

Guest Teaching 101 Virtual Facilitation

2022

- 2 **Strategy Catcher** - be sure to collect strategies as they are shared and modeled by your facilitator!

Strategy

Description

Before You Start

An at-home checklist to prepare for your sub assignment

The amount of preparation and info-gathering time you have will depend on when you accept your sub job. In some cases, you may have a lot of time to prepare. In some cases, you may know a day beforehand. In many cases, however, you may have only a morning. **In all cases, it's best to have done some prior preparation. See the lists below**

If You Have a Morning

- Find out the school's start and end time; plan to arrive 30 minutes early
- Confirm the school's address and plan your route
- Check the school's website for a map of the school and locate the front entrance
- Plan your meals
- Plan what you're going to wear
- ... and anything on the "If You Have a Day" list that you have time for!

If You Have a Day Add...

- Prepare and practice an introduction to use during the first few minutes of class
- Research back-up lesson plans
- Practice some "attention-getters" to get the class's attention
- ... and anything on the "If You Have More Time" list that you have time for!

If You Have More Time Add....

- Research the age group that you'll be teaching- their developmental stage and appropriate expectations and activities
- Read about culturally-relevant teaching
- Prepare a "mobile classroom" with extra materials and resources
- Offer to meet/speak with the classroom teacher before their absence

Arrival Checklist

An at-school checklist to prepare for your subbing

When you arrive on campus 30 minutes before the start of the school day, you will have time to prepare. Below is a guide to orienting yourself to the school and your classroom.

Get to Know the School

When you check-in at the office, use the sample checklist below as a guide for what to ask the front office staff, if you aren't offered this information in a welcome packet or orientation.

- How do I get access to my classroom? Can I get a key?
- Is there a map of the school available? Can you show me how to get to the classroom, cafeteria, teacher's lounge, adult restrooms, etc.?
- Where will I find the sub plans/ lessons left behind by the teacher (if applicable)?
- What's the bell schedule?
- Are there any exceptions or special changes in the daily schedule today (assemblies, fire drills, etc.)?
- How and when do I take attendance?
- What are the dismissal procedures?
- How do I call or get-in-touch with the office if I need to?
- How can I get help, if I need it?

Get to Know your Classroom

Take the time to explore the classroom where you will be teaching, and search for clues about how the class functions. Here's a guide for what to look for:

- Sub Plans/Lesson Plan
- Classroom Norms & Expectations
- Behavior & Reward System
- Class Jobs Chart
- Supplies- Paper, Pencils, Pencil Sharpeners, etc.
- Class Library/Books
- Teacher's Editions of Textbooks
- Evacuation Procedures & Routes

You've got support

- Teacher next door
- **Students**
- Office Staff
- Assistant Principal
- Principal
- Dean
- Counselor
- Clinical Aide/Nurse
- Aide/Assistant
- Custodian

Notes:



Pt. II - Starting Class: First Ten Minutes

- Introduction
- Outline your expectations
- Opener/Rapport building activity
- Establish attention signal



THE FIRST TEN MINUTES

Worksheet

What will you do when you greet a new group of students? The first 10 minutes set the tone for the entire day, so make sure you have a game plan before you walk in the door.

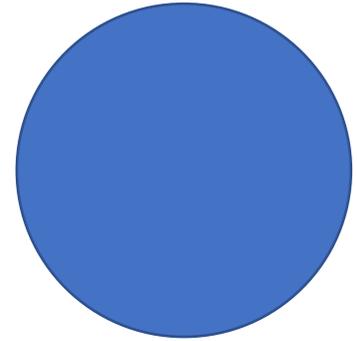
This is also a great area to intentionally improve – spend a few minutes reflecting on your opening(s) at the end of the day and how you might improve it for the next class. What went well? What was helpful to introduce early on? What could you improve? *If you're at a middle or high school, you can reflect/adjust multiple times per day!*

Introduction

What should students call you? What do you want to tell them about yourself? How do you want to kick off the day? Do you want to greet students at the door?

Outline Your Expectations

Set the tone for the day and your expectations for how you will work together. Explain consequences and share your promises to students. This is a good time to introduce and practice an attention getter that requires directions, such as "magic word."



Expectations & Procedures

Expectations

Establishing clear student expectations assists in preventing unwanted behavior and encourages desired behavior. These should be in line with any existing behavior matrix.

1. What are some good examples of setting your expectations for the day/class period

Procedures

A procedure is how the instructor wants something done. It is a method or process for how things are done in an orderly manner in the classroom and schoolwide.

2. What are some good examples of establishing procedure for the day/class period?

Procedures for Students leaving the Classroom

Notes:

- Allow
 - Allow only 1 student at a time to leave.
- Know
 - Know the school policy for signing out of classroom.
- Set
 - Set a limit on the amount of time.
- Note and track
 - Note and track the name & time of return.

ATTENTION GETTERS

Attention getters are simple, (usually) fun methods to redirect students and focus their attention on you, the teacher. Playworks has a great video about attention getters that includes demonstrations of a few common attention getters. Check it out before your first day: <https://www.youtube.com/watch?v=78eiLtQjmss>.

Below are some of the most common attention getters. Repeated use makes attention getters more effective, so stick with one or two each day. Some attention getters need to be introduced so that the students know what to do, while others are intuitive and almost always work without introduction.

