

3rd Grade Long-Term Sub Plans, 4 Weeks

Four complete week binders for a 3rd grade class, every subject. Every day has individual work and a team task.

PREVIEW

What is included

- Four week binders (137, 117, 115, 117 pages): 486 pages
- 59 front pages: binder cover, important information, note to the sub, the week plan filled in, schedule, set index, class list, how it went, Monday opener
- 105 solo blocks (85 math, reading, writing, science and social studies sets, 20 calm blocks) and 20 team tasks for groups of four
- A core task and a ★ challenge on every student page
- 20 optional games, a fun way to end the day
- Answer keys for everything; color and ink-saver B&W, US Letter and A4

How it works

1. Leave the four binders out. Each has its own filled-in plan with page numbers.
2. The sub reads the Say this to the class box, then runs the day's sets in order; students work on their own. Everyone does the core task, early finishers go on to the ★ challenge.
3. The calm block fits any gap, the team task takes about 30 minutes, the game the last 15 minutes.
4. No prep and no tech: print and go.

The 20 days, one set per subject block

- **Week 1, days 1 to 5. Math:** Multiplication and Division Facts, Fractions, Place Value and Rounding, Measurement and Data, Money and Two-Step Word Problems. **Science:** Life Cycles and Traits, Seasons and Weather Patterns, Forces and Magnets, Weather and Climate, Habitats and Evidence. **Social studies:** Map Skills, Community and Government, A Town Timeline, Goods, Services and Choices, Landforms and Regions.
- **Week 2, days 6 to 10. Math:** Equal Groups and Arrays, Adding Within 1,000, Unit Fractions on a Number Line, Time to the Minute, Mass and Liquid Volume. **Science or social studies:** Balanced and Unbalanced Forces, Then and Now in a Town, Animals That Live in Groups, Natural and Human-Made Features, Severe Weather and Staying Safe.
- **Week 3, days 11 to 15. Math:** Sharing and Grouping Division, Subtracting Within 1,000, Whole Numbers as Fractions, Scaled Picture and Bar Graphs, Area With Unit Squares. **Science or social studies:** Patterns of Motion, Citizens Who Help, Traits and the Environment, Using a Map Scale, Fossils and Ancient Environments.
- **Week 4, days 16 to 20. Math:** Properties of Multiplication, Multiplying by Multiples of 10, Fraction Compare Challenge, Line Plots With Halves and Fourths, Area by Multiplying. **Science or social studies:** Static Electricity and Magnets at a Distance, Cultures and Traditions in a Community, Camouflage and Survival, Specialization and Trade, When a Habitat Changes.

Every day also has a reading set and a writing set (20 reading sets and 20 writing sets). **Optional game every week:** Mon **Whiteboard Quiz Game** Tue **Paper Password** Wed **Class Feud** Thu **Classroom Millionaire** Fri **Mystery Box**

What this preview shows: the note to the substitute, the Week 1 plan, more front pages, one page of every daily part, a full math set with its answer key, a calm block, a team task, the game types and one ink-saver page. Every product page is watermarked. The full product has 486 pages.
What the sub gets: a note that explains the routine, a Say this to the class box on every task, a script for every game, and every answer in the key.



Note to the Substitute

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

Thank you for covering my class this week

Everything you need is in this binder. The front pages are filled in for this week. Then come the work sets, one per day: **Math 1** is Monday's math set, **Reading 3** is Wednesday's reading set, and so on. Any set can move to another slot; nothing depends on the order. Each set is one slot (30 to 40 minutes), stands alone, and has its answer key at the back, so you never have to make anything up or know the subject. The first page of every set tells you what to say.

Every page has a core task first, then a ☆ challenge. Every student does the core task. Students who finish early go on to the ☆ challenge; it fills a few extra minutes, and nobody has to finish it. Students I checked in the ☆ column of the class list find the core task easy: they may start with the ☆ challenge, then do the core task.

The core task is grade 3 work that reviews what a grade 3 class has met. **The ☆ challenge** takes the same grade 3 skill one step further; it is extra, so skip it for anyone it frustrates. Every task starts with a **Say this to the class** box: read it out loud, then read the first instruction of the set with the class; after that, students read the boxes themselves.

Every set lists the standards it practices on a small line under its title (for you, not the students): Common Core Math and English Language Arts for grade 3, NGSS grade 3 for science, and the C3 Framework grades 3 to 5 for social studies. A sub plan set practices part of a standard; it is review and practice, not a full assessment of it.

