

Grades 3 to 5 Long-Term Sub Plans, 4 Weeks

Four complete week binders for a grades 3 to 5 class, every subject. Every day has individual work and a team task.

PREVIEW

What is included

- Four week binders (139, 112, 120, 120 pages): 491 pages
- 53 front pages: binder cover, important information, note to the sub, the week plan filled in, schedule, set index, class list, how it went, Monday opener
- 105 solo blocks (85 math, reading, writing, science and social studies sets, 20 calm blocks) and 20 team tasks for groups of four
- Built-in differentiation: a core task and a ★ challenge on every student page
- 20 optional games, a fun way to end the day
- Answer keys for everything; color and ink-saver B&W, US Letter and A4

How it works

1. Leave the four binders out. Each has its own filled-in plan with page numbers.
2. The sub runs the day's sets in order; students work on their own. Everyone does the core task, early finishers go on to the ★ challenge.
3. The calm block fits any gap, the team task takes about 30 minutes, the game the last 15 minutes.
4. No prep and no tech: print and go.

The 20 days, one set per subject block

- **Week 1, days 1 to 5. Math:** Multiplication and Division Facts, Fractions, Place Value and Big Numbers, Perimeter, Area and Graphs, Money and Word Problems. **Science:** Life Cycles and Adaptations, States of Matter, Forces and Motion, Weather and Seasons, Earth Materials and the Water Cycle. **Social studies:** Map Skills, Community and Government, A Town Timeline, Goods, Services and Choices, Landforms and Regions.
- **Week 2, days 6 to 10. Math:** Adding and Subtracting Big Numbers, Rounding, Equivalent Fractions, Measurement, Elapsed Time. **Science or social studies:** Plants, Food Chains and Habitats, US Symbols and Landmarks, The Water Cycle, Rules, Laws and Citizens.
- **Week 3, days 11 to 15. Math:** Comparing Fractions, Multi-digit Multiplication, Lines, Angles and Shapes, Tenths and Hundredths, Factors and Multiples. **Science or social studies:** Magnets, The Three Branches of Government, Light and Shadows, Natural Resources and Recycling, Continents and Oceans.
- **Week 4, days 16 to 20. Math:** Long Division with Remainders, Adding Fractions, Patterns and Rules, Symmetry and Quadrilaterals, Line Plots and Data. **Science or social studies:** Sound and Vibration, Inventions Then and Now, Simple Machines, Producers, Consumers and Trade, Fossils.

Every day also has a reading set and a writing set (20 passages and 20 writing lessons). **Optional game every week:** Mon **Whiteboard Quiz Game** Tue **Paper Password** Wed **Class Feud** Thu **Classroom Millionaire** Fri **Mystery Box**

What this preview shows: the note to the substitute, the Week 1 plan, more front pages, one page of every daily part, a full math set with its answer key, a calm block, a team task, the game types and one ink-saver page. Every product page is watermarked. The full product has 491 pages.



Note to the Substitute

Grades 3 to 5 · five days · every set runs from the printout alone

Thank you for covering my class this week

Everything you need is in this binder. The front pages are filled in for this week. Then come the work sets, one per day: **Math 1** is Monday's math set, **Reading 3** is Wednesday's reading set, and so on. Any set can move to another slot; nothing depends on the order. Each set is one slot (30 to 45 minutes), stands alone, and has its answer key at the back, so you never have to make anything up or know the subject. The first page of every set tells you what to say.

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 is pitched at grade 4 and reviews skills a grade 3 class has met. **The ☆ challenge** reaches grade 5 work. With a grade 3 class, the ☆ challenge is extra: skip it for anyone it frustrates. Read the first instruction of each set out loud; after that, students read the boxes themselves.

The shared blocks follow, one of each per day. The **calm block** is always allowed: a slot that runs short, a loud class, or anyone who finishes early. The **team task** fills a slot on its own. The **game** is optional: a fun way to end the day, or something for extra time (15 minutes, from the script).

Supplies for the week

- **Every day:** a pencil for each student.
- **Crayons or colored pencils:** Math 2, Math 4, Team 5
- **Scissors:** Opener 1, Game 2, Team 4, Calm 5
- **A whiteboard and marker:** Game 1, Game 4

If the class is loud

- Set a voice level with a number, 0 to 3, and use it all week (the Day 1 opener explains it).
- Switch to the calm block. Nobody needs to move.
- Every work page has a ☆ challenge, so fast finishers always have something.
- If a set is not working, stop it and use the calm block or the team task. Every set starts cold.

