



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.



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.



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.



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.

ELEMENTARY SUB PLANS

Grades 2 to 5, One Full Day, Print and Go

Teacher _____
Room _____
Grade _____
Date _____

Everything a substitute needs for one full day is in this binder: the plan for the day already filled in, a script for every activity, the class list and dismissal, and nine activities in the order the day runs. Every page has a core task for the whole class and a ★ challenge for students who are ready for more. Every answer is in the key at the back. Nothing needs a login, a proctor or subject knowledge.



© classroomreview.games

Elementary Sub Plans: Grades 2 to 5, One Full Day, Print and Go



Important Information

The page the sub reads first. Fill it in once and keep it current.

People to call

Office _____
Teacher next door _____
Nurse _____
Principal / admin _____
Tech help _____

Emergency procedures

Fire: exit and meeting point _____
Lockdown _____
Severe weather _____
Medical _____
Where the first aid kit is _____

Helpful students

Students who need extra support

Where things are

Attendance / how to take it _____
Paper, pencils, supplies _____
Hall passes _____
Copier: If the sub may use it _____

Class routines

Start of the day _____
Bathroom _____
Lunch and recess _____
End of the day _____

Did this binder work well for your class? A quick review helps other teachers find it and earns you 7x1 credits. Thank you!

© classroomreview.games Elementary Sub Plans: Grades 2 to 5, One Full Day, Print and Go

Important information



Schedule of the Day

Write the times in. Cross out or rename any slot to match the school's day, then write the activity for each slot.

TIME	SLOT	ACTIVITY (FROM TODAY'S PLAN) AND NOTES
_____ to _____	Arrival and attendance	_____
_____ to _____	Morning work	_____
_____ to _____	Block 1	_____
_____ to _____	Block 2	_____
_____ to _____	Recess	_____
_____ to _____	Before lunch	_____
_____ to _____	Lunch	_____
_____ to _____	After lunch	_____
_____ to _____	Afternoon	_____
_____ to _____	Specials	_____
_____ to _____	Team time	_____
_____ to _____	Quiet time or early finishers	_____
_____ to _____	End of the day and dismissal	_____

Specials and pull-outs

Specials today (art, music, PE, library) _____
Students who leave the room, and when _____

Lunch and recess

Lunch time and where _____
Recess time and where _____
Duty for the sub (if any) _____

End of the day

Clean-up job and time _____
Where finished work goes _____
Dismissal starts at _____

Notes for the sub

© classroomreview.games Elementary Sub Plans: Grades 2 to 5, One Full Day, Print and Go

Schedule of the day



Class List and Dismissal

Names, what a sub must know, and how every student goes home. Check here at the start and gone at the end.

☐ bus (write the number) ☐ walks ☐ picked up (write who) ☐ after-school program ☐ other

★ check a student who finds the core task easy: they may start with the challenge

#	STUDENT NAME	NOTES (ALLERGIES, NEEDS, HELPFUL, LEAVES EARLY)	HOME	BUS # / PICKED UP BY / PROGRAM	★ STARTS WITH THE CHALLENGE	HERE	GONE
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							
11							
12							
13							
14							
15							
16							
17							
18							
19							
20							
21							
22							
23							
24							
25							
26							
27							
28							
29							
30							

© classroomreview.games Elementary Sub Plans: Grades 2 to 5, One Full Day, Print and Go

Class list and dismissal



How It Went

For the substitute to leave for the teacher. Two minutes at the end of the day: check the boxes and go.

Today _____
Date _____ Sub name _____

Activities done

- ☐ Morning opener
- ☐ Math
- ☐ Reading
- ☐ Writing
- ☐ Science
- ☐ Social Studies
- ☐ Team task
- ☐ Calm block
- ☐ Game

The class

- ☐ Great, no problems
- ☐ Fine, a little loud
- ☐ Hard work, see notes
- ☐ Many students did the ★ challenge
- ☐ The core task was too hard for some
- ☐ Played the game

Stars of the day

Students who helped, worked well, or were a good sport:

Notes for the teacher

© classroomreview.games Elementary Sub Plans: Grades 2 to 5, One Full Day, Print and Go

How it went

Good Morning, Class

Work alone and quietly. Do the exercises first. Then the other challenge.

