ABE/GED® Lesson Planning Tool

Topic: Author's Purpose	Date: 9/11/2022
Learning Overview: Every author has a purpose for why they choose to write on a topic. The creativity of that intention drives the reader's interest beyond the words on the page. Defined the authors' purpose is founded on the point of view, tone and intent. During this lesson, we will explore the three objectives for publishing a completed work.	
Learning Objectives: The adult learner should be: Able to identify the three types of authors' purpose. Able to accurately classify an author's purpose in a graphic organizer Able to demonstrate the intent of an author's purpose through game. Able to compose a work sourcing one of the three purposes for which an author creates.	Craft and Structure | Level E = 32% M = 42%| Estimated Time 5 hours

OPENER Welcome students with: affirmations, quotes of the day, current event discussion, brain puzzle, icebreaker, etc.	**Teacher Does**	**Student Should**	**Tools**
	1. Models the use of text features to identify the author's purpose.	1. Accurately identify varying text features. 2. Be able to gain an understanding of the purpose by using details from the text.	**Instructional Video(s):** **Option 1**: Author's Purpose & Point of View Video: Author's Purpose Video: Point of View
MINI LESSON Engage learners with a targeted content-driven presentation based on real-world scenarios. Model exploration of the topic that appeals to various learning styles. (15-20 minutes)	The learner will be able to identify transitions and text structure details to and conclusions about an author's purpose for a writing text.		**Option 2:** Text Structure: Identifying Text Structures Video *When watching videos, students will use the Cornell Notetaking method to take notes and use it during activity. Click HERE to see how.* ***Activity Handouts:*** ***Text Feature Reference Sheet***

					Materials Needed: ● *Highlighters* *Common Lit Article(s):* *(A Common Lit account is required to access this article.)* *Article 1: Who Gets to Be President?* *Article 2: Lessons from failure: Why we try again* *Article 3: How Do We Tell Right from Wrong?* *Key Vocabulary:* *Author's Purpose*

<table>
<tr>
<td rowspan="2"><u>INDEPENDENT PRACTICE</u>
<i>Facilitate</i> learning groups to engage in problem-based learning to <i>reinforce</i> mini-lesson. Students self-explore. (20-25 minutes)</td>
<td>ABE Level 1;2
Scale score:
300-500 {E&M}</td>
<td>ABE Level 3
Scale score:
501-535 {E,M,D}</td>
<td colspan="2">ABE Level 4
Scale score:
536-575 {M,D,A}</td>
<td>GED Level
Scale score:
576-800{D&A}</td>
<td rowspan="2">Visual Literacy: Graphs
Online Learning: Essential Education</td>
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<td colspan="5">Learner groups will identify the structure of the Common Lit article "How Do We Tell Right from Wrong?" and highlight text features to demonstrate skill understanding in the application using the key vocabulary within the assigned activity.</td>
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<td><u>GUIDED PRACTICE</u>
<i>Engage</i> with small groups to <i>guide</i> learner <i>lines</i> of thinking.
(20-25 minutes)</td>
<td colspan="5">The instructor will engage the learner groups in dialogue by asking 3 open-ended questions about each article read; Create a text feature graphic organizer in the shared Jam Board using the information in one of the following articles and the identify author's purpose.</td>
<td>Guiding Questions
● How did you arrive at this answer?
● Explain your thinking.</td>
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<td><u>LESSON FLIP/PULL-OUT</u>
Students work in teams to demonstrate mastery utilizing instructor selected tools.
(20-25 minutes)</td>
<td colspan="5">At this stage, the learner becomes the instructor by explaining the keywords and features that refer to how the author organizes the text. By presenting their own text feature chart Jam Board using the Common Lit articles read during class.</td>
<td>Highlighters
Who needs additional support?
Quizizz
Kahoot
Team Presentation
Exit Ticket</td>
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<td><u>PERSONAL SKILL DEV.</u>
Provide an opportunity for students to utilize online learning tools to facilitate individualized instruction.
(20-30 minutes)</td>
<td colspan="5">Learners will practice in Essential Education.

<u>New Readers Press Score boost Online:</u>
Thinking Skills: Charts and Graphs</td>
<td>In Class
At Home
Lab Time
Pre-Class
Flipped Model</td>
</tr>
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		Career and Soft Skill Development: My Career Shines
THE PROBE Provide an opportunity for students to review, ask questions, and reflect on changes to their thinking, and new skills they have developed. (15-20 minutes)	List the reasons authors write and provide an example for each reason.	● Wonder-Wall ● Relax/Relate/Release ● I can share (what they learn) with my family
Post-Lesson Teacher Reflection Take some time to assess the lesson and determine learning points, and new directions for the following activities.	Review the learner artifacts and exit tickets from each group. Develop a plan of remediation, reteach, and or review where needed.	

ADULT & COMMUNITY
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School District of Palm Beach County