

Middle School Advisory Emergency Sub Binder

Emergency sub plans for middle school advisory, grades 6 to 8. The sub needs no counseling background: every step is on the page.

PREVIEW

What is included

- 7 front pages: binder cover, important information, note to the sub, the lesson plan filled in, schedule, class list and dismissal, how it went
- 9 activities, each with its own sub script and student pages (32 pages)
- 4 individual activities and 5 team, group or whole-class activities
- Answer keys, a rubric and model answers for the sub
- Color and ink-saver B&W, US Letter and A4

How it works

1. Leave the binder out. The lesson plan lists every activity with its page and minutes.
2. The sub reads the Read This Out box word for word.
3. Students work from their own pages, with the steps on the page. The sub needs no counseling background.
4. No prep and no tech: print and go.

The 9 activities, 33 to 45 minutes each

1. **Quiet Reading**, 45 min SOLO: reading for detail: curiosity and asking good questions, patience when progress is slow
2. **Advice Column Reply**, 43 min SOLO: finding the real question in a letter, speaking up in a group, giving safe and kind advice in writing
3. **Finish the Story**, 43 min SOLO: a good decision under pressure, honesty and fairness, saying no to a friend kindly, writing an ending
4. **Practice Menu**, 45 min SOLO: words for good character, open and closed questions, choosing a good next step in school situations
5. **Draw and Pass**, 33 min GROUP: clear communication without talking, kind school moments, patience while a message changes
6. **Brain Teaser Tournament**, 41 min GROUP: teamwork under time pressure, codes that hide upbeat words, logic and number puzzles about school life
7. **The Club Week Mix-Up**, 40 min GROUP: careful reading of clues (later than, the day after, only one is true), team jobs, reasoning, not guessing
8. **Category Race**, 41 min GROUP: quick thinking: ways to calm down, people who help at school, kind things to say, good qualities
9. **This or That Stand-Off**, 42 min GROUP: giving a clear reason, listening to the other side, disagreeing respectfully, changing your mind

What this preview shows: the note to the substitute, the lesson plan, the other front pages, one page of every activity, a sub script, four more student pages and one ink-saver page. Every product page is watermarked, and no answer key is shown. The full binder has 39 pages.



Note to the Substitute

Middle school advisory, grades 6 to 8 · 9 one-period activities · no prep, no counseling background needed

Thank you for covering my class

Everything you need is in this binder. The front pages (important information, lesson plan, schedule of the day, class list) are filled in for today. After them come 9 advisory activities: the first 4 are individual work, the other 5 are group activities. Each one fills most or all of a period of 40 to 50 minutes, runs from the printout alone, and carries its own content and answer key, so you never have to make anything up or lead a counseling conversation. Nothing asks a student to share private feelings or family matters: every story and scenario is about invented students.

The first page of every activity is your script. It says what the activity practices, how to set it up, and how long each step takes. The box marked **Read this out** is written to be read aloud word for word. Where an activity has an answer key, it is on the script page (for the logic mystery, on the page right after the script). Keep those pages with you and hand out only the student pages.

The 9 activities

- **Quiet Reading** quiet single · 45 min · p. 7
- **Advice Column Reply** quiet single · 43 min · p. 12
- **Finish the Story** quiet single · 43 min · p. 16
- **Practice Menu** quiet single · 45 min · p. 20
- **Draw and Pass** quiet group · 33 min · p. 24
- **Brain Teaser Tournament** teams, puzzles · 41 min · p. 26
- **The Club Week Mix-Up** team logic · 40 min · p. 29
- **Category Race** group, writing · 41 min · p. 33
- **This or That Stand-Off** whole class, talking · 42 min · p. 37

If the class is loud

- Switch to a quiet single activity: Quiet Reading, Advice Column Reply, Finish the Story and Practice Menu. Nobody needs to move.
- In the scored games (Brain Teaser Tournament, Category Race and This or That Stand-Off), the scoring keeps the class honest.
- If an activity is not working, stop it and switch. Every activity can start at any point in the period.
- The games are optional: a fun way to end the class or to use extra time.



Which activity when?

- A student wants to talk about something personal or upsetting? Listen kindly, then tell the office or leave me a note. No activity asks for it.
- The same activity in every period is fine: each class sees it once. The lesson plan (next page) lists all 9.
- First thing in the day, or a class that needs to settle: start with a quiet single activity.
- After lunch or with a restless class: a group activity uses the energy.
- Short period? These fit: Draw and Pass (33 min) and one reading of Quiet Reading (about 25 min).

