Life Skills Sub Plans Week, Middle School

Week-long sub plans: five days of print and go work for grades 6 to 8, planned Monday to Friday.

PREVIEW

What is included

- Sub binder: notes, the filled-in week plan, a blank schedule, class list, Monday opener (11 pages)
- Life Skills sets for five days (15 pages)
- Calm vocabulary: learn 8 terms, then a quiet self-test (10 pages)
- Life Skills team tasks (9 pages)
- Life Skills games (10 pages)
- Answer keys (5 pages)

How it works

1. Open the week plan. Every set already has its day and page number.
2. Each day: one life skills set per period (a lesson with worked examples, practice and a challenge), a calm vocabulary block, a team task and an optional game for the last 15 minutes.
3. Every set stands alone: swap sets between days, or use one with another class when it fits.
4. No prep, no tech: print and go. The sub needs no subject knowledge. Every answer is in the key.
5. Print in color or ink-saver black and white, US Letter or A4.

What this preview shows: the week at a glance, the filled-in week plan, the note to the substitute, the Monday opener, and all of Day 1 (the life skills set, the calm block, the team task and the game), one answer-key page and one ink-saver page. Every product page is watermarked. The full kit has 61 pages.





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YOUR WEEK AT A GLANCE (1 OF 2)

Every life skills set of the week, with its page and what it reviews. The day's set runs in every period you teach; any set works on any day.

MONDAY (DAY 1)

Opener	**Meet Your Sub** Fifteen minutes at the start of every period on Monday: sub sheet, three questions, the class agreement, voice levels.	p. 10 · 15 min
Life Skills set 1	**Money Basics** Reviews: earning, saving and spending, a saving goal plan, unit prices, making change, checking versus savings accounts.	p. 13 · 50 min
Calm vocabulary	**Learn and Test: Money Words** Eight terms from the day's unit to learn alone, then a quiet self-test: match each term to its meaning.	p. 16 · 20 min
Team task	**Where Does the Week Go?** Groups of four rank twelve weekly tasks by the minutes each one takes in a week, then compare their order with the true one.	p. 18 · 40 min
Game (optional)	**Whiteboard Quiz Game** Optional fun to end the class.	p. 19 · 15 min

TUESDAY (DAY 2)

Life Skills set 2	**Time Management** Reviews: reading a weekly schedule, free time and time blocks, estimating task time, urgent versus important, planning a project backward from a due date.	p. 21 · 50 min
Calm vocabulary	**Learn and Test: Time Words** Eight terms from the day's unit to learn alone, then a quiet self-test: write each term from its meaning and find it in a word grid.	p. 24 · 20 min
Team task	**The Picnic Plan** Groups of four shop for a picnic for twelve from a price list of packs and singles, covering every need for the lowest total.	p. 26 · 40 min
Game (optional)	**Paper Password** Optional fun to end the class.	p. 28 · 15 min

WEDNESDAY (DAY 3)

Life Skills set 3	**Communication Skills** Reviews: active listening, summing up what you heard, clear and polite messages to a teacher or coach, asking for help, tone and body language.	p. 30 · 50 min
Calm vocabulary	**Learn and Test: Communication Words** Eight terms from the day's unit to learn alone, then a quiet self-test: a short new text with eight gaps.	p. 33 · 20 min
Team task	**The Fold-Up Wallet** Groups of four design and fold a paper wallet with no tape or scissors, then test its pockets with paper bills and score it.	p. 35 · 40 min
Game (optional)	**Class Feud** Optional fun to end the class.	p. 37 · 15 min

THURSDAY (DAY 4)

Life Skills set 4	**Healthy Habits and Basic Safety** Reviews: everyday sleep, water, activity and screen habits, kitchen and home safety, safe walking and biking, when to call 911 or tell an adult.	p. 39 · 50 min
Calm vocabulary	**Learn and Test: Safety and Habit Words** Eight terms from the day's unit to learn alone, then a quiet self-test: put the mixed-up letters of each term in order.	p. 42 · 20 min
Team task	**Plan the Saturday** Four friends with private facts choose one of six Saturday outings; just one passes every test at the lowest cost.	p. 44 · 40 min
Game (optional)	**Classroom Millionaire** Optional fun to end the class.	p. 46 · 15 min

