

Middle School Advisory Sub Plans, 2 Weeks

Two complete week binders for middle school advisory, grades 6 to 8. Every day has individual work and a team task.

PREVIEW

What is included

- Week 1 binder (68 pages) and Week 2 binder (68 pages): 136 pages
- 26 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
- 20 solo blocks (10 review sets, 10 calm blocks) and 10 team tasks for groups of four
- 10 optional games, a fun way to end the class
- Answer keys for everything; color and ink-saver B&W, US Letter and A4

How it works

1. Leave both binders out. Each has its own filled-in plan with page numbers.
2. The sub runs the day's review set in every period; students work on their own.
3. The calm block fits any gap, the team task a block period, the game the last 15 minutes.
4. No prep and no tech: print and go.

The 10 days, 45 to 55 minute periods

1. **Monday:** Week 1 Goal Setting · Week 2 Growth Mindset **Whiteboard Quiz Game**
2. **Tuesday:** Week 1 Study Skills · Week 2 Time Management **Paper Password**
3. **Wednesday:** Week 1 Conflict Resolution · Week 2 Friendship and Peer Pressure **Class Feud**
4. **Thursday:** Week 1 Digital Citizenship · Week 2 Managing Stress and Emotions **Classroom Millionaire**
5. **Friday:** Week 1 Kindness and Community · Week 2 Respect and Diversity **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 review 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 136 pages.



Note to the Substitute

Grades 6 to 8 · 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 optional: a fun way to end the class, or something for extra time. Fifteen minutes, from the script.

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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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. 11 · 15 min, every period	Attendance, voice level	Attendance, voice level	Attendance, voice level	Attendance, voice level
Main work, every period	**Advisory 1** Goal Setting p. 14	**Advisory 2** Study Skills p. 23	**Advisory 3** Conflict Resolution p. 32	**Advisory 4** Digital Citizenship p. 42	**Advisory 5** Kindness and Community p. 51
Early finishers or a loud moment	**Word Search and Reset Sheet** p. 17	**Word Match and Grounding Sheet** p. 26	**Secret Codes and Control Sheet** p. 35	**Word Scramble and Brain Dump** p. 45	**Word Ladders and Three Good Things** p. 54
Block period or extra time	**The Two-Week Crunch** p. 19	**The Quiz Week Study Plan** p. 28	**The Welcome Booklet** p. 37	**The Homework Club Council** p. 47	**The Mixed Lunch Debate** p. 56
Last 15 minutes (optional): a fun way to end the class, or for extra time	**Whiteboard Quiz Game** p. 21	**Paper Password** p. 30	**Class Feud** p. 40	**Classroom Millionaire** p. 49	**Mystery Box** p. 58

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 optional: a fun way to end the class, or something for extra time.

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ADVISORY SUB PLANS WEEK 1

Middle School Advisory, 5 New Days of Print and Go Work

Teacher _____

Room _____

Grade and classes _____

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 one Advisory set, a calm block, a team task and a paper game. Each set is one period, 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 next door _____

Nurse _____

Principal / admin _____

Tech help _____

Emergency procedures

Fire: exit and meeting point _____

Lockdown _____

Severe weather _____

Medical _____

Where the first aid kit is _____

Helpful students

_____

_____

_____

Students who need extra support

_____

_____

_____

Where things are

Attendance / how to take it _____

Paper, pencils, supplies _____

Hall passes _____

Copier, if the sub may use it _____

Class routines

Start of class _____

Bathroom _____

Phones _____

End of class _____

Weekly Schedule (Blank)

Your own order: write the set for each period (Monday: Advisory 1, Tuesday: Advisory 2, and so on) and the class next to each period. Cross out or rename periods to match the school day.

PERIOD / CLASS	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Period 1 Class:					
Period 2 Class:					
Period 3 Class:					
Period 4 Class:					
Period 5 Class:					
Period 6 Class:					
Period 7 Class:					

How to fill it in

- One set per period. Each set runs 45 to 55 minutes; if a slot runs longer, the challenge fills the rest, or add that day's team task.
- Same subject all day? Write the day's set in every period you teach. Planning, lunch and duty periods: cross them out.
- On Monday the opener (15 minutes) comes first in every period, then the set.
- The game is optional: put it in the last period as a fun way to end the class, or use it for extra time. The calm block goes in any gap.

