

# NORTH CAROLINA STUDIES

## Substitute Teacher Folder

Date \_\_\_\_\_

Good Morning:

Thank you for substituting today. As it stands now, I should return \_\_\_\_\_. Below are the assignment(s) and corresponding page numbers for the textbook *North Carolina: People, Places, and Progress* along with the corresponding student workbook pages.

If my absence was unexpected today and I didn't have the opportunity to make the appropriate number of copies, I am sure that \_\_\_\_\_ in the main office or \_\_\_\_\_ in the \_\_\_\_\_ will be glad to assist you in getting copies for the class.

There is a report form in the Substitute Folder for you to share information regarding the day(s).

My thanks for your assistance, and we are glad to have you. Should you need to contact me, I can be reached at \_\_\_\_\_.

Regards,

\_\_\_\_\_

Additional Notes:

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# NORTH CAROLINA STUDIES

## Substitute Assignment Form

Period	Time	Text Pages	Homework Yes/No	In-Class Student Activity Numbers or Class Assignment	Homework Assignment for Tomorrow
1st					
2nd					
3rd					
4th					
5th					
6th					
7th					
8th					

### “Things to be aware of” Comments

1st	
2nd	
3rd	
4th	
5th	
6th	
7th	
8th	

### Procedures

**Beginning of class:** \_\_\_\_\_

**Recognition of students:**      \_\_\_\_\_ Hands raised only      \_\_\_\_\_ May call out answer quietly

**Closure of class:** \_\_\_\_\_

**Lunch: Time** \_\_\_\_\_      \_\_\_\_\_ Please sit with      \_\_\_\_\_ Sit elsewhere

**Attention-getting techniques I use:** \_\_\_\_\_

**Neighboring instructor to call on for help:** \_\_\_\_\_      **Room** \_\_\_\_\_

**Fire drill instructions are located** \_\_\_\_\_

**Tornado drill instructions are located** \_\_\_\_\_

**Other:** \_\_\_\_\_

# NORTH CAROLINA STUDIES

## Seating Chart

Students are listed by \_\_\_\_\_ names for all class periods.

Row 1	Row 2	Row 3	Row 4	Row 5
<b>Seat 1</b> 1st 2nd 3rd 4th	<b>Seat 1</b> 1st 2nd 3rd 4th	<b>Seat 1</b> 1st 2nd 3rd 4th	<b>Seat 1</b> 1st 2nd 3rd 4th	<b>Seat 1</b> 1st 2nd 3rd 4th
<b>Seat 2</b> 1st 2nd 3rd 4th	<b>Seat 2</b> 1st 2nd 3rd 4th	<b>Seat 2</b> 1st 2nd 3rd 4th	<b>Seat 2</b> 1st 2nd 3rd 4th	<b>Seat 2</b> 1st 2nd 3rd 4th
<b>Seat 3</b> 1st 2nd 3rd 4th	<b>Seat 3</b> 1st 2nd 3rd 4th	<b>Seat 3</b> 1st 2nd 3rd 4th	<b>Seat 3</b> 1st 2nd 3rd 4th	<b>Seat 3</b> 1st 2nd 3rd 4th
<b>Seat 4</b> 1st 2nd 3rd 4th	<b>Seat 4</b> 1st 2nd 3rd 4th	<b>Seat 4</b> 1st 2nd 3rd 4th	<b>Seat 4</b> 1st 2nd 3rd 4th	<b>Seat 4</b> 1st 2nd 3rd 4th
<b>Seat 5</b> 1st 2nd 3rd 4th	<b>Seat 5</b> 1st 2nd 3rd 4th	<b>Seat 5</b> 1st 2nd 3rd 4th	<b>Seat 5</b> 1st 2nd 3rd 4th	<b>Seat 5</b> 1st 2nd 3rd 4th
<b>Seat 6</b> 1st 2nd 3rd 4th	<b>Seat 6</b> 1st 2nd 3rd 4th	<b>Seat 6</b> 1st 2nd 3rd 4th	<b>Seat 6</b> 1st 2nd 3rd 4th	<b>Seat 6</b> 1st 2nd 3rd 4th

Circle the name of a student who can be relied upon each period.

# NORTH CAROLINA STUDIES

## Seating Chart

Students are listed by \_\_\_\_\_ names for all class periods.