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FRIDAY (DAY 5)		
Life Skills set 5	**Kindness and Teamwork** Reviews: team roles, giving and receiving kind, specific and useful feedback, including others, solving a team problem fairly.	p. 48 · 50 min
Calm vocabulary	**Learn and Test: Teamwork Words** Eight terms from the day's unit to learn alone, then a quiet self-test: write the terms in a grid to find a mystery word.	p. 51 · 20 min
Team task	**The Paid Chores Debate** Groups of four sort an evidence bank by side and kind, then debate two against two whether families should pay for chores.	p. 53 · 40 min
Game (optional)	**Mystery Box** Optional fun to end the class.	p. 55 · 15 min

How the sets work

- One set per day covers every period you teach: Monday's set runs in every Monday class.
- Every set stands alone. Swap sets between days, or use one with another class when it fits.
- Each set opens with a line that says what it reviews, so you can match it to what your class covered.
- The calm vocabulary block fits any gap, the team task fills a block period, and the game is optional fun for the last 15 minutes.
- No prep, no tech. Every answer is in the keys at the back, so the sub needs no subject knowledge.

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This Week's Plan

You teach one subject to several classes, so every period you teach runs this same plan, first period to last: Monday's column in every Monday period, Tuesday's in every Tuesday period. Planning, lunch and duty periods: nothing to do. List your periods and classes on the blank schedule on the next page. This order is a sample: every set stands alone, so swap any set into any slot or any day.

WHEN	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
First 15 minutes: attendance, voice level, then	**Meet Your Sub** p. 10 · 15 min	**Go over yesterday's answers** Read them out from the key at the back; students mark their own (10 min)	**Go over yesterday's answers** Read them out from the key at the back; students mark their own (10 min)	**Go over yesterday's answers** Read them out from the key at the back; students mark their own (10 min)	**Go over yesterday's answers** Read them out from the key at the back; students mark their own (10 min)
Rest of the period: the day's set (one copy per student)	**Life Skills 1** Money Basics p. 13 · 50 min · after the opener, skip the challenge	**Life Skills 2** Time Management p. 21 · 50 min	**Life Skills 3** Communication Skills p. 30 · 50 min	**Life Skills 4** Healthy Habits and Basic Safety p. 39 · 50 min	**Life Skills 5** Kindness and Teamwork p. 48 · 50 min
If a class finishes early or gets loud	**Learn and Test: Money Words** p. 16 · 20 min	**Learn and Test: Time Words** p. 24 · 20 min	**Learn and Test: Communication Words** p. 33 · 20 min	**Learn and Test: Safety and Habit Words** p. 42 · 20 min	**Learn and Test: Teamwork Words** p. 51 · 20 min
Block period (90 minutes) only	**Where Does the Week Go?** p. 18 · 40 min	**The Picnic Plan** p. 26 · 40 min	**The Fold-Up Wallet** p. 35 · 40 min	**Plan the Saturday** p. 44 · 40 min	**The Paid Chores Debate** p. 53 · 40 min
Last 15 minutes (optional): a fun way to end the class, or for extra time	**Whiteboard Quiz Game** p. 19 · 15 min	**Paper Password** p. 28 · 15 min	**Class Feud** p. 37 · 15 min	**Classroom Millionaire** p. 46 · 15 min	**Mystery Box** p. 55 · 15 min

How this week works

- You are covering a teacher who teaches one subject to several classes. Each class comes to this room once a day, for one period.
- So every class gets the same set on the same day: Monday's set in every Monday period, Tuesday's set in every Tuesday period.
- One set per day covers all your classes. Copy that day's set once per student in the morning. Planning, lunch and duty periods: nothing to run.
- Each set fills one period (45 to 55 minutes); the challenge at the end stretches it to a 90-minute block.

