Sub Plans Week, Grade 3

Week-long sub plans: five days of print and go work for grade 3, planned Monday to Friday.

PREVIEW

What is included

- Sub binder: notes, the filled-in week plan, a blank schedule, class list, Monday opener (13 pages)
- Subject sets for five days (75 pages)
- Calm puzzles and reset sheets (10 pages)
- Team tasks (9 pages)
- Paper games (10 pages)
- Answer keys (12 pages)

How it works

1. Open the week plan. Every set already has its day and page number.
2. Each day: a set for every subject, 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 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 (every subject 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 130 pages.





© classroomreview.games

YOUR WEEK AT A GLANCE (1 OF 3)

Every set of the week, with its page and what it reviews. Any set works on any day: swap sets, or use one with another class when it fits.

MONDAY (DAY 1)

Opener	**Hello, Class** Monday morning, once: the All About Me sheet, three questions, the class promise, voice levels and one round of True or Silly.	p. 12 · 15 min
Math	**Multiplication and Division Facts** Reviews: multiplication and division facts to 10 x 10, arrays, fact families, missing factors, multiplication and division word problems.	p. 15 · 35 min
Reading	**Pepper Goes Missing** Reviews: key details and sequence of events, character traits and feelings, what a character learns, vocabulary in context, a written response.	p. 18 · 35 min
Writing	**Strong Sentences to a Paragraph** Reviews: complete sentences and fragments, topic sentences, detail and closing sentences, sequencing a paragraph, writing one paragraph.	p. 21 · 35 min
Science	**Life Cycles and Traits** Reviews: plant and animal life cycles, bean plant and chicken life stages, inherited traits versus learned behaviors.	p. 24 · 35 min
Social Studies	**Map Skills** Reviews: map skills, grid coordinates, cardinal and intermediate directions, compass rose, map keys, counting distance in blocks.	p. 27 · 35 min
Calm puzzle	**Park Word Search and Reset Sheet** A quiet word search full of things you see at the park, plus a reset sheet with star breathing.	p. 30 · 20 min
Team task	**Pack for Camp** Groups of four put ten camping things in order from most to least needed, then score their list against the camp leader.	p. 32 · 30 min
Game (optional)	**Whiteboard Quiz Game** Optional fun to end the class.	p. 33 · 15 min

TUESDAY (DAY 2)

Math	**Fractions** Reviews: fractions as parts of a whole, unit fractions, equivalent fractions with fraction bars, comparing fractions, fractions on a number line.	p. 35 · 35 min
Reading	**Busy Beavers** Reviews: main idea and key details in nonfiction, cause and effect, answering with text evidence, vocabulary in context, an opinion response.	p. 38 · 35 min
Writing	**Opinion Writing** Reviews: fact and opinion, stating an opinion, supporting reasons with because, closing statements, writing an opinion paragraph.	p. 41 · 35 min
Science	**States of Matter** Reviews: classifying the three states of matter, melting and freezing from heating and cooling, reading and comparing data tables, the three states of water.	p. 44 · 35 min
Social Studies	**Community and Government** Reviews: community helpers, rules versus laws, three levels of government and their leaders, what tax money pays for.	p. 47 · 35 min
Calm puzzle	**Maze and Five Senses Sheet** A maze with wide paths and one way through, then a five senses sheet that helps a busy head slow down.	p. 50 · 20 min
Team task	**Plan the Class Party** Groups of four spend a $40 party budget on the snack, drink and extras the class voted for, and show their adding.	p. 52 · 30 min
Game (optional)	**Paper Password** Optional fun to end the class.	p. 54 · 15 min

© classroomreview.games

YOUR WEEK AT A GLANCE (2 OF 3)

WEDNESDAY (DAY 3)

Math	**Place Value and Rounding** Reviews: three digit place value, base ten blocks, rounding to the nearest 10 and 100, adding and subtracting within 1000 with regrouping.	p. 56 · 35 min
Reading	**Jackie Robinson** Reviews: key details in a biography, using dates to find an age, explaining a person's actions and impact with text evidence, vocabulary in context.	p. 59 · 35 min
Writing	**How To Writing** Reviews: writing a how to, listing materials, putting steps in order, time order words, writing a sequenced informative piece.	p. 62 · 35 min
Science	**Forces and Magnets** Reviews: pushes and pulls, force and motion, friction, magnets that attract and repel, magnetic materials, reading data to predict and explain.	p. 65 · 35 min
Social Studies	**A Town Timeline** Reviews: reading timelines, decades and time scales, finding years between events by subtraction, chronological order.	p. 68 · 35 min
Calm puzzle	**Secret Codes and Good Things Sheet** Two short secret sayings with free letters to start, then a quiet sheet for writing three good things.	p. 71 · 20 min
Team task	**Paper Bridge Challenge** Groups of four build a bridge from two sheets of paper, then test how many pencils it can hold using a printed score table.	p. 73 · 30 min
Game (optional)	**Class Feud** Optional fun to end the class.	p. 75 · 15 min

THURSDAY (DAY 4)

Math	**Measurement and Data** Reviews: area and perimeter of rectangles, scaled picture graphs and bar graphs, telling time to the minute, elapsed time.	p. 77 · 40 min
Reading	**The Giant Melon** Reviews: recounting a folktale, central message or lesson, character traits and how a character changes, sequence of events, vocabulary in context.	p. 80 · 35 min
Writing	**Descriptive Writing** Reviews: descriptive writing with the five senses, strong and precise word choice, identifying sensory details, describing a place.	p. 83 · 35 min
Science	**Weather and Climate** Reviews: weather versus climate, weather tools, recording and tallying weather data, drawing and reading a bar graph, comparing climates with data.	p. 86 · 35 min
Social Studies	**Goods, Services and Choices** Reviews: needs and wants, goods and services, producers and consumers, choices and trade offs, budgeting and making change with money.	p. 89 · 35 min
Calm puzzle	**Word Ladders and Doodle Page** Four short word ladders and three mixed-up words, then a page for zigzag breathing and doodling.	p. 92 · 20 min
Team task	**Fix the Lunch Line Up** Four role cards hold the facts.	p. 94 · 30 min
Game (optional)	**Classroom Millionaire** Optional fun to end the class.	p. 96 · 15 min