Method	Description	Grade Level
<p>Call and Response</p> <p>Needs directions</p> <p>Most students are familiar with call and response, but you need to introduce the phrase (when I say x, you say y)</p>	<p>Teacher calls out the first part of a phrase. Students respond with the second part, and sometimes an action. Here are some variations to try:</p> <ol style="list-style-type: none"> a. One, two, three, eyes on me – One, two, eyes on you (action: students point to teacher) b. Macaroni and Cheese – Everybody Freeze c. Hocus pocus – Everybody focus (action: hands on head) d. Winner, Winner – Chicken Dinner e. F. Hands on Top – Everyone Stop (action: hands on head) f. Alligator, Alligator – Chomp, Chomp (action: hands clapping like alligator jaws) 	<p>K – 5</p> <p>*Note: some teachers report they use “winner, winner” and “class, class” well into middle school and beyond.</p>
Clap Rhythms	Teacher clasp an interesting rhythm, loudly. Students repeat the rhythm back. This keeps alternating back and forth, with slightly more complex rhythms each round, until all students are clapping in response.	K - 12
Drum Rhythms	Same as “Clap Rhythms” except the teacher drums on the desk instead of clapping. This variation on clapping often goes over better with older students.	K - 12
Countdown	Signal: Teacher holds up their hand with all five fingers outstretched and counts down to zero (fist), at which point students should be quiet. Optional: teacher says “give me 5” before countdown, possibly stating each number aloud.	K - 12
Creative Sounds	Teacher uses some creative sound from an instrument to get students attention, some ideas include: rain stick, castanets, doorbell, kazoo, drum.	K - 12

Needs directions for grades 3 and under		
Hand Goes Up	Signal: Teacher raises one hand up high above their head, and the other hand over their mouth. Students then mimic that signal.	K - 5
Knock, Knock	A variation on call and response, the teacher starts by clapping loudly twice and then saying "Knock, Knock." Students should respond "Who's There?" – repeat until quiet and all students respond. Then, continue with the joke – look up a few kid friendly options!	K - 12
Match Me	Teacher speaks in a generally quiet tone, saying "match me" while performing some action. Teacher continues iterating through actions, stating "match me" each time, until all students are mimicking the action, quietly.	K - 12
Quiet Coyote	Signal: Teacher holds their hand up high above their head with their hand in a particular "coyote" formation – middle two fingers and thumb together, pointer and pinky standing straight upright: http://bit.ly/21ATgLx	K - 8
Whisper Voice	Teacher speaks in a very quiet whisper, giving students instructions: "if you can hear me, clap once." Some students will clap. Repeat quiet instructions, modifying slightly, until all students are participating and quiet. You can vary the instructions to students – clapping, snapping, pat your head.	K - 12

THE FIRST TEN MINUTES

Worksheet

What will you do when you greet a new group of students? The first 10 minutes set the tone for the entire day, so make sure you have a game plan before you walk in the door.

This is also a great area to intentionally improve – spend a few minutes reflecting on your opening(s) at the end of the day and how you might improve it for the next class. What went well? What was helpful to introduce early on? What could you improve? *If you're at a middle or high school, you can reflect/adjust multiple times per day!*

Introduction

What should students call you? What do you want to tell them about yourself? How do you want to kick off the day? Do you want to greet students at the door?

Outline Your Expectations

Set the tone for the day and your expectations for how you will work together. Explain consequences and share your promises to students. This is also a good time to review procedures.

Activity to Build Rapport *Note: this could make the opening > 10 min!

Open with a fun and engaging activity. Check out the 'Ways to Build Rapport' resource for ideas. Practice how you'll introduce the icebreaker and provide directions, saying them in your 'strong voice' before class starts.

(Optional) Attention Getter

You may need an attention getter to gather the class at the beginning of the day. Check out the 'Attention Getters' resource and have one at the ready (that doesn't require directions).

Part III: Classroom Management

Through Proactive Classroom
Management
at least 80% of students'
needs are met.

Notes:

Proactive Strategies



¹⁵ Proactive Strategies

Part 3: Classroom Management Strategies

Continue to:

Notes:

- **Build rapport**
- Use attention signals
- Plan transitions
- Remind students of expectations

