Sub Plans Week, Grades 3 to 5

Week-long sub plans: five days of print and go work for grades 3 to 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 (22 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 a game for the last 15 minutes.
3. The sub needs no subject knowledge. Every answer is in the key.
4. Print in color or ink-saver black and white, US Letter or A4.

What this preview shows: 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 140 pages.

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.

TIME OF DAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Morning work	**Meet Your Sub** p. 12 · 15 min	Attendance and a quiet start	Attendance and a quiet start	Attendance and a quiet start	Attendance and a quiet start
Block 1	**Math 1** Multiplication and Division Facts p. 15	**Math 2** Fractions p. 35	**Math 3** Place Value and Big Numbers p. 56	**Math 4** Perimeter, Area and Graphs p. 77	**Math 5** Money and Word Problems p. 98
Block 2	**Reading 1** The Sunflower Race p. 18	**Reading 2** Sea Otters at Work p. 38	**Reading 3** Six Dots for Louis Braille p. 59	**Reading 4** The Night Theo Kept the Bell p. 80	**Reading 5** Two Texts About Bats p. 101
Before lunch	**Writing 1** Strong Sentences to a Paragraph p. 21	**Writing 2** Opinion Writing p. 41	**Writing 3** How To Writing p. 62	**Writing 4** Descriptive Writing p. 83	**Writing 5** Narrative Writing p. 104
After lunch	**Science 1** Life Cycles and Adaptations p. 24	**Science 2** States of Matter p. 44	**Science 3** Forces and Motion p. 65	**Science 4** Weather and Seasons p. 86	**Science 5** Earth Materials and the Water Cycle p. 107
Block 3	**Social Studies 1** Map Skills p. 27	**Social Studies 2** Community and Government p. 47	**Social Studies 3** A Town Timeline p. 68	**Social Studies 4** Goods, Services and Choices p. 89	**Social Studies 5** Landforms and Regions p. 110
Team time	**Pack for the Camping Trip** p. 32	**Plan the Class Party** p. 52	**Paper Tower Challenge** p. 73	**Fix the Morning Routine** p. 94	**Design the Class Flag** p. 115
Quiet time or early finishers	**Word Search and Reset Sheet** p. 30	**Maze and Grounding Sheet** p. 50	**Secret Codes and Three Good Things** p. 71	**Word Ladders and Doodle Page** p. 92	**Weather Word Search and Kindness Note** p. 113
End of day, if earned	**Whiteboard Jeopardy** 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 the reward. Skip it on a day the class has not earned it.

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Note to the Substitute

Grades 3 to 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 (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 the reward slot: fifteen minutes, from the script, when a class has earned it.

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). It takes three minutes. Pin it to the board where everyone can see it.
2. **Say hello and read the sheet out loud.** Two minutes is plenty. Kids 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. That line is theirs, so they will keep it.
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 Two Truths and a Wish** (rules on the class page). Five minutes, five or six volunteers, then 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 the questions and the game. Keep the agreement and the voice level.
- Start the first set sooner. The game at the end of the day is what a good voice level earns.

If you have five extra minutes

- Take two more questions from the Ask the Sub list.
- Or hand out the quiet sheet from the calm block.

Monday morning checklist (before the class comes in)

- [ ] Read the Important Information page: office number, exits, the nurse.
- [ ] Check the class list for allergies, medical needs, and how each student goes home.
- [ ] Look at the weekly schedule so you know what comes next all day.
- [ ] Fill in the About Your Sub sheet and pin it where the class can see it.
- [ ] Write the voice levels 0 to 3 on the board.
- [ ] Put the answer keys somewhere students cannot reach them.

Lines that work with this age group

- "I can see that table three is ready." Name the group that is doing it right, not the group that is not.
- "You have two choices: finish number four, or start the challenge." Two choices are easier to answer than an open question.
- "I will wait." Then wait, quietly, and look at the clock. It works faster than talking over them.
- "Thank you for walking." Say it while they are still walking, not after they run.
- "That is a question for your teacher. Write it on the board and I will leave it for her or him." You do not have to know the answer to anything in this room.

