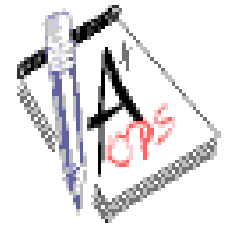


Daily Planning Guide



Lesson Title Introduction to ACT Prep June 2014 Summer Session

Date 1

Materials/Resources see below

Content Standard

EXCELS

MCNS

A⁺nticipatory Set

Welcome students to this two week summer review session for the June ACT Test. Inform students that this course will prepare them for any ACT they chose to take. Emphasize that their achievement does rest on their effort in the course. There are no secret tips or simple solutions to earning a high score. Students must put effort into doing well.

Students will get a couple of 5 minute breaks each day to stretch their legs and recharge their batteries.

Objective (s)

I will be able to describe the different tests that make up the ACT.

I will be able to explain the scoring methodology of the ACT

I will be able to become familiar with the ACT by taking an abbreviated practice test.

Procedures of Instruction

--Welcome and seat students.

--Discuss nature of course/pass out course description—two hours for 10 school days during the first two weeks of June.—5/10minutes

--Present PowerPoint on Basic ACT information. This should take about 20-30 minutes. Please encourage student questions during this portion.

--Present Scoring Guide and discuss with students how a composite score is determined.—5 minutes

--Some points to bring up while discussing the 4 different tests and optional essay:

1. Take some time to consider your strengths and weaknesses with the four tests. Where should you focus your preparation?

2. What are your goals concerning what score you are aiming to earn? How reasonable are your goals when compared to your effort? Be honest with yourself.

3. Be sure to check the websites of the schools you are interested in attending to be sure of the required scores and latest date scores can be sent.

Feel free to add any additional ideas or items to this list. Please look at pages 1-24 of The Real ACT Prep Guide for any additional information you may want to go over.

Break

--After students return from short break inform them that they will complete an abbreviated version of the ACT. This will be a timed practice that will simulate what will take place on June 14. Instructor can determine how much time to commit to this based upon how much time is left in class. Fifteen to twenty minutes for each section should be enough. Let students know that for this practice it is okay to go a little slower than they will on the actual ACT. The purpose of this is to either refresh or introduce them to the test. After completing all four sections students will flip the packet over and check their answers. Spend a couple of minutes going over it and debrief with students how they feel about their results.

Summary

First day of review sessions. Students were given an introduction to the course. Students took an abbreviated ACT Test. Some students are more familiar with the ACT than others so the first day was more about getting everyone on the same page. Day 2 will focus on the Reading Section of the ACT.

Materials for Day 1

PowerPoint of Basic ACT information

PDF of Raw Score Table

PDF of Abbreviated Test with Answer Key

Pages 1-24 provide plenty of background on the ACT and its content

Lesson Title Reading Test

Date 2

Materials/Resources see below__

Content Standard__

EXCELS__

MCNS__

A⁺nticipatory Set

Welcome students back to class and ask them if they can remember the order of the tests on the ACT. Inform students that today we will be working on the Reading Section of the ACT. Let them know that this course will not cover the ACT in order of the tests but in the order that cause students most stress. We will save Math and English for the last week so that material is fresher in their mind when they take the ACT.

As a warm-up, pass out the maze and have each student work to complete it. The purpose of this exercise is to help them focus and eliminate any distractions. The maze should take 3-5 minutes for each student to complete.

Objective (s)

I will be able to develop strategies to help me be successful on the reading section of the ACT.

I will be able to work through the four reading sections of the ACT.

Procedures of Instruction

--Welcome students back for day two. As a way of teaching the reading section of the ACT which requires students to show their understanding and comprehension of 4 different types of reading samples, pass out the short reading on a mystery. Explain to students that success on the ACT Reading section can be attained by attention to detail and vocabulary. This should take about 30 minutes.

--After introductory activity, present PowerPoint on the Reading Section. Be sure to emphasize the different types of material they will be reading. Let them know that the Reading section is checking their understanding and comprehension of each section. Each section will need to be completed in about eight minutes. This should take about 20 minutes to complete.

Break

--Pass out reading sample #1. Students will read and work through the questions. Students will complete and teacher will go over the answers with the class. 40 minutes for the Reading Section and 20 minutes for discussing answers.

Summary

The Reading section was the focus today. The completion of this will be tomorrow.

Materials:

--murder mystery

--Practice Reading Section with answers

--Pages 79-89 of The Real ACT



Lesson Title Reading, Science

Date 3__

Materials/Resources see below

Content Standard__

EXCELS__

MCNS__

A⁺nticipatory Set

Welcome students to class. Check on their motivation. Present short PowerPoint riddles to get their mind ready to work.

Objective (s)

I will be able to compete a reading section of the ACT.

I will be able to explain the tips for success on the Science Section of the ACT.

I will be able to practice portions of the Science Test.

Procedures of Instruction

--After PowerPoint, inform students that they will be taking one more Reading Practice Test and then moving onto the Science Section.

--Pass out the 2013/14 Preparing for the ACT booklet. Turn to page 32. Students may begin working after the instructions are given. Timed for 40 minutes. Students can check their answers on page the top of 57.

Break

Begin the review for the Science section.—Present the PowerPoint on the Science Test—20 minutes

--Pass out the practice Science Practice. Students are to work on the Packet either in groups of 2 or individually.

--Discuss answers after forty minutes. Answers can be found on the last page of the packet.

