Sub Plans Week, Grade 4

Week-long sub plans: five days of print and go work for grade 4, 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 (13 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 131 pages.





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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	**Meet Your Sub** Monday morning, once: the sub sheet, three questions, the class agreement, voice levels and a round of Twenty Questions.	p. 12 · 15 min
Math	**Multi-digit Multiplication** Reviews: area model multiplication, 2-digit by 2-digit and 4-digit by 1-digit products, estimating by rounding, word problems.	p. 15 · 40 min
Reading	**The Clay Owl** Reviews: theme, character change with text evidence, inference, point of view, vocabulary in context, written response.	p. 18 · 40 min
Writing	**Paragraph to Multi-paragraph** Reviews: organizing paragraphs, topic sentences and supporting details, transitions, planning and writing a three paragraph piece.	p. 21 · 40 min
Science	**Energy Transfer** Reviews: forms of energy, energy transfer by light, heat, sound and electricity, speed and energy, collisions, graphing data.	p. 24 · 40 min
Social Studies	**Map Skills With Scale** Reviews: map tools, latitude and longitude, grid squares, cardinal and intermediate directions, distance with a map scale.	p. 27 · 40 min
Calm puzzle	**Ocean Word Search and Reset Sheet** A quiet ocean life word search and a one-page reset sheet with triangle breathing for anyone who finishes early or needs to settle.	p. 30 · 20 min
Team task	**Pack for Lake Camp** Groups of four rank ten things to pack for a class trip to a lake camp, then score their list against the camp director's order.	p. 32 · 30 min
Game (optional)	**Whiteboard Quiz Game** Optional fun to end the class.	p. 33 · 15 min

TUESDAY (DAY 2)

Math	**Fractions and Decimals** Reviews: equivalent fractions, comparing with unlike denominators, adding and subtracting mixed numbers, tenths and hundredths.	p. 35 · 40 min
Reading	**Reading the Rings of a Tree** Reviews: main idea, text features such as headings, a glossary and a diagram, explaining with evidence, vocabulary in context.	p. 38 · 40 min
Writing	**Opinion Writing** Reviews: opinion writing, stating a claim, supporting reasons with evidence, linking words, writing a concluding statement.	p. 41 · 40 min
Science	**Plant and Animal Structures** Reviews: internal and external structures of plants and animals, their functions, how animals use senses, labeling diagrams.	p. 44 · 40 min
Social Studies	**State and Local Government** Reviews: three branches of state government, how a bill becomes a state law, the governor's veto, state versus local government.	p. 47 · 40 min
Calm puzzle	**Maze and Five Senses Sheet** A big quiet maze with exactly one path through it, and a 5-4-3-2-1 sheet that uses the five senses to slow things down.	p. 50 · 20 min
Team task	**Plan the Class Picnic** Groups of four spend a picnic budget on the food, drink and extras the class voted for, and show every step of the math.	p. 52 · 30 min
Game (optional)	**Paper Password** Optional fun to end the class.	p. 54 · 15 min

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YOUR WEEK AT A GLANCE (2 OF 3)

WEDNESDAY (DAY 3)

Math	**Place Value to 1,000,000** Reviews: place value to one million, expanded and word form, compare, order and round, multi-digit addition and subtraction.	p. 56 · 40 min
Reading	**Mary Anning, Fossil Hunter** Reviews: biography, cause and effect, author's purpose, character traits with text evidence, timelines, vocabulary in context.	p. 59 · 40 min
Writing	**Informational Writing** Reviews: informative writing, fact versus opinion, defining terms in context, grouping related facts, writing a conclusion.	p. 62 · 40 min
Science	**Earth's Changing Surface** Reviews: weathering, erosion and deposition, rock layers and fossils, fast and slow changes to Earth's surface, sequencing change.	p. 65 · 40 min
Social Studies	**Exploration and Settlement Timeline** Reviews: European exploration and early colonies, reading timelines, centuries, elapsed years between events, chronological order.	p. 68 · 40 min
Calm puzzle	**Secret Codes and Good Things Sheet** Two well known sayings in secret code to crack in pencil, then a quiet sheet for three good things from today.	p. 71 · 20 min
Team task	**Paper Bridge Challenge** Groups of four plan and build a bridge from two sheets of paper, then see how many pencils it can hold, scored from a printed table.	p. 73 · 30 min
Game (optional)	**Class Feud** Optional fun to end the class.	p. 75 · 15 min

THURSDAY (DAY 4)

Math	**Long Division and Factors** Reviews: long division with 1-digit divisors, interpreting remainders, factor pairs, prime and composite numbers, multiples.	p. 77 · 40 min
Reading	**Why the North Star Stands Still** Reviews: legends, theme and lesson, first person point of view, comparing characters, inference, vocabulary in context.	p. 80 · 40 min
Writing	**Descriptive Writing** Reviews: descriptive writing, similes, sensory details, precise word choice, planning with a sense web.	p. 83 · 40 min
Science	**Electricity and Circuits** Reviews: closed and open circuits, conductors and insulators, predicting whether a bulb lights, electrical safety.	p. 86 · 40 min
Social Studies	**Economics** Reviews: producers and consumers, supply and demand, opportunity cost, budgeting income, expenses and savings.	p. 89 · 40 min
Calm puzzle	**Word Ladders and Star Breathing** Four word ladders and three mixed-up words, then a page for star breathing, doodling and quiet patterns.	p. 92 · 20 min
Team task	**Save the Class Library** Four role cards hold the facts.	p. 94 · 30 min
Game (optional)	**Classroom Millionaire** Optional fun to end the class.	p. 96 · 15 min

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FRIDAY (DAY 5)

Math	**Angles, Lines and Measurement** Reviews: lines, rays and angles, measuring angles with a protractor, adding angles, converting units, line plots with fractions.	p. 98 · 40 min
Reading	**Two Texts About Monarch Butterflies** Reviews: comparing firsthand and secondhand accounts, key details, integrating two texts on one topic, vocabulary in context.	p. 101 · 40 min
Writing	**Narrative With Dialogue** Reviews: narrative writing, dialogue punctuation with commas and quotation marks, planning a story from problem to resolution.	p. 104 · 40 min
Science	**Weather Patterns and Climate Data** Reviews: weather versus climate, cloud types, finding the average and range of weather data, graphing and comparing climate data.	p. 107 · 40 min
Social Studies	**Regions of the United States** Reviews: the five regions of the United States, landforms, climate and products of each region, oceans and neighbors on a map.	p. 110 · 40 min
Calm puzzle	**Sports Word Search and Kindness Note** A sports and games word search to end the week, plus a kindness note to cut out and give to a real person.	p. 113 · 20 min
Team task	**Design the Class Mascot** Groups of four design a class mascot that must pass a seven-part checklist, then introduce 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.

