

# Welcome to Guest Teaching in Twin Rivers





# HELLO!

**Beverly Weber**



**Shirley Chambers**

# AGENDA



- Objectives/Norms
- Grounding Activity
- CHAMPS
- Expectations and Ideas
- Instructional tools
- If, Then
- Feedback

# OBJECTIVES

*Teachers will learn:*

- District expectations
- CHAMPS classroom management model
- Tools to support instruction



# NORMS

- Ask questions
- Engage fully
- Integrate new information
- Open your mind to diverse views
- Utilize what you learn

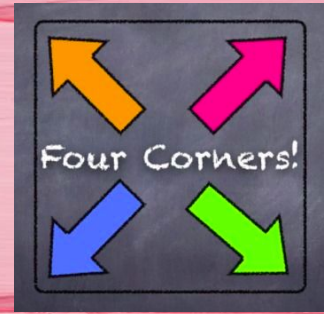


A Substitute is...  
Someone  
Understanding;  
Being  
Steady  
Through  
Illnesses,  
Trials, and the  
Unexpected, while  
Teaching and  
Encouraging.

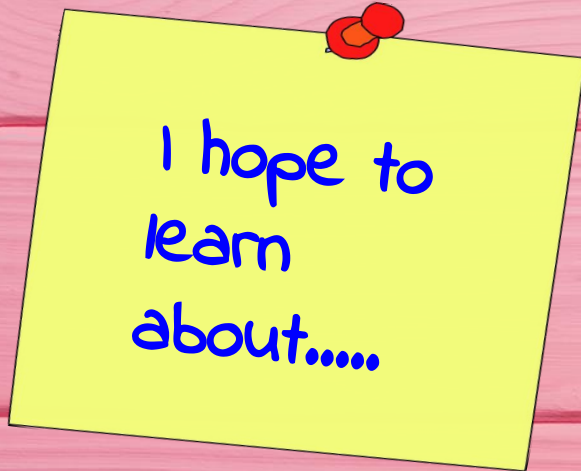


# Activity

## Four Corners










## Post-Its



1. Write what you hope to learn today on a post-it
2. Find the poster that matches your number of years teaching or subbing
3. Share what you wrote with your group and place on poster
4. Group post-its into 3 or 4 categories
5. Share out whole group

# CHAMPS

 <i>Conversation</i>	Can students talk to each other? Will you have voice levels? What will your protocol be?
 <i>Help</i>	How do students get their questions answered? How do they get your attention?
 <i>Activity</i>	What is the task or objective? What is the end product?
 <i>Movement</i>	Can students move about? What will your protocol be?
 <i>Participation</i>	What does the expected student behavior look and sound like? How do students show they are fully participating?
	
	









# CHAMPS Voice Levels

Voice Levels	
4	Outside Voice Playground Talk
3	Loud Proud Voice Classroom Talk
2	Normal Voice Table Talk
1	Whisper Voice Partner Talk
0	Silent Voice No Talking

# CHAMPS

## In Action

 <i>Conversation</i>	Voice level 2 in table group
 <i>Help</i>	Raise your hand if you have a question.
 <i>Activity</i>	Listen to ideas and expectations. Share with table group.
 <i>Movement</i>	Take care of your personal needs.
 <i>Participation</i>	Please share your thoughts with your table group when asked.
<b>SUCCESS!</b>	
	

# Always Be Prepared

- Arrive early
- Greet the office staff, principal, and neighboring teachers
- Bring a Guest Teacher Bag
- Consider giving students a quick activity, if time allows



# Guest Teacher Bag Ideas



- Bring activities for students of different ages
  - Books to read aloud
  - Simple art projects
  - Math activities
  - Songs for younger students

# Ideas (cont...)

- Bring incentives if you plan to use them - stickers, stamps, tickets for reward time
- Bring a whistle and wear comfortable shoes (PE, yard duty)
- Handouts from today

