

# **-HUDSON ISD- SUBSTITUTE TEACHER HANDBOOK**



Hudson ISD  
6735 Ted Trout Drive  
Lufkin, Texas 75904

Revised July, 2012

# WELCOME!

THE HUDSON INDEPENDENT SCHOOL DISTRICT PLACES A HIGH VALUE ON QUALITY INSTRUCTION AND REALIZES THAT SUBSTITUTE TEACHERS FULFILL A VITAL ROLE IN OUR INSTRUCTIONAL PROGRAM. THIS HANDBOOK HAS BEEN PREPARED TO ASSIST SUBSTITUTE TEACHERS IN THE EXECUTION OF THEIR DUTIES AS A SUBSTITUTE IN THE HUDSON SCHOOLS. WE HOPE THE INFORMATION IN THIS HANDBOOK IS USEFUL AND WE WELCOME YOU TO THE HUDSON INDEPDENDENT SCHOOL DISTRICT.

# Hudson Independent School District

## Mission of HISD:

Hudson Independent School District fosters a community of life-long learners by providing an environment that builds self worth, integrity, and respect for diversity while striving for academic and social excellence.

## We believe:

- ✓ All stakeholders are responsible for the education of our students.
- ✓ Students learn best when a variation of learning methods are provided.
- ✓ Students need to be lifelong learners in order to be productive members of society.
- ✓ Positive relationships are the foundation for success.
- ✓ Every child has value and possesses diverse abilities and talents.
- ✓ Individuals need a safe, secure and supportive environment to be productive, creative, and successful.



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# GENERAL INFORMATION



## How to Apply

Individuals interested in serving as substitute teachers in the Hudson Independent School District should contact the Business Office of the Hudson Administration Office, 6735 Ted Trout Drive, Lufkin, Texas 75904 or call 875-9249.

## Substitute Payroll Procedures

1. Substitutes MUST SIGN IN/OUT AND INDICATE WHICH TEACHER THEY ARE SUBSTITUTING FOR on the sign-in sheet located in the campus teacher workroom to be paid.
2. Substitutes will be paid for  $\frac{1}{2}$  day if they are scheduled to work 7:30 a.m. to 11:30 a.m. or 11:30 a.m. to 3:30 p.m. Substitutes must work at least half of the next/previous class period to be paid for the whole day.

## Salaries

Day to day substitutes **without** certification:

Pre-K through 8<sup>th</sup> grade receive \$60.00 per day;

Grades 9-12 receive \$70.00 per day;

Day to day substitutes **with certification**:

Pre-K through 8<sup>th</sup> grade receive \$80.00;

Grades 9-12 receive \$90.00 per day.

Extended leave substitute pay **without** certification:

(Extended leave is defined as 10 consecutive days for the same teacher)

Pre-K through 8<sup>th</sup> grade substitutes receive \$68.00

Grades 9-12 substitutes receive \$78.00

Extended leave substitute pay **with certification**:

(Extended leave is defined as 10 consecutive days for the same teacher)

Pre-K through 8<sup>th</sup> grade receive \$90.00;

Grades 9-12 substitutes receive \$100.00

Hudson ISD will require all employees to utilize Direct Deposit and will no longer print a hard copy of payroll checks. Direct Deposits are available to substitute teachers on the 25<sup>th</sup> of each month. If the 25<sup>th</sup> falls on a weekend or a holiday, deposits are made on the last workday before the 25<sup>th</sup>. All questions pertaining to payroll checks should be referred to the Payroll Clerk at 875-9201.

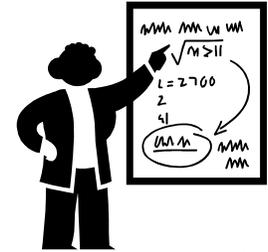
# GREAT SUBSTITUTES



In every school there are certain substitute teachers who are highly regarded and often requested by staff and administration alike. Following are traits and characteristics as described by building administrators, classroom teachers, and students, which are common to those substitute teachers perceived as superior by those they serve.

