



[Instructional Strategy](#)
[Classroom Management](#)
[Create a Culture for Learning](#)
[Helpful Hint](#)
[Computer Access](#)
[Quick Tip](#)
[Calendar](#)

[Clayton High School](#)
[Wydown Middle School](#)
[Captain Elementary School](#)
[Glenridge Elementary School](#)
[Meramec Elementary School](#)
[Family Center](#)
[Substitute Teacher Resources](#)

Instructional Strategy: When You Cannot Follow the Plan

A substitute teacher should always do the best they can to follow the instructions and activities outlined by the permanent teacher and not arbitrarily make changes. However, if the plans cannot be taught as outlined due to time constraints, missing materials, etc., don't panic. Try to adapt the lesson in order to achieve the intended learning outcomes. If the plans cannot be taught or if plans were not left for you, be prepared to use your own activities or lessons. Here are a few ideas to add to your SubPack in case of an emergency.

Use a newspaper-it can be a lifesaver. Simply go to the building library and use one or more of the following activities.

- circle words or letters they recognize
- make a dictionary of unknown words they find
- write new captions for pictures or headlines for stories
- match headlines to stories
- write new stories for existing headlines
- use international news as a springboard to learn information about that country
- arrange individual comic frames in the correct sequence

Play bingo. As a class brainstorm a list of words associated with a particular subject, month, or secular holiday, then have students randomly write them on a blank bingo sheet. Play a couple rounds of the game with the teacher choosing a word and giving students clues to what it is. This can also be an excellent review activity and the opportunity to play the game is usually something students will work hard for all day long.

Classroom Management: Making Transitions

Making smooth and efficient transitions from one activity to the next is sometimes a challenging but very critical aspect of classroom management. Poor transitions waste time and present opportunities for inappropriate behavior to begin.

Whether you are switching from one assignment to another, getting ready for lunch, starting a group project, or wrapping up class at the end of the day, students of all ages need to know what is expected of them. Specifically they need to know five things before you as a teacher can expect them to make successful and timely transitions.

1. When and how to stop their current activity.
2. What to do with the materials they are currently using.
3. What new materials they will need.
4. What to do with their new materials.
5. How much time they need to make the transition.

Example: "It is almost time to go to the computer lab. Please stop working, close your science book with your worksheet inside to mark your place and leave it on the corner of your desk. Pick up a copy of this week's spelling list from the front table and line up at the door with the list in your hand. I expect everyone to be lined up and ready to leave for the lab in four minutes. Go ahead and begin getting ready now."

When working with young students or if the transition involves a number of steps, it is often beneficial to ask questions about and have students re-state the steps before beginning the transition. As a visual reminder you may even list the steps on the board as they answer. A couple minutes of questioning students and clarifying expectations will save a lot of time and confusion during the actual transition process.

Create a Culture for Learning

Have you ever noticed that sometimes the last five minutes of class take forever? It's strange that the whole class period can go quickly, but the last few minutes can take an eternity. To help you out in this situation, consider having the students create and compare lists.

Some ideas include:

- Form as many words as you can from the letters in HEREDITY.
- List all the objects in the classroom that weigh less than 5 grams.
- List all of the objects in the room that weigh more than one kilogram.
- List all the objects in the classroom that would sink in water.
- List all of the objects in the classroom that would float in water.
- List all of the objects in the classroom that would be attracted to a magnet.
- List all of the objects in the classroom that would conduct electricity.
- List all of the objects in the classroom that are electrical insulators.
- Invent, name, and draw an animal that could survive in the mantle of Earth.
- Discuss what would happen if the Earth's magnetic field stopped working.
- Discuss how life would be different in there was no electricity.

Thank you for all you do to serve the students and teachers in your community. You are greatly appreciated!

Helpful Hint: Leaving the Room as You Found It

As substitute teachers, we want to make a good impression on the permanent teacher so that we may be requested for future jobs. One way to make a good impression is by leaving the classroom the same way you found it.

Because it can be hard to get students to clean up the classroom, a fun way to encourage them is to pick a Magic Item. A Magic Item can be anything from a little piece of trash on the floor to pushing a chair under the desk and out of the way. Inform students that you will not announce what the Magic Items are until everything is cleaned up and that if they pick up the Magic Item, they will receive a ticket, or get to go to the front of the line, or any other such motivator.

It is obvious that you can't announce that there is a Magic Item on the floor and expect Junior High or High School students to drop to the floor and anxiously start cleaning the room. In order to encourage older students to clean up the classroom, inform them that you are charging each student an exit fee.

Explain that a student can exit the classroom by picking up five pieces of paper off of the floor. Another example is if you are substitute teaching in a sewing class, so the exit fee is bringing you their bobbin at the end of class. Always have the students help you clean up the classroom; it will take too long if you do it by yourself. By leaving the classroom the same way you found it, you will have already left a positive first impression when the permanent teacher walks in the next morning.

Computer Access

The District has computer access for substitute teachers in order to use Aesop. The username is always "subsub" and the January password is "Mar2019!".

Quick Tip

Compliment your students, as you hope the full-time staff members will compliment you!

Quote

A winning effort begins with preparation.

- Joe Gibbs

Calendar

Mar. 5	Lab Classroom	High Needs
Mar. 7	Lab Classroom	High Needs
Mar. 8	No School for Students	
Mar. 11-14	Parent/Teacher Conferences	
Mar. 15	No School	
Mar. 18-22	Spring Break	
Mar. 26	Lab Classroom	High Needs
Mar. 27	Board of Education Meeting	7pm Administrative Building
April 1, 3 & 4	Elementary Umbrella Meetings	High Needs
April 16 & 17	Elementary Specialists Content PD	High Needs
April 5	Early Release Day	Check with Administrator before leaving for the day
April 8-22	MAP Testing	High Needs
April 19	April Break	
April 22-26	Elementary MAP Testing	High Needs
April 24	Board of Education Meeting	7pm Administrative Building
May 1	Lab Classroom	High Needs
May 3	Early Release Day	Check with Administrator before leaving for the day
May 8	Board of Education Meeting	7pm Administrative Building
May 15	Lab Classroom	High Needs
May 22	Board of Education Meeting	7pm Administrative Building
May 27	Memorial Da	

May 28-30 CHS Exams

High Needs

May 30 Last Day of Classes
CHS Graduation

7pm Chaifetz Arena

Subscribe to eNews!

Forward to a Friend



eNews is sent to District patrons or interested individuals who have subscribed or have provided an email address on the student information form or via Powerschool. Your email address will only be used by the School District of Clayton and will not be sold or distributed. Questions? Give us a call at 314-854-6015 or email communications@claytonschoools.net. The School District of Clayton does not discriminate on the basis of race, color, religion, national origin, gender, age or disability.