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# Everything You Wanted to Know About Being a Great Teacher But Were Afraid to Ask

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EVERYTHING YOU WANTED TO KNOW ABOUT BEING A GREAT TEACHER  
BUT WERE AFRAID TO ASK

BY

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SUBMITTED TO:

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DEPARTMENT OF SPECIAL EDUCATION

DR. FREDRICK WILLIAMS, DIRECTOR  
UNIVERSITY HONORS PROGRAM

March, 1990

## PROLOGUE

As I look back over the last six years. It seems hard to believe that I am nearing a major crossroads. Soon I will be exiting the university setting and entering a classroom of my own. The prospect of facing this new challenge is exciting and somewhat intimidating. My mind is flooded with a million questions that are yet unanswered.

When I entered college after a ten year leave of absence from school. It was with great fear and trepidation that I entered the classroom that first day. Everything I was to learn was to prepare me for my future as a classroom teacher. However, upon graduating from the Junior College I still felt that I had so much to learn. Perhaps the university would prepare me for the future.

Once again the old fears reared their heads as the first day of the new semester dawned at Southern Illinois University at Carbondale. All of the confidence I had gained over the last two and one-half years was quickly vanishing along with my dream of becoming a teacher. I felt that I would be swallowed up and spit out by the university system. Coming from a small junior college setting to the university was a terrifying experience. But, once again my determination helped me to survive and prosper in this new setting.

As graduation day approaches I sense that I still do not know enough to be a great teacher. I will have to continue on in a never ending cycle of learning until the day I retire from teaching. It is impossible to know enough, the learning process never stops, until the day we take our last breath. But perhaps I can learn with my students and help them in turn to learn and have a thirst and desire for knowledge. That will be my goal--to make them into eager learners, always searching for more.

In preparation for this paper I have talked with over fifty people including university professors, student teachers, elementary and junior high school teachers, parents and students. They have given me some idea about what makes a great teacher. Along the way I have also picked up some fantastic tips which I will share relating to classroom management practices.

There seems to be a set of definite criteria that one must possess in order to be a great teacher. Great teachers are:

- 1) Concerned with their students well-being. This includes their home and school environments and anything that might have and impact or bearing on the learning process.
- 2) Demanding. They expect a lot of their students. From great expectations come great results.
- 3) Fair. They do not show favoritism between students and do not prejudge students according to the past behaviors. They do not hold grudges and start each day with a clean slate.
- 4) Child centered. Their classrooms are geared to the child. The student is the center and everything revolves around making the environment conducive to learning.
- 5) Facilitators. They create an environment where children can grow and become all that they can be. They allow children the freedom to choose what they will learn, while at the same time incorporating the skills that students need to know in the child's curriculum. Example: While learning about whales, students learn math, english, spelling, social studies and science.
- 6) Continuing their education. Everyone of the teachers I spoke with takes a minimum of one college class per year. They take advantage of many opportunities to travel and therefore have a great base of personal experience to share with their students.
- 7) Organized. They follow the motto: "A place for everything and everything in its place."

These are the main characteristics that were apparent from the interviewing process. Parents' perspectives of the teachers interviewed were the same as the teacher's peers. There is just some indefinable quality about these people that makes them give a 110% to their students and their profession. They mold the future because they teach.

## GREAT TIPS FOR THE CLASSROOM

Teachers have a wealth of organizational experience behind them and are more than willing to share their best tips. Following are some tips that I picked up from other teachers as well as some that I have developed from my own experience.

### ORGANIZING YOUR CLASSROOM

Use a cardboard shoe storage organizer to put dittoes or worksheets in for each subject area. The slots are the perfect size with nine different openings. These are available at stores such as K-Mart or Wal-Mart.

An old discarded mailbox is a great addition to the classroom. Painted a cheery color and decorated appropriately, it can be attached to a post or mounted on the wall. Students can then send letters to the teacher whenever there is a problem they want to air. This helps to keep the lines of communication open and students will often tell you things that are bothering them in writing that they could not tell you verbally. This also promotes written communication skills.

Use a magazine holder for each student to hold all workbooks, hardbacks books, etc. This helps to organize messy desks and give the students an opportunity to organize the work area. There are good in any room (resource or self-contained). This also is a place to put make-up work for a student who has been absent.

Magazine holders are excellent for organizing teachers manuals and textbooks. Along with lesson plans for each group and accompanying worksheets for the week. In a special education class where you have a variety of levels and groups, this is invaluable in helping to keep you organized. It also helps the sub to locate the necessary materials to teach in your absence.

Organize your desk area by creating an efficient, but nice, mini-office. Make an L-shaped office using your desk and a table or file cabinets.

Put a pretty, comfortable cushion on your desk chair.

Brighten an old desk or file cabinet with contact paper.

Use a three-tiered hanging mesh basket beside your desk to store frequently used materials such as markers and flashcards.

A hanging shoe bag is also nice for organizing rulers, markers, crayons, scissors, etc.

Hang a small bulletin board in your office for your own information, schedules, important memos, etc.

Keep a large monthly calendar on your desk. Write down important dates and things that you need to get done during the month.

Keep a supply of sharpened pencils, pens, and paper clips close at hand. A typewriter and electric pencil sharpener are also great to have in your office.

Pictures of your own children, spouse, pet, etc. also look nice on your desk. Children enjoy seeing their teacher's family.

Some teachers have created "office hours". They give students a quiet study time while the teacher grades papers, helps individual students or hold writing conferences.

## ORGANIZING CLASSROOM MATERIALS

Utilize those extra big loose-leaf binders to keep sample worksheets. This helps you to organize and file worksheets from a variety of books so you don't have to go searching through all of the books in order to find what materials you have available. Keep a separate notebook for each subject area.

Make monthly packets for your students to do independently when their regular work is completed. Include pages to color, word finds, math problems, etc. Share ideas with other teachers who work at your same grade level.

Build monthly activity folders that you can add to each year. Keep important dates and activities on the inside cover.

By purchasing two dozen sets of the basic eight color crayons each year, you will eliminate a lot of headaches. Students will be able to complete worksheets which usually call for the eight basic colors and spend less time searching through the share box for the color they need.

When reading books aloud to the class, keep a file folder for each book read. Note the date it was read and the extension activities that were used. Also note the children's reactions to the story. This will prove to be an invaluable resource for the future and save a lot of time and preparation.

Inexpensive photo albums with plastic sleeves make good "Learning Centers" to hold between instruction task cards, information on special learning units, or even card on phonics or grammar rules. The photo albums are also nice to display special student work for Open House. These books can be recycled by simply changing the cards.

