

Using the College EduGuide in Your Classroom Lesson Plan Activities for English as a Second Language

This resource package includes:

- Lesson objectives
- Lesson activities
- Listing of skills associated with each activity
- Support materials including:
 - A journal question
 - Vocabulary
 - A graphic organizer
 - Dialogues
 - An evaluation rubric
 - Reference to an on-line quiz

This lesson is designed to support language development. It will be of particular interest, and a source of authentic learning, to ESL students who plan to attend college in the near future.

Reference: "The top 5 factors for college success" (p. 5) 2008 EduGuide

Lesson Objectives:

1. Students will think and write about college, what they'd like to study and what college life might be like.
2. Students will think and talk about what it takes to be successful in college.
3. Using the visual and graphic elements on page 5 of the College EduGuide, students will anticipate the information they are likely to get by reading the page.
4. With or without vocabulary support, students will take the college success quiz.
5. Students will identify goals that will help them be more successful in college.
6. Students will set their own goals for success. They will complete a graphic organizer and set dates for achieving college success goals.
7. Students create a dialogue based on the college success quiz.
8. In the future, students will report on their progress toward these goals.

Lesson - The top 5 factors for college success

This lesson can be adapted for any level of ESL student but the activities, as presented, would be best for intermediate or advanced-level ESL students.

Activities

A: Creating a Context for Understanding

Skills: Writing, Critical Thinking, Speaking (optional)

Journal Entry

- At the start of the class, students write a short journal entry on the following question:

What do you plan to study at college?

What questions do you have about life on a college campus?

- Option: Students may share their thoughts verbally with a partner.

B: Pre-reading, full class discussion

Skills: Reading, Critical Thinking, Listening

- Students look at page 5 of the 2008 College EduGuide.
- Ask students to anticipate what this is. See if students can determine, just from the graphic elements on the page, that this is a quiz.
- Based on the headline and graphic elements on the page, ask students who this quiz is written for. Who is the intended audience? What is it about?
- Again, just by observing the page layout, ask students how they expect this quiz to work. What do they expect to get if they decide to take this quiz? Worded another way - Based on what they know about this page

C: Think/Pair/Share

Skills: Writing, Speaking, Listening

- Ask students to think about what a student should do to be successful at college. Each student should come up with three ideas independently and write them down. Depending on the students' levels, students can keep page 5 open for vocabulary reference or close it.
- Next, students share their thoughts with a partner. Together they make a combined list of strategies for success at college.
- Next, students share their ideas with the whole class. A class list of strategies for success is generated and recorded for future reference – on the black board, on a computer and projected on a screen, on chart paper etc.
- As students share ideas, teacher should note new vocabulary words on the board as well. These words can be added to students' word lists later in the lesson. Many of them will be reviewed through the lesson and reinforced with activities that follow.

D: Take the Quiz

Skills: Reading, Writing

- Students take the quiz. If necessary, they can use the vocabulary list to support their comprehension. (Appendix 1)
- Students tally up their scores.
- Students identify one or two goals on which to focus.
- Students write down their goal(s) in the goal planner worksheet (Appendix 2)

E: Create a Dialogue

Skills: Reading, Writing, Listening, Speaking, Critical Thinking, Application of Knowledge

- Students choose from the list of suggested dialogues. (Appendix 3)
- Evaluation criteria are discussed with students before work begins. (Appendix 4)
- Students prepare their dialogues with a partner.
- Students present their dialogues orally to the class.
- Option: Students in the class give constructive feedback and/or ask questions of the presenters. Presenters could also ask questions of the class to check for understanding.
- Teacher evaluates dialogues using the evaluation rubric (Appendix 4)

F: Follow Up - Connecting the College Success Quiz to Real Life

Skills: Writing, Speaking, Application of Knowledge

- Using the goal planner worksheet, students set deadlines for their goals (Appendix 2.)
- As part of a one-on-one verbal interview with the teacher, students could report on the progress they have made toward their goals. Once students have achieved goals, they could share their accomplishments

G: Online Supplement

Skills: Reading, Computer literacy

- If the technology is available to students, they can go to the website by following the link on page 5 (Want better results?).
- Students can navigate to the College Success quiz and try a more detailed quiz that will give them personalized results and a list of goals they can save.

Vocabulary: Page 5, College EduGuide (2008)

Academic Advisor/Adviser (both spellings are accepted in English): a person who helps students plan their courses at college. Like a high school guidance counselor, this person talks to students and reviews their progress toward graduation.

Balance (on a credit card): the amount of money that you owe to the credit card company. If the balance is more than \$0.00, it means you are in debt to the credit card company and you must pay them the money you owe.

Campus: the college grounds; the collection of academic buildings, student residences and facilities that, together, make a college.

Combed: v. to comb: in this context, it means to look very carefully for something.

Financial aid: money from the government, a bank or a college that pays a student's tuition and living expenses. Financial aid can be in the form of loans (money the student has to pay back), grants (money that the student gets but does not have to pay back), scholarships (money that a student gets based on academic or athletic ability), or work/study (money that student earns by working for the college.)

