

3rd Grade Emergency Sub Binder

Emergency sub plans for 3rd grade: one full day, all on paper. The sub needs no training: every step is on the page.

PREVIEW

What is included

- 7 front pages: binder cover, important information, note to the sub, the filled-in lesson plan, schedule, class list, how it went
- 9 activities with sub scripts and student pages (32 pages): 6 individual, 3 with a partner, a team or the whole class
- A Say this to the class box on every sub script, a Challenge box for fast finishers on every student sheet but the quiz board, every answer in a key
- 7 of the 9 sub scripts list the grade 3 standards the activity practices (Common Core, NGSS, C3 Framework)
- Color and ink-saver B&W, US Letter and A4

How it works

1. Leave the binder out. The lesson plan lists every activity with its page and minutes.
2. The sub reads the Say this to the class box word for word.
3. Students work from their own pages, with the steps on the page. Every instruction for the sub is in plain words and every answer is in the key.
4. No prep, no tech: print and go.

The 9 activities, 15 to 40 minutes each

1. **Morning Warm-Up**, 15 min SOLO: a quick review to start the day: a missing factor, rounding, a fraction, a plural, capital letters and time
2. **Class Trip Math**, 40 min SOLO: equal groups and arrays, telling time to the minute and elapsed time, and two-step word problems
3. **Thea and the Spelling Bee**, 40 min SOLO: a realistic story: a character's feelings and how she changes, the lesson, and what phrases really mean
4. **A Museum Card for the Future**, 35 min SOLO: informative writing: a topic sentence, details, a linking word and a closing, for a reader far in the future
5. **Animals in Winter**, 35 min SOLO: how a winter habitat changes, which animals leave, rest or stay active, and evidence from fact cards
6. **History Detectives**, 35 min PAIRS: kinds of history sources: primary and secondary sources, artifacts, and comparing two sources about the past
7. **Calm Block**, 20 min SOLO: a quiet crossword of seven words from the warm-up, math and story, then drawing and labeling a winter animal
8. **Time Capsule Team**, 30 min TEAMS OF 4: math and social studies in a team: adding grams within 1,000 to a limit, and choosing sources for the future
9. **Whiteboard Quiz Game**, 20 min WHOLE CLASS: an optional review of today: math, the story, the museum card, winter animals and history sources

What this preview shows: the note to the substitute, the lesson plan, the other front pages, one page of every activity, a sub script, four more student pages and one ink-saver page. Every product page is watermarked. Answer keys are not shown. The full binder has 39 pages.



Note to the Substitute

3rd grade, one full day · 9 activities · no prep, paper and pencil

Thank you for covering my class

The front pages are filled in for today. After them come 9 activities in the order my class runs the day: a morning warm-up, math, reading, writing, science, social studies, a calm block, a team task and an optional game. Each one runs from the printout alone and carries its own answer key, so you never teach anything new: it is all grade 3 review. Print this binder one-sided, because the keys sit behind student pages when it is two-sided.

The class: Everything is paper and pencil, and every student page has a core task for everyone and one Challenge box for early finishers. Read each Say this to the class box aloud. Third graders like clear steps: show the first item on the board or hold up the page. A student with a question I can answer later writes it down for me; a student who is upset goes to the school counselor or another trusted adult.

Every activity except the calm block and the game lists the grade 3 standards it practices on a small line under its focus line (for you, not the students): Common Core for math, reading and writing, NGSS for science, and the C3 Framework for social studies. It is review, not a full assessment.

The first page of every activity is your script: read the **Say this to the class** box aloud word for word. Every answer is in a key on the script page or the page after it; keep those and hand out only the student pages. Every student sheet except the quiz board has one **Challenge** box for early finishers.

