**Sub Plans**

*Hello!*

 *Thank you for helping to cover my class today. Below is an outline of my classroom routines and procedures, as well as a schedule for up to 3 days of instruction. All worksheets can be found in my Pink Sub Folder or Sub Plans Drawer.*

*My classroom behavior interventions include the students’ individual star charts, which are located at their seats.*

* *If students earn stars, they can earn a sticker.*

*This system has shown to be effective for my students. Please use this system to motivate my students to behave throughout the day. My TA and aides can answer any questions you may have in regards to this practice.*

**Schedule:**

**8:30 –** Meet students in the cafeteria for arrivals. Please lead the students to the classroom once they have all arrived.

**8:40 –** By this time, the students should be at the classroom unpacking and having breakfast.

\*Ms. Lilly will call the students one by one to the cubbies.

\*Ms. Kelli will handle the folders and homework.

Please begin the day by following the schedule on the next page. The students are acclimated to this schedule and know their routines. If necessary, please have my TA remind the students of our rules and expectations for the day.

*The students also receive related services (OT/PT/Speech/Counseling) each day. The schedule is located next to our general schedule behind the classroom door.*

**8:50 – 9:20 – SPECIAL AREA CLASSES/PREP**

At this time on **Mondays, Wednesdays, and Fridays**, the students have Adaptive Phys Ed in the APE gym. Please walk the students to the APE gym.

At this time on **Tuesdays and Thursdays**, the students have Music Therapy and Art Therapy. Please walk the students to the Music and Art classrooms. The half groups are listed on the wall behind the classroom door.

**9:25 – 9:55 – Writing**

**Day 1:**

* Please allow the students to complete the “Narrative Writing Activity” organizer.

**Day 2:**

* Have the students use the “Narrative Writing Activity” organizer to write their Narrative story in their ELA notebook.

**Day 3**

* Please have the students complete a Freewrite in their ELA notebook. It should be at least 5 sentences or more. Please remind them to use proper capitalization and punctuation.

*\*\*Back up activity – Write a story that takes place during a rain storm (worksheet).*

**10:00 – 10:30 – Math**

**Day 1:**

* Please have the students complete the subtraction worksheet.
* If they finish the worksheet, they can work in their Black Binder.

**Day 2:**

* Please review Math fluency facts using the flashcards from the Math center. There are cards for each operation. The students practice with these cards weekly and know how to work in small groups.

**Day 3:**

* Please ask my TA or aide to take a math worksheet from the sub plan drawer in my classroom.
* If they finish the worksheet, they can work in their Black Binder.

**10:30 – 11:00 – Reading**

**Day 1:**

* Please choose a book from the classroom library to read aloud. Use this book to introduce “Text Questioning” as a strategy to the students. (See corresponding worksheet)

**Day 2:**

* Use the book from the day before to have the students complete the “Text Questioning” worksheet.

**Day 3:**

* Please have the students choose a book from the library to read independently. Have them write a summary of the story in their ELA notebook. *(\*Some students may need support with decoding. My TA can direct you to these students, but they should try to sound out the words on their own.)*

**1100 - 1200 – LUNCH**

**12:00 – 12:30 – Black Binder Time**

*Each student has a black binder with leveled worksheets to support their individual goals.*

**Day 1:**

* Please have the student complete 2 pages of work in their black binder.

**Day 2:**

* Please have the student complete 2 pages of work in their black binder.

**Day 3:**

* Please have the student complete 2 pages of work in their black binder.

**12:30 – 1:00 – Science**

**Day 1:**

* Please discuss and allow the students to complete “The Forest” worksheet.

**Day 2:**

* Read aloud the book – *Weather!* (Science Vocabulary Reader). Ask the students about today’s weather then ask them what other kinds of weather or natural disasters they know about (i.e. Blizzards, Hurricanes, Tornadoes, Floods, etc.).
* Have the students write about a time that they experienced any of the natural disasters mentioned previously. They should write at least 5 or more sentences.

**Day 3:**

* Split the students up into 4 groups. Provide each group with one of the Science Vocabulary Readers about a natural disaster.
* Have each group brainstorm a list of ways that they can prepare for the storm (i.e. What will they do? What will they wear? What materials will they need to prepare?)
* After about 15 minutes, each group can present their collaborative list.

**1:00 – 1:30 – Social Studies**

**Day 1:**

* Start the “Respecting Differences” lesson. Follow bullets 1 – 4 on the lesson description. Tell the students to ask their families about their cultures at home if they are unsure. This will help them to prepare for tomorrow’s activity.

**Day 2:**

* Remind the students of the discussion from Day 1. Provide the students with the “Personal Differences” worksheet and have them complete it in pairs.

**Day 3:**

* Read aloud the book – *The Emancipation of Grandpa Sandy Wills* by Cheryl Wills. Ask the students to discuss what they learned from this story. Also, work with the students to discuss what topics they want to learn more about from this story.

**1:30 – 1:40: Mindfulness Meditation/SEL Check-in**

* Have the students take 10 rainbow breaths.
* Ask them about their day and how they are feeling.
* Please ask Ms. Kelli to remind them to complete the required homework assignments (She knows the required assignments for each day).

**1:40 – 2:20 – Center Time/Snack**

* The students can play with any of the following: dry erase boards, paper to draw, their individual playdoh, the dice, puzzles, Connect Four, or other appropriate materials in the classroom. Please split the students into groups and closely monitor the students as they sometimes have difficulties with sharing and personal space.
* Also, allow ample time for clean up, snack, and then to pack up for dismissal.
* Ms. Lilly or Ms. Kelli will call the students by table to grab their snacks.

**2:20 – 2:40 – Pack up and Dismissal**

* Students will be called by table to pack up their materials.
* Have students push in their chairs as you call each table to line up in one line.
* Lead the students to the cafeteria at 2:40

*Thank you in advance for all of your help with my class today! If there are any incidents or concerns please feel free to leave me a note or email me at* *jsullivan2@yonkerspublicschools.org* *.*

*~ Ms. Sullivan*