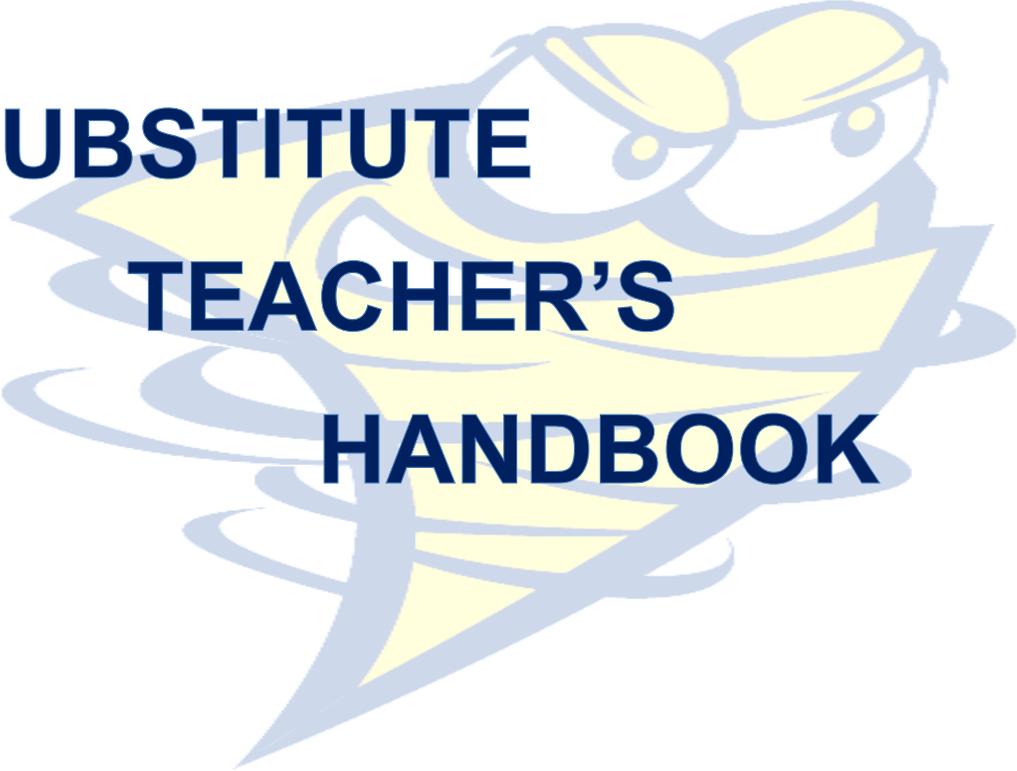




THE PLACE TO BE

A stylized illustration of a yellow fish wearing yellow-rimmed glasses. The fish is facing right and has a friendly expression. The illustration is semi-transparent and serves as a background for the title text.

**SUBSTITUTE
TEACHER'S
HANDBOOK**

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LANCASTER CITY SCHOOLS

MISSION:

Lancaster City Schools, the Place to Be for Learning, Caring, Succeeding

THE PLACE TO BE:

Together
Honesty
Excellence

Perseverance
Learning
Achievement
Caring
Equality

Trustworthy
Outstanding

Building
Enthusiastic

List of Schools, Principals, Secretaries, Addresses & Phone Numbers

<u>SCHOOL</u>	<u>ADDRESS</u>	<u>PRINCIPAL</u>	<u>SECRETARY</u>	<u>PHONE</u>
<i>GRADES PRE-K – 5th</i>				
Gorsuch West	440 Trace Dr.	Terri Garrett	Jackie Fowler/ Angela Hill	740-687-7332
Medill	751 E. Wheeling	Jennifer Woods	Trudy Deitz	740-687-7352
Mt. Pleasant	712 N. Broad St.	Andy Smeltzer	Sam Blanchard/ Janine McCullough	740-687-7338
Preschool	425 Whittier Dr.	Dustin Knight	Sonya Baeza/ Stacey Guisinger	740-687-7340
Sanderson	1450 Marietta Rd	Shannon Burke	Jennifer Wildermuth	740-687-7354
Tallmadge	694 Talmadge Ave.	Jake Campbell	Jan Kilbarger/ Jean Comer	740-687-7336
<i>JUNIOR HIGH GRADES 6-8</i>				
General Sherman	701 Union St.	Scott Burre	Cheryl Anderson/ Julie Parrett	740-687-7345
Thomas Ewing	825 E. Fair Ave.	Steve Poston	Amy Noland/ Lisa Dawson	740-687-7347
<i>HIGH SCHOOL 9-12</i>				
Lancaster High	1312 Granville Pike	Jack Greathouse	Cindy Vanhorn/ Heather Baskin	740-681-7500
Career Tech	345 E. Mulberry St.	Anthony Knickerbocker	Jakki Moore	740-687-7390