- Exceptional substitute teachers view themselves as professional teachers, not as baby-sitters who are in the classroom to maintain order. They are teachers who are replacing teachers who are absent.
- Exceptional substitute teachers are enthusiastic. Their attitude and behavior demonstrates that they like to teach and they enjoy the opportunity to do so.
- Exceptional substitute teachers seek support for management concerns when necessary, but generally use their own resources to control the classroom. They do not depend upon the threat of the office as their primary discipline technique. Instead, positive reinforcement strategies are the keys to their behavior management system.
- Exceptional substitute teachers enhance the lesson plans utilizing their own expertise, background, and unique teaching style to make the lessons more effective. They use creative ideas to personalize the lesson plans left to them.
- Exceptional substitute teachers make it a priority to develop a classroom climate which is stimulating; to encourage interaction and cooperation, and to assure that learning is fun. A substitute teacher's classroom can be both orderly and enjoyable.
- Exceptional substitute teachers maintain confidentiality. The substitute teacher does not discuss incidents that occur in the school, specific activities of the day, and other general and sensitive issues outside of the school.
- Exceptional substitute teachers have great relationships with students and other staff members. People enjoy having them in the building and look forward to working with them again.

# PROFESSIONALISM



## Dress Code

Substitute teachers in Hudson ISD are expected to follow the same dress code as all other personnel. Shorts or any other mode of dress which detracts from the professional role of a teacher is forbidden. Skorts, if worn as a part of a suit, are permissible. Friday is considered JEANS DAY, and jeans may be worn this day only. Principals occasionally have special days when certain types of apparel may be worn. Should you have any questions concerning dress requirements, please contact the principal of the campus on which you will be substitute teaching before you arrive for work. ***The best rule to follow when considering a type of dress for the day is, if you have questions as to whether or not it should be worn, choose something different!***

- Follow district policy
- Dress meticulously
- Dress at least one notch above your students
  - On the secondary level, there should be no doubt who is the teacher
  - Students work harder and show more respect for a teacher who makes the effort to be well-dressed

## Manner

- Don't chew gum - in class, in school
  - It cheapens your appearance and cancels your professional image
- Watch your language. It should be above reproach
  - No use of swearing, profanity or inappropriate slang
- Watch your grammar. Model good English at all times
- Use humor carefully; don't assume that your humor is acceptable to every audience
  - Never use off-color humor or innuendoes
- Never criticize teachers or students

## Confidentiality

Student records and general information are confidential. Information about student behavior and performance is confidential. Please keep all teacher record books, testing information, etc., inside the desk and away from students. Be especially careful with the teacher's grade book. Do not let students examine or handle it.

***Please remember you should not make any comments about students and their behavior or performance.*** This would be unprofessional and in many cases would expose you to legal action.

The role of a teacher, even a substitute teacher, is one of great importance. During each day many occurrences, which might make interesting stories, take place and provide endless thought about what might be told when the day is complete. Remember, even though you are only substituting for the regular classroom teacher, you have the responsibility of upholding the dignity of teaching on that particular day. Idle gossip about students, teachers, and the school in general only harms you and the school and the students for whom you are working. Please think carefully before you make statements, which would harm the school and make teaching and learning an even more difficult task.

## **Professional Ethical Conduct**

1. The substitute should strive to create an atmosphere that will nurture to fulfillment the potential of each student. The substitute is responsible for ethical conduct toward students and teachers. The substitute who conducts his affairs with conscientious concern will exemplify the highest standards of professional commitment.
2. The substitute shall not intentionally misrepresent official policies of the school district.
3. The substitute shall honestly account for all funds committed to his charge.
4. The substitute shall not reveal confidential information concerning teachers.
5. The substitute shall not willfully make false statements about teachers or the school system.
6. The substitute shall deal considerately and justly with each student and shall seek to resolve problems including discipline according to law and school policy.
7. The substitute shall not intentionally expose the student to ridicule.
8. The substitute shall not reveal confidential information concerning students.
9. The substitute shall make reasonable effort to protect the student from conditions detrimental to the following: learning, physical health, mental health, or safety.
10. The substitute shall endeavor to present facts without distortion.
11. The substitute shall not unfairly exclude a student from participation in a program, deny benefits to a student, or grant an advantage to a student on the basis of race, color, sex, or national origin.
12. The substitute shall not unreasonably restrain the student from independent action in the pursuit of learning.

## **Substitute teachers - Real Professionals**

Being a substitute teacher too often means being under recognized in a field in which a lack of recognition is the norm. Regardless, substitute teachers are professional educators who make a substantial and valuable contribution to the communities, parents, students and schools they serve. For reasons such as the following, substitute teachers are deserving of the respect and high regard equal to any other professional in the field.

