

3rd Grade Maternity Leave Sub Plans, 6 Weeks

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

PREVIEW

What is included

- Six week binders (137, 117, 115, 117, 118, 115 pages): 719 pages
- 88 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
- 155 solo blocks (125 math, reading, writing, science and social studies sets, 30 calm blocks) and 30 team tasks for groups of four
- A core task and a ★ challenge on every student page
- 30 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 six 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 30 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.
- **Week 5, days 21 to 25. Math:** Unknown Numbers in Equations, Arithmetic Patterns, Perimeter and Missing Sides, Quadrilateral Families, Equal Parts of Shapes. **Science or social studies:** Metamorphosis, Taxes and Public Services, Climates Around the World, How Towns Grow: Rivers, Roads and Rails, Fair Tests and Design Ideas.
- **Week 6, days 26 to 30. Math:** Multiplication and Division Strategies, Estimating With Rounding, Combined Rectangles, Same Perimeter, Different Area, Grade 3 Math Roundup. **Science or social studies:** Variation in a Species, Celebrations Around the World, Science Review, Social Studies Review, Forces and Life Science Showcase.

Every day also has a reading set and a writing set (30 reading sets and 30 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 719 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)

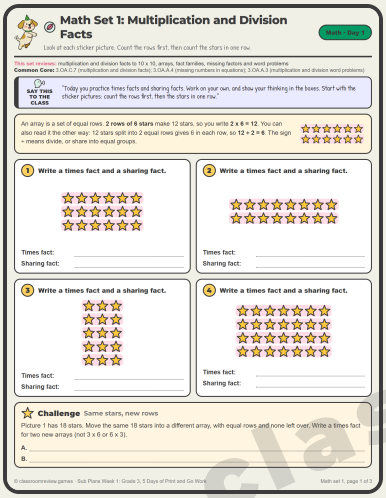
- ☐ Read the Important Information page: the office number, the exits and where the nurse is.
- ☐ Check the class list for allergies, medicine and how each child gets home.
- ☐ Look at the schedule so you know when recess, lunch and specials happen.
- ☐ Fill in the All About Me sheet and pin it where 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

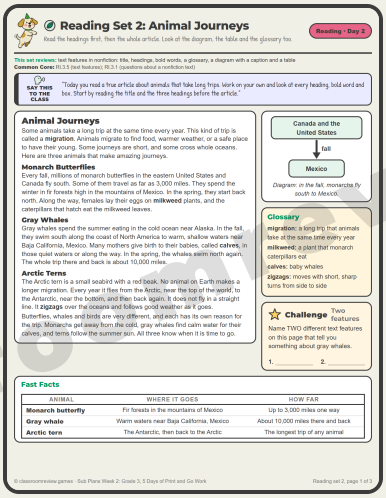
- "I love how this row is sitting and ready." Praise the children doing it right. The rest of the room copies them.
- "Show me with your eyes that you are ready." Eight year olds like a quick, clear signal. Wait for most eyes, then talk.
- "You can pick: do number three first, or do number five first." 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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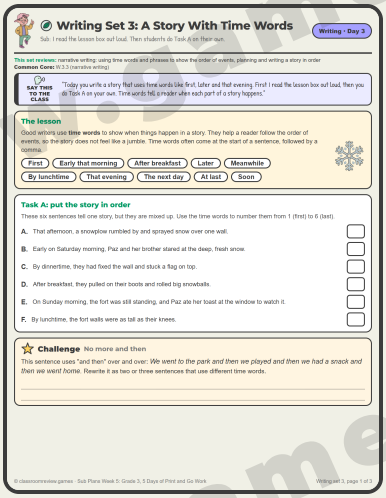
ONE PAGE OF EVERY DAILY PART



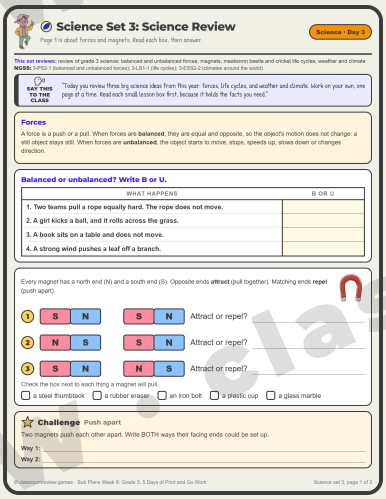
Math set, Week 1 (solo)