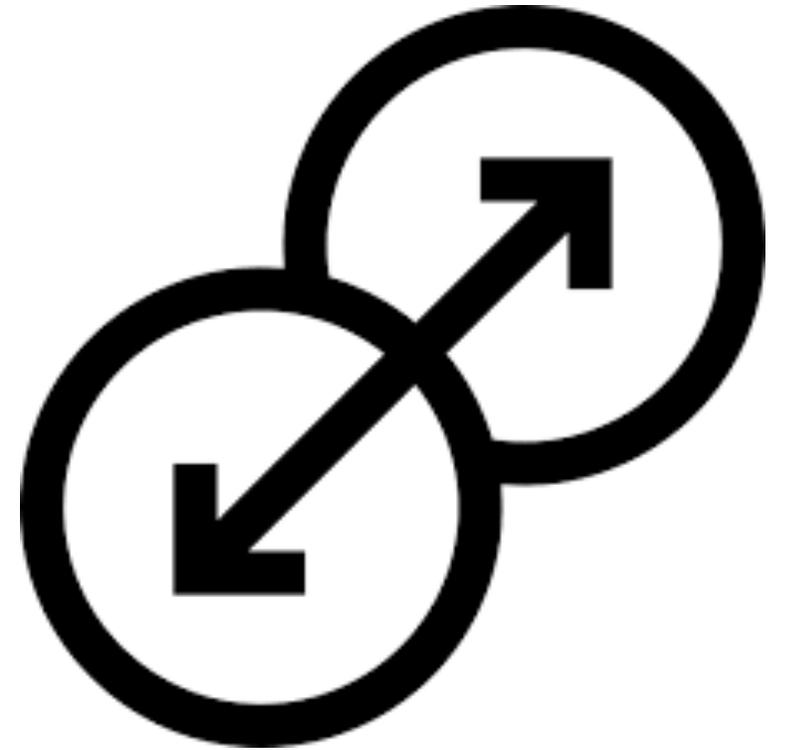
5:1 positive to corrective interactions

- Aim to connect with every student
- Circulate! (not much sitting)
- Show warmth
 - Smile
 - Make friendly conversation
 - Use specific praise
 - Give non-verbal acknowledgment
 - Be silly
 - Be fair

Transitions

- 1) Signal for attention
- 2) Use “in a moment”
- 3) Give your directions
- 4) Use your “go” signal
- 5) Observe & guide

Notes:

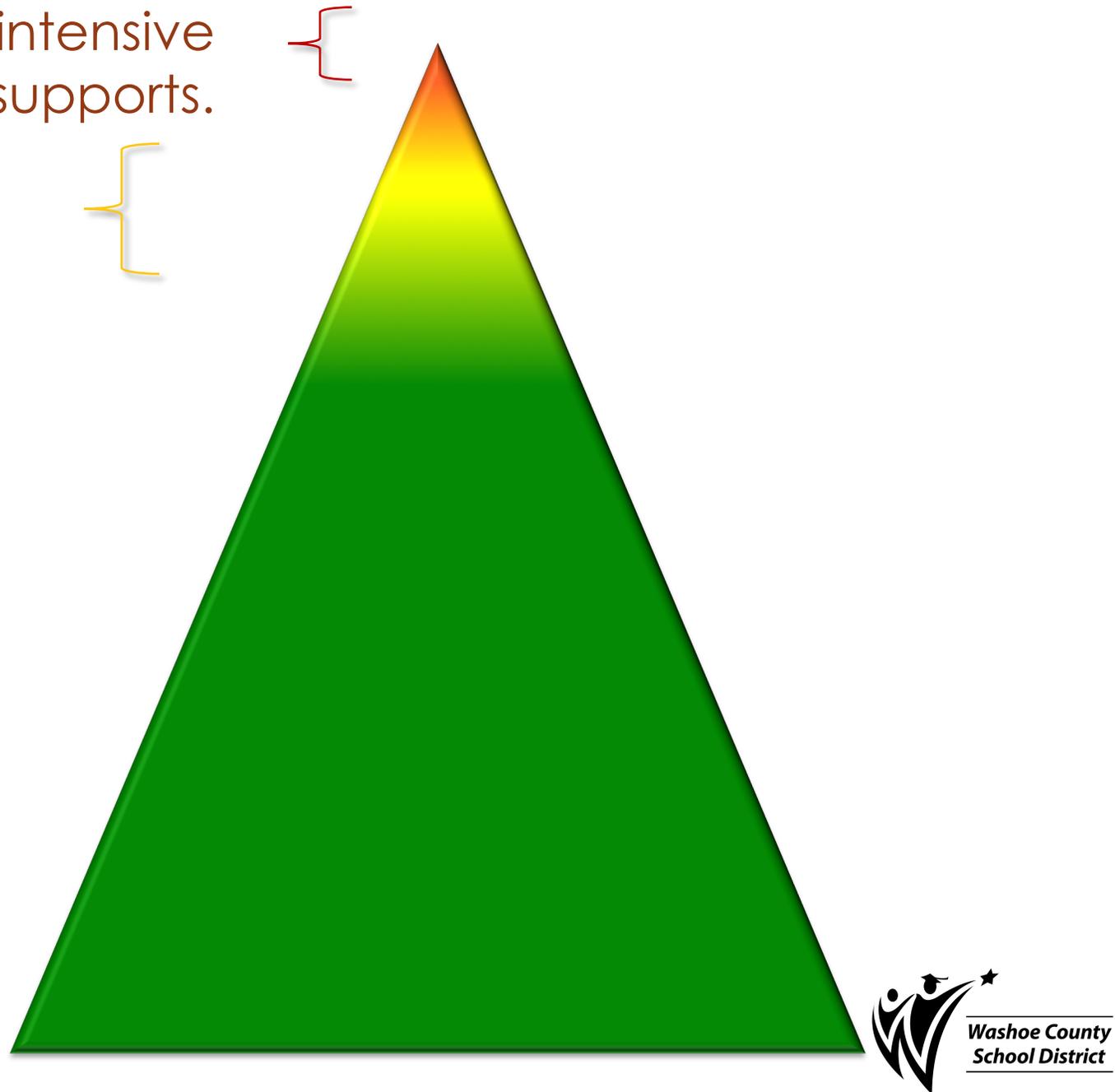


3-5%¹⁷ of students may need more intensive supports.

10-15% of students may need additional reminders or support.

Responsive Strategies

Notes:



Behavior communicates a need

Think of behavior as a language.

Five things to remember when working with challenging behaviors:

1. Don't take it personally. - It's not about you.
2. The behaviors are challenging. - The child is not.
3. De-escalate first. - problem-solve later.
4. Sometimes we might not see it, but there's always a reason for the behavior.
5. Have empathy. - Just imagine what the student is going through.

