Newspaper-Based Lesson Plans for Grades K-5

Presented By Orlando Sentinel's Newspaper in Education

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Newspaper in Education

Introduction

This curriculum guide was written in an effort to provide teachers with easy to use lesson plans which reinforce basic skills in language arts, math, social studies, and science. The skills chosen are those standard to grades K - 5, that is, skills which are taught and reinforced at every grade level. As an information source, the newspaper is a tool most students will continue to use throughout their lives. Using the newspaper to teach and reinforce basic skills provides students with authentic reasons to use newly acquired skills in real-world contexts.

Although appropriate grade levels and subject areas have been suggested for each of the plans included, most of the plans are adaptable both to higher and lower grade levels. Choices should be made according to appropriateness for meeting your specific students' needs. Additionally, in plans which cover more than one grade level and in those where a skill is stated differently from one grade level to the next, each specific skill has been listed for ease in choosing plans to meet your needs.

Finally, although the majority of these plans have been written to be used with students completing the activity individually, many of the plans are suitable for use with cooperative or collaborative groups.

NOTE: Reproduction of the material contained in this curriculum guide is limited to one copy of each lesson plan and copies of the worksheets necessary for classroom use.

References

Subject: Language Arts

Skill Area: Life-Study Skills

Skills:

1. Predict the general content of a passage to be read from text features.
2. Obtain appropriate information from commonly used forms.
3. a. Locate and use references.

   b. Identify the appropriate source to obtain information.

Materials: One newspaper per student, paper, pencils

Procedures:

1. Distribute a newspaper to each student. Discuss the word "headline" in terms of a title for an article.
2. Write on the chalkboard or display the following questions. Have students work individually, in pairs, or in small groups to answer the questions.

   a. How many headlines appear on the front page?

   b. Which is the "banner" or most important headline? How do you know?

   c. Which headline did you find the most interesting?

   d. Write the titles of each newspaper section in your newspaper.

   e. Tell in your own words the difference between Sections A and B of your newspaper.

   f. Find the name of a famous person listed on page one.

   g. Tell why this person was named in the newspaper today.

   h. Find the following in your newspaper. Tell where (what section) each is found and write your favorite item for each one:

LESSON PLAN 2
Grades 1 – 5

Comprehension Overview

Subjects: Language Arts, Social Studies

Skill Area: Comprehension

Skills:

1. a. Identify orally the main idea of a paragraph.
   b. Identify stated main idea.
   c. Identify state and implied main idea.
2. a. Describe the events in a sequence of events.
   b. Identify the sequence of events
   c. Describe in writing a sequence of events.
3. Identify stated cause or effect
4. Develop an awareness of causes and effects of current events.

Materials: Grades 1 – 2: one copy of the newspaper; Grades 3-5: one copy of the newspaper per student, pencils, paper.

Procedures:

1. Review the following terms with students:
   a. main idea – a statement which tells what a piece of writing is mainly about
   b. sequence – the order in which things happen
   c. cause – the reason something happens
      effect - the result or what happens

   Grades 1 – 2:

2. Tell students you are going to read an article to them. Ask them to listen carefully as you read to be able to tell you the main idea of the story and the sequence in which thinks happened.
3. Read an article to students. Discuss the main idea and sequence of events. Reread the article to confirm students' responses.

Grades 3-5:

2. Choose one article to read orally and discuss main idea, sequence of events, and cause and effect.
3. Then, if you feel students are ready to work independently, distribute newspapers, paper, and pencils to students. If students need more practice, read a second article orally and discuss it. Continue until students can work independently.
4. Have students choose one article from the A section, Local and State section, or Living section to read.
5. After students have read their articles, have them list on a sheet of paper the following information:
   a. the section and page on which the article appears
   b. the headline or title of the article
   c. the main idea of the article (usually restates the headline)
   d. a brief description of the sequence of events
   e. the cause and effect of the events stated
6. Give students an opportunity to share their work orally with the class or in small groups.

Categories

Subjects: Language Arts, Social Studies, Science

Skill Area: Comprehension

Skills:

1. Demonstrate an ability to categorize or classify.
2. Obtain appropriate information from commonly used forms.
3. Draw conclusions from given facts.
4. Become familiar with cities, states, and countries referenced in the newspaper.
5. Use given information to make predictions about the weather.

