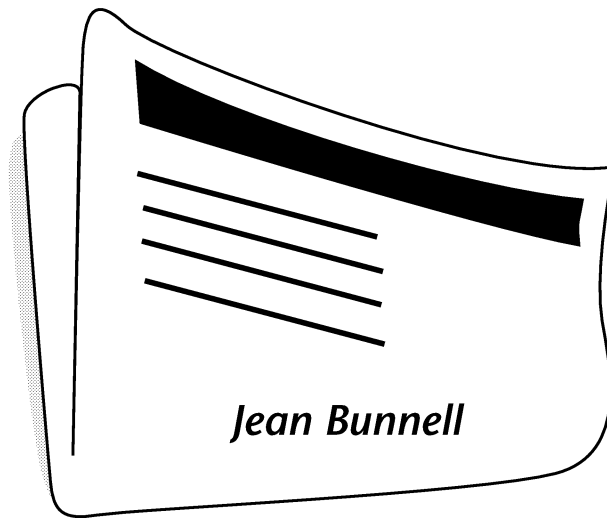


# USING THE NEWSPAPER TO TEACH BASIC LIVING SKILLS



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# Contents



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*Introduction* ..... ix

## **Around the World** ..... 1

### **1. Classified Ads on the Net** ..... 2

Teacher Information ..... 2

Worksheet ..... 3

### **2. Where in the World?** ..... 4

Teacher Information ..... 4

Worksheet ..... 5

### **3. My Vote Counts** ..... 6

Teacher Information ..... 6

Worksheet ..... 7

## **In the Community** ..... 9

### **4. I Want to Subscribe** ..... 10

Teacher Information ..... 10

Worksheet ..... 11

### **5. Lost and Found** ..... 12

Teacher Information ..... 12

Worksheet ..... 13

### **6. Number, Please** ..... 14

Teacher Information ..... 14

Worksheet ..... 15

### **7. Judgment in the Court** ..... 16

Teacher Information ..... 16

Worksheet ..... 17

### **8. What Is Your Opinion?** ..... 18

Teacher Information ..... 18

Worksheet ..... 19

<b>9. Celebrating a Life</b> .....	<b>20</b>
Teacher Information .....	20
Worksheet .....	21
<b>10. The Rest of the Story</b> .....	<b>22</b>
Teacher Information .....	22
Worksheet .....	23
<b>My World</b> .....	<b>25</b>
<b>11. What's the Temperature?</b> .....	<b>26</b>
Teacher Information .....	26
Worksheet .....	27
<b>12. Looking for Advice</b> .....	<b>28</b>
Teacher Information .....	28
Worksheet .....	29
<b>13. Be My Valentine</b> .....	<b>30</b>
Teacher Information .....	30
Worksheet .....	31
<b>14. Keep Smiling</b> .....	<b>32</b>
Teacher Information .....	32
Worksheet .....	33
<b>Employment</b> .....	<b>35</b>
<b>15. Where's the Work?</b> .....	<b>36</b>
Teacher Information .....	36
Worksheet .....	37
<b>16. More Information, Please</b> .....	<b>38</b>
Teacher Information .....	38
Worksheet .....	39
<b>17. What's the Pay?</b> .....	<b>40</b>
Teacher Information .....	40
Worksheet .....	41
<b>18. I Want the Job</b> .....	<b>42</b>
Teacher Information .....	42
Worksheet .....	43

<b>19. At Your Service</b> .....	<b>44</b>
Teacher Information .....	44
Worksheet .....	45
<b>Home and Furnishings</b> .....	<b>47</b>
<b>20. Somewhere to Live</b> .....	<b>48</b>
Teacher Information .....	48
Worksheet .....	49
<b>21. A Place of Your Own</b> .....	<b>50</b>
Teacher Information .....	50
Worksheet .....	51
<b>22. Shopping for Furniture</b> .....	<b>52</b>
Teacher Information .....	52
Worksheet .....	53
<b>23. Setting Priorities</b> .....	<b>54</b>
Teacher Information .....	54
Worksheet .....	55
<b>24. Paper Chase</b> .....	<b>56</b>
Teacher Information .....	56
Worksheet .....	57
<b>25. Helpful Hints</b> .....	<b>58</b>
Teacher Information .....	58
Worksheet .....	59
<b>26. Toolbox</b> .....	<b>60</b>
Teacher Information .....	60
Worksheet .....	61
<b>Money Management</b> .....	<b>63</b>
<b>27. Don't Forget the Tax</b> .....	<b>64</b>
Teacher Information .....	64
Worksheet .....	65
<b>28. Looking for a Buyer</b> .....	<b>66</b>
Teacher Information .....	66
Worksheet .....	67

