

# Substitute Teacher Toolkit

## What are the expectations?

- ❖ GISD appreciates you and values the fact that you have stepped into a classroom to carry on as seamlessly as possible the work and expectations of the regular classroom teacher.
- ❖ The classroom teacher, depending on the circumstances, should leave **directions for carrying out the day's lesson**. Your job is to **follow the plan for the day**.
- ❖ This is the minimum expectation for every lesson:

Opening	Work Time	Closing
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- ❖ Students should be working bell to bell. Maintain attention and keep students engaged by
  - Regaining attention whenever necessary using given signal
  - Asking relevant questions (to review, to preview, to check for understanding, to probe deeper)

## What if the lesson or expectations are not clear?

- ❖ Contact someone to help:

Elementary	Middle School	High School
<ul style="list-style-type: none"> <li>▪ Teacher next door</li> <li>▪ Team/Grade level Lead</li> <li>▪ Principal</li> </ul>	<ul style="list-style-type: none"> <li>▪ Teacher next door</li> <li>▪ Team/Grade level Lead</li> <li>▪ Principal or asst. principal</li> </ul>	<ul style="list-style-type: none"> <li>▪ Teacher next door</li> <li>▪ Team/Grade level Lead</li> <li>▪ Principal or asst. principal</li> </ul>

Notes:

## How do I carry out the lesson?

Lesson Delivery
<p><b>Opening (including Content and Literacy Objectives)</b></p> <ul style="list-style-type: none"> <li>▪ Gain student's attention (provide a verbal cue and physical cue-- e.g. raised hand, T: "Class, Class?" S: "Yes, Yes", "We are coming together in 5, 4, 3, 2, 1", "Let's begin", etc. Establish the routine by practicing 4-8 times!</li> <li>▪ Review content of previous lessons - Review necessary prerequisite skills (preskills); Make the review interactive (involving all students)</li> <li>▪ Preview the goal of the lesson (use student friendly language) and how it relates to the larger goal (if that is clear)</li> </ul>
<p><b>Work Time</b></p> <p>Gradual Release of Responsibility</p> <ul style="list-style-type: none"> <li>▪ <b>"I do"</b>—Model, explain, and think aloud about how to do the task while students watch and listen</li> </ul>

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- **“We do”**—Demonstrate and explain the task together as students listen, question, respond, and participate during guided practice. Teachers provide clues, cues, directions, or reminders (on board or on anchor charts). Then students practice independently as the teacher encourages, clarifies, repeats instructions, evaluates progress, confirms that they’re doing the task correctly
- **“You do”**—Students apply learning, problem solve, self-monitor, direct, and evaluate while teacher assists as needed, responds to questions, and monitors task completion

## Closing

- Review
- Preview
- Assign independent work or homework

## How can I effectively deliver the lesson?

<b>Maintain Active Participation</b>	Require frequent responses: e.g. Turn to your partner and say. . . , write three sentences that . . . , draw a picture that illustrates. . . , read pp. 2-3 and find the answer. . .
<b>Provide Feedback</b>	Provide affirmative, corrective responses to their work. e.g., “I like how you used complete sentences,” “I like how you used evidence from the text,” “Nice job explaining your answer,” “Could you tell me a little more?”
<b>Monitor Student Performance</b>	Carefully observe and check students’ performance of the task. Walk around, talk around, and look around as students are working.
<b>Maintain a Perky Pace</b>	Deliver instruction at a brisk pace.

## How can I raise engagement in the classroom?

Opportunities to Respond		
Choral Responses	<b>Looks Like:</b> <ul style="list-style-type: none"> <li>• Teacher may raise hand to indicate think time</li> <li>• Teacher may lower my hands when it is time to say the answer</li> </ul>	<b>Sounds Like:</b> <ul style="list-style-type: none"> <li>• Teacher will ask a question</li> <li>• Students all answer at the same time</li> </ul>
Use when there is one shorter correct answer to the question.		
Partner Responses	<b>Looks Like:</b> <ul style="list-style-type: none"> <li>• Students are all listening</li> <li>• Everyone is thinking of or writing down their answer</li> <li>• As students share their answer with their partner, teacher will be walking around monitoring</li> </ul>	<b>Sounds Like:</b> <ul style="list-style-type: none"> <li>• Teacher will ask a question</li> <li>• Students will quietly share answers with their partner</li> <li>• Partner __ will share first</li> <li>• Teacher may share one or two answers with whole group</li> </ul>
Use when there are multiple answers to a question or when the answer is longer.		

