

Blended Learning Lesson Plans

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The following resources were created by Adult Education Specialist Susan Roberts/SRC Consulting LLC, using print and digital resources published by New Readers Press®. A blank lesson plan template, also provided, can be used with any resources.

Template

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Blank form to use with any instructor-selected resources

Pre-High School Equivalency Prep

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Lesson: Main Idea and Supporting Details

Instructional Mode: In-Person with digital support

Print Resource: *Pre-High School Equivalency Workbook Reading: Comprehension and Critical Thinking*

Digital Resource: *New Readers Press Online Learning-PreHSE*

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Lesson: Cause and Effect

Instructional Mode: One-to-One Instruction

Print Resource: *Pre-High School Equivalency Workbook Social Studies: Critical Thinking and Graphic Literacy*

Digital Resource: *New Readers Press Online Learning-PreHSE*

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Lesson: Planning an Argumentative Essay

Instructional Mode: Small Group

Print Resource: *Pre-High School Equivalency Workbook Writing: Developing and Organizing Written Responses*

Digital Resource: *New Readers Press Online Learning-PreHSE*

GED Test Prep

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Lesson: Analyzing Claims

Instructional Mode: One-to-One Instruction

Print Resource: *Scoreboost for the GED® Test Language Arts: Extended Response and Reading Comprehension*

Digital Resource: *New Readers Press Online Learning-GED*

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Lesson: Mean Median and Mode

Instructional Mode: Small Group

Print Resource: *Scoreboost for the GED® Test Mathematics: Graphs, Data Analysis, and Probability*

Digital Resource: *New Readers Press Online Learning-GED*

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Lesson: Fact vs Opinion

Instructional Mode: In-Person with digital support

Print Resource: *Scoreboost for the GED® Test Thinking Skills: Critical Thinking for Reading, Science, and Social Studies*

Digital Resource: *New Readers Press Online Learning-GED*

HiSET Test Prep

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Lesson: Compare and Contrast

Instructional Mode: One-to-One Instruction

Print Resource: *Scoreboost for the HiSET® Exam Thinking Skills: Critical Thinking for Reading, Science, and Social Studies*

Digital Resource: *New Readers Press Online Learning-HiSET*

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Lesson: Working with Integers

Instructional Mode: In-Person with digital support

Print Resource: *Scoreboost for the HiSET® Exam Mathematics: Number Operations, Decimals, Fractions, Proportions, and Percents*

Digital Resource: *New Readers Press Online Learning-HiSET*

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Lesson: Paragraphs in Essays

Instructional Mode: Small Group Instruction

Print Resource: *Scoreboost for the HiSET® Exam Writing: Essay Writing and Organizational Skills*

Digital Resource: *New Readers Press Online Learning-HiSET*

TASC Test Prep

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Lesson: Subject and Verb Agreement

Instructional Mode: In-Person with digital support

Print Resource: *Scoreboost for the TASC Test Writing: Sentence Structure, Usage and Mechanics, Strategies*

Digital Resource: *New Readers Press Online Learning-TASC*

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Lesson: Perimeter-Area-Circumference

Instructional Mode: One-to-One Instruction

Print Resource: *Scoreboost for the TASC Test Mathematics: Measurement and Geometry, Strategies*

Digital Resource: *New Readers Press Online Learning-TASC*

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Lesson: Interpreting Tables-Charts-Graphs

Instructional Mode: Small Group Instruction

Print Resource: *Scoreboost for the TASC Test Thinking Skills: Graphic Skills for Science and Social Studies*

Digital Resource: *New Readers Press Online Learning-TASC*



Estimated Timeframe:	
Print Materials <i>Physical resources for instruction</i>	Digital Materials <i>Online instruction for support and differentiation</i>
Learning Target <i>The student-centered goal for the lesson</i>	
Objectives <i>What the student will be able to do at the end of the lesson</i>	
Assessment <i>What the student will do independently to show mastery of the content covered in the lesson</i>	

	Digital Content	Print Content
Warm-Up and Lesson Introduction <i>How I will engage the student in the lesson</i>		
Instructor Modeling and Guided Practice <i>How I will demonstrate and help the student to practice the targeted skills</i>		
Independent Practice <i>How the student will individually practice the skills being learning</i>		
Wrap-Up, Reflection, and Extension <i>How the student will make connections from today's lesson to other content</i>		

Main Idea and Supporting Details (Blended In-Person with Digital Platform Support)