The 9 activities

- **Morning Warm-Up** quiet single · 15 min · p. 7
- **Class Trip Math** quiet single · 40 min · p. 9
- **Thea and the Spelling Bee** quiet single · 40 min · p. 13
- **A Museum Card for the Future** quiet single · 35 min · p. 18
- **Animals in Winter** quiet single · 35 min · p. 22
- **History Detectives** pairs · 35 min · p. 26
- **Calm Block** quiet single · 20 min · p. 30
- **Time Capsule Team** teams of four · 30 min · p. 33
- **Whiteboard Quiz Game** whole class, teams · 20 min · p. 37

If the class is loud

- Hand out the drawing page of the Calm Block (p. 30): it is quiet, nobody needs to move, and it works at any time. Save the crossword for after the reading.
- Give the class a short stretch break between two activities; a calm class learns more.
- If an activity is not working, stop it and move to the next one. Every activity can start at any point in the day, except the crossword: it comes after the reading.
- The Whiteboard Quiz Game is optional: a fun way to end the day, or for extra time.

Which activity when?



- A student says the class never learned this? Let them try the first item with a partner, and leave me a note.
- Specials, lunch or recess in the middle? Stop where you are and go on after it. The lesson plan (next page) lists all 9.
- A class that needs to settle: give out the calm block drawing page early (the crossword works after the reading). A restless class: the team task uses the energy.
- Short on time? The warm-up, math, reading and writing come first; the game reviews the other activities, so it goes last.

Before you leave

Please fill in the How It Went page at the back. It takes two minutes and I read every word. Thank you!

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Lesson Plan

Filled in for today: 9 activities, 15 to 40 minutes each. Write the time you start each one.

ACTIVITY	PLAN	PAGE
Morning Warm-Up Quiet single · about 15 min Time ____ : ____ to ____ : ____	• One sheet per student as they come in • Six quick review boxes, alone and quiet • Read the answers out from the key	p. 7
Class Trip Math Quiet single · about 40 min Time ____ : ____ to ____ : ____	• Three math pages per student, in order • Equal groups, the trip schedule (time), then two-step problems • Collect, or read the key out at the end	p. 9
Thea and the Spelling Bee Quiet single · about 40 min Time ____ : ____ to ____ : ____	• The story page and both question pages per student • Read the story twice, then answer alone • Go over the answers from the key, or collect for me	p. 13
A Museum Card for the Future Quiet single · about 35 min Time ____ : ____ to ____ : ____	• Three pages per student, in order • Read the model card, plan a card about a school object, write it • Volunteers read their card aloud; collect for me	p. 18
Animals in Winter Quiet single · about 35 min Time ____ : ____ to ____ : ____	• Three science pages per student, in order • Read the fact cards, sort the animals, explain with evidence • Read the key out, or collect for me	p. 22
History Detectives Pairs · about 35 min Time ____ : ____ to ____ : ____	• Partners sit together; each student fills in a sheet • Sort sources, compare two sources, study an old object • Partners share one answer each; key on the script page	p. 26
Calm Block Quiet single · about 20 min Time ____ : ____ to ____ : ____	• Both calm pages per student; lights low if allowed • A quiet crossword of the morning's words, then draw and label • No talking; collect or let students keep them	p. 30
Time Capsule Team Teams of four · about 30 min Time ____ : ____ to ____ : ____	• Groups of four, one packet per group, one writer • Choose objects for a time capsule that fit the box • Each group reads its list aloud; checklist on the script	p. 33
Whiteboard Quiz Game Whole class, teams · about 20 min Time ____ : ____ to ____ : ____	• Draw the board or use the board page; 3 to 5 teams • Teams pick a category and value; you read the question • Optional: a fun way to end the day, or for extra time	p. 37

Fast finishers

Any quiet single activity can follow any other activity: Morning Warm-Up (p. 7), Class Trip Math (p. 9), Thea and the Spelling Bee (p. 13), A Museum Card for the Future (p. 18), Animals in Winter (p. 22) and Calm Block (p. 30). The Calm Block crossword comes after the reading; its drawing page works any time.

Collect / leave for me

.....

.....