How to use this plan

- Page numbers point to the first page of each set. Copy one per student.
- The calm block is always allowed: a period that runs short, a loud class, or anyone who finishes early.
- The game is optional: a fun way to end the class, or something for extra time.

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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: **Life Skills 1** is Monday's set, **Life Skills 2** is Tuesday's, and so on to **Life Skills 5** on Friday. Run the day's set in every period you teach that day. Each set is one period (45 to 55 minutes), stands alone, and has its own answer key at the back of the binder, so you never have to make anything up or know the subject. The first page of every set tells you what to say. Every set ends with a challenge, so it stretches to a 90-minute block when you need it.

After the subject sets come the shared blocks, one of each per day. The **calm block** is always allowed: for a period that runs short, a loud class, or anyone who finishes early. The **team task** fills a period on its own. The **game** is optional: a fun way to end the class, or something for extra time. Fifteen minutes, from the script.

Each day has

- One Life Skills set (one period, with a challenge to stretch it)
- A calm vocabulary block: learn 8 new subject terms, then a quiet self-test
- A team task for groups of four
- A paper game from the script

If the class is loud

- Set a voice level with a number, 0 to 3, and use it all week (the Day 1 opener explains it).
- Switch to the calm block. Nobody needs to move.
- Every set has a challenge at the end, so fast finishers always have something.
- If a set is not working, stop it and use the calm block or the team task. Every set starts cold.

At the end of each day

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

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

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Meet Your Sub

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

Opener

Sub script (same routine for every class)

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

If the class is loud

- Skip the questions, keep the agreement and the voice level.
- Start the set sooner. Work on the desk settles a class faster than a speech about behavior.

If a period has ten minutes left

- Play Two Truths and a Lie (rules on the class page) in groups of six. Each group picks one to share.
- Or hand out Monday's calm block: learn 8 new words, then a quiet self-test.

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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Life Skills Set 1: Money Basics

Sub: read the Remember box aloud, then students work alone. About fifteen minutes per page.

Life Skills · Day 1

This set reviews: earning, saving and spending, a saving goal plan, unit prices, making change, checking versus savings accounts

Remember (3 minutes)

Income is money you earn, for example from pet sitting, yard work or a part-time job. Money can do three things: you can **spend** it, **save** it, or **share** it. Many people save first: they set the saving part aside as soon as they get paid, then spend what is left.

A saving goal has a price, a starting amount and a weekly amount. Weeks needed = (price − what you have) ÷ what you save each week. If it does not come out even, round **up**: you need the whole week.

An average = the total ÷ how many there are. Four weeks that add up to $80 average $80 ÷ 4 = $20 a week.

Task A: read the earnings table (10 minutes)

Hana is in seventh grade. She earns money by pet sitting and doing yard work for neighbors. Fill in the Total column first.

WEEK	PET SITTING	YARD WORK	TOTAL
1	$12	$15	
2	$18	$0	
3	$12	$20	
4	$6	$25	
All 4			

1. How much did Hana earn in week 3?

2. How much did she earn in all four weeks?

3. What did she earn per week, on average?

4. Which job earned more over the four weeks, and by how much?

5. In which week did she earn the least?

6. Hana saves 1 of every 4 dollars she earns. How much did she save, and how much was left to spend?

7. Hana earned nothing from yard work in week 2. Give one reason earnings can change from week to week, and one way to plan for it.

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Life Skills Set 1: Saving Goals and Unit Prices

Life Skills · Day 1

Task B and Task C. Work alone. Show your math on the lines.

Task B: plan a saving goal (8 minutes)

Hana wants to buy a used keyboard for **$96**. She already has **$24**, and she will save **$9** every week.

Fill in how much she has after each week. Stop when she reaches $96.

NOW	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8
$24								

1. After how many weeks can Hana buy the keyboard?

2. Use the rule from the Remember box on page 1 to check your answer. Show the math.

3. If she saved $12 a week instead, how many weeks would it take?

Task C: which is the better buy? (10 minutes)

The **unit price** is the price of one item (or one ounce): price ÷ how many. 100¢ = $1. Whichever unit price is lower is the better deal. Write unit prices in cents, then circle A or B.

