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SUPPLY TEACHERS' SURVIVAL HANDBOOK (BOOK 3: AGES 10 -12)

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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

Introduction 4, 5

English Activities

Writing Instructions 6

Character grid 7

Book Review 8

Pass It On 9

Diary Writing 10

Where Do Ideas Come From? 11

Telephone Talk 12

Postcards Keep Us In Touch 13

Word Skills Activities

Find Smaller Words 14

Abbreviations 15

Calligrams 16

Criss-Cross Words 17

Food and Drink Word Search 18

Christmas Word Search 19

Library Skills Activities

Library Research 1 20

Library Research 2 21

All About Books 22

Maths Activities

Mental Maths 23

Roman Numerals 24

Jumbo Maths Page 25

Number Search 26

Graphing Information 27

Break the Code 28

Opposites Attract 29

Times Table Chart 30

Science Activities

Animal Classification 31

Adaptations 1 32

Adaptations 2 33

A Trip to Mars 1 34

A Trip to Mars 2 35

The Planets 36

World Activities

Roman Invasion 1 37

Roman Invasion 2 38

The Muslim Place of Worship 39

The Olympic Games 40

The Olympics: Q & A 41

Newspaper Article Template 42

ICT Activities

Computers 43

Design Your Own Computer 44

Instructions for the Computer 45

Favourite Web Sites 46

Design & Technology Activities

Design of Your School 47

Mobile Telephone Advertisement 48

Art Activities

Vincent Van Gogh 49

Vincent Van Gogh: Q & A 50

Easy Art Lessons 1 51

Easy Art Lessons 2 52

P.E. Activities

P.E. Games To Play 1 53

P.E. Games To Play 2 54

Music & Games Activities

Song Writing 55

Classroom Activities & Games 1 56

Classroom Activities & Games 2 57

Board Game 58

Dice Net 59

Answers 60

The Supply Teachers' Survival Handbook for 10 to 12 year olds

Thank you for purchasing *The Supply Teachers' Survival Handbook for 10 to 12 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 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 late, 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, glue, 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 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.
- 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 biros 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!

Writing Instructions

Instruction writing is used to get a special message across. To write instructions keep in mind these points:

- Write clear and concise sentences;
- Number each instruction;
- Include a colourful drawing;
- Keep it simple!

★ Choose something to write instructions on or select one of the following:

How to wash the dishes, How to make your bed, How to play Nintendo, How to play football, How to plant a seed. Include both pictures and words.

Character Grid

☆ Select a book you are reading or have read. Write the characters from the book in the vertical boxes (going down).

Then select your own characteristics such as:

angry, good, bad, clever, persistent, smart, cruel, cheeky, careful, brave, scared, kind, mean, strong, weak, magical, aggressive, disorganised, organised, fearful, hungry, anxious, tired, clumsy, moody, talented, fit, tall, short, strong, weak, young, old.

☆ Complete the character grid by ticking the boxes that best describes each character.

Title of Book: _____

Characteristics →									
Characters ↓									

When you have finished:

1. Draw a picture of your favourite characters.
2. Make up a character grid for another book you have read.

Name: _____

Book Review

★ Select a fiction book or story to complete this book review.

Title of book: _____

Author: _____

Illustrator: _____

Setting:

Who are the main characters? _____

When did the story take place? _____

Where did the story take place? _____

Story outline:

What happened at the beginning of the story?

What happened in the middle of the story?

What happened at the end of the story?

Draw a picture from the story.

Describe an exciting part of the story in your own words. _____

What rating do you give this book?					
------------------------------------	--	--	--	--	--