Simplify check-out from your classroom library. It can be a do-it-yourself system if the teacher puts up a card pocket for each child on the wall or on a portable board that is brought out at library time. When the student check out a book he or she writes their name on the book card then puts the card in his or her pocket. When returning the book, he or she replaces the card in the book and returns it to the shelf.

In order to keep track of your personal library materials that other teachers may wish to borrow, use the same principal as for the classroom library. When a book is borrowed the borrower signs her name on the card and files it in a 3 x 5 file box designed expressly for this purpose. I have found this to invaluable as I am always loaning materials and can't remember who has them borrowed. This simple system solves the problem.

Run off an entire ditto book at a time. Put copies in numerical order so that each day or week you can pull out the appropriate number of copies to make up packets of daily work. This will also remind you of the independent working level that the materials were designed for. If some students are not ready for a particular page simply move these yet unused pages to the back of the book for future use.

Make a "New Student" folder. Have some materials ready so that this student has something to do that first day while you are working with other students. Include a page to practice printing or writing his name and numbers, a cut and paste worksheet and either a coloring page for younger students or a word search for the older student. When time permits, sit down with the child and visit. Later in the day find time to administer an informal diagnostic test.

Make a classroom inventory list that you can share with other teachers in your district and friends from other districts. Encourage others to do the same inventory. Include books, games, kits, filmstrips, videos and other special books by topic. When you begin preparation for a special topic area you can easily track down who has the materials you might wish to use.

A fantastic time saving device is the use of a tape recorder. Spelling lists and sentence dictation can be recorded for an entire year. This will save time and will also be handy for make-up spelling tests when students are absent. Also books can be put on tape for use by students who are less able readers.

Keep daily folders for all the worksheets that you will use that day. Fill these folders on Friday of the previous week as you complete your lesson plans. Put the next day's folder of worksheets in your plan book before you go home each evening. If you are absent the next day, your substitute will have the worksheets organized for the day and will not have to search for them!

Make your own informal diagnostic test so that you can test your students in the fall to see what they know and remember. You can use this test again in the spring to see what the child has learned. The informal test is also nice to have on hand for new students. My test includes saying the alphabet, recognition of capital and lower case letters presented in random order, identifying the eight basic shapes and colors, reading the color words, printing and spelling their first and last name, printing the alphabet, reciting the days and months, counting practice, and number recognition skills. Word list from the basal reader can be given to students at sight words recognition to help find the best place to begin that child. Pretest and post-test results can be given at the annual review. This helps to show what the child has learned during the year.

Using several file folders and a color coding system will help to keep student's cumulative files in proper order. By sectioning folders labeled I.E.P., medical information, assessment, psychological, student interview, academic history, parent permission slips, and copies of any letters sent home, it won't be necessary to shuffle through a stack of papers. Instead you can open the appropriate file and find the necessary information. Rubber cementing a sheet to the front of the folder with important and frequently used information is also a time saver. Include the student's name, address, phone number, parent's names, places of employment and work phone numbers, who should be contacted in the event of an emergency, and the date of the last psychological. Note this information in pencil so that it can be easily changed as necessary.

In a special education class teachers frequently work with a variety of groups and individual students. In order to prevent students from having too much unstructured time The use of a daily test folder helps keep students gainfully occupied during the early morning routine. Students have a set of daily tests that are kept at their desks. They must pass each test from memory two days in a row without any spelling errors. These tests cover a battery of basic knowledge that all students need to master. For an example see Appendix A.

## ORGANIZING BULLETIN BOARD MATERIALS

The best investment I have made was purchasing bulletin board storage portfolios from Creative Teaching Press. They are a little expensive but well worth the investment. I currently have four: Posters, Teacher-Created Bulletin Boards, Learning Centers, and Purchased Bulletin Boards. This saves a lot of time and searching when I am looking for something in particular and it also keeps my materials from getting bent.

Using a piece of typing paper, sketch bulletin boards ideas on to the paper, color it appropriately including the background letters and border. File this in a monthly file so that you have a record of how you used the materials before.

Another idea that is very quick is the use of a polaroid camera. Simply snap a picture of your bulletin board and you will have saved it in living color for future use.

Creative Teaching Press also makes storage boxes that are perfect for holding the rolls of bulletin board borders. They come in sets of three and each box holds sixteen rolls. I have organized mine by, solids, prints, and holiday prints. It saves time in hunting for the particular border I want.

By using another storage box I have been able to organize the lettering used on bulletin boards. I take small zip lock storage bags and place each set of letters in one. The letters are always together and easy to locate.

## ORGANIZING CLASSROOM MANAGEMENT SKILLS

Keep your classroom management program simple, consistent and organized. If the class as a whole is having difficulty keeping a quiet learning atmosphere, write a 3 on the board with a brief reminder of what it means (the noise level is too high). Continue with the lesson. If the noise level is not lower, replace the 3 with a 2, with no explanation. The number may decrease to 0 if necessary. When the number reaches 0 the warning phase is over. Begin to put numbers on the board starting with 1, 2, etc. until the class has returned to an acceptable noise level. Usually by the time 1 is reached in the warning phase, the class is back in control of its actions. This procedure eliminates the interruptions caused by several verbal reminders and makes the group responsible for their behaviors.

Jellybeans or marbles placed in a jar serve as a positive behavior management tool for the entire class. When everyone is behaving appropriately one marble or jellybean is added to the jar for each student in the class. When the jar is full the entire class shares in a special treat.

Rewarding positive behaviors with stickers and notes home lets children and their parents be aware of the child's good work or good behavior. Keep a supply of xeroxed positive notes on hand at all times to send home with your students.

The use of an inexpensive spiral bound memo book can become a positive tool for communication with parents. Parents need to be aware of how their child is doing both good and bad. This journal type of communication on a daily or weekly basis will keep the lines of communication open between home and school. Parents will readily share things that may be going on at home that are adversely affecting the child in school.

## ORGANIZING FREE TIME, REWARDS, AND SPECIAL MOTIVATORS

A good supply of learning games is an important addition to the classroom library for free time and rewards.

A special library reading area should be a part of each classroom. It should be carpeted with lots of pillows, beanbag chairs, a rocking chair and other assorted pieces of furniture that will help to make it a cozy nook for reading.

Students can make learning games for themselves during their free time. They can make memory game cards to learn various skills such as capital and lower case letters, number facts, contractions, place value, etc. Have materials ready for the students to use.