Materials: One newspaper for each student, one copy of the categories chart for each student, pencils, crayons.

Procedures:

1. Distribute materials to students.

2. Review the following terms:

   a. article – a piece of writing about a subject

   b. headline – the large type above each article which acts as a title and gives the main idea of the article

   c. dateline – written at the beginning of each article, tells the place in which the events in the article take place

3. Have students follow these directions to complete their charts:

   a. Using the newspaper, find an article for each category listed.

   b. Choose one other category and write it in the box next to the letter G.

   c. Locate the headline of the article you choose for each category and circle or draw a box around it with a crayon.

   d. Write the headlines in the boxes next to each category listing.

   e. Locate the dateline of each article.

   f. Write the datelines in the boxes for each category.

Photographs/Captions

Subject: Language Arts

Skill Areas: Comprehension, Composition

Skills:

1. Relate pictures to text.
2. Create original caption to accompany a newspaper photograph.
3. Describe pictured action or sequence of events.

Materials: Newspaper articles with accompanying photographs, construction paper, glue, 3" x 5" index cards, newspaper photographs with captions

Procedures:

1. Cut out newspaper articles with accompanying photographs.
2. Separate articles and photographs.
3. Divide class into groups of four.
4. Distribute four articles and four photographs (from those four articles) to each group.
5. Have students take turns in their groups reading their articles to the group to determine which photograph goes with each article. Any disagreement should be settled by group discussion and majority vote.
6. After all photographs and articles have been correctly matched, distribute two 9" x 12" sheets of construction paper and glue to each student.
7. Have students mount photographs on one sheet of paper and articles on another.
8. Explain to students that a caption is a brief description or comment that accompanies an illustration or photograph. Captions are often used as a lead-in to an article and provide the reader with clues as to what the article is about. Share examples from the newspaper gathered prior to class. You may wish to use students' textbooks for additional examples.
9. Have students develop captions for their photographs and write them on the construction paper beneath each photograph.

Summaries

Subjects: Language Arts, Social Studies

Skill Areas: Comprehension, Composition, Speaking

Skills:

1. Answer factual questions and list information (who, what, when, where, why, how).
2. Summarize and organize information after reading.
3. Write a summary.
4. Summarize and organize information using notetaking and outlining skills.
5. Present an oral summary of an article after reading.

Materials: National, world, local and state sections of the newspaper; highlighter markers, paper, pencils, 3" x 5" index cards

Procedures:

1. Distribute to each student a section of the newspaper, a highlighter marker, paper, a pencil and three or four index cards.
2. Ask students to choose an article in their section of the newspaper.
3. Have students read the articles chosen silently.
4. Ask students to reread, this time scanning for factual information which answers the questions "who, what, when, where, why, and how."
5. Have students use the highlighter markers to highlight the factual information they find.
* 6. Have students reread the highlighted information only and summarize that information in two or three sentences. You may wish to have students write their summaries in rough draft form on their paper.
7. After students have written a rough draft summary, have them proofread and revise their work.
8. Have students copy their final drafts on index cards.
9. Have students use the highlighted articles and index cards to present oral summaries of their articles to the class.
10. Display articles with summaries on a bulletin board if possible.

* NOTE: Steps 6 - 10 require students to manipulate information at the inferential level of comprehension. If your students are unable

Writing a Paragraph

Subject: Language Arts

Skill Area: Composition/Grammar

Skills:

1. a. Compose at least three sentences related to a topic.
   b. Write a topic sentence and develop a paragraph.
   c. Write a paragraph and identify the topic sentence.
   d. Compose a piece of writing in a clear and concise manner which contains information and/or ideas in support of one topic.
2. Predict the general content of a passage to be read from text features.

