Elementary Sub Plans, One Day

Emergency sub plans for grades 2 to 5. The sub reads the script, and every answer is in the key.

PREVIEW

What is included

- 10 front pages: binder cover, important information, note to the sub, today's plan filled in, 3 pages of sub scripts, schedule, class list and dismissal, how it went
- 9 activities in the order the day runs (21 pages)
- 4 pages of answer keys at the back
- Color and ink-saver B&W, US Letter and A4

One page, two levels

- Every student page has a core task for everyone: skills a grade 2 or 3 class has met.
- Then a ☆ challenge for early finishers that reaches grade 4 and 5 work.
- With a younger class, skip the ☆. Nobody has to finish it.

The 9 activities, about 4.5 hours of work (265 minutes)

1. **Good Morning, Class**, 15 min
2. **Math at the School Fun Fair**, 40 min
3. **The Laundromat Hour**, 40 min
4. **A Friendly Letter**, 35 min
5. **Sound: Vibrations, Pitch and Volume**, 35 min
6. **Urban, Suburban and Rural Communities**, 35 min
7. **Whose Lunch Box? A Team Logic Puzzle**, 30 min
8. **Learn 8 Math Words, Then Test Yourself**, 20 min
9. **Whiteboard Quiz Game (optional)**, 15 min

How it works

1. Leave the binder out. Today's plan (page 4) lists every activity with its pages and minutes, in the order the day runs.
2. The sub reads the Say line in each sub script word for word, then follows the short steps.
3. Students do the core task first, then the ☆ challenge if they finish early.
4. Every answer is in the keys at the back. No prep and no tech: print and go.

What this preview shows: the note to the substitute, today's plan, a sub script page, the other front pages, one page of every activity, three student pages and one ink-saver page. Every product page is watermarked. The full binder has 35 pages.

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Note to the Substitute

Grades 2 to 5 · one full day · every activity runs from the printout alone

Thank you for covering my class today

Everything you need is in this binder. Today's plan (next page) puts every activity in its place in the day, with its pages and minutes. After it come the sub scripts: what to say and do for each activity, in order. Then come the student pages, and the answer keys are at the back, so you never have to make anything up or know the subject. Any activity can move to another time; nothing depends on the order.

Every page has a core task first, then a ☆ challenge. Every student does the core task. Students who finish early go on to the ☆ challenge; it fills a few extra minutes, and nobody has to finish it. Students I checked in the ☆ column of the class list find the core task easy: they may start with the ☆ challenge, then do the core task.

The core task reviews skills a grade 2 or 3 class has already met, and it is still good practice in grades 4 and 5. **The ☆ challenge** reaches grade 4 and 5 work. With a grade 2 or 3 class, the ☆ challenge is extra: skip it for anyone it frustrates. With a grade 2 class, read each page's instructions aloud before the students start.

After the subject sets come the **team task** (groups of four), the **calm block** (quiet word practice, always allowed when the room gets loud or a slot runs short), and the **game**. The game is optional: a fun way to end the day, or something for extra time (15 minutes, from the script).

Supplies for the day

- **All day:** a pencil for each student.
- **Crayons or colored pencils:** Math
- **Scissors:** Team task
- **A whiteboard or the board and a marker:** Game

If the class is loud

- Use the voice levels from the morning opener: 0 silent, 1 whisper, 2 table talk, 3 presenting.
- Switch to the calm block. Nobody needs to move.
- Every work page has a ☆ challenge, so fast finishers always have something to do.
- If an activity is not working, stop it and move on to the next one. Every activity stands on its own.

At the end of the day

Please fill in the "How it went" page. It takes two minutes and I read every word.

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Today's Plan

Filled in for you: every activity has a place in the day. Write in the start times. The script for each activity is on the page shown.