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SUBSTITUTE BINDER

3rd Grade · One Full Day · Print and Go

Teacher _____

Room _____

Grade and subject _____

School year _____

Everything a sub needs for a full day in a 3rd grade classroom is in this binder: the schedule, the class list, a filled-in lesson plan, and 9 activities in the order the day runs, from the morning warm-up through math, reading, writing, science and social studies to a calm block, a team task and an optional game. Each one has a script, a Say This to the Class box and its own answer key, so the sub needs no prep and no technology. Paper and pencil only.

Quiet work on your own

- Morning Warm-Up
- Class Trip Math
- Thea and the Spelling Bee
- A Museum Card for the Future
- Animals in Winter
- Calm Block

Partner, team and whole-class activities

- History Detectives
- Time Capsule Team
- Whiteboard Quiz Game



Important Information

The page the sub reads first. Fill it in once and keep it current. Print this binder one-sided.

People to call

Office _____

Teacher next door _____

Nurse _____

Principal / admin _____

Tech help _____

Emergency procedures

Fire: exit and meeting point _____

Lockdown _____

Severe weather _____

Medical _____

Where the first aid kit is _____

Helpful students

_____

_____

_____

Students who need extra support

_____

_____

_____

Where things are

Attendance / how to take it _____

Paper, pencils, supplies _____

Hall passes _____

Copier, if the sub may use it _____

Class routines

Morning arrival _____

Bathroom and water _____

Lunch and recess _____

End of the day _____

Seating and groups

Seating chart is _____

Groups for group work _____

Students who should not sit together _____

Technology and passes

Specials today (art, music, PE) _____

Laptops or tablets: allowed when _____

Computer or board login _____

Students who leave the room (time, why) _____

Anything else today

_____

_____

_____

For the teacher who bought this binder: if it worked well for your class, leaving a review on TpT helps other teachers find it and gives you credits toward future purchases. Thank you!

Schedule of the Day

Write the times in. Move, cross out or rename any block to match the school's day; recess, lunch and specials times come from the office.

TIME	BLOCK	WHERE / WHO TAKES THE CLASS	ACTIVITY AND PAGE
___ : ___ to ___ : ___	Arrival and attendance		
___ : ___ to ___ : ___	Morning warm-up		
___ : ___ to ___ : ___	Math		
___ : ___ to ___ : ___	Reading		
___ : ___ to ___ : ___	*Recess*		
___ : ___ to ___ : ___	Writing		
___ : ___ to ___ : ___	*Lunch*		
___ : ___ to ___ : ___	Science		
___ : ___ to ___ : ___	Social studies		
___ : ___ to ___ : ___	*Specials*		
___ : ___ to ___ : ___	Calm block		
___ : ___ to ___ : ___	Team task		
___ : ___ to ___ : ___	Game (optional)		
___ : ___ to ___ : ___	Pack up and dismissal		

The activities

ACTIVITY	WHAT IT PRACTICES	STYLE	TIME	PAGE
Morning Warm-Up	a quick review to start the day: a missing factor, rounding, a fraction, a plural, capital letters and time	Quiet single	15 min	p. 7
Class Trip Math	equal groups and arrays, telling time to the minute and elapsed time, and two-step word problems	Quiet single	40 min	p. 9
Thea and the Spelling Bee	a realistic story: a character's feelings and how she changes, the lesson, and what phrases really mean	Quiet single	40 min	p. 13
A Museum Card for the Future	informative writing: a topic sentence, details, a linking word and a closing, for a reader far in the future	Quiet single	35 min	p. 18
Animals in Winter	how a winter habitat changes, which animals leave, rest or stay active, and evidence from fact cards	Quiet single	35 min	p. 22
History Detectives	kinds of history sources: primary and secondary sources, artifacts, and comparing two sources about the past	Pairs	35 min	p. 26
Calm Block	a quiet crossword of seven words from the warm-up, math and story, then drawing and labeling a winter animal	Quiet single	20 min	p. 30
Time Capsule Team	math and social studies in a team: adding grams within 1,000 to a limit, and choosing sources for the future	Teams of four	30 min	p. 33
Whiteboard Quiz Game	an optional review of today: math, the story, the museum card, winter animals and history sources	Whole class, teams	20 min	p. 37

Class List and Dismissal

Names, what a sub must know, and how every student goes home. Check Here at the start and Gone at the end.