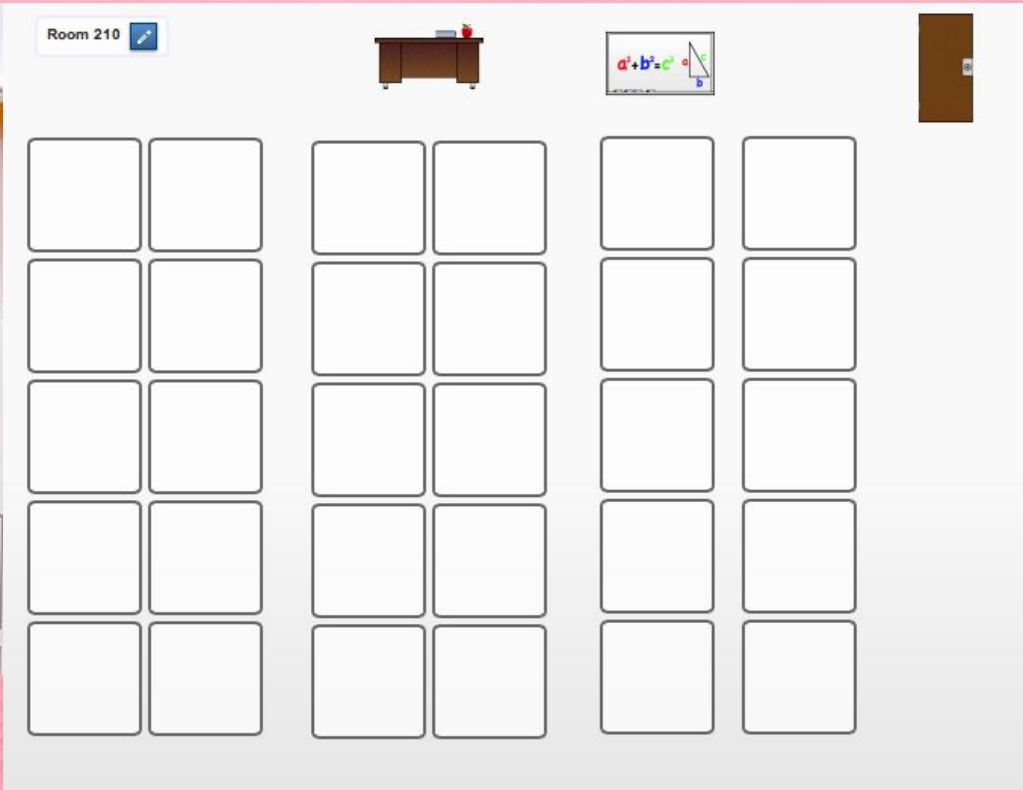


# Learn Student Names



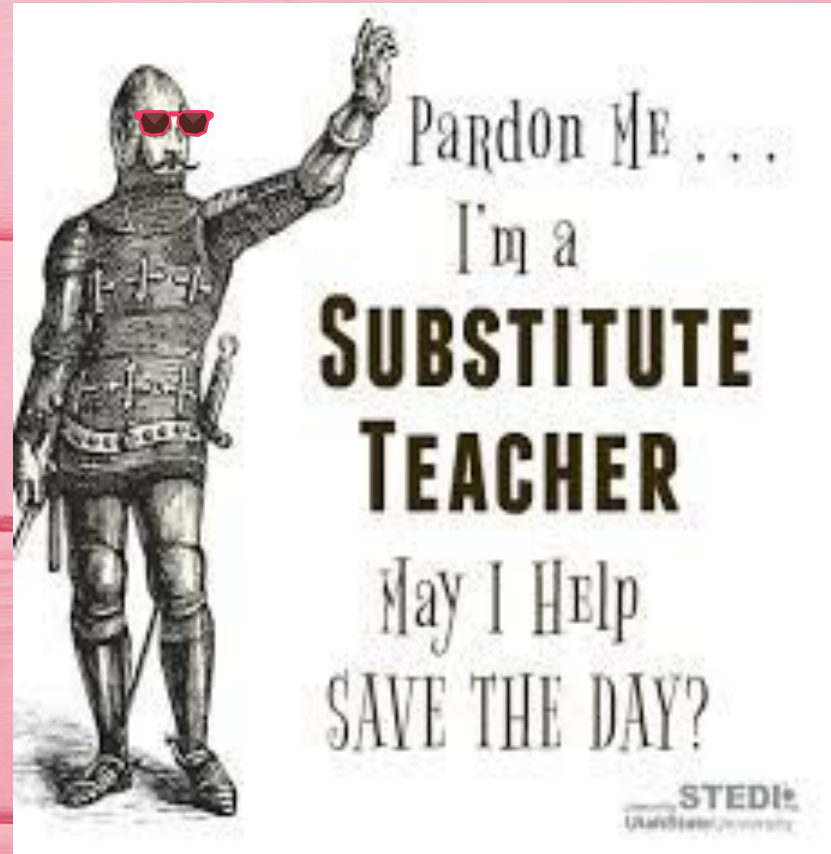
- Learn student names quickly
  - Builds relationships!
- Start learning names while taking attendance.

# Make a Seating Chart



# Sense of humor

- Having a sense of humor will help with those challenging moments.
- You will feel better and so will your students!





# Just Keep Moving



- Move around the room
  - Keeps students engaged and on-task
- Interact with students respectfully
- Make corrective conversations private
- Make note of students behaviors

# Procedures



- Read teacher lesson plans
- Ask neighboring teacher if you have questions
- Identify a student who can help with routines and procedures



# TABLE SHARE



- What is one a-ha you have had so far
- Share something that has worked for you
- Ensure all members' voices are heard

Flexibility is the Key!



IF, THEN



If.....

**No Rules  
Posted**



**Then...**

**Class Rules**

Show Respect

Make Good Decisions

Solve Problems

If...

**No Lesson Plans**



**Then...**

- Writing Sprints
- Close Reading
- Math Resources

# Writing Sprints








- A chance to be in the practice of writing...
- You will be provided with a prompt and a **brief** amount of time to write. Sprints ...
  - build stamina and fluency
  - allow for creativity