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## Ways to Read Text:

- echo - teacher reads, students echo; appropriate for decodable text
- choral – all voices together to model fluency with sections of text
- partners –students take turns reading and/or chorally read, appropriate for all text
- cloze – teacher purposefully omits words or phrases for students to read, appropriate for complex short sections of text
- independent reading – students whisper or silently read, appropriate for all text depending on individual student needs
- shared reading – displayed text “shared” by all, appropriate for big books and texts needing to be shared electronically
- small group – teacher guided or student led with any type of text using choral, partner, shared or cloze structures

<b>Text Dependent Questions</b>	
Key Ideas and Details	<ul style="list-style-type: none"> <li>• What are the key ideas in this reading selection?</li> <li>• Ask who, what, when, where, how questions.</li> <li>• What key details and/or examples support the main idea of ____?</li> <li>• What message was the author trying to share? How do you know?</li> <li>• Summarize the text.</li> <li>• Explain how ____ and ____ interact in this reading selection.</li> <li>• Compare and contrast _____ and _____ from the text. Use textual evidence.</li> </ul>
Craft and Structure	<ul style="list-style-type: none"> <li>• What does _____ (word or phrase from the text) mean? Why were these the words used?</li> <li>• What kind of text is this? How do you know?</li> <li>• What text features (headings, table of content, glossaries, images, etc) are included to help the reader?</li> </ul>
Integration of Knowledge and Ideas	<ul style="list-style-type: none"> <li>• Use illustrations and details in the text to describe key ideas.</li> <li>• Identify reasons that support key ideas. (informational text only)</li> <li>• What is the author’s point of view on the topic? What in the text makes you say that? (informational text only)</li> <li>• Identify similarities and differences between two texts on the same topic.</li> <li>• How do the graphs/charts/tables help explain key ideas?</li> </ul>

## How do I make extra time meaningful?

<b>Sponge Activities</b>	
Sponge activities are to fill in short time periods and gaps to “avoid the void.”	
Categories	<ul style="list-style-type: none"> <li>• Teacher gives a category and students should be ready to add an example</li> <li>• Teacher will say four items and students figure out the category and another example for the category.</li> </ul>
Telephone Number	<ul style="list-style-type: none"> <li>• Students make as many problems as they can using their telephone number (or the schools telephone number)</li> <li>• Rearrange the numbers to make the largest number possible</li> </ul>
3-2-1	<ul style="list-style-type: none"> <li>• “3” things I learned today... “2” things I am still wondering about... “1” thing I will do right away</li> </ul>

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## Writing

- Reflection on understanding of the unit or today's lesson
- Students generate questions about the topic of lesson/ or what might be asked on a test
- Write advice for the president (teacher, principal, parents, siblings, etc.)
- Write a thank you letter

## If I had a hundred/thousand dollars . . .

- Students share with shoulder partner what they would do
- Students write down what they would do
- Students create a budget and list for their money

## Synonyms and Antonyms

- Teachers give word(s) and students generate antonyms and or synonyms for the word(s)

## Word Fun

- Students make as many words out of the word provided by the teacher as they can
- Example: President - sit, dent, dents, stripes, drips, pride, etc.

