Middle School Math Emergency Sub Binder

Emergency sub plans for middle school math, grades 6 to 8. The sub needs no math background: every step is on the page.

PREVIEW

What is included

- 7 front pages: binder cover, important information, note to the sub, the lesson plan filled in, schedule, class list and dismissal, how it went
- 9 activities, each with its own sub script and student pages (29 pages)
- 3 individual activities and 6 partner, team or whole-class activities
- A Say this to the class script for every activity, a star challenge on every worksheet, every answer in a key
- Color and ink-saver B&W, US Letter and A4

How it works

1. Leave the binder out. The lesson plan lists every activity with its page and minutes.
2. The sub reads the Say this to the class box word for word.
3. Students work from their own pages, with the steps on the page. The sub needs no math background: every answer is in the key.
4. No prep and no tech: print and go.

The 9 activities, 35 to 45 minutes each

1. **Quiet Reading**, 45 min SOLO: reading for detail with math inside: area, rates, the mean, scale factors, multiplying fractions, money
2. **Math Error Detective**, 40 min SOLO: finding and fixing one wrong step: order of operations, integers, fractions, percent, equations, geometry, mean, powers
3. **Practice Menu**, 45 min SOLO: mixed review: integers, powers and roots, percent, equal values, expressions, real-world problems
4. **Partner Check**, 40 min PAIRS: integers, fractions, decimals, percent, equations, area, exponents and slope, checked with a partner
5. **Design the Class Garden**, 40 min PAIRS: area, perimeter and volume of garden beds, unit prices, rounding up, a percent coupon, a budget
6. **Math Puzzle Tournament**, 41 min TEAMS: number sense, angles, area, volume, the Pythagorean theorem, equations, sequences and systems
7. **The Math Fair Mix-Up**, 40 min TEAMS: percent increase, sums, differences and multiples, reasoning from clues instead of guessing
8. **Which Is Greater? Stand-Off**, 40 min WHOLE CLASS: comparing fractions, decimals, percents, negatives, powers, roots, area, volume and probability
9. **Whiteboard Quiz Game**, 35 min WHOLE CLASS: a review of this binder's math: percent, integers, equations, geometry, powers and roots

What this preview shows: the note to the substitute, the lesson plan, the other front pages, one page of every activity, a sub script, four more student pages and one ink-saver page. Every product page is watermarked, and no answer key is shown. The full binder has 36 pages.

Note to the Substitute

Middle school math, grades 6 to 8 · 9 one-period activities · no prep, no math background needed

Thank you for covering my class

Everything you need is in this binder. The front pages (important information, lesson plan, schedule of the day, class list) are filled in for today. After them come 9 math activities: the first 3 are individual work, the other 6 are for partners, teams or the whole class. Each one fills most or all of a period of 40 to 50 minutes, runs from the printout alone, and carries its own problems and answer key, so you never have to teach new math or work anything out yourself. Everything reviews middle school math the class has met before.

The first page of every activity is your script. It says what the activity practices, how to set it up, and how long each step takes. The box marked **Say this to the class** is written to be read aloud word for word. Every answer is in a key on the script page (for the logic mystery, on the page right after the script). Keep those pages with you and hand out only the student pages. Every student worksheet has a **Challenge** box for early finishers (in the logic mystery, the bonus question on the slip).

The 9 activities

- **Quiet Reading** quiet single · 45 min · p. 7
- **Math Error Detective** quiet single · 40 min · p. 12
- **Practice Menu** quiet single · 45 min · p. 15
- **Partner Check** pairs · 40 min · p. 19
- **Design the Class Garden** pairs, project · 40 min · p. 22
- **Math Puzzle Tournament** teams, puzzles · 41 min · p. 25
- **The Math Fair Mix-Up** team logic · 40 min · p. 28
- **Which Is Greater? Stand-Off** whole class · 40 min · p. 32
- **Whiteboard Quiz Game** whole class, teams · 35 min · p. 34

If the class is loud

- Switch to a quiet single activity: Quiet Reading, Math Error Detective and Practice Menu. Nobody needs to move.
- In the scored games (Math Puzzle Tournament, Which Is Greater? Stand-Off and Whiteboard Quiz Game), the scoring keeps the class honest.
- If an activity is not working, stop it and switch. Every activity can start at any point in the period.
- The games are optional: a fun way to end the class or to use extra time.

