

Area/Skill - Language Arts, Reading	Cognitive Skill Level - Analysis	Correlation to Framework - 04.01/04.02/04.06	Lesson Number - 21
<p>Activity Title - What's It About?</p> <p>Goal/Objective</p> <p>To develop variations of questions asking for the main idea of a reading.</p> <p>Lesson Outline Introduction</p> <p>Discuss that finding the main idea of a passage is an important skill. How to locate the main idea can include questioning skills. The form of the question can be as simple as "What is it about?" to "What is the author's purpose?"</p> <p>Activity</p> <p>Provide each student with a reading selection. You may wish to use either a literary selection or a newspaper article. On index cards, write some sample questions that will assist students in finding out "What's It About?" Sample questions may include:</p> <ul style="list-style-type: none"> • What is the author's purpose? • What is the main idea? • What is the theme? • What is the tone of the reading sample? • What literary elements are found in the reading sample? <p>Have students select a card and answer the question written on it.</p> <p>Debriefing/Evaluation Activity</p> <p>Have students share their readings and questions in small groups.</p>		<p>Materials/Texts/Realia/Handouts</p> <ul style="list-style-type: none"> • Paper and pencils • Index cards • Copies of a reading selection or article from the newspaper 	
<p>Real-Life Connection</p> <p>Many students fail to understand what questions on the GED Tests are asking. Discuss how asking the right question can lead to greater success on tests as well as in an individual's role in the home, the community, and the workplace.</p>		<p>Extension Activity</p> <p>Have students write their own "What's It About?" questions. Have each student provide another student with a sample reading and a question to answer. Have the class discuss their answers. Let the author of the question then discuss what he/she had in mind when writing the question.</p> <p>ESE/ESOL Accommodations</p> <p>Have students read the passages aloud.</p> <p>Allow students to work in small groups or to answer questions verbally rather than in writing.</p>	

GED 2002 Teachers' Handbook of Lesson Plans - Script

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<p data-bbox="58 215 520 245">Activity Title - What's It About?</p> <p data-bbox="58 277 233 306">Introduction</p> <p data-bbox="58 345 2018 475"><i>Say:</i> Questions on the GED Tests often require that you determine what the author means. The first step in determining the meaning of a reading passage is to ask a very simple question - What's it all about? There are also other questions that often confront us when we read something. What's the main idea? What is the author's purpose? What tone is the author using? What do you think the author's point-of-view is? Asking questions of ourselves after we have read something helps us to become more critical readers.</p> <p data-bbox="58 513 243 542">Main Activity</p> <p data-bbox="58 581 2032 675"><i>Say:</i> Today, you are going to read different types of reading materials. When you have finished each passage, you will select one of the index cards that is located on your table. Each card has a question on it. Your task is to answer the "what's it all about" question regarding the passage that you just read. When you have finished, you will share your answer with the class.</p> <p data-bbox="58 712 2032 807">Provide each student with a reading passage. You may wish to use newspaper articles or short excerpts from a piece of literature, poetry, or drama. Have different questions written on index cards that students will need to answer. The questions should require that the student critically read the passage and answer the question at the analysis level.</p> <p data-bbox="58 844 1965 906">After the students have answered their questions, have them share their responses with the class. Together, the students' answers should answer the larger question of "What's It About?".</p> <p data-bbox="58 943 338 972">Closure/Conclusion</p> <p data-bbox="58 1011 1955 1073"><i>Ask:</i> How did all of the different answers assist you in better understanding the passage? Discuss that critically reading a passage means more than merely locating the main idea. Critical reading also includes such things as point-of-view, tone, structure, theme, etc.</p> <p data-bbox="58 1110 470 1140">Follow-Up Lessons/Activities</p> <p data-bbox="58 1179 1959 1273">Have students write their own questions regarding the reading of a passage. Use these questions during the next critical reading segment. Have the students write down their answers. Debrief the activity by having the author of the question provide feedback to the other students on whether the answers were what he/she was expecting.</p>			