Advisory Sub Plans Week, High School

Week-long sub plans: five days of print and go work for grades 9 to 12, planned Monday to Friday.

PREVIEW

What is included

- Sub binder: notes, the filled-in week plan, a blank schedule, class list, Monday opener (11 pages)
- Advisory sets for five days (15 pages)
- Calm puzzles and reset sheets (10 pages)
- Advisory team tasks (9 pages)
- Advisory games (10 pages)
- Answer keys (11 pages)

How it works

1. Open the week plan. Every set already has its day and page number.
2. Each day: one advisory set per period (a lesson with worked examples, practice and a challenge), a calm puzzle, a team task and a game for the last 15 minutes.
3. The sub needs no subject knowledge. Every answer is in the key.
4. Print in color or ink-saver black and white, US Letter or A4.

What this preview shows: the filled-in week plan, the note to the substitute, the Monday opener, and all of Day 1 (the advisory set, the calm block, the team task and the game), one answer-key page and one ink-saver page. Every product page is watermarked. The full kit has 67 pages.

This Week's Plan

Filled in for you: run the day's set in every period you teach. Keep it as it is, or use the blank schedule on the next page for your own order.

WHEN	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Start of class	**Meet Your Sub** p. 10 · 15 min, every period	Attendance, voice level	Attendance, voice level	Attendance, voice level	Attendance, voice level
Main work, every period	**Advisory 1** Goal Setting for the Semester p. 13	**Advisory 2** Study Skills p. 21	**Advisory 3** Communication and Conflict p. 30	**Advisory 4** Digital Footprint p. 39	**Advisory 5** After High School p. 48
Early finishers or a loud moment	**Word Search and Reset Sheet** p. 16	**Sudoku and Grounding Sheet** p. 24	**Secret Codes and Control Sheet** p. 33	**Maze and Brain Dump** p. 42	**Word Ladders and Three Good Things** p. 51
Block period or extra time	**The Sunday Night List** p. 18	**The Exam Week Plan** p. 26	**The Pocket Guide** p. 35	**The Right Program** p. 44	**The Late Pass Debate** p. 53
Last 15 minutes, if earned	**Whiteboard Jeopardy** p. 19	**Paper Password** p. 28	**Class Feud** p. 37	**Classroom Millionaire** p. 46	**Mystery Box** p. 55

How to use this plan

- Page numbers point to the first page of each set. Copy one per student.
- The calm block is always allowed: a period that runs short, a loud class, or anyone who finishes early.
- The game is the reward. Skip it on a day the class has not earned it.

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Note to the Substitute

Grades 9 to 12 · five days · every set runs from the printout alone

Thank you for covering my classes this week

Everything you need is in this binder. The front pages (important information, weekly schedule, class list) are filled in for this week. After them come the work sets, one per day: **Advisory 1** is Monday's set, **Advisory 2** is Tuesday's, and so on to **Advisory 5** on Friday. Run the day's set in every period you teach that day. Each set is one period (45 to 55 minutes), stands alone, and has its own answer key at the back of the binder, so you never have to make anything up or know the subject. The first page of every set tells you what to say. Every set ends with a challenge, so it stretches to a 90-minute block when you need it.

After the subject sets come the shared blocks, one of each per day. The **calm block** is always allowed: for a period that runs short, a loud class, or anyone who finishes early. The **team task** fills a period on its own. The **game** is the reward slot: fifteen minutes, from the script, when a class has earned it.

Each day has

- One Advisory set (one period, with a challenge to stretch it)
- A calm and quiet block: a puzzle page and a reset sheet
- A team task for groups of four
- A paper game from the script

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 set has a challenge at the end, 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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Meet Your Sub

Day 1 opener, 15 minutes at the start of every period on Monday, before the set. Nothing to prepare.

Opener

Sub script (the same five minutes in every class)

1. **Before first period, fill in the introduction sheet** on the next page, once, for the whole day. Keep it short and honest. A high school class reads a sub in about ten seconds, so give them something real to read.
2. **Introduce yourself from the sheet** in two minutes. Then hold up the Ask the Sub list and take three questions from raised hands. Three, not ten. Say when you are done taking questions.
3. **Read the class agreement out loud** and ask this period to add one line of their own. Write that line on the board for the period. The line they wrote is the one they keep.
4. **Set the voice level with a number** from 0 to 3, using the box at the bottom of the sheet. Say which level today's set needs, and use the same numbers in every class all week.
5. **Start the set** with one sentence: this is today's work, it has a challenge at the end, and the calm block is always allowed when you are finished.