Set naming

Sets are named by subject and day: **Advisory 1** is Monday's set, **Advisory 2** is Tuesday's, and so on to **Advisory 5** on Friday. The set index lists every set with its minutes and page.

Class List and Dismissal

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

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

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

How It Went

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

Monday

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

Notes / stars of the day: _____

Tuesday

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

Notes / stars of the day: _____

Wednesday

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

Notes / stars of the day: _____

Thursday

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

Notes / stars of the day: _____

Friday

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

Notes / stars of the day: _____

Meet Your Sub

Opener

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

Sub script (same routine for every class)

1. **Before first period, fill in the introduction sheet** (next page) once. Keep it honest and short. Students read a sub in ten seconds; give them something real to read.
2. **Introduce yourself** from the sheet: two minutes. Then hold up the "Ask the Sub" list and take three questions from hands. Three, not ten.
3. **Read the class agreement** out loud. Ask the class to add one line of their own and write it on the board for that period. That line is theirs; they will keep it better than yours.
4. **Set the voice level** with a number, 0 to 3 (bottom of the sheet). Say which level the set needs. Use the numbers all week.
5. **Start the set:** "This is today's work. It has a challenge at the end, and the calm block is always allowed when you finish."

If the class is loud

- Skip the questions, keep the agreement and the voice level.
- Start the set sooner. Point to the voice level on the board and hold the class to it.

If a period has ten minutes left

- Play Two Truths and a Lie (rules on the class page) in groups of six. Each group picks one to share.
- Or hand out the reset sheet from the calm block.

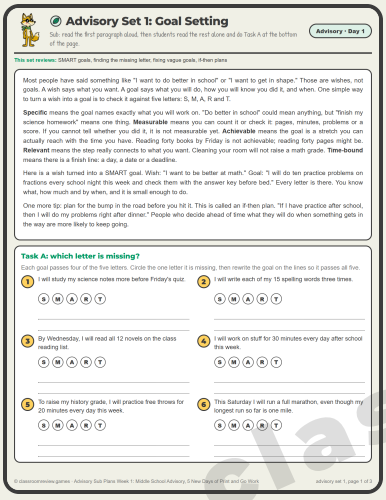
Monday morning checklist (before first period)

- ☐ Read the Important Information page: office number, emergency exits, the nurse.
- ☐ Check the class list for allergies, medical needs and students who leave early.
- ☐ Find today's set on the weekly schedule and count copies for every period.
- ☐ 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.

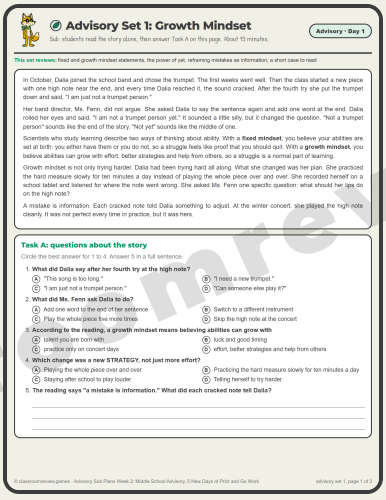
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ONE PAGE OF EVERY DAILY PART

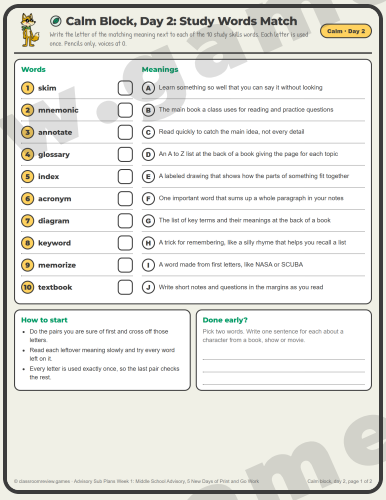
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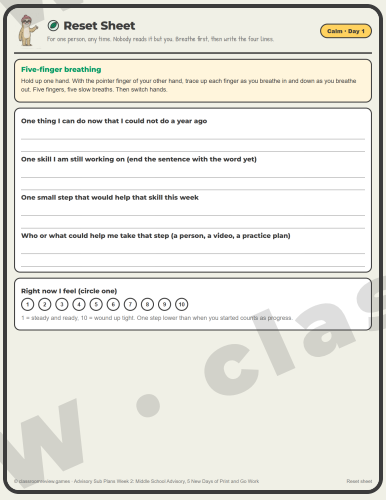
Review set, Week 1 (solo)



