

# **Columbus County Schools**

## ***Substitute Teacher Handbook***



SUBSTITUTE TEACHER  
QUALIFICATIONS, PROCEDURES, AND DUTIES

**Qualifications**

1. Have a high school diploma
2. Hold a current or expired teaching license from any state **OR** hold a thirty hour Effective Teaching Training certificate
3. Must attend a substitute update workshop each school year

**Procedures**

1. A substitute teacher must complete a Columbus County Schools Substitute Teacher application
2. The following documentation must be submitted with your application to the Human Resources Office at the Board of Education prior to you being approved for employment
  - a. current or expired teaching license and/or a certificate showing he/she has completed the thirty hours Effective Teacher Training course
  - b. copy of high school diploma
  - c. authority for release of information pursuant to NCGS 114-19.2
  - d. criminal background record check form and \$10.00 cash fee
  - e. completed tax withholding statements
  - f. current health certificate for a complete physical signed by a physician, physician's assistant, or nurse practitioner (NCGS 115C-323) for first time employment or if separated from employment for one year or more
  - g. copy of social security card
  - h. copy of driver's license
  - i. U.S. Department of Justice Employment Eligibility Verification I-9 form
3. Must have an interview with each principal at each school he/she wishes to work
4. Must have his/her name on the substitute teacher list approved by the Board of Education

**General Information**

1. If the applicant is approved by the Board of Education, the name will be placed on a list of approved substitute teachers.
2. Each principal will have the approved substitute list. He/She will call the most qualified person for the assignment. (If a licensed person is not available, the principal is to then call the most qualified person on the list.)
3. There will be 2 classifications: "A" (licensed) and "B" (30 hour certificate).
4. A substitute teacher is to know at what time the school at which he/she is substituting begins morning classes and report at least 15 minutes early. If a substitute is working only the last half of the school day, he/she is to report at 11:15 a.m. He/she may leave school at the completion of the duties of the teacher whose position he/she is representing and/or with the principal's permission.
5. It is imperative that a substitute notify the principal and Board of Education in the event that his/her address or telephone number changes.

## **Payroll Period**

1. Paychecks are issued on the last working day of each month with the first paycheck being in September. Time is turned in approximately one week prior to payday. Days worked for the remainder of the month are applied to the next month's payroll. **Paychecks are picked up from the first school where the substitute worked unless other arrangements are made with payroll.**
2. An "A" list (current teaching license) substitute's compensation is \$103.00 per day; \$51.50 per 1/2 day. A "B" list (no current teaching license) substitute's compensation is \$80.00 per day; \$40.00 per 1/2 day based on current legislation.
3. A substitute should keep his/her record of days worked in order to check against salary received. If there is a question about the check, the principal and/or school bookkeeper should be contacted first.
4. Deductions are made for social security, federal, and state withholding taxes.
5. A substitute is not eligible for retirement, annual benefits, unemployment benefits, or leave time.

## **Traits and Characteristics**

1. Personal
  - a. Must possess good moral character
  - b. Love and enjoy children
  - c. Possess a desire to help children
  - d. Dependable, adaptable, and responsible
  - e. Friendly and sincere
  - f. Patient
  - g. Take pride in personal responsibility
  - h. Willing to work under the direction and supervision of the principal or his/her designee
  - i. Has pride in personal appearance
2. Professional
  - a. Must be qualified
  - b. Must maintain complete confidentiality
  - c. Must refrain from making negative remarks about students, teachers, the administration, or school in general
  - d. Must leave problems at the school and not share them in idle gossip in the community
  - e. Must remember the principal or his designee is the person to whom the substitute should report

## **Responsibilities to the School**

A substitute teacher:

1. Is expected to fulfill his/her obligations for the duration of the assignment and should conduct himself/herself as professionals in carrying out their duties.
2. Should avoid making any major decisions that can be delayed for the regular teacher; should not be concerned with rearranging classroom, bulletin board, etc.; should let the principal know if any problems occurred (don't let him/her hear it from someone else).
3. Should report to the principal's office at least fifteen minutes before classes begin except in case of an emergency.

4. Make sure the secretary has correct name, address, telephone number, and social security number.
5. Must pick up regular teacher's materials, bulletins, keys, etc., before going to class (Secure complete assignments from the principal, find out about library, recess, lunch, schedule, etc.).
6. Must be aware of the teacher's duties that he/she is expected to cover (e.g., bus, cafeteria, hall, yard duties).
7. Check to see if materials need to be duplicated. If equipment is to be used, is it available and does it work?
8. Be in classroom prior to the bell to greet students.
9. Know and follow the school's process for recording attendance.
10. Should carry out the regular teacher's plans to the best of his/her ability (Avoid collecting any money, if possible).
11. Should be prepared with flexible and creative plans in the event he/she needs extra materials or is not able to handle a particular assignment (It is better to omit an assignment if one does not feel capable of doing it).
12. Must maintain discipline; must be firm, fair, consistent, and impartial. At no time should the substitute teacher physically discipline a student. Dignity of students and staff should be maintained at all times.
13. Have children's work properly identified.
14. Record any positive happening from the day.
15. Record name and major infractions of rules, regulations by students.
16. List assignment he/she makes.
17. Return materials, notes, etc., to office at end of school day. Make sure notes from parents, announcements, and papers are also included.
18. Check with principal to see if regular teacher is returning the next day.
19. Supervise students at all times.

### **Other Duties and Responsibilities**

The substitute teacher is a professional and is striving to help the schools maintain high quality instruction. Consequently, he/she needs to prepare for the job. Experience will, of course, give him/her the familiarity and ideas to carry out his/her responsibilities more efficiently. The ideas listed below are some of the things which can be done when not in the classroom:

1. Volunteer at the schools in which he/she anticipates working
2. Attend workshops when space permits to upgrade skills, etc.
3. Compile interesting activities for grade levels and/or subject in which one hopes to substitute
4. Keep a record of classes taught and make notes that might prove valuable in the future

## WHAT IS EXPECTED OF ME AS A SUBSTITUTE TEACHER?

The day before:

- Prepare blank note cards so you can take down the proper information when you receive a telephone call to substitute.
- Know the location of any school with which you are not familiar and know how long it takes you to drive there.
- Answer the telephone yourself.
- Organize your wardrobe for the next day. (Remember the importance of professional dress and be sure you are following the CCS Dress Code for Employees.)
- Develop a Substitute Teacher Pack with materials, supplies, and lessons for the classroom.

Before you enter the classroom:

- Know what time the school day begins at the school and arrive at least 15 minutes early.
- Report to the school office to sign in and ask about daily routines with which you may not be familiar (i.e., reporting attendance, students with special needs, pick up keys, fire escape routes, changes in daily schedule, student discipline referrals, student passes, extra duties, lockdown procedure, injured students, etc.)
- Find the locations of restrooms, cafeteria, media center, computer lab, and the teachers' lounge.
- Meet other teachers, especially those in the same grade level/subject area and in the classrooms near yours, and obtain advice/information from them.

