

# Middle School Sub Plans, One Day

Emergency sub plans for grades 6 to 8, in any subject. The sub reads the script, and every answer is in the key.

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 (31 pages)
- Answer keys on the sub scripts
- 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 Read This Out box word for word.
3. Students work from their own pages. The sub needs no subject knowledge.
4. No prep and no tech: print and go.

## The 9 activities, 33 to 45 minutes each

1. **Quiet Reading**, 45 min: close reading of fiction and nonfiction, finding evidence in the text, making inferences
2. **Read and Sketchnote**, 40 min NEW: reading nonfiction for the main idea and key facts, figuring out words from context, summarizing in pictures and few words
3. **Finish the Story**, 42 min: planning and writing a short narrative with characters, a problem and an ending
4. **Math Menu**, 45 min: order of operations, integers, fractions and percents, multiples and primes, multi-step word problems
5. **Draw and Pass**, 33 min: describing an idea clearly in words and in pictures, interpreting what someone else meant
6. **Brain Teaser Tournament**, 43 min: logical reasoning, wordplay and number sense, agreeing on an answer as a team
7. **Logic Grid Mystery**, 40 min NEW: deductive reasoning with a logic grid, reading clues precisely (not, before and after, either/or), explaining an answer with evidence
8. **Category Race**, 41 min: vocabulary, spelling and quick recall of words across subjects
9. **This or That Stand-Off**, 42 min: giving reasons for a choice, speaking persuasively, listening to other points of view

**What this preview shows:** the note to the substitute, the lesson plan, the other front pages, one page of every activity, a sub script, the two new activities and one ink-saver page. Every product page is watermarked. The full binder has 38 pages.



# Note to the Substitute

Grades 6 to 8 · 9 one-period activities · any subject · nothing to prepare

## 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 activities. Each one fills most or all of a period of 40 to 50 minutes, runs from the printout alone, and carries its own content and answer key, so you never have to make anything up or know the subject.

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 **Read this out** is written to be read aloud word for word. Where an activity has an answer key, it is 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.

## The 9 activities

- **Quiet Reading** quiet single · 45 min · p. 7
- **Read and Sketchnote** quiet single · 40 min · p. 12
- **Finish the Story** quiet single · 42 min · p. 16
- **Math Menu** quiet single · 45 min · p. 19
- **Draw and Pass** quiet group · 33 min · p. 23
- **Brain Teaser Tournament** group or single · 43 min · p. 25
- **Logic Grid Mystery** team logic · 40 min · p. 28
- **Category Race** group, writing · 41 min · p. 32
- **This or That Stand-Off** whole class, talking · 42 min · p. 36

## If the class is loud

- Switch to a quiet single activity: Quiet Reading, Read and Sketchnote, Finish the Story and Math Menu. Nobody needs to move.
- In the scored games (Brain Teaser Tournament, Category Race and This or That Stand-Off), 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?

- The same activity in every period is fine: each class sees it once. The lesson plan (next page) lists all 9.
- 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: Draw and Pass (33 min) and one passage 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, 33 to 45 minutes each. Write the time of each period you use.