ITEM	CHOICE A	CHOICE B	UNIT PRICE A	UNIT PRICE B	BETTER BUY
Granola bars	6 for $3.00	10 for $4.50			A B
Pencils	12 for $2.40	30 for $6.30			A B
Apple juice	32 ounces for $2.56	64 ounces for $4.48			A B
Notebooks	3 for $4.50	5 for $8.00			A B

4. Look at the pencils. Is the bigger pack always the better buy? Explain with your numbers.

5. Hana needs exactly 5 notebooks. Which costs less in all: two packs of choice A, or one pack of choice B? Show the math.

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Life Skills Set 1: Change and Bank Accounts

Life Skills · Day 1

Task D, then Task E. Early finishers do the Challenge.

Task D: making change (8 minutes)

Change = what you paid − the price. Count up from the price to check. Then write the change with the **fewest** bills and coins (bills: $20, $10, $5, $1; coins: quarter 25¢, dime 10¢, nickel 5¢, penny 1¢).

PRICE	PAID WITH	CHANGE	FEWEST BILLS AND COINS
$3.65	$5		
$7.20	$10		
$12.48	$20		
$8.93	$10		
$16.15	$20		

Remember: two kinds of bank account

A **checking account** is for everyday money that goes in and out: you pay with a debit card or a check. A **savings account** is for money you want to keep; the bank pays you a little extra money, called **interest**, for keeping it there. Both are safer than a drawer at home.

Task E: checking, savings or both? (6 minutes)

Write **C** for checking, **S** for savings, or **B** if it is true of both.

1. A debit card connected to it lets you pay at a store. ☐
2. It is made for money you want to set aside and keep. ☐
3. You can put money into it at a bank or a credit union. ☐
4. You can write a paper check from it to pay someone. ☐
5. It usually pays more interest than the other kind. ☐
6. Money in it is kept safe by the bank instead of in a drawer at home. ☐
7. It is built for money that goes in and out often, for everyday shopping and bills. ☐
8. It is a good home for a saving goal, such as money for a bike next summer. ☐

Your turn: plan a saving goal (5 minutes)

Pick something you would like to save for, then use the rule from page 1.

I want: _____ It costs: _____

I have now: _____ I can save each week: _____

Weeks needed (show the math): _____

Challenge

Darius earns $40 a week walking dogs and saves 30% of it. In week 2 he also gets a $30 birthday gift, and he saves all of it. He wants $150 for a bike. In which week does he reach his goal? Make a table on the back.

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Calm Block, Day 1: Learn 8 Words

Work alone and quietly. Learn 8 money words, then test yourself on page 2.

Calm · Day 1

How to learn them

1. Read the word and its meaning.
2. Read the example sentence.
3. Cover the word. Say it from the meaning.
4. Write it once on the line.

Know all eight? Turn this page face down and take the test on page 2.

	WORD	MEANING AND EXAMPLE	WRITE IT
1	**income** NOUN	money you get from a job or other work *Mowing lawns gives Owen a small **income** every summer.*	
2	**deposit** NOUN	money you put into a bank account *Rosa made a **deposit** of $40 after her birthday.*	
3	**withdrawal** NOUN	money you take out of a bank account *He made a **withdrawal** to pay for the class trip.*	
4	**interest** NOUN	extra money a bank pays you for keeping your savings there *Her savings account earned $3 in **interest** this year.*	
5	**balance** NOUN	the amount of money in an account right now *Look at your **balance** before you buy something big.*	
6	**receipt** NOUN	a paper or email that lists what you bought and what you paid *Keep the **receipt** in case the shoes do not fit.*	
7	**budget** NOUN	a plan for how you will spend and save your money *Kai made a **budget** for his $30 of birthday money.*	
8	**bargain** NOUN	something you buy for less than it is usually worth *The used bike was a real **bargain** at $40.*	

Check your test here (only after the test) Turn the page upside down to read.

