

**GED 2002 Teachers' Handbook of Lesson Plans**

<b>Content Area</b> Language Arts, Writing	<b>Lesson Title</b> <i>Organizing Doesn't Have to Be a Puzzle</i>	<b>Correlation to Framework</b> 01.06	<b>Lesson Number</b> 48
<b>Section 1.01 Objectives/Learner Outcomes</b>  At the end of this lesson, the learner will be able to: <ul style="list-style-type: none"> <li>• Define the steps in prewriting</li> <li>• Organize events in chronological order</li> <li>• Analyze strategies that organize information using outlines and cluster maps or webs</li> <li>• Categorize details</li> </ul>		<b>Materials/Resources/Internet Sites/Handouts/Worksheets</b> <ul style="list-style-type: none"> <li>• Construction paper</li> <li>• Construction paper 12 inches by 18 inches cut into halves</li> <li>• Colored index cards cut into halves</li> <li>• Scissors</li> <li>• Paper</li> <li>• Markers, pens, or pencils</li> <li>• Transparencies</li> <li>• Overhead projector</li> </ul>	
<b>Pre-Requisite Knowledge</b>  The learner should be able to: <ul style="list-style-type: none"> <li>• Explain a cluster map or web</li> <li>• Define a sentence</li> <li>• Define a paragraph</li> <li>• Define an introduction</li> <li>• Define a conclusion</li> <li>• Explain a graphic organizer</li> </ul>		<b>Key Words</b> <ul style="list-style-type: none"> <li>• Autobiography</li> <li>• Graphic organizer</li> <li>• Cluster map and web</li> <li>• Outline</li> <li>• Timeline</li> <li>• Introduction</li> <li>• Conclusion</li> </ul>	
<b>Anticipatory Set/Introduction</b>  <p><b>Say:</b> You will be required to write an essay on the GED Test. Think back to your writing activities in high school. Has your writing changed since then?</p> <p><b>Ask:</b> On which part of the writing process do you spend most of your time?</p> <p><b>Say:</b> In this lesson, you will learn the importance of preparation in the writing process. You will prepare a cluster map and organize the events of your life on an outline. To begin the process, you will make a timeline and then plot the events of your life on a graphic organizer.</p>			

### Preview Questions for Lesson

1. What is a cluster map?
2. What is an outline?
3. What are the steps in the prewriting process?
4. What is an autobiography?
5. What is a timeline?
6. What is a graphic organizer?

### Instructional Outline

**Say:** When you are given a topic for your GED essay, you will need to narrow it down to make it more manageable. Today, you will learn some strategies to help you do that.

**Ask:** What is a graphic organizer? Discuss how graphic organizers can help in writing a more effective essay.

**Say:** Today, you will be using several graphic organizers to organize the events of your life for an autobiographical essay. You will prepare a cluster map and an outline to organize the information for a five paragraph essay.

**Ask:** What is a timeline?

Draw a timeline of your life on the board. Discuss the headings that you used to group the events of your life, such as early childhood, adolescence, and adulthood.

**Say:** A graphic organizer is a tool to help you put your thoughts in order before you begin writing. Your essay should flow so that all of the paragraphs fit together to form a unified and coherent essay. Your essay today will be an autobiography. You will write about yourself and some of the events in your life.

### Process/Activities

Give each student a strip of construction paper (a half sheet). **Say:** Think about your life. Start with your birth. Other events might include: the birth of siblings, friends, getting a dog, getting a driver's license, school, hobbies, sports, marriage, relatives, etc.

Instruct the students to select six major events from their timelines. Discuss possible titles to categorize each event, such as *Childhood*, *Adolescence*, and *Adulthood*. Give each student a full sheet of construction paper. Instruct the students to fold the sheet of construction paper into six pieces. Have the students write *All About Me* in the first box. Next, tell them to write *Introduction* in the following box and *Conclusion* in the last box. Tell the students to write the title of a category of their choice in each of the remaining box. Make certain that there is only one title per box.