<b>29. Money That Grows</b> .....	<b>68</b>
Teacher Information .....	68
Worksheet .....	69
<b>30. Coupon Clipper</b> .....	<b>70</b>
Teacher Information .....	70
Worksheet .....	71
<b>Foods and Nutrition</b> .....	<b>73</b>
<b>31. Building Blocks of Good Eating</b> .....	<b>74</b>
Teacher Information .....	74
Worksheet .....	75
<b>32. What's Cooking?</b> .....	<b>76</b>
Teacher Information .....	76
Worksheet .....	77
<b>33. Check the Shopping List</b> .....	<b>78</b>
Teacher Information .....	78
Worksheet .....	79
<b>34. Comparison Shopper</b> .....	<b>80</b>
Teacher Information .....	80
Worksheet .....	81
<b>35. Let's Go Out to Eat</b> .....	<b>82</b>
Teacher Information .....	82
Worksheet .....	83
<b>Personal Grooming</b> .....	<b>85</b>
<b>36. A Special Outfit</b> .....	<b>86</b>
Teacher Information .....	86
Worksheet .....	87
<b>37. Shopping for Shoes</b> .....	<b>88</b>
Teacher Information .....	88
Worksheet .....	89
<b>38. How Much Is That Sweater?</b> .....	<b>90</b>
Teacher Information .....	90
Worksheet .....	91

<b>39. Is It on the List?</b> .....	<b>92</b>
Teacher Information .....	92
Worksheet .....	93
<b>Let's Go Shopping</b> .....	<b>95</b>
<b>40. Send It to Me</b> .....	<b>96</b>
Teacher Information .....	96
Worksheet .....	97
<b>41. Let's Shop at Yard Sales</b> .....	<b>98</b>
Teacher Information .....	98
Worksheet .....	99
<b>42. Something for Everyone</b> .....	<b>100</b>
Teacher Information .....	100
Worksheet .....	101
<b>Recreation and Entertainment</b> .....	<b>103</b>
<b>43. The Critics Say</b> .....	<b>104</b>
Teacher Information .....	104
Worksheet .....	105
<b>44. You're Invited!</b> .....	<b>106</b>
Teacher Information .....	106
Worksheet .....	107
<b>45. Plan a Special Day</b> .....	<b>108</b>
Teacher Information .....	108
Worksheet .....	109
<b>46. Your Viewing Pleasure</b> .....	<b>110</b>
Teacher Information .....	110
Worksheet .....	111
<b>Health and Safety</b> .....	<b>113</b>
<b>47. News About Health</b> .....	<b>114</b>
Teacher Information .....	114
Worksheet .....	115
<b>48. Safety Rules</b> .....	<b>116</b>
Teacher Information .....	116
Worksheet .....	117

<b>49. Finding Help</b> .....	<b>118</b>
Teacher Information .....	118
Worksheet .....	119
<b>50. Medical Advice</b> .....	<b>120</b>
Teacher Information .....	120
Worksheet .....	121
<b>Sports</b> .....	<b>123</b>
<b>51. Diamond Statistics</b> .....	<b>124</b>
Teacher Information .....	124
Worksheet .....	125
<b>52. Through the Hoop</b> .....	<b>126</b>
Teacher Information .....	126
Worksheet .....	127
<b>53. Athletes Influence Us</b> .....	<b>128</b>
Teacher Information .....	128
Worksheet .....	129
<b>Game</b> .....	<b>131</b>
<b>54. Scavenger Hunt</b> .....	<b>132</b>
Teacher Information .....	132
Worksheet .....	133

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# Introduction

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This book contains 54 worksheets to assist you in using the newspaper with your students. Organized according to basic life skills, the worksheets will have your students searching the help-wanted ads for work, learning how to furnish an apartment, doing comparison shopping, computing sales tax, planning an evening out, and so forth.

Many newspapers are now on the Internet. If computers are readily available to your class, you will want to use them for the first worksheet. Worksheet 1 lists a number of other worksheets that students can complete using the computer.

Most activities in this book are designed for use with a local daily newspaper. You may find it helpful to have access to a full week's worth of newspapers, as some features appear in the newspaper only on specific days of the week.

Readily available and inexpensive, the newspaper is perfect for use in the classroom. An additional benefit is that newspapers will still be available to your students when they are through school and on their own. What students learn in the classroom about using the newspaper as a community resource will have a direct carryover into their everyday lives.

A teacher information page accompanies each worksheet. Each teacher page gives you objectives and step-by-step directions for the worksheet. Limited abilities are required to complete most of the worksheets. You can use the suggested follow-up activities with more capable students to expand understanding and develop better thinking and computation skills.

A game completes this book. The Scavenger Hunt shows players the wide variety of information contained in a newspaper.



## 5. Lost and Found

### Introduction

What do you do if you've lost something that someone else might find, or if you find something valuable to someone else? Advertise in the classifieds!

### Objectives

1. To figure the rate for placing a classified ad
2. To compare ads in the lost-and-found column



### Materials Needed

Classified section of the newspaper, copies of the worksheet, pencils

### Directions

Ask students to:

1. Find the rates for placing an ad in the classified section of the newspaper. What is the rate per line for two days? For a week?
2. Locate the lost-and-found column in the classified section of the newspaper.
3. Find the shortest ad in the lost column. How many lines are there in the ad? How much would it cost to run the ad for two days? For a week?
4. Find the longest ad. Determine the cost for two days and then for a week.
5. Find an ad that offers a reward. How much would it cost to run the ad for two days? For a week?
6. Select an ad from the found column. What would it cost to run this ad for two days? For a week?

