

PRE-GED LESSON PLAN - Study, Test-Taking, and Reference Skills (Level 6.0 - 8.9)

COMPETENCY: 06.01 Locate and use a variety of resources and reference materials including newspapers, magazines, reference books and computer resources.

CONNECTIONS: 4.13, 5.12

Classroom Procedure:

1. Introduce students to the concept of using resources to get a job. Discuss the definition of a "resource" and the different meanings of the word "reference", as they apply to employability.
2. Write the definitions on the overhead projector or board. Encourage students to add the words to their vocabulary / definition notebook for future reference.
3. Divide the students into small cooperative learning groups. Assign each group a resource to investigate how it can be used to get a job. Instruct the students to go over the vocabulary list and to include the definition of each word that applies to the resource they have been assigned to investigate. The resources by group are: **neighborhood sources, bulletin boards, newspapers (especially the "classified ads"), public agencies, private agencies.**
4. Direct students to the Steck Vaughn booklet, "On the Job 2", to use as a reference tool.
5. Set an appropriate amount of time to complete the tasks (#3).
6. Instruct each group to define the references and resources used:
 1. State the references and resources used
 2. Explain the process of using the resource
 3. Make a list of the pros and cons of using this resource or reference to obtain a job.
 4. Define vocabulary words found.
7. Students take turns having their group report to class. Teacher clarifies and stresses important points of each presentation.
8. At the end of all the groups reports, the teacher goes over the vocabulary words and leads a discussion of how the word is applicable to the lesson presented.
9. For additional practice the teacher instructs the students to use the computer software, "Skills Bank" .
10. Students complete the post test- see attachment.

Vocabulary:

reference
resource
index
temporary service
volunteering
minimum
bulletin board
fee
Better Business
organization
applicant

**Teacher-Made or
Alternative Materials:**

Pre-GED Textbooks:

Contemporary:
Essential Skills for the Workplace,
Level One: Obtaining Information &
Using Resources p. 15-24
Steck Vaughn:

Materials Needed:

Handout: 6.01
post test

Supplemental Resources:

Computer Software:
Skills Bank
"Using References" 3,
"Using Consumer Info" 1,3,

Evaluation:

The students' successful completion of the post test and teacher observation and feedback of the group reporting will document successful completion of this competency.

Pre GED Lesson Plan: 06.01: Locate and use resources

Post Test

Fill in each blank with the best answer from the word bank. Answers may be used more than once and some words may not be used.

Word bank:

Applicant

Application

Fee

Index

Classified

Resource

Temporary Service

Volunteering

Bulletin Board

Minimum

Organization

Public Agency

Private Agency

1. Ads for jobs can be found in the _____ section of a newspaper.
2. _____ means working without getting paid.
3. A _____ _____ will charge a _____ in order to help you find a job.
4. The federal government sets a _____ wage for some jobs.
5. Brief statements of jobs that are posted for all to see can be found on a _____ _____ in many public places.

Write a brief description of how you would go about locating a job as a custodian. Where would you look? How would you locate a resource for this kind of job?

PRE-GED LESSON PLAN - Study, Test-Taking, and Reference Skills (Level 6.0 - 8.9)

COMPETENCY: 06.02 Construct and interpret different types of visual or graphic displays such as cartoons, pictures, graphs, charts, diagrams, maps and tables.

CONNECTIONS: 1.01, 2.01, 2.05, 2.15, 3.06, 4.12, 5.07, 5.10, 5.12

Classroom Procedure: Teacher writes on board before class: " Concept or mind-mapping for learning"

1. Teacher gives brief mini lecture on why many students have been unsuccessful when trying to learn using the traditional outline form in their studies. Teacher explains that brain research has proven that the brain must make "connections" from one piece of known knowledge to a new one if learning is to occur. One way to do this is to "mind map". Think in terms of a web. This is how your mind works. A mind map focuses on one idea. A concept map works with several or many ideas.
2. To begin the teacher instructs the students to reflect on ideas in an outline, paragraph or sentences. Think in terms of words or symbols. These words or symbols represent the knowledge you want to learn by linking to prior learning.
3. Teacher hands out samples of mind maps. (Go to the following web site for a good example of a mind map as it applies to study skills: <http://www.iss.stthomas.edu/studyguides/problem/problemsolvingVt.htm>)
4. Teacher leads a discussion with students regarding when they should use mind maps. While students generate ideas about brainstorming mind map usage, the teacher is modeling a mind map of the students ideas. Afterwards, using the map, the teacher validates the following times: organizing a subject; bringing about "deeper" learning; integrating old and new knowledge; revising; preparing for tests; placing new ideas in a structure; brainstorming.
5. For practice the teacher can have the students do a practice mind map. Then the teacher can give the students the information that can be downloaded from: <http://www.iss.stthomas.edu/studyguides/mapping/mappingV.htm>
This will show the students in detail how a map can be built, expanded and enhanced to increase learning.
6. After this lesson, the teacher can refer the students to the textbook pages below to practice the other study skills of graphics, etc.
7. Further discussion can then evolve based on the specific book assignments given.

Vocabulary:
mind map
concept map

**Teacher-Made or
Alternative Materials:**

Pre-GED Textbooks:

Contemporary:

Number Power 5: Graphs, Tables, Schedules, Maps
Breakthroughs in Social Studies, p. 46-97

Steck Vaughn:

Complete GED Prep 2002, p, 553-560
Maps, Globes, Graphs 2
Critical Thinking for Adults p74-79

Materials Needed:

large pieces of newsprint paper
pencils with erasers
board with color markers or chalk
"post it" notes

Supplemental Resources:

Computer Software: Skills Bank
"Study Skills Series" Using references and Using maps, charts and graphs.

Evaluation:

Students should submit a complete mind map for teacher to evaluate.
Grading of exercises in books .

PRE-GED LESSON PLAN - Study, Test-Taking, and Reference Skills (Level 6.0 - 8.9)

COMPETENCY: 06.03 Develop and apply note-taking skills.

