



Grades 3 to 5 Maternity Leave Sub Plans, 6 Weeks

Six 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

- Six week binders (139, 112, 120, 120, 119, 122 pages): 732 pages
- 80 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
- 155 solo blocks (125 math, reading, writing, science and social studies sets, 30 calm blocks) and 30 team tasks for groups of four
- Built-in differentiation: a core task and a ★ challenge on every student page
- 30 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 six 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 30 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.
- **Week 5, days 21 to 25. Math:** Mixed Numbers, Area of Combined Shapes, Volume, Converting Measurements, The Coordinate Grid. **Science or social studies:** The Solar System, City, Suburb and Country, Moon Phases, Budgeting and Saving, Erosion and Weathering.
- **Week 6, days 26 to 30. Math:** Fractions Times Whole Numbers, Decimals and Money, Order of Operations, Prime and Composite Numbers, Big Math Review. **Science or social studies:** Electricity and Circuits, States and Capitals, Bones and Muscles, Voting and Group Decisions, Science and Social Studies Review.

Every day also has a reading set and a writing set (30 passages and 30 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 732 pages.

What the sub gets: a note that explains the routine, a script for every Monday opener and every game, a first instruction to read out loud for each set, and every answer in the key.



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!



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.

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.



Important Information

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

People to call

Office _____
Teacher's 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 _____
Copper, 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** works **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

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

Sub script (say it in this order)

- 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.
- 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.
- Take three questions from the Ask the Sub list on the class page. Three, not ten. Say: "Three questions, then we start."
- 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."
- 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 year.
- Play one round of Two Truths and a Wish (rules on the class page). Five minutes, five or six volunteers, then stop.
- 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 waiting." Say it while they are still waiting, 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.

Math Set 1: Multiplication and Division Facts

Look at each dot picture. Count the rows. Then count how many dots are in one row. Early learners go on to the later challenge.

How an array works:
An array is a picture of equal rows. Count the rows first, then count the dots in one row. 4 rows of 4 dots is written $4 \times 4 = 16$. The same picture also shows division: 16 dots shared into 4 equal rows gives $16 \div 4 = 4$.

Write both sentences for this picture.

Multiplication: $4 \times 4 = 16$
Division: $16 \div 4 = 4$

Write both sentences for this picture.

Multiplication: $4 \times 4 = 16$
Division: $16 \div 4 = 4$

Write both sentences for this picture.

Multiplication: $4 \times 4 = 16$
Division: $16 \div 4 = 4$

Write both sentences for this picture.

Multiplication: $4 \times 4 = 16$
Division: $16 \div 4 = 4$

Challenge: Blogger arrays
These arrays are too big to draw. Use what you know about rows and dots.
An array has 7 rows with 8 dots in each row. How many dots are there?
Answer: $7 \times 8 = 56$
An array has 5 rows with 4 dots in each row. How many dots are there?
Answer: $5 \times 4 = 20$
An array has 3 rows with 6 dots in each row. How many dots are there?
Answer: $3 \times 6 = 18$

Math set, Week 1 (solo)

Reading Set 2: Inside a Honeybee Hive

This nonfiction story is true. Read the headings first. Then read the whole article.

The Queen
Every hive has one queen. She is the longest bee in the hive, and she has one big job: laying eggs. On a busy summer day she can lay more than a thousand eggs. Other bees feed her and keep her clean.

The Workers
Most bees in a hive are workers, and all of them are female. A worker's job changes as she gets older. A young worker cleans the wax cells and feeds the baby bees. Later she builds new comb from wax that her own body makes. Older workers guard the door or fly out to find food.

The Drones
Drones are the male bees. They have no stinger, and they do not collect food. Their job is to help a young queen from another hive start a new colony.

Polen and Nectar
Workers visit flowers to collect two kinds of food: **Polen** is a fine powder that going bees eat. A worker packs it into tiny baskets on her back legs. As she moves from flower to flower, pollen gets stuck to her body. She then rubs the flowers make seeds and fruit. **Nectar** is a sweet liquid inside flowers. Back at the hive, bees change nectar in wax cells and fan it with their wings. As the water dries out, the nectar turns into thick, sweet honey.

