

Reading Curriculum: Non-Fiction Books, Profile Articles, and Poetry

GED Bridge to Health Careers Program - Session 3

 LaGuardia Community College

Material	Activities	GED Skills
<i>The Pact</i> Lesson 1: Character Chart	-Students picked one character and chapter to focus on and then identified the conflict, resolution, and character change. -Homework: Picked one quote from their chosen chapter that demonstrates change in their character.	-Identifying literary terms in a text -Writing using specific examples -Interpreting a text
<i>The Pact</i> Lesson 2: Timeline	-Students asked to work in groups so that each group has one person representing each character from the book. -Groups created a timeline based on each character's life. -Each timeline contained quotes from the characters, important events, character changes in characters, and resolutions.	-Reading a nonfiction text for specific information -Summarizing and paraphrasing information -Transferring information into an organized chart -Analyzing the text
<i>The Pact</i> Lesson 3: Scenarios and Role Play	-Students role play, empathize with their character's and are presented with various scenarios. -Students have to resolve and react and resolve each scenario in writing as if they were one of the characters in the book.	-Inferring using the text as a guide -Writing citing specific examples -Critical reading and analyzing
<i>First, Do No Harm</i> By Lisa Belkin Lesson 1: Character Chart	Who are all these new characters and what are their relationships to each other? -Using a character chart students focused on one of the main patients and listed all the characters that came in contact with that patient along with a description. -Students put information in a graphic organizer. -Students presented the characters and their relationships to the class.	-Reading comprehension -Reading for specific information -Transferring written information into a table
<i>First, Do No Harm</i> Lesson 2: Reading Questions	-Students picked from three reading questions and wrote on them for homework. -In class, students presented the question they wrote on. -Modeled and practice for lesson 4.	-Reading and writing for specific information -Reading nonfiction -Making inferences
<i>First, Do No Harm</i> Lesson 3: Decision Chart	-Students asked to fill in blank decision chart. -Students focused on one patient and one ethical decision that the patient was faced with. -Students describe this decision and the two points of view on the ethical decision. -Students give support and evidence for the two points of view. -Students describe their own point of view. -Students share out at the end of class.	-Reading for specific information -Writing with specificity and examples -Transferring information to a table

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Session 3 from January 7 – April 4, 2008

Continued –Reading Curriculum – Session 3

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<u>Life and Death</u> By Ina Yalof “Betsey Delacey”	Homework: -Read and answer reading questions -In class discussion	-Reading nonfiction -Reading like writers -Reading for specific information
New York Times Sunday Magazine: Interview transcript with Charles Simic	Homework: -Students asked to read as an example of a transcript.	-Critical reading skills -Identifying structure of a nonfiction text
Interview Transcript of the Three Doctors from television.	Homework: -Students asked to read as an example of a transcript.	-Identifying structure of a nonfiction text
The Paris Review, William Carlos Williams Interview	Homework: -Students asked to write on the following question: How do we transfer our interview questions to create a profile piece?	-Critical reading skills -Identifying structure in a nonfiction text
New York Times, “In the Trenches: Soldiering on, Home to Home, In a Squeezed Health System”	Homework: -Students asked to read the article and given reading questions.	-Critical reading skills -Reading a nonfiction text for specific information
NY Times: “In the Trenches: Patient Transporter”	Homework: -Read and answer reading questions -In class discussion	-Reading Non-fiction -Critically reading to identify the theme -Strengthening reading skills -Reading like writers
“How Do I Interview People?” -Chat room internet print out	-Students were asked What are some guidelines we can come up with in order to conduct a successful interview? -After students came up with some ideas they read the article to add to their list of interview guidelines.	-Critical Reading -Reading a nonfiction text for specific information

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Poems: “Red Wheelbarrow” and “Complete Destruction” By William Carlos Williams	-Students read for homework and wrote a response to one poem. -In class students worked in a group and discussed the poem they wrote on. -Each group read their poem and presented their response to the poem to the rest of the class.	-Reading poetry -Identifying literary terms
Poems: “Fork” “Watermelon” “A Book Full of Pictures” By Charles Simic	-Students read for homework and wrote a response to poems. -In class students worked in a group and discussed the poem they wrote on. -Each group read their poem and presented their response to the poem to the rest of the class.	-Reading poetry -Identifying literary terms
Poem: “Richard Cory” by Edwin Arlington Robinson with multiple choice questions copied from GED workbook	-Students asked, “What are some test taking strategies we can use for the GED?” -Students were asked to practice the strategies they came up with when answering questions to poem and other math section.	-Practicing test taking skills -Close reading -Answering questions based on a text
<i>Jabberwocky Poem</i> By Lewis Carroll	-Read poem and underline unknown words. -Group all unknown words according to their parts of speech. -As a group translate/summarize assigned stanza.	-Reading comprehension -Defining words with contextual clues -Defining unknown words by parts of speech with context clues. -Close reading skills -Developing vocabulary skills

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