At the end of each day

Please fill in that day's line on the "How it went" page. It takes two minutes and I read every word.

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

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This Week's Plan

Filled in for you: every set already has a place in the day. Keep it as it is, or use the blank schedule on the next page for your own order. This order is a sample: every set stands alone, so swap any set into any slot or any day.

TIME OF DAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Morning work	**Meet Your Sub** p. 12 · 15 min	**Warm-up** Attendance, then go over yesterday's answers together from the key at the back (10 min)	**Warm-up** Attendance, then go over yesterday's answers together from the key at the back (10 min)	**Warm-up** Attendance, then go over yesterday's answers together from the key at the back (10 min)	**Warm-up** Attendance, then go over yesterday's answers together from the key at the back (10 min)
Block 1	**Math 1** Multiplication and Division Facts p. 15 · 35 min	**Math 2** Fractions p. 35 · 35 min	**Math 3** Place Value and Big Numbers p. 56 · 35 min	**Math 4** Perimeter, Area and Graphs p. 77 · 35 min	**Math 5** Money and Word Problems p. 98 · 35 min
Block 2	**Reading 1** The Sunflower Race p. 18 · 35 min	**Reading 2** Sea Otters at Work p. 38 · 35 min	**Reading 3** Six Dots for Louis Braille p. 59 · 35 min	**Reading 4** The Night Theo Kept the Bell p. 80 · 35 min	**Reading 5** Two Texts About Bats p. 101 · 35 min
Before lunch	**Writing 1** Strong Sentences to a Paragraph p. 21 · 35 min	**Writing 2** Opinion Writing p. 41 · 35 min	**Writing 3** How To Writing p. 62 · 35 min	**Writing 4** Descriptive Writing p. 83 · 35 min	**Writing 5** Narrative Writing p. 104 · 35 min
After lunch	**Science 1** Life Cycles and Adaptations p. 24 · 35 min	**Science 2** States of Matter p. 44 · 35 min	**Science 3** Forces and Motion p. 65 · 35 min	**Science 4** Weather and Seasons p. 86 · 35 min	**Science 5** Earth Materials and the Water Cycle p. 107 · 35 min
Block 3	**Social Studies 1** Map Skills p. 27 · 35 min	**Social Studies 2** Community and Government p. 47 · 35 min	**Social Studies 3** A Town Timeline p. 68 · 35 min	**Social Studies 4** Goods, Services and Choices p. 89 · 35 min	**Social Studies 5** Landforms and Regions p. 110 · 35 min
Team time	**Pack for the Camping Trip** p. 32 · 30 min	**Plan the Class Party** p. 52 · 30 min	**Paper Tower Challenge** p. 73 · 30 min	**Fix the Morning Routine** p. 94 · 30 min	**Design the Class Flag** p. 115 · 30 min
Quiet time or early finishers	**Word Search and Reset Sheet** p. 30 · 20 min	**Matter Words Match and Grounding Sheet** p. 50 · 20 min	**Secret Codes and Three Good Things** p. 71 · 20 min	**Word Ladders and Doodle Page** p. 92 · 20 min	**Weather Word Search and Kindness Note** p. 113 · 20 min
End of day (optional): a fun way to finish	**Whiteboard Quiz Game** p. 33 · 15 min	**Paper Password** p. 54 · 15 min	**Class Feud** p. 75 · 15 min	**Classroom Millionaire** p. 96 · 15 min	**Mystery Box** p. 117 · 15 min

How to use this plan

- Page numbers point to the first page of each set. Copy one per student.
- Every student does the core task; early finishers go on to the ☆ challenge.
- The calm block is always allowed: a slot that runs short, a loud class, or anyone who finishes early.
- The game is optional: a fun way to end the day, or something for extra time.

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SUB PLANS WEEK 1

Grades 3 to 5, 5 Days of Print and Go Work

Teacher _____

Room _____

Grade _____

Week of _____

Everything a sub needs for five days is in this binder: a filled-in weekly plan, a blank schedule, the class list, and for every day a set for math, reading, writing, science and social studies, a calm block, a team task and a paper game. Each set is one slot of the day, stands alone, and has its own answer key. Nothing needs subject knowledge, a login or a projector.