The shared blocks follow, one of each per day. The **calm block** is always allowed: a slot that runs short, a loud class, or anyone who finishes early. The **team task** fills a slot on its own. The **game** is optional: a fun way to end the day, or something for extra time (15 minutes, from the script).

Supplies for the week

- **Every day:** a pencil for each student.
- **A whiteboard and marker:** Game 1, Game 3, Game 4, Game 5

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 work page has a ☆ challenge, 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. Thank you!

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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	**Hello, Class** p. 14 · 15 min	**Warm-up** Attendance, then go over yesterday's answers together from the key at the back (10 min)	**Warm-up** Attendance, then go over yesterday's answers together from the key at the back (10 min)	**Warm-up** Attendance, then go over yesterday's answers together from the key at the back (10 min)	**Warm-up** Attendance, then go over yesterday's answers together from the key at the back (10 min)
Block 1	**Math 1** Multiplication and Division Facts p. 17 · 35 min	**Math 2** Fractions p. 37 · 35 min	**Math 3** Place Value and Rounding p. 58 · 35 min	**Math 4** Measurement and Data p. 79 · 40 min	**Math 5** Money and Two-Step Word Problems p. 100 · 35 min
Block 2	**Reading 1** Pepper Goes Missing p. 20 · 35 min	**Reading 2** Busy Beavers p. 40 · 35 min	**Reading 3** Jackie Robinson p. 61 · 35 min	**Reading 4** The Giant Melon p. 82 · 35 min	**Reading 5** Two Texts About the Moon p. 103 · 35 min
Before lunch	**Writing 1** Strong Sentences to a Paragraph p. 23 · 35 min	**Writing 2** Opinion Writing p. 43 · 35 min	**Writing 3** How To Writing p. 64 · 35 min	**Writing 4** Descriptive Writing p. 85 · 35 min	**Writing 5** Narrative Writing p. 106 · 35 min
After lunch	**Science 1** Life Cycles and Traits p. 26 · 35 min	**Science 2** Seasons and Weather Patterns p. 46 · 35 min	**Science 3** Forces and Magnets p. 67 · 35 min	**Science 4** Weather and Climate p. 88 · 35 min	**Science 5** Habitats and Evidence p. 109 · 35 min
Block 3	**Social Studies 1** Map Skills p. 29 · 35 min	**Social Studies 2** Community and Government p. 49 · 35 min	**Social Studies 3** A Town Timeline p. 70 · 35 min	**Social Studies 4** Goods, Services and Choices p. 91 · 35 min	**Social Studies 5** Landforms and Regions p. 112 · 35 min
Team time	**Mystery Map** p. 34 · 30 min	**Party on a Budget** p. 54 · 30 min	**Force Detectives** p. 75 · 30 min	**Plan the Class Garden** p. 96 · 30 min	**Habitat Experts** p. 117 · 30 min
Quiet time or early finishers	**Monday Words Search and Reset Sheet** p. 32 · 20 min	**Today's Words Match and Grounding Sheet** p. 52 · 20 min	**Secret Codes and Three Things I Learned** p. 73 · 20 min	**Word Ladders and Doodle Page** p. 94 · 20 min	**Friday Words Search and Thank You Note** p. 115 · 20 min
End of day (optional): a fun way to finish	**Whiteboard Quiz Game** p. 35 · 15 min	**Paper Password** p. 56 · 15 min	**Class Feud** p. 77 · 15 min	**Classroom Millionaire** p. 98 · 15 min	**Mystery Box** p. 119 · 15 min

How to use this plan

- Page numbers point to the first page of each set. **Copies:** subject sets and calm blocks one per student, two-sided; team tasks one per group of four; game scripts, game boards and answer keys one for you (the Paper Password card page: one per pair).
- Every student does the core task; early finishers go on to the ☆ challenge.
- The calm block is always allowed: a slot that runs short, a loud class, or anyone who finishes early.
- The game is optional: a fun way to end the day, or something for extra time.

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SUB PLANS WEEK 1

Grade 3, 5 Days of Print and Go Work

Teacher _____

Room _____

Grade _____

Week of _____

Everything a sub needs for five days is in this binder: a filled-in weekly plan, a blank schedule, the class list, and for every day a set for math, reading, writing, science and social studies, a calm block, a team task and a paper game. Each set is one slot of the day, stands alone, and has its own answer key. Nothing needs subject knowledge, a login or a projector.



Important Information

The page the sub reads first. Fill it in once and keep it current.