Estimated Timeframe: 1 hour	
Print Materials <i>Physical resources for instruction</i> NRP 2640: <i>Pre-High School Equivalency Workbook</i> <i>Reading: Comprehension and Critical Thinking</i> , p. 20–23	Digital Materials <i>Online instruction for support and differentiation</i> New Readers Press Online Learning: Pre-HSE: Reading and Writing, Unit 3, Lesson 2
Learning Target <i>The student-centered goal for the lesson</i> “I can identify the main topic and supporting details in passages.”	
Objectives <i>What students will be able to do at the end of the lesson</i> Students will: <ul style="list-style-type: none"> • Apply strategies to determine the main idea in a nonfiction text • Identify supporting details that help to develop the main idea in a nonfiction text 	
Assessment <i>What students will do independently to show mastery of the content covered in the lesson</i> After the lesson, students complete the Unit 3, Lesson 2 practice questions, attaining 80%+ to demonstrate mastery.	

	Digital Content	Print Content
Warm-Up and Lesson Introduction <i>How I will engage students in the lesson</i> If possible, obtain a sample workplace policy from your learning center (such as a sick policy, harassment policy, etc.) and review it with students. Intentionally misunderstand the topic of the policy and pause for student correction. Discuss with students the importance of identifying the main idea and supporting details of things they read.		
Instructor Modeling and Guided Practice <i>How I will demonstrate and help the group to practice the targeted skills</i> Direct students to p. 20, model the graphic organizer technique using the marital finances passage. Discuss how identifying the main idea is the most important first step in interpreting and understanding a piece of writing. In small groups, have students complete Your Turn, and review. If online, group students into breakout rooms and provide a collaborative document for them to use to share their answers with each other and the rest of the class. Next, direct students to p. 22, modeling the graphic organizer technique to identify both the main idea and supporting details for the poodle passage. Emphasize that supporting details help to explain or describe the main idea of a piece of writing.		p. 20–21 Example and Your Turn sections p. 22–23 Example and Your Turn sections
Independent Practice <i>How students will individually practice the skills they are learning</i> Individually, students complete the Practice sections on p. 21 and 23. Ask students to share their answers and discuss. If online, students may complete their answers on a collaborative document or message board.		p. 21 and 23 Practice section
Wrap-Up, Reflection, and Extension <i>How students will make connections from today's lesson to other content</i> Before ending class, if available, have students do an online news search using a local news source. (Instructor can also provide a printed article.) Students complete the Extension activities on p. 21 and 23 using an article of their choice and the graphic organizer technique from p. 22. Before next class, students will complete Unit 3, Lesson 2 and the practice questions associated with the lesson. Review student work, preparing to reinforce today's content as needed.	Pre-HSE Unit 3, Lesson 2 “Main Idea and Supporting Details”	p. 21 and 23 Extension section

Estimated Timeframe: 1 hour	
Print Materials <i>Physical resources for instruction</i> NRP 2643: <i>Pre-High School Equivalency Workbook</i> <i>Social Studies: Critical Thinking and Graphic Literacy</i>	Digital Materials <i>Online instruction for support and differentiation</i> New Readers Press Online Learning: Pre-HSE: Social Studies, Unit 1, Lessons 4-6
Learning Target <i>The student-centered goal for the lesson</i> “I can identify the causes and effects of events in history and culture.”	
Objectives <i>What the student will be able to do at the end of the lesson</i> The student will: <ul style="list-style-type: none"> • Draw from clue words to identify causes and effects in a passage • Interpret a series of events to identify causes and effects in a passage 	
Assessment <i>What the student will do independently to show mastery of the content covered in the lesson</i> In independent practice, students will complete the practice questions in Unit 1, Lessons 4-6, achieving 80%+ to demonstrate mastery.	

	Digital Content	Print Content
Warm-Up and Lesson Introduction <i>How I will engage the student in the lesson</i> Review any prior lesson content with the student, providing clarification and further instruction, if needed. Introduce the student to the cause and effect using pictures or a list of words (such as rain/umbrella, moon/bed, fire/burn) and ask the student to match the cause with its effect. Discuss the definition at the top of p. 24 and ask the student to think of a few more examples of causes and effects in a historical/social context and provide examples as needed.		p. 24
Instructor Modeling and Guided Practice <i>How I will demonstrate and help the student to practice the targeted skills</i> Begin instruction by introducing the cause/effect questioning technique shown on p. 24. Together, read the Example passage, pointing out/emphasizing the bold terms in the passage. Point out that these signal words can help direct the reader to clues about the causes and effects in the passage. Together, complete the first two boxes, using direction provided by the clue words in the passage. Reinforce/ provide guidance as needed. Next, have the student complete the two practice exercises on p. 25 with your help as needed. Review.		p. 25
Independent Practice <i>How the student will individually practice the skills being learned</i> In the online learning platform, direct the student to the lessons to be completed on “Natural Resources and Pollution,” “Climate and Weather,” and “Globalization.” Have the student look for clue words to determine causes and effects in these content areas. The student then completes the practice questions in each section.	Pre-HSE: Social Studies Unit 1, Lessons 4-6	
Wrap-Up, Reflection, and Extension <i>How the students will make connections from today's lesson to other content</i> Review with any final examples as needed. Ahead of the next learning session or as time permits, have the student complete the Extension on p. 25.		