© classroomreview.games

YOUR WEEK AT A GLANCE (3 OF 3)

FRIDAY (DAY 5)

Math	**Money and Two-Step Word Problems** Reviews: adding and subtracting money, making change, two step word problems using all four operations.	p. 98 · 35 min
Reading	**Two Texts About the Moon** Reviews: comparing and contrasting two texts on one topic, author's purpose, key details, connecting information across texts, vocabulary in context.	p. 101 · 35 min
Writing	**Narrative Writing** Reviews: narrative structure with beginning, problem and ending, sequencing story events, planning and writing a short narrative.	p. 104 · 35 min
Science	**Habitats and the Water Cycle** Reviews: habitats and the needs of living things, animal adaptations to a habitat, water cycle steps from evaporation to collection.	p. 107 · 35 min
Social Studies	**Landforms and Regions** Reviews: regions of the United States, the Great Plains, identifying landforms and bodies of water on a map, landform vocabulary.	p. 110 · 35 min
Calm puzzle	**Fruit Word Search and Kindness Note** A fruit word search to end the week, plus a kind note to write, cut out and give to someone.	p. 113 · 20 min
Team task	**Design a Class Mascot** Groups of four design a class mascot that has to pass a six-part checklist, then show it to the class in one minute.	p. 115 · 30 min
Game (optional)	**Mystery Box** Optional fun to end the class.	p. 117 · 15 min

How the sets work

- Every set stands alone. Swap any set into any slot or day, 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: a short period, a loud class, or early finishers.
- The game is optional: a fun way to end the day, or something for extra time.
- No prep, no tech. Every answer is in the keys at the back, so the sub needs no subject knowledge.

© classroomreview.games



This Week's Plan

Filled in for you: every set already has a place in the day. Keep it as it is, or use the blank schedule on the next page for your own order. This order is a sample: every set stands alone, so swap any set into any slot or any day.

TIME OF DAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Morning work	**Hello, Class** p. 12 · 15 min	**Warm-up** Attendance, then go over yesterday's answers together from the key at the back (10 min)	**Warm-up** Attendance, then go over yesterday's answers together from the key at the back (10 min)	**Warm-up** Attendance, then go over yesterday's answers together from the key at the back (10 min)	**Warm-up** Attendance, then go over yesterday's answers together from the key at the back (10 min)
Block 1	**Math 1** Multiplication and Division Facts p. 15 · 35 min	**Math 2** Fractions p. 35 · 35 min	**Math 3** Place Value and Rounding p. 56 · 35 min	**Math 4** Measurement and Data p. 77 · 40 min	**Math 5** Money and Two-Step Word Problems p. 98 · 35 min
Block 2	**Reading 1** Pepper Goes Missing p. 18 · 35 min	**Reading 2** Busy Beavers p. 38 · 35 min	**Reading 3** Jackie Robinson p. 59 · 35 min	**Reading 4** The Giant Melon p. 80 · 35 min	**Reading 5** Two Texts About the Moon p. 101 · 35 min
Before lunch	**Writing 1** Strong Sentences to a Paragraph p. 21 · 35 min	**Writing 2** Opinion Writing p. 41 · 35 min	**Writing 3** How To Writing p. 62 · 35 min	**Writing 4** Descriptive Writing p. 83 · 35 min	**Writing 5** Narrative Writing p. 104 · 35 min
After lunch	**Science 1** Life Cycles and Traits p. 24 · 35 min	**Science 2** States of Matter p. 44 · 35 min	**Science 3** Forces and Magnets p. 65 · 35 min	**Science 4** Weather and Climate p. 86 · 35 min	**Science 5** Habitats and the Water Cycle p. 107 · 35 min
Block 3	**Social Studies 1** Map Skills p. 27 · 35 min	**Social Studies 2** Community and Government p. 47 · 35 min	**Social Studies 3** A Town Timeline p. 68 · 35 min	**Social Studies 4** Goods, Services and Choices p. 89 · 35 min	**Social Studies 5** Landforms and Regions p. 110 · 35 min
Team time	**Pack for Camp** p. 32 · 30 min	**Plan the Class Party** p. 52 · 30 min	**Paper Bridge Challenge** p. 73 · 30 min	**Fix the Lunch Line Up** p. 94 · 30 min	**Design a Class Mascot** p. 115 · 30 min
Quiet time or early finishers	**Park Word Search and Reset Sheet** p. 30 · 20 min	**Maze and Five Senses Sheet** p. 50 · 20 min	**Secret Codes and Good Things Sheet** p. 71 · 20 min	**Word Ladders and Doodle Page** p. 92 · 20 min	**Fruit Word Search and Kindness Note** p. 113 · 20 min
End of day (optional): a fun way to finish	**Whiteboard Quiz Game** p. 33 · 15 min	**Paper Password** p. 54 · 15 min	**Class Feud** p. 75 · 15 min	**Classroom Millionaire** p. 96 · 15 min	**Mystery Box** p. 117 · 15 min

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.

© classroomreview.games · Sub Plans Week: Grade 3, 5 Days of Print and Go Work

© classroomreview.games



Note to the Substitute

Grade 3 · five days · every set runs from the printout alone

Thank you for covering my class 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: **Math 1** is Monday's math set, **Reading 3** is Wednesday's reading set, and so on. The schedule says when each set runs. Any set can move to another slot; nothing depends on the order. Each set is one period (30 to 40 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

- A set for math, reading, writing, science and social studies (one slot of the day)
- 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!