Before you leave

Please fill in the How It Went page at the back. It takes two minutes and I read every word. Thank you!



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Lesson Plan

Filled in for today: 9 activities, 33 to 45 minutes each. Write the time of each period you use.

ACTIVITY	PLAN	PAGE
Quiet Reading Quiet single · about 45 min Time ____ : ____ to ____ : ____	• One reading and its question sheet per student; fast finishers take the other • Silent reading and questions, about 20 minutes per reading • Read the answers out from the key, or collect for me	p. 7
Advice Column Reply Quiet single · about 43 min Time ____ : ____ to ____ : ____	• Hand out the letter, the notes sheet and the reply sheet • Read the letter, take notes, then write a kind reply of about 50 words with two pieces of advice • Check the notes from the key; collect the replies	p. 12
Finish the Story Quiet single · about 43 min Time ____ : ____ to ____ : ____	• Hand out the story, the planning page and the writing page • Read the story, fill in the three planning boxes, then 25 minutes of silent writing • Collect the endings for me. The rubric is on the script	p. 16
Practice Menu Quiet single · about 45 min Time ____ : ____ to ____ : ____	• Three sheets on the desk: A Scrambled Skills, B Question Sort, C What Would You Do? • Students choose one, work alone in silence, swap it when done • Check against the keys on the script, or collect for me	p. 20
Draw and Pass Quiet group · about 33 min Time ____ : ____ to ____ : ____	• Groups of 6, one sheet each, pencils, total silence • Write a sentence, pass, draw it, fold, pass, write what the drawing shows. Call every pass • Reveal the chains at the end. Two rounds fit a period	p. 24
Brain Teaser Tournament Teams, puzzles · about 41 min Time ____ : ____ to ____ : ____	• Teams of 3 or 4, one puzzle sheet and one answer sheet per team • One round at a time, 1, 2 or 3 points per puzzle • Every answer is on the key. The key settles arguments	p. 26
The Club Week Mix-Up Team logic · about 40 min Time ____ : ____ to ____ : ____	• Teams of 3 or 4, one case file and one grid per team • Practice puzzle together from the script, then the case on their own • Teams hand in their answer; check it against the key and reveal	p. 29
Category Race Group, writing · about 41 min Time ____ : ____ to ____ : ____	• Groups of 4 or 5, each student plays alone, one sheet each • Say the letter, 3 minutes to write, then the group checks: unique answer = 1 point • Six letters on the script plus a tiebreaker	p. 33
This or That Stand-Off Whole class, talking · about 42 min Time ____ : ____ to ____ : ____	• Write A and B on the board; everyone stays seated • Read a pair, everyone circles, count hands, one speaker per side, count again • Most votes on the second count wins the round. You count and time	p. 37

Fast finishers

Any quiet single activity can follow any other activity: Quiet Reading (p. 7), Advice Column Reply (p. 12), Finish the Story (p. 16) and Practice Menu (p. 20).

Collect / leave for me

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SUBSTITUTE BINDER

Advisory · One Day · Grades 6 to 8

Teacher _____

Room _____

Grade and subject _____

School year _____

Everything a sub needs for today's advisory period is in this binder: the schedule, the class list, a filled-in lesson plan, and 9 one-period activities that run from the printout alone, 4 for individual work and 5 group activities. Each one has a script, a Read This Out box and its own answer key, so the sub needs no counseling background.

Individual work

- Quiet Reading
- Advice Column Reply
- Finish the Story
- Practice Menu

Group activities

- Draw and Pass
- Brain Teaser Tournament
- The Club Week Mix-Up
- Category Race
- This or That Stand-Off



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Middle School Advisory Emergency Sub Binder

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 _____

Seating and groups

Seating chart is _____

Groups for group work _____

Students who should not sit together _____

Technology and passes

Laptops or tablets: allowed when _____

Computer or board login _____

Students who leave the room (time, why) _____

Anything else today

_____

_____

_____

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

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Important Information

Schedule of the Day

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

TIME	PERIOD	CLASS / ROOM	ACTIVITY AND PAGE
____ to ____	Homeroom / attendance		
____ to ____	Period 1		
____ to ____	Period 2		
____ to ____	*Break*		
____ to ____	Period 3		
____ to ____	Period 4		
____ to ____	*Lunch*		
____ to ____	Period 5		
____ to ____	Period 6		
____ to ____	Period 7		
____ to ____	Dismissal		
____ to ____			