(B) bus (write the number) (W) walks (P) picked up (write who) (A) after-school program (O) other

#	STUDENT NAME	NOTES (ALLERGIES, NEEDS, HELPFUL, LEAVES EARLY)	HOME	BUS # / PICKED UP BY / PROGRAM	HERE	GONE
1					☐	☐
2					☐	☐
3					☐	☐
4					☐	☐
5					☐	☐
6					☐	☐
7					☐	☐
8					☐	☐
9					☐	☐
10					☐	☐
11					☐	☐
12					☐	☐
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21					☐	☐
22					☐	☐
23					☐	☐
24					☐	☐
25					☐	☐
26					☐	☐
27					☐	☐
28					☐	☐
29					☐	☐
30					☐	☐

How It Went

For you to leave for me. Two minutes: check the boxes and go.

Today

Date _____ Room _____

Activities used _____

Sub name _____

The class

- ☐ Great, no problems
- ☐ Fine, a little loud
- ☐ A difficult day, see notes
- ☐ Finished the activity
- ☐ Stopped early (time)
- ☐ Used a second activity

Stars of the day

Students who helped, led a group well, or were a good sport:

_____

_____

_____

Work collected

_____

_____

Notes

_____

_____

_____

_____

_____

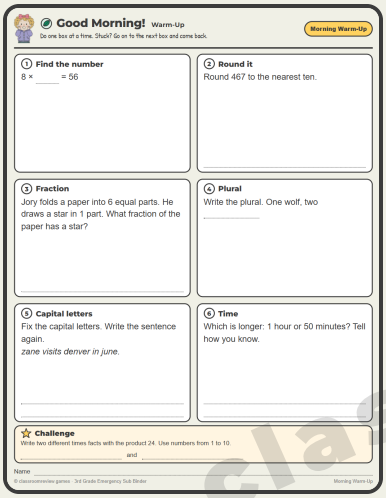
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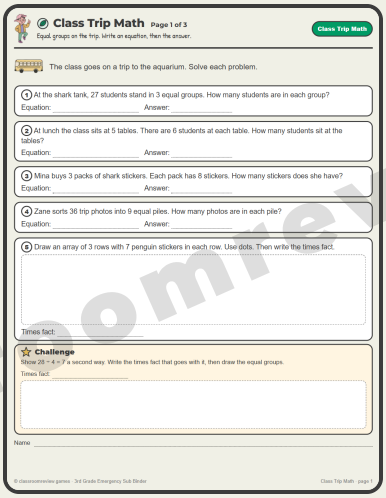
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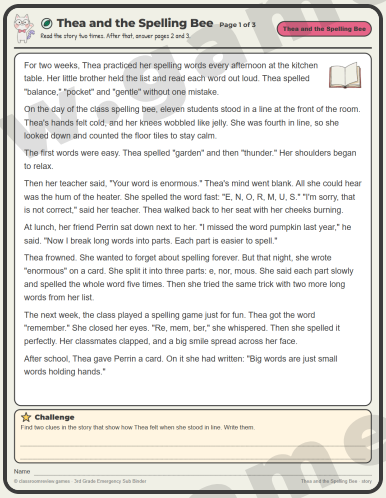
ONE PAGE OF EVERY ACTIVITY