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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 class _____

Bathroom _____

Phones _____

End of class _____

Weekly Schedule (Blank)

Your own order: write the set for each slot (for example "Math 1" or "Reading 2") and the time it starts. Cross out or rename slots to match your day.

TIME OF DAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Morning work ___ – ___					
Block 1 ___ – ___					
Block 2 ___ – ___					
Before lunch ___ – ___					
After lunch ___ – ___					
Block 3 ___ – ___					
End of day ___ – ___					

How to fill it in

- One set per slot. Each set runs 30 to 45 minutes; the ☆ challenge fills a few extra minutes for early finishers. For a longer slot, add that day's team task or calm block.
- Specials, recess and lunch: cross those slots out or write them in.
- On Monday the opener (15 minutes) comes first, then the first set.
- The game is optional: put it in the last slot as a fun way to end the day, or use it for extra time. The calm block goes in any gap.

Set naming

Sets are named by subject and day: **Math 1** is Monday's math set, **Reading 3** is Wednesday's reading set, and so on. The set index lists every set with its minutes and page.

Class List and Dismissal

Names, what a sub must know, and how every student goes home. Copy one per class.

(B) bus (write the number) (W) walks (P) picked up (write who) (A) after-school program (O) 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
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					☐

How It Went

For the substitute. One line per day, two minutes at the end of each day. Check the boxes and go.

Monday

Sets done: _____ Class was: ☐ Great ☐ Fine ☐ Hard, see notes

Notes / stars of the day: _____

Tuesday

Sets done: _____ Class was: ☐ Great ☐ Fine ☐ Hard, see notes

Notes / stars of the day: _____

Wednesday

Sets done: _____ Class was: ☐ Great ☐ Fine ☐ Hard, see notes

Notes / stars of the day: _____

Thursday

Sets done: _____ Class was: ☐ Great ☐ Fine ☐ Hard, see notes

Notes / stars of the day: _____

Friday

Sets done: _____ Class was: ☐ Great ☐ Fine ☐ Hard, see notes

Notes / stars of the day: _____

Meet Your Sub

Opener

Day 1 opener, 15 minutes on Monday morning, before the first set. Nothing to prepare.

Sub script (say it in this order)

1. **Before the class comes in, fill in the About Your Sub sheet** (next page). It takes three minutes. Pin it to the board where everyone can see it.
2. **Say hello and read the sheet out loud.** Two minutes is plenty. Kids decide who you are fast, so give them something real to hear.
3. **Take three questions** from the Ask the Sub list on the class page. Three, not ten. Say: "Three questions, then we start."
4. **Read the class agreement** out loud, one line at a time. Ask the class for one more line of their own and write it on the board. That line is theirs, so they will keep it.
5. **Set the voice level** with a number, 0 to 3 (bottom of the sheet). Hold up fingers for the level you want. Use the same numbers all week.
6. **Play one round of Two Truths and a Wish** (rules on the class page). Five minutes, five or six volunteers, then stop.
7. **Start the first set:** "This is our first job today. There is a challenge at the end, and a quiet page you may do when you finish."

If the class is loud

- Skip the questions and the game. Keep the agreement and the voice level.
- Start the first set sooner. The game at the end of the day is optional, so it can wait.

If you have five extra minutes

- Take two more questions from the Ask the Sub list.
- Or hand out the quiet sheet from the calm block.

Monday morning checklist (before the class comes in)

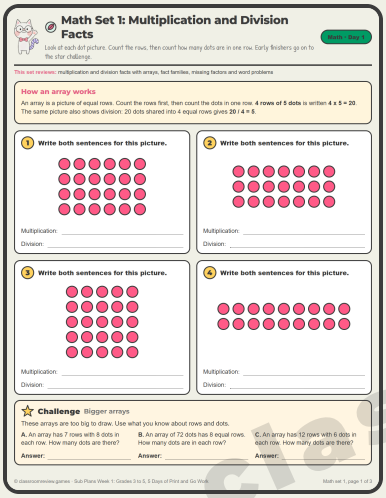
- ☐ Read the Important Information page: office number, exits, the nurse.
- ☐ Check the class list for allergies, medical needs, and how each student goes home.
- ☐ Look at the weekly schedule so you know what comes next all day.
- ☐ Fill in the About Your Sub sheet and pin it where the class can see it.
- ☐ Write the voice levels 0 to 3 on the board.
- ☐ Put the answer keys somewhere students cannot reach them.

