Mrs. Gullo’s “Sub” Plans

Friday, April 11, 2014

Notes:

* Read through red folder by the door.
* The walkie talked and red folder must be takn outside I we have a fire drill.
* Write the morning work on the board.
* The Math teacher’s manual is on my desk along with the Math and ELA folders.

**Morning Work:**

Good morning!

Get ready for math.

Clean your desks.

Finish cursive through page 73.

8:55 – 9:10

Students come in, pick their lunch, put their things away, get ready for math, clean their desks, and work on cursive.

9:10-10:40

Math: Most students I the homeroom go to another 4th grade teacher for math. We typically have 26 students. Students know where to go. When students come in, have them complete work on the board in their math notebooks.

Boardwork: Write two 4 digit by 1 digit multiplication problems, two 3 digit by 1 digit multiplication problems, and two 3 digit by 2 digit multiplication problems.

Pass out mad minute packets (timed test packets in math folder on my desk). Have the students keep them face down until you tell them to start. Time the students for 100 seconds to complete one column of 20 division problems. You will find a stopwatch in Mrs. Zupper’s upper right drawer. At 100 seconds, say “pens down” and go over the answers. The students will check these with pens. Collect the packets and return them to the folder on the desk.

Hand out place value manipulative blocks to the students (in back of room near computers). Ask students to take out 39 blocks with 3 tens and 9 ones. Model as needed. Then, as them to put them into three equal groups. They should make three groups, each containing one ten and three ones. Now, review that this is 39 ÷ 3. Repeat this procedure for 24 ÷ 2. This part of the lesson is scripted on page 232B of the teacher’s manual.

Have the students take out their math books and math notebooks. Go through the visual learning task with them on the top bar of the page while helping them to create the place value models with their own manipulatives. Talk about how the students are first looking to separate the tens into equal groups and then group the remaining tens as ones. Discuss what this means in regards to the actual long division set-up problem (i.e. dividing into the first digit and then the second). Repeat this with the “another example” from the text showing it with both manipulatives and long division.

Next, go over the guided practice problems (1-4) using manipulatives and long division for the first 2 and just long division for the second two. Finally, have the students try problems 7, 8, 11, and 12 independently. Review them with students to assess needs for reteaching.

Hand out “at home manipulative” sheets (in Math Folder) and 10-3 WS. Allow students to work in small groups (2-3 students) on the Practice side using the manipulatives (they will need to cut them out). If students do not finish, they should finish the practice side for homework. If most students need to complete this for homework, that is the homework. If not, have student complete the reteaching side for homework.

At 1:40, stop and have student write the homework in their planners. Collect the manipulative blocks (if not already done), and quickly review the lesson: Today we learned that we can use place value blocks or tens and ones to divide into bigger numbers.

10:50-11:20

Social Studies- This is a new class. Have two students hand out the students’ Characters of the Towpath projects (necklaces with stone and cards, and rubric). Have one student from each group hand out books. The students should work independently on their projects for the whole class. At 11:15 stop the students to clean up. If the students have any questions, you may answer them from the rubric.

11:20-11:25

Homeroom will return. They should get ready for ELA in the afternoon and then quietly line up for lunch. Call them in the following order: snack/milk, main, hot alternative, cold alternative, packers.

11:30-12:00

Lunch-Walk the students to the cafeteria and be sure to pick them up from lunch by 12:00.

12:05-1:45

ELA and ELA PAWS-

Begin by giving students the spelling test. Give them the ten words and five sentences noted on the key in the ELA folder on my desk. Then give them the five challenge words listed.

The rest of the class is done by Mrs. Zupper and her plans.

1:50-2:35

Art- While the kids are at art and recess you have planning time You may remain in the classroom, go to the copy room, or do as you need.

2:35-3:15

Pick up the students from art at 2:35 and find out if the students are inside or outside for recess from the other 4th grade teachers. For outside recess, send students to workroom as needed and then head outside. Students should wear whatever coats or jackets in which their parents sent them to school. For inside recess, stay inside. Some students will join your class. Check the parent pickup notes by the door at some point during recess.

3:15-3:30

Students who are walkers or parent pick up may go at 3:15. The remaining students are in three bus groups and go as those bus groups are called. You should stand in or near the hall at this time to help manage student activity.

Thank you for taking care of everything today!

**Base 10 Blocks (tens and ones)**

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