The Waggle Dance
When a worker finds a good patch of flowers, she flies home and does a **waggle dance**. She walks in a figure eight and wiggles her body in the middle. The direction of the waggle shows the other bees which way to fly. The longer she wiggles, the farther away the flowers are.

Text feature hunt
One heading: **The Queen**
One bold word: **queen**

Challenge Write a caption
Write a caption for the picture of a hive. Use a true fact from the article.

Reading set, Week 2 (solo)

Writing Set 3: Write a Fable

Read the first part and the fable out loud. Then change it to be about a different animal.

The five parts of a fable
A fable is a short story that teaches a lesson. Most fables have these parts:
1. **Setting** (where and when the story takes place)
2. **Problem** (what goes wrong)
3. **Goal** (what the character wants)
4. **Short ending** (what happens next)
5. **Lesson** (what the story teaches)

The Squirrel and the Beaver
Squirrel never heard of walt. One fall day she watched Beaver build his lodge at the edge of the pond. One stick and one scoop of mud it took. "You are so slow!" Squirrel laughed. "I built my whole nest this morning!" She had piled a heap of loose leaves in the top of an oak tree and called it home.
Beaver kept working. He grunted and pushed between every stick and checked each wall twice. That night a cold wind came across the pond. Squirrel's leaves blew away one by one. Only a bare branch was left. Shivering, she climbed down to the water. Beaver's lodge stood strong and still.
"Come in," said Beaver, and he made room for her by the brick wall. Squirrel stayed until morning. The next day she built a new nest. One week later it was time.
Lesson: **Work done with care lasts longer than work done in a hurry.**

Task A: Find the parts
1. Write one trait for each animal. Use the book. Two words are not used.
Squirrel: **quick** **climber** **beaver** **slow**
2. What is the problem in the fable?
3. How does the fable end?
4. Copy the lesson of the fable.

Challenge A change
Star questions by the end of the fable. What does she do differently, and why?

Writing set, Week 5 (solo)

Science Set 3: Bones and Muscles

Read the facts and do the tasks. Then students name the bones in Task A and do Task B on their own.

Your skeleton and muscles
• An adult skeleton has **206 bones**. Bones are hard and strong, and they are alive; they grow and can heal.
• The skeleton supports the body (it holds you up) and protects soft parts inside.
• Muscles move bones. A muscle can only pull, never push. It pulls by getting shorter. It contracts. Then it relaxes.
• A joint is a place where two bones meet. Joints let the body bend, swing and turn.

Task A: Name the bones
Write the name of each numbered bone. Use the word bank.
1. skull
2. rib
3. spine
4. collarbone
5. pelvis (hip bones)
6. arm
7. leg
8. foot
9. hand
10. toe
11. jaw
12. ear
13. nose
14. mouth
15. throat
16. neck
17. shoulder
18. elbow
19. wrist
20. hand
21. foot
22. toe
23. ankle
24. knee
25. hip
26. pelvis
27. leg
28. foot
29. toe
30. heel
31. arch
32. ball
33. heel
34. arch
35. ball