Lines that work with this age group

- "I can see that table three is ready." Name the group that is doing it right, not the group that is not.
- "You have two choices: finish number four, or start the challenge." Two choices are easier to answer than an open question.
- "I will wait." Then wait, quietly, and look at the clock. It works faster than talking over them.
- "Thank you for walking." Say it while they are still walking, not after they run.
- "That is a question for your teacher. Write it on the board and I will leave it for her or him." You do not have to know the answer to anything in this room.

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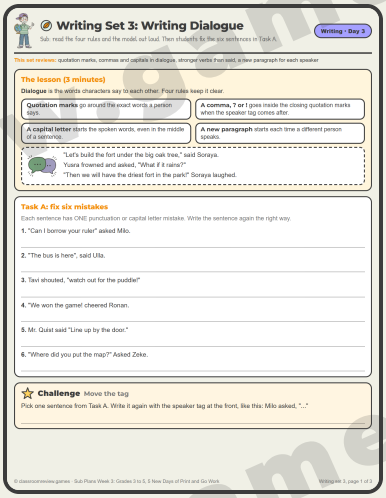
ONE PAGE OF EVERY DAILY PART



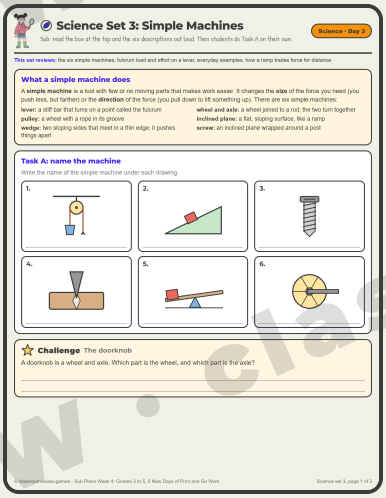
Math set, Week 1 (solo)



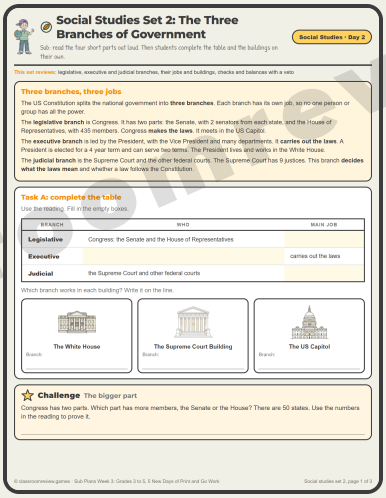
Reading set, Week 2 (solo)



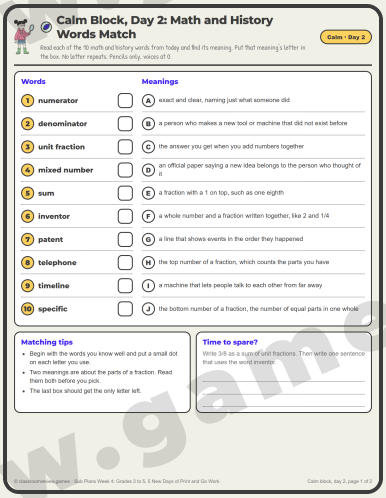
Writing set, Week 3 (solo)



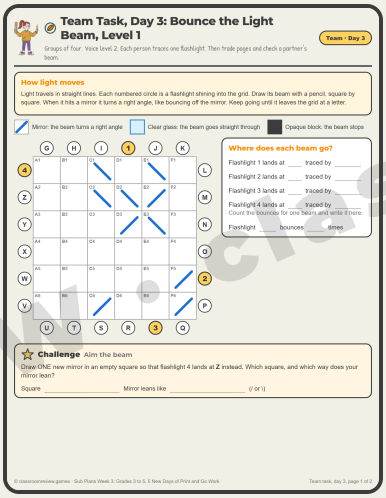
Science set, Week 4 (solo)



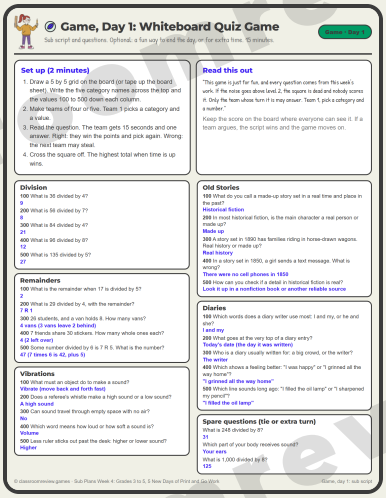
Social studies set, Week 3 (solo)



