

100+ PAGES OF  
EDITABLE  
INFORMATIONAL  
PAGES FOR  
LONG-TERM  
LESSON  
PLANNING

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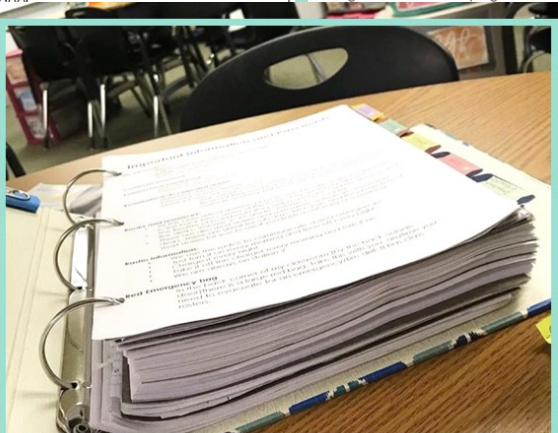
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## IMPORTANT INFORMATION

LABEL	INFORMATION
Teacher Name:	Mrs. Cahill
Cell Number:	(555) 555-5555

## IMPORTANT INFORMATION

LABEL	INFORMATION
FIRE DRILL:	<ul style="list-style-type: none"> <li>Have students start walking out my back door in a line. They basically walk out and keep walking straight until we get away from the building. They should know what to do.</li> <li>MAKE SURE TO TAKE THE RED BAG hanging by the back door. This has your roster and emergency supplies.</li> <li>Take the attendance sheet and green and red form (both are by the outside door).</li> <li>Have the last student communicate during emergencies. morning and then off every night.</li> <li>Have the last student take attendance.</li> <li>Hold up green if you are by the outside door.</li> <li>Hold up red, if you are in the classroom.</li> </ul>
ACTIVE SHOOTER AND/OR EMERGENCY:	<ul style="list-style-type: none"> <li>In the case of an emergency, emergency.</li> <li>The kids are good.</li> <li>At this point, you decide to lock doors and take the red bag.</li> <li>To evacuate, look for the red bag and take the red bag.</li> <li>The kids are great.</li> <li>Once you're ready to get there.</li> <li>Once you're ready to get there.</li> <li>Once you're ready to get there.</li> </ul>
CLASSROOM DOLLARS:	<ul style="list-style-type: none"> <li>Classroom dollars for behavior, completion.</li> <li>The checks and cash between my two students who are on task.</li> <li>They won't really get it so tell them to just back.</li> </ul>



**IMPORTANT**  
*information*  
**SECTION ONE**



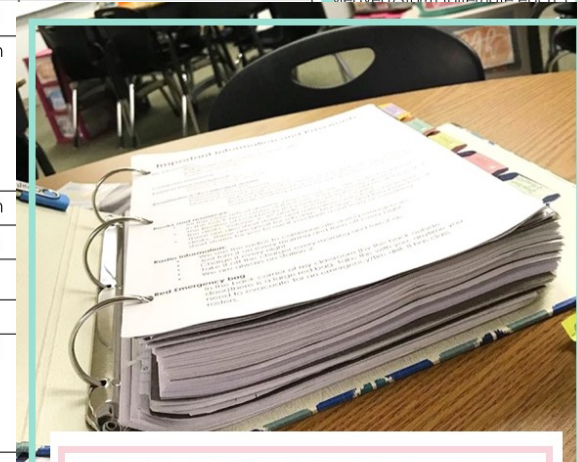
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## DAILY SCHEDULE

Class Period	Time	Subject
	7:15am	Teachers report to school

## DAILY SCHEDULE

Class Period	Time	Subject
	7:15am	Teachers report to school
1	7:35-8:35am	7 <sup>th</sup> Grade English
2	8:40-9:40am	7 <sup>th</sup> Grade English
3	9:45-10:45am	
4	10:50-11:50am	
lunch	11:55-12:20pm	
5	12:25-1:25pm	
6	1:30-2:30pm	
7	2:35-3:30pm	
After School tutoring or staff meeting	3:30-3:45/4:00	



**DAILY CLASS**  
*schedules*  
**SECTION TWO**



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**NINE SECTIONS OF 100% EDITABLE PAGES**

## GENERAL LAYOUT OF EACH CLASS PERIOD

7 <sup>TH</sup> AND 8 <sup>TH</sup> GRADE ENGLISH	
Time	Content
5 min	Bell Ringer or Warm-Up
15-20 min.	Teacher read aloud (novel) or reading aloud (plays and poems)
15-20 min.	Activities, writing about our reading, annotating or analyzing poems, reading stations, discussion, writing
10-15 min.	