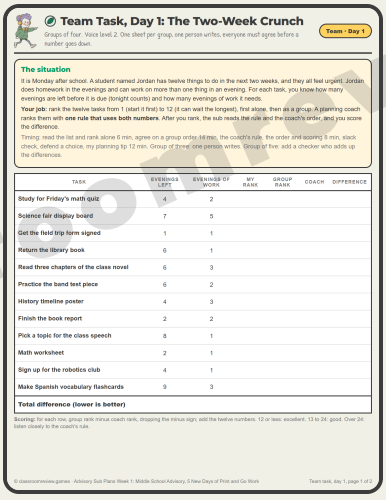
Review set, Week 2 (solo)



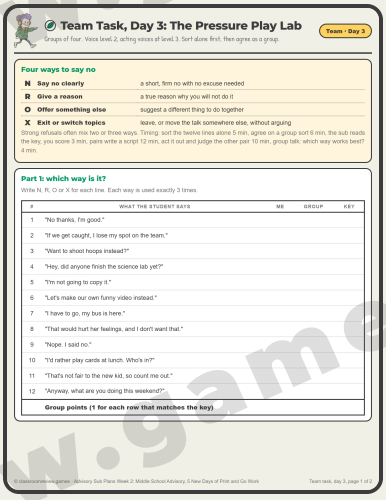
Calm block: word puzzle (solo)



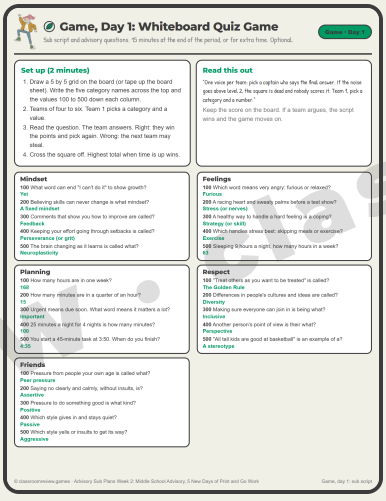
Calm block: reset sheet (solo)



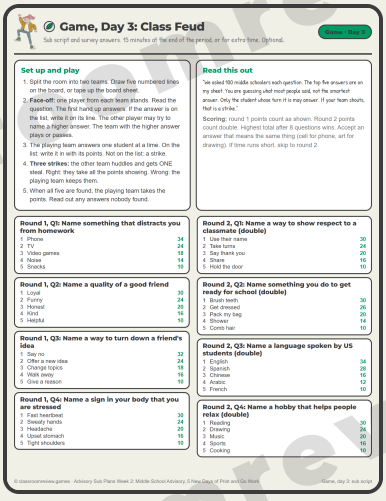
Team task, Week 1 (group)



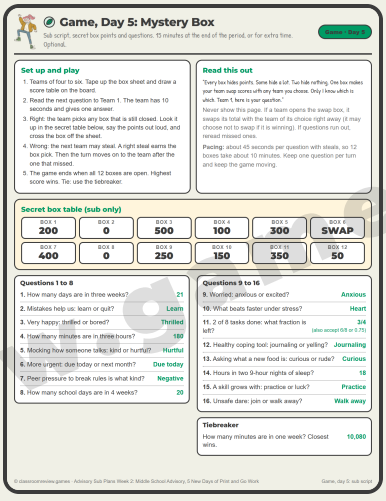
Team task, Week 2 (group)



Game: Whiteboard Quiz Game (group)



Game: Class Feud (group)



Game: Mystery Box (group)

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Every day: a review set, a calm block, a team task and an optional game



Advisory Set 1: Fixed or Growth?

Task B: sort the ten statements. Task C: rewrite each fixed statement with the word yet and a next step.

Advisory · Day 1

Task B: fixed or growth?

Circle F if the statement shows a fixed mindset or G if it shows a growth mindset.