Make a dot-to-dot activity. Have children write numbers or letters on a paper placing them anywhere on the page. Then have them connect the dots. This can be done with spelling or vocabulary words also. They can connect these in alphabetical order. These connections make an abstract pattern that can be colored.

Honor a "Student of the Week". Decorate a box and cut a hole in the top. Put ballots beside the box. Each Friday the students vote for the best student. The one who has been polite, handed in homework, passed tests, had good behavior and attendance, etc. The winner receives a certificate.

## MISCELLANEOUS ORGANIZERS

In order to hang decorations from the lights in your classroom, always keep the string or yarn and paper clip hung on the lights throughout the year. Just change the art project to fit the different holidays.

Color code puzzle pieces so you know exactly which puzzle the missing piece goes to.

Inexpensive plastic drinking cups labeled with each child's name are great for storing scissors and glue. Students do their cutting into the cups and the scraps can be thrown away when the cups are replaced on the shelf. This keeps students from cutting and gluing when it is inappropriate to do so.

Place small games and puzzles in zip-lock baggies so the pieces are not lost.

Display puppets on pop bottles when not in use.

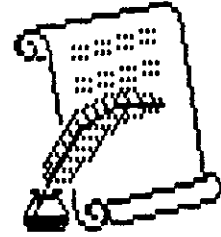
Keep a yearly scrapbook of your class. Include individual and group pictures. Be sure to put names with the pictures. Take pictures of special activities and projects throughout the year to include in your scrapbook. This book is nice to display at Open House. Students from previous years come in to see the books. Parents also enjoy seeing the book at Parent-Teacher Conferences. It is a nice way to "break the ice"!

Prepare a "Substitute Folder" at the beginning of the school year. Keep this in a file folder in your plan book where your substitute teacher can easily find it. Include a daily schedule with the names of students in each group, schedules for special classes, lunch times, recess times, etc. Include some extra ideas in case the substitute teacher has extra time to fill. Also include copies of "The Substitute's Teacher" for additional help (Appendix B). You will need to revise your folder during the year as students and groups change.

Take fifteen minutes on Friday afternoon to clean out desks, straighten and dust the shelves. Also let students clean their desks and table tops. Encourage cleanliness and neatness. Children love to help clean and this gives them (and you) a feeling of organization on Monday morning.

#### A FINAL NOTE

Set organizational goals for yourself at the beginning of the school year. Evaluate yourself monthly to see what you have accomplished. Being organized saves time, energy and headaches! These are all very important aspects of teaching. Teachers seem to have a limited amount of time and a little organization will enable you to do a more efficient job of time management.



# APPENDIX A

## DAILY TESTS

-----  
DAILY TEST SHEET  
-----

-----  
TEST #1    NAME/ADDRESS/PHONE/BIRTHDATE  
-----

NAME:

ADDRESS:

PHONE:

BIRTHDATE:

DATE PASSED:

-----  
TEST #2    COLOR WORDS  
-----

|        |        |       |
|--------|--------|-------|
| RED    | WHITE  | BROWN |
| BLUE   | GREEN  | PINK  |
| YELLOW | ORANGE | GRAY  |
| BLACK  | PURPLE |       |

DATE PASSED:

-----  
TEST #3    NUMBER WORD (1-10)  
-----

|       |       |
|-------|-------|
| ONE   | SIX   |
| TWO   | SEVEN |
| THREE | EIGHT |
| FOUR  | NINE  |
| FIVE  | TEN   |

DATE PASSED:

-----  
TEST #4    ORDINAL NUMBERS (1-10)  
-----

|        |         |       |
|--------|---------|-------|
| FIRST  | FIFTH   | NINTH |
| SECOND | SIXTH   | TENTH |
| THIRD  | SEVENTH |       |
| FOURTH | EIGHTH  |       |

DATE PASSED:

-----  
TEST #5    DAYS OF THE WEEK  
-----

|           |          |
|-----------|----------|
| SUNDAY    | THURSDAY |
| MONDAY    | FRIDAY   |
| TUESDAY   | SATURDAY |
| WEDNESDAY |          |

DATE PASSED:

-----  
TEST #6    SHAPE WORDS  
-----

|          |           |      |
|----------|-----------|------|
| CIRCLE   | DIAMOND   | OVAL |
| SQUARE   | ELIPSE    | STAR |
| TRIANGLE | RECTANGLE |      |

DATE PASSED:

-----  
TEST #7    MONTHS OF THE YEAR  
-----

|              |            |               |
|--------------|------------|---------------|
| (1) JANUARY  | (5) MAY    | (9) SEPTEMBER |
| (2) FEBRUARY | (6) JUNE   | (10) OCTOBER  |
| (3) MARCH    | (7) JULY   | (11) NOVEMBER |
| (4) APRIL    | (8) AUGUST | (12) DECEMBER |

DATE PASSED:

-----  
TEST #8    SIZE WORDS  
-----

|              |               |
|--------------|---------------|
| BIG - LITTLE | HEAVY - LIGHT |
| FAT - THIN   | LONG - SHORT  |
| TALL - SHORT | THICK - THIN  |

DATE PASSED:

-----  
TEST #9    SEASONS  
-----

|        |        |
|--------|--------|
| SPRING | FALL   |
| SUMMER | WINTER |

DATE PASSED:

TEST #10 FAMILY MEMBERS

---

|         |        |             |
|---------|--------|-------------|
| MOTHER  | AUNT   | GRANDMOTHER |
| FATHER  | UNCLE  | GRANDFATHER |
| SISTER  | COUSIN |             |
| BROTHER |        |             |

DATE PASSED:

---

TEST #11 FAMILY NAMES

---

|   |    |
|---|----|
| 1 | 6  |
| 2 | 7  |
| 3 | 8  |
| 4 | 9  |
| 5 | 10 |

DATE PASSED:

---

TEST #12 NUMBER WORDS (11-20)

---

|          |           |
|----------|-----------|
| ELEVEN   | SIXTEEN   |
| TWELVE   | SEVENTEEN |
| THIRTEEN | EIGHTEEN  |
| FOURTEEN | NINETEEN  |
| FIFTEEN  | TWENTY    |

DATE PASSED:

---

TEST #13 NUMBERS BY TENS (10-100)

---

|        |             |
|--------|-------------|
| TEN    | SIXTY       |
| TWENTY | SEVENTY     |
| THIRTY | EIGHTY      |
| FORTY  | NINETY      |
| FIFTY  | ONE HUNDRED |

DATE PASSED:

TEST #14 SAFETY SIGNS - A

|         |        |                   |
|---------|--------|-------------------|
| STOP    | POISON | RAILROAD CROSSING |
| CAUTION | DANGER | FIRE              |

