



Middle School ELA Sub Plans, 2 Weeks

Two 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

- Week 1 binder (89 pages) and Week 2 binder (92 pages): 181 pages
- 27 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
- 30 solo blocks (10 reading sets, 10 writing sets, 10 calm blocks) and 10 team tasks for groups of four
- A "say this to the class" script for all 52 tasks: 2 or 3 sentences the sub reads out
- A core task and a ★ challenge in every reading set, writing set and team task
- 10 optional games, each on that day's reading and writing, 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 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 10 days: reading, writing, a team task and a game each day

1. Day 1: Read: The Day It Rained Molasses · Write: Show, Don't Tell · Team: Rank the Bee Sources **Whiteboard Quiz Game**
2. Day 2: Read: The Spare Key · Write: Paragraph Structure · Team: The Class Magazine **Paper Password**
3. Day 3: Read: Marie Curie and the Invisible Rays · Write: Persuasive Letter · Team: The Six Sentence Story **Class Feud**
4. Day 4: Read: The Tiny Workers Inside Bread · Write: Descriptive Writing · Team: The Coverless Book **Classroom Millionaire**
5. Day 5: Read: Let Middle Schoolers Sleep · Write: Narrative · Team: Graphic Novel Debate **Mystery Box**
6. Day 6: Read: The Static Hour · Write: Writing a Summary · Team: Theme Match-Up **Whiteboard Quiz Game**
7. Day 7: Read: Three Poems · Write: Write a Poem · Team: Poem Remix **Paper Password**
8. Day 8: Read: Why the Monarchs Move · Write: Informative Paragraph · Team: Chain Reaction **Class Feud**
9. Day 9: Read: Why the River Bends · Write: Write a Myth · Team: Plot Mountain Puzzle **Classroom Millionaire**
10. Day 10: Read: The Understudy · Write: Write a Dialogue Scene · Team: Readers Theater Rehearsal **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 reading set and writing set with their 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 181 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: **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 help 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			
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30			

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Class list and dismissal

How It Went

For the substitute. One line per day, two minutes of 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

ONE PAGE OF EVERY DAILY PART

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Reading Set 3: Marie Curie and the Invisible Rays

Read the lesson for 10 minutes. The second time, circle every year and underline what happened that year.

Reading - Day 3

This set reviews reading a biography, sequence and time order, main idea, text evidence, vocabulary in context, a summary.

The lesson (5 minutes)

"Today's reading is a biography of the scientist Marie Curie, and you work done for the period when you read it the second time, circle every year, underline what happened that year, and then answer the questions on page 2 and the words, sequence and timeline on page 3."

1 In 1867, a girl named Maria Sklodowska was born in Warsaw, Poland. Both of her parents were teachers, and Maria was a brilliant student who loved science and mathematics. At that time, however, universities in Warsaw did not accept women. If Maria wanted to become a scientist, she would have to leave home.

2 Maria and her older sister Bronia made a plan. Maria would work as a governess, a teacher who lives with a wealthy family, and send money to her sister to study medicine in Paris. Later, her sister would help pay for Maria's education. The plan took years, but it worked. In 1893, Maria moved to Paris, began calling herself Marie, and enrolled at the Sorbonne. She lived on very little money, but she completed degrees in both physics and mathematics.

3 In Paris she met Pierre Curie, a scientist who studied crystals and magnets, and they married in 1895. Marie became curious about a recent discovery, the element uranium, gave off invisible rays. She measured the rays carefully and showed that they came from the uranium itself. She invented a word for this behavior: radioactivity.

4 Next, Marie noticed that a mineral called pitchblende gave off far more rays than its uranium could explain. She and Pierre guessed that it had elements no one had found yet. Working in a drafty shed, they crushed, melted, and separated huge amounts of its material. In 1898, Marie discovered two new elements. Marie named the first polonium, after her home country, and the second radium, from the Latin word for ray.

5 In 1903 Marie Curie shared the Nobel Prize in Physics with Pierre and the scientist Henri Becquerel. She was the first woman ever to win a Nobel Prize. In 1911, there died in a street accident. Marie was heartbroken, but she lost over the next year and became the first woman professor at the University of Paris.

6 She kept working. In 1911 she won a second Nobel Prize, this time in Chemistry, for her work on radium and polonium. She was the only person to win Nobel Prizes in two different sciences. During World War I, which began in 1914, she helped people with X-ray machines to doctors near the battlefields could find bullets and broken bones.

7 At the time, nobody understood how dangerous radiation was, and Marie worked with radium for years without protection. She was in 1934 from an illness later proved to be years of radiation exposure. Her notebooks are still radioactive and are kept in lead-lined boxes. Her discoveries, however, helped doctors find new ways to treat cancer and helped scientists understand the atom.

Summary: Marie Curie, scientist, 1867 to 1934. Every answer to the questions is in this text.

While you read write the paragraph number

1. In which paragraph does Marie name two new elements?

2. In which paragraph does she win her second Nobel Prize?

Challenge

The text names two things Marie Curie was the first woman to do. Write both.

Reading Set 4: Questions

Circle one letter for 1 to 10. For 1 to 10, write two or three sentences with details from the text.