WHEN	ACTIVITY AND WHAT IT REVIEWS	PAGES	MIN
Morning work starts ____ : ____	**Morning opener: Good Morning, Class** A quiet start: the Number of the Day and the Word of the Day on one page, with a 5-digit number and a synonym and antonym hunt as the challenge.	**p. 11** script p. 5	**15**
Block 1 starts ____ : ____	**Math: Math at the School Fun Fair** **Reviews:** adding and subtracting within 1,000 with regrouping, arrays and x2, x5, x10 facts, reading a bar graph, color by answer	**pp. 12 to 14** script p. 5	**40**
Block 2 starts ____ : ____	**Reading: The Laundromat Hour** **Reviews:** key details, sequence of events, vocabulary in context, making inferences, character change and the lesson of a story	**pp. 15 to 17** script p. 5	**40**
Before lunch starts ____ : ____	**Writing: A Friendly Letter** **Reviews:** the five parts of a friendly letter, capital letters, end marks, commas in a greeting and a closing, commas with linking words	**pp. 18 to 19** script p. 6	**35**
After lunch starts ____ : ____	**Science: Sound: Vibrations, Pitch and Volume** **Reviews:** sound comes from vibrations, volume (loud and soft), pitch (high and low), how sound travels through solids, liquids and gases	**pp. 20 to 22** script p. 6	**35**
Afternoon starts ____ : ____	**Social Studies: Urban, Suburban and Rural Communities** **Reviews:** the three kinds of communities (urban, suburban, rural), what makes each one different, comparing communities with data	**pp. 23 to 25** script p. 6	**35**
Team time starts ____ : ____	**Team task: Whose Lunch Box? A Team Logic Puzzle** Teams of four each read one clue strip aloud and fill a logic grid to find whose lunch is whose, then try harder puzzles.	**pp. 26 to 27** script p. 7	**30**
Quiet time or early finishers starts ____ : ____	**Calm block: Learn 8 Math Words, Then Test Yourself** **Reviews:** math vocabulary: sum, difference, product, digit, estimate, fraction, perimeter, array	**pp. 28 to 29** script p. 7	**20**
End of the day (optional): a fun way to finish starts ____ : ____	**Game: Whiteboard Quiz Game** Optional, a fun way to end the day: teams pick a category and a number on the whiteboard grid, and the sub reads each question.	**pp. 30 to 31** script p. 7	**15**

How to use this plan

- About 4.5 hours of work in all (265 minutes), so lunch, recess and specials fit around it. Cross out anything the day has no room for.
- Copy the student pages once per student. Every student does the core task; early finishers go on to the ☆ challenge.
- The calm block fits any gap. The game is optional: a fun way to end the day, or something for extra time.

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Sub Scripts (1 of 3)

What to say and do for each activity, in the order of the day. Read the Say line out loud word for word.

Morning opener: Good Morning, Class

15 min · p. 11

Say: Good morning, class! My name is _____, and I am your teacher today. Here are the voice levels for today: 0 is silent, 1 is a whisper, 2 is table talk, and 3 is presenting to the class. Right now you are at level 0 while you do the Good Morning page.

1. Before the class comes in, write your name and the four voice levels on the board: 0 silent, 1 whisper, 2 table talk, 3 presenting.
2. Read the Say line, then hand out the Good Morning page. Students work alone at level 0 for about 10 minutes.
3. Use the last 5 minutes to go over the Number of the Day with the key: call on a volunteer for each answer.
4. Students keep the page in their desks, or collect it for me.

☆ **Early finishers:** the star challenge at the bottom of the page: a 5-digit number and a synonym and antonym hunt.

Math: Math at the School Fun Fair

40 min · pp. 12 to 14

Say: Today's math is all about a school fun fair: tickets, prizes, booths and a quilt contest. Do the core problems first and show your work in the boxes. If you finish early, try the star challenge at the bottom of the page.

1. Hand out all three pages. Students work alone or at voice level 1, about 13 minutes per page.
2. Page 3 needs crayons or colored pencils. A student without them writes the letter code in each triangle instead.
3. Check answers with the key at the back. A correct quilt has a yellow middle, a red six-pointed star and blue and green pinwheel corners.
4. Collect the pages at the end and leave them for me.

☆ **Early finishers:** the star challenge at the bottom of each page.

