

Learning Project:

GED Language Arts, Reading and You

Inquiry Activity #1:

Explore Your Experiences with Language Arts, Reading

(Note: Italicized portions should be directed to students.)

1. Identifying the Problem

This activity is started after the class has taken the GED Language Arts, Reading Practice Test. This portion of the activity is done individually.

The problem you will be exploring involves the following question. As in other inquiry activities, this first step asks you not to answer the question at once, but to make sure that you understand the questions being asked. If you want to discuss your understanding of the questions with others, please do so.

What are some of the things you know about Language Arts, Reading, and what are some of the things you want to know?

2. Becoming Familiar with the Problem

This second step starts the process of thinking about what you already know about the subject. Take some notes on what you know about the question. To help you, consider the following questions:

The list of questions may seem too extensive to you. These are not intended to be answered individually, but rather to start the learners' thinking process about Language Arts, Reading and their experiences with the subject. As you download the online version for your learners, you may wish to eliminate some or many of the questions, or hold a class discussion in which you prompt with some, any, or all of the following.

Think about the experience you have just had in taking the GED Language Arts, Reading Practice Test. Don't think about whether you got an answer right or wrong but focus on what kind of reading was on the test and how you reacted to it. Make some notes on your recollections.

Think back beyond the GED Language Arts, Reading Practice Test you just took and recall your reactions when you looked at the test in the GED and You experience, which may have been some time ago.

- 1. What were your thoughts and reactions while taking the Language Arts, Reading test?*
- 2. What reading seemed familiar to you? Had you read passages like these before? Had you answered questions like these before?*
- 3. What reading seemed unfamiliar to you, for example, specific words, topics, the poem, the kinds of questions, etc.?*
- 4. Think back to your school experience, recall when you first learned to read. When did reading become more challenging? When did you first hear the term language arts? How were those courses different from reading classes? How were they the same? What kinds of materials were you asked to read? What did teachers do to help you? What else do you remember about reading and school?*



3. Planning, Assigning, and Performing Tasks

Planning

This is an individual activity. You can think about how you will organize your thoughts and recollections to answer this question.

Performing

Doing the Work

Think a little more about the experiences you had in reading in school and in this GED class. Write down the thoughts that go through your mind as you remember those experiences. Write down notes to the following questions:

- 1. How do you feel when you think about reading?*
- 2. How do you feel when you think about language arts?*
- 3. What are some things you know about language arts, reading, and what are some things you want to know?*

Make a list of your answers to these questions divided into the following categories: What I know about reading and What I want to know about reading.

Reaching a Conclusion

Now form groups. Each group will do the following:

- 1. From the group members' lists, develop a list of language arts, reading topics that the group knows about.*
- 2. Develop a list of the language arts, reading topics the group members don't know that much about.*
- 3. Besides vocabulary, what other aspects of language arts, reading do you have questions about? List as many as possible.*
- 4. Discuss some of the emotional reactions you had when you talked about reading and language arts in school.*

The group should prepare its lists for presentation to the class and decide if it wants to discuss the feelings the group members had about language arts, reading at school.

4. Sharing with Others

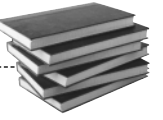
Each group will present its lists to the rest of the class and be prepared to lead a class discussion if there are questions or comments from the class.

The instructor will lead a discussion after the groups have made their presentations that references and pulls together some of the following items among all the groups:

- Class members' vocabulary and word recognition strengths in language arts, reading.
- Class members' lists of other aspects of language arts, reading they are good at or would like to know more about.
- Lead a discussion on language arts, reading experiences that create anxiety and concern among class members. If there is a lot of discussion among class members about reading anxiety, then you might want to develop an Inquiry Activity that allows the learners, working alone or with others, to explore some of their experiences.

5. Reflecting, Extending and Evaluating

In this section the questions are divided so the learners can think about what they experienced, extend their learning experiences to new contexts, and evaluate their learning. The kinds of questions used to accomplish this kind of thinking are the analytical, creative, and practical questions discussed by Robert Sternberg in his book, *Successful Intelligence*.



In general, creative and practical questions are mostly useful in the Extending subsection. Analytical questions are most useful in Reflecting and Evaluating. In these subsections, use questions that you may develop from Just-In-Time assessments or comments made during the sharing portion of the Inquiry Activity.

If you feel the learners are sufficiently confident, they may lead this discussion. You as an instructor are a member of the class and should participate in the discussion. This is a wonderful opportunity for Just-In-Time assessments.

Reflecting: Think about what you learned.

These questions tend to be analytical in Sternberg's *Successful Intelligence* model.

1. *What new discoveries have you made about GED Language Arts, Reading?*
2. *What impact do you think your emotional reactions to reading and language arts have when learning the subject?*
3. *What impact do you think your emotional reactions to language arts, reading have when taking a reading test?*
4. *What are the areas of language arts, reading you will need to work on most?*
5. *Make a list or plan for how you will work to prepare for the GED Language Arts, Reading Test.*

Extending: Extend what you learned to new situations.

These questions tend to be creative and practical in Sternberg's *Successful Intelligence* model.

1. *Think about how you feel in a course that you like.*
2. *How do you feel in that course, and how can you transfer that feeling to a course you may not like, like language arts, reading?*
3. *Think about the things you like to read. List them. How can you make language arts, reading more like reading the things you like?*
4. *Many games are based on reading. How can you make the GED Language Arts, Reading Test into a game? Share your ideas with someone else.*

Evaluating: Assess what you learned and how you learned it.

These questions tend to be analytical in Sternberg's *Successful Intelligence* model.

1. *If you have a negative reaction to reading, language arts, reading or reading test taking, what do you think causes that reaction?*
2. *How do you think you could overcome that reaction?*
3. *How do you feel about your motivation to pass the language arts, reading portion of the GED test?*
4. *How will you study for language arts, reading?*
5. *What made thinking about how you feel about reading valuable for you?*
6. *How might you improve this activity?*