Sub Plans Week, Grade 5

Week-long sub plans: five days of print and go work for grade 5, 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 one round of Three Clues.	p. 12 · 15 min
Math	**Decimals** Reviews: decimal place value to thousandths, word and expanded form, comparing and rounding decimals, adding and subtracting decimals.	p. 15 · 40 min
Reading	**The Split Oak** Reviews: theme, making inferences with text evidence, first person point of view, how a character changes, vocabulary in context.	p. 18 · 40 min
Writing	**Paragraph Structure and Transitions** Reviews: topic sentences, supporting details and concluding sentences, transitions that link ideas, ordering paragraphs, writing a paragraph.	p. 21 · 40 min
Science	**Ecosystems and Food Webs** Reviews: producers, consumers and decomposers, reading a food web, energy flow through an ecosystem, effects of changes in a food web.	p. 24 · 40 min
Social Studies	**Latitude, Longitude and Hemispheres** Reviews: latitude and longitude, the equator and prime meridian, the four hemispheres, reading and plotting coordinates on a world grid.	p. 27 · 40 min
Calm puzzle	**Space Word Search and Reset Sheet** A quiet space word search with twelve hidden words and a one-page reset sheet for anyone who finishes early or needs to settle.	p. 30 · 20 min
Team task	**Pack for the Desert Camp** Groups of four rank ten things to pack for a desert camping trip with no water at camp, then score their list against the ranger.	p. 32 · 30 min
Game (optional)	**Whiteboard Quiz Game** Optional fun to end the class.	p. 33 · 15 min

TUESDAY (DAY 2)

Math	**Fractions With Unlike Denominators** Reviews: adding and subtracting fractions and mixed numbers with unlike denominators, multiplying fractions with area models, word problems.	p. 35 · 40 min
Reading	**The Science of a Lightning Bolt** Reviews: main idea and supporting details, author's purpose, using information from an informational text, vocabulary in context, summarizing.	p. 38 · 40 min
Writing	**Opinion Essay** Reviews: stating a claim, supporting reasons with evidence, answering a counterclaim, planning and writing an opinion essay.	p. 41 · 40 min
Science	**Matter, Mixtures and Solutions** Reviews: identifying materials by their properties, mixtures and solutions, separating mixtures, conservation of mass.	p. 44 · 40 min
Social Studies	**The Constitution and Three Branches** Reviews: the Constitution, the three branches of government and their powers, the Bill of Rights, checks and balances.	p. 47 · 40 min
Calm puzzle	**Maze and Grounding Sheet** A large quiet maze with exactly one route through it, and a 5-4-3-2-1 sheet that uses the senses to settle a busy mind.	p. 50 · 20 min
Team task	**Plan the Field Day Party** Groups of four plan a Field Day party for 28 students with decimal prices and a fixed budget, and find the plan with the most vote points.	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	**Multi-digit Multiplication and Division** Reviews: multiplying whole numbers with area models and the standard algorithm, long division with remainders, interpreting remainders.	p. 56 · 45 min
Reading	**Rachel Carson** Reviews: biography, author's purpose and point of view, inference, sequencing dated events on a timeline, vocabulary in context.	p. 59 · 40 min
Writing	**Informational Essay** Reviews: introduction, body and conclusion, telling facts from opinions, choosing reference sources, planning and writing an informational essay.	p. 62 · 40 min
Science	**Gravity and Earth's Systems** Reviews: gravity pulling objects toward Earth's center, Earth's four spheres and how they interact, weight on the Moon, the gases in air.	p. 65 · 40 min
Social Studies	**Colonial America Timeline** Reviews: colonial America from Jamestown to 1776, reading timeline scales, centuries and decades, primary and secondary sources.	p. 68 · 40 min
Calm puzzle	**Secret Codes and Three Good Things** Two secret sayings to crack in pencil with only two free letters each, 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 three sheets of paper, load it with pencils, and score it 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	**Volume and the Coordinate Plane** Reviews: volume of rectangular prisms with unit cubes and the formula, volume of two joined prisms, graphing points in the first quadrant.	p. 77 · 45 min
Reading	**The Iron Road to Willow Bend** Reviews: setting in historical fiction, comparing characters' perspectives, how setting shapes plot, vocabulary in context, writing in role.	p. 80 · 40 min
Writing	**Descriptive Writing With Figurative Language** Reviews: similes and metaphors, sensory details, precise verbs, planning and writing a descriptive piece.	p. 83 · 40 min
Science	**Earth, Sun and Moon** Reviews: Earth's rotation and day and night, revolution and seasons, daily and seasonal shadow patterns, daylight data, phases of the Moon.	p. 86 · 40 min
Social Studies	**Economics and Budgets** Reviews: scarcity and opportunity cost, balancing a budget of income and expenses, calculating sales tax, what tax money pays for.	p. 89 · 40 min
Calm puzzle	**Word Ladders and Doodle Page** Four word ladders and three mixed-up science and social studies words, then a page for doodling and slow breathing.	p. 92 · 20 min
Team task	**Speed Up the Pack-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

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FRIDAY (DAY 5)