DATE PASSED:

TEST #15 SAFETY SIGNS - B

|       |            |          |
|-------|------------|----------|
| YIELD | DETOUR     | BUS STOP |
| EXIT  | NO PARKING | KEEP OFF |

DATE PASSED:

TEST #16 OPPOSITES

|              |             |
|--------------|-------------|
| UP - DOWN    | HOT - COLD  |
| NEW - OLD    | HAPPY - SAD |
| TOP - BOTTOM | IN - OUT    |
| FAST - SLOW  | ON - OFF    |

DATE PASSED:

TEST #17 HOLIDAYS

|                |                   |
|----------------|-------------------|
| NEW YEARS DAY  | HALLOWEEN         |
| VALENTINES DAY | THANKSGIVING      |
| EASTER         | CHRISTMAS         |
| FOURTH OF JULY | ST. PATRICK'S DAY |

DATE PASSED:

TEST #18 BODY PARTS - A

|         |      |       |     |
|---------|------|-------|-----|
| FACE    | HAND | NECK  | LEG |
| FINGERS | HEAD | THUMB |     |
| ARM     | FOOT | BACK  |     |

DATE PASSED:

---

TEST #19 BODY PARTS - B

---

|       |       |
|-------|-------|
| EYES  | WAIST |
| NOSE  | HIP   |
| MOUTH | KNEE  |
| EARS  | ANKLE |
| CHEST | TOE   |

DATE PASSED:

---

---

TEST #20 MONEY WORDS

---

|        |         |             |
|--------|---------|-------------|
| MONEY  | DIME    | HALF DOLLAR |
| CHANGE | NICKEL  | CENT        |
| DOLLAR | QUARTER |             |
| PENNY  |         |             |

DATE PASSED:

---

-----  
EXTRA CREDIT TESTS - A  
-----

-----  
TEST A      WEATHER WORDS  
-----

|           |       |
|-----------|-------|
| SNOW      | SUNNY |
| RAIN      | SLEET |
| LIGHTNING | FROST |
| RAINBOW   | FOG   |
| CLOUDS    | WIND  |

DATE PASSED:

-----  
TEST B      CLOTHES  
-----

|       |         |
|-------|---------|
| DRESS | SWEATER |
| PANTS | SKIRT   |
| SHIRT | SUIT    |
| SHOES | BOOTS   |
| SOCKS | HAT     |

DATE PASSED:

-----  
TEST C      EARTH WORDS  
-----

|        |           |
|--------|-----------|
| OCEAN  | MOUNTAINS |
| AIR    | LAKE      |
| LAND   | PLAINS    |
| DESERT | EARTH     |

DATE PASSED:

---

TEST D      SPACE WORDS

---

|          |         |
|----------|---------|
| UNIVERSE | COMET   |
| PLANET   | ORBIT   |
| SUN      | ECLIPSE |
| MOON     | SOLAR   |
| STARS    | LUNAR   |

DATE PASSED:

---

TEST E      PLANETS

---

|         |         |
|---------|---------|
| MARS    | VENUS   |
| MERCURY | JUPITER |
| SATURN  | URANUS  |
| EARTH   | NEPTUNE |
| PLUTO   |         |

DATE PASSED:

---

TEST F BUILDINGS

---

|           |            |
|-----------|------------|
| HOUSE     | STORE      |
| APARTMENT | SCHOOL     |
| TRAILER   | HOSPITAL   |
| GARAGE    | CHURCH     |
| BARN      | SKYSCRAPER |

DATE PASSED:

-----  
TEST G      FRUITS  
-----

|        |            |            |
|--------|------------|------------|
| ORANGE | PEACH      | CHERRY     |
| APPLE  | GRAPE      | LEMON      |
| BANANA | STRAWBERRY | LIME       |
| PEAR   | PINEAPPLE  | WATERMELON |

DATE PASSED:

-----  
TEST H      VEGETABLES  
-----

|          |         |          |
|----------|---------|----------|
| CORN     | CELERY  | TOMATOES |
| BEANS    | PEAS    | CUCUMBER |
| POTATOES | LETTUCE | ONION    |
| CARROT   | SPINACH | SQUASH   |

DATE PASSED:

-----

-----  
STATES AND CAPITALS DAILY TEST  
-----

-----  
SC #1 |  
-----

MONTGOMERY, ALABAMA

LITTLE ROCK, ARKANSAS

JUNEAU, ALASKA

SACRAMENTO, CALIFORNIA

PHOENIX, ARIZONA

DATE PASSED:  
-----

SC #2 |  
-----

DENVER, COLORADO

TALLAHASSEE, FLORIDA

HARTFORD, CONNECTICUT

ATLANTA, GEORGIA

DOVER, DELAWARE

DATE PASSED:  
-----

SC #3 |  
-----

HONOLULU, HAWAII

INDIANAPOLIS, INDIANA

BOISE, IDAHO

DES MOINES, IOWA

SPRINGFIELD, ILLINOIS

DATE PASSED:  
-----

SC #4 |  
-----

TOPEKA, KANSAS

AUGUSTA, MAINE

FRANKFORT, KENTUCKY

ANNAPOLIS, MARYLAND

BATON ROUGE, LOUISIANA

DATE PASSED:  
-----

SC #5 |  
-----

BOSTON, MASSACHUSETTS

JACKSON, MISSISSIPPI

LANSING, MICHIGAN

JEFFERSON CITY, MISSOURI

ST. PAUL, MINNESOTA

DATE PASSED:

-----  
SC #6 |  
-----

HELENA, MONTANA

CONCORD, NEW HAMPSHIRE

LINCOLN, NEBRASKA

TRENTON, NEW JERSEY

CARSON CITY, NEVADA

DATE PASSED:  
-----

SC #7 |  
-----

SANTA FE, NEW MEXICO

BISMARCK, NORTH DAKOTA

ALBANY, NEW YORK

COLUMBUS, OHIO

RALEIGH, NORTH CAROLINA

DATE PASSED:  
-----

SC #8 |  
-----

OKLAHOMA CITY, OKLAHOMA

PROVIDENCE, RHODE ISLAND

SALEM, OREGON

COLUMBIA, SOUTH CAROLINA

HARRISBURG, PENNSYLVANIA

DATE PASSED:  
-----

SC #9 |  
-----

PIERRE, SOUTH DAKOTA

SALT LAKE CITY, UTAH

NASHVILLE, TENNESSEE

MONTPELIER, VERMONT

AUSTIN, TEXAS

DATE PASSED:  
-----

SC #10 |  
-----

RICHMOND, VIRGINIA

MADISON, WISCONSIN

OLYMPIA, WASHINGTON

CHEYENNE, WYOMING

CHARLESTON, WEST VIRGINIA

DATE PASSED:

MULTIPLICATION FACTS --DAILY TEST

MULTIPLICATION FACTS -- DAILY TEST

MULTIPLICATION FACTS -- DAILY TESTS



# APPENDIX B

## THE SUBSTITUTE'S TEACHER



# THE SUBSTITUTE'S TEACHER

SEPT./OCT. 1987

VOL. II / NO. 1

Dear Substitute Teacher,

*It's that time again! How could a summer go by so fast? Well, don't panic. The SUBSTITUTE'S TEACHER NEWSLETTER is back in publication, filled with these all-important ingredients. . . QUICK LESSON PLANS, your very own DITTOS to run off, and a lot of SUPPORT from me to you, a MOST IMPORTANT TEACHER!*



## The Sub-Pak

A Sub-Pak is a Substitute Teacher's personal "Bag-of-Tricks". A little preparation will give you the confidence you need to feel in control of your class, will alleviate new job jitters, help you achieve better classroom management, and generally improve the many skills you need to be an effective Substitute Teacher. Take the time now to put one together. Here are some hints that might help you.

If you are fresh out of college, put those old class notes and sample lesson plans you worked so hard on to good use. If you are a Mom who Subs because it is a great part-time job, look carefully through your kids' playroom for old books and games. If you are a Retired Teacher who Subs, I know that you have a wealth of knowledge and material that you have saved through the years. Find a suitable "briefcase", and start assembling your Sub-Pak.

Seasonal items are a Sub-Pak must. Use your local library to check out books and records about the coming holidays. Include a Seasonal Spelling List, a Seasonal Art Project, some Seasonal Songs and Games. Keep this updated. Flash cards and old Math books that have problems to copy onto the board are good helps for Math Time. Take time now to write out a list of Games that you know the rules to and a list of Songs that you know the words to. Story Records, a Book of Poems to read aloud and have class illustrate, old Paper Back Books to pass around during extra time, Puppets, Puzzles, old Workbooks for instant lesson plans, all make wonderful Sub-Pak material. And, most important, don't forget to pack your copies of **THE SUBSTITUTE'S TEACHER NEWSLETTER!**

A Sub-Pak is a Substitute Teacher's personal security blanket. Get yours together. As the year progresses you will come to rely on a few old stand-by ideas that work for you. I hope you will feel free to share with us any Lesson Plans that you find especially helpful. Just send them into the Newsletter, and we will try to print them!

## Good Morning Ideas

In this space you will find ideas that will help you start your day. This month we are providing an example of what your morning duties might consist of, and some tips on how to get ready for your class.

Armed with your Sub-Pak and enthusiasm, enter the room and look for the following items:

1. The Blackboard — Write your name on it. (My first Sub job I was so nervous, I forgot this essential detail. Half way through the morning one brave soul finally asked, "Hey, what's your name anyway?")
2. A Sub-Folder — Hopefully your Teacher has arranged one. If not, then find. . .
3. A Class seating chart.
4. Attendance and Lunch count lists — (Most schools take Attendance and Hot Lunch count first thing in the morning. You might also be required to sell lunch tickets.)



