

<b>LIVING LONGER</b>				<b>Student/Class Goal</b> Everyone in the group is concerned about having a healthy lifestyle and being good examples for their children		
<b>Outcome</b> <i>(lesson objective)</i> Choose a health topic that is relevant to their life, gather information, and practice comprehension strategies in various texts.				<b>Time Frame</b> 2-3 weeks		
<b>Standard</b> <i>Read with Understanding</i>				<b>NRS EFL 3-6</b>		
Purpose	Benchmarks	Word Knowledge	Benchmarks	Comprehension	Benchmarks	
Purpose for reading	3.1, 4.1, 5.1, 6.1	Decoding skills	3.3, 4.3, 5.3, 6.3	Strategy use	3.11, 4.11, 5.11, 6.11	
Select text	3.2, 4.2, 5.2, 6.2	Word parts		Text structural elements		
		Context clues	3.5, 4.5, 5.5, 6.5	Genres		
		Reference materials		Literary analysis		
		Word relationships		Drawing conclusions	3.15, 4.15, 5.15, 6.15	
		Content vocabulary	3.8, 4.8, 5.8, 6.8	Making connections	3.16, 4.16, 5.16, 6.16	
		Figurative language				
		Fluency				
<b>Materials</b> <i>Steps for Scaffolding Any Comprehension Strategy</i> Teacher Resource <i>Comprehension Strategies</i> Matrix <i>Comprehension Strategies</i> Checklist Living Longer Learning Objects						
<b>Learner Prior Knowledge</b> Students can take the <a href="#">Living Longer Survey</a> as a pre-assessment to determine their level of healthy living. Introduce new vocabulary to the group by listing 10-12 unfamiliar words and have students define unknown words by using dictionary or contextual clues.						
<b>Instructional Activities</b> Step 1 - Draw a long horizontal line across the board and label the ends "illness" and "wellness." Ask learners to come up with examples of different points along the line and tell where to place them or draw picture of self now and picture of "ideal" healthy self. Discuss the differences and realistic steps they can take to improve their health. Ask where people get information about how to be healthy.  Step 2 - Students will choose a health topic that is relevant to their lives. In this activity, students will research one of the following topics or another topic of interest: <ul style="list-style-type: none"> <li>-- quitting smoking</li> <li>-- losing weight</li> <li>-- exercising</li> <li>-- having a healthy baby</li> <li>-- preventing breast cancer</li> <li>-- eating healthy foods</li> <li>-- preventing heart attacks</li> <li>-- creating safe neighborhoods</li> <li>-- strengthening relationships</li> <li>-- stopping substance abuse</li> <li>-- practicing safe sex</li> <li>-- controlling diabetes</li> </ul>						

Researching a topic means finding and gathering information that you are looking for. Information about health and living longer is available in many places. Students should search out information in newspapers, magazines, library books, Internet articles, booklets or brochures, etc.

Allow time for students to research (about a week) and have them bring their information to class. Start collecting and compiling this information, make photocopies of each article and organize into a booklet or put in folders. This gives students a chance to learn more information about topics that are personally important to them and to see learning as something that is relevant and worth continuing even after they leave the program.

Step 3 - During Guided Reading, teacher selects one strategy to focus on at a time, models that strategy and then allows students to take turns as they practice a particular strategy and lesson. This may take several days or a week to complete. Ask students what strategies good readers use to understand text. Invite students to discuss at tables or in pairs. List their ideas on the board, accept all responses. Tell students that good readers use lots of strategies but that there are six very important strategies they will use to help them understand the meaning of materials they read. These strategies aren't always used in a particular order, but they do work as a team to help readers understand what they are reading.

**TEACHER NOTE:** *Steps for Scaffolding Any Comprehension Strategy* Teacher Resource will help your work through each of the strategies. You may choose to use one reading text to demonstrate all six or you may choose different texts.

Step 4 - Students can be divided into teams or pairs or work individually for this next part. Using the *Comprehension Strategies Matrix* (as an overhead or giant wall chart), list the names of reading selections across the top and strategies down the left side. Fill in names in appropriate boxes as to which of the six strategies to practice. Teacher and student together determine whether one, two or more strategies are to be accomplished.

Step 5 - After sufficient practice, each student can complete an evaluation using these prompts for each strategy:

- When I read, I question. This means I ...
- Some examples from my reading...
- Questioning helps me understand what I read because...

The *Comprehension Strategy Checklist* provides the criteria for understanding each strategy and can be used for teaching and evaluating. A rubric of criteria can be developed to aid in documentation, if desired.

Step 6 - After completing all reading of materials, write a couple sentences to share with the group one thing you can do right now to become your ideal healthy self.

**WRITING STANDARD EXTENSION** Using the researched materials already collected and finding additional resources, students can continue with their topic by completing an [Inquiry Chart](#).

