

**CONCORD PUBLIC SCHOOLS  
and  
CONCORD-CARLISLE REGIONAL SCHOOL  
DISTRICT**



**SUBSTITUTE  
TEACHER  
HANDBOOK  
2009-2010**

**Human Resources Office  
120 Meriam Road  
Concord, MA 01742  
978.318.1542**

# ***Welcome***

We are pleased that you are available and willing to share your professional training and personal interest with our students.

This handbook has been prepared in cooperation with teachers and substitutes working in our schools. It is hoped that you will find this information helpful. Please read through it carefully and bring it with you when you substitute teach. It contains information and guidelines that you may find useful.

We appreciate your service to the school districts in Concord.

Legal Disclaimer:

**This handbook is not to be construed as a promise or contract of any kind between Concord Public Schools and/or Concord-Carlisle Regional School District. The Concord Public Schools and the Concord-Carlisle Regional School District retain the right to revise, change, add to, suspend or cancel, in whole or in part, any of the policies or procedures contained in this handbook, at any time, without notice. It is your responsibility to become familiar with and to know all the School Committee policies and the information contained in this handbook and additional School Committee Policies which can be found at [www.concordpublicschools.net](http://www.concordpublicschools.net). This handbook is not a contract.**

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## THE CONCORD PUBLIC SCHOOLS

**Alcott, Thoreau, and Willard** are elementary schools. They house classes from Kindergarten through Grade 5. Organized on a neighborhood school concept, each school provides a warm setting for Concord's children while at the same time serving the town's educational goals. Although each building has its own principal and support staff, all three schools follow the same curriculum and provide basically the same services and facilities. Under the direction of the Assistant Superintendent, close cooperation among grade level teachers from the three schools produces a high level of curriculum planning and implementation. Each school offers a range of teaching styles and care is taken to place children in the classroom which best meets their learning styles.

The **Concord Middle School** is one school, housed in two buildings (Sanborn and Peabody) a half-mile apart. Each facility is comprised of Grades 6, 7, and 8; and each building is organized on the "House System." Because it is one school, regular classroom teachers are not limited to one building, and assignments may rotate from year to year. Students are assigned to one of the two buildings where the academic and non-academic program and experiences provided are common in each building. All planning, curriculum development, and supervision is provided by one principal and department chairpersons. In addition to a core program in English, math, science and social studies, students receive instruction in French or Spanish as well as art, music, and physical education. A unique high-tech program is offered to students as well.

The **Concord-Carlisle Regional High School** (CCHS) is located on more than 80 acres and offers academic programs for approximately 1200 students. Students select classes from among course offerings in Art, Computer, English, Foreign Languages (including Latin, Chinese, Spanish, and French), Applied Arts, Mathematics, Music, Physical Education, Science, and Social Studies. 90%-96% of Concord-Carlisle graduates annually pursue further education. CCHS has an impressive record of league and state championships in academic, athletic and musical competitions.

### DIRECTORY

<u>School</u>		<u>Telephone</u>
<b>ALCOTT</b> (Grades K-5) 93 Laurel Street	Sharon Young, Principal Polly Attwood, Secretary Anne McCormack, Nurse	978-318-9544
<b>THOREAU</b> (Grades K-5) 91 Laurel Street	Robert Colantuono Maria Schofield, Secretary Nikki Richards, Nurse	978-318-1300
<b>WILLARD</b> (Grades K-5) 185 Powder Mill Road	Pat Fernandes Bev Lucas, Secretary Janine Gaudreau, Nurse	978-318-1340



## SUBSTITUTES DUTIES

Unless otherwise directed, a substitute should:

1. Arrive at least thirty minutes before school starts.
2. Report directly to the principal's office to identify yourself and to receive any specific directions for the day. The substitute caller will already have notified the school to alert the secretary of your assignment for the day.
3. Check the teacher's mailbox for announcements
4. Check your room(s) for the day as well as the daily schedule.
5. Familiarize yourself with the area(s) outside of the classroom which your students will be using.
6. Locate the sub folder.
7. Check the teacher's plan book for information on schedule and plans. Review lesson plans and make sure you have all necessary provisions. ***Lesson plans should be followed unless you are otherwise directed.***
8. Please check the sub folder for any health issues in the classroom and contact the school nurse if you have any questions.
9. Locate the emergency procedures (or know where to get them) and check emergency evacuation route for that room(s).
10. Check the seating plan chart on the teacher's desk and make sure you have all necessary provisions.
11. Write your name and all assignments on the board.
12. Be at the door of your classroom when the students arrive.
13. While taking attendance, if no seating chart is provided, write names of students in seating diagram.
14. Substitutes should expect good behavior from all students. In the event of a discipline problem with which you need assistance, please contact the principal's office.
15. Do not ever leave the classroom unattended.
16. If a youngster becomes ill or has an accident, or if an emergency situation arises, seek assistance from the teacher in the next room and contact the principal's office and the nurse's office immediately. Students should not be left alone in the classroom at any time.