Planning an Argumentative Essay (Small Group Blended)

Estimated Timeframe: 1 hour	
Print Materials <i>Physical resources for instruction</i> NRP 2642: <i>Pre-High School Equivalency Workbook</i> <i>Writing: Developing and Organizing Written Responses</i> , p. 22-27	Digital Materials <i>Online instruction for support and differentiation</i> New Readers Press Online Learning: Pre-HSE: Social Studies, Unit 1, Lessons 4-6
Learning Target <i>The student-centered goal for the lesson</i> "I can identify elements of an argument and make a plan to write an argumentative essay."	
Objectives <i>What students will be able to do at the end of the lesson</i> Students will: <ul style="list-style-type: none"> • Identify elements of argumentative writing • Plan a response to a prompt, supporting a claim with details 	
Assessment <i>What students will do independently to show mastery of the content covered in the lesson</i> After the lesson, students complete the Unit 6, Lessons 1-2, practice questions, attaining 80%+ to demonstrate mastery.	

	Digital Content	Print Content
Warm-Up and Lesson Introduction <i>How I will engage students in the lesson</i> Before class, locate an argumentative article online that pertains to a popular topic. Begin today's lesson by projecting/screensharing and reading the article aloud for students. Ask if anyone can identify the type of writing the piece is (argumentative). Initiate discussion about current arguments in our area, country, and world. Inform students that argumentative articles are a common way for authors to try to persuade others to agree with their point of view.		
Instructor Modeling and Guided Practice <i>How I will demonstrate and help the group to practice the targeted skills</i> Direct students' attention to p. 24, introducing the 3 elements of argumentative writing. Together, review the Example section, highlighting the 3 main parts. Emphasize that students are not being asked if they agree with the argument or not; rather, they are identifying the claim, support, and counterarguments. Give students a moment to consider the Your Turn questions, and review as a group. Next, pair students or place pairs in breakout rooms to complete the Practice on p. 25. Review together. Turn students' attention to p. 26, "Brainstorm an Argument," discussing brainstorming to answer a prompt. Together, work through the Example and Your Turn sections with students paired as needed. Also introduce the graphic organizers found in "Organizing Your Ideas" via screenshare of the course.	Unit 6, Lesson 2, Organizing Your Ideas	p. 24-26
Independent Practice <i>How students will individually practice the skills they are learning</i> Individually, students complete the Practice section on p. 27, encouraging them to use one of the organizer ideas from the online course. Review and discuss students' brainstorm ideas and methods.		p. 27
Wrap-Up, Reflection, and Extension <i>How students will make connections from today's lesson to other content</i> Review with any final examples as needed. Ahead of the next learning session or as time permits, have students complete Unit 6, Lessons 1-2, "Guided Practice: Argument Writing" through "Arranging Ideas" and complete the practice questions for each section of the lesson, where available.	Unit 6, Lesson 1-2, selected content	

Estimated Timeframe: 1.5 hours	
Print Materials <i>Physical resources for instruction</i> NRP 2467: <i>Scoreboost for the GED® Test Language Arts: Extended Response and Reading Comprehension, Strategies 1–2</i>	Digital Materials <i>Online instruction for support and differentiation</i> New Readers Press Online Learning, GED Language Arts, Unit 5, Lesson 1
Learning Target <i>The student-centered goal for the lesson</i> “I can identify the main argument and supporting claims in a passage.”	
Objectives <i>What the student will be able to do at the end of the lesson</i> The student will: <ul style="list-style-type: none"> • Identify the main argument and supporting claims in a passage • Analyze passages to determine the strength of an argument • Draw from textual evidence to respond to text-based questions 	
Assessment <i>What the student will do independently to show mastery of the content covered in the lesson</i> In independent practice, the student will complete the practice questions in Unit 5, Lesson 1, achieving 80%+ to demonstrate mastery.	