Task B: What does it protect?
Write the letter of the soft part each bone protects.
1. a. the spinal cord, the bundle of nerves in your back
2. b. the brain
3. c. the heart and lungs
4. d. the stomach and intestines
5. e. the lungs and heart
6. f. the heart and lungs
7. g. the heart and lungs
8. h. the heart and lungs
9. i. the heart and lungs
10. j. the heart and lungs
11. k. the heart and lungs
12. l. the heart and lungs
13. m. the heart and lungs
14. n. the heart and lungs
15. o. the heart and lungs
16. p. the heart and lungs
17. q. the heart and lungs
18. r. the heart and lungs
19. s. the heart and lungs
20. t. the heart and lungs
21. u. the heart and lungs
22. v. the heart and lungs
23. w. the heart and lungs
24. x. the heart and lungs
25. y. the heart and lungs
26. z. the heart and lungs
27. aa. the heart and lungs
28. ab. the heart and lungs
29. ac. the heart and lungs
30. ad. the heart and lungs
31. ae. the heart and lungs
32. af. the heart and lungs
33. ag. the heart and lungs
34. ah. the heart and lungs
35. ai. the heart and lungs
36. aj. the heart and lungs
37. ak. the heart and lungs
38. al. the heart and lungs
39. am. the heart and lungs
40. an. the heart and lungs
41. ao. the heart and lungs
42. ap. the heart and lungs
43. aq. the heart and lungs
44. ar. the heart and lungs
45. as. the heart and lungs
46. at. the heart and lungs
47. au. the heart and lungs
48. av. the heart and lungs
49. aw. the heart and lungs
50. ax. the heart and lungs
51. ay. the heart and lungs
52. az. the heart and lungs
53. ba. the heart and lungs
54. bb. the heart and lungs
55. bc. the heart and lungs
56. bd. the heart and lungs
57. be. the heart and lungs
58. bf. the heart and lungs
59. bg. the heart and lungs
60. bh. the heart and lungs
61. bi. the heart and lungs
62. bj. the heart and lungs
63. bk. the heart and lungs
64. bl. the heart and lungs
65. bm. the heart and lungs
66. bn. the heart and lungs
67. bo. the heart and lungs
68. bp. the heart and lungs
69. bq. the heart and lungs
70. br. the heart and lungs
71. bs. the heart and lungs
72. bt. the heart and lungs
73. bu. the heart and lungs
74. bv. the heart and lungs
75. bw. the heart and lungs
76. bx. the heart and lungs
77. by. the heart and lungs
78. bz. the heart and lungs
79. ca. the heart and lungs
80. cb. the heart and lungs
81. cc. the heart and lungs
82. cd. the heart and lungs
83. ce. the heart and lungs
84. cf. the heart and lungs
85. cg. the heart and lungs
86. ch. the heart and lungs
87. ci. the heart and lungs
88. cj. the heart and lungs
89. ck. the heart and lungs
90. cl. the heart and lungs
91. cm. the heart and lungs
92. cn. the heart and lungs
93. co. the heart and lungs
94. cp. the heart and lungs
95. cq. the heart and lungs
96. cr. the heart and lungs
97. cs. the heart and lungs
98. ct. the heart and lungs
99. cu. the heart and lungs
100. cv. the heart and lungs
101. cw. the heart and lungs
102. cx. the heart and lungs
103. cy. the heart and lungs
104. cz. the heart and lungs
105. da. the heart and lungs
106. db. the heart and lungs
107. dc. the heart and lungs
108. dd. the heart and lungs
109. de. the heart and lungs
110. df. the heart and lungs
111. dg. the heart and lungs
112. dh. the heart and lungs
113. di. the heart and lungs
114. dj. the heart and lungs
115. dk. the heart and lungs
116. dl. the heart and lungs
117. dm. the heart and lungs
118. dn. the heart and lungs
119. do. the heart and lungs
120. dp. the heart and lungs
121. dq. the heart and lungs
122. dr. the heart and lungs
123. ds. the heart and lungs
124. dt. the heart and lungs
125. du. the heart and lungs
126. dv. the heart and lungs
127. dw. the heart and lungs
128. dx. the heart and lungs
129. dy. the heart and lungs
130. dz. the heart and lungs
131. ea. the heart and lungs
132. eb. the heart and lungs
133. ec. the heart and lungs
134. ed. the heart and lungs
135. ee. the heart and lungs
136. ef. the heart and lungs
137. eg. the heart and lungs
138. eh. the heart and lungs
139. ei. the heart and lungs
140. ej. the heart and lungs
141. ek. the heart and lungs
142. el. the heart and lungs
143. em. the heart and lungs
144. en. the heart and lungs
145. eo. the heart and lungs
146. ep. the heart and lungs
147. eq. the heart and lungs
148. er. the heart and lungs
149. es. the heart and lungs
150. et. the heart and lungs
151. eu. the heart and lungs
152. ev. the heart and lungs
153. ew. the heart and lungs
154. ex. the heart and lungs
155. ey. the heart and lungs
156. ez. the heart and lungs
157. fa. the heart and lungs
158. fb. the heart and lungs
159. fc. the heart and lungs
160. fd. the heart and lungs
161. fe. the heart and lungs
162. ff. the heart and lungs
163. fg. the heart and lungs
164. fh. the heart and lungs
165. fi. the heart and lungs
166. fj. the heart and lungs
167. fk. the heart and lungs
168. fl. the heart and lungs
169. fm. the heart and lungs
170. fn. the heart and lungs
171. fo. the heart and lungs
172. fp. the heart and lungs
173. fq. the heart and lungs
174. fr. the heart and lungs
175. fs. the heart and lungs
176. ft. the heart and lungs
177. fu. the heart and lungs
178. fv. the heart and lungs
179. fw. the heart and lungs
180. fx. the heart and lungs
181. fy. the heart and lungs
182. fz. the heart and lungs
183. ga. the heart and lungs
184. gb. the heart and lungs
185. gc. the heart and lungs
186. gd. the heart and lungs
187. ge. the heart and lungs
188. gf. the heart and lungs
189. gg. the heart and lungs
190. gh. the heart and lungs
191. gi. the heart and lungs
192. gj. the heart and lungs
193. gk. the heart and lungs
194. gl. the heart and lungs
195. gm. the heart and lungs
196. gn. the heart and lungs
197. go. the heart and lungs
198. gp. the heart and lungs
199. gq. the heart and lungs
200. gr. the heart and lungs
201. gs. the heart and lungs
202. gt. the heart and lungs
203. gu. the heart and lungs
204. gv. the heart and lungs
205. gw. the heart and lungs
206. gx. the heart and lungs
207. gy. the heart and lungs
208. gz. the heart and lungs
209. ha. the heart and lungs
210. hb. the heart and lungs
211. hc. the heart and lungs
212. hd. the heart and lungs
213. he. the heart and lungs
214. hf. the heart and lungs
215. hg. the heart and lungs
216. hh. the heart and lungs
217. hi. the heart and lungs
218. hj. the heart and lungs
219. hk. the heart and lungs
220. hl. the heart and lungs
221. hm. the heart and lungs
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Science set, Week 6 (solo)

