

Learning Project 3 Reading Stories

Inquiry Activity 3-4: Predicting

GED test questions are designed to elicit different responses. This question asks the reader to predict from the passage a future that is not directly stated.

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

1. Identifying the Problem (Test Items #s 8 and 9 PA)

Scan the test questions to find out what you are being asked to do.

Questions refer to the excerpt from a story in Inquiry Activity 2-1.

8. On the basis of Antonia's character as revealed in this excerpt, how would she most likely act toward Jim if he returned in the future?

She would probably

- (1) accuse him of ignoring her
- (2) demand that he leave again immediately
- (3) welcome him with friendship
- (4) cling to him passionately
- (5) insist that he stay with her forever

9. On the basis of Jim's character as revealed in this excerpt, what relationship is he likely to have with Antonia in the future?

He will

- (1) write to her often
- (2) stay with her
- (3) forget his friendship with her
- (4) think of her often
- (5) resent her

2. Becoming Familiar with the Problem

Pre-reading strategies: Becoming familiar with the passage. Four pre-reading strategies are introduced and used consistently to help the learner develop the pre-reading skills for use with any reading they might do. The pre-reading strategies are:

- Preview the Passage
- Activate Prior Knowledge
- Consider/Build Interest
- Set a Purpose

Resist over-explaining the strategies. Encourage learners to answer the questions for each passage and allow them to come to their own insights about pre-reading.



Remember, in this step, we are focusing on becoming familiar with the question through pre-reading strategies, not answering them from the passage.

Preview the Questions: Examine the questions. Is there anything in the questions you don't understand?

Activate/Build from Prior Experience: Have you had childhood friendships that changed? Have you had reunions and then gone on with your life? If so, use your own experiences to help you with your interest in answering these questions.

Consider/Build Interest: Are you interested understanding the characters in stories you read? When you see questions like these, how do you react?

Set a Purpose: Look at the title of Inquiry Activity 3-4. What does **predict** mean?

3. Planning, Assigning, and Performing Tasks

Doing the Work: As you read the questions and reread the passage, here are some strategies to consider:

Clarify:

Read the questions and answer choices. Find and mark any words you might not know. See if the question or answer choices give you enough information to **clarify** the meaning of those words. If not, find the meaning by asking someone or looking it up.

Were there any places in the passage where you did not understand what was going on?

Analyze:

Remind yourself what the questions are asking you to do.

Prediction is grounded in the available information, but since it involves what is to be, rather than what is, it is essentially thoughtful guesswork.

Go back to the passage. Find words and phrases that describe how the two characters, Jim and Antonia, feel about each other.

Look in the passage and mark where there is information related to each question.

Now, read each answer choice and decide if the information in the answer is:

- not in the passage,
- the opposite of the information in the passage, or
- not accurate.

Determine which answer choice answers the questions. If you prefer, you may use the graphic organizer to answer these questions.

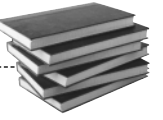
4. Sharing with Others

Telling other people what you know helps you to understand the material better. So take this opportunity not only to share the knowledge, but also to learn it more completely.

Small Groups: Compare your answers with others in the group. Discuss the methods you used to find the answer, the support for your answers in the passage, and the reasons why each learner thinks his/her answer and the support are correct.

Agree on answers and a reading strategy you would use for answering questions that ask you to **predict**, in this case, what Antonia and Jim's relationship would be in the future.

It is unlikely that Jim and Antonia will see each other often. Antonia says that he will be with her in memory, and he says that he will carry her face with him, always in his memory. In the future, should they see each other again, she is likely to welcome him with friendship (3), and he will think of her often (4). There is no indication in this passage of resentment, annoyance, or passion.



Whole Class: Report your group's answers to the questions, and indicate the methods used to find the answers, the support for the answers chosen, and your group's strategy for answering questions that ask you to **predict**.

Take notes on any different approaches to answering questions that ask you to make **predictions** from the passage.

5. Reflecting, Extending, and Evaluating

Reflecting: Think about how well you understood what you have done.

Here are some questions to start you thinking about the experience you just had. Thinking about what you have experienced is part of the learning process. When the focus is only on the answer, you don't get much time to think about what you learned.

Has becoming familiar and then doing the work helped you to better understand the passage when you read it? Explain.

Look back at *Doing the Work*. If you were telling someone else how you **predict** as you read, what words would you use to describe what you do?

Did trying to **predict** help you to understand the passage better?

Have you ever thought about **predicting** as you read before? Explain.

Extending: Extend what you learned to new situations.

In extending, you are being asked to transfer the information presented in the Practice Test question to other information or situations.

Where else have you seen, read about, or experienced some of the ideas you found in this passage?

Do you read any stories? If yes, what kind?

Your facilitator will supply some more excerpts from a story. Use the inquiry process while reading the story for the purpose of **predicting** while you read it. Report back to the next class not only your techniques for **predicting**, but also your understanding of the materials through using the inquiry process while reading.

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

In this last step, you get a chance to review the methods used to learn. There are no right or wrong answers to these questions; it is your chance to look more closely at your learning style and the opportunity to state how you benefited or didn't benefit from the content and/or the methods presented in this IA.

What did you learn from this Inquiry Activity?

What parts of the activity worked best for you? Explain.

What parts did not work well for you? Explain.

What parts of this Inquiry Activity will you use when taking the GED test? Why?

How did answering the questions in this way make you feel?