

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

<b>Content Area</b> Language Arts, Reading	<b>Lesson Title</b> <i>Parenting 101</i>	<b>Correlation to Framework</b> 04.01/04.02	<b>Lesson Number</b> 42
<b>Objectives/Learner Outcomes</b>  At the end of this lesson, the learner will be able to: <ul style="list-style-type: none"> <li>• Use active reading to focus on a passage</li> <li>• Use specific comprehension strategies to increase his/her understanding of a passage</li> </ul>		<b>Materials/Resources/Internet Sites/Handouts/Worksheets</b> <ul style="list-style-type: none"> <li>• Handout – <b>RAP and RECORD</b></li> <li>• Internet Resources                             <ul style="list-style-type: none"> <li>○ Parent Soup <a href="http://www.parentsoup.com/">http://www.parentsoup.com/</a></li> <li>○ The Parenting Group – Parenting.Com <a href="http://www.parenting.com/parenting/">http://www.parenting.com/parenting/</a></li> <li>○ Girls and Boys Town – Parenting. Org <a href="http://www.parenting.org/">http://www.parenting.org/</a></li> <li>○ Family Education <a href="http://www.familyeducation.com/home/">http://www.familyeducation.com/home/</a></li> </ul> </li> </ul>	
<b>Pre-Requisite Knowledge</b>  The learner should be able to: <ul style="list-style-type: none"> <li>• Compare and contrast information within a passage</li> <li>• Use the Internet to identify parenting resources</li> <li>• Apply information to real-life situations</li> </ul>		<b>Key Words</b> <ul style="list-style-type: none"> <li>• Parenting</li> <li>• Communication</li> </ul>	
<b>Anticipatory Set/Introduction</b>  Children are a challenge for everyone. Just when you think you have the parenting thing down to a science, some new problem or concern pops up. Unfortunately, children don't come with a how-to manual. However, there are resources available on the Internet that can offer advice on how to solve those parenting problems. In this lesson, you are going to have an opportunity to use resources from the Internet to help you solve a specific problem or concern that you may have with your children.			

### Preview Questions for Lesson

- Do you have children? If a student doesn't have children, you may want to have them think about a niece, nephew, cousin, family friend with children.
- When you have a question or concern about a specific parenting issue, where do you go for advice? Have you ever looked on the Internet?
- Brainstorm a list of challenges that parents face when raising their children. Examples may be getting a child to:
  - do his/her chores around the house;
  - be less picky about the foods he/she eats, go to bed on time; or
  - finish his/her homework without an argument.
- Now, think about your own child. Pick one thing that you would like to change or overcome. Write it down on a piece of paper. Now list some things that you would like to know about that particular challenge or concern.

### Instructional Outline

**Say:** Reading is an essential skill for parents. There are books to read, resources on the Internet to read, report cards and notes from school to read. Every where you turn there are things that you, as a parent, need to read. Today, we are going use one technique for improving comprehension skills. The process is called **RAP and RECORD**. However, unlike most times when you read in class, this time you are going to find an article on the Internet that has personal interest for you. To start this activity, let's take few minutes to look at the **RAP and RECORD** handout.

Distribute the Handout – **RAP and RECORD** to each student. Discuss each part of the **RAP and RECORD** process with the students. You may wish to select an article from the Internet site and model the use of the **RAP and RECORD** method for the students before having them complete their own. When you have completed previewing the activity with the students, have them begin their own search of Parent Soup to find advice on addressing the problem that they have already listed.

The full menu for 18 areas is included at: [http://www.parentsoup.com/offline/pages/0,,169260\\_297224,00.html](http://www.parentsoup.com/offline/pages/0,,169260_297224,00.html).

If the student cannot find an article in Parent Soup, help him/her conduct a search of some other parenting sites to find possible articles for him/her to review. Have students print their articles so that they can highlight text if necessary and keep it for further reference. Have students complete the **RAP and RECORD** form. When all students have finished reading their articles, have them share the information that they found with the rest of the class. Provide time for students to discuss the advice they found and whether they agree or disagree with the advice. Extend the activity by having students write a paragraph about what they intend to do with the information they learned.

<p><b>Process/Activities</b></p> <p>During this lesson, students will:</p> <ul style="list-style-type: none"> <li>• Learn how to use the <b>RAP and RECORD</b> method for improving comprehension skills</li> <li>• Use the Internet to find articles that may be beneficial to them as a parent</li> <li>• Share the information they learned with their peers</li> </ul>			
<p><b>Product/Evaluation/Summary</b></p> <p>When students have completed this lesson, they will provide the teacher with a copy of their:</p> <ul style="list-style-type: none"> <li>• <b>RAP and RECORD</b> form and</li> <li>• Paragraph on what they learned.</li> </ul>			
<p><b>Teaching to Different Types of Learners</b></p>			
	<p><b>Visual</b></p>	<p><b>Auditory</b></p>	<p><b>Kinesthetic/Tactile</b></p>
<p><b>Learning Activity</b></p>	<p>Use an overhead of the <b>RAP and RECORD</b> form so that students can see the form as it is being used.</p>	<p>Provide oral instructions to ensure students understand what they need to do in each segment of the <b>RAP and RECORD</b> method.</p>	<p>Have students use index cards to keep notes as they read the article.</p>
<p><b>Special Differentiation Strategies</b></p>	<p>Provide the students with highlighters so that they can underline important points in the article and then transfer the information to the form.</p>	<p>Invite a parenting instructor to the class to discuss issues related to areas of concern that students may have regarding their own children.</p>	<p>Teach students how to first skim through their articles before starting the <b>RAP and RECORD</b> method.</p>
<p><b>Evaluation</b></p>	<p>Have students take illustrate their <b>RAP and RECORD</b> form based on the information they learned.</p>	<p>Have students orally report their findings rather than write a paragraph about what they intend to do.</p>	<p>Have students set up a role-playing activity to show how they will use the information they learned with their own children.</p>

**The Family and Adult Literacy Connection**

Talk with parents about actually implementing what they learned in the parenting article with their own children. Have those who try the techniques report back to the class on whether or not that particular technique worked and why.

**ESE/ESOL Accommodations**

ESOL students come from a variety of cultures. Encourage students to access parenting resources from organizations that understand their unique culture. Preview the text of the article with students to make sure they understand the vocabulary and the context in which it is used. Provide explanations of any idiomatic expressions that students may not understand.

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### RAP + RECORD

Read a specific section or paragraph carefully

**Ask** – What are the key ideas? Is there anything I don't understand?

**Put** it in your own words.

**RECORD** (write down) key words and questions. Consider how ideas are developed.

Repeat the RAP + RECORD strategy for each paragraph or section.

**Title of Article** \_\_\_\_\_

**Internet Resource Used** \_\_\_\_\_

#### Paragraph/Section 1

List the key ideas as well as anything that you do not understand. Put everything in your own words.

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#### Paragraph/Section 2

List the key ideas as well as anything that you do not understand. Put everything in your own words.

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#### Paragraph/Section 3

List the key ideas as well as anything that you do not understand. Put everything in your own words.

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#### Paragraph/Section 4

List the key ideas as well as anything that you do not understand. Put everything in your own words.

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