Instruct the students to cut apart the boxes. Tell the students to set aside the *Introduction*, *Conclusion*, and *All About Me* boxes. Next, have them turn over the remaining boxes. Tell them to write two to three details from their timeline on the back of each box with the title that matches the events. For example, on the back of the *Childhood* box, a student might list his/her birth date, place of birth, and parents' names. On the back of the *Adolescence* box, a student might list his/her school, friends, hobbies, or sports. On the back of the *Adulthood* box, the student might list career goals, marriage, and children's names.

Give each student another half sheet of construction paper. Show the students a transparency of a cluster map or web. See Handout – **Cluster Map**. Instruct the students to organize the information from their boxes on a cluster map or web. Discuss how this is one method of graphically organizing information in the prewriting process.

Explain that another method to graphically organize information is the outline. Show a transparency of an outline of your life. See attached example. Give each student five strips of a one-color index card and ten strips of a different color index card. Explain to the students that they will be using the five strips of the same color for the major headings of the outline (*Introduction*, *Childhood*, *Adolescence*, *Adulthood*, and *Conclusion*) and the ten strips of the second color for the details they will use in the outline that they will construct from their web or cluster map.

Tell the students to write the major headings on the five strips of one-color index cards. Then instruct the students to write the details on the ten strips of the second color of index cards, two details per major heading.

The *Introduction* heading will have the following sentence as one of the details:

- If I had to write an autobiography of my life, it would be divided into three sections.

The second detail for the *Introduction* heading will be as follows:

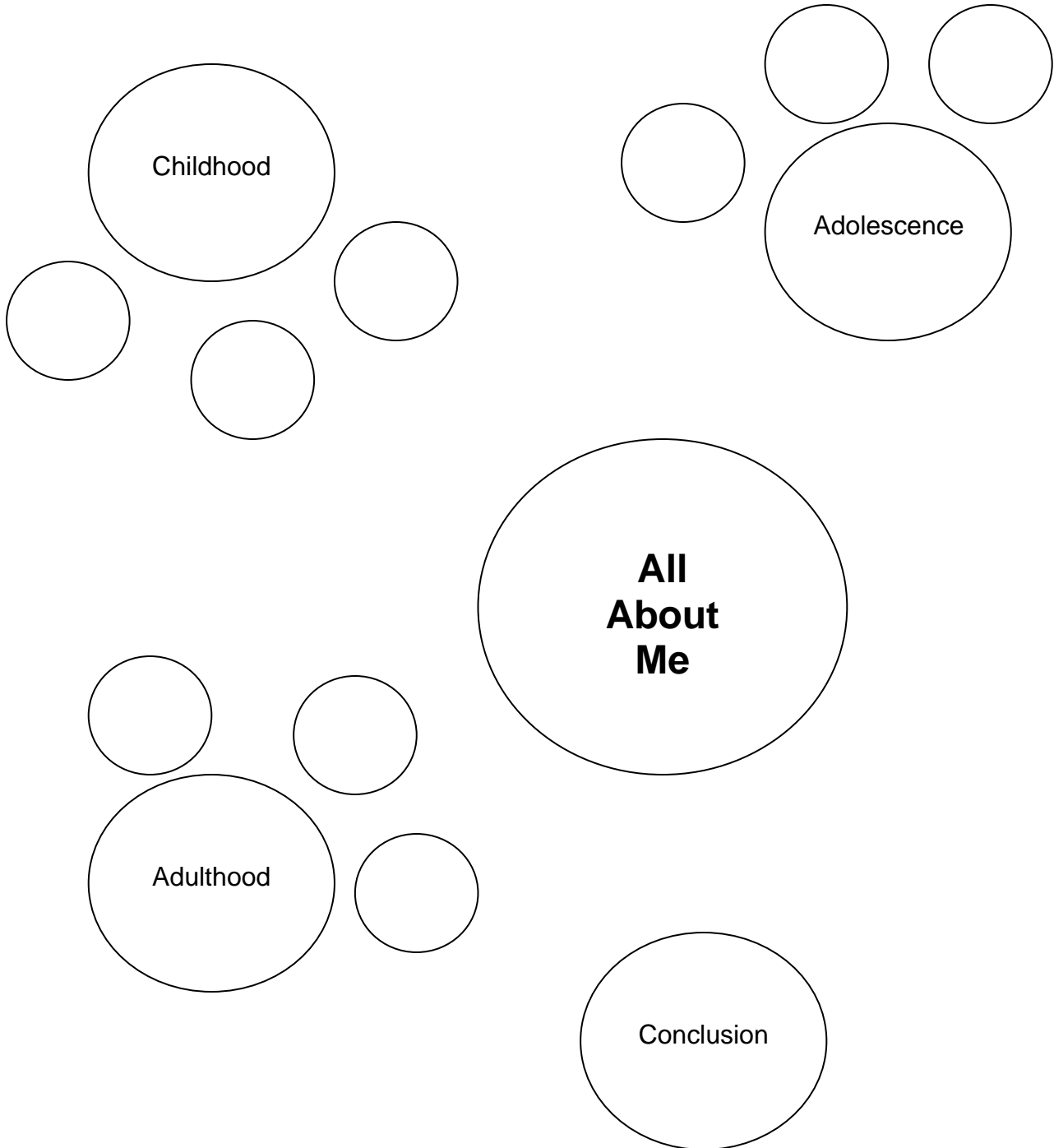
- The three sections would be about my childhood, adolescence, and adulthood.