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

Start of class _____

Bathroom _____

Phones _____

End of class _____

Weekly Schedule (Blank)

Your own order: write the set for each slot (for example "Math 1" or "Reading 2") and the time it starts. Cross out or rename slots to match your day.

TIME OF DAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Morning work ___ – ___					
Block 1 ___ – ___					
Block 2 ___ – ___					
Before lunch ___ – ___					
After lunch ___ – ___					
Block 3 ___ – ___					
End of day ___ – ___					

How to fill it in

- One set per slot. Each set runs 30 to 40 minutes; the ☆ challenge fills a few extra minutes for early finishers. For a longer slot, add that day's team task or calm block.
- Specials, recess and lunch: cross those slots out or write them in.
- On Monday the opener (15 minutes) comes first, then the first set.
- The game is optional: put it in the last slot as a fun way to end the day, or use it for extra time. The calm block goes in any gap.

Set naming

Sets are named by subject and day: **Math 1** is Monday's math set, **Reading 3** is Wednesday's reading set, and so on. The set index lists every set with its minutes and page.

Class List and Dismissal

Names, what a sub must know, and how every student goes home. Copy one per class.

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

☆ check a student who finds the core task easy: they may start with the challenge

#	STUDENT NAME	NOTES (ALLERGIES, NEEDS, HELPFUL, LEAVES EARLY)	HOME	BUS # / PICKED UP BY / PROGRAM	☆ STARTS WITH THE CHALLENGE
1					☐
2					☐
3					☐
4					☐
5					☐
6					☐
7					☐
8					☐
9					☐
10					☐
11					☐
12					☐
13					☐
14					☐
15					☐
16					☐
17					☐
18					☐
19					☐
20					☐
21					☐
22					☐
23					☐
24					☐
25					☐
26					☐
27					☐
28					☐
29					☐
30					☐

How It Went

For the substitute. One line per day, two minutes at the end of each day. Check the boxes and go.

Monday

Sets done: _____ Class was: ☐ Great ☐ Fine ☐ Hard, see notes

Notes / stars of the day: _____

Tuesday

Sets done: _____ Class was: ☐ Great ☐ Fine ☐ Hard, see notes

Notes / stars of the day: _____

Wednesday

Sets done: _____ Class was: ☐ Great ☐ Fine ☐ Hard, see notes

Notes / stars of the day: _____

Thursday

Sets done: _____ Class was: ☐ Great ☐ Fine ☐ Hard, see notes

Notes / stars of the day: _____

Friday

Sets done: _____ Class was: ☐ Great ☐ Fine ☐ Hard, see notes

Notes / stars of the day: _____

Hello, Class

Opener

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

SAY THIS TO THE CLASS

"Good morning. I am your substitute teacher this week, and I am glad to meet you. First I will tell you a little about me, and then you can ask me three questions. After that, you and I read the class promise and play one quick round of True or Silly."

Copies: opener script and All About Me sheet: one for you, class page: one per student.

Sub script (do these in order)

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

If the class is loud

- Skip the questions and the game. Keep the promise and the voice level.
- Start the first set right away. The quiz game at the end of the day is optional: play it if there is time.

If you have five extra minutes

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

Monday morning checklist (before the class comes in)

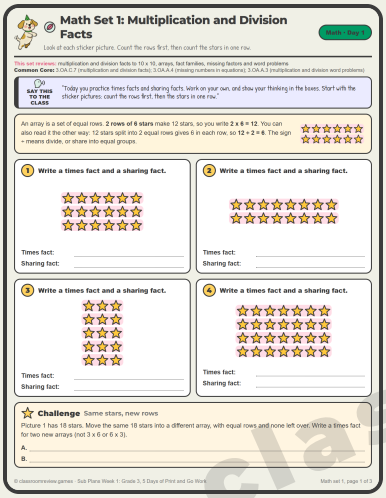
- ☐ Read the Important Information page: the office number, the exits and where the nurse is.
- ☐ Check the class list for allergies, medicine and how each child gets home.
- ☐ Look at the schedule so you know when recess, lunch and specials happen.
- ☐ Fill in the All About Me sheet and pin it where the class can see it.
- ☐ Copy the four voice levels, 0, 1, 2 and 3, onto the board.
- ☐ Keep the answer keys in a folder the class cannot reach.

