

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 five days.</i> <u>Bell Ringer:</u> (Students will answer the following prompt on their Daily Activity Sheets.) - What career are you interested in doing in the future? How can you best prepare for that career? <u>Daily Activity Directions:</u> - Tell the class: <i>This week, we're going to be exploring the many SAEs you can choose from that will help you in your future career. Today, you'll explore different SAEs from across the country and learn how you can have an SAE too.</i> - Hand out Part 1 of the SAEs in the USA student activity sheet and the "SAEs in the USA" FFA New Horizons magazine article. Have students read the article and answer the questions as they read. - When done, hand out Parts 2 and 3 of the SAEs in the USA student activity sheet and direct them to complete the sheets. <u>Exit Ticket:</u> (Students will answer the following prompt on their Daily Activity Sheets.) - What SAE is your booth based on? Why did you choose this SAE? <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 SAEs in the USA Student Activity Sheet: Parts 1-3 New Horizons Magazine Article: SAEs in the USA - Student devices with internet access
Directions	Handouts/Materials
Day 2: [insert date here] <u>Bell Ringer:</u> (Students will answer the following prompt on their Daily Activity Sheets.) - What characteristics of a display booth would make you want to visit it? <u>Daily Activity Directions:</u> - Tell the class: <i>Today, you'll be digging a little deeper into your chosen SAE and developing an eye-catching, interactive mini booth to teach your classmates about your SAE.</i> - Hand out the SAEs in the USA student activity sheet (Part 4). Students will research about their chosen SAE and use the craft supplies to make a mini SAE booth in a shoebox. This will be displayed during the SAE showcase in Part 5 of the activity. <u>Exit Ticket:</u> (Students will answer the following prompt on their Daily Activity Sheets.) - What about your booth will make your classmates want to visit it? <u>Students who finish early may:</u> [insert options here] <u>Additional Notes and Instructions:</u> [Insert any additional notes for substitute here.]	SAEs in the USA Student Activity Sheet: Part 4 - Shoebox - Markers, crayons, colored pencils - Craft supplies

Directions	Handouts/Materials
Day 3: [insert date here] <u>Bell Ringer:</u> (Students will answer the following prompt on their Daily Activity Sheets.) - What about your SAE are you most excited to share with your classmates today? <u>Daily Activity Directions:</u> - Tell the class: <i>Today is your chance to showcase the SAE you researched by participating in the SAE booth event! You will get a chance to share your SAE and learn about your classmates SAEs through the event!</i> - Hand out the SAEs in the USA student activity sheet (Part 5). Students will complete Part 5 as they visit their classmates' booths. <u>Exit Ticket:</u> (Students will answer the following prompt on their Daily Activity Sheets.) - After the SAE booths today, what SAE are you interested in pursuing? <u>Students who finish early may:</u> [Insert options here.] <u>Additional Notes and Instructions:</u> [Insert any additional notes for substitute here.]	SAEs in the USA Student Activity Sheet: Part 5 - SAE Booth
Directions	Handouts/Materials
Day 4: [insert date here] <u>Bell Ringer:</u> (Students will answer the following prompt on their Daily Activity Sheets.) - Why do you think having an SAE is important? <u>Daily Activity Directions:</u> - Tell the class: <i>Now that you have spent the past few days learning about many different SAEs, it's time for you to plan your own SAE! Today, you're going to learn about the different types of SAEs and start dreaming up your own SAE!</i> - Hand out the SAE!? What Should I Do? student activity sheet. Students will watch a video to identify different SAEs. They will then plan for their own SAEs. Students should complete the entire student activity sheet. <u>Exit Ticket:</u> (Students will answer the following prompt on their Daily Activity Sheets.) - What is one of your goals for your SAE? <u>Students who finish early may:</u> [Insert options here.] <u>Additional Notes and Instructions:</u> [Insert any additional notes for substitute here.]	SAE!? What Should I Do? Student Activity Sheet - Student devices with internet access
Directions	Handouts/Materials
Day 5: [insert date here] <u>Bell Ringer:</u> (Students will answer the following prompt on their Daily Activity Sheets.) - Why is having a plan for your SAE important? <u>Daily Activity Directions:</u> - Tell the class: <i>Now that you have learned about SAEs and developed goals, you are going to do a little more planning for your SAE to help set you up for success.</i> - Hand out the "SAE Planning" student activity sheet. Students will complete the entire activity sheet. <u>Exit Ticket:</u> (Students will answer the following prompt on their Daily Activity Sheets.) - In three or four sentences, explain what an SAE is and why someone should have one.	SAE Planning Student Activity Sheet - Student devices with internet access

• 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.]	
---	--