Reading: The Laundromat Hour

40 min · pp. 15 to 17

Say: Today you will read a short story called The Laundromat Hour. Read it two times: once to enjoy it, and once to look for details. Then answer the questions on pages 2 and 3. You may look back at the story as often as you like.

1. Hand out all three pages, one set per student; staple them if a stapler is handy.
2. With a grade 2 class, read the story aloud once while students follow along, then let them reread it on their own.
3. Allow about 15 minutes for the story and the story map, 10 for page 2 and 15 for page 3.
4. Collect the pages. The key at the back has every answer and a rubric for the written answers.

☆ **Early finishers:** the star challenge on each page.

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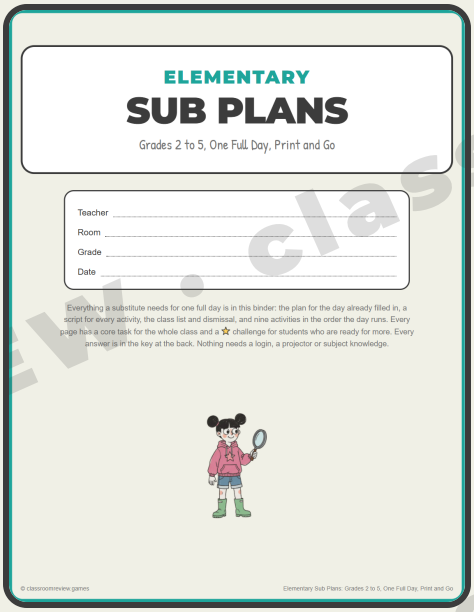
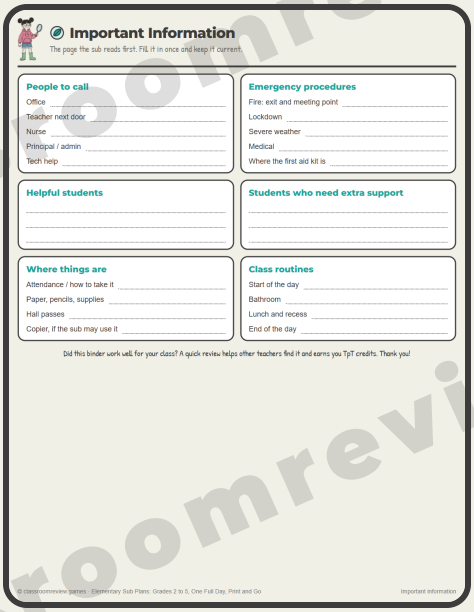
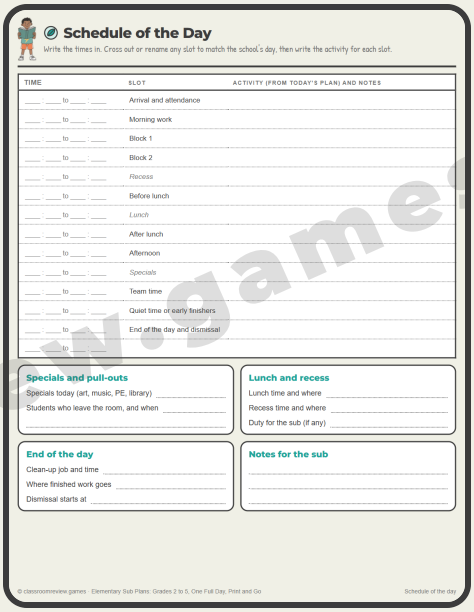
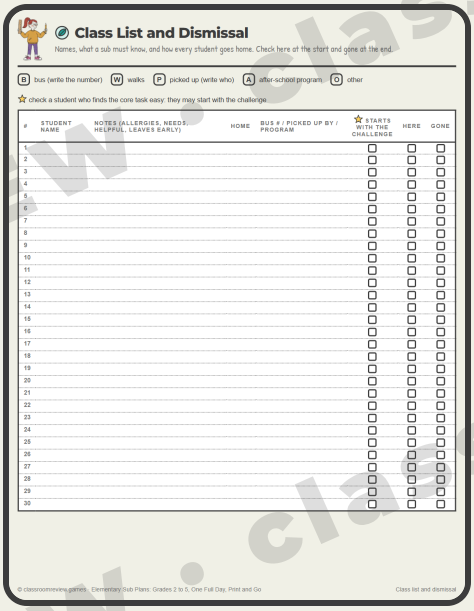
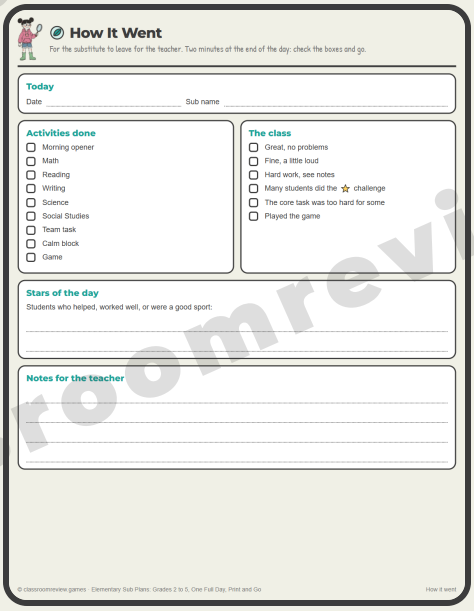
MORE FRONT PAGES











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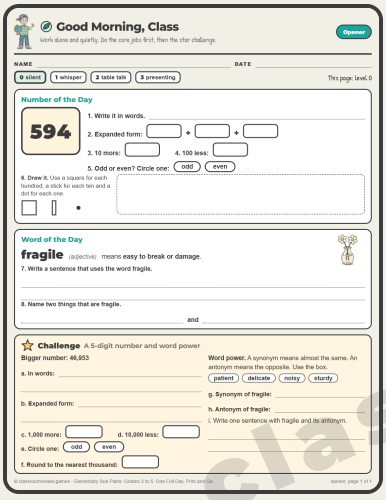
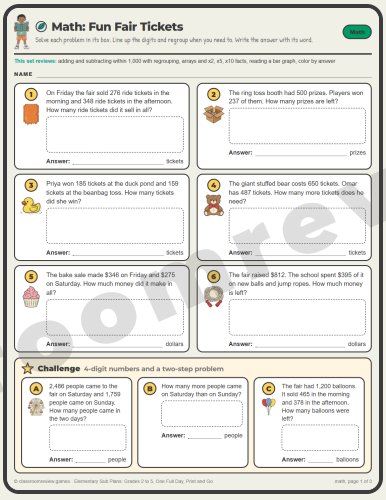
Binder cover, important information, schedule, class list and dismissal, how it went

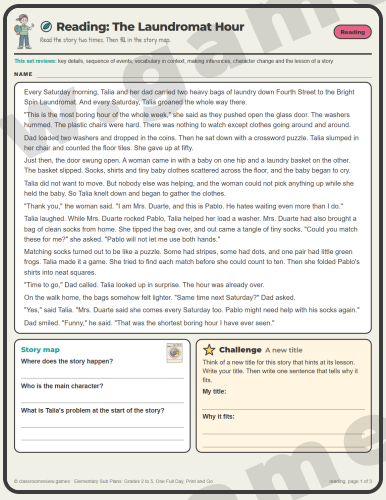
ONE PAGE OF EVERY ACTIVITY



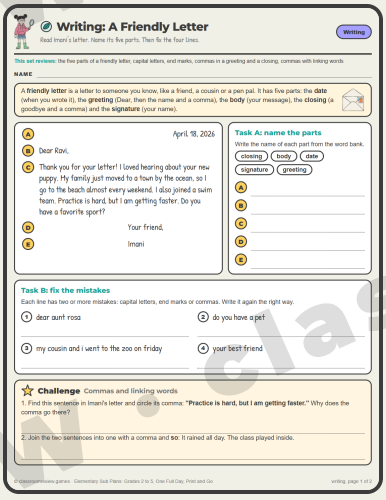
1. Good Morning, Class, 15 min



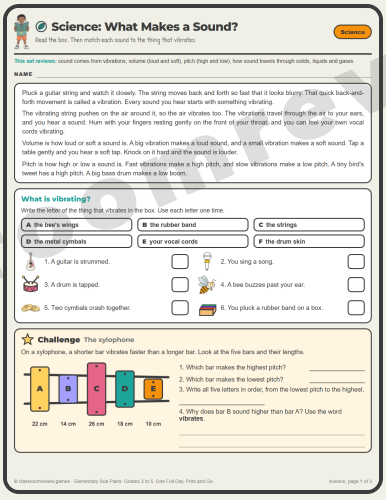
2. Math at the School Fun Fair, 40 min



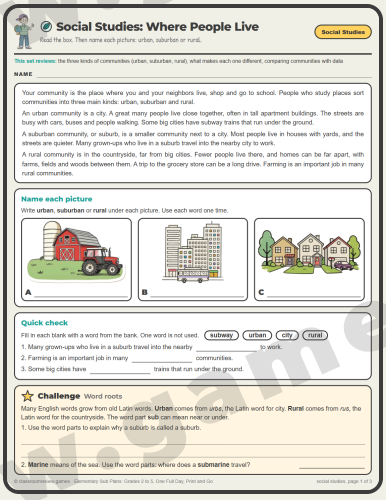
3. The Laundromat Hour, 40 min



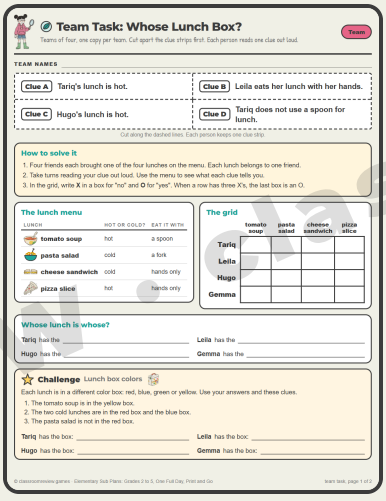
4. A Friendly Letter, 35 min



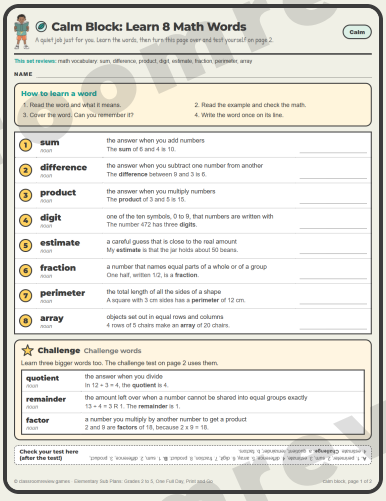
5. Sound: Vibrations, Pitch and Volume, 35 min



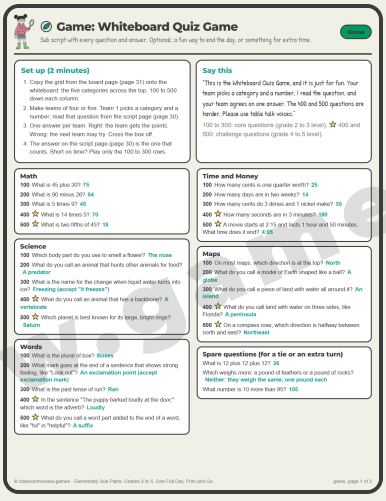
6. Urban, Suburban and Rural Communities, 35 min



7. Whose Lunch Box? A Team Logic Puzzle, 30 min



8. Learn 8 Math Words, Then Test Yourself, 20 min



9. Whiteboard Quiz Game (optional), 15 min

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Math: Fun Fair Tickets

Math

Solve each problem in its box. Line up the digits and regroup when you need to. Write the answer with its word.

This set reviews: adding and subtracting within 1,000 with regrouping, arrays and x2, x5, x10 facts, reading a bar graph, color by answer

NAME .....

1 On Friday the fair sold 276 ride tickets in the morning and 348 ride tickets in the afternoon. How many ride tickets did it sell in all?

Answer: ..... tickets

2 The ring toss booth had 500 prizes. Players won 237 of them. How many prizes are left?

Answer: ..... prizes

3 Priya won 185 tickets at the duck pond and 159 tickets at the beanbag toss. How many tickets did she win?

Answer: ..... tickets

4 The giant stuffed bear costs 650 tickets. Omar has 487 tickets. How many more tickets does he need?

Answer: ..... tickets

5 The bake sale made $346 on Friday and $275 on Saturday. How much money did it make in all?

Answer: ..... dollars

6 The fair raised $812. The school spent $395 of it on new balls and jump ropes. How much money is left?

Answer: ..... dollars

☆ Challenge 4-digit numbers and a two-step problem

A 2,486 people came to the fair on Saturday and 1,759 people came on Sunday. How many people came in the two days?

Answer: ..... people

B How many more people came on Saturday than on Sunday?

Answer: ..... people

C The fair had 1,200 balloons. It sold 465 in the morning and 378 in the afternoon. How many balloons were left?

Answer: ..... balloons

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Reading: The Laundromat Hour

Reading

Read the story two times. Then fill in the story map.

This set reviews: key details, sequence of events, vocabulary in context, making inferences, character change and the lesson of a story

NAME .....

Every Saturday morning, Talia and her dad carried two heavy bags of laundry down Fourth Street to the Bright Spin Laundromat. And every Saturday, Talia groaned the whole way there.

"This is the most boring hour of the whole week," she said as they pushed open the glass door. The washers hummed. The plastic chairs were hard. There was nothing to watch except clothes going around and around.

Dad loaded two washers and dropped in the coins. Then he sat down with a crossword puzzle. Talia slumped in her chair and counted the floor tiles. She gave up at fifty.

Just then, the door swung open. A woman came in with a baby on one hip and a laundry basket on the other. The basket slipped. Socks, shirts and tiny baby clothes scattered across the floor, and the baby began to cry.

Talia did not want to move. But nobody else was helping, and the woman could not pick anything up while she held the baby. So Talia knelt down and began to gather the clothes.

"Thank you," the woman said. "I am Mrs. Duarte, and this is Pablo. He hates waiting even more than I do."

Talia laughed. While Mrs. Duarte rocked Pablo, Talia helped her load a washer. Mrs. Duarte had also brought a bag of clean socks from home. She tipped the bag over, and out came a tangle of tiny socks. "Could you match these for me?" she asked. "Pablo will not let me use both hands."

Matching socks turned out to be like a puzzle. Some had stripes, some had dots, and one pair had little green frogs. Talia made it a game. She tried to find each match before she could count to ten. Then she folded Pablo's shirts into neat squares.

"Time to go," Dad called. Talia looked up in surprise. The hour was already over.

On the walk home, the bags somehow felt lighter. "Same time next Saturday?" Dad asked.

"Yes," said Talia. "Mrs. Duarte said she comes every Saturday too. Pablo might need help with his socks again."

Dad smiled. "Funny," he said. "That was the shortest boring hour I have ever seen."

Story map

Where does the story happen?

.....

Who is the main character?

.....

What is Talia's problem at the start of the story?

.....

.....

Challenge A new title

Think of a new title for this story that hints at its lesson. Write your title. Then write one sentence that tells why it fits.

My title:

.....

Why it fits:

.....

.....

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Team Task: Whose Lunch Box?

Team

Teams of four, one copy per team. Cut apart the clue strips first. Each person reads one clue out loud.

TEAM NAMES .....

Clue A Tariq's lunch is hot.	**Clue B** Leila eats her lunch with her hands.
Clue C Hugo's lunch is hot.	**Clue D** Tariq does not use a spoon for lunch.

Cut along the dashed lines. Each person keeps one clue strip.

How to solve it

1. Four friends each brought one of the four lunches on the menu. Each lunch belongs to one friend.
2. Take turns reading your clue out loud. Use the menu to see what each clue tells you.
3. In the grid, write **X** in a box for "no" and **O** for "yes". When a row has three X's, the last box is an O.

The lunch menu

LUNCH	HOT OR COLD?	EAT IT WITH
tomato soup	hot	a spoon
pasta salad	cold	a fork
cheese sandwich	cold	hands only
pizza slice	hot	hands only

The grid

	tomato soup	pasta salad	cheese sandwich	pizza slice
Tariq				
Leila				
Hugo				
Gemma				

Whose lunch is whose?

Tariq has the _____ **Leila** has the _____

Hugo has the _____ **Gemma** has the _____

Challenge Lunch box colors

Each lunch is in a different color box: red, blue, green or yellow. Use your answers and these clues.

1. The tomato soup is in the yellow box.
2. The two cold lunches are in the red box and the blue box.
3. The pasta salad is not in the red box.

Tariq has the box: _____ **Leila** has the box: _____

Hugo has the box: _____ **Gemma** has the box: _____

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Science: What Makes a Sound?

Science

Read the box. Then match each sound to the thing that vibrates.

This set reviews: sound comes from vibrations, volume (loud and soft), pitch (high and low), how sound travels through solids, liquids and gases

NAME .....

Pluck a guitar string and watch it closely. The string moves back and forth so fast that it looks blurry. That quick back-and-forth movement is called a vibration. Every sound you hear starts with something vibrating.

The vibrating string pushes on the air around it, so the air vibrates too. The vibrations travel through the air to your ears, and you hear a sound. Hum with your fingers resting gently on the front of your throat, and you can feel your own vocal cords vibrating.

Volume is how loud or soft a sound is. A big vibration makes a loud sound, and a small vibration makes a soft sound. Tap a table gently and you hear a soft tap. Knock on it hard and the sound is louder.

Pitch is how high or low a sound is. Fast vibrations make a high pitch, and slow vibrations make a low pitch. A tiny bird's tweet has a high pitch. A big bass drum makes a low boom.

What is vibrating?

Write the letter of the thing that vibrates in the box. Use each letter one time.

A the bee's wings	**B** the rubber band	**C** the strings
D the metal cymbals	**E** your vocal cords	**F** the drum skin

1. A guitar is strummed. ☐

2. You sing a song. ☐

3. A drum is tapped. ☐

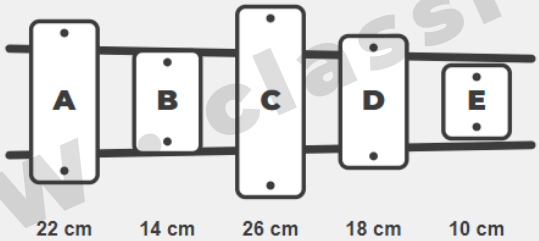
4. A bee buzzes past your ear. ☐

5. Two cymbals crash together. ☐

6. You pluck a rubber band on a box. ☐

☆ Challenge The xylophone

On a xylophone, a shorter bar vibrates faster than a longer bar. Look at the five bars and their lengths.



1. Which bar makes the highest pitch? _____
2. Which bar makes the lowest pitch? _____
3. Write all five letters in order, from the lowest pitch to the highest.

_____

4. Why does bar B sound higher than bar A? Use the word **vibrates**.

.....

.....

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In the full binder

A whole elementary sub day, planned and ready to print.

35 pages in color and ink-saver B&W, US Letter and A4

9 activities of 15 to 40 minutes, in the order the day runs

19 student pages, each with a core task and a ☆ challenge

0 things to prep, and no tech: print and go

Use it your way

- A sudden sick day: emergency sub plans that are ready before you need them.
- Any class from grade 2 to 5: the core task fits everyone, and the ☆ challenge stretches older students.
- Your sub tub: print it once and keep it all year.
- Your own no prep day: teach it yourself when you need a break from planning.

Thank you! If this works for your class, a quick review helps other teachers find it, and earns you TpT credits.

Classroom REVIEW GAMES