Row 1	Row 2	Row 3	Row 4	Row 5
<b>Seat 1</b> 5th 6th 7th 8th	<b>Seat 1</b> 5th 6th 7th 8th	<b>Seat 1</b> 5th 6th 7th 8th	<b>Seat 1</b> 5th 6th 7th 8th	<b>Seat 1</b> 5th 6th 7th 8th
<b>Seat 2</b> 5th 6th 7th 8th	<b>Seat 2</b> 5th 6th 7th 8th	<b>Seat 2</b> 5th 6th 7th 8th	<b>Seat 2</b> 5th 6th 7th 8th	<b>Seat 2</b> 5th 6th 7th 8th
<b>Seat 3</b> 5th 6th 7th 8th	<b>Seat 3</b> 5th 6th 7th 8th	<b>Seat 3</b> 5th 6th 7th 8th	<b>Seat 3</b> 5th 6th 7th 8th	<b>Seat 3</b> 5th 6th 7th 8th
<b>Seat 4</b> 5th 6th 7th 8th	<b>Seat 4</b> 5th 6th 7th 8th	<b>Seat 4</b> 5th 6th 7th 8th	<b>Seat 4</b> 5th 6th 7th 8th	<b>Seat 4</b> 5th 6th 7th 8th
<b>Seat 5</b> 5th 6th 7th 8th	<b>Seat 5</b> 5th 6th 7th 8th	<b>Seat 5</b> 5th 6th 7th 8th	<b>Seat 5</b> 5th 6th 7th 8th	<b>Seat 5</b> 5th 6th 7th 8th
<b>Seat 6</b> 5th 6th 7th 8th	<b>Seat 6</b> 5th 6th 7th 8th	<b>Seat 6</b> 5th 6th 7th 8th	<b>Seat 6</b> 5th 6th 7th 8th	<b>Seat 6</b> 5th 6th 7th 8th

Circle the name of a student who can be relied upon each period.

# NORTH CAROLINA STUDIES

## Directed Teaching Lesson Plan (Page 1)

The lesson plan for the day is in my plan book or indicated in the space below. *Should* students complete their in-class assignments, listed below are some alternative activities. I've checked those I would like for students to do if their assigned classwork is completed \_\_\_\_\_ minutes prior to the end of the period.

### LESSON PLAN

Text Pages: \_\_\_\_\_ Student Workbook Pages: \_\_\_\_\_ Date: \_\_\_\_\_

Materials Needed:

Objectives:

Focus Activity:

Directed Teacher/Teacher Input:

Modeling for Directed Practice:

Directed Practice:

Independent Practice and/or Homework Assignment:

Enrichment/Remediation:

Learning Style Accommodations:

Closure (Indicated Below):

# NORTH CAROLINA STUDIES

## Directed Teaching Lesson Plan (Page 2)

### OUT-OF-CLASS ACTIVITIES

- Yes  No      Students may immediately begin reading their in-class library book.
- Yes  No      Individual students may begin work on homework assignments.
- Yes  No      If everyone has completed the day's class activities they are allowed to talk softly.
- Yes  No      Individual students may report to the Library when they complete their class activities.
- Yes  No      Individual students may begin working on other classes' activities or assignments.
- Yes  No      Students in small groups of \_\_\_\_\_ may work together on other class activities or projects.
- Yes  No      Other:

### IN-CLASS ACTIVITIES

For	Indiv.	Team	Turn In Today	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Yes/No	1. You give a letter and the students name the North Carolina towns/cities/rivers that begin with that letter.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Yes/No	2. You give a letter and the students name a famous North Carolinian or American whose name begins with that letter. They must be able to give one fact about the individual they name.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Yes/No	3. Historical Spelling: You flip through the text and call out the name of a person, place, or thing. Students must spell the term _____ orally or _____ in writing. If oral, other students may challenge the spelling.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Yes/No	4. Using the index, call out the names of North Carolinian or American history figures. Students are to assume that they are at a dinner party seated next to that person. Students list three things they would ask the person and why. (If the student does not recognize the figure, have her or him flip to the appropriate page as indicated in the index and read about the individual, then determine if and why they would change their dinner conversation questions.)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Yes/No	5. Write the following slogan on the chalkboard: PROUD TO BE A NORTH CAROLINIAN. Have students write out as many words as they can with the letters of the slogan. (They are allowed to use any combination of letters.) The winner receives _____.