Lancaster City Schools

SUBSTITUTE TEACHER HANDBOOK

Welcome to Lancaster City Schools. In order to provide you with the best possible experience, we have provided some ideas, tips, and suggestions for your daily work with our staff and students.

To keep students productively engaged in learning activities during the absence of the classroom teacher, substitute teachers must thoroughly understand and execute not only emergency lesson plans but also effective management techniques and strategies.

This guide has been developed to provide you with some general guidelines that you, as a substitute teacher, will probably wish to consider as you provide a positive classroom climate for students to learn, to interact, and to have an effective learning process.

This handbook does not cover every area of situation that you will encounter in your work as a substitute teacher. The suggestions offered are not foolproof. Every school has its own in-house procedures with which you will need to become familiar. An effective teacher needs to come prepared.

As you leave the school building, hopefully you'll have good thoughts about the students you've helped, the lessons you've taught, and yourself as a substitute teacher.



Helpful Tips for Substitute Teachers

1. Arrive at school as early as possible.
2. Check in at the office with an administrator or office staff.
 - Inquire about substitute information being available.
 - Find out about any special school rules. (i.e. cell phones)
 - Determine if any special activities, such as assemblies, are planned that day.
3. Take advantage of teachers and students who arrive early. They are an excellent source of information.
4. Write directions on the board; this will be great help in the orderly beginning of the day's work.
5. Scout out your "temporary turf." Immediately become familiar with:
 - Seating Charts
 - Teacher's Lesson Plans
 - Class list (attendance forms and how to use them)
 - Fire and safety drill procedures and associated exits
 - Equipment and materials available for your use
 - School floor plan which shows the location of student restrooms, library, cafeteria, faculty or teacher lounge, faculty restrooms, and other critical locations.
6. Take a few seconds to learn several names from the class lists, this will enable you to enlist the students by name to do small chores. Sometimes the regular classroom teacher will provide the names of dependable students, but not always. This can serve to personalize your relationship with students and can hold the individuals accountable.
7. Allow each class to begin "as usual." This enables you to observe the students, gaining possible insight into group dynamics as well as send the message of "business as usual" to the students.
8. Placing an outline on the chalkboard serves to give you and the students a sense of direction.
9. Take firm control, of the class from the beginning, Physical punishment, sarcasm, ridicule, or hasty decisions are not acceptable as a means of pupil control.



10. Use positive rather than negative requests and suggestions.
11. Expect respect and cooperation; be respectful of student opinions.
12. Have a positive, enthusiastic attitude toward the assignment.
13. Fairness and careful follow-through are invaluable in maintaining good classroom order.
14. Physical conditions in a room may affect the behavior of pupils. Watch ventilation, temperature, and light. Keep the room neat and orderly. Supervise pupils as they enter and leave the classroom. Stand at the door and meet them in a friendly manner. (Smile!)
15. Be organized!!!
16. Be innovative and flexible. Have alternative plans in case the lesson plan fails. Be prepared with a “bag of tricks”. Be more than a “babysitter”.
17. Immediately establish your behavior expectations.
18. Whenever possible avoid an open clash with the student(s). Kindness and sympathy, lined with firmness is a far better way of maintaining class control.
19. Ask disruptive students to step outside the door so you can talk to them. This has a quieting effect on the other students.
20. Be calm. This is particularly true when working with intermediate/middle school students. If you do lose your temper, calm down as soon as possible.
21. Keep the students busy.
22. Change disruptive students’ desks.
23. Class morale can be kept high with praise from the teacher.
24. Walk around the room. Stand next to the noisy person or group.
25. Model the behavior you want from the students.
26. Try to talk to each of the students on a personal level. This is very important if you are going to be at the school on several occasions.
27. Be sure to have a current seating chart for the classes. Call the students by name.
28. Ask questions of other teachers and the school administration.
29. Carry 35 copies of a back-up lesson. (Don’t let the students write on the sheets, collect them at the end of the period.)