Summary

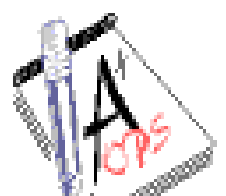
Riddles PowerPoint

Science PowerPoint

ACT 2013/2014 Preparing for the ACT booklet

Packet Science Practice

Pages 98-115 of The Real ACT



Lesson Title 4
Date Science
Materials/Resources see below
Content Standard
EXCELS
MCNS

A⁺nticipatory Set

Welcome students back to class. Present PowerPoint on optical illusions to begin class. Discuss how the illusions were created and how the brain tries to make sense out of what is viewing. This is a good way to begin reviewing the science section—especially the section on differing viewpoints. Ten minutes.

Objective (s)

I will be able to successfully complete the three different types of questions on the ACT Science test.

Procedures of Instruction

After the anticipatory set, review the three main types of items on the Science Test. They are:

- **Data Representation (38%).** This format presents graphic and tabular material similar to that found in science journals and texts. The questions associated with this format measure skills such as graph reading, interpretation of scatterplots, and interpretation of information presented in tables, diagrams, and figures.
- **Research Summaries (45%).** This format provides descriptions of one or more related experiments. The questions focus on the design of experiments and the interpretation of experimental results.
- **Conflicting Viewpoints (17%).** This format presents expressions of several hypotheses or views that, being based on differing premises or on incomplete data, are inconsistent with one another. The questions focus on the understanding, analysis, and comparison of alternative viewpoints or hypotheses.

5-10 minutes

Pass out article on how mummies can impact the study of modern diseases. Students are to read the article and explain in a paragraph or two what the research summaries show as well as what conflicting viewpoints there are in the article. The purpose of reading the article is to help them recognize what type of information will be on the ACT.

Break

After returning from break, students will complete one more science practice test. Pass out the testu practice test. Give them the allotted time to work and pass out the answer sheet to go over answers.

Summary

Science section

Materials:

PowerPoint

Mummies and medicine article

Testu practice science test

Pages 98-115 of The Real ACT



Lesson Title Essay section/English Grammar

Date 5

Materials/Resources

Content Standard

EXCELS

MCNS

Anticipatory Set

Welcome students back to class. Review article from the day before as a way to refresh their minds on conflicting viewpoints that are part of the science section of the ACT.

Objective (s)

I will be able to construct a detailed three paragraph essay for the writing section on the ACT.

I will be able to recognize the most common errors on the English section of the ACT.

Procedures of Instruction

After welcoming students and reviewing the science for a few minutes, pass out the 2013/2014 Preparing for the ACT booklets. If students are holding onto them, have them get them out. Let them know that the first part of today's session focuses on the writing section.

Students and teacher will go to page 61 of the booklet and read and discuss the information on that page.

Emphasize with the students that the ACT Writing measures their ability to present one side of an issues in an organized clear manner. A strong thesis, supporting evidence and proper grammar and punctuation are essential to a high score. Students must also explain why the opposing point of view is not as strong an argument. All in thirty minutes.

Explain that they should take 10 minutes to plan and twenty minutes to write a strong essay. Three strong paragraphs will be sufficient if they follow the instructions above.

On page 61, have students read the differences (you can go over them if you choose) between a "6" essay and a "2" or "3" essay. This should take 10 minutes, give or take.

Have students go to page 53. Read the instructions. Pass out some lined paper. Turn the page to 54. They are to begin working quietly. Time them for thirty minutes. At the end of thirty minutes, collect essays. Grade them tonight and hand them back with a grade of 1-6 tomorrow.

Break

After the break, explain to the students that we will now focus on the English section. Pass out some notebook paper if students do not have any of their own. Present the PowerPoint on English. This presentation goes into great detail. Students should take some notes on the types of errors and how to avoid them. They will need these notes for Monday when we will practice the English section in depth. This PowerPoint should take the rest of the session.

Summary

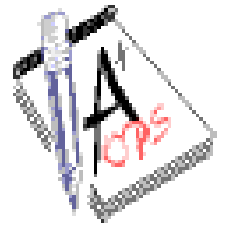
Materials

2013/2014 Preparing for the ACT booklet

English Test Tips PowerPoint

Pages 25-35 and 120-144 of The Real ACT

Daily Planning Guide



Lesson Title English
Date 6
Materials/Resources
Content Standard
EXCELS
MCNS

A⁺nticipatory Set

Welcome students back. Pass back graded Writing prompts and discuss grades. Have students reread their essays and assign their own grade and compare to the one given by the instructor. Fifteen minutes or so.

Objective (s)

I will be able to complete practice sections of the ACT English section.

I will be able to use the tips and practices learned Friday on the English section.

Procedures of Instruction

After going over the Essay section, inform students that today will focus on the English section. They will take two practice tests. One will be with the notes they took on Friday. The second will be without the use of notes. Students will grade each to look for improvement.

Pass out the practice English Test. Students will have 45 minutes to work on this. Thirty five minutes to complete all sixty items and ten minutes to grade and go over answers.

Break

Following the break, pass out the 2013-2014 Preparing for the ACT booklet. Students will turn to page twelve and begin working. They have 45 minutes to complete all 75 items. When finished they can turn to page 56 and check their answers.

Summary

Finished English section.

Materials

English Practice test—60 items

2013-2014 Preparing for the ACT booklet

Pages 25-35 of The Real ACT