# NORTH CAROLINA STUDIES

## Directed Teaching Lesson Plan (Page 3)

### IN-CLASS ACTIVITIES

For Today	Indiv.	Team	Turn In	
___	___	___	Yes/No	6. Students should design a test review puzzle to cover pages ___ - ___ in their NC Studies textbook.
___	___	___	Yes/No	7. Students should design a 9-square "Tic-Tac-Toe" game based on NC symbols and play their game with one other person seated close enough that desks do not have to be moved to play the game.
___	___	___	Yes/No	8. Tell students to imagine that they have \$400 for a weekend with their family. Where in NC would they most like to visit and why? Plan a budget for a family of four to visit your site. (Use the current price for gasoline.)
___	___	___	Yes/No	9. Review the NC symbols. Select five and have students record their alternate choices for the symbols. They should explain the reasons for their choices over the current symbols. For example, "The flowering dogwood is North Carolina's state flower. It should be the azalea because . . ."
___	___	___	Yes/No	10. Using coloring markers and news stories cut from the newspaper, have students underline the 5 W's and H for assigned stories. (Who - red; What - blue; Where - orange; When - brown; Why - yellow; and How - green)
___	___	___	Yes/No	11. Using the textbook index, have students select the name of a person, event, place, or thing. The next student in the row has to name another example in the same category that begins with the <i>last</i> letter of the person, event, place, or thing named.
___	___	___	Yes/No	12. Assign students a picture from any page in the text. Students should study the picture for one minute, close the textbook, and quickly write down all of the things about the picture that they can remember. Then they return to the page to check and see how many points they remembered about the picture. The winner gets _____.
___	___	___	Yes/No	13. Teacher's Choice:

# NORTH CAROLINA STUDIES

## Closure Questions

Before students begin to “pack up” at the end of class, please take about five minutes and ask any of the closure questions that are circled. If *none* are circled, ask students “round robin” what they learned from the day’s lesson. Summarize each answer with a one-word description on the board or overhead. These words need to be recorded in their North Carolina Studies notebook.

1. Name something you learned today that you didn’t know yesterday.
  
2. Name something you learned today that you would like to remember. Why?
  
3. Of today’s activities, which one did you like most? Why?
  
4. Why do you think it was important to learn about \_\_\_\_\_ today?
  
5. As a result of what you learned today, in what ways can you become a better North Carolinian? A better American?
  
6. What did you learn today that you would like to know more about? Why?



# NORTH CAROLINA STUDIES

## Substitute Teacher Feedback

Your Name: \_\_\_\_\_ Date: \_\_\_\_\_

As you close out the day, I would appreciate your reflective analysis of the day. Please complete one sheet for each day you substitute. Thank you again for being here today!

Period	Overall Comments	Follow-up Needed
1		
2		
3		
4		
5		
6		
7		
8		
Lunch		

Finally, I would like to share \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## **SUBSTITUTE FOLDER**

### **Student Activity 1 - Scavenger Hunt-North Carolina**

**Directions:** Use your textbook to find the following information.

1. What is the definition of *artisan*? \_\_\_\_\_
2. Who is the first person listed under *F* in the index and what part did he play in North Carolina's history?  
\_\_\_\_\_
3. On what page is Andrew Jackson first discussed? \_\_\_\_\_
4. Which chapter discusses the antebellum era of North Carolina? \_\_\_\_\_
5. In Chapter 1, are there more pictures of crops or of water? \_\_\_\_\_
6. What occurred in 1835? \_\_\_\_\_
7. How many counties are in North Carolina? \_\_\_\_\_
8. On what page does the first map appear in your textbook? \_\_\_\_\_
9. On which page is there a picture of Old Salem inside your textbook? \_\_\_\_\_
10. Billy Graham was a native of which North Carolina county? \_\_\_\_\_
11. What was Kerr Scott's "Go Forward" spirit? \_\_\_\_\_
12. In which year did North Carolina become a royal colony? On which page did you find this information? \_\_\_\_\_
13. Use Appendix I. What is North Carolina's oldest town? \_\_\_\_\_
14. What was the nickname Republican senator Jesse Helms was labeled with due to voting against every liberal measure in Congress? \_\_\_\_\_
15. In what year did *Juno* spacecraft enter orbit around Jupiter and begin sending back data?  
\_\_\_\_\_