30. When an obvious classroom procedure has been established with which the students are familiar, work with it. Do not try to impose an entirely new system for one or two days.
31. When you sense that students are willing to be helpful in terms of clarifying procedures, use them.
32. Carry a book of “sponges”. Bring interesting articles to read to the students. Prepare a listening exercise for each article. Alert students that there will be questions, or program them to listen for answers to questions already posed. Can be used to calm students or to fill gaps in the lesson plan.
33. Check with the school in advance about parking.
34. Your success in the room depends on being visible, circulating, and being attuned to attitudes and atmosphere of the class.
35. Make sure students turn in all work. Count papers, count heads.
36. Keep a personal journal or daytime calendar to record the classrooms in which you have substituted. Include notations that will help you in future assignments to that room. It also can be used to document your substituting experience and substitute hours.



Using Aesop Successfully

Proactively fill your schedule

Aesop offers you the flexibility to proactively search for jobs and fill your own schedule the way you want. To help you benefit most from automated substitute placement, Aesop offers you both phone and web services for finding and accepting jobs. Substitutes can call in to Aesop toll-free at 1-800- 942-3767 or log in online at www.aesopeducation.com.

Manage your preferences

With Aesop, not only can you plan your schedule ahead of time, but you can also choose NonWork Days, specify preferred schools* and adjust call times to fit your schedule. You can also view work history and receive phone and e-mail notifications of available jobs.

Find out about available jobs.

Proactively fill your schedule* Manage your preferences Aesop notifies substitutes of available jobs they qualify for. Most employee absences are entered the day before the absence occurs, but they can enter their absences very far in advance. Depending on the district's settings, substitutes can discover available jobs days, weeks, or even months in advance.

Aesop can alert substitutes to new jobs through both phone and e-mail* services. Substitutes can then choose to accept or reject the assignment.

*****If you have any questions about Aesop for Lancaster City Schools, please contact the Aesop Administrator, Michelle Williams at 740-687-7390

Policies and Guidelines

JOB GOAL: To provide each child with the skills and support they need to be successful in everyday life.

Because this handbook is a general source of information, it is not intended to be, and should not be interpreted as, a contract. It is not an all-encompassing document and may not cover every possible situation or unusual circumstance. If a conflict exists between information in this handbook and Board policy or administrative procedures, the policies or procedures govern. It is the substitute's responsibility to refer to the actual policies and/or administrative procedures for further information. Complete copies of the personnel policies can be found at:

<http://z2.ctspublish.com/osba/Z2Browser2.html?showset=lancaster-osba>

Every effort will be made to update the handbook as needed on a timely basis. The District reserves the right, and has the sole discretion, to modify or change any portion of this handbook at any time.

I. General Information

TERMS OF EMPLOYMENT

A substitute teacher for Lancaster City Schools is an as-needed position assigned on a day-to-day basis. Hours, wages, and other conditions of employment are established by the Board of Education. Employment can be terminated at any time, with or without cause, and with or without notice, at the option of either the District or the substitute. If a substitute no longer wishes to substitute for Lancaster City Schools, you should contact Bobbi Williams with Fairfield County ESC at 740-653-3193, ext. 237 to let her know you would like to be removed from Lancaster City School's substitute list.

DRESS AND CONDUCT

Substitute teachers in Lancaster City Schools should dress and conduct themselves in a professional manner **AT ALL TIMES** in the district. A substitute teacher's attire and grooming should be consistent with and reflect the professional position of a regular teacher. Substitutes have to make a first impression every day. The substitute teacher should remember at all times they are in a role model position when on duty and conduct themselves appropriately around students and staff. The substitute teacher is obligated not to make comments about any student, teacher or administrator that will reflect negatively or put discredit upon that person or upon the teaching profession. A friendly, cooperative and cheerful attitude will set the tone for a good day. Acceptance by faculty and students is largely dependent upon the attitude conveyed by the substitute teacher.

IDENTIFICATION BADGES

Lancaster City Schools do not issue identification badges to substitutes. When you report to the building office upon your arrival for an assignment, the office secretary should provide you with a form of identification (i.e. name tag, temporary sub tag,)

CONFIDENTIALITY

Any and all observations, conversations or negative behavior a substitute teacher observes or encounters during the school day should be kept confidential and discussed only with the school principal.

