



Middle School ELA Maternity Leave Sub Plans, 6 Weeks

Six complete week binders of middle school ELA, grades 6 to 8. Every day has individual work and a team task, and every task has a "say this" script.

PREVIEW

What is included

- Six week binders (89, 92, 94, 93, 93, 93 pages): 554 pages
- 80 front pages: binder cover, important information, note to the sub, the week plan filled in, schedule, set index, class list, how it went, Monday opener
- 90 solo blocks (30 reading sets, 30 writing sets, 30 calm blocks) and 30 team tasks for groups of four
- A "say this to the class" script for all 156 tasks: 2 or 3 sentences the sub reads out
- A core task and a ★ challenge in every reading set, writing set and team task
- 30 optional games, each on that day's reading and writing (Day 30: on all six weeks)
- Answer keys for everything; color and ink-saver B&W, US Letter and A4

How it works

1. Leave the six binders out. Each has its own filled-in plan with page numbers.
2. The sub reads the "say this" box out, then runs the day's reading set and writing set; students work on their own. Everyone does the core task, early finishers go on to the ★ challenge.
3. The calm block fits any gap, the team task fills a block period or extra time, the game the last 15 minutes.
4. No prep and no tech: print and go.

The 30 days: a reading, a writing set, a team task and a game

- **Week 1, days 1 to 5. Read:** The Day It Rained Molasses; The Spare Key; Marie Curie and the Invisible Rays; The Tiny Workers Inside Bread; Let Middle Schoolers Sleep. **Write:** Show, Don't Tell; Paragraph Structure; Persuasive Letter; Descriptive Writing; Narrative. **Team:** Rank the Bee Sources, The Class Magazine, The Six Sentence Story, The Coverless Book, Graphic Novel Debate.
- **Week 2, days 6 to 10. Read:** The Static Hour; Three Poems; Why the Monarchs Move; Why the River Bends; The Understudy. **Write:** Writing a Summary; Write a Poem; Informative Paragraph; Write a Myth; Write a Dialogue Scene. **Team:** Theme Match-Up, Poem Remix, Chain Reaction, Plot Mountain Puzzle, Readers Theater Rehearsal.
- **Week 3, days 11 to 15. Read:** The Case of the Golden Brush; A News Article; Keep the Doors Open on Sundays; Water Bears: Tiny but Tough; The Bell With No Tongue. **Write:** Write the Story Ending; Write a News Article; Claim, Evidence, Reasoning; How-To Writing; Retell from Another Point of View. **Team:** Alibi Grid, Front Page Decision, Rhetoric Detectives, Root Builder, Hot Seat Interviews.
- **Week 4, days 16 to 20. Read:** The Last Lock Before Dark; Mae Jemison's Long Road to Orbit; Two Texts About One Shelter Day; Three Poems; Give the Old Rail Line a Second Life. **Write:** Diary Entry from the Past; Research Notes and Paraphrasing; Compare and Contrast Paragraph; Personal Narrative Vignette; Counterargument Paragraph. **Team:** Canal Boat Supply Run, Paraphrase Check, Shelter Schedule, Mood Swap, Town Council Hearing.
- **Week 5, days 21 to 25. Read:** Night Shift in Dome Three; Twelve Feet of Water; A Letter from the Island; Rolling, Riding, Walking; Always Ready. **Write:** Character Sketch; Short Memoir; Formal Email or Letter; Explanatory Essay; Write a Fable. **Team:** Casting Call, Voice Swap, Mailroom Sort, Infographic Studio, Irony Detectives.
- **Week 6, days 26 to 30. Read:** Lights Out in Copper Hollow; Why Lighthouses Still Shine; Two Poems About One Pool; Borrow the Drill; Beginnings, Four Short Pieces. **Write:** Revising and Editing; Research Question and Sources; Poetry Page; Persuasive Speech; Letter to a Future Student. **Team:** Suspense Meter, Question Workshop, Poetry Slam Lite, Fallacy Finder, Six Week Showcase.

Optional game every day, on that day's reading and writing (Day 30, the big review day: its game reviews all six weeks):

Mon **Whiteboard Quiz Game** Tue **Paper Password** Wed **Class Feud** Thu **Classroom Millionaire** Fri **Mystery Box**

What this preview shows: the note to the sub, the Week 1 plan, more front pages, one page of every daily part, a full reading set and writing set with their key, a calm block, a team task, the game types and one ink-saver page. Every product page is watermarked. The full product has 554 pages.

What the sub gets: a note that explains the routine, a "say this" script for every task (156 in all), a sub script for every Monday opener, a "Read this out" box on most games, and every answer in the key.



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: **Reading 1** and **Writing 1** are Monday's sets, **Reading 2** and **Writing 2** Tuesday's, and so on. 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. Every task starts with a short **Say this to the class** box under its title: read it out, and the class knows what to do and how to start.