| ACTIVITY | PLAN | PAGE |
|---|---|---|
| **Quiet Reading**<br>Quiet single · about 45 min<br>Time ____ : ____ to ____ : ____ | • One passage and its question sheet per student; fast finishers take the other<br>• Silent reading and answering, about 20 minutes per passage<br>• Read the answers out from the key, or collect for me | **p. 7** |
| **Read and Sketchnote**<br>Quiet single · about 40 min<br>Time ____ : ____ to ____ : ____ | • Hand out the article, the word sheet and the sketchnote page<br>• Read, then figure out the words, then turn the article into a one-page sketchnote<br>• Check the word answers from the key; collect the sketchnotes | **p. 12** |
| **Finish the Story**<br>Quiet single · about 42 min<br>Time ____ : ____ to ____ : ____ | • Read the six openers out loud once; students pick one<br>• Three planning boxes first, then 25 minutes of silent writing<br>• Collect the sheets for me. Nothing to grade | **p. 16** |
| **Math Menu**<br>Quiet single · about 45 min<br>Time ____ : ____ to ____ : ____ | • Three sheets on the desk: A Color by Answer, B Number Mazes, C Word Problems<br>• Students choose one, work alone in silence, swap it when done<br>• Check against the keys on the script, or collect for me | **p. 19** |
| **Draw and Pass**<br>Quiet group · about 33 min<br>Time ____ : ____ to ____ : ____ | • Groups of 6, one sheet each, pencils, total silence<br>• Write a sentence, pass, draw it, fold, pass, guess it. Call every pass<br>• Reveal the chains at the end. Two rounds fit a period | **p. 23** |
| **Brain Teaser Tournament**<br>Group or single · about 43 min<br>Time ____ : ____ to ____ : ____ | • Teams of 3 or 4 with one answer sheet, or the puzzle sheet alone<br>• Read each riddle twice, one minute to answer, 1, 2 or 3 points by round<br>• Every answer is on the key. The key settles arguments | **p. 25** |
| **Logic Grid Mystery**<br>Team logic · about 40 min<br>Time ____ : ____ to ____ : ____ | • Teams of 3 or 4, one case file and one grid per team<br>• Practice puzzle together from the script, then the case on their own<br>• Teams hand in their answer; check it against the key and reveal | **p. 28** |
| **Category Race**<br>Group, writing · about 41 min<br>Time ____ : ____ to ____ : ____ | • Groups of 4 or 5, each student plays alone, one sheet each<br>• Say the letter, 3 minutes to write, then the group checks: unique answer = 1 point<br>• Six letters on the script plus a tiebreaker | **p. 32** |
| **This or That Stand-Off**<br>Whole class, talking · about 42 min<br>Time ____ : ____ to ____ : ____ | • Write A and B on the board; everyone stays seated<br>• Read a pair, everyone circles, count hands, one 30-second speaker per side, count again<br>• Most votes on the second count wins the round. You count and time | **p. 36** |

## Fast finishers

Any quiet single activity can follow any other activity: Quiet Reading (p. 7), Read and Sketchnote (p. 12), Finish the Story (p. 16) and Math Menu (p. 19).

## Collect / leave for me

.....

.....

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# SUBSTITUTE BINDER

Middle School Sub Plans · One Day · Any Subject

Teacher _____

Room _____

Grade and subject _____

School year _____

Everything a sub needs for today is in this binder: the schedule, the class list, a filled-in lesson plan, and 9 one-period activities that run from the printout alone. Each one has a script, a Read This Out box and its own answer key, so the sub never needs to know the subject.

Quiet Reading · Read and Sketchnote · Finish the Story · Math Menu · Draw and Pass · Brain Teaser Tournament · Logic Grid Mystery · Category Race · This or That Stand-Off



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## 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**

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!

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## 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 | | |
| ____ to ____ | | | |

**The activities**

| ACTIVITY | WHAT IT PRACTICES | STYLE | TIME | PAGE |
|---|---|---|---|---|
| **Quiet Reading** | close reading of fiction and nonfiction, finding evidence in the text, making inferences | Quiet single | 45 min | p. 7 |
| **Read and Sketchnote** | reading nonfiction for the main idea and key facts, figuring out words from context, summarizing in pictures and few words | Quiet single | 40 min | p. 12 |
| **Finish the Story** | planning and writing a short narrative with characters, a problem and an ending | Quiet single | 42 min | p. 16 |
| **Math Menu** | order of operations, integers, fractions and percents, multiples and primes, multi-step word problems | Quiet single | 45 min | p. 19 |
| **Draw and Pass** | describing an idea clearly in words and in pictures, interpreting what someone else meant | Quiet group | 33 min | p. 23 |
| **Brain Teaser Tournament** | logical reasoning, wordplay and number sense, agreeing on an answer as a team | Group or single | 43 min | p. 25 |
| **Logic Grid Mystery** | deductive reasoning with a logic grid, reading clues precisely (not, before and after, either/or), explaining an answer with evidence | Team logic | 40 min | p. 28 |
| **Category Race** | vocabulary, spelling and quick recall of words across subjects | Group, writing | 41 min | p. 32 |
| **This or That Stand-Off** | giving reasons for a choice, speaking persuasively, listening to other points of view | Whole class, talking | 42 min | p. 36 |