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Math Set 1: Multiplication and Division Facts

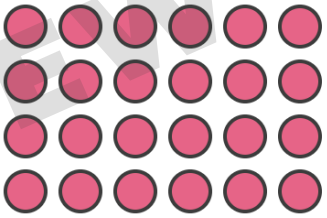
Math · Day 1

Look at each dot picture. Count the rows, then count how many dots are in one row.

How an array works

An array is a picture of equal rows. Count the rows first, then count the dots in one row. **4 rows of 5 dots** is written **4 x 5 = 20**. The same picture also shows division: 20 dots shared into 4 equal rows gives **20 / 4 = 5**.

1 **Write both sentences for this picture.**



Multiplication: .....

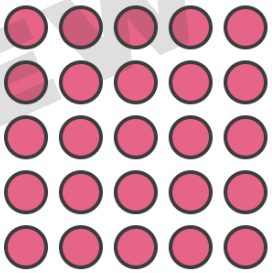
Division: .....

2 **Write both sentences for this picture.**

Multiplication: .....

Division: .....

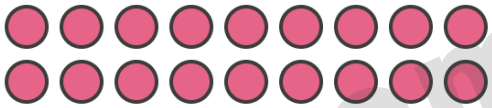
3 **Write both sentences for this picture.**



Multiplication: .....

Division: .....

4 **Write both sentences for this picture.**



Multiplication: .....

Division: .....

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Math Set 1: Fact Families and Facts

Each family box has three numbers. Write two multiplication sentences and two division sentences with them.

Math · Day 1

Fact families

The numbers 2, 5 and 10 make a family: 2 x 5 = 10, 5 x 2 = 10, 10 / 2 = 5, 10 / 5 = 2. Do the same with each set of numbers below.

3 8 24	6 7 42	4 9 36

A. Find the missing number

1. 6 x _____ = 42
2. _____ x 9 = 45
3. 8 x _____ = 56
4. _____ x 7 = 63
5. 5 x _____ = 40

B. Divide

1. 36 / 4 = _____
2. 48 / 6 = _____
3. 63 / 9 = _____
4. 54 / 6 = _____
5. 72 / 8 = _____

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Math Set 1: Word Problems and Challenge

Read each problem twice. Show your working in the box, then write the answer with the word that goes with it.

Math · Day 1

1. Maya puts 6 stickers on every page of her album. She fills 7 pages. How many stickers does she use?

2. A class of 28 students sits in groups of 4. How many groups are there?

3. Jonah counts 5 rows of chairs with 8 chairs in each row. How many chairs are there in all?

4. There are 54 crayons shared equally into 6 boxes. How many crayons go in each box?

5. Priya bakes 9 trays of muffins with 4 muffins on each tray. She gives 6 muffins to a neighbor. How many muffins are left?

Challenge

Theo has 48 marbles. He wants to lay them out in equal rows with none left over, and he wants more than one row. Find as many ways as you can. Write a multiplication sentence for each way.

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Reading Set 1: The Sunflower Race

Read the story twice. The second time, underline the part where Priya changes her mind.

Reading · Day 1

On the first day of spring, Ms. Alvarez gave every student in Room 12 a paper cup, a spoonful of dirt, and one striped sunflower seed. "In eight weeks we will measure them," she said. "The tallest plant wins the class a picnic lunch outside."

Priya carried her cup to the window ledge as if it were made of glass. She wrote her name on the side in careful blue letters. Next to her cup, Luis set his down with a thump.

For two weeks, nothing happened. Then tiny green loops pushed up through the dirt, one by one. The plant in Luis's cup shot up fast and leaned toward the glass with two wide leaves. Priya's plant was shorter, with a thin stem and a small bent head.

"Mine is losing," Priya said.

"Yours is just slow," Luis said. "Slow is not the same as losing."

Priya was not so sure. Every morning she came in early to check. She gave her cup a quarter turn so that both sides got the sun. She watered it with exactly six spoonfuls, never more, because she had read that too much water drowns roots. She kept a notebook and drew her plant every Friday.

In week six the weather turned hot. The window ledge baked all afternoon. On Monday the tall plant in Luis's cup drooped. By Wednesday its leaves were brown at the edges. Priya noticed that her own short plant was still green.

She looked back through her notebook. On hot Fridays, she had written, the dirt dries by noon.

So Priya moved the cups. She slid them down to the shady end of the ledge, and she told the whole class what she had seen. That afternoon eleven other students moved their cups too.

