**WEST VIRGINIA: OUR BEAUTIFUL HOME**

**Substitute Teacher Folder**

 Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Good Morning:

 Thank you for substituting today. As it stands now, I should return \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. Below are the assignment(s) and corresponding page numbers for the textbook, *West Virginia: Our Beautiful Home,* along with the corresponding student worksheets, if needed.

 If my absence was unexpected today and I didn’t have the opportunity to make the appropriate number of copies, I am sure that \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ in the main office or \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ in the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ will be glad to assist you in getting copies for the class.

 There is a report form in the Substitute Folder for you to share information regarding the day(s).

 My thanks for your assistance, and we are glad to have you. Should you need to contact me, I can be reached at \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

 Regards,

 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Additional Notes:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**WEST VIRGINIA: OUR BEAUTIFUL HOME**

**Substitute Assignment Form**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Period** | **Time** | **Text****Pages** | **Homework****Yes/No** | **In-Class** **Student Activity Numbers** **or Class Assignment** | **Homework****Assignment for Tomorrow** |
| 1st |  |  |  |  |  |
| 2nd |  |  |  |  |  |
| 3rd |  |  |  |  |  |
| 4th |  |  |  |  |  |
| 5th |  |  |  |  |  |
| 6th |  |  |  |  |  |
| 7th |  |  |  |  |  |
| 8th |  |  |  |  |  |

**“Things to be aware of” Comments**

|  |  |
| --- | --- |
| 1st |  |
| 2nd |  |
| 3rd |  |
| 4th |  |
| 5th |  |
| 6th |  |
| 7th |  |
| 8th |  |

**Procedures**

**Beginning of class: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Recognition of students: \_\_\_\_\_\_ Hands raised only \_\_\_\_\_\_ May call out answer quietly**

**Closure of class: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Lunch: Time \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_ Please sit with \_\_\_\_\_\_ Sit elsewhere**

**Attention-getting techniques I use: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Neighboring instructor to call on for help: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Room \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Fire drill instructions are located \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Tornado drill instructions are located \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**WEST VIRGINIA: OUR BEAUTIFUL HOME**

**Seating Chart**

Students are listed by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ names for all class periods.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Row 1** | **Row 2** | **Row 3** | **Row 4** | **Row 5** |
| **Seat 1**1st2nd3rd4th | **Seat 1**1st2nd3rd4th | **Seat 1**1st2nd3rd4th | **Seat 1**1st2nd3rd4th | **Seat 1**1st2nd3rd4th  |
| **Seat 2**1st2nd3rd4th  | **Seat 2**1st2nd3rd4th  | **Seat 2**1st2nd3rd4th  | **Seat 2**1st2nd3rd4th  | **Seat 2**1st2nd3rd4th  |
| **Seat 3**1st2nd3rd4th  | **Seat 3**1st2nd3rd4th  | **Seat 3**1st2nd3rd4th  | **Seat 3**1st2nd3rd4th  | **Seat 3**1st2nd3rd4th  |
| **Seat 4**1st2nd3rd4th  | **Seat 4**1st2nd3rd4th  | **Seat 4**1st2nd3rd4th  | **Seat 4**1st2nd3rd4th  | **Seat 4**1st2nd3rd4th  |
| **Seat 5**1st2nd3rd4th  | **Seat 5**1st2nd3rd4th  | **Seat 5**1st2nd3rd4th | **Seat 5**1st2nd3rd4th | **Seat 5** 1st2nd3rd4th  |
| **Seat 6**1st2nd3rd4th  | **Seat 6**1st2nd3rd4th  | **Seat 6**1st2nd3rd4th  | **Seat 6**1st2nd3rd4th  | **Seat 6**1st2nd3rd4th  |

Highlight the name of a student who can be relied upon each period.

**WEST VIRGINIA: OUR BEAUTIFUL HOME**

**Seating Chart**

Students are listed by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ names for all class periods.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Row 1** | **Row 2** | **Row 3** | **Row 4** | **Row 5** |
| **Seat 1**5th6th7th8th | **Seat 1**5th6th7th8th | **Seat 1**5th6th7th8th | **Seat 1**5th6th7th8th | **Seat 1**5th6th7th8th  |
| **Seat 2**5th6th7th8th  | **Seat 2**5th6th7th8th  | **Seat 2**5th6th7th8th  | **Seat 2**5th6th7th8th  | **Seat 2**5th6th7th8th  |
| **Seat 3**5th6th7th8th  | **Seat 3**5th6th7th8th  | **Seat 3**5th6th7th8th  | **Seat 3**5th6th7th8th  | **Seat 3**5th6th7th8th  |
| **Seat 4**5th6th7th8th  | **Seat 4**5th6th7th8th  | **Seat 4**5th6th7th8th  | **Seat 4**5th6th7th8th  | **Seat 4**5th6th7th8th  |
| **Seat 5**5th6th7th8th  | **Seat 5**5th6th7th8th  | **Seat 5**5th6th7th8th | **Seat 5**5th6th7th8th | **Seat 5** 5th6th7th8th  |
| **Seat 6**5th6th7th8th  | **Seat 6**5th6th7th8th  | **Seat 6**5th6th7th8th  | **Seat 6**5th6th7th8th  | **Seat 6**5th6th7th8th  |

Highlight the name of a student who can be relied upon each period.