Materials: Sections of the newspaper containing captioned photographs, one newspaper article and accompanying photograph with caption, paper, pencils

Procedures:

1. Display the photograph and caption from the article chosen.
2. Ask students to look at the photograph to try to decide what the accompanying article might be about. Accept all responses.
3. Read the caption to the students. Discuss the information given. Are any of the previous responses invalid now? Why?
4. Using the photograph and caption, help students develop a class model paragraph which answers the questions "who, what, when, where, why and how."
5. Read the newspaper article to students. How does it compare to what the class wrote? Does the article answer the questions a reader would have after seeing the photograph? If not, what information was not given?
6. Give students an opportunity to look through the newspapers for a photograph and caption which interests them.
7. Have students cut out the photographs and captions they have chosen.
8. Have students write a paragraph to accompany their photograph. (Sentences or multiple paragraphs may be assigned as appropriate to your grade level.)

Weather/Drawing Conclusions

Subjects: Language Arts, Social Studies

Skill Areas: Comprehension, Life-Study Skills

Skills:
1. Draw conclusions from given facts.
2. Use appropriate map skills.
3. Obtain appropriate information from commonly used forms.

Materials: One copy of the worksheet "Aunt Lizzie's Trunk" for each student, one copy of the Local and State section (B) of the newspaper for each student, markers, pencils, drawing paper or an outline map of the United States for each student

Procedures:

1. Distribute newspapers to students and have them locate the Weather information **in the A section.**
2. Choosing different cities from the Traveler's Forecast, discuss with students the things one might pack for a trip to each city chosen.
3. Distribute copies of the worksheet "Aunt Lizzie's Trunk."
4. Choose city and use the current month to fill in the blanks at the top of the worksheet or have students choose a city on their own.
5. Have students complete the worksheet following the directions given.

Grades 4 - 5:

6. After checking worksheets orally or in groups, give students the following assignment.

   a. Using the outline map of the United States, plan a trip which requires you to pass through at least four states.

   b. On the map, label the states you would travel through, at least five cities you would travel through, and plot the temperatures for those cities using the Traveler's Forecast information from the Weather page.

   c. Based on this information, develop a list of items you would need for your trip. Remember to include appropriate clothing and any equipment you might need for activities you plan. (Example: If you plan to snow-ski, remember you will need ski clothes and skis and poles.)

AUNT LIZZIE'S TRUNK

You and your family are going to take a trip to _____ during the month of _____. Your Aunt Lizzie is going with you.

After looking up the city you are going to visit on the weather page of the *Orlando Sentinel,* you predict what the weather will be like while you are there and pack your bags carefully. Of course, there can always be surprises!

Your Aunt Lizzie asks you to check the contents of her trunk. You discover she has packed the following items:

heavy wool sweater
ice skates
bathing suit
umbrella
sneakers
shorts
jeans
sweatshirt
wool socks
lightweight jacket
raincoat
leather gloves
beach sandals
rubber boots
wool hat
short sleeve shirt
sundress
flannel underwear

Based on what you think the weather will be like, you let Aunt Lizzie know some of the items she packed will not be necessary and should be taken out of her trunk.

Directions: Draw a line through the articles on the list that are not necessary. If you think of something she should take, add it to the list.

Facts and Opinions

Subject: Language Arts

Skill Area: Comprehension

Skill: Distinguish between facts and opinions.

Materials: One copy of the A section of the newspaper for each student, highlighter markers or colored pencils in two different colors

Procedures:

1. Review the terms "fact" and "opinion". Remind students that facts are statements that are known to be true, while opinions are statements which contain beliefs, feelings, or expressions a person holds. Opinions cannot be proven, while facts can be proven.
2. Distribute a copy of the A section of the newspaper and two colors of highlighters or pencils to each student.
3. Have students locate the Letters to the Editor page of this section. Tell students that this section of the newspaper prints letters from readers expressing their opinions about current events.
4. Direct students' attention to one of the letters. Give students an opportunity to state facts listed in the letter. Then have students look for and state opinions in the same letter.
5. After students are comfortable with distinguishing between facts and opinions, have them use their highlighters or pencils to identify all the facts and opinions in the letters to the editor.
6. Give students an opportunity to share their work in small groups to allow them to discuss any statements they have questions about.

Charts/Graphs

Subject: Language Arts

Skill Area: Life-Study Skills

Skill: Obtain appropriate information from diagrams, tables, graphs or schedules.

