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# **Blended Learning Teacher Guide**



## Welcome to your **blended learning** guidebook.

Fellow Educator,

When I taught in the classroom, two core problems plagued me day after day, student after student: management and individualization. Actually, these were the same problem from different perspectives. What I yearned to do was find a way to meet the learning needs of every single student in my class. Admittedly, I mostly failed.

Now I wear a different hat, but the problem remains the same: how to create truly personalized learning plans for every student. This is where blended learning can come to the rescue. A blended learning approach combines the best elements of online and face-to-face learning into a coherent and comprehensive whole for the student. The right online learning program integrated with face-to-face instruction can truly provide a personalized and managed learning experience for every single student.

We call this a holistic learning experience. It mirrors the way people learn on their own and gives the structure and direction needed to make knowledge useful.

Truly blended learning requires that teachers approach their role differently, as guides and mentors instead of purveyors of information. Blended learning classrooms are defined as flexible learning environments, in which students learn in a variety of ways, while communicating and collaborating with others who are outside their school--and perhaps outside their country.

As Nicholas Negropone, founder and chairman of the One Laptop per Child non-profit association, says, "True personalization is now upon us." And this is the most fundamental change that will come about as a result of blended learning solutions: students will finally get a true personalized learning experience.

Sincerely,

Michael Ormsby  
President, GED Academy

# Table of Contents

<b>Why Blended Learning Gets Better Results</b> .....	2
<b>What is Blended Learning?</b> .....	2
<b>The Blended Learning Classroom</b> .....	2
<b>Interaction Is the Glue That Holds the Pieces Together.</b> .....	4
<b>Engagement Is the Engine That Drives the Learning.</b> .....	4
<b>How to Use Blended Learning in Your Classroom</b> .....	5
<b>What This Teacher Guide Will Do for You</b> .....	5
<b>Tell Us What You Think</b> .....	6
<b>How to Use the Blended Learning Teacher Guide</b> .....	6
<b>Recommended Technology</b> .....	6
<b>What Is the Starting Point?</b> .....	7
<b>Step One: Defining the Learning Plan.</b> .....	7
<b>Step Two: Choosing Your Teaching Tools.</b> .....	7
Whole-Class Presentation and Discussion .....	7
Student-Driven Study .....	8
Individualized Teaching .....	8
Supplemental Resources and Activities .....	8
<b>Step Three: Lesson Plans and Teaching Ideas.</b> .....	10
Lesson Plans .....	10
WebQuests .....	16
Role-Playing Activities .....	16
Using Editing Practice Activities in the Classroom .....	20
Integrating Digital Cameras .....	22
Integrating Microblogging .....	22

## Why Blended Learning Gets Better Results

### *What Is Blended Learning?*

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**B**lended learning combines online delivery of educational content with the best features of classroom interaction and live instruction to personalize learning, allow thoughtful reflection, and differentiate instruction from student to student across a diverse group of learners. On one end of the continuum, blended learning includes virtual schools that combine distance learning with face-to-face instruction. But it also includes the use of online learning within the traditional structure of lecture-type instruction. Blended learning solutions should attempt to provide a better learning experience for the student through personalization and enhanced engagement.

As a new field, utilizing new technologies, blended learning faces several obstacles. Many teachers are not accustomed to using Internet-based educational software. It can feel disrupting to the traditional instructional model to give students the ability to connect with other students and with resources outside of your control. With the emergence of new resources, the concept of the classroom is evolving, and teachers are revising their conception of a classroom learning environment. People are learning and interacting with learning in new and exciting ways, and barring these types of interactions from the classroom, instead of integrating them, is detrimental to learning.

Often, teachers are not as familiar with new technology as their younger students and lack the skills to teach computer and Internet literacy to older students who need them. The reality is that technology is moving very fast and dramatically altering traditional teaching modes and pedagogy. The purpose of this Teacher Guide is to give you the tools and understanding to lead with technology rather than let technology hold you back.

### *The Blended Learning Classroom*

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**A** truly blended learning classroom looks more like a technology-rich workplace than a traditional lecture-type environment. Students work together on meaningful tasks with the aid of powerful computer and learning tools. Interactive learning environments provide contexts where students tackle real-world problems. The blended learning environment allows students to:

- ▶ Actively interact with real-life experiences to see the consequences of their actions.
- ▶ Access scaffolding systems that provide support that ease them into complex tasks that are beyond their experience.
- ▶ Utilize simulations to try out different courses of action, and see the consequences of their choices.
- ▶ Bring together print, video, and audio into multimedia presentations that engage the their imagination and interest in ways never before possible.
- ▶ Publish their work in different forms and to audiences beyond their classroom.
- ▶ Reflect on and discuss the strategies used to guide their actions.
- ▶ Learn collaboratively in online social environments that encourage equal participation and involvement of all learners.
- ▶ Experience customized learning, that adapts to the student's performance and fills in the gaps in the student's knowledge.

