

Page one contains a plan template with field descriptions to help get you started.

Page two shows a completed plan, ready for a sub to follow

Page three is a blank template for you to use in your own classroom!

Lesson for Date Period		Plan	Materials
Procedures	School	Campus routines, rules, and policies that substitute needs to know (e.g., bathroom passes, attendance, fire drill routes)	Map, passes, attendance materials, referral forms
	Classroom	Teacher-specific routines and procedures (e.g., entering and exiting, seating charts, assignment collection)	Roster, seating chart
Beginning	Interest builder	Attention-grabbing, usually visual “hook” to draw students into the lesson	
	Guiding question	The purpose of the lesson in the form of a question about a “big” idea	
Middle	Mini-lesson/modeling	Direct teach of concept or skill that supports students in answering the guiding question; should include teacher modeling the thinking and skills necessary	
	Collaborative practice	Student pairs or small groups apply the concept/skills just taught, working together to discover effective strategies and self-correct errors	
	Independent practice	Individual application or extension of concepts/skills taught	
End	Answer to guiding question	Written and/or verbal response to guiding question; ideally will be individual written response, pair-share, full class share, exit slip/sticky note	Exit slip
Reflection	Substitute comments	Opportunity for substitute to leave remarks about the <i>lesson</i>	
	Teacher notes	Given substitute feedback and student evidence of learning, teacher considerations for future instruction	

Sample lesson for “non-music” substitute		Plan	Materials
Procedures	School	See sub folder provided in front office	
	Classroom	See “sub tub” on teacher desk	
Beginning	Interest builder	Youtube video of “bad” <i>American Idol</i> audition Ask students what they would suggest the contestant would want to “do over”	Youtube.com video, ability to project video
	Guiding question	Ask students to consider: <i>How can we improve our next performance?</i>	
Middle	Mini-lesson/modeling	Say: <i>You don’t want to feel like you have to have a “do over” of the next concert. We are considering how you can make the next performance of this piece more appealing to the audience. When I watch/listen to the recording, I am going to be paying attention to what I like, what is boring, and what is distracting. I also want to notice what kind of mood the music creates.</i> View/listen to short segment of piece currently being prepared Say: <i>I noticed that the sounds during the part where no one was singing seemed to not fit in—it was really distracting. I also noticed that the music was happy and fun, creating a playful and joyful mood. When the singers were smiling, the happy feeling was even bigger.</i>	Recording of piece
	Collaborative practice	Pairs of students view/listen to remainder of selection, discussing and listing <ul style="list-style-type: none"> ● Likes ● Dislikes ● Distractions ● Mood created Teacher/sub walks around, making sure students remain on-task	Recording of piece on individual student devices or one device per small group List of student pairs
	Independent practice	Students use hand-out to individually answer the question: <i>Which of the items we discussed in the group should we work on the most before our next performance? Why?</i>	Hand-out (half-sheet with question printed)
End	Answer to guiding question	Students share responses to independent practice with partner Call on at least five students; say: <i>What does your partner think is the most important thing to consider before the next performance?</i> Record student remarks on large poster paper and/or collect student hand-outs	Poster paper Marker(s)
Reflection	Substitute comments	Not enough students had their own devices to access the video, so I allowed groups of four rather than the pairs you suggested. Students noticed more visual rather than musical things to improve, such as having all the bowties straight	
	Teacher notes	Focus on intonation and rhythm issues during next class, using same format but with more targeted mini-lesson on listening	

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	Collaborative practice		
	Independent practice		
End	Answer to guiding question		
Reflection	Substitute comments		
	Teacher notes		