

GED 2002 Teachers' Handbook of Lesson Plans

Content Area Language Arts, Writing	Lesson Title <i>100 Words, More or Less</i>	Correlation to Framework 01.05	Lesson Number 44
Objectives/Learner Outcomes At the end of this lesson, the learner will be able to: <ul style="list-style-type: none"> • Write a creative piece about himself/herself • Edit and revise a written work that can be shared 		Materials/Resources/Internet Sites/Handouts/Worksheets <ul style="list-style-type: none"> • Handout – <i>100 Words, More or Less</i> • Paper and Pens/Pencils 	
Pre-Requisite Knowledge The learner should be able to: <ul style="list-style-type: none"> • Compose complete sentences and paragraphs • Edit personal writing samples • Revise personal writing samples into a finished work 		Key Words <ul style="list-style-type: none"> • Edit • Revise • Genre • Creative writing 	
Anticipatory Set/Introduction To introduce the lesson, discuss that the first step in writing in to get an initial idea. Sometimes, trying to figure out what to write about is one of the most difficult things to do. Ask: How do professional writers get their ideas? Allow students to brainstorm ways in which writers obtain ideas. Say: Many writers have journals in which they keep ideas that they may wish to write on someday. Some writers use events in their lives or in the lives of others to develop ideas. Ask: How do you decide on ideas that you use in your own writing? Allow students time to discuss how they personally develop ideas on which to write.			
Preview Questions for Lesson <ol style="list-style-type: none"> 1. How do professional writers get their ideas? 2. How do you get ideas on what to write? 3. What kind of topics can be used in the writing process? 			

Instructional Outline

Say: There are many ways to get ideas on which to write. Today, we are going to complete a short writing activity. After you have finished the activity, I will provide you with a short time period to edit and revise your work. Although you will need to follow all of the directions that I provide, there is no length required of your writing sample. Also, you may use any type of writing style or genre that you wish.

Begin the activity by providing students with the directions for **100 Words, More or Less**. Each student will need a copy of the handout. Follow the directions listed in the Process/Activities section of the plan. After students have finished writing, provide them with a set amount of time to revise and edit their work before sharing it with the class.

Process/Activities

1. Handout **100 Words, More or Less**.
2. Tell students to keep the list face down.
3. Explain that the students will turn over the list, read the list quickly, and circle 10 “interesting” words.
4. Tell students that when they are done circling their 10 “interesting” words, they should turn the paper face down again.
5. Provide students with a limited amount of time to circle the words – approximately a minute.
6. To begin the writing activity, explain the following:
 - a. Students will be using all ten words to write something true about themselves.
 - b. Students may change the tense or number of the words.
 - c. Students may include other words.
 - d. Students **MUST** include all 10 of the circled words.
 - e. Students may combine the words in innovative ways.
7. Give students the chance to write, explore, and play.
8. Have students edit and revise their work.

Product/Evaluation/Summary

Have students share their writings with the class. Discuss the different types of writing, the tone or mood of the writings, and the different ways in which the words were used. Have students review the editing/revising process that they used in order to obtain a final, finished product.

Teaching to Different Types of Learners			
	Visual	Auditory	Kinesthetic/Tactile
Learning Activity	<i>100 Words, More or Less</i>	<i>100 Words, More or Less</i>	<i>100 Words, More or Less</i>
Special Differentiation Strategies	Write ideas from the brainstorming activity on the board or on chart paper. You may also wish to provide visual learners with written directions for the activity. Visual learners need to see what is being said in discussions to best learn.	Have students read the words quietly to themselves as they are choosing the words and developing their writing sample. Students may wish to read aloud their works in order to edit and revise their drafts.	Take the <i>100 Words, More or Less</i> word list and cut each word apart. Put the words in an envelope. Allow the kinesthetic/tactile learn to manipulate the word strips into sentences or thoughts. You may wish to also provide the student with common verbs and connecting words.
Evaluation	With visual learners, the written product is generally a good evaluation tool. Visual learners generally do well on writing assignments. Provide them with a template to assist them in editing and revising their work.	With auditory learners, you may wish to have the student read aloud his/her work and evaluate the ideas and tone of the work. Discuss the work orally with the student to assist him/her in editing and revising his/her work.	With kinesthetic/tactile learners, you may wish to have them draw a "picture" depicting their ideas. Kinesthetic/tactile learners often need to have a picture/model prior to writing in order to better express their ideas.
The Family and Adult Literacy Connection		ESE/ESOL Accommodations	
<p>Assist students in designing a similar type of writing activity that they can share with their children. Have students create their own list of words at a level appropriate for the age of their children. Next, have them type the words and then cut them into word strips. Show them how they can work with their children on creating ideas or sentences using the words. For younger students, parents may wish to create pictures from which students can compose their own thoughts or stories.</p> <p>Have students share the types of ideas, thoughts, or sentences that they composed with their children.</p>		<p>You may wish to shorten the list of words from which to choose and provide students with sample verbs, transition words, connecting words, and introductory words with which to create their writing sample. You may also need to cut the words into word strips so that students can manipulate them into ideas rather than transferring the words to paper. Some students may wish to initially work in pairs in order to create their writings. Some students may need to dictate their ideas to a scribe in order to express their ideas.</p>	

GED 2002 Teachers' Handbook of Lesson Plans

100 Words, More or Less

carnival	dance	leaf	swallow	midnight	hill
scatter	bubble	bowl	rocket	morning	artichoke
tiger	green	starfish	red	bone	tornado
twirl	hammer	twist	submarine	narrow	stone
circle	cloud	lace	piano	music	doze
bellow	blue	violin	ring	sizzle	parade
umbrella	velvet	mirror	wolf	tongue	splash
sycamore	million	wonderful	icicle	snap	water
thunder	stream	fish	time	elevator	finger
curl	shake	emerald	fire	flash	jigsaw
moon	purple	twist	apron	rush	streak
window	tremble	lightning	old	listen	spiral
lilac	ripple	paper	clang	burn	book
drum	door	cement	cinder	glass	gust
tangle	kiss	balloon	glitter	yellow	rain
poem	chant	light	sigh	snow	desert
wave	eye	string	pale	river	mind
wet	splinter	trumpet	sleep	vivid	whirl
open	paint	whisper	money	bell	ribbon