Every student page has a core task first, then a ★ challenge. Every student does the core task. Students who finish early go on to the ★ challenge; it fills a few extra minutes, and nobody has to finish it.

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 reading and writing set each (one period, core task + ★ challenge on every page)
- A calm and quiet block: a word puzzle and a self-checking word hunt on the day's reading and writing
- 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 student page has a ★ challenge, so fast finishers always have something.
- If a set is not working, stop it and use the calm block or the team task. Every set starts cold.

At the end of each day

Please fill in that day's line on the "How it went" page. It takes two minutes and I read every word.

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



This Week's Plan

Filled in for you: every day has a reading set and a writing set, one period each. Keep it as it is, or use the blank schedule on the next page.

WHEN	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Start of class	Meet Your Sub p. 12 · 15 min, every period	Attendance, voice level	Attendance, voice level	Attendance, voice level	Attendance, voice level
Reading set (one period)	Reading 1 The Day It Rained Molasses p. 15	Reading 2 The Spare Key p. 27	Reading 3 Marie Curie and the Invisible Rays p. 40	Reading 4 The Tiny Workers Inside Bread p. 53	Reading 5 Let Middle Schoolers Sleep p. 66
Writing set (one period)	Writing 1 Show, Don't Tell p. 18	Writing 2 Paragraph Structure p. 30	Writing 3 Persuasive Letter p. 43	Writing 4 Descriptive Writing p. 56	Writing 5 Narrative p. 69
Early finishers or a loud moment	Word Search and Quiet Practice p. 21	Term Match and Quiet Practice p. 34	Secret Codes and Quiet Practice p. 47	Word Scramble and Quiet Practice p. 60	Word Ladders and Quiet Practice p. 73
Block period or extra time	Rank the Bee Sources p. 23	The Class Magazine p. 36	The Six Sentence Story p. 49	The Coverless Book p. 62	Graphic Novel Debate p. 75
Last 15 minutes (optional): a fun way to end the class, or for extra time	Whiteboard Quiz Game p. 25	Paper Password p. 38	Class Feud p. 51	Classroom Millionaire p. 64	Mystery Box p. 77

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.
- A double block or two periods: the reading set, then the writing set. One period only: run the reading set; the writing set fills extra time. The game reviews that day's reading, writing and team task; if the class skipped the team task, skip the game questions about it.

ELA SUB PLANS WEEK 1

Middle School ELA, 5 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 reading and writing set each, 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.



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ELA Sub Plans Week 1: Middle School ELA, 5 Days of Print and Go Work

Important Information

The page the sub reads first. Fill it in once you 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 _____

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Important Information

Weekly Schedule (Blank)

Fill out order, write the set for each period (Monday: Reading 1, Tuesday: Reading 2, and so on) and the class next to each period. Cross out or remove 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 period runs longer, the 30 challenges fit a few minutes, 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. Reading 1 and Writing 1 are Monday's sets. Reading 2 and Writing 2 Tuesday's, and so on. The set index lists every set with its minutes and page.

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Weekly schedule, blank

Class List and Dismissal

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

☐ bus (write the number) ☐ walks ☐ picked up (write who) ☐ after-school program ☐ other

★ in the notes, a student who finds the core task essay may start with the challenge.

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			
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24			
25			
26			
27			
28			
29			
30			

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Class list and dismissal

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: _____

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How it went

Meet Your Sub

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

★ **SAY YES TO THE CLASS** "To everyone, I am your sub for English this week, and every day has a reading set and a writing set. First I will tell you a little about me and take three questions. Then we read the class agreement together. Every page has a core task and a star challenge, so start with the core task and keep going when you finish."

Sub script (same routine for every class)

- 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.
- Introduce yourself from the sheet, two minutes. Then hold up the "Ask the Sub" list and take three questions from hands. Three, not ten.
- 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.
- 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.
- Start the set. "This is today's reading. Do the core task first. When you finish, try the star challenge, and the calm block is always allowed."

If the class is loud

- Skip the questions, keep the agreement and the voice level.
- Start the set sooner. Leave the voice level number on the board for the whole period.

If a period has ten minutes left

- Play Two Truths and a Lie. Show it edition (rules on the class page), in groups of six. Each group picks one to share.
- Or hand out the quiet practice page 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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Day 1 opener: sub script



Writing Set 3: Formal Email or Letter

Write a formal letter or email. You will be asked to write the text first.

Writing 3

Look and read the email.

Now we receive a formal email. It is asking for information, promises and perhaps 'formal' requests, greetings, closings and captions.

THE TASK

1 Read the email and think about what it is asking for. Write a formal letter or email to answer the questions. You must write the letter or email in your own words. Write it in your own words.

The lesson (3 minutes)

When you write to ask for help, you need to use a formal register. You can use a formal register when you write to a museum worker, a librarian or a coach. You use a formal register when you write to a museum worker, a librarian or a coach. You use a formal register when you write to a museum worker, a librarian or a coach.

