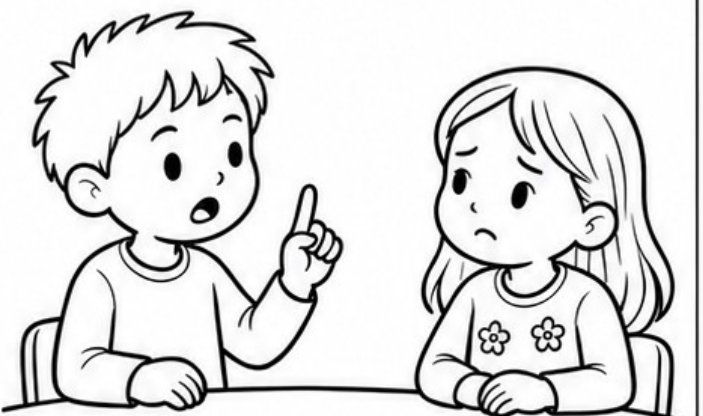
Your partner heard a clear detail.

Circle useful feedback.

A. I heard that you added paper shapes.



B. You must never pause.

☐

I practised.

☐

I checked what my listener heard.

☐

I adjusted if needed.

Checks depend on the child. Adjust only if needed.

Use a comfortable voice for this setting.

5. After sharing my news

Name: _____

A detail my listener heard



What helped me share



One thing I can try next time



Draw, point or tell an adult. Different reflections are welcome.

5. After sharing my news

Name: **ANSWERS**

A detail my listener heard

Example: My listener heard that we planted a seed.



What helped me share

Example: My pictures helped me remember.



One thing I can try next time

Example: I can check whether my listener heard.



Possible reflections; other responses are welcome.



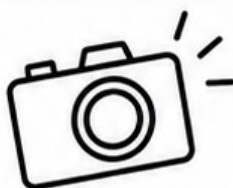
Assessment: my news report

Name: _____ Date: _____



Observe a report actually delivered to peers.
This planning page alone is not evidence of delivery.

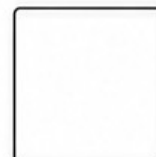
Choose fresh or shared event news. Make two or three useful cues.
Practise, then share your message with a partner or small group.



My audience and setting:

Supports I will use:

Adult scribing, quiet space, visual cues, extra wait time and AAC can support my own message.





News report observation



Child: _____ Date: _____

Audience and setting

Actual learner message

Record the delivered message. Supported communication is valid; retain learner ownership.

Helpful connected details

How picture cues helped

What peers heard

Voice or communication adjustment

Prompts and supports used

Useful next step

News reporting rubric

Name: _____

Date: _____

Stage 1: With modelling and support



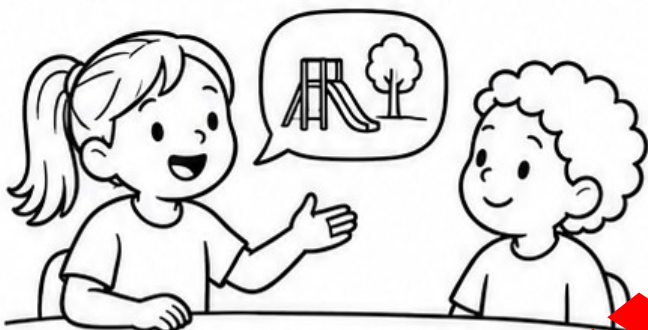
Meaning:

contributes event news and a connected detail with help.

Delivery:

shares the learner-owned message with peers using substantial support.

Stage 2: With prompts



Meaning:

reports an event with helpful details or cues after prompts

Delivery:

makes the message audible or accessible in this setting after prompts.

Stage 3: Increasingly independently



Meaning:

creates a relevant event report with helpful details and cues.

Delivery:

communicates to peers and adjusts when needed in this setting.

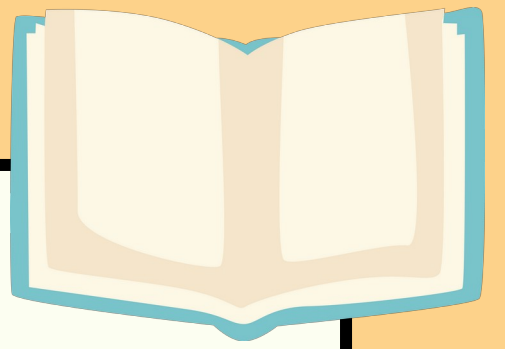
Observed evidence:

Supports and next step:

Judge actual reporting, not confidence, eye contact, accent, pauses, speed or handwriting.

Class News Reporters Foundation





Our news report

Choose an event.

Look for useful picture cues.

Practise, then share with friends.



News tells what happened



We can share class news, our own news or story news.

An object alone does not tell an event.

Tell what happened to help your listeners.



A class mural: example news



Our class made a mural.

We chose colors and added paper shapes.

Then we displayed it. I liked making it together.





Pictures that help

Choose colours, add paper shapes, display the mural.

These cutouts help me remember my news.

A shape picture does not help this mural report.