**W**hat are the obstacles to transforming the classroom of today into a truly blended learning environment? Most people would say cost. But the reality is that the educational system has invested billions of dollars in technology. Most classrooms today have computers, and all schools have computer labs and have invested in educational software. The problem is not cost; it's the quality of the learning experience and how it's integrated into the classroom.

Educational software companies have been developing learning programs for 25 to 30 years, but these programs are still in infancy, not realizing the potential of their medium. Developers have not responded to the teachers who are pioneering blended learning in the classroom and have not created learning experiences that follow the basic instructional structures that drive pedagogy.

This Teacher Guide on blended learning and the software included with it are raising the bar on computer-based instruction. It's designed to create a learning experience in which every student learns to his or her full potential and you, as the teacher, have the satisfaction of knowing you've done everything possible to enrich the lives of your students.

### ***Interaction Is the Glue That Holds the Pieces Together.***

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Interactions can be thought of as transactions between teacher and learner, learner and learner, and learner and content. The quality of the interaction determines the extent of learning. Some interactions, such as reading a textbook or using a text-based software learning program, have limited quality unless the student has developed high-level critical thinking and reading skills. Other interactions, such as one-on-one tutoring or adaptive learning educational software, have a much higher quality of learning interaction for the student.

The advantage of a blended learning classroom is that it creates more meaningful interactions for the learner. The learner does not have to rely on just the face-to-face instruction model, or on textbooks and study guides. A blended learning environment produces better results because the quality of the learning interactions has dramatically increased. Students learn better because they have more opportunities to learn.

### ***Engagement Is the Engine That Drives the Learning.***

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Interactions alone are not enough to ensure improved learning. Learning hinges on whether the student is cognitively engaged. The lesson plans in this Teacher Guide gauge seven modes of engagement: action, reasoning, exploration, observation, failure, motivation, and emotional impact. The learning experience should involve all of these modes of engagement.

## How to Use Blended Learning in Your Classroom

All good teaching begins with a clear communication of the key knowledge and skills the student will acquire as a result of the lesson, and what they should eventually be able to do as a result of the knowledge and skills learned in the lesson. The learning objectives drive the choice of methods used for teaching, and in blended learning, this includes choosing the best technological tools to achieve your students' learning goals. This approach produces very different results from starting with the teaching elements readily available and then trying to fit them together in a comprehensible whole for the student.

A persistent challenge for the teacher is time management: how to find and implement the right teaching elements into a cohesive whole for the student. Finding the time to search the Internet for just the right simulation or demonstration of a key concept holds many teachers back from offering blended learning experiences for their students. As a result, teachers mostly use what is available and hope that they fit together in a cohesive and comprehensible whole for the student. Often they do not, or they leave gaps in the knowledge schema for the student.

### *What This Teacher Guide Will Do for You*

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The challenge for most Adult Ed students is to fit together a myriad of discordant pieces to make a whole of their learning experience. They read from textbooks, do exercises and homework assignments, listen to lectures, talk with peers, and try to fit all this together to fill an academic background full of holes and gaps. This is the unique challenge of teaching adults basic skills. Students have acquired a huge variety of experiences, preconceptions, and knowledge, and they have a variety of goals and needs. A learning plan needs to account for students' knowledge as well as knowledge gaps; motivations and goals; needs and capabilities. This is where a learning management system can center your teaching.

The core of the GED Academy learning program is the learning management system, an element sometimes called the course management system. Our system, though, doesn't just manage courses. It manages learning, the fundamental goal for all students and teachers. The learning management system creates a core personalized learning plan for your students that you can see and react to as the student learns and makes progress toward their learning goals. So instead of being in the dark about what each student is learning what each student needs to move to the next level, you know for certain.

With this crucial information for each student, you can focus on enriching the learning experience, on lifting it to new heights that dramatically increase the motivation and success of your students.

We have taken the work out of creating an effective blended learning experience for your adult students working toward a GED. We don't claim to have all the answers, but we have done our research and bring together many best practices. We have also created an online blended learning community where teachers and instructional designers are sharing their ideas and successes and failures. Our goal is to create an truly authentic and effective blended learning experience for your Adult Ed classroom.

### ***Tell Us What You Think.***

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**O**ur goal with this Teacher Guide is to get the ball rolling in the right direction. Have you discovered some lesson ideas that work for you? Do you want to share them and get feedback? Are you searching for just the right lesson idea or example? We've created the Blended Learning Group blog for this reason. [BLOG LOCATION]

### ***How to Use the Blended Learning Teacher Guide***

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**T**he guide is organized by five subject areas: mathematics, reading, writing, science, and social studies. Within each subject area, we have grouped lesson plans by the skill areas and learning objectives covered within the lesson. Our primary goal is to give you high-powered lesson plans that blend the GED Academy online instruction with your lesson objectives so that you can maximize interest and learning. Within the lesson plans, we have included activities and ideas to blend other technology into your lesson plans.

We have made it easy to access online content quickly from a single source. You don't have to spend your free time doing research on websites or checking to see if they're still active. We've created a learning portal that allows you to move seamlessly between face-to-face instruction, online instruction, social networking tools, and mobile devices.