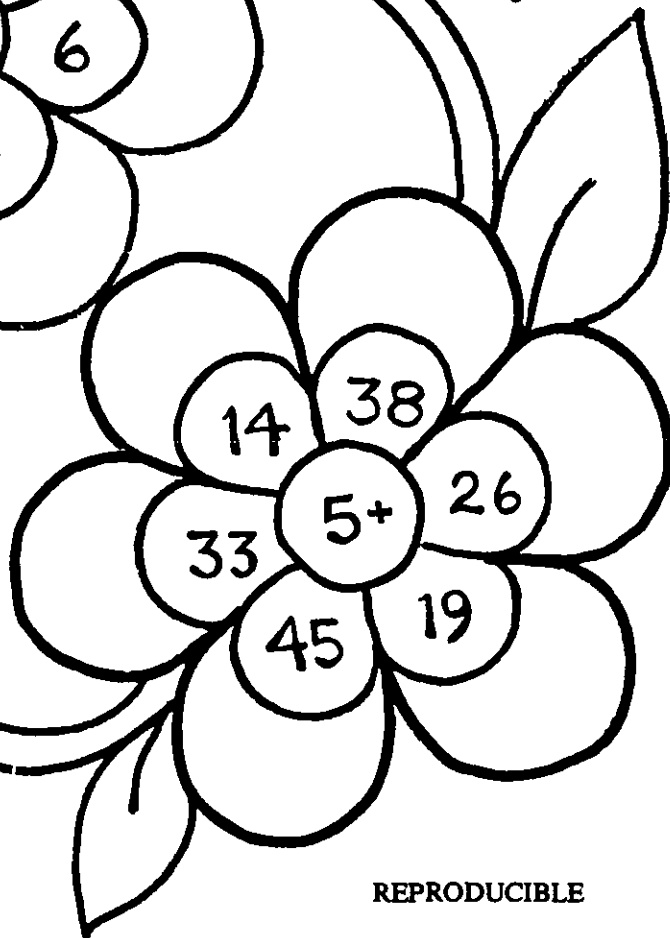
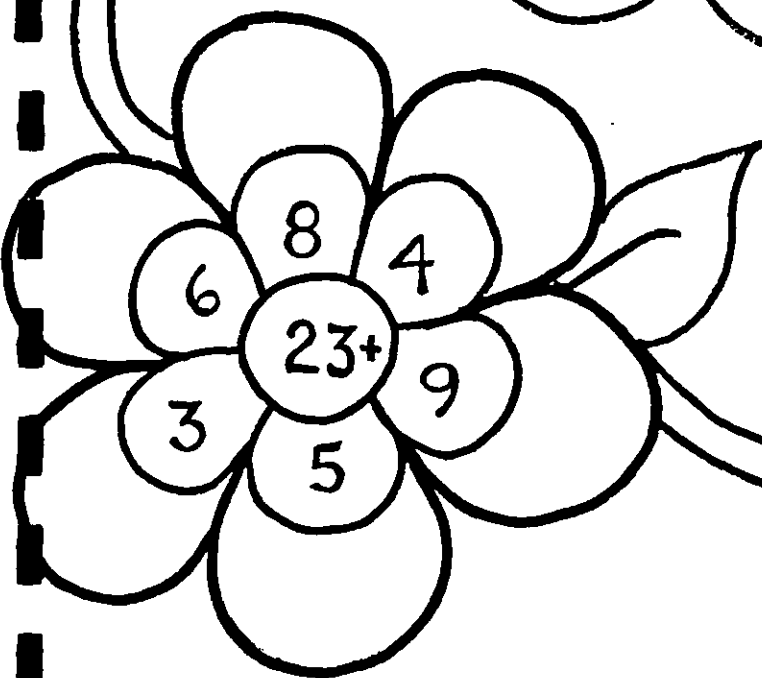
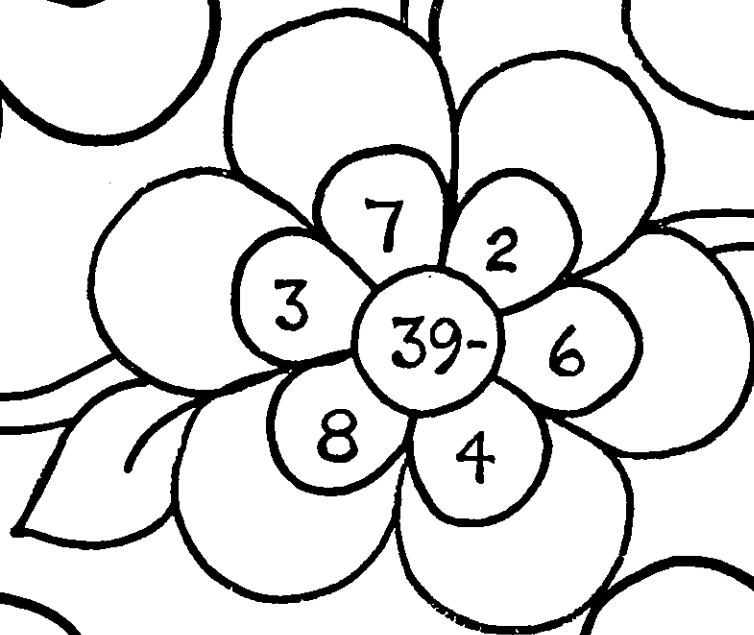
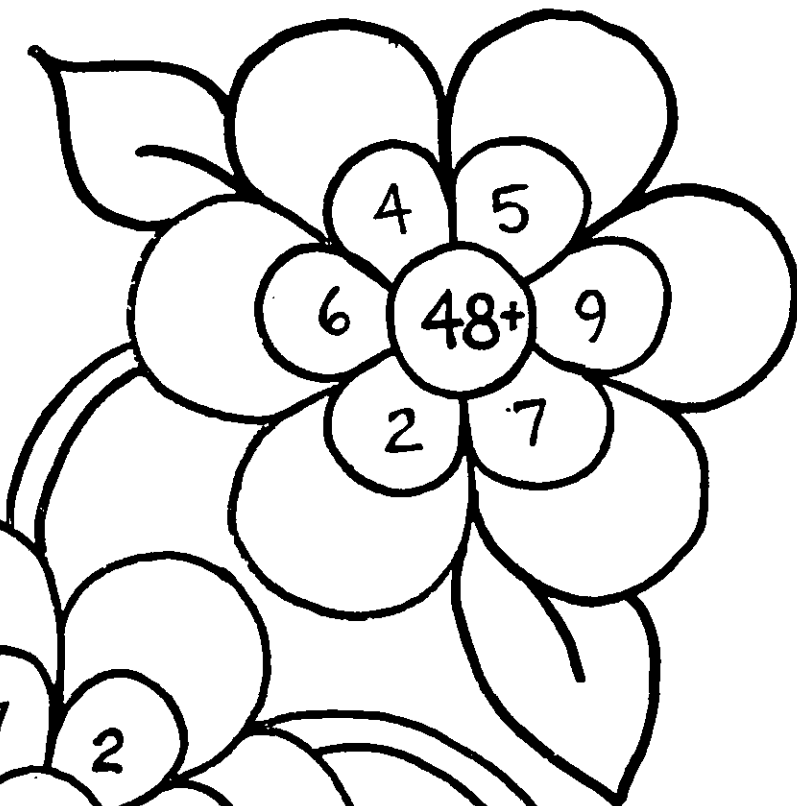
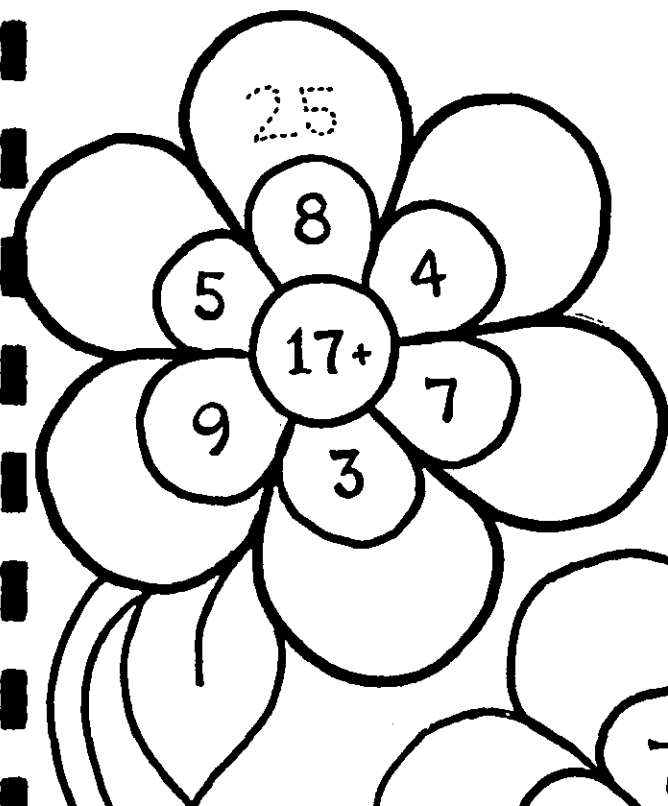
5. Class Schedule.
6. Teacher Manuals.
7. The Flag. All classes should begin with the Pledge of Allegiance. Keeping this simple ritual will show the class that you are on top of things.

### More Good Morning Ideas:

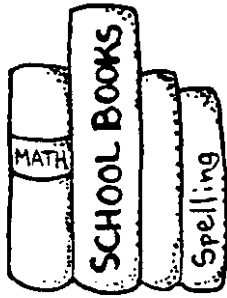
As a Sub, one of our most valuable assets is that we will come on short notice. There is seldom time to prepare for the day's lessons. Here are some suggestions to keep your class busy first thing in the morning while you get organized.

