

SUPPLY TEACHERS' SURVIVAL HANDBOOK (BOOK 1: AGES 6 - 8)

By David J Cohen

Illustrated by Terry Allen. © Ready-Ed Publications - 2002.

This edition published by Ready-Ed Publications (2010) P.O. Box 276 Greenwood W.A. 6024

Email: admin@readyed.co.uk Website: www.readyed.co.uk

COPYRIGHT NOTICE

Permission is granted for the purchaser to photocopy sufficient copies for non-commercial educational purposes. However, this permission is not transferable and applies only to the purchasing individual or institution.

ISBN 1 86397 450 4

Supply Teacher Report Sheet

Date: _____ Monday Tuesday Wednesday Thursday Friday

Class: _____ Year level: _____ School: _____

Supply teacher name: _____

Hello _____,

I was assigned to your class during your absence. Here is a summary of the day:

Time	Lesson covered	Comment

Sample
Sample
Sample

Children worthy of special note: _____

Additional comments: _____

Regards _____

Contents

Supply Teacher Report Sheet	2
Introductory Notes	4, 5
Names	6

English Activities

Three Billy Goats Gruff Story	7, 8
Three Billy Goats Gruff 1	9
Three Billy Goats Gruff 2	10
Three Billy Goats Gruff 3	11

Detective McMorse	12
-------------------------	----

Alan the Alien	13
Following Instructions	14

On the Farm	15
-------------------	----

Word Skills Activities

Jumbled Sentences	16
-------------------------	----

Driving Around	17
----------------------	----

Word Search	18
-------------------	----

Animal Word Search	19
--------------------------	----

Library Skills

Parts of a Book	20
-----------------------	----

Maths Activities

Colour In	21
-----------------	----

Mental Maths	22
--------------------	----

How Many Are Coloured In?	23
---------------------------------	----

Odd and Even	24
--------------------	----

What Comes Next?	25
------------------------	----

Shapes	26
--------------	----

What Shape Is It?	27
-------------------------	----

Science Activities

Mystery Object	28
----------------------	----

On the Beach	29
--------------------	----

What Is It Made Of?	30
---------------------------	----

Count the Sea Creatures	31
-------------------------------	----

Living or Non-Living?	32
-----------------------------	----

Things That Move	33
------------------------	----

Where Does Food Come From?	34
----------------------------------	----

How to Grow Plants	35
--------------------------	----

Pets	36
------------	----

All About Dogs	37
----------------------	----

Dog Word Search	38
-----------------------	----

Cats	39
------------	----

Geography / History Activities

On the Island	40
---------------------	----

Colour in the Easter Bunny	41
----------------------------------	----

PSHE Activities

Healthy Eating and Drinking	42
-----------------------------------	----

Making Food	43
-------------------	----

The Senses	44
------------------	----

Brushing My Teeth	45
-------------------------	----

Design & Technology Activities

Computers	46
-----------------	----

Design Your Own Super Bed	47
---------------------------------	----

Art Activities

Easy Art Lessons 1	48
--------------------------	----

Easy Art Lessons 2	49
--------------------------	----

Physical Education Activities

Sport Match-Up	50
----------------------	----

What Can You Do?	51
------------------------	----

P.E. Games To Play 1-5	52-56
------------------------------	-------

Music Activities

Guess This Sound 1	57
--------------------------	----

Guess This Sound 2	58
--------------------------	----

Classroom Activities & Games 1	59
--------------------------------------	----

Classroom Activities & Games 2	60
--------------------------------------	----

The Supply Teachers' Survival Handbook for 6 to 8 year olds

Thank you for purchasing *The Supply Teachers' Survival Handbook for 6 to 8 year olds*. This book is written for the teacher who needs an emergency lesson and for the supply teacher who has been asked to cover for an absent regular teacher.

On many occasions, work may already be set for the supply teacher. However, there may be other occasions where not all of the day is accounted for. As the supply teacher, you may be expected to fill these times with your own lessons. This book covers every subject, so you can feel confident about meeting the expectations of the school or teacher you are relieving. The lessons require a minimum of preparation but are educationally meaningful, and can be adapted to suit particular lesson goals and abilities.

Notes for the Supply Teacher

Being Prepared

The real motto of the consummate supply teacher is to *be prepared*. You can help yourself by:

- Arriving early. If you're going to be at a phone ahead. There's nothing worse from the school's point of view than not knowing when, or indeed if, they have a supply teacher for the day.
- Bringing your own materials. Items might include: red, blue and black biro, Tipp-ex, pencil, rubber, scissors, glass ruler, permanent marker and whiteboard marker.
- It is also useful to have paper of various types available for emergency use.
- Last but not least, bring your copy of *The Supply Teachers' Survival Handbook*!