NAME: _____ DATE: _____

1. Write it in words. **594**

2. Expanded form: $500 + 90 + 4$

3. 10 more: **604** 4. 100 less: **494**

5. Odd or even? Circle one: **ODD** ☐ ODD ☐ EVEN

6. Draw it. Use a square for each hundred, a stick for each ten and a dot for each one.

Word of the Day: **fragile** (adjective) means easy to break or damage.

7. Write a sentence that uses the word fragile.

8. Name two things that are fragile.

Challenge: A 5-digit number and word power. Bigger number: 45,553

a. In words: **forty-five thousand five hundred fifty-three**

b. Synonym of fragile: **delicate** ☐ sturdy ☐ fragile ☐

c. Antonym of fragile: **strong** ☐ weak ☐ fragile ☐

1. Write one sentence with fragile and its antonym.

2. Circle one: **ODD** ☐ ODD ☐ EVEN

3. Round to the nearest thousand: **46,000**

1. Good Morning, Class, 15 min

Math: Fun Fair Tickets

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

NAME: _____

1. On Friday the fair sold 275 ride tickets in the morning and 348 ride tickets in the afternoon. How many ride tickets did it sell all day?

Answer: **623** rides

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

Answer: **263** prizes

3. Pipo won 185 tickets at the duck pond and 150 tickets at the beanbag toss. How many tickets did she win?

Answer: **335** tickets

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

Answer: **163** tickets

5. The lake sale made \$348 on Friday and \$275 on Saturday. How much money did it make in all?

Answer: **623**

6. The fair raised \$812. The school spent \$305 of it on new balls and jump ropes. How much money is left?

Answer: **507**

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

1. 2,488 people came to the fair on Saturday and 1,739 people came on Sunday. How many people came in the two days?

Answer: **4,227** people

2. How many more people came on Saturday than on Sunday?

Answer: **749** people

3. The fair had 1,200 balloons. It sold 480 in the morning and 378 in the afternoon. How many balloons were left?

Answer: **342** balloons

2. Math at the School Fun Fair, 40 min

Reading: The Laundromat Hour

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

NAME: _____

Every Saturday morning, Tala and her dad carried two heavy bags of laundry down Fourth Street to the Bright Sun Laundromat. And every Saturday, Tala grumbled 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 took two washers and dropped in the coins. Then he sat down with a crossword puzzle. Tala 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 sloshed. Socks, shirts and tiny baby clothes scattered across the floor, and the baby began to cry. Tala did not want to move. But nobody else was helping, and the woman could not pick anything up while she held the baby. So Tala took action and began to gather the clothes.

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

Tala laughed. While Mrs. Duarte loaded Pablo, Tala 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. Tala 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. Tala 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 Tala. "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: What does the story happen?

Who is the main character?

What is Tala'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: _____

3. The Laundromat Hour, 40 min

Writing: A Friendly Letter

Read Irena's Letter. Name its five parts. Then be the four lines.

NAME: _____

A friendly letter is a letter to someone you know, like a friend, a cousin or a pen pal. It has five parts: the **date** (when you wrote it), the **greeting** (how the name and a comma), the **body** (your message), the **closing** (a goodbye and a comma) and the **signature** (your name).

April 18, 2025

Dear Ravi,

Thank you for your letter! I loved hearing about your new puppy. My family just moved to a town by the ocean, so I go to the beach almost every weekend. I can pretend I am team. Practice is hard, but I am getting faster. Do you have a favorite sport?

Your friend,
Irena

Task A: Name the parts. Circle the correct part from the word bank.

greeting body date signature greeting

Task B: Fix the mistakes. Each line has two or more mistakes: capital letters, end marks or commas. Write in the right way.

1. dear ann ross 2. do you have speel 3. my cousin and i went to the zoo on friday 4. your best friend

Challenge: Commas and linking words.