The activities

ACTIVITY	WHAT IT PRACTICES	STYLE	TIME	PAGE
Quiet Reading	reading for detail: curiosity and asking good questions, patience when progress is slow	Quiet single	45 min	p. 7
Advice Column Reply	finding the real question in a letter, speaking up in a group, giving safe and kind advice in writing	Quiet single	43 min	p. 12
Finish the Story	a good decision under pressure, honesty and fairness, saying no to a friend kindly, writing an ending	Quiet single	43 min	p. 16
Practice Menu	words for good character, open and closed questions, choosing a good next step in school situations	Quiet single	45 min	p. 20
Draw and Pass	clear communication without talking, kind school moments, patience while a message changes	Quiet group	33 min	p. 24
Brain Teaser Tournament	teamwork under time pressure, codes that hide upbeat words, logic and number puzzles about school life	Teams, puzzles	41 min	p. 26
The Club Week Mix-Up	careful reading of clues (later than, the day after, only one is true), team jobs, reasoning, not guessing	Team logic	40 min	p. 29
Category Race	quick thinking: ways to calm down, people who help at school, kind things to say, good qualities	Group, writing	41 min	p. 33
This or That Stand-Off	giving a clear reason, listening to the other side, disagreeing respectfully, changing your mind	Whole class, talking	42 min	p. 37

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Schedule of the day

Class List and Dismissal

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

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

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

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Class list and dismissal

How It Went

For you to leave for me. Two minutes: check the boxes and go.

Today

Date _____ Period(s) _____

Activities used _____

Sub name _____

The class

- ☐ Great, no problems
- ☐ Fine, a little loud
- ☐ Hard work, see notes
- ☐ Finished the activity
- ☐ Stopped early (time)
- ☐ Used a second activity

Stars of the day

Students who helped, led a group well, or were a good sport:

_____

_____

_____

Work collected

_____

_____

Notes

_____

_____

_____

_____

_____

_____

_____

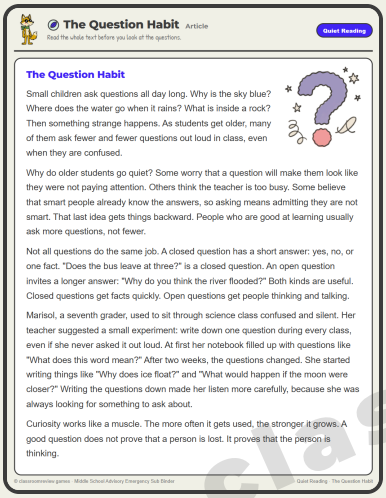
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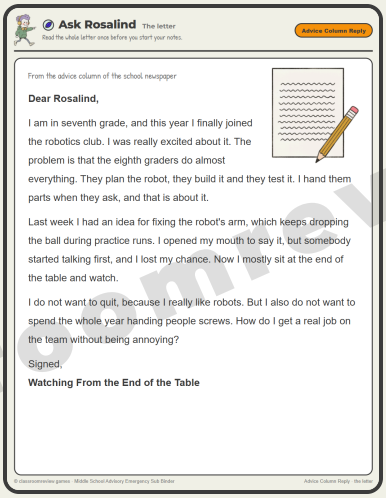
How it went

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ONE PAGE OF EVERY ACTIVITY



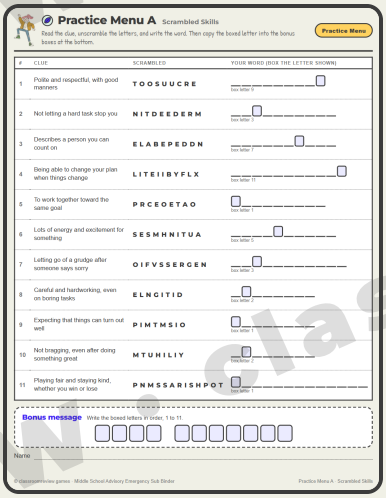
1. Quiet Reading, 45 min (solo)



2. Advice Column Reply, 43 min (solo)



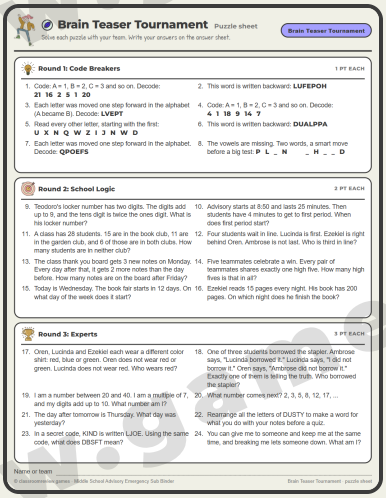
3. Finish the Story, 43 min (solo)



