

ACT ACCELEPREP COURSE

3-SESSION SCHEDULE

3 HOURS 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:

- **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.

PRE-ASSESSMENT

The ACT class begins with administering a pre-assessment. This test is meant as a diagnostic tool to indicate the areas in which your students need the most study. The results will be available within a few days.

Follow the procedure listed below when administering this test (a Proctor Script is also included with your teacher materials):

1. Seat the students alphabetically as they enter the classroom. This will save time and help you learn the names of your students.
2. Hand out the pre-assessment test booklets and scantron sheets. Briefly explain the purpose of this assessment and encourage students to stay focused and to try their best. Be positive!
3. Administer the Test under timed and standardized conditions according to the proctoring instructions located in your Teacher's Guide.
4. Monitor the class for inappropriate (*e.g.*, cheating) or disruptive (*e.g.*, talking) behavior.
5. When the test is over, collect the test booklets and scantrons and give them to your UB program coordinator.

SESSION #1

HOOR #1 (ENGLISH)

Begin the session by introducing yourself to your class. Explain to your students the purpose of the course: to build the English 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 class so that students know what to expect.

Overall, they will:

1. Review and learn English skills
2. Learn strategies for taking the ACT
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. Since students are not allowed to take the books home, ***homework will not be assigned for this course.***

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

- 10 minutes
 - Introduction to and overview of this hour
- 20 minutes
 - English Test Design (pp. 10–11)
 - Anatomy of English (pp. 12–15)
 - Pacing (p. 16)
- 30 minutes
 - The Cambridge Game Plan (pp. 17–27)
 - Power Practices 1, 2, 3

If you have time to complete all three Power Practice exercises, we recommend you do so. However, if you do not have time for all three Power Practice exercises in class, have your students complete Power Practice 3 since it is the closest to what they will see on test day and then either Power Practice 1 or 2 as you have time.

HOOR #2 (ENGLISH)

For this session, 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

- 20 minutes
 - Grammar and Usage—11 example problems (pp. 30–38)
 - Power Practice 1 (p. 39)
- 10 minutes
 - Sentence Structure—3 example problems (pp. 40–42)
 - Power Practice 2 (p. 43)
- 10 minutes
 - Punctuation—5 example problems (pp. 44–49)
 - Power Practice 3 (p. 49)
- 10 minutes
 - Strategy and Organization—5 example problems (pp. 50–54)
 - Power Practice 4 (pp. 55–56)
- 10 minutes
 - Style—5 example problems (pp. 57–59)
 - Power Practice 5 (p. 60)

HOOR #3 (READING)

As you begin this hour, give your students a general overview of the Reading Test 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

Remember that *homework will not be assigned for this course*.

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

- 5 minutes
 - o Overview of this hour
- 20 minutes
 - o Demystifying the Reading Test (p. 130)
 - o Anatomy of Reading (pp. 131–133)
 - o Pacing (p. 134)
 - o Power Practice 1 (pp. 135–136)
- 35 minutes
 - o Cambridge Game Plan (pp. 137–46)
 - o Power Practice 2, 3

If you have time to complete all three Power Practice exercises, we recommend you do so. However, if you do not have time for all three Power Practice exercises in class, have your students complete Power Practice 3 and then either Power Practice 1 or 2 as you have time.

SESSION #2

HOOR #4 (READING)

For this hour, 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

- 20 minutes
 - Key Ideas and Details—6 example problems (pp. 150–154)
 - Power Practice 1 (pp. 155–156)
- 20 minutes
 - Passage Development—5 example problems (pp. 157–160)
 - Power Practice 2 (pp. 160–161)
- 20 minutes
 - Paired Passages—1 example problem (p. 162)
 - Power Practice 3 (pp. 163–164)

HOOR #5 (MATH)

As you begin this hour, allow your students a brief transition from English and Reading to Math by giving students a general overview of the class 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

Remember that *homework will not be assigned for this course*.

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

- 5 minutes
 - Overview of the class
- 20 minutes
 - Demystifying the Math Test (p. 70)
 - Anatomy of the Math Test (pp. 71–73)
 - Pacing (p. 74)
- 35 minutes
 - Cambridge Game Plan (pp. 75–93)
 - Power Practice 1

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. Make sure you leave time to complete and review the Power Practice exercise.

HOOR #6 (MATH)

For this hour, 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

- 20 minutes
 - Word Problems—10 example problems (pp. 96–102)
 - Power Practice 1 (p. 103)
- 20 minutes
 - Algebraic Operations—12 example problems (pp. 104–110)
 - Power Practice 2 (p. 111)
- 20 minutes
 - Geometry—7 example problems (pp. 112–117)
 - Power Practice 3 (p. 118)
 - Power Practice 4 (pp. 119–120)

SESSION #3

HOOR #7 (MATH)

For this hour, 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. Make sure that you provide enough time during the session to review the exercise after your students have completed it.

Suggested Class Time

- 15–20 minutes
 - Try It Out! exercise (30 problems)
- 30–40 minutes
 - Review of Try It Out! exercise (answers are on p. 319 of the student text)

If you have any time remaining after your students have completed and reviewed the exercise, you may choose to review some pre-assessment Math item if your students have taken the pre-assessment.

HOOR #8 (SCIENCE)

As you begin this hour, give your students a general overview of the class 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

Remember that ***homework will not be assigned for this course.***

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

- 5 minutes
 - Overview of the class
- 20 minutes
 - Demystifying the Science Test (p. 176)
 - Anatomy of the Science Test (pp. 177–180)
 - Pacing (p. 181)
 - Power Practice 1 (pp. 182–183)
- 35 minutes
 - Cambridge Game Plan (pp. 184–193)
 - Power Practice 2, 3

If you have time to complete all three Power Practice exercises, we recommend you do so. However, if you do not have time for all three Power Practice exercises in class, have your students complete Power Practice 1 and then either Power Practice 2 or 3.

HOOR #9 (SCIENCE)

For this final hour, 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

- 25 minutes
 - Three Basic Item Types—6 example problems (pp. 196–202)
 - Data Representation Review and Strategies—7 example problems (pp. 203–209)
 - Power Practice 1 (pp. 209–210)
- 15 minutes
 - Research Summary Review and Strategies—5 example problems (pp. 211–215)
 - Power Practice 2 (pp. 215–217)
- 20 minutes
 - Conflicting Viewpoint Review and Strategies—6 example problems (pp. 218–223)
 - Power Practice 3 (pp. 223–224)