

**GED 2002 Teachers' Handbook of Lesson Plans**

Content Area Language Arts, Reading	Lesson Title <i>Make the Connection</i>	Correlation to Framework 04.07	Lesson Number 36
<p><b>Objectives/Learner Outcomes</b></p> <p>At the end of this lesson, the learner will be able to:</p> <ul style="list-style-type: none"> <li>• Connect words into phrases to become a more efficient reader</li> <li>• Combine phrases to see several words in one eye fixation</li> <li>• Identify groups of words that naturally fit or go together in a passage</li> <li>• Reduce the number of fixations per line, thus, reducing the time it takes to read a line</li> <li>• Increase his/her reading rate</li> </ul>		<p><b>Materials/Resources/Internet Sites/Handouts/Worksheets</b></p> <ul style="list-style-type: none"> <li>• Overhead projector</li> <li>• Transparencies</li> <li>• Handout – <i>Declaration of Independence</i></li> <li>• Index cards</li> </ul>	
<p><b>Pre-Requisite Knowledge</b></p> <p>The learner should be able to:</p> <ul style="list-style-type: none"> <li>• Read at a fifth grade level or above</li> <li>• Recognize phrases and sentences</li> <li>• Recognize paragraphs</li> </ul>		<p><b>Key Words</b></p> <ul style="list-style-type: none"> <li>• Fixation pause</li> <li>• Fixation point</li> <li>• Recognition span</li> <li>• Meaning clusters</li> <li>• Fluency</li> </ul>	
<p><b>Anticipatory Set/Introduction</b></p> <p><b>Ask:</b> When you read a paragraph do you read one word and then another word, or do you jump from one group of words to another group of words? Most inefficient readers concentrate on a single word at a time. Word-by-word reading is time-consuming and usually detracts from understanding the meaning of a sentence.</p> <p>Show a transparency of the following passage:</p> <p style="padding-left: 40px;">Century? 20<sup>th</sup> the of inventions the of greatest the is What Television. choose would people Many Drama. and music, comedy, with us entertains it and homes, our into news the brings it moon, the onto stepping man watch to us enabled It</p> <p><b>Say:</b> To understand how slow word-by-word reading can be, read the passage. It is written so that you will have to read it from right to left, forcing you to read each word separately. After this lesson, you will understand why grouping words together helps you to be a more fluent reader.</p>			

### Preview Questions for Lesson

1. Have you ever watched someone read?
2. Have you thought about the way your own eyes work as you read?
3. What is a fixation pause?
4. What is a fixation point?
5. What is a recognition point?
6. What is fluency?

### Instructional Outline

Show a transparency with the following definitions:

- **Fixation Pause:** Each stop your eyes make is called a fixation pause. It is during this pause that you read. Your eyes are not reading when they are moving. An efficient reader reads about two and a half words during each fixation pause. An inefficient reader may actually read only one word at a time. This means that his/her eyes stop 16 times on a 16-word line of print. This slows down a reader and interferes with his/her comprehension.
- **Fixation Point:** This is the actual spot where your eyes focus during a fixation pause; it is the exact word at which you look.
- **Recognition Span:** This is the number of words that your eyes take in during a fixation pause. While your eyes are focusing on the fixation point, they are seeing other words on both sides of the recognition span.

**Say:** Since the GED Test is a timed test, it is important that you are able to read through the material quickly and efficiently.

Show a transparency with the following phrase written on it:  
READ THIS QUICKLY.

**Say:** Look at this sentence. The one-word-at-a-time reader makes his/her first stop on READ. This is not enough to understand what is written. The two-word-at-a-time reader makes his/her first stop on READ THIS. This gives some more information, but it is still not enough to understand what is written. The reader who can read three or four words during a fixation pause has no difficulty in reading READ THIS QUICKLY in one pause. This is a useful grouping of words that makes sense to the reader.

**Ask:** Do you know which word is the fixation point for the reader who can read the sentence in one fixation point? The fixation point is THIS. The efficient reader's eyes would be actually focusing on the word in the center of the sentence. At the same time, the eyes would also be reading the word on each side.

**Say:** Take another look at the sentence and focus your eyes on the word THIS. Can you see the word on each side? Now read each word separately in the sentence. Did you feel how much harder your eyes had to work when they read each word separately? Today, you will be learning a technique called clustering. Clustering involves widening your eye span or point of concentration so that you see several words in one fixation.

### Process/Activities

Pair each student with a partner. Give each student a short passage from a magazine or book. Use a magazine or book with wide columns of print, rather than narrow newspaper columns. With a straight pin, prick a small hole in the center of the page.

**Say:** Ask your partner to hold up the passage and read it. While your partner is reading, sit opposite him/her and look through the hole. Watch your partner's eyes carefully.