Before students arrive:

- Write your name on the board.
- Review classroom behavior standards, rules, and/or expectations.
- Know the fire escape route and lockdown procedure cards for the classroom to which you are assigned.
- Locate and review the lesson plans and student seating charts.
- Locate the books, paper, and materials which will be needed throughout the day.
- Have student work (i.e., morning work, bell ringers, etc.) prepared for students to begin immediately when they enter the classroom.
- Stand at the door and be prepared to greet the students as they enter.

During the day:

- Introduce yourself briefly and have students call you by your proper name (Mr., Ms., Mrs., Dr.)
- Use a positive approach. Be respectful in your interactions with students and school personnel. Learn students' names (nametags, name tents, labels, etc.).
- Get students to work immediately. Try to reduce idle time.
- Follow the lesson plans to the best of your ability. Use materials from your Substitute Teacher Pack to fill extra time, enhance activities, or supplement as needed.
- Constantly move around the classroom to assist students at their desks on an as needed basis and help maintain discipline.
- Be fair and carry out the rewards and consequences established for the classroom.

- Don't feel threatened when administrators or other teachers visit your classroom.
- Ask questions of other teachers and of responsible students. Don't hesitate to ask for help when needed.
- Expect interruptions such as fire drills, power outages, visits to classrooms, assemblies, injuries, etc.
- Don't expect more than required.

At the end of the day:

- Review the major learning concepts learned that day with students (i.e., exit tickets/slips, etc.).
- Remind students of homework assignments.
- Have students pick up paper and help straighten the classroom.
- Be sure that students leave the classroom in an orderly fashion. Follow the school's procedures for student departures (i.e., car students, bus students, students who walk home, etc.).
- Be sure to go to the assigned afternoon duty station, if applicable (i.e., bus duty, car student duty, hall duty, etc.)
- Organize and label the students' work.
- Leave notes for the classroom teacher detailing the work accomplished and any significant events or occurrences during the day. If you were unable to complete a lesson, leave a note for the teacher indicating how much you were able to cover.
- Make sure all classroom materials are accounted for.
- When you are ready to leave for the day, be sure that the room is left in better order than you found it. Close the windows, turn off lights/equipment, and lock the doors.
- Turn your keys into the office and check to see if you are needed the next day.
- Be sure to thank the school staff for their help and thank those in the office for the opportunity to substitute in the school.

## **SUBSTITUTE TEACHER PACK SUGGESTIONS**

- Paper clips
- Pens, markers, pencils
- Name tags
- Seating chart forms
- Ream of duplicating paper
- Literature selections
- Emergency lesson plans
- Whistle
- Sun hat or sunscreen
- Sneakers or flat shoes for PE/recess duty
- Assignment calendar
- Timesheet
- Small cooler or lunchbox
- Change of clothing (in case teaching assignment changes after your arrival)
- Copies of instructional materials that you wish to use with the class
- K-8 card of PE activities
- Stickers
- CD of classical or easy listening music
- List of activities for students to use after they finish assignments
- Copy of your own discipline plan, in case the classroom does not have one already established (laminated and ready to post)
- Special motivation/incentive objects or items that you would like to use with the class
- Teaching journal
- Blank forms of a classroom teacher report (to be completed and left at the end of the day)

## **EXERCISING PROFESSIONAL JUDGEMENT**

### **INTERACTION WITH STUDENTS**

- Maintain a professional barrier between you and the students. You are the adult, the teacher, and the professional. Act like the expert, not like another one of the children.
- Keep the classroom door open when talking with students.
- Avoid any behavior that could be misinterpreted when interacting with students.
- Avoid leaving your students unsupervised.
- Avoid losing your temper.
- Chaperone only school-sponsored functions. Do NOT socialize with students.
- Do NOT take children home with you or transport them in your car alone
- Do NOT make telephone calls or write notes of a personal nature to students.
- Do NOT physically discipline students. Your hands should not be placed on students in any way unless you are keeping the student out of danger.
- Respect students and their cultural backgrounds.
- Use only proper humor. (Avoid sexual and racial jokes or humor.)
- Be confidential. (What you hear at school stays at school.)
- Avoid criticizing others.

## CLASSROOM MANAGEMENT

Remember that it is important for substitute teachers to establish their classroom expectations and consequences at the beginning of the school day. It is essential for teachers to be perceived by students as confident, being in charge, and as being fair.

**Respecting students:** Remember that each individual student is a person who deserves to be treated with respect regardless of their intellectual abilities, primary language, social training, cultural background, or personal circumstance. Students respect adults who respect them.

**Staying in control:** It is extremely important for the teacher not to lose his/her temper or control of emotions. Teachers should model appropriate behavior even under highly stressful situations. When teachers lose self-control, it becomes more difficult to make proper decisions and to retain the respect of the students. When teachers lose self-control, their behavior often becomes the focus of attention rather than the students' behavior.

**Eye contact:** Direct eye contact and nonverbal communication are effective classroom management tools, provided the nonverbal communication doesn't become threatening or intimidating to students.

**Raising your voice:** Using different voice inflections in the classroom is appropriate only if it has a legitimate educational purpose, doesn't result in yelling (which is ineffective and abusive), and doesn't demean students.

**Use of a whistle:** A whistle can be very valuable when supervising students on the playground, bus waiting area, cafeteria, teaching PE, etc.

**Establishing standards of conduct:** Letting the entire class know what your expectations are is key to having a successful educational day. Establishing standards should be done as early in the day as possible. Teacher need to be firm, fair, and consistent. Setting reasonable standards and consequences and consistent enforcement of these standards is essential in maintaining a safe and orderly learning environment.

**Logical consequences for student behavior:** Students need to understand that if they choose to follow or violate classroom expectations, a correlation exists between their actions and the consequences. Negative student consequences should be logical and in proportion to the seriousness of the violation. Rewards should also be in proportion to students' correct choices. Rewards should have a legitimate education purpose, and the reward offered should be sufficient enough to motivate students to want to continue making correct choices.

**Positive reinforcement:** Students, like adults, respond to positive reinforcement better than to sarcasm or use of the negative. Praising desired behavior is much more effective than punishing undesired behavior. Preventive discipline is more effective than reactive discipline.

**Praise and correction guides:** It is more powerful and appropriate to correct students one-on-one at every grade. Students who are corrected in front of their peers often respond by acting out even

more. Often the student who is being publicly disciplined will have their peer group Rush to their support at the expense of the teacher. A general guideline at the elementary level is “to correct privately and to praise publicly.” At the elementary level, it is generally acceptable to praise a particular student in front of other students. At the middle schools and high school levels, individual praise normally needs to be done privately, while group praise is done publicly. Praise should always be genuine and never contrived. Normally, individual student praise should not be more than 8 to 10 words or last more than 3 to 5 minutes.

**Surprising students:** Students need and expect clear direction and predictability. Clear direction and teacher predictability provide a safer and more secure learning environment for students. A disciplinary surprise is usually not effective. It often results in the students perceiving the teacher as being unfair and unreasonable.