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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	**Meet Your Sub** 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** Multi-digit Multiplication p. 15 · 40 min	**Math 2** Fractions and Decimals p. 35 · 40 min	**Math 3** Place Value to 1,000,000 p. 56 · 40 min	**Math 4** Long Division and Factors p. 77 · 40 min	**Math 5** Angles, Lines and Measurement p. 98 · 40 min
Block 2	**Reading 1** The Clay Owl p. 18 · 40 min	**Reading 2** Reading the Rings of a Tree p. 38 · 40 min	**Reading 3** Mary Anning, Fossil Hunter p. 59 · 40 min	**Reading 4** Why the North Star Stands Still p. 80 · 40 min	**Reading 5** Two Texts About Monarch Butterflies p. 101 · 40 min
Before lunch	**Writing 1** Paragraph to Multi-paragraph p. 21 · 40 min	**Writing 2** Opinion Writing p. 41 · 40 min	**Writing 3** Informational Writing p. 62 · 40 min	**Writing 4** Descriptive Writing p. 83 · 40 min	**Writing 5** Narrative With Dialogue p. 104 · 40 min
After lunch	**Science 1** Energy Transfer p. 24 · 40 min	**Science 2** Plant and Animal Structures p. 44 · 40 min	**Science 3** Earth's Changing Surface p. 65 · 40 min	**Science 4** Electricity and Circuits p. 86 · 40 min	**Science 5** Weather Patterns and Climate Data p. 107 · 40 min
Block 3	**Social Studies 1** Map Skills With Scale p. 27 · 40 min	**Social Studies 2** State and Local Government p. 47 · 40 min	**Social Studies 3** Exploration and Settlement Timeline p. 68 · 40 min	**Social Studies 4** Economics p. 89 · 40 min	**Social Studies 5** Regions of the United States p. 110 · 40 min
Team time	**Pack for Lake Camp** p. 32 · 30 min	**Plan the Class Picnic** p. 52 · 30 min	**Paper Bridge Challenge** p. 73 · 30 min	**Save the Class Library** p. 94 · 30 min	**Design the Class Mascot** p. 115 · 30 min
Quiet time or early finishers	**Ocean 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 Star Breathing** p. 92 · 20 min	**Sports 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.

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Note to the Substitute

Grade 4 · 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 45 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!

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Meet Your Sub

Day 1 opener, 15 minutes on Monday morning, before the first set. Nothing to prepare.

Opener

Sub script (say it in this order)

1. **Before the class comes in, fill in the About Your Sub sheet** (next page), and write a mystery thing for the game. It takes three minutes. Pin the sheet up, but keep the mystery thing covered.
2. **Say hello and read the sheet out loud.** Two minutes is plenty. Fourth graders decide who you are fast, so give them something real to hear.
3. **Take three questions** from the Ask the Sub list on the class page. Three, not ten. Say: "Three questions, then we start."
4. **Read the class agreement** out loud, one line at a time. Ask the class for one more line of their own and write it on the board. A line they wrote is a line they keep.
5. **Set the voice level** with a number, 0 to 3 (bottom of the sheet). Hold up fingers for the level you want. Use the same numbers all week.
6. **Play one round of Twenty Questions** (rules on the class page). Your mystery thing goes first. Then two or three student turns, and stop.
7. **Start the first set:** "This is our first job today. There is a challenge at the end, and a quiet page you may do when you finish."

If the class is loud

- Skip Ask the Sub and the game. Read the agreement and set the voice level only.
- Tell them the game will be played at the end of the day if the voice level holds.

If you have five extra minutes

- Give one more student a turn at Twenty Questions.
- Or read out one of your sub facts and let the class guess your answer first.

Monday morning checklist (before the class comes in)

- [ ] Find the emergency plan, the exits and the phone number for the office.
- [ ] Read the class list for allergies, medicines and how each student gets home.
- [ ] Find today on the weekly schedule, and note lunch, recess and any specials.
- [ ] Fill in the About Your Sub sheet, including the mystery thing for the game.
- [ ] Write the voice levels 0 to 3 in a corner of the board.
- [ ] Keep the answer key pages with you, not on the desk.

Lines that work with this age group

- "I see Maya with her pencil moving. Thank you." Praise one student by name for the thing you want everyone to do.
- "Show me with your thumb: ready, or one more minute?" A silent check tells you more than asking who is finished.
- "Voices at 0 in three, two, one." Count down slowly and lower your own voice as you go.
- "You may sit there as long as it stays a good choice." A calm warning that keeps a seating choice from turning into an argument.
- "Good question. I will write it down for your teacher." Nobody expects the sub to know every class routine.

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Math Set 1: Multi-digit Multiplication

Look at the example in box 1 first. Then fill in the four parts of each box and add them up.

Math · Day 1

This set reviews: area model multiplication, 2-digit by 2-digit and 4-digit by 1-digit products, estimating by rounding, word problems

How an area model works

Break each number into tens and ones. 26 becomes 20 and 6, and 13 becomes 10 and 3. Multiply to fill each of the four parts of the rectangle. Then add the four parts together: 200 + 60 + 60 + 18 = **338**, so 26 x 13 = 338.