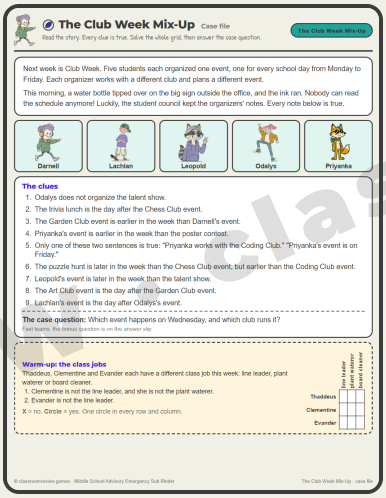
4. Practice Menu, 45 min (solo)



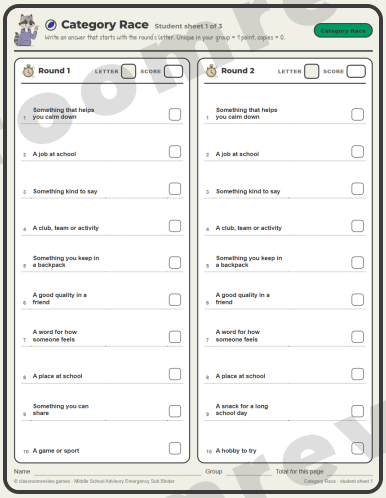
5. Draw and Pass, 33 min (group)



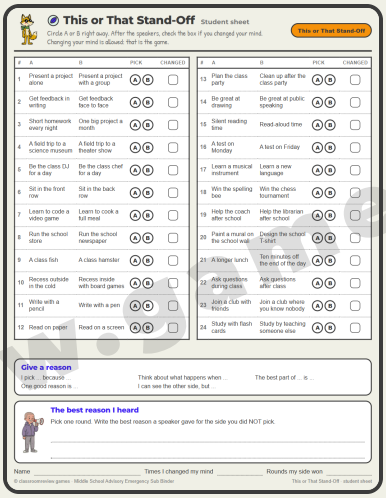
6. Brain Teaser Tournament, 41 min (group)



7. The Club Week Mix-Up, 40 min (group)



8. Category Race, 41 min (group)



9. This or That Stand-Off, 42 min (group)

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Every activity also has a sub script with a Read This Out box



Finish the Story

Sub script and rubric

One period · single · silent writing

This activity practices: a good decision under pressure, honesty and fairness, saying no to a friend kindly, writing an ending

Set up (2 minutes)

1. One story page, one planning page and one writing page per student. Pencils or pens.
2. Students read the story alone, fill in the three planning boxes, then write the ending.
3. Collect the pages at the end for me. The rubric below is there if you want to read a few; you do not need to grade anything.

Read this out

"Read the story. It stops at the moment Keziah has to make a choice. Your job is to write the ending, and in your ending Keziah makes a good decision. Before you write, fill in the three planning boxes. Then write at least two paragraphs, with some of what the characters say. Silent writing for 25 minutes."

The story in two lines (so you know what students are writing about)

Keziah finds the answer key to tomorrow's science quiz in the library printer, left there by her teacher by mistake. Her friend Corbin wants her to take a picture of it, and the story stops as she folds the page and decides.

Rubric: what a strong ending does

LOOK FOR	WHAT IT MEANS	POINTS
Keeps the story going	Same people and place; starts right where the story stops.	**0 1 2**
Shows a good decision	Keziah does not use the key and finds a way to return it, for example to the librarian or to Ms. Lindgren.	**0 1 2**
Explains the why	The reader can tell why she chose it (fairness, trust, wanting to really learn cells).	**0 1 2**
Handles the friend	She answers Corbin in a way that is honest but not mean, with at least two lines of dialogue.	**0 1 2**
Clear ending	The last paragraph shows how things turn out, for example the next day in science class.	**0 1 2**

0 = missing, 1 = partly there, 2 = clearly there. Total out of 10. Spelling does not count.

A model ending (outline)

Keziah tells Corbin she is not taking a picture, because then the quiz would not show what either of them really knows. Corbin grumbles but puts his phone away. She hands the folded page to the librarian, who promises to return it to Ms. Lindgren. At lunch Keziah finishes the study guide and asks Corbin to quiz her on the cell parts. The next afternoon, Ms. Lindgren thanks her quietly before the quiz begins.