**Correlation of success & student behavior:** There is a high correlation between the difficulty of assigned work and student behavior. If the assigned work is too difficult, students may become frustrated and begin to act out. If the assigned student work is too easy, students may easily become bored and also begin to act out. The teacher needs to constantly monitor students learning by walking around the classroom and checking for student understanding. Assisting students who are having difficulty and adjusting the level of difficulty of the work will go a long way to assure proper classroom management. Increasing the difficulty of the work of providing alternative learning assignments to students who have demonstrated mastery of the assignment will help to prevent boredom and classroom disruptions. There is a direct correlation of distance of the teacher from the student and student behavior. The closer a teacher is to a student, normally, the better the student’s behavior. Teachers who walk around the classroom and monitor student conduct usually maintain much better classroom control.

**Supervising students from the back of the classroom:** Supervising students from the back of the classroom is a highly effective classroom management tool.

**Unoccupied student time:** Unoccupied and non-directed student time often results in classroom management difficulties. Teachers should provide learning activities for students to begin working on immediately upon entering the classroom and upon concluding their regular classroom assignments.

**Extinction:** Minor unacceptable student behaviors are often best dealt with by using a technique know as extinction (ignoring minor negative behavior so it is not reinforces by providing desired attention). This technique usually results in minor unacceptable student behavior disappearing. If the undesired behavior persists, the teacher will need to use more direct and forceful disciplinary intervention strategies.

**Typical classroom rules:** Typical elementary and middle school classroom rules include the following: (a) Keep your feet, hands and objects to yourself, (b) You may talk when you have raised your hand and been given permission to do so by the teacher, (c) students are to remain in their seats unless given permission to be out of their seats, (d) No put-downs, and (e) No student will stop another students from learning. Severe violations resulting in instant referrals to the principal’s office include fighting, possessions of drugs or weapons, physical threats, constant

disruption and defiance, etc. Typically, high school student rules will vary from elementary and middle school rules only slightly. High school students need classroom rules to be stated in such a way that they reflect the increased level of maturity of the students.

**Parent/Guardian teacher contact:** Students usually find it important that their parents/guardians approve of their behavior at school. In most cases, parents appreciate their children's teacher letting them know how their child is doing at school. Teachers will usually find parents helpful in encouraging their child to make proper educational choices when notified. When parents believe that the teacher is sincerely concerned about the welfare of their child, they are almost always willing to be supportive. It is equally as important to let parents/guardians know how the teacher is working directly with student.

**Number of students out of their seats:** Unless the educational activity dictates, generally no more than two students should be out of her seats at one time. Normally, students should not be allowed out of their seats when the teacher is doing large group instruction or is working directly with the student's assigned group.

**Student use of the restroom & drinking fountains:** Students are expected to get their drinks and to use the restroom during their breaks. When a student needs to use the restroom during class time, unless unusual circumstances exist, they should not be sent to the restroom with another student.

**Isolating students:** It may be appropriate to isolate a student from other students, due to a pattern of consistent disruptive behaviors. Remember that the teacher needs to maintain visual contact and the ability to directly supervise students.

**Arguing with students:** Students who disagree with what the teacher is requiring or doing should be encouraged to discuss those concerns privately with the teacher. Students should not be allowed to argue with the teacher in front of other students or to publicly challenge the teacher's authority.

**In case of threats:** Teachers should never threaten students with consequences that they are unable or unwilling to deliver. Teachers who make these types of threats are setting themselves up for frustration and failure. Teachers should clearly spell out consequences of student choices and then be prepared to back up their words by consistently enforcing the consequences.

**Dignifying students:** Students will generally accept fair and reasonable rules and consequences when they know that the teacher is genuinely concerned about their well-being. Students should not be singled out or used as an example. When a teacher had had to repeatedly or strongly correct a student, it is important that before the student leaves for the day, that the teacher reinforces with the student that they care about them, believe in them, and sincerely want what is best for them. Teachers need to role model terms such as please, thank you, and excuse me, etc.

**Desired teacher characteristics:** Teacher should conduct themselves as appropriate authority figures and as student role models. Teachers should be viewed as caring, dedicated, skillful, sensitive, flexible, and responsive.

**Listen before you discipline:** It is important to listen carefully to students and to consider their point of view before disciplinary action is taken. Listening to students is particularly important when there is a situation where the teacher may not have all the information. The process of listening will not only assist the teacher in making proper decisions, but will often result in a teachable moment for the student.

**Seating charts:** The ability to call students by name is a very powerful tool in classroom management. The use of a seating chart can be invaluable in helping the substitute teacher to call students by their names.

**Logical consequences for disciplinary infractions:** It is difficult to identify, in advance, appropriate disciplinary consequences for every circumstance which might arise in a school environment. Generally, substitute teachers should plan on utilizing the regular classroom teacher's rules and consequences. Usual disciplinary consequences include: name on the board, loss of a privilege, loss of free time, a call to the parents/guardians, keeping the student after school (be sure that this is an acceptable practice at the school, and that the principal approves. Remember to check on bus transportation and make sure that the parents/guardians have been notified in advance and have given their permission before this option is used.) A referral to the office usually comes only after other disciplinary strategies have failed to bring about the desired result.

## STUDENT DISCIPLINARY SCENARIOS

Remember, it is important for substitute teachers to establish their classroom expectations and consequences as early as possible in the day. At each K-8 school in Columbus County, PBIS (Positive Behavior Intervention and Support) is being implemented and each school is in a different phase of implementation. This is a program that promotes strategies for positive support and intervention for behavior problems. Check with each school where you sub for their PBIS plan and strategies.

### **Scenario 1: Students who interrupt learning (i.e., minor misbehavior)**

- Use extinction (refuse to recognize the student) until they raise their hand.
- Praise other students for raising their hands.
- Make eye contact with the student(s) and send a nonverbal message not to interrupt.
- Stand near the student.
- Privately inform the student that you expect them to raise their hand and be recognized before they speak.
- Write student's name on the board.

### **Scenario 2: Dealing with students who refuse to do work**

- Check with individual students to ensure they understand the assigned work. Be prepared to re-teach and to adjust the level of difficulty of the work as necessary.
- Find out from the students if something is bothering them and if you can help them in some way.
- Contact other teachers who are familiar with this student to determine if this is the student's normal behavior pattern. Try various strategies that might be effective in getting this student to work.
- Withhold a special activity or privilege if the student persists on not doing their work.
- Call the parents/guardians if the student still refuses to do work and seek their help.

### **Scenario 3: Students who won't follow instructions**

- Make certain to repeat and clarify the instructions and then check with the student(s) for understanding.
- Have students repeat that they need to follow instructions.
- Communicate with students regarding possible consequences if they don't follow instructions.
- Withhold a special activity or privileges if the behavior persists.
- Contact the parents/guardians and enlist their support.

### **Scenario 4: The class that refuses to be quiet, pay attention or be cooperative**

- Remember the students who are doing what they are supposed to do.
- If the students just arrived at class and they still refuse to be quiet, cooperate, or to pay attention, determine why the class is reacting in that manner. If there has been an incident which is upsetting the class, the teacher may need to discuss the incident with the class before academic instruction begins. If the incident has been particularly upsetting, the

teacher may consider having students write about their feelings and then discussing those feelings with the entire class (without identifying individual students' concerns).