17. Do not leave the building without checking with the principal or secretary in the main office.
18. If you have any questions during the day, please contact the principal's office or speak to the teacher in the next room.
19. At the end of the day:
  - a) Put the room in good order and back to the way you found it.
  - b) Leave all papers and any other pertinent information for the teacher on the teacher's desk.
  - c) Leave the teacher a detailed note of the day's events.
  - d) Return the sub folder.
  - e) Report to the principal's office to fill out an evaluation form and Substitute Time Slip, and to communicate as necessary with the principal or secretary. Please inform the office of any problems you encountered during the day.

## **CLASSROOM STRATEGIES:**

### • CLIMATE:

- introduce yourself
- give a quick overview of the classroom rules provided by the teacher
- discuss the plan for the day (read directly from plans if necessary)
- take attendance
- go over/collect homework (if applicable)
- announce homework for the next day (if applicable)
- have fun! (and follow the plan)

### • PASS SYSTEM (at the middle school)

- only allow 1 student out at a time (drink, bathroom, etc.)
- students should ask permission before leaving
- if a student is late to class, he/she should have a pass

### • THE DAY IN GENERAL:

- watch the time
- check in frequently with students as they are working
- move around the room (circulate often)
- periodically share as a class/summarize (you and/or students)
- connect with Special Education staff in the class  
rely on information and help from them

## **CLASSROOM MANAGEMENT TIPS**

- What to do in an “unruly” situation
  - move student so that he/she is in close proximity to you
  - have a 1 - on - 1 conversation with the student (outside of the room)
  - give a look or a signal
  - provide verbal warning and / or reminder (will get back to the teacher)
  - send student to the office with a pass (then call down using intercom)
- Keep to the plan provided by the teacher
- Stay engaged with the lesson or activity
- Involve students as much as possible; maintain their interest
- Rely on help from others
- Allow students to work on other homework or read when finished with what you have given them or use short activities provided in this handbook if age appropriate.
- Try not to allow any “down time”
- It is advisable to walk around the classroom while the students work. This allows you to provide instant feedback to good work habits and to assist any students with questions.
- Make a point to acknowledge positive behavior.
- Never leave a child in the room unattended. If you find it necessary to leave the room, just ask another teacher to oversee the room, or call the office for assistance.
- When you escort children to specials such as art or phys. Ed., make a point to maintain proper hallway behavior: no talking in line and keeping in single file.

## **COMMUNICATING WITH THE CLASSROOM TEACHER**

Please leave detailed notes for the teacher, including:

1. Work completed by the class in all subject areas.
2. Assignments given for the following day. These should be in accordance with the teacher’s lesson plan.
3. General conduct report should include any pupil whose lack of cooperation should be called to the attention of the regular teacher. Please remember, teachers and

administrators do appreciate having reports on pupils who have performed exceptionally well in any area.

4. The reports may be left in the teacher's substitute folder at the end of the school day, or with other papers or information from the day.

## **SUBSTITUTE TEACHER QUALIFICATIONS**

The employment of substitutes is centralized in the Human Resource Office located in the Ripley Building (Administration Offices) at 120 Meriam Road, Concord. Requirements for substitute teaching in Concord include a Bachelor's degree from an accredited college or university, completion of all required state and federal forms, including but not limited to, a withholding form (W-4), an Employment Eligibility Verification (Form I-9) and a criminal records background check. To qualify as a substitute teacher, a person should possess a desire to work with children, have self-confidence, be a good problem solver, and be able to follow directions. Previous classroom teaching experience, student teaching or equivalent experience is desirable.