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

Comprehension Matrix  
Comprehension Checklist Evaluation Questions

**Teacher Reflection/Lesson Evaluation**

*Not yet completed.*

**Next Steps**

Living Longer Learning Objects will give students additional practice with conditions that influence health care management.

**Technology Integration**

Living Longer Survey <http://livinglonger.seven.com.au/index.html>  
Life Expectancy Calculator [http://moneycentral.msn.com/investorcalcs/n\\_expect/main.asp](http://moneycentral.msn.com/investorcalcs/n_expect/main.asp)  
Inquiry Chart <http://curry.edschool.virginia.edu/go/readquest/strat/ichart.html>

**Purposeful/Transparent**

By using the matrix, students are able to monitor which strategies they have mastered and which strategy needs more practice.

**Contextual**

Because students are concerned about becoming healthier, reading health-related materials to discover techniques they can use

in their everyday lives was important to them.

**Building Expertise**

Each student will practice strategies that can be applied to current and future reading materials.

## Steps for Scaffolding Any Comprehension Strategy

### Teacher Resource

**Introduce** The teacher tells students what the strategy (questioning demonstrated) under study is and how it will help them understand what they read.

*When you are reading it is helpful to ask questions as you read. Good readers have questions before, during, and after they read.*

**Model** The teacher models how to employ the strategy using a think-aloud and reading material. The teacher may also invite a student to provide a think-aloud for the class.

*Before I read this magazine article, I am going to study all the headings and illustrations and think about questions I have about the topic. I wonder... I want to know... During reading, I will stop and ask more questions like...I don't understand?... Why did?... or How did? After reading, I will go back and think of questions a teacher may ask on a test. I will also think about what else I wonder or what else I would like to know about the topic.* Teacher can give specific examples.

**Guide the Strategy in Cooperative Groups or Pairs** The teacher works with students in the whole class setting, small groups, or with cooperative groups to guide students and give feedback as they share their responses. Further modeling may take place during this step.

*Work with a partner and stop every few pages/paragraphs and ask questions. Ask questions that you would like to ask the author. Ask questions about the topic that a teacher could ask on a test. Ask questions about what you wonder. We will share our questions in 20 minutes. I will circulate and listen and provide support as you ask your questions.*

**Independent Practice** Students practice the strategy on their own while reading. They are to keep track of how they use the strategy and be prepared to participate in a discussion after reading.

*As you read this article, please watch for places where you asked questions. Be prepared to share at least two of your questions with your group when finished reading.*

**Reflection** The teacher provides opportunities for students to reflect on their thinking and use of the strategy. How did the strategy help them understand the text better?

*How does asking questions before, during and after reading help you understand what you are reading?*

When introducing the six comprehension strategies, remember to:

**Model Connecting** After reading, return to the selection to point out any connections you made to your own life, books you have read, or some knowledge you have about the broader world. Ask students to turn to partners then the whole class to share connections.

**Model Predicting/Inferring** Think aloud as you predict using clues from the title, cover, and illustrations. Preview the pictures by describing what you see and what you predict based on clues from the illustrations. Write the word "predict" on the board. Invite the students to work in pairs and briefly try their own predictions by previewing the same text. Write predictions on the board. During reading, point out places where inferring takes place. Model how to use text clues and one's background knowledge to infer what the author doesn't come out and say directly.

**Model Questioning** Think aloud as you ask questions prior to reading. Model what you are wondering about the text. Invite students to work in pairs and question. List questions on the board. Read a small portion of the text aloud. Stop and ask more questions. What are you wondering now?: Invite students to do the same. Discuss responses. Model how to use who, what, when, where, would, or should. Encourage student to try in pairs and share.

**Model Monitoring** Continue reading aloud from the text. Stop reading and think aloud about any difficult or longer words you encountered. How did you figure them out? Model any portion of text that might have been unclear and tell how you reread or read ahead to fix the problem. Talk about the visual images you are building as you read. Invite students to read on and stop to discuss unclear words, ideas, and visualizing with partners first and then the whole group.

**Model Summarizing/Synthesizing** After completing the reading, model for students how to summarize by giving a three to five sentence summary. Discuss steps you used. Ask students to repeat the summary to a partner. Talk about any themes or special messages in the text as you model synthesis. Lead students in a discussion

**Model Evaluating** Think aloud after reading the entire or controversial selection. Should that character have done that? Why or why not? Discuss your thinking about any two-sided issues in the text. Tell whether you liked reading or not and why. Did you agree with the way the author wrote the piece or book? Why or why not? How did you do as a reader? Invite students to evaluate the text in pairs.

**LIVING LONGER**  
Comprehension Strategies Matrix

	<i>Newspaper Article</i>	<i>Magazine Article</i>	<i>Pamphlet</i>	<i>Internet Resource</i>	<i>Other</i>
Connecting					
Predicting/Inferring					
Questioning					
Monitoring					
Summarizing/Synthesizing					
Evaluating					

## LIVING LONGER

### Comprehension Strategies Checklist

Students will exhibit these characteristics for each strategy --

#### Connecting

- Identifies connections with the material, either: text-to-self, text-to-text, or text to world.
- Reflects on which connections and background knowledge were most useful in understanding the text.
- Tells how strategy of connecting helps with understanding.
- Provides specific examples from reading material.

