

<b>PRE-GED LESSON PLAN – LANGUAGE ARTS, WRITING (Level 6.0 – 8.9)</b>		
<b>COMPETENCY: 1.01</b> Organize information before writing, using prewriting strategies such as brainstorming and graphic organizers, according to the type and purpose of writing.		
<b>CONNECTIONS:</b> LAW 1.03		
<b>CLASSROOM PROCEDURE: The Whole 5-Pieces of the Puzzle</b>		<b>VOCABULARY:</b>
<p><b>Objective:</b> To reinforce an essay's organization--how an essay begins, develops and ends.</p> <p><b>Procedure:</b> Present the steps in the writing process: planning, organizing, writing, editing and revising.</p> <p><b>Model Essay A: 30 minutes</b></p> <ul style="list-style-type: none"> <li>➤ Give students a copy of the essay.</li> <li>➤ Optional: On an overhead show an example of <b>Essay A</b>.</li> <li>➤ Teach the parts of an essay- the prompt (main idea), introduction, three supporting ideas and details, conclusion.</li> <li>➤ Students use colors to take notes. Allow students time to make notes and label essay. <ul style="list-style-type: none"> <li>• Underline the essay thesis sentence in black.</li> <li>• Circle three supporting ideas of the essay in different colors.</li> <li>• Examine the details in each paragraph. Ask open ended questions to encourage participation.</li> </ul> </li> </ul> <p><b>Exercise: Essay A Puzzle Mix Up: 30 minutes</b></p>		<ul style="list-style-type: none"> <li>• Prompt</li> <li>• Brainstorm</li> <li>• Organize</li> <li>• Main idea</li> <li>• Supporting Ideas</li> <li>• Details</li> <li>• Introduction</li> <li>• Body</li> <li>• Conclusion</li> </ul> <ul style="list-style-type: none"> <li>• Plan</li> <li>• Organize</li> <li>• Edit</li> <li>• Revise</li> <li>• Publish</li> <li>• Share</li> </ul>
		<b>TEACHER-MADE OR ALTERNATIVE MATERIALS:</b>
		[Please leave this section blank for teachers to add their own notes.]
<b>MATERIALS NEEDED:</b>	<b>SUPPLEMENTARY MATERIALS:</b>	<b>EVALUATION:</b>
<ul style="list-style-type: none"> <li>• Copy of <b>Essay A</b> on a transparency</li> <li>• Colored overhead pens- red, blue, green, black</li> <li>• 1 copy of <b>Essay A</b> per student</li> <li>• Colored pencil, pens or highlighters</li> <li>• <b>Essay A Puzzle Mix Up</b></li> <li>• <b>Pizza Puzzle Mix Up</b></li> </ul>	<p><a href="http://www.geocities.com/SoHo/Atrium/1437/">http://www.geocities.com/SoHo/Atrium/1437/</a>–  <a href="http://www.infoplease.com/homework/writingskills2a.html">http://www.infoplease.com/homework/writingskills2a.html</a></p> <p>Contemporary’s GED Exercise Book Language Arts Writing, McGraw-Hill/Contemporary, Inc. 2002</p>	<b>Pizza Puzzle Mix Up</b>

## The Whole 5-Pieces of the Puzzle

### A Preview

- Many students need to see the end as well as the beginning.
  - Demonstrate an essay's organization-- how it begins, develops and ends.
  - Keep the essay's overall purpose and organization in mind.
  - Keep students involved in the process.
- 
- **The Process**
    - Give students a copy of the essay.
    - On an overhead show an example of an essay.
      - Teach the parts of an essay- the prompt, introduction, three main ideas and examples, conclusion.
      - Recommend students use colors to take notes, and give them time to make notes and label their essay,
        - Underline the essay thesis sentence in black.
        - Circle three main ideas of the essay in different colors.
  - Ask open ended questions to encourage participation by all.
- 
- Students will have a folder kept in the classroom specifically for writing.
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- **Teacher Materials**
    - Essay on an overhead
    - Overhead pens
      - Red
      - Blue
      - Green
      - Black
- 
- **Student Materials**
    - A copy of the essay
    - Colored pens, pencils or highlighters
      - Red
      - Blue
      - Green
      - Black
- 
- **Follow-up and Assessment**
    - Puzzle Mix Up

## Essay A

### The Prompt

- **Do you think it is better to live in one place most of your life or to move often and live in different places? Be specific and give examples to support your view.**

I would rather move often and live in different places than live in one place. All my life I have moved often and believe that living in new places is **educational**. In addition, moving often is **more fun** than living in one place. Most important, moving to new places can provide more **job opportunities**.

First, moving to new places is very **educational**. I can experience a variety of lifestyles and cultures. If I live in one place all my life, I will not have the advantage of becoming part of new communities and visiting a variety of local places of interest. When I lived in Texas I learned about the Mexican culture and way of life. Germany was a great place to learn about the European way of life. Learning about and living in many parts of the world is enlightening and memorable, but most of all it adds to my education.

Next, it is a lot of **fun** moving to different locations because in each new place there are many exciting activities. When I lived in New Mexico I could snow ski regularly, and now that I live in Florida I go to the beach any time. Hiking every weekend on the Appalachian Trail in Virginia was the fun of all. Having new experiences and different activities is much more interesting and exciting.

Last, living in one place and staying in one job can become stale and dull. Moving to new places opens up a variety of **job opportunities**. As I have moved from one location to another, I have brought with me a variety of new talents and skills that new employers find desirable, so I'm usually hired right away. I have found each new job to be fresh and different.

In conclusion, if I move often, I will have many new jobs and different educational experiences. I know there are many adventures waiting for me in my life, and I look forward to a wonderful, rewarding lifestyle by living in many places.

## Essay A Puzzle Mix Up

### **Materials:**

Copies of the essay

Scissors

Envelopes

### **Teacher Preparation:**

Cut the essay into five separate paragraphs.