On measuring day, the plant in Luis's cup was still the tallest, by half an inch. The class cheered, and Ms. Alvarez wrote the word PICNIC on the board in big letters.

Then Luis picked up Priya's notebook and held it over his head. "This is the thing that won," he said. "Not my plant."

Priya smiled. Slow, she decided, was not the same as losing.

A made up story. Every answer to the questions is somewhere in this 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. **What did Ms. Alvarez give each student on the first day of spring?**
   - (A) A watering can
   - (B) A cup, dirt, and a sunflower seed
   - (C) A notebook and a pencil
   - (D) A picnic lunch

2. **Why did Priya give her cup a quarter turn every morning?**
   - (A) To mix up the dirt
   - (B) To hide her name
   - (C) So that both sides got the sun
   - (D) To make the cup easier to carry

3. **What happened FIRST?**
   - (A) The weather turned hot
   - (B) Priya moved the cups to the shade
   - (C) Green loops pushed up through the dirt
   - (D) The class measured the plants

4. **What went wrong in week six?**
   - (A) The seeds never sprouted
   - (B) The hot ledge dried out the cups and plants drooped
   - (C) Someone spilled the water
   - (D) Ms. Alvarez took the plants home

5. **Which words best describe Priya?**
   - (A) Careful and patient
   - (B) Loud and bossy
   - (C) Lazy and bored
   - (D) Angry and unfair

6. **What does Luis mean when he holds up the notebook and says, This is the thing that won?**
   - (A) The notebook was heavier than his plant
   - (B) Priya cheated by writing things down
   - (C) Priya's noticing and writing saved the plants
   - (D) The notebook belonged to Ms. Alvarez

7. **Priya says her plant is losing. How do her feelings change by the end of the story? Use two details.**

8. **Why was it important that Priya told the whole class what she had seen, instead of only moving her own cup?**

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Reading Set 1: Vocabulary and Writing

Use the sentence next to each word to work out what the word 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)
ledge	*Priya carried her cup to the window ledge*	
drowns	*too much water drowns roots*	
baked	*The window ledge baked all afternoon*	
drooped	*the tall plant in Luis's cup drooped*	
shady	*She slid them down to the shady end of the ledge*	

Write about it

Priya kept a notebook and it changed what the whole class did. Write about a time you noticed something that other people missed. What did you notice, and what did you do about it? Write four or more sentences.

Challenge

Luis says, Slow is not the same as losing. Write three sentences that explain what that means, using the story as your proof.

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Writing Set 1: Strong Sentences to a 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.

The lesson (3 minutes)

A paragraph is a team of sentences about **one idea**. Every sentence on the team has a job.

1. Topic sentence
Tells the reader the one idea. It is usually the first sentence.

2. Detail sentences
Three or more sentences that tell more about that same idea.

3. Closing sentence
Finishes the idea. It does not start a new one.

TOPIC: Recess is the best part of the school day.
DETAIL: Running around outside wakes up my brain after a long morning of reading.
DETAIL: It is also the only time I get to talk with my friends from the other fourth grade class.
CLOSING: A short break outside makes the whole afternoon easier.

Notice that every sentence in that paragraph is about recess. Nothing about lunch, nothing about the bus.

Task A: find the topic sentence

Read each paragraph. Write the number of the sentence that tells the one idea. Careful: it is not always the first one.

Paragraph 1. (1) Honeybees do more work than most people think. (2) One bee can visit hundreds of flowers in a single afternoon. (3) Back at the hive, other bees turn the nectar into honey for winter. (4) Some bees even dance in circles to show the hive where the best flowers grow.

NUMBER ____

Paragraph 2. (1) A puppy has to be taken outside every couple of hours. (2) It chews shoes, table legs and anything else it can reach. (3) Somebody has to feed it, brush it and walk it every single day. (4) Taking care of a puppy is a much bigger job than it looks.

NUMBER ____

Paragraph 3. (1) Have you ever looked up at the sky before a big storm? (2) Clouds give you clues about the weather that is coming. (3) Thin, feathery clouds high in the sky often mean the day will stay calm. (4) Tall gray clouds that pile up like towers can bring rain by the afternoon.