1. The learning which takes place when substitute teachers are in the classroom is just as "real" as the learning, which takes place on any other day. The teaching successes of the substitute teacher, whether a specific skill, a learning process, or "teachable moment" will have the same positive impact that is the result of good teaching. Without competent substitute teachers, absences by the classroom teacher would result in the loss of valuable instructional time and educational opportunities for students.
2. Simply put, schools could not function without a core group of substitute teachers. Teachers are human and will become ill. Teachers will have lives apart from schools and will require days away to meet personal needs. There will always be in-service, staff development, and other professional activities that take place during regular school hours. Teachers will be away from classrooms. Substitute teachers are essential employees who have the important role of ensuring that the educational process will continue during the teacher's absences.
3. Substitute teachers are responsible not only for the education of young people in their charge, but for their safety and well being as well. It is a very special educator who can enter a room full of young people they do not know and be able to use the judgment and skills necessary for assuring an orderly, safe, and positive environment. It would be a task that many regular classroom teachers might find intimidating. It is a situation that substitute teachers face on a daily basis.

4. Substitute teachers can and do make a difference in the lives of young people. The difference may or may not be an impact that alters the lives of young people they meet. There is no question that the substitute teacher will have tremendous impact upon whether students in his/her charge will have a positive experience in school on that day. For some children in the classroom, this experience maybe the most positive and meaningful of the day.
5. While not usually full time employees of the school district, substitute teachers are full time ambassadors. The impression they make with students and parents will reflect upon the schools, both positively and negatively. The benefit that schools receive from substitute teachers can continue well after the regular classroom teacher has again returned to the classroom.

As a substitute teacher you may on occasions perceive that your role in the educational process is secondary to the other professionals in the field. Far from it, you have a role and responsibilities which are unique and essential. Substitute teachers are "**Real Teachers**" with every reason to be proud of their contributions.

# CLASSROOM GUIDELINES



## Classroom Procedure

1. Please attempt to arrive on your designated campus by 7:45 a.m. on the day you are to substitute. We realize this maybe impossible if you are called at the last minute, but it would be helpful to you and the campus principal/secretary to have a few minutes to familiarize you with your duties for the day.
2. If you have any questions when you arrive, please ask the principal/secretary immediately. This will allow you to be in the class and ready to begin your day when the students first arrive.
3. Every teacher in the district is expected to leave clear and comprehensive lesson plans for you to follow. The lesson plans will be either on the teacher's desk or in the sub folder at the office. It is their responsibility to make the plans and it is your responsibility to follow them. Be aware that it is easy to get side tracked by students or some distraction and fail to complete the assignment of the day. Make every effort to keep students on task and your day will go much more smoothly. Check with building principals or secretaries if there is a question about lesson plans.
4. As soon as you reach your school, please check with the principal or secretary for the schedule and class information. This will help you in determining lunch periods, class beginning and ending times, and your general duties for the day.
5. Be sure you ask the principal/secretary if there are any special activities taking place during the day. If so, be sure you are clear who will be going where and when they will be returning. **Remember - students are not always the best source of information on daily happenings! When in doubt, ask the principal or a neighboring teacher!**
6. Be sure to ask if you are expected to fulfill any extra duties - Ex. bus duty, lunchroom duty, etc.
7. It is always wise to ask the principal about official records (Ex. roll sheets) which must be sent to the office, how they get there, and which ones, if any, are kept in the classroom.
8. Always use ink when marking records. (No pencils or red ink)
9. Generally speaking, classroom teachers will handle the recording of the grades. **Do not attempt to place grades in a grade book or on any other record unless you are specifically requested to do so by the teacher.**
10. Teachers who work near you are always a good source of information on daily procedures. It is a good idea to introduce yourself to them when you arrive at the classroom and ask them if there is any special information they think you should know to make your day more successful.

11. Campus packets of information may contain forms which you can duplicate when you arrive for substituting. Leave a report for the teacher and office. You might wish to let him/her know what was completed, what wasn't completed, positive happenings or negative ones -generally, anything you feel the regular teacher should know about how your day went while they were away.