Notes:

Tips to Enforce Classroom Rules

Notes:

- **Be**
 - Be concise
- **Restate**
 - Restate the rule calmly.
- **Address**
 - Address the problem immediately.
- **Enforce**
 - Calmly enforce the rule...no threats, pleading, nor bribing.
- **Don't lecture, argue, or fuss**
 - Just enforce the rule.

Responsive Classroom Management

- **Positive Reinforcement**

- **Redirect Energy**

- Acknowledge existing behavior without judgment
 - Insert the role or task you want to student to do
- Be sure to assign leadership roles to students who are on task as well

Use logical consequences

Notes:

Logical vs. Illogical Consequences

Respectful
Reasonable
Related
Revealed in Advance

Examine the following behaviors and consequences.

Which are logical?

Consider the 4 Rs.

Behavior

Consequence

Repeatedly talking while the teacher gives instructions

Duct tape student's mouth closed. (I/L)

Move student to a seat closer to the teacher or away from friends. (I/L)

Ask student to share their conversation with the class. (I/L)

Excessive trips to the restroom

Express concern privately and offer a referral to the nurse. (I/L)

Restrict restroom passes for the whole class. (I/L)

Send student to the principal. (I/L)

Moving around the room and distracting other students

Send student to get a drink of water and take a few breaths before returning to their seat. (I/L)

Move students to the hallway for remainder of class. (I/L)

Send student to the office. (I/L)

Refusal to work on an assignment

Why Logical Consequences?

- One may **look more closely** at their behaviors and **consider the results** of their choices.
- Unlike punishment, which may rely on shame or exclusion, the intention of logical consequences is to help one develop **internal controls** and to **learn from** their **mistakes** in a **supportive** atmosphere.

Notes:

Strategies for Managing Challenging Student Behaviors

 edutopia.org/article/strategies-managing-challenging-student-behaviors

Classroom Management

Student misbehavior has been particularly agonizing for teachers this year, but there are proactive steps educators can take to remedy it.

By Mary Davenport

April 1, 2022

In the best of times, disruptive student behaviors are challenging to effectively act on. And now, this is compounded by our current reality: a traumatic time—during which many of us are just trying to hang on and stay in the profession—that has reduced our patience, taxed our energy, and increased our reactivity.

So maybe we can think differently about these behaviors. Maybe we can be proactive.

The first step in being proactive might be the easiest: identify challenging behaviors and their effects on the classroom. You know exactly what I'm talking about. Challenging behaviors can manifest academically: missing deadlines, plagiarism. They can manifest socially: side conversations, defiance. They can manifest emotionally: apathy, negativity. They can manifest quietly or loudly. And more often than not, they can manifest repeatedly.

These manifestations are exhausting—for you, for them, and for their peers.

Taking a Closer Look

While it can be easy to remain stuck in the first step of identification, to be proactive we must move to the second step of reflection. We must treat each behavior as both adaptive and communicative. This reflection is twofold: examining the student and ourselves.

Students act the way they do because it serves them in some capacity. How is their behavior serving them? What is driving their behavior? At times, this can be simple. Much more complicated is the task of examining ourselves as a responsible party in these exchanges. More often than not, I realize: *Behaviors that challenge me mirror me.*

Again, behaviors are both adaptive and communicative. How is my innate response to this student serving me? What is it about the behavior that grates on me so? What does my response communicate about me? Addressing student behaviors without this important step of reflection—of both parties—is short-sighted at best and ineffective at worst.

Displaying Curiosity and Humility

Once we have hypothesized underlying motives for the behaviors, as well as our own contributions, to be proactive we must approach the student about the behavior. The most important consideration in this regard is our intention. I use restorative practices as a frame, reminding myself that my ultimate goal is relationship. This means I approach students with curiosity and humility.

Curiosity allows for me to ask questions and listen rather than fix or criticize. Humility allows several benefits: One, I can let go of “proving the record” and instead build the relationship; two, I can speak with “I” language that demonstrates I also am taking responsibility; and three, it ensures that I am conversing with the student rather than coming at them.

As in any situation where a human feels threatened, a student backed into a corner with accusations rather than invited into a relationship through curiosity and humility will close up or act out.

Building Connections

After I have reflected and approached the student, the real work begins. This is where my integrity and trustworthiness as a teacher is tested—and rightfully so—by students demonstrating challenging behaviors. Did I really mean what I said about wanting to take responsibility, understand the student, and build a meaningful relationship with them? To walk the talk, the next step in being proactive, here are some practices to connect with students.

Survey students with academic and nonacademic questions: Use the surveys for one-on-one conversations, fun class trivia games, grouping and seating arrangements, sport and club attendance, etc. But most important, use the survey data! Students who are surveyed without ever having that data shared with them and acted upon are just guinea pigs.

Observe more, and talk less: Notice where students demonstrate different behaviors than they do in your class. Watch students interact in peer groups. The biggest mistake we can make when dealing with challenging behaviors is seeing the student who demonstrates them in a vacuum.

Partner with students: The majority of my most successful connections with students have begun with an opening like this: “X, I gotta say, I am really just not feeling like we are vibing lately. I feel like I’m letting you down and that you’re always upset with me. Did I do something to offend you? I really would like to make this right.” Few students, yes even those who display the most challenging behaviors, can resist being truly heard and respected. Explicitly partnering with students to do the repair work, the relationship work, is where the magic happens.