CONNECTIONS: 1.01, 1.08

Classroom Procedure: Pre lesson: Write the quote below on the board.

1. Introduce the lesson by stating, " A good strategy of note taking in class will pay off in terms of effectiveness and time savings." Then lead a discussion regarding what this statement means.
2. Tell the class that the keys to good note taking are the five "R's" from the Cornell Notetaking System (Dartmouth College, Hanover, NH. **RECORD* REDUCE*RECITE*REFLECT*REVIEW**
3. Instruct the students to take an index card and marker and to make a resource card for them to use. . List the 5 R's on the card.
4. Instruct the students to use a loose leaf notebook and paper to take notes in. Explain the reason for a loose leaf notebook is to enable the student to add, delete, and re-sequence pages and materials.
5. Model on the overhead the following organizational system: Students should then copy the teacher's example in their notebook.
 - a. **Headings, the date, names, s, and any specific information to make referencing easier.**
 - b. **Any guest speakers' names, including your fellow students' contributions.**
 - c. **A system of "sections"** to organize your notes. Leave plenty of white space for additions.

Think in terms of 3 main sections:

 1. A central space for indentifying the main points capturing the main ideas - not quoting the speaker
 2. A marginal space for editing or annotating what ou have written.
 3. A condensing or summary section.
6. For practice, go to a section of the Pre GED Social Studies book and deliver a mini lecture about the st subject. The first time, model taking the notes on the overhead, so the students can see what is important record,.
7. The next practice session, give another mini lecture but do not model the recording on the overhead. Then process with the students after the lecture what they wrote and discuss what was accurate and what was not.
8. The teacher should then periodically check the students notebooks and give feedback on their notetaking.

Vocabulary:
re-sequence
referencing
annotating
condensing

**Teacher-Made or
Alternative Materials:**

Pre-GED Textbooks:

Contemporary:

Steck-Vaughn:

Complete GED Prep2002.p.11-12

Materials Needed:

index cards
markers
loose leaf notebooks and paper
overhead projector, film and pens

Supplemental Resources:

<http://iss.stthomas.edu/studyguides/Lcturnote.htm>

Evaluation:

Correct and consistent notetaking checked by the teacher. Feedback given for correctness and improvement.

PRE-GED LESSON PLAN - Study, Test-Taking, and Reference Skills (Level 6.0 - 8.9)

COMPETENCY: 06.04 Develop and apply study skills.

CONNECTIONS: 1.06, 1.08, 4.12

Classroom Procedure:

Before Class: Write on the board this quote: " Study is nothing else but a possession of the mind." Thomas Hobbes, 1651

1. Open class with an introduction using the quote. Generate a discussion as to the meaning of the quote. Guide the discussion around the concept of "possession of the mind".

2. Introduce the learning strategy of using a word to remind you how to do something. Share with the students the concept that each letter of a word stands for something to do. Tell them you are going to give them a study system that is MURDER! Write on the word MURDER in capital letters, vertically on the board.

3. Then teach them what each letter means. As you teach the letter and word, fill in the word for each letter written on the board.

- a. M is for MOOD Set a positive mood for yourself to study in. It is important to select the appropriate time, environment, and attitude-- but do not procrastinate!
- b. U is for UNDERSTAND Mark any information YOU DON'T UNDERSTAND in a particular unit. Keep a focus on one unit or a manageable group of exercises.
- c. R is for RECALL After studying the unit, stop and put what you have learned into your own words.
- d. D is for DIGEST Go back to what you did not understand and reconsider the information. Contact another person, or resource for help immediately if you do not understand it.
- e. E is for EXPAND In this step, ask 3 kinds of questions concerning the studied material
 - i. If I could speak to the author, what questions would I ask or what criticism would I offer?
 - ii. How could I apply this material to what I am interested in?
 - iii. How could I make this information interesting and understandable to other students?
- f. R is for REVIEW Go over the material you've covered. Review what strategies helped you to understand and or retain information in the past and apply these to your current studies.

4. After this exercise. Suggest that the students come up with their own "words" that could help them learn. Have the students Pair up the students and do a cooperative learning "think-pair-share" activity. Have the pairs come up with their own study word, then share them with the class.

To further the study of effective studing, direct the students to the following web site. This site is an adaptation of Stephen Covey's *Seven Habits of Highly Effective People*
<http://www.iss.stthomas.edu/studyguides/attmot4.htm>

Vocabulary:

procrastinate
mood
digest
possession

Teacher-Made or Alternative Materials:

Pre-GED Textbooks:

Contemporary:

Steck-Vaughn:

Complete GED Prep 2002, p.1-12
Study Skills for Adults, Taking Tests

Materials Needed:

6:04 MURDER quiz

Supplemental Resources:

Develop and Apply Study Skills Handout

Computer Software:
Skills Bank

Evaluation:

Option 1: Administer the quiz, handout 6:04
Option 2: Evaluate the students in their "think pair share" activity.

Handout for: 6.04- Develop and Apply Study Skills

Created by: Ms. Lynne Thibodeau, teacher: Orlando Tech, Orlando, FL
(used with her permission)

TEST TAKING TIPS

* = applies to all sections of the GED exam

1. Keep track of your time.*
2. READ the question carefully.*
3. Glance at all choices one time, then re-read carefully.*
4. Answer all questions.*
5. Use common sense.*
6. Look for key words or phrases (“clues”)*
7. Do a problem in parts.*
8. Do mental math (save time).
9. “Expression” means how problem is set up.
10. Relate problem to you personally.*
11. Watch for extraneous information and then eliminate.*
12. Cancel when you can (fractions).
13. “Of” means multiply.
14. Eliminate wrong choices.*
15. Estimate if possible.
16. Substitute number for variable (letter).

6.04

M.U.R.D.E.R. Quiz

Name: _____

Fill in the blank with the correct information regarding studying by M.U.R.D.E.R.!

1. 1. M is for Mood: What kind of Mood do you need to be in to study successfully?

