

Section G: Reading



“One of the responsibilities of any health care professional is to stay current in the field. It’s part of the definition of being a ‘professional’ – what separates you from someone who has ‘a job’ . . . I read medical journals. . . a few hours every week. Theoretically, you could say that reading could help me save a life. . .”

Curtis Schultz, M.D.

As a new Health Occupations teacher, you have two responsibilities in regards to reading:

- 1) You must read to keep yourself professionally current in educational and health care matters, and
- 2) You must help your students learn through reading.

The first one is easy. How many health care professionals have subscriptions to professional journals? Not only do most Health Occupations Education teachers still get their professional magazines, but they read them too!

As you make your transition into teaching, you will want to add a few educational journals to your health-related subscriptions. Add to that some local professional development workshops, Program Area Leadership Council meetings, teacher licensure courses, and the Workforce Development Summer Conference – and you will be able to keep professionally current in your new career.

**Now that we have taken care of you –
what about your students?**

“Do students need to learn how to learn with texts?”

Most health professionals would answer “yes.” While learning through reading is not the only way to gain information as a professional, it is one “method of learning” that the health care professional could not do without.

Why should I teach reading?

One reason is . . . **School-to-Work**

Teaching students to learn with texts **IS** the responsibility of the Health Occupations Education teacher, because learning through reading is a skill that most health care workers will need to apply in the workplace.

How can I teach reading?

You can do it . . . **One Strategy at a Time**

Reading activities in the Health Occupations Education classroom should be as planned and purposeful as any other classroom instructional activity.

What's wrong with this picture?

Monday

“Read the chapter on the digestive system tonight for homework.”

Tuesday

Lecture on the digestive system

Wednesday

Lecture on the digestive system.

Thursday

Lecture on the digestive system AND label a drawing of the organs of digestion.

Friday

Test on lecture notes from the digestive system

One could argue that:

- The reading assignment was neither planned nor purposeful.
- Students were not given any purpose for their reading.
- No real connection was made between the reading assignment and classroom activities.

If these are your lesson plans, perhaps it is time to look at a few alternatives. . .

STRATEGIES FOR INTEGRATING READING

The purpose of this section in the Instructional Guide for New Teachers will be to suggest strategies for incorporating reading into the Health Occupations Education classroom.

Many instructional activities in the curriculum guide includes reading activities. Additionally, the classroom teacher may wish to further integrate reading strategies into instructional plans by trying one or more of the reading activities that follow.



One exciting way to encourage the development of reading skills is through the HOSA competitive event, Medical Reading. In this event, students read five (5) books selected by the National HOSA Competitive Events committee, and then answer questions related to the content of the books.

Finally, the Health Occupations Education teacher may wish to collaborate with an English teacher when developing reading strategies for the classroom. There may be opportunities for joint reading assignments, useful suggestions from the English teacher, and of course, the development of a collegial working relationship.



Pre-reading

Purpose: To help students get ready to read. To establish purpose, activate background, sustain motivation and provide direction.

Text: Any reading assignment.

Objective: Any objective.

ALL READING ASSIGNMENTS should include some type of explanation for the assignment that helps motivate the students to read the assignment and have some idea of why they are being asked to read.

- 1) **Enthusiasm** Student's interest can be activated when the teacher tells the student why she/he will be interested in the reading. Why is the material something to get excited about? What great and wonderful things will they discover in the reading?!
- 2) **Prior Knowledge** What is the connection between what they learned today and what they will learn tomorrow? How will what they already know help them in this new material?
- 3) **Key Words** What key words will students need to understand? Are all key words equally important?
- 4) **Metacognition** Discuss with students the strategies they will need to be successful in the reading assignment. Such direction will help students recognize their own learning strategies. They need to be able to think about what they should think about while they read.

Scaffolded Reading

Purpose: To help students figure out how to read, study and learn from a chapter in a text book by demonstrating effective pre-reading strategies.

Text: Scott and Fong. Body Structures and Functions. Delmar Publishers, 10th Edition, pages 65-82.

Objective: 1H04.01 Explain the structure of the Integumentary System.

Teacher "Tonight you are going to read pages 66-69 in your textbook in preparation for our study of the skin or integumentary system. On page 65, you'll note a list of objectives for the chapter. Do any of those

objectives give you clues about what you will be learning about the structure of the skin?”

Student “It says there are two layers of the skin.”

Teacher “Very good. Without looking, can anyone tell me what the two layers are?”

Student “The epithelial and subepithelial?”

Teacher “Good thinking. We learned about epithelial tissue when we studied the tissues and membranes. Actually, the right answer is dermis and epidermis. Now turn to page 67 and look at the diagram. What can you learn from that picture?”

Student “We can learn there’s a lot of stuff in the skin.”

