

## Mini Page Activities

*The Mini Page* activities meet many state and national educational standards. Each week we identify standards that relate to *The Mini Page* content and offer activities that will help your students reach them.

The standards are identified and activities created by  
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### **Getting to Know You -- Issue 52 -- Dec. 28, 2010**

#### **This week's standards:**

Students conduct short as well as more sustained research projects based on focused questions. (Common Core Standards: Writing)

#### **Activities:**

1. Draw a picture of someone you would like to interview. Write three questions you would ask. 2. Choose newspaper stories about three people to interview. Write questions for each person. 3. Find a newspaper story where a person was interviewed. What questions were asked? What questions would you add? 4. Why is it important to (a) agree on a time to meet with the person, (b) take good notes, (c) plan questions, and (d) listen carefully? 5. Use the Mini Page interview questions to learn about your family. Ask an older family member about his/her life as a child.

### **Living Near the North Pole -- Issue 51 -- Dec. 21, 2010**

#### **This week's standards:**

Students understand the characteristics and life cycles of organisms. (Science: Life Science)

#### **Activities:**

1. Make a poster of newspaper pictures of animals wearing winter or holiday clothes. 2. Make a list of newspaper names/pictures of animals related to winter animals. 3. Divide a piece of paper into two columns. In one column, draw a picture of (a) where winter animals live, (b) what they eat, and (c) how they keep warm. In the second column paste newspaper words/pictures of where people live, what they eat, and how they keep warm. 4. Which winter animals (a) migrate, (b) find food on land, (c) find food in water, and (d) live in groups? 5. Write a paragraph comparing a winter animal and a pet.

### **Play in a Winter Wonderland -- Issue 50 -- Dec. 14, 2010**

#### **This week's standards:**

Students understand that physical activity provides opportunities for enjoyment, challenge, self-expression and social interaction. (Physical Education) Students understand that security is a basic need of humans, including following safety rules, avoiding injury and knowing where to go for help. (Science: Personal Health)

#### **Activities:**

1. Draw pictures on index cards of yourself and friends doing winter activities. On the back of each card, write a safety tip for the activity on the front. 2. Divide a piece of paper into two columns. In

one column, paste newspaper words/pictures of winter clothes you should wear outdoors. In the second, paste words/pictures of equipment you use in winter activities. 3. In the newspaper, circle sports teams, foods or toys that have wintry names. 4. How can each of these help you stay safe: (a) a chair, (b) a pole, (c) a helmet, and (d) mittens? 5. Write a short story about your favorite winter activity.

**A Singing Family -- Issue 49 -- Dec. 7, 2010**

**This week's standard:**

Students identify and describe roles of musicians in various music settings and cultures. (Music: History and Culture)

**Activities:**

1. Design a poster that announces a von Trapp family appearance in your town. 2. Find five items in the newspaper that a modern musical family could use. 3. Find a newspaper story about a family working together on a project. Write about their work. 4. How were these important to the von Trapp family: (a) the Salzburg Music Festival, (b) World War II, and (c) the movie "The Sound of Music"? 5. Pretend you have a musical group. Make up a name. Design costumes. Choose a type of music. Then make a brochure with pictures and information about your group.

**Let's Play a Game! -- Issue 48 -- Nov. 30, 2010**

**This week's standards:**

Students apply interpersonal and social skills in relationships that lend to individual growth, maturity and good character. (Character Education)

**Activities:**

1. Use newspaper words and pictures of games to create a "Let's Play" poster. 2. Ask several older people to tell you what they learned from playing games. 3. Circle the names of local places and streets in your newspaper that you could use for a Community Monopoly game. 4. How are these important in the history of games: (a) Milton Bradley, (b) Charles Darrow, (c) Parker Brothers, and (d) Lizzie Magie? 5. Make a list of the things your friends like about playing games together. Write a paragraph about how games can make you a better person.

**Spicing Up Your Feast -- Issue 47 -- Nov. 23, 2010**

**This week's standards:**

Compare the impact of psychological, cultural and social influences on food choices and other nutritional practices. (Family and Consumer Sciences: Nutrition and Wellness) Conduct sensory evaluations of food products. (Family and Consumer Sciences: Food Science, Dietetics and Nutrition)

**Activities:**

1. Paste newspaper words for herbs and spices on a "Spice It Up" poster. Use grocery ads and recipes. 2. Pick five herbs/spices from today's Mini Page. Ask family members to name foods that use each herb/spice. 3. With a friend, race through the newspaper and circle herbs/spices used in non-food ways < such as for colors or names. 4. Use the newspaper weather map, or a world map, and put stars on all the different countries named in The Mini Page where herbs/spices are grown. 5. Research another herb/spice your family uses. Where is it grown? How is it collected? How is it used? Write a paragraph about your herb/spice.