1 deposit 2 bargain 3 balance 4 budget 5 receipt 6 interest 7 withdrawal 8 income

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Calm Block, Day 1: Test Yourself

Turn page 1 face down and do not peek. When you finish, check your answers at the bottom of page 1.

Calm · Day 1

Match each meaning to its word

Read each meaning. Write the matching word from the box on the line.

balance | bargain | budget | deposit | income | interest | receipt | withdrawal

1. money you put into a bank account _____
2. something you buy for less than it is usually worth _____
3. the amount of money in an account right now _____
4. a plan for how you will spend and save your money _____
5. a paper or email that lists what you bought and what you paid _____
6. extra money a bank pays you for keeping your savings there _____
7. money you take out of a bank account _____
8. money you get from a job or other work _____

My score: _____ / 8 **Words to review again:** .....

Finished early?

Pick three of the words. Write your own sentence with each one.

1. .....
2. .....
3. .....

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Team Task, Day 1: Where Does the Week Go?

Team · Day 1

Groups of four. Voice level 2. No calculators or phones. Use one sheet per group with one writer; a group rank is written only when all four say yes.

The challenge

Some tasks feel long but happen once a week. Others take two minutes but happen every day. **Your job:** rank the twelve tasks below from **1 (the most minutes in a week)** to **12 (the fewest)**.

Step 1 (3 minutes, on your own): guess each rank on scrap paper, writing A to L down the side (the writer also fills in the "My rank" column). **Step 2:** each person takes three tasks and works out their weekly totals; trade papers to check the math, then decide the group rank together. Use each rank from 1 to 12 exactly once. The rule: **minutes in a week = minutes each time × times a day × days a week**. One hour is 60 minutes. Worked example: Practice free throws: 10 minutes, 3 times a day, 3 days a week = 10 × 3 × 3 = **90 minutes** a week.

	TASK	MY RANK	GROUP RANK	MINUTES A WEEK	TRUE RANK	DIFFERENCE
A	Walk to school and back: 15 minutes, 2 times a day, 5 school days a week					
B	Soccer practice: 1 hour 30 minutes, 2 days a week					
C	Feed the cat: 5 minutes, 2 times a day, 7 days a week					
D	Piano practice: 20 minutes, 6 days a week					
E	Homework: 40 minutes, 4 school nights a week					
F	Shower: 8 minutes, 7 days a week					
G	Pack a lunch: 6 minutes, 5 school days a week					
H	Watch a favorite show: 45 minutes, 1 day a week					
I	Video call with grandparents: 25 minutes, 2 days a week					
J	Load and empty the dishwasher: 12 minutes, 7 days a week					
K	Brush teeth: 2 minutes, 2 times a day, 7 days a week					
L	Weekend job raking leaves: 2 hours 10 minutes, 1 day a week					
Sum of the differences (the smaller, the better)						

Scoring

When all groups finish, the sub reads out the true ranks from the key. Write them in the True rank column. For each row, subtract the smaller of Group rank and True rank from the larger, then add the twelve results. Do the same with your own guesses to see how they did.

- **0 to 10:** excellent: you know where your time goes
- **11 to 20:** good
- **21 to 32:** fair
- **33 or more:** check every total again, starting with the daily tasks

Think it over

Which task surprised your group the most? Why?

.....

.....

Challenge: add up all twelve weekly totals. How many hours and minutes is that in one week?

.....

.....

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Game, Day 1: Whiteboard Quiz Game

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

Game · Day 1

Set up (2 minutes)

1. Draw a 5 by 5 grid on the board (or tape up the board sheet). Write the five category names across the top and the values 100 to 500 down each column.
2. Teams of four to six. Team 1 picks a category and a value.
3. Read the question. The team answers. Right: they win the points and pick again. Wrong: the next team may steal.
4. Cross the square off. Highest total when time is up wins.