1. "I'm just bad at math, so why bother?" (F) (G)
2. "My wrong answers show me what to practice next." (F) (G)
3. "This way is not working, so I will try a different way." (F) (G)
4. "If I have to work hard at it, I must not be smart." (F) (G)
5. "A comment on my draft tells me what to fix." (F) (G)
6. "I will stick to things I'm already good at." (F) (G)
7. "She's a natural writer. I could never write like that." (F) (G)
8. "I can ask her how she plans her stories and try it myself." (F) (G)
9. "I don't want feedback. It just means I failed." (F) (G)
10. "I can't solve this kind of problem yet, but I'm getting closer." (F) (G)

REWRITE NUMBER 1 AS A GROWTH STATEMENT .....

The power of yet

Adding **yet** turns an ending into a middle. A strong rewrite does two things: it adds **yet**, and it names a **next step** (a strategy to try or a person to ask).

Task C: add yet and a next step

1. **"I can't do a cartwheel."**
2. **"I don't get fractions."**
3. **"I'm not a good public speaker."**
4. **"My drawings never look right."**
5. **"I'll never remember all these vocabulary words."**
6. **"This puzzle is impossible. I give up."**

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Advisory Set 1: Mistakes Are Information

Task D: turn each mistake into a lesson and a next step. Task E: rate your own learning habits. Then the challenge.

Advisory · Day 1

Task D: from mistake to lesson

For each invented student, write what the mistake teaches and one specific next step.

THE MISTAKE	WHAT IT TEACHES	A NEXT STEP
Bianca lost points on a math test because she did not show her work.		
Elijah's science essay came back with the note "No clear topic sentence."		
Calvin ran out of time on a quiz because he spent ten minutes on question 1.		

Task E: my learning habits

Circle a number: 1 = hardly ever, 5 = almost always. This is about school habits only, and nobody grades your numbers.

1. When work gets hard, I try a new strategy instead of quitting. (1) (2) (3) (4) (5)
2. I ask a specific question when I am stuck. (1) (2) (3) (4) (5)
3. I read the comments on my work and use them. (1) (2) (3) (4) (5)
4. I treat a wrong answer as a clue about what to practice. (1) (2) (3) (4) (5)
5. I compare my work to my own earlier work, not to other people's. (1) (2) (3) (4) (5)

ONE HABIT I WANT TO GROW, AND MY FIRST STEP .....

.....

Challenge

A fifth grader at your school says, "I'm bad at reading." Write a short note back (five to seven sentences). Use the word yet, explain the difference between a fixed and a growth mindset in your own words, and give two specific strategies they could try, plus one person they could ask for help. Write it on the back of this page.

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Answer Keys (1 of 10)

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

Advisory Set 1: Growth Mindset

Task A: 1. C; 2. A; 3. D; 4. B. 5. Each cracked note told her something to adjust, so she could fix it on the next try. (Accept the same idea in the student's words.)

Task B: 1. F; 2. G; 3. G; 4. F; 5. G; 6. F; 7. F; 8. G; 9. F; 10. G. Rewrite of 1: accept any growth version, for example "Math is hard for me right now, so I will ask for help and practice a little each day."

Task C: answers vary. Accept a rewrite that adds "yet" (or "not yet") AND names a next step: a strategy or a person to ask. Samples: 1. "I can't do a cartwheel yet, so I will practice against the wall with a coach watching." 2. "I don't get fractions yet, so I will ask my teacher to show me one more example and then try three on my own."

Task D: answers vary; accept a lesson and a concrete step that fit the mistake. Samples: Bianca: teaches that showing the steps lets the teacher give credit and lets her find her own errors; next step: write every step on the next quiz and check one problem backward. Elijah: teaches that readers need the main idea first; next step: write the topic sentence before the rest and ask a partner to point to it. Calvin: teaches that one hard question should not use up the whole quiz; next step: skip a stuck question, finish the rest, then come back to it.

Task E: no right numbers; accept any ratings. The last line needs one habit from the list and a first step the student could do this week. **Challenge:** accept a kind note of five to seven sentences that uses "yet", explains fixed (abilities are set) versus growth (abilities grow with effort, strategies and help), and gives two specific strategies and one helper.

