

# Great Substitute Lessons!

## **A FEW HELPFUL HINTS:**

Have a seating chart, class overviews (which students to watch), sub folder with procedures, rules, exits, who to go to for help. Include a **map of the school**.

Make a “list” of the times, teachers’ names, grade levels, and BRIEF description of lessons being done that day, if possible ON ONE SHEET (a brief overview).

Have a map of the art room with location of supplies, and arrows pointing to them.

Have a posted schedule for each day, or the week.

Have a “staging area” for the lessons and supplies to be laid out.

Have a teacher and/or someone in the office who knows your procedures and where you keep stuff, someone who can watch out for the substitute and show them where things are.

Try to keep your room, or at least the supplies the sub will use, neat and ready.

Call in, if you can, if there are any schedule changes (you know, the surprise assembly).

The students should know where you keep the markers, crayons, paper, scissors, glue.

Have several substitutes in mind to recommend to the office when you need to be out.

## **KEEP IT SIMPLE!**

- No paint, no clay, MAYBE no glue, no scissors, (unless you have already established your routines for the year, your sub knows them, and you don’t care about the mess).  
—Therefore, spend the first few weeks of school being sure students do know established routines. Try stepping back and let them get supplies and clean up.
- Combine several grade levels in one lesson plan (like K, 1, and 2)

Assume that your substitute will NOT be an art person, and will know nothing about the logistics of teaching art.

Do not have a substitute lesson unless it can be taught by someone off the street.

Never throw away a lesson plan (keep a spiral notebook separated by grade level).

Have examples with the lesson so the substitute will have a “vision”, preferably in stages.

## **HAVE 3 KINDS OF LESSONS READY:**

**REAL EMERGENCY LESSONS**—always laid out, ready to go, no-brainers, could cover a week. Preferably one for all classes, or, one for lower grades and one for upper grades. Paper is always pre-cut and with the lesson. If these are partially used, keep a checklist of who has already done these, or has NOT done these, with alternatives. I leave a post-note on the lesson sheet to indicate who (day and grades) have done the lesson already that year.

Lesson plans you can pull out easily, make adjustments, get the supplies for, etc., and will take a minimum of your time to get ready (not the usual 4-5 hours).

Lessons plans you write up for special activities, when you know the substitute, know how they will be able to handle the lesson (you will not use these too often).