1. Find five sentences in Irena's letter and circle its comma. "Practice is hard, but I am getting faster." Why does the comma go there?

2. Join the two sentences into one with a comma and so. It rained all day. The class played soccer.

4. A Friendly Letter, 35 min

Science: What Makes a Sound?

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

NAME: _____

Push 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 rattles on the air around it, so the air vibrates too. The vibration travels through the air to your ears, and you hear a sound. When you hear your finger rattling against the front of your tongue 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 a hard object 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 pitch.

What is vibrating? Write the letter of the thing that vibrates in the box. Use each letter one time.

a. the guitar strings b. the rubber band c. the strings

d. the metal gymbells 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 symbols crash together. 6. You rub 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 5 sound higher than bar A? Use the word vibrates.

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

Social Studies: Where People Live

Read the list. Then name each picture: urban, suburban or rural.

NAME: _____

Your community is the place where you and your neighbors live, shop and go to school. People who study places not communities live in three kinds: urban, suburban and rural. An urban community is a city. A great many people live close together, often in tall apartment buildings. The streets are busy with cars, buses and people walking. Some big cities have subway trains that run under the ground. A suburban community, or suburb, is a smaller community next to a city. Most people live in houses with yards, and the streets are quieter. Many grown-ups who live in a suburb travel into the nearby city to work. A rural community is in the countryside, far from big cities. Fewer people live there, and homes can be far apart, with farms, fields and woods between them. A trip to the grocery store can be a long drive. Farming is an important job in many rural communities.

Name each picture. Write urban, suburban or rural under each picture. Use each word one time.

A B C

Quick check: Circle each word with a word from the bank. One word is not used. **suburban** **urban** **city** **rural**

1. Many grown-ups who live in a suburb travel into the nearby **city** to work.

2. Farming is an important job in many **rural** communities.

3. Some big cities have **subways** that run under the ground.

Challenge: Word roots. Many English words grow from old Latin words. **Urban** comes from *urbis*, the Latin word for city. **Rural** comes from *rus*, the Latin word for the countryside. The word *sub* means "under" or "below."

1. Use the word parts to explain why suburbs is spelled as it is.

2. Write the roots of the word. Use the word parts where does a suburban live?

6. Urban, Suburban and Rural Communities, 35 min

Team Task: Whose Lunch Box?

Team 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: Laila eats her lunch with her hands.

Clue C: Tariq does not use a spoon for lunch.

Clue D: Laila has a box for "hot" and Q for "yes". When a row has three X's, the last box is an O.

How to solve it: 1. Four teams 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 "not" and Q for "yes". When a row has three X's, the last box is an O.

The lunch menu: **tomato soup** (HOT OR COLD?) **egg** (EAT WITH?) **pasta salad** (COLD) **a fork** **cheese sandwich** (COLD) **hands only** **pizza slice** (HOT) **hands only**

The grid: Tariq Laila Hugo Gemma

Whose lunch is whose? Tariq has the _____ Laila 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 hot cold sandwiches are in the red box and the blue box. 3. The pasta salad is not in the red box.

Tariq has the box: _____ Laila has the box: _____ Hugo has the box: _____ Gemma has the box: _____

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

Calm Block: Learn 8 Math Words

A quiet job just for you. Learn the words, then turn this page over and test yourself on page 2.

NAME: _____

How to learn a word: 1. Read the word and what it means. 2. Read the example and check the math. 3. Cover the word. Can you remember it? 4. Write the word once on its line.

1. **sum** (noun) the answer when you add numbers. The sum of 4 and 5 is 10.

2. **difference** (noun) the answer when you subtract one number from another. The difference between 8 and 3 is 5.

3. **product** (noun) the answer when you multiply numbers. The product of 3 and 5 is 15.

4. **digit** (noun) one of the ten symbols, 0 to 9, that numbers are written with. The number 47 has two digits.

5. **estimate** (noun) a careful guess that is close to the real amount. My estimate is that the jar holds about 50 beans.