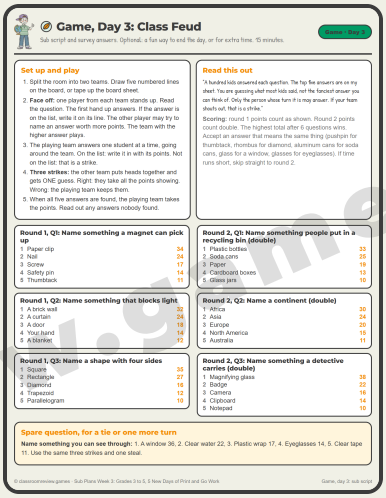
Calm block: word puzzle (solo)



Team task, Week 3 (group)



Game: Whiteboard Quiz Game (group)



Game: Class Feud (group)

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Math Set 1: Remainders

Sometimes a number does not split evenly. What is left over is the remainder, written with an R.

Math · Day 1

Divide, then check by multiplying

47 ÷ 5: 5 × 9 = 45, and 47 − 45 = 2 left over. So 47 ÷ 5 = **9 R2**. The remainder must be smaller than the divisor.

Check: **5 × 9 + 2 = 47**. Multiply the answer by the divisor, add the remainder, and you get back the number you started with.

1 **59 ÷ 4 = _____ R _____**

Check: 4 × _____ + _____ = _____

2 **83 ÷ 6 = _____ R _____**

Check: 6 × _____ + _____ = _____

3 **127 ÷ 5 = _____ R _____**

Check: 5 × _____ + _____ = _____

4 **214 ÷ 3 = _____ R _____**

Check: 3 × _____ + _____ = _____

5 **365 ÷ 8 = _____ R _____**

Check: 8 × _____ + _____ = _____

6 **500 ÷ 7 = _____ R _____**

Check: 7 × _____ + _____ = _____

Challenge Work backward

Work backward. Find the number that was divided.

1. A number ÷ 6 = 15 R4. The number is _____.
2. A number ÷ 9 = 23 R7. The number is _____.
3. When you divide by 5, which remainders are possible? List them all. _____ _____

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Math Set 1: What the Remainder Means

Math • Day 1

In a story problem, the remainder needs a decision. Read the question again before you write the answer.

Round up: add one more	Drop it: only full groups count	The leftover is the answer
Everyone needs a seat, so a few leftover people still need one more van.	A half-filled page or bag does not count, so the leftover is not used.	The question asks how many are left, so the remainder IS the answer.

Solve, then circle what to do with the remainder

1 75 students are going to the science museum. Each van holds 8 students. How many vans are needed so every student gets a seat?

○ Round up: add one more ○ Drop it: only full groups count ○ The leftover is the answer

Answer: _____ vans

2 Farah has 58 stickers. She puts 6 stickers on each page of her sticker book. How many pages can she fill all the way?

○ Round up: add one more ○ Drop it: only full groups count ○ The leftover is the answer

Answer: _____ full pages

3 Hollis packs 100 pencils into boxes of 8. The pencils that do not fill a box go into the supply cup. How many pencils go into the supply cup?



○ Round up: add one more ○ Drop it: only full groups count ○ The leftover is the answer

Answer: _____ pencils

4 Delphine has 94 cookies for the bake sale. Every bag must hold exactly 4 cookies. How many bags can she fill?



○ Round up: add one more ○ Drop it: only full groups count ○ The leftover is the answer

Answer: _____ bags

☆ Challenge The remainder decides

Kaveh packs 250 eggs into cartons that hold 6 eggs each. How many cartons does he need for all the eggs? Is the last carton full? How many more eggs would fill it?

Cartons: _____ Last carton full? _____ More eggs to fill it: _____

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Answer Keys (1 of 17)

Teacher copy. Keep these pages out of the student sets.

Math Set 1: Long Division with Remainders

Page 1 A: 1. 91 ÷ 7: 10 + 3 = 13; 2. 132 ÷ 6: 20 + 2 = 22; 3. 245 ÷ 5: 40 + 9 = 49. **B:** 168 ÷ 7 = 24 (for example 7 × 20 = 140 and 7 × 4 = 28; accept any correct split). **Challenge:** lengths 300, 60, 4; areas 1,200, 240, 16; 1,456 ÷ 4 = 364 (accept any other correct split whose lengths add to 364).

