

# TEACHER ON CALL BOOK

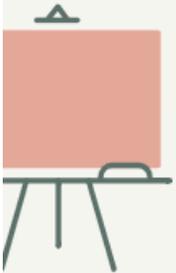


Designing a Teacher on Call  
book for your classroom



**BE ORGANIZED**

**SO YOU CAN TAKE TIME TO  
TAKE CARE OF YOURSELF**



Helpful tips  
and information to include  
and how to set it up.



Are you looking to create a Teacher on Call book that relays your important school and classroom information if you are away? I have compiled some helpful hints. Your book should have some basic information, such as:

**Teacher on Call Helpful Hints**

Thank you for coming! I hope my class is welcoming and respectful.

**Teacher:** \_\_\_\_\_ **Phone:** \_\_\_\_\_ **Grade:** \_\_\_\_\_

**Copy Code:** \_\_\_\_\_ **Principal:** \_\_\_\_\_

**Vice Principal:** \_\_\_\_\_ **TIC/LDP:** \_\_\_\_\_

**First Aid on Site:** \_\_\_\_\_

I suggest you add your bell schedule and school wide transitions. This is not where I would put in details about the day, but rather a simple sentence about the main transition:

**Bell Schedule:**

\_\_:\_\_ – **First bell:**

Activity: \_\_\_\_\_

\_\_:\_\_ – **Second bell:**

Activity: \_\_\_\_\_

\_\_:\_\_ – **Recess:** Supervision Day: \_\_\_\_\_

Notes: \_\_\_\_\_

\_\_:\_\_ – **Bell:**

Activity: \_\_\_\_\_

\_\_:\_\_ – **Lunch:** Notes: \_\_\_\_\_

\_\_:\_\_ – **Bell:**

Activity: \_\_\_\_\_

\_\_:\_\_ – **Dismissal:**

Notes: \_\_\_\_\_

I always like to include some simple management strategies that work with my class, some basic expected behaviour/unexpected behaviour rules, a few suggested activities in case plans change that do not need any prep work, and who in the class you can turn to for help with routines or who may need your support. Here is an example:

**Behaviour management techniques:**

- “Give Me Ten” – students stop and hold ten fingers up and face you.
- Turn off the lights – students stop and freeze where they are and face you.
- Clapping rhythms – students repeat the pattern that you clap
- PBIS, Gotchas, or Stars

**Students who cannot manage their body or words:**

1. Try to notice if they need a break at a calming area, a place to work away from a particular peer, or an alternative space to lay down or stand while working, before the undesirable behaviour arises.
2. Explanation of why their behaviour was unexpected with strategies to try again/scaffolding (suggestion would be that you model/ act out the expected behaviour for the student and then ask them to replicate and praise the expected behaviour)
3. Warning with explanation of consequence, discuss the reaction of other students so they can recognize how others feel and feel empathy themselves. Praise any positive behaviour that is shown.
4. Sit at desk with head down – return to lesson at teacher’s discretion. Do not press the issue. State the undesirable behaviour. Walk away to give them some space. Come back with a reflective attitude.
5. Office if student is disrespectful, unsafe to others, etc. – fill out behavior report. Phone the office if you need someone’s assistance.

**If you need “10 minute activities”**

- Cards and dice – addition and subtraction games
- Math songs – cd of math skip counting songs that they know
- Spelling rhythms with weekly words
- Math file folder games or phonics games.
- Book Bins (each student has their own)
- Sketchbooks – sketch to music, about a theme, a wonder, etc.

**Longer activities:**

- Read a story – sketch in sketchbooks (beginning/middle/end, favourite part, a new book cover, characters, setting, etc.)
- Journal – If I were the ... (principal, an astronaut, a mouse etc.) I would ...

**HELPFUL STUDENTS:**

- 1.
- 2.
- 3.

**STUDENTS TO MONITOR (Academic or behaviour concern):**

1) Academic:

- a.
- b.

2) Behaviour:

- a.
- b.

**HEALTH CONCERNS:**

- 1.
- 2.
- 3.
- 4.

It is a good idea to include some extra notes. Teachers on Call dread the days that they have to do fire drills. Leave them with some notes. Additional notes are helpful. You never know when they may be in your class for longer than you expected.

**FIRE DRILLS:** close doors and turn off lights. Take students out \_\_\_\_\_  
\_\_\_\_\_.

Take attendance and send a runner with the red slip to \_\_\_\_\_

**LUNCH PROCEDURES:** \_\_\_\_\_  
\_\_\_\_\_

**EARLY FINISHERS:**

- 1) After a language arts activity, they may read from their book bins
- 2) After a math activity, they can select a math game or play dice/card games
- 3) They have drawing books in their desks.