Cut so the essay pieces do not fit together easily.

Put each cut essay in a separate envelope.

Allow one cut up essay per group of students.

### **Procedure:**

Divide students into groups- no more than 4/5 per group.

Instruct students to open the envelope and organize the essay, so it makes sense.

Groups acknowledge the task is completed by raising their hands.

### **Follow –up and Assessment:**

Ask: “Why did you organize the essay in the manner you did?”

Ask about the prompt, main idea, supporting ideas and details.

### **Self- check:**

Teacher tells students to refer to the original essay.

## Essay A

## Puzzle Mix-up

I would rather move often and live in different places than live in one place. All my life I have moved often and believe that living in new places is educational. In addition, moving often is more fun than living in one place. Most important, moving to new places can provide more job opportunities.

First, moving to new places is very educational. I can experience a variety of lifestyles and cultures. If I live in one place all my life, I will not have the advantage of becoming part of new communities and visiting a variety of local places of interest. When I lived in Texas I learned about the Mexican culture and way of life. Germany was a great place to learn about the European way of life. Learning about and living in many parts of the world is enlightening and memorable, but most of all it adds to my education.

Next, it is a lot of fun moving to different locations because in each new place there are many exciting activities. When I lived in New Mexico I could snow ski regularly, and now that I live in Florida I go to the beach any time. Hiking every weekend on the Appalachian Trail in Virginia was the fun of all. Having new experiences and different activities is much more interesting and exciting.

Last, living in one place and staying in one job can become stale and dull. Moving to new places opens up a variety of job opportunities. As I have moved from one location to another, I have brought with me a variety of new talents and skills that new employers find desirable, so I'm usually hired right away. I have found each new job to be fresh and different.

In conclusion, if I move often, I will have many new jobs and different educational experiences. I know there are many adventures waiting for me in my life, and I look forward to a wonderful, rewarding lifestyle by living in many places.

## Pizza Puzzle Mix Up

### Materials:

Copies of the essay

Scissors

Envelopes

### Teacher Preparation:

Cut the essay into five separate paragraphs.

Cut so the essay pieces do not fit together easily.

Put each cut essay in a separate envelope.

Allow one cut up essay per group of students.

### Procedure:

Divide students into groups- no more than 4/5 per group.

Instruct students to open the envelope and organize the essay, so it makes sense.

Groups acknowledge the task is completed by raising their hands.

### Follow –up and Assessment:

Ask: “Why did you organize the essay in the manner you did?”

Teacher should stimulate discussion and bring attention to the prompt, main idea, supporting ideas and details by asking open ended questions.

### Self- check:

Teacher tells students to refer to the original essay

### Prompt:

Pizza is a nutritious meal and has been a part of the American diet for many decades. Everyone has their favorite kind of pizza, but not many actually make their own pizza. Explain how to make your favorite pizza.

## Pizza Puzzle Mix Up

Making a vegetable pizza is not as simple as everyone believes. Careful planning, putting the pizza together in the correct order and well-timed cooking are important, or the pizza will not taste exactly right. Making pizza at home is a great way to spend time with family and friends.

First, to make a pizza that is perfect, plan what you need, and set all the ingredients on the counter. Be sure to include sweet mozzarella, a delicious crust, tomato sauce and freshly chopped vegetables. If you enjoy meat such as pepperoni, sausage or hamburger, that is fine. I do not like meat on my pizza, so I add extra spices. It is a good idea to preheat the oven to 350 degrees while you are getting together all the ingredients.

Next, put the pizza together. Put the crust on a heavy, well-greased pan. Top the crust with the tomato sauce, the spices and fresh cheese. Then arrange the vegetables on top of the cheese, so they are well mixed, and you get all the vegetables on one slice when eating the pizza.

Last, it is time to cook the pizza. Timing is necessary or the crust will be underdone and the vegetables overdone. Put the pizza in the preheated oven and set the timer for 20 minutes. Check the pizza when the 20 minutes is up. The perfect pizza might take a few minutes longer. When the crust is lightly browned and the cheese melted, the pizza is ready to eat.

Making the perfect vegetable pizza takes practice and planning. Pizza that is put together the proper way and cooked correctly is the best pizza you and your friends will ever eat. A homemade pizza is better than a restaurant or delivery pizza any day.

**PRE-GED LESSON PLAN – Language Arts Writing (Level 6.0 – 8.9)**

**COMPETENCY:** 1.02 Draft and revise writing that shows completeness, provides logical progression, has clarity of ideas and applies basic rules of grammar usage including capitals, punctuation and subject-verb agreement.

**CONNECTIONS:** LAW 1.04

**CLASSROOM PROCEDURE:** Revise with Pizzazz!

**VOCABULARY:**

**Objective:** To reinforce the process of essay revision, completeness and clarity of ideas.

**Procedure: Do you know?**

1. What are the five steps in the writing process? Plan, Organize, Write, Edit, Revise, Share
2. What does revise mean? Check for content, organization and clarity of the essay.
3. When in the writing process do you revise? After writing.

**Model Revision**

1. Give each student a copy of the **Revise with Pizzazz!**
2. Refer to the Steck-Vaughn Revision Check list. Students create their own. Checklist. Write on flipchart or board.
3. Encourage students to use markers, highlighters or colored pens.
4. Show that paragraph one is correct. Review the topic sentence and three supporting ideas.
5. **Model** corrections that are necessary to revise and produce an effective essay.

**Exercise: Divide students into groups of 3-5.**

1. Give each student a copy of the **Essay A** .
2. Students revise **Essay A** referring to the checklist.
3. Teacher moves about the room monitoring, supporting and evaluating student and group progress.
4. Groups’ present finished product.