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## 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 | | | | | ☐ | ☐ |

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## 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**

_____

_____

_____

_____

_____

_____

_____

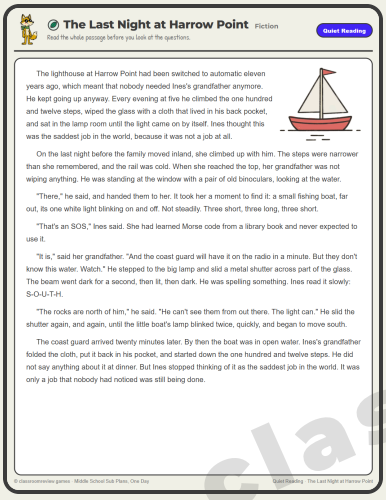
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# ONE PAGE OF EVERY ACTIVITY

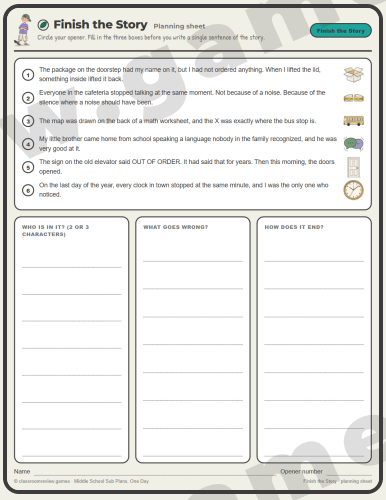




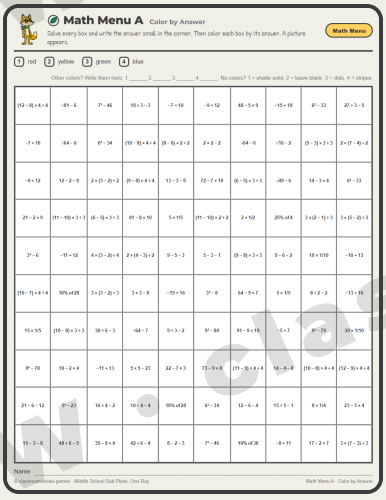

**1. Quiet Reading, 45 min**




**2. Read and Sketchnote, 40 min (new)**



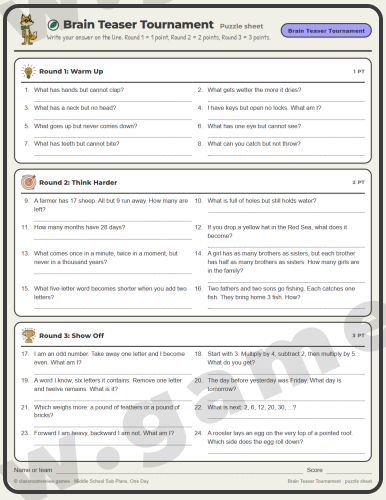

**3. Finish the Story, 42 min**



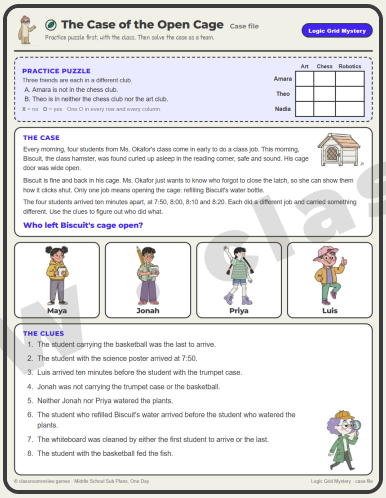

**4. Math Menu, 45 min**



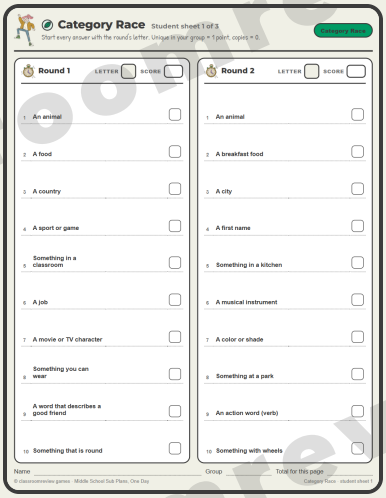

**5. Draw and Pass, 33 min**



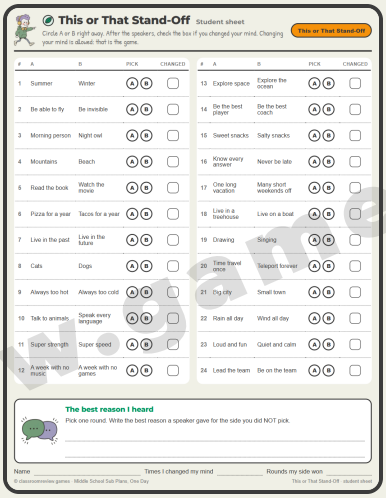

**6. Brain Teaser Tournament, 43 min**




**7. Logic Grid Mystery, 40 min (new)**




**8. Category Race, 41 min**




**9. This or That Stand-Off, 42 min**

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Every activity also has a sub script with a Read This Out box



# Quiet Reading

Sub script and answer keys

**One period · single · silent**

**This activity practices:** close reading of fiction and nonfiction, finding evidence in the text, making inferences

## Set up (2 minutes)

1. Two passages, one fiction and one nonfiction, each with a question sheet. Hand out one passage and its questions per student. Fast finishers get the other one.
2. Students read and answer alone, in silence. Twenty minutes is plenty for one passage.
3. Go through the answers out loud at the end, or collect the sheets for me.

## Read this out

"Read the passage once all the way through, then read the questions, then go back to the text to find the answers. Every answer is in the passage. Questions 1 to 6 are multiple choice: circle one letter. Questions 7 and 8 need a sentence or two. Silent reading until I say stop."

## The Last Night at Harrow Point — FICTION

1. Why does nobody need Ines's grandfather at the lighthouse anymore?
   **B: The light works automatically**
2. At the start of the story, how does Ines feel about her grandfather's evening climb?