## GENERAL LAYOUT OF EACH CLASS PERIOD

7 <sup>TH</sup> GRADE ENGLISH	
Time	Content
5 min	Bell Ringer or Warm-Up
15-20 min.	Teacher read aloud (novel).
15 min.	

## GENERAL LAYOUT OF EACH CLASS PERIOD

8 <sup>TH</sup> GRADE ENGLISH	
Time	Content
5 min	Bell Ringer or Warm-Up
15-20 min.	Teacher read aloud (novel).
10-15 min.	Activities, writing about our reading, annotating or analyzing poems, reading stations, discussion, writing
15-20 min.	
5 min.	Have students get out their <i>Mockingbird</i> workbooks. Tell them to take out the page they should do that night as homework.
15-20 min.	Silent reading with novel read aloud. Can work on homework assignments as well.

## GENERAL LAYOUT OF EACH CLASS PERIOD

BOOKS AND MOVIES ELECTIVE		
Time	Content	Notes
5 min	Bell Ringer or Warm-Up	
30-40 min	Teacher read aloud or audiobook while students follow along with class novels	
10-15 min.	Activities, annotating, discussion	
5 min.	Jobs	

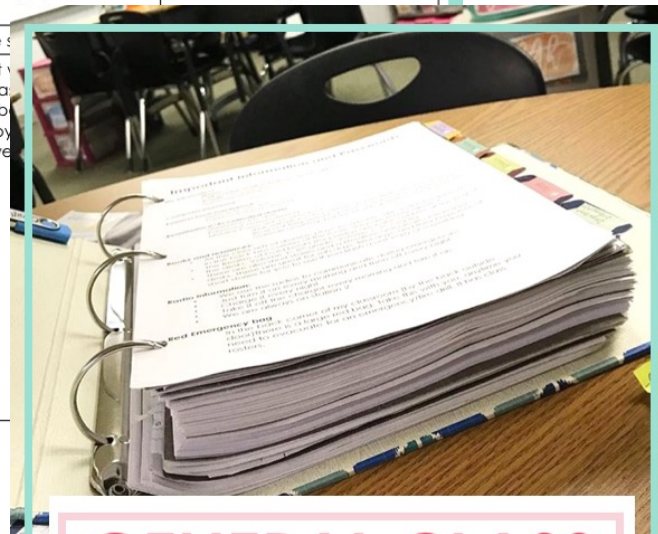
## GENERAL LAYOUT OF EACH CLASS PERIOD

High School Creative Writing	
Time	Content
10 min	Google slides
40-45 min.	Student writing and editing. Should be typed by each week.

2 <sup>ND</sup> AND 3 <sup>RD</sup> GRADE ENGLISH	
Time	Content
5 min	
30-40 min	
10-15 min.	

GENERAL OVERVIEW	
I teach an hour a day and really have a back-up plan. Do what works best for you, so just do what you can usually draw from while the student is in class.	

CLASSROOM MANAGEMENT AND PROCEDURES AND ROUTINES	
1. Have the students line up 3 to a bench.	
2. Have two students on each bench.	
3. Call on 5-6 kids to line up.	
4. Dismiss the project.	
5. Pass out workbooks.	
6. Have students show their workbooks.	
7. Show students how to use the workbooks.	
8. If there is something wrong with the art, they can go to the art cart.	
9. After they finish their black marker work.	
10. After they finish their blue marker work.	
11. They are now ready to work on their writing.	
12. They can go to the art cart.	
13. There should be a sign on the art cart.	
14. They know how to use the art cart.	
15. They know how to make their own art.	
16. Some kids will make their own art and if they don't have time (this doesn't take a long time while the rest of the class is working).	
17. I collect the art and count from 1 to 10.	
18. I tell them NOT TO BRING their art to class.	
19. After all supplies are away and then those kids bring their art to class.	
20. Then I call on 5-6 kids to go to the art cart and stack their art.	
21. Then I call on two students to go to the art cart.	
22. Then I tell the students to go back to their class by 11:00.	