Reading - Day 4

This set reviews reading a biography, sequence and time order, main idea, text evidence, vocabulary in context, a summary.

The lesson (5 minutes)

"Today's reading is a biography of the scientist Marie Curie, and you work done for the period when you read it the second time, circle every year, underline what happened that year, and then answer the questions on page 2 and the words, sequence and timeline on page 3."

1 What does this text explain?
a Why Marie Curie and her husband
b Why Marie needed money
c Why Marie needed money
d Why Marie needed money

2 What does the text explain?
a Why Marie needed money
b Why Marie needed money
c Why Marie needed money
d Why Marie needed money

3 Which event is the climax of the story?
a Marie and Pierre Curie's first meeting
b Marie and Pierre Curie's first meeting
c Marie and Pierre Curie's first meeting
d Marie and Pierre Curie's first meeting

4 Which event is the climax of the story?
a Marie and Pierre Curie's first meeting
b Marie and Pierre Curie's first meeting
c Marie and Pierre Curie's first meeting
d Marie and Pierre Curie's first meeting

5 Which event is the climax of the story?
a Marie and Pierre Curie's first meeting
b Marie and Pierre Curie's first meeting
c Marie and Pierre Curie's first meeting
d Marie and Pierre Curie's first meeting

6 Which event is the climax of the story?
a Marie and Pierre Curie's first meeting
b Marie and Pierre Curie's first meeting
c Marie and Pierre Curie's first meeting
d Marie and Pierre Curie's first meeting

7 Which event is the climax of the story?
a Marie and Pierre Curie's first meeting
b Marie and Pierre Curie's first meeting
c Marie and Pierre Curie's first meeting
d Marie and Pierre Curie's first meeting

8 Which event is the climax of the story?
a Marie and Pierre Curie's first meeting
b Marie and Pierre Curie's first meeting
c Marie and Pierre Curie's first meeting
d Marie and Pierre Curie's first meeting

9 Which event is the climax of the story?
a Marie and Pierre Curie's first meeting
b Marie and Pierre Curie's first meeting
c Marie and Pierre Curie's first meeting
d Marie and Pierre Curie's first meeting

10 Which event is the climax of the story?
a Marie and Pierre Curie's first meeting
b Marie and Pierre Curie's first meeting
c Marie and Pierre Curie's first meeting
d Marie and Pierre Curie's first meeting

Challenge

Question 2 names Marie's first husband. Find a DIFFERENT trait of Marie and write it in the box.

Writing Set 4: Descriptive Writing

Read the lesson for 10 minutes. Then, students write about the lesson for 10 minutes. Then, students write about the lesson for 10 minutes.

Writing - Day 4

This set reviews reading a biography, sequence and time order, main idea, text evidence, vocabulary in context, a summary.

The lesson (5 minutes)

"Today's writing is a descriptive writing task. You will write a paragraph about the lesson for 10 minutes. Then, students write about the lesson for 10 minutes. Then, students write about the lesson for 10 minutes."

Task A: swap the weak word

The classroom is a noisy place. Use the first to choose the one that best describes the classroom. Write it in the box. Four words are not used.

Task B: swap the weak word

The classroom is a noisy place. Use the first to choose the one that best describes the classroom. Write it in the box. Four words are not used.

Challenge

Four words are not used in Task A. Write one sentence about a place that uses two of them correctly.

Reading set: the text (solo)

Reading set: questions (solo)

Writing set: the lesson (solo)

Calm Block, Day 2: Poem Toolbox Match

Link the left of the toolbox to the right of the toolbox. The toolbox is on the left. The toolbox is on the right.

Calm - Day 2

This calm block is a quiet one for writing, drawing, or for about 10 minutes. First match the poem terms to the toolbox. Then, write the poem terms in the toolbox. Then, write the poem terms in the toolbox.

Terms

1 simile
2 metaphor
3 personification
4 hyperbole
5 imagery
6 stanza
7 line break
8 mood
9 speaker
10 free verse

Meanings

1 a comparison that says one thing is another thing
2 a comparison that says one thing is another thing
3 a comparison that says one thing is another thing
4 a comparison that says one thing is another thing
5 a comparison that says one thing is another thing
6 a comparison that says one thing is another thing
7 a comparison that says one thing is another thing
8 a comparison that says one thing is another thing
9 a comparison that says one thing is another thing
10 a comparison that says one thing is another thing

How to start

1. Do the poem you are sure of first and cross off those others.
2. Read each leftover meaning slowly and try to match it with the poem terms.
3. Every letter is used exactly once, so the last few checks are the last.

Done early?

1. Write two lines of a poem. Write an example of each poem term from today's toolbox. Write your own poem.

Calm Block, Day 4: Quiet Practice

For every poem of your poem, write it. Every poem is a poem of your poem. Every poem is a poem of your poem.

Calm - Day 4

This calm block is a quiet one for writing, drawing, or for about 10 minutes. First match the poem terms to the toolbox. Then, write the poem terms in the toolbox. Then, write the poem terms in the toolbox.

Bread Article Word Hunt

Every answer is a word from the bread article or the writing lesson. Go to the paragraph or the lesson box, find the word, and check it in the box.

