

Writing 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)
- Writing sets for five days (15 pages)
- Calm puzzles and reset sheets (10 pages)
- Writing team tasks (10 pages)
- Writing games (10 pages)
- Answer keys (7 pages)

How it works

1. Open the week plan. Every set already has its day and page number.
2. Each day: one writing set per period (a lesson with worked examples, practice and a challenge), a calm puzzle, 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 writing 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 writing 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 64 pages.



Every writing 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
Writing set 1	Sentence Craft Reviews: fixing fragments and run-ons, combining short sentences, varying sentence openers and lengths.	p. 13 · 50 min
Calm puzzle	Word Search and Reset Sheet A quiet puzzle and a one-minute reset sheet for anyone who finishes early or needs to settle.	p. 16 · 20 min
Team task	Rank the Bee Sources Groups of four rank twelve research sources for a report on honeybees, compare with the librarian, score the gap, and defend one choice.	p. 18 · 40 min
Game (optional)	Whiteboard Quiz Game Optional fun to end the class.	p. 20 · 15 min

TUESDAY (DAY 2)

Writing set 2	Grammar and Punctuation for Writers Reviews: commas, apostrophes, capital letters, subject-verb agreement, commonly confused words, editing a passage.	p. 22 · 50 min
Calm puzzle	Sudoku and Grounding Sheet A quiet sudoku with exactly one answer and a 5-4-3-2-1 grounding sheet for anyone who needs to settle.	p. 25 · 20 min
Team task	The Class Magazine Groups of four name the genre of ten submissions, then pick the magazine issue with the most reader votes that fits the page and time limits.	p. 27 · 40 min
Game (optional)	Paper Password Optional fun to end the class.	p. 29 · 15 min

WEDNESDAY (DAY 3)

Writing set 3	Claim, Evidence and Reasoning Reviews: identifying claims, choosing the strongest evidence, writing reasoning, counterclaim and rebuttal, a CER paragraph.	p. 31 · 50 min
Calm puzzle	Secret Codes and Control Sheet Two quiet secret-code sayings to crack and a one-page sheet that sorts what I can and cannot control.	p. 34 · 20 min
Team task	The Six Sentence Story Groups of four build a six-sentence story packed with required writing moves, then swap and score another group's story.	p. 36 · 40 min
Game (optional)	Class Feud Optional fun to end the class.	p. 38 · 15 min

THURSDAY (DAY 4)

Writing set 4	Informative Writing Reviews: organizing notes into an outline, text structures, transitions by purpose, paraphrasing versus copying, sea otters.	p. 40 · 50 min
Calm puzzle	Maze and Brain Dump A long, quiet maze with one true path and a brain-dump sheet that turns a busy head into one next step.	p. 43 · 20 min
Team task	The Coverless Book Groups of four pool secret clues about a coverless library book, sort eight books by point of view, tense, genre and conflict, and find it.	p. 45 · 40 min
Game (optional)	Classroom Millionaire Optional fun to end the class.	p. 47 · 15 min

FRIDAY (DAY 5)

Writing set 5	Revising and Editing Reviews: revising word choice, transitions and conclusions, editing with a checklist, giving peer feedback, a weak draft.	p. 49 · 50 min
Calm puzzle	Word Ladders and Three Good Things Four quiet word ladders that change one letter at a time and a three-good-things sheet to end the week.	p. 52 · 20 min
Team task	Graphic Novel Debate Groups of four sort an evidence bank by side and kind, then debate two against two whether graphic novels should count for book reports.	p. 54 · 40 min
Game (optional)	Mystery Box Optional fun to end the class.	p. 56 · 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 puzzle 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 writing knowledge.



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)	Writing 1 Sentence Craft p. 13 · 50 min	Writing 2 Grammar and Punctuation for Writers p. 22 · 50 min	Writing 3 Claim, Evidence and Reasoning p. 31 · 50 min	Writing 4 Informative Writing p. 40 · 50 min	Writing 5 Revising and Editing p. 49 · 50 min
If a class finishes early or gets loud	Word Search and Reset Sheet p. 16 · 20 min	Sudoku and Grounding Sheet p. 25 · 20 min	Secret Codes and Control Sheet p. 34 · 20 min	Maze and Brain Dump p. 43 · 20 min	Word Ladders and Three Good Things p. 52 · 20 min
Block period (90 minutes) only	Rank the Bee Sources p. 18 · 40 min	The Class Magazine p. 27 · 40 min	The Six Sentence Story p. 36 · 40 min	The Coverless Book p. 45 · 40 min	Graphic Novel Debate p. 54 · 40 min
Last 15 minutes (optional): a fun way to end the class, or for extra time	Whiteboard Quiz Game p. 20 · 15 min	Paper Password p. 29 · 15 min	Class Feud p. 38 · 15 min	Classroom Millionaire p. 47 · 15 min	Mystery Box p. 56 · 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.



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: **Writing 1** is Monday's set, **Writing 2** is Tuesday's, and so on to **Writing 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 Writing set (one period, with a challenge to stretch it)
- A calm and quiet block: a puzzle page and a reset sheet
- 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!



Meet Your Sub

Opener

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

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 the reset sheet 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.



Writing Set 1: Sentence Craft

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

Writing • Day 1

This set reviews: fixing fragments and run-ons, combining short sentences, varying sentence openers and lengths

Remember (3 minutes)

A complete sentence has a **subject**, a **verb**, and a **complete thought**. A **fragment** is missing one of them: *Because the bus was late.* A **run-on** jams two complete sentences together with nothing between them, or with only a comma: *The bus was late, we missed the assembly.*

Fix a run-on one of four ways: a **period**, a **comma plus and, but, or so**, a **semicolon**, or a **joining word** such as because, when, or although. Fix a fragment by adding what is missing or by attaching it to the sentence next to it.

Good writers also mix it up: some short sentences, some long ones, and not every sentence starting the same way.

Task A: fragment, run-on, or complete? (10 minutes)

Write **F** for a fragment, **R** for a run-on, or **C** for a complete, correct sentence. Each letter is used three times.

SENTENCE	F R C
1. After the fire drill ended and everyone walked back inside.	☐
2. The printer jammed again, Mr. Okafor sent us to the library to print.	☐
3. Priya finished her poster before the bell rang.	☐
4. Our team practiced every afternoon we still lost the first game.	☐
5. A tall stack of library books with torn covers.	☐
6. When the lights flickered, the whole class went quiet.	☐
7. Luis forgot his lunch, so his friend shared half a sandwich.	☐
8. Hoping to finish the model before the science fair.	☐
9. The hallway was crowded, nobody could reach the lockers.	☐

Quick check: name the fix (2 minutes)

The run-on **The bus was late, we missed the assembly** has been fixed four ways. Write the code for the fix each one uses. Each code is used once.

P period

SC semicolon

CM comma plus and, but, or so

JW joining word

- | | |
|--|---|
| 1. The bus was late; we missed the assembly. ☐ | 2. Because the bus was late, we missed the assembly. ☐ |
| 3. The bus was late, so we missed the assembly. ☐ | 4. The bus was late. We missed the assembly. ☐ |



Writing Set 1: Fix and Combine

Writing • Day 1

Task B and Task C. Work alone. Use the four fixes from the Remember box on page 1.

Task B: fix the six (10 minutes)

Fix every sentence you marked **F** or **R** in Task A. Write its number in the box, then the fixed version. Use at least two different fixes for the run-ons.

No.

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No.

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No.

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No.

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No.

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No.

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Task C: pick the best combination (8 minutes)

Each pair of short sentences is combined four ways. Only one is correct and keeps the meaning. Circle its letter.

1. The storm knocked out the power. We finished the test by flashlight.

- (A) The storm knocked out the power, we finished the test by flashlight.
(C) Knocking out the power, we finished the test by flashlight.

- (B) The storm knocked out the power, so we finished the test by flashlight.
(D) Because the storm knocked out the power.

2. Nadia plays the cello. She practices every morning before school.

- (A) Nadia plays the cello she practices every morning before school.
(C) Nadia plays the cello and practices every morning before school.

- (B) Nadia, plays the cello and practices every morning before school.
(D) While Nadia plays the cello every morning before school.

3. The museum trip is on Friday. It costs eight dollars.

- (A) The museum trip is on Friday, it costs eight dollars.
(C) Costing eight dollars on Friday.

- (B) The museum trip, on Friday, it costs eight dollars.
(D) The museum trip on Friday costs eight dollars.

4. Theo missed the bus. He had overslept.

- (A) Theo missed the bus because he had overslept.
(C) Theo missed the bus; because he had overslept.

- (B) Theo overslept because he missed the bus.
(D) Theo missed the bus, he had overslept.

Your turn

Combine these two into one correct sentence without using "and": **The library was closed. We studied in the cafeteria.**

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.....



Writing Set 1: Vary It

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

Writing • Day 1

Task D: how does it start? (5 minutes)

S the subject: *Jonah grabbed the last seat.*

G an -ing phrase: *Running in late, Jonah grabbed the last seat.*

P a place or time phrase: *On Monday, Jonah grabbed the last seat.*

J a joining word: *Because he ran in late, Jonah grabbed the last seat.*

Write **S**, **P**, **G** or **J** in each box. Each letter is used twice.

- | | |
|---|---|
| 1. Although the gym was cold, the crowd stayed for the whole game. ☐ | 2. Grabbing her backpack, Amara ran for the late bus. ☐ |
| 3. During the fire drill, our class lined up by the flagpole. ☐ | 4. The science lab smelled like vinegar all morning. ☐ |
| 5. Because the field was flooded, practice moved indoors. ☐ | 6. On Friday afternoons, the library stays open late. ☐ |
| 7. Mr. Delgado reads one poem aloud at the start of every class. ☐ | 8. Holding the door with one foot, Sam carried in the boxes. ☐ |

Task E: rewrite the choppy paragraph (15 minutes)

Every sentence below is short and each one starts with the subject. Rewrite it so it reads smoothly. Keep every fact.

The robotics club met on Tuesday. The club had a problem. The robot would not turn left. Jonah checked the wires. The wires were fine. Maya looked at the code. She found a missing number. She fixed the number. The robot turned left. The club cheered.

Checklist

- ☐ I joined at least two pairs of short sentences.
- ☐ I started sentences at least three different ways.
- ☐ I have one short sentence (six words or fewer) and one long one (fifteen words or more).
- ☐ I did not create a run-on or a fragment.
- ☐ I kept every fact from the original.

Challenge

On the back, write six sentences about your trip to school this morning. No two sentences may start with the same word, and no two may have the same number of words. Write the word count in parentheses after each sentence.



Calm Block, Day 1: Word Search

Calm • Day 1

Find all 12 reading and writing words. Every direction, including backward. Pencils only, voices at 0.

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

CHARACTER

SETTING

CONFLICT

NARRATOR

METAPHOR

EVIDENCE

SUMMARY

SIMILE

STANZA

THEME

CLAIM

PLOT



Reset Sheet

For one person, any time. Nobody reads it but you. Start with the breathing, then the three lines.

Calm • Day 1

Box breathing

Breathe in for four counts, hold for four, out for four, hold for four. Four times.

Three things I can see from my seat

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Two sounds in the room right now

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One thing I did well today

.....

.....

Right now I feel (circle one)

1 2 3 4 5 6 7 8 9 10

1 = totally calm, 10 = about to burst. Went down by one? That is the skill.



Team Task, Day 1: Rank the Bee Sources

Groups of four. Voice level 2. Read all twelve sources together first, then rank them on page 2.

Team • Day 1

The situation

Your group is writing a research report that answers one question: **How do honeybees tell each other where to find food?** The library search found the twelve sources below, and you only have time to read the best ones closely.

Your job: test every source with the four checks, then rank all twelve from 1 (the best source for this report) to 12 (the worst). Use each number once. When every group is done, the sub reads the school librarian's ranking and you score the difference.

The four checks a good researcher uses

- A On topic** Is it about our exact research question (how bees share where food is), not about bees or honey in general?
- B Expert** Is the writer an expert on the topic, such as a scientist who studies it?
- C Facts** Does it give specific facts a reader could check (numbers, measurements, observations), not only feelings or opinions?
- D Informs** Is it written to inform the reader, not to sell something?

Talk about it: the librarian thinks one check matters much more than the others. Which one, and why?

1 Movie poster. A poster for a cartoon movie about a talking bee. It says only: "The funniest buzz of the summer! Tickets on sale now."

2 Science journal article. An article in a science journal by a university bee biologist. She filmed 200 waggle dances and measured how the angle of each dance matched the direction of the flowers the bees had found.

3 Honey cookie recipe. A recipe card for honey cookies from a cookbook with no author named. It lists exact amounts of every ingredient and the baking time.

4 Radio interview. A radio interview with a retired bee scientist about the waggle dance. He talks about how watching it made him love science, but he gives no numbers or details about how the dance works.

5 Farm stand sign. A handwritten sign at a roadside fruit stand, made by the teenager who runs the stand for his aunt: "Local honey, \$8 a jar, from the 30 hives on this farm."

6 Encyclopedia website. An encyclopedia website page with no author named. It explains that the angle of the waggle dance shows the direction of the food compared with the sun, and a longer waggle run means the food is farther away.

7 Hive company booklet. A booklet from a company that sells glass-walled hives. The company's own bee scientist explains the waggle dance with measurements from her hives, and every page ends with the price of a hive.

8 Graduation speech. A speech a famous bee scientist gave at a high school graduation. She tells the students to "stay busy like bees" and to follow their dreams.

9 Honey brand ad. A magazine ad written by a honey company's sales team: "Our bees dance to share the best flowers. The longer the waggle, the farther the flowers. Buy Golden Hill Honey today!"

10 Beekeeping catalog. A catalog from a beekeeping supply store. A bee expert wrote the product pages, which list the exact sizes, weights and prices of hive boxes.

11 Travel blog post. A blog post by a traveler who saw a beehive for the first time on a farm tour. She writes that the bees' dance was "amazing" and that "nobody really knows why bees dance."

12 Bee survey report. A government report by bee scientists that counts how many honeybee hives beekeepers lost last winter, state by state, with the exact numbers.



Team Task, Day 1: The Ranking Sheet

One sheet per group. Check the boxes A to D first, then rank. No number goes down until all four agree.

Team • Day 1

SOURCE	A	B	C	D	MY RANK	GROUP RANK	LIBRARIAN	DIFFERENCE
1. Movie poster	☐	☐	☐	☐				
2. Science journal article	☐	☐	☐	☐				
3. Honey cookie recipe	☐	☐	☐	☐				
4. Radio interview	☐	☐	☐	☐				
5. Farm stand sign	☐	☐	☐	☐				
6. Encyclopedia website	☐	☐	☐	☐				
7. Hive company booklet	☐	☐	☐	☐				
8. Graduation speech	☐	☐	☐	☐				
9. Honey brand ad	☐	☐	☐	☐				
10. Beekeeping catalog	☐	☐	☐	☐				
11. Travel blog post	☐	☐	☐	☐				
12. Bee survey report	☐	☐	☐	☐				
Total difference (lower is better)								

Scoring

For each row: group rank minus librarian rank, and drop the minus sign. Add the twelve numbers.

- **16 or less:** excellent, you think like a researcher
- **17 to 30:** good
- **Over 30:** listen closely to the librarian's rule

Timing (40 minutes)

- Read the sources together: 8 min
- Check the boxes and rank alone: 7 min
- Agree on a group ranking: 12 min
- Librarian's ranking and scoring: 8 min
- Defend one choice: 5 min

Group of three: one person reads and writes. Group of five: add a checker who makes sure every row has its boxes checked.

The librarian's rule, and defend one choice

When the sub reads the rule, write it here in your own words.

Pick one source your group ranked very differently from the librarian. Write two sentences: which checks it passes, and whether the librarian's rule changed your mind.



Game, Day 1: Whiteboard Quiz Game

Sub script and English 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.

Grammar

- 100 What part of speech names a person, place or thing?
A noun
- 200 What part of speech describes a noun?
An adjective
- 300 In 'The dog barked loudly,' which word is the adverb?
Loudly
- 400 Which word is the verb in 'My sister plays chess'?
Plays
- 500 Two independent clauses joined by 'and' make what?
A compound sentence

Figurative

- 100 A comparison using 'like' or 'as' is called what?
A simile
- 200 'The classroom was a zoo' is an example of what?
A metaphor
- 300 Giving human traits to a thing is called what?
Personification
- 400 'I told you a million times' is an example of what?
Hyperbole
- 500 'Buzz,' 'sizzle' and 'pop' are examples of what?
Onomatopoeia

Vocab

- 100 What is the opposite of 'generous'?
Selfish (stingy)
- 200 What does the prefix 'un' mean, as in unhappy?
Not
- 300 What does the root 'bio' mean, as in biology?
Life
- 400 A word with the opposite meaning is called what?
An antonym
- 500 What does the suffix 'less' mean, as in fearless?
Without

Classics

- 100 Who wrote The Adventures of Tom Sawyer?
Mark Twain
- 200 Who wrote Alice's Adventures in Wonderland?
Lewis Carroll
- 300 What kind of animal is Buck in The Call of the Wild?
A dog
- 400 Who wrote the poem 'The Raven'?
Edgar Allan Poe
- 500 Who wrote the poem 'The Road Not Taken'?
Robert Frost

Lit Terms

- 100 What is the main character in a story called?
The protagonist
- 200 What is the time and place of a story called?
The setting
- 300 What is the turning point of a plot called?
The climax
- 400 A narrator who says 'I' uses what point of view?
First person
- 500 What is a hint about what will happen later called?
Foreshadowing



Game, Day 1: The Board

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

Game • Day 1

GRAMMAR	VOCAB	LIT TERMS	FIGURATIVE	CLASSICS
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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Answer Keys (1 of 7)

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

Writing Set 1: Sentence Craft

Task A: 1 F; 2 R; 3 C; 4 R; 5 F; 6 C; 7 C; 8 F; 9 R.

Quick check: 1 SC; 2 JW; 3 CM; 4 P. (P period, CM comma plus and, but, or so, SC semicolon, JW joining word.)

Task B (the six are 1, 2, 4, 5, 8, 9): sample fixes: 1. After the fire drill ended and everyone walked back inside, we finished the quiz. 2. The printer jammed again, so Mr. Okafor sent us to the library to print. 4. Our team practiced every afternoon, but we still lost the first game. 5. A tall stack of library books with torn covers sat on the cart. 8. Hoping to finish the model before the science fair, Nadia stayed after school. 9. The hallway was crowded; nobody could reach the lockers. Accept any fix that makes every part a complete sentence and keeps the meaning; a run-on fixed with only a comma is still wrong.

Task C: 1 B; 2 C; 3 D; 4 A. (1) A is a run-on (comma only); C says we knocked out the power; D is a fragment. (2) A is a run-on; B puts a comma between the subject and the verb; D is a fragment. (3) A is a run-on; B has two subjects for one verb (trip, it); C is a fragment. (4) B flips the cause and the effect; C puts a semicolon in front of "because he had overslept," which is a fragment and cannot stand alone after a semicolon; D is a run-on. **Your turn:** accept any single correct sentence without "and", such as "Because the library was closed, we studied in the cafeteria."

Task D: 1 J; 2 G; 3 P; 4 S; 5 J; 6 P; 7 S; 8 G. (S subject, P place or time phrase, G -ing phrase, J joining word.)

Task E: answers vary. Sample: When the robotics club met on Tuesday, its members had a problem because the robot would not turn left. Jonah checked the wires, but they were fine. Looking at the code, Maya found a missing number and fixed it. The robot turned left. The club cheered. Score one point per checklist line (5 points). A rewrite that loses a fact or adds a run-on cannot score above 3.

Challenge: six complete sentences, six different first words, six different word counts, each count correct.

Calm block, Day 1: word search





Writing Set 1: Fix and Combine

Writing • Day 1

Task B and Task C. Work alone. Use the four fixes from the Remember box on page 1.

Task B: fix the six (10 minutes)

Fix every sentence you marked **F** or **R** in Task A. Write its number in the box, then the fixed version. Use at least two different fixes for the run-ons.

No.

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No.

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No.

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No.

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No.

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No.

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Task C: pick the best combination (8 minutes)

Each pair of short sentences is combined four ways. Only one is correct and keeps the meaning. Circle its letter.

1. The storm knocked out the power. We finished the test by flashlight.

- | | |
|--|---|
| ☐ (A) The storm knocked out the power, we finished the test by flashlight. | ☐ (B) The storm knocked out the power, so we finished the test by flashlight. |
| ☐ (C) Knocking out the power, we finished the test by flashlight. | ☐ (D) Because the storm knocked out the power. |

2. Nadia plays the cello. She practices every morning before school.

- | | |
|--|---|
| ☐ (A) Nadia plays the cello she practices every morning before school. | ☐ (B) Nadia, plays the cello and practices every morning before school. |
| ☐ (C) Nadia plays the cello and practices every morning before school. | ☐ (D) While Nadia plays the cello every morning before school. |

3. The museum trip is on Friday. It costs eight dollars.

- | | |
|---|---|
| ☐ (A) The museum trip is on Friday, it costs eight dollars. | ☐ (B) The museum trip, on Friday, it costs eight dollars. |
| ☐ (C) Costing eight dollars on Friday. | ☐ (D) The museum trip on Friday costs eight dollars. |

4. Theo missed the bus. He had overslept.

- | | |
|--|---|
| ☐ (A) Theo missed the bus because he had overslept. | ☐ (B) Theo overslept because he missed the bus. |
| ☐ (C) Theo missed the bus; because he had overslept. | ☐ (D) Theo missed the bus, he had overslept. |

Your turn

Combine these two into one correct sentence without using "and": **The library was closed. We studied in the cafeteria.**

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In the full kit

Five days, planned and ready to print.

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

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

15 pages of writing sets with
worked examples

7 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.

