

ACT ACCELEPREP COURSE

30 MINUTES PER SESSION

INSTRUCTIONS

The following elements are recommended for your use as you teach the class. The suggested schedule for each day is summarized for your convenience. Note that you will not use every recommended element during every session.

A typical class session may look like the following:

- **Bell Ringer:** At the beginning of each session have students complete the indicated Bell Ringer activity. If you wish to grade this activity, have students write down their answers and turn them in. Discuss the Bell Ringer items as time permits.
- **Mini-Lecture:** Use this time to introduce and review key concepts and background information necessary for students to complete the exercises. Include information from Cambridge's *AccelePrep for the ACT® Test, 2nd Edition* student book, as well as any relevant subject-specific knowledge that your students need to review.
- **Exercises:** Students will work on the appropriate exercises in class. The amount of time spent on this portion of the class will depend on the exercise and on your particular students.
- **Discussion:** After each exercise has been completed, discuss it with your class. Begin by asking your students if there were any words or concepts that they did not understand. Answer any of their questions. Next, go through each item, asking your students to respond and revealing correct answers. Assess their mastery of the material through informal self-reporting or by examining their answers. Discuss the reasoning behind each answer, focusing on students' questions.

NOTE: The time required for each lesson depends on your students. Do not move ahead if you feel that your students have not mastered the material. It is up to you to carefully select the most appropriate items to help the students learn and master the greatest number of skills. The following is a suggested schedule that might work for your class, but remember that you know your students best, so you should modify the schedule to fit their needs.

Remember: As instructor, you have the *AccelePrep for the ACT® Test, 2nd Edition* Teacher's Guide with supplemental notes and examples for class.

While all of these sessions follow the same basic format, introduce variety in your classroom by having students complete the exercises in different settings, such as individually, with a partner, or with a small group. Be sure that you use a variety of methods to keep your students engaged in the learning process.

NOTE: This course does not cover the ACT Writing Test. If you have time at the end of one of your sessions, consider briefly reviewing the Fast Track to Writing Mechanics lesson (pp. 235–244).

SESSION #1 (ENGLISH)

Begin the session by introducing yourself to your class. Then, explain to your students the purpose of the course: to build the skills necessary for success on the ACT[®] test. Make sure to include a discussion on the benefits of higher test scores (such as access to scholarships and admission to the student's college of choice). Next, give a general overview of the next few sessions so that students know what to expect.

Overall, they will:

1. Review and learn English skills
2. Learn strategies for taking the English test
3. Reinforce their skills through practice

After the introduction, pass out the *AccelePrep for the ACT[®] Test* student books. To ensure that each student has a copy of the book for each session, keep all books in the classroom.

You will begin by covering the Fast Track lesson found on pages 9–27 in the *AccelePrep for the ACT[®] Test* student book. There are four sections to cover (English Test Design, Anatomy of English, Pacing, and the Cambridge Game Plan) and three Power Practice exercises.

Suggested Class Time

- 30 minutes
 - o Bell Ringer: Power Practice 3 (pp. 24–27)
 - o Lesson
 - Introduction to and overview of class
 - English Test Design (pp. 10–11)
 - Anatomy of English (pp. 12–15)

You may choose to assign homework from *The Big Book of Skills, 11th Edition* student text; below are some suggestions that correspond to concepts that will be learned later. Please note that the items in these exercises will not necessarily look like what students will see on the ACT English test; however, these exercises are designed to help students practice skills and review concepts, and students will benefit from them regardless of how the items look.

Additionally, if students are having trouble with any of the items, encourage them to review the corresponding lessons in *The Big Book of Skills* (page numbers included below).

- Common Grammatical Errors (pp. 11–25)
 - o Exercise 2 (pp. 26–30), #1–5, 26–30, 42–50
- Analyzing Sentence Structure (pp. 31–38)
 - o Exercise 3 (pp. 39–44), #1–5, 29–34, 53–55

SESSION #2 (ENGLISH)

For this session, you will continue the Fast Track lesson found on pages 9–27 in the *AccelePrep for the ACT® Test* student book.