When you Arrive

- Arrive at least 30 minutes prior to school starting. You'll need this time to orientate yourself - find your room, the toilets, the staff room, look over the lessons and make any necessary photocopies.
- Check in at the school office.
- Introduce yourself to the principal/head teacher at some stage during the day.
- Introduce yourself to your nearest teacher neighbour. They will usually fill you in on any missing information.

Managing your Day

- Find out if you're on duty. If there's an incident in the playground and you're not there when you should be, you can be held responsible.
- Familiarise yourself with the classroom timetable and try to keep to it as much as possible to minimise disruptions. Alterations to routines can unsettle children's learning patterns and are best avoided.
- Calling the class roll usually takes place first thing in the morning, and perhaps again for the afternoon session. Use the correct marking key and check for any difficult names to pronounce.
- Don't leave a pile of unmarked work on the teacher's desk, especially work you have set yourself. To ease your own workload, perhaps you may get the children to mark their own work during the day. At the very least you should see every child's work and leave a tick with your initials on the work to say it has been seen.
- Leave the teacher's desk and the room as tidy as possible. Better still leave the room tidier than you found it.
- Leave a note to the teacher on what work you covered. There is a photocopiable sheet on Page 2 of this book for this purpose.

Managing the Lessons - Getting the Most out of the Children

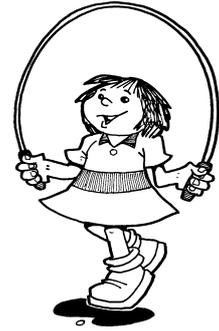
It can be difficult for a supply teacher to build rapport with children, given the limited time frame. Children will naturally feel you out to get an idea of the boundaries they can work to.

Here are some points to help you manage the classroom effectively and get the most out of the children:

- Stand at the class entrance, smile and say good morning to each student that enters the class. This creates a positive energy and builds the right atmosphere for learning right from the start.
- Get to know children's names - not the easiest of tasks since you are there for a short time. However, children respond better when they hear their name, so it's worth the effort. Ask children to write their names on a name tag and tape it to their desk. Use the template on page 6.
- Motivate children from the very start. Research shows that children's interest is highest at the beginning of each lesson, so take full advantage of this and begin your lesson brightly and get straight to the point.
- Write the learning objectives of each lesson on the board. Research shows a higher level of achievement if the object of the lesson is known before it starts.
- Be polite. Ask children what you want them to do, e.g. *"Could you please get your science books out?"*; rather than giving them directions all the time.
- Check how the classroom teacher normally expects work to be done and parrot the preferred way. This lessens confusion and provides a greater sense of continuity for the children. For example - how is the page set out, what coloured bits are allowed, what work books are to be used? etc.
- Given the above, be wary of allowing children to take over the class by telling you throughout the day how things usually operate. Remind children that it's OK to do things a little differently sometimes, after all, you are the teacher.
- Children, being children, will take advantage of their classroom teacher's absence and try to 'get away' with things they normally would not be permitted to do. One way to handle this is to preface the day by stating to the children you expect them to follow their normal classroom procedures and routines. If children ask you questions you don't know the answer to, ask them in turn: *"If your teacher was here today, would that be permitted?"*
- Find out what the school policy is on discipline. Excluding children from learning is detrimental to your own purpose and is not recommended. Usually subtle reminders to children can be effective, e.g. wait for students to be silent, make eye contact and engage children in conversation if they appear to be off task. You may also consider isolating and shifting some children who appear to be disruptive influences.
- Don't threaten children. It's a sign you don't really feel in control and children will pick up on this very quickly. Remain calm and remind children of the importance of completing tasks. Use positive reinforcement at least once every minute.
- Children love stickers. Used as reward for task completion, they become extrinsic motivators. Instead use them as a surprise acknowledgement for a job well done.
- Most importantly, keep your sense of humour!

Names

My first name is:



Sample
Sample
Sample

My first name is:



My first name is:



Three Billy Goats Gruff Story

The story of the Three Billy Goats Gruff is about three billy goats wanting to cross a bridge to get to the other side of the river where there is more grass to feed on. But first, they have to get past the mean old troll who guards the bridge and wants to eat them.

★ Read the story and answer the questions that follow.