Words that work with third graders

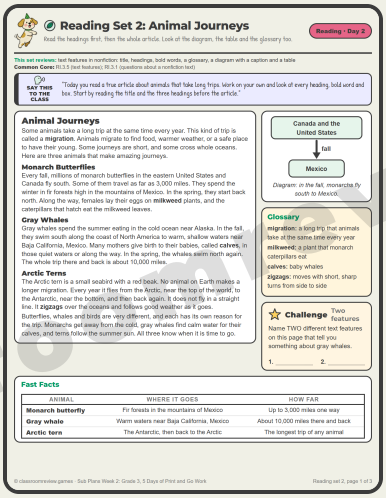
- "I love how this row is sitting and ready." Praise the children doing it right. The rest of the room copies them.
- "Show me with your eyes that you are ready." Eight year olds like a quick, clear signal. Wait for most eyes, then talk.
- "You can pick: do number three first, or do number five first."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

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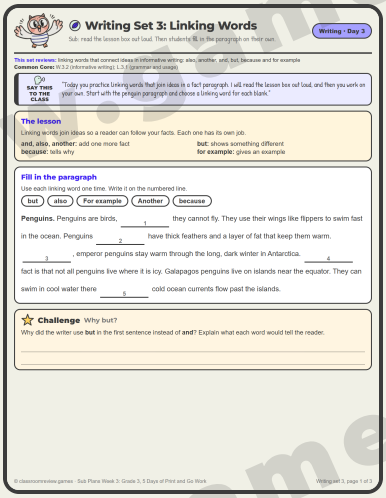
ONE PAGE OF EVERY DAILY PART



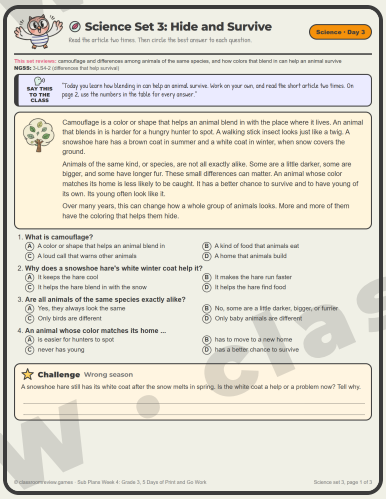
Math set, Week 1 (solo)



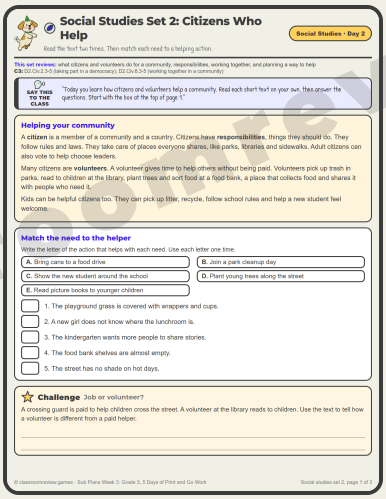
Reading set, Week 2 (solo)



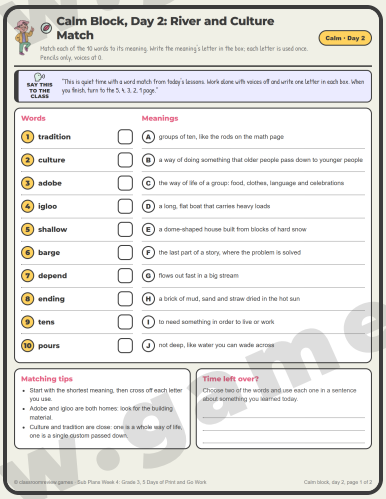
Writing set, Week 3 (solo)



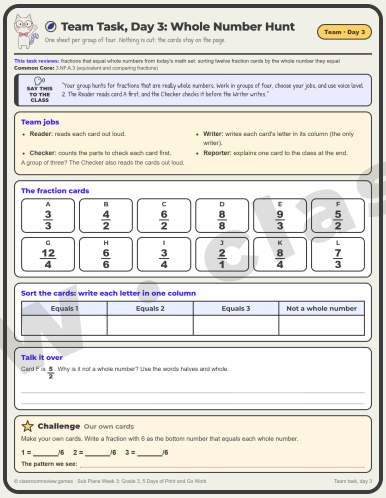
Science set, Week 4 (solo)



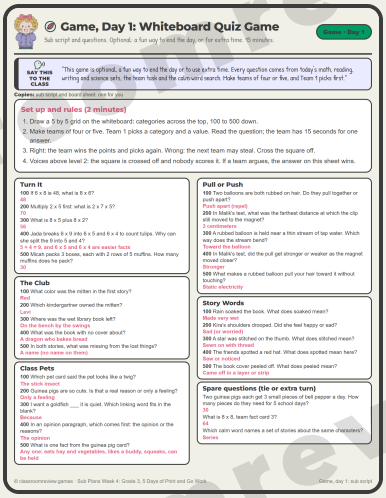
Social studies set, Week 3 (solo)



