

Check out these six easy ways to incorporate The Juice into your daily lesson plans!

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## Begin or End Your Class with Vocabulary

"Do Nows" and "Bell Ringers" are quick, independent, or collaborative activities that require minimal guidance from the teacher. These activities are a great way to help smooth out transition times in the classroom, while also introducing or reviewing new vocabulary.

Every Juice article highlights a range of Tier 2 or Tier 3 vocabulary words. Whether these words are new to students or they just lack the confidence to use the words fluently, using vocabulary to structure your "Do Nows" and "Bell Ringers" will help students be better prepared to understand what they are about to read and to remember new vocab words after they leave the class! Here are a few ways to incorporate The Juice vocab into your daily routine!

- Ask each student to fold a piece of paper into four quadrants and then choose one vocab word to make a Four-Square Strategy graphic organizer.
- Tap into students' creativity by asking students to sketch-note the relationship between different new vocabulary words.
- Play a simplified version of Taboo. Ask students to define the vocab words for their classmates without using the word itself. (For an extra challenge, give them other keywords to avoid.)
- Play Two Truths and a Lie. Ask students to choose a word from an article and then write down four statements about that word. Ask them to think about the part of speech, the definition, synonyms, antonyms, and connotations. One of the statements they write should be a lie. Now, ask the class to guess the lie.
- BONUS: Keep track of how many times students can appropriately use the Word of the Day during class.

2

## Create a Visual for a Story

While The Juice focuses on written text, visual storytelling is a powerful tool and an invaluable tool for students in our contemporary multimedia news landscape. Ask students to find an image to accompany one of The Juice's daily articles.

Use these questions to prompt further discussion:

- What is the source of your image?
- Is the image “reliable?” How do you know?
- Can images be biased?
- What does this image you chose add to our understanding of the article?
- How does this image shape our perspective on the article?

Compare the images that students choose to see how pictures can change our relationship to written content.

For an additional challenge, ask your students to combine the power of data and visual communication to create an effective infographic that captures the important information from an article. Use the following questions to prompt further reflection:

- What is the difference between written and visual communication?
- How do these two kinds of communication work together?
- How do infographics contribute to our understanding?
- Can infographics stand alone as a source of news?

## 3

## Questions. Questions. Questions

Instead of giving students questions to answer after reading an article, ask them to generate their own! Encourage them to focus on questions not already answered within the article, focusing especially on open-ended higher order questions that will challenge them to think critically and maybe even look to other sources for more information.

After students have come up with as many questions as they can, students can choose questions to research and discuss in small groups.

**Multi-Level Questions to Develop Deeper Thinking**

WHAT	HOW	WHY
<ul style="list-style-type: none"><li>• What evidence can you present for/against...?</li><li>• What are the advantages and disadvantages of...?</li><li>• What is the main idea of...?</li><li>• What do you think about...? Explain your reasoning?</li><li>• What solutions could you suggest to solve... problem? Which might be most effective and why?</li><li>• What information would you need to make a decision about...?</li><li>• What ideas can you add to... and how would these ideas change it?</li><li>• What patterns do you notice in...?</li></ul>	<ul style="list-style-type: none"><li>• How does ... contrast with ...?</li><li>• How is... related to...?</li><li>• How is... an example of...?</li><li>• How could you classify... into a more/less general category?</li><li>• How could... and... function together?</li><li>• How would you solve... problem?</li><li>• How could you avoid... problem in the future?</li><li>• How does... disrupt...?</li><li>• How does... benefit us/others?</li><li>• How does... harm us/others?</li><li>• How could you judge the accuracy of...?</li></ul>	<ul style="list-style-type: none"><li>• Why is ... a challenge?</li><li>• Why is... relevant to me/others?</li><li>• Why should people know about...?</li><li>• Why are people impacted by...?</li><li>• Why did... happen?</li><li>• Why has... been done?</li><li>• Why is... significant? Explain your reasoning?</li><li>• Why is... not important?</li><li>• Why can... be invalidated?</li></ul>
WHEN	WHO	WHERE
<ul style="list-style-type: none"><li>• When is... acceptable/ unacceptable?</li><li>• When would... benefit/harm society?</li><li>• When is the best time to take action on...?</li><li>• When will we know if our solution succeeded?</li><li>• When should we look for another solution?</li></ul>	<ul style="list-style-type: none"><li>• Who can be held responsible for...?</li><li>• Who can help solve... problem?</li><li>• Who benefits from...?</li><li>• Who is harmed by...?</li><li>• Who is most directly impacted by...?</li><li>• Who will be the most important people in...?</li><li>• Who has also discussed...?</li></ul>	<ul style="list-style-type: none"><li>• Where is... most/least...? Explain your reasoning?</li><li>• Where would you see... in the real world?</li><li>• Where are there similar concepts?</li><li>• Where have we seen a similar situation to... in the past?</li><li>• Where will... idea take us?</li><li>• Where is there need for... solution?</li><li>• Where can we get more information about...?</li></ul>

Come back together at the end of class to share what everyone has talked about. This collaborative effort will help the whole class develop a more nuanced understanding of the article and, if all goes according to plan, will leave students with more questions than they had when they started.

**4**

## Write your own Juice-style Story

Is there a current event that all your students have been talking about? Have them read up on it, and then write their own Juice-style version of the story. Remember, like The Juice, these articles should be:

- 300 words or less
- Topical
- Objective
- Highlight and define key vocabulary words

**5**

## Make Connections

If you use The Juice in your classroom on a daily basis, by the end of the week students will have read at least 25 articles! This is a great opportunity to help students see patterns and connections between what they've read. Ask students to choose 3-5 articles they read this week and then create a mindmap to represent how these articles relate to each other.

**6**

## Fact Check

The Juice is "committed to delivering fresh, non-partisan, and reliable news every day." Ask your students to confirm that claim with evidence! Choose an article and compare The Juice version to other articles on the same topic from different sources. What do you notice? How are the articles similar? Different? Do you notice any bias in either article?