Social Studies Set 2: City, Suburb and Country

Read the facts and do the tasks. Then students name the cities in Task A and do Task B on their own.

Three kinds of communities
A community is a place where people live, work and play. Communities come in three main kinds:
1. **Urban (city)**
• many people living close together
• lots of buildings and paved streets
• many services and jobs
• jobs in offices, stores and hospitals
2. **Suburban (suburb)**
• new a big city
• houses with yards and paved streets
• many services and jobs
• jobs in offices, stores and hospitals
3. **Rural (country)**
• few people, homes far apart
• lots of fields and forests
• few services and jobs
• jobs in farms and ranches

Task A: City, suburb or country?
Fill in one circle for each item. Use the key for each item.
1. A city is a place where many people live close together.
2. A suburb is a place where many people live close together.
3. A country is a place where many people live far apart.
4. A city is a place where many people live close together.
5. A suburb is a place where many people live close together.
6. A country is a place where many people live far apart.
7. A city is a place where many people live close together.
8. A suburb is a place where many people live close together.
9. A country is a place where many people live far apart.
10. A city is a place where many people live close together.
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71. A suburb is a place where many people live close together.
72. A country is a place where many people live far apart.
73. A city is a place where many people live close together.
74. A suburb is a place where many people live close together.
75. A country is a place where many people live far apart.
76. A city is a place where many people live



Math Set 1: Multiply, Then Make a Mixed Number

Math • Day 1

Multiply the top number by the whole number. Keep the bottom number. Then change it to a mixed number.

Remember

$4 \times \frac{3}{5} = \frac{12}{5}$. Five fifths make one whole, so $\frac{12}{5} = 2$ wholes ($\frac{10}{5}$) and $\frac{2}{5}$ more = $2\frac{2}{5}$. Some products are whole numbers, such as $\frac{8}{4} = 2$.