1 Writing lesson: how the water moved under the rock.
2 Writing lesson: how the water moved under the rock.
3 Writing lesson: how the water moved under the rock.
4 Writing lesson: how the water moved under the rock.
5 Writing lesson: how the water moved under the rock.
6 Writing lesson: how the water moved under the rock.
7 Writing lesson: how the water moved under the rock.
8 Writing lesson: how the water moved under the rock.
9 Writing lesson: how the water moved under the rock.
10 Writing lesson: how the water moved under the rock.

Word bank

Two words in the bank belong to no item. Your answer is not in the bank? Read the item again, slowly.

In my own words

Put one word from the bank. Use it in a sentence of your own about today's reading or writing.

Team Task, Day 3: Chain Reaction

Link the left of the toolbox to the right of the toolbox. The toolbox is on the left. The toolbox is on the right.

Team - Day 3

This team task is a quiet one for writing, drawing, or for about 10 minutes. First match the poem terms to the toolbox. Then, write the poem terms in the toolbox. Then, write the poem terms in the toolbox.

Chain Reaction

1. Write a sentence about the toolbox. Then, write the poem terms in the toolbox. Then, write the poem terms in the toolbox.

2. Write a sentence about the toolbox. Then, write the poem terms in the toolbox. Then, write the poem terms in the toolbox.

3. Write a sentence about the toolbox. Then, write the poem terms in the toolbox. Then, write the poem terms in the toolbox.

4. Write a sentence about the toolbox. Then, write the poem terms in the toolbox. Then, write the poem terms in the toolbox.

5. Write a sentence about the toolbox. Then, write the poem terms in the toolbox. Then, write the poem terms in the toolbox.

6. Write a sentence about the toolbox. Then, write the poem terms in the toolbox. Then, write the poem terms in the toolbox.

7. Write a sentence about the toolbox. Then, write the poem terms in the toolbox. Then, write the poem terms in the toolbox.

8. Write a sentence about the toolbox. Then, write the poem terms in the toolbox. Then, write the poem terms in the toolbox.

9. Write a sentence about the toolbox. Then, write the poem terms in the toolbox. Then, write the poem terms in the toolbox.

10. Write a sentence about the toolbox. Then, write the poem terms in the toolbox. Then, write the poem terms in the toolbox.

Calm block: word puzzle (solo)

Calm block: quiet practice (solo)

Team task, Week 2 (groups of four)

Meet Your Sub

Day 1: Open. To students at the start of every period on Monday, before the bell, nothing to prepare.

Open

This set reviews reading a biography, sequence and time order, main idea, text evidence, vocabulary in context, a summary.

Sub script (same routine for every class)

1. Before first period, fill in the introduction sheet (next page). Keep it honest and short. Students read a sub in two minutes, give them something to read.

2. Read the introduction sheet for the next 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 get to keep it before they go.

4. Set the voice level with a number, 0 to 3 (bottom of the sheet). Say which level the sub needs. Use the numbers all week.

5. Start the set. "This is today's reading. Do the core base first. When you finish, try the sub challenge, and the core book is always done."

If the class is loud

1. Do the questions, keep the agreement and the voice level.
2. Start the set. Leave the voice level number on the board for the whole period.

If a period has ten minutes left

1. Play the "Ten Minutes to Go" song. Give the students a choice of sub. Each group picks one to do.
2. On the last day of the sub, give the students a choice of sub. Each group picks one to do.

Monday morning checklist (before first period)

1. Read the introduction sheet for the next two minutes. Then hold up the "Ask the Sub" list and take three questions from hands. Three, not ten.
2. 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 get to keep it before they go.
3. Set the voice level with a number, 0 to 3 (bottom of the sheet). Say which level the sub needs. Use the numbers all week.
4. Start the set. "This is today's reading. Do the core base first. When you finish, try the sub challenge, and the core book is always done."

Monday opener (whole class)

Game, Day 1: Whiteboard Quiz Game

For every poem of your poem, write it. Every poem is a poem of your poem. Every poem is a poem of your poem.

Game - Day 1

This game is a quiet one for writing, drawing, or for about 10 minutes. First match the poem terms to the toolbox. Then, write the poem terms in the toolbox. Then, write the poem terms in the toolbox.

Set up (2 minutes)

1. Divide the room into four teams. Each team has a whiteboard and a marker. Each team has a whiteboard and a marker. Each team has a whiteboard and a marker.

2. Read the introduction sheet for the next 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 get to keep it before they go.

4. Set the voice level with a number, 0 to 3 (bottom of the sheet). Say which level the sub needs. Use the numbers all week.

5. Start the set. "This is today's reading. Do the core base first. When you finish, try the sub challenge, and the core book is always done."

Read this out

1. Read the introduction sheet for the next two minutes. Then hold up the "Ask the Sub" list and take three questions from hands. Three, not ten.

2. 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 get to keep it before they go.

3. Set the voice level with a number, 0 to 3 (bottom of the sheet). Say which level the sub needs. Use the numbers all week.

4. Start the set. "This is today's reading. Do the core base first. When you finish, try the sub challenge, and the core book is always done."