1. **Cursive Lesson:** Write three sentences on the board that class must copy 5 times in their best handwriting. The class can make them up with you, or you can use sentences you have prepared. Ex: My Name is Ms. Sub. Today is September 24, 1987. Let's have a good day!
2. **Name Tags:** Run off several copies of the PUMPKIN SHAPE in this issue, and store them in your Sub-Pak. Pass them out first thing in the morning for class to color, cut-out, and write their names on.
3. **Seasonal Spelling Words:** Copy some of the Seasonal Spelling Words in the Pumpkin Shape onto the board. Class can copy the words 5 times while you are getting ready. Or, assign one of the other Seasonal Spelling List projects found under the EXTRA! EXTRA! heading.
4. Put one of the poems in this issue on the board. Class can copy and illustrate it while you prepare.

# Petal Problems<sup>2</sup>



# Reading, Writing, & 'Rithmetic



## Reading

Here is a list of books with a short synopsis of each story. Try to carry a few of these in your Sub-Pak. Your local Library should have a copy of each book. Many Libraries have a program which allows Teachers to check out books for an extended time. \*Suggested Reading list for your Sub-Pak:

**Miss Nelson Is Missing** — Harry Allard. Crabby Substitute Teacher, Miss Viola Swamp, replaces Miss Nelson when her students misbehave. A must for the Sub with a sense of humor! **Miss Nelson Is Back** is another book about Miss Nelson and a Substitute experience.

**Where The Sidewalk Ends or A Light In The Attic** — Shel Silverstein. A wonderful book of poetry you can use to fill up extra minutes.

**Alexander And The Terrible, Horrible, No Good, Very Bad Day** — Judith Viorst. Poor Alexander starts out his day on the wrong side of the bed, and things just get worse.

**Curious George** — H.A. Rey. A curious monkey gets into much mischief. One of many Curious George adventures.

**Mr. and Mrs. Pig's Evening Out** — Mary Rayner. Mrs. Wolf babysits for ten piglets when Mr. and Mrs. Pig go out for the evening, and everyone is in for a big surprise.

**First Grade Jitters** — Robert Quackenbush. A little bunny is afraid to start this grade.

**Madeline** — Ludwig Bemelmans. One book in the entertaining series about Madeline, a little girl who is not afraid of anything.

**The Witch-Cat** — Mary Calhoun. When a cat cannot ride on the broomstick of a witch, he hides it.

**George's Halloween** — Robert Bright. Story of a shy and gentle ghost.

**Let's Find Out About Halloween** — Paulette Cooper. The origins and meaning of Halloween are explained in a comprehensible manner.

**Humbug Witch** — Abingdon Press: Nashville, 1965. Find out why the spells of this poor little witch don't work.

**Witch Poems** — Edited by Daisy Wallace, Illustrated by Trina Schart Hyman. An assortment of poems about witches, versatile enough for many grades.

(Note: Check out the Halloween books early!)

Having a book to read aloud to your class is essential for a Sub. After listening to the story students can:

1. Draw a picture of their favorite part.
2. Discuss the story with the class.
3. Make up a different ending. Tell it orally, or use it as a writing assignment.

## Writing.

Use the Halloween Poetry in this issue for instant lessons.

1. Read one of the poems aloud. Have class listen for rhyming and descriptive words. Show the class how to clap out the rhythm. Read poem aloud again while class claps. Let children practice the poem until they know it by memory. Finally, they can illustrate it.
2. Use **The Skeleton** for group recitation. Take turns switching the parts.
3. Draw a closet door on the board. Read **The Skeleton** aloud. Class can draw a picture of what the skeleton in the closet looks like.
4. **Write-Ons:** Copy the GHOST SHAPE around the poems onto a ditto. Whenever you have access to a ditto machine, run off several copies to carry in your Sub-Pak. You can save the ditto master to use again. Use the blank ghost copies for Write-ons. Students write a ghost story and copy it inside the Ghost Shape. Share stories with the class. (Students can create their own Write-ons, and write appropriate stories.)
5. **Guess-A-Spooky-Story:** Students write a spooky story and draw a picture about some part of it. Hang the pictures on the board. Students read stories aloud, and classmates must listen carefully to guess which picture goes with which story.

## 'Rithmetic.

1. **Secret Number:** Here is a Math game you can play with the whole class. First, write down a "secret" number without telling the class what it is. The first student in a row writes down any number from 1-9. Continue around the room, each player adding on a number from 1-9. The first player to hit or go over your secret number, wins!
2. **Alphabet Math:** Here is a lesson you can prepare for quickly and can be used as students finish their daily math assignment. Have students write the alphabet across the top of their paper, or write it on the board. Assign a number under each letter. To save time, make it basic: A-1; B-2; C-3; etc. Write a list of things on the board for students to add up. Ex: Their name (S=19 + U=21 + E=5 / SUE = 45). Who's name equals the most?
3. Run off the copy of PETAL PROBLEMS found in this issue, or put it on an overhead projector, and do the problems orally.

\*Note: Don't be afraid to use the blackboard when you Sub, especially for Math problems. Since as a Sub you don't have workbooks for every student, or often can't run off a ditto, board work is very effective. Copying correctly from the board is an important skill that students shouldn't lose. I have found that interest peaks as soon as I begin writing an assignment on the board. Curiosity as to directions and contents keeps interest high.

Write-Ons! Ditto the Ghost shape for use with Ghost-stories!

Use the Halloween Poetry for instant lessons!

### The Skeleton

In the closet (1)  
 Rattles and moans! (2)  
 Open the door — (1)  
 Skeleton Bones! (2)

Turn on the light (1)  
 Giggles and glee. (2)  
 Lift up the mask — (1)  
 It's only me! (2)

### The Jack-O-Lantern

Mr. Jack-O-Lantern  
 With your eyes so bright.  
 I hope you won't be frightened  
 by what you see tonight.

Guarding every house porch,  
 Lighting every walk.  
 Oh, what tales you'd have to tell  
 If you could only talk!





# FROM YOUR SUBSTITUTE...

REPRODUCIBLE

Date: \_\_\_\_\_

To: \_\_\_\_\_

Absent Students:

## WORK ACCOMPLISHED

| Subject | Page(s) | Comments |
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EXTRA NOTES:

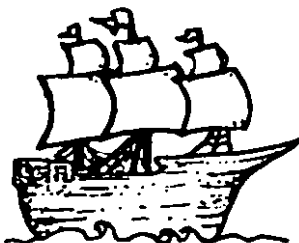
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## Extra! Extra!

