

MR. BILLMAN'S SUB PLANS 2-17-2026
PLAYLIST/SLIDES: LUMIO BOARDPIN: 2506
MATH LESSON WORKSHEET: EXIT TICKET

Thank You!

Good Morning,

Thank you kindly for covering for me. Your help is greatly appreciated in making it possible for my students to still be able to learn. Please see below for planning by subject.

Warm regards,
Robert Billman

Management Strategies

To get students completely silent: State first "Make me your focal point" loudly. Students should stop what they are doing, empty their hands and lock their eyes on you in response. Use the chime or bell if they do not do this. They should do all of the previous steps as well as place their hands on top of their heads. Make them do it again if not all students participate and there is still talking. Then, tell students to be at a level 0 (if working independently) or level 1/whisper (if talking to a partner).

Remind students to be at a voice level 0 (no voices), 1 (whisper), or 2 (partner talk) depending on the task at hand. Please note down who doesn't participate or follow classroom expectations on the black clipboard.

If individual students are getting out of hand, let them know that you will note down their names for me (Mr. Billman) and I will decide if I need to reach out to their parents or if it constitutes a write up.

Students who are consistently on-task and following directions note down their names in the space provided and let them know that I will reward them. In my top drawer to my desk there is also Cardinal Cash, which can be given to students who are following expectations and listening to directions. Feel free to give these out as you wish. These can be found in the top draw of my desk.

Class Bathroom rules

- There is only one boy and one girl at the restroom at any given time. They are to signout and place a cone on their desk. They are allowed to go only once from my class. If they need it more than once they can go to the nurse's office.
 - Students will put up three fingers to indicate the need for the bathroom. If you point at them they will go sign out, place a cone on their desk and go.
 - Micheal may use the restroom freely and does not need to follow those procedures.
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Arrival (7:30 – 7:50)

Students enter & begin independently

Teacher Actions:

- Take attendance
- Call the office with attendance or send someone down
- Remind student to have to sharp pencils ready for lessons

Expectations:

- 2 sharpened pencils
 - 2 books
 - Full water bottle
- Work silently at seats on IXL **or** Lexia Power

Morning Meeting (7:50 – 8:20)

Teacher Actions: Call students to the carpet to start morning meeting

1. Class Contract: Control our body, control our voice, control our imagination, focus, and we do this together. These are done through motions in the morning. Choose a willing student to lead. (1-2 min)

2. Greeting: There is a video in the slide to learn how to say good morning in a new language. Play the video one or two times. Then students can try the new way to say good morning or they can use a standard one, their choice.(2-4 min)

3. Share: Student are given an opportunity to share: “Share a book, topic, or hobby that they enjoy” (2-4 min)

4. Activity: Fastest Numbers in the Class (10-15 min)

Call out prompts Students respond with ONE number only

Examples:

- Greater than 50
- Multiple of 6
- Decimal
- Odd / Even

Students may use fingers, whiteboards, or paper

Special (8:20 – 9:15)

Students are to line up in line order. They are led by you to the music room and then picked up by you as well. (55 min)

Math (9:15 – 10:15)

Small Group work: Students will work at their desks or be in small groups (40 mins)

Teacher Actions:

- You should circulate the room to make sure students are on task
- Students working on exit tickets can have words read to them. But, not problems explained to them. Remind students that justifying answers means to show their work.
- There may be push-in support from Mr. Braswell or Ms. Samuels
- If they are testing, they may pull students instead

Student Work:

✓ Complete the Exit Ticket

If NOT:

- Working on IXL

Mini-Lesson: Students will be at their desks with their math note books open to follow along with you as you go over multistep decimal math problems. (25 mins)

Start lesson by having students read the “I can Statemnt...”

Multistep Decimal Problems

1. UNDERSTAND

- ✓ Read the problem carefully
- ✓ Circle the question
- ✓ Box important numbers
- ✓ Underline key words

Think aloud:

- *What am I solving for?*
- *What information do I need?*

Sentence Stem: "I am trying to find ____."

2. PLAN

- ✓ Decide what to do **first, next, last**
- ✓ Choose the operations (+ - × ÷)

Think Aloud:

- *What steps will I take?*

Sentence Stem: "First I will ____.", "Next I will ____.", "Finally I will ____."

Estimate (Reasonable Answer Check)

- ✓ Round numbers **OR** use compatible numbers

Think Aloud: *About what should my answer be?*

Sentence Stem: "I estimate ____ because ____."

Example:

$$118.86 \approx 120$$

$$251.46 \approx 250$$

3. SOLVE

- ✓ Work step-by-step
- ✓ Show ALL work
- ✓ Line up decimals (for + and -)

Helpful reminders:

One step at a time

Keep numbers neat

4. CHECK

- ✓ Compare to your estimate
- ✓ Ask: *Does this make sense?*

Think Aloud: *Is my answer close to my estimate?*

Sentence Stem: "My answer is reasonable because ____."

5. Whip Around Prompt: "What is one thing that helps you solve multistep problems?"

Optional sentence stems: "One thing that helps me is ____.", "I solve problems better when I ____.", "A strategy I use is ____.", "Estimating helps me because ____."