If a student is stuck

- Cannot start? Fill in the boxes first, in a few words each. The ending is just the boxes, in order.
- Wants Keziah to take the picture? The task is to show a good decision. She can be tempted first, then choose well.
- Finished early? Read it through, add one more line of dialogue, then give the ending a title.

Timing

Set up 2 min · read the story 6 min · plan 6 min · write 25 min · optional sharing 4 min (volunteers read one paragraph; nobody has to). **About 43 minutes.**

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Ask Rosalind The letter

Read the whole letter once before you start your notes.

Advice Column Reply

From the advice column of the school newspaper



Dear Rosalind,

I am in seventh grade, and this year I finally joined the robotics club. I was really excited about it. The problem is that the eighth graders do almost everything. They plan the robot, they build it and they test it. I hand them parts when they ask, and that is about it.

Last week I had an idea for fixing the robot's arm, which keeps dropping the ball during practice runs. I opened my mouth to say it, but somebody started talking first, and I lost my chance. Now I mostly sit at the end of the table and watch.

I do not want to quit, because I really like robots. But I also do not want to spend the whole year handing people screws. How do I get a real job on the team without being annoying?

Signed,

Watching From the End of the Table

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Practice Menu A

Scrambled Skills

Read the clue, unscramble the letters, and write the word. Then copy the boxed letter into the bonus boxes at the bottom.

Practice Menu

#	CLUE	SCRAMBLED	YOUR WORD (BOX THE LETTER SHOWN)
1	Polite and respectful, with good manners	T O O S U U C R E	_ _ _ _ _ _ _ _ [ ] box letter 9
2	Not letting a hard task stop you	N I T D E E D E R M	_ _ [ ] _ _ _ _ _ _ _ box letter 3
3	Describes a person you can count on	E L A B E P E D D N	_ _ _ _ _ _ [ ] _ _ _ box letter 7
4	Being able to change your plan when things change	L I T E I I B Y F L X	_ _ _ _ _ _ _ _ _ _ [ ] box letter 11
5	To work together toward the same goal	P R C E O E T A O	[ ] _ _ _ _ _ _ _ _ box letter 1
6	Lots of energy and excitement for something	S E S M H N I T U A	_ _ _ _ [ ] _ _ _ _ _ box letter 5
7	Letting go of a grudge after someone says sorry	O I F V S S E R G E N	_ _ [ ] _ _ _ _ _ _ _ _ box letter 3
8	Careful and hardworking, even on boring tasks	E L N G I T I D	_ [ ] _ _ _ _ _ _ box letter 2
9	Expecting that things can turn out well	P I M T M S I O	[ ] _ _ _ _ _ _ _ box letter 1
10	Not bragging, even after doing something great	M T U H I L I Y	_ [ ] _ _ _ _ _ _ box letter 2
11	Playing fair and staying kind, whether you win or lose	P N M S S A R I S H P O T	[ ] _ _ _ _ _ _ _ _ _ _ _ _ box letter 1

Bonus message Write the boxed letters in order, 1 to 11.

[ ] [ ] [ ] [ ] [ ] [ ] [ ] [ ] [ ] [ ] [ ]

Name .....

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Category Race

Student sheet 1 of 3

Write an answer that starts with the round's letter. Unique in your group = 1 point, copies = 0.

Category Race

Round 1

LETTER ☐ SCORE ☐

1	Something that helps you calm down	☐
2	A job at school	☐
3	Something kind to say	☐
4	A club, team or activity	☐
5	Something you keep in a backpack	☐
6	A good quality in a friend	☐
7	A word for how someone feels	☐
8	A place at school	☐
9	Something you can share	☐
10	A game or sport	☐

Round 2

LETTER ☐ SCORE ☐

1	Something that helps you calm down	☐
2	A job at school	☐
3	Something kind to say	☐
4	A club, team or activity	☐
5	Something you keep in a backpack	☐
6	A good quality in a friend	☐
7	A word for how someone feels	☐
8	A place at school	☐
9	A snack for a long school day	☐
10	A hobby to try	☐

Name _____ Group _____ Total for this page _____

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Brain Teaser Tournament

Puzzle sheet

Solve each puzzle with your team. Write your answers on the answer sheet.