	Digital Content	Print Content
Warm-Up and Lesson Introduction <i>How I will engage the student in the lesson</i> Before the lesson, locate an editorial or other article about a current event in which the author expresses a concern/makes a claim. Review any prior lesson content with the student, providing clarification and further instruction, if needed. Introduce the article to the student, reading it aloud and pointing out key points the author makes and details that support the claim. Tell the student that identifying an author's argument and reasons for making it are a key skill needed for the GED Extended Response. Have the student complete the review questions on p. 4 and p. 7 to assess prior knowledge.		p. 4, p. 7
Instructor Modeling and Guided Practice <i>How I will demonstrate and help the student to practice the targeted skills</i> Review and discuss student answers on p. 4 and 7, providing guidance and redirection as needed. Together, complete the “Apply the Strategy” article and exercises on p. 5–6. Encourage the student to underline important information as you read together and to check underlined passages to help answer the questions on p. 6.		p. 4–7
Independent Practice <i>How the student will individually practice the skills being learning</i> Have the student complete the Apply the Strategy passage and questions on p. 8–9. Review and discuss student responses, providing additional instruction and support as needed.		p. 8–9
Wrap-Up, Reflection, and Extension <i>How the student will make connections from today's lesson to other content</i> Review with any final examples as needed. Together, reflect on the student's work using the reflection question on p. 9. Ahead of the next learning session or as time permits, have student complete Unit 5, Lesson 1, including the practice questions. Encourage the student to visit http://tinyurl.com/GEDExtendedResponse to view videos on the GED extended response.	Unit 5, Lesson 1	

Mean, Median, and Mode (Small Group Blended)

Estimated Timeframe: 1 hour	
Print Materials <i>Physical resources for instruction</i> NRP 2464: <i>Scoreboost for the GED® Test Mathematics: Graphs, Data Analysis, and Probability</i> , p. 16–19	Digital Materials <i>Online instruction for support and differentiation</i> New Readers Press Online Learning, GED Math, Unit 7, Lesson 3
Learning Target <i>The student-centered goal for the lesson</i> “I can calculate the mean, median, and mode for a data set.”	
Objectives <i>What students will be able to do at the end of the lesson</i> Students will: <ul style="list-style-type: none"> • Calculate the mean, median, or mode for a data set • Identify and describe key differences in mean, median, and mode 	
Assessment <i>What students will do independently to show mastery of the content covered in the lesson</i> After the lesson, students complete the Unit 7, Lesson 3, practice questions, attaining 80%+ to demonstrate mastery.	

	Digital Content	Print Content
Warm-Up and Lesson Introduction <i>How I will engage students in the lesson</i> Begin today's lesson by projecting/screensharing a high-interest example of averages, such as salaries for GED graduates vs. non-GED-holding students, sports statistics, or votes in an election. Poll students: “Are averages the mean, median, or mode?” (mean) Describe the key differences among the three calculations. (Mean is the average; median is the center number when all options are put in order least to greatest; and mode is the number repeated most often in a data set.)		
Instructor Modeling and Guided Practice <i>How I will demonstrate and help the group to practice the targeted skills</i> Direct students' attention to p. 16 and p. 18, reading the introductory information on each page. Using an in-class or digital whiteboard, write out and model steps to solve the provided examples on both pages. Solve the GED problems on both pages with students' help, discussing and modeling mathematical strategies needed to complete each problem. Pair students either virtually or in-person to complete problems 1–3 on p. 17 and 19. If meeting virtually, create a collaborative document or slide for student pairs to post their answers, and discuss.		p. 16–19
Independent Practice <i>How students will individually practice the skills they are learning</i> Individually, students complete the Apply the Strategy section on p. 17 and 19, questions 4–6 on each page. Check each student's answers. Students then complete a think-pair-share, discussing their answers with a partner and then sharing with the overall group. Lead further instruction/reinforcement of strategies as needed.		p. 17, 19
Wrap-Up, Reflection, and Extension <i>How students will make connections from today's lesson to other content</i> Review with any final examples as needed. Ahead of the next learning session or as time permits, have students complete Unit 7, Lesson 3 lessons and practice questions.	Unit 7, Lesson 3	

Fact vs. Opinion

(Blended In-Person with Digital Platform Support)

