

GED 2002 Teachers' Handbook of Lesson Plans

Content Area Language Arts, Reading	Lesson Title <i>Children Are . . .</i>	Correlation to Framework 04.01/04.07	Lesson Number 37
<p>Objectives/Learner Outcomes</p> <p>At the end of this lesson, the learner will be able to:</p> <ul style="list-style-type: none"> • Demonstrate that it is important to use known information while reading • Expand or clarify background or personal knowledge so that misinformation is not learned • Establish causal connections between real life knowledge and text materials 		<p>Materials/Resources/Internet Sites/Handouts/Worksheets</p> <ul style="list-style-type: none"> • Overhead projector • Transparencies • Handout – <i>Children Are . . .</i> • Handout – <i>ABC Brainstorm</i> • Handout – <i>Jean Piaget</i> 	
<p>Pre-Requisite Knowledge</p> <p>The learner should be able to:</p> <ul style="list-style-type: none"> • Read GED-type materials with basic comprehension • Create questions to answer while reading a text • Brainstorm ideas 		<p>Key Words</p> <ul style="list-style-type: none"> • Brainstorm • Background knowledge • Prior knowledge • Personal knowledge • Misconception • Piaget • Stages of development 	
<p>Anticipatory Set/Introduction</p> <p>Ask: How many of you have children? Grandchildren? Younger brothers or sisters? Many of us have had experiences with children, and yet we probably can not identify all of the different stages of development that they go through</p>			
<p>Preview Questions for Lesson</p> <ol style="list-style-type: none"> 1. Have you ever read something that you knew absolutely nothing about? What was it? 2. Have you thought about how much you may already know about the different topics that you will read about on the GED Tests? 3. What is background or prior knowledge? 4. How can you access background knowledge before you read? 			

Instructional Outline

Say: You bring to the classroom lots of experiences that can be used to learn new information and knowledge. Regardless of what you will be reading, you know something about it. It may be something very basic, but it will help you to better understand what you are reading about. How do you find out what you know? Today, we are going to do a very simple activity called the **ABC Brainstorm**. I'll give you a topic and then you will brainstorm some of the different words or ideas that you have about the topic. Then we'll read about the topic and see what kinds of things you already knew!

Say: First, let's look at an example of an **ABC Brainstorm** on children. You told me lots of things about children. (Recap some of the ideas that students provided to you in the introduction.) However, this is a different way of looking at children. Read the Handout – **Children Are . . .** out loud to the class. You may wish to have the piece on overhead or written on poster board so the group can follow along as you read.

Ask: Does this writer know something about children? Pretend that you are going to read an article about the importance of children in one's life. Would this person's background knowledge and viewpoint be helpful? Why or why not?

Say: Let's try the same technique with a different topic. A man by the name of Jean Piaget developed what is known as the Theory of Cognitive Development in Children. First, how many of you know what cognition is? Let's put it differently. Do children understand the world differently than we do as adults? Think about how children develop their thinking skills. Do children think differently at age 2 than at age 5? How about age 10? Let's brainstorm some ideas about how children think and how they understand the world around them.

You may wish to brainstorm as a group or use the Handout – **ABC Brainstorm**. When students have finished brainstorming, have them share their ideas. Next have them read the Handout – **Jean Piaget**. Debrief the activity by asking them questions on what they read and whether or not access prior knowledge assisted in their understanding.

Process/Activities

Use techniques to access students' background or prior knowledge. An example is the Handout – **ABC Brainstorm**. Ensure that correct information is being supplied through these activities, as misinformation can be difficult to "undo" when students are reading follow-up articles. Prior to students reading any text, provide a short time for them to discuss what they already know about the topic. This will assist in the comprehension process.

Product/Evaluation/Summary

Have students share their personal knowledge about the selected topic with the class. Prior to reading texts in the classroom, always provide students with a chance to share their background or prior knowledge, as well as providing them with a quick preview of what they will be reading. After the students have read the text, check for comprehension by asking questions on the materials that has been read or by having students develop their own questions and then exchanging them with a classmate. You may wish to discuss how a student's background knowledge was the same or different from what was read.