Math	**Order of Operations and Word Problems** Reviews: order of operations with parentheses and brackets, writing expressions from words, comparing expressions, multistep word problems.	p. 98 · 40 min
Reading	**Two Texts About Composting** Reviews: comparing two texts on one topic, argument and explanation, author's purpose, evidence and counterclaims, vocabulary in context.	p. 101 · 40 min
Writing	**Narrative With Dialogue and Pacing** Reviews: punctuating dialogue with quotation marks and commas, pacing a narrative, planning a story, writing a narrative with dialogue.	p. 104 · 40 min
Science	**Earth's Water** Reviews: the water cycle, how much of Earth's water is salt or fresh, graphing fresh water data, sequencing a water drop's journey.	p. 107 · 40 min
Social Studies	**Regions and Native Nations of North America** Reviews: Native American culture regions, how climate and resources shaped ways of life, Native nations today, labeling regions on a map.	p. 110 · 40 min
Calm puzzle	**Ocean Word Search and Thank-You Note** An ocean life word search to end the week, plus a thank-you note to cut out and give to a school helper.	p. 113 · 20 min
Team task	**Design the Class Mascot** Groups of four design a class mascot that has to pass a six-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** Decimals p. 15 · 40 min	**Math 2** Fractions With Unlike Denominators p. 35 · 40 min	**Math 3** Multi-digit Multiplication and Division p. 56 · 45 min	**Math 4** Volume and the Coordinate Plane p. 77 · 45 min	**Math 5** Order of Operations and Word Problems p. 98 · 40 min
Block 2	**Reading 1** The Split Oak p. 18 · 40 min	**Reading 2** The Science of a Lightning Bolt p. 38 · 40 min	**Reading 3** Rachel Carson p. 59 · 40 min	**Reading 4** The Iron Road to Willow Bend p. 80 · 40 min	**Reading 5** Two Texts About Composting p. 101 · 40 min
Before lunch	**Writing 1** Paragraph Structure and Transitions p. 21 · 40 min	**Writing 2** Opinion Essay p. 41 · 40 min	**Writing 3** Informational Essay p. 62 · 40 min	**Writing 4** Descriptive Writing With Figurative Language p. 83 · 40 min	**Writing 5** Narrative With Dialogue and Pacing p. 104 · 40 min
After lunch	**Science 1** Ecosystems and Food Webs p. 24 · 40 min	**Science 2** Matter, Mixtures and Solutions p. 44 · 40 min	**Science 3** Gravity and Earth's Systems p. 65 · 40 min	**Science 4** Earth, Sun and Moon p. 86 · 40 min	**Science 5** Earth's Water p. 107 · 40 min
Block 3	**Social Studies 1** Latitude, Longitude and Hemispheres p. 27 · 40 min	**Social Studies 2** The Constitution and Three Branches p. 47 · 40 min	**Social Studies 3** Colonial America Timeline p. 68 · 40 min	**Social Studies 4** Economics and Budgets p. 89 · 40 min	**Social Studies 5** Regions and Native Nations of North America p. 110 · 40 min
Team time	**Pack for the Desert Camp** p. 32 · 30 min	**Plan the Field Day Party** p. 52 · 30 min	**Paper Bridge Challenge** p. 73 · 30 min	**Speed Up the Pack-Up** p. 94 · 30 min	**Design the Class Mascot** p. 115 · 30 min
Quiet time or early finishers	**Space Word Search and Reset Sheet** p. 30 · 20 min	**Maze and Grounding Sheet** p. 50 · 20 min	**Secret Codes and Three Good Things** p. 71 · 20 min	**Word Ladders and Doodle Page** p. 92 · 20 min	**Ocean Word Search and Thank-You 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 5 · 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 (35 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), including your three game clues. It takes about four minutes. Pin it where everyone can see it.
2. **Say hello and read the sheet out loud.** Keep it to two minutes. Fifth graders size up a new adult fast, so give them something true and specific.
3. **Take three questions** from the Ask the Sub list on the class page. Say: "Three questions, then we get to work."
4. **Read the class agreement** one line at a time. Ask the class to suggest one more line and vote on it with a show of hands. Write the winner on the board.
5. **Set the voice level** with a number from 0 to 3 (bottom of the sheet). Point to the number on the board instead of repeating yourself.
6. **Play one round of Three Clues** (rules on the class page). You go first, then five or six students. Five minutes, then stop.
7. **Start the first set:** "First job of the day. Finish it, try the challenge, and there is a quiet page for anyone who finishes early."

If the class is loud

- Skip the questions and the game. Keep the agreement and the voice level.
- Tell them the game at the end of the day is still on if the voice level holds.

If you have five extra minutes

- Read two more student slips from the game.
- Or take two more Ask the Sub questions.

Monday morning checklist (before the class comes in)

- [ ] Read the Important Information page: the office number, the exits, the nurse.
- [ ] Check the class list for allergies, medical needs and how each student gets home.
- [ ] Read the weekly schedule so you know when specials, lunch and recess happen.
- [ ] Fill in the About Your Sub sheet and your three game clues, then pin the sheet up.
- [ ] Write the voice levels 0 to 3 in a corner of the board where they can stay all week.
- [ ] Keep the answer keys in your bag or a closed folder, not on the desk.

Lines that work with fifth graders

- "I notice the back table already has their pencils out." Praise the behavior you want out loud, and the rest of the room copies it.
- "You can start with question one or the word bank. Your call." Fifth graders push back on orders but rarely on a choice.
- "I will start when I hear level 0." Say it once, then stand still and wait. Do not raise your voice over theirs.
- "Show me with your thumb: ready, almost, or need help?" A quick silent check tells you who to visit first.
- "Good question. Let's write it down for your teacher." You do not have to know every answer, and saying so builds trust.

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Math Set 1: Decimals

Read the box at the top together. Then work through Parts A, B and C on your own.

Math · Day 1

This set reviews: decimal place value to thousandths, word and expanded form, comparing and rounding decimals, adding and subtracting decimals

Place value to the thousandths

Each place is worth ten times the place to its right. The number **37.284** is read as **thirty-seven and two hundred eighty-four thousandths**. The bottom row shows what each digit is worth.

TENS	ONES		TENTHS	HUNDREDTHS	THOUSANDTHS
3	7	.	2	8	4
30	7		0.2	0.08	0.004

Expanded form adds up the values: 37.284 = 3 × 10 + 7 × 1 + 2 × 0.1 + 8 × 0.01 + 4 × 0.001.