Estimated Timeframe: 1 hour	
Print Materials <i>Physical resources for instruction</i> NRP 2470: <i>Scoreboost for the GED® Test Thinking Skills: Critical Thinking for Reading, Science, and Social Studies</i> , p. 30–31	Digital Materials <i>Online instruction for support and differentiation</i> New Readers Press Online Learning, GED Social Studies, Unit 2 Opener and Lessons 1–3
Learning Target <i>The student-centered goal for the lesson</i> “I can distinguish fact from opinion in social studies passages.”	
Objectives <i>What students will be able to do at the end of the lesson</i> Students will: <ul style="list-style-type: none"> • Apply decoding strategies to clarify author intent • Evaluate passages to distinguish fact from opinion 	
Assessment <i>What students will do independently to show mastery of the content covered in the lesson</i> Students complete the Apply the Strategy questions, achieving 80%+ to demonstrate mastery.	

	Digital Content	Print Content
Warm-Up and Lesson Introduction <i>How I will engage students in the lesson</i> Ahead of today’s lesson, project an article about a current political/news event that is written as an opinion piece. Also gather a factual piece about the same topic. Read the two articles aloud to students and ask which is based on fact and which reflects the author’s opinion. Tell students that the GED Social Studies test will require them to differentiate between fact and opinion. Read the opening paragraph at the top of p. 30 and p. 30.		p. 30
Instructor Modeling and Guided Practice <i>How I will demonstrate and help the group to practice the targeted skills</i> Have two stacks of notecards, with each card in one stack labeled “fact” and each in the other labeled “opinion.” (If online, ask students to thumbs-up for fact or thumbs-down for opinion in the chat.) Together, read the Language Arts sample on p. 30, having students hold up “fact” or “opinion” when prompted by you. Repeat with one of the opening articles. Then, review the GED questions 1-2, modeling questions to ask while reading/reviewing a passage to help answer each question.		p. 20-21 p. 22-23
Independent Practice <i>How students will individually practice the skills they are learning</i> Individually, students complete the Apply the Strategy sections on p. 31. Ask students to share their answers and discuss.		p. 21 and 23 “Practice” section
Wrap-Up, Reflection, and Extension <i>How students will make connections from today’s lesson to other content</i> As a closing activity, have students complete the Unit 2 Opener and Lessons 1–3. Students should complete all practice questions in these modules. Have students jot down notes about facts found in the content, and review together.	Unit 2 Opener and Lessons 1–3	

Compare and Contrast (One-On-One Blended)

Estimated Timeframe: 1 hour	
Print Materials <i>Physical resources for instruction</i> NRP 2686: <i>Scoreboost for the HiSET® Exam Thinking Skills: Critical Thinking for Reading, Science, and Social Studies</i> , Strategy 9	Digital Materials <i>Online instruction for support and differentiation</i> New Readers Press Online Learning, HiSET Language Arts, Unit 3, Lesson 4
Learning Target <i>The student-centered goal for the lesson</i> “I can identify similarities and differences between two ideas.”	
Objectives <i>What the student will be able to do at the end of the lesson</i> The student will: <ul style="list-style-type: none"> • Compare and contrast two ideas when reading • Identify similarities and differences between two topics 	
Assessment <i>What the student will do independently to show mastery of the content covered in the lesson</i> In independent practice, the student will complete the practice questions in Unit 3, Lesson 4, achieving 80%+ to demonstrate mastery.	

	Digital Content	Print Content
Warm-Up and Lesson Introduction <i>How I will engage the student in the lesson</i> Before the lesson, locate an article comparing two popular products, such as two streaming services or food brands. Read the articles aloud or screen-share them for the student to read along. Ask the student to identify the purpose of articles such as this one (to inform the consumer) and to then identify language used to describe the different things being compared (i.e., <i>unlike, similarly, difference</i>). Tell the student that comparing and contrasting questions are on the HiSET.		
Instructor Modeling and Guided Practice <i>How I will demonstrate and help the student to practice the targeted skills</i> Define <i>compare</i> and <i>contrast</i> using the definitions on p. 28. Revisit the words the student identified during the warm-up; add more words to the list together and show how looking for these words in a text signals whether or not the author is making a comparison (showing a similarity) or a contrast (showing a difference). Model how to identify words in the article from the warm-up, via highlighting or underlining, for example. Next, complete a Venn Diagram to show visually how the topics compare and contrast. Complete the HiSET question 1 together. Have the student complete the HiSET question 2 out loud to show the thought process.		p. 28
Independent Practice <i>How the student will individually practice the skills being learned</i> Have the student complete the Apply the Strategy passage and questions on p. 29. Have the student complete a Venn Diagram for one or both passages presented. Review and discuss student responses, providing additional instruction and support as needed.		p. 8–9
Wrap-Up, Reflection, and Extension <i>How the students will make connections from today's lesson to other content</i> Review with any final examples as needed. Ahead of the next learning session or as time permits, have student complete Unit 3, Lesson 4, Comparing and Contrasting, including the practice questions.	Unit 3, Lesson 4	