Greeting: Dear Sir, Madam, or Captain D. (the person's title and name, a surname).

Purpose: I am writing to ask you for information about the museum.

One specific request: a clear question the reader needs to answer. Could you please tell me...?

Thank you: Thank you for your time.

Closing: Sincerely, or Yours truly, (only the first word has a capital, then a comma), and your full name. An email also needs a clear subject line.

A model email

Subject: Question about student volunteer days

Dear Mr. Noyak,

I am a seventh grade learner recently moved to Erie Island, and I am writing to ask whether your museum accepts student volunteers on Saturdays. Our class recently made about Ellis Island, and I would like to learn how museums care for old letters and photographs. Could you please tell me how a student can apply? Thank you for your time. I look forward to hearing from you.

Sincerely,

Gavin Rivers

Notice the model

Copy the greeting and the closing exactly, with their capitals and commas.

GREETING **CLOSING**

★ Challenge

Copy the sentence in the model that starts Quinn's purpose. Why does she want to volunteer?
 Copy a formal email and the purpose first. Why first?

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Writing 3, page 1 of 1

Writing set: the lesson, Week 5 (solo)



Team Task, Day 5: Irony Detectives

(Stage of Year: Week 2, End of the first half of your double lesson time.)

Team: _____

Cue

Has been used before

On the board

"Today we have task 5 irony detectives. For groups of four and about five minutes each. Your group reads below short scenes and decides which kind of irony each scene has. Verbal, situational, or dramatic. Every right answer gives you one coffee filter, so the teacher gets it wrong any after the whole class is rated."

The detective's handbook

Situational irony: what happens is the opposite of what you would expect. **Verbal** irony: someone says the opposite of what they mean. **Dramatic** irony: the audience or reader knows something that the character does not.

(For each scene, circle the kind of irony. V = V.I. and only use words listed in the box. Underline the words that prove it. P.P. Reader. Judge (give the hints). Check FINDER (underline), Code Keeper (write the letters).

1 The school's poster about healthy snacks is held to the wall with a wad of bubble gum.	S V D P
2 Stepping out onto the painting rain. Dad says "Perfect day for a picnic."	S V D P
3 The audience sees the prince hide in the closet, but the guard who was looking the other way, tells him that the room is empty	S V D P
4 We know the surprise party guests are hiding in the kitchen, but the birthday girl says she will just grab a quick snack at home.	S V D P
5 The school spelling bee banner is printed with a word spelled exactly as it was said.	S V D P
6 After his team loses 12 to 0, the coach says, "Well, that wasn't exciting as planned."	S V D P
7 The No Littering sign blows over and lies on the street for a week.	S V D P
8 Readers watch a pirate seize the treasure map for a fake, and then the captain sets off proudly with the fake.	S V D P

★ Challenge

Write your own scene of SITUATIONAL, Ironic or DRAMATIC could happen at school. In one to three sentences.

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Team task, day 5 page 1 of 3

Team task, Week 5 (groups of four)



Game, Day 5: The Boxes

Tape this up when a team gets a box, cross it off and write the team number on it.

5

<div style="font-size: 3em; font-weight: bold;">1</div> <div style="margin-top: 10px;">TEAM </div>	<div style="font-size: 3em; font-weight: bold;">2</div> <div style="margin-top: 10px;">TEAM </div>	<div style="font-size: 3em; font-weight: bold;">3</div> <div style="margin-top: 10px;">TEAM </div>	<div style="font-size: 3em; font-weight: bold;">4</div> <div style="margin-top: 10px;">TEAM </div>
<div style="font-size: 3em; font-weight: bold;">5</div> <div style="margin-top: 10px;">TEAM </div>	<div style="font-size: 3em; font-weight: bold;">6</div> <div style="margin-top: 10px;">TEAM </div>	<div style="font-size: 3em; font-weight: bold;">7</div> <div style="margin-top: 10px;">TEAM </div>	<div style="font-size: 3em; font-weight: bold;">8</div> <div style="margin-top: 10px;">TEAM </div>
<div style="font-size: 3em; font-weight: bold;">9</div> <div style="margin-top: 10px;">TEAM </div>	<div style="font-size: 3em; font-weight: bold;">10</div> <div style="margin-top: 10px;">TEAM </div>	<div style="font-size: 3em; font-weight: bold;">11</div> <div style="margin-top: 10px;">TEAM </div>	<div style="font-size: 3em; font-weight: bold;">12</div> <div style="margin-top: 10px;">TEAM </div>

