

**Sub Plans for:** *Date*

Thank you for subbing for me today 😊. I will leave you will as much detailed information as possible regarding my students, discipline plans and lesson plans.

**Students:** There are 21 students. I have a support teacher, \_\_\_\_\_, who is there to

**Assistant:** \_\_\_\_\_ **will be in the room to assist during content until 9:30.**

**Seating:** Please see the seating chart. The tables are labeled with student names are each table is the name of a science vocabulary word: mimicry, instinct, hibernation, migration, and camouflage.

**Helpers:** Some students that may be great helpers if you have any questions are \_\_\_\_\_ and \_\_\_\_\_.

**Materials:** All materials are in the box on my desk. They are labeled for each activity. The materials for small reading groups are on the kidney table.

**Discipline Plan:** Please notice the star chart on the wall. The students move their name up or down based on behavior you notice. If the student moves his/her name up, they write their name on a slip and put it in the star bucket on my desk. If a student moves his/her name down, they have the chance to earn the chance to move their name back up throughout the day. Students also have the opportunity to earn team points throughout the day. On the white board in the front of the room, there are team names and tally marks. If a team is on task and following directions, feel free to award points. If a team is not working well together, you may take away a team point. For any major behavior issues (fighting/bullying), please seek immediate assistance from administration.

**Here are the plans:**

**8:35: Student arrive.**

Please have students take out their homework. Remind them to make their lunch choice (on the tables). They may read quietly.

**8:45:** Bell rings. Make sure students all make their lunch choices (write on the paper).

Please send 2 students to the office to turn in the attendance/lunch count.

## 8:50-9:45: Science

Pass out the classification worksheet (2 sided). Explain that they will be classifying the dogs and then birds into different groups. They may use each dog/bird MORE THAN ONCE. They should work with a partner (person next to them).

9:25ish: Pass out the "Science Review" packet. Have students work with their same partner to complete the packet. Explain that there are some questions that require them to take notes or complete a sentence. Please help students as needed.

## 9:50-10:50:

**Specials** Today is day 6. Please take the students to art.

After specials, please take the students on a bathroom and water break. Use the bathroom in the cafeteria. Miss Smith will be there as well.

## 10:55-12:15: Math

Part 1: 10:55-around 11:10

Number bonds! Please have students work independently to complete the number bond worksheet.

Part 2: 11:20-12:05

Students will work in groups and go to three different stations. Students should spend about 15 or 20 minutes at each station (use the bell to ring to rotate stations). At one station, students will independently on rounding numbers. Please make sure that students are using their charts and number lines. At another station, students will work on word problems. At the last station, students will practice completing rounding numbers within a number (worksheet is with materials and labeled). The groups and their rotations are as follows:

<b>Group Members</b>	<b>First Station</b>	<b>Second Station</b>	<b>Third Station</b>
Group 1	Rounding Practice	You	Word Problems
Group 2	Word Problems	Rounding Practice	You
Group 3	You	Word Problems	Rounding Practice

Part 3: 12:05-12:15

Please select a student to lead calendar math. Students should be seated on the rug in front of the calendar. The students will discuss the day's date and determine the next shape in the pattern. Then, students will work together to add money to the daily depositor (today is the 16<sup>th</sup> day of school, so \$16 will be added to the current total of \$120).

**12:15-12:45: Lunch** Please line the students up and take them to lunch.

**12:45-1:15: Recess** Please pick the students up from the cafeteria and take them to recess.

**1:15:** Please come in from recess in the center doors by the kindergarten playground. Have students get a drink and use the bathroom.

**1:20:** Literacy Rotations. See the chart below for the order that each group will follow:

**SEE DETAILED TEACHER INSTRUCTION PLANS FOR EACH GROUP!**

## Literacy Rotation Chart with Times and Where Students Should Be

1:20-1:40	1:40-2:00	2:00-2:40
Teacher Instruction YOU: <u><b>Reading Group 1:</b></u> Student names here	Word Study & Written Response to Text: Students work at their desk	Literacy Station
Literacy Station <u><b>Reading Group 2:</b></u> Student names here	Teacher Instruction:	Word Study & Written Response to Text: Students work at their desk
Word Study & Written Response to Text Students work at their desk <u><b>Reading Group 3:</b></u> Student names here	Literacy Station	Teacher Instruction:

# Teacher Instruction Small Reading Groups

## Reading Group 1

1:20-1:45

Student Names HERE

- Pass out the passage, *Do You See a Katydid?*
- Point out the numbers on the side of the passage and explain that they are paragraph numbers
- Ask the students the following questions:
- Do you think this story is fiction or nonfiction? Why?
- What does the title tell you about the passage?
- Choral Read the passage with the students.
- When finished have students partner read the passage
- After that go through each question on the sheet and complete **together!**

**Teacher Instruction Small Reading Groups**  
**Reading Group 2**  
**1:45-2:05ish**  
**Student Names HERE**

- Pass out the passage, *Do You See a Katydid?*
- Point out the numbers on the side of the passage and explain that they are paragraph numbers
- Ask the students the following questions:
  - Do you think this story is fiction or nonfiction? Why?
  - What does the title tell you about the passage?
  - Choral Read the passage with the students.
  - When finished have whisper read the story again to themselves.
- Pass out the questions and complete **independently!** (Support as needed)

# Teacher Instruction Small Reading Groups

## Reading Group 3

2:10-2:30ish

Student Names HERE

- Have students sit with their group on the rug.
- Pass out the passage, *Do You See a Katydid?*
- Point out the numbers on the side of the passage and explain that they are paragraph numbers
- Ask the students the following questions:
  - Do you think this story is fiction or nonfiction? Why?
  - What does the title tell you about the passage?
- Have students read the story TWICE with a partner from their group
- Pass out the questions and complete **independently!** (Support as needed)
- If they finish, have *Matilda* books ready for independently reading chapter 4.

When finished ring bell and have students return to their teams.

2:35: Grammar proofread: Pass out the sentences and have students correct the mistakes (see the example)

2:45-2:50: Interactive Read aloud: Please read the beginning of *Saving Our Animal Friends*.

2:50: Have students finish partner reading *Pop's Bridge* pages \_\_\_\_ - \_\_\_\_ in their HMH anthology book.

3:05: Begin writing. Pass out graphic organizer for their narrative to add details.

3:30: Pack up, pass out homework sheet

3:35: Bell will ring. Please wait for the announcements for each bus to be called. See the attached bus list.

I hope you had a great day 😊.

Notes: