

Substitute Teacher Plans

Whether you're looking for sub plan ideas because you're taking a day off or because you're submitting emergency plans to your administrator, these substitute teacher plans offer many options! Read through them and choose your combination. We hope these will help you plan better today so you can relax when you're not in class, knowing your students are still immersed in the language and culture!

General Tips When Planning for a Substitute Teacher

Make sure to leave the necessary information for your substitute, including:

- Class rosters (and seating charts if you use them)
- Login information (if the sub will need to access Voces® or other computer programs)
- General procedures for your classroom
- A daily/weekly schedule
- Emergency procedures (for lockdown, fire, tornado, etc.)

You may also want to list or mark on your class roster any particularly helpful/trustworthy students. You may also want to ask the substitute teacher to leave a note on how the day went, as it makes it easier to come back knowing what happened while you were gone.

Ideas for Using Voces

Make sure to leave your class and user IDs! If students log in on their own devices, make sure that assignments are set up beforehand and done so properly (i.e., students can view them). You can also leave Voces Digital's toll-free number for your substitute, should they run into any issues: 1-800-848-0256.

Here are some ideas for assignments, depending on which Voces title you have. Remember to assign something that can take longer than the class period, so that students are less likely to run out of work to do.

If you plan on having students log in to Voces while you're gone, you could...

- Have students watch a video—such as an interview video, a Moo!TM or Quack!TM video, or a *Profe Loco* or *Súper Lápiz* video—and do the accompanying activities.
- Have students work through the authentic resources for your current unit.
- Have students play games in the Game Center. They could even play two-player games.
- Assign a panorama activity and—if you trust your substitute to handle it—have your substitute discuss it with the class afterwards. Or have some of your best students help lead a class discussion in Spanish/French.

- Create your own activity in your Voces title and assign it to students. Include an audio or video recording to bring your “voice” and presence to the classroom, even when you’re not there.
- If using one of the grammar-based titles, have students review a grammar concept or vocabulary list and complete relevant activities for those topics.
- If using one of the grammar-based titles, assign one of the culture notes and have students complete the accompanying activities.
- If using *Nuestra historia* or *Notre histoire*, have students read a story (maybe one they did earlier in the year) and complete some of the accompanying activities.
- If using *Nuestra historia* or *Notre histoire*, have students read your current story and write 10 questions (fill in the blank/multiple choice/true or false/short answer) about it. Students could then trade work and answer each other’s questions, or they could just provide the answers to their own questions. This could also be done offline.
- If using *Nuestra historia* or *Notre histoire*, assign material from the *Extra! Extra!/Encore ! Encore !* section, such as an embedded reading or panorama. Have students work together in pairs if you’d like.

If you plan on not having students log in to Voces, and instead having them do everything offline, you could...

- Have students create a crossword puzzle (with answer key) using words from class. They should write the clues and answers in the target language.
- If using one of the grammar-based titles, print off vocabulary lists and/or grammar explanations and corresponding activities and have students complete them on paper. To cut down on the number of copies required, you could have students share vocabulary lists and/or grammar explanations—or even team up beforehand to make their own from memory.
- If using *Nuestra historia* or *Notre histoire*, print out a story from the curriculum (this could be an older one for review, your current story, or even the next story in your curriculum, depending on your individual class needs and abilities). Choose two to three of the ideas below, depending on the length of your class periods.
 - Have students read the story and illustrate it on a comic strip (templates are available on Voces). Once their comic strip is drawn, have students write about it in the target language. Depending on your class level, you might have students write simple words or phrases, write one or two sentences for each illustration, or even rewrite the story in as much detail as possible, using only the illustrations as their guide. You could also have them do this verbally using Flipgrid or another recording app.
 - Have students write out the story’s translation.
 - If you’re focusing on a particular grammatical concept, have students mark where it occurs in the story (e.g., gender/number agreement, present tense verbs, commands).
 - Have students write an alternate ending.

- Have students write 10 questions (fill in the blank/multiple choice/true or false/short answer) about the story. Students could then trade work and answer each other's questions, or they could just provide the answers to their own questions.
- If using *Nuestra historia* or *Notre histoire*, have students partner up and pick one of the stories you've already done as a class and recreate it. They might retell (even acting out) the story verbally to each other (they could record it and upload the video to Flipgrid, email, etc.).
 - They could create a flipbook for the story, including illustrations and descriptions in the target language. (You might want to give specific length/image/page requirements.)

Ideas That Don't Require Voces Digital

- Have students read a cultural article from Newsela or an authentic resource and complete the accompanying questions. This could be a specific article you pick for them or you could let them choose one that aligns with their own personal interests. You could also have them create a 10-question worksheet to go with the article they read. Another option is to have students write a 10% summary of the article they chose.
- Have students watch a video (TV show, movie trailer, commercial, etc.) and write a reflection. Another option would be to write a summary and/or critique of what they watched. Depending on their level, the reflection could be in the target language or English.
- Have students research a country online and then "send you a postcard" from there. They should tell you what they saw and did, as well as decorate the front of the postcard and draw a stamp on the back. Level 1 students can write in English while all others write in the target language. They also have to turn in a paper with 10 interesting facts about the country.
- Have students use Quizlet, Duolingo, SpanishDict, Conjuguemos, or other language apps to brush up on old concepts or start new ones.
- Have students watch a documentary or travel show related to your class (you might choose a specific one or leave it more open-ended if you are confident in your students) and write a list of 10–20 interesting facts they learned and/or a short essay about what stood out most to them.
- Have students research a famous person from the target language (singer, actor, author, politician, scientist, etc.) and write a one-page paper explaining their life and contributions to society. Why is the person important to the target language community? Remind students to cite their sources.
 - This could also be turned into a compare-and-contrast essay with a second target language person or someone from the student's own culture. The language of the essay will be dependent on the level and ability of your class.

Have other ideas not mentioned here that you'd like us to share with other Voces teachers?
Please email them to Erin Almeranti at erina@vocesdigital.com.