*Note:* In some papers, there is no charge for placing a found ad. Students who discover this will have an easy time answering the last questions on the worksheet.

### To Expand Understanding

1. Have students pretend they have lost something. They should write a classified ad to try to find it. How will they describe what is lost? Where was it lost? Is there a reward? How many letters can be in each line of the ad? How many lines are in the students' ads? How much will each ad cost for two days? For a week?
2. Choose two or three ads in the lost-and-found column. Check the papers for several days to see how many days the ads run. Figure the actual cost for each ad.

## 5. Lost and Found

**Find the cost of placing a classified ad in the paper.**

What is the rate for one line for two days? \_\_\_\_\_

What is the rate for one line for a week? \_\_\_\_\_



**To find the cost of an ad, multiply the rate by the number of lines.**

\_\_\_\_\_

**How many lines are there in the shortest lost ad?**

How much will it cost for two days? \_\_\_\_\_

How much will it cost for a week? \_\_\_\_\_

**How many lines are there in the longest lost ad?**

How much will it cost for two days? \_\_\_\_\_

How much will it cost for a week? \_\_\_\_\_

**Find an ad for something lost that advertises a reward.**

How many lines are there in the ad? \_\_\_\_\_

How much will it cost for two days? \_\_\_\_\_

How much will it cost for a week? \_\_\_\_\_

**Read an ad in the found column. How many lines are there in the ad?**

How much will it cost for two days? \_\_\_\_\_

How much will it cost for a week? \_\_\_\_\_



## 18. I Want the Job

### Introduction

Before applying for a job, it is important to think about what the work involves and the skills and qualifications needed for the position.

### Objectives

1. To select a job opening and list the tasks that would be part of that job
2. To identify skills and work experiences

### Materials Needed

Classified section of newspaper, copies of the worksheet, pencils

### Directions

Have each student select a help-wanted ad that describes a good job. Remind them that “experience” includes work experience, volunteer jobs, and experiences at home or at school. Then discuss with students whether their qualifications match the requirements of the job. Direct students to answer the questions on the worksheet.

### To Expand Understanding

Ask students to make a list of their own skills and abilities. Then suggest they go through the help-wanted ads to find positions that require those skills.



## 18. I Want the Job



Find a help-wanted ad that describes a good job for you. What do you think you would have to do in this job?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_

What skills and abilities do you have that would make you a good person for this job?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

What experience have you had that would help you do this job well?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_



## 46. Your Viewing Pleasure

### Introduction

Television is a part of nearly every household. Newspaper television listings can help us make choices about the programs we watch.

### Objectives

1. To consult the television listings to find the time and channel for specific programs
2. To select programs for an evening of watching television

### Materials Needed

Newspaper, copies of the worksheet, pencils

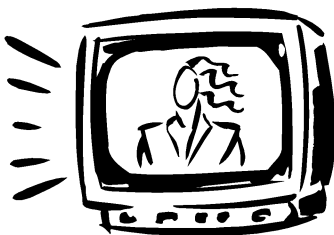
### Directions

Ask students to:

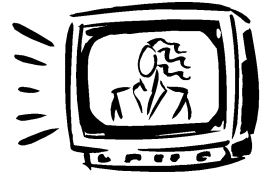
1. Find the television listings in the newspaper.
2. Count the number of different channels available in their area (without cable and/or with cable).
3. Find one channel in their area for each of the four networks: ABC, CBS, NBC, and FOX. Is there a public television station?
4. Look through the television listings to find two times they could watch the local news and weather today. What channel? What time?
5. Decide which television program each student would most like to watch tonight. Which other programs will they not be able to see because the programs are on at the same time?
6. Pretend they are going to watch TV from 7 until 10 tonight. Which programs would they watch? On which channel is each program?

### ***To Expand Understanding***

Discuss the programs on television tonight. Which are violent? Which are suitable for children?



## 46. Your Viewing Pleasure



Look through the newspaper to find the television listings.

How many different channels are available in your area?

\_\_\_\_\_

Name an ABC channel: \_\_\_\_\_

Name a CBS channel: \_\_\_\_\_

Name an NBC channel: \_\_\_\_\_

Name a FOX channel: \_\_\_\_\_

Name a public station: \_\_\_\_\_

Find two times you could watch local news and weather today.

<b>Time</b>		
<b>Channel</b>		

What is your favorite show on TV tonight? \_\_\_\_\_

What time is it on? \_\_\_\_\_ What channel? \_\_\_\_\_

What other programs are on at the same time? \_\_\_\_\_

If you could watch TV from 7 until 10 tonight, what you watch?

Time	TV Show	Channel
7:00		
7:30		
8:00		
8:30		
9:00		
9:30		