Calm block, Day 1: word search

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

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Calm Block, Day 1: Word Search

Find all 12 growth mindset words. Every direction, including backward. Pencils only, voices at 0.

Calm · Day 1

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

PRACTICE · FEEDBACK · STRATEGY · CHALLENGE · PERSIST · IMPROVE

GROWTH · LEARN · BRAIN · RESILIENT · GRIT · SKILL

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Team Task, Day 1: The Makeovers

After scoring: rewrite every statement the key marks F. Share them out so each person writes at least one.

Team · Day 1

The makeover checklist (1 point each)

1	**Same situation**	it is still about the same subject, skill or event
2	**Honest about now**	it admits the task is hard or not done yet
3	**A real next step**	it names a strategy, a step or a person to ask
4	**Sounds real**	a real student could say it out loud without it sounding fake

Example: "I'll never be fast at typing" becomes "I'm not fast at typing yet, so I will practice for five minutes a day." Same situation, honest, a real step, sounds real: 4 points.

Statement # ____ **Written by** _____ **Checklist points** ____

Statement # ____ **Written by** _____ **Checklist points** ____

Statement # ____ **Written by** _____ **Checklist points** ____

Statement # ____ **Written by** _____ **Checklist points** ____

Statement # ____ **Written by** _____ **Checklist points** ____

Statement # ____ **Written by** _____ **Checklist points** ____

Our best makeover

As a group, pick the makeover with the strongest next step. Write why it would actually help that student.

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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

MINDSET	PLANNING	FRIENDS	FEELINGS	RESPECT
100	100	100	100	100
200	200	200	200	200
300	300	300	300	300
400	400	400	400	400
500	500	500	500	500

Scores

Team 1

Team 2

Team 3

Team 4

Team 5

Team 6

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Game, Day 2: Paper Password

Sub script and advisory word list. 15 minutes at the end of the period, or for extra time. Optional.

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 is the clue giver 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 without a 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. If the word is snowman, you cannot say snow or man. No gestures, 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. Highest total wins; ask pairs to call out totals over 60.

Referee calls

A clue that is two words glued together ("hotdog", "rainbow") counts as one word only if it is a real single word. Plurals and "-ing" forms of the secret word are parts of it and are not allowed. If two pairs argue about a clue, the word scores zero and they move on. The example clues below are allowed and show students what a good first clue sounds like.

Timing (15 minutes)

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

Round 1: Partner A gives clues

PRACTICE	example clue: rehearse
CHALLENGE	example clue: difficult
FEEDBACK	example clue: comments
BRAIN	example clue: neurons
IMPROVE	example clue: better

Round 2: Partner B gives clues

CLOCK	example clue: hands
WEEKEND	example clue: Saturday
ALARM	example clue: wake
MINUTE	example clue: seconds
TIMER	example clue: countdown

Round 3: Partner A gives clues

LOYAL	example clue: faithful
GOSSIP	example clue: rumor
PRESSURE	example clue: push
INVITE	example clue: party
LAUGH	example clue: giggle

Round 4: Partner B gives clues

NERVOUS	example clue: jittery
ANGRY	example clue: mad
CULTURE	example clue: traditions
FAIR	example clue: equal
WELCOME	example clue: greeting

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Game, Day 4: Classroom Millionaire

Sub script and the 12 questions. 15 minutes at the end of the period, or for extra time. Optional.

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 (a new student for every question).
2. Read the question and the four options, then read the options 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 walk away and keep what it has.
4. Wrong: the climb ends. Rungs 4 and 8 are safe: the class keeps the last safe amount it passed.
5. Time left over? Play the questions again as a team quiz.

Three lifelines (one use each)

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

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

Phone 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 and the class loses a lifeline."