## **APPLICATION PROCESS**

Individuals interested in substitute teaching must apply on line at [www.concordpublicschools.net](http://www.concordpublicschools.net). Resumes are reviewed and selected candidates scheduled for an interview with the Director of Human Resources. All substitutes must attend the New Substitute Orientation prior to subbing in the classroom.

## **CALLING PROCEDURES**

According to school policy, substitutes are called to replace a staff member who is to be absent from his/her duties for at least one-half day. Substitutes are engaged as deemed necessary by the appropriate administrator(s).

Our substitute caller phones substitutes in the evening and, when necessary, early in the morning. An attempt is made to give as much advance notice as possible.

Substitutes are called based upon their area(s) of specialization and their familiarity with the given assignment. In the event that a teacher has noted a specific preference for a substitute, every effort is made to honor that request.

Placement on the Substitute List does not entitle or guarantee an individual employment as a substitute teacher. The district's substitute caller will contact substitute teachers at the earliest possible time. The District will try to give substitutes as much time as possible to prepare. The majority of the calls will be made between 5:45am and 7:00 am on the day their services are needed. Please keep in mind some calls will be made the evening before. If the substitute is to return to the same classroom, the District will make every reasonable effort to notify the substitute prior to the end of the school day.

The substitute caller is Debra Bordonaro and she can be reached at 978-287-0582 or [subcaller@colonial.net](mailto:subcaller@colonial.net).

## Salary

Salary rates for day-to-day teacher and tutor substitutes are as follows:

Whole Day (More than 3 hours=whole day)	\$100.00
Tutor Whole Day	\$ 75.00
Half Day (3 hours or less =half day)	\$ 50.00
Tutor Half Day	\$ 40.00

Long-term substitutes:

< 90 days	\$217.00 per day
> 90 days	Placed on the teacher's salary schedule

## CANCELLATION OF ASSIGNMENT

If for any reason you are unable to fulfill your assignment, please notify the substitute caller as soon as possible by calling Deb Bordonaro at 978-287-0582. In the event there is an emergency after 6:45am and you are unable to substitute, you must notify the main office of the school you were assigned that you will not be coming in.

## PAYMENT OF SUBSTITUTES

At the end of the day during which you substitute, you should report to the principal's office to fill out a Substitute Time Slip (attached). If you return to that building to substitute on other days of the same week, please use the same Substitute Time Slip. Leave this time slip with the building secretary.

Payroll computations are based on the information submitted on the Substitute Time Slip. It is, therefore, very important that all necessary information be accurately recorded for each hour or day of service. Salary checks are issued biweekly on Thursdays by the Accounting Office. A two- or three-week lag may be anticipated between your period of service and receipt of your paycheck. If you have not received payment within three weeks, please contact the appropriate payroll representative:

Concord Public Schools	Allison Brake	978-341-2490 x 8126
CCHS	Patty Siekman	978-341-2490 x 8124

## REMOVING YOUR NAME FROM THE SUBSTITUTE REGISTER

If during the school year you wish to have your name removed from the register of substitutes, please notify the Human Resource Office in writing.

## POLICIES

The harassment, discrimination, sexual harassment and technology acceptable use policy are given to substitutes when they are hired. It is imperative that you read these policies thoroughly prior to substituting in the classroom.

## **MANDATED REPORTING OF SUSPECTED CHILD ABUSE OR NEGLECT**

Under Massachusetts law (M.G.L. c. 119 § 51A) certain individuals, including those employed in a public school “to care for or work with a child,” are deemed “mandated reporters.” Mandated reporters are required under penalty of law to report orally and in writing to the Commonwealth’s Department of Social Services (D.S.S.) any instance of what the school employee, in her/his professional judgment, believes to be an instance of child abuse, including sexual abuse, or neglect. A fine of not more than \$1,000 may be imposed by the Commonwealth on a mandated reporter who fails to make the necessary report to D.S.S.

Under § 51A a school employee who believes that a child is abused or neglected can satisfy her/his legal obligation to make a D.S.S. report by reporting the concern at once to the person in charge of the school where the employee works. Therefore, any Concord Public Schools and/or Concord-Carlisle Regional School District employee who believes that a student in one of the district’s schools or programs is or may be the victim of abuse or neglect should immediately report that concern to the principal or program supervisor under whose direction that employee works.

The telephone number to call when reporting suspected child abuse and neglect is:

**1 – 800 – 543-7022 or 1-800-792-5200 after hours**

## **STUDENT ATTENDANCE**

It is imperative that substitute teachers take attendance each period and keep an accurate account of student attendance in the rank books provided.

