

GED 2002 Teachers' Handbook of Lesson Plans

Area/Skill - LA, Reading	Cognitive Skill Level - Application	Correlation to Framework - 04.01/04.05	Lesson Number - 04
<p>Activity Title - What Did You Say?</p> <p>Goal/Objective</p> <p>To identify main ideas in reading selections. To work with real-life reading materials found in newspapers and magazines.</p> <p>Lesson Outline</p> <p>Introduction</p> <p>Many times people don't read because they are uncomfortable reading. They struggle with the words. They think they are too slow. They have to go back and read things several times. They can't concentrate. The problem is that many GED students just don't read often enough to gain the speed and confidence they need. Most GED students do not read the newspaper. They get their news and views from other media, such as radio or television. This lesson has been designed to expose students to 'letters to the editor' which typically address current issues that have relevance to students in the program.</p> <p>Activity</p> <p>Explain that an editorial is written by an editor at a newspaper and it focuses on some issue that the newspaper wishes to address. It is based on opinion—not just the facts as in a news articles. Letters to the editors are also personal opinions. They are written by everyday people who wish to express their views about some issue or concern. Distribute copies of 3-4 letters to the editor. It is preferable that letters to the editor be used that have opposing viewpoints so students can identify the supporting details from both the pro and con sides of the issue. Have the students read the letters and write down the main idea of each as well as a list of the supporting details. When the students have finished reviewing their letters have them share their results with the rest of the class.</p> <p>Debriefing/Evaluation Activity</p> <p>Have students share their letters and the results of their review with the rest of the class. If students have difficulty identifying the main idea or supporting details review the letters as a group.</p>			<p>Materials/Texts/Realia/Handouts</p> <ul style="list-style-type: none"> • Letters to the Editor (enough for entire group) • Paper and pencil
<p>Real-Life Connection</p> <p>Have students write their own letters to the editor expressing their opinion about an issue that is of concern to them.</p>			<p>Extension Activity</p> <p>Obtain copies of editorials from newspapers that hold opposing viewpoints. Have students review the issue that is addressed and identify the supporting details each editorial used to defend its position.</p> <p>ESE/ESOL Accommodations</p> <ul style="list-style-type: none"> • Use a highlighter to focus on key words • Team students • Provide an audio version of the letters if the student can understand the information, but has difficulty reading the higher level text

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Activity Title— What Did You Say?

Introduction

Ask: How many of you read the paper everyday? How many of you read something everyday? What do you read? Why don't you read? *Say:* Many times people don't read because they are uncomfortable reading. They struggle with the words. They think they are too slow. They have to go back and read things several times. They can't concentrate. *Ask:* Does this sound like you? *Say:* Let's face it—part of the problem is a lack of practice. When you learned to cook, did you make the perfect meal the first time? How about the first time you drove a car—were you a little hesitant, a little nervous behind the wheel?

The same is true with reading—the more you read—the better you will read. The better you read—the more you will want to read. *Ask:* How many of you have trouble finding out what the story is all about—when you start to read?

Main Activity

Say: Today, we are going to work on finding the main idea in letters to the editor that are included in every newspaper. *Ask:* What is an editorial? Explain that an editorial is written by an editor at the local newspaper and it focuses on some issue or concern that the newspaper wishes to address. It is based on opinion—not just the facts as in regular news articles. Likewise, letters to the editors are also personal opinions. In the case of letters to the editor they are written by everyday people who wish to express their views about some particular issue or concern.

Distribute copies of 3-4 letters to the editor. It is preferable that letters to the editor be used that have opposing viewpoints so students can identify the supporting details from both the pro and con sides of the issue. Have the students read the letters and write down the main idea of each as well as a list of the supporting details. When the students have finished reviewing their letters have them share their results with the rest of the class.

Debriefing/Evaluation Activity

Have students share their letters and the results of their review with the rest of the class. If students have difficulty identifying the main idea or supporting details review the letter as a group. *Ask:* Did you notice that sometimes people use the same arguments to take different sides of an issue? Discuss the types of supporting details included with each letter. *Ask:* Do you think these are effective letters? Did they convince you to feel differently about an issue?