1 26 x 13

Example, already done

	20	6
10	20 x 10 = 200	6 x 10 = 60
3	20 x 3 = 60	6 x 3 = 18

Parts: **200** + **60** + **60** + **18** = **338**

Total: 26 x 13 = **338**

2 34 x 21

	30	4
20		
1		

Parts: _____ + _____ + _____ + _____

Total: 34 x 21 = _____

3 47 x 16

	40	7
10		
6		

Parts: _____ + _____ + _____ + _____

Total: 47 x 16 = _____

4 58 x 32

	50	8
30		
2		

Parts: _____ + _____ + _____ + _____

Total: 58 x 32 = _____

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Math Set 1: Practice

Use an area model or any way you know. Show your work under each problem and circle the answer.

Math · Day 1

A. Two digits times two digits

1. **63 x 27 =**

2. **45 x 38 =**

3. **72 x 19 =**

4. **86 x 54 =**

B. Four digits times one digit

1. **2,315 x 4 =**

2. **1,608 x 7 =**

3. **3,452 x 6 =**

4. **4,079 x 3 =**

C. Estimate first

Round each two-digit number to the nearest ten and each four-digit number to the nearest thousand. Then multiply the rounded numbers.

1. **48 x 31** is about _____ x _____ = _____
2. **67 x 22** is about _____ x _____ = _____
3. **3,896 x 5** is about _____ x _____ = _____
4. **81 x 59** is about _____ x _____ = _____

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Math Set 1: Word Problems and Challenge

Math · Day 1

Read each problem twice. Show your work in the box and write the answer with its label.

1. The school library orders 24 boxes of new books. Each box holds 36 books. How many books arrive?

2. A farm stand sells 1,248 apples every week. How many apples does it sell in 6 weeks?

3. The school hall has 42 rows of seats with 28 seats in each row. The 315 fourth graders all sit down. How many seats are still empty?

4. Nadia saves $35 every month for 12 months. Then she spends $129 on a bike helmet and lights. How much money does she have left?

Challenge

Use the digits **3** **5** **7** **8** once each to make two 2-digit numbers. Then multiply them.

a. Make the **greatest** product you can.

b. Make the **least** product you can.

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Reading Set 1: The Clay Owl

Read the story twice. The second time, underline the two big choices Mateo makes.

Reading · Day 1

This set reviews: theme, character change with text evidence, inference, point of view, vocabulary in context, written response

Every spring, the fourth graders in Room 14 made clay animals for the school art show. Hazel made an owl. It took her three whole art classes. She pressed tiny feathers into its chest with the end of a paper clip, and she painted its eyes the exact yellow of a school bus.

"It looks like it could fly right off the shelf," Mateo told her, and Hazel grinned so wide that her glasses slid down her nose.

On Thursday, Mr. Dunmore asked Mateo to stay after class and wipe down the tables. Mateo liked that job. He liked the quiet room and the smell of wet paint. He swung his sponge in big loops, humming, until his elbow bumped the drying shelf.

Something fell. Something cracked.

The owl lay on the floor in two pieces. One wing had snapped clean off.

Mateo stood very still. The hallway was empty. Mr. Dunmore was in the supply closet with the door half shut. Mateo could set the owl back on the shelf with the broken side to the wall and walk out. Nobody would ever know who did it.

That is exactly what he did.

All weekend, his stomach felt as if he had swallowed a stone. He did not finish his pancakes on Saturday. On Sunday he tried to read a comic book and kept reading the same page. When his dad asked what was wrong, Mateo said, "Nothing," and the word tasted sour.

On Monday morning, Hazel found the owl. She did not cry, but her face went pale and quiet, and she held the broken wing in her open hand like a baby bird.

Mateo walked over before he could change his mind. "I did it," he said. "On Thursday. I bumped the shelf, and then I hid it. I am sorry."

Hazel stared at him for a long moment. "You hid it?" she said. "That is worse than breaking it."

"I know," Mateo said, and he did.

Mr. Dunmore brought out a small bottle of clay glue. Mateo held the wing in place for ten whole minutes while it dried, and he did not move, not even when his arm started to ache. When they were done, a thin line showed where the crack had been.

That afternoon at the art show, Hazel set a card next to her owl. In her neatest letters it said, Fixed by Two Friends.

For the first time in four days, Mateo's stomach felt light.

Realistic fiction written for this set. Every answer to the questions can be found in the story.

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Reading Set 1: Questions

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

Reading · Day 1

1. **Why was the clay owl so special to Hazel?**
   - (A) She bought it at the art show
   - (B) It took her three art classes and many tiny details
   - (C) Mr. Dunmore made it as a gift for her
   - (D) Mateo helped her paint the yellow eyes

2. **What caused the owl to fall off the shelf?**
   - (A) Hazel set it too close to the edge
   - (B) The supply closet door hit the shelf
   - (C) Mateo's elbow bumped the drying shelf
   - (D) Mr. Dunmore moved the shelf to clean it

3. **All weekend, Mateo's stomach felt as if he had swallowed a stone. What does this detail show?**
   - (A) He felt guilty about hiding what he did
   - (B) He ate too many pancakes on Saturday
   - (C) He was excited about the art show
   - (D) He was too tired to read his comic book

4. **Why does Hazel say that hiding the owl was worse than breaking it?**
   - (A) The glue was hard to find
   - (B) She wanted Mateo to buy her a new owl
   - (C) Breaking it was an accident, but hiding it was a choice
   - (D) She thought Mr. Dunmore had broken it

5. **Which sentence best states the theme of the story?**
   - (A) Clay animals break easily, so keep them on a high shelf
   - (B) Telling the truth about a mistake is hard, but it helps make things right
   - (C) The best art always wins a prize at the show
   - (D) Cleaning up after class is a boring job

6. **What does the card that says Fixed by Two Friends show about Hazel?**
   - (A) She is still angry and wants everyone to know
   - (B) She wanted a better grade for her owl
   - (C) She forgot who broke the owl
   - (D) She forgave Mateo and still sees him as a friend

7. **How does Mateo change from Thursday afternoon to Monday at the art show? Use two details from the story.**

8. **Mateo held the wing still for ten whole minutes, even when his arm started to ache. Why do you think he did that?**

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Reading Set 1: Vocabulary and Writing

Read the sentence next to each word, then write what the word means in your own words.