NUMBER ____

Task B: which sentence does not belong?

One sentence in each paragraph is about something else. Write its number, then cross that sentence out.

Paragraph 1. (1) Our class garden is finally growing. (2) The lettuce is already tall enough to pick. (3) My cousin plays on a soccer team in another town. (4) Even the carrots we planted late have green tops now.

NUMBER ____

Paragraph 2. (1) Rainy days at school are not so bad. (2) The teacher next door has a new fish tank. (3) We get to play board games in the classroom instead of going outside. (4) The whole room feels cozy when the rain taps on the windows.

NUMBER ____

Paragraph 3. (1) Library day is the best part of Sam's week. (2) He gets to take out two books at a time. (3) The librarian always shows him what is new on the shelf. (4) His little sister is learning to ride a bike.

NUMBER ____

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Writing Set 1: Mix Up and Plan

Task C puts a paragraph back in order. Task D plans a paragraph of your own. Notes are fine in the planner.

Writing · Day 1

Task C: put the paragraph back together

These five sentences make one paragraph, but they are mixed up. Write the letters in the right order in the table. Clue: find the topic sentence first, and the closing sentence last.

A. Climbing into a made bed at night feels calm instead of messy.

B. Making your bed in the morning takes less than two minutes.

C. Two quiet minutes in the morning buy you a better room all day long.

D. You pull the blanket up, smooth it flat with your hand and set the pillow on top.

E. For the rest of the day your room looks neat, even if the floor is not.

GOES IN SPOT	1	2	3	4	5
Sentence letter					

Task D: plan your own paragraph

Pick one topic below, or ask to use your own idea. Write notes here, not full sentences. Full sentences come on the next page.

1. The best thing to do after school.
2. A snack everybody should try.
3. A place I like to go with my family.
4. The best season of the year (you pick it).

Topic sentence

Detail 1

Detail 2

Detail 3

Closing sentence

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Writing Set 1: Write Your Paragraph

Task E. Turn your plan into one paragraph in full sentences. Then check the five boxes and fix one thing.

Writing · Day 1

NAME _____ MY TOPIC _____

Check your paragraph

- [ ] My first sentence tells the one idea.
- [ ] I wrote three details about that same idea.
- [ ] No sentence wanders off to a different idea.
- [ ] My last sentence finishes the idea.
- [ ] Every sentence has a capital letter and an end mark.

Challenge

Write your paragraph a second time on the back of this page, but move your topic sentence to the very end, the way paragraph 2 in Task A does. Then write one sentence telling which one you like better and why.

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Science Set 1: Life Cycles and Adaptations

Science · Day 1

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

Every living thing has a life cycle. It is born or it hatches, it grows, it becomes an adult, and then it makes young of its own. After that the cycle starts over.

Some animals change shape completely while they grow. A butterfly begins as a tiny egg on a leaf. The egg hatches into a larva, which most people call a caterpillar. The caterpillar eats leaves and grows fast. Next it becomes a pupa inside a hard case called a chrysalis. Inside that case its body changes, and an adult butterfly comes out. This big change of shape is called metamorphosis. Frogs and beetles change shape while they grow too.

Other animals look like small copies of their parents from the start. A kitten looks like a small cat, and a foal looks like a small horse.

Living things also have adaptations. An adaptation is a body part or a behavior that helps a living thing survive in the place where it lives. A duck has webbed feet for swimming. A cactus has spines instead of soft leaves. Some birds fly to warmer places for the winter, a behavior called migration.

Match the adaptation

Write the letter of the meaning that goes with each animal or plant.

1. _____ **A duck has webbed feet**
2. _____ **A polar bear has thick fur and a layer of fat**
3. _____ **A giraffe has a very long neck**
4. _____ **A cactus has sharp spines instead of soft leaves**
5. _____ **An owl has very large eyes**
6. _____ **A camel has wide flat feet**

a. Animals stay away from it, and the plant loses less water

b. The wide feet push against the water, so the duck swims fast

c. They spread its weight, so it does not sink into soft sand

d. They hold body heat in, so it stays warm in freezing weather

e. It can reach leaves high in the trees that other animals cannot reach

f. It can see well at night, which is when it hunts

Quick check

1. What word means a big change of shape as an animal grows? _____
2. What is the hard case a butterfly pupa stays inside called? _____
3. Name one animal from the reading that changes shape as it grows. _____
4. Name one adaptation that is a behavior and not a body part. _____