Prompt	Plan
Main idea	Organize
Supporting	Edit
Ideas	<b>Revise</b>
Details	Publish
Introduction	
Body	
Conclusion	

**TEACHER-MADE OR ALTERNATIVE MATERIALS:**

**MATERIALS NEEDED:**

- **Revise with Pizzazz!**
- **Revision Checklist**  
PreGED Language Arts, Writing. Steck-Vaughn, 2003: 79.
- **Essay B**
- **Evaluations Essay A**
- **Answer Key EssayA Skill Evaluation Essay**

**SUPPLEMENTARY MATERIALS:**

PreGED Language Arts, Writing. Steck-Vaughn, 2003: 79.  
<http://www.geocities.com/SoHo/Atrium/1437/>

**EVALUATION:**

- Students revise and rewrite **Essay A**
- Students attach **Revision Checklist** to rewritten **Essay A**.

## **Revise with Pizzazz!**

### **Materials:**

Copies of the essay

Note: the introduction does not need revising.

### **Procedure:**

Divide students into groups- no more than 3/5 per group.

Instruct students to revise essay using a checklist for guidance.

\*The class can create a simple checklist by listing what makes a clear essay and ways to amend and revise an essay.

(Organization, main idea, supporting ideas details, sequence of thoughts)

**See Revision Check List, PreGED Language Arts, Writing. Steck-Vaughn, 2003: 79.**

### **Follow –up and Assessment:**

Ask:” How many errors did your group find?”

Say:” Describe the errors.” Explain how to correct each error.

Ask open ended questions to stimulate questions and answers concerning the revision steps.

### **Self- check:**

Teacher tells students to refer to the original essay

## Revise with Pizzazz!

### Essay B

#### Prompt:

Pizza is a nutritious meal and has been a part of the American diet for many decades. Everyone has their favorite kind of pizza, but not many actually make their own pizza. Explain how to make your favorite pizza.

**My favorite pizza is vegetable pizza; however, making it is not as simple as everyone believes. It takes careful planning, putting the pizza together in the correct order and well-timed cooking to make the perfect vegetable pizza, or it will not taste exactly right. Making pizza at home is a great way to spend time with family and friends.**

First, to make a pizza that is perfect, plan what you need, and set all the ingredients on the counter. Be sure to include sweet mozzarella, a delicious crust, tomato sauce and freshly chopped vegetables. If you enjoy meat such as pepperoni, sausage or hamburger, put it on last. I do not like meat on my pizza, so I add extra spices. It is a good idea to preheat the oven to 350 degrees while you are getting together all the ingredients. Next, put the pizza together. Put the crust on a heavy, well-greased pan. Top the crust with the tomato sauce, the spices and fresh cheese. Then arrange the vegetables on top of the cheese, so they are well mixed, and you get all the vegetables on one slice when eating the pizza.

Last, it is time to cook the pizza. Timing is necessary or the crust will be underdone and the vegetables overdone. Put the pizza in the preheated oven and set the timer for 20 minutes. Check the pizza when the 20 minutes is up. The perfect pizza might take a few minutes longer. When the crust is lightly browned and the cheese melted, the pizza is ready to eat. Making the perfect vegetable pizza takes practice and planning. A vegetable pizza that is put together the proper way and cooked correctly is the best pizza you and your friends will ever eat. A homemade pizza is better than a restaurant or delivery pizza any day.

## Essay B

### Prompt:

Pizza is a nutritious meal and has been a part of the American diet for many decades. Everyone has their favorite kind of pizza, but not many actually make their own pizza. Explain how to make your favorite pizza.

My favorite pizza is vegetable pizza; however, making it is not as simple as everyone believes. It takes careful **planning**, **putting the pizza together** in the correct order and **well-timed cooking** to make the perfect vegetable pizza, or it will not taste exactly right. Making pizza at home is a great way to spend time with family and friends.

To make a pizza that is perfect, **plan** what you need, and set all the ingredients on the counter. Be sure to include sweet mozzarella, a delicious crust, tomato sauce and freshly chopped vegetables. If you enjoy meat such as pepperoni, sausage or hamburger, put it on last. I do not like meat on my pizza, so I add extra spices. It is a good idea to preheat the oven to 350 degrees while you are getting together all the ingredients.

Next, **put the pizza together**. Put the crust on a heavy, well-greased pan, and top the crust with the tomato sauce, the spices and fresh cheese. Then arrange the vegetables on top of the cheese, so they are well mixed, and you get all the vegetables on one slice when eating the pizza.

Last, it is time to **cook** the pizza. **Timing** is necessary or the crust will be underdone and the vegetables overdone. Put the pizza in the preheated oven and set the timer for 20 minutes. Check the pizza when the 20 minutes is up. The perfect pizza might take a few minutes longer. When the crust is lightly browned and the cheese melted, the pizza is ready to eat.

Making the perfect vegetable pizza takes practice and planning. Pizza that is put together the proper way and cooked correctly is the best pizza you and your friends will ever eat. A homemade pizza is better than a restaurant or delivery pizza any day.

## Essay A

### The Prompt

- **Do you think it is better to live in one place most of your life or to move often and live in different places? Be specific and give examples to support your view.**

I would rather move often and live in different places than live in one place. All my life I have moved often and believe that living in new places is educational. In addition, moving often is more fun than living in one place. Most important, moving to new places can provide more job opportunities. Last, living in one place and staying in one job can become stale and dull. Moving to new places opens up a variety of job opportunities. As I have moved from one location to another, I have brought with me a variety of new talents and skills that new employers find desirable, so I'm usually hired right away. I have found each new job to be fresh and different. Next, it is a lot of fun moving to different locations because in each new place there are many exciting activities. When I lived in New Mexico I could snow ski regularly, and now that I live in Florida I go to the beach any time. Hiking every weekend on the Appalachian Trail in Virginia was the fun of all. Having new experiences and different activities is much more interesting and exciting. First, moving to new places is very educational. I can experience a variety of lifestyles and cultures. If I live in one place all my life, I will not have the advantage of becoming part of new communities and visiting a variety of local places of interest. When I lived in Texas I learned about the Mexican culture and way of life. Germany was a great place to learn about the European way of life. Learning about and living in many parts of the world is enlightening and memorable, but most of all it adds to my education. In conclusion, if I move often, I will have many new jobs and different educational experiences. I know there are many adventures waiting for me in my life, and I look forward to a wonderful, rewarding lifestyle by living in many places.

