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Title:	Penned and Published
Overview/Annotation:	Students will learn how to effectively write a news story that draws reader interest and outlines necessary facts.

Primary Learning Objective(s):	Students will learn to write a concise, effective, reader-drawing story, broken down into headline, lede and body. They will also learn the value of editing their own and others' work.
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Total Duration:	1 hour
Materials and Resources:	Students' paper and pencils/pens. Red pens for editing if desired.
Technology Resources Needed:	N/A
Background/Preparation:	Have some topics on hand just in case the students' creative juices aren't flowing. It will help with flow of the lesson/tangible assistance to have written your own story for back up.

#### Procedures/Activities:

1. Choose a topic. Events are easiest to use, but can vary widely. Gaining a new family member or pet, a school play, an assembly, etc. Allow the students' creativity to play here.
2. Build a headline. Headlines tell readers what the story will be about in a concise way that doesn't give out all the story's details. If students sit in groups, allow them some time to brainstorm with one another. If not, break into pairs or threes. This will come in handy throughout the process, but especially at editing time.
3. The lede is a reader's first impression of the story. Journalists are tasked with presenting essential information of the story and drawing reader interest within in this small space. Effective leads are typically one to two sentences that answer five main questions: Who? What? When? Where? Why? Challenge students to answer these questions creatively and in a way that make readers want to read more. Assure them that all details shouldn't be found in the lede. It's simply an introduction to the rest of the story found in the body.
4. In the body of the story, students will expand on the five questions they answered in the lede. They will interweave the details readers are craving from the initial interest of the lede, finding their creative vein in how they present it. Encourage students to let their own writing styles develop as they report essential information for their story.

5. Editing time! Allow students to swap papers in their pairs or groups for grammar and content editing. Tell them to look for word usage, basic sentence structure and grammar mistakes. Peer review makes a huge difference in the quality of a story, so talk up the process. Give them red pens if available--it will make them feel authorized!