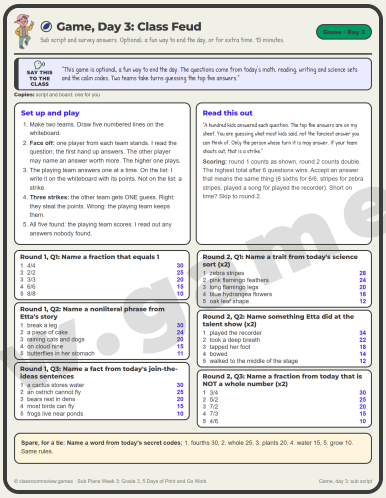
Calm block: word puzzle (solo)



Team task, Week 3 (group)



Game: Whiteboard Quiz Game (group)



Game: Class Feud (group)

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Math Set 1: Grouping Three Factors

Pick the two numbers to multiply first. Then multiply that answer by the last number.

Math · Day 1

When you multiply three numbers, you can choose which two to multiply first. The product stays the same. **2 x 3 x 5**: try **2 x 5 = 10** first, then **10 x 3 = 30**. This is the **grouping property** (its math name is the associative property). Look for a pair that makes 10, or a fact you know well.

1. 2 x 6 x 5 = ?

First I multiply _____ x _____ = _____. Then _____ x _____ = _____.

2. 3 x 2 x 4 = ?

First I multiply _____ x _____ = _____. Then _____ x _____ = _____.

3. 5 x 7 x 2 = ?

First I multiply _____ x _____ = _____. Then _____ x _____ = _____.

4. 2 x 4 x 9 = ?

First I multiply _____ x _____ = _____. Then _____ x _____ = _____.

5 Micah packs 3 boxes of muffins. Each box has 2 rows of 5 muffins. How many muffins does he pack?

Challenge The easiest pair

For **5 x 9 x 2**, which two numbers would you multiply first to make it easiest? Find the product, and tell why that pair is easiest.

Product: .....

Why: .....

.....

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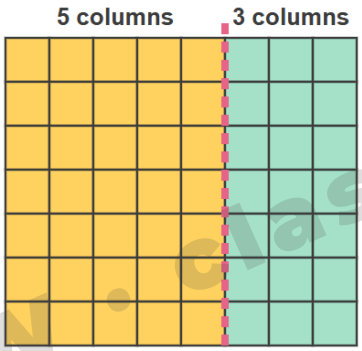
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Math Set 1: Break It Apart

A hard fact can be split into two easier facts. Add the two parts to find the product.

Math · Day 1



1. The picture shows 7 x 8. The dashed line splits it into two parts.

Left part: 7 x 5 = _____

Right part: 7 x 3 = _____

7 x 8 = _____ + _____ = _____

Break apart and add

Fill in the blanks. The first number stays the same. The second number is split into two parts.

2. 6 x 7 = 6 x 5 + 6 x 2

= _____ + _____ = _____

3. 8 x 6 = 8 x 5 + 8 x 1

= _____ + _____ = _____

4. 4 x 9 = 4 x 5 + 4 x 4

= _____ + _____ = _____

5. 9 x 6 = 9 x 5 + 9 x 1

= _____ + _____ = _____

6 The school garden has 6 rows of tulips with 9 tulips in each row. Jada breaks 6 x 9 into 6 x 5 and 6 x 4 to count them. How many tulips are in the garden?

Challenge Two ways to split

Break **9 x 7** apart in TWO different ways. Show that both ways give the same product.

Way 1: .....

Way 2: .....

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Answer Keys (1 of 12)

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

Math Set 1: Properties of Multiplication

Dot pictures: 1. 3 x 7 = 21 and 7 x 3 = 21; 2. 6 x 4 = 24 and 4 x 6 = 24; 3. 2 x 9 = 18 and 9 x 2 = 18. **I know one fact:** 4. 48; 5. 63; 6. 40; 7. 36.

Star challenge, page 1: A. true (28 and 28); B. false (18 and 15); C. true (18 and 18). Fix for B: change the 5 to a 6 (6 x 3 = 3 x 6), or change the 6 to a 5 (5 x 3 = 3 x 5). Accept any one-number change that makes both sides equal.