**WEST VIRGINIA: OUR BEAUTIFUL HOME**

**Directed Teaching Lesson Plan (Page 1)**

The lesson plan for the day is in my plan book or indicated in the space below. *Should* students complete their in-class assignments, listed below are some alternative activities. I’ve checked those I would like for students to do if their assigned classwork is completed \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ minutes prior to the end of the period.

**LESSON PLAN**

Text Pages: \_\_\_\_\_\_\_\_\_\_\_\_\_ Student Workbook Pages: \_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Materials Needed:

Objectives:

Focus Activity:

Directed Teacher/Teacher Input:

Modeling for Directed Practice:

Directed Practice:

Independent Practice and/or Homework Assignment:

Enrichment/Remediation:

Learning Style Accommodations:

Closure (Indicated Below):

**WEST VIRGINIA: OUR BEAUTIFUL HOME**

**Directed Teaching Lesson Plan (Page 2)**

**OUT-OF-CLASS ACTIVITIES**

\_\_\_\_ Yes \_\_\_\_ No Students may immediately begin reading their in-class library book.

\_\_\_\_ Yes \_\_\_\_ No Individual students may begin work on homework assignments.

\_\_\_\_ Yes \_\_\_\_ No If everyone has completed the day’s class activities they are allowed to talk softly.

\_\_\_\_ Yes \_\_\_\_ No Individual students may report to the Library when they complete their class activities.

\_\_\_\_ Yes \_\_\_\_ No Individual students may begin working on other classes’ activities or assignments.

\_\_\_\_ Yes \_\_\_\_ No Students in small groups of \_\_\_\_\_\_\_\_ may work together on other class activities or projects.

\_\_\_\_ Yes \_\_\_\_ No Other:

**IN-CLASS ACTIVITIES**

**For Indiv. Team Turn In**

**Today**

\_\_\_ \_\_\_ \_\_\_ Yes/No 1. You give a letter and the students name the West Virginia towns/cities/rivers that begin with that letter.

\_\_\_ \_\_\_ \_\_\_ Yes/No 2. You give a letter and the students name a famous West Virginian or American whose name begins with that letter. They must be able to give one fact about the individual they name.

\_\_\_ \_\_\_ \_\_\_ Yes/No 3. Historical Spelling: You flip through the text and call out the name of a person, place, or thing. Students must spell the term\_\_\_\_ orally or \_\_\_\_ in writing. If oral, other students may challenge the spelling.

\_\_\_ \_\_\_ \_\_\_ Yes/No 4. Using the index, call out the names of West Virginia or American history figures. Students are to assume that they are at a dinner party seated next to that person. Students list three things they would ask the person and why. (If the student does not recognize the figure, have her or him flip to the appropriate page as indicated in the index and read about the individual, then determine if and why they would change their dinner conversation questions.)

\_\_\_ \_\_\_ \_\_\_ Yes/No 5. Write the following slogan on the chalkboard: PROUD TO BE A WEST VIRGINIAN. Have students write out as many words as they can with the letters of the slogan. (They are allowed to use

 any combination of letters.) The winner receives \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

**WEST VIRGINIA: OUR BEAUTIFUL HOME**

**Directed Teaching Lesson Plan (Page 3)**

**IN-CLASS ACTIVITIES**

**For Indiv. Team Turn In**

**Today**

\_\_\_ \_\_\_ \_\_\_ Yes/No 6. Students should design a test review

 puzzle to cover pages\_\_\_\_ - \_\_\_\_ in

 their textbook.

\_\_\_ \_\_\_ \_\_\_ Yes/No 7. Students should design a 9-square “Tic-Tac-Toe” game based on West Virginia's symbols and play their game with one other person seated close enough that desks do not have to be moved to play the game.

\_\_\_ \_\_\_ \_\_\_ Yes/No 8. Tell students to imagine that they have $1,000 for a weekend with their family. Where in West Virginia would they most like to visit and why? Plan a budget for a family of four to visit your site. (Use the current price for gasoline.)

\_\_\_ \_\_\_ \_\_\_ Yes/No 9. Review the West Virginia symbols. Select five and have students record their alternate choices for the symbols. They should explain the reasons for their choices over the current symbols. For example, “The rhododendron is West Virginia’s state flower. It should be the azalea because . . .”

