

Substitute Teacher Plan

Class Name: _____

Class Period(s): _____

Daily Plans	
Directions	Handouts/Materials
Day 1: [insert date here] <i>*Please hand out the Daily Activity Sheet to students and have them complete their bell ringer; they will keep these sheets and fill them out over the next three days.</i> <u>Bell Ringer:</u> (Students will answer the following prompt on their Daily Activity Sheets.) - If you had unlimited time and resources, what would you do for an SAE? <u>Daily Activity Directions:</u> - Tell the class, <i>Over the next three days we'll be exploring SAEs. Starting today you're going to play SAE Monopoly to learn how to use your interests and resources to develop an SAE.</i> - Divide students into groups of three or four. - Hand out the "SAE Monopoly" Student Activity Sheet: Part 1 and a set of the SAE Monopoly Cards, one set per group. - Have students pull up the SAE Idea Cards on their computers. - Display the SAE Monopoly PowerPoint for directions. - Students will play SAE Monopoly in their groups and fill out the SAE Monopoly Student Activity Sheet: Part 1 as they play. <u>Exit Ticket:</u> (Students will answer the following prompt on their Daily Activity Sheets.) - What was the most unique SAE you developed for another student today? <u>Students who finish early may:</u> [Insert options here.] <u>Additional Notes and Instructions:</u> [Insert any additional notes for substitute here.]	Daily Activity Sheet SAE Monopoly Student Activity Sheet: Part 1 - Student devices with internet access SAE Monopoly Cards, printed and cut out SAE Monopoly PowerPoint SAE Idea Cards
Directions	Handouts/Materials
Day 2: [insert date here] <u>Bell Ringer:</u> (Students will answer the following prompt on their Daily Activity Sheets.) - If you could choose an SAE for your best friend, what would you choose and why? <u>Daily Activity Directions:</u> - Tell the class: <i>Today, you'll be learning about your classmates' unique interests and using those interests to develop SAE ideas for them. Your classmates will also be doing the same thing for you!</i> - Hand out the "SAE Monopoly" Student Activity Sheet: Part 2 and one of the blank SAE Monopoly Cards, one blank card per student. - Students will fill in their information on the blank monopoly card. - They will then swap cards with a partner and fill in their student activity sheets. - They will repeat this until their entire student activity sheet has been completed. <u>Exit Ticket:</u> (Students will answer the following prompt on their Daily Activity Sheets.) - What is your favorite SAE that a classmate developed for you? <u>Students who finish early may:</u> [Insert options here.] <u>Additional Notes and Instructions:</u>	SAE Monopoly Student Activity Sheet: Part 2 Blank SAE Monopoly Cards - Student devices with internet access

[Insert any additional notes for substitute here.]	
Directions	Handouts/Materials
Day 3: [insert date here] <u>Bell Ringer:</u> (Students will answer the following prompt on their Daily Activity Sheets.) - After exploring SAEs, which one are you most interested in doing? Why? <u>Daily Activity Directions:</u> - Tell the class: <i>Now that you have planned SAEs for other students, you are going to start to plan your own SAE! There are many things that may help you select an SAE that is a great fit for you."</i> - Hand out the "SAE Monopoly" Student Activity Sheet: Part 3. Students will complete the entire student activity sheet. <u>Exit Ticket:</u> (Students will answer the following prompt on their Daily Activity Sheets.) - Why are SAEs important? Answer in two or three sentences. - Additionally, students will complete the "Top Five Things I Learned This Week" section of their Daily Activity Sheets. <u>Students who finish early may:</u> [Insert options here.] <u>Additional Notes and Instructions:</u> [Insert any additional notes for substitute here.]	SAE Monopoly Student Activity Sheet- Part 3 - Student devices with internet access