- Clearly and firmly (not in a hostile manner) state your expectations and the consequence students face if they choose not to comply with your need for quiet, cooperation, and your need for them to pay attention.
- Turning the lights off and on is often effective in getting the attention of the class.
- With elementary and middle school students, the teacher may consider counting orally to ten or marking ten separate marks on the chalkboard to communicate that you expect the class to give you their attention now.
- If an elementary or middle school class has a quiet signal, such as all students raising their hand, the teacher may initiate the class signal for quiet. The substitute teacher may want to establish a signal for class quiet early in the day, if the regular classroom teacher does not have a signal.
- With primary students, the teacher may require students to lay their heads on the desk and observe five minutes of quiet time to compose themselves.
- Writing individual students' names on the board who refuse to be quiet or cooperative is often effective (provided there is an appropriate sequence of consequences for each failure to comply).

#### **Scenario 5: Student activity transitions**

- Teachers should be very precise about the directions they give to students. Examples of precise directions include: "Stop what you are doing; put away your English book; take out your math book and turn to page 356; take out a pencil and paper and write your first and last names in the top right hand corner of your paper now," etc.
- Teachers should have educationally beneficial "sponge activities" for students who complete their work before other students are ready to transition to another educational activity.
- Student movement creates increased opportunities for students to become disruptive. Unless the educational activity dictates students movement, it is normally better for the teacher to move to the students.

#### **Scenario 6: Strategies for working with problem students**

- If you expect students to misbehave, they will usually live up to your expectations. Every student should be able to start each day with a "clean slate." However, when a student has been identified as a problem, the substitute teacher may ask other teachers who have worked with this student about educational strategies which have been effective in the past.
- Enlist a problem student's support by asking for their help or by assigning them a classroom responsibility.
- Individual praise, recognition, or granting of an educational privilege often is effective in encouraging problem student to be more cooperative.
- Short-term rewards are usually more effective than long-term rewards when working with problem students. Usually the younger student, the shorter the time recognition needs to be.
- Have the problem student restate what is expected of them.
- If a student has a difficult time cooperating, moving the students closer to the teacher and/or isolating that students from the group may be appropriate. (Remember, students should remain in full view of the teacher so proper supervision can be provided.)

- Calling the parent/guardian and praising or pointing out areas of concern is often effective in getting the student to be more cooperative.

#### **Scenario 7: Students switching seats**

- The regular classroom teacher generally will leave a student seating chart. If there is no seating chart, the substitute teacher may want to consider making one.
- If the substitute teacher suspects that students are not sitting in their assigned seats, the teacher should explain to the students that for safety reasons they must be seated in their assigned seats.
- Students need to understand that if they are sitting in the wrong seats, they may also be wrongfully blamed for something that they didn't do.
- Giving students the opportunity to sit in their assigned seats, immediately after sharing the expectation that students are to sit in their assigned seats, without disciplinary consequences, will usually solve the problem.
- If students still refuse to sit in their assigned seats, an appropriate disciplinary consequence should follow.

#### **Scenario 8: Student use of profanity and “put-downs”**

- Substitute teachers should have established their expectations and consequences at the beginning of the day which deals with these issues. “Put-downs” of other students are not to be tolerated.
- Students need to immediately stop that behavior, a private correction needs to be given, and the student needs to repeat the expectation.

#### **Scenario 9: Fights, threats, weapons, and drugs**

- North Carolina has zero tolerance laws with regard to weapons and drugs. Students in possession of weapons or drugs or who are suspected to be under the influence of alcohol or drugs should be referred to school administrators immediately.
- Schools must provide a safe and secure environment for students to learn and threats and fighting are not acceptable. Students who are involved in fighting should be referred to school administrators immediately. Threats should be considered as legitimate threats to the welfare of others and should also be dealt with immediately. If threats appear to be serious in nature, then the school administrators need to be notified immediately.

#### **Scenario 10: Sexual harassment**

- Student-to-student sexual harassment is not to be tolerated. Students who subject other students to a pattern of unwelcome sexual joke or comments are engaging in illegal sexual harassment and should be referred to school administrators. Whenever this type of behavior is observed or brought to the attention of the teacher, the teacher needs to intervene and stop behavior from reoccurring. Students who touch other students in a sexual manner are also guilty of sexual harassment and need to be immediately referred to school administrators.

## INTERNET RESOURCES SITES

<b>Columbus County Schools</b> (Links to resources for particular grade levels available through the curriculum link.)	<a href="http://www2.columbus.k12.nc.us">http://www2.columbus.k12.nc.us</a>
<b>Language Arts</b>	
Houghton Mifflin Website	<a href="http://www.eduplace.com">http://www.eduplace.com</a>
<b>English as a Second Language</b>	
	<a href="http://www.ohiou.edu/esl/teacher/index.html">http://www.ohiou.edu/esl/teacher/index.html</a>
<b>History/Social Studies</b>	
	<a href="http://www.csun.edu/~hcedu013/plans.html#Lesson_Plans">http://www.csun.edu/~hcedu013/plans.html#Lesson_Plans</a>
<b>Miscellaneous/Variety of Lesson Plans and Activities</b>	
	<a href="http://teachers.net/lessons">http://teachers.net/lessons</a> <a href="http://www.mcrel.org/lesson-plans/index.asp">http://www.mcrel.org/lesson-plans/index.asp</a> <a href="http://teams.lacoe.edu">http://teams.lacoe.edu</a> <a href="http://www.coe.uh.edu/archive">http://www.coe.uh.edu/archive</a> <a href="http://www.eyesoftime.com/teacher/subteach.htm">http://www.eyesoftime.com/teacher/subteach.htm</a> <a href="http://www.scholastic.com">http://www.scholastic.com</a> <a href="http://www.education.com/home">http://www.education.com/home</a> <a href="http://www.gsh.org">http://www.gsh.org</a> <a href="http://www.puzzlemaker.com">www.puzzlemaker.com</a>

# COLUMBUS COUNTY SCHOOLS

## SUBSTITUTE TEACHER REPORT

To be left for the permanent teacher.

<b>Substitute</b>		<b>Date</b>	
<b>Phone Number</b>		<b>Class</b>	
<b>Substitute for</b>		<b>School</b>	
<b>Notes regarding the lesson plans:</b>			
<b>I also taught:</b>			
<b>Terrific helpers:</b>			
<b>Students who were absent:</b>			
<b>Message to the teacher:</b>			

## TEN COMMANDMENTS OF TEACHING

1. You shall not forget that God has placed every child there in your classroom.  
(I will be courteous and respectful, treating each one as I want to be treated.)
2. You shall not waste the students' time.  
(I will have the lesson planned before I come to class, and will have the necessary supplies for each lesson.)
3. You shall not speak before thinking.  
(I will listen with my ears and eyes, and I will not say ANYTHING that will undermine the students' self-concept.)
4. You shall be honest and fair.  
(I will be fair in my daily classroom management and discipline policies.)
5. You shall not be predictable and boring.  
(When I plan my lessons, I will take into consideration a variety of methods and strategies that have been effective in the past. I will also consider the students' individuality and need for fun.)
6. You shall give brief and clear instructions.  
(I will keep my instruction sequential and short, so that the students can understand what I am asking.)
7. You shall model respect for your employer and the other teachers.  
(I will do what I can to be helpful when I am asked, and keep an eye out for ways to encourage others.)
8. You shall practice lifelong learning.  
(In order to keep fresh in my teaching practices and to keep up-to-date information, I will model lifelong learning.)
9. You shall maintain high academic standards.  
(Anything less would be cheating my students of an education.)
10. You shall enjoy being with the students.  
(When I cease enjoying the students, I will look for another line of work.)

