

Area/Skill - Language Arts, Reading	Cognitive Skill Level - Analysis	Correlation to Framework - 04.01/04.03/04.06	Lesson Number - 22
<p>Activity Title - Reading Puzzle</p> <p>Goal/Objective</p> <p>To comprehend and analyze the elements of literature.</p> <p>Lesson Outline Introduction</p> <p>Discuss that reading the classics in literature can often be overwhelming. However, these classics contain excellent stories and also help to develop critical reading skills. Using a reading puzzle will provide an opportunity for GED students to review and discuss literary works.</p> <p>Activity</p> <p>Select a major literary work and divide it into chapters. Have each student read one chapter and summarize for the class the major ideas. As the students are reviewing their chapters, map the entire work by writing on the board the chronological sequence of events. A timeline of the story can be developed to clearly show the class what has occurred in the story.</p> <p>Debriefing/Evaluation Activity</p> <p>Discuss that by using a team effort, a major literary work has been read in a relatively short period of time. Lead a class discussion on the story's plot, setting, characters, theme, climax, and denouement (conclusion). Review the types of questions on the GED Language Arts, Reading Test that will assess these types of critical reading skills.</p>			<p>Materials/Texts/Realia/Handouts</p> <ul style="list-style-type: none"> • Classic novel or short story • Paper and pencils • Chart paper and markers or white board and markers • Internet access for research
<p>Real-Life Connection</p> <p>Have students compare and contrast the theme of the literary work read to their own personal experiences.</p>			<p>Extension Activity</p> <p>Have students research the author of the work that was read. The research can either be written into a short report or can be provided orally. Have students include other works by the same author, as well as a brief biographical sketch. Students may wish to research information on the literary work if materials are available.</p> <p>ESE/ESOL Accommodations</p> <p>Have each student read his/her chapter aloud or have the chapter on audio-tape so that students can listen to it being read.</p> <p>Provide students with a list of literary terms and their definitions. Include examples of each.</p> <p>Provide a written version of the chronological timeline of the story for students to use when summarizing their chapter.</p>

GED 2002 Teachers' Handbook of Lesson Plans - Script

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<p data-bbox="58 215 504 245">Activity Title - Reading Puzzle</p> <p data-bbox="58 277 235 306">Introduction</p> <p data-bbox="58 345 2034 410"><i>Say:</i> Sometimes the prospect of reading a novel can be a little overwhelming. However, a classic piece of literature can be read and understood in no time if it is divided into sections or chapters. By using the team approach, we will read a novel and pull all of the main ideas together.</p> <p data-bbox="58 444 243 474">Main Activity</p> <p data-bbox="58 513 2007 643"><i>Say:</i> Today, you are going read a novel. I have taken the novel apart into small pieces. Each of you will be assigned a chapter/section to read. Your job will be to read the chapter/section and list the main ideas in order. Make sure that you also include the major characters in your chapter. You may wish to list your ideas as you read. Remember that you are providing a summary or synopsis of your chapter. When everyone has finished, we will “put the story back together.”</p> <p data-bbox="58 677 1589 706">Provide each student with a chapter or section of the novel that you have chosen. Give them time to read their sections.</p> <p data-bbox="58 740 1047 769"><i>Say:</i> Now that you have read your part of the story, let’s put it back together.</p> <p data-bbox="58 808 2034 873">Have each student summarize his/her chapter. On chart paper or the board, write down the main ideas in a timeline format. You may wish to identify the main characters by writing their names to the side of the paper or board.</p> <p data-bbox="58 907 1589 937"><i>Say:</i> Now that we have a chronological sequence of events on the board, let’s review the story and see if it makes sense.</p> <p data-bbox="58 976 1585 1005">Review the entire novel by summarizing the timeline. You may wish to insert questions to the group during the review.</p> <p data-bbox="58 1039 340 1068">Closure/Conclusion</p> <p data-bbox="58 1107 1950 1172"><i>Ask:</i> From the overview of the novel, what was the setting? Who were the main characters? What was the theme? What was the plot? What was the climax? From our overview, can you identify the author’s tone or point-of-view?</p> <p data-bbox="58 1206 470 1235">Follow-Up Lessons/Activities</p> <p data-bbox="58 1274 2013 1339">Have students answer the following questions regarding the novel that was read. Make sure that they use correct EAE format and write their answers in complete sentences and paragraphs.</p> <ol data-bbox="58 1341 1310 1471" style="list-style-type: none">1. How would you feel if you were the main character of the story?2. What would you do differently?3. What would you have done or said if you could have jumped into the story at a specific point?4. How would you rewrite the ending of the story?			