### ***Recommended Technology***

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Computers

High Speed Internet Connection

DLP Projector or Interactive Whiteboard

Printer

Headsets

Cell Phones



## ***What Is the Starting Point?***

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The starting point for each of your students is identifying a basic learning goal and what the student needs to accomplish to meet that goal. The goal may be general, like passing the GED tests, or more specific, like learning basic number sense and operations. This where the GED Academy online prep program can really simplify your job. It has been designed to be goal-orientated so that you and your learner have a very clear idea of where they are going.

## ***Step One: Defining the Learning Plan***

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Using either the built-in GED assessments or outside assessments such as TABE, you can easily create a basic learning plan for your student in all the subject areas they need to work on. After the student has completed his or her initial assessment, you can view your student's learning plan by clicking on Goals & Learning Plans in the learning management system menu. You can easily adjust the plan if you need to or use the plan generated based on your student's assessment scores.

A strong feature of the GED Academy study program is that it will adapt the initial learning plan to the student's progress. For example, if the student needs more work in a particular area, the program gathers data about the student's performance as the student learns and modifies the learning plan based on exactly what the student needs for optimum success. You have the ability to review the student's progress and make your own modifications as the student progresses.

## ***Step Two: Choosing Your Teaching Tools***

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Below are the tools at your disposal. Each has its place and strength. A blended learning environment uses all of these tools when they are appropriate, to heighten the learning experience for the student.

### ***Whole-Class Presentation and Discussion***

- ▶ **Lecture:** Whole-class lecture is appropriate for information and knowledge that the whole class needs, or to create conversation in the classroom and engagement across the spectrum of students. Whole-class lecture focuses on shared learning goals of all or most of your students.

- ▶ **Create a Virtual Classroom:** Use the GED Academy lesson as the core of your teaching with a projector or interactive whiteboard. We've selected a group of lesson assignments that make excellent whole-classroom activities. See the next section for specific lesson plans and activities to get you started. Using the GED Academy lessons with your whole class has several advantages.
  - ◆ It demonstrates to students how to use the online instruction in an easy-to-understand context.
  - ◆ It reduces student anxiety with online instruction.
  - ◆ It creates motivation and interest in the online instructional program.
  - ◆ It produces lively and engaging classroom discussions.

### ***Student-Driven Study***

- ▶ **Independent Study:** Through independent study at computer workstations, students can progress independently, at their own pace, through their personalized learning plan with the GED Academy prep program. Since your students receive their own personalized login, they can also work independently at home if they have access to computer or a cell phone with an Internet connection. The GED Academy online practice test is accessible from most smartphones.
- ▶ **Student Pairing or Grouping:** Pair students together to work with the GED Academy prep program on a single computer. Select students who have similar learning plans to work cooperatively through the instruction and quizzes.

### ***Individualized Teaching***

- ▶ **Teacher Guided Learning:** The GED Academy program gives you the information and time you need to provide personal guided learning to students who need the most. Combining independent or group study with individual sessions with students experiencing problems maximizes the benefit to the whole class.

### ***Supplemental Resources and Activities***

- ▶ **Digital Study Guide:** Use the *GED Smart* digital study guide as part of your lesson plans. Students can do activities on their computers or print materials to work offline. *GED Smart* includes chapters on all five GED subject areas plus sections on thinking

skills, setting goals, test taking strategies, and study skills. Your students can access *GED Smart* from the “More Learning Options” panel of their HomeRoom. Sections from the book are also assigned as activities in the student’s learning plan.

- ▶ **Cell Phone and Mobile Devices:** Give your students mobility in their learning. Students can take GED Academy practice tests and review their practice test answers on smartphones with Internet access, as well as access their HomeRoom, resource links, and *GED Smart* digital study guide. Mobile devices increase the number of usable workstations for a class of adult education students who may have limited computers, and you can access students’ scores and progress on your learning management system through a smartphone whenever and wherever you need to.
- ▶ **Online Notebook:** Reduce the backlog of correcting papers and quizzes with the Online GED Notebook built in to the GED Academy prep program. Each student gets an individual online notebook to post assignments. A built-in scoring rubric helps the student to self-evaluate writing assignments and gives other students and teachers the ability to edit and recommend changes to the student post.
- ▶ **Worksheets and Activity Sheets:** The GED Academy prep program makes it easy to print activities and worksheets for students to use when computers are not available. The GED practice tests are available in a printable format, and activities in *GED Smart* can be easily printed for homework or in-class worksheets.
- ▶ **Email Accounts for Each Student:** A built-in email system allows teachers to communicate directly with students and students with students. Teachers can assign activities to students via email and students can turn in homework assignments with their email account function.
- ▶ **Online Community of GED Students and Teachers:** Bring web 2.0 into your classroom with GED study group blogs and forums where students and teachers can network with each other about issues they encounter with their GED preparation. In addition to the GED Notebook, the GED Academy has created three types of relationship and interaction-focused Internet functions:

#### **Student Stories Blog:**

- ◆ <http://www.passged.com/stories/>
- ◆ <http://www.passged.com/students-stories.php>

**Study Group Blogs:**

- ◆ [http://www.passged.com/student\\_blogs/maria/](http://www.passged.com/student_blogs/maria/)
- ◆ [http://www.passged.com/student\\_blogs/curtis/](http://www.passged.com/student_blogs/curtis/)
- ◆ [http://www.passged.com/student\\_blogs/dwayne/](http://www.passged.com/student_blogs/dwayne/)
- ◆ [http://www.passged.com/student\\_blogs/elizabeth/](http://www.passged.com/student_blogs/elizabeth/)
- ◆ [http://www.passged.com/student\\_blogs/becca/](http://www.passged.com/student_blogs/becca/)

**GED Forum:**

- ◆ <http://passged.websitetoolbox.com/>

## ***Step Three: Lesson Plans and Teaching Ideas***

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### ***Lesson Plans***

The following lesson plans give you guidelines for teaching GED Academy assignments in the classroom. The lesson plans include the skill area taught, an estimated difficulty level and time, the general goal and specific objective outcome of the lesson, and required materials.

The anticipatory set provides students with an introduction to the learning and accesses student background knowledge to encourage learning. The instruction section outlines the classroom instruction step-by-step. The lesson plans include guided practice, followed by application and independent practice.

The reflection section closes the lesson, allowing the student to absorb the knowledge and revisit how it integrates with their life and knowledge. Finally, objective-based assessment demonstrates the student's learning.

<b>LESSON PLAN TITLE</b> <b>Word Problems in Math</b>		
<b>SKILL AREA</b> Number Operations and Sense: Word Problems	<b>LEVEL</b> Easy	<b>TIME</b> Up to 50 minutes with discussion
<b>OBJECTIVE</b> Students will be able to apply a word problem strategy to successfully solve word problems.		
<b>REQUIRED MATERIALS</b> Interactive board, computer projector, or large monitor; computers; GED Academy prep program		
<b>ANTICIPATORY SET</b> Ask students for their experiences with word problems. Are they hard? What problems do they pose? Do students have existing strategies for solving word problems? Why do test-makers give word problems?		
<b>INSTRUCTION</b> <b>Procedure for playing lessons:</b> <ol style="list-style-type: none"> <li>1) Play the first instructional portion of the lesson for the class, and ask for questions or comments.</li> <li>2) Play the first practice problem of the lesson, and have students attempt the problem. Ask students for their solutions and how they arrived at them.</li> <li>3) Play Leonard’s solution to the problem and discuss any issues. Repeat through all the practice and instruction.</li> </ol> <b>Play the following lesson:</b> “Word Problems 1”   Approx. 15 minutes   1 instruction and 10 practices		
<b>GUIDED PRACTICE</b> <b>Play the following lessons using the same procedure:</b> “Number Operations V”   Approx. 4 minutes   1 practice “Number Operations II”   Approx. 4 minutes   1 practice		
<b>APPLICATION AND INDEPENDENT PRACTICE</b> Have the students complete “Money and Rate” (approx. 4 minutes), “Number Operations III” (approx. 4 minutes), and “Money” (approx. 4 minutes) independently. As students work, have them write down each step in the process of solving word problems, and how they applied these steps.		
<b>REFLECTION</b> Ask students: How does having a strategy help them solve word problems?		
<b>ASSESSMENT</b> Review student scores and records of their problem-solving process. Assign basic number operations lessons to students who need review.		

<b>LESSON PLAN TITLE</b> <b>Learning about Fractions</b>		
<b>SKILL AREA</b> Number Operations and Sense: Fractions	<b>LEVEL</b> Easy to Moderate	<b>TIME</b> 50 to 60 minutes
<b>OBJECTIVE</b> Students will understand the format and structure of a fraction and be able to compare and reduce fractions.		
<b>REQUIRED MATERIALS</b> Interactive board, computer projector, or large monitor; computers; GED Academy prep program		
<b>ANTICIPATORY SET</b> Ask students to give examples of when they use fractions in life, such as in measuring. What, exactly, is a fraction? Why do we use them?		
<b>INSTRUCTION</b> <b>Procedure for playing lessons:</b> 1) Play the first instructional portion of the lesson for the class, and ask for questions or comments. 2) Play the first practice problem of the lesson, and have students attempt the problem. Ask students for their solutions and how they arrived at them. 3) Play Leonard’s solution to the problem and discuss any issues. Repeat through all the practice and instruction. <b>Play the following lessons:</b> “Introduction to Fractions”   Approx. 20 minutes   3 instructions and 11 practices “Fractions”   Approx. 12 minutes   2 instructions and 3 practices		
<b>GUIDED PRACTICE</b> Guided practice is integrated into the lesson in the practice problems.		
<b>APPLICATION AND INDEPENDENT PRACTICE</b> Give students the following fractions, and ask students to label the parts of the fractions, explain what they know about each fraction, and put the fractions in order from smallest to largest: $\frac{3}{4}$ $\frac{16}{10}$ $1\frac{2}{8}$ $\frac{8}{16}$ $\frac{5}{8}$		
<b>REFLECTION</b> Ask students: Why might people have problems doing math with fractions?		
<b>ASSESSMENT</b> Review student’s independent practice and assign students to review the lessons independently if needed.		