A. Find each product as a fraction, then as a mixed number

1 $5 \times \frac{1}{4} = \frac{\quad}{\quad} = \frac{\quad}{\quad}$

2 $3 \times \frac{2}{3} = \frac{\quad}{\quad} = \frac{\quad}{\quad}$

3 $4 \times \frac{3}{5} = \frac{\quad}{\quad} = \frac{\quad}{\quad}$

4 $6 \times \frac{1}{2} = \frac{\quad}{\quad} = \frac{\quad}{\quad}$

5 $2 \times \frac{5}{6} = \frac{\quad}{\quad} = \frac{\quad}{\quad}$

6 $7 \times \frac{2}{8} = \frac{\quad}{\quad} = \frac{\quad}{\quad}$

7 $3 \times \frac{4}{10} = \frac{\quad}{\quad} = \frac{\quad}{\quad}$

8 $8 \times \frac{1}{3} = \frac{\quad}{\quad} = \frac{\quad}{\quad}$

B. Find the missing number

9 $\frac{\quad}{\quad} \times \frac{2}{7} = \frac{10}{7}$ 10 $4 \times \frac{\quad}{9} = \frac{20}{9}$ 11 $6 \times \frac{1}{\quad} = \frac{6}{10}$

★ Challenge Mixed numbers too

1. $3 \times 1\frac{2}{5} = \frac{\quad}{\quad}$ 2. $4 \times 2\frac{1}{3} = \frac{\quad}{\quad}$ Hint: multiply the wholes and the fractions.

3. $\frac{12}{5} = 12 \times \frac{1}{5}$. Find three more ways to write $\frac{12}{5}$ as a whole number times a fraction in fifths.



Math Set 1: Fraction Word Problems

Look for equal groups of the same fraction. Write a multiplication, then the answer with its unit.

Math • Day 1

Solve. Write the multiplication and the answer as a mixed number

- 1** Bastian cuts 5 pieces of ribbon for the class kites. Each piece is $\frac{3}{4}$ yard long. How many yards of ribbon does he use in all?

Multiplication: _____ Answer: _____ yards

- 2** Agnes paints 5 signs for the hallway. Each sign uses $\frac{2}{3}$ of a jar of paint. How many jars of paint does she use?

Multiplication: _____ Answer: _____ jars

- 3** Cleo glues 6 paper strips end to end to make a long border. Each strip is $\frac{5}{8}$ foot long. How long is the border?

Multiplication: _____ Answer: _____ feet

- 4** Dashiell gives the class bean plant $\frac{3}{10}$ of a cup of water every day for 7 days. How much water is that in all?

Multiplication: _____ Answer: _____ cups



Challenge Enough ribbon?

Agnes has 3 yards of ribbon. She wants to tie 5 bows, and each bow uses $\frac{2}{3}$ yard. Does she have enough ribbon? How much more does she need, or how much is left over?

Enough? _____ How much more or left over: _____ yard



Answer Keys (1 of 18)

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

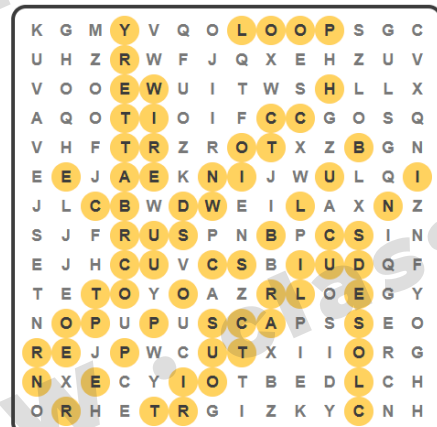
Math Set 1: Fractions Times Whole Numbers

Page 1 A: 1. 4 jumps of $\frac{1}{3}$: $4 \times \frac{1}{3} = \frac{4}{3} = 1 \frac{1}{3}$; 2. 2 jumps of $\frac{3}{4}$: $2 \times \frac{3}{4} = \frac{6}{4} = 1 \frac{2}{4}$ (also accept $1 \frac{1}{2}$); 3. 3 jumps of $\frac{3}{8}$: $3 \times \frac{3}{8} = \frac{9}{8} = 1 \frac{1}{8}$. **B:** 4. $3 \times \frac{3}{4} = \frac{9}{4} = 2 \frac{1}{4}$; 5. $4 \times \frac{2}{3} = \frac{8}{3} = 2 \frac{2}{3}$. **Challenge:** $4 \times \frac{3}{8} = \frac{12}{8}$ and $3 \times \frac{4}{8} = \frac{12}{8}$; they are equal (both $1 \frac{4}{8}$, or $1 \frac{1}{2}$), because both multiply to 12 eighths: 4×3 and 3×4 are both 12, and the parts are eighths in both.

