Week at a Glance

English Language Arts Teachers

What Students Will Do This Week

Students will learn how to annotate and get closer with their reading this week. It's totally hands-on, and the "Vegetarian" article they'll work with definitely provides a foundation for some interesting class discussion! As students become more aware of how authors write, what the purpose for writing can be, and how they draw in the reader, students will be able to put what they're reading to work for them as writers. Even the Heart Map Partner activity this week is designed to help them take their reading and writing to a whole new level, culminating in writing their own personal narrative (maybe without even realizing it!).

What to Print, Copy, and Prepare

- Annotations / Reader Response handout (Day 1)
- "Vegetarian" article located online at https://www.sbs.com.au/news/comment-i-m-a-vegetarian-quit-asking-why PLUS the Article Comparison handout & the Exit Ticket (Day 2)
- Heart Map Partner Activity (Day 3)
- Rubric (Day 3)
- Which One is More Persuasive handout (Day 4)
- Partner Read-Alouds (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. So for the annotations assignment, I can tell who's really focused, and 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 document camera that projects to your presentation board, could you just display the Exit Tickets that way? I love thinking about ways to avoid having to make any more copies than I have to!

Struggling Learners, Extension, & Differentiation

Students will present their narrative essays to a partner or small group on day 5 rather than just turning them in or reading them aloud to the whole class. Here's why this is an amazing way to hit those "speaking & listening" standards:

Allows shy / quiet students a low-risk way to share their stories aloud

The teacher won't go crazy listening to 25 or 30 read-alouds to the class

Provides a way for *all* students to read aloud in a relatively short time

Students gain ideas about other things they can write about in the future

Opportunity for revision, even after the fact, since they'll notice things reading it aloud they may have missed otherwise

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