

# Another half day

It happens from time to time that I will only get a half day. Due to the advent of online systems though, it is relatively easy to accept a job and then later cancel when a better one comes up. I don't do that too often, but a half day is one reason I try. Since this half day was for the afternoon I could try even the day of, as long as it's early enough in the morning that they can get another sub easily. As it worked out though no other job was to be found. I was up until about 11 and then woke up just after 6 to try again. Nothing. Finally, at around 7 I decided to give up and go back to bed, mostly due to not sleeping well the last couple of nights. As I write this I am exhausted *again*. I don't know why I usually wait until the end of the evening to write. Oh, well.

So as it worked out, not only was it a half day but it was at probably the furthest school from me, at the opposite corner of one of the further districts. It took me about 25 minutes to get there. It was in one of the mentally impaired rooms, but I knew this at the outset as I have subbed in this school many times. It was easy. Silent reading followed by computer time. Then they wrote a letter to a classmate that had transferred schools (moved I guess) a couple of weeks before. The writing varied, but generally the kids were pretty slow, letters not well-formed- but remember these are mentally impaired kids. One couldn't really write at all, but that didn't matter. It will get sent with the rest to the girl's new school. After that they went to language lab where it should have been a nice rest for me since it is run by another teacher. Nope- I was told I would be needed in another classroom while their teacher went to a meeting. It was another mentally impaired room. I had worked with several of the boys in that room before, but oddly enough I do not remember ever being in that room. Maybe from last year? I will have to go through my past positions to figure this out.

I *do* remember subbing for that teacher in the past so maybe my memory is just bad. Anyway, they cooked some muffins. Well, the boys only got to stir a little, taking turns, but that could be considered a life skill for them anyway. One of the IAs brought them to the lounge to cook in the oven. In the meantime, we played some bingo while waiting for the muffins. The teacher still wasn't back from her meeting by the time the original class was back from the lab, which by the way is simply working with the kids on communication skills in case you were wondering, so the kids actually stayed in the lab a little longer since I couldn't be with both classes and a certified teacher or sub is required to always be in a classroom.

As it turned out the teacher never did come back so I stayed until the end in that one room. I'm thinking the language teacher came back with the other class after a while, but I'm not sure on that. I do know they came back eventually. I pushed one of the wheelchair-bound boys to the bus at the end of the day. It's interesting that at that school there are about a dozen short buses lined up at the end of the day, half of them wheelchair-capable, as the kids come from all over the district. So that was it, end of the day. Until tomorrow folks!

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## **Middle school**

Middle school is an interesting age. Not quite child anymore, but not completely adolescent either. It is a transition state. Many teachers stay away from this age, but I don't mind it so much, depending on the class. They can range of course from not-a-problem to watch-your-back depending usually on the area. It is my belief that the family income has a lot

to do with it, though really only because it leads to parental involvement. With low income families, kids are often left to their own devices much of the time when not in school, and I think we can all, by experience □ , attest to the fact that young pre/adolescents don't always make the best choices in life, especially when they are starting to listen to their peers more and the parents become even less active in their kids' lives, meaning if they were already less active then that almost leaves it at, "Hello son/daughter" and little else. I am not saying this to blame these parents, as they are often just trying to make ends meet with sometimes two or three jobs and are often the sole parental figure doing it. I am merely trying to explain why sometimes students are very hard to handle.

Another group of kids that tend to be a problem are ELL kids. Often, but not always, low income is an issue here as well, but another factor causes these students to be a problem. That factor being that the school system they come from is far more disciplined and strict than our own. When they come here then, they see school as something to blow off. Detention has no effect as they just see it as a break instead of a punishment. Some see getting in trouble as an opportunity to see the teacher get steamed because our options are limited compared to back where they came from. They learn, in other words, to play our system knowing serious consequences (as they would see it) can't happen because then the *teacher* would be in trouble for improperly discipline. Typically I just warn these students, maybe move them, but other than that just leave a note to let the regular teacher deal with the problem. There is actually a school where I no longer accept ELL jobs.