Reading · Day 1

Vocabulary from the story

WORD	WHERE IT APPEARS IN THE STORY	WHAT IT MEANS HERE (YOUR WORDS)
snapped	*One wing had snapped clean off*	
sour	*the word tasted sour*	
pale	*her face went pale and quiet*	
stared	*Hazel stared at him for a long moment*	
ache	*not even when his arm started to ache*	

Write about it

Hazel chose the words Fixed by Two Friends for her card. Why do you think she picked those words instead of just writing her own name? Write four or more sentences and use two details from the story.

Challenge

The story is told by a narrator who is not in the story. Rewrite the Monday morning scene as Hazel, using I and me. Write five sentences that show what Hazel sees, thinks and feels when she finds the owl and when Mateo tells her.

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Writing Set 1: Paragraph to Multi-paragraph

Writing · Day 1

Sub: read the lesson box out loud, then let students work on their own. Tasks A and B take about fifteen minutes.

This set reviews: organizing paragraphs, topic sentences and supporting details, transitions, planning and writing a three paragraph piece

The lesson (3 minutes)

One paragraph tells about **one idea**. When you have more to say, you write more paragraphs, and each one gets its own job.

Introduction
Tells the reader the big topic and what is coming next.

Body paragraphs
Each one starts with a topic sentence and gives details about it.

Conclusion
Wraps up the piece in a closing sentence or a short last paragraph. No new ideas.

Transitions are the words that walk the reader from one idea to the next. Put them at the start of a sentence, followed by a comma:

First · Also · For example · However · Next · As a result · Finally · In the end

Task A: pick the best topic sentence

Read the three details. Circle the letter of the sentence that tells what ALL three are about.

1. *A cardboard box can become a castle, a car or a robot costume. An old sock can turn into a puppet with two buttons for eyes. Empty glass jars make good holders for pencils and markers.*

(A) Cardboard boxes are usually brown.
(B) Many things we throw away can be used again in new ways.
(C) My favorite color is green.

2. *Owls can turn their heads much farther than people can. Their soft feathers let them fly almost without a sound. Their large eyes help them see when there is very little light.*

(A) An owl's body is built for hunting at night.
(B) Some birds live in big cities.
(C) I saw an owl once at the zoo.

3. *First, the class votes on three books. Next, small groups read the book that won. At the end of the month, each group acts out a scene for the class.*

(A) Reading can be fun.
(B) Books can be long or short.
(C) Our class book club follows the same plan every month.

Task B: add the transitions

Write one word or phrase from the box on each numbered line. Use each one once. Read the sentence before and after the blank.

For example · As a result · First · However

Our class wanted to raise money for new art supplies. (1) _____, we made a list of ideas on the board. A bake sale was at the top of the list. (2) _____, the school has a rule against selling food, so we chose a used book swap instead. Families gave us every kind of book. (3) _____, one family brought a whole box of comic books. (4) _____, we raised enough money to buy paint, brushes and clay.

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Writing Set 1: Rebuild and Plan

Task C rebuilds a piece that fell apart. Task D plans three paragraphs of your own. Notes are fine in the planner.

Writing · Day 1

Task C: put the three paragraphs back together

These nine sentences make three paragraphs of three sentences each, but they are mixed up. Write the letters in order in the table. Clue: look for the topic sentence of each paragraph first.

A. Each runner steps into a cloth sack and hops toward the finish line.
B. When the last cup is passed, the whole school is wet, tired and happy.
C. On that day, every class spends the whole day outside playing games.
D. The second favorite, the water relay, comes at the very end of the day.
E. Field Day is the most exciting day of the year at Pine Street School.
F. The first favorite is the sack race.
G. Each team passes a cup of water down a long line, trying not to spill a drop.
H. Out of all the games, two are everyone's favorites: the sack race and the water relay.
I. Almost every runner falls down at least once, but they get up and keep hopping.

	SENTENCE 1	SENTENCE 2	SENTENCE 3
Paragraph 1			
Paragraph 2			
Paragraph 3			

Task D: plan three paragraphs

Pick one topic below, or ask to use your own. Write notes here. Full sentences come on the next page.

1. Two things that make a great weekend.
2. Two games everyone should learn.
3. Two jobs I do at home and how I do them.
4. Two animals I would like to see in real life.

Introduction
My big topic, and the two things I will write about.

Body 1
Topic sentence, then two details.

Body 2
Topic sentence, then two details.

Closing
A sentence at the end of Body 2 that wraps it up.

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Writing Set 1: Write Your Three Paragraphs

Writing · Day 1

Task E. Turn your plan into three paragraphs. Indent the first line of each one. Then check the five boxes.

NAME _____ MY TOPIC _____

Check your writing

- [ ] I wrote three paragraphs and indented each one.
- [ ] My introduction tells the big topic.
- [ ] Each body paragraph starts with a topic sentence.
- [ ] I used at least two transition words.
- [ ] My last sentence wraps up without a new idea.

Challenge

Circle every transition in your piece. Then add one more body paragraph on the back about a third thing, with its own topic sentence and two details, and a transition that links it to the paragraph before.

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Science Set 1: Energy Transfer

Read the page out loud together or on your own. Then sort the examples and answer the questions.

