

GED 2002 Teachers' Handbook of Lesson Plans

Area/Skill - LA, Reading	Cognitive Skill Level - Synthesis	Correlation to Framework - 04.03/04.04	Lesson Number - 15
<p>Activity Title - Identifying Implications</p> <p>Goal/Objective</p> <p>To critique and analyze a variety of reading passages and use the analysis to explore relationships among ideas.</p> <p>Lesson Outline</p> <p>Introduction</p> <p>GED students must have the ability to analyze a variety of reading passages as well as graphic-based information. One important skill in the process is the ability to identify the implications inherent in the material. Students often have difficulty in identifying implications. This lesson will focus on identification of implications through the use of both prose and graphic-based material.</p> <p>Activity</p> <p>Distribute both prose and graphic-based material from the business or finance section of the local newspaper or a paper such as USA Today. An example of the type of material to cover, might be the rising cost of energy, such as rising electric bills, rising gasoline costs, etc. Using the graphs or articles, have students make assumptions about the impact of these rising costs on people's lives. Write the students' responses on the board.</p> <p>Debriefing/Evaluation Activity</p> <p>Explain that based on the information provided in the articles, students can identify implications of the rising costs on the total economy of the country. Explain that they will often have to determine how certain events will impact other parts in a reading passage.</p>			<p>Materials/Texts/Realia/Handouts</p> <ul style="list-style-type: none"> • Paper and pencils • Newspaper and magazine articles
			<p>Extension Activity</p> <p>Have students identify other areas of their lives where they have to identify implications.</p>
<p>Real-Life Connection</p> <p>Have students identify implications in other areas, such as health, nutrition, diet, etc. using real-life material.</p>			<p>ESE/ESOL Accommodations</p> <p>Pair students who need help with another student who will help them.</p> <p>Provide a dictionary.</p> <p>Provide a peer helper for those students who need help.</p>

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Activity Title—Identifying Implications

Introduction

Say: There are many times when you have to various types of information. One important skill in that process is the ability to identify the implications of reading selections. Sometimes that can be very difficult to do. This lesson will focus on identification of implications through the use of both prose or graphic-based material.

Main Activity

Distribute both prose and graphic-based material from the business or finance section of the local newspaper or a paper such as USA Today. An example of the type of material to cover, might be the increasing cost of various sources of energy, such as electricity, gasoline, etc.

Say: Today, we are going to read some articles and use graphs to make some assumptions about what is going on or what will happen as a result of the events in the material that we read. For example: Implications of rising cost of gasoline—could be people having to carpool, cut back on other household expenses to be able to pay for gasoline to get to work, etc.

Using the graphs or articles, have students make assumptions about the impact of these rising costs on people's lives. Write the students' responses on the board.

Debriefing/Evaluation Activity

Discuss why the students made their assumptions. Explain that being able to identify implications in reading selections can help them make decisions about issues in their lives.