Anyway, I just bring this up because for the last two days I was at middle schools. Thursday was my unexciting science day I already wrote about, and yesterday I did language arts/life skills at another school. Apparently they were short a sub at

that school because they gave me an extra class one period and I know they were doing that throughout the day for that one teacher- every class period had a different sub. I actually worked with all three grades as a result. This teacher's (the main one I subbed for) normal schedule had language arts with 7th grade and life skills (cooking, sewing, ironing, washing clothes...) was with 6th grade. My added class was with 8th grade. It was certainly more interesting than the day before.

Well this post is getting really long so I think I will just wrap it up now. I will probably post tomorrow about drama this week at church and how my teaching goes in the morning- I will be teaching about Saul. The king, not the pharisee turned Apostle.

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## **Just a laid-back day**

I was a substitute today, but hardly a teacher. As middle school science goes, all the classes were the same unlike a subject such as math where there are usually different levels taught or a foreign language where different grades are taught. I pretty much just announced a pending notebook check and then let them continue on their projects which they started yesterday. That is to say, they already knew what they were doing so I didn't even get to go over that. Ah, well. Mostly I just sat and watched them work, periodically cycling around the room to remind them of my presence and to help out if needed. Fortunately so I didn't expire from boredom, some did need my help from time to time.

This went on for six. long. periods. But it could have been worse. At least I was in a district where most of the kids had a work ethic. Some schools I have been in have had a

large number of kids with a goof-off-while-the-teacher-is-away ethic instead.

Well, language arts tomorrow at another middle school. Until then.

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## Great day today!

Today was possibly one of the best days I have had in a long time. It really reminded me why I am most comfortable with kids in 4th-6th grades. The class really went well. Remember the one fifth grade class I talked about in my music entry a few days ago? This was pretty much opposite, more like the two 4th grade classes I had that day. It is really unfortunate I am not so comfortable teaching things like reading and writing. What other career can place me with this age group but not involve standard teaching? Coaching is out of course as I am definitely not sports oriented- speaking of which, did you hear about what boys are doing now for sport in Missouri? Put it this way: it is *illegal* in most states. [Check it out at this link \(click\)](#). Actually, once I saw the video (there is a video at that link, but I'm not sure it's the same one I saw) it didn't seem so bad, which is why I am not telling you what it is and making you go to the link instead. □ The only reservations I have is that they are teaching this to boys as young as six.

Anyway, back to today. I didn't do much teaching this morning, what with computer lab time and art taking up an hour and a half, but what teaching I did I really enjoyed. Following art, they had spelling (still no teaching, but some preparation and study time for their test Friday) and reading. I got to read aloud a book that was actually pretty

good, though I didn't like the ending **at all**. It was called [My Brother Sam is Dead](#). With what happened in the chapter I read to the class, one would hope for a miracle to happen in the next chapter, but what happens is really quite sad. I'll leave it a little mysterious in case you want to read it- hopefully I didn't say too much. I don't think I did.

This led us to lunch. After lunch there was just math and science left. For math I got the advanced group with only around 15 students. This group was in the 6th grade book. I actually almost got through what the teacher expected me to get through. I only needed about five minutes more instead of the typical 15-30 minutes more... For science we talked about energy sources. They had read about fossil fuels and hydropower yesterday, and we picked up with solar, nuclear, and other forms of energy today. It was a good read and discussion. By the time we finished, I was a little disappointed it was time to go home, it was such a good day. Oh well, it couldn't last forever. And tomorrow I've got 7th grade... Well, 7th grade science! I just hope I don't have to show another video like that Al Gore one I showed at this school last time. That was not fun, though not as bad as 7th grade sex-ed I had to do at another school around that same time. ☐

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## Help me make the music of the...

Hmm. Mr. Webber's Phantom of the Opera line doesn't quite work since this was during the day. How about, "The hills are alive, with the sound of music..." Yep, that works better. If you haven't guessed by now the position I subbed for today was

music. Elementary music. Like most specials jobs in the district I was in, it was a traveling job, but fortunately this time I went to the right school first. The first two classes were great. They were fourth graders and they were really focused. As they were in a unit about stage productions/musicals, they got to watch a video with scenes with a couple of famous dancers if you thought of Billy Elliot, you are dead wrong. In fact, he's not even real. Did you know there is actually a [musical based on this movie](#) by the way?. Nope, not [Michael Flatley](#). At least he's real, but you are thinking too modern! Go way back to the 1930s-1950s to get this one. Okay, you have them- Fred Astaire and Gene Austry... No wait, not the kind of dancing that involves bullets at your feet- Gene Kelly of course.