Answer Key to **Essay A- Skill Evaluation Essay**

**Essay A**

**The Prompt**

**Do you think it is better to live in one place most of your life or to move often and live in different places? Be specific and give examples to support your view.**

I would rather move often and live in different places than live in one place. All my life I have moved often and believe that living in new places is **educational**. In addition, moving often is **more fun** than living in one place. Most important, moving to new places can provide more **job opportunities**.

First, moving to new places is very **educational**. I can experience a variety of lifestyles and cultures. If I live in one place all my life, I will not have the advantage of becoming part of new communities and visiting a variety of local places of interest. When I lived in Texas I learned about the Mexican culture and way of life. Germany was a great place to learn about the European way of life. Learning about and living in many parts of the world is enlightening and memorable, but most of all it adds to my education.

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In conclusion, if I move often, I will have many new jobs and different educational experiences. I know there are many adventures waiting for me in my life, and I look forward to a wonderful, rewarding lifestyle by living in many places.

**PRE-GED LESSON PLAN – Language Arts, Writing (Level 6.0 – 8.9)**

**COMPETENCY:** 1.03 Use the basic writing process to generate, organize, connect express and evaluate ideas applying basic rules of sentence structure.

**CONNECTIONS:** LAW 1.01 1.02 1.04

**CLASSROOM PROCEDURE:** Connections

**VOCABULARY:**

**Objective:** To use the basic writing process to connect, express and evaluate ideas applying the basic rules of sentence structure.

- Coordinate conjunction
- Subordinate conjunction
- Connector
- FANBOYS
- White Bus words
- Comma
- Semi colon
- Indent

**Procedure:**

- Write sentences 1-8 from the worksheet **Line Up** on the overhead or board.
- Discuss sentences and write student responses on the board. (Short, choppy, not interesting...)
- Tell students that effective writing includes variety of simple, compound and complex sentences within an essay. Too many simple sentences equal uninteresting writing.
- Give students the **Sentence Structure** handout as a reference and briefly review conjunctions and correct punctuation.
- Model combining sentences using the connectors, coordinate conjunctions and subordinating conjunctions with several of the **Line Up** sentences.

**TEACHER-MADE OR ALTERNATIVE**

**Exercise: Line Up!**

- Divide students into groups or 3-4 students each and give each group **Part 1 of Line Up**.
- Teacher roves among groups offering suggestions.
- Groups share final paragraph with the class.
- Discuss differences, similarities, punctuation and use of conjunctions.
- Students complete **Line Up**, Part 2 and Part 3, and share.

**MATERIALS NEEDED:**

**SUPPLEMENTARY MATERIALS:**

**EVALUATION:**

- **Sentence Structure** handout
- **Line Up** For each student, the teacher copies and cuts the exercise **Line Up** into three sections.
- **Connect It**- evaluation
- **Arrange It**- remediation

- **Arrange It**

- **Connect It**

## Sentence Structure

### Simple Sentence

A simple sentence is sometimes called an Independent Clause. A simple sentence has a subject, a verb and a complete thought.

- Many drank ice tea and ate a sandwich.
- Museums and libraries are found in many cities.
- You can drive or walk home tonight.

### Compound Sentence

Two or more related simple sentences (independent clauses) are joined in one of three ways: a comma and a conjunction, a semicolon and a connector, or only a semicolon.

- I paid too much for this sweater, **but** I needed it to stay warm.
- You can leave the car here tonight; **however**, it must be moved tomorrow.
- The day was long; the night was welcome.

**Conjunctions:** (FANBOYS) and but for nor yet so or

and	adds information
but, yet	shows opposite
or	show a choice
nor	rejects both choices
for	links effect to cause
so	links cause to effect

**Connectors:** (The Connectors)  
 moreover nevertheless for instance for example  
 furthermore therefore in addition consequently  
 then however otherwise as a result

<b>Adds related information (and):</b>	furthermore
	in addition
	moreover
<b>Shows a contrast (but, yet)</b>	nevertheless
	on the other hand
	however
<b>Links cause to effect (so)</b>	therefore
	as a result
<b>Explains relationship between two ideas</b>	consequently
<b>Illustrates a general idea</b>	for example
	for instance
<b>shows alternative (or)</b>	otherwise
<b>Shows time order</b>	then

**Complex Sentence** One independent clause and one or more subordinate clauses.  
 If you put the conjunction first in the sentence, remember to put a comma between the clauses.  
 The woman who won the lottery was very clever.  
 The old table that I found is valuable if we maintain it correctly.  
 Tell me what you would like to order for dinner.  
Although many people don't recognize this, the design of the evening news has changed over the years.

Common conjunctions used to join complex sentences are: Some times students refer to the subordination conjunctions by using the acronym “WHITE BUS.”

who when whenever while which where  
 whom if how though that even if  
 even though because before unless until since  
 although as

**SUBORDINATING CONJUNCTIONS**

<b>Under What Condition</b>	<b>Opposition</b>	<b>Time</b>	<b>Cause and Effect</b>	<b>Why</b>	<b>When</b>	<b>Where</b>	<b>To What Degree</b>
Unless	While	Since	Because	Because	After	Where	As much as
If	Whereas	After	In order that	Since	As soon as	Wherever	Less than
Whether	Though	when	Since	Why	Before		More than
Although	Even though	While		In order that	When		
In case	Although	Until					
		Before					

## **Exercise**

## **Line Up**

**Directions:** Combine sentences using correct punctuation, coordinating conjunctions and connectors to create more interesting sentences including compound and complex sentences. Write paragraphs with the sentences. Write an ending to the story.