Suggested Class Time

- 30 minutes
 - Bell Ringer: Power Practice 1 (p. 19)
 - Lesson
 - Pacing (p. 16)
 - Cambridge Game Plan (pp. 17–27)
 - Power Practice 2

You may choose to assign homework from *The Big Book of Skills, 11th Edition* student text; below are some suggestions that correspond to concepts that will be learned later. Please note that the items in these exercises will not necessarily look like what students will see on the ACT English test; however, these exercises are designed to help students practice skills and review concepts, and students will benefit from them regardless of how the items look.

Additionally, if students are having trouble with any of the items, encourage them to review the corresponding lessons in *The Big Book of Skills* (page numbers included below).

- Problems of Logical Expression (pp. 45–48)
 - Exercise 4 (pp. 49–52), #1–15
- Idioms and Clarity of Expression (pp. 53–56)
 - Exercise 5 (pp. 57–64), #1–5, 100–105, 130–135

SESSION #3 (ENGLISH)

For sessions #3 and #4, you will cover the HyperPrep lesson found on pp. 29–60 in the *AccelePrep for the ACT® Test* student text. Complete some or all of the example problems as you cover the material and as you have time. Always consult the Teacher’s Guide for suggestions on how and what to teach. Allow your students some time to finish the Power Practice exercises.

Suggested Class Time

- 30 minutes
 - Bell Ringer: Power Practice 1 (p. 39)
 - Lesson
 - Grammar and Usage—11 example problems (pp. 30–38)
 - Sentence Structure—3 example problems (pp. 40–42)
 - Power Practice 2 (p. 43)

You may choose to assign homework from *The Big Book of Skills, 11th Edition* student text. Below are some suggestions that correspond to the concepts learned in this session. Please note that the items in these exercises will not necessarily look like what students will see on the ACT English test; however, these exercises are designed to help students practice skills and review concepts, and students will benefit from them regardless of how the items look.

Additionally, if students are having trouble with any of the items, encourage them to review the corresponding lessons in *The Big Book of Skills* (page numbers included below).

- Common Grammatical Errors (pp. 11–25)
 - o Exercise 2 (pp. 26–30), #6–10, 31–36, 51–55
- Analyzing Sentence Structure (pp. 31–38)
 - o Exercise 3 (pp. 39–44), #6–10, 35–40, 56–57

SESSION #4 (ENGLISH)

For sessions #3 and #4, you will continue the HyperPrep lesson found on pp. 29–60 in the *AccelePrep for the ACT® Test* student text. Complete some or all of the example problems as you cover the material and as you have time. Always consult the Teacher’s Guide for suggestions on how and what to teach. Allow your students some time to finish the Power Practice exercises.

Suggested Class Time

- 30 minutes
 - o Bell Ringer: Power Practice 3 (p. 49)
 - o Lesson
 - Punctuation—5 example problems (pp. 44–49)
 - Strategy and Organization—5 example problems (pp. 50–54)
 - Power Practice 4 (pp. 55–56)
 - Style—5 example problems (pp. 57–59)
 - Power Practice 5 (p. 60)

You may choose to assign homework from *The Big Book of Skills, 11th Edition* student text. Below are some suggestions that correspond to the concepts learned in this session. Please note that the items in these exercises will not necessarily look like what students will see on the ACT English test; however, these exercises are designed to help students practice skills and review concepts, and students will benefit from them regardless of how the items look.

Additionally, if students are having trouble with any of the items, encourage them to review the corresponding lessons in *The Big Book of Skills* (page numbers included below).

- Punctuation (pp. 65–76)
 - o Exercise 6 (pp. 77–79), #35–55

SESSIONS #5–6 (ENGLISH)

For these sessions, you will cover the Try It Out! lesson found on pp. 61–67 in the *AccelePrep for the ACT® Test* student text. This lesson is a 30-question exercise that allows students to practice the skills and strategies they learned in the previous two sessions.