Anyway, they saw scenes from a few shows including [Ziegfeld Follies](#), [Royal Wedding](#), and, of course, [Singin' in the Rain](#). In [Royal Wedding](#), There was a strange scene where Astaire danced not only on the floor, but on the walls and ceiling as well! If you go to the [Royal Wedding](#) link and check out the trivia for it you can find out how they did it. These days they would just use computers of course. The kids really enjoyed that scene, as well as Kelly getting wet in [Singin' in the Rain](#).

I wish I could say that the fifth graders at the other school did as well with this video, but I can't. There were technical difficulties (the LMC gave me a DVD player that was broken- it wouldn't play the disc) and the first class just talked and talked, even after I finally got another player and started the movie. The second class was a little better, but still excitable during some scenes. The third class did much better, though not quite up to the fourth graders.

Finally, I had lunch then four afternoon classes with younger grades. No video for them, but instead the second graders worked on a show they were doing- we just went through all their songs on CD. I noticed this show involves the fifth

grade as well. At first I wondered why the teacher didn't have me do this plan with that grade, but remembering how the first two classes went I quickly shelved that question. First grade had yet a different lesson, which we only got partway through, but that was expected by the teacher. Well, that's it for now.

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## I know you...

A date with the familiar happens all the time, déjà vu and all that. I think we can all think of more than a few times that has happened. Today I was in 6th grade science, a field which has sort of been a goal of mine for teaching. As part of the lesson plan, another teacher would come in for two of the classes and pretty much take over. This being a good thing of course as I don't have much experience with the applications they were using on a computer project (iMovie, iPhoto, Photo Booth), nor did I even know anything about the project. Anyway, I looked at her name and thought to myself, "isn't she...?" When it came time for the first of the two periods we got to talking and sure enough, she was the sub-caller for another district I once worked in. Apparently she got downsized last year when the district went to a computer system (*hmm. looks like I can sign up in that district again if I have to keep working as a sub...*) and so she got a job in the district I was in today.

But this wouldn't make for a good blog entry if she was the only one. During one of the classes I was handing out new textbooks and I came across a familiar last name, so I asked the student if his dad worked at another school I sub in. Yep. I told him I subbed for his dad a couple of times. Well, then a *third* coincidence happened. Well, possible coincidence. I was afraid to ask this time and push the



odds. She had the last name of someone I went to school with when *I* was in 6th grade. Now this has happened to me before, one at a time anyway, in other schools- which is only natural given the fact that I grew up in this same area. I have met my share students whose moms or dads I went to school with or whose parent I've seen elsewhere, like a professor at a local college.

Slightly related to this I just remembered I had one student with the last name of Fogerty one time. I joked about her being related to [John Fogerty](#), of [Creedence Clearwater Revival](#) fame if you don't know him, and she said he was her uncle. She was serious too; either that or a good actress. Anyway, I wonder who I will meet tomorrow?

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## **Expert or one-time-struggler as a teacher?**

I have often reflected on teaching a particular subject I was good at in school- math. Face it, either you're good at math or you're not- it's just one of those subjects. If you get it then you're well on your way to high grades, but if you don't...

As a great student in math I have struggled to teach it sometimes. It's like, "Why don't you get it? I just showed you how to do it!" Even now, with all this sub experience, I often either go too fast and leave some students struggling or I take too long to teach it as if I'm afraid of going too fast. It's difficult to find the right balance. Okay, to be fair as a sub I don't know the students, so getting the right balance is just not possible, but it doesn't stop me from wondering. Today I subbed in 6th grade, but this kind of goes

back to last week too when I was in that 3rd/4th grade class for a few days and only taught math. Then, the teacher wanted one section taught per day if at all possible. Four days, didn't quite finish two sections. Well, three days really since there was no math on the last day.

Today was a little different- she assigned five journal pages out of **two sections!** Well, I guess she didn't really want me to teach it. I wound up just going over a few examples on the board from each section and letting them work, asking questions or work with a partner as needed. I think in this case working with a partner was almost mandatory since I didn't have time to teach full lessons. Did she want it done this way? I'll never know.