RESPONSIBILITIES, AUTHORITY AND DISCIPLINE

The substitute teacher should assume responsibility for supervision duties of the regular classroom teacher promptly and in accordance with school rules. This may include bus, lunchroom or playground duty, or other duties as assigned by the school principal. The substitute teacher is also responsible for the full schedule of the regular classroom teacher. This includes the classroom day, clubs, study halls, outside duty and any special responsibilities performed by the absent teacher. These duties should be annotated or indicated on the teacher's lesson plans. The substitute is expected to follow the daily schedule of the teacher as closely as possible. If you have any questions concerning your duty responsibilities, please clarify these with the building principal or school administrator.

The substitute teacher is required to report the following matters to the school office or an administrator:

- Personal injury to students or teacher
- Serious illness of any student
- Damage to school property
- Serious discipline problems or infractions of school rules
- Suspected abuse and/or neglect of students (see page 11 for more information)

The substitute teacher must check with the office or school administrator before:

- Granting a student permission to leave school before the end of the regular dismissal
- Detaining students after dismissal time
- Sending notes or any communications (other than official school notices) to parents

The substitute teacher **WILL NOT**:

- Use corporal punishment
- Disturb items in teachers' desk or cupboards
- Criticize the regular teacher about his/her materials or methods
- Leave the classroom and students unsupervised during the school day (at any time)
- Call the regular teacher unless specifically requested to do so

The substitute teacher is responsible for maintaining effective classroom management/discipline and to make the students' experiences as consistent as possible during the absence of the regular teacher. Disruptive student conduct in class is not acceptable. When and if serious problems arise, the substitute should feel free to turn to the building principal or responsible administrator for help. Please be assured that you asking for the principal's assistance do not reflect negatively on your abilities as a substitute teacher.

- Avoid group punishments, threats, verbal or physical abuse, exclusion from special programs, extra homework and repetitive writing assignments.
- Isolate misbehaving students within rather than outside of the regular classroom.
- Be firm, fair, and consistent.
- Provide positive reinforcement when something is done well.
- Never leave the classroom unsupervised!

LEGAL ASPECTS OF SUBSTITUTE TEACHING

As with all jobs and professions, there are legalities that must be addressed. The following are some legal responsibilities you should be aware of.

- **Supervision Of Students** - The substitute teacher who has physical control of a classroom has a duty to keep these children safe and orderly. The standard is the reasonable use of professional judgment for the safety and orderly education of students.
- **Due Care and Caution** - A teacher is required to exercise due care and caution for the safety of the students in his/her charge. Basically, this means acting reasonably and with safety in mind, being able to explain circumstances and your actions, as well as following school safety policies and procedures.
- **Release Of Children** - Due to possible restraints on who may have custody of a child, children should not be allowed to leave the building during the school day without express consent from the office.
- **Administering Medication** - Medication should only be administered by the school nurse or other appropriate health personnel, not the classroom or substitute teacher. If you know of medication requirements of a student, the health professional should be notified.
- **Confidentiality** - It is unprofessional and against the law in many states to disclose confidential information about your students. Generally, a substitute teacher should avoid comments about individual students that convey private information: grades, medical conditions, learning or discipline problems, etc.
- **Anecdotal Records** - Maintaining notes on particular incidents in the classroom can protect you in problematic situations. If you feel that your actions might be questioned, note the date and time, the individuals involved, the choices for action considered, and the actions taken.

- Discipline Policies – Corporal punishment is against the law in Ohio. Corporal punishment in the Ohio Revised Code 3319.41 states that:
 - No person employed or engaged as a teacher, principal, administrator, nonlicensed school employee, or bus driver in a public school may inflict or cause to be inflicted corporal punishment as a means of discipline upon a pupil attending such school.
 - No person employed or otherwise engaged as a teacher, principal, or administrator by a nonpublic school, except as otherwise provided by the governing authority of the nonpublic school, may inflict or cause to be inflicted reasonable corporal punishment upon a pupil attending the school to which the person is assigned whenever such punishment is reasonably necessary in order to preserve discipline while the student is subject to school authority.
 - Persons employed or engaged as teachers, principals, or administrators in a school, whether public or private, and nonlicensed school employees and school bus drivers may, within the scope of their employment, use and apply such amount of force and restraint as is reasonable and necessary to quell a disturbance threatening physical injury to others, to obtain possession of weapons or other dangerous objects upon the person or within the control of the pupil, for the purpose of self-defense, or for the protection of persons or property.
- Dangerous Situations -A substitute teacher is responsible for making sure the learning environment is safe. This includes things such as the arrangement of desks so as not to block exits and proper supervision during the use of potentially dangerous classroom equipment.
- Mandatory reporters of child abuse or neglect. Any school employee (including a substitute teacher) who knows or reasonably believes that a child has been neglected, or physically or sexually abused, should immediately notify the building principal. The principal will assist you in reporting it to the proper authorities.