Scores

<div style="background-color: #2e8b57; color: white; padding: 5px; margin-bottom: 5px;">Team 1</div> <div style="border: 1px solid black; height: 80px;"></div>	<div style="background-color: #2e8b57; color: white; padding: 5px; margin-bottom: 5px;">Team 2</div> <div style="border: 1px solid black; height: 80px;"></div>	<div style="background-color: #2e8b57; color: white; padding: 5px; margin-bottom: 5px;">Team 3</div> <div style="border: 1px solid black; height: 80px;"></div>	<div style="background-color: #2e8b57; color: white; padding: 5px; margin-bottom: 5px;">Team 4</div> <div style="border: 1px solid black; height: 80px;"></div>
<div style="background-color: #2e8b57; color: white; padding: 5px; margin-bottom: 5px;">Team 5</div> <div style="border: 1px solid black; height: 80px;"></div>	<div style="background-color: #2e8b57; color: white; padding: 5px; margin-bottom: 5px;">Team 6</div> <div style="border: 1px solid black; height: 80px;"></div>	<div style="background-color: #2e8b57; color: white; padding: 5px; margin-bottom: 5px;">Team 7</div> <div style="border: 1px solid black; height: 80px;"></div>	<div style="background-color: #2e8b57; color: white; padding: 5px; margin-bottom: 5px;">Team 8</div> <div style="border: 1px solid black; height: 80px;"></div>

Game: Mystery Box (whole class)



Reading Set 1: Lights Out in Copper Hollow

Read the story twice. The second time, notice every place the author makes you want to read faster.

Reading • Day 1

This set reviews: suspense in an adventure story: pacing, short sentences, cliffhangers, foreshadowing, the climax, evidence and vocabulary in context



SAY THIS TO THE CLASS

"Today's reading is an adventure story about a class trip into a cave, and you work alone for the period. Read it once for the story, then read it again and watch how the author makes you nervous on purpose. Look for hints, very short sentences and paragraphs that stop at the worst moment."

- ① The yellow bus stopped at the bottom of a wooded hill, and Mr. Soto's seventh graders climbed out into the October sun. Halfway up the hill, set into the rock, was a steel door with a sign above it: Copper Hollow Cavern, Guided Tours Only. Their guide was waiting beside it. Ms. Varga was small and gray-haired, and she wore a headlamp pushed up on her forehead like a pair of sunglasses.
- ② Before she unlocked the door, she held up one finger. "One rule," she said. "If the lights ever go out down there, you stand still, you keep one hand on the rail, and you wait for my voice. Nobody wanders. Not one step." A few students laughed, because lights going out sounded like something from a movie. Talia did not laugh. She had a habit of remembering the rules other people thought were funny.
- ③ Inside, the air was cool and damp, and it smelled like wet stones. A concrete path wound down into the hill beside a metal handrail, and strings of electric lights glowed along the ceiling. Stalactites hung above the path like stone icicles, some as thin as pencils and some as thick as tree trunks. Wes, Talia's best friend, kept pretending to bump his head on them. Zaid walked so close behind Talia that she could hear his sneakers squeak. He had told her on the bus that he did not like small spaces.
- ④ In the largest room, which Ms. Varga called the Cathedral, the guide stopped to point out a stone shape that looked like a pipe organ. That was when Talia noticed the lights. They dimmed, brightened, and dimmed again, and somewhere in the wires above them something buzzed like a trapped fly. Ms. Varga glanced up at the ceiling. For half a second she frowned. Then she smiled and went on talking about how slowly the stone had grown, but Talia had seen the frown, and she did not forget it.
- ⑤ The path grew narrower after that. The ceiling sloped down until the tallest students had to duck, and a thin stream ran beside the path, gurgling in the dark. At last they came out into a round room at the very bottom of the tour. "This is the Echo Room," Ms. Varga said, and her voice came back to them from three directions at once. "And this is where I show you something most people never see: true darkness. I will switch off the lights for ten seconds. Count with me."
- ⑥ She flipped a switch on the wall. The dark fell on them all at once, so thick that Talia could not see her own hand when she held it in front of her nose. The class counted together, loud and silly at first, then quieter. Eight. Nine. Ten. Ms. Varga flipped the switch back up.
- ⑦ Nothing happened.

While you read: which paragraph?

1. Which paragraph shows the first hint that Talia SEES, a warning that the lights might fail?

★ Challenge

In paragraph 2, a few students laugh at the rule. How does that make you feel about what is coming, and why?



Reading Set 1: Questions

For questions 1 to 8, circle one letter. For 9 and 10, write two or three sentences with details from the story.

Reading • Day 1

1. How does the author build suspense in paragraphs 6 to 11?

- (A) By listing facts about how caves are formed
- (B) By explaining the history of the cavern
- (C) By using darkness, small sounds and short sentences that keep the reader waiting
- (D) By describing the long bus ride in detail

2. Which sentence from the story foreshadows the trouble in the Echo Room?

- (A) If the lights ever go out down there, you stand still, you keep one hand on the rail, and you wait for my voice.
- (B) Wes, Talia's best friend, kept pretending to bump his head on them.
- (C) The path grew narrower after that.
- (D) On the bus home, she found she was already hoping for another trip.

