

Substitute Plan
Middle School

Teacher: Ms. Science

Team: 7th Grade

Subject(s): Life Science

Classroom #: 103

Schedule for November 18, 2010	
7:45-7:50	Advisory Room 103
7:50-8:36	Core 1.1
8:39-9:25	Core 1.2
9:28-10:15	Core 2.1
10:18-11:05	Core 2.2
11:10-1:10	Planning & Lunch
1:15-2:01	Core 4.1
2:04-2:50	Core 4.2

Discipline Plan/Student Notes:

1. See attached info about discipline plan. Referrals are located in the back of the substitute notebook.
2. Extreme behaviors such as fighting and abusive language should be written up on the white THMS Discipline Referral, found in the back of the substitute notebook, and sent with a student to the office. You will need to ask a teacher next door to keep an eye on the class while you walk the student to the office or you can call the office (button on wall by the light switch) to see if someone can come get the disruptive student.

Nearby teachers to contact if needed:

1. Mrs. Nancy Aigner Room: 102 (next door to the left)
2. Mrs. Virginia Healy Room: 104 (next door to the right)

7:45-7:50 Advisory:

Please call roll out loud for advisory so that attendance is recorded correctly. Please mark any absences or tardies and place in the brown attendance envelope. Have students quiet for announcements over the loudspeaker and the moment of silence. Students are not to get the lizard out when there is a substitute, but they do have jobs to take care of in the morning such as feeding the fish, gecko, etc.

7:50-8:36 Core 1.1

Please use the yellow, orange, and red cards BEFORE it gets out of control. (Yellow is the 1st warning, Orange is the 2nd warning, Red is the 3rd warning and the student must go to the isolation desk in the back of the room, 4th warning means the students goes to the ISD room and has to stay after school for detention.)

1. **Introduce** yourself.
2. **Record attendance** in the green attendance notebook on the black cart for Core 1.1. Put a vertical line if they are absent and a T if they are tardy.
3. Today students will be going to the computer lab and filling out a worksheet. If for some reason the computer labs are not working (such as the internet is down, etc.) the back-up plan is attached on a separate sheet of paper.
4. Please take the basket of cards with you to the computer lab, along with the worksheets.

5. Before leaving for the computer lab remind students that if they are caught on a different website than the one they are supposed to be on that they may lose computer privileges for 6 weeks. They should walk quietly to the computer lab and sit in the assigned seats. (You will have to tell them their assigned seats that I have on the green seating charts.)
6. Once students are at their assigned computer, they may log in and go to Miss Keesling's portaportal.
7. Tell students that their objective is to individually complete this worksheet as best as they can by the end of class. Students should not work together on this. Pass out the worksheet called "Tour the Basics" (You have an answer key attached if you need to refer to it.)
8. Give each student a pair of headphones from the tub in the middle of the room. Some of the headphones do not work so they may need another pair. Also, some of the computers will not accept a headphone jack because a jack has been broken off inside it. If you need to move a student because of that feel free to change the seating chart.
9. Have students click on the gray arrow beside "Links for Today!!". Underneath, they should then click on "Tour of the Basics" with the yellow smiley face beside it.
10. Students should start out by clicking on the "What is DNA?" tab. It will start talking and all students should have their headphones on and listening.
11. Periodically walk around the room. Students should only be on the "Tour the Basics" website. If they are on another site without permission, write their name down and then direct them back to the site they should be on. Also, students have been popping keys off the keyboard. Keep an eye out for that as well.
12. If students finish and there is time remaining, students may go to my portaportal and go to any link. They may NOT go to another teacher's portaportal sites.
13. If students are not using their time wisely, use can pass out the Metric Conversions worksheet and tell them that it will be due Monday when I get back.
14. Please either collect the headphones from each student or dismiss students one at a time to make sure the headphones are left at the computer.
15. It is very important that you leave specific notes about any student behavior, good or bad. These students know how to behave appropriately and are expected to do so.
16. **You will need to meet the next class back in the science room to take roll and make announcements.**

8:39-9:25 **Core 1.2**

- **Introduce** yourself.
- **Record attendance** in the green attendance notebook for Core 1.2. Put a vertical line if they are absent and a T if they are tardy.
- These are the same plans as for Core 1.1.
- Please leave specific notes about any student behavior, good or bad.

9:28-10:15 **Core 2.1**

- This is a LEAP class. These students speak English okay. Just be careful with your vocabulary, that you don't use words that are too difficult.
- **Introduce** yourself
- **Record attendance** in the green attendance notebook for Core 2.1. Put a vertical line if they are absent and a T if they are tardy.
- Same procedure as for Core 1.1 and 1.2 **except** that they only need to answer the questions 1-11 on the worksheet. They do not need to answer the questions on the back of the worksheet. They should however, go through all of the steps on the computer and listen to and watch the animations.
- When they finish, they may work on the Metric Conversions.
- Please leave specific notes about any student behavior, good or bad.

10:18-11:05 Core 2.2

- Can be a talkative group. Please use the cards as needed, the more you use the cards, the better the behavior will be.
- **Introduce** yourself.
- **Record attendance** in the green attendance notebook for Core 2.2. Put a vertical line if they are absent and a T if they are tardy.
- Follow the same plans as for 1.1 and 1.2.
- Please leave specific notes about any student behavior, good or bad.

11:10-1:10 Planning & Lunch

- Use this time as you see fit.

1:15-2:01 Core 4.1

- Another chatty group. Please use the cards as needed.
- **Introduce** yourself.
- **Record attendance** in the green attendance notebook for Core 4.1. Put a vertical line if they are absent and a T if they are tardy.
- Follow the same plans as for the previous classes.
- Please leave specific notes about any student behavior, good or bad.

2:04-2:50 Core 4.2

- Please use the cards with this group right away. They need extra reminders for behaviors.
- **Introduce** yourself.
- **Record attendance** in the green attendance notebook for Core 4.2. Put a vertical line if they are absent and a T if they are tardy.
- Follow the same plans as for the previous classes.
- Please leave specific notes about any student behavior, good or bad.

Please leave me a note of how each class behaved. Tell me what could have been done to make your day go easier.

Thanks for substituting for me. ☺