  - are a form of drafting



# CHAMPS

## In Action

Voice Levels	
4	Outside Voice Playground Talk
3	Loud Proud Voice Classroom Talk
2	Normal Voice Table Talk
1	Whisper Voice Partner Talk
0	Silent Voice No Talking

 <i>Conversation</i>	Voice level 1 during writing
 <i>Help</i>	Raise your hand if you have a question.
 <i>Activity</i>	Write quietly, share with your table group when it is time
 <i>Movement</i>	Take care of your personal needs.
 <i>Participation</i>	Please share your thoughts with your table group when asked.
<b>SUCCESS!</b>	

## ***Writing Sprints***



- Today you will write to three prompts and will have three minutes for each prompt.
- Keep your hand moving. Don't stop writing.
- If you get stuck, just write the prompt over again and again until something pops into your head.
- For THIS writing task, don't worry about spelling or punctuation.
- If your writing doesn't make sense or goes off into another direction, it is okay.
- Be creative and **HAVE FUN!**



Writing  
Sprints

**The first time I ...**

**Music**



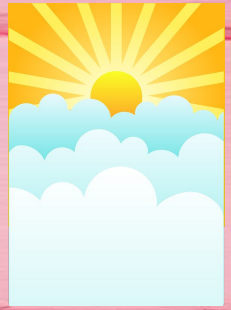
**A place I love ...**

# Revising Writing Sprints



- Select one response or an aspect of one and spend a few minutes working with it. If you are not sure what to do, you can simply ‘add stuff’.
- What changes did you make?
- Why did you make *these* changes?