\_\_\_ \_\_\_ \_\_\_ Yes/No 10. Using coloring markers and news stories cut from the newspaper, have students underline the 5 W’s and H for assigned stories. (Who - red; What - blue; Where - orange; When - brown; Why - yellow; and How - green)

\_\_\_ \_\_\_ \_\_\_ Yes/No 11. Using the textbook index, have students select the name of a person, event, place, or thing. The next student in the row has to name another example in the same category that begins with the *last* letter of the person, event, place, or thing named.

\_\_\_ \_\_\_ \_\_\_ Yes/No 12. Assign students a picture from any page in the text. Students should study the picture for one minute, close the textbook, and quickly write down all of the things about the picture that they can remember. Then they return to the page to check and see how many points they remembered about the picture. The winner gets

 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_­­­­­­­\_\_\_\_

\_\_\_ \_\_\_ \_\_\_

**WEST VIRGINIA: OUR BEAUTIFUL HOME**

**Closure Questions**

Before students begin to “pack up” at the end of class, please take about five minutes and ask any of the closure questions that are circled. If *none* are circled, ask students “round robin” what they learned from the day’s lesson. Summarize each answer with a one-word description on the board or overhead. These words need to be recorded in their West Virginia notebook.

1. Name something you learned today that you didn’t know yesterday.

2. Name something you learned today that you would like to remember. Why?

3. Of today’s activities, which one did you like most? Why?

4. Why do you think it was important to learn about \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ today?

5. As a result of what you learned today, in what ways can you become a better West Virginian?

 A better American?

6. What did you learn today that you would like to know more about? Why?

**WEST VIRGINIA: OUR BEAUTIFUL HOME**

**Substitute Teacher Feedback**

Your Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

As you close out the day, I would appreciate your reflective analysis of the day. Please complete one sheet for each day you substitute. Thank you again for being here today!

|  |  |  |
| --- | --- | --- |
| **Period** | **Overall Comments** | **Follow-up Needed** |
| 1 |  |  |
| 2 |  |  |
| 3 |  |  |
| 4 |  |  |
| 5 |  |  |
| 6 |  |  |
| 7 |  |  |
| 8 |  |  |
| Lunch |  |  |

Finally, I would like to share \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**SUBSTITUTE FOLDER ACTIVITY**

**Student Activity 1 - Making a State Quilt**

Some of you may have seen quilts made by relatives. Quilts are bed coverings made by sewing together pieces of material. Often the materials, shapes, and colors used in quilts form patterns, sometimes very complex ones. Quilts can also tell a story through pictures. In this activity, you are going to make a state quilt.

**Directions:** The sixteen squares below represent your state quilt. In each section, draw a symbol, map, or some other representation of West Virginia. Color your squares and add “stitching marks” between each section. Here’s your chance to be creative!

|  |  |  |  |
| --- | --- | --- | --- |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**SUBSTITUTE FOLDER ACTIVITY**

**Student Activity 2 – West Virginia Categories**

**Directions:** See how many blocks you can fill in with answers that begin with the letter at the top of the column. In the columns labeled “wild cards,” you may use any letter you like.

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Categories** | **W** | **E** | **S** | **T** | **V** | **I** | **R** | **G** | **I****Wild****Card** | **N** | **I****Wild****Card** | **A** |
| Beverage |  |  |  |  |  |  |  |  |  |  |  |  |
| Bird |  |  |  |  |  |  |  |  |  |  |  |  |
| City |  |  |  |  |  |  |  |  |  |  |  |  |
| Crop |  |  |  |  |  |  |  |  |  |  |  |  |
| Fish |  |  |  |  |  |  |  |  |  |  |  |  |
| Flower |  |  |  |  |  |  |  |  |  |  |  |  |
| Fruit |  |  |  |  |  |  |  |  |  |  |  |  |
| Insect |  |  |  |  |  |  |  |  |  |  |  |  |
| Lake |  |  |  |  |  |  |  |  |  |  |  |  |
| Mammal |  |  |  |  |  |  |  |  |  |  |  |  |
| NaturalResource |  |  |  |  |  |  |  |  |  |  |  |  |
| River |  |  |  |  |  |  |  |  |  |  |  |  |
| Sport |  |  |  |  |  |  |  |  |  |  |  |  |
| Toy |  |  |  |  |  |  |  |  |  |  |  |  |
| Tree |  |  |  |  |  |  |  |  |  |  |  |  |

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**SUBSTITUTE FOLDER ACTIVITY**

**Student Activity 3 - What Do You Think? (Page 1)**

A list of character traits appears in the box below. Draw a line under the ones you find it easy to practice. Place parentheses around the ones you find it difficult to practice.

|  |
| --- |
| Compassion Tolerance Self-Control PunctualityCourtesy Cooperation Self-Respect Respect for OthersKindness Honesty Fairness CouragePatriotism Cleanliness Cheerfulness Respect for the EnvironmentPatience Creativity Sportsmanship LoyaltyPerseverance Citizenship Diligence GenerositySchool Pride Virtue |

**Directions:** Below and on the next page are several quotations from well-known Americans. Your task is to take each quote and determine which character traits the quotation exemplifies (illustrates).