EVIEW · classroomre



Hello, Class

Day 1 opener, 15 minutes on Monday morning, before the first set. Nothing to get ready but this sheet.

Opener

Sub script (do these in order)

1. **Before the children come in, fill in the All About Me sheet** (next page). It takes about three minutes. Pin it up where everyone can see it.
2. **Say hello and read the sheet out loud.** Keep it short and friendly. Third graders love a fun fact about the grown-up in the room.
3. **Answer three questions** from the Ask the Sub list on the class page. Say: "Three questions, then we get to work."
4. **Read the class promise** one line at a time. Ask the class for one more line and write it on the board. They keep a promise they helped to write.
5. **Set the voice level** with a number, 0 to 3 (see the sheet). Hold up fingers for the level you want, and use the same numbers all week.
6. **Play one round of True or Silly** (rules on the class page). About five minutes, then stop.
7. **Start the first set:** "Here is our first job. When you finish, there is a challenge at the end and a quiet page you can do."

If the class is loud

- Skip the questions and the game. Keep the promise and the voice level.
- Start the first set right away. Tell them the game at the end of the day is for a calm room.

If you have five extra minutes

- Answer two more questions from the list.
- Or hand out the quiet sheet from today's calm block.

Monday morning checklist (before the class comes in)

- [ ] Read the Important Information page: the office number, the exits and where the nurse is.
- [ ] Check the class list for allergies, medicine and how each child gets home.
- [ ] Look at the schedule so you know when recess, lunch and specials happen.
- [ ] Fill in the All About Me sheet and pin it where the class can see it.
- [ ] Write the voice levels 0 to 3 on the board.
- [ ] Keep the answer keys in a folder the class cannot reach.

Words that work with third graders

- "I love how this row is sitting and ready." Praise the children doing it right. The rest of the room copies them.
- "Show me with your eyes that you are ready." Eight year olds like a quick, clear signal. Wait for most eyes, then talk.
- "You can pick: do number three first, or do number five first." A small choice gets a child moving again.
- "Walking feet, please." Say it calmly while they are still walking. Thank them when they do.
- "Great question. Let's write it down for your teacher." You do not need to know every answer. Keep a list on the board.

© classroomreview.games · Sub Plans Week: Grade 3, 5 Days of Print and Go Work

© classroomreview.games



Math Set 1: Multiplication and Division Facts

Math · Day 1

Look at each sticker picture. Count the rows first, then count the stars in one row.

This set reviews: multiplication and division facts to 10 x 10, arrays, fact families, missing factors, multiplication and division word problems

Reading an array

An array is a set of equal rows. **2 rows of 6 stars** make 12 stars, so we write **2 x 6 = 12**. You can also read it the other way: 12 stars split into 2 equal rows gives 6 in each row, so **12 ÷ 2 = 6**. The sign ÷ means divide, or share into equal groups.

1 **Write a times fact and a sharing fact.**



Times fact: .....

Sharing fact: .....

2 **Write a times fact and a sharing fact.**



Times fact: .....

Sharing fact: .....

3 **Write a times fact and a sharing fact.**



Times fact: .....

Sharing fact: .....

4 **Write a times fact and a sharing fact.**



Times fact: .....

Sharing fact: .....

EVIEW · classroomre



Math Set 1: Fact Families and Facts

Each box has three numbers that belong together. Use them to write four facts.

Math · Day 1

Fact families

The numbers 3, 4 and 12 are a family: 3 x 4 = 12, 4 x 3 = 12, 12 ÷ 3 = 4 and 12 ÷ 4 = 3. Write the four facts for each family below.

4 7 28	5 8 40	3 9 27

A. Find the missing number

1. 3 x _____ = 21
2. _____ x 4 = 24
3. 9 x _____ = 45
4. _____ x 6 = 48

B. Divide

1. 35 ÷ 5 = _____
2. 24 ÷ 3 = _____
3. 56 ÷ 7 = _____
4. 40 ÷ 8 = _____

Stuck on a division fact? Think of the times fact that matches: 35 ÷ 5 asks "5 times what makes 35?"

© classroomreview.games · Sub Plans Week: Grade 3, 5 Days of Print and Go Work

© classroomreview.games



Math Set 1: Word Problems and Challenge

Math · Day 1

Read each problem two times. Draw or work it out in the box, then write the answer with its word.

1. Luis packs 4 bags for a picnic. He puts 7 apples in each bag. How many apples does he pack?

2. The art teacher has 32 paint brushes. She puts the same number at each of 8 tables. How many brushes go on each table?

3. Amara plants 6 rows of bean seeds with 5 seeds in each row. Then she plants 3 more seeds at the end. How many seeds does she plant in all?

Challenge

I am a mystery number bigger than 20 and smaller than 40. I am in the 4 times table, and I am also in the 6 times table. What number could I be? Find every answer.

EVIEW · classroomr



Reading Set 1: Pepper Goes Missing

Read the story two times. The second time, put a star next to the moment Jonah stops and thinks.

Reading · Day 1

This set reviews: key details and sequence of events, character traits and feelings, what a character learns, vocabulary in context, a written response

On Friday afternoon, Ms. Okafor handed Jonah a small cage with a blue lid. Inside was Pepper, the class hamster. "It is your turn to take her home for the weekend," Ms. Okafor said. "Give her fresh water every morning. And always check that the little door is closed."

Jonah nodded. He had waited all year for his turn.

At home, he set the cage on his desk. He gave Pepper a piece of carrot and watched her stuff it into her cheeks. His little sister, Lucy, pressed her nose against the bars. "Can I hold her?" she asked.

"Only if you sit on the floor," Jonah said. "Then she cannot fall."

On Saturday morning, Jonah filled the water bottle. Then his friend Sam knocked on the front door, and Jonah ran outside to play. He forgot to check the little door.

When he came back, the cage was empty.