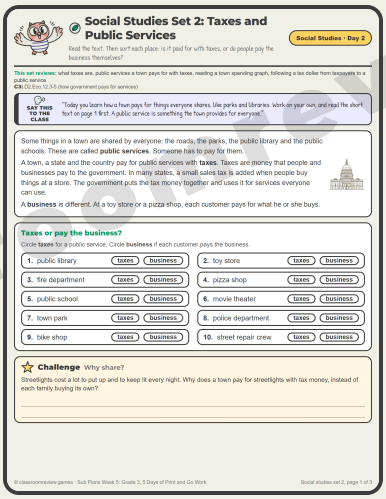
Reading set, Week 2 (solo)



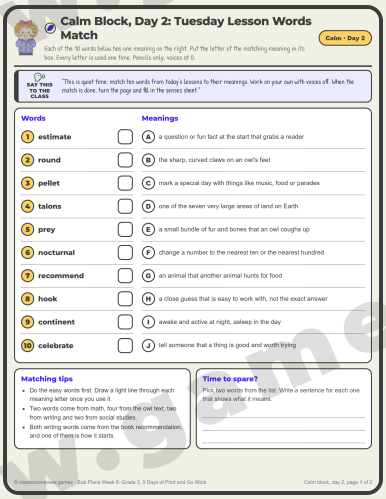
Writing set, Week 5 (solo)



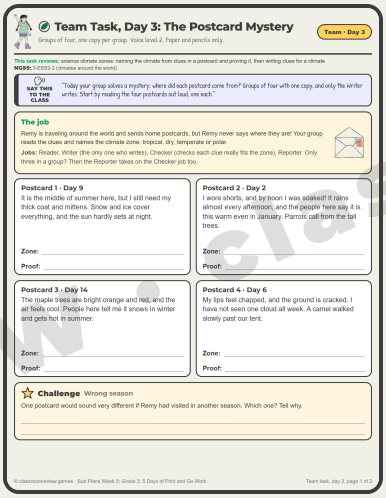
Science set, Week 6 (solo)



Social studies set, Week 5 (solo)



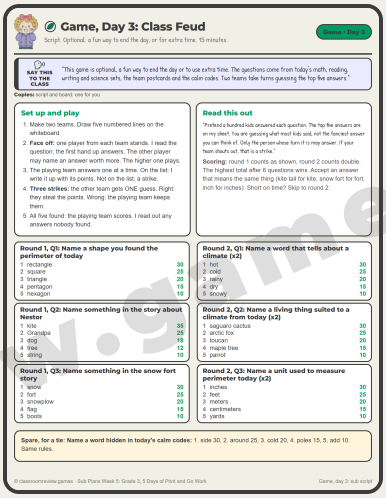
Calm block: word puzzle (solo)



Team task, Week 5 (group)



Game: Whiteboard Quiz Game (group)



Game: Class Feud (group)

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Math Set 1: Doubles, Nines and Division

Each part shows one strategy. Read the example, then use the same strategy.

Math · Day 1

A. Use a double

4 x 5: 2 x 5 = 10, and double 10 is 20. A 6 times fact is double a 3 times fact.

1. 4 x 6: 2 x 6 = ____ , double it: ____
2. 4 x 8: 2 x 8 = ____ , double it: ____
3. 6 x 7: 3 x 7 = ____ , double it: ____
4. 6 x 9: 3 x 9 = ____ , double it: ____

B. Nines from tens

9 x 3: 10 x 3 = 30, then take away one 3: 30 minus 3 = 27.

1. 9 x 4: 10 x 4 = ____ , minus 4 = ____
2. 9 x 7: 10 x 7 = ____ , minus 7 = ____
3. 9 x 8: 10 x 8 = ____ , minus 8 = ____

C. Divide with a times fact

20 ÷ 4 asks: 4 times what is 20? 4 x 5 = 20, so 20 ÷ 4 = 5.