Compliment students: Sometimes a light comment about cool new shoes is the only positive message that a student receives in a day. Compliments communicate to students that they are seen.

Support students: While sometimes the root cause of challenging behaviors lies beyond an educator's purview, often it is related to some personal struggle with the content. Clear and consistent expectations, easy-to-follow directions, chunked instruction, continued check-ins, just-right scaffolding and differentiation... best pedagogical practices such as these mitigate the worst behaviors.

Elevate students: Often, students act out in order to earn attention. Offering students who display challenging behaviors leadership opportunities in class is a way to reframe their peer influence from class clown to class champion.

Collaborate for students on their behalf: Ask other teachers about how the students are doing in their classes, what effective strategies they're using, how they've connected with the students. Frame these conversations always as proactive and solution-forward—not gripe sessions.

Celebrating Successes

relationship implies, it's an ongoing dialogue. Pay attention to what's working and what's not working. Check in with the student about their perceptions. Celebrate the tiniest of victories. Be willing to admit when something is ineffective and make necessary changes. Commit to the long haul and trust the process.

Some of my favorite memories are when students who struggled during their first year in high school come up to me a few years later to joke about, "Remember when...?" Being proactive, even when we're tired, allows for these moments of connection and joy. And that makes it all worthwhile.

Notes:

Resources

Check out brain breaks.
<https://pureedgeinc.org/brain-breaks-video-library-english>

Thank you for subbing!

STUDENTS FINISHED?

ELICIT STUDENT VOICE WITH THESE FUN DISCUSSION QUESTIONS & DRAWING GAMES!

If students have finished their work, let them write responses to your selected question on the whiteboard or on their papers. Monitor responses for school appropriateness and discuss in pairs and/or whole group!

- You discover a beautiful island where you decide to build a new society. What is the first rule you put in place?
- If animals could talk, which would be the rudest?
- What would be the coolest animal to size up to a horse?
- What is the most ridiculous fact you know?
- Is cereal a soup? Explain.
- What is great about the city where you live?
- Do you complain too much, too little or just the right amount?
- Distance learning, in person or A/B/A/B schedule?

Drawing Game: Right Hand, Left Hand

Choose a drawing prompt, or ask students to choose one. Ex.: a flower, tree, spiral, stick figure or other simple object. Instruct them to draw this item to the best of their ability with their non-dominant hand. Instruct the students next to draw the same object with their dominant hand. Have them compare the two drawings and discuss the differences with a partner or small group. A different part of the brain is used when the non-dominant hand is forced to write and create. This particular drawing activity forces students to slow down and concentrate which can help alleviate stress.

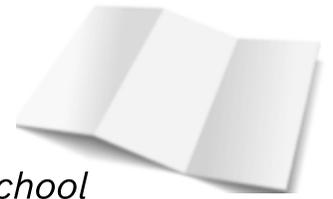
Check out brain breaks.

<https://pureedgeinc.org/brain-breaks-video-library-english>

Thank you for subbing!

STUDENTS FINISHED?

KEEP STUDENTS ENGAGED WITH THIS CREATIVE DRAWING GAME



Combination Character

**Groups of 2-3, monitor content for school appropriateness.*

Each player starts with a piece of paper and a drawing tool and sits so that their drawing is somewhat hidden from the person in the next seat. The element of surprise at the end is half the fun! Fold the paper into three horizontal sections.

Round 1: Each person draws a "top" of something, this can be the head and neck of a human, animal, alien, robot, etc. Fold the top of the paper down to conceal your drawing, extend the lines of the neck at the bottom of your drawing slightly onto the next blank section. Pass the drawing to the person to your left.

Round 2: Everyone draws a "middle" the torso and arms, using the neck lines as the beginning point. Again, fold the paper down to conceal your drawing, letting just the bottom of the waist line show. Hand the drawing to the person on your left.

Round 3: Draw the "bottom" from the waist to the feet. Then return the drawing to its original owner.

The Reveal: Each person unfolds their paper to reveal the funny Combination Character (person, animal, etc) that has been created.

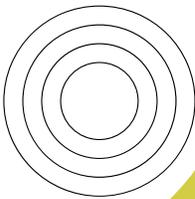
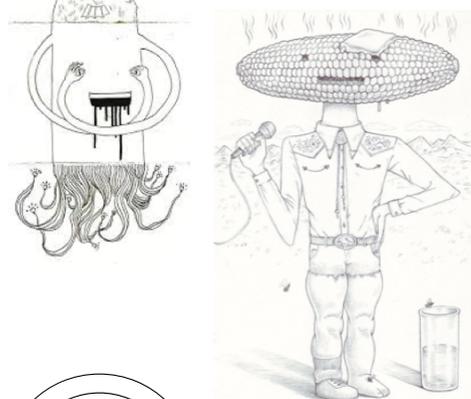
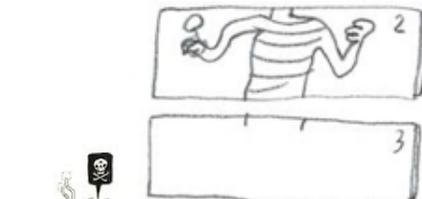
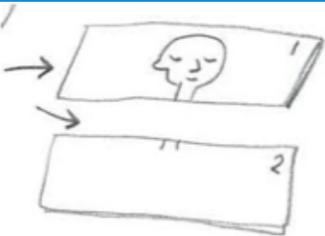
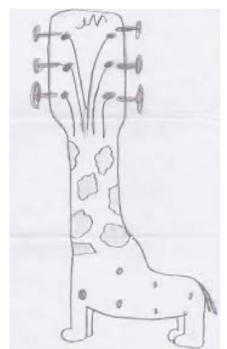
Optional Extension: Give your creation a name, and discuss the following questions:

Imagine your creation were real...