Estimated Timeframe: 1 hour	
Print Materials <i>Physical resources for instruction</i> NRP 2108: <i>Scoreboost for the HiSET® Exam Mathematics: Number Operations, Decimals, Fractions, Proportions, and Percents</i> , p. 4-7	Digital Materials <i>Online instruction for support and differentiation</i> New Readers Press Online Learning, HiSET Math, Unit 1, Lesson 2
Learning Target <i>The student-centered goal for the lesson</i> “I can add, subtract, multiply, and divide integers.”	
Objectives <i>What students will be able to do at the end of the lesson</i> Students will: <ul style="list-style-type: none"> • Demonstrate and practice problem-solving strategies using the four operations • Perform the four operations with positive and negative numbers 	
Assessment <i>What students will do independently to show mastery of the content covered in the lesson</i> Independently, students complete the Unit 1, Lesson 2 practice questions, achieving 80%+ to demonstrate mastery.	

	Digital Content	Print Content
Warm-Up and Lesson Introduction <i>How I will engage students in the lesson</i> Begin today’s lesson by drawing/projecting a vertical number line on a classroom or digital whiteboard. Play “Would You Rather…” with students by asking if they would rather have -\$45 or \$45, be outside in -50 degrees or 50 degrees, etc..		
Instructor Modeling and Guided Practice <i>How I will demonstrate and help the group to practice the targeted skills</i> Review the concepts of positive/negative integers and absolute value, plotting different integers on the number line. Review the rules at the top of p. 4 and p. 6, providing examples for each operation rule. As a group, work each Example problem via a think-aloud modeling; discuss each solution. Also discuss removing extraneous answer choices during the problem-solving process. In smaller groups (either physically or via breakout rooms), ask students to work the HiSET Problem on p. 4 and p. 6. Ask one member of each group to share their team’s problem-solving process aloud. Review additional problems via whiteboard as needed.		p. 4, 6
Independent Practice <i>How students will individually practice the skills they are learning</i> Individually, students complete the Apply the Strategy sections on p. 5 and p. 7. Ask students to share their answers and discuss.		p. 5, 7
Wrap-Up, Reflection, and Extension <i>How students will make connections from today’s lesson to other content</i> As a closing activity or outside of class, have students complete the Unit 1, Lesson 2 lessons and practice questions. Encourage students to practice with the four-function calculator in the platform, found on each page by clicking the Toolbox icon.	Unit 1, Lesson 2	

Paragraphs in the Essay (Small Group Blended)

Estimated Timeframe: 1 hour	
Print Materials <i>Physical resources for instruction</i> NRP 2109: <i>Scoreboost for the HiSET® Exam Writing: Essay Writing and Organizational Skills</i> , p 36–39	Digital Materials <i>Online instruction for support and differentiation</i> New Readers Press Online Learning, HiSET Writing, Unit 5, Lesson 4
Learning Target <i>The student-centered goal for the lesson</i> “I can write an effective paragraph.”	
Objectives <i>What students will be able to do at the end of the lesson</i> Students will: <ul style="list-style-type: none"> • Organize sentences into effective paragraphs to support a claim • Structure paragraphs around central ideas and details 	
Assessment <i>What students will do independently to show mastery of the content covered in the lesson</i> After the lesson, students complete the Unit 5, Lesson 4 practice questions, attaining 80%+ to demonstrate mastery.	