Part A. What is the underlined digit worth?

Write its value as a number, like 0.08 or 40.

1. **5.264** _____
2. **18.907** _____
3. **0.635** _____
4. **42.158** _____
5. **7.091** _____
6. **63.502** _____

Part B. Write each number as a decimal

1. three and forty-five thousandths _____
2. seven hundred twelve thousandths _____
3. 2 × 10 + 6 × 1 + 4 × 0.1 + 9 × 0.001 _____
4. 8 × 1 + 7 × 0.01 _____

Part C. Compare

Write <, > or = in each circle. Tip: give both numbers the same number of decimal places first.

0.45 ◯ 0.405	3.7 ◯ 3.70	2.089 ◯ 2.1
12.36 ◯ 12.306	0.899 ◯ 0.9	5.062 ◯ 5.62
7.03 ◯ 7.3	4.500 ◯ 4.5	1.109 ◯ 1.091

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Math Set 1: Round, Add and Subtract

Round each number first. Then line up the decimal points to add and subtract.

Math · Day 1

Part D. Round

Look at the digit one place to the right. If it is 5 or more, round up. If it is 4 or less, keep the digit.

1. **4.683**
to the nearest tenth

2. **12.348**
to the nearest hundredth

3. **7.519**
to the nearest whole number

4. **0.964**
to the nearest tenth

5. **25.095**
to the nearest whole number

6. **9.071**
to the nearest hundredth

Part E. Add and subtract

Rewrite each problem in the box with the decimal points lined up. Write zeros in empty places, so 20 becomes 20.00.

1. **3.46 + 2.7**
Answer: _____

2. **12.085 + 4.36**
Answer: _____

3. **0.9 + 5.47**
Answer: _____

4. **7.305 + 2.695**
Answer: _____

5. **8.2 - 3.65**
Answer: _____

6. **15.04 - 6.387**
Answer: _____

7. **20 - 4.56**
Answer: _____

8. **9.6 - 0.48**
Answer: _____

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Math Set 1: Decimal Word Problems

Read each problem twice. Show your working in the box and label your answer.

Math · Day 1

1. Maya's long jump was 3.45 meters. Jonah's long jump was 3.5 meters. Who jumped farther, and by how many meters?

2. Priya buys a notebook for $2.85, a pack of pens for $1.49 and a ruler for $0.75. She pays with a $10 bill. How much change does she get?

3. A bean plant was 1.2 cm tall on Monday. It grew 0.35 cm on Tuesday and 0.48 cm on Wednesday. How tall was it on Wednesday night?

4. Three runners finished a race in these times: Luis 12.407 seconds, Amara 12.47 seconds, Theo 12.074 seconds. Put the runners in order from fastest to slowest.

5. It rained 2.365 inches in May and 1.9 inches in June. How much more rain fell in May? Round your answer to the nearest tenth.

Challenge

Use each of the digits **3, 5, 8, 0** exactly once to fill the pattern _ . _ _ _ (one digit before the decimal point, three after).

a) the greatest number you can make

b) the least number

c) the greatest number less than 1

d) the least number greater than 5

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Reading Set 1: The Split Oak

Read the story twice. The second time, underline the moment Tessa changes her mind about Omar.

Reading · Day 1

This set reviews: theme, making inferences with text evidence, first person point of view, how a character changes, vocabulary in context

The orienteering course at Cedar Hollow Nature Center had eight orange flags hidden along its trails. Ms. Okafor gave each pair of fifth graders one map, one compass, and forty minutes. "The first team back with all eight stamps picks the music for the bus ride home," she said. "Tessa, you are with Omar."

I grabbed our map before Omar could reach for it. Omar Haddad was the quietest person in our class. In two months I had heard him say maybe eleven words, so I decided that I would be doing the navigating. "Flag one is past the pond," I said, already walking. "Keep up."

The first four flags were easy. I found them fast, and Omar pressed the stamp onto our card each time without a word. But he kept doing something that drove me crazy. At every fork in the trail, he stopped, turned all the way around, and stared back the way we had come. "We are not going that way," I told him at the fourth fork. "The flags are ahead of us, not behind us." He nodded and turned around again anyway.

Flag five was supposed to be beside a fallen log near a creek. We found a log, but no flag. We found another log, and then a third. By then the trail had shrunk to a narrow deer path, and the ferns reached my shoulders. I turned the map one way and then the other. Every tree looked like every other tree. My stomach went tight, and I could hear my own heartbeat.

"I think we are lost," I finally said. It was the hardest sentence I had said all year.

Omar studied the map for a long moment. Then he pointed down the path we had just climbed. "Go back to the tree that is split down the middle, the one shaped like a giant letter V," he said. "We turned left there. We should have turned right."

I stared at him. "How do you know that?"

"Trails look different going the other way," he said. "So at every turn, I look back. Then I know the turn when I see it again."

We walked back, and there stood the split oak, exactly where he said it would be. We turned right. Four minutes later we heard the creek, and then we saw the orange flag. This time I handed Omar the map. He did not say anything, but he smiled a little as he took it, and he led us to the last three flags without a single wrong turn.

We came in fourth, so we did not get to pick the bus music. To my surprise, I did not care. On the ride home I asked Omar to teach me his looking back trick, and he talked for almost the whole trip. It turned out he had plenty of words. I had just never waited long enough to hear them.

A made up story. Every answer to the questions can be found or worked out from this story.



Reading Set 1: Questions

Circle one letter for 1 to 6. Write three or four sentences for 7 and 8, using details from the story.