2. U is for _____.

3. When you Expand: What is one of the 3 questions you should ask yourself?

4. The last R is for _____ What do you do in this step?

PRE-GED LESSON PLAN - Study, Test-Taking, and Reference Skills (Level 6.0 - 8.9)

COMPETENCY: 06.05 Develop and apply logical thinking and time management to test taking.

CONNECTIONS:

Classroom Procedure:

On the board the teacher writes: Steps to time management and test taking strategy:

PIRATES: PASS: RUN: RRR: ACE

1. The teacher introduces the vocabulary and explains what these words mean and how they relate to test taking.

2. The teacher then tells the students that there are 7 steps to taking a test successfully = PIRATES

- | | | | |
|--------|-----|--|--|
| step 1 | P = | Prepare to succeed! PASS. | P = put you name and PIRATES on the test.
A = allot time and order for sections of the test.
S = say affirmations that are positive about taking the test.
S = start the test within 2 minutes of receiving it. |
| step 2 | I = | Inspect the instructions! RUN. | R = read instructions carefully
U = underline what to do and where to respond
N = notice special requirements |
| step 3 | R = | Read, remember, reduce. RRR. | R = read the whole question
R = remember what you studied
R = reduce the choices |
| step 4 | A = | Answer or abandon the question. | |
| step 5 | T = | Turn back and do the questions you left blank the first time through the test. | |
| step 6 | E = | Estimate: When unsure of a multiple choice answer, | ACA = avoid absolutes
C = choose the longest or most detailed choice
E = eliminate similar choices |

Vocabulary:

mnemonic
acronyms
affirmations

Teacher-Made or Alternative Materials:

3. The teacher then shares: " When you PASS and RUN you'll score more points and ACE the test!

4. Students take index cards and copy each mnemonic and acronyms that have been taught onto the cards to use.

5. The teacher then gives the students a practice test on something they are studying in a subject area. The students lay out the cards on their desk and refer to them as they take the practice test.

6. After completing the test, the teacher leads a discussion on how the cards helped in test taking.

The strategies used were adapted from the Parkhill Model Learning Strategies, Kansas City, MO.

Pre-GED Textbooks:

Contemporary:

Steck-Vaughn:

Workforce Building Success.
Time Management p. 76-86

Materials Needed:

index cards
markers

Supplemental Resources:

Goal Setting/making a schedule can be downloaded at:
<http://www.iss.stthomas.edu/studyguides/scheduling.htm>

Evaluation:

Teacher observes the use of the cards during a practice test, then again on a real test to determine effectiveness.

PRE-GED LESSON PLAN - Study, Test-Taking, and Reference Skills (Level 6.0 - 8.9)

COMPETENCY: 06.06 Coordinate tasks and work assignments to develop team-building skills.

CONNECTIONS: 1.01

Classroom Procedure:

The use of cooperative learning is an excellent way to teach team building skills. The following lesson should be downloaded in two parts: 1) The teachers instructions and response sheet on teaching the concept.
2) The students' "group project process" form.

These materials are available at:

<http://www.iss.stthomas.edu/studyguides/groupprojects.htm>

click on "print a blank form"

1. The teacher chooses a topic/project from a subject area. Then chooses a project that can be done in a cooperative learning format.
2. The teacher then teaches the concepts of cooperative learning from the material downloaded. This will take an entire lesson time frame.
3. Next the teacher explains the expectations of the subject area project. It is important to explain that the students are learning two things at one time. One, how to work in groups cooperatively, and two to learn specific subject area content.
4. It is very important to process the group work with the entire group after the completion of the subject project. A simple grid of + - can be used to assist the students in evaluating their experience.

For additional experiences in group work and team building assignments go to the Steck Vaughn books listed below. These activities will enhance the above classroom lesson.

Vocabulary:

team
cooperative
evaluate

Teacher-Made or Alternative Materials:

Pre-GED Textbooks:

Steck-Vaughn:

Workforce Building Success Series
Time Mgt, Prob. Solv., Customer Service, Communication
Use: TALK IT OUT/ACT IT OUT sections Personal Devel. P. 20-35

Materials Needed:

handout from web

Supplemental Resources:

Evaluation:

Teacher observation of students using the process and completion of the downloaded form can be documentation for completing this competency.

Philosophy Of Group Projects

Group learning, or working in groups, involves shared and/or learned values, resources, and ways of doing things. Effective groups learn to succeed by combining these factors. However, each group and each individual will only be as effective as they are willing to embrace and/or respect differences within the group.

Interaction within the group is based upon mutual respect and encouragement.

Often creativity is vague. Ideas are important to the success of the project, not personalities. A group's strength lies in its ability to develop ideas that individuals bring. Conflict can be an extension of creativity; and the group should be aware of this eventuality. Resolution of conflict balances the end goals with mutual respect. In other words, a group project is a cooperative, rather than a competitive learning experience.

The two major objectives of a group project are:

What is learned: factual material as well as the process

What is produced: written paper, presentation, and/or media project

Role of instructors/teachers/professors:

The success of the outcome depends on the clarity of the objective(s) given by teachers, as well as guidelines on expectations. The group's challenge is to interpret these objectives and then determine how to meet them. The process of group work is only as effective as the teachers or instructors manage and guide the process. Group projects are not informal collaborative groups, and students must be aware of and prepared for this group process. Cooperative group projects should be structured so that no individual can coast on the efforts of his/her teammates

Scoring:

Rewards ideally should be intrinsic to the process, with group members deriving their reward from their contributions to the group and project. External reinforcement (grades, etc) for individuals can be based upon improvement, as opposed to comparative, scoring. Traditional, comparative scoring works to the detriment of teams with low-achieving members. Evaluation based upon improvement rewards the group for an individual's progress. Peer comparative evaluations can have a negative effect on teams because low scoring members are considered "undesirable" and drags upon performance.

High achievers versus low achievers?

We assume high achievers mentor or teach low achievers. In the process of teaching others, even high achievers can learn more about the topic. As we tutor, even simple questions from the tutee make us look at our subject matter freshly. As we explain to others, we gain a deeper understanding of the topic. Low achievers then tutor or teach high achievers! High achievers profit in cooperative learning in other ways: leadership skills, self-esteem gains, conflict resolution skills, and role-taking abilities that become part of the learning process and betterment of the student.