If the room is loud

- Skip the questions. Keep the agreement and the voice level, and say the number out loud.
- Start the set sooner. Work on the desk beats a speech about behavior every time.
- Name the level again after four minutes. A number is easier to follow than a lecture.

If a period runs ten minutes short

- Run Common Ground in groups of four. Six minutes of work, four minutes of reading out.
- Or hand out the reset sheet from the calm block and let the room go quiet early.
- Or have each student write one question they would ask the teacher when they get back.

Monday checklist (before first period)

- [ ] Read the Important Information page: office extension, exits, the nurse, the teacher next door.
- [ ] Check the class list for allergies, medical needs, early releases and students who carry a pass.
- [ ] Find today's set on the weekly schedule and count copies for every period, plus five spares.
- [ ] Fill in the About Your Sub sheet once and post it where the back row can read it.
- [ ] Write the voice levels 0 to 3 on the board and leave them there all week.
- [ ] Keep the answer keys inside the binder, not face up on the desk.

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Advisory Set 1: Goal Setting for the Semester

Sub: read the first paragraph out loud, then students read the rest on their own and do Task A at the bottom of this page.

Advisory · Day 1

Ask a room of juniors what they want out of the semester and you get a version of the same three answers: better grades, less stress, a plan for after graduation. Those are not goals. They are wishes. A wish names the result you want. A goal names the work you will do, how you will know you did it, and when you will be finished. The gap between the two is where most semesters quietly go missing.

One quick way to close that gap is to run the sentence past five letters: S, M, A, R and T. **Specific** means the goal names the actual task. "Do better in chemistry" could mean anything; "redo the problems I missed on the last two quizzes" means one thing. **Measurable** means you can count it or check it: problems, pages, minutes, submissions, a score. If nobody could look at your week and tell whether you did it, it is not measurable yet. **Achievable** means the goal fits the week you really have, including the job, the practice and the commute. **Relevant** means the work connects to the result: reorganizing your locker is fine, but it will not move a Spanish grade. **Time-bound** means there is a finish line on a calendar.

Here is a wish turned into a goal. Wish: "I want to get my grades up." Goal: "I will turn in all four missing assignments in world history before the grading period closes on the 20th, one every other night starting tonight." Every letter is there, and you could check it from the outside. Notice that it is also small. Semester goals fail more often from being too large than from being too vague.

Two habits make the difference over sixteen weeks. The first is working backward: put the deadline on the calendar, then mark what has to be true two weeks before it, six weeks before it, and by the end of the first month. The second is planning for the bump before you hit it. "If practice runs late on Thursday, then I do my two problems before school on Friday." Deciding in advance what you will do when something gets in the way is unglamorous, and it is most of what separates the people who finish from the people who meant to.

Task A: which letter is missing?

Each goal passes four of the five letters. Circle the one letter it is missing, then rewrite the goal on the lines so it passes all five.

1. I will review my chemistry notes more before the unit test on Friday.

   S M A R T

2. I will finish all 18 practice problems in the algebra packet, working through them in pairs.

   S M A R T

3. By Friday I will read all six novels on the English syllabus and outline every one of them.

   S M A R T

4. I will work on college stuff for 45 minutes every Sunday this semester.

   S M A R T

5. To raise my Spanish grade, I will reorganize my locker for 20 minutes every day this week.

   S M A R T

6. This Saturday I will run a half marathon, though my longest run so far is one mile.

   S M A R T

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Advisory Set 1: Rewrite It and Price It

Task B, then Task C. Use the five letters as a checklist. One sentence per rewrite is enough if the sentence does the work.

Advisory · Day 1

S	M	A	R	T
Specific	**Measurable**	**Achievable**	**Relevant**	**Time-bound**
What exactly will I do?	How will I count or check it?	Is this realistic with the week I actually have?	Does it move the grade, the application or the plan?	What is the deadline?

Task B: turn each wish into a goal that passes all five letters

1. **Do better in math.**

2. **Get my grades up.**

3. **Start thinking about after graduation.**

4. **Stop procrastinating.**

5. **Be more involved at school.**

6. **Get more sleep.**

Task C: what does a week actually cost?

A week holds 168 hours for everyone. Here is one student's week. Add the middle column, then fill in your own hours on the right and find what is left.