<b>LESSON PLAN TITLE</b> <b>Number Operations with Fractions</b>		
<b>SKILL AREA</b> Number Operations and Sense: Fractions	<b>LEVEL</b> Easy to Moderate	<b>TIME</b> 40 to 50 minutes
<b>OBJECTIVE</b> Students will be able to add, subtract, multiply, and divide fractions.		
<b>REQUIRED MATERIALS</b> Interactive board, computer projector, or large monitor; computers; GED Academy prep program; worksheet		
<b>ANTICIPATORY SET</b> Ask students to calculate how many of the people in the class are female, in a fraction. What fraction is wearing blue? What fraction is wearing white? What fraction of the desks are full?		
<b>INSTRUCTION</b> <b>Procedure for playing lessons:</b> 1) Play the first instructional portion of the lesson for the class, and ask for questions or comments. 2) Play the first practice problem of the lesson, and have students attempt the problem. Ask students for their solutions and how they arrived at them. 3) Play Leonard’s solution to the problem and discuss any issues. Repeat through all the practice and instruction.  <b>Play the following lessons:</b> “Multiplying Fractions”   Approx. 10 minutes   1 instruction “Dividing Fractions”   Approx. 12 minutes   1 instruction and 5 practices “Adding and Subtracting Fractions”   Approx. 7 minutes   1 instruction and 2 practices		
<b>GUIDED PRACTICE</b> Guided practice is integrated into the lesson in the practice problems.		
<b>APPLICATION AND INDEPENDENT PRACTICE</b> Give the students the following worksheet of multiplication, division, addition, and subtraction with fractions.		
<b>REFLECTION</b> Ask students: When in life do you need to add, subtract, multiply, or divide fractions?		
<b>ASSESSMENT</b> Review student’s independent practice and assign students to review the lessons independently if needed.		

## Worksheet: Addition, Subtraction, Multiplication and Division of Fractions

1) $\frac{1}{2} \times \frac{1}{3}$	21) $\frac{1}{2} + \frac{1}{3}$
2) $\frac{3}{16} \times \frac{1}{8}$	22) $\frac{3}{16} + \frac{1}{8}$
3) $1\frac{2}{3} \times \frac{2}{5}$	23) $1\frac{2}{3} + \frac{2}{5}$
4) $\frac{11}{12} \times \frac{4}{9}$	24) $\frac{11}{12} + \frac{4}{9}$
5) $\frac{6}{15} \times \frac{1}{6}$	25) $\frac{6}{15} + \frac{1}{6}$
6) $\frac{2}{7} \times \frac{4}{12}$	26) $\frac{2}{7} + \frac{4}{12}$
7) $\frac{4}{13} \times \frac{1}{9}$	27) $\frac{4}{13} + \frac{1}{9}$
8) $\frac{1}{4} \times \frac{3}{4}$	28) $\frac{1}{4} + \frac{3}{4}$
9) $2\frac{1}{11} \times 1\frac{2}{6}$	29) $2\frac{1}{11} + 1\frac{2}{6}$
10) $\frac{7}{6} \times 1\frac{1}{3}$	30) $\frac{7}{6} + 1\frac{1}{3}$
11) $\frac{4}{8} \div \frac{3}{7}$	31) $\frac{4}{8} - \frac{3}{7}$
12) $1\frac{1}{2} \div \frac{2}{3}$	32) $1\frac{1}{2} - \frac{2}{3}$
13) $\frac{5}{12} \div \frac{4}{3}$	33) $\frac{4}{3} - \frac{5}{12}$
14) $\frac{6}{20} \div \frac{2}{9}$	34) $\frac{2}{9} - \frac{6}{20}$
15) $\frac{3}{5} \div \frac{10}{32}$	35) $\frac{3}{5} - \frac{10}{32}$
16) $\frac{8}{9} \div \frac{3}{4}$	36) $\frac{8}{9} - \frac{3}{4}$
17) $\frac{1}{6} \div \frac{1}{2}$	37) $\frac{1}{2} - \frac{1}{6}$
18) $\frac{5}{7} \div \frac{2}{9}$	38) $\frac{5}{7} - \frac{2}{9}$
19) $\frac{4}{21} \div \frac{1}{7}$	39) $\frac{4}{21} - \frac{1}{7}$
20) $\frac{6}{8} \div 3\frac{1}{3}$	40) $4\frac{6}{8} - 3\frac{1}{3}$