Once upon a time, there lived three goats - Little Billy Goat Gruff, Middle Billy Goat Gruff and Big Billy Goat Gruff. One day, they noticed they were running out of grass to eat.

"What shall we do?" asked Middle Billy Goat Gruff.

"Let's cross the bridge to the other side of the river where there's lots of grass," replied Little Billy Goat Gruff.

"But there's a mean old troll guarding the bridge," said Big Billy Goat Gruff.

"I am not afraid of the mean old troll. I will go first," said Little Billy Goat Gruff.

So, Little Billy Goat Gruff walked across the bridge.

Trip-Trap Trip-Trap Trip-Trap

The mean old troll popped his head out from under the bridge.

"Who's that crossing my bridge?" roared the mean old troll.

"It's me, Little Billy Goat Gruff," said the little goat in his little voice.

"Then I am going to eat you," said the mean old troll.

"Oh no, I'm way too small to eat. Wait for my brother, Middle Billy Goat Gruff, he is bigger and much more tasty than me."

"Very well," said the mean old troll, "I will wait for your bigger brother."

So, Little Billy Goat safely crossed the bridge to the other side of the river.

Next, Middle Billy Goat Gruff crossed the bridge.

Trip-Trap Trip-Trap Trip-Trap

Three Billy Goats Gruff Story cont.

The mean old troll popped his head out from under the bridge.

"Who's that crossing my bridge?" roared the mean old troll.

"It's me, Middle Billy Goat Gruff," said the middle goat in his middle sized voice.

"Then I am going to eat you."

"Oh no, I'm too small to eat. Wait for my brother, Big Billy Goat Gruff. He is bigger and much more tasty than me."

"Very well," said the mean old troll, "I will wait for your bigger brother."

So, Middle Billy Goat safely crossed the bridge to the other side of the river.

Next, Big Billy Goat Gruff crossed the bridge.

Trip-Trap Trip-Trap Trip-Trap

The mean old troll popped his head out from under the bridge.

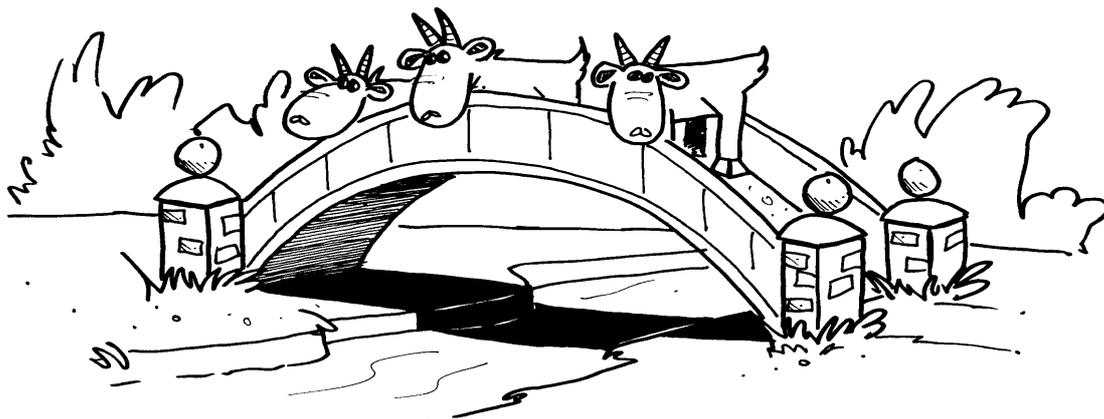
"Who's that crossing my bridge?" roared the mean old troll.

"It's me, Big Billy Goat Gruff," said the big goat in his big voice.

"Then I'm going to eat you for crossing my bridge."

The mean old troll jumped up on the bridge. He licked his lips and was getting ready to eat Big Billy Goat Gruff up. But Big Billy Goat Gruff was having none of that. He lowered his head and charged at the mean old troll. He hit the mean old troll with his long sharp horns so hard that the troll went flying into the air and splashed into the river. The mean old troll was never seen again.

The three Billy Goats Gruff lived happily ever after.



Three Billy Goats Gruff 1

★ Answer these questions:

1. How many Billy Goats were there altogether? _____
2. Which Billy Goat crossed the bridge first? _____

3. Which Billy Goat crossed the bridge last? _____

4. Why did the Billy Goats want to cross the bridge? _____

5. Why didn't the Mean Old Troll eat the Little Billy Goat?

Draw a picture of what you think the TROLL looks like.

Draw the three Billy Goats Gruff standing next to each other.