

Interest level: Grades K-2

Reading level: Grade 1

LEARNER SOURCE™

Titles in this series:

Let's Find Ads in Magazines

Let's Find Ads on Clothing

Let's Find Ads on Food Packages

Let's Find Ads on Signs

Let's Find Ads on the Internet

Let's Find Ads on TV



Standards

Common Core State Standards

RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.

RI.1.2 Identify the main topic and retell key details of a text.

RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.

RI.1.7 Use the illustrations and details in a text to describe its key ideas.

W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Multiple Intelligences Utilized

Linguistic, logical, bodily-kinesthetic, naturalistic, spatial-visual, interpersonal, intrapersonal

Lesson 1

Ad Awareness: Magazines

Purpose

Students will learn the definition of advertising and identify the purpose of ads in magazines.

Materials

- *Let's Find Ads in Magazines*
- Magazines
- Sorting Ads (p. 6)
- Scissors
- Paper
- Pencils

Prepare

- Gather magazines that students can use to cut out advertisements. Find two ads in a magazine that you will show students: one ad that is selling a product and one that is advertising a service.

Pretest

- Ask students introductory questions to understand their prior knowledge about advertising.
 - What is an advertisement?
 - Where have you seen ads?
- Tell students that they are going to be learning about advertising. Explain that advertising is a tool used to get people to want to buy products or to use a service.

Read

- Read *Let's Find Ads in Magazines*

- Ask students questions before, during, and after reading, such as
 - What types of magazines have they looked at before?
 - > Who was the magazine directed at? (target audience: adults, children)
 - Do you remember any ads in the magazine?
 - > What were the ads for?

Model

- Show students the magazine you cut the two ads from. Ask them who they think would like to read the magazine and what types of ads they think will be inside based on the picture on the cover.
- Show the students each ad one at a time. Ask them the purpose of the ad and whom the ad is directed at.
- Describe the purpose of each ad. Explain that students will be finding ads in magazines and identifying if they are ads for products or ads for a service.

Practice

- Students will find ads in magazines, and cut out and complete the

Sorting Ads sheet.

- Step 1** Pass out magazines to pairs or groups of students. Tell them to cut out any advertisement they find.
- Step 2** After students have cut out ads, students should sort their ads into two groups:
 - 1) Ads selling products
 - 2) Ads to use a service
- Step 3** Have students paste cutouts on the Sorting Ads sheets.
- Step 4** Students will select a favorite ad and give two reasons why they like it best.

Discuss

- Have each group share a few of their favorite ads and the reasons why they chose the ad as their favorite. Is it something they like already or would like to have?

Evaluate

- Evaluate students' understanding based on their group interaction, class presentation, and sorting activity.

Lesson 2

Target Audience: Cereal Box

Purpose

Students will understand the term *target audience* by designing and decorating a cereal box for a target audience.

Materials

- *Let's Find Ads on Food Packages*
- Empty cereal boxes (targeted at children and adults)
- Empty cereal boxes covered with blank paper
- Crayons/colored pencils/Markers

Prepare

- Gather cereal boxes as examples that target children (Trix, Lucky Charms) and adults (Fiber One, Total).
- Cover empty cereal boxes with paper (enough for groups of three to four students).

Pretest

- Ask students if they think advertisements are on food packages. List examples they give on the board.
- Ask them to identify different food packages for different audiences (kids vs. adults).

Read

- Read *Let's Find Ads on Food Packages*.

- Ask students if they think ads on food packages are directed at specific people. Have students name examples from the book and identify the target audience.

Model

- Show students both cereal box examples.
- Ask them to identify characteristics for the kids' box (colors, games, cartoon characters, Barbie—nutritional info, etc.).
- Identify characteristics on the adult box (graphics, color, nutritional info, etc.).
- Compare and contrast the characteristics of both boxes.
- Ask these questions to spark thinking:
 - From looking at the box, can you tell which cereal will taste the best? Why?
 - Which cereal do you think is better for you?
 - If you could design a cereal package, what kind of cereal would it be and who would be your target audience?

Practice

- Divide students into groups of

three to four. Each group will design a cereal box for a target audience.

Step 1 Give each group of students an empty cereal box covered with blank paper.

Step 2 Have students discuss with their group who their audience will be and what type of cereal will be in the box.

Step 3 Students will work together to design and color a cereal box for their target audience.

Discuss

- Did your target audience influence what design you chose?
- What colors, pictures, and nutritional information did you use? Why?
- Do you think cereal box designs influence what cereal you want to eat? Why or why not?