**Meet Mark Twain -- Issue 46 -- Nov. 16, 2010**

**This week's standard:**

Students use biographies and stories to understand the individuals who are honored by the nation. (Social Studies: History) Students identify the main purpose of a text, including what the author wants to answer, explain or describe. (Common Core Standard: Reading Informational Text)

**Activities:**

1. Make Mark Twain trading cards. Paste a picture on one side of a card and a fact about Twain on the other. Include important years in his life: 1835, 1862, 1870, 1902, 1910. 2. Circle newspaper words that describe Mark Twain. 3. Circle headlines from five places you'd like to visit. Explain your choices. 4. Select a newspaper word or picture of an exciting job. Write a paragraph explaining why you'd like that job. 5. Pick a fun place in your community. Write a story about an adventure you and three friends have at that place.

**Military Working Dogs -- Issue 45 -- Nov. 9, 2010****This week's standards:**

Students understand the interactions of animals and their environments. (Science: Life Science) Students determine the main idea of a text, recount the key details, and explain how they support the main idea. (Common Core Standard: Reading Informational Text)

**Activities:**

1. Design a trophy for "Best Military Dog." Draw your trophy. Write a sentence that goes on the base of the trophy. 2. Pretend you are going to adopt a military dog. On a piece of paper, paste newspaper words and pictures of things you will need for your new dog. 3. Paste your three favorite comic strips on a paper. Write about how you would add a working dog to the stories in each strip. 4. How are these important to military dogs: (a) booties, (b) Lackland Air Force base, (c) President Clinton, and (d) toys. 5. Write a story about a military dog doing his job.

**Discovering Dinosaurs -- Issue 44 -- Nov. 2, 2010****This week's standard:**

Students understand the relationship between organisms and the environment. (Science: Life Science)

**Activities:**

1. Draw a picture of yourself on a dinosaur dig. Write a sentence telling about your adventure. 2. Some dinosaurs were big, some small. Divide a paper into two columns. Paste newspaper words and pictures of big animals of today in one column and small animals in the other column. 3. In newspaper ads, circle toys, games and food items that are based on dinosaurs. 4. Explain how these are related to dinosaur study: (a) islands, (b) rocks, (c) rainforests, and (d) cities. 5. Use the Internet to research dinosaurs that were found in the area where you live. What kind lived there?

**Are You Superstitious? -- Issue 43 -- Oct. 26, 2010**

**This week's standard:** Students describe ways in which stories, folk tales and artistic creations serve as expressions of culture. (Social Studies: Culture)

**Activities:**

1. Design a Halloween costume from your favorite story book character. Write a sentence about the character. 2. Make a Halloween party poster. Fill it with newspaper pictures of food and decorations. 3. Make a list

of the superstitions in today's Mini Page. Ask five people which superstitions they believe. Ask them to name another superstition they practice. 4. Which Halloween superstitions (a) are for good luck, (b) bring bad luck, (c) come from non-Christian ancient cultures, and (d) come from Christian beliefs? 5. Write a paragraph comparing Halloween and another major holiday. Compare food, decorations and activities.

**Discover the Great Lakes -- Issue 42 -- Oct. 19, 2010**

**This week's standard:**

Students understand the human and physical characteristics of places. (Geography: Places and Regions)

**Activities:**

1. Create a poster showing people sailing on a Great Lake. Paste newspaper words that tell about the Great Lakes on your poster. 2. Collect news stories that take place in the Great Lakes area. Which stories talk about a Great Lake? 3. Find the temperature for a city near each of the Great Lakes on today's newspaper weather map. Where is it coldest? Warmest? 4. How did these contribute to the Great Lakes: (a) glaciers, (b) locks, (c) copper, and (d) French explorers? 5. Use the Internet to learn about the Great Lakes area. Design a tourism brochure inviting people to visit the Great Lakes.

**Creating Art for Video Games -- Issue 41 -- October 12, 2010**

**This week's standard:**

Students understand there are various purposes for creating works of visual art. (Visual Arts)

**Activities:**

1. Make a poster showing at least three of your favorite video games. Write words that describe the games around the edges of the poster. 2. Choose two video games from newspaper ads. Explain why you'd like to play them. 3. Select a newspaper photo of a place. Explain why the place would make a good setting for a game. 4. Who creates these parts of a video game: (a) noises, (b) story line, (c) visual setting, and (d) moving images? 5. Design a video game using three comic strip characters. Describe the story for your game. Draw a picture of your characters in the game.

**Monarchs Rule! -- Issue 40 -- Oct. 5, 2010**

**This week's standard:**

Students understand the characteristics and life cycles of organisms. (Science: Life Science)

**Activities:**

1. On one side of a card, draw a monarch butterfly. On the other side, write an interesting fact about the monarch. Make a dozen cards. 2. In different sections on a piece of paper, paste newspaper words or pictures of animals that fly, are beautiful, or migrate. 3. With a friend, circle butterflies in newspaper pictures or ads. 4. How are these important to the monarch: (a) Mexico, (b) milkweed, (c) thermals, and (d) oyamel firs? 5. Use the Internet to research the monarch and other butterflies. Do monarchs live or pass through your community? What butterflies live near you? Write about what you have learned.