3. Why is paragraph 7 only two words long?

- (A) To show that the story is almost over
- (B) To explain why the power went out
- (C) To describe the Echo Room
- (D) To make the reader stop for a moment and feel the shock that the lights did not come back

4. Which sentence best shows that time seems to slow down for Talia in the dark?

- (A) They heard a zipper.
- (B) In the silence Talia heard everything at once
- (C) She flipped a switch on the wall.
- (D) At last they came out into a round room at the very bottom of the tour.

5. Which event is the climax of the story, the moment of greatest tension?

- (A) The class counts to ten in the Echo Room
- (B) Something climbs Talia's sneaker in the dark, and she holds the rail instead of running
- (C) Ms. Varga points out the stone pipe organ
- (D) The class walks out of the cave in a slow line

6. In paragraph 4, the lights "dimmed, brightened, and dimmed again." What does dimmed mean?

- (A) Grew louder
- (B) Turned a different color
- (C) Grew less bright
- (D) Went out for good

7. Paragraph 10 ends with something touching Talia's ankle. What is the effect of stopping the paragraph there?

- (A) It leaves the reader wondering what the something is, so the reader keeps going
- (B) It tells the reader that Talia is hurt
- (C) It explains how cave crickets live
- (D) It shows that the tour is over

8. What does the cave cricket show about the danger in the dark?

- (A) The cave is full of dangerous animals
- (B) Ms. Varga did not know the cave well
- (C) Zaid was right to be afraid of small spaces
- (D) The danger felt much bigger in the dark than it really was

9. Name two ways the author slows down time in the dark (paragraphs 6 to 11). Give an example of each.

.....

.....

10. Predict what Talia will do if the lights go out on another cave trip. Support your prediction with evidence from the story.

.....

.....



Challenge

Rewrite this calm sentence so it builds suspense: The class walked back up the path.

.....



Reading Set 1: Vocabulary and the Suspense Toolkit

Reading • Day 1

Use the words nearby to work out each meaning. Then fill in the suspense toolkit chart.

Vocabulary in context

WORD	WHERE IT APPEARS	WHAT IT MEANS HERE (YOUR WORDS)
wound	<i>A concrete path wound down into the hill</i>	
sloped	<i>The ceiling sloped down until the tallest students had to duck</i>	
mutter	<i>they heard the guide mutter something about tiny batteries</i>	
harmless	<i>Totally harmless.</i>	
bobbed	<i>while the guide's beam bobbed in front of them</i>	
flickered	<i>the ceiling lights flickered back on</i>	

The suspense toolkit

Suspense is the tense feeling of waiting to find out what happens. **Foreshadowing** is a hint about trouble to come. A **cliffhanger** stops at an exciting moment. The **climax** is the moment of greatest tension. For each tool, give a paragraph number and a few words from the story.

Foreshadowing

A very short sentence or paragraph, and why it works

A cliffhanger

Time slowing down

The climax

★ Challenge

Write a new two-sentence ending for paragraph 13 that ends on a cliffhanger, so the reader wants a sequel.



Writing Set 1: Revising and Editing

Sub: read the lesson box aloud, then students work alone. About twenty minutes for Tasks A to C, the rest for the plan and the final paragraph.

Writing • Day 1

This set reviews: revising with ARMS and editing with CUPS, run-ons, fragments and comma splices, a revised final paragraph



"Today's writing set is about revising and editing, the steps that turn a first draft into good writing, and you work alone. I will read the lesson aloud, then you fix ten sentences, revise a short draft and edit a paragraph. Revising changes the ideas, and editing fixes the mistakes."

The lesson (3 minutes)

Revising makes the ideas better. **Editing** fixes the mistakes. Good writers do both, in that order.

- A **run-on** jams two complete sentences together with nothing between them: The bell rang we ran outside.
- A **comma splice** joins two complete sentences with only a comma: The bell rang, we ran outside.
- A **fragment** is only part of a sentence: it is missing a subject or a verb, or it is not a complete thought: When the bell rang.
- **Fixes:** add a period, add a comma AND a joining word (and, but, so), use a semicolon, or add the missing part.
- **Revise with ARMS:** Add, Remove, Move, Substitute. **Edit with CUPS:** Capitals, Usage, Punctuation, Spelling.

Task A: label and fix ten sentences

Write R (run-on), F (fragment), S (comma splice) or C (correct) in the box. Then fix every sentence that is not C on your own paper or in the space between the lines.

