Advisory Sub Plans Week, Middle School

Week-long sub plans: five days of print and go work for grades 6 to 8, 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 (11 pages)
- Advisory games (10 pages)
- Answer keys (9 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 p. 13	**Advisory 2** Study Skills p. 22	**Advisory 3** Conflict Resolution p. 31	**Advisory 4** Digital Citizenship p. 41	**Advisory 5** Kindness and Community p. 50
Early finishers or a loud moment	**Word Search and Reset Sheet** p. 16	**Sudoku and Grounding Sheet** p. 25	**Secret Codes and Control Sheet** p. 34	**Maze and Brain Dump** p. 44	**Word Ladders and Three Good Things** p. 53
Block period or extra time	**The Two-Week Crunch** p. 18	**The Quiz Week Study Plan** p. 27	**The Welcome Booklet** p. 36	**The Homework Club Council** p. 46	**The Mixed Lunch Debate** p. 55
Last 15 minutes, if earned	**Whiteboard Jeopardy** p. 20	**Paper Password** p. 29	**Class Feud** p. 39	**Classroom Millionaire** p. 48	**Mystery Box** p. 57

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 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 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 (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. The game at the end of the day is the reward for a level that holds.

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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Advisory Set 1: Goal Setting

Sub: read the first paragraph aloud, then students read the rest alone and do Task A at the bottom of the page.

Advisory · Day 1

Most people have said something like "I want to do better in school" or "I want to get in shape." Those are wishes, not goals. A wish says what you want. A goal says what you will do, how you will know you did it, and when. One simple way to turn a wish into a goal is to check it against five letters: S, M, A, R and T.

Specific means the goal names exactly what you will work on. "Do better in school" could mean anything, but "finish my science homework" means one thing. **Measurable** means you can count it or check it: pages, minutes, problems or a score. If you cannot tell whether you did it, it is not measurable yet. **Achievable** means the goal is a stretch you can actually reach with the time you have. Reading forty books by Friday is not achievable; reading forty pages might be. **Relevant** means the step really connects to what you want. Cleaning your room will not raise a math grade. **Time-bound** means there is a finish line: a day, a date or a deadline.

Here is a wish turned into a SMART goal. Wish: "I want to be better at math." Goal: "I will do ten practice problems on fractions every school night this week and check them with the answer key before bed." Every letter is there. You know what, how much and by when, and it is small enough to do.

One more tip: plan for the bump in the road before you hit it. This is called an if-then plan. "If I have practice after school, then I will do my problems right after dinner." People who decide ahead of time what they will do when something gets in the way are more likely to keep going.

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 study my science notes more before Friday's quiz.

(S) (M) (A) (R) (T)

2 I will write each of my 15 spelling words three times.

(S) (M) (A) (R) (T)

3 By Wednesday, I will read all 12 novels on the class reading list.

(S) (M) (A) (R) (T)

4 I will work on stuff for 30 minutes every day after school this week.

(S) (M) (A) (R) (T)

5 To raise my history grade, I will practice free throws for 20 minutes every day this week.

(S) (M) (A) (R) (T)

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

(S) (M) (A) (R) (T)

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Advisory Set 1: Fix the Vague Goal

Task B, then Task C. Use the five letters as your checklist. Two sentences per rewrite is fine.

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?	Can I really do this in the time I have?	Does this step help with what I want?	When is my finish line?

Task B: turn each wish into a SMART goal

1. **Read more.**

2. **Be more organized.**

3. **Get in shape.**

4. **Do my homework.**

5. **Stop being late.**

6. **Be nicer to my little brother.**

Task C: my SMART goal for this week

- (S) **What exactly will I do?**
- (M) **How will I count it?**
- (A) **Why can I really do it?**
- (R) **What does it help with?**
- (T) **By when?**

Now write the whole goal as one sentence.

Trade and check

Swap sheets with a partner. They tick each letter your Task C goal passes and write one suggestion to make it stronger.