#### Predicting/Inferring

- Uses text clues to make logical predictions/inferences.
- Uses prior knowledge to make logical predictions/inferences.
- Tells what thinks she will learn or predict what selection is about.
- Confirms predictions and identifies new predictions.
- Tells how strategy of predicting and inferring helps with understanding.
- Provides specific examples from reading material.

#### Questioning

- Identifies possible questions with the material.
- Asks wonders questions throughout reading.
- Uses who, what, when, where, and why to construct questions.
- Generates inferential questions requiring background knowledge and text clues.
- Generates main idea questions.
- Forms questions for the author.
- Tells how strategy of questioning helps with understanding.
- Provides specific examples from reading material.

Use these prompts for evaluation of each strategy:

*When I read, I question. This means I ...*

*Some examples from my reading...*

*Questioning helps me understand what I read because...*

#### Monitoring

- Identifies words or ideas not understood.
- Describes what visualizing as reads.
- Identifies strategies used to clarify words or ideas not understood.
- Identifies possible confusions before and during reading.
- Tells how strategy of monitoring helps with understanding.
- Provides specific examples from reading material.

#### Summarizing/Synthesizing

- Identifies how text is organized.
- Stops to summarize, during reading, what has happened.
- Summarizes using only main points of the text.
- Gives main points in order.
- Gives the big idea or theme, lesson, or moral.
- Reflects on a personal meaning or lesson learned.
- Tells how strategy of summarizing synthesizing helps with understanding.
- Provides specific examples from reading material.

#### Evaluating

- Tells why this text was chosen.
- Judges own progress as to ease.
- Tells whether enjoyed the text.
- Tells if agrees with character's actions.
- Discusses controversial issues from the text.
- Rates author's style.
- Tells how strategy of evaluating helps with understanding.
- Provides specific examples from reading material.



<http://www.wisconline.org>

--- See Managing Medical Conditions Learning Objects for Additional Resources ---

### **Cardiac Markers**

**Author:** Dennis Schmidt

**School:** Milwaukee Area Technical College **Date:** 1/11/2006

**Description:** Learners will examine how cardiac markers are used in the diagnosis of cardiac disease.

[http://www.wisc-online.com/objects/index\\_tj.asp?objID=CLT2004](http://www.wisc-online.com/objects/index_tj.asp?objID=CLT2004)

### **Hypersensitivity**

**Author:** Patricia Moore-Cribb

**School:** Northeast Wisconsin Technical College **Date:** 11/17/2004

**Description:** In this interactive object, learners review the four types of hypersensitivity and check their knowledge of alternative names, mediators, and various antigens and disease conditions.

[http://www.wisc-online.com/objects/index\\_tj.asp?objID=GEN1504](http://www.wisc-online.com/objects/index_tj.asp?objID=GEN1504)

### **Pathology of Cardiac Disease**

**Author:** Ann Jadin

**School:** Fox Valley Technical College **Date:** 1/13/2005

**Description:** In this animated activity, learners examine the symptoms of four cardiac conditions: coronary artery disease, myocardial infarction, congestive heart failure, and vascular disease.

[http://www.wisc-online.com/objects/index\\_tj.asp?objID=OTA1604](http://www.wisc-online.com/objects/index_tj.asp?objID=OTA1604)

### **Peripheral Vascular Disease Assessment**

**Author:** Barbara Lawson

**School:** Northcentral Technical College **Date:** 10/19/2007

**Description:** Learners use peripheral vascular assessment data to examine characteristics of these four conditions: peripheral arterial disease, deep vein thrombosis, chronic venous insufficiency, and acute arterial occlusion. A matching exercise completes the learning object.

[http://www.wisc-online.com/objects/index\\_tj.asp?objID=NUR7607](http://www.wisc-online.com/objects/index_tj.asp?objID=NUR7607)

### **Dietary Manager Training: Diabetes**

**Author:** Marian Benz

**School:** Southwest Wisconsin Technical College **Date:** 9/16/2003

**Description:** Students read about the different types of diabetes and the treatment methods available.

[http://www.wisc-online.com/objects/index\\_tj.asp?objID=DTY2503](http://www.wisc-online.com/objects/index_tj.asp?objID=DTY2503)

## **Tobacco Crossword Puzzle**

**Author:** Patty Wisneski

**School:** Chippewa Valley Technical College **Date:** 12/12/2005

**Description:** In this interactive review, learners complete a crossword puzzle containing content related to tobacco use.

[http://www.wisc-online.com/objects/index\\_tj.asp?objID=GEN1804](http://www.wisc-online.com/objects/index_tj.asp?objID=GEN1804)