Materials: One newspaper per group of four students, paper, and pencils

Procedures:

1. Review with students the reason form making and using diagrams, tables, graphs or schedules: to display information in a form which is easily read and understood.
2. Distribute newspapers to groups, having them locate examples of tables, graphs, diagrams, and/or schedules. Tell students to look first in the Business, Sports and Living sections for examples.
3. Use the following or similar questions for discussion:
   a. What is the name of the chart?
   b. What kind of information is given?
   c. Are symbols used? What do they stand for?
   d. Are time periods used? Is the information given by days, months, or years?
   e. How many different categories of information are given?
4. Have students locate the TV viewing guide in the Living section of the newspaper. Ask the following or similar questions.
   a. What does this chart or table show?
   b. What information is listed down the left-hand side?
   c. What information is listed across the top of the chart?
   d. What show airs at 8:00 p.m. on the Lifetime channel?
   e. What show airs at 6:00 p.m. on the Disney channel?

Headlines/Synonyms and Antonyms

Subject: Language Arts

Skill Areas: Word Analysis/Vocabulary/Spelling

Skills:
1. Use context to identify meanings of words.
2. Recognize synonyms, antonyms and homonyms.
3. Identify the appropriate meaning of multiple meaning words.

Materials: One section of the newspaper (excluding the classified ads) per group of two students, paper, pencils

Procedures:

1. List one or more newspaper headlines on the chalkboard.
2. Review the term synonym – a word meaning the same or almost the same.
3. Have students read the headlines using context as necessary to identify the meanings of unfamiliar words.
4. Help students identify words in the listed headlines for which they can substitute a synonym. Example: "Magic Beats Lakers" might be rewritten "Magic Overpowers Lakers."
5. Rewrite the listed headlines using the synonym students suggest.
6. Repeat, this time having students choose headlines from sections of the newspaper and working in pairs to rewrite the headlines using synonyms.
7. Give students an opportunity to share their work orally.
8. Review the term antonym – a word meaning the opposite of another word.
   Repeat Steps 3-7 using antonyms to make headlines have opposite meanings than those listed in the newspaper.

Additional Activities:

1. Have students use crayons to circle examples of homonyms found in articles on the front page of their section of the newspaper. Each homonym pair should be circled using a different color crayon.
2. Have students use highlighter markers to highlight words used on the front page which have multiple meaning. Have students use the context of the word to identify its appropriate meaning.

Figurative Language

Subject: Language Arts

Skill Area: Comprehension

Skill: Use context to identify the meaning of figurative language.

Materials: One copy of the newspaper per student, highlighter markers or crayons.

Procedures:

1. Distribute a copy of the newspaper to each student.

2. Discuss each of the headlines on the front page. Have students use crayons to highlight any examples of figurative language. For example, "Ivey Lane tries to clean up its act." "Business owners pay police to beef up drug zone patrols."

3. Have students read the accompanying article silently and then discuss in groups of two or four, the meaning of the figurative expression used. In the above example, the business owners of Ivey Lane want to rid their street of drug dealers and have hired extra off-duty police officers to maintain patrols on the street to deter drug dealers from using the area.

4. Give students an opportunity to highlight other examples of figurative language used in the newspaper headlines and articles.

5. Have students continue working in groups to discuss the meaning of the phrases they highlight.

Calendar Planning

Subject: Language Arts

Skill Area: Life-Study Skills

Skill: Obtain appropriate information from commonly used forms.

Materials: One copy of Friday's Calendar section of the newspaper per student, paper, pencils

Procedures:

1. Distribute Calendar Sections of the newspaper to students.
2. Give students an opportunity to look through the section and discuss the types of information it contains (i.e., listings of the entertainment opportunities for the weekend in Central Florida.)
3. After discussion, tell students they are going to plan a weekend of entertainment for themselves. Give students the following directions: Using the Calendar section of the newspaper, plan a weekend for yourself. Your weekend begins at 5:00 p.m. on Friday and ends at 9:00 p.m. on Sunday. Your weekend should include at least one meal on Friday, two on Saturday, and two on Sunday. You must include at least two activities which cost nothing and two that cost under $25. There is no limit on the amount spent on other activities you wish to plan. Include in your plan a time schedule to make sure no activity conflicts with another in the same time slot.
4. Let students work independently or in cooperative groups to plan their weekends.
5. Provide time for volunteers to share their weekend plans with the class. Display the plans on a bulletin board if possible with a copy of the Calendar section used for the plans.