Read this out

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

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

Money

100 Checking or savings: which is for money you keep?
Savings

200 You pay $5 for a $3.75 snack. What is your change?
$1.25

300 A 4-pack of juice costs $6. What does one cost?
$1.50

400 You save $8 a week. How many weeks until you have $96?
12

500 A paper listing what you bought and paid is called?
A receipt

Safety

100 What should you use to take a hot pan out of the oven?
Oven mitts or pot holders

200 In the US, do bikes ride with traffic or facing it?
With traffic

300 No sidewalk: do you walk with or facing traffic?
Facing traffic

400 Should pot handles point out or turn in on a stove?
Turn in

500 To cross a street, look left, right, then which way?
Left again

Time

100 How many minutes are in two and a half hours?
150

200 A project is due in 3 weeks. How many days is that?
21

300 A 50-minute practice starts at 4:15. When does it end?
5:05

400 Is a task that must be done today urgent or optional?
Urgent

500 40 minutes plus 25% extra time is how many minutes?
50

Teamwork

100 Which team role writes down the group's ideas?
The recorder

200 Which team role watches the clock?
The timekeeper

300 Which role shares the group's work with the class?
The presenter

400 Good feedback is kind, specific and what?
Useful (helpful)

500 Which role makes sure everyone gets to speak?
The facilitator

Talking

100 The feeling your voice gives off is called your what?
Tone

200 Crossed arms and rolled eyes are an example of what?
Body language

300 What is 'Dear Ms. Lee,' at the start of an email called?
The greeting

400 Putting what you heard into your own words is called?
Paraphrasing (saying it back)

500 What two things go at the end of an email to a coach?
A thank-you and your name

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Game, Day 1: The Board

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

Game · Day 1

MONEY	TIME	TALKING	SAFETY	TEAMWORK
100	100	100	100	100
200	200	200	200	200
300	300	300	300	300
400	400	400	400	400
500	500	500	500	500

Scores

Team 1

Team 2

Team 3

Team 4

Team 5

Team 6

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Answer Keys (1 of 5)

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

Life Skills Set 1: Money Basics

Task A: totals week 1 $27, week 2 $18, week 3 $32, week 4 $31; all four weeks: pet sitting $48, yard work $60, total $108. 1. $32; 2. $108; 3. $108 ÷ 4 = $27; 4. yard work: $60 − $48 = $12 more than pet sitting; 5. week 2 ($18); 6. saved $108 ÷ 4 = $27; left $81; 7. answers vary; accept any sensible pair, such as rainy weather or fewer neighbors needing help, and saving extra in good weeks to cover slow ones.

Task B: now $24, week 1 $33, week 2 $42, week 3 $51, week 4 $60, week 5 $69, week 6 $78, week 7 $87, week 8 $96. 1. 8 weeks. 2. ($96 − $24) ÷ $9 = $72 ÷ $9 = 8. 3. $72 ÷ $12 = 6 weeks.

Task C: Granola bars: A 50¢, B 45¢ per bar, better buy B; Pencils: A 20¢, B 21¢ per pencil, better buy A; Apple juice: A 8¢, B 7¢ per ounce, better buy B; Notebooks: A 150¢, B 160¢ per notebook, better buy A. 4. No: the 12-pack costs 20¢ a pencil and the 30-pack 21¢, so the smaller pack is the better buy. 5. One pack of B: two packs of A cost 2 × $4.50 = $9.00 for 6 notebooks, and one pack of B costs $8.00 for 5, so B costs less in all even though its unit price is higher.

Task D: $3.65 from $5: $1.35 = 1 $1 bill, 1 quarter, 1 dime; $7.20 from $10: $2.80 = 2 $1 bills, 3 quarters, 1 nickel; $12.48 from $20: $7.52 = 1 $5 bill, 2 $1 bills, 2 quarters, 2 pennies; $8.93 from $10: $1.07 = 1 $1 bill, 1 nickel, 2 pennies; $16.15 from $20: $3.85 = 3 $1 bills, 3 quarters, 1 dime.

Task E: 1 C; 2 S; 3 B; 4 C; 5 S; 6 B; 7 C; 8 S.