### **Part 1**

1. It was two o'clock in the morning.
2. It was very dark.
3. There was very little light from the street lamps.
4. The moon was full.
5. I was standing at the ATM withdrawing money for my trip.
6. A woman came up behind me.
7. She asked for directions.
8. I turned around to answer her
9. She took my money.
10. She ran quickly down the alley.
11. I was scared and nervous.
12. I used my cell phone to call 911 right away
13. A police car was not far away.
14. The police saw a person answering my description running down the street.
15. The police caught the woman and arrested her.
16. I went to the police station.
17. I answered many questions.
18. I gave a description of the woman who took my money.
19. It was my job to pick her out of a line up at the police station.
20. I always remember what she looked like.

### **Part 2**

21. The suspect had skinny fingers.
22. The suspect was wearing a large, white diamond on her right hand.
23. The suspect had red hair.
24. The suspect had short hair.
25. The eyes were brown.
26. The eyes were narrow.
27. The suspect was very tall.
28. The suspect was not skinny.
29. The suspect had a red and blue tattoo on her right arm.

### **Part 3**

30. It was difficult to see.
31. The police took me into a room.
32. The room had a glass window.
33. I looked through the window.
34. I saw five women in a row.
35. They all looked similar.
36. They each held a large number in their right hand.
37. No one wore a diamond.
38. Some had red hair.
39. Some had brown hair.
40. The woman who took my money was not in the line up.

**Answer Key**  
**Line Up**

*There are several ways to combine the sentences listed above. Allow students to be creative, yet maintain the original ideas. Reinforce correct punctuation.  
Challenge students to write an ending to the story.*

It was two o'clock in the morning on a dark night. There was very little light from the street lamps, but the moon was full. I was standing at the ATM withdrawing money for my trip, and a woman came up behind me. She asked for directions; however, when I turned around to answer her, she took my money and ran quickly down the alley. I was scared and nervous, yet I used my cell phone to call 911 right away. Fortunately, a police car was not far away, and they saw a person answering my description running down the street. Quickly, the police caught the woman and arrested her. I went to the police station, answered many questions and gave a description of the woman who took my money. Next, it was my job to pick her out of a line up at the police station. I always remember what she looked like.

The suspect had skinny fingers, yet was wearing a large, white diamond on her right hand. She had short red hair, and narrow, brown eyes. The suspect was very tall; nevertheless, she was not skinny. It was difficult to see, but the woman had a red and blue tattoo on her right arm.

The police took me into a room that had a glass window. When I looked through the window, I saw five women in a row that all looked similar. Some had red hair, yet some had brown hair. Each person held a large number in her right hand, but no one wore a diamond. Sadly, I the woman who took my money was not part of the line-up.

## Evaluation

### Connect It!

**Directions:** Combine the sentences in the paragraphs below using conjunctions and the appropriate punctuation. Rewrite each paragraph.

My goal this semester is to earn a GED. There are several steps to take to be sure I reach this goal. I plan to attend class regularly. I plan to study and complete all my assignments. I need to save my money. The GED test costs thirty five dollars. Earning a GED means I will have many more opportunities in my life. I will reach my goal. I will be able to start a new life very soon.

Hurricanes can be devastating storms. Last year Hurricane Ivan hit the area where I live. Many homes were damaged and destroyed. Debris from trees lined the streets. People were lined up to get fresh water and food. Most homes did not have electricity. The grocery stores did not have essential food supplies like milk, bread or water. The hotels were full. The emergency rooms in the hospitals were overflowing. It would be many, many months before the area was functioning normally again. I now understand how powerful Mother Nature can be.

## **Answer Key**

### **Connect It!**

There are a variety of ways to combine sentences using conjunctions and the appropriate punctuation. The paragraphs below are only suggestions.

My goal this semester is to earn a GED; therefore, there are several steps to take to be sure I reach this goal. I plan to attend class regularly, study and complete all my assignments. The GED test costs thirty- five dollars, so I need to save my money. Earning a GED means I will have many more opportunities in my life. When I will reach my goal, I will be able to start a new life very soon.

Hurricanes can be devastating storms. Last year Hurricane Ivan hit the area where I live, and many homes were damaged and destroyed. Debris from trees lined the streets. People were lined up to get fresh water and food because most homes did not have electricity. In addition, the grocery stores did not have essential food supplies like milk, bread or water. The hotels were full and the emergency rooms in the hospitals were overflowing. It would be many, many months before the area was functioning normally again, so I now understand how powerful Mother Nature can be.

## Arrange It

### Objective:

Student must arrange the words into sentences to create a complete sentence. Students must choose the correct coordinating conjunction, connector or subordinating conjunction for a sentence make sense.

### Teacher:

- Make a package for each sentence by placing the contents below in a manila envelope. Use dark marker and write in large letters.
- Use the sentences below or create your own sentences.
- Write each word on word strips or 8.5 x 11 sheets of paper.
- Write 2 or 3 choices of coordinating conjunction, connector or subordinating conjunction on word strips or 8.5 x 11 sheets of paper, so the group may select a conjunction.
- Write punctuation marks on a word strip or 8.5 x 11 sheets of paper.

### Exercise:

Give each group a package. Make adjustments for the size of the class and the size of the group.

#### ▪ *Presenting Group:*

Give the presenting group a few minutes to organize and communicate the correct word order and conjunction. They should make a complete sentence with the correct coordinating conjunction and punctuation.

Standing in front of the class, the presenting group will organize themselves into a sentence.

They should tell the teacher when they are ready. The class members may not speak until the presenting group is ready. The teacher can set a time limit after the class understands the rules and the process. The presenting group may not speak while the class members are completing their objective.

#### ▪ *Class members:*

The remaining class members will decide if the presenting group has created a complete sentence with the correct conjunction and punctuation and guide the presenting group if necessary to complete the objective.