Where would it live?

What would be its favorite food, song, book or movie?

What would it do for fun?



Check out brain breaks.

<https://pureedgeinc.org/brain-breaks-video-library-english>

Thank you for subbing!

STUDENTS FINISHED?

ELICIT STUDENT VOICE WITH THESE FUN DISCUSSION QUESTIONS & DRAWING GAMES!

If students have finished their work, let them write responses to your selected question on the whiteboard or on their papers. Monitor responses for school appropriateness and discuss in pairs and/or whole group!

Pick a side and explain why!

- pool or beach?
- books or films?
- nights out or nights in?
- mornings or nights?
- summer or winter?
- cats or dogs?
- fruits or vegetables?
- sweet or savory?
- dress up or casual?
- cardio or weight lifting?

Drawing Game: Paper Ghost

Set the scene for your "Paper Ghost" drawing activity by telling the students there is something beautiful in everything, even in a wrinkled piece of paper. Ask the students to wad a piece of paper up, crunch it tightly and then smooth it flat. Next, ask them to look at the wrinkle lines. Some wrinkle lines will create parts of objects like a face, flower, boat, airplane, house and so on. Ask them to draw over the lines with a pencil. After 10 minutes ask students to share their drawings with a partner or small group.

Check out brain breaks.
<https://pureedgeinc.org/brain-breaks-video-library-english>

Thank you for subbing!

STUDENTS FINISHED?

ELICIT STUDENT VOICE WITH THESE FUN DISCUSSION QUESTIONS & DRAWING GAMES!

If students have finished their work, let them write responses to your selected question on the whiteboard or on their papers. Monitor responses for school appropriateness and discuss in pairs and/or whole group!

The Best:

- What is the best food you've ever eaten?
- What is the best food you've ever MADE?
- Best movie?
- Best song?

The Worst:

- What is the worst food you've ever eaten?
- What is the worst food you've ever MADE?
- Worst movie?
- Worst song?

Drawing Game:

PAPER TELEPHONE

1 Write a sentence → **2 Convert the sentence to visual**

to the next person

next

Show only the previous part.

3 Convert the visual to a sentence → **4 Repeat 2 & 3**

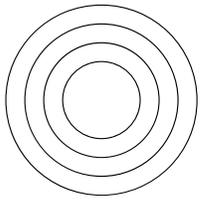
next

©voynetch

Enjoy the result!

Check out brain breaks.

<https://pureedgeinc.org/brain-breaks-video-library-english>



Thank you for subbing!

STUDENTS FINISHED?

ELICIT STUDENT VOICE WITH THESE FUN DISCUSSION QUESTIONS & DRAWING GAMES!

If students have finished their work, let them write responses to your selected question on the whiteboard or on their papers. Monitor responses for school appropriateness and discuss in pairs and/or whole group!

Would you rather:

- Would you rather be able to run at 100 miles per hour or fly at 10 miles per hour?
- Would you rather be an olympic gold medalist or an astronaut?
- Would you rather travel back in time to meet your ancestors or would you rather go to the future to meet your descendants?
- Would you rather be funny or clever?
- Would you rather have invisibility or flight?
- Would you prefer to always be slightly late or always be an hour early?
- Would you rather always be cold or always be hot?

Drawing Game: Blind Drawing

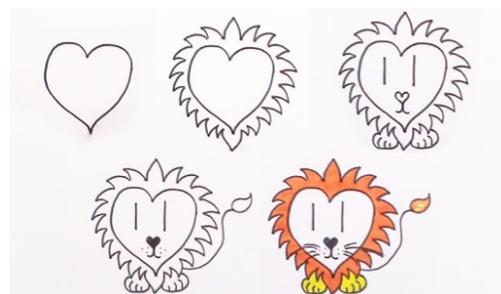
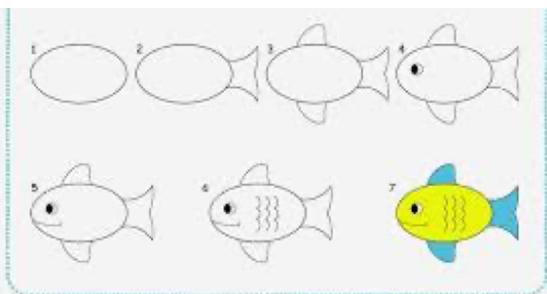
Students work with a partner to replicate a simple drawing.

Partner A: Director

Partner B: Artist

1. The Director looks at a simple image and describes this to their partner without naming the parts (they may not say, head, eyes, mane, etc). They must give instructions by describing shapes or lines and where to place them.

2. The artist must listen and draw as directed. Give the pairs 5-10 minutes to draw, then have the artist guess what they were drawing and reveal the original image. Discuss what went well, and how to improve, then have students switch roles. You can use the images below, project a step-by-step drawing for the class, or ask the Director to use their phone to search for "Step-by-step drawing" and choose their own image to describe to their partner.



NO PREPARATION GUEST TEACHER RESOURCES

Below are a list of linked resources that require no preparation, no account registration, and no extra materials aside from paper and pencils.