Evaluate

- Evaluate students' understanding based on the design and decoration of their cereal boxes.

Lesson 3 Signs, Clothing, and Internet

Purpose

Students will create an ad in the form of a sign to advertise their cereal box.

Materials

- *Let's Find Ads on Clothing*
- *Let's Find Ads on Signs*
- *Let's Find Ads on the Internet*
- Create a Sign Sheet (p. 7)
- Crayons/colored pencils/markers

Prepare

- Find a kid-friendly website such as www.disneyjunior.com to show an example of an ad on the Internet.

Pretest

- Ask students if advertisements come on clothing.
- List examples on the board before reading.

Read

- Read one of the following books: *Let's Find Ads on Clothing*, *Let's Find Ads on Signs*, or *Let's Find Ads on the Internet*.
- After reading, review the ads students saw in the text. Did they give examples that were in the book?

Model

- Ask students to think of other places they have seen ads. Add to the list created before reading (TV, billboards, restaurants, etc.).
- Explain to students that ads are everywhere. Project the kid-friendly website. Ask students to identify any ads they spot on the home page of the site.
- See how many ads they can identify on the website. Click through a few pages of the site.
 - List the types of ads on the board (products or services).
- Ask students to think of where a sign for their box of cereal would best be located. For example, a kids' cereal sign could be on a kids' website or on a billboard near a baseball field.
- Tell students they will be creating a sign for a cereal box. The sign can be for the Internet, on clothing or a sign in a public place.

Practice

- Give each group a cereal box from a different group.

Step 1 Each group should work together to examine the cereal box they were given to determine the target audience.

Step 2 Next, students should create a colorful sign for this cereal box on the Create a Sign sheet.

Step 3 Students will choose a location for the sign and describe why this location was chosen.

Discuss

- Have students present the signs created for each cereal box.
- Gather students' thoughts as to whether or not they think the sign is an adequate ad for the cereal and if the location of the ad is appropriate.

Evaluate

- Evaluate students' understanding and perception of ads based upon the sign they created.

Lesson 4

TV Commercials

Purpose

Students will create and role-play a TV advertisement for the cereal box they designed in the previous lesson.

Materials

- *Let's Find Ads on TV*
- Plan Your TV Ad (p. 8)
- Pencils

Pvprepare

- Find a TV ad on YouTube for a kids' toy or game.

Pretest

- What ads have you seen on TV?
- Do you see the same ads on the channels your parents watch? Why or why not?

Read

- Read *Let's Find Ads on TV*.

Model

- Show students the TV ad you found on YouTube.
- After seeing the TV ad, do you think you would like to have (the advertised product)? Why or why not?
- Do you think TV ads influence what you wish to have?
- Explain that students are going

to create their own TV ad for the cereal box they designed.

- Choose one of the cereal boxes (not designed by students) as an example. Show students how you completed the Plan Your TV Ad sheet. Either role-play or explain how you would role-play a thirty-second ad for the cereal. An example might include a parent in a kitchen stating the health benefits of a kids' cereal while a child is eating a bowl of the cereal.
 - Explain that students can role-play different characters in the ad. Some examples might include a mom, dad, children, adults at work, or athletes.

Practice

- Students will create a rough draft of their commercial first using the Plan Your Ad sheet. Students will then role-play a thirty-second TV ad in front of the class.
 - Step 1** Students should be in the same groups in which they designed the cereal box.
 - Step 2** Students will complete

the Plan Your TV Ad sheet to identify the purpose, setting, and the target audience of the commercial.

- Step 3** Allow students fifteen to twenty minutes to complete the sheet and additional time to practice role-playing.
- Step 4** After students have had adequate time to practice, allow each group to role-play their ad to the class.

Discuss

- Which cereal would you like to purchase? Why?
- Did the ads or the cereal box design influence your decision?

Evaluate

- Evaluate students' understanding based on the criteria for the TV ad. Did they identify a purpose, setting, and target audience?

Name _____

Date _____

Sorting Ads

Glue ads for products on the top and ads for services on the bottom. Select one ad you like the best and give two reasons why.

Product

Service

Which ad do you like the best? Give two reasons why.

1. _____

2. _____

Name _____

Date _____

Create a Sign

Where will your sign be?

Why did you choose to advertise the cereal here?

Name _____

Date _____

Plan Your TV Ad

What is your cereal?

Where will your ad take place?

List three reasons why people should buy your cereal.

Reason 1

Reason 2

Reason 3

Target Audience