Teaching to Different Types of Learners			
	Visual	Auditory	Kinesthetic/Tactile
Learning Activity	Provide written directions to the students for all activities. Have students write down their answers.	Allow students to read passages aloud. Have them orally discuss the background or prior knowledge that they have on a topic.	Allow students to work in groups when brainstorming. When reading, students may wish to use highlighters to identify important information.
Special Differentiation Strategies	When students are reading, provide a quiet atmosphere so that they can concentrate. Visual learners often prefer taking notes when discussions occur. Provide them with written materials or outlines.	Ensure that students have understood directions by asking them to repeat to you what they are to do. Auditory learners often prefer to read aloud for better comprehension.	Model for students the activity prior to them having to complete it.
Evaluation	Have students use a written format to brainstorm and then to check their comprehension by developing three to five questions on the text.	Have students verbally tell you about their prior knowledge and how it is the same or different from the information that they just read.	Have students verbally tell you about situations or experiences that they have had with the topic and what they learned from the text.
The Family and Adult Literacy Connection		ESE/ESOL Accommodation	
<p>Have parents identify the level of understanding for each of their children and share real-life experiences that demonstrate that level of cognition.</p> <p>Have a discussion with the students about what kinds of differences there are in different children in the same family and how such development can still be in the "normal" range.</p> <p>Parents may wish to share the poem Children Are... with their own children. Children may wish to create a poem entitled Parents Are... or Grandparents Are... to share with their mother, father, or grandparent.</p>		<p>Allow students to work in small groups and to read out loud to a partner or volunteer. Some students may wish to have the passage on tape to better comprehend what is being said.</p> <p>Shorten brainstorming activities by having the students list three to five things that they know, rather than completing something for each letter of the alphabet.</p>	

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Children are...

Amazing, ACKNOWLEDGE THEM. Believable, TRUST THEM.

Childlike, ALLOW THEM.

Divine, HONOR THEM.

Energetic, NOURISH THEM.

Fallible, EMBRACE THEM.

Gifts, TREASURE THEM.

Here Now, BE WITH THEM.

Innocent, DELIGHT WITH THEM.

Joyful, APPRECIATE THEM.

Kindhearted, LEARN FROM THEM.

Lovable, CHERISH THEM.

Magical, FLY WITH THEM.

Noble, ESTEEM THEM.

Open minded, RESPECT THEM.

Precious, VALUE THEM.

Questioners, ENCOURAGE THEM.

Resourceful, SUPPORT THEM.

Spontaneous, ENJOY THEM.

Talented, BELIEVE IN THEM.

Unique, AFFIRM THEM.

Vulnerable, PROTECT THEM.

Whole, RECOGNIZE THEM.

Xtraspecial, CELEBRATE THEM.

Yearning, NOTICE THEM.

Zany, LAUGH WITH THEM.

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ABC Brainstorm

Topic

A

B

C

D

E

F

G

H

I

J

K

L

M

N

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P

Q

R

S

T

U

V

W

X

Y

Z

Summary Paragraph

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How Children Think - Jean Piaget's Theory of Cognitive Development

How human beings develop cognitively has been thoroughly researched. Theorists have suggested that children are incapable of understanding the world until they reach a particular stage of cognitive development. Cognitive development is the process where a child's understanding of the world changes based on their age and experiences.

Jean Piaget, a Swiss psychologist, suggested that children go through four separate stages in a set order. He stated that once children had certain experiences and reached a certain age, they then could go to the next level. He called his stages of development: sensorimotor, preoperational, concrete operational, and formal operational.

The sensorimotor stage in a child is from birth to approximately two years of age. During this stage, children have few experiences from which to draw information. In fact, during this time frame, children don't realize that things continue to exist even if they are out of sight. According to Piaget, a person or thing that has disappeared from the child's sight is gone forever to an infant this age.

The preoperational stage takes place from two to seven years of age. This is when children really begin to learn to talk and use language. They begin to express themselves and can even pretend. This is also the stage of being "egocentric." At this age, children view everything from their own perspective. It's the "mine" stage.

Children in the concrete operational stage are seven to twelve years of age. Children at this age can think abstractly; they don't always need to see things to understand them. At this age, children also have a better understanding of time. They begin to understand what an hour feels like.

The formal operational stage begins in most people at age twelve and continues into adulthood. Thinking at this stage is abstract, formal, and logical. At this stage, children can use logic to solve problems. Thinking and understanding are no longer tied to things that can be observed.

Some theorists believe that not everyone reaches this top level of understanding. However, they do believe, like Piaget, that age and experiences assist children in developing their thinking and understanding skills.