Guest Teacher Plans

for Mrs. Henry

Grade 1

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 – Number Families**

Review fact families – give students an example on the board. If students do not remember the concept after your initial introduction, please complete additional examples together.

Here is an example of a fact family:

3 1 4

3 + 1 = 4 4 – 3 = 1

1 + 3 = 4 4 – 1 = 3

**Whole Group Activity** You will be using the large number cards for this activity. These cards have a red border and contain one number per card. Choose three cards that will create a number family (such as 2, 4, 6.) Give three students the cards and have them stand in front of the class. Have the class work together to find the four facts.

**Small Group Activity** Place students in small groups according to the math group list. Give each group a set of 8 math fact family cards and a recording page. (These are the smaller cards with a red border.) Students choose a card and create the coordinating fact family.

**Independent Practice** Give students the number family practice page. They should independently record the fact families. Please collect when finished.

**Time Filler** If you need a time filler throughout the day, you can use the large number cards with the red border. Give students a card. Have the students get in order from smallest to biggest. Or, use only the even cards to have students practice counting by twos.

**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**

**Group Activity** Give each table one word family page. (All groups will have the –at page.) Have the groups keep the page upside down until you give the signal. When all groups are ready, they may flip their page and begin. I like to emphasize that groups who work cooperatively will do the best. I also encourage groups to work quietly, remind students that talking loudly will give away their answers to other groups. Give the groups three minutes to brainstorm all of the words they can to fit the word family. Students should record the answers. When time is up, make a list on chart paper of all of the words that the groups found. Only record words that are real words.

Independent Activity Give each student a page that has four word families. Instruct students to list three words for each word family.

**WRITING**
Writing Prompts Begin by modeling how to complete a writing prompt with students. The sample prompt is: What are these friends reading about? Model writing a response that is a complete sentence. It might be something like: These friends are reading about rainbows. Have students give other possible responses. Model drawing a picture to match the sentence. When finished, give students their own writing prompt. Students should work independently to complete their work. Please collect when finished.

(OR… Work as a class to list possible responses to the prompt. Once students have had an opportunity to share, have them return to their seat and record their answer.)

After the prompt is completed, have students get their writing folder and join their reading group Students who do not stay in their writing spot, should be sent back to their seat during independent writing.

Here are our guidelines for independent reading:

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

**SCIENCE**

Observational Drawing We have been studying birds in science class. Students will be completing an observational drawing of a bird’s nest today. Place the nest in the center of the science table. Have students take turns looking at the nest. Students should use a pencil to sketch what they see. Encourage them to include labels.

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!