Guest Teacher Plans

for Mrs. Henry

Grade 5

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 –**

Building Numbers – Large, Red Number Cards

You will have students use the number cards to build numbers. Begin with a simple example. Choose five students to hold the numbers one through five also give one student a comma. Have them work together to form the number 32,154. Continue by giving students larger numbers to build. Also include decimals up to the thousandths place.

Standard & Word Form Match Give each small group a set of cards. Students will work together to match the cards. When finished, have students choose eight matches to record on their practice page.

**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**

Synonyms & Antonyms This activity contains four cards for each set containing three synonyms and one antonym. Students work together to determine the three words that have the same meaning and the one that does not fit the group. Have students record their answers on the recording page.

 **WRITING**
Be The Expert Begin by encouraging students to create a list of things they could be experts at. Record their answers on the chart paper on the easel. If students need help getting started, suggest different sports, hobbies and animals. Once students have had the opportunity to share, tell them they are going to be the expert to teach younger students in the building about their topic. Give each student a graphic organizer to plan their writing. When finished, have students turn their thoughts into a paragraph on the writing paper.

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!