PRE-GED LESSON PLAN - Study, Test-Taking, and Reference Skills (Level 6.0 - 8.9)

COMPETENCY: 06.07 Demonstrate and apply appropriate time management.

CONNECTIONS: (AT.1.1.3.3, AT.9.1.3.2)

Classroom Procedure:

1. The teacher introduces the lesson by asking the students what is meant by the term "time management"? After a brief discussion, the teacher writes on the board or overhead the following definition: Time Management is setting and following a schedule of study in order to organize and prioritize studies in the context of competing activities of work, family, etc.

2. The teacher then discusses and writes out the following guidelines for time management:

1. Monitor your time.
2. Reflect on how you spend your time.
3. Be aware of when you are wasting your time.
4. Know when you are being productive.

Clarifying what each of these means is important. Some students may have difficulty identifying what is "wasted" time.

3. The teacher hands out copies of "to do" lists. Students are instructed to write down things they have to do. Students should then decide what to do at the moment and put a star by these. Place a + by the things to schedule for later. And finally place a ! by the things that they need to have someone else do for them.

4. The teacher then hands out copies of a daily/weekly planner. Have the students write down their appointments for the coming week. Have them fill in when they have classes scheduled. Instruct the students to take home the planner and to add other things as they arise. Also tell the students to check the planner each night before they go to bed so that they are prepared for the next day.

5. The teacher hands out copies of a monthly calendar/ long term planner. Have the students fill in the important items on the day they are due or scheduled. Then teach the students to mark the calendar ahead of the event with time marked out to prepare for the event. Give the students gold stars to stick on the monthly calendar to mark free time that should also be enjoyed.

6. The teacher then gives out the student copy of hand out 6.7 and discusses it. The teacher tells the students that they will be using this guide to prepare for their next test on _____.

Supplemental Activity: Divide students up into groups of 4. Write on the board the attached list of study tips. Have students and discuss what each statement means and how it applies to them personally. After the given amount of time, bring the class back together and call on each group to share their thoughts on the specific facts. This could also be a jigsaw activity where each group is only given 1 or 2 of the facts to think and report about.

Vocabulary:

time management
sufficient
monitor
productive

**Teacher-Made or
Alternative Materials:**

Pre-GED Textbooks:

Contemporary:

Steck-Vaughn:

Workforce Building Success, Time
Mgt, p. 74-83

Materials Needed:

student notebooks in a subject
6.07 Preparing Students to Test
gold star stickers and highlighters
Copies of commercially produced
to do lists, daily/weekly planners,
monthly charts

Supplemental Resources:

Study Tips reference sheet

Evaluation:

The students successful passing grade on
a test that is given after using the time
management and test taking guides taught
in this lesson

6.07: Time Management - Preparing students to test

Teacher Resource

Strategy for Preparing Students to Successful Test Taking

3 Days Before Testing

Students are instructed to highlight their notebooks.

(Teacher instructions)

Vocabulary words to be tested- always give the students more than actually will be used on the test.

Match the facts in the student notebook to the objectives taught. Code with a “T” the facts actually used on the test to stress to the students.

Students are instructed to go over their highlighted notes and review as a homework assignment.

2 Days Before Testing

Students are reviewed on the vocabulary to be tested during class time.

Students are given examples of probable essay questions that could be on the test.

(Teacher instructions)

Modeling and guided practice should be done to prepare the students for this portion of a test.

Students are instructed to use independent practice and write an essay response. Students should also review the vocabulary words again.

1 Day Before Testing

Students participate in a review game to assist in preparing for the test.

(Teacher instructions)

All of the questions that will appear on the test should be asked in some form during the review game. Incentives can be given for correct answers (chance cards, candy, etc.) Games like Jeopardy, Trivial Pursuit, Wheel of Fortune, etc. make the review interesting. It is important to make it fun. Verbally stress the importance of the activity. Define the purpose as a preparation for successful testing, not who can be the “winner” of the game.

Students are instructed to go over all highlighted notes as a study guide. Students should team up and have someone quiz them on the information to be tested. Two 30 minute study times dedicated only to the test material, using total concentration (no TV, etc.) will prepare the student to be successful on the test.

6.07 Test taking continued

Test Day

Students arrive on time and are prepared to test. Take some deep cleansing breaths and relax. Take out the PIRATES cards (see lesson 6.05) to assist in successful test taking. Review for a moment, and then begin to test.

(Teacher instructions)

It is the teachers responsibility to set the stage for the test. Remind the students of expectations, rules for testing, reassure students that they are prepared and will be successful.

6.07: Time Management.- Preparing students to test

Student Copy

Strategy for Students to Prepare for Successful Test Taking

3 Days Before Testing

Students highlight their notebooks with the vocabulary words to be tested, as directed by the teacher. As the teacher stresses facts from notes, mark these facts with a “T” for test question.

Students should to go over their highlighted notes and review as a homework assignment.

2 Days Before Testing

Students review the vocabulary to be tested during class time. Students are given examples of probable essay questions that could be on the test.

Students practice and write an essay response. Students also review the vocabulary words again. This is all done as homework.

1 Day Before Testing

Students participate in a review game to assist in preparing for the test.

Students go over all highlighted notes as a study guide. Students should team up and have someone quiz them on the information to be tested. Two 30 minute study times dedicated only to the test material, using total concentration (no TV, etc.) will prepare the student to be successful on the test.

Test Day

Students arrive on time and are prepared to test. Take some deep cleansing breaths and relax. Take out the PIRATES cards (see lesson 6.05) to assist in successful test taking. Review for a moment, and then begin to test.

