

<b>GETTING A DRIVER'S LICENSE</b>		<b>Student/Class Goal</b> Need for a driver's license in an area where there is no public transportation.
<b>Outcome</b> <i>(lesson objective)</i> Students will identify the steps needed to obtain their driver's license and generate questions to study in preparation for the test.		<b>Time Frame</b> 1-2 hours
<b>Standard</b> <i>Read with Understanding</i>		<b>NRS EFL 3-6</b>
<b>COPS</b> Determine the reading purpose.	<b>Activity Addresses Components of Performance</b> The need to pass the test for an Ohio driver's license by one or two students can give the whole class an opportunity to practice study strategies.	
Select reading strategies appropriate to the purpose.	Students will learn valuable study strategies that can be applied in test-taking situations, such as constructing questions. They are able to recognize unfamiliar and driving-specific vocabulary as their vocabulary expands.	
Monitor comprehension and adjust reading strategies.	Being able to answer questions generated during this activity will give students necessary practice in monitoring their understanding of the text.	
Analyze information and reflect on its underlying meaning.	Students can organize information using restatement and questioning.	
Integrate it with prior knowledge to address reading purpose.	By using these study strategies, students will pass the Ohio driving test.	
<b>Materials</b> <i>Digest of Ohio Motor Vehicle Laws</i> booklet <i>Things to Consider</i> Sheet <i>Question Types</i> Information Sheet <i>Study Strategies and Skills</i> Resource 3 x 5 note cards		
<b>Learner Prior Knowledge</b> How necessary is having a driver's license when public transportation is not available? How could this help them as workers, family members or citizens? What skills are needed to achieve this goal and what must be accomplished to obtain a license? How can students become expert questioners and improve their reading skills? Use the journal prompt to begin their thinking process of questioning techniques.		
<b>Instructional Activities</b> Step 1 - Provide students interested in obtaining an Ohio driver's license with the <i>Digest of Ohio Motor Vehicle Laws</i> booklet. Scan the <i>Table of Contents</i> and discuss what can be learned by previewing this part of the booklet. Use the strategy <i>TISH W VA</i> for Chapter 1 on pages 1-11 (see the <i>Study Strategies and Skills</i> Resource). Highlight with the students each of the parts that will foster understanding of this text.  Step 2 - A before, during and after reading strategy can be used by filling out sections of the <i>Things to Consider</i> sheet. First they consider what they already know as the teacher discusses the central issue of the reading selection. Chapter 1 details the steps needed for students to obtain an Ohio driver's license.  Next, students generate questions they think might be answered in the text. Learners hypothesize answers to their questions. Then, they read to find answers to their questions and to consider other important information they didn't think to ask questions about.  Individually or in pairs, students create a list of tasks or steps needed for them to complete in order to take the test. Goal-setting strategies may need to be provided if not previously demonstrated. Discuss these steps as a group or individually so that lists are logical and follow the suggested steps.  Step 3 - The first step on pg. 3 of the digest tells students to <i>study and learn all material in this digest</i> . Everyone in the class can get involved by generating questions to ask other students and to prepare for the test. This will also reinforce their understanding of the relationship between questions and answers, an important study strategy. The <a href="#">QAR Teaching Strategy</a> equips students to tackle questions more effectively by teaching them to recognize different types of		

questions. There are generally two types of questions: text-based or knowledge-based. For this activity, you will model literal and low-level inferential text-based types of questions. For more details about Right There and Think and Search questions, see the *Question Types* Information Sheet

Model good questions from the first couple paragraphs of the booklet. Have learners generate additional questions from that page. Learners should then evaluate their questions using a peer to check for understanding.

Example of a Right There Question: Who administers the Ohio driver license examinations?

Example of a Think and Search Question: Who can operate a vehicle in Ohio?

**TEACHER NOTE** The *SQ3R Strategy* would be an alternative approach.

Preview the Table of Contents as a large group and decide which chapters are a priority. Assign pages or chapters by group size and areas of interest.

**TEACHER NOTE** The booklet can be downloaded at [Ohio Bureau of Motor Vehicles](http://www.bmv.ohio.gov/) and chapters can be distributed to individuals as needed for question development.

Step 4 - The main purpose of studying is to remember different kinds of information. In courses where there are large amounts of factual information, the use of flashcards may be helpful. Build a file of cards with questions and answers to be used as study aids for the test.

**Assessment/Evidence** *(based on outcome)*

Driver's License Task List

Question Flash Cards

**Teacher Reflection/Lesson Evaluation**

*Not yet completed.*

**Next Steps**

Test-taking skills that focus on multiple choice, etc. would be an excellent follow-up to this lesson. Also, building lessons on Knowledge-based Questions would naturally occur after this lesson.

**Technology Integration**

Ohio Bureau of Motor Vehicles [www.bmv.ohio.gov/](http://www.bmv.ohio.gov/)

Question-Answer Relationships (QAR) [http://literacy.kent.edu/eureka/strategies/question\\_answer\\_relate09.pdf](http://literacy.kent.edu/eureka/strategies/question_answer_relate09.pdf)

**Purposeful/Transparent**

Students must first determine the necessary steps to acquiring their driver's license, continually evaluating their progress toward this goal.