Which activity when?

- A student says the class never learned this? Every activity reviews earlier work. Ask them to try the first problem with a partner, and leave me a note.
- The same activity in every period is fine: each class sees it once. The lesson plan (next page) lists all 9. Calculators: follow my rule on the Important Information page.
- First thing in the day, or a class that needs to settle: start with a quiet single activity.
- After lunch or with a restless class: a group activity uses the energy.
- Short period? These fit: Whiteboard Quiz Game (35 min) and one reading of Quiet Reading (about 25 min).

Before you leave

Please fill in the How It Went page at the back. It takes two minutes and I read every word. Thank you!

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Lesson Plan

Filled in for today: 9 activities, 35 to 45 minutes each. Write the time of each period you use.

ACTIVITY	PLAN	PAGE
Quiet Reading Quiet single · about 45 min Time ____ : ____ to ____ : ____	• One reading and its question sheet per student; fast finishers take the other • Silent reading and questions, about 20 minutes per reading • Read the answers out from the key, or collect for me	p. 7
Math Error Detective Quiet single · about 40 min Time ____ : ____ to ____ : ____	• Hand out both case sheets; pencils only • Students find the one wrong step in each solution, explain it and fix the answer • Read the key out at the end, or collect for me	p. 12
Practice Menu Quiet single · about 45 min Time ____ : ____ to ____ : ____	• Three sheets on the desk: A Secret Message, B Match It, C Real-World Problems • Students choose one, work alone in silence, swap it when done • Check against the keys on the script, or collect for me	p. 15
Partner Check Pairs · about 40 min Time ____ : ____ to ____ : ____	• Pairs: one Partner A sheet and one Partner B sheet • Both solve row 1, then compare: the answers must match • Different answers? Find the slip together. The key is on the script	p. 19
Design the Class Garden Pairs, project · about 40 min Time ____ : ____ to ____ : ____	• Pairs or threes, one price sheet and one plan sheet each • Part 1 together (keyed), then plan the garden on the grid inside the budget • Check the plans with the checklist on the script; collect for me	p. 22
Math Puzzle Tournament Teams, puzzles · about 41 min Time ____ : ____ to ____ : ____	• Teams of 3 or 4, one puzzle sheet and one answer sheet per team • One round at a time, 1, 2 or 3 points per puzzle • Every answer is on the key. The key settles arguments	p. 25
The Math Fair Mix-Up Team logic · about 40 min Time ____ : ____ to ____ : ____	• Teams of 3 or 4, one case file and one grid per team • Warm-up together on the board, then the case on their own • Teams hand in their slip; check it against the key and reveal	p. 28
Which Is Greater? Stand-Off Whole class · about 40 min Time ____ : ____ to ____ : ____	• One sheet per student; everyone stays seated • Read a pair, 20-second guess, count hands, then 90 seconds to work it out • One speaker per side, then read the answer from the key	p. 32
Whiteboard Quiz Game Whole class, teams · about 35 min Time ____ : ____ to ____ : ____	• Draw the 5 by 5 board (or tape up the board sheet); 3 to 5 teams • Teams take turns picking a category and value; you read the question • Right answer: points on the scoreboard. Optional, for the end of class	p. 34

Fast finishers

Any quiet single activity can follow any other activity: Quiet Reading (p. 7), Math Error Detective (p. 12) and Practice Menu (p. 15).

Collect / leave for me

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SUBSTITUTE BINDER

Math · One Day · Grades 6 to 8

Teacher _____

Room _____

Grade and subject _____

School year _____

Everything a sub needs for today's math class is in this binder: the schedule, the class list, a filled-in lesson plan, and 9 one-period math activities that run from the printout alone, 3 for individual work and 6 for partners, teams or the whole class. Each one has a script, a Say This to the Class box and its own answer key, so the sub needs no math background.

