

Week at a Glance

English Language Arts Teachers

What Students Will Do This Week

The focus this week is on grammatical elements like active and passive voice, participle and gerund phrases, etc. This type of grammar is not taught in isolation; rather, it's embedded strategically within the expository reading and writing unit this week so that students can see what grammar does to help create meaning. When many people think of "grammar" and the technical aspects of active / passive voice and gerunds / participles, their eyes tend to glaze over! But not this week! It's interactive, useful, and pretty darn engaging for you and your students!

What to Print, Copy, and Prepare

- ▶ Group sorting activity (Two options for this in the actual lesson plans); How Meaning Changes handout (Day 1)
- ▶ The Power of the Infinitive Phrase handout; Expository Response (Day 2)
- ▶ Participle Practice; Expository written response instructions (Day 3)
- ▶ Partner/Small group instructions and Exit Ticket (Day 4)
- ▶ "Lou Gehrig's Farewell Speech" located online at <https://www.si.com/mlb/2009/07/04/gehrig-text> and Parallelism That Matters handout (Day 5)

Struggling Learners, Extension, & Differentiation

Even if you've never taught a lot of grammar before (or if you're just not too comfortable with teaching any grammar!), then you'll be able to learn the basics and think critically about what certain aspects of grammar have to do with expository reading and writing this week. It's all embedded with what students are already going to be reading! Don't worry about "knowing more" than your students! For those advanced, high-performing students, teach them that people who understand grammar are able to use words and language in a way to help them get what they want. For students who struggle with grammar, it's OK to step back and simply focus on helping them understand the examples and the meaning behind the text covered this week. You'll see what I mean!

DO LESS GRADING

How many grades does your school require you to have each week or each grading term? It's probably a lot less than you think (you might only need 2 grades each week)! Look through each week's activities and choose only 2 that you will actually grade. It's OK to just stamp or initial other work to show students you ARE looking at it, but give yourself permission to NOT grade more than you have to!

MAKE FEWER COPIES

When you take a worksheet like the Participle Phrases in Famous Books on Day 3 and turn them into small group discussion task cards by just cutting them up and providing one set per group, you're doing 3 good things: 1) Making fewer copies; 2) Making your students talk purposefully about the reading material; 3) Making your students write more since they're recording thoughts on their own paper.