Instruct the students to write the sentences on separate strips of the second color and place them one under each other under the *Introduction* heading. Tell the students to continue to build their outlines on the remaining index cards. Give a sheet of paper to each of the students and tell them to copy the outline onto the paper. Tell the students they are now ready to write the first draft of their essay.

<b>Product/Evaluation/Summary</b>			
Evaluate the students on their ability to follow directions. Give the students another set of index cards and instruct them to organize their thoughts for the following topic: <i>Describe your dream job</i> . Check the students to see if they are using the strategies you have taught them. Evaluate their outlines for consistency and organizational skills.			
<b>Teaching to Different Types of Learners</b>			
	<b>Visual</b>	<b>Auditory</b>	<b>Kinesthetic/Tactile</b>
<b>Learning Activity</b>	Provide examples of different types of graphic organizers on transparencies. Use colored index cards and colored markers.	Discuss the different types of graphic organizers that can be used for presenting thoughts in a logical and consistent manner.  Discuss the importance of first organizing one's thoughts before writing.	Have students cut up a sheet of poster board into five puzzle pieces. Have them write on the large puzzle pieces with a black or colored marker. Have them move pieces into different patterns to see how information can be organized in a different way.
<b>Special Differentiation Strategies</b>	Use overhead transparencies to visually show how to organize information for an essay. Write out the steps for developing an outline on a transparency instead of orally giving directions.	Check for understanding by asking questions when giving directions or assignments in writing.	Have students use the puzzle pieces and index cards as manipulatives to visualize how the information is being organized for writing an essay.
<b>Evaluation</b>	Allow students to show their mastery of the strategies by assigning other topics and having them make outlines and cluster maps or webs.	Allow students to orally explain how to organize information into an outline for a given topic.	Allow students to use the index cards and construction paper to build their outlines for a given topic.
<b>The Family and Adult Literacy Connection</b>		<b>ESE/ESOL Accommodation</b>	
If students have school-aged children, have them organize pictures of items and words on puzzle pieces made from poster board. Use large-sized colored index cards to organize lists of similar items and words.		Allow students to work in small groups on oversized outlines made from poster board. Allow students to orally explain the organizing process involved in prewriting.	

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### Cluster Map



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**Outline for Autobiography**

- I. Introduction
  - a. If I had to write an autobiography, it would be divided into three sections
  - b. Childhood, adolescence, adulthood
  
- II. Childhood
  - a. Born Austin, Texas
  - b. Moved to Chadron, Nebraska
  - c. Always loved books
  
- III. Adolescence
  - a. Good student
  - b. Loved to ice skate
  - c. Lots of friends
  
- IV. Adulthood
  - a. Always wanted to teach
  - b. University of Nebraska
  - c. Married military man
  
- V. Conclusion