Page 2: 1. 59 ÷ 4 = 14 R3 (check 4 × 14 + 3 = 59); 2. 83 ÷ 6 = 13 R5 (check 6 × 13 + 5 = 83); 3. 127 ÷ 5 = 25 R2 (check 5 × 25 + 2 = 127); 4. 214 ÷ 3 = 71 R1 (check 3 × 71 + 1 = 214); 5. 365 ÷ 8 = 45 R5 (check 8 × 45 + 5 = 365); 6. 500 ÷ 7 = 71 R3 (check 7 × 71 + 3 = 500). **Challenge:** 1. 94; 2. 214; 3. 0, 1, 2, 3, 4 (0 means it divides evenly, so also accept 1 to 4; a remainder is always less than 5).

Page 3: 1. 75 ÷ 8 = 9 R3; round up; 10 vans; 2. 58 ÷ 6 = 9 R4; drop it; 9 full pages; 3. 100 ÷ 8 = 12 R4; the leftover is the answer; 4 pencils; 4. 94 ÷ 4 = 23 R2; drop it; 23 bags. **Challenge:** 250 ÷ 6 = 41 R4, so 42 cartons; the last carton is not full (it has 4 eggs); 2 more eggs would fill it.

Calm block, Day 1: sound words search

F	S	B	R	P	B	K	J	K	A	S	T	K	O
E	L	W	A	I	Z	Z	Q	O	T	B	E	L	L
M	A	J	Q	T	L	G	S	R	O	J	N	W	G
U	B	N	M	C	N	S	I	U	V	G	W	L	A
L	M	U	E	H	N	N	S	L	E	V	A	R	T
O	Y	O	E	L	G	G	E	E	X	H	H	W	G
V	C	C	I	M	U	R	D	R	A	E	Z	B	K
F	A	A	V	I	R	Z	I	L	R	N	N	R	Z
F	S	Z	I	T	E	X	J	A	T	Z	A	F	B
S	O	B	B	K	V	S	T	N	E	T	S	I	L
E	F	I	R	A	G	I	Z	B	W	D	D	O	Z
O	T	V	A	X	U	X	A	H	U	R	N	O	G
N	G	Z	T	G	S	N	Q	O	R	R	O	S	V
A	D	V	E	M	N	F	L	R	H	P	K	G	N

The 12 words are marked in the grid above. Some run on a slant or read backward.

Done early: accept a sentence such as "The guitar string has to vibrate to make a sound." Reset sheet: answers vary and nobody grades it.

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Calm Block, Day 1: Magnet Words Search

Hunt for the 12 magnet words in the grid. They can run sideways, up and down, or on a slant, and a few are backward. Pencils only, voices at 0.

Calm · Day 1

G	E	R	E	W	X	H	A	X	H	K	L	Z	G
L	C	P	C	Y	W	W	D	Y	R	N	K	A	N
C	G	D	R	W	E	J	H	B	E	T	T	P	H
U	U	R	O	E	X	B	A	T	P	E	P	R	W
K	T	V	F	O	L	I	J	C	E	N	A	D	S
L	I	X	L	B	U	R	G	A	L	G	P	Y	E
E	C	D	C	H	I	O	D	R	F	A	E	E	O
K	Z	H	O	T	Q	N	X	T	G	M	R	C	H
C	K	S	M	V	N	B	L	T	M	T	C	E	S
I	V	I	P	D	M	J	A	A	H	I	L	O	E
N	H	S	A	T	L	X	L	E	E	Z	I	Z	S
H	R	A	S	P	L	E	Z	P	L	M	P	N	R
F	B	A	S	U	L	Q	I	U	X	O	B	L	O
Y	O	K	S	T	E	E	L	F	Y	P	P	D	H

MAGNET · ATTRACT · REPEL · POLE · PAPERCLIP · HORSESHOE · IRON · STEEL · FORCE · COMPASS · NICKEL · FIELD

Search tips

- Choose a word and hunt for its first two letters side by side, in any direction.
- Draw a loop around each word you find and put a line through it in the list.
- Long words are easier to spot, so try those before the short ones.