**FILLER  
ACTIVITY  
IDEAS**

## ENGLISH-SPANISH REINFORCEMENT STATEMENTS

English	Español
Ann is paying attention.	Ana está poniendó atención.
It looks like you put a lot of work into this.	Parece que mucho esfuerzo en esto.
Very creative.	Muy creativo(a).
Very interesting.	Muy interesante.
Good thinking.	Buena idea.
That's an interesting way of looking at it.	Esa es una manera interesante de verlo.
Now you've figured it out.	Ya lo has resuelto ahora.
Clifford has it.	Clifford lo tiene.
That's the right answer.	Esa es la contestación correcta.
Now you've got the hang of it.	Ahora ya lo has entendido.
Exactly right.	Perfectamente correcto.
Super!	¡Magnífico!
Superior work.	Un trabajo excelente.
That's a good point.	Ese es un buen punto.
That's a very good observation.	Esa es una buena observación.
That certainly is one way of looking at it.	Esa es ciertamente una manera de verlo.
That's an interesting point of view.	Ese es un punto de vista muy interesante.
Thank you for raising your hand, Charles. What is it?	Gracias por levantar la mano, Charles. ¿Qué pasa?
Sherrie is really going to town.	Sherrie realmente está trabajando con rapidez.

## ENGLISH-SPANISH REINFORCEMENT STATEMENTS

You've got it now.	Ya lo entendiste ahora.
Out of sight.	¡Qué manera de hacerlo!
Nice going.	Buena conducta. Buen proceder.
Far out.	¡Fantástico!
You make it look easy.	Tú (Uds.) lo hacen ver fácil.
That's coming along nicely.	Eso está resultando muy bien.
I like the way Bill (the class) has settled down.	Me gusta la manera en que Bill (la clase) ha guardado silencio.
You've got it made!	¡Te viene tan fácil!
Super!	¡Estupendo!
That's right!	¡Correcto!
That's good!	¡Qué bien!
You are very good at that.	¡Tu eres magnífica para eso!
Good work!	¡Buen trabajo!
Exactly right!	¡Exacto!
You've just about got it.	Ya casi lo tienes.
You are doing a good job.	Estás haciendo buen trabajo.
That's it!	Eso es.
Now you've figured it out.	Ya lo figuraste.
I knew you could do it.	Yo sabía que lo podías hacer.
Great!	¡Fantástico!
Congratulations!	¡Felicitaciones!
Not bad.	No está mal.
Now you have it.	Ya aprendiste.

## ENGLISH-SPANISH REINFORCEMENT STATEMENTS

Keep working on it; you're improving.	Continúa, estás mejorando.
You are learning fast.	Al fin aprendiste. Estas aprendiendo rapido.
Good for you!	¡Qué bueno!
Couldn't have done it better myself.	Yo no hubiera podido hacerlo mejor.
Beautiful!	¡Lindo! ¡Que bonito!
One more time, and you'll have it.	Una vez más y ya lo tienes.
That's the right way to do it.	Es la única forma de hacerlo.
You did it that time!	¡Lograste hacerlo esa vez!
You're getting better and better.	Vas mejorando cada vez más.
You're on the right track now.	Estás en buen camino (o bien encaminado).
Nice going.	Vas bien.
You haven't missed a thing.	Lo has hecho a la perfección. No has perdido nada.
Wow!	¡Mama mia!
That's the way.	Asi se hace.
Keep up the good work.	Sigue con el buen trabajo.
Terrific!	¡Estupendo!
Nothing can stop you now.	Ahora nada puede cruzarse en tu camino.
That's the way to do it.	Esa es la manera de hacerlo.
Sensational!	¡Sensacional!
You've got your brain in gear today.	Hoy funciona tu cerebro.
That's better.	Así es mejor.
Excellent!	¡Excelente!

# ENGLISH-SPANISH REINFORCEMENT STATEMENTS

That was first-class work.	Hiciste trabajo de primera clase.
That's the best ever.	Lo mejor que has hecho.
You've just about mastered that.	Ya lo tienes bajo control.
Perfect!	¡Perfecto!
That's better than ever.	¡Mejor que nunca!
Much better!	¡Mucho mejor!
Wonderful!	¡Magnífico!
You must have been practicing!	¡Debes haber estado practicando!
You did that very well.	Lo hiciste muy bien.
Fine!	¡Que bien!
Nice going.	Así se hace.
Outstanding!	¡Sobresaliente!
Fantastic!	¡Fantástico!
Tremendous!	¡Fabuloso!
Now that's what I call a fine job!	¡Eso es lo que se llama un buen trabajo!
That's great!	¡Admirable!
You're really improving.	Realmente estás mejorando.
Superb!	¡Soberbio!
Good remembering!	¡Buena memoria!
You've got that down pat!	¡Ya lo aprendiste bien!
You certainly did well today.	En realidad estuviste muy bien hoy.
Keep it up.	¡Continúa!
Congratulations, you got it right!	¡Felicitaciones, lo hiciste bien!

## ENGLISH-SPANISH REINFORCEMENT STATEMENTS

You did a lot of work today.	Hoy hiciste bastante trabajo.
That's it!	¡Eso es!
Marvelous!	¡Maravilloso!
I like that.	Me gusta eso.
Cool!	¡Suave!
Way to go!	¡Así se hace!
You've got the hang of it!	¡Le agarraste el truco! ¡Ya lo entiendes!
You're doing fine.	Vas bien.
Good thinking!	¡Pensaste bien!
You are learning a lot.	Estás aprendiendo mucho.
Good going!	¡Así se hace!
I've never seen anyone do it better.	Nunca he visto a nadie hacerlo mejor.
That's a real work of art.	Eso es una obra de arte.
Keep on trying.	Sigue tratando.
Good job!	¡Buen trabajo!
You remembered!	¡Te acordaste!
That's really nice.	Muy amable de tu parte.
Thanks.	Gracias.
What neat work!	¡Qué trabajo tan limpio, bonito, lindo! ¡Buen trabajo!
That's "A" work!	¡Ese trabajo merece una "A"!
That's clever!	¡Qué habil!
Very interesting!	¡Muy interesante!
You make it look easy.	Lo haces parecer tan fácil.

