TEACHER CANDIDATE CLASSROOM ACTIVITIES

This list is a guideline of suggested activities to developmentally prepare Teacher Candidates for full-day and full-time teaching.

Individual

• Have the Teacher Candidate tie a shoe, find a marker, and get a pencil sharpened or other supplies needed for an assignment or project.
• Have the Teacher Candidate assist a student in completing incomplete work for class.
• Have the Teacher Candidate sitting near a student deliver a predetermined behavior support plan.
• Have the Teacher Candidate listen to a child read aloud.
• Have the Teacher Candidate read out loud with a child, small group or large group.
• Have the Teacher Candidate reading aloud/with a student or conducting reading fluency probes.
• The Master Teacher will have the Teacher Candidate identify characteristics of students in the classroom before information is disclosed (siblings, IEPs, etc.)
• Have the Teacher Candidate interview students and dictate answers on scientific experiment or assignment in class.
• Have the Teacher Candidate be a partner for someone in the class.
• Have the Teacher Candidate provide one-on-one help during classroom activities.
• Have the Teacher Candidate partner with a struggling student, participating as a fellow student.
• Have the Teacher Candidate do flashcard reviews.

Small Group

• Have the Teacher Candidate collect materials for the learning center.
• Have the Teacher Candidate set up a learning center from given materials.
• Have the Teacher Candidate work in small groups to facilitate activities.
• Have the Teacher Candidate escort children to and from places in the school (recess, nurse, guidance, rest room etc.).
• Have the Teacher Candidate use proximity of control as the Master Teacher explains directions or divides students into partners or small groups.
• Have the Teacher Candidate work with a small group to brainstorm strategies used in a game situation.
• Have the Teacher Candidate be in charge of a center.
• Have the Teacher Candidate play on a team or coach a team.
• Have the Teacher Candidate work in small groups to revise or proofread written assignments.
• Have the Teacher Candidate participate with students in team-building challenges.

Whole Class
• The Master Teacher refers to the Teacher Candidate as another teacher in the room when giving directions or examples. *Ex: “As you work in small groups, Mr. Smith and I will walk around and give your feedback on your projects. Feel free to ask us a question during your project work time.”*
• Have the Teacher Candidate assist or design a bulletin board.
• Have the Teacher Candidate give a spelling pre-test to the class.
• Have the Teacher Candidate take attendance.
• Have the Teacher Candidate collect homework.
• Have the Teacher Candidate enter grades into records.
• Have the Teacher Candidate file materials.
• Have the Teacher Candidate take roll or lunch count.
• Have the Teacher Candidate correct papers with clear right-wrong answers.
• Include the Teacher Candidate in classroom discussions by having him/her sit on the carpet area or sit at the table during small group activities.
• Have the Teacher Candidate design a cooperative game that the students can play where there are no winners or losers.
• Have the Teacher Candidate ask the question of the day. This could be content related or basic trivia.

• Have the Teacher Candidate run the technology during the lesson (PowerPoint, screen setting, write on the white board or chalk board, computers).

• Have a discussion with the Teacher Candidate about resources available for planning lessons.

• Have a pre-planning conference with the Teacher Candidate to discuss lesson planning.

• Have the Teacher Candidate sit on the carpet to listen to instructions by the Master Teacher (become part of the class to understand clarity in directions).

• Have the Teacher Candidate assist with assessments.

• Have the Teacher Candidate become part of the class. Play games with the students.

• Have the Teacher Candidate assist the Master Teacher in “the opening” at the beginning of the day.

• Have the Teacher Candidate do a review of content before the lesson.

• Have the Teacher Candidate sit or stand up in front of the class as opposed to sitting in the back of the room. The students in the classroom see the Teacher Candidate as another teacher in the room and the Teacher Candidate can see what it is like to be in the front.

• The Teacher Candidate and Master Teacher can discuss topics related to the experience or education while students are watching a content related movie or taking a test. Engage the Teacher Candidate in professional conversations as much as possible.

• Have the Teacher Candidate set up labs or equipment before the class arrives. Have them help put away equipment after a lesson.

• Have a discussion with the Teacher Candidate in person or in an email about individual goals during the experience. Have them evaluate how the experience is going and discuss ways to improve the rest of the experience.
• Have the Teacher Candidate check papers and provide instant feedback to the students (comments or star on the paper).

• Have the Teacher Candidate video tape a lesson, watch it and discuss what was learned.

• Have the Teacher Candidate take over morning routines before the lesson starts.

• Have the Teacher Candidate draw graphic organizers for the class.

• Have the Teacher Candidate greet students at the door as the Master Teacher has done and initiate conversations to learn more about each student.

• Have the Teacher Candidate observe part of a lesson and teach it to another class.

• Have the Teacher Candidate assist with a cooking lab or experiment and ask questions related to the project.

• Have the Teacher Candidate design a game to enhance the learning of a skill. 
  *Ex: If a student struggles with colors or simple math problems, the Teacher Candidate can design and play a matching game for the student to use to recall colors or math facts.*

• Have the Teacher Candidate use flash cards with students (math, colors, letters, spelling words).

• Have the Teacher Candidate make phone calls on the Master Teacher’s behalf.

• Have the Teacher Candidate take over a routine part of class instruction such as calendar time, warm up skills activity.

• Have the Teacher Candidate conduct a vocabulary review.

• Have the Teacher Candidate check/collection homework.

• Have the Teacher Candidate keep score during a game.

• Have the Teacher Candidate write notes on the board as the Master Teacher instructs.

• Have the Teacher Candidate order supplies.

• Have the Teacher Candidate tally student participation or the number of blurts.

• Have the Teacher Candidate convert teacher-created materials to new technology.
• Have the Teacher Candidate create a new learning center for the classroom.
• Have the Teacher Candidate create a survey or interview to collect information about students’ habits, interests, and understandings.
• Have the Teacher Candidate invite PreK-12 students to ask questions about the Teacher Candidate and his/her background and interests.