<b>LESSON PLAN TITLE</b> <b>Spelling Rules for Vowels</b>		
<b>SKILL AREA</b> Mechanics: Spelling	<b>LEVEL</b> Easy	<b>TIME</b> 80 to 90 minutes
<b>OBJECTIVE</b> Students will be able to apply spelling rules to vowel order and word endings.		
<b>REQUIRED MATERIALS</b> Interactive board, computer projector, or large monitor; computers; GED Academy prep program		
<b>ANTICIPATORY SET</b> Play the lesson “How to Spell Better,” approx. 10 minutes. Briefly discuss the issues presented in this lesson as a class. Why is spelling standardized? Is it important? Why? Which of the characters do the students agree with?		
<b>INSTRUCTION</b> <b>Procedure for playing lessons:</b> 1) Play the first instructional portion of the lesson for the class, and ask for questions or comments. 2) Play the first practice problem of the lesson, and have students attempt the problem. Ask students for their solutions and how they arrived at them. 3) Play Leonard’s solution to the problem and discuss any issues. Repeat through all the practice and instruction. <b>Play the following lessons:</b> “Spelling: i before e”   Approx. 10 minutes   1 instruction and 13 practices “Spelling: ‘y’ endings”   Approx. 15 minutes   1 instruction and 15 practices “Spelling: silent e”   Approx. 15 minutes   1 instruction and 17 practices “Spelling: end consonants”   Approx. 20 minutes   2 instructions and 23 practices		
<b>GUIDED PRACTICE</b> Guided practice is integrated into the lesson in the practice problems.		
<b>APPLICATION AND INDEPENDENT PRACTICE</b> Have students create a spelling rules journal, stating each of the spelling rules they’ve learned in their own words and giving examples of each rule.		
<b>REFLECTION</b> Ask students: Are spelling rules helpful? Are they worthwhile? Why?		
<b>ASSESSMENT</b> Review student journals. Assign the four spelling lessons for reinforcement and review as needed.		

<b>LESSON PLAN TITLE</b> <b>Spelling Rules for Contractions and Possessives</b>		
<b>SKILL AREA</b> Mechanics: Spelling	<b>LEVEL</b> Easy	<b>TIME</b> 50 to 60 minutes
<b>OBJECTIVE</b> Students will be able to correctly spell common contractions and possessive words.		
<b>REQUIRED MATERIALS</b> Interactive board, computer projector, or large monitor; computers; GED Academy prep program		
<b>ANTICIPATORY SET</b> Ask students to suggest commonly confused or misspelled words. The words “your” and “you’re,” “their” and “they’re,” and “its” and “it’s” are likely to come up. Discuss that these are contractions and possessives, which cause many common spelling problems.		
<b>INSTRUCTION</b> <b>Procedure for playing lessons:</b> 1) Play the first instructional portion of the lesson for the class, and ask for questions or comments. 2) Play the first practice problem of the lesson, and have students attempt the problem. Ask students for their solutions and how they arrived at them. 3) Play Leonard’s solution to the problem and discuss any issues. Repeat through all the practice and instruction.  <b>Play the following lessons:</b> “Spelling Contractions”   Approx. 15 minutes   1 instruction and 19 practices “Spelling Possessives”   Approx. 15 minutes   2 instructions and 14 practices		
<b>GUIDED PRACTICE</b> <b>Play the following lesson:</b> “Spelling Review”   Approx. 11 minutes   1 instruction and 8 practices		
<b>APPLICATION AND INDEPENDENT PRACTICE</b> Have students complete their spelling rules journal, stating possessive and contraction spelling rules in their own words and giving examples of each rule. Have students complete the “Farwest Memorandum III” (approx. 4 minutes), “Resolution Letter I” (approx. 4 minutes), and “Resolution Letter V” (approx. 4 minutes) assignments independently. Have students write down the answers that have to do with spelling possessives, and their reasons why each answer is correct or incorrect.		
<b>REFLECTION</b> Ask students: Why do possessives and contractions create spelling problems?		
<b>ASSESSMENT</b> Review students’ spelling journals and practice question assignments. Assign review lessons as needed.		

## WebQuests

**W**ebQuests can be adapted to independent study for adult students simply by approaching them as a real-life research task, scaffolded by a formal structure. A web quest is simply a structured inquiry-based activity focused on research on the Internet. Since GED Academy assignments have associated Internet resources, a web quest is easy to construct.

- 1 Identify a science, social studies, or reading assignment and its related resources. Determine a goal for student learning about the topic beyond the assignment, such as improved understanding of the science or social studies topic, or understanding the background of an author.
- 2 Present the students with the goal, and a set of specific expanded learning questions to answer to achieve that goal. As a first step and introduction to the topic, have the students complete the chosen assignment.
- 3 Using the resources for the assignment, as well as additional resources you provide, have the students answer the expanded learning questions.
- 4 Have the students create a web quest log on GED Notebook, documenting their answers and where they found information.
- 5 Discuss students' responses and process of finding information as a class.

WebQuest Resources: <http://webquest.org>

## Role-Playing Activities

**U**sing writing or math assignments that involve Leonard teaching a class, play a scene from the assignment between the characters. This scene might involve explaining an important idea, or conflict over a learning topic. Based on this scene, you can do a number of role-playing activities to help the class engage and reinforce learning from the assignment:

### Student Replays

**H**ave the students come to the front of the class in pairs and replay an important interaction between two characters. Have the students use their own words to give the sense of the scene, explaining the concept or discussing the learning topic. Discuss each role-play afterwards, and then role play with another pair of students.