## **LIFE THREATENING ALLERGIES**

You must review the sub folder for student’s individual health care plan. At the elementary level, the school nurse will provide further consultation about any student in your class with life threatening allergies. Do not provide any food or candy to students.

## **EMERGENCY PROCEDURES**

Each classroom has a yellow emergency binder and a “Go Bag”. You must familiarize yourself with established emergency procedures, the yellow emergency binder and the “Go Bag” in each classroom.

## **FIRE DRILLS**

Fire drills are enforced by state school law and the School Committee. Specific directions are posted in each room. Exit quickly, quietly, and in an orderly manner. The first students arriving at the outside doors should hold them open for the rest of the student body. Multiple fire drills will be held each year. The penalty for pulling false alarms is subject to expulsion.

## **CONFIDENTIALITY**

By law (Family Education Rights to Privacy Act) substitute teachers have access to student educational records without parental consent. This places substitutes in the unique position of seeing countless notes, grades, reports and anecdotal records that are confidential in nature and protected by the Family Education Rights and Privacy Act. Each individual functioning in the role of substitute teacher is urged to review the strict confidentiality guidelines contained in the district's Student Records policy and to respect the general rights to privacy that are accorded students and staff in the daily business of keeping school. Administrators would be glad to answer any specific questions you might have about these issues. Students who have special education Individual Education Plans will be noted in the teacher's substitute folder. It is critical that information remain confidential. In addition, if the information provided is not enough, there is a special education case manager for each student. Arrangements can be made to make contacts regarding any further information needed. Additionally, some students may have an ADA Section 504 Plan for accommodations to provide access to learning for a disability. Again, these are confidential plans and references to them should be limited only to school personnel who have contact with that child and only in an effort to provide services or assess need. Students may also have an Individual Health Care Plan which may require further elaboration by the nurse. In many cases the students themselves understand their needs and will help you meet them, however, in such cases it is important that substitutes make sure these conversations are done in a way that notice is not brought to the students.

## **TUTORS AND AIDES**

In order to meet the needs of all students, some classes have aides or tutors to assist students with special needs and students with accommodation plans. They may also be able to help with other students depending on the caseload in that individual class. It will be noted in the teachers' plans if someone is coming into the classroom to support students.

## **GENERAL INFORMATION**

### BATHROOM FACILITIES

Substitutes are asked to use only adult-designated bathrooms in all schools. These are usually located in or near the room designated as the Teachers' Room.

### LUNCH

Each school does have a hot lunch program and you are welcome to purchase lunch at the school cafeteria.

### PARKING

Parking for all schools is limited. It is advised that you arrive as early as possible and park in a designated area. Please do not park in spaces designated for visitors.

## TELEPHONES

If pay phones are available they may be used before or after school or during lunch. The phones in the high school's main office and in all other offices are not available for student use. Telephone messages are not delivered during the school day unless they are of an emergency nature.

## **EVALUATION OF SUBSTITUTES**

Substitutes are requested to complete an evaluation form as are teachers for whom substitutes are engaged. These forms are kept on file in the Human Resource Office. Copies of the forms are provided at the substitute orientation.

### **Short Activities-Teacher Directed Grades 3-5**

#### Read Aloud Books

Read and discuss a favorite picture book from home. The librarians will have great suggestions too and will be happy to help you.



Suggested Books For Read Aloud: *Wayside School* series by Louis Sachar. These books have a series of short humorous stories that can each stand on its own.

#### Quick Games Requiring No Prior Preparation

#### Heads Up/7up

A rainy day favorite is Heads Up/7 Up.

Select 7 players to come up front. Call out, "Heads down, all around."

Each child taps someone and then goes back up front. Call out,

"Heads up, 7 up", and the ones who were tapped stand up. Each child gets one chance to guess who has chosen them and if right, they exchange places.

The children often try to peek by looking at the shoes so remind those who are doing the tapping to watch for this!

#### Who's in Charge

In this observation activity, one student is selected to leave the room. All the remaining students join in a circle. When the child is out of the room, another student is selected to be the leader. The leader starts an action (for example, slapping hands to thighs) and all the other students follow. The child who left the room is invited to return; his or her job is to determine who is the leader. The leader must change the action being performed at least once every 30 seconds or so, and the others watch discreetly, trying not to give away who the leader is to the child who just re-entered, and change their movement as soon as the leader changes his or hers. Other sample movements might include scratching the head, shrugging the shoulders, or any other action the leader might invent. How long does it take for the child who left the room to guess the leader?