- Please follow exactly the plans left by the classroom teacher.
- Have in mind an "extra project" in case your class should complete the assigned project.
- Notice to see if there are posted classroom rules of conduct.
- Avoid extremely personal details about yourself and your life. Long discussions about your personal experiences may be interesting, but they are not the assigned educational tasks.
- Do not touch students. Do not administer corporal (physical) punishment.
- Write your name on the board and ask students to use it. Don't forget your title, Mr., Mrs., or Miss. Students are expected to be polite to you.
- Do not leave your students unsupervised.
- Keep students involved and busy; do not allow "free time".
- Send students to the office in cases of insubordination or repeated misbehavior.
- Speak formally to students and avoid inappropriate words. Profanity will not be tolerated.
- Do not give students "treats" such as food or special favors. You do not need to "bribe" students.
- Noise level in classroom should not disturb others in the building. Students may be given permission to talk quietly at your discretion. No talking is also acceptable.
- Do not assert your authority above the classroom teacher. Never teach students "a better way". Remember, we are teaching processes as much as content. The "way" something is done may be very important.
- Do not let students leave the classroom without a good reason and without a pass. If a student is needed somewhere else, another teacher will send a note.
- Take very good care of papers students turn in. Students often claim they have turned in work to the substitute when they have not done so. See individual campus instructions as how to handle student work.

# DISCIPLINE



## Discipline Tips:

1. Be cheerful, positive; never lose your temper.
2. Guard against remarks which would discredit or embarrass students in front of their peers.
3. Punish only misbehaving students, never the entire class.
4. Do not threaten; one warning is appropriate.
5. Assert your authority quietly and with dignity without creating a "test of wills" or "power struggle" which might lead to a serious challenge of your authority.
6. Maintain a sense of humor.
7. Avoid blanket statements.

It is always best not to allow discipline problems to go unattended in the hope that, if ignored, they will go away. Usually, if they are at all serious, they will not go away. When you arrive on campus, familiarize yourself with the discipline expectations/procedures of the campus principal. In other words, ask the principal what he/she expects concerning discipline procedures for the day. When a discipline problem arises, **involve the Principal or Assistant Principal immediately! Don't be afraid to ask for help.** Many serious problems can be avoided if action is taken quickly and the problem is not allowed to develop to a more serious stage. **DO NOT USE CORPORAL PUNISHMENT (PADDLING) UNDER ANY CIRCUMSTANCES. Seek the help of the Principal or Assistant Principal!**

## Discipline Techniques

In the event a substitute enters a classroom and there are not posted rules, the following is a quick set of rules that will cover most behavior:

1. Raise hand before speaking.
2. Remain at desk unless given permission to leave.
3. Keep hands, feet and objects to oneself.
4. Listen to directions the first time they are given.
5. Treat others as you want to be treated.
6. Use respectful language.

Substitutes will need to use a quick step-by-step approach with the discipline program for the day. Take small steps at first and if the behavior continues, increase the penalty.

1. Warning
2. Time out
3. Free-time privileges revoked
4. Use forms (to teacher)
5. Send to the office with the form

Do what you must to maintain control. It is a lot less work to glance at something a student has written or filled out than to do it yourself. Leave it for the teacher or with the principal.

Don't listen to excuses when a student breaks a rule; but in cases where the system doesn't seem to fit, have the student answer these two questions on paper:

1. What did **you** do?
2. What is **your** plan for solving it?

## Problem Solving Approach

When a child has a problem (conflict) the teacher will:

- Show understanding
- Ask "How are you going to solve the problem?"
- Share some choices
- Help him/her look at consequences
- Give permission to solve it or not solve it

You will want to instill in our students the belief that the best solution to any problem lives within the person who owns the problem. The successful in life are those who quickly look within themselves first for the solution to their problems.

It is interesting that children who view their world like this, approach school and learning in a healthy manner. They tend to feel that they are responsible for their own learning.

Parents and teachers can help children develop this attitude by being understanding and sympathetic each time a child has a problem. This can be done in a variety of ways such as; "I bet that really bothers you," "Wow! I bet that makes you mad," "If that happened to me, I would really feel . . ."

These types of statements usually bring about some kind of response which shows that the child is relieved that we understand. As soon as we see that response, it is time to ask one of the most important questions children will ever hear, "**WHAT DO YOU THINK YOU ARE GOING TO DO ABOUT IT?**" This is a powerful statement because it implies that we know the child is capable of doing his/her own thinking.

