

GED 2002 Teachers' Handbook of Lesson Plans

Content Area Language Arts, Reading	Lesson Title <i>About Point</i>	Correlation to Framework 04.01/04.02/04.03	Lesson Number 40
<p>Objectives/Learner Outcomes</p> <p>At the end of this lesson, the learner will be able to:</p> <ul style="list-style-type: none"> • Identify the main idea of a real-life type of reading passage • List the major ideas of a real-life type of reading passage • Apply a comprehension strategy, <i>About Point</i>, to other types of reading materials 		<p>Materials/Resources/Internet Sites/Handouts/Worksheets</p> <ul style="list-style-type: none"> • Overhead projector • Transparencies • Handout – <i>About Point</i> • Handout – <i>GED Success Stories</i> 	
<p>Pre-Requisite Knowledge</p> <p>The learner should be able to:</p> <ul style="list-style-type: none"> • Read GED-type materials with basic comprehension • Locate and reword the main idea of a passage • Identify supporting ideas 		<p>Key Words</p> <ul style="list-style-type: none"> • Comprehension • Main idea • Supporting information/ideas 	
<p>Anticipatory Set/Introduction</p> <p>Ask: What does getting your GED mean to you? How will it help you in life? Have students share some of their goals and dreams about getting their GED and what it means to them.</p> <p>Say: Today, we are going to read some success stories about other GED graduates. While you are reading these stories, you will also be working on your skills in comprehension.</p>			
<p>Preview Questions for Lesson</p> <ol style="list-style-type: none"> 1. How do you locate the main idea of a passage? 2. How do you identify the main points of a passage? 3. How many of you like passages that identify the main points through the use of bulleted items? 4. What types of strategies do you use to find the main idea and main points of things that you are reading? 			

Instructional Outline

Say: Today, you will be reading about some very important people – GED graduates. You will be reading about their personal success stories and what getting the GED means to them. While you are reading, however, you will be using a reading strategy called **About Point**. This strategy asks that you find the main idea of what you are reading and the important points. However, instead of writing everything out in sentence format, you will be bulleting the important points.

Think about some of the passages and documents that you read in daily life. How many of them have bulleted items in them? Does it make the information easier to understand? Bulleted items are often used to make sure that the reader knows how important that specific information is in the passage. **About Point** will ask you to define the main idea – what the passage is about and then to list the important information – the major points. This is why we called this reading strategy – **About Point**.

Provide students with a copy of the handouts: **About Point** and **GED Success Stories**. Have the students read a selected story and complete the template. When they have finished, debrief the article and discuss the major points. Discuss the importance of the GED by writing the major points on the board. Students may wish to write their own success stories.

Process/Activities

Introduce the lesson by discussing the importance of the GED in a person's life. Next, discuss how written materials often state a main idea and then bullet the important information. This format makes passages easier to read and understand. Provide students with copies of the handouts: **About Point** and **GED Success Stories**.

Say: Today, you will be reading about a GED success story. You have a number of different stories on your handout. Please select one of them to read. As you read, think about the main idea of the passage. Also, identify the important points that the writer is trying to make. You may wish to highlight these important points as you read. When you have finished, complete the handout – **About Point**. Think about the main idea of the story and write it at the top of the form. Next, look at the information that you highlighted and select the most important points. Using a bulleted format, list this information on the handout. You do not need to use complete sentences for your points. What you are doing is capturing the “point” of the information.

When students have completed the activity, have them share the main ideas of their articles. As they share the points, write them on the board. Discuss the different reasons for getting a GED that were found in the passages. Students may wish to compare and contrast these reasons to their own personal goals for getting a GED.

Product/Evaluation/Summary

Have students write their own personal GED success story. Students may wish to share their personal experiences with others. To transfer the use of the **About Point** strategy, provide students with passages from different content areas and have them complete the form for each passage read. Discuss how this technique can be used on the GED Tests, as well as in real life.

Teaching to Different Types of Learners			
	Visual	Auditory	Kinesthetic/Tactile
Learning Activity	Provide written directions to the students for all activities. Have students write down their answers.	Allow students to read passages out loud. Have them orally identify the main idea and the major points while you write them on the board.	Allow students to work in groups when reading the different articles. When reading, students may wish to use highlighters to identify important information.
Special Differentiation Strategies	When students are reading, provide a quiet atmosphere so that they can concentrate. Visual learners often prefer taking notes when discussions occur. Provide them with written materials or outlines.	Ensure that students have understood directions by asking them to repeat to you what they are to do. Auditory learners often prefer to read aloud for better comprehension. Students may also wish to verbally tell you the main ideas and major points.	Model for students how to complete the About Point form prior to them having to complete it.
Evaluation	Have students use a written format to identify the main idea and major points of a passage.	Have students verbally tell you the main idea and the major points of the passage.	Have students use a highlighter to identify the main idea and major points of the passage.
The Family and Adult Literacy Connection		ESE/ESOL Accommodation	
<p>Reading to children is an important activity. Discuss with students the need for them to ask children questions as they read. These questions should include such things as:</p> <ul style="list-style-type: none"> • What is this story about? • What happened on this page? • What do you think is going to happen? <p>Finding the main idea and major points are skills that can be developed very early in children. Help students to identify a list of the types of questions that they can ask when reading to their children.</p>		<p>Allow students to work in small groups and to read to a partner or volunteer. Some students may wish to have the passage on tape to better comprehend what is being said.</p> <p>The use of highlighters can be useful to students as they identify basic points in a passage or the main idea.</p>	

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All-American Success Stories in Workforce Education No Excuses, No Escape from Succeeding

"No excuses, no escape," is what Yvonne Boykin says when she hears any young person with excuses for not succeeding in life. Yvonne has traveled down life's bumpy road and if she can succeed, she feels anyone can. Yvonne was born in Starke, Florida. She delayed her dreams of completing high school and attending college. Working full-time and raising two children on her own consumed her life. After 28 years with her employer, she was laid off without notice. She felt hopeless and disheartened. With a daughter away at college to support, she had no idea where to turn. "I just prayed, I felt alone, I could hardly pay the bills."