Words

1. Read the introduction sheet for the next two minutes. Then hold up the "Ask the Sub" list and take three questions from hands. Three, not ten.

2. 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 get to keep it before they go.

3. Set the voice level with a number, 0 to 3 (bottom of the sheet). Say which level the sub needs. Use the numbers all week.

4. Start the set. "This is today's reading. Do the core base first. When you finish, try the sub challenge, and the core book is always done."

Facts

1. Read the introduction sheet for the next two minutes. Then hold up the "Ask the Sub" list and take three questions from hands. Three, not ten.

2. 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 get to keep it before they go.

3. Set the voice level with a number, 0 to 3 (bottom of the sheet). Say which level the sub needs. Use the numbers all week.

4. Start the set. "This is today's reading. Do the core base first. When you finish, try the sub challenge, and the core book is always done."

Summary

1. Read the introduction sheet for the next two minutes. Then hold up the "Ask the Sub" list and take three questions from hands. Three, not ten.

2. 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 get to keep it before they go.

3. Set the voice level with a number, 0 to 3 (bottom of the sheet). Say which level the sub needs. Use the numbers all week.

4. Start the set. "This is today's reading. Do the core base first. When you finish, try the sub challenge, and the core book is always done."

Game: Quiz Game (whole class)

Game, Day 3: Class Feud

For every poem of your poem, write it. Every poem is a poem of your poem. Every poem is a poem of your poem.

Game - Day 3

This game is a quiet one for writing, drawing, or for about 10 minutes. First match the poem terms to the toolbox. Then, write the poem terms in the toolbox. Then, write the poem terms in the toolbox.

Set up and play

1. Read the introduction sheet for the next two minutes. Then hold up the "Ask the Sub" list and take three questions from hands. Three, not ten.

2. 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 get to keep it before they go.

3. Set the voice level with a number, 0 to 3 (bottom of the sheet). Say which level the sub needs. Use the numbers all week.

4. Start the set. "This is today's reading. Do the core base first. When you finish, try the sub challenge, and the core book is always done."

Read this out

1. Read the introduction sheet for the next two minutes. Then hold up the "Ask the Sub" list and take three questions from hands. Three, not ten.

2. 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 get to keep it before they go.

3. Set the voice level with a number, 0 to 3 (bottom of the sheet). Say which level the sub needs. Use the numbers all week.

4. Start the set. "This is today's reading. Do the core base first. When you finish, try the sub challenge, and the core book is always done."

Round 1: Q1: Name something you learned about

1. Read the introduction sheet for the next two minutes. Then hold up the "Ask the Sub" list and take three questions from hands. Three, not ten.

2. 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 get to keep it before they go.

3. Set the voice level with a number, 0 to 3 (bottom of the sheet). Say which level the sub needs. Use the numbers all week.

4. Start the set. "This is today's reading. Do the core base first. When you finish, try the sub challenge, and the core book is always done."

Round 2: Q2: Name a place in the monarchy

1. Read the introduction sheet for the next two minutes. Then hold up the "Ask the Sub" list and take three questions from hands. Three, not ten.

2. 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 get to keep it before they go.

3. Set the voice level with a number, 0 to 3 (bottom of the sheet). Say which level the sub needs. Use the numbers all week.

4. Start the set. "This is today's reading. Do the core base first. When you finish, try the sub challenge, and the core book is always done."

Round 3: Q3: Name a signal word for cause and effect

1. Read the introduction sheet for the next two minutes. Then hold up the "Ask the Sub" list and take three questions from hands. Three, not ten.

2. 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 get to keep it before they go.

3. Set the voice level with a number, 0 to 3 (bottom of the sheet). Say which level the sub needs. Use the numbers all week.

4. Start the set. "This is today's reading. Do the core base first. When you finish, try the sub challenge, and the core book is always done."

Round 4: Q4: Name something an informative paragraph needs

1. Read the introduction sheet for the next two minutes. Then hold up the "Ask the Sub" list and take three questions from hands. Three, not ten.

2. 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 get to keep it before they go.

3. Set the voice level with a number, 0 to 3 (bottom of the sheet). Say which level the sub needs. Use the numbers all week.

4. Start the set. "This is today's reading. Do the core base first. When you finish, try the sub challenge, and the core book is always done."

Game: Class Feud (whole class)



Reading Set 1: The Static Hour

Read the story twice. The second time, watch how Camila changes from the beginning to the end.

Reading • Day 1

This set reviews: theme vs topic, writing a theme statement, how a character's change shows the theme, evidence and vocabulary in context



**SAY THIS TO
THE CLASS**

"Today's reading is a short story called The Static Hour, and you work alone for the period. Read it once for the story and once to watch how Camila changes, then do the questions on pages 3 and 4. Remember that a topic is a word or two, but a theme is a full sentence about life."