Brain Teaser Tournament

Round 1: Code Breakers

1 PT EACH

1. Code: A = 1, B = 2, C = 3 and so on. Decode: **21 16 2 5 1 20**
2. This word is written backward: **LUFEPOH**
3. Each letter was moved one step forward in the alphabet (A became B). Decode: **LVEPT**
4. Code: A = 1, B = 2, C = 3 and so on. Decode: **4 1 18 9 14 7**
5. Read every other letter, starting with the first: **U X N Q W Z I J N W D**
6. This word is written backward: **DUALPPA**
7. Each letter was moved one step forward in the alphabet. Decode: **QPOEFS**
8. The vowels are missing. Two words, a smart move before a big test: **P L _ N _ H _ _ D**

Round 2: School Logic

2 PT EACH

9. Teodoro's locker number has two digits. The digits add up to 9, and the tens digit is twice the ones digit. What is his locker number?
10. Advisory starts at 8:50 and lasts 25 minutes. Then students have 4 minutes to get to first period. When does first period start?
11. A class has 28 students. 15 are in the book club, 11 are in the garden club, and 6 of those are in both clubs. How many students are in neither club?
12. Four students wait in line. Lucinda is first. Ezekiel is right behind Oren. Ambrose is not last. Who is third in line?
13. The class thank you board gets 3 new notes on Monday. Every day after that, it gets 2 more notes than the day before. How many notes are on the board after Friday?
14. Five teammates celebrate a win. Every pair of teammates shares exactly one high five. How many high fives is that in all?
15. Today is Wednesday. The book fair starts in 12 days. On what day of the week does it start?
16. Ezekiel reads 15 pages every night. His book has 200 pages. On which night does he finish the book?

Round 3: Experts

3 PT EACH

17. Oren, Lucinda and Ezekiel each wear a different color shirt: red, blue or green. Oren does not wear red or green. Lucinda does not wear red. Who wears red?
18. One of three students borrowed the stapler. Ambrose says, "Lucinda borrowed it." Lucinda says, "I did not borrow it." Oren says, "Ambrose did not borrow it." Exactly one of them is telling the truth. Who borrowed the stapler?
19. I am a number between 20 and 40. I am a multiple of 7, and my digits add up to 10. What number am I?
20. What number comes next? 2, 3, 5, 8, 12, 17, ...
21. The day after tomorrow is Thursday. What day was yesterday?
22. Rearrange all the letters of DUSTY to make a word for what you do with your notes before a quiz.
23. In a secret code, KIND is written LJOE. Using the same code, what does DBSFT mean?
24. You can give me to someone and keep me at the same time, and breaking me lets someone down. What am I?

Name or team .....

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The Question Habit

Article

Read the whole text before you look at the questions.

Quiet Reading

The Question Habit



Small children ask questions all day long. Why is the sky blue? Where does the water go when it rains? What is inside a rock? Then something strange happens. As students get older, many of them ask fewer and fewer questions out loud in class, even when they are confused.

Why do older students go quiet? Some worry that a question will make them look like they were not paying attention. Others think the teacher is too busy. Some believe that smart people already know the answers, so asking means admitting they are not smart. That last idea gets things backward. People who are good at learning usually ask more questions, not fewer.

Not all questions do the same job. A closed question has a short answer: yes, no, or one fact. "Does the bus leave at three?" is a closed question. An open question invites a longer answer: "Why do you think the river flooded?" Both kinds are useful. Closed questions get facts quickly. Open questions get people thinking and talking.

Marisol, a seventh grader, used to sit through science class confused and silent. Her teacher suggested a small experiment: write down one question during every class, even if she never asked it out loud. At first her notebook filled up with questions like "What does this word mean?" After two weeks, the questions changed. She started writing things like "Why does ice float?" and "What would happen if the moon were closer?" Writing the questions down made her listen more carefully, because she was always looking for something to ask about.

Curiosity works like a muscle. The more often it gets used, the stronger it grows. A good question does not prove that a person is lost. It proves that the person is thinking.

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In the full binder

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

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

9 activities of 33 to 45 minutes, one per class period

7 front pages: note to the sub, lesson plan, schedule, class list

4 + 5 individual activities + team and group activities

Use it your way

- A sudden sick day: emergency sub plans that are ready before you need them.
- Any advisory or homeroom class, grades 6 to 8: every activity fits a 40 to 50 minute period and brings its own content.
- Your sub tub: print it once and keep it all year.
- Your own no prep day: teach it yourself when you need a break from planning.

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



Classroom REVIEW GAMES