	Digital Content	Print Content
Warm-Up and Lesson Introduction <i>How I will engage students in the lesson</i> Before today’s lesson, copy and paste an article into a new word document. Remove all the paragraph breaks, with the article as one large block of text. Project/screenshare the article, and ask students what they notice about the text. Then, ask them to read the article and describe its purpose, main idea, and supporting details. Next, project the article in its original form. Tell students that grouping sentences that share a main idea into a paragraph provides much-needed clarity in writing.		
Instructor Modeling and Guided Practice <i>How I will demonstrate and help the group to practice the targeted skills</i> Together, read aloud the paragraph highlights at the top of p. 36 and 38, pointing out that good paragraph-writing skills are important on the HiSET. Have students take turns reading the passage on p. 36. Together, answer HiSET Question 1, highlighting the <i>Think</i> section. Then, ask students to answer Question 2 independently, and share answers. Repeat with p. 38. Remind students that a shift in ideas indicates a new paragraph should be used. Use the day’s opening article to demonstrate this point.		p. 36, 38
Independent Practice <i>How students will individually practice the skills they are learning</i> Individually, students complete the “Apply the Strategy” section on p. 37 and p. 39. Check each student’s answers. Students then complete a think-pair-share, discussing their answers with a partner and then sharing with the overall group. Lead further instruction/reinforcement of strategies as needed. If students have been working on an essay during class, ask them to review their essays to check for good paragraphs.		p. 37, 39
Wrap-Up, Reflection, and Extension <i>How students will make connections from today’s lesson to other content</i> Review with any final examples as needed. Ahead of the next learning session or as time permits, have student complete Unit 5, Lesson 4 lessons and practice questions. As desired, students may complete the Unit 2 Practice on p. 40–43.	Unit 7, Lesson 3	p. 40–43

Estimated Timeframe: 1 hour	
Print Materials <i>Physical resources for instruction</i> NRP 2681: <i>Scoreboost for the TASC Test Writing: Sentence Structure, Usage, and Mechanics</i> , Strategies 5, 7, and 8	Digital Materials <i>Online instruction for support and differentiation</i> New Readers Press Online Learning, TASC Language Arts, Unit 3, Lesson 10
Learning Target <i>The student-centered goal for the lesson</i> “I can check for subject-verb agreement in sentences.”	
Objectives <i>What students will be able to do at the end of the lesson</i> Students will: <ul style="list-style-type: none"> Evaluate subject-verb agreement in simple and complex sentences Apply reading and editing strategies to correct subject-verb errors 	
Assessment <i>What students will do independently to show mastery of the content covered in the lesson</i> After the lesson, students complete the Unit 3, Lesson 10 practice questions, attaining 80%+ to demonstrate mastery.	

	Digital Content	Print Content
Warm-Up and Lesson Introduction <i>How I will engage students in the lesson</i> Using a classroom or online/digital whiteboard, write these two sentences: “Many of the students is excited about the test.” “Justin wants to do well on the exam.” Ask students to decide which sentence is correct and ask, “How do you know?” Introduce the idea that subjects and verbs in sentences must agree in number. Read the introduction at the top of p. 20 and discuss the meanings of singular and plural, sharing the examples provided.		p. 20
Instructor Modeling and Guided Practice <i>How I will demonstrate and help the group to practice the targeted skills</i> Point out that there are different sentence types and structures. Sometimes, the subject and verb are not right beside each other. (Go back to the sentences shown in the introduction, pointing out the subject <i>many</i> and the verb <i>is</i> are not beside each other but still must agree in number.) Review “With an Interrupting Phrase” and “With a Tricky Subject” on p. 20. Demonstrate the <i>Think</i> strategies via a think-aloud to show students how to break down each sentence to identify the subjects and verbs. On p. 22, introduce “With Inverted Order” and “With a Compound Subject” sections, modeling the <i>Think</i> strategies via think-aloud. Give additional examples via whiteboard as needed. Next, direct students to p. 21. Together, choose students to read the passages and questions aloud. Ask students to explain their process/reasoning as they choose an answer to each question. Discuss and reinforce ideas as needed.		p. 20–21 p. 22–23
Independent Practice <i>How students will individually practice the skills they are learning</i> Individually, students complete the Apply the Strategy sections on p. 21. Ask students to share their answers and discuss.		p. 21 and 23, Practice section
Wrap-Up, Reflection, and Extension <i>How students will make connections from today's lesson to other content</i> If students have been working on an essay, have them check through their sentences to ensure subject-verb agreement, and invite students to share any findings for discussion. Before next class, students will complete Unit 3, Lesson 10 and the practice questions associated with the lesson. Review student work, preparing to reinforce today's content as needed.	Pre-HSE Unit 3, Lesson 10: Subject-Verb Agreement	

Perimeter, Area, and Circumference (One-on-One Blended)

Estimated Timeframe: 1.5 hours	
Print Materials <i>Physical resources for instruction</i> NRP 2676: <i>Scoreboost for the TASC Test Mathematics: Measurement and Geometry</i> , Strategies 5, 7, and 8	Digital Materials <i>Online instruction for support and differentiation</i> New Readers Press Online Learning, TASC Mathematics, Unit 5, Lessons 2-3
Learning Target <i>The student-centered goal for the lesson</i> "I can apply formulas to calculate area, perimeter, and circumference."	
Objectives <i>What the student will be able to do at the end of the lesson</i> The student will: <ul style="list-style-type: none"> • Calculate area, perimeter, and circumference using the correct formulas • Apply strategies to decode word problems involving area, perimeter, and circumference 	
Assessment <i>What the student will do independently to show mastery of the content covered in the lesson</i> In independent practice, the student will complete the practice questions in Unit 5, Lessons 2-3, achieving 80%+ to demonstrate mastery.	