- *Teacher:* The teacher should be the facilitator and pose questions to both groups to guide them in their task.
  - Does the sentence make sense?
  - If yes, why does it make sense?
  - If no, what changes can you make?
- *Suggestions:* (a) Have the entire class write sentences the day before and submit them to the teacher. (b) Create a teacher made packet using a smaller version of the word strips.

*Below are examples of sentences that can be used.*

1. The home was destroyed in the hurricane, and the jewelry was never found.
2. I do not enjoy reading fiction, nor do I like biographies.
3. I paid too much for this box fan, but I needed it to stay cool.
4. You can leave the clothes here tonight, but they must be hung up tomorrow morning.
5. Many shops were destroyed in the tornado, but each one has been rebuilt.
6. As soon as you get home, call me.
7. A general's mansion stands on the summit of a high hill on the Air Force base, yet it is still hard to see.
8. Since the beach house described in the pamphlet had already been sold, we looked for another.
9. The week seemed like it lasted forever when my husband left for Iran, so I was happy when he called.
10. We do not have the same taste in books; for example, Karen reads fiction and I read nonfiction.
11. I do not enjoy movies; furthermore, I do not allow my children to see them.
12. We visited Las Vega last year because I am going to move there soon.

**PRE-GED LESSON PLAN – [INSERT SUBJECT] (Level 6.0 – 8.9)**

**COMPETENCY: 1.04** Produce a final document that has been edited and revised to include correct mechanics, word usage, effective sentences and appropriate text divisions.

**CONNECTIONS:** LAW 1.02 1.04 1.05

**CLASSROOM PROCEDURE: Edit It**

**Objective:** To produce a final document that has been edited to include correct mechanics, word usage and effective sentences.

**Procedure:**

1. Review the steps in the writing process: planning, organizing, writing, editing and revising. *Teach edit means to check over, correct and rephrase errors in usage, mechanics and sentence structure. Teach revise means to organize, adjust and improve- moving sentences and paragraphs for clarity.*
  2. Brainstorm on the board a list of possible edits in an essay. Optional, but helpful: refer to an editing checklist in PreGED Language Arts, Writing. Steck-Vaughn, 2003: 80.
  3. Give students a copy of **Edit It Essay A** below and direct students to look at paragraph 1.
    - Ask a volunteer student to read paragraph 1 aloud.
    - Ask volunteers to show errors and decide how to correct.
    - Encourage students to use colored pens or highlighters if they wish.
    - Model making a list of errors on the board while students make a list on paper.
    - Teach editing techniques: Read slowly, read backwards, touch each word
    - Draw one line through errors and rewrite correction above the word.
- Stimulate discussion as to common errors: capitalization, subject-verb agreement, punctuation.

**Exercise:** Divide into groups. Students edit paragraphs 2-4. See directions below.

**VOCABULARY:**

- |                    |            |
|--------------------|------------|
| • Prompt           | • Plan     |
| • Main idea        | • Organize |
| • Supporting Ideas | • Edit     |
| • Details          | • Revise   |
| • Introduction     | • Publish  |
| • Body             |            |
| • Conclusion       |            |

**TEACHER-MADE OR ALTERNATIVE MATERIALS:**

**MATERIALS NEEDED:**

- Overhead copy of **Edit It Essay A, Student Copy**
- 1 copy of **Edit It Essay A** per student, **Student Copy**
- Colored pens or pencils
- **Edit It Essay A, Teacher Copy**

**SUPPLEMENTARY MATERIALS:**

PreGED Language Arts, Writing. Steck-Vaughn, 2003: 80.

**EVALUATION:**

- ♣ Edit paragraph 5, **Edit It Essay A**
- ♣ Rewrite **Edit It Essay A**

## **Edit It Essay A**

### **Exercise:**

1. Divide students into groups and have students edit paragraphs 2-4.
2. Remind students to refer to the check list of edits on the board.  
(punctuation, usage, fragments, run-ons, capitalization, word repetition)
3. Have a group member make a written list of errors on a separate paper.
4. Teacher roves among groups offering suggestions and observing participation.
5. Volunteers from each group reveal edits. Class members agree/disagree
6. **Answer Key:** Errors are highlighted in **yellow**. There are two errors per paragraph.

### **Evaluation:**

Students individually edit paragraph 5

Students rewrite essay.

4. Tell students that there is **not** time to recopy an essay on the GED. However, to learn, how to be an effective writer, essays will be rewritten for this class.

**Edit It**  
**Essay A**  
**Student Copy**  
**Essay A**

**The Prompt**

- **Do you think it is better to live in one place most of your life or to move often and live in different places? Be specific and give examples to support your view.**

I would rather move often and live in different places than live in one place. All my life I have moved often and believe that living in new places is educational. In addition, moving often is more fun than living in one place. Most important, moving to new places can provide more job opportunities.

First, moving to new places are very educational. I can experience a variety of lifestyles and cultures. If I live in one place all my life, I will not have the advantage of becoming part of new communities and visiting a variety of local places of interest. When I lived in Texas I learned about the Mexican culture and way of life. Germany was a great place to learn about the European way of life. Learning about and living in many parts of the world is enlightening and memorable, but most of all it adds to my education.

Next, it is a lot of fun moving to different locations because in each new place there is many exciting activities. When I lived in New Mexico I could snow ski regularly, and now that I live in Florida I go to the beach any time. Hiking every weekend on the Appalachian trail in Virginia was the fun of all. Having new experiences and different activities are much more interesting and exciting.

Last, living in one place and staying in one job can become stale and dull. Moving to new places opens up a variety of job opportunities. As I have moved from one location to another, I have brought with me a variety of new talents and skills that new employers find desirable, so I'm usually hired right away. I have found each new job to be fresh and different.

In conclusion, if I move often, I will have many new jobs and different educational experiences. I know there are many adventures waiting for me in my life, and I look forward to a wonderful, rewarding lifestyle by living in many places.

