

# Week at a Glance

## English Language Arts Teachers

### What Students Will Do This Week

Students will dive deep into the basic elements of the short story, especially with understanding and using all the domain-specific academic vocabulary that they need! This week will be fun to teach and interactive for learners, though, because it's full of relevant videos, songs, and hands-on writing. This week also has activities to get students talking with each other about what they're learning (and don't administrators want to see students doing this more and more?).

### What to Print, Copy, and Prepare

- ▶ **Guess My Setting graphic organizer & What Does the Setting Tell Us** handout (Day 1)
- ▶ **Plot handout for "Jack & the Beanstalk" Video & Exit Ticket** (Day 2)
- ▶ **Video of "Jack and the Beanstalk"** located at <https://www.youtube.com/watch?v=sB0UklgJBnI> (Day 2)
- ▶ **Copy of short story (teacher choice) & Summary Map** (Day 3)
- ▶ **Even Songs Can Have a Plot activity** (online choice located at [www.songsforteaching.com/folk](http://www.songsforteaching.com/folk)) (Day 4)
- ▶ **Plot Cartoon handout & Tents for Talking** (Day 5)

### DO LESS GRADING

Why can't students grade their own assignments sometimes? Here's how: Tell students to choose an accountability partner. This partner will help / observe the student as he grades his own paper, and then he initials at the bottom so you (and the kids!) know who looked at it. Instead of switching papers to repeat, have students find a new accountability partner (so friends don't get together constantly and then allow each other to make perfect scores every time). They can turn in their papers, you can glance at them and record the grades, and then that way the kids get immediate feedback and YOU get more time to spend on other things (like going home and being with your family instead of grading more all the time!).

### Struggling Learners, Extension, & Differentiation

Take a look at the "Tents for Talking" activity on day 5. This is a super-simple handout that you print just a few of, like one for each group, and then students use them as they talk about the reading. The "tent" is full of the exact academic terms they need to be using. This is excellent for your English Language Learners because it gives them ways to start speaking confidently about what they're reading. Plus, it keeps students on track with what they're "supposed" to be discussing. For more advanced students, have them help you create the "Tent for Talking" by providing a blank paper for each group and then letting the students work with you to determine which academic words or phrases they've learned that week that should go on the tent.