## Four Corners

Number the corners of the classroom from 1 to 4. Select one student to be "It." That person closes his or her eyes while the rest of the students go to one of the four corners in the classroom. When all students are settled in a corner, It calls out a number. All the kids who chose the corner with that number are out of the game and must sit down. It closes his or her eyes again, calls out a number, and more students sit down. When the game gets down to four people or fewer, each must choose a different corner. If It calls out a corner where nobody is standing, It must choose again. The game continues until only one student is left. That student becomes It.

## Chain Reaction

You can easily adapt this game to many areas of the curriculum. All students must stand. The teacher writes a category on the chalkboard -- foods, for example. Then the game begins. The first student must tell the name of a food. The second person must give the name of a food that begins with the *last* letter of the food given by the first person. The third person must name a food that begins with the last letter of the second person's food and so on. One at a time, students are eliminated if they can't think of anything. The last student standing is the winner.

Other possible categories: places, songs, things in nature, names, books, or animals.

## Broken Connection

The game is similar to the old fashion game of telephone, but with a twist. Students sit in a circle. Begin by whispering one word to the child beside you. Each child must pass on a different word that the whispered word makes it think of. Example – The word "red" might be passed on as "apple". "Apple" might be passed on as "fruit". Have the last person share their word and then have each child share their words so the children can hear the connections between them.

*The following are fun games that require just a few minutes preparation in advance, but can be played at all grade levels.*

## Sparkle

Materials Needed –Priority word lists from current and previous grade levels or weekly classroom spelling lists. Check with teachers from your grade level for the lists.

This is a spelling practice game. It also forces everyone to be good listeners. Have the children stand in a circle. Pronounce the word that is to be spelled. The first child says the first letter. The second child says the second letter. The third child says the third letter, etc. If they miss, they sit down on the floor and the game continues. Repeat the word, and the next child starts over. When the last letter of the word has been given, the next person must say, "Sparkle." The person after the sparkle person has to sit down. Pronounce the next word. The last person left standing is the winner.

## Memory Box

Materials Needed - Collect a variety of items and put them in a box. For first and second graders, you might start with 6 to 8 items. For third through fifth graders, consider a dozen items.

One at a time, remove the items from the box, show them to students, name them, and place them on a table or desk. Let the students study the items for one minute, then return them to the Memory Box. Provide students with a sheet of paper. See how many items they can remember and write down. Set a time limit (for example, 2 minutes). Then students can exchange papers with a classmate. Once again, remove the items from the box one at a time. As you remove them this time, the students can make a checkmark next to the items their classmates have written. Which student remembered the most items?

## Word Searches

Make your own word searches or crossword puzzles at [discoveryschool.com](http://discoveryschool.com)

## Mystery Word

Materials Needed - Priority word lists from current and previous grade levels or weekly classroom spelling lists. These are spelling words in Concord the children are required to master. Check with teachers from your grade level for the lists.

The students are split up into teams of three or four and must guess the mystery word. Write 10 words on the board. These should be words the students already know. (This week's spelling words might be good words to use.) Go over the list of words with students. The teacher writes one of the words on a card, but keeps it hidden. When a team takes a turn, they must announce to the class the word, spell the word, and then repeat the word. The teacher announces if that is the mystery word. If it is, that team gets a point, and the teacher erases the word from the list. If it is not, then another team takes a turn. The team with the most points is the winner.

## Around the World

Materials needed – Flashcards

Have students sit in a circle on the floor, or have them remain at their seats. Ask one student to stand behind a child in the in the circle. Display a flash card with a math problem on it, and ask both students to give the answer. The first student who calls out the correct answer moves to stand behind the next child in the circle. The object of the game is to see how far one student can "travel" without making any mistakes.

## Seeing Spots

Materials Needed -Colored dots, or any other kind of sticker, that can be purchased at office supply stores. You should have four or five different colored dots or different stickers.

Place a dot or sticker on the forehead of each child; it is important that each child does *not* know what the dot/sticker looks like. When you give the signal, students move about

the room connecting with their classmates who have matching dots or stickers. The catch: No talking allowed. All communication must be non-verbal!