CLASSROOM MANAGEMENT - SUBSTITUTE TEACHER QUALITIES

1. Be a teacher – not a study hall keeper.
2. Be straight forward. Let the students know you have lesson plans and that you have the responsibility to follow these plans.
3. Be respectful of your students.....they need patience, consistency, good judgment, and a sense of humor.
4. Be genuinely interested and concerned for the students.
5. Be friendly (but firm), enthusiastic and open-minded.
6. Be active and energetic in the classroom.
7. Be poised and calm in all situations.
8. Be assertive – do not hesitate to step in and take charge of your assigned class or student situations in the room or in the halls.
9. Be self-confident as you go into the classroom.
10. Be professional and ethical at all times in attitude and relationship with pupils, staff members and parents. Remember that all pupils' personnel records are confidential.
11. Be adequately prepared and on time for your assignment.

WORKING WITH THE STUDENTS:

1. Welcome the students at the classroom door when they arrive.
2. Try to learn each student's name.
3. Start class immediately with the assigned work.
4. Keep activities moving. Make the students feel cheerful and successful. Encourage students to work together when this will generate success.
5. Be sensitive to the mood of the class if a special situation arises.
6. Be positive and reassuring in your approach when working with the students.
7. Be enthusiastic – students mirror your attitude.
8. Involve students who are not interested. Try to find ways to motivate them. Should a student refuse to become involved, don't force the issue. Let him/her quietly observe.
9. Go to the students when they need help. This avoids confusion and needless commotion.
10. Encourage student direction. Enlist student advice in a structured way.
11. Be flexible. Teaching demands flexibility. Substitute teaching demands flexibility plus.
12. Use lesson plans plus. Have a game or activity in mind to make the day special.
13. Minimize time spent on procedural matters.
14. Provide feedback to students about their work.



THE “BASICS”

Each school has its own personality and will vary some on their procedures and routines, but your awareness of the following points will help in your performance as a substitute teacher wherever you are assigned.

- The substitute teacher is responsible for the students conduct in the assigned classes.
- When and if special problems arise, the teacher should feel free to turn to the responsible administrator for help.
- The substitute teacher is responsible for the full schedule of the regular teacher. This includes the classroom day, clubs, study halls, recess duty, and any special duties performed by the absent teacher. They are invited to attend specific meetings at the request of the principal or supervisor. Because elementary substitute teachers spend a portion of most days on the playground, please dress for the weather.

STARTING THE DAY:

1. Report to the building principal or secretary when you arrive. The principals encourage substitute teachers to arrive a few minutes early when going to a new school. This will give the principal a better opportunity to visit with you before the rush begins and will provide you with some extra time to orient yourself with a new school.
2. Introduce yourself and let the office know for whom you are subbing.
3. Check the teachers sub packet for orientation to the school policies and procedures such as: attendance, discipline, schedule, support system, and any other pertinent policies for that school. Let the principal know when you're missing necessary items or information.
4. Secure the materials and equipment necessary for carrying out the planned activities.
5. Consult the seating chart; identify any children that have been designated to assist you.
6. Familiarize yourself with the recess times, lunch period, gym and music periods, the daily schedule and routine of the class.