Science · Day 1

This set reviews: forms of energy, energy transfer by light, heat, sound and electricity, speed and energy, collisions, graphing data

Energy is what makes things move, change or happen. It comes in different forms. Light energy lets us see, and it can travel from the sun to Earth through empty space. Heat energy makes things warmer, and it always moves from a warmer object to a cooler one. Sound energy is made when something vibrates, which means it moves back and forth very fast. The vibrations travel through air, water or solid objects until they reach your ears. Electrical energy flows through wires to run lamps, fans and computers.

Energy can move from one place to another. This is called energy transfer. When you hold a cup of hot cocoa, heat moves from the cup into your hands. Energy can also change from one form into another. A lamp changes electrical energy into light and heat. A drum changes the motion of your hands into sound.

Moving objects have energy too. The faster an object moves, the more energy it has. When two objects collide, some energy moves from one object to the other. Some of it also changes into sound and heat. That is why a crash makes a noise.

Sort the energy

What kind of energy is moving in each example? Write the number of each example in the right box.

1. Sunshine reaches a garden and helps the plants grow.
2. A metal spoon gets warm in a bowl of hot soup.
3. A wire carries energy from a wall outlet to a lamp.
4. A guitar string shakes and you hear a note.
5. An ice cube melts in your warm hand.
6. A battery runs a toy robot through its wires.
7. A flashlight beam lets you see a dark path.
8. A dog barks and the neighbors hear it.

Light	Heat	Sound	Electrical

Quick check

1. What word from the reading means moving back and forth very fast? _____
2. Heat always moves from a warmer object to a ___ object. _____
3. Which two kinds of energy does a lamp give off? _____
4. In the reading, what changes the motion of your hands into sound? _____

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Science Set 1: Energy In, Energy Out

Each thing takes in one kind of energy and gives out other kinds. Fill in what comes out.

Science · Day 1

Energy in and energy out

Use the words in the bank. Some things give out two kinds of energy.

electrical | heat | light | motion | sound

THING	ENERGY IN	ENERGY OUT
Flashlight	electrical	
Electric fan	electrical	
Solar calculator	light	
Doorbell	electrical	
Rubbing your hands together	motion	
Campfire	stored energy in the wood	

Moving objects and collisions

Fill in the circle next to the best answer.

1. **Amara rolls the same ball twice. Which roll gives the ball more energy?**
   - (A) the slow roll
   - (B) the fast roll
   - (C) both the same
   - (D) neither roll
2. **A moving car bumps a parked toy car. What happens to the energy?**
   - (A) It disappears
   - (B) Some moves into the parked car, and some becomes sound and heat
   - (C) It all turns into light
   - (D) It all stays in the moving car
3. **Why do you hear a loud clap when two blocks hit each other?**
   - (A) Some energy changes into sound
   - (B) The blocks make light
   - (C) The blocks get colder
   - (D) Sound was stored inside the blocks
4. **A bike rider brakes hard. The brakes feel warm. Where did that heat come from?**
   - (A) From the sun
   - (B) From the air
   - (C) From the motion of the bike
   - (D) From the rider's helmet

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Science Set 1: The Ramp Test

Every run lasted 4 seconds. Speed = distance divided by time.

Science · Day 1

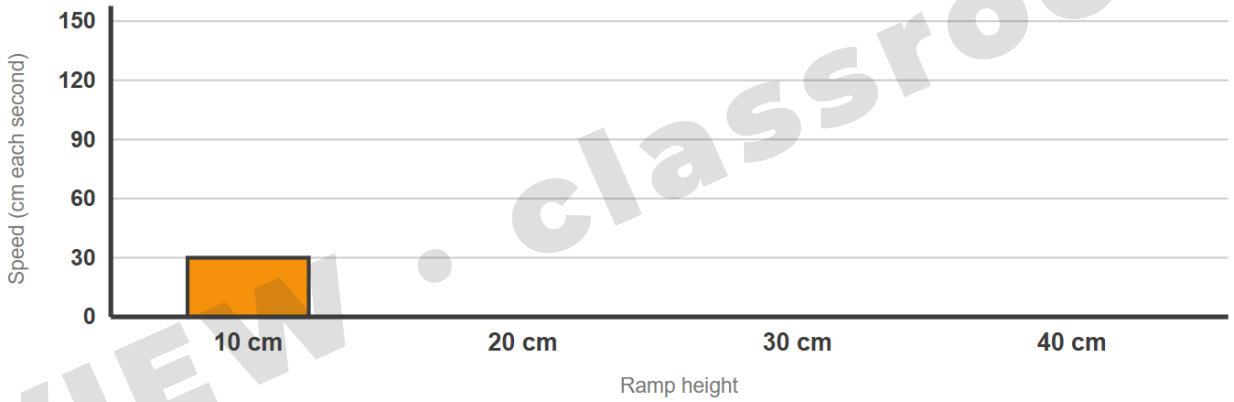
The experiment

Luis let a toy car roll down a ramp four times. Each time he made the ramp higher and measured how far the car rolled in 4 seconds. Fill in the speed column: divide each distance by 4.

RAMP HEIGHT	DISTANCE IN 4 SECONDS	SPEED (CM EACH SECOND)
10 cm	120 cm	30
20 cm	240 cm	
30 cm	360 cm	
40 cm	480 cm	

Finish the bar graph

The first bar is done. Draw a bar for each of the other ramps.



1. Which ramp height gave the car the most energy? How do you know? _____
2. How much faster does the car go each time the ramp is 10 cm higher? _____
3. Predict the speed from a 50 cm ramp if the pattern keeps going. _____
4. At the 20 cm speed, how far would the car roll in 6 seconds? _____

Challenge

When lightning flashes, you see the light almost at once. The sound of the thunder is slower: it travels about 1 kilometer every 3 seconds.

1. Nadia counts 12 seconds between the flash and the thunder. How far away is the storm? _____
2. A storm is 2 kilometers away. How many seconds will pass before you hear its thunder? _____

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Social Studies Set 1: Map Skills With Scale

Social Studies · Day 1

Read the four paragraphs out loud together, then answer the warm-up underneath. The map is on the next page.