Suggested Class Time

- Session 5: 30 minutes
 - o Bell Ringer: Passage 1 (pp. 62–64)

- Lesson
 - Review of Passage 1 and corresponding items
- Session 6: 30 minutes
 - Bell Ringer: Passage 2 (pp. 65–67)
 - Lesson
 - Review of Passage 2 and corresponding items

For homework, you may wish to assign items from exercises in *The Big Book of Skills* student text that contain concepts with which your students have struggled.

SESSION #7 (MATH)

As you begin your session, give your students a general overview of the next few sessions so that they know what to expect.

Overall, they will:

1. Review and learn math skills
2. Learn strategies for taking the Math Test
3. Reinforce their skills through practice

After you have finished your brief overview, you will cover the Fast Track lesson found on pages 69–93 in the *AccelePrep for the ACT® Test* student book. There are four sections to cover (Demystifying the Math Test, Anatomy of the Math Test, Pacing, and the Cambridge Game Plan) and one Power Practice exercise.

Suggested Class Time

- 30 minutes
 - Bell Ringer: Power Practice 1 (pp. 87–93), #1–5
 - Lesson
 - Overview of the class
 - Demystifying the Math Test (p. 70)
 - Anatomy of the Math Test (pp. 71–73)
 - Pacing (p. 74)

You may choose to assign homework from *The Big Book of Skills, 11th Edition* student text. Below are some suggestions that correspond to commonly tested concepts. Additionally, if students are having trouble with any of the items, encourage them to review the corresponding lessons in *The Big Book of Skills* (page numbers included below).

NOTE: Since math items in the exercises increase in difficulty, we have staggered the suggested items for the maximum benefit to students.

- Percents (pp. 383–388)
 - Exercise 4 (pp. 389–392), #1, 5, 10, 15, 20, 25, 30, 35, 40, 45, 50, 55, 60, 65

SESSION #8 (MATH)

For this session, you will continue the Fast Track lesson found on pages 69–93 in the *AccelePrep for the ACT® Test* student book.

Suggested Class Time

- 30 minutes
 - Bell Ringer: Power Practice 1 (pp. 87–93), #6–10
 - Lesson
 - Cambridge Game Plan (pp. 75–93)

The Cambridge Game Plan section includes sixteen example problems. If you are not able to review every problem, pick and choose the ones you feel will be most beneficial to your class.

You may choose to assign homework from *The Big Book of Skills, 11th Edition* student text. Below are some suggestions that correspond to commonly tested concepts. Additionally, if students are having trouble with any of the items, encourage them to review the corresponding lessons in *The Big Book of Skills* (page numbers included below).

NOTE: Since math items in the exercises increase in difficulty, we have staggered the suggested items for the maximum benefit to students.

- Statistical Measures (pp. 393–396)
 - Exercise 4 (pp. 397–400), #1, 4, 8, 12, 16, 20, 24, 28, 32, 36, 40, 44, 48, 52

SESSION #9 (MATH)

For sessions #9 and #10, you will cover the HyperPrep lesson found on pp. 95–120 in the *AccelePrep for the ACT® Test* student text. Complete some or all of the example problems as you cover the material and as you have time. Always consult the Teacher’s Guide for suggestions on how and what to teach. Allow your students some time to finish the Power Practice exercises.

Suggested Class Time

- 30 minutes
 - Bell Ringer: Power Practice 1 (p. 103)
 - Lesson
 - Word Problems—10 example problems (pp. 96–102)
 - Algebraic Operations—12 example problems (pp. 104–110)

You may choose to assign homework from *The Big Book of Skills, 11th Edition* student text. Below are some suggestions that correspond to commonly tested concepts. Additionally, if students are having trouble with any of the items, encourage them to review the corresponding lessons in *The Big Book of Skills* (page numbers included below).

NOTE: Since math items in the exercises increase in difficulty, we have staggered the suggested items for the maximum benefit to students.