**Ask:** What did you see as you watched your partner read? Did you see your partner's eyes travel in a series of stop-and-go movements across each line of print? Were you surprised by the uneven movement of your partner's eyes across a line of print?

Show a transparency with the following phrases:

READ CAREFULLY

WORK QUIETLY

READ THIS CAREFULLY

PLEASE WORK QUIETLY

READ THIS WITH CARE

CAN'T YOU WORK QUIETLY

**Ask:** Could you the entire phrase in one movement? Practice focusing in the middle of the phrases.

Show the following transparency:

AS YOU READ

TRY TO PUSH

YOUR EYES AHEAD.

YOUR EYES WILL

STOP-AND-GO,

STOP-AND-GO

ACROSS THE LINE.

EACH PAUSE IS FAST.

IT IS BARELY

A REAL PAUSE.

YOUR EYES READ

ON EACH PAUSE.

MAKE EACH PAUSE

AS SHORT

AS POSSIBLE.

DON'T PAUSE

TOO LONG

ON ANY ONE WORD.

Give each student a copy of the first handout on the ***Declaration of Independence***. (See attachment)

**Say:** This exercise will show you the importance of cluster reading. You will be reading two paragraphs of the same material, but the material has been marked off in fixation pauses of different lengths. Simply read, following the fixation pauses that are indicated. Allow time for the students to read the first handout.

**Process/Activities (cont.)**

Give each student a copy of the second handout of the *Declaration of Independence*.

**Say:** Now read the second handout.

**Ask:** How would you describe reading the first passage? Was it bumpy? How about the second passage? Was that a more smooth rhythm? Why would that be true? Did you see how the clustering of the words in the second passage allowed your eyes to move along smoothly?

Give each student a copy of the same passage.

**Say:** Read the following passage. Mark off the meaning clusters of words as you read along. Place a slanting line / after each pause / as you read / the paragraph. Model how to do it for the students.

**Say:** Be sure to mark off each pause, reading as slowly as necessary. Do not watch your pencil. Try to make your hand mark automatically as you read. Give the students time to do this.

**Ask:** Did each pause you marked represent a meaningful idea or unit? If not, your pauses were too short. You will need to practice on trying to read more meaningful groups of words.

The students can use the same passage for each practice. Have the students read the passage again and again, marking the pauses on each copy. With each reading, the students should try to lengthen each pause until it represents a meaningful group of words. After the students have successfully increased their fluency on this passage, give them another passage to practice this technique. Have them continue to practice this technique until they are more efficient readers.

**Product/Evaluation/Summary**

Have students mark off their pauses in a variety of passages to check the meaningful word clusters. Give them another passage to mark off their pauses. Compare the number of fixations each student makes to his/her initial numbers. The numbers should be less.

<b>Teaching to Different Types of Learners</b>			
	<b>Visual</b>	<b>Auditory</b>	<b>Kinesthetic/Tactile</b>
<b>Learning Activity</b>	<p>Provide students with a copy of each of the transparencies.</p> <p>Provide written directions for the students.</p>	<p>Allow the students to discuss the results of each of the readings.</p> <p>Have them read the passages to a partner.</p>	<p>Allow students to use highlighters to indicate their pauses in the passages.</p>
<b>Special Differentiation Strategies</b>	<p>Use overhead transparencies to model the technique. Write the directions on a transparency as well as giving them orally.</p>	<p>Ask questions of the students to make certain they understand what they are doing.</p> <p>Allow the students to read the passages to a partner.</p>	<p>Use passages which have been enlarged and placed on poster board. Allow students to use highlighters instead of pencils.</p>
<b>Evaluation</b>	<p>Allow students to choose their own passages to practice the technique.</p>	<p>Allow students to read to you or the class the passages that they have chosen.</p>	<p>Allow students to use highlighters or bingo chips to indicate the pauses.</p>
<b>The Family and Adult Literacy Connection</b>		<b>ESE/ESOL Accommodation</b>	
<p>If students have children who are able to read, have them practice the technique using passages from children's books. Have students share this strategy with their children as a follow-up to completing a homework assignment together.</p> <p>Students should be able to understand how important reading is in the real world. Have students research the importance of reading in high paying jobs. Provide time during class to discuss the importance of reading in their lives.</p>		<p>Allow students to work in small groups and to read to a partner or volunteer. Use shorter passages with a lower readability quotient.</p>	

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**Declaration of Independence – Handout 1**

**We hold these truths to be  
self-evident that all men are  
created equal, that they are endowed  
by their Creator with certain unalienable  
rights that among these are life,  
liberty, and the pursuit of happiness.**