Individual work

- Quiet Reading
- Math Error Detective
- Practice Menu

Group activities

- Partner Check
- Design the Class Garden
- Math Puzzle Tournament
- The Math Fair Mix-Up
- Which Is Greater? Stand-Off
- Whiteboard Quiz Game

Important Information

The page the sub reads first. Fill it in once and keep it current.

People to call

Office _____

Teacher next door _____

Nurse _____

Principal / admin _____

Tech help _____

Emergency procedures

Fire: exit and meeting point _____

Lockdown _____

Severe weather _____

Medical _____

Where the first aid kit is _____

Helpful students

_____

_____

_____

Students who need extra support

_____

_____

_____

Where things are

Attendance / how to take it _____

Paper, pencils, supplies _____

Hall passes _____

Copier, if the sub may use it _____

Class routines

Start of class _____

Bathroom _____

Phones _____

End of class _____

Seating and groups

Seating chart is _____

Groups for group work _____

Students who should not sit together _____

Technology and passes

Calculators: allowed when _____

Laptops or tablets: allowed when _____

Computer or board login _____

Students who leave the room (time, why) _____

Anything else today

_____

_____

_____

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

Schedule of the Day

Write the times in. Cross out or rename any period to match the school's day, then write the activity for each class.

TIME	PERIOD	CLASS / ROOM	ACTIVITY AND PAGE
____ to ____	Homeroom / attendance		
____ to ____	Period 1		
____ to ____	Period 2		
____ to ____	*Break*		
____ to ____	Period 3		
____ to ____	Period 4		
____ to ____	*Lunch*		
____ to ____	Period 5		
____ to ____	Period 6		
____ to ____	Period 7		
____ to ____	Dismissal		

The activities

ACTIVITY	WHAT IT PRACTICES	STYLE	TIME	PAGE
Quiet Reading	reading for detail with math inside: area, rates, the mean, scale factors, multiplying fractions, money	Quiet single	45 min	p. 7
Math Error Detective	finding and fixing one wrong step: order of operations, integers, fractions, percent, equations, geometry, mean, powers	Quiet single	40 min	p. 12
Practice Menu	mixed review: integers, powers and roots, percent, equal values, expressions, real-world problems	Quiet single	45 min	p. 15
Partner Check	integers, fractions, decimals, percent, equations, area, exponents and slope, checked with a partner	Pairs	40 min	p. 19
Design the Class Garden	area, perimeter and volume of garden beds, unit prices, rounding up, a percent coupon, a budget	Pairs, project	40 min	p. 22
Math Puzzle Tournament	number sense, angles, area, volume, the Pythagorean theorem, equations, sequences and systems	Teams, puzzles	41 min	p. 25
The Math Fair Mix-Up	percent increase, sums, differences and multiples, reasoning from clues instead of guessing	Team logic	40 min	p. 28
Which Is Greater? Stand-Off	comparing fractions, decimals, percents, negatives, powers, roots, area, volume and probability	Whole class	40 min	p. 32
Whiteboard Quiz Game	a review of this binder's math: percent, integers, equations, geometry, powers and roots	Whole class, teams	35 min	p. 34

Class List and Dismissal

Names, what a sub must know, and how every student goes home. Check Here at the start and Gone at the end.

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

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

How It Went

For you to leave for me. Two minutes: check the boxes and go.

Today

Date _____ Period(s) _____

Activities used _____

Sub name _____

The class

- ☐ Great, no problems
- ☐ Fine, a little loud
- ☐ Hard work, see notes
- ☐ Finished the activity
- ☐ Stopped early (time)
- ☐ Used a second activity

Stars of the day

Students who helped, led a group well, or were a good sport:

_____

_____

_____

Work collected

_____

_____

Notes

_____

_____

_____

_____

_____

_____

_____

_____

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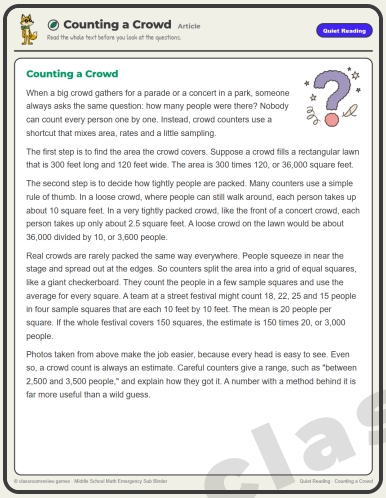
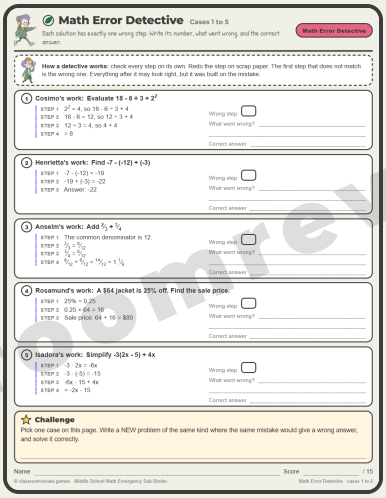
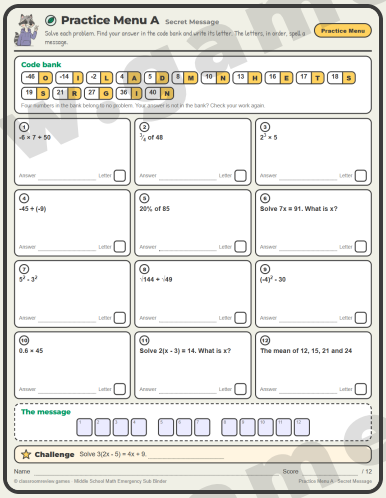
ONE PAGE OF EVERY ACTIVITY



1. Quiet Reading, 45 min (solo)

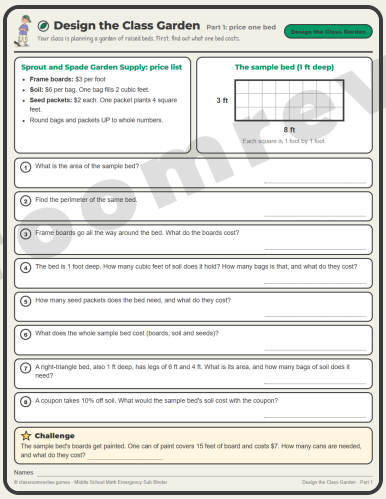


2. Math Error Detective, 40 min (solo)

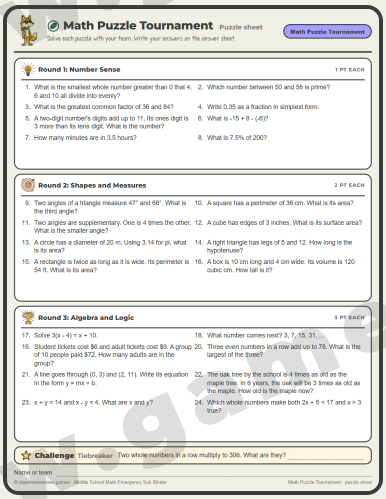


3. Practice Menu, 45 min (solo)

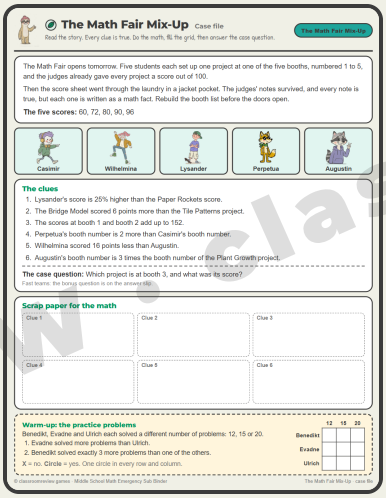
4. Partner Check, 40 min (pairs)



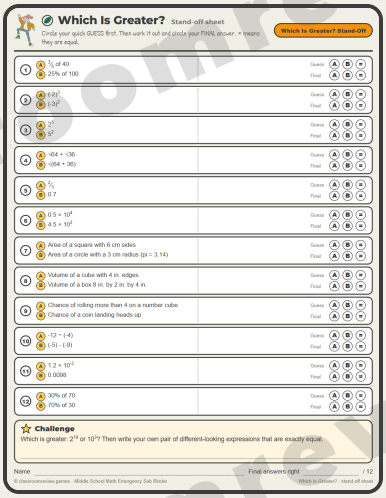
5. Design the Class Garden, 40 min (pairs)