- ① The yard sale was on Saturday, and by Thursday the garage still looked like a museum that nobody visited. Camila had one job: sort everything on Grandpa's shelves into three boxes marked KEEP, SELL and TOSS. She had filled the SELL box in twenty minutes. Old fishing reels, a waffle iron, a stack of road maps with soft, furry corners. She was moving fast because moving fast was what she did best.
- ② Then she lifted a wooden box from the top shelf and nearly dropped it. It was heavier than it looked, with a cloth speaker on the front and a glass dial printed with numbers and the names of faraway cities. A long crack ran across the glass. When she turned the biggest knob, nothing happened at all.
- ③ "That old thing?" Grandpa said from the doorway. He leaned on his cane and squinted at it. "It hasn't made a sound in twenty years. Toss it." He said it lightly, but he stayed in the doorway a moment longer than he needed to, and Camila noticed.
- ④ She did not toss it. A radio that worked, she figured, might sell for twenty dollars. That night she unscrewed the back panel and found a nest of dust, two batteries that had leaked a crusty white powder, and a thin cord that should have turned the dial but hung loose like a broken shoelace. She cleaned the battery holder with an old toothbrush and a little vinegar, the way a library book on simple repair jobs said to. It took forty minutes. The radio stayed silent.
- ⑤ On Friday she tried again. Grandpa pulled a kitchen chair into the garage, sat down, and watched without a word for a long time. Finally he said, "You are trying to thread that cord in a hurry. The cord does not care that you are in a hurry." Camila wanted to answer back. Instead she slowed down. She wound the cord around the little wheel one careful loop at a time, the way he showed her with his knotted fingers, and she held her breath when she clicked in new batteries.
- ⑥ The speaker crackled. It was not music, only static, a rough hiss like rain on a tin roof. Camila turned the dial a hair at a time. Hiss, whistle, hiss. Then, far underneath the noise, a faint signal came through: a voice, thin and calm, reading the weather for a coast hundreds of miles away.

Stop and notice

Stop before you turn the page. In paragraph 3, what does Camila notice about Grandpa?



Challenge

Predict: will Camila sell the radio on Saturday? Give one clue from paragraphs 1 to 6 that makes you think so.



Reading Set 1: Questions

Questions 1 to 8: circle one letter. Questions 9 and 10: two or three sentences with details from the story.

Reading • Day 1

1. Which sentence is the best theme statement for the story?
 - (A) The story is about a radio
 - (B) Old things should always be sold quickly
 - (C) Patience can help us hear the stories that matter to the people we love
 - (D) Grandparents and garages
2. What does Camila learn by the end of the story?
 - (A) Some things are worth more than their price because of what they mean to someone
 - (B) Radios are easy to fix if you have the right tools
 - (C) A yard sale makes the most money on a Saturday
 - (D) Grandpa does not like to talk about his past
3. Which detail best shows that Camila has changed by the end?
 - (A) She fills the SELL box in twenty minutes
 - (B) She carries the radio to Grandpa's room instead of selling it
 - (C) She cleans the battery holder with a toothbrush
 - (D) She finds a crack across the glass dial
4. Which sentence best shows that Camila changes HOW she works on the radio?
 - (A) She had filled the SELL box in twenty minutes.
 - (B) When she turned the biggest knob, nothing happened at all.
 - (C) The speaker crackled.
 - (D) Instead she slowed down.
5. Which sentence best shows that the radio still mattered to Grandpa BEFORE he tells his story?
 - (A) He said it lightly, but he stayed in the doorway a moment longer than he needed to, and Camila noticed.
 - (B) He leaned on his cane and squinted at it.
 - (C) The yard sale made forty-one dollars.
 - (D) It took forty minutes.
6. Why can neither of them remember what was sold at the yard sale?
 - (A) The yard sale was a failure and nothing was sold
 - (B) Grandpa was too tired to go outside
 - (C) The time they spent together mattered more to them than the money
 - (D) Camila forgot to write down the prices
7. In paragraph 6, Camila turns the dial "a hair at a time." What does this mean?
 - (A) Very fast
 - (B) In tiny amounts each time
 - (C) With her hair in the way
 - (D) Only once
8. Which of these is a TOPIC of the story, not a theme?
 - (A) Taking time to listen can bring people closer
 - (B) Family memories
 - (C) Things can matter because of the stories they hold
 - (D) Hurrying can make us miss what is important
9. State the theme of the story in a full sentence, in your own words (not a sentence from questions 1 to 8). Then give two details that support it.

.....

.....

.....

10. Why does the title "The Static Hour" fit the story? Use one detail from the text.

.....

.....

.....



Challenge

Question 5 asks about Grandpa in paragraph 3. Find one MORE sentence in paragraph 5 that shows the radio matters to him, and copy its first five words.

.....



Reading Set 1: Vocabulary and Theme

Work out each word from the words around it. Then fill in the theme chart.

Reading • Day 1

Vocabulary in context

WORD	WHERE IT APPEARS	WHAT IT MEANS HERE (YOUR WORDS)
squinted	<i>He leaned on his cane and squinted at it</i>	
leaked	<i>two batteries that had leaked a crusty white powder</i>	
thread	<i>You are trying to thread that cord in a hurry</i>	
crackled	<i>The speaker crackled</i>	
faint	<i>a faint signal came through</i>	
rented	<i>I sat in a rented room with this radio</i>	

Topic or theme?

A topic is what the story is about, in one to three words. A theme is the lesson about life the story shows, in a full sentence. The way a character changes often points to the theme.

Topic (1 to 3 words)

.....

Theme (a full sentence)

.....