**Contextual**

Strategies to improve test taking skills are important for these students as they prepare to get their driver's license. These study skills can also be applied in the future when the student prepares for the GED or some other credential.

**Building Expertise**

Developing metacognitive testing strategies will help the student identify new information against prior knowledge of particular content.



## QUESTION TYPES INFORMATION SHEET

### Teacher Resource

#### Text-based Questions

##### RIGHT THERE

- ONE SPOT IN THE TEXT
- WORDS TAKEN EXACTLY FROM THE TEXT
- ANSWERS CAN BE FOUND IN THE SAME SENTENCE
- EASY TO FIND
- SIMILAR WORDING IN QUESTION AND TEXT INFORMATION
- "READING THE LINES"
- TEXT-BASED; TEXT-EXPLICIT
- DETAILS OR MAIN IDEA
- LITERAL

##### THINK AND SEARCH

- MORE THAN ONE SPOT
- PUTTING IT ALL TOGETHER
- SEARCH ENTIRE TEXT FOR INFORMATION THAT APPLIES
- CUES TO THE ANSWER MAY BE FOUND IN THE LANGUAGE OF THE QUESTION
- "READING THE LINES"
- TEXT-BASED; TEXT-EXPLICIT
- DETAILS OR MAIN IDEA
- LOW-LEVEL INFERENCE

#### Knowledge-based Questions

##### THE AUTHOR AND ME

- TEXT PLUS
- BACKGROUND KNOWLEDGE: WHAT THE READER ALREADY KNOWS
- INTERPRETATION FOCUS
- "READING **BETWEEN** THE LINES"
- READER-BASED; SCHEMA-IMPLICIT
- DETAILS OR MAIN IDEA
- HIGH-LEVEL INFERENCE

##### ON MY OWN

- READER'S OPINIONS AND IDEAS PLUS USE OF TEXT FOR JUSTIFICATION OF ANSWERS AND OPINIONS
- DISCUSSION OF THEME, SYMBOLISM, STYLE, APPLICATION OF INFORMATION TO SOLVE A PROBLEM
- "READING **BEYOND** THE LINES"
- READER-BASED; SCHEMA-IMPLICIT
- TYPICALLY MAIN IDEAS
- EVALUATION/APPLICATION

## **QUESTION-ANSWER RELATIONSHIPS (QAR) STUDY STRATEGIES AND SKILLS**

**Study Skills** are those things that individuals do to locate, organize, and remember information and may include such strategies as using a table of contents, outlining, summarizing, graphic organizers (mapping), self-questioning, K-W-L, SQ3R, and TISH W.VA. Strategic readers have strategies for dealing with many different learning tasks; therefore, learning to use study skills effectively is an important part of reading strategically. Researchers have not found any one study strategy or skill that is best for all students in all learning. There are many useful study strategies and skills, and the ones that a particular person uses will depend on that person and the learning situation. It is important to help students learn strategies that they can ultimately use independently. Students learn to use study strategies and skills in the same way they learn other strategies and skills. Students must have authentic, meaningful problem-solving experiences that require the use of various study strategies and skills.

### **TISH W. VA.**

- T** itles
- I** talics
- S** ubheadings
- H** eadings
- W** ords in bold print
- V** isuals (pictures, graphs, charts)
- A** nything else that might help you understand

**SQ3R CHART GENERATOR** [http://www.teach-nology.com/web\\_tools/graphic\\_org/sq3r/](http://www.teach-nology.com/web_tools/graphic_org/sq3r/)

**SURVEY** - gather the information necessary to focus and formulate goals.

**QUESTION** - help your mind engage and concentrate.

**READ** - fill in the information around the mental structures you've been building.

**RECITE** - retrain your mind to concentrate and learn as it reads.

**REVIEW** - refine your mental organization and begin building memory.

**SQP3R** - enhanced when **PREDICTION** is added to the strategy to incorporate what research shows about how prediction helps students improve their abilities to construct meaning.

### **FLASH CARDS**

Kinds of material that might be considered appropriate for flashcards are vocabulary words, formulas, equations, definitions, dates, names, etc. The primary advantage of flashcards over other review techniques is that since the cards are more conveniently carried, they will probably be reviewed more often than material in a notebook or a textbook. Frequent review of cards is what makes them effective. Short reviews repeated frequently will generally be more effective than long sessions of cramming. Objections about flashcards are usually that they take too long to make. However, writing down the material on the cards is an aid to memory in itself. The student learns while preparing the cards!

[Front of File Card]

[Back of File Card]

<p><b>Written Question</b></p>	<p><b>Written Answer</b></p> <p style="text-align: right; margin-top: 100px;">For more information see <i>Digest of Ohio Motor Vehicle Laws</i> page _____</p>
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