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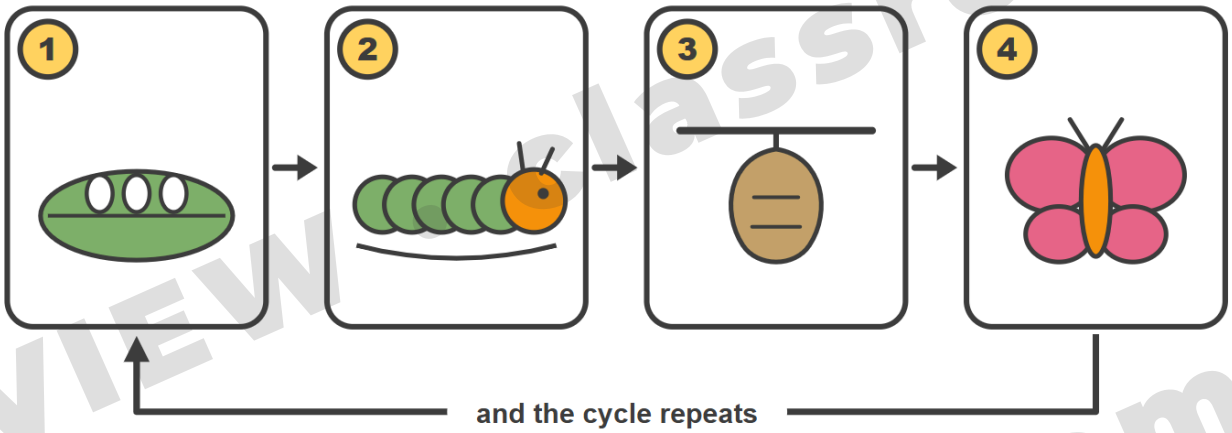
Science Set 1: The Butterfly Life Cycle

Science · Day 1

Write the name of each numbered stage on its line. Use the word bank. Then answer the questions.



adult egg larva pupa

1 _____ 2 _____

3 _____ 4 _____

Questions

1. **Which number shows the stage that eats leaves and grows fast?**

2. **Which number shows the stage that stays still inside a hard case?**

3. **Which stage comes right after the egg hatches?**

4. **Look at the long arrow at the bottom. Why does it point back to stage 1?**

True or false?

Write T or F on each line.

1. A caterpillar is the larva stage of a butterfly. _____
2. A pupa eats more leaves than a larva does. _____
3. Every animal changes shape completely while it grows. _____
4. An adult butterfly is the stage that lays the eggs. _____

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Science Set 1: Put It In Order and Draw It

Number the frog stages 1 to 5, then draw the four plant stages in the boxes.

Science · Day 1

A frog grows up

These five cards are out of order. Write 1 next to what happens first and 5 next to what happens last.

- ☐ Back legs grow, and the tadpole starts to use lungs to breathe air.
- ☐ The tail is gone. The adult frog can live on land and in the water.
- ☐ Eggs float in the pond in a clump of clear jelly.
- ☐ A tadpole hatches out. It has a tail and it breathes with gills.
- ☐ Front legs grow, and the tail gets shorter and shorter.

Draw a plant life cycle

Draw each stage in its box. Keep the drawings simple. Add one word of your own under each drawing if you like.

1	2	3	4
A seed in the soil	A sprout with roots	A young plant with leaves	A plant with a flower

Challenge

Some adaptations are body parts. Others are behaviors, which means something the animal does. Write **body part** or **behavior** on each line.

1. Thick fur on a fox _____
2. A goose flying south before winter _____
3. A bear sleeping through the coldest months _____
4. Sharp claws on an eagle _____
5. Gills on a fish _____
6. An owl hunting at night _____

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Social Studies Set 1: Map Skills

Read the four paragraphs out loud together, then answer the warm-up. The map comes next.

Social Studies · Day 1

A map is a picture of a place drawn from above. It shows where things are and how to get from one place to another. A map of a neighborhood shows the streets, the school, the park and the stores, all much smaller than they really are.