### Categories in a Can

Materials Needed-Coffee can or large container. Place Scrabble letter tiles or magnetic letters in the can.

Announce a category -- for example, kinds of pets. Have students take a turn taking a letter from the can. The student must give the name of an animal that might be kept as a pet that begins with the letter he or she drew from the can.

For young students, you might remove the letters *q*, *x*, and *z*. For older students, or students who have played the game before, you might let them come up with the categories. Some other possible categories include the following:

Author Names (Last Names)

Names of Cities

Types of Sports

Games

Book titles

Famous People (Last Names)

Things Found in the Kitchen

Baseball Words

Types of Snacks

### Silence

Materials – File cards or half sheets of paper.

In Silence, silence *is* the name of the game. Students must arrange themselves in order without uttering a peep! For example, challenge students to silently sequence themselves according to height. The game can be adapted with very little preparation to fit almost any curriculum theme. Students can create their own tags. They might write their birthdays on tags and arrange themselves in order from January 1 to December 31. They might write their seven-digit phone numbers as a seven-digit number and arrange themselves in numerical sequence.

Other categories: The possibilities are endless, but students might include clocks (arrange printed a.m. and p.m. clock faces in order of the time shown), months of the year, or names of classmates to arrange in alphabetical order.

### Piecing the Puzzle

Materials - To prepare, laminate five pictures. Calendar pictures are great for this activity. Cut each picture into four to six puzzle pieces. (Note: You want to end up with *one* puzzle piece for each student in your class, so you might create a variety of four-piece, five-piece, and six-piece puzzles.) Hand a puzzle piece to each student. Let students wander around the classroom to find their "puzzle mates". Consider a rule that it must be done in silence!

## Pass the Stuffie

Materials – teddy bear or other stuffed animal

To begin the game, all students sit or stand in a circle. Select one person to be It. That person holds the stuffed animal. The teacher or a "caller" says to the person holding the stuffed animal, "Name five ..." (see list below). As soon as the caller says, "Pass the stuffie," the person holding the animal passes it to the right. Students quickly pass the animal around the circle. If it returns to the original holder before he or she can name the five items in a category, the holder is still It. Otherwise, the person holding the animal when It finishes listing five items is the new It. Prepare the topic cards for this game in advance. The student who is It must name five items in the called-out category in order to be chosen to start the next round.

**Some Suggested Topics**-Names of mammals, plants, reptiles, states, cities, countries, fast food restaurants, sports teams, vegetables, fruits, cartoon characters, bodies of water, books, cities and towns in Massachusetts, etc.

## ABC Game

Students stand beside their desk or in a line. You explain that we are going from A to Z using "animals," so the first person says "anteater," the second says "baboon," and so forth. If they don't know an answer, they sit down until the next round. The next round you could change the game to use the ABC'S with food: A: "apple," B: "banana," C: "carrot," etc. Some of the letters get hard, making the students really use their thinking skills.

Resources

<http://www.education-world.com>



## **Writing Prompts Short Filler Activity – Teacher Directed Grades 3-5**

Writing activities are always an excellent way to keep children focused.

Daily journal prompts are available on <http://www.theteacherscorner.net/daily-writing-prompts/>

Interesting and fun facts about any given day in history and includes a pdf file with a printable prompt or picture.

Sample Prompt- September 1

*"On this day in 1830, "Mary had a Little Lamb" was published. Create your own rhyme using the same tune.*

Additional Writing Prompts

If time allows, have the children include an illustration and share.

## **What if...**

What would happen if you could fly wherever you wanted? Describe where you would go and what you would do there.

What would it be like to live in space? What would your house be like? What type of clothing would you wear? What type of food would you bring? Draw a picture of your space house.

What would happen if animals could talk? Choose an animal. What are some of the questions you would like to ask? Write a conversation between that animal and yourself.

What would you do if you found a magic wand? Describe where you found it, what it looks like, and what you would do with it.

If you could live anywhere in the world, where would it be? Describe the place some of the activities you would do there.

If you received any sum of money as a gift or a prize, what would you do with it? Explain why you would spend it in this way.

If you could leave school right now and do something special, what would you do?

If you could participate in an Olympic event, which one would you choose and why? If you could break the Guinness Book of Records it would be for which event?

What would you invent to make life better? Write about your invention and draw a picture to go with it.