**Notes:**

- I keep my assessment binders in \_\_\_\_\_
- My weekly plan is \_\_\_\_\_ and the daily supplies/folders are \_\_\_\_\_

Other things that I put in my TOC book are...

- A copy of the school map/layout
- Any medical information or court order information they might need – be sure to make parents aware that this is in the TOC book
- A class list copy
- Daycare/pick-up procedure list – I do mine as a spreadsheet that shows each day. This is very important for primary grades
- School procedures regarding attendance etc.
- A class set of a generic activity that could be done should a plan fall through
- A comprehensive plan for the “usual” Monday, Tuesday, etc. This way, if I am unexpectedly away, I do not need to email extensive notes. They can look to the usual schedule on that day, which includes all transition expectations, etc. and see what the day would possibly look like.

An example of a comprehensive day would be:

**The “usual” Wednesday schedule:**

**8:20 – Collect students from outside door** (door in middle of hallway across from courtyard) and take them to their lockers.

**8:30– Grab agendas from lockers then go to classroom.** Students hand in agendas and get out silent reading books. Silent read for 10 minutes – it must be silent. Then buddy read with their assigned buddy for 5 minutes. They then record their book in the green duotangs in their desks (Daily 5).

**8:45 Brain Dance/Calendar** – Calendar is led by the helper, going through the different areas – all words are spelled through movement (helper can ask them to help spell the word by using their whole body, arms, feet in air, on the backs, etc.)

**9:00 Math:** Do a whole class lesson on whiteboards or with manipulatives. This targets a review of basic skills. See weekly plan for lesson target and activity. Those that are done early are to do a Math game from the bin (these have been pre-taught).

**9:30 Poem of the Week** – read class poem on chart together. Find phonetic elements (ch, sh, ing, rhyming words etc.) and highlight or circle them. Practice poem in several ways. Then students take their poem worksheet and do the activity as seen on weekly plan. Read book bins when done or do a literacy centre.

**10:00 Snack** – go to lockers and get snack then go to the bathroom and wash their hands, then eat snack at their desks as you play a listening cd/story found in the top drawer of the filing cabinet in the classroom.

**10:20 Recess (no bell will ring)** – Just before this, take them to their lockers to drop off their snack then send them outside to play.

**10:35** Let students in from outside classroom door to lockers. Then back to class and do Guided Reading: Read with one group at the black table while others do the activities set out in the coloured containers under the computer counter or journal/writing- run as stations. All reading supplies are in a white Guided Reading binder by the black table on the little 3 drawer cart. Switch groups 2-3 times, each group about 10-15 minutes. Guided Reading groups are listed in the binder.

**Other activities might be a Poem of the Week activity or a Science/Socials task - see weekly plan.**

**11:30 Lunch** -they go outside to play first for a reverse lunch hour.

**12:10** A CEA will let the students in from outside and take them to get their lunches. They stay and eat/read at their desks until 12:30 when you come back.

**12:30** Lunch ends – you take them back to their lockers to take their lunches back.

**12:30** Writing: see weekly plan or do a journal activity.

Free Write- they can write about anything they want.

Directed Write – you write with them on the board letter by letter, sound by sound while you teach conventions etc.

**1:10** Science/Socials/Career lesson – see my weekly plan and daily folder for lesson and supplies.

Centres if time.

**2:00 Clean Up** – the helper moves the job wheel one spot clockwise. They stack their chairs, then do their jobs.

**Then: Read a story, have a class meeting about the day, their goals as a class, review the poem, etc.**

**2:20** Hand out each agenda and have them get ready/line up then take them to their lockers.

2:25: Go to lockers to pack bags – when they are done they sit on the bench beside the lockers.  
– Dismiss bus students to the bus bench.

**2:30** Dismissal: Walk the students out the line-up door in the hall to their parents who should be waiting outside. Check that each child has a parent. If no parent, they wait at the office. A copy of the daily pick up schedule is in this Teacher on Call book.

I have each day written out like this and it tagged for easy access. Depending on your situation, you may also want to include...

- A year or term plan, or at least make them obvious in your space should they be needed
- I like to have clip-on name tags somewhere accessible in my classroom should the TOC feel that they are needed
- If there is a behaviour support plan that is specific and a replacement behaviour that you are really working on
- The name of a nearby colleague that they can ask if there really is something missing that they can't figure out (missing resource, someone that knows your room or transitions)
- A note to report any significant incidences to Admin and to you in writing so that you can address them when you get back
- How you let Admin or the front office know where you are if your class leaves the room (a note on the door, phone the office, etc.)

I hope this helps you feel organized so that you can take some time off when needed to care for yourself, your loved ones, or involve yourself in amazing professional development.

-Jenn Coates

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