### *Revising the Scene*

**D**iscuss the characters' interaction in the scene after viewing it. Why are the characters acting the way they are? How should they act differently? Tell the students that you are going to play the scene again, and that if they think a character should do something differently or explain something in a different way, they should say, "Stop!" Stop the replay when a student says so. Then, have the student explain what the character should do or say differently. Discuss how this could change the scene, and whether it's an improvement. You may have students re-enact the rest of the scene with the change.

### *Role-playing Practice*

**P**lay a scene from a lesson that explains a concept or topic to be learned. Have students come up to the front of the class in pairs, threes, or fours. Assign each student one of the characters from the scene to play, and give them a practice problem for the topic. Have the students work through the practice problem, playing the roles of the different characters and how they would approach the problem. After the students have finished role-playing solving the problem, talk about the role-play as a class. How are the approaches to the problem different? Are different approaches, ways of thinking it through, helpful? How would the students themselves approach the problem differently than the characters?

### *Leonard's Explanation*

**P**lay a scene from a lesson that explains a concept or topic to be learned. Individually or in pairs or groups, have the students take on the role of Leonard. They can listen again to Leonard's explanation of the concept or topic, and decide how Leonard could improve his teaching. How could the topic be more clear? Have the students write a script for Leonard to explain the concept or topic. Have each student, pair, or group read their explanation to the class for discussion.

### *Explain It to Dwayne*

**P**lay a scene from a lesson that explains a concept or topic to be learned. Have one student come up to the front of the class to role-play Dwayne, who just cannot understand the topic at all. Have students come up to the front of the class to try to explain the topic to the obstinate Dwayne. Discuss each attempt as a class afterward.

*Possible Assignments for Role-Playing Activities***Writing**

How to Spell Better

Commonly Confused Words

Spelling: i before e

Spelling: “y” endings

Spelling: silent e

Spelling: end consonants

Spelling Contractions

Spelling Possessives

Spelling Review

Capitalization of First Words, Titles, and Proper Nouns

Capitalization of Months and Days, Titles, and the Pronoun “I”

Capitalization Review

End of Sentence Punctuation

Colons, Semicolons, and Dashes

Commas in Compound Sentences, Series, and Introductory and Ending Expression

Commas around Inessential Phrases

Quotes, Underlines, and Italics

Punctuation Review

Introduction to Subjects and Verbs

Verb Phrases

Verbs

Subject-Verb Agreement

Using the Correct Verb with Groups and Titles

Sentence Fragments

Run-On Sentences

Regular &amp; Irregular Verbs

Verb Shifts in Time

Sentence Structure Review of Subjects and Verbs

Prepositional Phrases

Clauses

Transitive and Intransitive Verbs

Dangling Modifiers

Sentence Patterns

Cliches and Awkwardness

Parallel Structure

Pronouns

Shifts in Person

Sentence Structure Review

Organizing Paragraphs

Organizing Articles &amp; Essays

Organizing Letters

Review of Organization

**Math**

Why Math?

Ordering Numbers

Addition and Subtraction

Number Operations

Multiplication & Division

Word Problems I

Word Problems II

Order of Operations

Estimating

Using Calculators

Number Operations Review

Introduction to Fractions

Fractions

Ratios & Proportions

Multiplying Fractions

Dividing Fractions

Adding and Subtracting Fractions

Converting Decimals to Fractions

Decimals

Operations with Decimals

Introduction to Percentages

Solving Percentage Problems

Operations with Measurement

Metric Measurement

Measuring Perimeter, Area and Volume

Mean, Median, and Mode

Independent Probability

Dependent Probability

Review of Using Data

Simplifying Expressions

Solving Equations

Exponents & Roots

Factoring Expressions

Functions, Graphs & Inequalities

Graphing Equations

Review of Algebra Terms

Perimeter and Area

Similar & Congruent Figures

Irregular Figures

Pythagorean Relationship

Review of Geometry

Review of Number Operations

Introduction to Measurement

Graphs I

Tables and Charts

Simple Probability

Using Integers

Volume I

Lines & Angles

Triangles & Quadrilaterals

Interest

### Using Editing Practice Activities in the Classroom

Editing Practice activities can form the basis of a classroom lesson, including group or class-wide editing practice as well as topic brainstorming and discussion, leading to writing individual essays on the topic.

#### Group or Class-Wide Editing Practice

Project the essay for the class, or break up the class into groups with a computer for each group. As a class or in groups, read the essay. Discuss what the writer is trying to say. What is the main idea? How is the essay organized? Is it easy to understand? Is it interesting?