**¡Comidas Para Todos! -- Issue 39 -- Sept. 28, 2010**

**This week's standard:**

Students understand factors that influence food choices, for example, culture, religion and personal experience. (Health: Nutrition)

**Activities:**

1. On a paper plate, paste newspaper words or pictures for meats, vegetables and seasonings you would find in Hispanic dishes. 2. Circle newspaper ads for restaurants that serve Hispanic food. Put a star on two restaurants you would like to visit. 3. Ask family members and friends to name their favorite Hispanic foods. Ask them to name foods from other cultures. Which foods were the favorites? 4. Which Hispanic dishes use (a) black beans, (b) jalapeño peppers, (c) caramel, and (d) cookies? 5. Use the Internet to learn about Hispanic foods that are served for special holidays. Write a paragraph about what you learn.

**Treating Blindness -- Issue 38 -- Sept. 21, 2010**

**This week's standard:**

Students express information and opinions about health issues. (Health: Health Advocacy)

**Activities:**

1. Write the words "Why We Like to See" on a piece of paper. Then draw pictures of things you like to look at. 2. With several friends, make a list of ways to help a classmate who has difficulty seeing. 3. Circle words and pictures in the newspaper that show products that help people improve their vision. 4. Use the Internet to learn ways to protect your eyes and vision. List your ideas. 5. Use the newspaper to plan a fundraiser in your community for the Foundation for Fighting Blindness. Find a place to hold it. Find several people who could entertain. Find a restaurant to supply food. Make a poster for your event.

**Shuttle Program Winds Down -- Issue 37 -- Sept. 14, 2010**

**This week's standard:**

Students understand science and technology. (Science: Science and Technology)

**Activities:**

1. Draw a picture of the space shuttle. Paste newspaper words that describe the shuttle around your drawing. 2. Ask family and friends about what they think the space program should do next. What ideas were shared? 3. Find five people in the newspaper who have the knowledge or qualities an astronaut should have. Write a sentence about your choices. 4. How are these important to the space program: (a) ISS, (b) Soyuz, (c) Enterprise, and (d) Orion? 5. Use the Internet to research and write about one of the astronauts. What was his/her background? Why did he/she want to go into space? What is he/ she doing now?

**Learn Your MDGs -- Issue 36 -- Sept. 7, 2010**

**This week's standards:**

Students understand the search for community, stability and peace in an interdependent world. (History) € Students understand how physical, social and emotional environments influence personal health. (Health)

**Activities:**

1. Design a flag for the United Nations that shows three of the MDG goals. 2. Draw a backpack. On it paste newspaper words and pictures of school supplies that would help children everywhere. 3. Divide a circle into three parts. Paste newspaper words and pictures in the three sections: healthy food, medical supplies, and technology. 4. How have American children helped to (a) fight hunger, (b) fight malaria, (c) guarantee safe water, and (d) raise money for others? 5. Use the Internet to research and write about one of the U.N. goals.

**Meet Author Grace Lin -- Issue 35 -- Aug. 31, 2010**

**This week's standards:**

Students comprehend and respond to a variety of images and text.  
Students identify forms and elements of literature. (Language Arts:  
Reading)

**Activities:**

1. Draw a book cover for a story about you and your friends. Paste newspaper words for your title. 2. Ask your friends to name their favorite books. What titles have many votes? 3. Find newspaper stories that would make good books about people. Find an athlete, a student and an entertainer. 4. Which of the award books are about (a) families, (b) girls, (d) nature, and(d) fantasies? 5. Many writers say that in order to be a writer, you have to also be a reader. Write a paragraph about what writers mean by that statement.

**Cracking the Word Code -- Issue 34 -- Aug. 24, 2010**

**This week's standard:**

Students use knowledge of word identification strategies to comprehend texts. (Language Arts)

**Activities:**

1. Write the prefix "re" (again) at the top of a piece of paper. Now make new words for things you would like to do again, like re-play a game. 2. Find five examples of words with the suffix "er/or" (someone who does something) in the newspaper. Draw a picture to go with each word. 3. Circle prefixes on newspaper words in red and suffixes in blue. 4. Find number prefixes in the newspaper: uni (1), bi (2), tri (3), quad (4). 5. Select a newspaper word that has a root and a prefix and/or suffix (such as "television"). List other words that use those same roots, prefixes or suffixes.

**These Horses Are Wild! -- Issue 33 -- Aug. 17, 2010**

**This week's standard:**

Students understand the interactions of animals and their environments. (Science: Life Science)

**Activities:**

1. Draw a picture of wild horses in the West. Paste newspaper words that describe wild horses around the edge of your picture. 2. Write two lists on a piece of paper: good things about wild horses and negative things about them. 3. Circle any references to horses or other wild animals in the newspapers. Include comics and sports teams. 4. Why are these groups important to wild horses: (a) the U.S. Border Patrol, (b) Bureau of Land Management, (c) early Spaniards, and (d) the San Diego Zoo? 5. Use the Internet to learn about training horses. Then write a story about a family adopting a wild horse.