Most maps have a grid. Letters run across the top and numbers run down the side. Every square has a name made from its letter and its number, like B2. To find B2, put one finger on the letter B at the top and one finger on the number 2 at the side, then slide both fingers until they meet.

A compass rose shows directions. The four main directions are north, south, east and west. On most maps north is at the top. Between two main directions you get northeast, southeast, southwest and northwest, so a place can be northeast of your house.

A map key tells you what each picture on the map means. A little tree may stand for a park, and a small envelope may stand for the post office. A map also tells you about distance. On the map in this set, one square stands for one block, so a walk of three squares along the streets is a walk of three blocks.

Warm-up: directions and map words

1. **What is the part of a map called that tells you what each picture means?**

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

3. **What is the opposite direction of north?**

4. **Which direction is between north and east?**

5. **You are facing west. You turn all the way around. Which direction are you facing now?**

Draw it: your own compass rose

Draw a compass rose in the box. Write N, S, E and W on the four main points. Then write NE, SE, SW and NW in the four corners between them.

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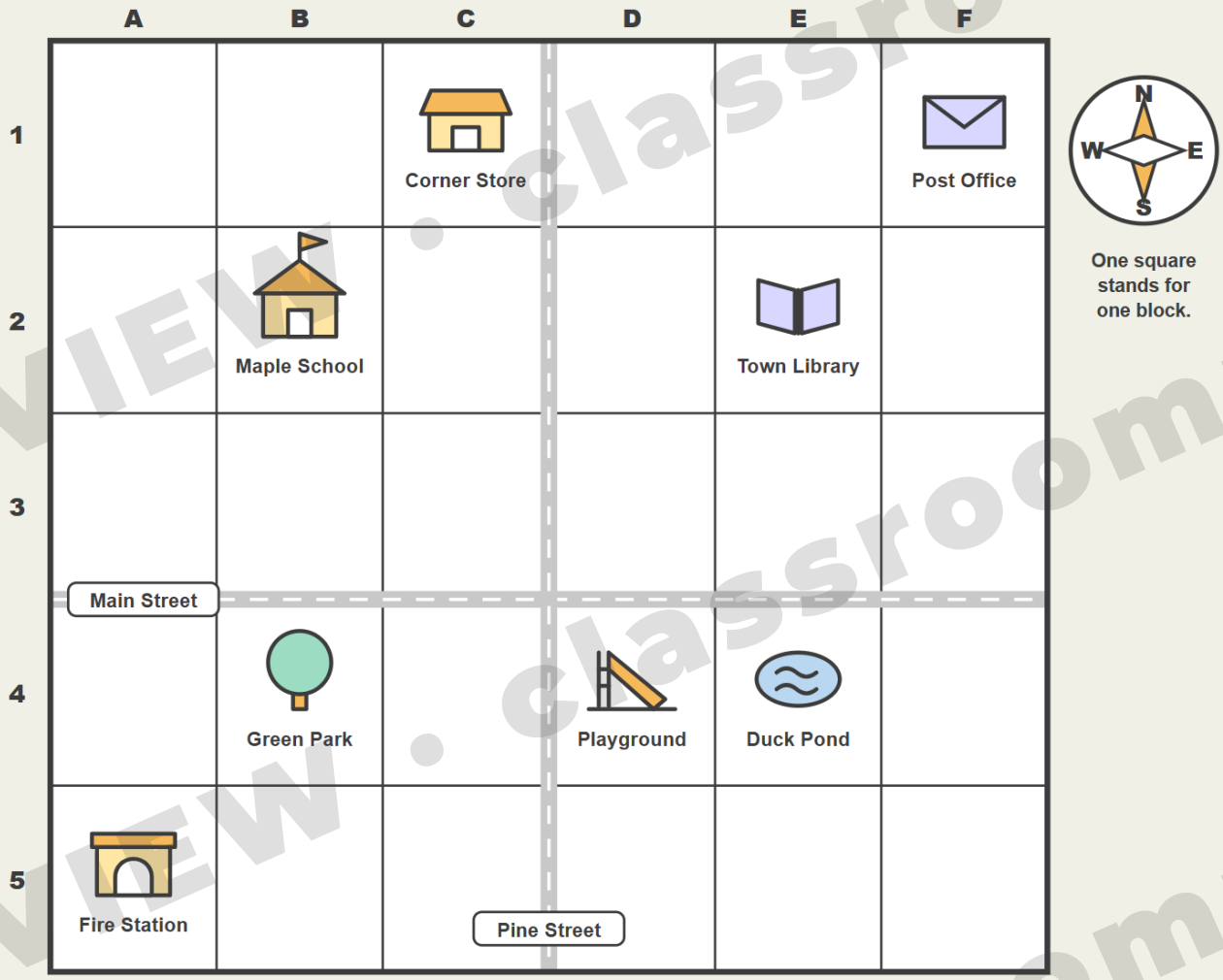
Social Studies Set 1: Our Neighborhood Map