**GENERAL CLASS**  
*layouts*  
**SECTION THREE**



**NINE SECTIONS OF 100% EDITABLE PAGES**

## GRADING OVERVIEW FOR EACH CLASS

### 7<sup>TH</sup> GRADE ENGLISH

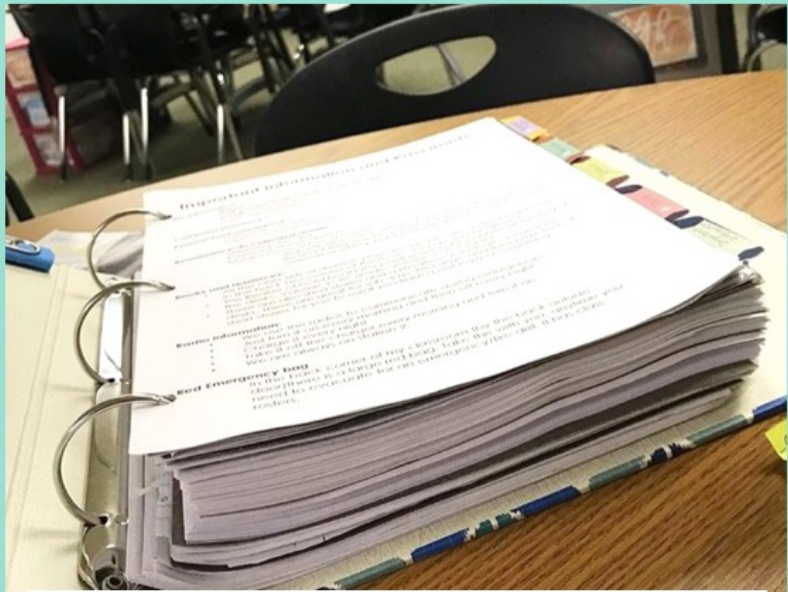
ENGLISH	<ul style="list-style-type: none"> <li>The biggest thing teachers have time to work on is assessing their students and</li> </ul>
BELL RINGERS WARM-UP	<ul style="list-style-type: none"> <li>I do a warm-up</li> <li>Each day</li> <li>On Thursdays</li> <li>They accomplish</li> <li>clipboards</li> <li>days, and</li> <li>I believe</li> <li>If so</li> <li>even</li> <li>It's</li> <li>con</li> <li>don't</li> <li>lose</li> <li>time</li> <li>so</li> <li>This</li> <li>task</li> <li>sup</li> </ul>
7 <sup>TH</sup> GRADE READING RESPONSES	<ul style="list-style-type: none"> <li>Re</li> <li>IN</li> <li>KN</li> <li>AN</li> </ul>
ONE-PAGERS	<ul style="list-style-type: none"> <li>The</li> <li>at</li> <li>bir</li> </ul>

## GRADING OVERVIEW

### 6<sup>TH</sup> GRADE ENGLISH

BOOKS AND MOVIES	<ul style="list-style-type: none"> <li>The biggest thing teachers do is assess their students and then try to grade at least</li> </ul>
BELL RINGERS WARM-UP	<ul style="list-style-type: none"> <li>Same as 7<sup>th</sup> and 8<sup>th</sup> grade</li> <li>make it 8 points.</li> </ul>
OTHER ASSIGNMENTS THROUGHOUT THE WEEK	<ul style="list-style-type: none"> <li>The kids mostly listen to the teacher, sometimes we just don't have time for the entire class period. Our class ends at 3:20 and we do a vocab</li> <li>I honestly just check their notebooks, and on my clipboard. Sometimes we finish the notebook a bell ringer grade each</li> <li>They don't get a lot of feedback but I do try to make their</li> </ul>

## GRADING OVERVIEW FOR EACH CLASS



**CLASS GRADING**  
*overviews*  
**SECTION FOUR**



**NINE SECTIONS OF 100% EDITABLE PAGES**

## TEACHING OVERVIEW AND PHILOSOPHY FOR EACH CLASS

### 7<sup>TH</sup> AND 8<sup>TH</sup> GRADE ENGLISH

#### INTRODUCTION INFO

- I really don't even have maternity leave and are good, very helpful information. I hope
- I will kind of explore relationships I hope to know what you
- None of this is meant exactly as I do. I can change it. I just want things and/or will change. PLEASE support your decisions communicate with students will be