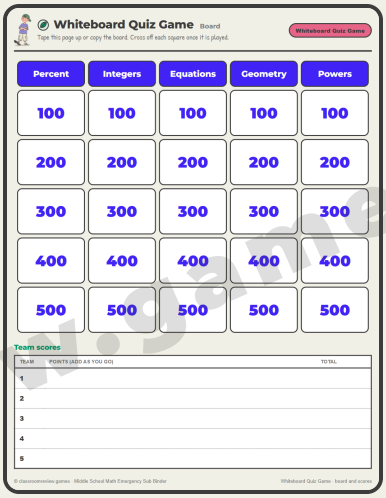
6. Math Puzzle Tournament, 41 min (teams)



7. The Math Fair Mix-Up, 40 min (teams)



8. Which Is Greater? Stand-Off, 40 min (whole class)



9. Whiteboard Quiz Game, 35 min (whole class)

The Math Fair Mix-Up

Sub script: a team logic mystery with math clues

One period · teams of 3 or 4

This activity practices: percent increase, sums, differences and multiples, reasoning from clues instead of guessing

SAY THIS TO THE CLASS

"The score sheet for the Math Fair got washed, and your team rebuilds it from the judges' notes. Every note is a true math fact: do the math on scrap paper first, then mark the grid with an X for no and a circle for yes. We start with a short warm-up together."

Materials

- Teams of 3 or 4. Each team gets one case file and one grid sheet (the grid sheet has the answer slip).
- Pencils (erasers help), scrap paper for the math, and the board for the warm-up.
- Jobs: **reader** (reads the clues out), **calculator** (does the math of a clue on scrap paper), **marker** (the only one who writes in the grid) and **recorder** (fills in the slip).
- Keep this page and the next one: together they are your key.

Run it (40 minutes)

1. **Set up.** Make the teams, hand out the sheets. 3 min
2. **Read the story.** A volunteer reads the story on the case file out loud. 3 min
3. **Warm-up together** on the board, as shown below. 6 min
4. **Teams solve the case.** Walk around. After about 10 minutes, give a hint from the next page to any team that is stuck. Fast teams answer the bonus question. 23 min
5. **Reveal.** Collect the slips, then read the answer and the full solution from the key. 5 min

The warm-up: teach the grid (6 minutes)

Draw this grid on the board. Students have the same one on their case file. Benedikt, Evadne and Ulrich each solved a different number of problems: 12, 15 or 20. Read the two clues:

1. Evadne solved more problems than Ulrich.

2. Benedikt solved exactly 3 more problems than one of the others.

Then show it step by step:

1. Clue 2 first, because it has the math: which two of the numbers 12, 15 and 20 are exactly 3 apart? Only 12 and 15. Benedikt has the bigger one, so circle Benedikt under 15. A circle means the rest of that row and that column get an X.
2. Clue 1: Evadne solved more than Ulrich. Only 12 and 20 are left, so Evadne has 20 and Ulrich has 12. Circle both.
3. Check it against both clues out loud: 20 is more than 12, and 15 is 3 more than 12.

The two rules to say out loud: one circle in every row and every column of each small grid; and in this case, do the math of a clue on scrap paper first, then mark the grid. An X means no, a circle means yes.

	12	15	20
Benedikt			
Evadne			
Ulrich			

Answer: Benedikt, 15; Evadne, 20; Ulrich, 12.

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Math Error Detective

Cases 1 to 5

Each solution has exactly one wrong step. Write its number, what went wrong, and the correct answer.

Math Error Detective

How a detective works: check every step on its own. Redo the step on scrap paper. The first step that does not match is the wrong one. Everything after it may look right, but it was built on the mistake.

1 Cosimo's work: Evaluate $18 - 6 \div 3 + 2^2$

- STEP 1 $2^2 = 4$, so $18 - 6 \div 3 + 4$
- STEP 2 $18 - 6 = 12$, so $12 \div 3 + 4$
- STEP 3 $12 \div 3 = 4$, so $4 + 4$
- STEP 4 $= 8$

Wrong step ☐

What went wrong? .....