This set reviews: map tools, latitude and longitude, grid squares, cardinal and intermediate directions, distance with a map scale

Every good map has a few tools that help you read it. The title tells you what place the map shows. The map key, sometimes called the legend, explains what each symbol means. A compass rose shows the directions: north, south, east and west, and the in-between directions such as northeast and southwest.

A scale bar tells you how far apart places really are. It is a short ruled line marked in miles. If the scale bar shows that one inch stands for 20 miles, then two towns that are 3 inches apart on the map are 60 miles apart on the ground. You can mark the scale bar on the edge of a scrap of paper and use it like a ruler.

Mapmakers also draw lines of latitude and longitude. Lines of latitude run east and west. They measure how far north or south a place is from the equator, the line at 0 degrees latitude. Lines of longitude run north and south. They measure how far east or west a place is from the prime meridian, the line at 0 degrees longitude. The United States is north of the equator and west of the prime meridian, so its places are written with N and W.

To name a place with latitude and longitude, say the latitude first. A town at 44°N, 92°W sits where the 44 degrees north line crosses the 92 degrees west line. Many maps also add a letter and number grid, so a lake or a forest can be found in a square such as C2.

Warm-up: map words and scale

1. **Which lines run east and west: lines of latitude or lines of longitude?**

2. **What is the name of the line at 0 degrees latitude?**

3. **Lines of longitude measure how far east or west a place is from which line?**

4. **A scale bar shows that 1 inch stands for 20 miles. Two towns are 3 inches apart on the map. How many miles apart are they?**

5. **A town is at 44°N. Is it north or south of the equator?**

Which map tool would you use?

compass rose · map key · scale bar · latitude and longitude · title

1. To find out what the little tent symbol stands for
2. To find out how many miles apart two towns are
3. To give the exact spot of a town on a globe
4. To find which way is northeast
5. To find out what place the map shows

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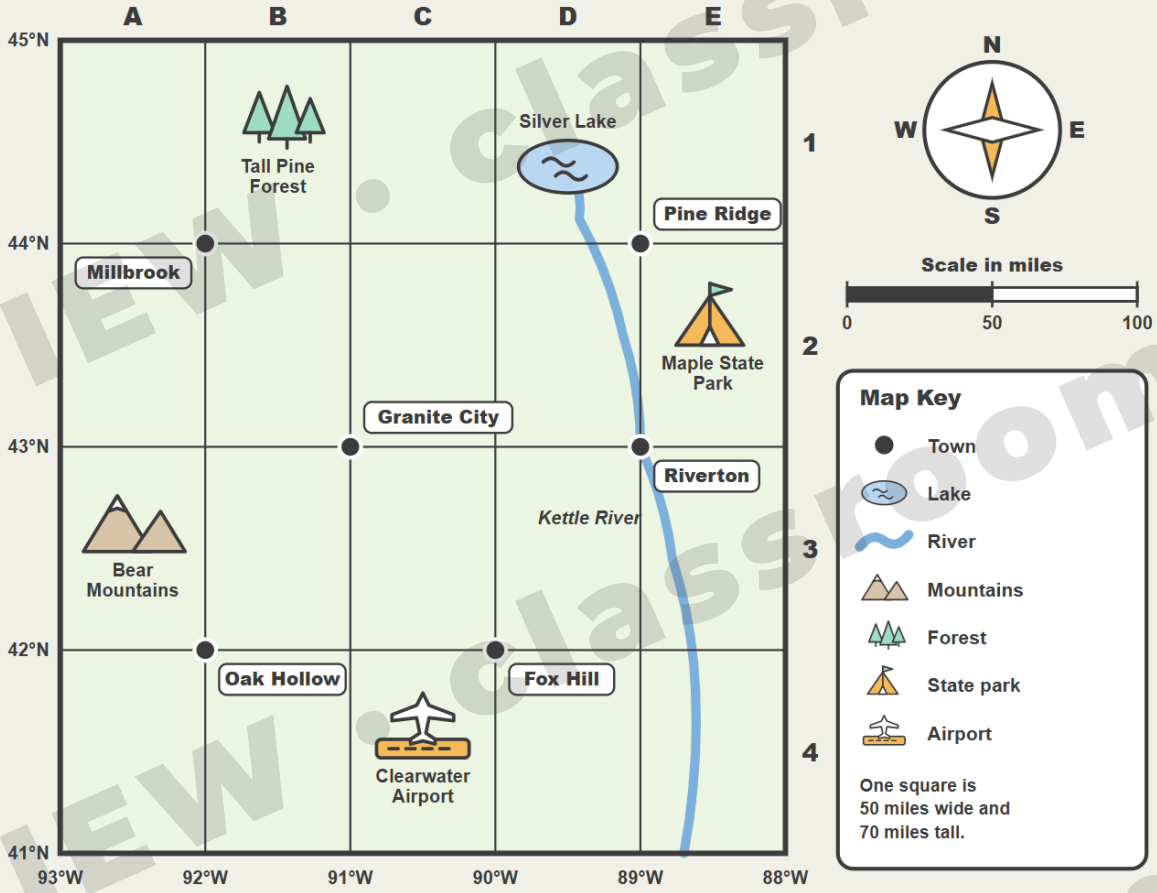
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Social Studies Set 1: The Clearwater Region

Look at the whole map before you write. Find the grid letters and numbers, the latitude and longitude lines, the compass rose, the scale bar and the map key. Then do the scale bar practice.