WHERE THE HOURS GO	ONE STUDENT	MY WEEK
Sleep (7 hours x 7 nights)	49	
School day (7 hours x 5 days)	35	
Getting there and back (1 hour x 5 days)	5	
Job, practice or rehearsal (2 hours x 6 days)	12	
Meals, chores and family (2 hours x 7 days)	14	
Phone, games and streaming (3 hours x 7 days)	21	
Hours spent		
Hours left over (168 minus the line above)		

Then answer: a goal that costs 45 minutes on 5 days a week uses how many hours, and what percent of the student's leftover is that? **HOURS** **PERCENT**

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Advisory Set 1: My Semester Goal

Task D, then Task E. Build one goal, map it across the semester, and plan for the two things most likely to stop it.

Advisory · Day 1

Task D: build the goal

S What exactly will I do? .....

M How will I count or check it? .....

A What makes this realistic with my actual week? .....

R Which grade, application or plan does it move? .....

T What is the deadline? .....

Now write the whole goal as one sentence a stranger could check.

.....

.....

Task E: the semester map

Work backward from the deadline. Each line is something a person could check, not a feeling.

BY THE END OF WEEK 2, THIS IS TRUE .....

BY THE END OF WEEK 6, THIS IS TRUE .....

BY THE END OF WEEK 12, THIS IS TRUE .....

BY THE LAST WEEK OF THE SEMESTER, THIS IS TRUE .....

If ..... **then I will** .....

If ..... **then I will** .....

Trade and check

Swap with a partner. They tick every letter your Task D goal passes and write one change that would make it stronger.

☐ **S** Specific ☐ **M** Measurable ☐ **A** Achievable ☐ **R** Relevant ☐ **T** Time-bound

ONE CHANGE .....

Challenge

Take your goal from Task D and work backward on paper. Write the deadline first, then what has to be true two weeks before it, six weeks before it, and by the end of the first month. Under each milestone, write the one thing that would stop it and the if-then plan that beats it.

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Calm Block, Day 1: Word Search

Find all 12 life skills words. Any direction, including backward and diagonal. Pencils only, voices at 0.

Calm · Day 1

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

INTERVIEW FEEDBACK PRIORITY RESPECT EMPATHY MINDSET BALANCE
PROJECT HONESTY PLANNER RESUME CAREER

Faster than reading every square

- Hunt the rare letters first. Only one word in the list has a J in it, so every J in the grid is worth a second look.
- Scan one row at a time for a word's first two letters, then check all eight directions from that square.
- Cross a word off the list the second you circle it, or you will search for it twice.

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Calm Block, Day 1: Reset Sheet

For one person, at your own pace. Nobody collects this and nobody reads it but you.

Calm · Day 1

Two minutes, then back to it

This is not a mood test and it is not therapy. It is a short routine for the moments when your head is somewhere else and the work in front of you is going nowhere: slow the breath, put a name on the feeling, pick the next five minutes. Work down the page and stop at the bottom.

Step 1: make the breath out longer

Breathe in through your nose while you count to four, then out through your mouth while you count to six. The long breath out is the part that slows your heart rate down. Six rounds, then stop.

Tick a box for each round so you are not counting in your head.

☐☐☐☐☐☐

Step 2: name it

A feeling you can name gets smaller. Tired, annoyed, behind, worried, bored, flat, wired. One word is enough, and it does not have to be the right word.

Write yours on the first line below.

Name it in one word, then write the sentence your head keeps repeating

What is actually true right now, in this room, that I could check in ten seconds

The next five minutes: what I will do the moment I put this sheet down

What usually helps me

- ☐ Water and a real breath of air
- ☐ Writing the thing down instead of holding it
- ☐ Two minutes of a puzzle or a doodle
- ☐ Starting the smallest piece of the work
- ☐ Standing up and stretching my shoulders
- ☐ Putting my phone face down in my bag
- ☐ Asking one person one question
- ☐ Deciding to deal with it after school

My own line

Something that works for you that is not on that list.

Right now I feel (circle one)

1 2 3 4 5 6 7 8 9 10

1 = settled, 10 = about to boil over. Check the same number again in ten minutes. Down by one is the whole point.

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Team Task, Day 1: The Sunday Night List

Groups of four. Voice level 2. One sheet per group, one person writes, and no number goes down until all four agree.

Team · Day 1

The situation

It is Sunday at 7 p.m., and Jordan, a junior, has soccer after school, a part-time job on Wednesday and Saturday, and about two free hours each evening. Jordan's list has twelve things on it, and not all of them will get done on time.