Activity	Content	Description	Link
Esti Mysteries	Math	Students use estimations skills and clues to determine the number of items in an object.	Here
WODB	Math	Which One Doesn't Belong: Students look at four images and determine which one does not belong.	Here
3 Act Task	Math	Organized by grade level, students are given information in order to solve a math problem.	Here
Stoyline Online	ELA	Celebrities read popular children's books	Here
Mystery Science	Science	Short videos that unpack an engaging science question.	Here
Nightly News for Kids	Social Studies	Produced by NBC News, top headlines are broken down for kids so they may better understand the world.	Here
Get to Know You Wheel	SEL	Spin wheel to have kids answer questions to learn more about each other.	Here
The Four 4's	Math	Students find every number between 0 and 20, using any operation, and four 4's	Here
Ed on Demand	Social Studies	Learn more about the world, with curated videos from the Fordham Foundation. Many of the videos are on YouTube or are at PBS.	Here
Bedtime Math	Math	A short story is shared with the students and then they solve a math question. Three different levels of math questions.	Here

a³ TOUCH OF PREPARATION: GUEST TEACHER RESOURCES

Below are a list of linked resources, all free, that require a limited amount preparation, for our Guest Teachers. What is required is noted in the materials column. There are no paywalls or logins required for any of the resources.

Activity	Content	Grade(s)	Materials	Description
Directed Draws	Art	K-5	<ul style="list-style-type: none"> Blank paper Colored pencils or markers Pencil or black pen 	From Art Hub for Kids, students are guided through a "how to" drawing of animals, objects and popular tv, video game and movie characters.
Math Tasks	Math	K-12	<ul style="list-style-type: none"> Printer Photo copier 	Printable math tasks, aligned to the standards, from Illustrative Math
Fluency Packets	ELA	K-12	<ul style="list-style-type: none"> Printer Photo copier 	From Achieve the Core, reading packets that include comprehension questions, EL supports, and audio or video modeling.
PHET Science Simulations	Science	K-12	<ul style="list-style-type: none"> Any device with a browser Or teacher displays content 	Interactive science simulations, matched to the standards. Younger grades may have to complete simulations as a group.
Interland	Technology	2-6	<ul style="list-style-type: none"> Any device with a browser 	Learn about internet safety.
Music Lab	Music	2-8	<ul style="list-style-type: none"> Any device with a browser 	An exploration into how music works and a chance for students to make their own!
Liberty Kids	Social Studies	3-6	<ul style="list-style-type: none"> Teacher displays content 	Animated series describing the events around the American Revolution, from the point of view of kids.
Digital Passport	Technology	3-5	<ul style="list-style-type: none"> Any device with a browser 	Addresses key issues a student might face in a digital world.
Most Likely Machine	Math	6-12	<ul style="list-style-type: none"> Any device with a browser 	Students build algorithms to see their impact.
CNNIO	Social Studies	7-12	<ul style="list-style-type: none"> Teacher displays content 	Digestible, daily news for kids

Washoe County School District Guest Teacher Daily Report

Guest Teacher _____ Guest
Teacher Phone _____ Email _____ Teacher
_____ School/Location _____ Date _____

1. I completed: _____ All lesson plans you prepared
_____ More than 50% of the lesson plans you
prepared _____ Less than 50% of the lesson plans you
prepared _____ Supplemental work after completing
lesson plans
(copies of supplemental work attached)

2. In general, student cooperation was:
_____ Excellent _____ Good _____ Unsatisfactory

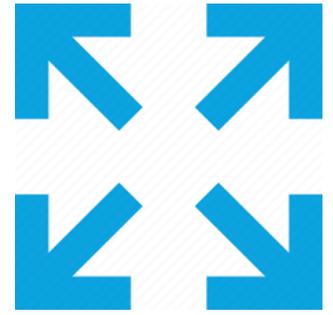
4. Specific students who were helpful and cooperative (indicate each period if MS or HS. Use back of paper if necessary.)

5. Specific students who were disruptive and/or uncooperative:

6. Summary of student academic and behavioral performances:

Discussion Strategy

4 Corners



Purposes

- To access prior knowledge
- To set purpose for reading, listening, or viewing
- To promote critical thinking **skills**

Process

- Pose a question that has multiple answers or asks students to rank order several options.
- Give students time to consider their own thinking about the topic, then have them move to a corner of the room that has been designated as the meeting place of all those holding the same opinion or view.
- In the corner meeting places, have students discuss why they think or believe the way they do. If the groups are large, have students divide into pairs or triads so that all can voice their opinions and their rationales.
- As appropriate, have selected students or volunteers report for their corner. Large group sharing can be oral only or the corner groups can also generate and share charts listing their rationales for choosing that particular answer/viewpoint.

Sample Topics

- The salaries for CEO's of major corporations should be...give alternative amounts, ratios, rationales for setting salaries.
- Which professions are most in demand now?
- Which character in the book would you most like to meet?
- How strongly do you agree or disagree with the statement "All forms of violence should be censored on television."
- Name four inventions. Which is most significant and why?
- Name four historical figures. Who changed the world the most and why?