Page 2 A: 1. $\frac{5}{4} = 1 \frac{1}{4}$; 2. $\frac{6}{3} = 2$; 3. $\frac{12}{5} = 2 \frac{2}{5}$; 4. $\frac{6}{2} = 3$; 5. $\frac{10}{6} = 1 \frac{4}{6}$ (also accept $1 \frac{2}{3}$); 6. $\frac{14}{8} = 1 \frac{6}{8}$ (also accept $1 \frac{3}{4}$); 7. $\frac{12}{10} = 1 \frac{2}{10}$ (also accept $1 \frac{1}{5}$); 8. $\frac{8}{3} = 2 \frac{2}{3}$. **B:** 9. 5; 10. 5; 11. 10. **Challenge:** 1. $3 \times 1 \frac{2}{5} = 4 \frac{1}{5}$ ($3 + \frac{6}{5}$); 2. $4 \times 2 \frac{1}{3} = 9 \frac{1}{3}$ ($8 + \frac{4}{3}$); 3. any three of $6 \times \frac{2}{5}$, $4 \times \frac{3}{5}$, $3 \times \frac{4}{5}$, $2 \times \frac{6}{5}$, $1 \times \frac{12}{5}$ (any whole number and top number that multiply to 12, with fifths).

Page 3: 1. $5 \times \frac{3}{4} = \frac{15}{4} = 3 \frac{3}{4}$ yards; 2. $5 \times \frac{2}{3} = \frac{10}{3} = 3 \frac{1}{3}$ jars; 3. $6 \times \frac{5}{8} = \frac{30}{8} = 3 \frac{6}{8}$ (also accept $3 \frac{3}{4}$) feet; 4. $7 \times \frac{3}{10} = \frac{21}{10} = 2 \frac{1}{10}$ cups. **Challenge:** $5 \times \frac{2}{3} = \frac{10}{3} = 3 \frac{1}{3}$ yards; she has only 3 yards, so it is not enough; she needs $\frac{1}{3}$ yard more.

Calm block, Day 1: circuit words search



The 12 circuit words are shaded in the grid above. A few run on a slant or read backward.

Done early: accept a sentence such as "A closed loop lets energy from the battery, the source, reach the bulbs, so they light." Reset sheet: answers vary and nobody grades it.



Calm Block, Day 1: Solar System Words Search

Calm • Day 1

Look for the 12 solar system words from today's science. Each one runs across, down, on a slant, or backward. Pencils only, voices at 0.

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

ORBIT

ROTATION

MERCURY

NEPTUNE

URANUS

DWARF

RINGS

ROCKY

GIANT

STAR

SOLAR

OUTER

Hunting tips

- Hunt for the long words first, like ROTATION and NEPTUNE.
- Put a light dot next to each word in the list after you circle it.
- Lost your place? Slide a scrap of paper down the grid one row at a time.
- Done early? On the back, write the planet names from the list in order from the sun. Then circle the one that is a rocky planet.



Team Task, Day 2: States and Capitals

Use your finished route and the capital clues. Fill in one row each, then check every row together.

Team • Day 2

State, abbreviation and capital

STATE	POSTAL ABBREVIATION	CAPITAL CITY
Connecticut		
Maine		
Massachusetts		
New Hampshire		
New Jersey		
New York		
Rhode Island		
Vermont		

Route questions

1. What is the capital of the state right after New Jersey on the route?
2. Write the abbreviations of the last three stops, in order.
3. Is Washington, D.C., one of the 50 states? What is it?

Team check

- ☐ Every stop has one abbreviation, every state in the table has its capital, and every clue on all four cards is true.
- ☐ Every capital is spelled with a capital letter at the start.
- ☐ Each person read their card aloud and placed at least one stop.



Challenge Clue writers

Write two new clues for a classmate: one that tells where a state goes on the route, and one capital clue. Then trade with another group and solve each other's clues.

.....

.....



Game, Day 1: The Board

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

Game • Day 1

CONVERT IT	TAKE IT AWAY	PLANETS	FUNNY BONE	INTERVIEWS
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

.....