Reading · Day 1

1. **Who is telling this story?**
   - (A) Omar, the quiet partner
   - (B) Ms. Okafor, the teacher
   - (C) Tessa, a character in the story
   - (D) A narrator who is not in the story

2. **Why does Omar turn around at every fork in the trail?**
   - (A) He wants to quit and go back to the bus
   - (B) He is searching for a stamp he dropped
   - (C) He is afraid of getting too far from the teacher
   - (D) He is learning what each turn looks like from the other direction

3. **Tessa says, "I think we are lost," was the hardest sentence she had said all year. What can you infer from this?**
   - (A) It is hard for her to admit that she made a mistake
   - (B) She has lost her voice from shouting
   - (C) She has never held a map before
   - (D) She wants Omar to feel bad

4. **Why could Tessa and Omar not find flag five at first?**
   - (A) The flag had blown into the creek
   - (B) They turned left at the split oak when they should have turned right
   - (C) Omar dropped the compass in the ferns
   - (D) Ms. Okafor forgot to hide it

5. **The story is told by Tessa. Because of this, the reader**
   - (A) always knows what Omar is thinking
   - (B) learns why Omar looks back only when Omar explains it
   - (C) hears most of the story from Ms. Okafor
   - (D) never finds out how Tessa feels when they are lost

6. **Which sentence best states a theme of the story?**
   - (A) Orienteering is the best sport for fifth graders
   - (B) Winning is the only thing that matters on a field trip
   - (C) A good leader listens to everyone on the team, even the quiet ones
   - (D) Maps are never useful in the woods

7. **How does Tessa's opinion of Omar change from the beginning of the story to the end? Use one detail from the beginning and one from the end.**

8. **Tessa says she did not care that they came in fourth. Why do you think she felt that way? Use evidence from the story.**

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Reading Set 1: Vocabulary and Writing

Use the words around each word to work out what it means. Then answer the writing question.

Reading · Day 1

Vocabulary from the story

WORD	WHERE IT APPEARS IN THE STORY	WHAT IT MEANS HERE (YOUR WORDS)
orienteering	*The orienteering course at Cedar Hollow Nature Center had eight orange flags*	
navigating	*I decided that I would be doing the navigating*	
fork	*At every fork in the trail*	
narrow	*the trail had shrunk to a narrow deer path*	
plenty	*It turned out he had plenty of words*	

Write about it

Omar knew something useful, but nobody found out until Tessa finally listened. Write about a time you learned something important from a person you did not expect to learn from. Who was it, what did you learn, and how did it change what you thought? Write a paragraph of five or more sentences.

Challenge

Retell the moment at the split oak from Omar's point of view. Use I and me for Omar. Tell what he notices and what he thinks when Tessa says they are lost.

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Writing Set 1: Paragraph Structure and Transitions

Writing · Day 1

Sub: read the lesson box out loud, then let students work on their own. Task A takes about ten minutes.

This set reviews: topic sentences, supporting details and concluding sentences, transitions that link ideas, ordering paragraphs, writing a paragraph

The lesson (4 minutes)

A strong paragraph has a **topic sentence** that tells the main idea, **supporting details** that explain it, and a **concluding sentence** that wraps it up. **Transitions** are signal words that link one idea to the next and tell the reader how the ideas fit together.

Order First, Next, Finally	**Adding on** In addition, Also	**Example** For example, For instance	**Contrast** However, Although
Cause and effect As a result, Because of this	**Same time** Meanwhile, At the same time	**Wrapping up** In conclusion, Overall	

A comma usually follows a transition at the start of a sentence: However, it rained.

Task A: fill in the transition

Use each word or phrase from the bank exactly once. Write it on the line. Read the whole item before you choose.

As a result · **In conclusion** · **However** · **Although** · **Meanwhile** · **For example** · **Finally** · **In addition**

1. The sky was clear all morning. _____, by lunchtime dark clouds had covered the whole town.
2. Many animals sleep through most of the winter. _____, a black bear can rest in its den for months.
3. Jada forgot to water the tomato plants for two weeks. _____, the leaves turned brown and fell off.
4. Half of the class practiced the play on the stage. _____, the other half painted scenery in the art room.
5. Riding a bike is good exercise. _____, it is a cheap way to get around town.
6. First, crack two eggs into a bowl. Next, stir in a splash of milk. _____, pour the mix into a hot pan.
7. _____ the trail was steep and rocky, every hiker made it to the top.
8. Recycling saves materials, saves energy, and keeps trash out of landfills. _____, these three reasons show why every family should recycle.

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Writing Set 1: Put the Piece Back Together

Writing · Day 1

Task B. Four paragraphs from one piece are mixed up. Use the transitions as clues.

Task B: order the paragraphs

Read all four paragraphs. Write the letters in the right order, then copy the words at the start of each paragraph that helped you decide.

A. After you have your question, plan your test and run it. Change only one thing at a time, and keep everything else exactly the same. Meanwhile, write down every result in your notebook, even the ones that surprise you.

B. Every spring, the fifth grade science fair fills the gym with volcanoes, plant experiments, and homemade robots. A great project does not happen in one night, though. It takes planning, and the planning starts weeks before the fair. Here is how to do it one step at a time.

C. Finally, build a display that tells your story from question to answer. The judges care less about fancy decorations and more about clear steps and honest results. A project that is planned carefully is one you will be proud to show.

D. First, choose a question you really want to answer. A good question is one you can test, such as, Which kind of paper towel holds the most water? Write your question at the top of a notebook page, because every step after this one depends on it.

GOES IN SPOT	1	2	3	4
Paragraph letter				
Clue words				

Look closer

1. Which paragraph is the introduction? Copy the sentence in it that tells what the whole piece will be about.

2. Paragraph A uses Meanwhile in the middle. What two things happen at the same time?

3. Paragraph A starts with After you have your question. Rewrite its first sentence with a different order transition.

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Writing Set 1: Write Your Own Paragraph

Task C. Plan in notes, then write one paragraph in full sentences with at least four transitions.