Revise the essay. Begin with organization. Discuss ways to improve the organization of the essay, and revise it on screen based on students' ideas. Read through the reorganized essay. Is it improved? Then, go through the essay sentence by sentence. Are there any problems that need to be fixed? Ideas that need to be clarified? Improvements that could be made? Implement student ideas. After the editing is finished, read through the revised essay. Then, play Leonard's revision of the essay. How is it different? Are there any elements the students missed? Any improvements the students made beyond Leonard's editing? Does the class or group want to make further revisions?

#### Topic Brainstorming and Discussion with Individual Essays

As a group, discuss the topic for the sample essay, using the discussion questions below. Brainstorm ideas for writing about this topic, and discuss individual points of view about the topic. Using the class discussion, have students write individual essays about the discussion topic. The *GED Smart* essay organizer and the *GED Notebook* can be used for essay writing.

Lesson Name	Approx. Time	Discussion Questions
Editing Practice: "Most Proud Of" Essay	0:15:00	What is pride? What makes us proud? Why is the writer proud?
Editing Practice: Environment Essay	0:25:00	Why is the environment important? Do you agree or disagree with the writer's position? How do we assess priorities, when making decisions about the environment?

Lesson Name	Approx. Time	Discussion Questions
Editing Practice: School versus Experience	0:26:00	What is learning? What ways do we learn? How does the writer define learning? Why do we learn?
Editing Practice: Preserving Nature	0:19:00	What is the goal of preserving nature? Why might it be important, and how important is it? What is the writer's point of view?
Editing Practice: Father Knows Best	0:17:00	What role do parents play in our lives and our society? How does the writer's point of view change? Why does it change? How does the writer communicate?
Editing Practice: What I'm Most Proud Of	0:14:00	Why is the writer proud of being a mother? What makes someone proud? How does becoming a parent affect a person's life and self-image?
Editing Practice: Learning from Television	0:17:00	What role does television play in your life? Why does this question ask about television? Is it an important topic? What is the writer's point of view?
Editing Practice: Nuclear Weapons	0:16:00	What is your point of view on nuclear weapons? How do they affect our lives? What is the writer's point of view? How does the writer communicate?
Editing Practice: Goals in Life	0:21:00	What does it mean to have a goal? Why are goals important? What kinds of goals can you have? What goals does the writer have?
Editing Practice: Learning from Life versus the Classroom	0:20:00	How do we learn from life? How is learning from life different from learning in the classroom? How are learning in life and learning in the classroom related?



### *Integrating Digital Cameras*

Visual language helps students of all levels understand better, and digital cameras are a common medium being used in everyday life. Use digital cameras or cell phone cameras as a way to connect student learning to life.

- ▶ While studying geometry, have students use digital cameras to collect geometric figures they encounter in real life. This is a good way to help students recognize right triangles or other geometric figures in word problems by connecting geometry to real life.
- ▶ Have students take pictures of locations or circumstances where a concept they're learning about is used in real life. Have students present the pictures to the class and explain how the concept is used or applies in this circumstance. Discuss this as a class.
- ▶ Create a digital photo dictionary of vocabulary terms, using photos and explanations by students to represent important ideas and concepts.
- ▶ Have students use a digital camera as a way to brainstorm important events or ideas from their lives, for use in essays. Have the students present their brainstorming photos to the class for discussion, to share ideas.

### *Integrating Microblogging or Instant Messaging*

Microblogging is becoming a part of daily life for many people, both those who send out updates of their daily lives and those who follow the updates of friends, family, pundits, and prominent figures. The most popular microblogging website is Twitter, a rich source of possibilities for use in the classroom. Twitter allows text-based messages of 140 characters or less to be broadcast to anyone who views or subscribes to your feed.

Microblogging, texting, and other text-based methods of communication build student skills in communication, reading, and writing, by making written language a functional part of everyday life.

The distinction between microblogging and instant messaging is that microblogging remains in a central location, accessible at later times. This can be valuable for managing students on different schedules, with demands on their time. Microblog posts can be received instantaneously, but they can also be reviewed at a later time.

Here are some ways to integrate microblogging or instant messaging into the classroom:

- ▶ Ask students to Twitter as a historical figure or author. The whole class can follow each other's tweets, and build up knowledge bases as well as their own expertise of one figure.
- ▶ Send out daily tweets or instant messages of a quote for students to research and identify.
- ▶ Send out a daily journaling question, reflection question, or research question.
- ▶ Send out daily assignments and reminders to help keep students organized and on task. Use Twitter or IM as a class-wide communication tool.
- ▶ Send out a series of class-wide tweets or instant messages from an unidentified famous person. Award a prize to the first student who identifies the famous person.
- ▶ Project at the front of the class a class-wide Twitter account, where students can tweet comments or questions during discussions. This allows greater student participation.
- ▶ Use Twitter or instant messaging to communicate with your students regularly and ask them about progress on their work, difficulties, and feedback.
- ▶ Have Twitter or instant messaging study groups, where when one student is having a problem with an assignment or question, he or she can tweet. The other members of the group respond to the query with assistance.
- ▶ Encourage students to start microblogs about their experience studying for the GED. These microblogs can help with student motivation and mutual support, as well as build reading, writing, and technology skills.