	Digital Content	Print Content
Warm-Up and Lesson Introduction <i>How I will engage the student in the lesson</i> Review any prior lesson content with the student, providing clarification and further instruction, if needed. Draw/project a variety of real-life examples of quadrilaterals, triangles, and circles, such as parking lots and gardens. Ask the student to think of times when it would be necessary to determine the area, perimeter, or circumference, defining the terms as needed. Tell the student that today's lesson will review strategies to determine which type of calculation is being presented on TASC word problems involving these shapes.		p. 14
Instructor Modeling and Guided Practice <i>How I will demonstrate and help the student to practice the targeted skills</i> Discuss the example problems on p. 14, 18, and 20, drawing each shape on a classroom or digital whiteboard. Model how using clue words and drawing/envisioning a picture if one is not provided can help you determine what formula or calculation to use. Next, ask the student to complete the TASC problem on each of the pages via a think-aloud; provide any support or correction needed.		p. 14, 18, 20
Independent Practice <i>How the student will individually practice the skills being learning</i> Have the student complete the Apply the Strategy questions on p. 15, 19, and 21. Review and discuss student answers, reinforcing the strategies discussed as tools to help solve the problems. Identify any areas in need of additional support.		p. 15, 19, 21
Wrap-Up, Reflection, and Extension <i>How the student will make connections from today's lesson to other content</i> Review with any final examples as needed. Ahead of the next learning session or as time permits, have student complete Unit 5, Lessons 2-3, including the practice questions.	Unit 5, Lessons 2-3	

Interpreting Tables, Charts, and Graphs (Small Group Blended)

Estimated Timeframe: 1 hour	
Print Materials <i>Physical resources for instruction</i> NRP 2680: <i>Scoreboost for the TASC Test Thinking Skills: Graphic Skills for Science and Social Studies</i> , p. 4–9	Digital Materials <i>Online instruction for support and differentiation</i> New Readers Press Online Learning, TASC Science, Unit 1, Lesson 4
Learning Target <i>The student-centered goal for the lesson</i> “I can interpret tables, charts, and graphs to answer questions about them.”	
Objectives <i>What students will be able to do at the end of the lesson</i> Students will: • Apply test-taking strategies to interpret tables, charts, and graphs in a science context	
Assessment <i>What students will do independently to show mastery of the content covered in the lesson</i> After the lesson, students complete the Unit 1, Lesson 4 practice questions, attaining 80%+ to demonstrate mastery.	

	Digital Content	Print Content
Warm-Up and Lesson Introduction <i>How I will engage students in the lesson</i> Begin today's lesson by projecting/screensharing real-world examples of tables, charts, and graphs. Point out the headings, subheadings, words, and numbers that help to tell what the information is showing. Discuss that these types of documents can be helpful to relay information that may not lend itself to a paragraph or article. Ask students if they can think of examples of these types of documents and the information that they display. Tell students that the TASC uses these formats in both science and social studies and that test-taking strategies they will learn today will help them interpret the information.		
Instructor Modeling and Guided Practice <i>How I will demonstrate and help the group to practice the targeted skills</i> Direct students' attention to p. 4, 6, and 8. Ask students what they notice and wonder about each display. Lead a think-aloud roundtable with students using the preview questions on each page. Assign each student one of the TASC questions to answer on each page and discuss. Pose additional questions to students about each display, asking students to identify the headings, numerical units. Lead a discussion about why this information is important. Have each student create one additional question about each display, posing it to the rest of the group for discussion.		p. 4, 6, 8
Independent Practice <i>How students will individually practice the skills they are learning</i> Individually, students complete the Apply the Strategy section on p. 5, 7, and 9. Students share their answers with a partner via a breakout session, if online. Reinforce strategies used to interpret the displays.		p. 5, 7, 9
Wrap-Up, Reflection, and Extension <i>How students will make connections from today's lesson to other content</i> Review with any final examples as needed. Ahead of the next learning session or as time permits, have students complete Unit 1, Lesson 4 lessons and practice questions.	Unit 1, Lesson 4	