Study Tips 6.07

- Allow sufficient time for sleep, a well-balanced diet, and leisure activities.
- Prioritize assignments.
- Prepare for discussion/recitation courses before class.
- Schedule time to go over lecture material immediately after class. Remember, we forget the most in the first 24 hours if we do not take time to review and reflect on the new information.
- Schedule only 30 minute blocks of study at one time, then take a 15 minute break before beginning again.
- Choose a place to study that is distraction free.
- Study as much as possible in the daylight hours.
- Follow your schedule/planners, but do not be a slave to them!
- Enjoy the satisfaction of crossing completed tasks off your “To Do” list . This is a reward and gives a sense of satisfaction.

PRE-GED LESSON PLAN - Study, Test-Taking, and Reference Skills (Level 6.0 - 8.9)

COMPETENCY: 06.08 Use alternate formats such as grids and plots to display solutions to problems.

CONNECTIONS: 5.16

Classroom Procedure:

This competency is covered extensively in Pre-GED Mathematics 5.16. Please refer to that lesson for transparencies and practice sheets for students.

Vocabulary:

grid
plot
simple fraction
mixed number
improper fraction
decimal
fraction bar
coordinate
x-axis
y-axis
origin
quadrant

**Teacher-Made or
Alternative Materials:**

Pre-GED Textbooks:

Contemporary: pages 52-54
pages 105-106
pages 204-207

Materials Needed:

Number Grid transparency
Number Grid Practice sheets
Coordinate Plane Transparency
Coordinate Plot Practice sheets

Supplemental Resources:

Evaluation:

Correct practice sheets and textbook work

PRE-GED LESSON PLAN - Study, Test-Taking, and Reference Skills (Level 6.0 - 8.9)

COMPETENCY: 06.09 Demonstrate the use of the scientific calculator to compute basic mathematical operations, square roots and powers with integers, fractions and decimals.

CONNECTIONS: 5.13, 5.14

1. Pass out a classroom set of the GED official test calculator. Instruct students into the functions of the calculaor, using the overhead projector calculator to model the functions.
2. Instruct students to open the Steck Vaughn Pre-GED Mathemtics book to p. 242. Go through each lesson with them, then instruct the students to do the practice sessions at the bottom of each page. Continue with each lesson through page 254.

Other options include the GED Calculator training packets available through floridatechnet.org
The important aspect of this competency is to give the students time to practice with the caculator to be able to success-fully complete math computations.

Games like hangman can be designed to have student use the calculator to find the answer to a problem.

Vocabulary:
operation
square root
integer
power
exponent
base
numerator
fraction bar
denominator
place value
decimal point

**Teacher-Made or
Alternative Materials:**

Pre-GED Textbooks:

Contemporary:

Steck-Vaughn:

Complete GED Prep 2002,
p.467-468, 518-520, 575-578, 707,
709-712, 900-903

Pre GED mathematics: p242-254

Materials Needed:

GED regulation calculators
Overhead projector calculator

Supplemental Resources:

Evaluation:

PRE-GED LESSON PLAN - Workplace Readiness (Level 6.0 - 8.9)

COMPETENCY: 07.0 DEMONSTRATE JOB ACQUISITION/JOB RETENTION SKILLS.

CONNECTIONS: All six sub-competencies may interact with various lesson plans in competencies 1-8.

Classroom Procedure:

The following resources should be explored for use throughout competency 07.
 "Newspaper in Education" Orlando Sentinel "Job Center: Focus on Careers" Spring 2002 special supplement
 Florida Works curriculum for career building. It is designed to help adult basic education students gain the skills and confidence they need to get a job and succeed at it. <http://www.floridahumanresources.org/floridaworks/index.html>
 For information on handling a first job visit <http://careerplanning.about.com>
www.AssabetCareers.org has information on everything from internships to youth labor laws. Another good student-oriented site is www.sccis.org. You can find additional information at the military -sponsored site, www.myfuture.com
www.soyouwanna.com has sections on searching for jobs, including "So you wanna ace a job interview?" and "So you wanna write a cover letter?" and much more.
 For information on tax aspects of after-school and summer jobs, visit www.taxplanet.com/summerjobs
 For job hunting sites go to monster.com. This site will critique resumes, offer sample cover letters, and has virtual interviews!
www.hotjobs.com and www.flipdog.com are also interesting sites for students to explore.

The more you can have your students using the computers and the internet, the more current their skill levels will be. Today's working world depends on employees being able to navigate the web and work on computers. It is the teacher's responsibility to provide the avenues for these skills. The following lesson plans all rely on computers and the internet for student learning.

Vocabulary:

Teacher-Made or Alternative Materials:

Pre-GED Textbooks:

Contemporary:

Ready to Work

Steck-Vaughn:

How To Get a Job and Keep It

On The Job Series 2:

Employability Skills Book

Materials Needed:

Supplemental Resources:

Special thanks to Annette Wise, Workplace Readiness teacher at Orlando Tech for sharing her lesson plans.

Evaluation:

PRE-GED LESSON PLAN - Workplace Readiness (Level 6.0 - 8.9)

COMPETENCY: 07.01 Prepare workplace-related documents (i.e. employment application or personal data sheet).

CONNECTIONS: 1.01, 1.08, 2.08

Classroom Procedure:

Before class go to <http://www.abeflorida.org/handouts/docs4employment.htm> and download the handout, " Documents You May Need for Employment". Duplicate enough copies for your students. Take one of the copies and cut the matrix into strips for a jigsaw activity.

As the set induction for the class, have a whole class discussion on the importance of having the required documents for applying for a job. Have the students brainstorm the list of personal documents that may be needed. List these on the board for future reference.

Poll the students to see how many have them and can describe the purpose of each one.

Divide the class in to groups and distribute the jigsaw of the "Documents you may need...". Instruct the class to discuss them and to then to make arrangements within the group to acquire copies of these documents for future class use.

Have students go to a computer and go to site: <http://www.abeflorida.org/handouts/complete-an-application.htm>.

Instruct the students to read the list and download a copy for future reference. If there are more students than computers, put the students into pairs or small groups to work at a computer together.

The next class period, have the jigsaw groups present out their information on the documents they researched and show samples of each document. Lead a class discussion on their importance and use.

Go to Florida Works Book B- Module 5 and complete Teamwork 2: Job application Workshop 5-31. This activity should be completed in small group settings.

