

GED 2002 Teachers' Handbook of Lesson Plans

Content Area Language Arts, Reading	Lesson Title <i>An All American Success Story</i>	Correlation to Framework 04.01/04.03/04.05	Lesson Number 43
Objectives/Learner Outcomes At the end of this lesson, the learner will be able to: <ul style="list-style-type: none"> • Paraphrase information • Compare and contrast information from two texts • Transfer concepts and principles from the reading text to a new real-life context 		Materials/Resources/Internet Sites/Handouts/Worksheets <ul style="list-style-type: none"> • Handout – Comparison Alley • Internet Resources FL DOE, Office of Workforce Education, All American Success Stories, 2007 http://www.flboe.org/SuccessStories/2007/11-27-2.asp 	
Pre-Requisite Knowledge The learner should be able to: <ul style="list-style-type: none"> • Identify cause and effect relationships • Draw conclusions • Make connections among parts of a text 		Key Words <ul style="list-style-type: none"> • Paraphrase • Implications • Inference • Application 	
Anticipatory Set/Introduction <p>Say: Everyone faces challenges in their daily lives. That challenge may be finding a job that pays a decent wage or being a single parent who is trying to do everything alone. Most people rise to the challenges that they face. In fact, each of you in this room has risen to some challenge in life. You have busy lives. You have families and jobs and responsibilities in your community. However, each day you come to class ready to learn something new. Sometimes, that is a difficult thing to do – come to class when it would be so nice to have a day or evening to just relax. You rise to the challenge because you have goals and dreams. Getting an education is an important part of those goals and dreams. Today, we are going to take a look at four people, each of whom had challenges and obstacles, but also something more – a desire to succeed.</p>			
Preview Questions for Lesson <ul style="list-style-type: none"> • What are the characteristics of a successful person? List students' responses on the board. • What does it take to reach a goal that you have set? List students' responses on the board. 			

Instructional Outline

Print copies of two current success stories from the Internet: <http://www.flboe.org/SuccessStories/2007/11-27-2.asp>

Say: Today, we are going to read two success stories. These stories are about people who enrolled in adult education programs because they had a goal, a dream they wanted to achieve. One key to reaching your goal in class is to improve your reading comprehension skills. Today, you are going to have a chance to work on your comprehension skills as you read these success stories. As you read the stories, think about the characteristics that each of these people had that enabled them to meet their goals.

Have the students read the stories silently and answer each of the following comprehension questions:

- List all of the events that took place in the reading passage.
- Write descriptions of 2 or 3 major things that happened in the reading passage.
- Locate the names, dates, and other similar details in the story.
- Make a list of five words that you would use to describe each person.

Discuss the students' responses to each of the questions.

Handout 1: *Comparison Alley* – Distribute copies of the handout to each student. Have them reread the stories and find those items that are similar and those things that are different about each success story. Discuss the students' responses.

Process/Activities

During this lesson, students will:

- Read the All American Success Stories
- Answer some basic comprehension questions related to those stories
- Complete ***Comparison Alley***
- Write a paragraph or essay about a person that they consider to be an All American Success Story

Product/Evaluation/Summary

When students have completed this lesson, they will provide the teacher with:

- a copy of the **Comparison Alley** activity;
- answers to comprehension questions; and
- a copy of a paragraph or essay.

Teaching to Different Types of Learners			
	Visual	Auditory	Kinesthetic/Tactile
Learning Activity	Use an overhead of each success story. As students point out details within the story, highlight them.	Read the stories to the class before having students read the stories silently.	Have students make notes on index cards and then organize them to fill in the Comparison Alley form.
Special Differentiation Strategies	Provide the students with highlighters so that they can highlight the details within each story or provide them with index cards so that they can take notes.	Record the stories on audiotape so that students can replay it as needed.	Have students listen to music while they are working or take frequent breaks so that they can better focus on the material.
Evaluation	Have students illustrate their essays and then share them with the class using the overhead.	Have students record their own All American Success Story.	Have students work in teams to complete Comparison Alley . Have them share their results with the rest of the class.
The Family and Adult Literacy Connection Have parents share the All American Success Stories with their children, emphasizing that with hard work and determination people can achieve their dreams. Have parents share their own success stories from their family members or themselves with their children so that they will better understand their family's history and the challenges they have overcome.		ESE/ESOL Accommodations Students with learning disabilities may need you to review the instructions with them several times. Ask questions to make sure students know what is expected. Break the activity into two parts. Have the students read one story during the first class session and take notes. During the second session, have them complete the second story. Allow students to work in teams to compile their notes and complete the Comparison Alley activity. If students have difficulty writing an essay, then start with a paragraph with them.	

GED 2002 Teachers' Handbook of Lesson Plans

Comparison Alley

Differences

Similarities

Differences
