


ABE/GED® Lesson Planning Tool

| Topic: Identifying the Central Idea and Supporting Details | | | | Date: |
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| OPENER Welcome students to a charades challenge. Write down various activities on a piece of paper. Proceed to provide a slip to learners. Have each learner take turns acting out the scenario, and have the rest of the group guess the main idea of the scene. A brief discussion on what supporting details lead to the various answers should follow. | Teacher Does | | Student Should | Tools |
| | 1. The teacher will model and explain how to identify central ideas and supporting details by reading a sample text, highlighting the main idea, and underlining key supporting details. | | 1. Correctly display an understanding of the central idea of the presented texts. 2. Accurately identify the supporting details relating to the central idea. | Instructional Video(s): Central Idea <i>When watching videos, students will use the Cornell Notetaking method to take notes and use it during activities.</i> Application(s) Needed: <ul style="list-style-type: none">● Google Classroom● Google Slides● Jeopardy Labs● Quizizz Materials Needed: <ul style="list-style-type: none">● Small Dry Erase Boards● Storybook Digital Template● Scissors |
| Standard R.2.2 | Skills <ul style="list-style-type: none">● RLA.L1.R.2.2- Identify the topic and relevant details in a text.● RLA.L2.R.2.2 - Identify the central idea and explain how relevant details support that idea in a text. | | | |
| MINI-LESSON Engage learners with a targeted content-driven presentation based on real-world scenarios—a model exploration of the | The learner will develop the ability to pinpoint central ideas and relevant supporting details within sentences, significantly enhancing their comprehension of written texts. Central Idea | | | |

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| topic that appeals to various learning styles. (15-20 minutes) | | | | | | |
| INDEPENDENT PRACTICE <i>Facilitate</i> learning groups to engage in problem-based learning to <i>reinforce</i> the mini-lesson. Students self-explore. (20-25 minutes) | Level A Reading GOALS | Level B Reading GOALS | Level C Reading GOALS | Level D Reading GOALS | GED Level Scale score: 576-800 [D&A] | Visual Literacy: Online Learning: Essential Education, CASAS Goals Academy |
| | Work in learner groups will be explored to demonstrate skill understanding by completing the Activity 1 Main Idea Match-Up using Google Docs. | | | | | |
| GUIDED PRACTICE <i>Engage</i> with small groups to <i>guide the learner's</i> thinking. (20-25 minutes) | Working as a group, learners will explore and demonstrate skill understanding by using the Activity 2 Main Idea MasterMind Worksheet to find the main idea and two supporting details from the following content: The Scheme Parkour Hidden Figures Rosa Parks | | | | | Guiding Questions <ul style="list-style-type: none">• How did you arrive at this answer?• Explain your thinking. |
| LESSON FLIP/PULL-OUT Students work in teams to demonstrate mastery utilizing instructor-selected tools. (20-25 minutes) | The learners will work in groups to research and develop a 5-8 sentence short story. Groups will utilize the attached Google Slides template to create children’s stories using 3 to 4 slides illustrating their story. Learners will take turns leading presentations to share their stories, main ideas, and supporting details. | | | | | Highlighters Who needs additional support? Quizlet Kahoot Team Presentation Exit Ticket |
| PERSONAL SKILL DEV. Provide an opportunity for students to utilize online learning tools to facilitate individualized instruction. (20-30 minutes) | Essential Education: RLA Reading Advanced GED: The Development of a Text - Analyzing Central Idea | | | | | In Class At Home Lab Time Pre-Class Flipped Model Career and Soft Skill |

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|  | | Development: Work Essentials |
| <u>THE PROBE</u> 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) | The learner will participate in a Quizizz: Central Idea activity. This will be an opportunity for the adult learner to evaluate their mastery and comment in the Google Classroom on their experience with the lesson. | <ul style="list-style-type: none"> ● Wonder-Wall ● Relax/Relate/Release ● I can share (what they learn) with my family |
| <u>Post-Lesson Teacher Reflection</u> 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. | |