The question is often answered by, "I don't know." This is a good time to offer different kinds of solutions. Discuss the possible consequences with the youngster, and then allow the child to choose the solution he/she likes best, even if it means that the child decides not to solve his problem.

Children have too few opportunities to practice problem solving in the real world. These opportunities present themselves most often as problems to solve or decisions to make. Each time we move into the situation, solve the problem, or rescue the child, we have stolen one of the child's growth experiences. He is now less prepared to face the real world than if we had been there with understanding and the question, "What are you going to do about it?"

# PROCEDURES



## **Medical Procedures**

State Law and School Policy require that all medications to be given at school be done with the school nurse's supervision.

Do not give students aspirin, Tylenol, cough drops or any other medication. Students should not be allowed to take medication unless the nurse administers it. Students are not allowed to take medicine they have brought to school without the nurse's supervision.

Any student who indicates they are ill should be allowed to see the nurse.

## **Emergency Procedures**

Upon signal from the fire bell, your students and you should immediately exit your classroom. Turn off your lights and shut the door. Take your grade book or class roster with you so you can call roll outside. Fire Drill exit maps are posted in each room.

Should any other emergency occur in your room, send one student to the office for assistance and another to the teacher next door for assistance. Do not leave your class unattended. Check your campus information sheet for specifics.

## **Release of Children**

Any outsider who comes to the classroom for information about a student or is asking that a student be released from school must be directed to the principal's office. In any event, children are not to be released from the classroom without official notice from the building principal.

## **Care of the Classroom**

Please maintain security of classroom materials. The substitute teacher should keep items in the teacher's desk, testing materials, instructional materials, books, computers, etc., secure. Equipment or supplies should be utilized **only** as indicated in the teacher's lesson plans and otherwise left alone. Many classroom items are very expensive, and the substitute teacher should make sure there is no unauthorized use of these items. Be careful not to throw anything away from the teacher's desk or desktop. As the teacher in charge of the class, you are responsible for these items.

## **Completing Your Day**

Straighten your room, secure materials and close your classroom. Report to the campus office to check out. You may be asked to complete a self-evaluation of your workday as well as give feedback to the teacher.

If you have concerns regarding your experience in the classroom or Hudson Schools in general, we would appreciate your candid comment to either the campus principal or the superintendent. As our temporary employee, we want you to help us always polish our image within our community, as we always want to do our very best.

Remember, comments about students and their behavior or performance are unprofessional and may involve you in litigation.

# FINAL THOUGHT



You've failed many times, although you may not remember. You fell down the first time you tried to walk. You almost drowned the first time you tried to swim, didn't you? Did you hit the ball the first time you swung a bat? Heavy hitters, the ones who hit the most home runs, strike out a lot. R.H. Macy failed seven times before his store in New York became successful. English novelist John Creasy received 753 rejections before he published 564 books. Babe Ruth struck out 1,330 times, but he hit 714 home runs.

Don't worry if things are not perfect the first time you enter the classroom. They will probably never be perfect. We are here to help you be successful, so always ask for help and give it another try before you decide it is not worth the effort. Sometimes we learn more from our failures than our successes!

Good Luck & Thank You for showing an interest in helping the students of the Hudson School System!!!

# APPENDIX



## Sponge Activities

### PRIMARY SPONGE Activities

Be ready to tell one playground rule. . . .

Be ready to tell me the names of the children in our class which begin with J or M, etc.

Be ready to draw something that is only drawn with circles.

Be ready to tell a good health habit. . . .

Have a color word on the board. Have children draw something that color.

Flash fingers - children tell how many fingers.

Say numbers, days of the week, months - and have children tell what comes next.

"I went to the sporting goods store and I bought. . . ." each child names an item.

What number comes between these two numbers 31-33, 45-47, etc.?

What number comes before/after 13, 46, 52, etc.?

Have word written on the board. Children make a list of words that rhyme.

Have word written on the board. Children list words with the same long or short vowel sound.

Put spelling words in alphabetical order.

Count to 100 by 2's, 5's, 10's, etc., either oral or written.

Use T squares to drill math fundamentals.

Think of animals that live on a farm, in the jungle, in water, etc.

Gives names of fruits, vegetables, meats, etc.

Hangman using the names of the children in the class or colors or numbers.

Simon says. . . .

List things you can touch, things you can smell, big things, small things, etc.

