These entry tasks are designed to take about 5 minutes so they do not take away from instruction time. They can take longer if they need to or the students are really engaged. All of the tasks are pre-planned about a week to two weeks in advance.

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| **Media Monday**  |
| Students will either read and annotate an article or watch a video about math in the media. On their sheet, they answer some type of question about the media in complete sentences.We have done articles on study habits, historical math problems, math as a career, clips from movies, etc. Students ability and engagement in annotation has increased and they are much more efficient with their annotations and use of time. ***Example:*** |
| **Testing Tuesday**  |
| Students answer a question from the SBAC test. These encompass all types of questions, some are multiple choice, short answer or longer, more involved story problems.Students are able to see the language and vocabulary of the SBAC and get a lot of practice deciphering what the questions are asking them to do. ***Example:*** |
| **Writing Wednesday**  |
| Students complete a two minute power write on some type of visual or question. These are math related visuals, quotes, or questions designed to check in with students on how they are feeling about class. We also will put up a more complicated problem and have students write about how they would solve it and develop a plan to solve, but not necessarily solve.These allow for a lot of student discourse around visuals as well as great practice for students writing. ***Example:*** |
| **Throwback Thursday**  |
| Students complete a problem from a previous unit.These are used to review concepts that are vital for students and also to remind them if certain concepts are coming back in class that week.***Example:*** |
| **Pre – SAT (Friday)**  |
| Students complete a PSAT or SAT practice problem. This is a similar concept to Tuesday, but the focus is purely on SAT problems which can have different language from SBAC questions. Most of these are multiple choice questions. ***Example:*** |

Key components to making this work:

* Collaboration
* Student buy in
* Teacher buy in

Pros:

* Tasks that all students can access regardless of if they were in class the previous day or not.
* SAT prep work.
* Opportunities for conversations with kids that don’t always come up in math.
* Discussions about college and career readiness.
* SAT is now using historical documents and science and math documents in their reading questions and this provides an opportunity for students to practice technical reading.
* Each task allows students to analyze and increase their capacity to engage with questions that they might be unfamiliar with at first.
* Does not take away from instruction, use a timer to keep class on pace.