For additional experience, choose one of the Internet sites listed on competency 07.0 and have the students practice filling out additional applications.

To further the discussion, make a transparency of some of the students applications and critique as a class.

The textbooks listed below also have similar resources to use if the Internet is not available to the class.

Vocabulary:

Social Security card
 birth certificate
 driver's license
 high school diploma
 GED
 Training certificate
 occupational license
 union card
 student identification
 selective service-
 registration card

**Teacher-Made or
 Alternative Materials:**

Pre-GED Textbooks:

Contemporary:

Ready to Work

Steck-Vaughn:

How To Get a Job and Keep It

On The Job Series 2:

Employability Skills Book

Materials Needed:

overhead projector
 copies of "Documents you may
 need for employment"

Supplemental Resources:

Florida Works modules 5-25, 5-26
 (Personal Data Sheet)

Evaluation:

Download a sample application from the one of the internet sites and have the students complete it and grade for accuracy.

PRE-GED LESSON PLAN - Workplace Readiness (Level 6.0 - 8.9)

COMPETENCY: 07.02 Demonstrate appropriate interview skills.

CONNECTIONS:

Classroom Procedure:

Go to Florida Works: Book B; Module 7 "How do I prepare for an interview?" Decide what teamwork activities are needed for your class. There are five teamwork exercises that can be used. All of these exercises are available in hard-copy and on the Internet.

After completing these activities, lead a discussion on first impressions in an interview. Based on the Florida Works teamwork activities, the students should be able to share the information they have learned.

Distribute "Interviewing Tips" handout that you have downloaded and copied from:

<http://www.abeflorida.org/handouts/interview-tips.htm>

Divide the class into small groups. Ask half of the groups to develop and practice a simulated job interview demonstrating appropriate behaviors. Ask the other groups to develop and practice a simulated interview demonstrating all the wrong behaviors.

Videotape groups as they perform. Replay tape noting specific behaviors and the importance of positive first impressions. Over the next few days, while students are working on other assignments, schedule individual interviews with the students in order to evaluate what they have learned and can apply to a personal simulated interview. Watch the tape together, without an audience.

Vocabulary:

Teacher-Made or Alternative Materials:

Pre-GED Textbooks:

Contemporary:

Ready to Work

Steck-Vaughn:

How To Get a Job and Keep It

On The Job Series 2:

Employability Skills Book

Materials Needed:

"interviewing tips" handout

video camera

video tapes

Supplemental Resources:

Evaluation:

teacher and student view student's interview tape together and critique.

PRE-GED LESSON PLAN - Workplace Readiness (Level 6.0 - 8.9)

COMPETENCY: 07.03 Participate in a job search program in career related industry.

CONNECTIONS:

Classroom Procedure: (This lesson is courtesy of Sue Kraul: ABE Florida: Workforce/Workplace Readiness Lessons)
 Before students begin the job search process, it is important for them to have some understanding of the kinds of jobs that might be of interest to them or that are appropriate for their abilities and education level.
 Download the Career Choice Evaluation Sheet: <http://abeflorida.org/handouts/career-evaluation.htm> duplicate for students
 Before class, create a silhouette body shape for each student. Cut the shape into puzzle pieces with a head, chest area, waist area and legs.
 Discuss with the class what kinds of information about themselves would be beneficial in choosing an occupation they would be good at and enjoy doing.
 Distribute head puzzle piece and ask students to list on it their abilities in specific skills and talents. Prompts like, can you sew, do you play an instrument, can you cook, type? What subjects were you good at in school?
 Distribute chest puzzle piece and ask students to list on it their interests. Prompt with " what are your hobbies, do you like music, science, do you like meeting new people, do you like to sell things?"
 Distribute waist puzzle piece and ask the students to list their work preferences including job activities and the working conditions they would like. Prompt with; "Do you like to work alone or in groups, do you like to be the boss, do you like set routines or spontaneous events, would you rather work indoors our outdoors?"
 Distribute legs puzzle piece and ask students to list the values that are important to them. Prompt with: " Is a high salary important or is job security with lower pay better, do you want to be creative, do you want independence or guidance, do the opinions of others matter?"
 When all the puzzle pieces have been filled out, have the students assemble their person and tape together. Display in the classroom. Point out that each of these traits is important in forming a workplace choice that is best for them.
 Summarize that a good career choice will provide the following: (write on board) adequate income, security, a feeling of self-worth, some freedom on the job, pleasure in daily activities, opportunity for personal/professional growth.
 Pass out Career Choice Evaluation Sheet and direct the students to the internet sites listed in 7.0 (ie www.monster.com)
 Instruct students to select three jobs they might be interested in and to fill out the form.
 * The use of the Pre GED Textbooks listed are not included in this lesson, they can be used if the Internet is not available.

Vocabulary:

Teacher-Made or Alternative Materials:

Pre-GED Textbooks:

Contemporary:
 Ready to Work
Steck-Vaughn:
 How To Get a Job and Keep It
 On The Job Series 2:
 Employability Skills Book

Materials Needed:

construction paper
 scissors, markers, tape
 career choice evaluation sheet
 downloaded from address above

Supplemental Resources:

refer to 7.0 for job search web sites like www.monster.com
 Additional lessons on this topic are on Florida Works, book A, Module 2

Evaluation:

successful completion of handout
 "Career Choice Evaluation Sheet"

PRE-GED LESSON PLAN - Workplace Readiness (Level 6.0 - 8.9)

COMPETENCY: 07.04 Identify examples and non-examples of professional conduct in the workplace.