ROUTINE PROCEDURES AND EXPECTATIONS:

1. Be professional as it applies to your dress, grammar (both written and spoken) and dedication.

2. Introduce yourself to teachers in nearby classrooms.
3. Neighboring teachers can be and are willing to assist to make your day a positive experience.
4. Check the class attendance/seating charts carefully and as quickly as possible.
5. Listen to announcements and have students listen.
6. **Classroom teachers are required to leave adequate plans in their absence.** Please follow them as closely as possible, recognizing that you need to use your own professional judgment as to needed modification or adjustments. If adequate plans are not available, contact the building principal or director at once.
7. Report to the principal or director immediately if any accident occurs. Parents should be contacted regardless of the perceived extent of injuries which may occur.
8. Seek guidance from the principal in any unusual situation. Report any major disciplinary problems (one that interferes with the learning process).
9. Elementary teachers escort classes to and from special activities such as music, physical education, bathroom breaks, library, lunch, etc.
10. Stand at the door of your classroom during passing periods.
11. Use “free time” to plan and prepare materials.
12. Keep notes, bulletins and other communications for the classroom teacher.
13. Be prepared to assume all responsibilities of the classroom teacher, including special duties.
14. Do not permit students to leave the classroom indiscriminately to lockers, library, bathroom, or office during the class period. Students who must leave the classroom may be passed to the areas by a written pass, time and dated. Even when the student says their regular teacher allows them.
15. Never leave your class unsupervised – send a student if you need assistance.

ENDING THE DAY:

1. Unless arrangements have been made with the building principal and/or teacher, substitute teachers will be expected to remain in the building for at least 7½ hours per day. On Fridays, all teaching staff can leave as soon as the students have left the building.
2. Leave the room in an orderly condition, with all supplies and equipment returned to storage areas.
3. Collect all papers and workbooks, unless otherwise instructed by the classroom teacher.
4. Complete any required reports. Leave the regular teacher a note of what was accomplished, what needs to be completed, how well the day went and any problems you may have had.
5. Students who ride the bus are not to be detained at the end of the day unless prior arrangements have been cleared with the principal.
6. Turn in all money collected to the office with detailed notes concerning who turned in the money and why.
7. Return all forms and folders to the office before leaving the building.
8. Leave your teaching area in good order. Students should help clean the room. Close all windows and adjust window shades. Turn lights off upon departure.

Activity Ideas – Elementary / Primary

Get to know the kids – Ice Breakers

1. Be ready to tell one playground rule.
2. Be ready to tell me the names of the children in our class that begin with J or M, etc.
3. Be ready to draw something that is only drawn with circles.
4. Be ready to tell a good health habit.
5. Have a color word on the board. Have children draw something that color.
6. Flash fingers – children tell how many fingers.
7. Say numbers, days of the week, months – have children tell what comes next.
8. “I went to the sporting goods store and I bought...” each child names an item.
9. What number comes between these two numbers: 31-33, 45-47, etc.
10. What number comes before/after 46, 52, 13, etc.
11. Have a word written on the board. Children make a list of words that rhyme.
12. Have a word written on the board. Children list words with the same long or short vowel sound.
13. Put spelling words in alphabetical order.
14. Count to 100 by 2’s, 5’s, 10’s, etc. either oral or written.
15. Use flash cards to drill math fundamentals.
16. Think of animals that live on a farm, in the jungle, the water.
17. Give names of fruits, vegetables, meats, etc.
18. Play hangman using the names of the children in the class or colors or numbers.
19. Play Simon Says.....
20. List things you can touch, things you can smell, big things, small things, etc.
21. List the colors you are wearing

DISMISSAL – End of the day

1. “I spy”. Who can find something in the room that starts with M, P, etc.
2. Who can find something in the room that has the sound of short a, long a, etc.
3. Number rows or tables. Teacher signals number of table with fingers, children leave accordingly.
4. Those children who have all crayons put away may leave now, etc.
5. Those with freckles may leave, buckled shoes, new front teeth.
6. Count in order by 2’s, 5’s, etc.
7. Say the days of the week, the months of the year.
8. What day is it, what month is it, what is the date, what is the year, how many months in a year, days in a week, etc.?
9. Reward activity: “We have had a good day! Who helped it be a good day for all of us? Betty, you brought flowers to brighten the room. You may leave. John, you remembered to rinse your hands, good for you. You may leave. Ellen showed us that she could be quiet coming into the room today. You may leave, Ellen. Bob remembered his library book all by himself. Dawn walked all the way to the playground – she remembered our safety rules. Lori brought things to share with us, etc., etc. Some students can be grouped together for good deeds to speed things up. Teacher can finish, “You’re all learning to be very thoughtful. I’m proud of all of you and you should be very proud of yourselves.”
10. Use flash cards. A first correct answer earns dismissal.
11. To review the four basic shapes, each child names an object in the room either in the shapes of a triangle, circle, square, etc.
12. Say a word that begins or ends with certain consonants, blends.
13. Dismiss by color of eyes, color of clothing, type or color of shoes, month of birthday, season of birthday, beginning letter of first name or last name.
14. Name an object that begins with B, C, etc. Pretend you are this object as you leave.
15. What will we remember for tomorrow?