- 1 We paddled across the lake the wind pushed us sideways. ☐
- 2 Because the canoe kept tipping. ☐
- 3 The water was cold, my hands went numb. ☐
- 4 Our counselor shouted directions from the dock. ☐
- 5 Waiting for the storm to pass. ☐
- 6 Rain hit the lake, we pulled the canoe onto the sand. ☐
- 7 The thunder rolled closer we ran for the cabin. ☐
- 8 After the storm, the lake looked like glass. ☐
- 9 A heron on a log near the shore. ☐
- 10 My sister grabbed the paddles I carried the life jackets. ☐

★ Challenge

Fix sentence 3 two different ways: once with a period, once with a comma and a joining word (and, but, so).

With a period:

With a joining word:



Writing Set 1: The Final Paragraph

Task E. Copy your paragraph with every revision and every fix. Check each line of the list when you finish.

Writing • Day 1

TITLE

Checklist

- ☐ My final paragraph has no run-on sentences.
- ☐ It has no fragments: every sentence has a subject and a verb and is a complete thought.
- ☐ It has no comma splices.
- ☐ I made one revision of each ARMS kind: add, remove, move and substitute.
- ☐ I read it aloud in a whisper and fixed anything that sounded wrong.

★ Challenge

Combine two short sentences from your paragraph into one smooth sentence without making a run-on or a comma splice.



Answer Keys (1 of 10)

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

Reading Set 1: Lights Out in Copper Hollow

While you read: 1. paragraph 4; 2. paragraph 7 (paragraph 7 has two words; paragraph 10 is next with seven). **Star (page 1):** answers vary; for example: uneasy or curious, because when an author shows a rule that everyone laughs at, the reader suspects the rule will matter later (and it does). **Star (page 2):** any two: the drip of water (the only clue in total darkness, it makes the silence feel huge); the stream sliding over the rocks (a reminder that they are deep underground); Zaid's quick breathing (someone nearby is scared, so the reader worries too); her own heartbeat thumping (her fear is rising).

Multiple choice: 1. C; 2. A; 3. D; 4. B; 5. B; 6. C; 7. A; 8. D

9. Any two, each with an example: counting out the seconds (Eight. Nine. Ten.); a very short paragraph that makes the reader pause (Nothing happened.); small sounds described one by one (the drip of water, the stream, Zaid's breathing, her heartbeat); repeated words (Click. Click. Click.); Talia's thoughts (One rule, she told herself. Stand still.); a cliffhanger paragraph (That was when something touched Talia's ankle.).

10. Answers vary; accept a prediction backed by evidence, for example: she will stand still and hold the rail again, because she remembered the rule ("I remembered the rule"), squeezed the rail instead of running, and stayed calm by counting the drips; she is not scared off, because she is already hoping for another trip.

Star (page 3): answers vary; accept a rewrite that uses at least one suspense tool, for example: The class crept up the path. Behind them, something splashed in the stream. Nobody turned around.

Vocabulary: wound = curved and turned; sloped = slanted lower on one side; mutter = say something quietly, as if to yourself; harmless = not able to hurt anyone; bobbed = moved up and down; flickered = shone unsteadily, on and off.

Suspense toolkit: Foreshadowing: paragraph 2 (the rule about the lights going out) or paragraph 4 (the lights dim and Ms. Varga frowns). Short sentence or paragraph: Nothing happened. (paragraph 7) or That was when something touched Talia's ankle. (paragraph 10) or Click. Click. Click.; it makes the reader pause and feel the shock. Cliffhanger: the end of paragraph 6 (the switch goes back up) or the end of paragraph 10 (something touches her ankle). Time slowing down: paragraph 8, the sounds one by one (drip, stream, breathing, heartbeat) or the slow count to ten in paragraph 6. Climax: paragraph 10 or 11, something touches her ankle, then climbs her sneaker in the dark and she holds the rail instead of running. **Star (page 4):** answers vary; accept two sentences that end with an unanswered question or a new danger, for example: On the bus home, Talia felt something tickle her ankle again. She looked down, and her shoelace was moving.

Writing Set 1: Revising and Editing

Task A: 1. R (We paddled across the lake. The wind pushed us sideways.); 2. F (We moved slowly because the canoe kept tipping.); 3. S (The water was cold, so my hands went numb.); 4. C; 5. F (We sat under the porch roof, waiting for the storm to pass.); 6. S (When rain hit the lake, we pulled the canoe onto the sand.); 7. R (The thunder rolled closer, and we ran for the cabin.); 8. C; 9. F (A heron stood on a log near the shore.); 10. R (My sister grabbed the paddles; I carried the life jackets.). Other correct fixes are fine.

Star (page 1): With a period: The water was cold. My hands went numb. With a joining word: The water was cold, so my hands went numb.

Task B: R: sentence 3 (a movie, not the garden). M: sentence 5 belongs after sentence 1 (the weeding came first). S: nice in sentence 6; accept a stronger word or phrase (for example: It was hard, sweaty work, but worth it). A: answers vary; accept a detail about the tall sunflowers (their color, their heavy heads, the bees).