Writing · Day 1

Task C: plan

Pick one topic, or ask to use your own idea.

1. How to get ready for school in the morning.
2. How to take care of a pet or a plant.
3. How to play a game you know well.
4. How to make a simple snack.

Topic sentence
Tell the reader what the paragraph is about.

Detail 1
Start with a transition, such as First.

Detail 2
Use a different transition.

Detail 3
Add an example or a cause and effect.

Concluding sentence
Wrap it up with a closing transition.

Check your paragraph

- [ ] My topic sentence tells what the paragraph is about.
- [ ] I wrote at least three supporting details.
- [ ] I used at least four different transitions.
- [ ] My concluding sentence wraps up the idea.
- [ ] Every sentence starts with a capital and ends with an end mark.

Challenge

Circle every transition you used. Then, on the back, turn your paragraph into three short paragraphs: an introduction, a body, and a conclusion. Start the conclusion with a wrapping up transition.

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Science Set 1: Ecosystems and Food Webs

Science · Day 1

Read the page aloud together or silently. Then do the match and the quick check.

This set reviews: producers, consumers and decomposers, reading a food web, energy flow through an ecosystem, effects of changes in a food web

An ecosystem is all the living things in one place together with the nonliving things around them, such as water, soil, air and sunlight. Every living thing needs energy, and almost all of that energy starts with the sun.

Plants are producers. They use sunlight, water and carbon dioxide from the air to make their own food. Animals cannot do this, so they are consumers: they get energy by eating other living things. A consumer that eats only plants is an herbivore. A consumer that eats only animals is a carnivore. An omnivore eats both plants and animals.

When plants and animals die, decomposers go to work. Mushrooms, worms and bacteria break down dead matter and return nutrients to the soil, where plants can use them again.

A food chain shows one path that energy takes, such as grass, then a rabbit, then a fox. Most animals eat more than one kind of food, so scientists join many food chains into a food web. In a food web, each arrow points from the food to the animal that eats it. The arrow shows the direction the energy flows.

Only a small part of the energy at each step passes on to the next living thing. Most of it is used for moving, growing and staying warm. That is why a meadow has far more plants than hawks.

Match the word to its meaning

Write the letter of the meaning next to each word.

1. ____ **producer**
2. ____ **consumer**
3. ____ **herbivore**
4. ____ **carnivore**
5. ____ **omnivore**
6. ____ **decomposer**

a. a consumer that eats both plants and animals

b. a consumer that eats only plants

c. breaks down dead matter and returns nutrients to the soil

d. makes its own food using sunlight

e. a consumer that eats only animals

f. gets energy by eating other living things

Quick check

1. Where does almost all the energy in an ecosystem start? _____
2. In a food web, which way does each arrow point? _____
3. Name two decomposers from the reading. _____
4. Why does a meadow have far more plants than hawks? _____

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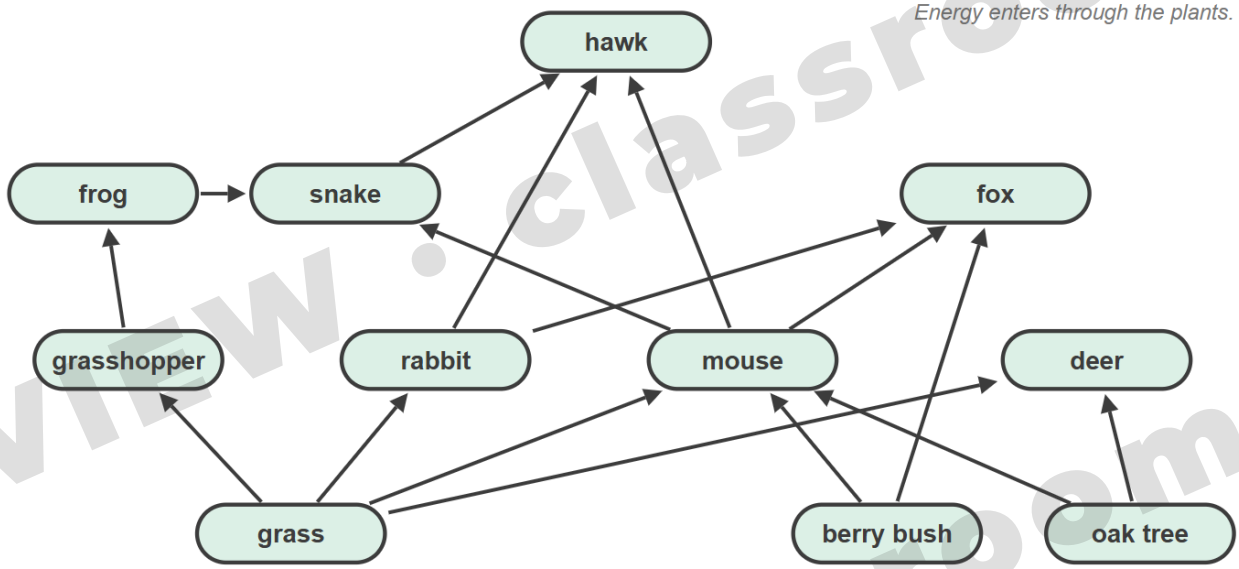
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Science Set 1: Read the Food Web

Each arrow points from the food to the animal that eats it. Follow the arrows to answer.

Science · Day 1



Questions about the web

1. **What does the hawk eat?**

2. **Which animals eat the mouse?**

3. **Name the three producers in this food web.**

4. **How many different foods does the deer eat? Name them.**

5. **Which animal in this web is an omnivore? How can you tell from the arrows?**

6. **Write the longest food chain in this web. Start with a producer.**

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Science Set 1: Sort and Think

Use the food web on page 2. Fill in the table, then answer the what if questions.