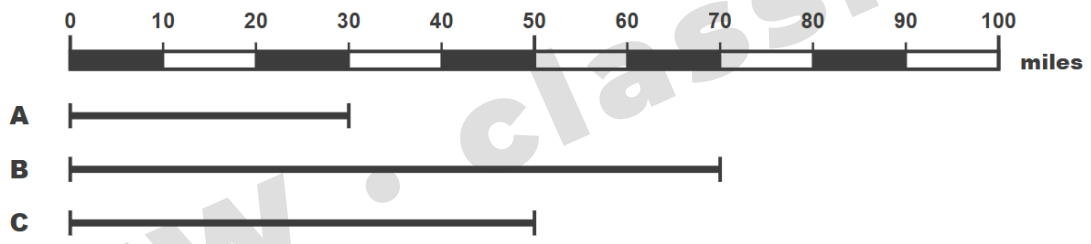
Social Studies · Day 1



The Clearwater Region is a made up place drawn on real latitude and longitude lines, so you will not find these towns on a real map.

Scale bar practice: this bar is not the map's scale

Every line starts at 0 on this scale bar. Read where it ends. Each small box on the bar is 10 miles.



LINE A _____ MILES LINE B _____ MILES LINE C _____ MILES

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Social Studies Set 1: Map Tasks

Use the map on page 2. Say latitude first, then longitude. Squares are named letter first, then number, like B2.

Social Studies · Day 1

1. **What are the latitude and longitude of Granite City?**
2. **Which town is at 42°N, 90°W?**
3. **Which two towns are on the 44°N line?**
4. **Which two towns are farthest west?**
5. **In which grid square is Silver Lake?**
6. **What is in grid square A3?**
7. **Which direction is Granite City from Oak Hollow?**
8. **Which direction do you travel to go from Pine Ridge to Riverton?**
9. **How many miles is it from Millbrook straight east to Pine Ridge?**
10. **How many miles is it from Millbrook straight south to Oak Hollow?**
11. **The Kettle River flows out of Silver Lake. Which town does it flow through?**

Challenge: the mail plane

A mail plane leaves Millbrook. It flies straight to Pine Ridge, then straight to Riverton, then straight to Granite City. Write the direction and the miles for each part of the trip, then add up the miles for the whole trip.

PART 1 DIRECTION ..... **MILES** .....

PART 2 DIRECTION ..... **MILES** .....

PART 3 DIRECTION ..... **MILES** .....

WHOLE TRIP ..... **MILES**

Your turn: stump a classmate

Write your own question about the Clearwater Region that uses latitude and longitude, the grid or the scale. Write the answer upside down underneath, then trade with a classmate.

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Calm Block, Day 1: Ocean Word Search

Find all 12 sea creatures in the puzzle. Words go across, down, on a slant, and some go backward. Pencils only, voices at 0.

Calm · Day 1

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

OCTOPUS · SEAHORSE · STARFISH · JELLYFISH · WHALE · SHARK · CORAL · LOBSTER · SQUID · OYSTER · SEAL · CRAB

Search like a diver

- Start with the longest word. Long words are easier to spot than short ones.
- Look for a letter that is rare, like the Q in SQUID or the J in JELLYFISH, then check every direction around it.
- Draw a loop around each word you find and put a check next to it in the list.

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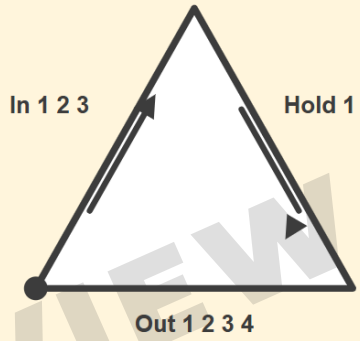


Calm Block, Day 1: Reset Sheet

For one person, any time. Nobody reads this but you. Start with the breathing, then fill in the lines.

Calm · Day 1

Take five triangle breaths



Put your finger on the dot at the bottom left corner. Slide it up the first side while you breathe in and count to three.

Slide it down the second side while you hold your breath and count to three.

Slide it slowly along the bottom while you breathe out and count to four. The breath out is the longest part. Go around the triangle five times.

The quietest sound I can hear right now

Something in this room that is my favorite color

One thing I am looking forward to later today

How ready am I for the next thing? Circle one.

(1) (2) (3) (4) (5)

1 means not ready yet. 5 means ready to go. Any number is fine.

If I need a minute, I can

Stretch my hands, get a drink of water, or take five more triangle breaths.

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Team Task, Day 1: Pack for Lake Camp

Groups of four. Voice level 2. One sheet per group. One person writes, and the whole group must agree before a number goes down.

Team · Day 1

The trip

Your class is going to Loon Lake Camp for two nights in early summer. You sleep in cabins that have bunk beds, mattresses and blankets, but no electric outlets. The camp cooks every meal and hands out life jackets for the canoes. The big event is a six mile hike on the second day. Days are hot and sunny, mosquitoes come out at sunset, nights cool down to about 55 degrees, and the bathhouse is down a dark path.

Your job: your duffel bag has room for these ten things, but you must decide which matter most. Number them from 1 (need it most) to 10 (need it least). Rank them on your own first, then agree on one order as a group. After that the sub reads the camp director's order and you score your list.

WHAT YOU CAN PACK	MY ORDER	GROUP ORDER	DIRECTOR	DIFFERENCE
Swimsuit and towel				
Headlamp				
Comic books				
Sunscreen				
A small pillow				
Hair dryer				
Long pants and a light jacket				
Hiking shoes you have already worn a lot				
Notebook and pencil for a nature journal				
Bug spray				
Total difference (smaller is better)				

How to score

1. Write the director's number next to each thing.
2. Subtract the smaller number from the bigger one. That is the difference for that row.
3. Add all ten differences and write the total in the last row.
4. 10 or less is excellent. 18 or less is good.

Team rules

- Go around the group: every person gives a reason for their top pick.
- If you disagree, reread the trip facts before you argue.
- Talk about the things, not about the people.

Which fact changed your mind?

Choose one fact from the trip description that made your group move something up or down the list. Write two sentences about it.

.....

.....

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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 five category names across the top and the values 100 to 500 down each column.
2. Make teams of four or five. Team 1 picks a category and a value.
3. Read the question. The team talks it over for 15 seconds, then one captain answers. Right: they win the points and pick again. Wrong: the next team may steal.
4. Cross the square off. The highest total when time is up wins.