# Golden Line







- Select a word, phrase, or sentence from the writing that stands out to you
- This is a ‘Golden Line’ that shines in some way
- Be prepared to share your “Golden Line” with your table



**Take a break**

# Close Reading ... The Quick Version

## Annotation Marks

Symbol	Meaning
	This is important!
<u>underline</u>	key word or detail
	unfamiliar word
	I don't understand.
	I'm surprised or I learned something!
words & phrases	I'm thinking!

what is

## CLOSE reading?

A strategy that allows readers to dig deeper into a text by:

**Get the gist**

... and re-reading the text  
... gather meaning and determine  
... the author's purpose.

2. Highlighting important vocabulary words and using context clues to figure out the meaning of them.
3. Providing evidence and support for answers to comprehension questions by using the text itself.

# CHAMPS

## In Action

Voice Levels	
4	Outside Voice Playground Talk
3	Loud Proud Voice Classroom Talk
2	Normal Voice Table Talk
1	Whisper Voice Partner Talk
0	Silent Voice No Talking

<b>C</b> <i>Conversation</i>	Voice level 1 for reading; 2 for sharing
<b>H</b> <i>Help</i>	Raise your hand if you have a question.
<b>A</b> <i>Activity</i>	Quiet independent reading; sharing
<b>M</b> <i>Movement</i>	Take care of your personal needs.
<b>P</b> <i>Participation</i>	Please share your thoughts with your table group when asked.
<b>SUCCESS!</b>	



## A Very Messy Tea Party

W.M. Akers



If you know anything about English people, you probably know that they love tea. Ever since tea was first imported to Great Britain from China, it has been a popular hot cup of strong tea in the afternoon, and in the 18th century, it was also popular in the colonies in North America.

In the early 1700s, the British government made a special deal with the East India Company, an English organization doing trade in the East Indies. The company was allowed to sell tea in Britain and its colonies. This was a great deal for the East India Company, since it meant that it didn't have to pay government taxes on its products. It already cost a lot to get a crate of tea to the colonies, and government taxes made the cost of tea even higher.

In the British colonies of North America, colonists didn't like to pay high prices. Rather than overpay for tea from England, they tried to sneak in tea that was just as good—and much less expensive. They did this by breaking the English monopoly and against the law, but the colonists still loved their tea and had enough money left over to buy cookies for their families.

The East India Company, however, didn't like this. It made hundreds of thousands of pounds per year from Dutch smugglers, and a year was considered a good income. Rather than change its ways, the company asked the British government to pass a series of acts in 1767 that would change the cost of tea.

