

## Lesson 11: Comprehending the Classified Ads

### Newspaper Focus: Classified Ads

*Background* – The classified ad section of the newspaper provides students with an excellent opportunity to apply their research skills in a practical situation. Students may not realize that the classified ads have an index to direct readers to specific sections. Many times, each section has another sub-index at the top of the category. There is usually a rationale for how the information is organized in each section. For example, cars might be listed alphabetically and newest to oldest. Pets may be listed alphabetically within specific categories. In this activity, students will see the value of understanding and using organizational and reference skills.

### Before Reading: Introduce the Lesson

- 1) Ask students how they find a book on a certain topic when they go to the school or local library. Then ask them to describe how information is organized in libraries.
- 2) Discuss why the library has a specific and predictable method of organization – to help people find information quickly. Explain that the newspaper organizes everything too, even the classified section.

### During Reading: Direct Instruction

- 1) Distribute newspapers to students. Direct them to the index, generally located on page one or two. Have them find the entry for the classified section. Discuss how the index saves readers time by helping them locate information quickly.
- 2) Before students turn to the classified section, have them identify the kinds of information they would expect to find there. Write their suggestions on the board.
- 3) Ask students how they would organize the information that is listed on the board.
- 4) Distribute the Lesson 11 activity sheet, *Locate and Learn*. Have them complete the activity in pairs or small groups.

### After Reading: Reflect and Review

- 1) Have students share their responses – especially what surprised them. Discuss whether their predictions about the organization of the classified ads were accurate.
- 2) Have students identify people they know who could find something they want in the classified section.

### Performance Rubric

Expectation: The student was able to ...	Exceeds expectations	Meets expectations	Revisit
Identify classified index and categories			
Locate specific information in the classified section			
Describe the unique organization and design of the classified section			

## Student Activity Sheet 11: Locate and Learn

You can increase and improve your research and study skills by understanding how the classified section of the newspaper is organized and how that helps you find the information you need.

- ✎ Find the classified section of your newspaper. Skim the entire section.
- ✎ Now analyze how the section is organized and write your answers in the chart below.

Exploration	What you found
1. Where is the classified section of your newspaper? Is it a separate section or part of another section in the newspaper?	
2. How many pages are in the classified section? Find the index of the classified section. <ol style="list-style-type: none"> <li>a. How many categories are there?</li> <li>b. How are the categories identified (words, icons, illustrations)?</li> </ol>	
3. Look at each of the categories. Are there separate indexes or subcategories listed at the top of each category? Give an example.	
4. Look at one ad in each category section of the classified ads. How is the information within each category organized?	
5. How are the automobile ads similar to and different from the other ads in this section?	
6. After you have analyzed how the classified section is organized, see how quickly you can find each of these items: <ol style="list-style-type: none"> <li>a. a large female dog</li> <li>b. a house with a yard</li> <li>c. a job that requires no experience</li> <li>d. a used truck</li> </ol>	
7. What is one thing that surprised you about the classified section?	