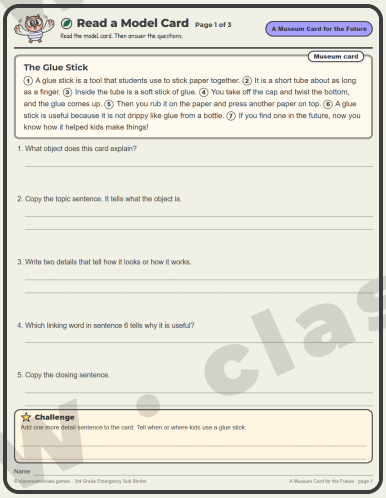
1. Morning Warm-Up, 15 min (solo)



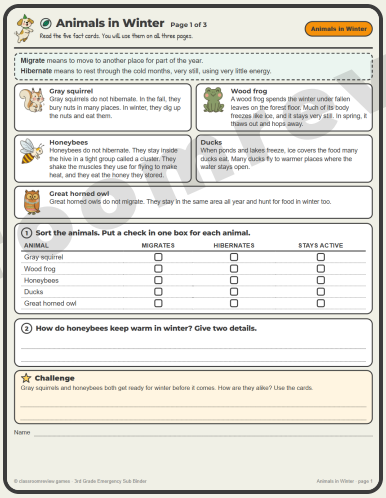
2. Class Trip Math, 40 min (solo)



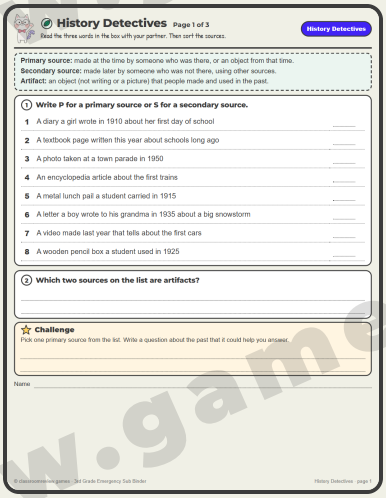
3. Thea and the Spelling Bee, 40 min (solo)



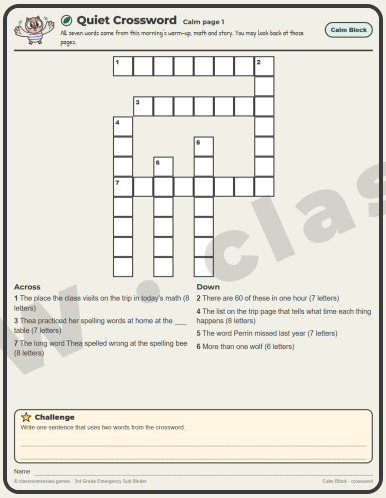
4. A Museum Card for the Future, 35 min (solo)



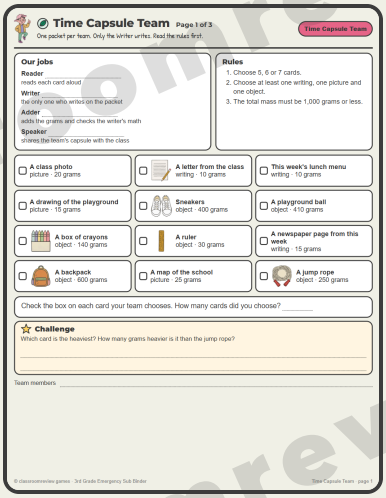
5. Animals in Winter, 35 min (solo)



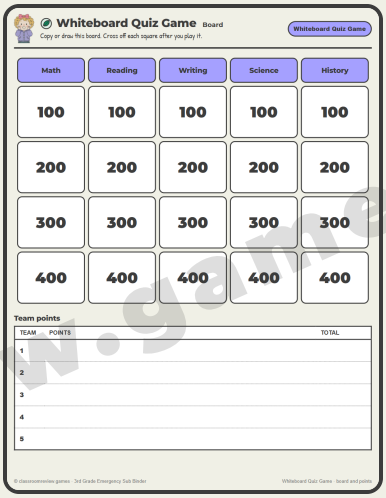
6. History Detectives, 35 min (pairs)