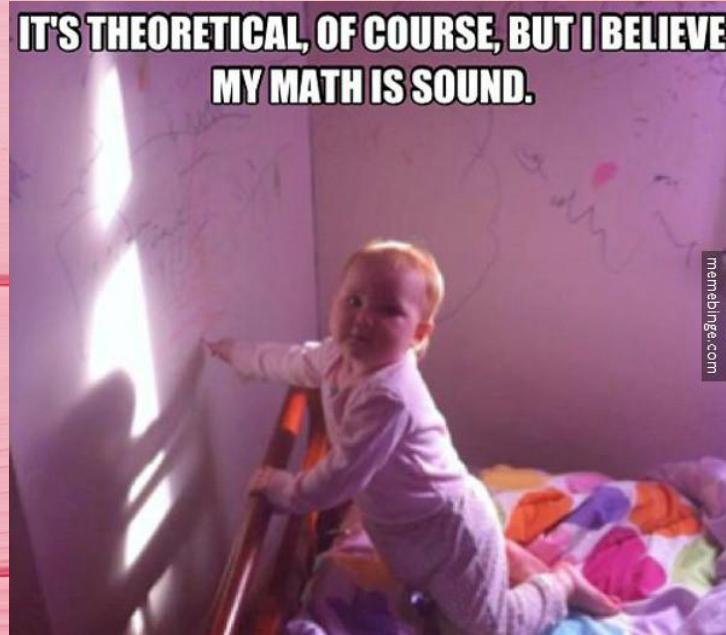
### ReadWorks

Questions: A Very Messy Tea Party

Name: \_\_\_\_\_ Date: \_\_\_\_\_

1. What did the British government and the East India Company agree on in a deal made in the early 1700s?
  - A The East India Company would lower the price of tea in Britain and its colonies.
  - B The East India Company would standardize the price of tea in Britain and its colonies.
  - C Only the East India Company was allowed to sell tea in Britain and its colonies.
  - D Britain would not tax the East India Company on tea sold in Britain and its colonies.
2. One of the main causes of the high price of tea in the American colonies was the monopoly held by the East India Company. What was the effect?
  - A The East India Company sold more tea.
  - B The British started buying less tea.
  - C The East India Company grew less tea.
  - D Colonists bought tea from Dutch smugglers.
3. The colonists' major issue with the Townshend Acts was *not* the higher cost of tea. What evidence from the passage best supports this conclusion?
  - A Colonists had to spend more money on other goods such as paper.
  - B Colonists still would not buy British tea after the price was lowered.
  - C Colonists dumped 342 chests of British tea into the Boston harbor.
  - D Colonists did not have representation in the British Parliament.
4. Why did Parliament pass the Tea Act of 1773?
  - A to try to get the colonists to buy British tea again
  - B to raise the profits the British government made on tea taxes
  - C to give the East India Company a monopoly on tea
  - D to allow the East India Company to sell tea in the colonies
5. What is this passage mostly about?
  - A why the British love high-quality tea
  - B the beginning of the Revolutionary War
  - C the development of the East India Company
  - D the lead-up to the Boston Tea Party

# Math

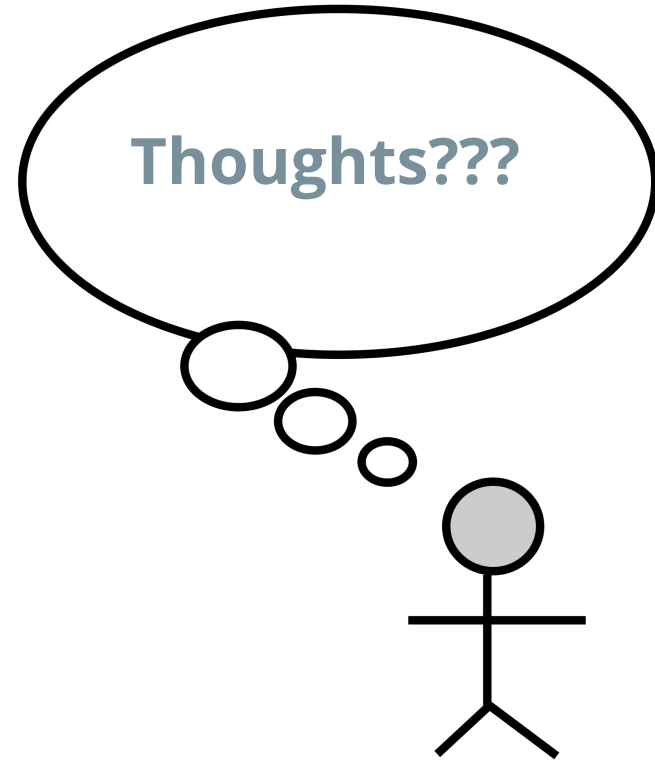


**Twin Rivers Math Resources**

If....

**No Technology**

**Then...**



# What Else...

- Safety Plans –
  - Know where they are
- Fire Drill
- Lockdown Drill
- Evacuation Plan



# When the Day is Over

- Leave a note for the teacher
- Include notes about behavior
- Straighten the room
- Correct papers if possible
- Leave your contact information for the teacher if you would like to be invited back



# Leave a note...

## While You Were Out...

Absences

Any comments on things I should know about today?

these students were great:

these students needed  
behavior reminders:

Please leave your name and contact information for future  
sub positions

# Give One, Get One

- Activity
- Walk around the room with your sheet. Ask colleagues to write one idea they took away from today
- Write down your own ideas
- Walk and talk until your chart is complete!