In this section you will find Seasonal Lesson Plans, along with a variety of miscellaneous ideas to help make your day easier.

### Did You Know?...



Columbus Day falls on the second Monday in October. It was originally called Discovery Day, and commemorates the discovery of America by Christopher Columbus in 1492. Christopher Columbus was an Italian sailor who wanted to sail to the East Indies where great riches could be found. Queen Isabella of Spain gave him money for his ships, The Nina, The Pinta, and The Santa Maria, and he set sail in August of 1492. He sailed across the Atlantic Ocean, and on October 12 sighted land. Since Columbus believed that he had arrived in a land called the Indies, he named the people living in America, Indians.

Some Columbus Day Activities that you could use during the month of October are:

1. Class can draw and cut-out 3 ships. Paste them on a sheet of paper. Add water, clouds, waves, seagulls, etc.
2. Columbus Day Contractions: Read the **Did You Know?** . . . article on Columbus aloud, or any other book you have on Columbus. Write a list of contractions on the board: wasn't, isn't, he's, I'm, didn't, won't, they're, doesn't, wouldn't, they'll. Class writes 5 sentence facts about Columbus, using information they listened to, and containing one of the contractions. Also can be done orally.

### Extra! Extra!

1. Copy Poem.
2. Write-On Ghost Story.
3. Color Picture.

Put an EXTRA! EXTRA! square up in a corner on the board. This will serve as a reminder to students who finish work early that there are some fun extra projects that they should be working on.

**Seasonal Spelling List:** This issue contains a sample Seasonal Spelling List. Use the words contained inside the pumpkin shape, or make up your own. These activities can also be used with the classroom weekly spelling list, reading words, etc.

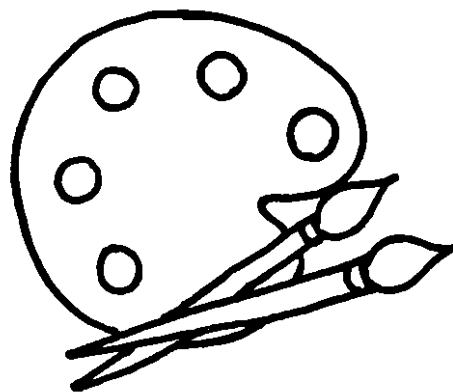
1. **Tic-Tac-Toe:** Sandy Sweitzer, whom I met at a workshop I gave in Decatur, suggested this idea for use with weekly spelling lists. Arrange 9 chairs to play Tic-Tac-Toe. Divide class into 2 teams, X's & O's. Give the first "X" child a word. If she is correct, she takes a seat for X team. Now do the same for "O"s. Continue until there's a winner. That team earns 1 point. Thanks, Sandy!



2. Another spelling list game donated by Sue Ebbert of Decatur works like this: Have one student sit in a chair with their back to the blackboard. On the board draw a cartoon bubble. Print a Spelling word in the bubble. Think of a sentence that would include the spelling word, but don't say the word. Ex: On a broomstick, I saw a scary \_\_\_\_\_. The student at the board must guess the word and spell it correctly. Students can take turns making up sentences. Great idea, Sue!

### Art.

1. **Falling Leaves:** Students draw a tree trunk and branches on a sheet of paper. Add "leaves" in all the Fall colors by tearing small pieces of colored paper and pasting them on and off the branches. A good way to use up paper in the Scrap box.
2. Bring leaves to school, or let the class go outside to gather them if convenient. Make a Leaf Person by using the leaf as part of a person. Paste the leaf on a piece of paper and add details. It can be a skirt, a hat, an arm, a leg, etc. Use your imagination!
3. **Leaf Rubbings:** Students fold a piece of white paper in



half. Place a leaf in the middle, making sure that the veins are facing up. Rub the top of the paper with a crayon, any color. Use several leaves and colors. Overlap them for a pretty effect.

4. **Halloween: Black spiders.** Cut out a black circle for a spider's body. Add 8 black accordion strips for legs. Add eyes, mouth, stripes, dots, etc. Hang a piece of string through the center for a dangling, spooky spider. Variation: Pumpkin People. Make pumpkin from orange construction paper. Add facial features with black paper. Add accordion arms and legs.

(continued on page 8)

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### Games:

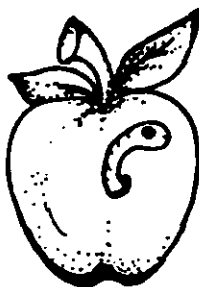
Games can serve an important purpose in the classroom. Use them when you have spare time, or even as a break when you can tell students are getting tired, or the lesson you are teaching is just not working out.

1. Sentence Game: Use these words, or make up your own, to play this sentence game. You must use THE & AND.  
1. The. 2. And. 3. skip. 4. giraffe. 5. can. 6. jump. 7. monkey. 8. will. 9. elephant. 10. swim. Split the class into groups. Each group take turns picking a number from 1 to 10. As they pick a number, give them the corresponding word. The first group to make a sentence, earns a point.
2. This is a go-around-the-room game with words. The first player writes down any letter. Second player tries to add a letter to make a 2-letter word. Third player tries to add a letter to make a 3-letter word, etc. The last player able to add a letter is the winner. Ex. to: too; tool; stool; stools.
3. Game List: Here is a list of some basic games to play if you need to teach your own P.E. Add your own favorites. If you are not sure how to play some of them, the kids are sure to know. TAG, SPUD, COLORS, STEAL THE BACON, SPIDERS AND FLIES, RELAY RACES, KICKBALL, DUCK-DUCK-GOOSE. Make up seasonal names for your games to add variety. Ex: Monster tag, Steal the Pumpkin.

\*Tip: One of my favorite tips for choosing teams in gym is still this: Have everyone choose a partner and line up side by side. Now split group down the middle, right side is team 1, left side is team 2. This often eliminates potential problems that can occur when buddies are on a team together.

### FROM THE EDITOR...

Once again this year I hope that Subs and Teachers will use this Newsletter to share ideas that help make a Subbing day easier. Send Lesson Plans, questions, problems, comments. Your interest in the past has been much appreciated!



Happy Subbing,

*Colleen Herald*

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Original Art Work by Maureen Kelly — Anchorage, Alaska

SEPTEMBER OCTOBER RED ORANGE BROWN SCHOOL LEAF  
FALL AUTUMN COLUMBUS DISCOVER HALLOWEEN GHOSTS  
GOBLIN WITCH SPOOKY HAUNT FRIGHTEN GHOUL VAMPIRE  
MONSTER BAT PUMPKIN

REPRODUCIBLE