7. Calm Block, 20 min (solo)



8. Time Capsule Team, 30 min (teams of 4)



9. Whiteboard Quiz Game, 20 min (whole class)

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Every activity also has a sub script with a Say this to the class box



Thea and the Spelling Bee

Sub script (the answer key is on the next page)

40 min · quiet, on your own

This activity practices: a realistic story: a character's feelings and how she changes, the lesson, and what phrases really mean
Grade 3 standards: Common Core: RL.3.3 (characters and their actions), RL.3.2 (story lesson or moral), RL.3.4 (literal and nonliteral language)
You need: the printed sheets and pencils
Copies: the story and both question pages, one set per student (the key page stays with you); two-sided is fine.

SAY THIS TO THE CLASS

"Today you read a story about a girl and a spelling bee. Read the story two times, and then answer the questions on your own. You can look back at the story any time you need to."

Set up (2 minutes)

Hand out all three pages. Students read the story twice: once to enjoy it, once to look for details. Then they answer the questions on pages 2 and 3 on their own. They may look back at the story as often as they like.

If a student asks

- What a word means: say, "Read the sentence around it again. What do you think it means?"
- How to say the names: Thea is THEE-uh and Perrin is PAIR-in.
- Questions 1 to 6: circle one letter. Questions 7 and 8: answer in full sentences with details from the story.

Walking around

A student who is stuck: read the question with them and ask, "Which part of the story tells about that?" The Challenge box on each page is for early finishers.

Timing

Set up 2 min · reading twice 10 min · page 2 about 13 min · page 3 about 10 min · answers out loud 5 min. **About 40 minutes.**

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The Trip Schedule

Page 2 of 3

Read the schedule. Count the minutes from one time to the next.

Class Trip Math

WHAT HAPPENS	TIME
Leave school on the bus	8:45
Arrive at the aquarium	9:20
Penguin talk	10:20 to 10:45
Lunch	11:50 to 12:20
Leave the aquarium	1:35
Back at school	2:10



Clock A _____



Clock B _____

1. Write the time on each clock. The class saw the jellyfish at the time on clock A. What happens on the schedule at the time on clock B? _____

2. How long was the bus ride from school to the aquarium?

Show your work

_____ minutes

3. How long was the penguin talk?

Show your work

_____ minutes

4. How long was lunch?

Show your work

_____ minutes

5. Was the bus ride back to school longer, shorter or the same as the ride there? Show how you know.

_____

_____

Challenge

The class spent 40 minutes at the touch tank. That visit ended at 10:10. What time did it start?

_____

Name _____

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Read a Model Card

Read the model card. Then answer the questions.

A Museum Card for the Future

Museum card

The Glue Stick

① A glue stick is a tool that students use to stick paper together. ② It is a short tube about as long as a finger. ③ Inside the tube is a soft stick of glue. ④ You take off the cap and twist the bottom, and the glue comes up. ⑤ Then you rub it on the paper and press another paper on top. ⑥ A glue stick is useful because it is not drippy like glue from a bottle. ⑦ If you find one in the future, now you know how it helped kids make things!

1. What object does this card explain?

2. Copy the topic sentence. It tells what the object is.

3. Write two details that tell how it looks or how it works.

4. Which linking word in sentence 6 tells why it is useful?

5. Copy the closing sentence.

Challenge

Add one more detail sentence to the card. Tell when or where kids use a glue stick.

Name

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Two Sources, One Snowy Day

History Detectives

Read both sources with your partner. Then answer on your own sheet.

SOURCE A: A DIARY PAGE (MADE UP FOR THIS LESSON)

January 12, 1921

The snow came up to the windows today. Only six of us got to school. The teacher made a fire in the stove, and we sat close to it. We read our lessons by the window because the light was better there. I walked home with my brother before dark.

Vesna, age 9

SOURCE B: A PAGE FROM A HISTORY BOOK WRITTEN IN 1990 (MADE UP FOR THIS LESSON)

The Big Snow

In January 1921, a big snowstorm hit the town. Snow fell for three days. Trains could not get through, and many families stayed home. The town school stayed open, and a few students still came to class.