.....

Correct answer .....

2 Henrietta's work: Find -7 - (-12) + (-3)

- STEP 1 $-7 - (-12) = -19$
- STEP 2 $-19 + (-3) = -22$
- STEP 3 Answer: -22

Wrong step ☐

What went wrong? .....

.....

Correct answer .....

3 Anselm's work: Add $\frac{2}{3} + \frac{3}{4}$

- STEP 1 The common denominator is 12.
- STEP 2 $\frac{2}{3} = \frac{8}{12}$
- STEP 3 $\frac{3}{4} = \frac{6}{12}$
- STEP 4 $\frac{8}{12} + \frac{6}{12} = \frac{14}{12} = 1\frac{1}{6}$

Wrong step ☐

What went wrong? .....

.....

Correct answer .....

4 Rosamund's work: A $64 jacket is 25% off. Find the sale price.

- STEP 1 $25\% = 0.25$
- STEP 2 $0.25 \times 64 = 16$
- STEP 3 Sale price: $64 + 16 = \$80$

Wrong step ☐

What went wrong? .....

.....

Correct answer .....

5 Isadora's work: Simplify -3(2x - 5) + 4x

- STEP 1 $-3 \cdot 2x = -6x$
- STEP 2 $-3 \cdot (-5) = -15$
- STEP 3 $-6x - 15 + 4x$
- STEP 4 $= -2x - 15$

Wrong step ☐

What went wrong? .....

.....

Correct answer .....

Challenge

Pick one case on this page. Write a NEW problem of the same kind where the same mistake would give a wrong answer, and solve it correctly.

.....

Name ..... Score ..... / 15

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Practice Menu A

Secret Message

Solve each problem. Find your answer in the code bank and write its letter. The letters, in order, spell a message.

Practice Menu

Code bank

-46	O	-14	I	-2	L	4	A	5	D	8	M	10	N	13	H	16	E	17	T	18	S
19	S	21	R	27	G	36	I	40	N										

Four numbers in the bank belong to no problem. Your answer is not in the bank? Check your work again.

1 $-6 \times 7 + 50$

Answer _____ Letter ☐

2 $\frac{3}{4}$ of 48

Answer _____ Letter ☐

3 $2^3 \times 5$

Answer _____ Letter ☐

4 $-45 \div (-9)$

Answer _____ Letter ☐

5 20% of 85

Answer _____ Letter ☐

6 Solve $7x = 91$. What is x?

Answer _____ Letter ☐

7 $5^2 - 3^2$

Answer _____ Letter ☐

8 $\sqrt{144} + \sqrt{49}$

Answer _____ Letter ☐

9 $(-4)^2 - 30$

Answer _____ Letter ☐

10 0.6×45

Answer _____ Letter ☐

11 Solve $2(x - 3) = 14$. What is x?

Answer _____ Letter ☐

12 The mean of 12, 15, 21 and 24

Answer _____ Letter ☐

The message

1	2	3	4	5	6	7	8	9	10	11	12

Challenge Solve $3(2x - 5) = 4x + 9$. _____

Name _____ Score _____ / 12

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Partner Check Partner A

Solve one row, then compare with your partner. The answers should be the same. If not, find the slip together.

Partner Check

1	INTEGERS $-9 + 4 - (-11)$	Answer	Same as my partner
2	ORDER OF OPERATIONS $3 + 4 \times 5 - 2$	Answer	Same as my partner
3	ADDING AND SUBTRACTING FRACTIONS $\frac{1}{2} + \frac{3}{8}$	Answer	Same as my partner
4	MULTIPLYING AND DIVIDING FRACTIONS $\frac{2}{3} \times \frac{9}{10}$	Answer	Same as my partner
5	DECIMALS 4.2×1.5	Answer	Same as my partner
6	PERCENT OF A NUMBER 15% of 120	Answer	Same as my partner
7	EQUATIONS Solve $4x - 7 = 21$	Answer	Same as my partner
8	AREA Area of a triangle with base 14 cm and height 6 cm	Answer	Same as my partner
9	EXPONENTS $2^5 + 2^5$	Answer	Same as my partner
10	SLOPE Slope of the line through (1, 2) and (4, 11)	Answer	Same as my partner

Challenge

The two legs of a right triangle are 9 and 12. Find the hypotenuse. _____

Then compare with your partner. Same answer again?