Yvonne Boykin
First Place Winner,
Adult Education,
Region 2

After many challenges in life, Yvonne decided that she had to do something, so she went back to the place she had left so long ago — SCHOOL. At age 55, Yvonne fulfilled her dream of completing high school and enrolled at Bradford-Union Area Vocational-Technical Center in 2001. She worked on improving her basic skills to take the GED exam, and on April 23, 2003, she received her adult high school diploma. This was the beginning of her educational and career successes. She immediately enrolled in the Correctional Training Institute at Lake City Community College. She is now employed as a correctional officer and states, "When I put on that uniform, I feel so proud and important."

She is a caretaker for the elderly and needy, and she encourages young people to do something with their lives. "I feel that it was by divine appointment that I was placed in the position as a correctional officer. Not only is it good job, but it gives me the opportunity to mentor other young people who are headed down the wrong path. It is never too late to change. I am living proof, so I make it my job to keep these young men from coming back to prison."

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A Future Because of the GED



Dennis had a hard life as a child. He was separated from his brother and sister at age six and was not reunited with them until later in his adult life. High school seemed to be a challenge for him, and he wasn't sure what to do or which path to take. Rigsby entered the GED Program at St. Johns River Community College at age 16. His parents only had one vehicle, so his 40-mile round trip commute to attend class consisted of public transportation from Interlachen to Palatka twice a week. Rigsby began his studies in September 1996 and received his State of Florida high school diploma in March 1997. At that time, employment opportunities were scarce in his rural community, so he decided to join the United States Army on his eighteenth birthday.

After basic training, Dennis' unit was assigned to go to Bosnia in the spring of 1999 to support the Kosovo air campaign. He was an indirect fire infantryman with the rank of Private First Class. Since his tour of duty in Bosnia, Rigsby was promoted to a Sergeant in the United States Army. To achieve this rank, he completed the Primary Leadership Development Course. He achieved the second highest grade point average of 99.0% and graduated from the program with honors. Rigsby received a promotion and became an anti-armor weapons instructor with the U.S. Army Infantry School. He has taught lieutenants entering the army, many of whom were headed for Iraq. Rigsby is currently working in the operations department of Bravo Company and waiting to receive his next set of orders. In addition, he is also attending Troy State University to receive a bachelor's degree in criminal justice.

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Never Too Late to Become a GED Tutor

When Betty Hastens decided she wanted her high school diploma, she was already 85 years old. According to Paul Parker, Director of Washington-Holmes Technical Center, Betty's daughter tried to talk her out of it, but she was determined. In only one year, she reached her goal and passed her General Educational Development (GED) exam.



Betty Hastens

Betty Hastens enrolled in the Adult Education program at the age of 85 in August 1999, at Washington-Holmes Technical Center in Chipley, Florida. Betty was more than 20 years older than any of the teachers or students, but age was never an issue with her.

Mr. Parker related that she was eager to learn and was a perfectionist in everything she did. In April 2000, she was recognized as Student of the Year for Adult Education at the Annual Open House Awards Ceremony at the Technical Center. She took her GED exam along with many of her new friends in the Adult Education class in September 2000, at the age of 86. Betty did not slow down. The very afternoon she completed her GED test, she returned to class to continue working. The next day she started volunteering in the Adult Education program by helping anyone and everyone who needed help.

Betty has been volunteering three to four days a week in the Adult Education class since she took her GED exam. She is in the parking lot before most of the staff each morning with a smile on her face and eager to go to work. She works with students of all ages, races, backgrounds, and academic skills. According to Mr. Parker, she needs no supervision or direction. She seeks out students who need help and keeps detailed notes on each student she works with, monitoring their progress. She reports to the teachers if she thinks there are other materials that would help the student or if she has any special concerns dealing with their success in the program. She never slows down. Betty is up and moving, going from one student to another all day. She has volunteered over 500 hours in the program this year and is involved with everything from participating in the Student Government Association to packing boxes to move out of the 6000-square-foot Learning Resource Center for new carpet. She even took her own car and collected boxes from all over town to pack the library books. If there is a job to be done, Betty is willing and able, and the job will be done.

Betty attended Laubach Tutor training and is now a certified Laubach Tutor. She immediately started using her newly acquired skills with some non-readers in the Adult Education program. She has become actively involved with the Literacy Volunteers of Washington County and was recently recognized at their end-of-the-year banquet as a newly certified tutor. Betty was credited with recruiting the majority of the students who attended the banquet. Mr. Parker said that her involvement with both Adult Education and the Literacy Volunteers is a real asset to both programs.

All American Success Stories. Florida Department of Education, Office of Workforce Development. Retrieved from the World Wide Web on 05/06/04 at:
http://www.fldoe.org/news/2004/2004_02_13-2.asp.