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Team Task, Day 2: Shade and Shop

Use your recipe totals from page 1. Each person shades the bars for their own recipe.

Team · Day 2

Shade the paint on fraction bars

Each bar is 1 cup cut into eighths. Shade one eighth for each eighth of a cup in the recipe. Start a second bar only when the first one is full.

Sky Blue

cup 1 cup 2

Sunset Orange

cup 1 cup 2

Forest Green

cup 1 cup 2

Berry Purple

cup 1 cup 2

The paint shopping list

Add each color across all four recipes. Write the total as a fraction or a mixed number.

COLOR	AMOUNTS FROM THE RECIPES	TOTAL (CUPS)
Blue		
White		
Green		
Red		
Yellow		

Challenge Double batch

The mural needs twice as much Sunset Orange. Double each amount in the recipe. How much of each color is that, and how much paint in all?

red _____ yellow _____ white _____

In all _____ cups

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Game, Day 1: The Board

Tape this to the whiteboard or copy it. Cross squares off as they are played.

Game · Day 1

FRACTIONS	MAGNETS	STORY CLUES	SUMMARIES	SHAPES
100	100	100	100	100
200	200	200	200	200
300	300	300	300	300
400	400	400	400	400
500	500	500	500	500

Scores

Team 1	**Team 2**	**Team 3**
Team 4	**Team 5**	**Team 6**

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Game, day 1: board



Game, Day 2: Paper Password

Sub script and word list. Optional: a fun way to end the day, or for extra time. 15 minutes.

Game · Day 2

Set up (2 minutes)

1. Students sit in pairs, facing each other. Give each pair one copy of the card page, cut into the four round cards (or folded so only one card shows).
2. Partner A gives the clues in rounds 1 and 3, Partner B in rounds 2 and 4. The guesser never sees the card.
3. Each round lasts 2 minutes. The clue giver says ONE word. The guesser gets ONE guess. Wrong: give another one-word clue.
4. After five clues with no right guess, the word scores 0 and the pair moves on. Say "Go" and "Stop" for each round.

Read this out

"Your clue is one word only. You may not say the secret word or any part of it. No acting it out, no spelling, no rhymes. Break a rule and that word scores zero."

Scoring: guessed on clue 1 = 5 points, clue 2 = 4, clue 3 = 3, clue 4 = 2, clue 5 = 1. The clue giver circles the number on the card. After round 4, pairs add their four round totals. The highest total wins; ask pairs to call out any total over 60.

Referee calls

A clue that is two words stuck together counts as one word only if it is a real single word. Saying the secret word with an s or an "ing" on the end still counts as saying the word, so it scores zero. If a pair cannot agree, the word scores zero and they move on. The example clues below are allowed and show what a good first clue sounds like.

Timing (15 minutes)

0:00	2:00	4:30	7:00	9:30	12:00
Set up, read the rules	Round 1, Partner A	Round 2, Partner B	Round 3, Partner A	Round 4, Partner B	Add totals, winners

Round 1: Partner A gives clues

NUMERATOR	example clue: top
EIGHTHS	example clue: octagon
WHOLE	example clue: entire
SUM	example clue: plus
FOURTHS	example clue: quarters

Round 2: Partner B gives clues

PATENT	example clue: inventor
LIGHTBULB	example clue: Edison
TELEPHONE	example clue: ring
WASHBOARD	example clue: laundry
CANDLE	example clue: flame

Round 3: Partner A gives clues

VIBRATE	example clue: shake
PITCH	example clue: squeaky
VOLUME	example clue: loud
DRUM	example clue: sticks
REMAINDER	example clue: leftover

Round 4: Partner B gives clues

DIARY	example clue: secrets
HISTORY	example clue: past
THANKS	example clue: grateful
WAGON	example clue: pioneer
TIMELINE	example clue: dates

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Game, Day 4: Classroom Millionaire

Sub script and the 10 questions. Optional: a fun way to end the day, or for extra time. 15 minutes.

Game · Day 4

How it works

1. Tape up the ladder sheet. The whole class is one player. Pick a student for the hot seat, and a new student for every question.
2. Read the question and the four choices, then read the four choices again. The hot seat may listen to quiet advice, then says "final answer" and a letter.
3. Right: the class climbs one rung. Before hearing the next question, the class may vote to stop and keep what it has.
4. Wrong: the climb ends. Rungs 3 and 7 are safe, so the class keeps the last safe amount it passed.
5. Time left over? Read the questions again as a quick team quiz.