## ENGLISH-SPANISH REINFORCEMENT STATEMENTS

Good thinking!	¡Así se piensa!
Very good!	¡Muy bien!
That's a good point.	Buena idea.
Superior work.	¡Trabajas super!
Nice going!	¡Así se hace!
I knew you could do it.	Sabía que podías hacerlo.
That looks like it is going to be a great paper.	Parece que vas a tener un proyecto excelente.
That's coming along nicely.	Está saliendo bien.
That's an interesting way of looking at it.	Es una forma interesante de verlo.
Out of sight!	¡Está fuera de alcance!
It looks like you've put a lot of work into this.	Parece que pusiste mucho trabajo en esto.
Right on!	¡Estás haciéndolo bien!
Congratulations, you only missed.....!	¡Felicitaciones, solo tuviste.....falla!
Super-duper!	¡Requetebueno!
It's a classic!	¡Es de primera clase!
I'm impressed!	¡Estoy muy impresionada!

# WORD WALL ACTIVITIES

## Bang!



This is a real favorite in our class! All the sight words we have learned are put in a box. The children sit in a circle and each take a word from the box. If they can read the word, they get to keep it. If they cannot, the word is returned to the box. If they pull a card with the word Bang! from the box, all the cards they have collected so far must be returned to the box. The child with the greatest number of cards when the game ends is the winner and gets to pick out a sticker.

## Word Wall Bingo #1



Each child has a bingo card with six blank spaces. The children write one word wall word of their choice in each space. Then the words are removed from the wall, placed into a container, and pulled out one by one. If the word that is pulled out is on a child's Bingo card, that word may be covered with a marker. When the entire card is covered, a child can yell "BINGO!"

## Word Wall Bingo #2



This game is done in a small group of 5-7 children. Sight words are written on either 9 word or 15 word cards (cards are laminated so they can be re-used). The teacher picks a word from a box, reads it and uses it in a sentence. If the word is on their card, the children put a marker on that word. The winner is the first child to completely fill his/her card.

## Bean Bag Toss



Materials: One shower curtain liner divided into 20 squares  
Bean Bag

Words on large cards with small numbers on the corner of each card.

Attach the words to the shower curtain with tape or rubber cement before the game is to be played. Divide the class into 2 teams. Each team will take turns throwing the bean bag to a square. If the student can read the word the bean bag lands on, the team gets the number of points on the card. If the student misses the word, the other team gets the chance to say it. The team with the most points wins the game.

Some alternative games using a shower curtain:

- For the beginning of the year or for kindergarten: Write the letters of the alphabet onto cards. The children identify the letter name or the sound(s) that letter makes.
- Make index cards for upper and lower case letters. Give the students the lower case cards to match to the upper case liner. Give the other students upper case cards to match to the lower case liner. For variation -- they can choose the card from a pile and then attempt to toss the bean bag onto the matching box.
- Students can toss the bean bag onto the liner. They must then name a word that begins with the sound of the letter it landed on.
- Students pick up a picture card. they must then try to toss the bean bag onto the square that contains the letter that matches the beginning sound of the picture on the card.

## Around the World



All the students sit in a circle (or in their desks) One student stands behind another student who is sitting. The teacher flashes them a sight word. Whichever child says the word first will move on to the next student. The student who makes it back to his or her own desk or starting point is the winner.

### **Tic-Tac-Toe**



Divide the class into two teams of X's and O's. Write sight words in the tic-tac-toe spaces. Team members take turns coming up and selecting a space to read. If the child reads the word correctly, he or she may put up an X or O for his or her team. If the answer is incorrect, the other team gets to send a player to the board to try to read the same word.

An easy alternative to save time and keep the game moving is to have several tic-tac-toe boards made up with words ahead of time on overhead transparencies.

Another alternative is to give each child a blank copy of the tic tac toe board, and put the list of words on the board. The children can place the words wherever they want to on their board. As the teacher calls the words out, she will have to tell the children if the word is an X word or an O word. The first child to get tic-tac-toe is the winner.

---

### **Wordo**



Materials: Blank "Wordo " cards with 9, 16, or 25 blocks. Copy of words being studied  
Have students fill in their cards with the words that they are working on. Tell them that each card must be different and to try to mix up the words they are using. Playing the game is similar to BINGO. The teacher calls out the words and has the students spell it out loud and then mark their spaces. Spelling the words out loud will give those who are unsure of the word some extra help. The first child to cover an entire row calls out the word "WORDO"! The winner can call out the words the next time.

### **Baseball**



Materials: Sight words at 4 different levels (from simple to more difficult). Make them on different colored cards and have the type of hit that each color represents posted somewhere that everyone can see it clearly.

Designate different places in the room as 1st base, 2nd base, 3rd base, and homeplate. Divide the students into 2 teams. Designate one team as the home team, and the other as the visitors. Mix up the cards. The children take turns going to the homeplate. Draw out a card and let the child attempt to read the word. If the student can read the card correctly, he or she may move according to the type of hit. (A single: move 1 base, a double: move 2 bases, a triple: move 3 bases, and a homerun: go all the way to homeplate.) Make sure that you have included some strike out cards and walk cards among the word cards. If the student is unable to read the word, it is considered an out. After 3 outs, the next team gets to "Bat". Keep the score so that everyone can see.

### **Erasing Relay**



Write two columns of words on the board that are approximately equal in difficulty. Include as many words on the board as there are children in the relay. Children are divided into 2 teams, and will stand in two lines at right angles to the chalkboard. At the signal, the first child

in each line points at the first word in his respective column of words and reads that word. If he or she reads the word correctly, he or she is allowed to erase that word. The game is won by the side that erases all the words first.

### **Team Sight Word Race**



The children are divided into 2 teams. Each team takes a turn attempting to correctly read a word turned up from a pile of sight words. If one team misses, the opposite team then receives a chance to read that word in addition to their regular turn. Score is kept on the number of words each team reads correctly. Have each team member go to the back of the line after each try whether successful or not. This enables all members to gain equal practice and does not eliminate those people who need practice most.

### **The Head Chair**



Mark one chair in the circle as the "Head Chair". The teacher shows cards with the sight word on them to the child in the head chair and that child attempts to read the word. A child can stay in this chair only until he misses a word. When he misses a word, he goes to the end chair and all the children will move up one chair. The object of the game is to try to end up in the "Head Chair".

---

### **Sight Word Money**



This is a fun way to integrate language arts with money recognition. Divide the children into two teams. Have play money available in the following values: pennies, nickels, dimes, quarters and dollars. (I usually start with just 3 amounts) Each money denomination represents a sight word activity with an increasing degree of difficulty. For example: for a penny the child reads the word, for a nickel the child reads the word and acts it out, for a dime the child reads the word and tells its meaning and so on. The first child tells how much money he is playing for. If he answers the question correctly, his team gets the money. If the answer is incorrect, you go back from team to team until it is answered correctly, and that team will get the money. The team with the most money at the end wins.

### **The Head Chair**



Materials: Group size cards Mark one chair in the circle as the "Head Chair". Play begins when you flash a card to the person in the "Head Chair". A child can stay in his chair only until he misses a word. When he misses a word, he goes to the end chair and all the children will move up one chair. The object of the game is to try to end up in the "Head Chair".