1. 42 ÷ 6 = ____ because 6 x ____ = 42
2. 63 ÷ 9 = ____ because 9 x ____ = 63
3. 32 ÷ 4 = ____ because 4 x ____ = 32
4. 54 ÷ 6 = ____ because 6 x ____ = 54

Challenge Check the fact

Selma says 7 x 8 = 54. Is she right? Use one strategy from this set to check, and show your work.

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Math Set 1: Word Problems

Read each problem two times. Work it out in the box, write the answer with its word, then name the strategy you used.

Math · Day 1

1. Tariq sets up chairs for a class play. He makes 8 rows with 6 chairs in each row. How many chairs does he set up?

Strategy I used: _____

2. Una has 56 stickers. She shares them equally among 7 friends. How many stickers does each friend get?

Strategy I used: _____

3. Willa bakes 3 trays of muffins for the class party. Each tray holds 9 muffins. How many muffins does she bake?

Strategy I used: _____

Challenge Two steps

The art room has 6 boxes of markers with 8 markers in each box. Xavi finds that 5 of the markers are dried out. How many markers still work? Show both steps.

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Answer Keys (1 of 15)

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

Math Set 1: Multiplication and Division Strategies

Break apart: 1. (6 x 5) + (6 x 2) = 30 + 12 = 42; 2. (8 x 5) + (8 x 1) = 40 + 8 = 48; 3. (4 x 5) + (4 x 4) = 20 + 16 = 36; 4. (3 x 4) + (3 x 4) = 12 + 12 = 24.

Star challenge, page 1: any two correct ways that make 54, such as (9 x 1) + (9 x 5), (9 x 2) + (9 x 4), (9 x 3) + (9 x 3), (9 x 4) + (9 x 2) (each = 54).

A. Doubles: 1. 12, 24; 2. 16, 32; 3. 21, 42; 4. 27, 54. **B. Nines:** 1. 40, 36; 2. 70, 63; 3. 80, 72. **C. Divide:** 1. 7; 2. 7; 3. 8; 4. 9 (the same number goes in both blanks).

Star challenge, page 2: No. 7 x 8 = 56, for example (7 x 5) + (7 x 3) = 35 + 21 = 56. Any correct strategy that reaches 56.

Word problems: 1. 48 chairs; 2. 8 stickers; 3. 27 muffins. Strategy: any sensible one (break apart, doubles, a times fact, skip counting).

Star challenge, page 3: 6 x 8 = 48 markers, then 48 minus 5 = 43 markers still work.

Reading Set 1: A Mystery to Solve

Clue chart: a pile of empty seed shells (under the low branch): the visitor eats in one spot on the branch | a tuft of soft gray fur (caught on the hook): the visitor has fur, so it is not a bird | tiny scratch marks (on the metal pole): the visitor has claws and tried to climb. Accept the same idea in the student's words. **Star:** Which clue is most useful: answers vary. Accept the fur (it shows the visitor is not a bird) or another clue with a reason from the story.

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

7. She thought she knew who was eating the seeds (an animal with fur and claws, maybe a squirrel), but she wanted to see it really happen before saying it was true. Accept any answer that says she had a guess or idea and wanted to check it.

8. Wesley noticed the empty feeder and found the pile of shells (and said the visitor has claws); Sienna kept the notebook and found the gray fur. They watched from the window together. Accept one true action for each friend.

Vocabulary: mystery = something strange that nobody can explain yet; scatter = to throw or drop things so they spread all over; tuft = a small bunch of fur, hair or feathers; proof = something that shows an idea is true; flicked = moved quickly with a short snap.

Star, events in order: A = 5, B = 2, C = 1, D = 4, E = 3.

Write about it: answers vary; look for Wesley's voice (I and Sienna), the three clues in order (shells, fur, scratch marks), watching from the window, and moving the feeder, in four or more sentences. **Star:** answers vary; accept any two places such as: Sienna says birds scatter shells, so one neat pile is a clue; she says birds have feathers, not fur; Wesley says the scratch marks mean claws; they watch the next morning to get proof before saying who it is.

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Calm Block, Day 1: Fresh Week Words Search

Calm · Day 1

Circle the 12 words from Monday's sets: across, down, on a slant or backward.

SAY THIS TO THE CLASS

"This is quiet work time with a word search of words from Monday's sets. Work by yourself with your voice off. When the search is done, try the square on the reset sheet."