What kind of TV. commercial would you like to make? Draw a four-frame cartoon to show your commercial.

What kind of pet would you most like to have--monkey, snake, goat, etc.? Where would you keep it and what would you do with it for fun?

Describe the ideal new friend you would like to have move into your neighborhood. What would he/she be like? What would you do for fun?

Describe your favorite toy. Why do you like it best?

Journal prompts – selected and modified from:

<http://www.canteach.ca/elementary/prompts.html>

### **A HEARING IMPAIRED STUDENT IN THE CLASSROOM HELPFUL TIPS FOR THE SUBSTITUTE TEACHER**

For a student with a hearing loss, having a new person to communicate with can make the day a bit challenging. The following guidelines and information are meant to be helpful to ensure that both you and the hearing impaired student have a good day. Most important is to remember the student is a regular kid who wants to be treated as normally as possible.

Hearing impairment is an educationally significant disability. It must be addressed through amplification, support services, program modifications and classroom accommodations. Attention needs to be given to audiological and verbal communication needs, and teaching strategies.

Hearing aids help to give a student access to speech, but do not necessarily ensure understanding of the language that is heard. Cochlear Implants help to make speech audible, but the devices do not restore normal hearing or ensure understanding of the spoken language. For all hearing impaired students auditory signals may be compromised at times, and a student must rely on a combination of listening and visual cues (speech reading) to understand verbal communication.

It is important to note that students with hearing loss require greater effort to listen than their normal hearing peers during the school day. The amount of concentration required for a hearing impaired student to acquire skills in comprehending language is much greater than for their hearing peers. “Fatigue factor” may occur during the day due to the amount of listening and concentration. This will especially be true in noisier listening environments. A short break helps. (e.g. going for a drink of water)

#### **Classroom Accommodations for Hearing Impaired Students**

1. Please do not single out the hearing impaired student, by asking if he/she heard what you are saying. Rather, discreetly ask him/her if you are being understood and heard.
- 2 To facilitate hearing and listening, hearing impaired students use amplification systems. This is either a personal FM or soundfield system. These are utilized during the school instructional periods and special subject areas. This technology may be unfamiliar to you. Don't hesitate to ask the student for help on using the systems.
3. Background noise will impede listening and learning. For example, it is best to keep the doors shut.
4. The student needs to be seated to allow for the best visual and auditory access to verbal communication.

5. Do not provide information from the back of the room or any place where the student can't see your face and is unable to speechread.
6. If writing on a board, do not give important information while facing in that direction, as the student will be unable to speechread.
7. If needed, clarification or rewording of language, concepts, directions, and expectations.
8. Repeat or rephrase any comment or question from another student before responding.
9. Providing visual cues are helpful. For example writing instructions and key words on the board are useful.
10. Clearly inform of upcoming changes in a timely manner and inform of topic changes so students doesn't lose track of discussion.

### **Classroom Communication Tips with Hearing Impaired Students**

1. During class discussions students with a hearing loss (hearing aid, unaided or cochlear implant) will need to be "clued in" to help follow a discussion. Clue in by pointing to or naming the next speaker. This will afford the opportunity to focus on the new talker. Without this, the initial part of what was said is missed.
2. Only one person speaking at a time. Any laughter or another voice overlapping a comment will cause the hearing loss student to miss the comment.
3. Do all you can to facilitate speech reading. Try not to bounce or walk around the room too much. The student needs the visual cue as well as the auditory signal to get the full benefit of oral direction and instruction.
4. Do not stand with your back in front of a sunny window.
5. A hearing loss student will not fully understand what a teacher said while he/she is facing the whiteboard or if a book or paper is held in front of the face.

### **Using the Amplification System Technology (FM/Soundfield)**

- When using the FM transmitter (microphone), turn it on ONLY when you are speaking to the student in the entire class or to a group that includes the hearing loss student. Turn it OFF at all other times.
- After turning the FM on, DO NOT ask the student "Can you hear me?" Rather turn it on and wait two seconds, before you begin to speak. To check in with the student to ensure he/she is understanding and receiving your voice, discreetly ask if the microphone is working properly.
- Please recharge the amplification system at the end of the school day. The student can help you with this or check to see if written instructions for recharging are available. If in the classroom, a classroom aide can also help. The district Teacher of the Hearing Impaired or school Speech and Language Pathologist is also a resource.

## NOTES

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