Camila at the beginning

.....

Camila at the end

.....

★ Challenge

Write the theme a second way, using none of the same nouns as your first theme statement. Then name the detail that best supports BOTH versions.

Theme, version 2:

Detail for both:



Writing Set 1: Writing a Summary

Sub: read the lesson box aloud, then students work alone. Fifteen minutes for Tasks A to D, the rest for the summary.

Writing • Day 1

This set reviews: objective summary: main events in order, no opinions, no tiny details, present tense, pronouns with clear antecedents



SAY THIS TO THE CLASS

"Today's writing set is about writing a short summary of a story, and you work alone. I will read the lesson box out loud first, then you test three summaries, fix two more and plan your own. A summary tells what happens in order, with no opinions and no tiny details."

The lesson (3 minutes)

A **summary** retells the most important events of a story in order, in your own words, and much shorter than the story. An **objective** summary sticks to what happens. It leaves out opinions (great, boring, I loved it), it leaves out tiny details (what someone wore, how tall they are), and it does not state the theme. Not every detail makes the cut.

- **Start** with the title and the main character.
- **Keep the order:** beginning, middle, end. Time words help: first, then, next, finally.
- **Present tense:** "Dylan buys a kite," not "Dylan bought a kite."
- **Clear pronouns:** every he, she, it or they must point back to one noun, its antecedent. If two people could be "he," use the name.

Read this short story first: The Kite on the Roof

Dylan's new kite was the first thing he had ever bought with his own money. On its very first flight, a gust snapped the string and dropped the kite onto the roof of the corner bakery. Dylan stood on the sidewalk feeling foolish. The baker, a tall woman with flour on her sleeves, saw him and came outside with a long window pole. Together they nudged the kite to the edge of the roof until it slid down into Dylan's arms. The next Saturday, Dylan flew the kite in the park, far from any buildings, and brought the baker a drawing of it.

Task A: which summary is best?

Read the three summaries of the story above. Circle the best one. Then write what is wrong with each of the other two.

- A.** In The Kite on the Roof, Dylan buys a kite with his own money. A gust snaps the string, and the kite lands on the roof of the corner bakery. The baker is tall and has flour on her sleeves. She brings out a long window pole, and they nudge the kite to the edge until it slides down.
- B.** In The Kite on the Roof, a gust snaps Dylan's kite string on its first flight, and the kite lands on a bakery roof. The baker brings out a long pole, and together they push the kite down. Afterward, Dylan flies the kite in the park and thanks the baker with a drawing.
- C.** The Kite on the Roof is a really sweet story. Dylan's kite gets stuck on a bakery roof, which is so unlucky. The baker helps him get it down, and I think she is the best character. At the end, Dylan flies his kite in the park.

BEST **WHAT IS WRONG WITH THE OTHER TWO**



Challenge

Summary C has one sentence with no opinion in it. Copy its first four words, then rewrite one opinion sentence so it is objective.

First four words:

Rewrite:



Writing Set 1: Write Your Summary

Task F. Eighty words or fewer, present tense. Count your words, check every line of the list, and fix what you missed.

Writing • Day 1

TITLE

NUMBER OF WORDS

Checklist

- ☐ My first sentence names the title (and the author, if the text gives one).
- ☐ I told the main events in the order they happen.
- ☐ I used no opinion words (great, boring, sweet, I think).
- ☐ I wrote in the present tense.
- ☐ Every he, she, it and they points clearly to one person or thing.
- ☐ My summary is 80 words or fewer.

★ Challenge

Now write a one-sentence summary of The Static Hour (25 words or fewer). Keep the title, the main character and the ending.



Answer Keys (1 of 10)

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

Reading Set 1: The Static Hour

Stop and notice (page 1): he says to toss the radio, but he stays in the doorway a moment longer than he needs to (it still matters to him). **Star (page 1):** answers vary; accept a prediction with a real clue (she is fixing it to sell it for twenty dollars; she noticed Grandpa linger in the doorway; she slows down when he helps).

While you read (page 2): 1. paragraph 7; 2. paragraph 10. **Star (page 2):** that nobody would care about the radio or his story, that he would be the only one who wanted to listen (accept: being alone with his memory).

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

9. Any full-sentence theme (a lesson, not a topic word), for example: Patience helps us understand what matters to the people we love. Details: Camila slows down to wind the cord and the radio works; she listens past the static and hears Grandpa's story; she takes the radio off the sale table and gives it back to Grandpa.

10. Grandpa called his nightly radio time his static hour: ten minutes of noise to get to one minute of home. The title fits because the story is about sitting through something slow or noisy (the repair, the static) to reach something that matters.

Star (page 3): either "Grandpa pulled a kitchen chair into..." (he stays and watches the whole repair) or "Finally he said, You are..." (he shows her how to thread the cord). Accept either one.

Vocabulary: squinted = looked with eyes partly closed to see better; leaked = let something escape through a hole or crack; thread = pass a thin cord carefully through or around something; crackled = made short, sharp popping sounds; faint = weak, hard to hear; rented = paid for to live in, owned by someone else.