List the colors you are wearing.

Clapping games

Finger plays

## **SECONDARY SPONGE Activities**

List as many states as you can.

Write: (a) an abbreviation, (b) a Roman numeral, (c) a trademark, (d) a proper name (biographical), (e) a proper name (geographical).

How many countries and their capitals can you name?

How many baseball teams can you name?

Turn to your neighbor. One of you tells the other about an interesting experience you have had. The listener must be prepared to retell the story to the class.

List all the things in your living room.

Name as many kinds of ice cream as you can.

List five parts of the body above the neck that have three letters.

List one manufactured item for each letter of the alphabet.

List one proper noun for each letter of the alphabet.

Write one kind of food beginning with each letter of the alphabet.

Name as many holidays as you can.

List as many U.S. presidents as you can.

List as many models of cars as you can.

How many parts of an auto can you list?

Name as many countries of the world as you can.

List as many personal pronouns as you can.

List as many kinds of transportation as you can.

Write as many homonyms as you can. Example: past-passed.

Name as many movie starts as you can (not T.V.).

Name as many politicians as you can.

List all the places you find sand.

List as many breakfast cereals as you can.

Make a list of the 10 largest things you know.

Name as many planets as you can.

List all the sports you can think of.

List all the foods you can that have sugar in them.

List all the foods you can that have milk in them.

Name as many rock groups as you can that begin with the letters A-F.

Name as many teachers at this school as you can.

Name all the models of Nissan cars you can think of.

## UPPER GRADE SPONGES

List the continents of the world.

Make up three names for rock groups.

Name as many kinds of windstorms as you can.

Take a number. Write it. Now make a fact out of it.

Name as many gems or precious stones as you can.

Write the names of all the girls in the class.

Name as many teachers at this school as you can.

Name as many students at this school as you can.

List as many states as you can.

Write: (a) an abbreviation (b) a Roman numeral (c) a trademark (d) a proper name (biographical) (e) a proper name (geographical).

How many countries and their capitals can you name?

How many baseball teams can you name?

Write down as many cartoon characters as you can.

List as many kinds of flowers as you can.

Turn to your neighbor. One of you tells the other about an interesting experience you have had. The listener must be prepared to retell the story to the class.

List all the things in your living room.

Write what you would do if you saw an elephant in your backyard.

Name as many kinds of ice cream as you can.

List five parts of the body above the neck that have three letters.

List one manufactured item for each letter of the alphabet.

List as many nouns in the room as you can.

List the mountain ranges of the U.S.

Write the 12 months of the year correctly. Stand up as soon as you are finished.

Make a list of five things you do after school.

List one proper noun for each letter of the alphabet.

Write one kind of food beginning with each letter of the alphabet.

Name as many holidays as you can.

How far can you count and write down by 6's.

Name as many balls as you can that are used in sports games.

List as many U.S. presidents as you can.

## **SANITY SAVING ACTIVITIES**

Substitute Sanity Saving Strategies are activities to be used when a lesson is completed and there is time remaining, during uninstruced time, and if complete lesson plans are not available.

**Lengthy Lists** - At the beginning of the day assign a topic for making lists. Students can add to lists when they complete work, during breaks, etc. Students can share lists at the end of the day. Topics for lists include what you can do to help your parents, ways of being a good friend, things you can do to save the environment, places you would like to visit, etc.

**Thank You Cards** - Students can write "thank you" notes to staff members, parents, community members, and friends. Students enjoy the activity, those that receive the cards are grateful, and it's a great P.R. for you!

**Theme Words** - Choose a theme (holidays, sports, countries, colors, etc.). Develop a list of words related to the theme.

**Advertisements** - Assign each student or small groups of students a product to advertise. Students can develop advertisements for assigned products using drawings, slogans, pictures, jingles, etc.

**Pantomime** - Pick a theme (sports, animals, school, television, etc.). Students pantomime activities or subjects related to the theme.

**Listening To The Environment** - Ask students to stop talking and to listen. Students will make a list of everything that can be heard in the classroom when activity stops.

**Look Closely** - Have students write a description of their thumbnail. Encourage students to use their imagination and creativity in describing their unique thumbnail.

**Question and Answers** - Break students into pairs. Have a list of questions which students can ask each other. Vary questions - funny, school related, interests, creativity, etc.