Grouping: 1. 60; 2. 24; 3. 70; 4. 72. Any order of the two steps is correct if the steps are right (for example 2 x 5 = 10, then 10 x 6 = 60). **5.** 30 muffins (2 x 5 = 10 in a box, 3 x 10 = 30).

Star challenge, page 2: 5 x 2 = 10 first, then 10 x 9 = 90. Why: 5 x 2 makes 10, and 10 x 9 is 9 tens, which is 90. Accept another order with the correct product 90 and a sensible reason.

Break apart: 1. 35 and 21, 35 + 21 = 56; 2. 30 + 12 = 42; 3. 40 + 8 = 48; 4. 20 + 16 = 36; 5. 45 + 9 = 54. **6.** 54 tulips (30 + 24 = 54).

Star challenge, page 3: both ways must equal 63. Any two of: 9 x 1 + 9 x 6 = 9 + 54; 9 x 2 + 9 x 5 = 18 + 45; 9 x 3 + 9 x 4 = 27 + 36; 9 x 4 + 9 x 3 = 36 + 27; 9 x 5 + 9 x 2 = 45 + 18; 9 x 6 + 9 x 1 = 54 + 9. Splitting the 9 also works (5 x 7 + 4 x 7 = 35 + 28).

Reading Set 1: Two Stories in a Series

Who is in both stories: Jada and Malik (the Lost and Found Club). **Star challenge, page 1 and page 2:** page 1: any two of: the same characters (Jada and Malik), the same club name in both titles (The Lost and Found Club), the same school, the same kind of problem (a lost thing with no name). Page 2: answers vary; accept either story with a reason from the text (the book: the clue was hidden in the words, not on the outside; the mitten: there was only one mitten and no name).

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

7. Levi was happy: he clapped and hopped. Kira felt sad or worried: her shoulders drooped, she said she was afraid to tell anyone, and the pages were wet. Accept any answer with one feeling and one detail for each character.

8. They look for clues and think carefully instead of giving up. In The Red Mitten Jada compares the mitten to her hand and they find the matching hat; in The Book With No Cover Malik reads the first page and remembers Kira's book. Accept any answer that names looking for clues with one detail from each story.

Vocabulary: stitched = sewn on with a needle and thread; spotted = saw or noticed; soaked = made very wet; peeled = came off in a strip or a layer; drooped = hung down low, as when someone feels sad or tired.

Compare chart: The lost thing: Story 1 one red mitten with a white star; Story 2 a library book with no cover. Where it was found: Story 1 in the blue bin by the office; Story 2 on the bench by the swings. The clue: Story 1 it was tiny, and the hat had the same star; Story 2 the story inside (a dragon who bakes bread). The owner: Story 1 Levi, a kindergartner; Story 2 Kira. Accept the same facts in the student's own words.

Star challenge, page 3: answers vary; accept a plan with the same characters, a new lost thing, a place it was found, a clue that leads to the owner, and an ending where it goes home.

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Calm Block, Day 1: Key Words Search

Hunt for the 12 key words from Monday's sets and circle each one. A word can go across, down, on a slant or backward. Pencils only, voices at 0.

Calm · Day 1

SAY THIS TO THE CLASS

"This is quiet time with a word search of words from today's lessons. Work on your own with voices off. When you finish, use the reset sheet and trace the square slowly."

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

DIVIDE · SHARE · GROUPS · CHAPTER · STRAW · SAIL · BLADE · TOPIC · MOTION · PATTERN · SWING · PENDULUM

Search tips

- Start with a word that has an unusual letter, like the W in SWING or the U in PENDULUM.
- All done? Pick two list words and think of one sentence that uses both of them.

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Team Task, Day 2: Plan a Booth

Same groups. Choose one tradition and plan its booth together.

Team · Day 2

Pick one tradition

Adobe bricks | Snow houses | Corn tortillas | Lunar New Year lanterns | Highland Games

Our booth: .....

Three things visitors can see or do: .....

.....

How land or weather shaped it: .....

.....

Hand-outs

About 30 visitors come to each booth every hour. The fair lasts 3 hours. Each visitor gets one hand-out. How many hand-outs does your booth need? Write the times fact.

.....

.....

Time plan (30 minutes)

1. Pick jobs and read the cards: 3 minutes
2. Solve the four supply orders: 10 minutes
3. Plan the booth: 12 minutes
4. Check and share: 5 minutes

Check the booth (the Checker reads each line)

- ☐ The booth names one tradition
- ☐ It lists three things visitors can see or do
- ☐ It tells how land or weather shaped the tradition
- ☐ The hand-out count shows a times fact with tens
- ☐ Every person's initials are on the page

☆ Challenge A longer fair

The fair is so popular that it will run for 2 more hours. How many hand-outs does your booth need now, for all the hours? Show the fact.