#### TEACHING STRATEGIES

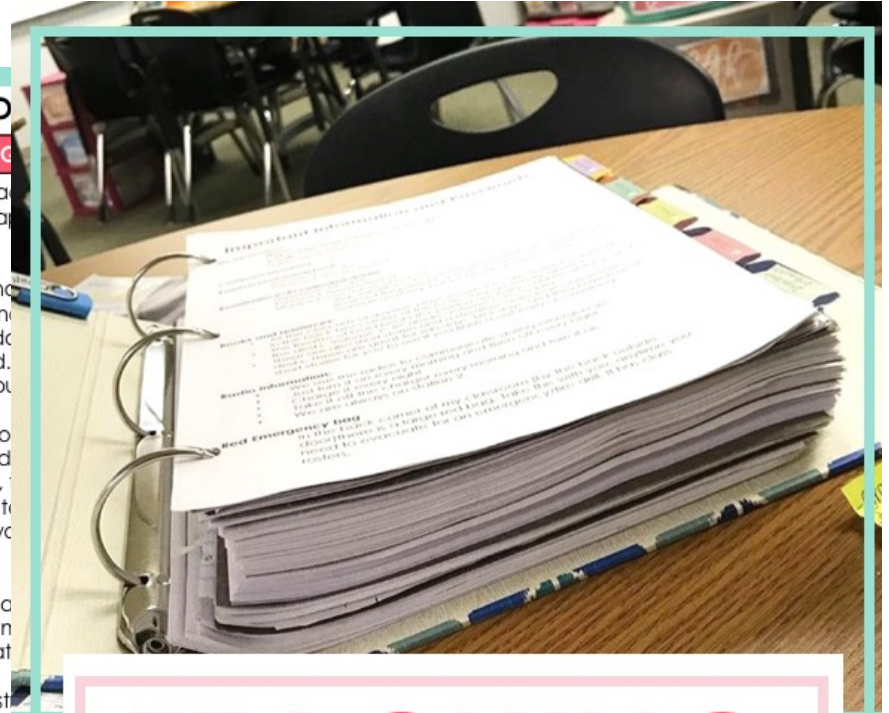
- I do a lot of reading because of the our texts.
- I don't assign reading Math, and Science. However, if I give and they don't to do to get the
- On a similar note everything. Do poetry) that are everything. I'd content.
- With poetry especially poems as much as possible more they have literary analysis

## TEACHING OVERVIEW AND PHILOSOPHY

### 7<sup>TH</sup> AND 8<sup>TH</sup> GRADE ENGLISH

#### CLASSROOM MANAGEMENT

- I'm actually an elementary teacher and that definitely shapes kids are used to.
- I allow the students to read when reading time. There are really no think all reading is valuable. I do points. I just want them to read. quizzes whenever they want, but
- I let them move around the room dismiss a table at a time (Monday Tuesday= Table 2 First then 3-5, doesn't work for you, feel free to privilege, take this privilege away system.
- I have assigned seats. I personally let them choose, but you can not letting them pick their own seats
  - After we are done with instruction on something like writing or move around the room to
- When I want their attention, I so count to 5 and they know to look
- In general, most of my middle school being taken aside and having about what the appropriate choice off moment. They are seriously arise. If students really wear on then I send them in the hall. I go time. I usually go out there, ask sent you out here?" They almost appropriately. I ask if they want what they're supposed to, they with our lives. If it keeps happening but I have only had this happen years I've been here



# TEACHING philosophies SECTION FIVE



# NINE SECTIONS OF 100% EDITABLE PAGES

## GENERAL LAYOUT OF EACH CLASS PERIOD

7 <sup>TH</sup> GRADE ENGLISH	
Time	Content
5 min	Bell Ringer or Warm-Up
15-20 min.	Teacher read aloud (novel).
15 min.	Assign parts to read play and the read that day's portion of the play.
5 min.	Have students get notebooks out and have them write down the pages they need to read and then have them read.

## GRADING OVERVIEW

7 <sup>TH</sup> GRADE ENGLISH	
15-20 min	<p><b>ENGLISH</b></p> <ul style="list-style-type: none"> <li>The biggest thing teachers do every week. I accomplish and then try to grade.</li> </ul>
15-20 min	<p><b>BELL RINGERS WARM-UP</b></p> <ul style="list-style-type: none"> <li>I do a warm-up/bell ringer. Each day is worth 2 points, really good students use it.</li> <li>On Thursday, if all 4 days have a stamp, but I always can catch any slacker. I don't just use a pen and notebooks, and then write that they got a stamp on Thursdays.</li> <li>I believe pretty strongly in this.                     <ul style="list-style-type: none"> <li>It saves my sanity single week.</li> <li>It's a great class and start their bell ringer 3-4 minutes, and I do it every day because they get points on Thursday.</li> <li>This time also allows without a million pages to be doing.</li> </ul> </li> </ul>
	<p><b>7<sup>TH</sup> GRADE READING RESPONSES</b></p> <ul style="list-style-type: none"> <li>Reading responses for <b>IN THE BEGINNING (THEY KNOW THEY CAN'T JUST AND SKIM)</b>.                     <ul style="list-style-type: none"> <li>I SKIM their reading notebooks every week. I assign a bunch of class checks each day.</li> <li>DON'T KILL yourself with this.                             <ul style="list-style-type: none"> <li>Some will read, some won't. So will copy others. It's not ideal, but engaging for them all the time.</li> <li>When I notice a lot of kids getting whoever I grade first (of the other points and everyone else gets a zero. That usually stops it).</li> </ul> </li> </ul> </li> </ul>
	<p><b>ONE-PAGERS</b></p> <ul style="list-style-type: none"> <li>These are an option I included for you at the end of the year. The rubric, the binder for you.</li> </ul>