Read this out

"This game is your reward. Only the captain of the team whose turn it is may answer. If the room goes above voice level 2, that square is out and nobody scores it. Team 1, choose a category and a number."

Keep the score on the board where everyone can see it. Pick a new captain each turn. If a team argues, the script wins and the game moves on.

Math Facts

100 What is 8 times 7?
56

200 How many sides does an octagon have?
Eight

300 What is half of 90?
45

400 How many centimeters are in one meter?
100

500 What is 12 times 12?
144

Word Wizards

100 What is the plural of mouse?
Mice

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

300 What is the past tense of swim?
Swam

400 Which word is an adjective: table, happy or jump?
Happy

500 What do we call words that sound the same but mean different things, like pair and pear?
Homophones

Planet Earth

100 How many continents are there?
Seven

200 What do we call melted rock that flows out of a volcano?
Lava

300 What imaginary line divides Earth into the Northern and Southern Hemispheres?
The equator

400 Which continent is the coldest?
Antarctica

500 What do we call a huge, slow-moving river of ice?
A glacier

Science

100 What force pulls things down toward the ground?
Gravity

200 What is the closest star to Earth?
The Sun

300 Which part of a plant takes in water from the soil?
The roots

400 What do we call water changing into water vapor?
Evaporation

500 What gas do plants take in from the air to make their food?
Carbon dioxide

USA

100 Which ocean is along the east coast of the United States?
The Atlantic Ocean

200 Which state is shaped like a mitten?
Michigan

300 Which state is nicknamed the Sunshine State?
Florida

400 What is the capital city of Texas?
Austin

500 Which is the only state made up entirely of islands?
Hawaii

Spare questions (tie or extra turn)

How many inches are in one foot?
12

What is 1,000 minus 1?
999

Which planet is closest to the Sun?
Mercury

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Game, Day 1: The Board

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

Game · Day 1

MATH FACTS	PLANET EARTH	USA	WORD WIZARDS	SCIENCE
100	100	100	100	100
200	200	200	200	200
300	300	300	300	300
400	400	400	400	400
500	500	500	500	500

Scores

Team 1	Team 2	Team 3

Team 4	Team 5	Team 6

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Answer Keys (1 of 13)

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

Math Set 1: Multi-digit Multiplication

Area models: 2. 600 + 30 + 80 + 4 = 714; 3. 400 + 240 + 70 + 42 = 752; 4. 1,500 + 100 + 240 + 16 = 1,856. The four parts may be written in any order.

Two digits times two digits: 1. 1,701; 2. 1,710; 3. 1,368; 4. 4,644

Four digits times one digit: 1. 9,260; 2. 11,256; 3. 20,712; 4. 12,237

C. Estimates: 1. 50 x 30 = 1,500; 2. 70 x 20 = 1,400; 3. 4,000 x 5 = 20,000; 4. 80 x 60 = 4,800

Word problems: 1. 864 books; 2. 7,488 apples; 3. 861 seats; 4. $291. Problem 3 has two steps (1,176 seats, then take away 315), and so does problem 4 ($420 saved, then take away $129).

Challenge: a. 83 x 75 = 6,225 (the big digits go in the tens places); b. 37 x 58 = 2,146 (the small digits go in the tens places). Half credit for a correctly multiplied pair that is not the greatest or least.

Reading Set 1: The Clay Owl

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

7. On Thursday Mateo hides his mistake: he turns the broken side to the wall and walks out. By the art show he has told Hazel the truth, said sorry, and helped glue the wing, and his stomach finally feels light. Accept any answer that shows him going from hiding to owning up, with one detail for each part.

8. He wanted to make up for his mistake and show Hazel he was truly sorry, so he was willing to put up with an aching arm. Accept any answer that connects the ten minutes to Mateo trying to fix what he did or to prove his apology.

Vocabulary: snapped = broke suddenly with a sharp crack; sour = had a bad, sharp taste, here a bad feeling about the lie; pale = lighter in color than usual, often from shock or sadness; stared = looked at something for a long time without looking away; ache = to hurt with a dull, steady pain.

Write about it: answers vary; accept any four-sentence answer that gives a reason (she forgave Mateo, they fixed it together, the owl now shows their friendship) and supports it with two story details, such as Mateo telling the truth or holding the wing for ten minutes.
Challenge: answers vary; look for first person (I, me, my), Hazel finding the broken owl, her feelings in her own words, and her reaction to Mateo's apology. The events must match the story.

Writing Set 1: Paragraph to Multi-paragraph

Task A: 1 B; 2 A; 3 C. The right topic sentence covers all three details; the others are about only one detail or about something else.

Task B: 1 First; 2 However; 3 For example; 4 As a result.

Task C: Paragraph 1: E, C, H; Paragraph 2: F, A, I; Paragraph 3: D, G, B.

Tasks D and E: answers vary. Rubric, one point each: (1) three paragraphs, each indented; (2) the introduction names the big topic; (3) each body paragraph opens with a topic sentence and has two details; (4) at least two transitions; (5) a closing sentence (or short conclusion) wraps up without a new idea. Four points is strong work.

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Math Set 1: Practice

Use an area model or any way you know. Show your work under each problem and circle the answer.

Math · Day 1

A. Two digits times two digits

1. **63 x 27 =**

2. **45 x 38 =**

3. **72 x 19 =**

4. **86 x 54 =**

B. Four digits times one digit

1. **2,315 x 4 =**

2. **1,608 x 7 =**

3. **3,452 x 6 =**

4. **4,079 x 3 =**

C. Estimate first

Round each two-digit number to the nearest ten and each four-digit number to the nearest thousand. Then multiply the rounded numbers.

1. **48 x 31** is about _____ x _____ = _____
2. **67 x 22** is about _____ x _____ = _____
3. **3,896 x 5** is about _____ x _____ = _____
4. **81 x 59** is about _____ x _____ = _____

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