Task C (8 fixes): Capitals: last to Last, uma to Uma; Usage: me rode to I rode, We seen to We saw; Punctuation: didnt to didn't, long time to long time.; Spelling: untill to until, beautifull to beautiful. **Star (page 2):** usage is the best answer (me rode or We seen): each word is a real, correctly spelled word, so a spell checker sees nothing wrong. Also accept punctuation (the missing period at the end) or capitals (last at the start) with a reason.

Tasks D and E: use the five-line checklist and give one point per line. Look for one change of each ARMS kind in the final copy (compare with the planner), no run-ons, fragments or comma splices, and clean capitals and spelling. **Star (page 3):** answers vary; for example: Before the lights came back on, we held hands in the dark. We waited a long time before the lights came back on. **Star (page 4):** answers vary; accept one correct sentence that joins two ideas with a comma and a joining word, a semicolon, or a word such as when, because or although.



Calm Block, Day 1: Word Search

Find all 12 dome and character sketch words from today. Every direction, including backward. Pencils only, voices at 0.

Calm • Day 1



SAY THIS TO
THE CLASS

"Time for a calm block: a word puzzle for one person, with no talking, for about twenty minutes. Page 1 hides twelve words from the Mars story and the sketch lesson, and page 2 asks for eight more words from both. When you finish, check your own answers with the word bank on page 2."

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

DOME

ALGAE

BOTANIST

PEAS

NOTEBOOK

RULER

PUMP

MARS

TRAIT

SKETCH

INDIRECT

ADJECTIVE

Done early?

Pick two of the words. Use each one in a sentence of your own about today's reading or writing.

.....

.....



Team Task, Day 2: Write the Swap

Each member writes ONE version, three or four sentences. Do not write the voice's name on the sheet.

Team • Day 2

The event

At the class picnic, a dog slips off its leash, grabs a sandwich off the blanket, and runs three laps around the picnic table before its owner catches it.

VERSION 1

Other group's guess: _____

.....

.....

.....

VERSION 2

Other group's guess: _____

.....

.....

.....

VERSION 3

Other group's guess: _____

.....

.....

.....

VERSION 4

Other group's guess: _____

.....

.....

.....

Scoring card

For each version: 1 point if the other group names the right voice, plus 1 point for each card feature it uses (2 at most). Twelve points in all.

- **11 to 12:** voice champions: every version could only be one speaker
- **8 to 10:** strong voices: one or two features to sharpen
- **4 to 7:** getting there: add the clue words from the cards
- **0 to 3:** read the cards again and try one voice together

OUR SCORE

Timing (40 minutes)

- Read the voice cards and match the warm-up passages: 8 min
 - Each member writes the event in one voice: 14 min
 - Read your versions aloud inside the group and polish: 6 min
 - Swap sheets: name the other group's voices: 6 min
 - Score both sheets and share the best line: 6 min
- Group of three: one member writes two voices. Group of five: two members share the five-year-old.

★ Challenge

Write a fifth version in a voice of your own (a pirate, a robot, a weather reporter). Read it to the class and let them name it.

.....

.....

.....



Game, Day 1: The Board

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

Game • Day 1

THE CAVE	SUSPENSE	FIX IT	REVISE	WILD CARD
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

.....

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Team 2

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Team 3

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Team 4

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Team 5

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Team 6

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Game, Day 2: Paper Password

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

Game • Day 2



SAY THIS TO THE CLASS

"To finish the class, we can play an optional partner game called Paper Password. Every secret word comes from today's swim memoir, the memoir lesson or the Voice Swap cards."

Set up (2 minutes)

1. Pairs sit face to face. Give each pair one card page, cut into the four round cards (or folded so 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

Two words glued together ("hotdog") count as one clue only if they make a real single word. Plurals and "-ing" forms of the secret word are not allowed. If a pair argues 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

Set up, rules

2:00

Round 1, Partner A

4:30

Round 2, Partner B

7:00

Round 3, Partner A

9:30

Round 4, Partner B

12:00

Add totals, winners

Round 1: Partner A gives clues

GUPPY	example clue: fish
WHISTLE	example clue: referee
RAFT	example clue: wooden
LADDER	example clue: climb
SWIMSUIT	example clue: beach

Round 3: Partner A gives clues

MITTEN	example clue: glove
MAILBOX	example clue: letters
TENSE	example clue: verb
PRESENT	example clue: now
VOICE	example clue: sound

Round 2: Partner B gives clues

MEMOIR	example clue: true
SHALLOW	example clue: deep
GIANT	example clue: huge
COUSIN	example clue: family
CROOKED	example clue: bent

Round 4: Partner B gives clues

HUMOR	example clue: funny
DENTIST	example clue: teeth
ANNOUNCER	example clue: sports
GULL	example clue: bird
SANDWICH	example clue: lunch



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



"To end the period, we can try Classroom Millionaire, an optional game where the class climbs twelve questions as one team. Every question comes from today's argument, speech lesson, scramble and Fallacy Finder."