### **Vowel Hopscotch**



Use chalk to make a hopscotch board outdoors. Write the vowel sounds in the squares. Students toss a bean bag onto the gameboard. They have to hop to the bean bag, say the vowel and the sound, short and/or long. If they say it correctly, they may pick up the bean bag and continue. If the answer is mpt correct, they leave it there for the next child.

### **ABC order**



This idea, posted by one of the teachers on the teachers.net webring has proven to be very valuable in helping children understand ABC order. It is both visual and kinesthetic, which really enhances learning.

Take a blank sentence strip. Place an ABC desk tape on one side and a 1-20 desk tape on the other side and aminated. When working on ABC order the students are given an ABC strip and big paperclips (a later option here would be numbered clothespins). They look at their words and put a paperclip (or clothe pin) over the letter that each one begins with. Then they can look at the strip and see which letter comes first, second, and third.

When working with a larger number of words, write the words on 3x5 index cards and place them in the pocket chart with one of the ABC strips at the top. The students can then physically move the cards in the pockets vertically until they get them in the correct order. Then they copy them down onto their paper. By letting them move them around in the pocket chart first, they can more clearly visualize what they are copying down.

### Who Wants to Read Like a Millionaire?



Divide the class into two teams. Using index cards prepared with the sight words, give each student a chance to read a word (going back and forth from team to team). The student may use a lifeline and call a friend (on the toy telephone) in the classroom to help them read the word. This game can turn noisy. I make it a rule that if you talk and it is not your turn, your team loses a point.

[Back to top of page](#)

### More Game Ideas



Make up 1 or more game boards or use board from old games picked up at yard sales; use your own creativity. It would be helpful to make some game boards with fewer spaces and some with more.

The students roll the dice to see who will go first. Student with the highest number rolls the dice. The teacher says a word that the student should try to spell. If the student spells the word correctly, he or she may move the number of spaces indicated on the dice. If the student spells the word incorrectly, the teacher shows it to the student for a few seconds, then hides it. The student attempts to spell the word again. Usually the student gets the word the second time around. While the next student is rolling the dice, the student who has just finished his/her turn will be writing down the word he/she just spelled.

Some extensions for this game might include any of the following:

- Have the students write each word on their list three times
- Have the students "rainbow write" the words on their list.
  
- write sentences with the words on their list, and/or add the words to their spelling notebook.

[Back to top of page](#)



## Exit Slips

(also called One Sentence Summaries)

**Purpose:** To engage students in summarizing their learning

**Description:** Using this strategy, students will synthesize learned information, skills, and processes by writing an Exit Slip. An Exit Slip can be a One Sentence Summary of what students learned or can be used in a variety of other ways. Other uses are: to answer a review question, to pose a question related to the topic studied, to make a short list of facts learned, to set a learning goal for the next day, etc.

**Procedure:**

1. Prior to using the Exit Slip as a summary activity in your classroom, decide upon its purpose (including whether or not it will be used as an assessment or evaluation tool).
2. During the last 5-10 minutes of class, inform students of the purpose/task associated with their Exit Slip.
3. Tell students to take out a half-sheet of paper and complete the assigned Exit Slip.
4. As students exit your classroom that day, collect their Exit Slips as a pass out the door.

Hint: Exit Slips are a great way to assess your own teaching. They will often indicate whether or not students understood the presented material. When used to pose a question, they can provide discussion questions for the next day's lesson.

*from Instructional Strategies for Engaging Learners*

*Guilford County Schools TF, 2002*

*Return to [Summarizing Strategies](#)*

## Shaping Up Review

**Purpose:** To engage students in synthesizing major concepts in this summary strategy

**Description:** Using the Shaping Up Review, students will synthesize major concepts from the lesson using four different shapes. By varying the manner in which students visually summarize their learning, retention of the information learned is increased.

### **Procedure:**

1. Pass out the Shaping Up Review worksheet.
2. In the upper left-hand corner, "The Heart," have students write one thing that they loved learning about in the lesson being reviewed.
3. In the upper right-hand corner, "The Square," have students write four things that they feel are important concepts from the lesson being reviewed. One concept should be placed in each corner.
4. In the lower left-hand corner, "The Triangle," have students write the three most important facts they learned from lesson being reviewed. One fact should go in each corner.
5. In the lower right-hand corner, "The Circle," have students write one, all-encompassing (global- like the circle) statement that summarizes all of the important concepts and facts learned in the lesson being reviewed.

### Shaping Up Review Activity Sheet

*from Instructional Strategies for Engaging Learners  
Guilford County Schools TF, 2002*

*Return to Summarizing Strategies*

## Four-Two-One

**Purpose:** : To engage students in reflecting, evaluating, and integrating their own learning into prior knowledge.

**Description:** Four-Two-One uses learning partners or small teams to foster in-depth reflection and integration of significant information.

### **Procedure:**

1. Ask students to individually generate four words that capture the most important aspects of the learning experience.
2. Share, with learning partners or in small teams, their four words and compile a list of the words they have in common. From this list, determine two words that they agree capture the most important aspects.
3. Determine the 1 word or big idea that best represents the most important learning of the experience.
4. Share the various lists generated by their group in order for the whole class to make as many learning connections as possible.

Hint: As a variation of this activity, have the students to generate phrases or sentences instead of words.

Rogers, S., Ludington, J., & Graham, S. (1999). *Motivation and learning: A teacher's guide to building excitement for learning and igniting the drive for quality*. Evergreen, CO: Peak Learning Systems.

### FourTwoOne Activity Sheet

*from Instructional Strategies for Engaging Learners  
Guilford County Schools TF, 2002*

*Return to Summarizing Strategies*

## Final Countdown

**Purpose:** To engage students in reflecting, evaluating, and integrating their learning

**Description:** This activity emphasized the important role that reflection plays in the learning process. Final Countdown provides learners with a framework for reflection, evaluation, and integration of new knowledge into previously learned material.

**Procedure:**

1. Ask students to individually reflect over what they have learned about the topic being reviewed.
2. Using the Final Countdown worksheet, have students write the three most important things they learned about the topic.
3. On the second tier of the Final Countdown, have students write two questions they still have about the topic. These should be questions that they expect to get answers to; likewise, questions they will get answers to.
4. Finally, on the top tier of the Final Countdown, have students write one way in which what they have learned relates or connects to material previously learned.

Rogers, S., Ludington, J., & Graham, S. (1999). *Motivation and learning: A teacher's guide to building excitement for learning and igniting the drive for quality*. Evergreen, CO: Peak Learning Systems.

### Final Countdown Activity Sheet

*from Instructional Strategies for Engaging Learners  
Guilford County Schools TF, 2002*

*Return to Summarizing Strategies*

## Word Sorter

**Purpose:** To engage students in the activity of classifying topics, words, phrases, into categories based upon their knowledge of the content.

**Description:** In this activity, students have the chance to classify topics, words, and phrases into categories. The process of sorting and classifying strengthens the student's ability to comprehend and retain difficult information. Through a discussion of possible solutions, students negotiate the contextual meaning of the topics, words, or phrases they are sorting.

