**Lesson Plan: Know Before You Enroll Tip Sheet for pre-HSE Students**

**CUNY Fundamentals Career Kit Unit Unit 3 Section 7.3**

**(TABE 11/12 Focus)**

**Objectives:**

* Students will learn how to use text support features to access complex text.
* Students will practice paraphrasing text using categorization.
* Students will write a letter of advice that includes categories of advice based on paraphrasing activity.
* Students will answer TABE-like questions about the text for TABE practice.

**Rationale:**

Students struggle with using text-based information in writing. They are often required to read complex text and then respond to a writing prompt based on the text. Student would either provide a claim offering text-based support (Argumentative Essay), or present information around a theme or topic (Informational Essay). The challenge for many students is to be able to read the supporting texts and then use the information without engaging in plagiarism or lifting whole chunks of text into their writing such that it is difficult to tell their thinking versus what the text said explicitly. One of the ways to help students manage this problem is by teaching them how to paraphrase the information in the text. The purpose of this unit of study is to facilitate students’ ability to paraphrase using text support features and categorization as strategies to marshal the information.

**Activity One: Introduction 15 mins.**

Materials: Paraphrasing Handout

1. Tell participants that one of the activities in the segment requires students to paraphrase information provided in the text and write a letter of advice based on the information they read.
2. Introduce the concept of paraphrasing by asking participants to develop a list of what one needs to do when paraphrasing.
3. Have participants compare their list with an already developed list.
4. Encourage participants to discuss differences and similarities between their list and the pre-made list and then come to consensus about what paraphrasing means to them.

**Activity Two: Annotating the Writing Prompt**

Materials: Copy of the Writing Prompt

Imagine that your nephew/cousin/friend is planning to enroll in a job training program. Write a letter of advice, explaining what they should do to make sure they choose a high quality program that will help them meet their career goals. In your letter, make sure to use and explain the best pieces of advice you learned from the reading.

1. Tell participants that the objective of the paraphrasing activity is to be able to write a letter of advice using information from the reading to develop ideas.
2. Annotating the prompt gives students a purpose for reading – to find advice points to put in the letter.
3. Review use of annotating highlights: key ideas, questions, surprises, unknown vocabulary/terms, interests.
4. Pass out the prompt to the students. Tell students to work in pairs to read the prompt and annotate (based on previous lesson) the prompt for key ideas.
5. Guide students to annotate “letter of advice”, “explaining”, “choose a high quality program”, “help them meet their career goals”, “use and explain the best pieces of advice”.
6. Ask students what is important about these terms.
7. Discuss with students the part of the prompt that states: “make sure to use and explain the best pieces of advice learned from the reading.”
8. Participants determine what they would need to know and be able to do in order to respond the question.

**Activity Three: Reading and Annotating the Text-Support Features**

Materials: Copies of the article

1. Review text support features with students by providing a matching activity.
2. Ask participants to identify text support features in the text and talk about how these features help them to comprehend/access the text.
3. Guide participants to the title “Know Before You Enroll Tip Sheet”; headings and sub headings (ex. The Issue); bold type; pictures with captions; side bars.
4. Ask participants to respond to the title of the text? Turn title/headings into questions: What to do before you enroll” becomes “What do I need to know before I enroll in a job training program?”
5. Participants jot down ideas on note paper

**Activity Four: Paraphrasing: Categorizing Information**

1. Help students work out the meaning of “categorizing” by using word attack skills. Ask what word do you see in “categorizing”?
2. Guide students to find category.
3. Provide sentences that help participants determine the meaning of category.

Examples:

* 1. Which category does jeans fall into? Formal wear or casual wear?
  2. Hurricane Michael was a category 5 so it was very strong.
  3. The food pyramid has five categories: grains, meat, diary, fruit/vegetable and fats.

1. Explain that one way to paraphrase information is to put them into categories.
2. Ask participants how putting information into categories could help with the writing activity?
3. Guide participants to understand that categorizing the information will give them focal points of advice to include in the letter.
4. Model for students how this looks by paraphrasing the quote next to the picture.
5. Read the quote:

“I saw an ad on TV for a two-year school where I could learn graphic design and threw away $25,000 on a worthless diploma. My credits don’t transfer toward a bachelor’s degree, and the school never helped me get the internships and jobs they promised.

Thanks to the City’s Financial Empowerment Centers, I’m paying back my loans and saving to go to CUNY.”

1. Highlight the key categories of the issue presented.

COST: $25,000

GOALS: LEARN GRAPHIC DESIGN

OUTCOMES: CREDITS DON’T TRANSFER; NO HELP TO GET INTERNSHIP

1. Explain that if you had to paraphrase this article you could say that the writer looked at the issue in three ways: the cost to the person; the person’s goals and expectations; the outcome of the plan.
2. Show how you have paraphrased the information using three categories: COST-EXPECTATIONS-OUTCOMES
3. Participants then put information into categories using graphic organizer (they may use the categories provided or create their own.

**Activity Five: Paraphrasing: In your own words**

Materials: Copies of Article 2; Graphic Organizers

1. Tell students that they are going to try out paraphrasing using the second article.
2. Provide them with graphic organizers, one of which has categories and one of which is blank. Tell students they can either use the pre-determined organizer or come up with their own categories.
3. Have participants work in groups (depending on class size) to categorize the information.
4. **Presentation to whole group: Develop a presentation for the whole group to show how your group categorized the information.**

**Activity Six: Writing the Letter of Advice**

Materials: Copy of the writing prompt; sentence frames; paragraph frames; task specific rubric

Imagine that your nephew/cousin/friend is planning to enroll in a job training program. Write a letter of advice, explaining what they should do to make sure they choose a high quality program that will help them meet their career goals. In your letter, make sure to use and explain the best pieces of advice you learned from the reading.

Steps:

1. Tell participants that they are ready to write the letter of advice based on their reading activity.
2. Review the writing prompt with the students. Guide students to the key terms they annotated earlier: “letter of advice”, “explaining”, “choose a high quality program”, “help them meet their career goals”, “use and explain the best pieces of advice learned from the reading”.
3. Discuss with participants how they may use the categories to develop an appropriate response.
4. Discuss with participants the part of the prompt that states: “make sure to use and explain the best pieces of advice learned from the reading.”
5. Show participants how the categories can become focal points of advice.
6. Provide sentence and paragraph frame to support this process.
7. Provide participants with a task specific rubric so that they can assess their writing.