CONNECTIONS:

Classroom Procedure:

This lesson is based on an lesson ABE Florida: Workforce / Workplace Readiness Lesson designed by Sue Kraul
 Before class: download "Expected Employee Behaviors" from: <http://www.abeflorida.org/handouts/employee-behav.htm> and duplicate for the students.
 Begin the class by asking students who have a job or who have had a job to share the expectations their boss had for them. List these expectations (behaviors) on the board in 2 columns: positive and negative.
 Have the students then generate a list of what they would look for if they were the boss and write these on the board.
 Pair the students and use the cooperative learning strategy of "Think-Pair-Share" to complete the checklist together.
 Give each pair a copy of the "Expected Employee Behaviors" handout to use together.
 Instruct the students to discuss the items together and complete the checklist.
 Pull students back together and discuss the common concerns. Chart and tally the students checkmarks and discuss the similarities and differences. As a final question, ask the students how they would respond to a boss expecting these behaviors from them.

* Similar activities are described in the textbooks list below if the Internet is not available.

Vocabulary:

Teacher-Made or Alternative Materials:

Pre-GED Textbooks:

Contemporary:

Ready to Work

Steck-Vaughn:

How To Get a Job and Keep It

On The Job Series 2:

Employability Skills Book

Materials Needed:

handout: Expected Employee Behaviors

Supplemental Resources:

Florida Works: Book B:
 Module 7 : Problem solving
 on the job: page 7-65

Evaluation:

Have each student choose a job or use a job they currently hold. Write a paragraph on how they are expected to behave while "on the job". This can also be used to evaluate the students writing ability for other competencies.

PRE-GED LESSON PLAN - Workplace Readiness (Level 6.0 - 8.9)

COMPETENCY: 07.05 Identify situations that demonstrate gender or cultural bias in social, academic and life situations.

CONNECTIONS: 4.07

Classroom Procedure:

For current information and background reading for the teacher before teaching this lesson, go to the following website and read the following teacher resource: <http://teacher.scholastic.com/professional/teachdive/placetobegin.htm>
 The American Psychological Assoc. has listed standards for social and cultural dimensions of behavior. This website is a good source of reference to use while discussing this topic with students <http://www.apa.org/ed/hssocisocial.html>
 Begin the class by having the students look up the definitions of the vocabulary words and to write them in their notebooks. (this also assists students in accomplishing a reference skill). Then lead a discussion of what these words mean as they apply to the students daily lives and the culture in which they live.
 List on the board, based on student input, various cultural groups in our world. (Arab, Native American Indian, Polynesian, Hispanic, Haitian, Vietnamese, etc.)
 Select two "cultural groups" (four people per group) who will engage in a trading session, e.g. candy for fruit, cd's for toiletries. Give one group a set of values for conventions unlike those you give the other. One group may believe in shaking hands, one may spread their wares on the ground, one may like physical contact, and another not, etc.
 Keep your groups ignorant of one another's customs. Have the rest of the class act as observers. Bring the groups together in a brief, silent trading session. If each remains consistent with its beliefs, they will have a hard time trading. Then as a whole class discuss the communication problems and reasons for them.

Vocabulary:
 stereotyping
 ethnocentrism
 generalizations
 decisions
 artifacts
 customs
 beliefs
 values

Teacher-Made or Alternative Materials:

* The textbooks do not specifically address this competency. Outside references are needed.

<p>Pre-GED Textbooks: Contemporary: Ready to Work Steck-Vaughn: How To Get a Job and Keep It On The Job Series 2: Employability Skills Book</p>	<p>Materials Needed: candy and fruit cd's toothpaste, comb, brush,</p>	<p>Supplemental Resources:</p>	<p>Evaluation: Have the students choose an ethnnc group other than their own, and write a paragraph about the impressions they would have if confronted by their own personal ethnic group in the work place.</p>
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PRE-GED LESSON PLAN - Workplace Readiness (Level 6.0 - 8.9)

COMPETENCY: 07.06 Demonstrate real-life problem-solving skills.

CONNECTIONS: 4.05

Classroom Procedure:

In order to familiarize yourself and your students with the concept of problem-solving go to the following web sites. These sites are appropriate for teachers and students. [Http://www.iss.stthomas.edu/studyguides/problem/problemsolvingV.htm](http://www.iss.stthomas.edu/studyguides/problem/problemsolvingV.htm) Additional information is available at the same website, add a 2 after the V (V2) and a 3 (V3) for additional information. The mind mapping activities at these sites is excellent for study skills, also.

List the 5 steps to problem solving on the board: 1. identify the problem 2. list possible solutions to the problem 3. Evaluate the possible solutions 4. plan the best solution 5. implement the solution

Go through each step with the students and discuss in detail what it means. Information on what to say about each step follows.

1. Defining the problem seems simple but is often the most difficult. It takes narrowing of thought, clarifying, and being able to state in concrete terms what "it" is. Give examples of good and bad problem statements.

2. This process can also be called brainstorming. There are no bad ideas when brainstorming. All ideas are considered. Rule out no possible solutions at this time.

3. This is the time to eliminate all unlikely solutions. Look for the best ideas with the best chances for success. It is important at this time to be very critical of each idea. List advantages and disadvantages for each possible solution for all to see and consider. Review the problem at this point and make sure the solution you pick really addresses the problem. At this point it is good to share the idea with someone outside of the process to get impartial feedback.

4. Making a plan to try out the solution is next. In some cases you can try it out on real-life situations, other times not.

5. When you implement your solution you should be able to anticipate reactions and consequences of the implementation. Be prepared to make adjustments or try another possible solution, if needed.

Have students take their paper and divide it into 5 sections. Label each section with one of the steps to problem solving.

Ask students to select a problem they are currently dealing with. Divide into groups of 3 and go through the steps with each person's problem. When completed have the groups present 1 of the 3 problems to the class for sharing and input.

* each of the textbooks listed also has exercises in problem-solving throughout the books, although they are not specified.

Vocabulary:
brainstorming

**Teacher-Made or
Alternative Materials:**

Pre-GED Textbooks:

Contemporary:

Ready to Work

Steck-Vaughn:

How To Get a Job and Keep It

On The Job Series 2:

Employability Skills Book

Materials Needed:

paper and pencil

Supplemental Resources:

Evaluation:

Teacher assigns a common classroom problem to all students and each student writes up a problem-solving paper. The teacher then reviews papers and gives feedback.