.....

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Game, Day 1: The Board

Copy this grid onto the whiteboard and keep the sheet next to you. Cross squares off as they are played.

Game · Day 1

DIVISION	BOAT RACE	HOW IT WORKS	MOTION	FIELD DAY
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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Game, Day 2: Paper Password

Sub script and word list. Optional: a fun way to end the day, or for extra time. 15 minutes.

Game · Day 2

SAY THIS TO THE CLASS "This game is optional: a fun way to end the day, or for extra time. The secret words come from today's math, reading, writing and social studies sets. Sit with a partner, and listen while I read the rules."

Copies: card page: one per pair, folded; script: one for you

Set up (2 minutes)

1. Pairs sit facing each other with one card page, folded in half twice so only this round's card shows.
2. Partner A gives clues in rounds 1 and 3, Partner B in rounds 2 and 4. The guesser never sees the card.
3. Each round is 2 minutes: ONE word per clue, ONE guess per clue.
4. Five clues with no right guess: the word scores 0. I say "Go" and "Stop" for each round.

Read this out

"Your clue is one word only. You may not say the secret word or any part of it. No acting it out, no spelling, no rhymes. Break a rule and that word scores zero."

Scoring: guessed on clue 1 = 5 points, clue 2 = 4, clue 3 = 3, clue 4 = 2, clue 5 = 1. The clue giver circles the number on the card. After round 4, pairs add their four round totals. The highest total wins; ask pairs to call out any total over 60.

Referee calls

A clue made of two words stuck together counts only if it is a real single word. The secret word with an s or "ing" on the end still scores zero. If a pair cannot agree, the word scores zero. The example clues below are allowed. Words: round 1 from the math set, round 2 from the reading set, round 3 from the writing set, round 4 from the social studies set.

Timing (15 minutes)

0:00	2:00	4:30	7:00	9:30	12:00
Set up, read the rules	Round 1, Partner A	Round 2, Partner B	Round 3, Partner A	Round 4, Partner B	Add totals, winners

Round 1: Partner A gives clues

TENS	example clue: place
TIMES	example clue: multiply
ROD	example clue: stick
GROUPS	example clue: sets
COUNT	example clue: numbers

Round 2: Partner B gives clues

RIVER	example clue: Mississippi
BARGE	example clue: boat
SHALLOW	example clue: wade
MAP	example clue: cities
LAKE	example clue: Itasca

Round 3: Partner A gives clues

ENDING	example clue: last
LESSON	example clue: learned
FEELING	example clue: happy
ACTION	example clue: doing
WEAK	example clue: boring

Round 4: Partner B gives clues

CULTURE	example clue: traditions
ADOBE	example clue: bricks
IGLOO	example clue: snow
CORN	example clue: tortillas
PARADE	example clue: lanterns

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Game, Day 4: Classroom Millionaire

Sub script and the 10 questions. Optional: a fun way to end the day, or for extra time. 15 minutes.

Game · Day 4

SAY THIS TO THE CLASS

"This game is optional, a fun way to end the day, or for extra time. Every question comes from today's math, reading, writing and social studies sets. The whole class plays as one team, with a new student in the hot seat for each question."

Copies: sub script and ladder sheet: one for you

How it works

1. Stand the ladder sheet on the whiteboard ledge. The whole class is one player. Pick a student for the hot seat, and a new student for every question.
2. Read the question and the four choices, then read the four choices again. The hot seat may listen to quiet advice, then says "final answer" and a letter.
3. Right: the class climbs one rung. Before hearing the next question, the class may vote to stop and keep what it has.
4. Wrong: the climb ends. Rungs 3 and 7 are safe, so the class keeps the last safe amount it passed.

Three lifelines (one use each)

Ask the class: everyone holds up 1, 2, 3 or 4 fingers at the same time for A, B, C or D. The hot seat looks, then decides.

50/50: read out the two wrong choices listed under the question. Cross them off.

Ask a friend: the hot seat picks one classmate, who has 30 seconds to say what they think out loud.

"Only the hot seat's final answer counts. Shout an answer out and the class loses a lifeline."