- Algebraic Operations (pp. 425–434)
 - o Exercise 8 (pp. 435–439), #1, 5, 10, 15, 20, 25, 30, 35, 40, 45, 50, 55, 60, 65

SESSION #10 (MATH)

For this session, you will continue the HyperPrep lesson found on pp. 95–120 in the *AccelePrep for the ACT® Test* student text. Complete some or all of the example problems as you cover the material and as you have time. Always consult the Teacher’s Guide for suggestions on how and what to teach. Allow your students some time to finish the Power Practice exercises.

Suggested Class Time

- 30 minutes
 - o Bell Ringer: Power Practice 2 (p. 111)
 - o Lesson
 - Geometry—7 example problems (pp. 112–117)
 - Power Practice 3 (p. 118)
 - Power Practice 4 (pp. 119–120)

You may choose to assign homework from *The Big Book of Skills, 11th Edition* student text. Below are some suggestions that correspond to commonly tested concepts. Additionally, if students are having trouble with any of the items, encourage them to review the corresponding lessons in *The Big Book of Skills* (page numbers included below).

NOTE: Since math items in the exercises increase in difficulty, we have staggered the suggested items for the maximum benefit to students.

- Algebraic Equations and Inequalities (pp. 441–454)
 - o Exercise 9 (pp. 455–459), #1, 5, 10, 15, 20, 25, 30, 35, 40, 45, 50, 55, 60, 65

SESSIONS #11–12 (MATH)

For these sessions, you will cover the Try It Out! lesson found on pp. 121–127 in the *AccelePrep for the ACT® Test* student text. This lesson is a 30-question exercise that allows students to practice the skills and strategies they learned in the previous two sessions.

Suggested Class Time

- Session 11: 30 minutes
 - o Bell Ringer: Items #1–15 (pp. 121–124)
 - o Lesson
 - Review of items
- Session 12: 30 minutes
 - o Bell Ringer: Items #16–30 (pp. 125–127)
 - o Lesson
 - Review of items

You may choose to assign homework from *The Big Book of Skills, 11th Edition* student text. Below are some suggestions that correspond to commonly tested concepts. Additionally, if students are having trouble with any of the items, encourage them to review the corresponding lessons in *The Big Book of Skills* (page numbers included below).

NOTE: Since math items in the exercises increase in difficulty, we have staggered the suggested items for the maximum benefit to students.

- Geometry (pp. 461–476)
 - o Exercise 9 (pp. 477–485), #1, 5, 10, 15, 20, 25, 30, 35, 40, 45, 50, 55, 60, 65, 70, 75, 80
- Story Problems (pp. 505–522)
 - o Exercise 12 (pp. 523–528), #1, 3, 6, 9, 12, 15, 18, 21, 24, 27, 30, 33, 36, 39, 42, 45, 48, 51

SESSION #13 (READING)

As you begin your session, give your students a general overview of the next few sessions so that they know what to expect.

Overall, they will:

1. Review and learn Reading skills
2. Learn strategies for taking the Reading Test
3. Reinforce their skills through practice

After you have finished your brief overview, you will cover the Fast Track lesson found on pages 129–146 in the *AccelePrep for the ACT[®] Test* student book. There are four sections to cover (Demystifying the Reading Test, Anatomy of Reading, Pacing, and the Cambridge Game Plan) and three Power Practice exercises.

Suggested Class Time

- 30 minutes
 - o Bell Ringer: Power Practice 1 (pp. 135–136)
 - o Lesson
 - Overview of the class
 - Demystifying the Reading Test (p. 130)
 - Anatomy of Reading (pp. 131–133)
 - Pacing (p. 134)

SESSION #14 (READING)

For this session, you will continue the Fast Track lesson found on pages 129–146 in the *AccelePrep for the ACT[®] Test* student book.

Suggested Class Time

- 30 minutes
 - Bell Ringer: Power Practice 3 (pp. 143–146)
 - Lesson
 - Cambridge Game Plan (pp. 137–46)
 - Power Practice 2

You may also choose to assign homework from *The Big Book of Skills, 11th Edition* student text. Below are some suggestions that correspond to the concepts learned in this session.