PRE-GED LESSON PLAN - Computer Literacy (Level 6.0 - 8.9)

COMPETENCY: 8.0 DEMONSTRATE BASIC COMPUTER LITERACY SKILLS.

CONNECTIONS: All computer literacy sub-competencies may interact with various lesson plans in other subject areas.

Classroom Procedure: The student need for computer literacy will be as individualized as the students in the classroom. It is suggested that the teacher not take the students word for their actual computer knowledge and ability to use a computer or specific software. If a student states that they know how to use a computer or specific software, ask that the student demonstrate the skills to you. In this manner the teacher can determine what, if any, specific skills need to be taught in order for the student to successfully complete Pre GED lessons.

It is recommended that the teacher teach and assess the students competency on skills 8.1,2, & 3 BEFORE beginning the other competencies. This will save time and increase the students ability to learn the material and actively participate in the lessons.

The following web site offers a Jeopardy-style game idea for learning computer terms.
<http://www.lessonplanspage.com/CIJH.htm>

Vocabulary:

**Teacher-Made or
Alternative Materials:**

Pre-GED Textbooks:
Contemporary:

Steck-Vaughn:

Materials Needed:

Supplemental Resources:

Evaluation:

PRE-GED LESSON PLAN - Computer Literacy (Level 6.0 - 8.9)

COMPETENCY: 08.01 Demonstrate ability to use a personal computer, including properly turning on and off the hardware components and using keyboards, pointing devices and other peripheral hardware devices.

CONNECTIONS:

Classroom Procedure: Lesson: Parts of a Computer

Teacher delivers the following presentation and points out the parts of the computer as the presentation is delivered. " A typical computer consists of a monitor, keyboard, mouse, and a central process unit (CPU) housed in a desktop (horizontal) or tower (vertical) case. A hard disk drive (HDD) stores files and programs., A floppy disk drive (FDD) accepts floppy disks which store 1/4 megabytes (MB) of information. This equals 800-1000 pages of typed text! A CD-ROM drive reads CD's of up to 630 MG of storage. Writable CD's are now available for CD-RW (Read/Write) drives." Most computers have an internal modem to connect to a network via a phone line. However much faster connections are available through network interface cards (NICs) which can transfer data at 10-100MB per second. Networks permit computers to share files, printers, and other network services."

To discuss computer specifications use the analogy of owning a car. As it is helpful to know the make and model of the car you drive in order to maintain and operate it, you need the same basic information about your computer, and the software that runs it. 1. The operating system that runs your hardware is like the engine that runs your car. OS controls the hard disk, floppy disk, CD drive, save and stores files, communicates to the printer, etc. The most common today is Microsoft Windows 95, 98, and 2000. Macintosh OS and Linux are others. A program that runs a MAC will not run on Windows. To determine the information on Windows: hold down the left mouse button and place cursor on the START button in the lower left corner, slide up to the Settings menu, then select Control Panel, and then click on SYSTEM icon to view the General tab. In the General tab window you will see listed the OS version, the type of processor chip and how much RAM or memory is installed. To find out how much storage space you have installed in the HDD use this sequence; double click the My Computer icon on the desktop/ right click C drive/view the General tab.

Have students sit at a computer and practice these basics. Then proceed to more specific software lessons which follow in 8.2 and 8.3.

Vocabulary:

monitor
mouse
keyboard
central processing unit (cpu)
hard disk drive (HDD)
floppy disk drive (FDD)
megabytes (MB)
CD-ROM
interface cards (NICs)
modem

Teacher-Made or Alternative Materials:

Internet Site Resources

<http://www.lessonplanspage.com/CIJH.htm>
click on links listed under applications, e-mail, internet, & technical headings

Materials Needed:

computer system including; keyboard, monitor, cpu and pointing device

Supplemental Resources:

Dell Set up and Quick Ref. Guide: www.dell.com/support.dell.com

Evaluation:

Hands on activity: Teacher observes the student complete tasks dictated by the teacher to prove proficiency.

PRE-GED LESSON PLAN - Computer Literacy (Level 6.0 - 8.9)

COMPETENCY: 08.02 Demonstrate the ability to properly use a software application, such as a word processor or a spreadsheet, for its designed purpose.

CONNECTIONS: 1.03, 1.04, 5.13

Classroom Procedure:

The software applications most used by the students will be Word and Excel from Microsoft.

There are lessons on the web to teach students how to use this software.

The following documents could be used to practice using the Word Software:

Create and save to the correct folder:

1. A letter to a company.
2. A written paragraph from a Language Arts lesson.

Students should be taught how to save a file on a floppy disk.

The following documents could be used to practice using a spreadsheet.

1. A spreadsheet used to tally at least 10 items.
2. A standard lesson using a spreadsheet as a calculator and/or graph.

Go to <http://office.microsoft.com/assistance/2000/ConstLnF.aspx>

Vocabulary:

word processor
spreadsheet
formula
filename
cell
row
column
word wrap
document

Teacher-Made or Alternative Materials:

Pre-GED Textbooks:

Materials Needed:

Supplemental Resources:

Evaluation:

PRE-GED LESSON PLAN - Computer Literacy (Level 6.0 - 8.9)

COMPETENCY: 08.03 Demonstrate the ability to communicate using electronic mail and conduct an Internet search.

CONNECTIONS: 1.01, 1.02, 1.04, 3.03, 4.05, 4.13, 7.03, 7.06

Classroom Procedure:

Go to: <http://officeupdate.microsoft.com/templategallery/>
and choose an assignment from the templates to complete.

Go to: <http://office.microsoft.com>
and choose an assignment from the templates to complete.

Additional assistance for teachers not familiar with teaching computer skills can be found at:
http://www.lausd.k12.ca.us/Jefferson_HS/staffdev/

Vocabulary:
template
search engine
e-mail

**Teacher-Made or
Alternative Materials:**

Pre-GED Textbooks:

Materials Needed:

Supplemental Resources:

Evaluation:

Students should produce a short e-mail message including an attachment and send it to a specified address.
Students should use a specified search engine and search for, and then print out a specified topic