Social Studies · Day 1

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



Map Key

- Maple School
- Town Library
- Corner Store
- Post Office
- Green Park
- Playground
- Duck Pond
- Fire Station

The gray lines are streets. You may only walk along the streets, never through a building.

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Social Studies Set 1: Map Tasks

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

Social Studies · Day 1

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

2. **What place is at grid square E4?**

3. **What place is at grid square F1?**

4. **Which place on the map is furthest south?**

5. **Which direction do you walk to go from Maple School to the Town Library?**

6. **Which direction is Green Park from the Fire Station?**

7. **Which direction is the Playground from Maple School?**

8. **One square stands for one block. How many blocks is it from Maple School to the Town Library?**

9. **Walking along the streets, how many blocks is it from the Fire Station to the Playground?**

10. **Name the three places that sit next to Main Street.**

11. **Which street on the map runs from north to south?**

Challenge: pick a spot for the book drop

The library wants to put a book drop box in an empty square on the map. Choose a square with nothing drawn in it. Write its grid square, then write walking directions from Maple School to your square. Use compass directions and the number of blocks.

My square:

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Calm Block, Day 1: Word Search

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

Calm · Day 1

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

ELEPHANT · PENGUIN · DOLPHIN · RABBIT · TURTLE · MONKEY · TIGER · HORSE · PANDA · EAGLE · OTTER · FROG

How to hunt for a word

- Pick one word from the list and look only for its first letter. Check around every one you find.
- Cross a word off the list as soon as you circle it.
- Stuck? Read one row at a time, left to right, then read it right to left.

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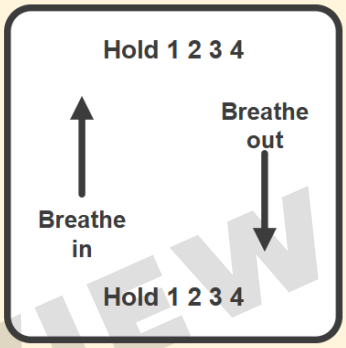
Calm Block, Day 1: Reset Sheet

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

Calm · Day 1

Take four square breaths



Put one finger on the corner at the bottom left. Slide it up the side while you breathe in and count to four.

Slide it across the top while you hold your breath and count to four. Slide it down the other side while you let your breath out for four.

Slide it back along the bottom and hold for four. That is one square. Do four squares, slowly.

Three things I can see from my seat

Two sounds I can hear right now

One thing I did well today

How do I feel right now? Circle one.

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

1 means calm and ready. 5 means my head is full. There is no wrong number.

One thing that would help me right now

A drink of water, a minute of quiet, or asking for help all count.

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Team Task, Day 1: Pack for the Camping Trip

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 going camping for two nights at Pine Hollow Park. You sleep in tents. Adults cook all the meals, there is a water tap at camp, and the restrooms are a short walk down a dark path. It is spring: rain is likely and the nights get down to about 40 degrees.

Your job: your backpack holds ten things and no more. Put them in order from 1 (the thing you need most) to 10 (the thing you need least). Do it on your own first, then agree on one order as a group. After that the sub reads the park ranger's order and you score your list.

WHAT YOU CAN PACK	MY ORDER	GROUP ORDER	RANGER	DIFFERENCE
Sleeping bag				
Warm sweatshirt				
Rain jacket				
Flashlight				
Three pairs of dry socks				
Water bottle				
Sun hat and sunscreen				
Toothbrush and soap				
Deck of cards				
Bag of candy				
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. 8 or less is excellent. 16 or less is good.