Jonah felt sick. He looked under his bed. He looked behind the bookshelf and inside every shoe in his closet. Pepper was not there. He wanted to cry, but crying would not find a hamster.

So he sat still and thought. Pepper liked dark, soft places. She slept in the daytime. And she loved food more than anything.

Jonah put a small pile of seeds in the middle of each room. Then he waited. After a while, he checked every pile. In the kitchen, the seeds were all there. In the hallway, they were all there too. But in Lucy's room, half of the seeds were gone.

Jonah got down on his knees. A tiny pink nose was poking out of Lucy's fuzzy slipper.

"Found you," he whispered. He scooped up the slipper, hamster and all. He carried it back to the cage. Then he closed the little door and checked it twice.

On Monday, Jonah told Ms. Okafor the whole story. He did not leave out the part where he forgot. "Thank you for telling me the truth," she said. "And that seed trick was very smart."

Jonah smiled. From then on, he checked every door twice. He even checked doors with no hamster behind them.

A made up story. Every answer to the questions is somewhere in this story.

EVIEW . classroomre



Reading Set 1: Questions

Circle one letter for 1 to 6. Write two or three sentences for 7 and 8.

Reading · Day 1

1. **Who is Pepper?**
   - (A) Jonah's little sister
   - (B) The class hamster
   - (C) Jonah's dog
   - (D) Jonah's best friend

2. **What happened right after Jonah filled the water bottle?**
   - (A) He gave Pepper a carrot
   - (B) Lucy held Pepper on the floor
   - (C) Sam knocked, and Jonah ran outside to play
   - (D) He found Pepper in a slipper

3. **Where did Jonah look FIRST for Pepper?**
   - (A) Under his bed
   - (B) In the kitchen
   - (C) In Lucy's slipper
   - (D) Behind the bookshelf

4. **Why did Jonah put seeds in every room?**
   - (A) To feed the birds
   - (B) Because Lucy asked him to
   - (C) To make a path back to the cage
   - (D) So Pepper would come out to eat them

5. **How did Jonah know Pepper was in Lucy's room?**
   - (A) He heard her squeak
   - (B) Lucy told him
   - (C) Half of the seeds there were gone
   - (D) Sam saw her

6. **Which word best describes Jonah at the end of the story?**
   - (A) Honest
   - (B) Lazy
   - (C) Bossy
   - (D) Unkind

7. **How did Jonah feel when he saw the empty cage? What did he do instead of crying? Use details from the story.**

8. **What did Jonah learn? How do you know? Use one detail from the end of the story.**

EVIEW · classroomre



Reading Set 1: Words and Writing

Write what each word from the story means. Then answer the writing question.

Reading · Day 1

Words from the story

WORD	WHERE IT IS IN THE STORY	WHAT IT MEANS (YOUR WORDS)
stuff	*watched her stuff it into her cheeks*	
pressed	*pressed her nose against the bars*	
poking	*A tiny pink nose was poking out*	
fuzzy	*poking out of Lucy's fuzzy slipper*	
scooped	*He scooped up the slipper, hamster and all*	

Write about it

Write four or more sentences about a time you lost something. What did you lose? Where did you look? How did it end?

Challenge

Pretend you are Pepper. Write three sentences. How did you get out? Where did you go? Why did you pick the slipper?

© classroomreview.games · Sub Plans Week: Grade 3, 5 Days of Print and Go Work

© classroomreview.games



Writing Set 1: Strong Sentences to a Paragraph

Writing · Day 1

Sub: read the lesson box out loud. Then students do Task A and Task B on their own.

This set reviews: complete sentences and fragments, topic sentences, detail and closing sentences, sequencing a paragraph, writing one paragraph

The lesson (3 minutes)

A **complete sentence** tells who or what, and what happens. A **paragraph** is a group of sentences about one big idea. Each sentence has a job.

1. Topic sentence	2. Detail sentences	3. Closing sentence
Tells the one big idea. It is often the first sentence.	Three sentences that tell more about the big idea.	Wraps up the big idea at the end.

TOPIC: My grandma's kitchen is my favorite room.
DETAIL: It always smells like fresh bread.
DETAIL: There is a little stool by the counter just for me.
DETAIL: Grandma lets me stir the soup with her big wooden spoon.
CLOSING: I feel happy every time I walk into that kitchen.

Every sentence is about the kitchen. Nothing is about school or the park.

Task A: is it a complete sentence?

Write **yes** if it tells who or what AND what happens. Write **no** if a part is missing.

1. The big brown dog. ☐

2. My sister reads a book every night. ☐

3. Ran all the way to the bus stop. ☐

4. The wind blew the leaves off the tree. ☐

Task B: find the topic sentence

Write the number of the sentence that tells the big idea. It is not always the first one.

Paragraph 1. (1) Owls are amazing night hunters. (2) Their big eyes help them see in the dark. (3) They can fly without making a sound. (4) Their sharp claws grab food fast.

NUMBER ☐

Paragraph 2. (1) First, we pick up the toys on the floor. (2) Then we wipe the tables clean. (3) Last, we stack the chairs by the wall. (4) Our class works together to clean up at the end of the day.

NUMBER ☐

Paragraph 3. (1) Do you like to play in the snow? (2) Winter is a great time to play outside. (3) You can build a snowman in the yard. (4) You can slide down a hill on a sled.

NUMBER ☐

© classroomreview.games · Sub Plans Week: Grade 3, 5 Days of Print and Go Work

© classroomreview.games



Writing Set 1: Fix It and Plan

Task C: put a paragraph in order. Task D: plan your own paragraph with short notes.

Writing · Day 1

Task C: put the paragraph back in order

Write the letters in the right order. Clue: find the topic sentence first, then go from morning to night.