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** What does the writer want the town to open?
A. Tool library B. Gym C. Bike shop D. Snack bar
Answer: A. Tool library (50/50 removes C and D)
2. **\$250** In the argument, who bought a tile cutter?
A. Volunteer B. The aunt C. Mayor D. Neighbor
Answer: B. The aunt (50/50 removes C and D)
3. **\$500** Where does the claim of a speech belong?
A. End B. Near the start C. Title D. Nowhere
Answer: B. Near the start (50/50 removes C and D)
4. **\$1,000** Many towns have one, so it's good. Flaw?
A. Either-or B. Sound C. Hook D. Bandwagon
Answer: D. Bandwagon (50/50 removes B and C)

Rungs 9 to 12

9. **\$50,000** Fallacy Finder: how many cards per kind?
A. Two B. Four C. Three D. Six
Answer: C. Three (50/50 removes A and D)
10. **\$100,000** Which reason has NO evidence?
A. Money B. Waste C. Skills D. It's popular
Answer: D. It's popular (50/50 removes A and C)
11. **\$500,000** Repetition helps listeners do what?
A. Remember B. Sleep C. Count D. Spell
Answer: A. Remember (50/50 removes B and D)
12. **\$1 MILLION** How are borrowed tools kept safe?
A. Ban it B. Buy more C. Due dates D. Ignore it
Answer: C. Due dates (50/50 removes A and D)

Rungs 5 to 8, rung 8 is safe

5. **\$2,500** Which pair of verbs is parallel?
A. Run, jumping B. Running, jump C. Run, jump D. Ran, jumps
Answer: C. Run, jump (50/50 removes A and D)
6. **\$5,000** Since what year has Berkeley lent tools?
A. 1969 B. 1989 C. 1999 D. 1979
Answer: D. 1979 (50/50 removes A and C)
7. **\$10,000** The scramble's shaded letters spelled?
A. Argument B. Parallel C. Bandwagon D. Evidence
Answer: B. Parallel (50/50 removes A and D)
8. **\$25,000** Only two choices given: which flaw?
A. Bandwagon B. Either-or C. Sound D. Hook
Answer: B. Either-or (50/50 removes C 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 |



Reading Set 2: Why Lighthouses Still Shine

Read the article twice. The second time, ask what each paragraph adds to the big idea.

Reading • Day 2

This set reviews: the central idea of an informational article, how details develop it, an objective summary, evidence and vocabulary in context



SAY THIS TO THE CLASS

"Today's reading is an informational article about lighthouses and why we still need them, and you work alone. As you read, ask yourself what the whole article is mostly about, and which details prove it. That big point is the central idea, and an objective summary tells it without any opinions."

- ① Imagine you are the captain of a fishing boat on a black, moonless night. Fog drifts across the water, and somewhere ahead is a coast full of rocks that could tear a hole in your hull. Then, far off, you see it: a white light that flashes, goes dark, and flashes again. For more than two thousand years, people have built towers with fires and lamps on top to send that kind of message across the water. The message is simple: land is here, and danger is near.
- ② A lighthouse has two main jobs. First, it marks a hazard, such as a reef, a sandbar or a rocky point that ships must steer around. Second, it helps sailors figure out where they are. A captain who can see a lighthouse and knows which one it is can find the boat's position on a chart, the special map that sailors use.
- ③ But how can a sailor tell one light from another in the dark? Each lighthouse along a coast has its own pattern of light, called its characteristic, so it will not be confused with its neighbors. One light might flash white once every ten seconds, while the next light down the coast flashes red twice and then stays dark. Sailors look up these patterns on their charts and in printed lists of lights. In the daytime, many towers can be recognized by their paint: stripes, spirals, checkers or bands of bright color. These painted designs are called daymarks.
- ④ For centuries, the light itself was the weak spot. Early lighthouses burned wood or coal in open fires, and later ones used candles or oil lamps with polished metal mirrors behind them. Much of the light was lost, spilling up into the sky or down onto the rocks. Then, in 1822, a French scientist named Augustin-Jean Fresnel developed a new kind of lens. It was made of rings of glass prisms arranged around the lamp like the layers of a beehive. Each prism bent the light so that it left the lighthouse as one strong, focused beam.
- ⑤ The Fresnel lens changed lighthouses around the world. A lamp that once looked dim from a few miles away could now be seen from much farther out at sea. The largest Fresnel lenses stood taller than an adult and were built from many separate pieces of carefully shaped glass. During the 1800s, these lenses were installed in lighthouses in many countries, including the United States.

While you read: which paragraph?

1. Which paragraph tells who invented a new lens, and in what year?

★ Challenge

The article begins with Imagine and a scene at sea, not with a fact. Why might the author start this way?

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Classroom
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