Science · Day 1

What kind of living thing is it?

Write what each one eats (look at the arrows), then choose one word from the bank.

producer | herbivore | carnivore | omnivore

LIVING THING	WHAT IT EATS (WRITE "NOTHING" FOR A PLANT)	KIND
rabbit		
frog		
fox		
oak tree		
snake		
deer		

What if?

1. **A disease wipes out every grasshopper in the meadow. Which animal loses its ONLY food? What will probably happen to it?**

2. **Suppose all the mice disappeared. Which animals lose one of their foods? Why would the hawk be less affected than the frog was in question 1?**

3. **The web has no decomposers drawn in it. What would happen to dead leaves and dead animals in the meadow if there were no decomposers?**

Challenge

Only about one tenth of the energy at each step passes to the next living thing. The grass in this chain holds **10,000** units of energy. Fill in how much reaches each animal, then explain why a meadow has far more grasshoppers than hawks.

GRASS	GRASSHOPPER	FROG	SNAKE	HAWK
10,000				

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Social Studies Set 1: Latitude, Longitude and Hemispheres

Social Studies · Day 1

Read the four paragraphs out loud together, then do the warm-up and the drawing. The grid is on the next page.

This set reviews: latitude and longitude, the equator and prime meridian, the four hemispheres, reading and plotting coordinates on a world grid

Geographers use a grid of imaginary lines to give every place on Earth an exact address. The lines that circle the globe from east to west are lines of latitude, also called parallels. The most important one is the equator, which runs around the middle of Earth at 0 degrees. Latitude tells how far north or south of the equator a place is. It climbs to 90 degrees at the North Pole and to 90 degrees at the South Pole.

The lines that run from the North Pole to the South Pole are lines of longitude, also called meridians. The prime meridian is 0 degrees longitude, and it passes through Greenwich, England. Longitude tells how far east or west of the prime meridian a place is. It climbs to 180 degrees east and 180 degrees west, and those two meet on the far side of the world.

The equator splits Earth into the Northern Hemisphere and the Southern Hemisphere. The prime meridian and the 180 degree line split it into the Eastern Hemisphere and the Western Hemisphere. So a place that is not sitting on one of those lines is in two hemispheres at once. The United States, for example, is in the Northern Hemisphere and the Western Hemisphere.

Coordinates are written latitude first, then longitude, like 30°N, 60°W. The small circle means degrees. To find that spot, start at the equator and move north to the 30°N line, then follow that line west until it crosses the 60°W line. When two places are on opposite sides of the equator, add their two latitudes to find how many degrees apart they are.

Warm-up: the words of the grid

1. **What is the latitude of the equator?**

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

3. **What is the latitude of the South Pole?**

4. **Do lines of latitude run east and west, or north and south?**

5. **Which two hemispheres is the United States in?**

6. **In a pair of coordinates, which number comes first?**

Draw it: the four hemispheres

Draw a circle for Earth. Draw the equator across it and the prime meridian down it. Then write Northern, Southern, Eastern and Western in the right places.

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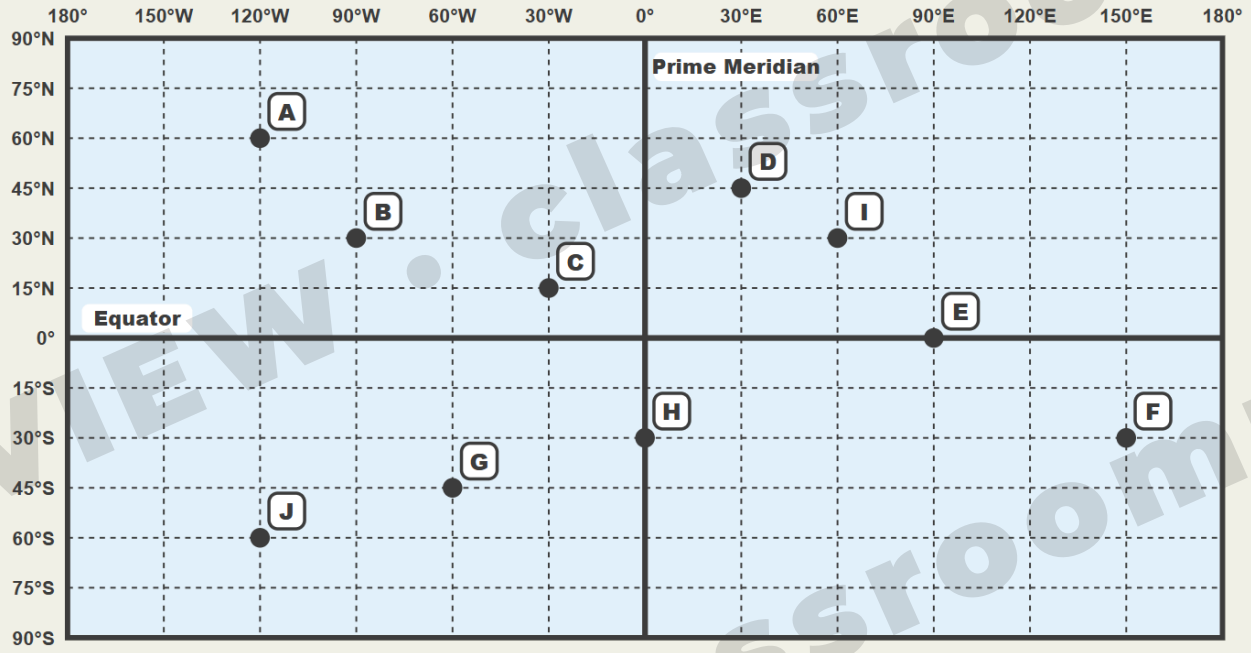
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Social Studies Set 1: The World Grid

Each dot is a weather station, named by the letter in its tag. Lines of latitude are every 15 degrees, lines of longitude every 30 degrees.