*The sound of tireless voices is the price we pay for*

*the right to hear the music of our own opinions.*

*– Adlai Stevenson*

1. The overall meaning of the quotation is

 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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2. List the character traits represented in the quotation and the reasons for your choice(s).

 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*True patriotism hates injustice*

*in its own land more than anywhere else.*

*– Clarence Darrow*

3. The overall meaning of the quotation is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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4. List the character traits represented in the quotation and the reasons for your choice(s).

 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**SUBSTITUTE FOLDER ACTIVITY**

**Student Activity 3 - What Do You Think? (Page 2)**

*There is nothing wrong with America*

*that together we can’t fix.*

*– President Ronald Reagan*

5. The overall meaning of the quotation is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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6. List the character traits represented in the quotation and the reasons for your choice(s).

 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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7. List the character traits represented in the quotation and the reasons for your choice(s).

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**SUBSTITUTE FOLDER ACTIVITY**

**Student Activity 4 - A State by Any Other Name**

It takes some practice to learn the names of all fifty states that make up our great country. However, there are some fun ways to become familiar with both the name and spelling of each state. Try this.

**Directions:** The names of the states below are scrambled. Unscramble each word to form the name of a state. For bonus points, write the name of the state’s capital on the line after the name of the state.

kalsaa: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ goitnwnash: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

enorog: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ edavan: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

araolincif: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ awhiai: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

ranoiza: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ wen ceixom: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

haut: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ doaih: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

tonnmaa: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ iogymnw: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

thorn adakto: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ roadcool: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

brsanake: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ setax: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

woia: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ nagchimi: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

icnnswsoi: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ nasaks: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

outsh kodaat: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ isisisispmp: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

iseonmnat: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ aohaklmo: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

niioslil: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ nainaid: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

iusrioms: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ wne roky: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

ogreiag: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ ynetckuk: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

rnakssaa: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ mabaaal: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

unaoialis: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ hoio: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

tronh raincola: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ waledear: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

houst loancair: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ doarfil: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

neteseens: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ ganviiri: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

ewn yesjre: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ deorh lisdan: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

toneccnuitc: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ larnyamd: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

sewt ignivria: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ tomnrev: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

nesnvailpnya: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ wen pasirhhme: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

tcessaahumsts: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ naiem: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

How did you do? Total Number: \_\_\_\_\_\_\_\_\_\_\_

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**SUBSTITUTE FOLDER ACTIVITY**

**Student Activity 5 – West Virginia A to Z**

**Directions:** Name something associated with the state of West Virginia that begins with each letter of the alphabet. It can either be something you learned in the West Virginia textbook or it can be something you know about personally. Feel free to name more than one for each letter.

**A**llegheny Highlands region

**B**

**C**

**D**

**E**

**F**

**G**

**H**

**I**

**J**

**K**

**L**

**M**

**N**

**O**

**P**

**Q**

**R**

**S**

**T**

**U**

**V**

**W**

**X**

**Y**

**Z**

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**SUBSTITUTE FOLDER ACTIVITY**

**Student Activity 6 – Latitude and Longitude: Surprise Design**

**Directions:** This activity will reinforce your latitude and longitude skills. The graph below is centered on the junction of the prime meridian (0º longitude) and the equator (0º latitude). Follow the steps below:

* Find the center of the graph and mark it with a cross (+). This is the junction of the prime meridian and the equator (0º by 0º).
* On the left-hand (west) side of the grid, mark 0º latitude (the equator).
* On the right-hand (east) side of the grid, mark 0º latitude. Then label the lines above and below 0º (10N, 20N, 30N, 40N, 50N, 60N and 10S, 20S, 30S, 40S, 50S, 60S).

When your grid is complete, locate each of the coordinates in the list below on the graph by placing a dot and its number on the graph. When finished, connect the dots in sequence (1, 2, 3, 4, 5, and back to 1).

#1 50º S by 50º W

#5 30º N by 60º E

#3 50º S by 50º E

#4 30º N by 60º W

#2 60º N by 0º

 (prime meridian)

 60W 50W 40W 30W 20W 10W 0 10E 20E 30E 40E 50E 60E

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1. What design did you draw? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2. Look on a globe or a world map. Describe where in the world 0º longitude and 0º latitude meet.

 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_