A useful detail

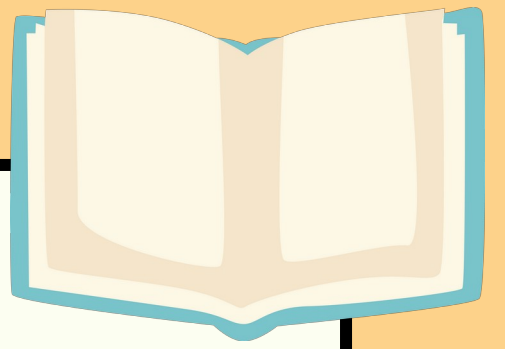
News: We planted a seed in a pot.

Useful detail: We watered the soil.

An unrelated detail: My sock has stripes.



News in a sensible order



First: choose colours.

Next: add paper shapes.

Then: display the mural.



A report with two cues



We built a tower with blocks.

We worked together.

Try your own message using two helpful pictures.



Our shared report



Choose an action we really did together.

Pick one or two useful cues.

Tell a partner what happened.





The windy picnic: a story

A breeze lifted the picnic cloth.

The friends held its corners together.

They moved the picnic to shelter.



Reporting story news



In the story, a boy lifted the cloth.

The friends heard it and moved to shelter.

I like how they helped each other.





My response to the story

I felt relieved when they found shelter.

I liked the friends helping each other.

Choose a response that connects to this story.



My own picture news



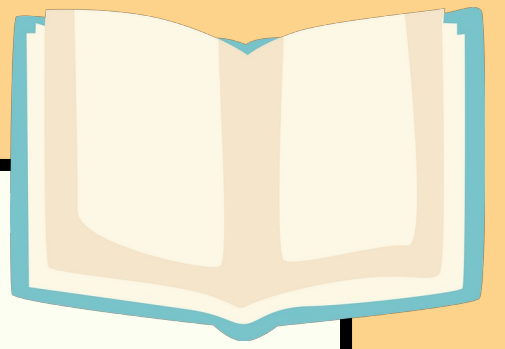
Choose class news, own news or story news.

Draw or choose two or three useful pictures.

Tell your message and an adult can scribe your words.



Practise my message



Use the pictures to remember.

Say the report in your own words.

Try to do it with a partner.



A voice for our listeners



Try a comfortable voice for a nearby partner.

Check that your listener heard your message.

Adjust for your group and the room.





Useful listener feedback

I heard that you added paper shapes.

Could you say that part again?

Can you tell me what I heard.





Trying an adjustment

A partner could not hear a part.

Say that part again a little more audibly.

Check: Could you hear my message now?





News Route practice

Choose an event and add a helpful detail.

Practice your report using cues.

Share it: your listener tells one heard detail.



News sharing



Choose fresh or shared event news.

Make your cues and practise.

Share with partner or small group.





What we are noticing

Your message tells what happened.

Your details and cues help listeners.

Your message reminds your peers in this setting.





My next step

What detail did my listener hear?

What helped me share my message?

Choose one useful thing to try next time.





Well Done!



PREVIEW

Class News Reporters Foundation Quiz





I. Event news

Which message tells event news?

A. We made a mural together.

B. There is a pencil.





I. Answer and explanation

A. We made a meal together.

It tells something that happened.





2. A useful mural cue

Which cue helps mural news?

A A striped sock

B Paper shapes on the mural





2. Answer and explanation

B. Proper shapes in the mural

It comes to what the class made.





3. A useful planting detail

We planted a seed. Which detail helps?

We watered the soil.

But my toy car is red.





3. Answer and explanation

Answer: We watered the soil.

It's more about planting the seed.





4. Mural event order

What comes after making paper shapes?

Choose the colours.

Display the finished mural.





4. Answer and explanation

B. Display the finished mural.

The finished mural is displayed after the shapes are added.



5. Beginning story news



How can we begin news from the picnic story?

A. In the story, ...

B. This happened to me ...





5. Answer and explanation

A. In the story, ...

This makes clear that we are reporting a story event.





6. A response to story news

Which response connects to the picnic story?

My shoes are blue.

I like my friends helping.





6. Answer and explanation

B. I liked the friends helping.

It responds to something that happened in the story.





7. Picture cues

How do picture cues help?

A. They help me remember my message.

B. I must read a long script.





7. Answer and explanation

A. They help me remember my message.

Cues support a report in our own words.





8. Rehearsal

What can we do before sharing our news?

A. Keep it secret.

B. Practice with a partner.





8. Answer and explanation

B. Practise with a partner.

Rehearsal helps us check that our message makes sense.





9. Helping a friend hear

A nearby friend couldn't hear a part. What helps?

A. Say again a little more audibly.

B. Shout every word as loudly as possible.





9. Answer and explanation

A. Say it again a little more audibly.

Use a comfortable voice and check whether the friend heard.



10. Helpful listener feedback



Which feedback helps the reporter?

A. You must never pause.

B. I heard that you planted a seed.





10. Answer and explanation

B. I heard that you planted a seed.

A heard detail shows which part of the report reached the listener.





Well Done!



PREVIEW