Social Studies · Day 1



How to read a station

1. Put your finger on the dot, not on the letter tag.
2. Slide left to the edge and read the latitude.
3. Slide up to the top and read the longitude.
4. Write latitude first, with N or S, then longitude, with E or W.

Plot three new stations

Draw a dot where the two lines cross and write the letter beside it.

- **Station M:** 45°S, 30°E
- **Station N:** 75°N, 60°W
- **Station P:** 15°N, 120°E

Hemisphere check: write N or S, then E or W

1	40°N, 75°W	2	35°S, 150°E
3	10°N, 20°E	4	20°S, 45°W
5	55°N, 5°W	6	5°S, 110°E
7	25°N, 100°E	8	50°S, 70°W

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Social Studies Set 1: Grid Questions

Use the world grid on page 2. Write every coordinate with N or S and E or W, and write the word degrees when you count.

Social Studies · Day 1

1. **What are the coordinates of station D?**

2. **Which station is at 30°S, 150°E?**

3. **Which station sits on the equator?**

4. **Which station sits on the prime meridian?**

5. **List every station in the Southern Hemisphere.**

6. **List every station that is in both the Northern and the Eastern Hemisphere.**

7. **Which station is farthest north?**

8. **Stations A and J are on the same line of longitude. How many degrees of latitude apart are they?**

9. **Stations B and I are on the same line of latitude. How many degrees of longitude apart are they?**

10. **Which direction do you travel to go from station C to station D?**

11. **A ship sails straight north from station H until it reaches 45°N. How many degrees of latitude does it travel?**

Challenge: follow the route, then write one

Start at station G. Move 90 degrees north, then 90 degrees east. Which station do you reach? Write its letter and its coordinates.

Now write your own route with two moves, from one station to another. Give the start, each move in degrees and a direction, and the station where it ends.

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Calm Block, Day 1: Space Word Search

Find all 12 space words. They run across, down, on a slant, and some run backward. Pencils only, voices at 0.

Calm · Day 1

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

ASTRONAUT · GALAXY · TELESCOPE · METEOR · COMET · SATELLITE · NEBULA · ROCKET · JUPITER · ECLIPSE · CRATER · GRAVITY

Search like a scientist

- Start with the longest words. They are the easiest to spot and they use up the most letters.
- Look for a letter that is rare in the list, like the J in JUPITER or the Y in GALAXY.
- Cross a word off the list as soon as you circle it, so you never hunt for it twice.

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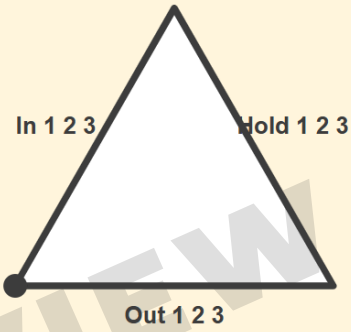


Calm Block, Day 1: Reset Sheet

For one person, any time. Nobody reads this but you. Breathe first, then write.

Calm · Day 1

Triangle breathing



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

Slide down the right side while you hold your breath for three. Slide along the bottom while you breathe out for three.

That is one triangle. Do five, and try to make the last one the slowest.

Two things in this room that are exactly where they should be

One sound I can hear from outside the room

One thing I already finished today, even a small one

Where is my energy right now? Circle one.

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

1 means calm and focused. 5 means my brain is racing. Any number is okay.

My next small step

Getting a drink, reading the next question again, or asking a classmate all count.

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Team Task, Day 1: Pack for the Desert Camp

Team · Day 1

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

The trip

Your class is camping for two nights at Red Mesa State Park, in the desert, in October. Days reach 85 degrees with almost no shade, and nights drop to about 45 degrees. There is no water tap at the campsite, so every drop has to be carried in. The adults bring the tents, the food and a first aid kit. Each day the class hikes three miles on rocky trails.

Your job: rank the ten things below from 1 (most important for staying safe and healthy) to 10 (least important). Rank them on your own first, then agree on one order as a group. Then the sub reads the park ranger's order and you score your list.

WHAT YOU CAN PACK	MY ORDER	GROUP ORDER	RANGER	DIFFERENCE
Three liters of water				
Wide hat and sunscreen				
Sleeping bag				
Closed-toe hiking shoes				
Warm fleece jacket				
Whistle				
Headlamp				
Lip balm				
Journal and pencil				
Portable speaker				
Total difference (smaller is better)				

How to score

1. Write the ranger's number next to each thing.
2. Take the smaller number away from the bigger one. That is the difference for that row.
3. Add up all ten differences and write the total in the last row.
4. 10 or less is excellent. 20 or less is good.

Team rules

- Each person names their top three before anyone argues.
- You may change your mind. That is what talking is for.
- Use a fact from the trip box to back up every argument.

Defend one choice

Pick the item where your group differed most from the ranger. Write two sentences: the group's reason, and whether the ranger's reason is stronger. Use the facts about the trip as evidence.

.....

.....

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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 gets 15 seconds and one answer. 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 for fun. If the noise goes above level 2, the square is dead and nobody scores it. Only the team whose turn it is may answer. Team 1, pick a category and a number."