Theme chart: topic (1 to 3 words): family memories, patience, an old radio. Theme (a full sentence, a lesson): taking time to listen helps us understand what matters to the people we love. Beginning: Camila sorts fast and plans to sell the radio for twenty dollars. End: she slows down, listens to Grandpa's story, and gives the radio back to him. **Star (page 4):** answers vary; for example: Slowing down can show you why someone treasures an old thing. Best detail for both: Camila takes the radio off the sale table and puts it in Grandpa's room.

Writing Set 1: Writing a Summary

Task A: B is best. A has too many tiny details (tall, flour on her sleeves) and skips the ending; C has opinions (really sweet, so unlucky, I think, the best character).

Task B: cross out awesome; which is a really silly mistake; Luckily; amazing; and I think it is the best ending ever. **Task C:** B, D, F, A, C, E. **Task D:** 1. B (P); 2. A (T); 3. A (T); 4. B (P); 5. B (T); 6. A (P).

Tasks E and F: the six-line checklist is the rubric, one point per line. A model for The Static Hour (58 words): In The Static Hour, Camila sorts her grandfather's garage for a yard sale and finds his broken radio. She repairs it to sell it. When it finally works, Grandpa explains that the radio helped him feel close to home when he was young and alone. Camila takes it off the sale table and gives it back to him.

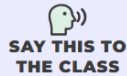
Star (page 1): the sentence with no opinion is "At the end, Dylan flies..." (At the end, Dylan). Rewrite, for example: Dylan's kite gets stuck on a bakery roof. / The baker helps him get it down. **Star (page 2):** sentence F. "The notebook in the box" points back to the lost and found box in F, and But shows that Andre's idea did not work out. **Star (page 3):** answers vary; for example: In The Kite on the Roof, a baker helps Dylan rescue his new kite from her roof, and he thanks her with a drawing. **Star (page 4):** answers vary; for example: In The Static Hour, Camila fixes her grandfather's old radio to sell it, hears why it matters to him, and gives it back.



Calm Block, Day 1: Word Search

Find all 12 words from today's story and summary lesson. Every direction, including backward. Pencils only, voices at 0.

Calm • Day 1



"Here is a quiet puzzle block for the rest of the period, done alone with voices off. Page 1 hides twelve words from today in a grid, and page 2 has eight more words to find in The Static Hour and the summary lesson. The word bank on page 2 lets you check yourself."

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

STATIC

RADIO

THEME

LESSON

CHANGE

SUMMARY

OBJECTIVE

DETAIL

PATIENCE

REPAIR

GRANDPA

SIGNAL

Done early?

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

.....

.....



Team Task, Day 2: Editors' Planning Sheet

Test at least three issues. Show the math so another group could check it.

Team • Day 2

	ISSUE A	ISSUE B	ISSUE C
Pieces (titles)			
Total pages			
Total proofreading minutes			
Genres included			
Any writer twice?			
Total votes			

Our final issue

Pieces

Pages Minutes Votes

Rule check (check each one)

- ☐ 12 pages or fewer
- ☐ 60 proofreading minutes or fewer
- ☐ At least one poem, one story and one nonfiction piece
- ☐ No writer appears twice
- ☐ Another group member redid the math and got the same numbers

Editors' note (two sentences)

Which popular piece did you leave out, and why was your issue better without it?

.....

.....

Groups of three: one reader, one checker, one recorder. Groups of five: two checkers who each redo the math.



Challenge

Find the best legal issue that DOES include "The Night the Lights Went Out." Which pieces are in it, and how many votes does it get?



Game, Day 1: The Board

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

Game • Day 1

THE RADIO	THEME	SUMMARY	WORDS	FABLES
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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.....

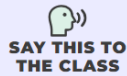
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Game, Day 2: Paper Password

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

Game • Day 2



"To finish the class, we can play an optional word game called Paper Password, with partners. Every secret word comes from today's three poems, the poetry lesson or the poem remix, and every clue is just one word."

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 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

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

BUS	example clue: driver
NURSE	example clue: doctor
HEATER	example clue: warm
SIGH	example clue: breath
FOG	example clue: mist

Round 3: Partner A gives clues

SIMILE	example clue: like
IMAGERY	example clue: senses
HYPERBOLE	example clue: exaggerate
STANZA	example clue: paragraph
VERBS	example clue: actions

Round 2: Partner B gives clues

NEEDLE	example clue: thread
MAPS	example clue: atlas
SCAR	example clue: wound
BREAD	example clue: toast
KNEAD	example clue: dough

Round 4: Partner B gives clues

THUNDER	example clue: boom
PORCH	example clue: swing
MOOD	example clue: feeling
HALLWAY	example clue: corridor
TILES	example clue: cut



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



"If there is time left, we can play Classroom Millionaire, an optional and fun game where the whole class climbs twelve questions together. Every question is about today's river myth, the myth writing lesson and the plot mountain puzzle."