## Seventh Grade Reading Anne Frank-Diary of a Young Girl

WEEK	CONTENT
<p>This is how a typical class period will look like:</p> <ol style="list-style-type: none"> <li>Bell Ringer</li> <li>Check homework while students are at their desks.                     <ol style="list-style-type: none"> <li>I just take my clipboard around the room.</li> <li>It takes awhile at first, but it gets better.</li> <li>I also offer rewards (Jolly Ranchers) if the class gets their homework done.</li> </ol> </li> <li>Read aloud section from the diary.</li> <li>Read a section from the play/drama.</li> <li>If time, do an activity with the novel.</li> <li>Assign homework and have them write it down.</li> <li>Give them time to read.</li> <li>Give them time to be happy.</li> <li>Give them time to be happy.</li> <li>I left.</li> </ol>	

## Seventh Grade Reading Anne Frank-Diary of a Young Girl

WEEK	DAILY AND WEEKLY HOMEWORK AND ASSIGNMENTS
WEEK 4-13-19	<p><b>WEEK ONE</b></p> <p>Mon.</p>
	Tues.
	Weds.
	Thurs.

## Seventh Grade Reading Unit Overview & Pacing Anne Frank-Diary of a Young Girl

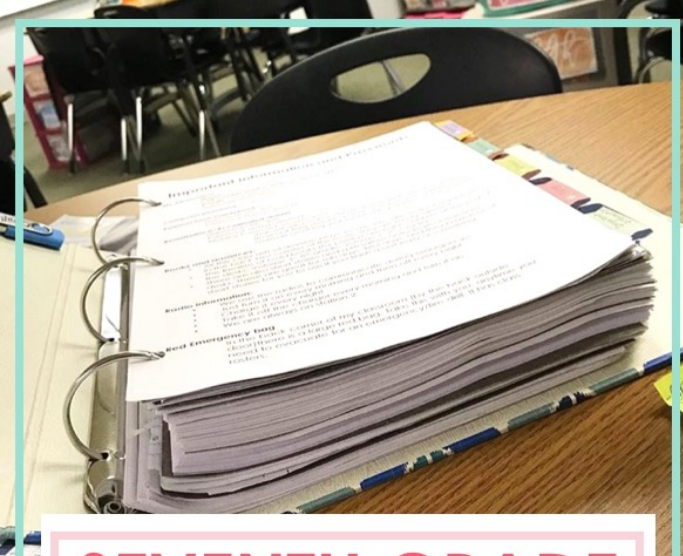
WEEK	DAILY AND WEEKLY HOMEWORK AND ASSIGNMENTS
WEEK 4-20-19	<p><b>WEEK TWO</b></p> <p>Mon.</p>
	Tues.
	Weds.
	Thurs.

## Seventh Grade Reading Anne Frank-Diary of a Young Girl

WEEK	DAILY AND WEEKLY HOMEWORK AND ASSIGNMENTS
WEEK 5-4-19	<p><b>WEEK FOUR</b></p> <p>Mon.</p>
	Tues.
	Weds.
	Thurs.

## Seventh Grade Reading Unit Overview & Pacing Anne Frank-Diary of a Young Girl

WEEK	DAILY AND WEEKLY HOMEWORK AND ASSIGNMENTS
WEEK 4-27-19	<p><b>WEEK FIVE</b></p> <p>Mon.</p>
	Tues.
	Weds.
	Thurs.



# SEVENTH GRADE unit pacing SECTION SIX



1:02:05-1:04:40 (Anne gets her period)  
 2:22:00-2:24:40 (there is a really DEEPLY SKID THIS)

# NINE SECTIONS OF 100% EDITABLE PAGES