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

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Advisory Set 1: My Week Plan

Task D. Break your Task C goal into one small step a day. Tick a day when it is done.

Advisory · Day 1

MY GOAL .....

DAY	MY STEP FOR TODAY	HOW MUCH	DONE?
Monday			☐
Tuesday			☐
Wednesday			☐
Thursday			☐
Friday			☐

My if-then plans

What could get in the way this week? Plan for it now.

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

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

Challenge

Write one SMART goal for the whole month. Then break it into four weekly mini-goals, one per week. Every mini-goal must pass all five letters, and each week should build on the one before.

MONTH GOAL .....

WEEK 1 .....

WEEK 2 .....

WEEK 3 .....

WEEK 4 .....

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Calm Block, Day 1: Word Search

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

Calm · Day 1

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

GRATITUDE · KINDNESS · PATIENCE · RESPECT · EMPATHY · HONESTY · COURAGE · FRIEND · LISTEN · EFFORT · TRUST · GOAL

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Reset Sheet

For one person, any time. Nobody reads it but you. Start with the breathing, then the three lines.

Calm · Day 1

Box breathing

Breathe in for four counts, hold for four, out for four, hold for four. Four times.

Three things I can see from my seat

Two sounds in the room right now

One thing I did well today

Right now I feel (circle one)

1 2 3 4 5 6 7 8 9 10

1 = totally calm, 10 = about to burst. Went down by one? That is the skill.

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Team Task, Day 1: The Two-Week Crunch

Groups of four. Voice level 2. One sheet per group, one person writes, everyone must agree before a number goes down.

Team · Day 1

The situation

It is Monday after school. A student named Jordan has twelve things to do in the next two weeks, and they all feel urgent. Jordan does homework in the evenings and can work on more than one thing in an evening. For each task, you know how many evenings are left before it is due (tonight counts) and how many evenings of work it needs.

Your job: rank the twelve tasks from 1 (start it first) to 12 (it can wait the longest), first alone, then as a group. A planning coach ranks them with **one rule that uses both numbers**. After you rank, the sub reads the rule and the coach's order, and you score the difference.

Timing: read the list and rank alone 6 min, agree on a group order 14 min, the coach's rule, the order and scoring 8 min, slack check, defend a choice, my planning tip 12 min. Group of three: one person writes. Group of five: add a checker who adds up the differences.

TASK	EVENINGS LEFT	EVENINGS OF WORK	MY RANK	GROUP RANK	COACH	DIFFERENCE
Study for Friday's math quiz	4	2				
Science fair display board	7	5				
Get the field trip form signed	1	1				
Return the library book	6	1				
Read three chapters of the class novel	6	3				
Practice the band test piece	6	2				
History timeline poster	4	3				
Finish the book report	2	2				
Pick a topic for the class speech	8	1				
Math worksheet	2	1				
Sign up for the robotics club	4	1				
Make Spanish vocabulary flashcards	9	3				
Total difference (lower is better)						

Scoring: for each row, group rank minus coach rank, dropping the minus sign; add the twelve numbers. 12 or less: excellent. 13 to 24: good. Over 24: listen closely to the coach's rule.

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Team Task, Day 1: Slack Check

Fill this in after the sub reads the coach's rule.

Team · Day 1

Slack check

Slack = evenings left minus evenings of work. Work it out for six tasks your group picks, including the two you argued about most.

TASK	EVENINGS LEFT	MINUS WORK	= SLACK

Defend one choice

Pick one task your group placed far from the coach's spot. Write two sentences: why you put it there, and whether the coach's rule convinced you.

The sneaky one

Which task is due later than the math quiz but should be started before it? Use its slack to explain why.

My planning tip (each student)

Name one thing you could do this week to keep a big job from sneaking up on you, like writing due dates in one place or splitting a project into evening-sized steps.

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Game, Day 1: Whiteboard Jeopardy

Sub script and advisory questions. 15 minutes at the end of the day, or when 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 answers. Right: they win the points and pick again. Wrong: the next team may steal.
4. Cross the square off. Highest total when time is up wins.