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 did the river run at first?
A. Straight B. Uphill C. Backward D. Not at all
Answer: A. Straight (50/50 removes B and D)
2. **\$250** What crop did Dara's family grow?
A. Corn B. Beans C. Rice D. Apples
Answer: B. Beans (50/50 removes A and D)
3. **\$500** What kind of bird was Cass?
A. Heron B. Owl C. Magpie D. Crow
Answer: C. Magpie (50/50 removes A and B)
4. **\$1,000** Which plot part has the most tension?
A. Exposition B. Climax C. Resolution D. Setting
Answer: B. Climax (50/50 removes A and C)

Rungs 5 to 8, rung 8 is safe

5. **\$2,500** What did Dara give Cass for his plan?
A. A button B. A bean C. A clay jar D. Her shell
Answer: D. Her shell (50/50 removes A and C)
6. **\$5,000** Myths are usually told in which tense?
A. Past B. Present C. Future D. No tense
Answer: A. Past (50/50 removes C and D)
7. **\$10,000** Who did Dara say was faster?
A. The sun B. Cass C. The wind D. The sea
Answer: C. The wind (50/50 removes A and D)
8. **\$25,000** Which word means a reason for acting?
A. Setting B. Motive C. Theme D. Climax
Answer: B. Motive (50/50 removes A and C)

Rungs 9 to 12

9. **\$50,000** Fix the tense shift: One day the owl ____ too close.
A. flies B. fly C. flew D. flying
Answer: C. flew (50/50 removes B and D)
10. **\$100,000** Which trait led the Spirit into the trick?
A. Pride B. Kindness C. Fear D. Shyness
Answer: A. Pride (50/50 removes B and D)
11. **\$500,000** Where does the comma go? Come back called the moon.
A. After back B. After called C. After moon D. No comma
Answer: A. After back (50/50 removes C and D)
12. **\$1 MILLION** In the fog myth, what tore the cloud away?
A. Lightning B. A bear C. Bryn D. The Wind
Answer: D. The Wind (50/50 removes B and C)

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: Three Poems

Read each poem twice, slowly. Line numbers start again at 1 in every poem.

Reading • Day 2

This set reviews: simile, metaphor, personification, hyperbole and imagery, what a comparison means, mood, line breaks



"Today's reading is three short poems, and you work alone for the period. Read each poem slowly in your head, as if you were reading it aloud, then find the comparisons on page 1 before you turn to the questions. Watch for anything that is described as if it were something else."

1. The 6:10 Bus

- 1 At ten past six the street is still asleep.
- 2 The bus comes yawning around the corner,
- 3 rubs the fog from its two round eyes,
- 4 and kneels at the curb with a long, slow sigh.
- 5 Inside, the seats wait in their rows,
- 6 blue and patient as cows in a field.
- 7 A nurse in soft shoes. A man with a lunch bag.
- 8 A girl with her forehead against the glass.
- 9 Nobody talks. The heater hums one low note.
- 10 The windows turn from black to gray to gold,
- 11 and the city, one stop at a time,
- 12 opens its doors and begins.

2. Her Hands Are Never Still

- 1 My grandmother's hands are never still.
- 2 They knead the bread dough, punch it down,
- 3 thread a needle on the first try,
- 4 tighten the loose screw on my bike.
- 5 Her hands are two old maps,
- 6 crossed with roads I have not traveled:
- 7 a white scar from a long-ago oven,
- 8 a ring worn thin from fifty years.
- 9 When I am sick, the back of her hand
- 10 finds my forehead before I can say a word.
- 11 When I win, her hands clap first and longest.
- 12 Someday I hope my hands will learn
- 13 everything that hers can do.

3. Storm from the Porch

- 1 The sky went dark at four o'clock,
- 2 dark as the inside of a closed fist.
- 3 The maple tossed its arms around,
- 4 and every leaf turned silver side up.
- 5 Then the thunder came,
- 6 a crack so loud it split the county in half.
- 7 Dad and I sat on the porch swing,
- 8 feet up, blanket on, wide awake.
- 9 Rain pounded the roof.
- 10 The gutters gargled and choked.
- 11 Lightning lit the yard for one white second:
- 12 the bike, the hose, the cat at the window.
- 13 We counted the seconds between flash and boom
- 14 and cheered each time the number grew,
- 15 until the storm was just a grumble
- 16 somewhere over somebody else's house.

Poem words

Simile: a comparison with like or as. **Metaphor:** says one thing IS another. **Personification:** gives a thing human actions. **Hyperbole:** a huge exaggeration. **Imagery:** words for the senses.

Three original poems written for this binder.

Find the device: write the line number

1. The 6:10 Bus: the line with a simile (a comparison using like or as)
2. Her Hands Are Never Still: the line with a metaphor (the hands ARE something else)
3. Storm from the Porch: the line with a simile



Challenge

Her Hands Are Never Still has no simile. Write one simile line that could fit in its second stanza.

In the full product

Two weeks of middle school ELA, planned and ready to print.

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

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

52 "say this" scripts: one for every
task, read out by the sub

30 + 10 solo blocks
(reading,
writing, calm)
+ team tasks
in groups of
four

Use it your way

- A longer absence: two full weeks of middle school ELA, ready before you need them.
- Grades 6, 7 and 8: every reading and writing set has a core task and a ★ challenge for fast finishers.
- Your sub tub: print it once and keep it all year.
- Any sub: a script to read out for every task and every answer in the key, so no ELA background is needed.

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



Classroom
REVIEW GAMES