*Tip: This is an activity you can do with students. Use it as a tool for collaboration, shared learning, or formative assessment.*

Name: \_\_\_\_\_ Date: \_\_\_\_\_ Period: \_\_\_\_\_

**Give One—Get One**

Topic: \_\_\_\_\_


# CHAMPS

## In Action

Voice Levels	
4	Outside Voice Playground Talk
3	Loud Proud Voice Classroom Talk
2	Normal Voice Table Talk
1	Whisper Voice Partner Talk
0	Silent Voice No Talking

<b>C</b> <i>Conversation</i>	Voice level 2
<b>H</b> <i>Help</i>	Ask a friend or raise your hand if you have a question.
<b>A</b> <i>Activity</i>	Ask colleagues to share an idea and write it on your paper.
<b>M</b> <i>Movement</i>	Walk around the room.
<b>P</b> <i>Participation</i>	Please share your thoughts with your colleagues.
<b>SUCCESS!</b>	





# What can we do to make your day go smoothly?

- Jot down specific and realistic things that would help your job go smoothly
- Put it on a poster before you leave



# Handouts



- Class Rules
- CHAMPS Poster
- Give One, Get One master
- Close Reading Steps
- Annotating Text Codes
- Writing Sprints
- ReadWorks.org article
- Math Resources
- While You Were Out ...

# REVIEW OBJECTIVES

*Teachers will learn:*

- District expectations
- CHAMPS classroom management model
- Tools to support instruction





ANY QUESTIONS

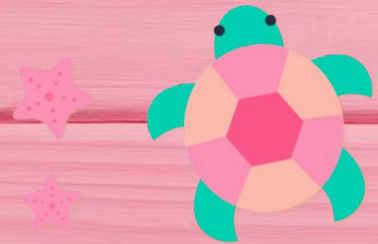
# Expectations for Students

- Explain your expectations
  - Review the classroom teacher's
- Review positive AND negative consequences
- Productive talk can create a hum!



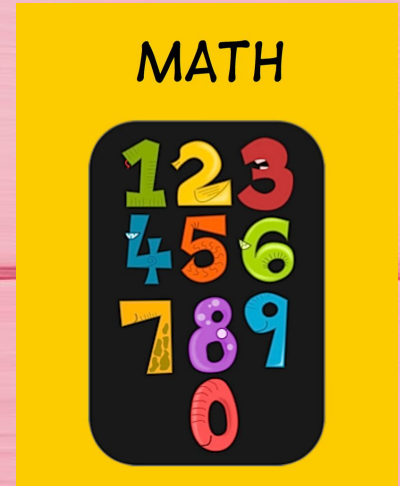
# Follow Through

- Praise on-task behaviors
- Calmly give reminders
- Make conversations private
- Let students know you will communicate with the teacher



# Mathematical Practice Standards

- Mathematical Standards in Common Core
  - Mathematical content
  - Mathematical practice
- Students
  - understand the content
  - apply it to solve problems
  - communicate the problem-solving with others