Team rules

- Everyone says one idea before the group writes any number.
- You may change your mind. That is what talking is for.
- Disagree about a thing, never about a person.

Stand up for one choice

Pick one thing your group put in a very different place from the ranger. Write two sentences: why your group put it there, and whether the ranger changed your mind.

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Game, Day 1: Whiteboard Jeopardy

Sub script and questions. 15 minutes at the end of the day, or whenever the class has earned it.

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 the reward. 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.

Animals

100 How many legs does a spider have?
Eight

200 Which animal is the tallest in the world?
The giraffe

300 Which bird cannot fly and lives where it is very cold in Antarctica?
The penguin

400 What do we call an animal that eats only plants?
A herbivore

500 What is the largest animal on Earth?
The blue whale

Our Country

100 How many states are in the United States?
Fifty

200 What is the capital city of the United States?
Washington, D.C.

300 Which state is famous for Hollywood movies?
California

400 Which US state is the largest by area?
Alaska

500 Which two US states do not touch any other state?
Alaska and Hawaii

Numbers

100 What is 6 times 7?
42

200 How many sides does a hexagon have?
Six

300 How many minutes are in two hours?
120

400 What is 9 times 9?
81

500 What is 100 minus 37?
63

Story Time

100 Which fairy tale girl visits the house of the three bears?
Goldilocks

200 In the old fable, who wins the race against the hare?
The tortoise

300 Which fairy tale character leaves a glass slipper behind at the ball?
Cinderella

400 In the fairy tale, which boy trades the family cow for magic beans?
Jack

500 In the folktale, what three things do the three little pigs build their houses from?
Straw, sticks and bricks

Weather

100 What do we call frozen water that falls from the sky in winter?
Snow

200 What colorful arc can you see after rain when the sun comes out?
A rainbow

300 What tool do we use to measure temperature?
A thermometer

400 What do we call a spinning storm with a funnel shaped cloud?
A tornado

500 What is the word for water falling from clouds as rain, snow, sleet or hail?
Precipitation

Spare questions (tie or extra turn)

What is the tallest mountain on Earth?
Mount Everest

How many quarters make one dollar?
Four

In a year that is not a leap year, how many days are in February?
28

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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

ANIMALS	OUR COUNTRY	NUMBERS	STORY TIME	WEATHER
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 22)

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

Math Set 1: Multiplication and Division Facts

Arrays: 1. 4 x 6 = 24 and 24 / 6 = 4; 2. 3 x 7 = 21 and 21 / 7 = 3; 3. 5 x 5 = 25 and 25 / 5 = 5; 4. 2 x 9 = 18 and 18 / 9 = 2. Accept the other division sentence too.

Fact families: 1. 3 x 8 = 24, 8 x 3 = 24, 24 / 3 = 8, 24 / 8 = 3 | 2. 6 x 7 = 42, 7 x 6 = 42, 42 / 6 = 7, 42 / 7 = 6 | 3. 4 x 9 = 36, 9 x 4 = 36, 36 / 4 = 9, 36 / 9 = 4

Find the missing number: 1. 7; 2. 5; 3. 7; 4. 9; 5. 8 **Divide:** 1. 9; 2. 8; 3. 7; 4. 9; 5. 9

Word problems: 1. 42 stickers; 2. 7 groups; 3. 40 chairs; 4. 9 crayons; 5. 30 muffins

Challenge: 2 x 24, 3 x 16, 4 x 12, 6 x 8 (and the same pairs the other way round, such as 24 x 2). Full credit for any three correct ways.

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Math Set 1: Fact Families and Facts

Each family box has three numbers. Write two multiplication sentences and two division sentences with them.

Math · Day 1

Fact families

The numbers 2, 5 and 10 make a family: 2 x 5 = 10, 5 x 2 = 10, 10 / 2 = 5, 10 / 5 = 2. Do the same with each set of numbers below.

3 8 24	6 7 42	4 9 36

A. Find the missing number

1. 6 x _____ = 42
2. _____ x 9 = 45
3. 8 x _____ = 56
4. _____ x 7 = 63
5. 5 x _____ = 40

B. Divide

1. 36 / 4 = _____
2. 48 / 6 = _____
3. 63 / 9 = _____
4. 54 / 6 = _____
5. 72 / 8 = _____

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