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

Planet Earth

100 What is the largest ocean on Earth?
The Pacific Ocean

200 How many continents are there?
Seven

300 What imaginary line circles Earth halfway between the two poles?
The equator

400 Which continent is the coldest?
Antarctica

500 What is a huge, slowly moving mass of ice called?
A glacier

US History

100 Who was the first president of the United States?
George Washington

200 In what year was the Declaration of Independence approved?
1776

300 What was the name of the ship that carried the Pilgrims in 1620?
The Mayflower

400 Who wrote most of the Declaration of Independence?
Thomas Jefferson

500 What are the first ten amendments to the Constitution called?
The Bill of Rights

Math Mix

100 What is 0.5 + 0.25?
0.75

200 What is 12 times 15?
180

300 What is the volume of a box 4 cm by 3 cm by 5 cm?
60 cubic centimeters

400 What is three fourths of 48?
36

500 What is 2 + 3 x (8 minus 4)?
14

Word Wise

100 What is a word with the opposite meaning called?
An antonym

200 What part of speech is the word quickly?
An adverb

300 What is the plural of mouse?
Mice

400 What do we call a comparison that uses like or as?
A simile

500 What does the prefix pre mean in the word preview?
Before

Science Lab

100 What force pulls objects toward the center of Earth?
Gravity

200 What gas do plants take in to make their food?
Carbon dioxide

300 What are the three states of matter we see every day?
Solid, liquid and gas

400 What is the closest star to Earth?
The Sun

500 What do we call an animal that eats both plants and animals?
An omnivore

Spare questions (tie or extra turn)

How many sides does an octagon have?
Eight

Which planet is closest to the Sun?
Mercury

How many years are in a century?
100

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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

PLANET EARTH	US HISTORY	MATH MIX	WORD WISE	SCIENCE LAB
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: Decimals

Part A: 1. 0.2 (2 tenths); 2. 0.007 (7 thousandths); 3. 0.03 (3 hundredths); 4. 40 (4 tens); 5. 0.09 (9 hundredths); 6. 3 (3 ones)

Part B: 1. 3.045; 2. 0.712; 3. 26.409; 4. 8.07. **Part C:** 1. 0.45 > 0.405; 2. 3.7 = 3.70; 3. 2.089 < 2.1; 4. 12.36 > 12.306; 5. 0.899 < 0.9; 6. 5.062 < 5.62; 7. 7.03 < 7.3; 8. 4.500 = 4.5; 9. 1.109 > 1.091

Part D: 1. 4.7; 2. 12.35; 3. 8; 4. 1.0; 5. 25; 6. 9.07. **Part E:** 1. 6.16; 2. 16.445; 3. 6.37; 4. 10; 5. 4.55; 6. 8.653; 7. 15.44; 8. 9.12. Accept trailing zeros such as 10.000.

Word problems: 1. Jonah, by 0.05 meters; 2. $4.91; 3. 2.03 cm; 4. Theo, Luis, Amara; 5. 0.465 inches, about 0.5 inches

Challenge: a) 8.530; b) 0.358; c) 0.853; d) 5.038.

Reading Set 1: The Split Oak

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

7. At the beginning Tessa thinks Omar is too quiet to be much help, so she grabs the map and tells him to keep up. By the end she respects him: she hands him the map, asks him to teach her his trick, and realizes she never waited long enough to hear him. Accept any answer that shows the change with a detail from each part.

8. She got something she valued more than picking the music: she learned a new skill and got to know Omar. Evidence: she asked Omar to teach her the looking back trick, and he talked for almost the whole trip home. Accept any answer that gives a reason like this and backs it with a story detail.

Vocabulary: orienteering = a sport where you find your way to checkpoints with a map and a compass; navigating = choosing the way to go and leading the way there; fork = a place where one path splits into two; narrow = thin, not wide, with little room; plenty = more than enough.

Write about it: answers vary. Rubric: accept any paragraph of five or more sentences that names the person, tells what the student learned, and explains how their thinking changed; a strong answer includes one specific detail of the moment. **Challenge:** answers vary; accept a first-person retelling as Omar that matches the story (the turn at the split oak, Tessa saying they are lost) and adds his thoughts, such as that he knew the turn all along or felt glad to finally be asked.

Writing Set 1: Paragraph Structure and Transitions

Task A: 1. However; 2. For example; 3. As a result; 4. Meanwhile; 5. In addition; 6. Finally; 7. Although; 8. In conclusion.

Task B: B, D, A, C. Clue words: spot 1 (B) none: it opens the topic; spot 2 (D) First; spot 3 (A) After you have your question; spot 4 (C) Finally. Look closer: 1. paragraph B; the main idea sentence is "It takes planning, and the planning starts weeks before the fair." (also accept "Here is how to do it one step at a time."); 2. running the test and writing down every result happen at the same time; 3. answers vary, accept any order transition such as Next, Second or Then, followed by a comma.

Task C: answers vary. Rubric, one point each: (1) a topic sentence names the main idea; (2) at least three supporting details; (3) at least four different transitions, each used correctly; (4) a concluding sentence that wraps up; (5) capitals, end marks and commas after opening transitions. Four points is a strong paragraph.

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Math Set 1: Round, Add and Subtract

Round each number first. Then line up the decimal points to add and subtract.

Math · Day 1

Part D. Round

Look at the digit one place to the right. If it is 5 or more, round up. If it is 4 or less, keep the digit.

1. **4.683**
to the nearest tenth

2. **12.348**
to the nearest hundredth

3. **7.519**
to the nearest whole number

4. **0.964**
to the nearest tenth

5. **25.095**
to the nearest whole number

6. **9.071**
to the nearest hundredth

Part E. Add and subtract

Rewrite each problem in the box with the decimal points lined up. Write zeros in empty places, so 20 becomes 20.00.

1. **3.46 + 2.7**
Answer: _____

2. **12.085 + 4.36**
Answer: _____

3. **0.9 + 5.47**
Answer: _____

4. **7.305 + 2.695**
Answer: _____

5. **8.2 - 3.65**
Answer: _____

6. **15.04 - 6.387**
Answer: _____

7. **20 - 4.56**
Answer: _____

8. **9.6 - 0.48**
Answer: _____

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131 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

13 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.