6. **fraction** (noun) a number that names equal parts of a whole or of a group. One half written $\frac{1}{2}$ is a fraction.

7. **perimeter** (noun) the total length of all the sides of a shape. A square with 3 cm sides has a perimeter of 12 cm.

8. **array** (noun) objects set out in equal rows and columns. 4 rows of 5 chairs make an array of 20 chairs.

Challenge: Challenge words. Learn three bigger words too. The challenge test on page 2 uses them.

1. **quotient** (noun) the answer when you divide. $10 \div 2 = 5$ is the quotient 5.

2. **remainder** (noun) the amount left over when a number cannot be shared into equal groups exactly. $13 \div 4 = 3$ R 1. The remainder is 1.

3. **factor** (noun) a number you multiply by another number to get a product. $2 \times 6 = 12$. 2 and 6 are factors of 12, because $2 \times 6 = 12$.

Check your work! (letter the words)

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

Game: Whiteboard Quiz Game

Sub script with every question and answer. Optional: a fun way to end the day, or something for extra time.

NAME: _____

Set up (2 minutes): 1. Copy the game from the board page (page 71) onto the whiteboard. Use the categories across the top, 100 to 500 down each column.

2. Make teams of four or five. Team 1 picks a category and a number, read the question from the script page (page 70).

3. One answer per team. Right: the team gets the points. Wrong: the next team may try. Cross the box out.

4. The answer on the script page (page 70) is the one that counts. Shut on board! Play only the 100 to 500 rows.

Math: 100 What is 45 plus 30? 75. 200 What is 90 minus 20? 70. 300 How many cents do 3 dimes and 1 nickel make? 35. 400 What is 14 times 5? 70. 500 What is 20 times 10? 200.

Science: 100 Which body part do you use to smell a flower? The nose. 200 What do you call an animal that eats other animals for food? A predator. 300 What is the name for the change when liquid water turns into ice? Freezing (sometimes "frosting"). 400 What do you call an animal that has a backbone? A vertebrate. 500 Which planet is best known for its rings, bright rings? Saturn.

Time and Money: 100 How many cents is one quarter worth? 25. 200 How many days are in two weeks? 14. 300 How many cents do 3 dimes and 1 nickel make? 35. 400 How many seconds are in 1 minute? 60. 500 How many days are in 2 weeks? 14.

Jeopardy: 100 Which body part do you use to smell a flower? The nose. 200 What do you call an animal that eats other animals for food? A predator. 300 What is the name for the change when liquid water turns into ice? Freezing (sometimes "frosting"). 400 What do you call an animal that has a backbone? A vertebrate. 500 Which planet is best known for its rings, bright rings? Saturn.

Words: 100 What is the past tense of "run"? Ran. 200 What word means a group of people who work together? A team. 300 What word means a group of people who work together? A team. 400 What word means a group of people who work together? A team. 500 What word means a group of people who work together? A team.

Score questions (for a tie or an extra turn): What is 12 plus 12? 24. What word means a group of people who work together? A team. What word means a group of people who work together? A team. What word means a group of people who work together? A team.

9. Whiteboard Quiz Game (optional), 15 min



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 $\times 2$, $\times 5$, $\times 10$ 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



Reading: The Laundromat Hour

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

Reading

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:



Team Task: Whose Lunch Box?

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

Team

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

- Four friends each brought one of the four lunches on the menu. Each lunch belongs to one friend.
- Take turns reading your clue out loud. Use the menu to see what each clue tells you.
- 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.

- The tomato soup is in the yellow box.
- The two cold lunches are in the red box and the blue box.
- 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: _____



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.

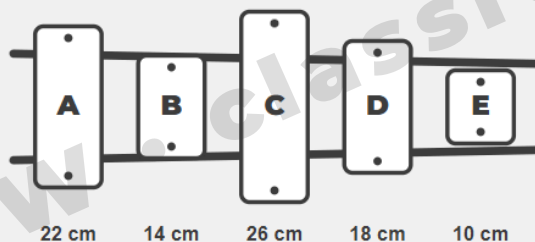
☐


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**.

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