A. At lunchtime, Dad takes us to the market to buy food for the week.

B. By bedtime, everyone in my family is ready for a quiet Sunday.

C. In the morning, we all help clean the kitchen.

D. Saturday is the busiest day at our house.

E. In the afternoon, my brother and I wash the car.

SPOT	1	2	3	4	5
Letter					

Task D: plan your own paragraph

Pick one topic, or ask to use your own idea. Write short notes here. You will write full sentences on the next page.

1. My favorite game to play with friends.
2. The best place to read a book.
3. A pet I would like to have.
4. My favorite time of the day.

Topic sentence
The one big idea.

Detail 1
Tell more.

Detail 2
Tell more.

Detail 3
Tell more.

Closing sentence
Wrap it up.

VIEW • classroomreview.games



Writing Set 1: Write Your Paragraph

Task E. Write your plan as one paragraph of five full sentences. Then check the boxes.

Writing · Day 1

NAME _____ MY TOPIC _____

Check your paragraph

- [ ] My first sentence tells the big idea.
- [ ] I wrote three detail sentences.
- [ ] Every sentence is about my big idea.
- [ ] My last sentence wraps it up.
- [ ] Each sentence has a capital and an end mark.

Challenge

Find the two sentences in Task A that are not complete. On the back, fix each one by adding the missing part.

EVIEW · classroomre



Science Set 1: Life Cycles and Traits

Read the page out loud together, or let students read it on their own. Then answer the questions.

Science · Day 1

This set reviews: plant and animal life cycles, bean plant and chicken life stages, inherited traits versus learned behaviors

Every plant and animal has a life cycle. A life cycle is the set of changes a living thing goes through as it grows. It begins, it grows, it becomes an adult, and then it makes new living things like itself. Then the cycle starts again.

A bean plant starts as a seed. When the seed gets water and warm soil, a tiny root and a shoot push out. Now it is a seedling. The seedling grows leaves and a strong stem until it is an adult plant. The adult plant grows flowers, and the flowers turn into seed pods. Each pod holds new seeds.

Young living things are a lot like their parents. A puppy may have the same curly fur and floppy ears as its mother. Traits like these are inherited, which means they are passed from parents to their young. Other things are learned. A dog is not born knowing how to sit or fetch. It learns those tricks from people. Your eye color is inherited, but riding a bike is learned.

Quick check

Use the reading to answer each question.

1. **What is a life cycle?**

2. **What two things does a bean seed need to start growing?**

3. **What does inherited mean?**

4. **Name one thing a dog learns from people.**

Draw it

Draw a baby animal and its parent side by side. Show one trait they both have, like the same spots or the same ears, and label it **inherited**.

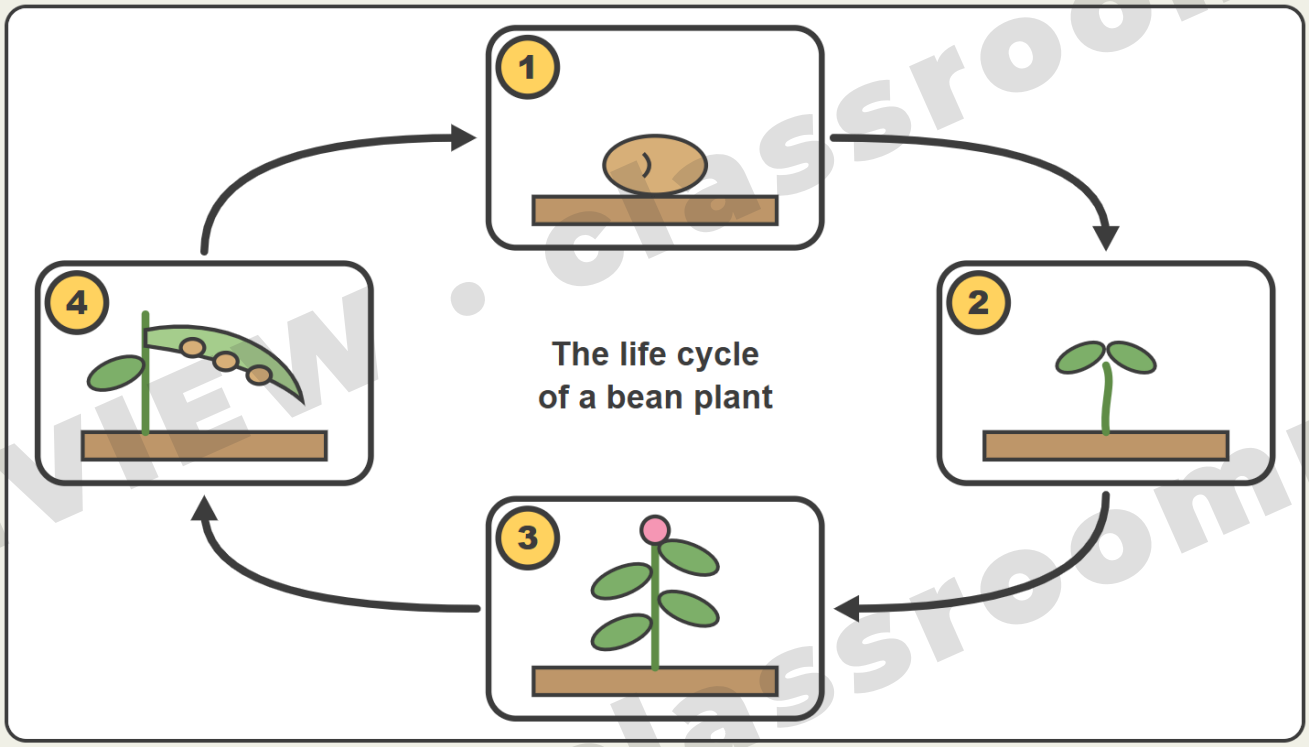
EVIEW · classroomreview.games



Science Set 1: A Bean Plant Grows

Follow the arrows around the loop. Write the name of each numbered stage on its line. Use the word bank.