Freshman year: the first year of college. The second year of college is called the *sophomore* year. The third year is called the *junior* year. The final or fourth year is called *senior* year.

IM: an acronym that stands for Instant Messaging – text-messages sent via computers in real time.

Monitor: to watch carefully.

PDA: an acronym that stands for **P**ersonal **D**igital **A**ssistant. Examples of PDAs include products such as the BlackBerry and the PalmPilot – small, hand-held computers that help people organize addresses, deadlines and meetings, surf the Internet, and send email.

Poetry reading: an event for people who enjoy hearing poetry read aloud. At college, poetry readings are common for artistic students, often those who study English. They're usually intimate gatherings, often held at coffee shops.

Residence advisor: at college, students often live in dormitory rooms, also called residences. These are apartment-style buildings where many students live on the college campus. A residence advisor is a trained adult, often an older student, who lives in with students in residence. He or she helps students solve problems.

Staffer: a member of the staff; someone who is employed by the company. In this context, someone who works in the residence.

Setting Goals for College

After you complete the College Success Quiz on p. 5 of the 2008 College EduGuide, use this table to make a plan for achieving your goals. The example shows how to set goals and deadlines. After you complete this table, don't just forget about it. Come back to it. Tell your teacher about your progress.

Goal	Steps	Deadline
<p><i>Eg. I will volunteer to tutor a younger student in math this week and plan a regular tutoring schedule.</i></p>	<ol style="list-style-type: none"> 1. <i>Talk to my math teacher. Ask if she knows of younger students who need help in math.</i> 2. <i>Set up a meeting with my teacher and the student. Talk about what I can do to help the student.</i> 3. <i>Set up a tutoring schedule.</i> 4. <i>Track my hours. Add this to my college application.</i> 	<p><i>Talk to math teacher today. Set up meeting for next week. Start tutoring next week.</i></p>

Preview - Not For Distribution

Appendix 3
Dialogues

These dialogue suggestions are based on the Top 5 factors for college success quiz on p. 5 of the 2008 College EduGuide. With your partner, choose a topic. Before you begin, review the evaluation criteria.

Topic 1

Student 1: A high school senior, touring the college she hopes to attend
Student 2: A campus tour guide

On a campus tour, a student asks questions about where to find the health center, the writing center and the financial aid office. The tour guide shows her these places and answers her questions about the kinds of services students can get at each office.

Topic 2

Student 1: A student who needs to improve his study skills.
Student 2: The student's favorite teacher who has agreed to give him some good advice about organization and study skills.

After class, a student meets with his favorite teacher to talk about study skills. The student is planning to attend college next year, but the teacher is worried that his lack of organization and poor study habits will hold him back. The teacher gives some good advice about organization, how to plan his schedule and how to set goals for success.

Topic 3

Student 1: A college student who is failing her English class.
Student 2: A residence adviser.

On a Saturday night, a student is crying in her dormitory room. She is failing English and wants to do better but she doesn't know what to do. Passing by her room, the residence adviser hears her and knocks on the door. Together, they have a conversation about how to improve the student's grades.

Evaluation Rubric for College Success Dialogues

Criteria/Points	1	2	3-4	5
Critical thought and organization of ideas	-dialogue demonstrates limited critical thought about the topic -the conversation is unrealistic -dialogue lacks logic, is disorganized and difficult to follow	-dialogue demonstrates some critical thought about the topic -the conversation is realistic at times -dialogue is somewhat logical, organized and sometimes easy to follow	-dialogue demonstrates considerable critical thought about the topic -the conversation is realistic -dialogue is logically organized and easy to follow	-dialogue demonstrates superior critical thought about the topic -the conversation is realistic and goes beyond the scope of the topic -dialogue is very logical, organized and easy to follow
Speaking (Student 1)	-student speaks with limited confidence and clarity -pronunciation lacks clarity -student makes many errors that interfere with the audience's ability to understand the meaning	-student speaks with some confidence -pronunciation is fair -student makes a few minor errors and/or a few that do interfere with the audience's ability to understand the meaning	-student speaks with considerable confidence -pronunciation is good -student may make a few minor errors that do not interfere with the audience's ability to understand the meaning	-student speaks with confidence -pronunciation is excellent -student may make one or two minor errors that do not interfere with the audience's ability to understand the meaning
Speaking (Student 2)	-student speaks with limited confidence and clarity -pronunciation lacks clarity -student makes many errors that interfere with the audience's ability to understand the meaning	-student speaks with some confidence -pronunciation is fair -student makes a few minor errors and/or a few that do interfere with the audience's ability to understand the meaning	-student speaks with considerable confidence -pronunciation is good -student may make a few minor errors that do not interfere with the audience's ability to understand the meaning	-student speaks with confidence -pronunciation is excellent -student may make one or two minor errors that do not interfere with the audience's ability to understand the meaning
Language: Grammar/ Vocabulary	-sentence structure rarely correct -dialogue incorporates one or two new vocabulary words	-sentence structure sometimes correct -dialogue incorporates 3 or 4 or new vocabulary words	-sentence structure usually correct -dialogue incorporates 5 or more new vocabulary words	-sentence structure always correct -dialogue incorporates 5 or more new vocabulary words