# Mathematical Practice Standards

1. Make sense of problems and persevere in solving them  
6. Attend to precision

2. Reason abstractly and quantitatively

3. Construct viable arguments and critique the reasoning of others

4. Model with mathematics

5. Use appropriate tools strategically

7. Look for and make use of structure.

8. Look for and express regularity in repeated reasoning.



Reasoning and explaining



Modeling and using tools

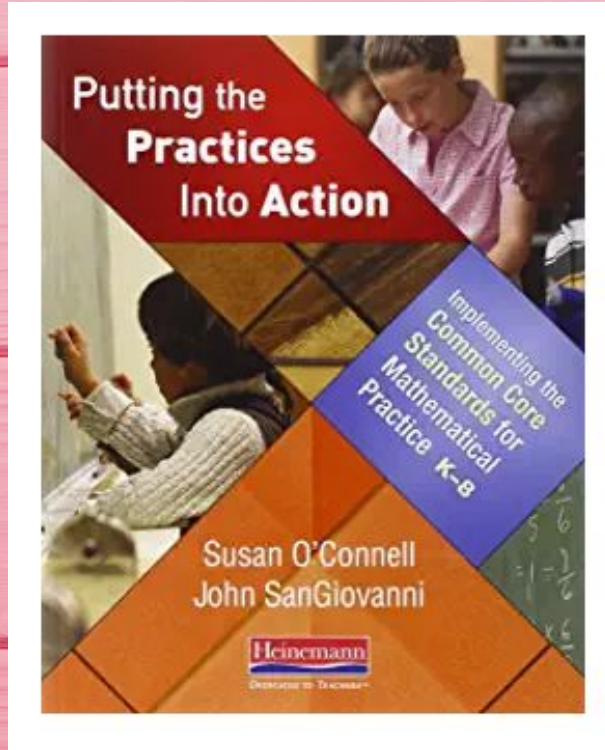


Seeing structure and generalizing



**Overarching habits of mind of a productive Mathematical Thinker**

# Mathematical Practice Strategies Resource



# Mathematical Practice Strategy

## Number Partners



Find number partners to make 100

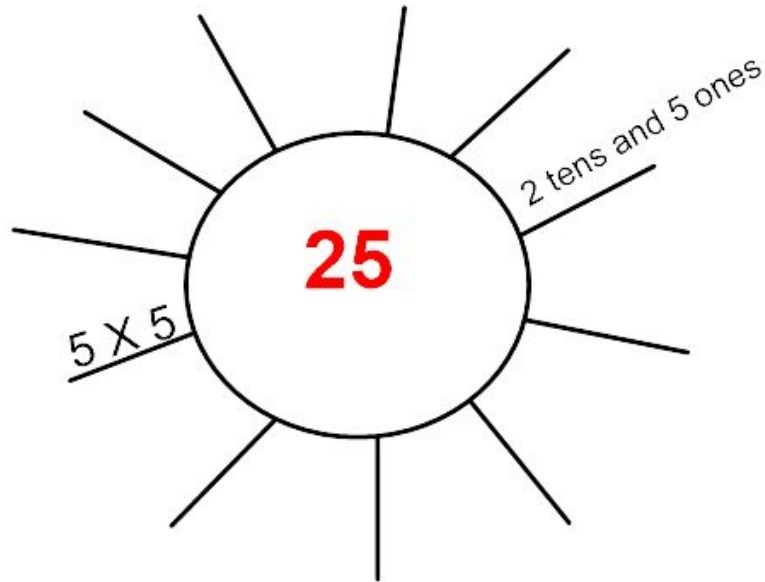
25	15	60	35	75	40	90	65	85	10
----	----	----	----	----	----	----	----	----	----

Number partners develops students' number sense. In this activity, a set of about 10 numbers is written on the board. Students are then asked to find partners (number pairs) that are equivalent to a particular amount.

- Mathematical Practice #5 Use appropriate tools strategically (mental math used here)
- Mathematical Practice #3 Construct arguments for why certain numbers are mathematical partners
- Mathematical Practice #2 Develop reasoning about numbers and operations

# Mathematical Practice Strategy

## Number Webs



Number webs encourage flexibility with numbers. Students are given a quantity and asked to express that quantity in as many ways as possible. Number webs are effective at all levels, with the data

- Mathematical Practice #2 Consider the quantities and abstractions
- Mathematical Practice #4 Model with mathematics to prove or disprove a statement
- Mathematical Practice #7 Use patterns to disprove the statement