Guest Teacher Plans

for Mrs. Henry

Grade 6

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 –**

Comparing Numbers – Large, Blue Number Cards

You will have students use the number cards to build numbers and then symbols to compare the numbers. Begin with a simple example. Have two students stand at the front of the room holding the numbers 5 and 7. Have a volunteer find the correct comparison symbol and stand between them. After practicing, give students more challenging numbers to form.

Teachers: (make a list of example numbers here)

**Unit Rate Problem Solving Cards** Give each group a set of cards and recording pages. Instruct students to choose four problems to complete on their recording page. They must show all of their work.

Teachers: this activity can be cooperative or independent, please note here

**Measures of Central Tendency Cards** Give each group a set of cards and recording pages. Instruct students to choose four problems to complete on their recording page. They must show all of their work.

Teachers: this activity can be cooperative or independent, please note here

**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 instructional text graphic organizer. After the graphic organizer is completed, have students work on independent reading. Here are our guidelines for independent reading:

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

**WRITING**  
Convince Me Students will choose one of the writing graphic organizers. They will then fill in the support for their argument. When finished, students should write a paragraph using their graphic organizer.

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!