

Week at a Glance

English Language Arts Teachers

What Students Will Do This Week

Students will be reading and writing various types of EXPOSITORY texts throughout this unit. It's like combining elements of informational, non-fiction, explanatory reading and writing all into one unit! This week begins with students learning about what "expository" means through various, original mini-passages, and author's purposes as they uniquely apply to expository styles. If you've never felt comfortable teaching expository reading and writing skills, or even if you're not quite sure what it even means, then this week is perfect because everything is laid out so you can teach these skills while learning alongside your students, too!

Struggling Learners, Extension, & Differentiation

You'll notice that many of the Exit Tickets in this 9 week unit are differentiated for you already. There are typically three questions on a page (like on day 1) and they're all written at varying levels for your different learners. Do you have a wide range of abilities all in one class? Then assign certain Exit Tickets to certain students. Do you have a Pre-AP or Honors class? Then choose the best one for them while using another Exit Ticket question for your other class later in the day, for example. Do you have to show/prove/justify HOW you're differentiating for your principal? Then strategically leave these leveled Exit Ticket questions in a noticeable spot in your room to allow that conversation to happen should it arise suddenly.

What to Print, Copy, and Prepare

- ▶ 7UH[cf]Yg/ '9l dc 'DUggU[Y 'DfUM]W/B chYg\UbXci h (Day 1)
- ▶ 7i hY/ '9l]hH]W_Yhhandoutg(Day 2)
- ▶ 9l dcg]hcfmDUggU[Y '5bU'm]g 'A U]b 'XYU/Exit Ticket (Day 3)
- ▶ 9l hU<UbXci h'GWj Yb[Yf<i bhUMj]hm'9l]hH]W_Yh (Day 4)
- ▶ Gi a a UfmDUggU[Yg/K f]H' Mci f'C k b (Day 5)

DO LESS GRADING

I like to move around the room while students work. I have a little clipboard with me and on it is a seating chart. I jot down "possible" grades as I observe my students working, and I can tell who's really focused, showing their work correctly. Even if a student isn't done, I can go ahead and jot down a 100 if I can tell he's mastered the point of the assignment. Done and done!

MAKE FEWER COPIES

Do you really need to actually print out the Exit Tickets? Or could you simply jot down the question on the board at the end of class or just read the question aloud for your students? If you have a way to project a question or simple activity to a presentation board, could you just display the Exit Tickets or other assignments that way? I love thinking about ways to avoid having to make any more copies than I have to!