

Martina Bex  
Emergency Sub Plans

Spanish, Room 307

This is a photo of the “shelves” behind my desk.

Seating charts,  
class rosters,  
emergency  
information, etc.  
are located in my  
Substitute  
Binder.



Worksheets that  
students will  
complete are in  
the Emergency  
Sub Plans Box

Good morning!

Thank you so much for covering my classes this week. I have five classes filled with bright, enthusiastic, prepubescent Spanish learners. I pray that you will be blessed by your time here, but...there are no guarantees in middle school! I strive to pour respect into my students that it might pour out from them as well. Please leave me a detailed explanation of specific student behavior (positive and negative) for each class so that I can write positive and negative referrals or make phone calls as needed. If you leave me the information, I will take care of that for you.

You will follow this schedule. Please greet students at the door as they arrive.

Period 1	8:15-9:05	Spanish A	6th and 7th grade
Period 2	9:10-9:55	Spanish A	6th grade
Period 3	10:00-10:45	Personal Planning	
Period 4	10:50-11:35	Team Planning	
Lunch	11:35-12:05	Lunch	
Period 5	12:10-1:05	Spanish 2A	8th grade
Period 6	1:10-1:55	Spanish B	7th and 8th grade
Period 7	2:00-2:45	Spanish B	7th and 8th grade

#### TARDY POLICY

I take tardies VERY seriously. Students are considered tardy if they are not in their seats when the bell rings. Please take down the names of any students that arrive late so that I can call their parents and administer consequences when I return.



#### PASS POLICY

Students may go to the bathroom and get drinks of water at your discretion. I typically do not allow students to go to the bathroom for the first five and last ten minutes of the period, and not during direct instruction. I do not allow locker passes except in the rarest of circumstances, as students can usually borrow supplies for the period. I let students get water pretty freely as the fountain is right outside my door (to the left). But it's up to you! Just make sure that students sign out on the green pass if they go to the bathroom or to their lockers.



## BEFORE CLASS BEGINS

On the front whiteboards, please write:

### 1. The Campanada:

On a scrap piece of paper, use your imagination to answer this question in complete sentences in Spanish. Be creative, not realistic!:

¿Dónde está Señora Bex? ¿Por qué no está aquí?

### 2. The Schedule

- 1) Campanada
- 2) Vocabulary, translations, & personalized questions
- 3) Reading
- 4) Reading comprehension questions
- 5) Storyboard illustration
- 6) Write your own story.



If students don't have paper, they may take a quarter piece of scrap paper from the basket by the door. If they need a pencil, they may borrow one from the gold basket on my bookshelf, if there are any. ALL of my students know this, but will often "forget" until you see them not working and remind them of the location of the supplies.

## BONUS MATERIAL

If a student finishes his or her work quickly, please direct them to one of these activities while they wait for their classmates:

1. Read a children's book and record five new words that they figured out on their own from context.
2. Read "Pobre Ana" (yellow books on the shelves behind the sliding white board) and summarize each page in English.
3. Laminated extra time folders on the computer cart.
4. Unfinished worksheets from their class's tray (on the table by the door).

## LESSON PLANS

You will follow the same plans for all five periods, but the content will be different.

1. As students enter, they will sit down and write a response in Spanish to the Campanada (the question that you wrote on the board--see previous page). Please remind students without supplies where they can find them.
2. Make sure students write their names on the Campanadas, and COLLECT them after 10 minutes.
3. Please give students the two worksheets for their class and have them staple them together. There is a different reading for each level (A, B, and 2A), and each bundle is labeled.
4. Students will study the vocabulary list, translate several sentences into English, and respond to several personalized questions about the vocabulary.
5. Students will read the story INDEPENDENTLY and SILENTLY. They should use the vocabulary list to help them understand, but they may also use a Spanish dictionary (located behind the left-side sliding whiteboard) if they so desire.
6. Students will respond to the reading comprehension questions that are in English.
7. Students will illustrate the story on the six-frame storyboard. Each frame is numbered to correspond with a portion of the text.
8. Students will write an original story (on a separate piece of paper) using the vocabulary from the list on the first page of the worksheet.

Inevitably, some students will work MUCH more quickly than others. Please direct them to select one of the "bonus material" activities to work on when they finish the current assignment.

At the end of each period, please give a "Star Student" ticket to anyone that has behaved EXCEPTIONALLY. Have them write their names on it and put it in their class' s ziploc bag. They are eligible for the drawing on Friday. Do NOT give these out liberally.