   Example for display on the chalkboard:

Time	Activity	Cost
Friday		
5:00	dinner at the Olive Garden	$15
6:00	"	"
7:00	movie – Back to the Future III	$17
8:00	"	"
9:00	window shop at the mall	$00
9:30	go for frozen yogurt	$3

Letters to the Editor

Subject: Language Arts

Skill Area: Composition/Grammar

Skill: Compose a piece of writing about a feeling, an opinion, or an experience.

Materials: One copy of the A and B sections of the newspaper and one copy of your county's Extra sections, paper, pencils

Procedures:

1. Remind students that the "Letters to the Editor" or editorial page contains letters from readers and writers expressing their opinions about current events.

2. Read one or more of the editorials from the "Letters to the Editor." Give students an opportunity to discuss the opinions expressed in the editorials.

3. Then ask students to think of a current event about which they have strong feelings. Remind students that decisions or policies which affect them are current events as are new laws, road conditions, parks and playground plans, etc. Read any pertinent articles from your county's Extra section to students.

4. Ask students to write an editorial expressing their opinion on the topic they chose earlier. Have students provide the following information in their editorials:

   a. the current situation
   b. their opinion
   c. why they feel the way they do
   d. what they think should be done and why

5. After students have written, invite them to revise and edit their editorials so they can be mailed.

6. Send any completed editorials to the *Orlando Sentinel*, 633 N. Orange Avenue, Orlando FL. 32801-1349, or display editorials on a bulletin board under the title "Letters to the Editor."

Advertisements

Subjects: Language Arts, Math

Skill Areas: Life-Study Skills, Problem-Solving

Skills: 1. Obtain appropriate information from commonly used forms.
2. Solve real-world problems involving addition and subtraction.

Materials: One copy of the Thursday or Friday sales advertisements for each student, paper, pencils

Procedures:

1. Distribute copies of the sales advertisements to each student.

2. Have students discuss the types of gifts they would select for family members if they could.

3. Let students look through the sales advertisements to select a gift for each member of their family.

4. Have students make a list of the items chosen, noting the cost next to each item.

5. Review addition of money.

6. Have students add the cost of each item on their lists to find the total amount they would spend.

Recipes

Subjects: Language Arts, Math

Skill Areas: Comprehension, Life-Study Skills, Composition/Grammar, Concepts and Application

Skills:

1. Follow written directions.
2. a. Identify the sequence of events.
   b. Describe in writing a sequence of events.
3. Obtain appropriate information from commonly used forms.
4. Create original stories, captions, labels, etc.
5. Compose a piece of writing about a feeling, an opinion, or an experience.
6. Recognize and use standard forms of measurement.

Materials: One copy of the Thursday Food Section per student, paper, pencils, 5" x 8" index cards

Procedures:

1. Distribute newspaper Food sections to students and have them look through the section to locate recipes. Tell students that recipes are directions for preparing foods.
2. Give students an opportunity to discuss favorite foods and possible directions for preparation.
3. Guide students through discussion, reminding them that amounts of ingredients and specific instructions must be given.
4. You may wish to demonstrate this fact by having students give you directions for making a peanut butter and jelly sandwich. Follow students' directions literally to give them an understanding of how specific recipe directions must be.
5. Have students choose a food for which they would like to write a recipe.
6. Tell students to use scratch paper and pencils to write their recipes.
7. Have students check their recipes with a partner to make sure all necessary ingredients are listed, instructions are clear, and sequence is correct.
8. Have students make any necessary revisions and then copy their recipes on index cards to be compiled in a class file or book.

Readiness Basics

Subjects: Language Arts, Math

Skills:

1. Recognize and name eight basic colors.
2. Recognize uppercase and lowercase letters of the alphabet.
3. Spell first and last names correctly.
4. Put letters of the alphabet in alphabetical order.
5. Recognize numerals 0 – 9.
6. Recognize number words zero through ten.
7. Recognize one-to-one correspondence.