Science · Day 1



seedling | seed pod | seed | adult plant

1 _____ 2 _____

3 _____ 4 _____

Questions

1. **Which number shows the stage that comes right after the seed?**

2. **Which number shows the stage that grows flowers?**

3. **What is inside the seed pod at number 4? Why does the arrow go back to number 1?**

EVIEW · classroomreview.games



Science Set 1: Inherited or Learned

Inherited means it came from the parents. Learned means someone practiced or was taught. Check one box in each row.

Science · Day 1

Inherited or learned?

WHAT WE NOTICE	INHERITED	LEARNED
1. A kitten has striped fur like its mother.	☐	☐
2. A parrot says hello when people walk in.	☐	☐
3. Luis can tie his own shoelaces.	☐	☐
4. Amara has brown eyes like her dad.	☐	☐
5. A sunflower has yellow petals like the plant its seed came from.	☐	☐
6. A dog runs to the door when it hears its leash.	☐	☐
7. A foal has a white spot on its nose like its father.	☐	☐
8. Maya can read a chapter book.	☐	☐

Challenge

A chicken has a life cycle too. These cards are mixed up. Write 1 in the box for what happens first and 4 for what happens last.

☐ The fluffy chick eats, grows bigger and gets real feathers.

☐ A hen sits on her egg to keep it warm for about three weeks.

☐ The young chicken becomes an adult that can lay eggs of its own.

☐ A tiny wet chick pecks its way out of the shell.

How is the chicken's life cycle like the bean plant's life cycle? Write one way they are the same.

.....

.....

REVIEW · classroomreview.games



Social Studies Set 1: Map Skills

Read the four short paragraphs out loud together. Then answer the warm-up and draw your map key.

Social Studies · Day 1

This set reviews: map skills, grid coordinates, cardinal and intermediate directions, compass rose, map keys, counting distance in blocks

A map is a drawing of a place as if you were a bird looking down from the sky. A map of a neighborhood shows the streets, the homes, the parks and the stores. Everything on a map is drawn much smaller than it really is.

Many maps have a grid. Letters go across the top and numbers go down the side. Each square gets its name from its letter and its number, like C2. Put one finger on the letter C and one finger on the number 2. Slide your fingers together until they meet. That is square C2.

A compass rose shows directions. The four main directions are north, south, east and west. North is usually at the top of a map, south is at the bottom, east is on the right and west is on the left. Northeast is between north and east.

A map key, also called a legend, tells what each small picture on the map stands for. On the map in this set, one square stands for one block. To count blocks, count the squares you move across and then up or down. Never count on a slant.

Warm-up: map words

1. **What does a compass rose show?**

2. **Which direction is at the bottom of most maps?**

3. **What is the opposite of east?**

4. **Which direction is between south and west?**

5. **What is another name for a map key?**

Draw it: make your own map key

Draw a small, simple picture in each box. It will stand for the place written under the box.

stands for a house	**stands for a tree**	**stands for a store**

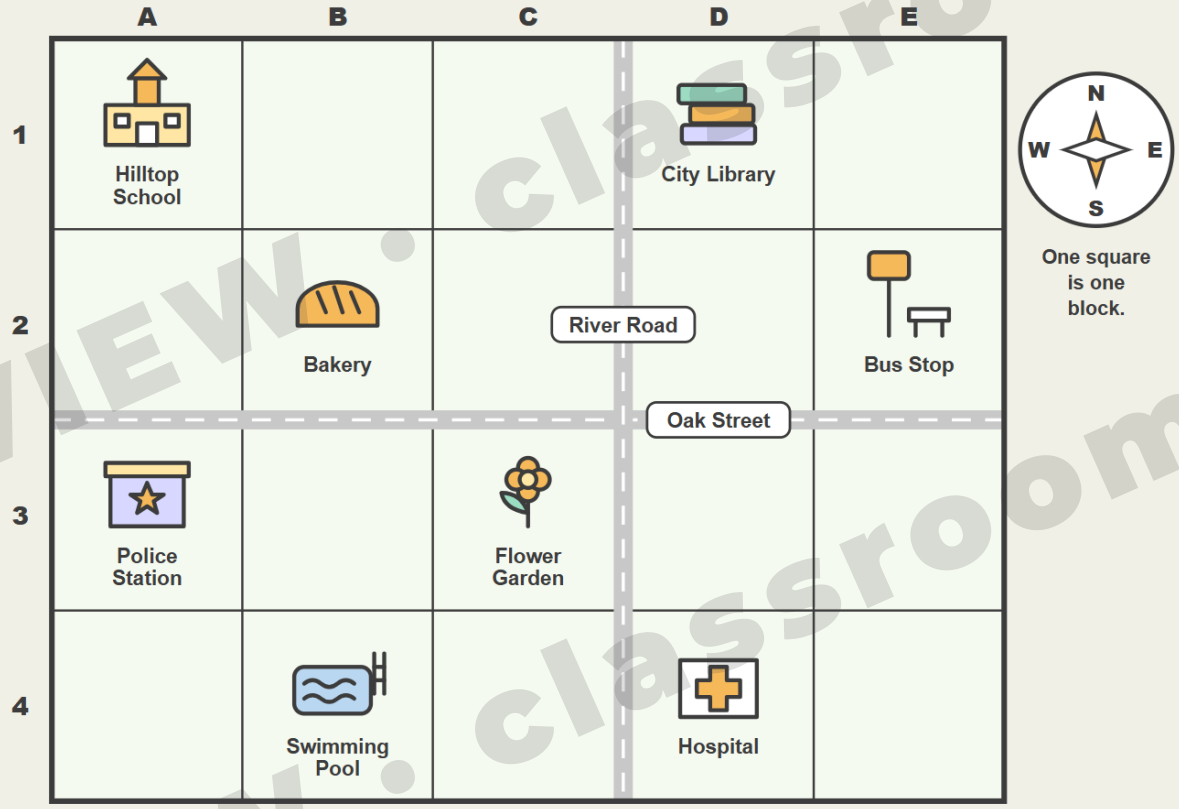
EVIEW . classroomre



Social Studies Set 1: The Map of Willow Bend

Look at the map before you write anything. Find the letters, the numbers, the compass rose and the map key.