Additionally, if students are having trouble with any of the items, encourage them to review the corresponding lessons in *The Big Book of Skills* (page numbers included below).

- Honing Your Reading Skills (pp. 273–280)
 - Exercise 1 (pp. 281–282), #1–5
 - Exercise 2 (pp. 283–285), #1–10

SESSION #15 (READING)

For sessions #15 and #16, you will cover the HyperPrep lesson found on pp. 147–173 in the *AccelePrep for the ACT[®] Test* student text. Complete some or all of the example problems as you cover the material and as you have time. Always consult the Teacher’s Guide for suggestions on how and what to teach. Allow your students some time to finish the Power Practice exercises.

NOTE: For the Reading HyperPrep lesson, all example problems are asked about the reading passage located on pp. 148–149.

Suggested Class Time

- 30 minutes
 - Bell Ringer: Power Practice 1 (pp. 155–156)
 - Lesson
 - Key Ideas and Details—6 example problems (pp. 150–154)
 - Passage Development—5 example problems (pp. 157–159)

You may choose to assign homework from *The Big Book of Skills, 11th Edition* student text. Below are some suggestions that correspond to the concepts learned in this session.

Additionally, if students are having trouble with any of the items, encourage them to review the corresponding lessons in *The Big Book of Skills* (page numbers included below).

- Honing Your Reading Skills (pp. 273–280)
 - Exercise 3 (pp. 286–287), Passages 1 and 2
 - Exercise 4 (p. 288)
 - Exercise 5 (pp. 289–290), #1–10

SESSION #16 (READING)

For this session, you will continue the HyperPrep lesson found on pp. 147–173 in the *AccelePrep for the ACT® Test* student text. Complete some or all of the example problems as you cover the material and as you have time. Always consult the Teacher’s Guide for suggestions on how and what to teach. Allow your students some time to finish the Power Practice exercises.

NOTE: For the Reading HyperPrep lesson, all example problems are asked about the reading passage located on pp. 148–149.

Suggested Class Time

- 30 minutes
 - Bell Ringer: Power Practice 2 (pp. 160–161)
 - Lesson
 - Paired Passages—1 example problem (p. 162)
 - Power Practice 3 (pp. 163–164)

You may choose to assign homework from *The Big Book of Skills, 11th Edition* student text; below are some suggestions.

Additionally, if students are having trouble with any of the items, encourage them to review the corresponding lessons in *The Big Book of Skills* (page numbers included below).

- Honing Your Reading Skills (pp. 273–280)
 - Exercise 7 (pp. 294–297), #1–17

SESSION #17 (READING)

For this session, you will cover the Try It Out! lesson found on pp. 165–173 in the *AccelePrep for the ACT® Test* student text. This lesson is a 30-question exercise that allows students to practice the skills and strategies they learned in the previous two sessions. We recommend selecting only one of the passages and its accompanying items for students to complete and review during this session.

Suggested Class Time

- 30 minutes
 - Bell Ringer: Try It Out! exercise
 - Choose from Passage 1 (pp. 166–168), Passage 2 (pp. 169–171) or Passage 3 (pp. 171–173)
 - Lesson
 - Review of Try It Out! exercise (answers are on p. 310 of the student text)

You may choose to assign homework from *The Big Book of Skills, 11th Edition* student text; below are some suggestions. Additionally, if students are having trouble with any of the items, encourage them to review the corresponding lessons in *The Big Book of Skills* (page numbers included below).

- Honing Your Reading Skills (pp. 273–280)
 - o Exercise 9 (pp. 299–302), #1–16

SESSION #18 (SCIENCE)

As you begin your session, give your students a general overview of the next few sessions so that they know what to expect.

Overall, they will:

1. Review and learn Science skills
2. Learn strategies for taking the Science Test
3. Reinforce their skills through practice

After you have finished your brief overview, you will cover the Fast Track lesson found on pages 175–193 in the *AccelePrep for the ACT® Test* student book. There are four sections to cover (Demystifying the Science Test, Anatomy of the Science Test, Pacing, and the Cambridge Game Plan) and one Power Practice exercise.