Your turn: answers vary; accept a goal whose weeks = (price minus what they have) divided by the weekly amount, rounded up. **Challenge:** 30% of $40 = $12 a week. Week 1 $12, week 2 $54 (with the gift), then $12 more each week: he reaches $150 in **week 10**.

Calm block, Day 1: Learn and Test: Money Words

Match: 1. deposit; 2. bargain; 3. balance; 4. budget; 5. receipt; 6. interest; 7. withdrawal; 8. income.

Students check their own test with the upside-down answers at the bottom of page 1 and write a score out of 8. Own sentences: answers vary; accept any sentence that uses the word with its page 1 meaning.

Life Skills Set 2: Time Management

Task A table: Monday busy 120, free 210; Tuesday busy 75, free 255; Wednesday busy 120, free 210; Thursday busy 180, free 150; Friday busy 165, free 165. 1. 300 minutes = 5 hours; 2. 330 − 75 = 255 minutes (4 h 15 min); 3. Thursday, 150 minutes; 4. 7:00 to 9:00, 120 minutes; 5. no: dinner runs until 7:15, so the movie overlaps it by 15 minutes; 6. Thursday.

Task B: differences: Math 10, Read 15, Science 0, Spanish 5, Pack 0, Email 5; totals 70 estimated, 105 actual. 1. 35 minutes more. 2. read a book chapter (15 minutes off). 3. 70 + 50% of 70 = 70 + 35 = 105 minutes, exactly enough for the 105 minutes it took.

Task C: 1 1; 2 3; 3 2; 4 4; 5 1; 6 4; 7 2; 8 3. (1 do it now: urgent and important; 2 plan a time: important, not urgent; 3 do it quickly: urgent, not important; 4 later or skip.)

Task D: steps (1) May 3 to 4; (2) May 5 to 6; (3) May 7 to 12; (4) May 13 to 16; (5) May 17 to 19; (6) May 20 to 21. **Questions:** 1. Sunday, May 3. 2. 19 days. 3. May 1. 4. Answers vary; accept any reason such as the project is finished by then, so the practice covers the real board and results.

Challenge: skipping May 9 and 10, he must start on **Friday, May 1**. New dates: (1) May 1 to 2; (2) May 3 to 4; (3) May 5 to 12 (not the 9th or 10th); (4) May 13 to 16; (5) May 17 to 19; (6) May 20 to 21. Steps 1, 2 and 3 change; the steps after the tournament keep their dates.

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Life Skills Set 1: Saving Goals and Unit Prices

Life Skills · Day 1

Task B and Task C. Work alone. Show your math on the lines.

Task B: plan a saving goal (8 minutes)

Hana wants to buy a used keyboard for **$96**. She already has **$24**, and she will save **$9** every week.

Fill in how much she has after each week. Stop when she reaches $96.

NOW	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8
$24								

1. After how many weeks can Hana buy the keyboard?

2. Use the rule from the Remember box on page 1 to check your answer. Show the math.

3. If she saved $12 a week instead, how many weeks would it take?

Task C: which is the better buy? (10 minutes)

The **unit price** is the price of one item (or one ounce): price ÷ how many. 100¢ = $1. Whichever unit price is lower is the better deal. Write unit prices in cents, then circle A or B.

ITEM	CHOICE A	CHOICE B	UNIT PRICE A	UNIT PRICE B	BETTER BUY
Granola bars	6 for $3.00	10 for $4.50			A B
Pencils	12 for $2.40	30 for $6.30			A B
Apple juice	32 ounces for $2.56	64 ounces for $4.48			A B
Notebooks	3 for $4.50	5 for $8.00			A B

4. Look at the pencils. Is the bigger pack always the better buy? Explain with your numbers.

5. Hana needs exactly 5 notebooks. Which costs less in all: two packs of choice A, or one pack of choice B? Show the math.

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Five days, planned and ready to print.

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

5 days, each with its own sets, calm vocabulary block, team task and optional game

15 pages of life skills sets with worked examples

5 answer-key pages, every answer checked

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