Your job: rank the twelve from **1 (do it first)** to **12 (do it last, or drop it)**. Work alone for five minutes in "My rank", then agree on group ranks, each rank used once. The sub then reads out the school counselor's order and the rule behind it, and you score the difference.

Group of three: one person writes and keeps time. Group of five: the fifth person asks "what happens if this one slips?" before every rank is written.

ON JORDAN'S LIST	MY RANK	GROUP RANK	COUNSELOR	DIFFERENCE
Vote in the group chat poll on which movie to see Friday. The poll closes Monday at noon.				
Finish the chemistry lab report, worth 15 percent of the quarter grade. Due Monday at 8 a.m.				
Build a playlist for a family road trip that is three weeks away.				
Email the soccer coach that you will miss Monday's 3 p.m. practice for a college campus tour.				
Study for Thursday's Spanish vocabulary test at 9 a.m.				
Order sneakers in an online flash sale that ends Monday at midnight.				
Review for Tuesday's 10 a.m. history quiz, worth 5 percent of the grade.				
Pick a topic and find three sources for the English research paper due in two weeks.				
Finish the scholarship essay for the local community foundation. Due Friday at 5 p.m.				
Watch the new episode of a show before friends talk about it at Tuesday lunch.				
Clear out the phone's camera roll before the phone update on Saturday morning.				
Beat the limited-time level in a video game. The event ends next Sunday night.				
Total difference (lower is better)				

Scoring

For each row: group rank minus counselor rank, and drop the minus sign. Add the twelve numbers up.

- **14 or less:** excellent
- **15 to 28:** good
- **29 to 42:** fair
- **Over 42:** your group and the counselor are planning very different weeks.

Defend one choice

The row with your biggest difference: why did your group put it there, and does the counselor's rule change your mind?

Challenge: split one "important, not urgent" item into short sessions. Which evenings, and how long?

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Game, Day 1: Whiteboard Jeopardy

Sub script and questions. 15 minutes at the end of the period, or whenever the class has earned it.

Game · Day 1

Set up (2 minutes)

1. Draw a 5 by 5 grid on the board, or tape up the board sheet. Write the five category names across the top and the values 100 to 500 down each column.
2. Teams of four to six. Team 1 picks a category and a value.
3. Read the question. The team gets 15 seconds and one answer. Right: they take the points and pick again. Wrong: the next team may steal, then play moves on.
4. Cross the square off. Highest total when time is up wins.

Read this out

"One voice per team: pick a captain who says the final answer. Shouted answers do not count and the square is dead. Team 1, choose a category and a value."

Keep the running score in a corner of the board. If a team argues a call, the script wins and the game moves on. The bold answer is the one to accept, but take a clear equivalent too (2FA for two-factor, 3 for 3.0).

Study Skills

100 What are question-and-answer study cards called?
Flashcards

200 What does it mean to paraphrase?
Use your own words

300 What is a memory aid, like a phrase of first letters?
A mnemonic

400 What is spreading study out over several days called?
Spaced practice

500 What is testing yourself from memory instead of rereading?
Retrieval practice

Online Life

100 What is the trail of data you leave online called?
Digital footprint

200 What is using others' words without credit called?
Plagiarism

300 What is a fake message that tries to steal your data?
Phishing

400 What login needs a password plus a second check?
Two-factor

500 What small file does a website store to remember you?
A cookie

Goals

100 In a SMART goal, what does the S stand for?
Specific

200 In a SMART goal, what does the M stand for?
Measurable

300 In a SMART goal, what does the T stand for?
Time-bound

400 What does GPA stand for?
Grade point average

500 On a 4.0 scale, what GPA is a report card of all Bs?
3.0

Teamwork

100 What statement starts with I feel, to avoid blame?
An I-statement

200 What is a deal where each side gives something up?
A compromise

300 What is fully focusing on and responding to a speaker?
Active listening

400 What is communication through posture and face?
Nonverbal

500 What is understanding and sharing another's feelings?
Empathy

Planning

100 How many hours are in one week?
168

200 What is putting off a task you should do called?
Procrastination

300 Study 25 minutes, rest 5. How many full cycles fit in 2 hours?
4

400 At 20 words a minute, how many minutes to type 600 words?
30

500 What is the 25-minute focus and short break method called?
Pomodoro

Final Wager: After High School

Play this when the board is clear, or when two minutes are left. Announce the category, then every team writes a secret wager of up to the points it already has. Read the question. Teams get 60 seconds of silent writing, then hold their answers up together.