This makes me think of a proof that I am slow at teaching math: the University of Chicago math program. This seems to be used *everywhere*. Well, at least in elementary schools. This is a very structured program meant to be taught in about one hour. This includes a game included in most lessons, but I rarely have time for when I teach the program for some reason. It starts off with a "math message," which is a math problem that will lead into the lesson. This is followed by a full-group lesson that often involves some sort of manipulative which aids kinesthetic learners (touch), which believe it or not is most people. True, many can learn by seeing or even by hearing, but touch really makes a difference in many people. A Chinese sage once said after all:

I hear and I forget.

I see and I remember.

I do and I understand.

In any event, following the full-group lesson there are small group, partner, and/or individual activities (one of which is the aforementioned game). I think I need a full 90 minutes to get through all of it sometimes!

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# Half days

These are the bane of my substitute existence, next to holidays. No, I don't mean the days students get off early but rather days where the teacher take off only half a day. It seems I may have three of these this week unless I can find a full day to take their place (I can cancel jobs in two districts via the web) or find a half day job for the other half of the day. The latter almost never happens. As for the first, it can happen but on this side of spring break with the testing going on it is very uncertain. Yet I keep trying.

One of the half days was today, for the afternoon. At least I got to sleep in, but I depend on this income so I really need to work as much as I can. It was for industrial tech, what used to be called "industrial arts" when I was a kid, and "shop" even earlier than that. Naturally with a sub the kids can't do shop, but many times they are allowed to use computers. See, that is the "tech" part, technology. They could be running some sort of modeling or simulation program, or programming a robotic arm. Today one class was working on ifilm projects. All stuff that didn't exist back in the eighties. We had metals, plastics, and wood. That's it. Now these teachers need to be trained on so much more to do this job. As for the other class (only two today! :)) they clearly were working on a project, probably woodwork, so they got to do some paperwork today. Oh well.

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# Just call in sick...

Well, that is just what half the class did today. Literally. The flu is just knocking everybody down for the count. Okay, the class size was only six students being a special education class so half the class was only three students, but that is still very high statistically speaking. Plus, the teacher I was in for was out due to the flu as well. When all was said and done, there were practically two adults per students, and apparently from what I was told the three that were out were the most \*ahem\* *challenging* students. Apparently it wasn't just this class either. In the afternoon they combined our three students with another class's two students for speech, still less than the full six students of the **one** class! Wow.

As one can imagine this turned out to be a very easy day. So easy that a couple of the assistants just decided to disinfect the room in hopes of avoiding more illness. As for me, I helped a little bit with calendar time and yoga (very low-ability students due to their disabilities) and colored. Yes- I colored some pieces of a game that would be cut out, laminated, and added to the file-folder game collection. I'll tell you, there are days where they just don't pay me enough, but today wasn't one of them.

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## Motivation

I am having some motivation problems with this blog- lately I just don't feel like writing about work. It seems like the things I go through are either just too uninteresting to write about when I think about it, or it is similar to something I already wrote. Sometimes I just don't get around to it and am

too tired by the time I think about it. These past few days have really all been similar. I really only got to teach math for the last three days, and today we didn't even do that so I didn't do much of anything except help out like a teaching assistant. Not that there's really anything wrong with that but it is rather unexciting to write about. The most tedious part I think was during the morning today, and again at the start of the afternoon when the third graders just played educational games on their laptops (only 4th-6th did testing today, and the other half of the multiage rooms were fourth grade). I of course had to walk around and make *sure* they were playing only educational games. They are not as devious as middle-schoolers, but fun will still win out over education if left unwatched, even with third graders.

Today was actually a very easy teaching day overall, even for the other teacher. In fact, the only subject actually taught/worked on was reading. The rest of the day was spend on laptops, read-alouds, silent reading, down-time packets, and classroom games. Sub + already messed up schedules due to testing = even even worse schedules. From the last four days, I would say the teacher I was subbing for really owes the other teacher big time for getting sick and leaving her pretty much all of the planning work and team teaching.

Hmm... This was actually going to be very short due to my lack of motivation, but turned out to be quite reasonable in length. Goes to show that once one gets started, the writing can just keep going.