Rungs 1 to 5

1. $100 In today's trickster tale, who played the first trick?
A. Turtle B. Chipmunk C. Blue Jay D. Beaver
Answer: C. Blue Jay (50/50 removes B and D)

2. $250 On a picture graph, what tells what one picture is worth?
A. The title B. The key C. The first row D. The longest row
Answer: B. The key (50/50 removes A and D)

3. $500 What does a map scale tell you?
A. Which way is north B. What symbols mean
C. The town's name D. How far places really are
Answer: D. How far places really are (50/50 removes B and C)

4. $1,000 What did Turtle say was under the old log?
A. The biggest seeds B. Her house C. Acorns D. A feather
Answer: A. The biggest seeds (50/50 removes B and D)

5. $2,500 On a bar graph, which bar shows the fewest votes?
A. The tallest bar B. The widest bar C. The shortest bar
D. The first bar
Answer: C. The shortest bar (50/50 removes A and B)

Rungs 6 to 10

6. $5,000 Which one is written like a short note?
A. The burner makes a big flame. B. I think balloons are fun.
C. burner makes big flame D. Balloons are the best.
Answer: C. burner makes big flame (50/50 removes B and D)

7. $10,000 What makes a hot air balloon rise?
A. Heated air inside it B. A motor C. Big wings
D. Cold water
Answer: A. Heated air inside it (50/50 removes B and D)

8. $50,000 A bar graph's scale is 5. A bar ends on the 6th line above 0. What number is that?
A. 11 B. 6 C. 25 D. 30
Answer: D. 30 (50/50 removes A and B)

9. $250,000 Which category fits the note wind carries it?
A. Parts of a balloon B. Wind and steering
C. Going up and down D. The first flight
Answer: B. Wind and steering (50/50 removes C and D)

10. $1 MILLION On the trail map, how many miles is it from the camp to the lake past the bridge?
A. 2 miles B. 3 miles C. 5 miles D. 6 miles
Answer: C. 5 miles (50/50 removes A and B)

If the class misses

Wrong on rung 1 to 3	**class keeps $0**
Wrong on rung 4 to 7	**class keeps $500**
Wrong on rung 8 to 10	**class keeps $10,000**
Class stops after a rung	**class keeps that rung**

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Math Set 2: Groups of Tens

Count the groups. Count the tens in one group. Then write the times fact.

Math · Day 2

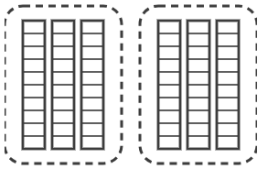
This set reviews: multiplying a one-digit number by a multiple of 10 with tens rods, fact patterns, missing factors and word problems
Common Core: 3.NBT.A.3 (multiplying by multiples of 10); 3.OA.A.3 (multiplication and division word problems)

SAY THIS TO THE CLASS

"Today you multiply by numbers like 20, 40 and 70. Work on your own and think in tens: 4 x 30 is 4 groups of 3 tens. Start with the tens pictures on page 1."

Each rod is **one ten**. **3 x 20** means 3 groups of 2 tens. That is 6 tens, and 6 tens is **60**. So 3 x 20 = 60. Think of the fact you know (3 x 2 = 6), then make it tens.

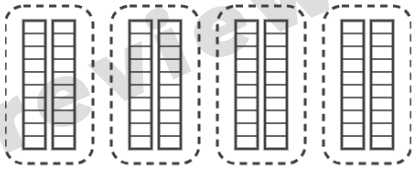
1



2 groups of 3 tens = _____ **tens**

Times fact: _____

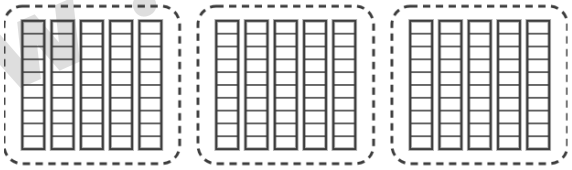
2



4 groups of 2 tens = _____ **tens**

Times fact: _____

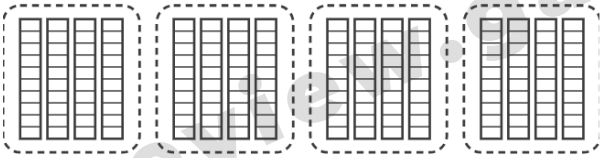
3



3 groups of 5 tens = _____ **tens**

Times fact: _____

4



4 groups of 4 tens = _____ **tens**

Times fact: _____

☆ Challenge Find the mistake

Lana says **6 x 50 = 30**. What mistake did she make? Write the correct product and tell how you know.

Correct product: _____

How I know: _____

_____

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



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