Teacher “That’s right. And it’s those structures you’ll be learning about when you read tonight. Now, look at the red-letter heading at the top of page 69. Have you ever heard of the word ‘appendage’ before?”

Student “Yeah. I thought it was an arm or leg.”

Teacher “That’s right – but in medical terms, the skin has appendages as well. What do you think they are?”

Student “Hair, nails (etc.)”

Teacher “Very good. So, tonight’s assignment is to read pages 66-69. Think about the different structures, and take note of the spelling of each term. Tomorrow, we’ll review the structure of the skin, and see if you can figure out the functions of the skin, based on what you learned about the layers and parts. Any questions?”

Discussion

Purpose: To exchange ideas between teachers and students or between students and other students. While some questioning will occur, the focus is not on interrogation or quizzing, but rather on conversation actively engaged in by all parties involved.

Discussion allows students to respond to text, build concepts, clarify meanings, explore issues, share perspectives, and refine thinking. Teacher direction is essential to prevent the discussion from becoming social chit-chat.

Text: Scott and Fong. Body Structures and Functions. Delmar Publishers, 10th Edition, pages 66-69.

Objective: 1H04.02 Analyze the function of the Integumentary System.

1. Arrange the room so that students can see each other and can see the teacher. It is helpful if it is easy for the students to assemble into small groups when they need to share ideas – with a minimal amount of moving chairs.
2. Encourage a climate where everyone is expected to be active listeners, including the teacher. As the teacher talks less, the students will talk more.
3. In very small groups of three or four, ask students to respond to the statement: **EATING CHOCOLATE CAUSES ACNE.**
4. Instruct students to each tell whether they agree or disagree with the statement and why. (This discussion should be based on their reading, and understanding of the structure and function of the skin.) Then, the group should try to come to agreement.
5. Using an egg timer to “call time” can be helpful. Then, allow each small group one minute to share their results with the class.
6. Establish a goal for discussion. “Why must all future health care professionals understand the basic structure and function of the skin?”
7. Establish a problem to be solved. “How harmful is overexposure to the sun, and why? What do you think about tanning beds from a purely scientific point of view?”
8. Summarize or bring closure to the group discussion as you would any instructional activity.

Classroom Teams

Purpose: Cooperative groups provide an active learning environment that stresses collaboration and cooperation. Students produce more ideas, participate more, and take greater intellectual risks in small-group or team learning situations.

Why aren't cooperative groups a regular part of classroom instruction?
Because they can drive teachers crazy! For some teachers, a lack of total

control in the classroom is intolerable, and sometimes groups can be anything but cooperative.

The solution seems to be “planning” and “practice.” Teachers should carefully plan group activities, and then be patients as students develop the skills necessary to work in cooperative groups.

Text: Any text

Objective: Any objective with a high demand for content recall. (For example – Allied Health Sciences I and Medical Sciences I.)

Creating and using “student teams” is just one example of cooperative learning. In this example, the teacher assigns heterogeneous teams of 3-4 members per team. Students may even want to give their team a name – and will stay with their same team for a specified period of time, as determined by the teacher.

Here is an example of a 55-minute class period using classroom teams:

- | | |
|-------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 8:00 – 8:05 | Teacher carries out administrative tasks and reviews the prior day’s learning. |
| 8:05 – 8:20 | Teacher presents information with the day’s learning objectives and key information. |
| 8:20 – 8:40 | Classroom teams huddle and study information. They use teacher handouts and text resources to help in mastering content. Each team member helps out other team members in the learning process. They discuss the material, compare answers to text resources, and quiz each other to ensure that each member knows the material. |
| 8:40 – 8:50 | Teacher gives a quiz on the day’s objectives. Papers are exchanged and graded. Team scores (averages) are posted and team rewards may be given. Individual grades are recorded in the teacher’s grade book and will count as quiz grades. |
| 8:50 – 8:55 | Teacher summarizes the attainment of objectives and gives a homework assignment for the next day. |

It is important to note that the teacher does not give the students every bit of information that they need to learn for the day, but does help them determine where to find what they need to know as part of the day’s objectives.

An added advantage to using classroom teams is that the setting allows time for the teacher to go from student to student, and spend individual time with students who need it.

Jigsaw Groups

Purpose: A jigsaw group is another kind of cooperative group that provides interdependent team learning with texts. Groups can be the same as classroom teams, but in the Jigsaw, each team member is responsible for becoming an expert on a particular subtopic, and then teaching it to the group.

Text: Any text or printed results from an Internet search.

Objective: Any objective with a high demand for content recall. (For example – Allied Health Sciences I and Medical Sciences I.)

Example: Activity 1H17.04C in the Allied Health Sciences I curriculum guide is an example of a Jigsaw.