**Edit It**  
**Essay A**  
**Teacher Copy**  
**Essay A**

**The Prompt**

- **Do you think it is better to live in one place most of your life or to move often and live in different places? Be specific and give examples to support your view.**

I would rather move often and live in different places than live in one place. All my life I have moved often and believe that living in new places is **educational**. In addition, moving often is **more fun** than living in one place. Most important, moving to new places can provide more **job opportunities**.

First, moving to new places **are** very **educational**. I can experience a variety of lifestyles and cultures. If I live in one place all my life, I will not have the advantage of becoming part of new communities and visiting a variety of local places of interest. When I lived in **texas** I learned about the Mexican culture and way of life. Germany was a great place to learn about the **european** way of life. Learning about and living in many parts of the world is enlightening and memorable, but most of all it adds to my education.

Next, it is a lot of **fun** moving to different locations because in each new place there **is** many exciting activities. When I lived in **new** Mexico I could snow ski regularly, and now that I live in Florida I go to the beach any time. Hiking every weekend on the Appalachian **trail** in Virginia was the fun of all. Having new experiences and different activities **are** much more interesting and exciting.

Last, living in one place and staying in one job can become stale and dull. Moving to new places opens up a variety of **job opportunities**. As I have moved from one location to another, I have **brung** with me a variety of new talents and skills that new employers find desirable, so I'm usually hired right away. I have found each new job to be fresh and different.

In conclusion, if I move often, I will have many new jobs and different educational experiences. I know there **is** many adventures waiting for me in my life, and I look forward to a wonderful, rewarding lifestyle by **liveing** in many places.

## Essay A

### The Prompt

- **Do you think it is better to live in one place most of your life or to move often and live in different places? Be specific and give examples to support your view.**

I would rather move often and live in different places than live in one place. All my life I have moved often and believe that living in new places is **educational**. In addition, moving often is **more fun** than living in one place. Most important, moving to new places can provide more **job opportunities**.

First, moving to new places is very **educational**. I can experience a variety of lifestyles and cultures. If I live in one place all my life, I will not have the advantage of becoming part of new communities and visiting a variety of local places of interest. When I lived in Texas I learned about the Mexican culture and way of life. Germany was a great place to learn about the European way of life. Learning about and living in many parts of the world is enlightening and memorable, but most of all it adds to my education.

Next, it is a lot of **fun** moving to different locations because in each new place there are many exciting activities. When I lived in New Mexico I could snow ski regularly, and now that I live in Florida I go to the beach any time. Hiking every weekend on the Appalachian Trail in Virginia was the fun of all. Having new experiences and different activities is much more interesting and exciting.

Last, living in one place and staying in one job can become stale and dull. Moving to new places opens up a variety of **job opportunities**. As I have moved from one location to another, I have brought with me a variety of new talents and skills that new employers find desirable, so I'm usually hired right away. I have found each new job to be fresh and different.

In conclusion, if I move often, I will have many new jobs and different educational experiences. I know there are many adventures waiting for me in my life, and I look forward to a wonderful, rewarding lifestyle by living in many places.

<b>PRE-GED LESSON PLAN – [INSERT SUBJECT] (Level 6.0 – 8.9)</b>		
<b>COMPETENCY:</b> 1.05 Respond critically to various types of text, including “How to” documents, informational mailings, memoranda and letters.		
<b>CONNECTIONS:</b> LAW 1.01 1.02 1.03 1.09		
<b>CLASSROOM PROCEDURE:</b> <i>What would you do?</i>		<b>VOCABULARY:</b>
<p><b>Objective:</b> to understand business letter format and respond critically to a situation</p> <p><b>Procedure:</b></p> <ol style="list-style-type: none"> <li>Review or instruct business letter format: heading or return address, date, inside address, salutation, body, dosing, signature <b>See Business Letter A</b> <ul style="list-style-type: none"> <li>Note: <b>Business Letter A</b> is a sample of an effective letter.</li> </ul> </li> <li>Discuss content: clear purpose, main idea, topic sentence, detail and a conclusion, clear message, specific details and solution.</li> <li>Ask students if they were Briggs, Inc. <b>“What would you do?”</b> <ul style="list-style-type: none"> <li>→ The class discusses and decides their feelings about the letter.</li> </ul> </li> </ol> <ul style="list-style-type: none"> <li>• Should the company respond?</li> <li>• Is the letter specific as to when and what happened?</li> <li>• Is a solution outlined?</li> <li>• What changes would make it clearer?</li> <li>• Would you change anything about the letter such as the organization or mechanics? <ul style="list-style-type: none"> <li>→ Edit and revise the letter.</li> </ul> </li> <li>• Check for business letter format and content.</li> <li>• Add information</li> <li>• Revise format and edit mechanics</li> </ul>		<ul style="list-style-type: none"> <li>• heading or return address</li> <li>• date</li> <li>• inside address</li> <li>• salutation</li> <li>• body</li> <li>• closing</li> <li>• signature</li> </ul>
		<b>TEACHER-MADE OR ALTERNATIVE</b>
<b>MATERIALS NEEDED:</b>	<b>SUPPLEMENTARY MATERIALS:</b>	<b>EVALUATION:</b>
<ul style="list-style-type: none"> <li>• Business Letter A</li> <li>• Exercise: <i>What would you do?</i> Business Letter B</li> <li>• Sample: <i>What would you do?</i> Business Letter B</li> </ul>	<p><u>PreGED Language Arts, Writing</u>. Steck-Vaughn, 2003: 90-101</p> <ul style="list-style-type: none"> <li>♣ For reinforcement or evaluation: <a href="http://www.businessletterpunch.com/">http://www.businessletterpunch.com/</a></li> </ul>	<ul style="list-style-type: none"> <li>• In groups, students brainstorm letters of complaint and share with the class on the board.</li> <li>• <b>Individually</b>, students write a business letter using brainstorm.</li> <li>♣ Go to the website to reinforce writing business letters.</li> </ul>

## Business Letter A

222 Business Avenue  
Pine, FL 23456  
March 26, 2005

Customer Service  
Beds, Inc.  
22 Elm Street  
Oak Tree, FL 12345

To Whom It May Concern:

On May 12, I placed a telephone order for an item in your fall catalogue. It was a twin-size blue bedspread, with matching sheets and curtains - TBSC 4567. I received a package from Beds on September 7. It contained a red king-size bedspread, not a blue twin-size bedspread. To make matters worse, the package was delivered to my neighbor by mistake, so I did not receive the package for many days.