My name _____ Partner _____

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Math Puzzle Tournament

Puzzle sheet

Solve each puzzle with your team. Write your answers on the answer sheet.

Math Puzzle Tournament

Round 1: Number Sense

1 PT EACH

1. What is the smallest whole number greater than 0 that 4, 6 and 10 all divide into evenly?
2. Which number between 50 and 56 is prime?
3. What is the greatest common factor of 36 and 84?
4. Write 0.35 as a fraction in simplest form.
5. A two-digit number's digits add up to 11. Its ones digit is 3 more than its tens digit. What is the number?
6. What is -15 + 8 - (-6)?
7. How many minutes are in 3.5 hours?
8. What is 7.5% of 200?

Round 2: Shapes and Measures

2 PT EACH

9. Two angles of a triangle measure 47° and 68°. What is the third angle?
10. A square has a perimeter of 36 cm. What is its area?
11. Two angles are supplementary. One is 4 times the other. What is the smaller angle?
12. A cube has edges of 3 inches. What is its surface area?
13. A circle has a diameter of 20 m. Using 3.14 for pi, what is its area?
14. A right triangle has legs of 5 and 12. How long is the hypotenuse?
15. A rectangle is twice as long as it is wide. Its perimeter is 54 ft. What is its area?
16. A box is 10 cm long and 4 cm wide. Its volume is 120 cubic cm. How tall is it?

Round 3: Algebra and Logic

3 PT EACH

17. Solve $3(x - 4) = x + 10$.
18. What number comes next? 3, 7, 15, 31, ...
19. Student tickets cost $6 and adult tickets cost $9. A group of 10 people paid $72. How many adults are in the group?
20. Three even numbers in a row add up to 78. What is the largest of the three?
21. A line goes through (0, 3) and (2, 11). Write its equation in the form $y = mx + b$.
22. The oak tree by the school is 4 times as old as the maple tree. In 6 years, the oak will be 3 times as old as the maple. How old is the maple now?
23. $x + y = 14$ and $x - y = 4$. What are x and y?
24. Which whole numbers make both $2x + 5 < 17$ and $x > 3$ true?

Challenge Tiebreaker Two whole numbers in a row multiply to 306. What are they? .....

Name or team .....

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Counting a Crowd

Article

Read the whole text before you look at the questions.

Quiet Reading

Counting a Crowd

When a big crowd gathers for a parade or a concert in a park, someone always asks the same question: how many people were there? Nobody can count every person one by one. Instead, crowd counters use a shortcut that mixes area, rates and a little sampling.

The first step is to find the area the crowd covers. Suppose a crowd fills a rectangular lawn that is 300 feet long and 120 feet wide. The area is 300 times 120, or 36,000 square feet.

The second step is to decide how tightly people are packed. Many counters use a simple rule of thumb. In a loose crowd, where people can still walk around, each person takes up about 10 square feet. In a very tightly packed crowd, like the front of a concert crowd, each person takes up only about 2.5 square feet. A loose crowd on the lawn would be about 36,000 divided by 10, or 3,600 people.

Real crowds are rarely packed the same way everywhere. People squeeze in near the stage and spread out at the edges. So counters split the area into a grid of equal squares, like a giant checkerboard. They count the people in a few sample squares and use the average for every square. A team at a street festival might count 18, 22, 25 and 15 people in four sample squares that are each 10 feet by 10 feet. The mean is 20 people per square. If the whole festival covers 150 squares, the estimate is 150 times 20, or 3,000 people.

Photos taken from above make the job easier, because every head is easy to see. Even so, a crowd count is always an estimate. Careful counters give a range, such as "between 2,500 and 3,500 people," and explain how they got it. A number with a method behind it is far more useful than a wild guess.

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