**Material** | **Activities** | **GED Skills**  
--- | --- | ---  
*The Pact*  
**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  

*The Pact*  
**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  

*The Pact*  
**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  

*First, Do No Harm*  
**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  

*First, Do No Harm*  
**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  

*First, Do No Harm*  
**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
### Materials

<table>
<thead>
<tr>
<th>Materials</th>
<th>Activities</th>
<th>GED Skills</th>
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</thead>
<tbody>
<tr>
<td>Life and Death By Ina Yalof “Betsey Delacey”</td>
<td>Homework: -Read and answer reading questions -In class discussion</td>
<td>-Reading nonfiction -Reading like writers -Reading for specific information</td>
</tr>
<tr>
<td>New York Times Sunday Magazine: Interview transcript with Charles Simic</td>
<td>Homework: -Students asked to read as an example of a transcript.</td>
<td>-Critical reading skills -Identifying structure of a nonfiction text</td>
</tr>
<tr>
<td>Interview Transcript of the Three Doctors from television.</td>
<td>Homework: -Students asked to read as an example of a transcript.</td>
<td>-Identifying structure of a nonfiction text</td>
</tr>
<tr>
<td>The Paris Review, William Carlos Williams Interview</td>
<td>Homework: -Students asked to write on the following question: How do we transfer our interview questions to create a profile piece?</td>
<td>-Critical reading skills -Identifying structure in a nonfiction text</td>
</tr>
<tr>
<td>New York Times, “In the Trenches: Soldiering on, Home to Home, In a Squeezed Health System”</td>
<td>Homework: -Students asked to read the article and given reading questions.</td>
<td>-Critical reading skills -Reading a nonfiction text for specific information</td>
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<tr>
<td>NY Times: “In the Trenches: Patient Transporter”</td>
<td>Homework: -Read and answer reading questions -In class discussion</td>
<td>-Reading Non-fiction -Critically reading to identify the theme -Strengthening reading skills -Reading like writers</td>
</tr>
<tr>
<td>“How Do I Interview People?” -Chat room internet print out</td>
<td>-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.</td>
<td>-Critical Reading -Reading a nonfiction text for specific information</td>
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</tbody>
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GED Bridge to Health Careers Program, LaGuardia Community College-Serge Shea Session 3 from January 7 – April 4, 2008
### Continued – Reading Curriculum – Session 3

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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 |
| Jabberwocky Poem 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 |