Read this out

"This is the reward. If the noise goes above level 2, the square is dead and nobody scores it. Team 1, pick a category and a number."

Keep the score on the board. If a team argues, the script wins and the game moves on.

Study

100 Studying a little over several days is called what?
Spaced practice

200 What is it called when you quiz yourself from memory?
Retrieval practice

300 A drawing of bubbles linking ideas is called what?
A mind map

400 What word means putting off a task until later?
Procrastination

500 What does it mean to paraphrase something?
Say it in your own words

Talking

100 Eye contact and nodding show what kind of listening?
Active listening

200 A sentence that starts with 'I feel' is called what?
An I-statement

300 Facial expressions are what kind of communication?
Nonverbal

400 When each side gives a little, it is called what?
Compromise

500 Understanding how another person feels is called what?
Empathy

Time

100 How many minutes are in two hours?
120

200 What is a list of tasks you need to finish called?
A to-do list

300 What is it called to do the most important task first?
Prioritizing

400 How many minutes are there from 2:50 to 3:15?
25

500 Breaking a big task into smaller steps is called what?
Chunking

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 A goal for the next few weeks is what kind of goal?
Short-term

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

500 Believing effort grows your skills is called a what?
Growth mindset

Digital

100 A secret word that guards an account is called what?
A password

200 Bullying that happens online is called what?
Cyberbullying

300 The trail you leave online is called your what?
Digital footprint

400 A fake message to steal your login is called what?
Phishing

500 What is using someone else's work as your own called?
Plagiarism

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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	TIME	DIGITAL	TALKING	GOALS
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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Answer Keys (1 of 9)

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

Advisory Set 1: Goal Setting

Task A (missing letter): 1. M ("more" cannot be counted); 2. T (no day or deadline); 3. A (12 novels in a few days is not realistic); 4. S ("stuff" does not say what); 5. R (free throws do not help a history grade); 6. A (one mile to a marathon in days is not realistic). Rewrites: accept any version that adds the missing part and keeps the other four.

Task B: answers vary. Accept a rewrite only if it contains everything listed. 1. what to read, pages or minutes, how often or by when. Sample: "I will read my library book for 20 minutes every night this week." 2. which thing (binder, backpack, locker), a check you can count, a day. Sample: "By Thursday, I will sort my binder into five labeled sections, one for each class." 3. one activity, minutes or times, which days, a realistic size. Sample: "I will walk for 15 minutes after school on Monday, Wednesday and Friday." 4. which class, a time or a count, the days. Sample: "I will finish my math homework before 7 p.m. every school night this week." 5. late to what, the step that fixes it, a count, a time frame. Sample: "This week I will pack my bag the night before so I am in my seat before the bell all five days." 6. an action you can see, how often, by when. Sample: "I will help my brother build his model for 10 minutes on three nights before Sunday."

Tasks C, D, trade and check, and Challenge: answers vary. Accept any goal that names one thing, has a number, is realistic for a week, connects to what the student wants, and has a day; each daily step should be small and countable, and each weekly mini-goal should pass all five letters.

Calm block, Day 1: word search

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

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Advisory Set 1: Fix the Vague Goal

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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?	Can I really do this in the time I have?	Does this step help with what I want?	When is my finish line?

Task B: turn each wish into a SMART goal

1. **Read more.**

2. **Be more organized.**

3. **Get in shape.**

4. **Do my homework.**

5. **Stop being late.**

6. **Be nicer to my little brother.**

Task C: my SMART goal for this week

- **S** What exactly will I do?
- **M** How will I count it?
- **A** Why can I really do it?
- **R** What does it help with?
- **T** By when?

Now write the whole goal as one sentence.

Trade and check

Swap sheets with a partner. They tick each letter your Task C goal passes and write one suggestion to make it stronger.

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

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In the full kit

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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

9 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.



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