## Map Drawing

- Draw a map of (classroom, bedroom, playground, house, etc) using a ruler. Provide a key for your map including measurement used

## How can I make groups quickly?

### It's All in the Cards

(teacher would need a deck of cards)

- Distribute one card per student
- Activate the brain? (and form the group)
  - Move to a group by number/face card
  - Find a partner with a matching card
  - Huddle group/small group based on suit
  - Be excused for break/class/lunch/etc based on suit
- If no cards are available, then have students number off and then group like numbers

### Line Up

- Teacher poses a question that has a number for an answer (Example: What percentage of the world is made up of water?)
- Students line up in order according to their answer or what they think the answer is
- Teacher shares answer and then forms groups based on line . . . partners, groups of four etc. by the people students are standing beside

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## SubPack

Just like a prepared hiker or paramedic who carries a first-aid kit, a **SubPack** is like an emergency kit for the classroom and can help you be ready for anything. It should contain a variety of useful and necessary classroom supplies and materials. Here is how you pack a powerful kit that can be organized into these four categories: Personal and Professional items, Classroom Supplies, Rewards and Motivators, and Activity Materials. You can tailor your **SubPack** to fit your personal teaching style and the grade levels you teach the most.

### SUBPACK CONTAINER

When selecting a container for your SubPack, choose one that is easy to carry, large enough to hold all of your supplies, had a secure lid or closure devise, and looks professional.

### Supplies for Your SubPack

#### Classroom Supplies

Rubber bands	Lined and blank paper
Markers and/or colored pencils	Labeled ball-point pens (red, blue, black)
Pencils and small pencil sharpener	Transparent and masking tape
Crayons	Scissors
Glue sticks	Paper clips, staples, small stapler
Sticky notes (various sizes and colors)	Ruler
File folders	Calculator
Lind and blank paper	Name badge materials(address labels/masking tape)

#### Rewards/Motivators

Tickets*	Certificates
Stickers	Mystery Box*
Stamp and Ink Pad	Privilege Cards (get a drink, first in line, etc.)

#### Personal/Professional

Clipboard*	Substitute teacher report
District information (jot info on note cards)	Coffee mug or water bottle
Whistle (useful for P.E. and playground duty)	Small package of tissue
Snack (granola bar, pretzels, etc.)	Small bag/ coin purse for keys, small amount of money
Band-aids	Small sewing kit with safety pins
Disposable gloves and small plastic bags*	

#### Activity Materials

The Substitute Teacher Handbook	Tangrams*
Bookmarks	"Prop" (puppet, stuffed animal, etc.)*
Picture and activity books	A number cube or dice for games
Estimation jar*	Newspaper*
Timer or stopwatch	

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## \*Notes about SubPack Supplies

Here is some extra information about a few of the items previously listed:

- **Tickets:** Tickets are a great way to reward students for appropriate behavior. Students can use tickets to enter an end-of-the-day drawing or redeem them for special privileges and prizes.
- **Mystery Box:** Place a common item, such as a toothbrush or piece of chalk in a small box. Allow students to lift, shake, smell, and otherwise observe the box throughout the day. At the end of the day, have students guess what is in the box and award a small prize to the student who identifies the contents correctly.
- **Clipboard:** Carrying a clipboard provides quick access to a seating chart, the roll, and any of the records. It will also add to your credibility by helping you look like an authority figure.
- **Disposable Gloves & Plastic Bags:** Whenever you encounter blood or bodily fluids you should wear disposable gloves to help safeguard against many of today's medical concerns, but be sure to inquire in the building nurse's office, as there may be children with latex allergies. A plastic bag can be used in an emergency when you must dispose of items exposed to blood or bodily fluids.
- **Tangrams:** Tangrams are geometric shapes that can be used as filler activities and teach shapes and geometry.
- **Props:** A puppet, magic trick or even a set of juggling props can capture students' interest. Props provide great motivation to complete assignments in order to participate in, learn more about, or see additional prop-related activities.
- **Estimation Jar:** Setting out a fun estimation jar can be a great motivator for students. Let them earn guessing tickets as they show appropriate behavior and complete assignments efficiently.
- **Newspaper:** A newspaper can be used as the basis for a story starter, spelling review, current events discussion, and a host of other activities.

## Remember the following:

- When bringing your own lunch – avoid nuts. Students often have nut allergies.
- Bring another set of clothing/shoes – kids get sick, you may have recess duty, lunch duty, etc.