Cardinal Math (10:15-10:45)

At this time Students will get pulled for math support outside the classroom. Students who remain will finish any unfinished work, or be on IXL . Please circulate the room to ensure students are on task.

ELA (10:45-11:55)

Opinion Writing – Renaissance Contributions

Students will develop an opinion about important Renaissance contributions while practicing essay structure and peer editing.

1. Warm-Up / Thinking (5–7 minutes)

Tell students: “Today we are thinking about important contributions during the Renaissance.” Prompt: “*Who do you think made the MOST important contributions during the Renaissance? Why?*”

Optional: Turn-and-talk.

2. Slide Review / Mini-Lesson (10–15minutes)

Open the presentation and move through slides in order.

Guide students through the key ideas below:

✓ What is an Opinion Essay?

An opinion essay tells what you think about a topic.

✓ Opinions Need Support

Emphasize: Opinions **MUST** be backed by details & facts.

✓ Essay Structure

Review the 5-paragraph format:

- Introduction (Hook + Thesis/Claim)
- Body Paragraphs (Supports/Evidence)
- Conclusion

✓ Claim vs Supports

Clarify:

- **Claim = Opinion**
- **Supports = Reasons / Evidence**

✓ Essay Packet / Organizer

Show students where:

- Claim is written
- Supports are listed
- Evidence is added

✓ Hooks

Explain purpose of a hook:

A hook grabs the reader’s attention.

Review hook types:

Paint a Picture → Describe a scene

Question → Ask engaging questions

Powerful Word → Start with a strong word/idea

Discuss examples shown in slides.

✓ **Final Reminder**

Students only need **ONE hook style**

3. iPad Essay Setup (10 minutes)

Students should complete the following steps:

1. **Scan QR Code**
Students use iPad cameras to open the template.
2. **Make a Copy**
Tap “*Make a Copy.*”
3. **Rename Document**
Format: **Name Renaissance Essay**
4. **Share Document**
Share with: **Robert.Billman@apsva.us**
Access = **Editor**
5. **Add Name**
Type name at top of document.
6. **Choose Figure**
Circle ONE Renaissance person.
7. **Begin Writing**
Students start: Hook → Claim → Support

4. Group Writing (10–15 minutes)

Students work in groups to build essay pieces.

Each student selects a writing role:

- ✓ Hook Writer
- ✓ Claim Writer
- ✓ Support Writers
- ✓ Conclusion Writer

Use slides for guidance.

5. Peer Editing Roles (Remaining Time)

As groups finish students should be working on their assigned roles.

Once groups have writing drafts

Tell students: “Now we are switching from writers to editors.”

Each group assigns: *Error Editor, Word Editor & Meaning Editor*

Error Editor

Checks:

- ✓ Capitalization
- ✓ Usage
- ✓ Punctuation
- ✓ Spelling

Prompt students: "Look for mistakes that can be fixed."

Word Editor

Improves:

- ✓ Boring / repetitive words
- ✓ Sentence starters
- ✓ Transitions

Encourage use of:

- Also, In addition, Furthermore
- First, Next, Finally
- However, On the other hand
- As a result

Prompt: "Make the writing stronger and more interesting."

Meaning Editor

Focuses on clarity:

- ✓ Does it make sense?
- ✓ Is the claim clear?
- ✓ Are supports understandable?

Sentence starters: "This piece is mostly about...", "The main idea is...", "One important detail is..."

Prompt: "Help the writing make sense."

Expectations

- ✓ Everyone participates
- ✓ Editors give helpful feedback
- ✓ Stay focused on improvement
- ✓ Voices at group level

If Students Finish Early

- ✓ Add details
- ✓ Strengthen hook
- ✓ Improve transitions
- ✓ Recheck errors

Cardinal ELA (11:55-12:25)

At this time Students will get pulled for math support outside the classroom. Students who remain will finish any unfinished work, be onLexia or reading a book . Please circulate the room to ensure students are on task. (30 min)

Lunch/ Recess (12:25-1:25)

At this time you will need to line the students up and lead them to lunch. You will then need to go and pick students up on the back playground to help watch students at 1:15. Students will then be called to line up at around 1:25 and you will lead them back to the classroom.(60 min)

Science (1:25-2:30)

1.Learning target: Visible light behaves in predictable ways. Have students read the I can statements and give examples of what it means.

2.Vocabulary Review Review the following terms using slides / board visuals:Transparent, Translucent, Opaque, Reflect / Reflection, Refract / Refraction,Transmit, Absorb, Concave, Convex, Lens

Teacher Prompts: “Turn & talk: What does ___ mean?”, “Which word describes light passing through clearly?”, “Which word describes light bouncing?”

3.Student Work: Students should be given time to review for light for about ten minutes.

4. Take Light Test on Mastery connect Once students are finished they are to read, or do science news paper

Pack-up and dismissal 2:30- 2:40

- At 2:30 extended day and car riders (Jaxon and Eli) are to be dismissed to go to their places.
- Bus riders, and walkers should be called by table groups to stack chairs and get their bags from the locker, then to come back and sit at the carpet until 4th and 5th grade are dismissed via the announcement around 2:38 - 2:42.. Please escort them to the buses from out the door next to the class.