- A similar process could be used to help students learn a variety of instructional objectives.
- Be sure to vary the use of cooperative groups. Every day is too much, and once a semester not enough.
- Some students will thrive in cooperative groups – others will have better learning outcomes when other instructional methods are used. When teachers use a variety of instructional methods, they touch on the strengths of all students at some time.

One final caution . . .

It normally takes more than one attempt at using cooperative groups for students to get the hang of it. Don't get discouraged if it doesn't work as well as you would like the first time, or if students seem to complain a little. (or a lot!) Most teachers say it takes a few attempts before the teacher and the students are comfortable using cooperative groups.

Brainstorming

Purpose: Brainstorming allows students to generate what they know about a key concept. Brainstorming involves two basic steps:

- 1) Identify a key concept to be studied in a text, and
- 2) Have students work in small groups to generate a list of words related to the concept in _____ seconds/minutes.

Brainstorming helps students become aware of how much they know about a topic. They should be encouraged to respond as there are really

not right or wrong answers. After brainstorming, students should read the text to judge how accurate their predictions were.

Text: Scott and Fong. Body Structures and Functions. Delmar Publishers, 10th Edition, pages 222-239.

Objectives: 1H07.01 Explain the structure of the blood.
1H07.02 Analyze the function of the blood.

1. Prior to giving a reading assignment for homework, the teacher presents the following activity during the last 10 minutes of class:

After students are in their cooperative groups. . . “Tomorrow we will be talking about blood cells. Each member of your group should make a list on notebook paper with all your ideas. Are there any questions? Then you may begin.”

2. “Time is up. Tonight, your assignment is to read pages 222-239 in your textbook. After each statement or term on the list you made, check the concepts that were accurate, and correct or clarify the ones that weren’t quite right. Put a question mark by the statements that weren’t addressed in the text. Are there any questions?”
3. The teacher may use the brainstorm lists to review the reading assignment, and collect them as graded homework if desired.

Knowledge Rating

Purpose: Similar to brainstorming, knowledge ratings help students think about what they know and don’t know prior to a reading assignment. The fact that students have already done some thinking about a topic helps to make the reading assignment more interesting.

Knowledge ratings can be done with any list of vocabulary words. In Allied Health Sciences I, it is a great activity to use because terminology lists are provided for most units, and there are many terminology words in the course content.

Text: Scott and Fong. Body Structures and Functions. Delmar Publishers, 10th Edition, pages 338-342.

Objective: 1H10.03 Discuss characteristics and treatment of common respiratory disorders.

Sample Activity:

How much do you know about these disorders of the Respiratory System?

	A lot	Some	Not much	I've had it!
The common cold	_____	_____	_____	_____
Pharyngitis	_____	_____	_____	_____
Laryngitis	_____	_____	_____	_____
Bronchitis	_____	_____	_____	_____
Tuberculosis	_____	_____	_____	_____
Emphysema	_____	_____	_____	_____
Pneumonia	_____	_____	_____	_____
Asthma	_____	_____	_____	_____
Influenza	_____	_____	_____	_____

Anticipation Guide

Purpose: An anticipation guide activates a student’s thoughts about content before the student begins reading. The anticipation guide is a series of statements that students should respond to.

Text: Scott and Fong. Body Structures and Functions. Delmar Publishers, 10th Edition, pages 223-231.

Objective: 1H07.01 Explain the structure of the blood.

Sample Activity:

Blood anticipation guide – activity 1H07.01B in the Allied Health Sciences I curriculum guide.

Steps to writing an anticipation guide:

1. Analyze the material to be read. What are the main ideas?
2. Write those ideas in short statements. The statements should in some way reflect the world that the students live in or know about.

3. Put the statements in a format that will cause students to anticipate an outcome or predict something.
4. Discuss the students' predictions prior to the reading assignment.
5. Have students read the assignment and evaluate their statements in light of what they read.
6. Contrast the students' predictions with the real meaning.

K-W-L

Purpose: K-W-L represents:

What do you **K**now?
What do you **W**ant to know?
What did you **L**earn?

This strategy is a framework to prepare students for reading, to guide them in their reading, and to help them extend their learning.

Text: Scott and Fong. Body Structures and Functions. Delmar Publishers, 10th Edition, Chapter 21.

Objective: 1H17.04 Analyze the function of the female reproductive system.

Sample Activity:

Female reproductive K-W-L – activity 1H17.04A in the Allied Health Sciences I curriculum guide.

Steps:

1. Introduce the strategy to the class. Be sure students understand why it is important for them to think about what they know about the content to be studied.
2. Have students fill out the first column of the K-W-L chart.
3. Generate a list of student questions. This can be done independently or as a group. Then, fill in the second column of the chart.
4. Read the related content in the text.
5. Fill in the third column.