

Area/Skill - LA, Writing	Cognitive Skill Level - Application	Correlation to Framework - 01.06, 01.07	Lesson Number - 38
<p>Activity Title - Brainstorming</p> <p>Goal/Objective</p> <p>Students will demonstrate the ability to brainstorm, sequence a topic, and write a “how-to” paragraph.</p> <p>Lesson Outline Introduction</p> <p>Have two students sit back to back in front of the class. Have one of the students to verbally direct the other in a simple activity such as tying one’s shoes or drawing a letter of the alphabet. Discuss how directions must be in a specific order. If a certain order is not followed, the outcome is not predictable.</p> <p>Activity</p> <p>Provide students with a real-life topic, such as how to plant a garden. Have the class brainstorm what is needed to plant and care for a garden. Write all of the ideas on chart paper or on the board. After a list of ideas have been provided, have the students assist you in putting the ideas in order. Rewrite the list in the order provided.</p> <p>Discuss how transition words help to achieve order, i.e. first, second, next, last.</p> <p>Divide the class into small groups of two or three. Have each group develop a paragraph based on the topic and the list that was developed.</p> <p>Debriefing/Evaluation Activity</p> <p>After the groups have written their paragraphs, have them read their paragraphs to other groups. Critique the paragraphs for organization and clarity.</p>		<p>Materials/Texts/Realia/Handouts</p> <ul style="list-style-type: none"> • Chart Paper and markers • Paper and pencils 	
<p>Real-Life Connection</p> <p>Have students identify different ways they use brainstorming in the workplace and community. Discuss that often documents such as directions, resumes, manual, etc. often are the result of first brainstorming ideas. Have students brainstorm the different ways to travel from the school to a specific location nearby. Have each student write his/her directions. Share the different directions in the class and see whether or not a person could reach his/her destination by following the directions.</p>		<p>Extension Activity</p> <p>Have students write how-to paragraphs on other topics. Have the students read their paragraphs and let a volunteer see whether or not he/she can follow the directions in order to get the required outcome.</p> <p>ESE/ESOL Accommodations</p> <p>Provide a hands-on demonstration of a how-to paragraph.</p> <p>Pair students to assist in the writing of sentences that meet the basic rules of EAE.</p> <p>Have students orally state their step-by-step directions.</p> <p>Have students number each direction so that the end result is a list of sentences in order.</p>	

GED 2002 Teachers' Handbook of Lesson Plans

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Activity Title - Brainstorming			
Introduction			
<i>Ask:</i> May I have two volunteers? Have two students sit back to back in front of the class. Tell one of the students to direct the other in a simple activity, such as how to tie one's shoe, draw a letter of the alphabet, put together a puzzle, etc. Have the other student follow the directions exactly.			
<i>Ask:</i> Were the directions good ones? Why or why not? Why is it important to specifically include each step when writing a how-to document?			
Main Activity			
Discuss the need for each and every step to be clearly communicated when writing a how-to document. Often, it is helpful to first brainstorm all of the different things that are needed for a project.			
<i>Say:</i> Brainstorming is a way to come up with as many ideas as possible about a certain topic. When you brainstorm, you should write down everything that you know or think about a topic. There is no right or wrong answer when you brainstorm nor should you put things into any type of order. Brainstorming is just writing down everything that you can think of about something. Today we are going to brainstorm about the following topic: What do you need to plant and take care of a garden? Before we begin, remember that there are no right or wrong answers when brainstorming. Nor should you comment on others' ideas in either a positive or negative fashion.			
Have the students brainstorm ideas. Write everything on the board or chart paper. You may want to ask a student to assist you in writing in order to keep up with the ideas.			
<i>Say:</i> Now that we have a list of ideas about how to plant and take care of a garden, it is time to put some order into our thoughts. Organizing ideas is important in writing all of kinds of communications. Let's look at all of the ideas on the board and put them into similar groupings.			
Group the different ideas under basic headings. <i>Say:</i> Now that things are ordered, it is time to write your "how-to" paragraph. When writing your paragraph, you will want to use transition words. <i>Ask:</i> What are transition words? <i>Say:</i> Transition words such as first, then, next, second, when, finally, etc. help you organize a paragraph or essay. These words help the reader to understand the step-by-step process being described.			
Have students work in pairs to write a paragraph based on the brainstorming activity.			
Debriefing/Evaluation Activity			
Have students read their paragraphs aloud to the class. Discuss how first brainstorming ideas assisted them in writing their final product. Provide students with another topic and have them brainstorm their ideas and write a paragraph on their own.			