### **Procedure:**

1. Generate a list of words related to the topic for review. These words should fall into one of the following categories: Important Characteristics, Uses, Examples, and Non-Examples. (Hint: These categories can be changed to accommodate your topic of study.)
2. Make a copy of both of the word list and the Frayer Model graphic organizer on transparency paper.
3. Cut out the words on the word list and store in a zip-lock bag when not in use.
4. Lay the graphic organizer on an overhead projector.
5. Place word list words in the center of the graphic organizer one at a time (jumble the order) allowing students to identify the appropriate quadrant location for the word.

Hint: When using this as a warm-up activity, allow students to make errors that will be corrected as you teach your lesson. When using this as a review activity, identify mistakes and re-teach topics when students make errors.

Word Sort Activity Sheet ( Frayer Model graphic organizer)

Sample Word List and Sort

*from Instructional Strategies for Engaging Learners  
Guilford County Schools TF, 2002*

*Return to Summarizing Strategies*

## Challenge Envelopes

**Purpose:** To facilitate review and/or higher level processing of a topic or concept.

**Description:** This activity is designed to provide students with opportunities to formulate challenging questions regarding a topic or concept and to be challenged by the questions of others.

### Procedure:

1. Divide the class into small groups.
2. Give each group of students an envelope.
3. Have each group write a challenge questions on the front of the envelope.  
Encourage higher level questions that have prompts like:
  - What might be...?
  - What could be...?
  - What if...?
1. Have each group generate the answer or criteria for a response and include a sample response. These should all be placed inside the envelope.
2. Scramble the envelopes and have the groups rotate the envelopes through the class. When a group receives an envelope, the question is to be addressed and then checked against the answer or criteria inside the envelope.
3. Have each group put their own response to the question inside the envelope when they are done. They should then send the envelope back into circulation.
4. As the envelopes begin to fill with responses, the groups are to compare their responses to the others that are in the envelopes.

Rogers, S., Ludington, J., & Graham, S. (1999). *Motivation and learning: A teacher's guide to building excitement for learning and igniting the drive for quality*. Evergreen, CO: Peak Learning Systems.

*from Instructional Strategies for Engaging Learners  
Guilford County Schools TF, 2002*

*Return to [Summarizing Strategies](#)*

## Vanity Plates

**Purpose:** To activate student learning through creative thinking

**Description:** In this activity, students will take on the role of the topic to be studied for the purpose of creating a vanity plate. While in this role, students will need to think creatively about their topic in order to share their vanity plate.

**Procedure:**

1. Assign a topic of study (for example, "The Internet")
2. Have students take on the role of the topic by telling them, "Pretend you are X."
3. Students will then create a vanity plate related to the topic of study. In many states, license plates may have up to 8 characters. However, you may use as many characters as you feel necessary.
4. Have students share their vanity plates by lining up in parallel lines, student facing student.
5. Rotate one line of students so that each student has the opportunity to view all vanity plates in the facing line.
6. This motivating strategy will increase students' desire to learn more about a topic while also increasing their knowledge of a topic.

**Sample Vanity Plates:**

Internet- SEARCHME

Spreadsheet- ICALCUL8

*from **Instructional Strategies for Engaging Learners**  
Guilford County Schools TF, 2002*

*Return to [Summarizing Strategies](#)*

## Four Box Synectics

**Purpose:** To engage students in reinforcing their understanding of words or concepts through the use of a creative comparison

**Description:** Synectics promotes fluid and creative thinking by "making what is familiar strange," or comparing two things that would not ordinarily be compared. Synectics, a term coined by industrial psychologists Williams Gordan and George Prince, was originally used as a problem-solving strategy. The term is formed from two Greek roots: syn, *bringing together*, and ectics, *diverse elements*.

### Procedure:

1. Prepare a chart or overhead transparency of the Four Box Synectics organizer.
2. Put students into small groups of 3-4 each.
3. Next, ask for four items in an assigned category ( e.g., commonly found household objects, animals, things found in a forest, recreational activities, and foods). Place one item in each of the four boxes.
4. Reveal the sentence "A \_\_\_\_\_ is like a \_\_\_\_\_ because..." and allow groups three minutes to brainstorm sentences using each of the four items at least once. Students should try to complete as many sentences as they can in the time allotted.
5. After three minutes, STOP. The final step is for each group to choose the two sentences they like the best to share with the rest of the class.

Lipton, L., & Wellman, B. (1998). *Patterns and practices in the learning-focused classroom*. Guilford, Vermont: Pathways Publishing.

### Four Box Synectics Activity Sheet

### Sample Four Box Synectics

*from Instructional Strategies for Engaging Learners  
Guilford County Schools TF, 2002*

*Return to Summarizing Strategies*

## Learning Frames

**Purpose:** To increase comprehension by focusing student learning within a controlled context

**Description:** Learning frames are a sequence of spaces connected by key language elements to help students focus their learning. The purpose is threefold: 1) to provide a framework to guide students' understanding and responding; 2) to give a structured format to follow for engaging in a writing activity; 3) to help students develop independent comprehension strategies.

### **Procedure:**

1. Display a transparency copy of the Learning Frame on an overhead. Explain to the students that this frame, like the frame of a new house, will allow them to fill the blanks with information from what they just learned.
2. Model the Learning Frame by filling in the frame using information learned in the day's lesson.
3. Read the frame aloud.
4. Next, pass out a blank Learning Frame to each student.
5. Allow students to fill out their Learning Frames in a manner which reflects what they learned from the day's lesson.

Wood, K. (2001). Literacy strategies across the subject areas. Needham Heights, MA: Allyn & Bacon.

Sample Learning Frames for the Internet

Learning Frames Activity Sheet

*from Instructional Strategies for Engaging Learners  
Guilford County Schools TF, 2002*

*Return to Summarizing Strategies*

## ABC Review

**Purpose:** To increase comprehension by actively engaging students in a review of topics, concepts, and vocabulary introduced in a unit or lesson

**Description:** Grouped in partners or in teams, students will draw letter tiles and use the tile as the beginning letter of a topic, concept, word, or phrase from the unit or lesson being reviewed.

### **Procedure:**

1. In a bucket, hat, or paper bag, assemble a set of letter tiles. Scrabble tiles are perfect, however, handmade tiles with handwritten letters are also appropriate.
2. Group students into partners or small groups of no more than 4.
3. Determine the ratio of tiles to groups. Have each group draw the appropriate number of letter tiles.
4. Using the tiles drawn, groups are to recall a topic, concept, word, or phrase from the unit or lesson that begins with that letter.
5. Depending on time, groups can either write down the topic, concept, word, or phrase, or, may use it in a sentence.
6. As a whole class, the teacher should guide students through the entire alphabet asking for one example of an A, B, C, and so on. As there may be duplicate tiles (as will happen when using Scrabble pieces), the teacher should only solicit one example for each letter unless time permits additional sharing.

### **Sample ABC Review Outcomes for Word Processing:**

- A. Align
- B. Bold
- C. Center align
- D. Draw
- E. Edit
- F. Format

And so on...

*from Instructional Strategies for Engaging Learners  
Guilford County Schools TF, 2002*

*Return to Summarizing Strategies*