Three lifelines (one use each)

Ask the class: everyone holds up 1, 2, 3 or 4 fingers at the same time for A, B, C or D. The hot seat looks, then decides.

50/50: read out the two wrong choices listed under the question. Cross them off.

Ask a friend: the hot seat picks one classmate, who has 30 seconds to say what they think out loud.

"Only the hot seat's final answer counts. Shout an answer out and the class loses a lifeline."

Rungs 1 to 5

1. $100 Which of these goes in the recycling bin?
A. A banana peel B. A glass jar C. A used tissue D. A dirty paper plate
Answer: B. A glass jar (50/50 removes A and C)

2. $250 How do you write three tenths as a decimal?
A. 3.0 B. 0.03 C. 0.3 D. 30
Answer: C. 0.3 (50/50 removes A and D)

3. $500 Which part of a news article answers who, what, when, where and why?
A. The headline B. The lead C. The last line D. The photo caption
Answer: B. The lead (50/50 removes C and D)

4. $1,000 Which of these is a renewable resource?
A. Coal B. Oil C. Natural gas D. Wind
Answer: D. Wind (50/50 removes A and B)

5. $2,500 Which decimal is the greatest?
A. 0.4 B. 0.39 C. 0.09 D. 0.35
Answer: A. 0.4 (50/50 removes C and D)

Rungs 6 to 10

6. $5,000 Which sentence is a fact, not an opinion?
A. Recess is the best part of the day B. The school has 24 classrooms C. Pizza tastes better than tacos D. Blue is the nicest color
Answer: B. The school has 24 classrooms (50/50 removes A and D)

7. $10,000 How do dandelion seeds travel to new places?
A. They walk on tiny legs B. They roll uphill C. They are carried by fish D. They float away on the wind
Answer: D. They float away on the wind (50/50 removes A and B)

8. $50,000 What is 0.6 plus 0.25?
A. 0.31 B. 0.825 C. 0.85 D. 8.5
Answer: C. 0.85 (50/50 removes A and D)

9. $250,000 How much money is 3 quarters and 2 dimes?
A. $0.95 B. $0.32 C. $0.75 D. $1.05
Answer: A. $0.95 (50/50 removes B and D)

10. $1 MILLION Packing lunch in the same box every day instead of a new paper bag is an example of which word?
A. Recycle B. Repel C. Reflect D. Reuse
Answer: D. Reuse (50/50 removes B and C)

If the class misses

Wrong on rung 1 to 3	**class keeps $0**
Wrong on rung 4 to 7	**class keeps $500**
Wrong on rung 8 to 10	**class keeps $10,000**
Class stops after a rung	**class keeps that rung**

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Math Set 2: Adding Fractions

When the pieces are the same size, add how many pieces you have. The size of the pieces stays the same.

Math · Day 2

This set reviews: adding fractions with like denominators on bars and number lines, unit fractions, adding mixed numbers

Add the top numbers, keep the bottom number



$\frac{2}{5} + \frac{1}{5} = \frac{3}{5}$. Two fifths and one more fifth make three fifths.

The **numerators** (top numbers) are added: 2 + 1 = 3. The **denominator** (bottom number) stays 5, because the pieces are still fifths.

A. Look at each bar. Write the sum

1. 

   $\frac{2}{6} + \frac{3}{6} =$ _____

2. 

   $\frac{1}{8} + \frac{4}{8} =$ _____

3. 

   $\frac{3}{10} + \frac{5}{10} =$ _____

4. 

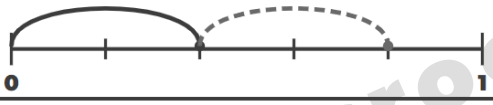
   $\frac{2}{12} + \frac{7}{12} =$ _____

B. Read the two jumps. Write the addition

Count the small spaces in each jump. The first jump is solid, the second is dashed.

1. 

   _____ + _____ = _____

2. 

   _____ + _____ = _____

3. 

   _____ + _____ = _____

☆ Challenge Past one whole



These jumps go past 1. Write the addition, then write the sum as a mixed number (a whole number and a fraction).

$\frac{5}{6} + \frac{4}{6} =$ _____ = _____

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20 days, each with math, reading, writing and science or social studies, a calm block, a team task and an optional game

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