Guest Teacher Plans

for Mrs. Henry

Grade 4

Good morning! Welcome to my room. I am so happy you are here today; I hope you enjoy your day with my class.

If you need assistance, please contact:

Some notes about my students to get you started:

* (include student helpers, students who made need extra help, etc.)

Throughout the day, these students will receive extra help:

* (include student, time and tell if they will receive push-in or pull-out services)

These students have behavior plans that will need to be completed throughout the day:

* (include student names, special notes about reports and where the guest teacher can find the reports)

Groupings

* (include small groups for reading, math, etc.)

Here is our class schedule:

* (be sure to include restroom breaks, pack-up times, etc.)

Below we have written directions for the activities we have created. You might need to make changes depending on your classroom.

**MATH –**

The Answer Is… Math Task Cards

Begin by giving students an example. Tell them the answer to the first problem will be $13. Show them that the problem might be: I am buying three items at the store. They cost $3.24, $4.78 and $5.04. About how much money will I spend? (Round to the nearest dollar.) Have students get in their math groups. Give each group 2 answer cards. Students will then work together to create a word problem that matches each answer. Have each group create four problems.

Factors

Use the large, red number cards. Begin with an example. Give one student the number 12 and other students numbers 1 – 11. Have the class work together to identify the factors of 12. (The factors of 12 are: 1 & 12, 2 & 6, 3 & 4.) Continue this activity with other numbers.

**Independent Practice** Give students the factor practice page. Please collect when finished.

**READING**

We begin our reading workshop with a mini-lesson. Today you will read \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ aloud. For read alouds, I have students gather \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. When you have finished reading, model completing the fiction graphic organizer. Ask students to identify the main character and setting. Record the answers and draw a picture to match. I would like this graphic organizer to be the model for students so they know what is expected of them. After the graphic organizer is completed, have students get their baggie books and find their reading spot. (\*Their spots are labeled with an index card, each card has a student’s name and picture.) Students who do not stay in their reading spot, should be sent back to their seat during independent reading.

Here are our guidelines for independent reading:

* students should be reading the whole time
* students should stay in their spot

**WORD WORK**

Prefixes & Suffixes Today students are reviewing prefixes and suffixes. Begin with a reminder that prefixes come before a word and suffixes are added to the end of a word. Give each student a card. Have them find their match. Once they find their partner, have them brainstorm words that contain their prefix or suffix. Share with the class. Students should then record their word and write a sentence using their word.

**WRITING**  
Writing Prompts: Students will write a persuasive paragraph matching the prompt. Before beginning, discuss that a paragraph should have an introduction, conclusion and at least three supporting details.

Here are our guidelines for independent writing:

* students should be writing the whole time
* students should stay in their spot
* quiet conversations are ok, as long as they are about writing

Thank you so much for being a part of our room today! I appreciate all you have done. If there are any concerns you believe I should address tomorrow, please leave me a note below.  
Thanks again!