Social Studies · Day 1



Map Key

- Hilltop School
- City Library
- Bakery
- Bus Stop
- Police Station
- Flower Garden
- Swimming Pool
- Hospital

The gray lines are streets. Count blocks by counting squares across, then up or down.

First look: use your finger

1. **Put your finger on the City Library. Which letter is at the top of its column?**

2. **Put your finger on the Hospital. Which number is at the side of its row?**

3. **How many places are in row 1?**

© classroomreview.games



Social Studies Set 1: Map Tasks

Use the map on page 2. Squares are named letter first, then number, like B2. One square is one block.

Social Studies · Day 1

1. **What is the grid square of Hilltop School?**

2. **What place is in square C3?**

3. **What place is in square E2?**

4. **Which place is the farthest east on the map?**

5. **Which direction do you go from Hilltop School to the City Library?**

6. **Which direction do you go from the Police Station to Hilltop School?**

7. **Which direction is the Swimming Pool from the Police Station?**

8. **How many blocks is it from Hilltop School to the City Library?**

9. **How many blocks is it from the Bakery to the Hospital?**

10. **How many places are in a square that touches Oak Street?**

Challenge: a new ice cream shop

Willow Bend wants a new ice cream shop in an empty square. Pick a square with nothing drawn in it and write its name. Then write directions from the Bakery to your square. Use a direction word and the number of blocks.

My square:

EVIEW · classroomre



Calm Block, Day 1: Park Word Search

Find the 10 park words. They go across, down or on a slant, and some are backward. Work alone, voices off.

Calm · Day 1

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

SWING · SLIDE · KITE · BENCH · GRASS · DUCK · POND · TREE · BIKE · PICNIC

Word hunting tips

- Choose one word. Look for its first letter, then check all the letters around it.
- Draw a ring around the word, then cross it off the list.
- Some words are backward. Read each row from both ends.

EVIEW · classroomreview.games

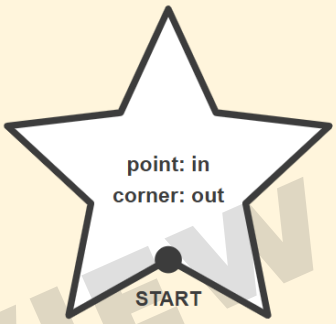


Calm Block, Day 1: Reset Sheet

Just for you. Nobody grades this page. Do the star breathing first, then write on the lines.

Calm · Day 1

Star breathing



Put your finger on the dot that says START.

Slide your finger out to a point of the star while you breathe in slowly. Slide it back in to the next corner while you breathe out slowly.

Go all the way around the star. That is five slow breaths. Want more? Go around again.

Two things that make me smile

A place where I feel calm

Something I am good at

How do I feel now? Circle a number.

1 2 3 4 5

1 means calm and ready. 5 means wiggly or upset. Any number is okay.

What could help me feel ready?

A sip of water, a big stretch, or asking a grown-up for help are all good ideas.

© classroomreview.games · Sub Plans Week: Grade 3, 5 Days of Print and Go Work

© classroomreview.games



Team Task, Day 1: Pack for Camp

Groups of four. Voice level 2. One sheet for each group. One person writes, and the whole group agrees before a number goes down.

Team · Day 1

The trip

Your class is camping for one night at Maple Lake. It is summer, so the day is hot and sunny and the night is cool. There are lots of bugs by the lake. The grown-ups bring the tents and cook all the food. The only water tap is at the camp store, a long walk away.

Your job: put the ten things in order. Number 1 is the thing you need most. Number 10 is the thing you need least. First, each person fills in "My order." Then the group agrees on one "Group order." Last, the sub reads the camp leader's order and you score your list.

THINGS TO PACK	MY ORDER	GROUP ORDER	LEADER	DIFFERENCE
Water bottle				
Sleeping bag				
Flashlight				
Sunscreen				
Bug spray				
Walking shoes				
Warm sweater				
Pillow				
Comic book				
Big stuffed bear				
Total difference (small is good)				

How to score

1. Write the leader's number in each row.
2. Find the difference between your group number and the leader's number. Big number take away small number.
3. Add all ten differences. Write the total at the bottom.
4. 10 or less is great. 20 or less is good.

Team rules

- Everyone shares one idea before the group writes a number.
- It is okay to change your mind.
- Be kind. Talk about the ideas, not the people.

Tell us why

Pick one thing your group put in a very different spot from the leader. Why did your group put it there? Did the leader change your mind?

© classroomreview.games · Sub Plans Week: Grade 3, 5 Days of Print and Go Work

© classroomreview.games



Game, Day 1: Whiteboard Quiz Game

Sub script and questions. 15 minutes at the end of the day, 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 categories across the top and 100 to 500 down each column.
2. Make teams of four or five. Team 1 picks a category and a number.
3. Read the question. The team gives one answer. Right: it gets the points. Wrong: the next team may try.
4. Cross the box off. The next team picks. The most points wins.

Read this out

"This game is a reward. Use quiet voices. If it gets too loud, that box is gone and nobody gets the points. Only the team whose turn it is may answer. Team 1, pick a category and a number."

Keep the score on the board. The answer on this sheet is the one that counts.

Short on time? Play only the 100, 200 and 300 rows.