After calling your toll free number and spending 30 minutes on hold, I learned that the blue twin size bedspread with matching sheets and curtains is no longer available. In fact, your company does not have any twin-sized bedspreads that I like. The salesperson insisted that I am required to replace the twin-size bedspread and cannot receive a refund; this is not acceptable. Blue is the only color that matches the carpet in my home.

Enclosed is blue bedspread, with matching sheets and curtains that I received. Since you cannot send me the item I ordered, please credit my account for \$150.35, which is the balance of my original order. I will not accept a replacement.

Thank you for your cooperation.

Sincerely

Ms. K. Jones  
Pre-GED Writing 28

***What would you do?***

**Business Letter B**

Customer service

Pizzazz Pizza

To Whom It May Concern:

I ordered a Pizzazz Supreme Pizza from the Oak Tree Mall Restaurant. Over the last five years I have received good service from Pizzazz Pizza. But the other day, I waited over an hour without delivery. I waited another hour, but the pizza had been delivered to my neighbor my mistake. By the time I received the pizza, it was cold, greasy. I called Pizzazz Pizza, and your employee would not give my money back. Please help me.

Karen

**Answer Key**

***What would you do?***

**Business Letter B**

11 Cheese Avenue  
Pine, FL 23456  
March 26, 2005

Customer Service  
Pizzazz Pizza  
22 Sausage Street  
Supreme, FL 32666

To Whom It May Concern:

On May 12, I ordered a Pizzazz Supreme Pizza from the Oak Tree Mall Restaurant. Over the last five years I have received good service and excellent food from Pizzazz Pizza.

However, on this day, I waited over an hour without delivery before I called to find out why the pizza had not been delivered. I learned the Pizzazz Pizza employee I placed the order with did not submit my order until I called. I waited another hour only to learn the pizza had been delivered to my neighbor my mistake.

By the time I received the pizza, it was cold, greasy and not edible. I called Pizzazz Pizza, and your employee named Candee refused to credit my account. Candee insisted that she could not issue a refund, which is not acceptable to me. Unfortunately, my credit card had already been charged.

I asked to speak to the restaurant supervisor but was informed that she was not available. I do not know the name of the restaurant supervisor.

Poor service and rudeness is uncharacteristic of Pizzazz Pizza. Please retrain your employees and credit my credit card for \$25.67.

Thank you for your cooperation.

Sincerely,  
Karen Pann

**PRE-GED LESSON PLAN – Language Arts, Writing (Level 6.0 – 8.9)**

**COMPETENCY: 1.09** Complete workplace and community documents, such as employment, credit or housing applications and insurance forms or accident reports.

**CONNECTIONS:** LAW 1.02 1.04

**CLASSROOM PROCEDURE: Pass It!**

**VOCABULARY:**

**Objective:** to reinforce completing a job application

- personal information
- job objective
- work experience
- education
- skills
- interests

**Procedure:**

Show a sample job application, and discuss employment form information while reviewing vocabulary: personal information, job objective, work experience, education, skills, and interests. Reflect on clear statements, mechanics and developed format.

**Note:** See pages 104-117, PreGED Language Arts, Writing. Steck-Vaughn, 2003.

**Exercise: Pass It!** This will be an interactive, stimulating, moving activity.

**Objective:** Complete the job application.

- Divide students into groups of 4-5.
- Give each group one copy of the **Pizzazz Pizza, Inc., Employment Application**
- Each student fills in one line and passes it to the next student. Direct student to start passing.
- When the form is complete, students review the application, edit and revise.
- Groups share completed job application.
- Teacher uses completed forms to review, summarize and reflect on using effective writing skills to produce a selling job application.

**TEACHER-MADE OR ALTERNATIVE**

**Alternative lesson:** use the same idea for credit or housing applications and insurance forms or accident reports.

**MATERIALS NEEDED:**

**SUPPLEMENTARY MATERIALS:**

**EVALUATION:**

**Pizzazz Pizza, Inc., Employment Application**

PreGED Language Arts, Writing. Steck-Vaughn, 2003: 104-117.

Students develop a personal data sheet, work experience and a list of skills and interests. See PreGED Language Arts, Writing. Steck-Vaughn, 2003: 104-117.

**Pizzazz Pizza, Inc.**  
**Employment Application**

Personal Information			
<b>Date:</b>			
<b>Name:</b>			
<i>Last</i>	<i>First</i>	<i>Middle</i>	
<b>Home Address:</b>			
<i>Street</i>	<i>City</i>	<i>State</i>	<i>Zip</i>
<b>Mailing Address:</b>			
<i>Street</i>	<i>City</i>	<i>State</i>	<i>Zip</i>

<b>Social Security Number:</b> _____		
<b>Home phone:</b>		<b>Cell phone:</b>
<b>Work Experience: List all part time and full time employment.</b>		
<b>Company Name:</b>		<b>Start/End:</b>
<b>Address:</b>		<b>Supervisor name and title</b>
<b>Your title and responsibilities:</b>		
<b>Company Name:</b>		<b>Start/End:</b>
<b>Address:</b>		<b>Supervisor name and title</b>
<b>Educational Data:</b>		
<b>Name</b>	<b>Address</b>	<b>Degree Received</b>
<b>High School</b>		
<b>College</b>		
<b>Vocational</b>		
<b>Skills:</b>		

Write a short paragraph explaining why you would like to work for Pizzazz Pizza, Inc.