

GED 2002 Teachers' Handbook of Lesson Plans

Area/Skill - LA, Writing	Cognitive Skill Level - Synthesis	Correlation to Framework - 01.06	Lesson Number - 10
<p>Activity Title - Writing – Planning and Organizing</p> <p>Goal/Objective</p> <p>To review with students pre-writing techniques that will help them effectively plan and organize their writing.</p> <p>Lesson Outline</p> <p>Introduction</p> <p>Just as with most things in life, writing requires planning and organizing. Make the connection with students about planning and organizing by relating to real-life events, such as planning a party, organizing a shopping list, etc.</p> <p>The writer should know the answers to some basic questions before starting to write. These include the intended audience and the purpose of the writing. This lesson will provide students with an understanding of what they should know before they start writing. The 5-Step Prewriting Process handout outlines the various questions students should ask before starting to write essays.</p> <p>Activity</p> <p>Have the students identify a topic that most people know something about. If students have difficulty deciding on a topic, use a recent item from the local newspaper. Working as a group determine the purpose, the intended audience and share ideas about the topic. Write these on the board. Organize and discuss the ideas together as a group. Select a second topic and ask the students to repeat the process on their own.</p> <p>Debriefing/Evaluation Activity</p> <p>When students have finished their planning and organization, ask for volunteers willing to share their work. As a group, critique the work. Have students explain how they worked through the 5-Step Process. Remind students that planning and organizing is essential to many of the things they do.</p>			<p>Materials/Texts/Realia/Handouts</p> <ul style="list-style-type: none"> • Handout—Five-Step Planning Process • Chart paper and markers to make lists
			<p>Extension Activity</p> <p>If time is available, ask students to compose a first draft based on the answers to the questions included in the 5-Step Prewriting Process. This could also be completed as homework and reviewed on the following day.</p>
<p>Real-Life Connection</p> <p>Have students brainstorm a list of situations where they need to plan and organize before starting a new project or activity. Write the students' list on the board.</p>			<p>ESE/ESOL Accommodations</p> <ul style="list-style-type: none"> • Provide students with the handout and help them work through the first topic together. You may want to provide a less complex topic for the LD student such as planning and organizing a shopping trip, or a visit to some relatives. • Provide extra practice for the LD student so they have more time to work on and build their skills in this area.

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Activity Title— Writing, Planning and Organizing

Introduction

Ask: If you decided to have a party, what is the first thing you would have to do? Solicit from the group that they would need to plan their party. *Ask:* What types of things would you have to decide? Responses should include things such as:

- Who to invite
- What to serve
- When to have the party
- Where to have the party

Say: Just like a party, an essay requires planning and organizing before starting the actual writing process. You should know the answers to some basic questions before you start to write. One of the first questions you should ask yourself is “Who is the intended audience?” This is like planning on who to invite to the party. Can you think of some other questions that you should ask yourself before you begin to write? Allow the students to offer suggestions about what they should know before they write.

Write the answers on the board. *Say:* Today’s lesson will provide you with a clear understanding of what you should know before beginning an essay.

Main Activity

Distribute the handout. *Say:* The handout contains a blueprint or plan for the exercise we are going to do in class. What I’d like for us to do is to select a topic. Then as a group we will plan an essay using the Pre-Writing Steps from the handout. Okay, does anyone have an idea for a topic? Any ideas? Get the ball rolling by considering the various topic suggestions, and allow the class to decide on the topic.

Debriefing/Evaluation Activity

Say: Effective essays begin with effective planning and organizing. If you know in advance who your audience is, what conclusion you intend to make, and what information you want to provide along the way, you will write a well-organized essay. *Ask:* What other times in life do you need to plan and organize? List the students responses on the board. *Say:* Virtually everything we do involves some planning and organization. Whether we want to buy a car, move to a new apartment, even go grocery shopping, we first need to plan. Writing should be no different. Planning will help improve your overall writing skills.

**Language Arts, Writing
Lesson 6**

The 5-Step Pre-Writing Process

It is important to plan and organize your thoughts before you begin to write. Follow these 5 pre-writing steps:

1. Identify Your Audience

Who are you writing for? Is it for young people? Is it for your boss? Does the audience know a lot about this topic already?

2. Identify Your Purpose

Do you want to document something? Do you want to persuade the reader to adopt your opinion?

3. Define your Topic

What is it, in general, that you are going to write about? A particular event? A process? An opinion that you have?

4. Make a list of ideas or sub-topics

What do you know about the topic that you want to share? In a series of single words, phrases or short sentences, list all the things you think are important to include.

5. Organize Your Ideas

Review your list of ideas and determine the best order to present them in. Are some of them related? Are some of them conclusions drawn from other ideas listed elsewhere? Place the list of ideas in an outline form representing the order you wish to present them.