Materials: Multiple copies of the Thursday edition of the newspaper, scissors, glue, crayons, newsprint or manila paper

Procedures:

Review any or all of the above skills using the following activities.

1. Distribute newspaper sections, crayons, scissors, glue and paper to students.
2. Have students use a red crayon to circle any number words they find.
3. Have students cut out the letters that make up their first and last names and glue these in order on paper to spell their names correctly.
4. Have students locate and circle (using a different color for each number) one example of the numeral 1, two examples of the numeral 2, three examples of the numeral 3, etc.
5. Have students locate and name the eight basic colors using the colored advertisement circulars.
6. Have students locate and cut out examples of uppercase and lowercase letters of the alphabet. Have them match uppercase to lowercase and glue on paper in alphabetical order.

Newspaper Bingo

Subjects: Math, Language Arts

Skill Area: Life Study Skills

Skills:
1. Recognize basic shapes.
2. Recognize representations of basic math concepts.
3. Follow directions.

Materials: One newspaper per student, 25 markers (game chips) per student, highlighter markers or crayons, one copy of the Bingo gameboard per student, pencils

Procedures:

1. Distribute one copy of the Bingo gameboard to each student.

2. Display the following list. Have students copy one item from the list in each square on their gameboards in random order. All items will not be used.

NOTE: Teachers of grades K and 1 may wish to prepare gameboards ahead of time using only pictures and/or names of shapes, number words to ten, and color words.

amount of money	date	someone's age
movie title	square	rectangle
diamond	temperature	number $\geq$ 10,000
name of a sport	telephone number	famous entertainer
U.S. city	fraction	number word
zip code	triangle	12-letter word
time of day	graph	4-syllable word
circle	map	mixed fraction
distance measurement	country	decimal number

3. Distribute one newspaper, 25 game chips, and one highlighter marker to each student.

4. Have students search through their newspapers to find each item on their gameboards. Each item found should be highlighted in the newspaper and a game chip may be placed on that square. Students continue searching until someone has covered five squares in a row in any direction.

5. Have students call out highlighted examples to check work.

NOTE: To increase the challenge, have play continue until someone covers their entire gameboard.

B	I	N	G	O
		FREE		

Classified Advertisements

Subjects: Math, Language Arts

Skill Areas: Problem Solving, Life-Study Skills, Comprehension

Skills:

1. Solve real-world problems involving addition and subtraction.
2. Obtain appropriate information from indexes, tables of contents, or dictionary entries.
3. Obtain appropriate information from commonly used forms.
4. Demonstrate an ability to categorize or classify.

Materials: Classified section of the newspaper for each student, paper, pencils

Procedures:

1. Guide students in a discussion of the classified section of the newspaper. Tell students that this section lists things that are for sale and contains everything from pets to cars to homes to services (jobs people do). Guide students to understand reasons for using the classified advertisements:

   a. people can shop without going to stores

   b. people can recycle items they no longer need or want

   c. people can find lower prices for some items because the people selling have no need for the item.

2. Distribute a classified section to each student or group. Give students an opportunity to look though the section.

3. Ask students to determine how this section of the newspaper is organized. Guide students to understand that each category or classification of ad has its own heading and number code. Compare the index of this section with other indexes students have used. How are they alike? How are they different?

4. Give students an opportunity to use the headings and codes by calling out the following headings and having students respond with the appropriate codes:

Pets for Sale	Sporting Goods	Boats for Sale
Garage Sales in Seminole County		Part-Time Help Wanted

Story Problems

Subjects: Math, Language Arts

Skill Areas: Problem Solving, Computation, Application

Skills:

1. Develop real-world story problems using the grocery advertisements.
2. Read and solve real-world story problems.
3. Write a story problem which includes the information necessary for solving the problem.