Plants

100 What part of a plant is often bright and colorful and smells sweet?
The flower

200 What part of a plant grows under the ground and takes in water?
The roots

300 What part of a plant holds it up and carries water?
The stem

400 What part of a plant holds the seeds, like an apple or a peach?
The fruit

500 What yellow powder do bees carry from flower to flower?
Pollen

Words

100 What is the opposite of hot?
Cold

200 What mark goes at the end of a question?
A question mark

300 What kind of word names a person, place or thing?
A noun

400 What word means more than one mouse?
Mice

500 What kind of word describes a noun, like red or tall?
An adjective

Shapes

100 How many corners does a square have?
Four

200 What round shape has no corners, like the face of a coin?
A circle

300 How many sides does a pentagon have?
Five

400 What do we call a shape with eight sides, like a stop sign?
An octagon

500 How many sides do two triangles have in all?
Six

Calendar

100 What day comes right after Monday?
Tuesday

200 What month comes right after March?
April

300 How many days are in the month of June?
30

400 What season comes right after winter?
Spring

500 How many hours are in one whole day?
24

Math Facts

100 What is 3 times 4?
12

200 What is 15 plus 6?
21

300 What is 9 times 3?
27

400 What is 36 divided by 4?
9

500 What is 7 times 8?
56

Spare questions (for a tie or an extra turn)

How many wheels does a tricycle have?
Three

What is the name of the planet we live on?
Earth

What is 50 plus 50?
100

REVIEW · classroomreview.games



Game, Day 1: The Board

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

Game · Day 1

PLANTS	SHAPES	MATH FACTS	WORDS	CALENDAR
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**

EVIEW · classroomre



Answer Keys (1 of 12)

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

Math Set 1: Multiplication and Division Facts

Arrays: 1. 3 x 6 = 18 and 18 ÷ 3 = 6; 2. 2 x 8 = 16 and 16 ÷ 2 = 8; 3. 5 x 3 = 15 and 15 ÷ 5 = 3; 4. 4 x 7 = 28 and 28 ÷ 4 = 7. Also accept the facts turned around, such as 6 x 3 = 18 or 18 ÷ 6 = 3.

Fact families: 1. 4 x 7 = 28, 7 x 4 = 28, 28 ÷ 4 = 7, 28 ÷ 7 = 4 | 2. 5 x 8 = 40, 8 x 5 = 40, 40 ÷ 5 = 8, 40 ÷ 8 = 5 | 3. 3 x 9 = 27, 9 x 3 = 27, 27 ÷ 3 = 9, 27 ÷ 9 = 3. The four facts may be in any order.

A. Missing number: 1. 7; 2. 6; 3. 5; 4. 8

B. Divide: 1. 7; 2. 8; 3. 8; 4. 5

Word problems: 1. 28 apples; 2. 4 brushes; 3. 33 seeds

Challenge: 24 or 36. Both are in the 4 times table (4 x 6, 4 x 9) and the 6 times table (6 x 4, 6 x 6). Full credit for one correct number, extra praise for both.

Reading Set 1: Pepper Goes Missing

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

7. He felt sick and wanted to cry. Instead he sat still and thought about what Pepper liked (dark, soft places, sleeping in the day, food), then put seeds in every room to find her. Accept any answer that names the upset feeling and the thinking or the seed plan.

8. He learned to always check that a door is closed. We know because he checked the cage door twice, and from then on he checked every door twice. Accept any answer about being careful or checking the door, backed by one of those details.

Vocabulary: stuff = to push a lot of something into a small space; pressed = pushed something hard against something else; poking = sticking out a little bit; fuzzy = covered in soft, fluffy hair or cloth; scooped = picked up with a quick, curved move of the hands.

Write about it: answers vary; accept any four sentences that name the lost thing, at least one place the student looked, and how it ended (found or not found). **Challenge:** answers vary; look for sentences in Pepper's voice (I, me) that fit the story: the door was open, she went to Lucy's room, and the slipper was dark and soft, or the seeds were close.

Writing Set 1: Strong Sentences to a Paragraph

Task A: 1 no; 2 yes; 3 no; 4 yes. ("The big brown dog." and "Ran all the way to the bus stop." are missing a part. Challenge fixes vary, for example: The big brown dog barked at the mail carrier. My cousin ran all the way to the bus stop.)

Task B: paragraph 1, sentence 1; paragraph 2, sentence 4; paragraph 3, sentence 2. (Paragraph 2 saves the big idea for the end. Paragraph 3 starts with a question, so sentence 2 is the topic sentence.)

Task C: D, C, A, E, B. In order: Saturday is the busiest day at our house. In the morning, we all help clean the kitchen. At lunchtime, Dad takes us to the market to buy food for the week. In the afternoon, my brother and I wash the car. By bedtime, everyone in my family is ready for a quiet Sunday.

Tasks D and E: answers vary. Rubric, one point each: (1) the first sentence tells one big idea; (2) there are three detail sentences; (3) every sentence stays on that idea; (4) the last sentence wraps it up; (5) capital letters and end marks throughout. Four points is a strong paragraph for grade 3.

© classroomreview.games · Sub Plans Week: Grade 3, 5 Days of Print and Go Work

© classroomreview.games



Math Set 1: Fact Families and Facts

Each box has three numbers that belong together. Use them to write four facts.

Math · Day 1

Fact families

The numbers 3, 4 and 12 are a family: 3 x 4 = 12, 4 x 3 = 12, 12 ÷ 3 = 4 and 12 ÷ 4 = 3. Write the four facts for each family below.

4 7 28	5 8 40	3 9 27

A. Find the missing number

1. 3 x _____ = 21
2. _____ x 4 = 24
3. 9 x _____ = 45
4. _____ x 6 = 48

B. Divide

1. 35 ÷ 5 = _____
2. 24 ÷ 3 = _____
3. 56 ÷ 7 = _____
4. 40 ÷ 8 = _____

Stuck on a division fact? Think of the times fact that matches: 35 ÷ 5 asks "5 times what makes 35?"

EVIEW • classroomr

In the full kit

Five days, planned and ready to print.

130 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

75 pages of subject sets

12 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.

