

GED 2002 Teachers' Handbook of Lesson Plans

Area/Skill - Language Arts, Reading	Cognitive Skill Level - All Levels	Correlation to Framework - 04.01/04.04	Lesson Number - 28
<p>Activity Title - The Thinking Approach to Reading</p> <p>Goal/Objective</p> <p>To apply a thinking approach to students' reading processes.</p> <p>Lesson Outline</p> <p>Introduction</p> <p>Discuss that the GED Tests are thinking tests. This requires that students need to understand what a passage is saying, but even more importantly critically reading and thinking about the implications of the passage. These higher-order thinking skills require that students become critical readers. One process to use is the thinking approach to reading.</p> <p>Activity</p> <p>Discuss the different types of reading that a person may use. Examples may include that people read a novel for pleasure very differently than they read a technical manual. Discuss that the GED Tests require students to critically read and think. This is what is termed higher-order thinking skills.</p> <p>Provide students with the Handout - The Thinking Approach to Reading. Provide students with a GED-like passage and test questions in the different areas of Language Arts, Reading. Using the questions on the handout, work through the passage and questions with the students. Discuss that merely reading the questions or scanning the passage will not create success in the area of critical reading.</p> <p>Debriefing/Evaluation Activity</p> <p>Have students use the thinking approach to reading in the other content areas of the GED Tests. Discuss whether the same method works or does not work. Why or why not?</p>			<p>Materials/Texts/Realia/Handouts</p> <ul style="list-style-type: none"> • Handout - Thinking Approach to Reading • Different GED-like passages and questions (can use any type of commercial or teacher-made materials that require higher-order thinking skills) • Paper and pencils
			<p>Extension Activity</p> <p>Have students complete timed reading/comprehension materials at each class session to improve their skills as an efficient reader. Teachers may wish to use commercial printed or computer-assisted materials.</p>
			<p>ESE/ESOL Accommodations</p> <p>Provide students with reading materials at their individual level. Build students' skills from the knowledge and comprehension levels to the higher levels of application through evaluation.</p> <p>Allow students to orally respond to the questions.</p>
<p>Real-Life Connection</p> <p>Have students identify specific situations where the thinking approach to reading can be used in their workplace or at home. Students should conclude that this approach should become a natural way of reading all types of materials.</p>			

GED 2002 Teachers' Handbook of Lesson Plans - Script

Area/Skill - Language Arts, Reading	Cognitive Skill Level - Analysis/Synthesis	Correlation to Framework - 04.01/04.04	Lesson Number - 28
<p data-bbox="58 215 789 248">Activity Title - The Thinking Approach to Reading</p> <p data-bbox="58 280 235 313">Introduction</p> <p data-bbox="58 345 2024 443"><i>Say:</i> The GED Tests are thinking tests. They require that you understand not only what a passage is saying, but also understand the implications of what you have read. These higher-order thinking skills require that you become a critical reader. To become a critical reader you need to take a thinking approach to reading.</p> <p data-bbox="58 475 243 508">Main Activity</p> <p data-bbox="58 540 2003 605"><i>Say:</i> People read for many reasons. Sometimes they read for pleasure. Sometimes they have to read to learn some technical information they may need for their jobs. When you read for different purposes, you use different reading skills. On the GED Tests you must be able to critically read and think.</p> <p data-bbox="58 638 2024 735"><i>Say:</i> Today, you are going to have an opportunity to review some GED-like passages and test questions from Language Arts, Reading. As a group, we are going to review the passages and the questions to determine what the questions are asking us to do. Distribute handout and sample passages and test questions to students. As a group work through the passage and questions with the students.</p> <p data-bbox="58 768 1587 800">Discuss that merely reading the questions or scanning the passage will not create success in the area of critical reading.</p> <p data-bbox="58 865 340 898">Closure/Conclusion</p> <p data-bbox="58 930 2003 995"><i>Say:</i> Merely reading the questions or scanning a passage will not enable you to be successful in the area of critical reading. It is important that you take time to identify what the questions are asking you to do.</p> <p data-bbox="58 1027 2024 1092"><i>Ask:</i> How might this same approach help you when answering questions in social studies or science? Explain that this process can be used in any reading situation.</p> <p data-bbox="58 1125 470 1157">Follow-Up Lessons/Activities</p> <p data-bbox="58 1190 1079 1222">Have students identify real-life situations in which the process would be useful.</p>			

The Thinking Approach to Reading

Think Ahead

What is this selection about?	Preview.
What do I already know about it?	Recall prior knowledge.
What do I want to find out? What is my goal?	Set reading purpose.
How should I go about reading in order to meet my goal?	Understanding different ways of reading.

Think While Reading

What have I read about so far?	Understanding different kinds of meaning.
Do I understand it? If not, what should I do?	Check and clarify comprehension.
What is the author saying and what do I think about it?	Check and clarify purpose, tone, point-of-view, and intent.

Think Back

Have I learned what I wanted?	Review comprehension.
How can I use what I have read?	Respond to and apply different kinds of reading and different levels of questions.