Materials: Grocery advertisement sections of the newspaper for each student, paper and/or 5"x8" index cards, pencils

Procedures:

1. Distribute to each student a section of the grocery advertisements, paper, a pencil, and an index card (one card for each problem you wish students to write).
2. Use the following examples to stimulate interest and to familiarize students with using the advertisements.

   a. Mrs. Smith needed 10 pounds of ground beef and 6 pounds of all-beef hot dogs for a cookout. Check the prices at Publix and Albertson's. What would the total cost for the ground beef and hot dogs be at each store? At which store would Mrs. Smith spend the most money?

   b. Mrs. Smith also needed 6 packages of hot dog buns, 5 packages of hamburger buns, 24 ounces of ketchup, 32 ounces of mayonnaise, and 3 pounds of tomatoes. If she chose to shop at Publix, what would the total cost for these items be?

   c. Mrs. Smith bought everything she needed at Publix and paid with a one-hundred dollar bill. How much change did she receive?

3. After students have worked through the preceding examples, have them use the grocery advertisements to develop 2-3 real-world problems of their own. Students should develop a scenario in which the consumer must use at least one math operation to solve each problem.

Coupon Use

Subject: Math

Skill Area: Problem Solving

Skill: Solve real-world problems involving addition and subtraction.

Materials: One copy of the Food section from a Thursday edition of the newspaper for each student, paper, pencils, scissors

Procedures:

1. Distribute newspapers to students. Have them locate a coupon in the Food section.
2. Ask a volunteer to tell how coupons are used to save consumers money.
3. Guide discussion to lead students to discover that advertisers gain when consumers use coupons because the consumer buys their product. Consumers gain because they get the product advertised in the coupon for less money than it normally costs.
4. Review addition and subtraction of money.
5. Have students locate and cut out each coupon they find in the Food section.
6. Have students add the values of the coupons to see how much money they would save if they used every coupon in the newspaper.
7. When students have completed this task, remind them that consumers do not usually use every coupon they find. Have students look through their stack of coupons and lay aside any that advertise items they would not use in their homes.
8. Have students total the amount of these discarded coupons and subtract this amount from the previous total of all coupon values. This amount represents a realistic figure students might expect to save.
9. Give students an opportunity to discuss coupon use in small groups.

Shopping

Subjects: Math, Language Arts

Skill Areas: Problem Solving, Life-Study Skills

Skills:

1. Solve real-world problems involving addition and subtraction.
2. Obtain appropriate information from commonly used forms.

Materials: One copy of the Thursday Food section and accompanying grocery advertisements per group of four students, paper, pencils

Procedures:

1. Tell students that they will have an opportunity to plan a "pretend" class party. Have students brainstorm to make a list of items they will need for the party. Write these on the chalkboard.

2. Review addition of money.

3. Divide students into groups of four. Tell groups they are to work cooperatively to locate as many of the needed party supplies as possible in the newspaper advertisements. Each group should make a list which includes the item located, store at which item is sold, and cost of each item.

4. When they have located as many items as possible, have each group total the costs of the items they located.

5. Give groups an opportunity to share their lists to compare the number of items located, the total costs of those items, and the stores one would have to shop in to buy the items needed.

Additional discussion:

Do you save more by going to several stores to find the cheapest prices for each item or by going to only one or two stores that have low prices for most of the items?

Planning Meals

Subject: Science, Language Arts

Skill Areas: Health and Safety, Comprehension

Skills:

1. Demonstrate knowledge of the four basic food groups.
2. Plan a meal for a family of four which includes items from each of the four basic food groups.
3. a. Classify pictures into concept categories.
   b. Demonstrate an ability to categorize and classify.

Materials: One copy of the Food section from a Thursday edition of the newspaper and the grocery advertisement circulars for each student, Grades K-2 will also need a paper plate, scissors, and glue

Procedures:

1. Review the four basic food groups with students, having students give examples of foods belonging to each group. List student responses on the chalkboard under the appropriate headings: meat, grains, milk, fruits and vegetables.
2. Distribute newspaper sections and advertisements to each student.

Grades K-2:

3. Have students use the newspaper to locate pictures of foods from each of the four food groups.
4. Have students cut out and glue to the paper plates pictures of foods from each group to display a balanced meal.
5. Display the completed plates on a bulletin board, having students share orally which foods belong in each food group.

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