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

Set up, read the rules

2:00

Round 1, Partner A

4:30

Round 2, Partner B

7:00

Round 3, Partner A

9:30

Round 4, Partner B

12:00

Add totals, winners

Round 1: Partner A gives clues

MANTLE	example clue: thickest
PLANET	example clue: world
LAYER	example clue: stack
QUAKE	example clue: tremble
HEAT	example clue: warmth

Round 3: Partner A gives clues

CAPITAL	example clue: city
STATE	example clue: Ohio
MAP	example clue: chart
BORDER	example clue: edge
POSTAL	example clue: stamp

Round 2: Partner B gives clues

PRICE	example clue: cost
DOLLAR	example clue: bills
CENTS	example clue: pennies
CHANGE	example clue: returned
RECEIPT	example clue: printed

Round 4: Partner B gives clues

CONTRAST	example clue: opposite
THEME	example clue: message
CHARACTER	example clue: person
PLOT	example clue: events
STORY	example clue: tale



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 How many feet are in 1 yard?

A. 2 B. 3 C. 10 D. 12

Answer: B. 3 (50/50 removes C and D)

2. \$250 In a how-to text, what does the materials list tell you?

A. Who wrote the steps B. How the story ends C. Where the author lives D. What you need first

Answer: D. What you need first (50/50 removes B and C)

3. \$500 How many cups are in 1 pint?

A. 2 B. 4 C. 8 D. 16

Answer: A. 2 (50/50 removes C and D)

4. \$1,000 Which line belongs on a poster for a book swap?

A. Books are boring B. The gym floor is shiny C. Bring a book, take a book! D. My shoes are new

Answer: C. Bring a book, take a book! (50/50 removes A and B)

5. \$2,500 A class saves \$5 a week for a \$40 field trip fund. How many weeks will it take?

A. 6 B. 10 C. 45 D. 8

Answer: D. 8 (50/50 removes B and C)

Rungs 6 to 10

6. \$5,000 The class chose books over a rug. What is the rug called?

A. The budget B. The opportunity cost C. The profit D. The income

Answer: B. The opportunity cost (50/50 removes A and C)

7. \$10,000 What is 2 feet 5 inches in inches?

A. 29 B. 25 C. 17 D. 24

Answer: A. 29 (50/50 removes C and D)

8. \$50,000 Which phase comes right after a new moon?

A. Full moon B. Third quarter C. Waxing crescent D. Waning gibbous

Answer: C. Waxing crescent (50/50 removes A and D)

9. \$250,000 A box is 4 by 3 by 2 cubes. What is its volume in cubic units?

A. 9 B. 14 C. 12 D. 24

Answer: D. 24 (50/50 removes A and B)

10. \$1 MILLION Which is heavier, 3 pounds or 40 ounces?

A. 40 ounces B. 3 pounds C. Same weight D. Unknown

Answer: B. 3 pounds (50/50 removes C and D)

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



Math Set 2: Line Up the Decimal Points

Math • Day 2

To add or subtract decimals, write the numbers in columns with the decimal points in one straight line.

This set reviews: adding and subtracting decimals and money to hundredths, a price times a whole number, estimating by rounding to the dollar

How it works: \$3.45 + \$12.80

$$\begin{array}{r} \$3.45 \\ + \$12.80 \\ \hline \$16.25 \end{array}$$

1. Write one number under the other. The decimal points go in one straight line, so ones sit under ones and tenths under tenths.
2. A missing place can be filled with a zero: 6.7 is the same as 6.70.
3. Add or subtract from the right, just like whole numbers. Bring the decimal point straight down into the answer.

A. Write each problem in columns, then solve

1 $\$4.56 + \2.38

= _____

2 $\$12.07 + \3.95

= _____

3 $9.40 - 3.26$

= _____

4 $\$15.00 - \7.48

= _____

5 $6.7 + 2.45$

= _____

6 $8.3 - 2.65$

= _____

★ Challenge Missing numbers

Find the missing number. Hint: use the opposite operation.

1. $5.75 + \underline{\hspace{2cm}} = 9.20$ 2. $\underline{\hspace{2cm}} - 2.48 = 6.07$

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Classroom
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