Rungs 1 to 4, rung 4 is safe

1. $100 How many days are in two weeks?
A. 10 B. 12 C. 14 D. 16
Answer: C. 14 (50/50 removes A and D)

2. $250 Which is a growth mindset sentence?
A. I'm bad at this B. I give up C. I'll learn how D. It's too hard
Answer: C. I'll learn how (50/50 removes A and D)

3. $500 Which is an assertive way to say no?
A. Fine, whatever B. No thanks, not me C. Ugh, go away D. I guess so
Answer: B. No thanks, not me (50/50 removes C and D)

4. $1,000 A task due very soon is called what?
A. Urgent B. Optional C. Finished D. Ignored
Answer: A. Urgent (50/50 removes B and C)

Rungs 5 to 8, rung 8 is safe

5. $2,500 What helps most with a big project?
A. Last-minute start B. Small steps C. Waiting D. One long night
Answer: B. Small steps (50/50 removes A and D)

6. $5,000 Which word means worry about the future?
A. Anxiety B. Joy C. Hope D. Boredom
Answer: A. Anxiety (50/50 removes B and D)

7. $10,000 Three 40-minute sessions is how many hours?
A. 1 B. 1.5 C. 2 D. 2.5
Answer: C. 2 (50/50 removes A and D)

8. $25,000 Peer pressure comes from whom?
A. Teachers B. People your age C. Coaches D. Neighbors
Answer: B. People your age (50/50 removes A and D)

Rungs 9 to 12

9. $50,000 Which is a healthy coping strategy?
A. Skipping sleep B. Talking it out C. Yelling D. Bottling it up
Answer: B. Talking it out (50/50 removes A and C)

10. $100,000 What does diversity mean?
A. Variety B. Sameness C. Silence D. Speed
Answer: A. Variety (50/50 removes C and D)

11. $500,000 Words that shut people out are called?
A. Inclusive B. Exclusive C. Polite D. Formal
Answer: B. Exclusive (50/50 removes C and D)

12. $1 MILLION Which hormone makes your heart race when you are scared?
A. Adrenaline B. Insulin C. Melatonin D. Keratin
Answer: A. Adrenaline (50/50 removes B and D)

If the class misses

Wrong on rung 1 to 4	**class keeps $0**
Wrong on rung 5 to 8	**class keeps $1,000**
Wrong on rung 9 to 12	**class keeps $25,000**
Walk away after rung n	**class keeps rung n**

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Advisory Set 2: Time Management

Sub: read the four boxes aloud, then students do Tasks A and B alone. About 15 minutes.

Advisory · Day 2

This set reviews: urgent and important tasks, fitting tasks into free time, estimating time, procrastination and a week planner

Urgent or important?

Urgent means it has to happen today or by tomorrow. **Important** means it matters for your schoolwork, your health or a promise you made. Every task fits in one of four boxes.

1 **Do it now** urgent and important	2 **Plan it** important, not urgent	3 **Keep it quick** urgent, not important	4 **Save it for later** not urgent, not important

Task A: sort Gavin's list

Write the box number, 1 to 4, for each task on Gavin's list.

- ☐ **1.** Start reading the novel for a book report due in three weeks.
- ☐ **2.** Finish the math homework that is due tomorrow morning.
- ☐ **3.** Vote today in an online contest for the coolest sneaker design.
- ☐ **4.** Watch videos of other people's pets.
- ☐ **5.** Put the signed field trip form in his backpack; it is due tomorrow.
- ☐ **6.** Learn his lines for the school play next month.
- ☐ **7.** Reply tonight to a group chat poll about the best pizza topping.
- ☐ **8.** Make flash cards for the final exam in four weeks.
- ☐ **9.** Organize the old game files on his computer.
- ☐ **10.** Get to bed on time the night before tomorrow's big science test.

Task B: Hana's free time

It is Tuesday. Hana has 90 free minutes after school. Here is her list.

TASK	MINUTES	DUE
Science reading questions	**40**	**Wednesday**
Spanish worksheet	**25**	**Wednesday**
Book report draft	**30**	**Friday**
Draw a comic just for fun	**20**	**no due date**

1. Which tasks must she do today? _____
2. How many minutes do those tasks take? _____
3. How many free minutes are left after them? _____
4. Does the whole book report draft fit in that time? Yes or no? _____
5. What is a smart way to use the minutes left, and why? _____

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In the full product

Two weeks of advisory, planned and ready to print.

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

10 days, each with a review set, a calm block, a team task and an optional game

26 front pages: note to the sub, week plans, schedules, class lists

20 + 10 solo blocks + team tasks for groups of four

Use it your way

- A longer absence: two full weeks of advisory, ready before you need them.
- Any advisory or homeroom, grades 6 to 8: one set fills a 45 to 55 minute period.
- 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.



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