Students fill out a free US government form to apply for college financial aid. What is that form called, by its short name?
The FAFSA

Right: add the wager. Wrong: subtract it. That is the final score.

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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

STUDY SKILLS	GOALS	PLANNING	ONLINE LIFE	TEAMWORK
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

Final Wager: After High School

Write your wager before you hear the question. A team may bet any amount up to the points it already has. Right answer: add the wager. Wrong answer: subtract it.

Team 1
WAGER
ANSWER

Team 2
WAGER
ANSWER

Team 3
WAGER
ANSWER

Team 4
WAGER
ANSWER

Team 5
WAGER
ANSWER

Team 6
WAGER
ANSWER

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Answer Keys (1 of 11)

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

Advisory Set 1: Goal Setting for the Semester

Task A (missing letter): 1. M ("more" cannot be counted); 2. T (no date or deadline); 3. A (six novels and six outlines in five days is not realistic); 4. S ("college stuff" does not name a task); 5. R (a tidy locker does not move a Spanish grade); 6. A (one mile to a half marathon in five days is not realistic). Rewrites: accept any version that adds the missing part and keeps the other four letters.

Task B: answers vary. Accept a rewrite only if it contains everything listed. 1. which part of math, a count you can check, how often, a deadline. Sample: "I will redo every problem I missed on the last two quizzes, 5 a night, by Thursday." 2. which class, the actual task, a number, a date. Sample: "I will turn in all 4 missing assignments in world history before the grading period closes on the 20th." 3. one concrete step, how many, by when. Sample: "I will look up 3 programs and write down the deadline and the cost for each one by Sunday night." 4. which task, the step that fixes it, a count, a time frame. Sample: "I will start my English reading at 7 p.m. on all 5 school nights this week instead of after midnight." 5. one activity, a first action, how often, a date. Sample: "I will go to the robotics club meeting 3 Tuesdays in a row and sign up for one build task at the first one." 6. one action you control, a time, which nights. Sample: "I will leave my phone on the desk across the room by 10:30 p.m. on every school night this week."

Task C (middle column): Sleep 49; School day 35; Getting there and back 5; Job, practice or rehearsal 12; Meals, chores and family 14; Phone, games and streaming 21. Hours spent 136; hours left over 168 minus 136 equals 32. The 45-minute goal on 5 days costs 3.75 hours, about 12 percent of the 32 left over. The "my week" column will vary; check only that the student's rows add to their own total and that total plus leftover equals 168.

Tasks D and E, trade and check, and the Challenge: answers vary. Accept any goal that names one task, carries a number, fits the student's own leftover hours from Task C, connects to a grade, an application or a plan, and has a date; each milestone must be something a person could check from the outside, and each if-then must name a real obstacle and a specific replacement time.

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Advisory Set 1: Rewrite It and Price It

Task B, then Task C. Use the five letters as a checklist. One sentence per rewrite is enough if the sentence does the work.

Advisory · Day 1

S	M	A	R	T
Specific	**Measurable**	**Achievable**	**Relevant**	**Time-bound**
What exactly will I do?	How will I count or check it?	Is this realistic with the week I actually have?	Does it move the grade, the application or the plan?	What is the deadline?

Task B: turn each wish into a goal that passes all five letters

1. **Do better in math.**
2. **Get my grades up.**
3. **Start thinking about after graduation.**
4. **Stop procrastinating.**
5. **Be more involved at school.**
6. **Get more sleep.**

Task C: what does a week actually cost?

A week holds 168 hours for everyone. Here is one student's week. Add the middle column, then fill in your own hours on the right and find what is left.

WHERE THE HOURS GO	ONE STUDENT	MY WEEK
Sleep (7 hours x 7 nights)	49	
School day (7 hours x 5 days)	35	
Getting there and back (1 hour x 5 days)	5	
Job, practice or rehearsal (2 hours x 6 days)	12	
Meals, chores and family (2 hours x 7 days)	14	
Phone, games and streaming (3 hours x 7 days)	21	
Hours spent		
Hours left over (168 minus the line above)		

Then answer: a goal that costs 45 minutes on 5 days a week uses how many hours, and what percent of the student's leftover is that? **HOURS** **PERCENT**

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In the full kit

Five days, planned and ready to print.

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

5 days, each with its own sets, calm puzzle, team task and game

15 pages of advisory sets with worked examples

11 answer-key pages, every answer checked

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