Suggested Class Time

- 30 minutes
 - o Bell Ringer: Power Practice 1 (pp. 182–183)
 - o Lesson
 - Overview of the class
 - Demystifying the Science Test (p. 176)
 - Anatomy of the Science Test (pp. 177–180)
 - Pacing (p. 181)

You may choose to assign homework from *The Big Book of Skills, 11th Edition* student text; below are some suggestions. Additionally, if students are having trouble with any of the items, encourage them to review the corresponding lessons in *The Big Book of Skills* (page numbers included below).

- Basics of Experimental Design (pp. 539–544)
 - o Exercise 1 (p. 544), #1–7
- Data Organization and Analysis in Controlled Experiments (pp. 545–559)
 - o Exercise 2 (pp. 560–578), #1–15

SESSION #19 (SCIENCE)

For this session, you will continue the Fast Track lesson found on pages 175–193 in the *AccelePrep for the ACT® Test* student book.

Suggested Class Time

- 30 minutes

- Bell Ringer: Power Practice 3 (pp. 190–193)
- Lesson
 - Cambridge Game Plan (pp. 184–193)
 - Power Practice 2

You may choose to assign homework from *The Big Book of Skills, 11th Edition* student text; below are some suggestions. Additionally, if students are having trouble with any of the items, encourage them to review the corresponding lessons in *The Big Book of Skills* (page numbers included below).

- Types of Science Passages (p. 581)
 - Exercise 4 (pp. 582–594), #1–8
- Data Organization and Analysis in Controlled Experiments (pp. 545–559)
 - Exercise 2 (pp. 560–578), #26–35

SESSION #20 (SCIENCE)

For sessions #20 and #21, you will cover the HyperPrep lesson found on pp. 195–224 in the *AccelePrep for the ACT[®] Test* student text. Complete some or all of the example problems as you cover the material and as you have time. Always consult the Teacher’s Guide for suggestions on how and what to teach. Allow your students some time to finish the Power Practice exercises.

Suggested Class Time

- 30 minutes
 - Bell Ringer: Power Practice 1 (pp. 209–210)
 - Lesson
 - Three Basic Item Types—6 example problems (pp. 196–202)
 - Data Representation Review and Strategies—7 example problems (pp. 203–209)

You may choose to assign homework from *The Big Book of Skills, 11th Edition* student text; below are some suggestions. Additionally, if students are having trouble with any of the items, encourage them to review the corresponding lessons in *The Big Book of Skills* (page numbers included below).

- Types of Science Passages (p. 581)
 - Exercise 4 (pp. 582–594), #19–29
- Data Organization and Analysis in Controlled Experiments (pp. 545–559)
 - Exercise 2 (pp. 560–578), #36–45

SESSION #21 (SCIENCE)

For this session, you will continue the HyperPrep lesson found on pp. 195–224 in the *AccelePrep for the ACT[®] Test* student text. Complete some or all of the example problems as you cover the material and as you have time. Always consult the Teacher’s Guide for suggestions on how and what to teach. Allow your students some time to finish the Power Practice exercises.

Suggested Class Time

- 30 minutes
 - Bell Ringer: Power Practice 2 (pp. 215–217)
 - Lesson
 - Research Summary Review and Strategies—5 example problems (pp. 211–215)
 - Conflicting Viewpoint Review and Strategies—6 example problems (pp. 218–223)
 - Power Practice 3 (pp. 223–224)

You may choose to assign homework from *The Big Book of Skills, 11th Edition* student text; below are some suggestions. Additionally, if students are having trouble with any of the items, encourage them to review the corresponding lessons in *The Big Book of Skills* (page numbers included below).

- Presentation of Confliction Viewpoints (p. 579)
 - Exercise 3 (p. 580), #1–4
- Data Organization and Analysis in Controlled Experiments (pp. 545–559)
 - Exercise 2 (pp. 560–578), #62–76