5-3-1 Group Processing Activity

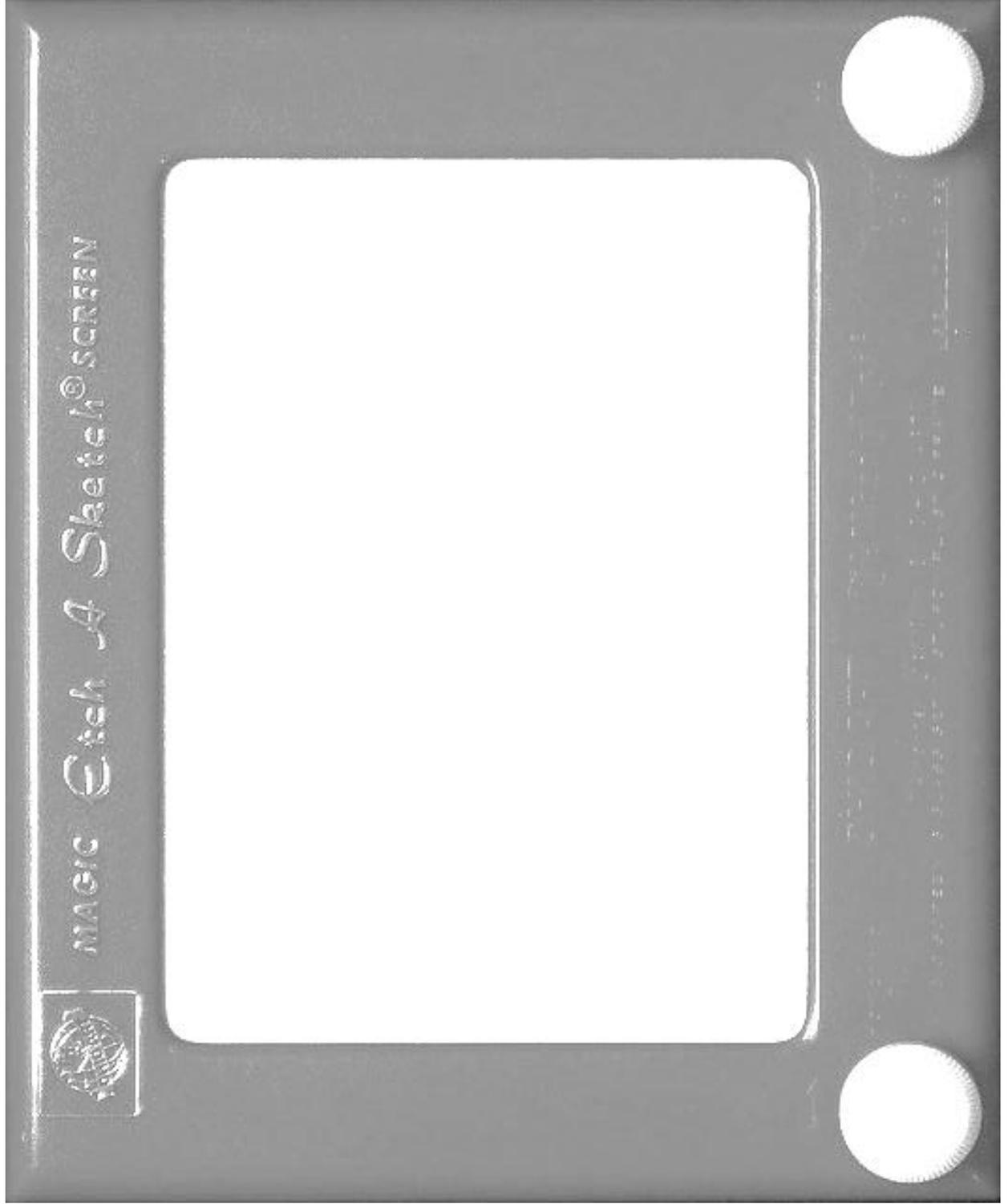
- A. Individually participants or students find 5 facts, concepts, ideas, or discussion points from the text being used.
- B. The facilitator uses any equitable method to partner participants, and then have participants compare their lists and select the 3 most important facts, concepts, or ideas between them.
- C. Facilitator uses any equitable method to form groups of 4 participants. Participants determine the single most important fact, concept, or idea amongst the group.
- D. Groups should be prepared to share out and explain their reasoning for their selection.



3-2-1 Individual Processing Activity

- A. (DOK 1: Define, Explain, Identify, List, etc.) On paper, the participant writes an explanation of the learning. (Other options are that the learner may define terms, list components, or identify necessary steps.)
- B. (DOK 2: Compare, Classify, Organize, Distinguish, etc.) On paper, the participant writes or draws a comparison between the new learning and a previous concept or idea.
- C. (DOK 3: Formulate, Construct, etc.) On paper, the participant writes or illustrates an example of a situation when the new information may be useful, or constructs an example of a real world problem that represents the new learning.
- D. The work may be turned in or shared with a partner before being collected.

First draw your ideas and then summarize your thoughts in writing.



Reflection Strategy

Activators, Processors, and Fillers

Printable or Make-able Activities

- Alphaboxes
 - <http://www.sedl.org/pubs/sedl-letter/resources/alphaboxes.pdf>
- Thinking Maps
 - http://www.scoe.org/files/AH_maps.pdf

Printable Worksheets

- Math Worksheets
 - [Math-drills.com](http://math-drills.com)
- Articles to Read
 - Nationalgeographic.com
 - Timeforkids.com
- A little bit of everything (Pay for sites)
 - Edhelper.com

Places to Learn

- Kagan Online
 - http://www.kaganonline.com/online_magazine/
- Teaching Channel
 - <https://www.teachingchannel.org/>
- Research for Better Teaching
 - http://www.rbteach.com/rbteach2/video_login.asp