   **C: That it is pointless and sad**
3. What is the fishing boat's light doing?
   **B: Flashing an SOS**
4. Why does the grandfather cover part of the lamp with a shutter?
   **B: To spell a message with the beam**
5. What does the word SOUTH tell the boat to do?
   **C: Move away from rocks it cannot see**
6. Which sentence best states what Ines learns?
   **C: Some jobs matter even when nobody notices them**
7. Why do you think the grandfather says nothing about the rescue at dinner? Use a detail from the story.
   **Any answer supported by the text, e.g. he sees it as an ordinary part of a job he has always done (he folds the cloth and goes down as usual); he is modest; the story says the job was still being done whether or not anyone noticed.**
8. The title is "The Last Night at Harrow Point." Explain one way the word "last" matters to the story.
   **Any reasonable answer, e.g. it is the family's last night before moving inland, so it is the last time Ines will climb with him; the last night turns out to be the one that proves the job still matters.**

## How a Swarm Picks a New Home — NONFICTION

1. Why does a swarm leave the colony in the first place?
   **B: The colony has become too crowded**
2. How does a scout measure the size of a cavity?
   **C: By walking the inside of it**
3. According to the passage, what does it mean when a scout keeps dancing for a long time?
   **B: She thinks the site is very good**
4. According to the passage, where does the comparison between sites happen?
   **C: In the crowd of dancing scouts**
5. What happens once about fifteen scouts are at one site at the same time?
   **B: They return and start warming the swarm for flight**
6. The last paragraph says the swarm is "smarter than any of its members." What does this mean?
   **B: The group makes better choices than any single bee could**
7. List two features of a good home for a swarm, using the passage.
   **Any two of: roomy, dry, high off the ground, small entrance that is easy to defend.**
8. Explain how a weak site loses support even though no bee argues against it.
   **Scouts who find a poor site dance only briefly, so few other scouts go to check it; strong sites collect more dancers while weak sites are not danced for and lose them.**

## Timing

Set up 2 min · first passage 20 min · second passage, or finish the first, 15 min · answers out loud 8 min. **About 45 minutes.** For questions 7 and 8 accept any answer that uses the text; the key gives an example, not the only wording.

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# Water Bears: Tiny Animals That Wait Out Hard Times

Article

Read and Sketchnote

Read the whole article once before you turn the page. The paragraphs are numbered.



1 Pick up a clump of damp moss from a wall or a tree trunk, and you may be holding tiny animals without knowing it. They are called tardigrades, but most people know them by their nickname: water bears. Most are about half a millimeter long or smaller, so you need a microscope to see one clearly. Under the lens, a tardigrade looks like a chubby little bear with eight short, stubby legs. Most kinds have tiny claws at the end of each leg, which help them grip moss and soil.

2 Scientists first described tardigrades in the 1770s. Their chubby shape and slow, lumbering walk are the reason for the nickname. Even the scientific name means "slow stepper." Watch one under a microscope and you can see why: it plods along like a very small, very patient bear.

3 Tardigrades live almost everywhere scientists have looked: in moss and lichen, in soil and fallen leaves, in ponds and lakes, and in the ocean. They have been found on every continent, from high mountains to Antarctica. Many feed by piercing plant or algae cells and sucking out what is inside. All of them have one thing in common: they are only active when there is water around them.

4 So what happens when the moss dries out in the sun? This is where the water bear does its most famous trick. It pulls in its head and legs, curls up into a tiny dry ball called a tun, and loses almost all of the water in its body. In this dormant state it does not eat, move or grow, and its body processes slow down so much that they are hard to measure. It simply waits. When rain soaks the moss again, the tun takes up water, and the tardigrade can uncurl and start walking again, often within a few hours.

5 Tardigrades in the tun state are remarkably tough. In laboratory tests, dried tardigrades have survived being frozen colder than any place on Earth, being heated hotter than the hottest weather ever recorded, and being hit with radiation many times stronger than a dose that would kill a person.

6 In 2007, scientists tried an even bigger test. They sent dried tardigrades into orbit on an uncrewed satellite and left them exposed to open space for several days. When the tardigrades were back on Earth, the scientists added water, and some of them revived.

7 None of this makes water bears indestructible. An active tardigrade is much more delicate than a dried one, and tardigrades need water to eat, grow and lay eggs. Their real talent is waiting: shutting down when conditions turn harsh and starting up again when water returns. Scientists study how their cells survive drying out, because that knowledge might one day help protect medicines that now have to be kept cold.

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# The Case of the Open Cage

Case file

Practice puzzle first, with the class. Then solve the case as a team.

Logic Grid Mystery

## PRACTICE PUZZLE

Three friends are each in a different club.

A. Amara is not in the chess club.

B. Theo is in neither the chess club nor the art club.

X = no  O = yes  One O in every row and every column.

| | Art | Chess | Robotics |
|---|---|---|---|
| Amara | | | |
| Theo | | | |
| Nadia | | | |

## THE CASE



Every morning, four students from Ms. Okafor's class come in early to do a class job. This morning, Biscuit, the class hamster, was found curled up asleep in the reading corner, safe and sound. His cage door was wide open.

Biscuit is fine and back in his cage. Ms. Okafor just wants to know who forgot to close the latch, so she can show them how it clicks shut. Only one job means opening the cage: refilling Biscuit's water bottle.

The four students arrived ten minutes apart, at 7:50, 8:00, 8:10 and 8:20. Each did a different job and carried something different. Use the clues to figure out who did what.

**Who left Biscuit's cage open?**



**Maya**



**Jonah**



**Priya**



**Luis**

## THE CLUES

1. The student carrying the basketball was the last to arrive.
2. The student with the science poster arrived at 7:50.
3. Luis arrived ten minutes before the student with the trumpet case.
4. Jonah was not carrying the trumpet case or the basketball.
5. Neither Jonah nor Priya watered the plants.
6. The student who refilled Biscuit's water arrived before the student who watered the plants.
7. The whiteboard was cleaned by either the first student to arrive or the last.
8. The student with the basketball fed the fish.



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# Math Menu A

Color by Answer

Solve every box and write the answer small in the corner. Then color each box by its answer. A picture appears.

Math Menu

1 red  2 yellow  3 green  4 blue

Other colors? Write them here: 1 _____ 2 _____ 3 _____ 4 _____. No colors? 1 = shade solid, 2 = leave blank, 3 = dots, 4 = stripes.

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| (12 − 8) × 4 ÷ 4 | √81 − 6 | 7² − 46 | 18 ÷ 3 − 3 | −7 + 10 | −9 + 12 | 48 − 5 × 9 | −15 + 18 | 6² − 33 | 27 ÷ 3 − 5 |
| −7 + 10 | √64 − 6 | 6² − 34 | (10 − 8) × 4 ÷ 4 | (8 − 6) × 2 ÷ 2 | 2 × 2 − 2 | √64 − 6 | √16 − 2 | (5 − 3) × 3 ÷ 3 | 2 × (7 − 4) ÷ 2 |
| −9 + 12 | 12 − 2 − 8 | 2 × (3 − 2) ÷ 2 | (9 − 8) × 4 ÷ 4 | 13 − 3 − 8 | 72 − 7 × 10 | (6 − 5) × 3 ÷ 3 | √49 − 6 | 14 − 3 × 4 | 6² − 33 |
| 21 − 2 × 9 | (11 − 10) × 3 ÷ 3 | (6 − 5) × 3 ÷ 3 | 81 − 8 × 10 | 5 × 1/5 | (11 − 10) × 2 ÷ 2 | 2 × 1/2 | 25% of 4 | 3 × (2 − 1) ÷ 3 | 3 × (5 − 2) ÷ 3 |
| 3² − 6 | −11 + 12 | 4 × (3 − 2) ÷ 4 | 2 × (4 − 3) ÷ 2 | 9 − 5 − 3 | 5 − 3 − 1 | (9 − 8) × 3 ÷ 3 | 9 − 6 − 2 | 10 × 1/10 | −10 + 13 |
| (10 − 7) × 4 ÷ 4 | 10% of 20 | 3 × (3 − 2) ÷ 3 | 3 × 3 − 8 | −15 + 16 | 3² − 8 | 64 − 9 × 7 | 5 × 1/5 | 8 ÷ 2 − 2 | −13 + 16 |
| 15 × 1/5 | (10 − 8) × 3 ÷ 3 | 30 ÷ 6 − 3 | √64 − 7 | 9 ÷ 3 − 2 | 9² − 80 | 91 − 9 × 10 | −5 + 7 | 9² − 79 | 30 × 1/10 |
| 9² − 78 | 10 − 2 × 4 | −11 + 13 | 5 × 5 − 23 | 22 − 7 × 3 | 73 − 9 × 8 | (11 − 9) × 4 ÷ 4 | 14 − 4 − 8 | (10 − 8) × 4 ÷ 4 | (12 − 9) × 4 ÷ 4 |
| 21 − 6 − 12 | 5² − 23 | 16 ÷ 4 − 2 | 10 − 4 − 4 | 10% of 20 | 6² − 34 | 12 − 6 − 4 | 15 ÷ 5 − 1 | 8 × 1/4 | 23 − 5 × 4 |
| 15 − 3 − 8 | 48 ÷ 6 − 5 | 35 − 8 × 4 | 42 ÷ 6 − 4 | 8 − 2 − 3 | 7² − 46 | 10% of 30 | −8 + 11 | 17 − 2 × 7 | 3 × (7 − 3) ÷ 3 |

Name .....

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# Brain Teaser Tournament

Puzzle sheet

Write your answer on the line. Round 1 = 1 point, Round 2 = 2 points, Round 3 = 3 points.

Brain Teaser Tournament

## Round 1: Warm Up — 1 PT

1. What has hands but cannot clap?
2. What gets wetter the more it dries?
3. What has a neck but no head?
4. I have keys but open no locks. What am I?
5. What goes up but never comes down?
6. What has one eye but cannot see?
7. What has teeth but cannot bite?
8. What can you catch but not throw?

## Round 2: Think Harder — 2 PT

9. A farmer has 17 sheep. All but 9 run away. How many are left?
10. What is full of holes but still holds water?
11. How many months have 28 days?
12. If you drop a yellow hat in the Red Sea, what does it become?
13. What comes once in a minute, twice in a moment, but never in a thousand years?
14. A girl has as many brothers as sisters, but each brother has half as many brothers as sisters. How many girls are in the family?
15. What five-letter word becomes shorter when you add two letters?
16. Two fathers and two sons go fishing. Each catches one fish. They bring home 3 fish. How?

## Round 3: Show Off — 3 PT

17. I am an odd number. Take away one letter and I become even. What am I?
18. Start with 3. Multiply by 4, subtract 2, then multiply by 5. What do you get?
19. A word I know, six letters it contains. Remove one letter and twelve remains. What is it?
20. The day before yesterday was Friday. What day is tomorrow?
21. Which weighs more: a pound of feathers or a pound of bricks?
22. What is next: 2, 6, 12, 20, 30, ...?
23. Forward I am heavy, backward I am not. What am I?
24. A rooster lays an egg on the very top of a pointed roof. Which side does the egg roll down?

Name or team _____ Score _____

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# The Last Night at Harrow Point

Fiction

Quiet Reading

Read the whole passage before you look at the questions.



The lighthouse at Harrow Point had been switched to automatic eleven years ago, which meant that nobody needed Ines's grandfather anymore. He kept going up anyway. Every evening at five he climbed the one hundred and twelve steps, wiped the glass with a cloth that lived in his back pocket, and sat in the lamp room until the light came on by itself. Ines thought this was the saddest job in the world, because it was not a job at all.

On the last night before the family moved inland, she climbed up with him. The steps were narrower than she remembered, and the rail was cold. When she reached the top, her grandfather was not wiping anything. He was standing at the window with a pair of old binoculars, looking at the water.

"There," he said, and handed them to her. It took her a moment to find it: a small fishing boat, far out, its one white light blinking on and off. Not steadily. Three short, three long, three short.

"That's an SOS," Ines said. She had learned Morse code from a library book and never expected to use it.

"It is," said her grandfather. "And the coast guard will have it on the radio in a minute. But they don't know this water. Watch." He stepped to the big lamp and slid a metal shutter across part of the glass. The beam went dark for a second, then lit, then dark. He was spelling something. Ines read it slowly: S-O-U-T-H.

"The rocks are north of him," he said. "He can't see them from out there. The light can." He slid the shutter again, and again, until the little boat's lamp blinked twice, quickly, and began to move south.

The coast guard arrived twenty minutes later. By then the boat was in open water. Ines's grandfather folded the cloth, put it back in his pocket, and started down the one hundred and twelve steps. He did not say anything about it at dinner. But Ines stopped thinking of it as the saddest job in the world. It was only a job that nobody had noticed was still being done.

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# In the full binder

A whole middle school sub day, planned and ready to print.

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

**9** activities of 33 to 45 minutes, one per class period

**7** front pages: note to the sub, lesson plan, schedule, class list

**0** things to prep, and no tech: print and go

## Use it your way

- A sudden sick day: emergency sub plans that are ready before you need them.
- Any class or period, in any subject: every activity brings its own content.
- Your sub tub: print it once and keep it all year.
- Your own no prep day: teach it yourself when you need a break from planning.

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



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