1. Which source is a primary source? How do you know?

2. Which source was made later by someone who was not there?

3. What do both sources tell about that January?

4. Write one thing that only Source A tells.

5. Write one thing that only Source B tells.

Challenge

Why would a history detective read both sources, not just one?

Name .....

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Time Capsule Team

One packet per team. Only the Writer writes. Read the rules first.

Time Capsule Team

Our jobs

Reader .....
reads each card aloud

Writer .....
the only one who writes on the packet

Adder .....
adds the grams and checks the writer's math

Speaker .....
shares the team's capsule with the class

Rules

1. Choose 5, 6 or 7 cards.
2. Choose at least one writing, one picture and one object.
3. The total mass must be 1,000 grams or less.

- ☐ **A class photo** — picture · 20 grams
- ☐  **A letter from the class** — writing · 10 grams
- ☐ **This week's lunch menu** — writing · 10 grams
- ☐ **A drawing of the playground** — picture · 15 grams
- ☐  **Sneakers** — object · 400 grams
- ☐ **A playground ball** — object · 410 grams
- ☐  **A box of crayons** — object · 140 grams
- ☐  **A ruler** — object · 30 grams
- ☐ **A newspaper page from this week** — writing · 15 grams
- ☐  **A backpack** — object · 600 grams
- ☐ **A map of the school** — picture · 25 grams
- ☐  **A jump rope** — object · 250 grams

Check the box on each card your team chooses. How many cards did you choose? .....

Challenge

Which card is the heaviest? How many grams heavier is it than the jump rope?

.....

.....

Team members .....

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Thea and the Spelling Bee

Read the story two times. After that, answer pages 2 and 3.



For two weeks, Thea practiced her spelling words every afternoon at the kitchen table. Her little brother held the list and read each word out loud. Thea spelled "balance," "pocket" and "gentle" without one mistake.

On the day of the class spelling bee, eleven students stood in a line at the front of the room. Thea's hands felt cold, and her knees wobbled like jelly. She was fourth in line, so she looked down and counted the floor tiles to stay calm.

The first words were easy. Thea spelled "garden" and then "thunder." Her shoulders began to relax.

Then her teacher said, "Your word is enormous." Thea's mind went blank. All she could hear was the hum of the heater. She spelled the word fast: "E, N, O, R, M, U, S." "I'm sorry, that is not correct," said her teacher. Thea walked back to her seat with her cheeks burning.

At lunch, her friend Perrin sat down next to her. "I missed the word pumpkin last year," he said. "Now I break long words into parts. Each part is easier to spell."

Thea frowned. She wanted to forget about spelling forever. But that night, she wrote "enormous" on a card. She split it into three parts: e, nor, mous. She said each part slowly and spelled the whole word five times. Then she tried the same trick with two more long words from her list.

The next week, the class played a spelling game just for fun. Thea got the word "remember." She closed her eyes. "Re, mem, ber," she whispered. Then she spelled it perfectly. Her classmates clapped, and a big smile spread across her face.

After school, Thea gave Perrin a card. On it she had written: "Big words are just small words holding hands."

☆ Challenge

Find two clues in the story that show how Thea felt when she stood in line. Write them.

.....

.....

Name .....

EW . classroomreview.gam

In the full binder

A whole 3rd grade sub day, planned and ready to print.

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

9 activities of 15 to 40 minutes, in the order the day runs

7 front pages: note to the sub, lesson plan, schedule, class list

6 + 3 individual activities + partner, team and whole-class activities

Use it your way

- A sudden sick day: emergency sub plans that are ready before you need them.
- Any 3rd grade class: math, reading, writing, science and history, from a morning warm-up to an optional end-of-day game. All paper and pencil, no tech.
- Your sub tub: print it once and keep it all year.
- Your own no prep day: teach it yourself when you need a break from planning.

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



Classroom
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