Intermediate / Secondary Activities

1. List the continents of the world.
2. Make up three names for rock groups.
3. Name as many kinds of windstorms as you can.
4. Take a number. Write it. Now make a face out of it.
5. Name as many gems or precious stones as you can.
6. Write the names of all the girls in the class.
7. Name as many teachers at this school as you can.
8. List as many states as you can.
9. Write: (a) an abbreviation, (b) a Roman numeral, (c) a trademark, (d) a proper name, (e) a proper name – geographical.
10. How many countries and their capitals can you name?
11. How many baseball teams can you name?
12. Write down as many cartoon characters as you can.
13. List as many kinds of flowers as you can.
14. Turn to your neighbor. One of you tell the other about an interesting experience you have had. The listener must be prepared to retell the story to the class.
15. List all the things in your living room.
16. Write what you would do if you saw an elephant in your yard.
17. Name as many kinds of ice cream as you can.
18. List five parts of the body above the neck that have three letters.
19. List one manufactured item for each letter of the alphabet.
20. List as many nouns in the room as you can.
21. List the mountain ranges of the U.S.
22. Write the twelve months of the year correctly. Stand up when you are finished.
23. Make a list of five things you do after school.
24. List one proper noun for each letter of the alphabet.
25. Write one kind of food beginning with each letter of the alphabet.
26. Name as many holidays as you can.
27. How far can you count and write down by 6's?
28. Name as many balls as you can that are used in sports games.
29. List as many U.S. presidents as you can.
30. List all the work tools you can think of.
31. List as many models of cars as you can.
32. Name all the colors you know.
33. How many parts of an auto can you list?
34. How many animals can you list that begin with vowels?
35. List as many kinds of trees as you can.
36. Name as many countries of the world as you can.
37. List as many personal pronouns as you can.
38. List as many kinds of transportation as you can.
39. How many different languages can you name?
40. Write as many homonyms as you can (i.e. past-passed).
41. You have five children. Make up their five names.
42. Name as many things as you can that are made of cloth.
43. Name as many things as you can that you can wear on your head.

44. Name as many movie stars as you can (not T.V.).
45. List all the musical instruments that begin with “t”.
46. Name as many T.V. game shows as you can.
47. Name as many politicians as you can.
48. Name as many breeds of dogs as you can.
49. Write the days of the week correctly in order. Stand up when you are finished.
50. List all the kinds of sandwiches that you can.
51. Scramble five spelling words, trade with someone, unscramble them.
52. List as many things as you can that make people the same.

Substitute Teacher Kit

To make your life as a substitute easier, please consider putting together a Substitute Teacher Kit that you can have handy waiting for you by the door on your way to school. You may want to consider adding the following items:

1. Backpack to hold everything below
 2. Blank End-of-Day reports designed by you to turn in at the end of the day
- Most of the rest of the list can be found at your local dollar store
3. Packs of pencils, pens, markers, crayons
 4. A few general supplies like paperclips, rubber bands, mini stapler with staples, post it's
 5. Backup lesson plans
 6. Stickers
 7. Brain teasers, puzzles, word searches, soduko
 8. Book of short stories (different levels for different age groups) – avoid controversial topics
 9. Play money (counting bills and/or coins)
 10. Flashcards
 11. Stick-on name badges
 12. Dictionary
- Personal items for you
13. Pocket calendar to track where and when you work
 14. Bottle of aspirin, ibuprofen, etc. – for your use only, not to be given to students
 15. Breathe mints
 16. Latex gloves
 17. Handy wipes or hand sanitizer
 18. Band-Aids
 19. Money if you're buying school lunch
 20. Tissue
 21. Mouthwash/toothbrush

Thank you for choosing Lancaster City Schools for your substitute teaching experience. You make a difference in the lives of our students each day. Our schools could not operate without the dedication of individuals like you who provide a positive learning atmosphere for our students when the regular classroom teacher is absent.