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

EQUATION · UNKNOWN · RIDDLE · SCRIPT · SCENE · INTERVIEW · NOTES · CHRYSALIS · MOLT · LARVA · TADPOLE · FROGLET

Search tips

- Start with a word that has a rare letter, like the Q in EQUATION. Finished? Use two list words in one sentence on this line:

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Team Task, Day 4: Town Council Vote

Team · Day 4

Same groups, same sheet. Use the map on page 1 if you need it.

Two plans: the town can build only ONE

PLAN	FACTS	ONE BENEFIT	ONE COST (WHAT THE TOWN GIVES UP)
Plan 1: a skate park on Empty Lot 1	**Kids can skate and ride scooters there. It takes 6 months to build.**		
Plan 2: a community garden on Empty Lot 2	**People can grow flowers and vegetables there. It takes 2 months to build.**		

Our council votes for: .....

Our reason: .....

.....

.....

Before you vote

Every member says which plan they like and gives one reason. Listen to each person before the Mayor calls the vote. If the vote is a tie, the council talks for one more minute and votes again.

Challenge Real leaders

In a real town, who would make a choice like this one: the town council and the mayor, the governor, or the president? Tell why.

Who: .....

Why: .....

.....

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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

UNKNOWNS	ON STAGE	INTERVIEWS	BUTTERFLIES	FROG LIFE
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 1: board



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

ROUND	example clue: nearest
ESTIMATE	example clue: about
EXACT	example clue: precise
SUM	example clue: total
HUNDRED	example clue: tens

Round 2: Partner B gives clues

NOCTURNAL	example clue: night
PELLET	example clue: bones
TALONS	example clue: claws
PREY	example clue: hunted
FRINGE	example clue: edge

Round 3: Partner A gives clues

RECOMMEND	example clue: suggest
HOOK	example clue: grab
AUTHOR	example clue: writer
EXAMPLE	example clue: instance
READER	example clue: audience

Round 4: Partner B gives clues

CONTINENT	example clue: Asia
COSTUME	example clue: dress
FIREWORKS	example clue: July
CARNIVAL	example clue: Brazil
TRADITION	example clue: custom

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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 to use extra time. Every question comes from today's math, reading, writing and social studies sets, and the whole class plays as one team."

Copies: script and ladder sheet: one for you

How it works

1. Draw a 10-rung ladder on the whiteboard, or hold up the ladder sheet. The class is one player. A new student takes the hot seat 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, and 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.
5. Time left? Read the questions again as a team quiz.

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 How many sides does every quadrilateral have?
A. 3 B. 4 C. 5 D. 6
Answer: B. 4 (50/50 removes A and D)

2. $250 Which shape has 4 equal sides AND 4 square corners?
A. Rectangle B. Rhombus C. Square D. Triangle
Answer: C. Square (50/50 removes A and D)

3. $500 In Text A, what do engineers pile on a model bridge to test it?
A. Weights B. Ribbons C. Paint D. Postcards
Answer: A. Weights (50/50 removes C and D)

4. $1,000 What is the short way to write the bike that belongs to Olivia?
A. Olivias bike B. Olivia's bike C. Olivias' bike D. Olivia bikes
Answer: B. Olivia's bike (50/50 removes C and D)

5. $2,500 Which word is the contraction of do not?
A. dont' B. do'nt C. don't D. dont
Answer: C. don't (50/50 removes A and B)

Rungs 6 to 10

6. $5,000 Long ago, why did many towns grow beside rivers?
A. Boats could carry people and goods B. Rivers stopped the snow C. Trains ran on the rivers D. Rivers made mountains
Answer: A. Boats could carry people and goods (50/50 removes B and D)

7. $10,000 In what year did the Brooklyn Bridge open?
A. 1776 B. 1969 C. 2001 D. 1883
Answer: D. 1883 (50/50 removes A and B)

8. $50,000 Ridley Falls had 45 houses in 1850 and 260 houses in 1880. How many more houses were there in 1880?
A. 205 B. 215 C. 225 D. 305
Answer: B. 215 (50/50 removes A and D)

9. $250,000 The frog sat on ___ lily pad. Which word fits in the blank?
A. it's B. its' C. its D. it is
Answer: C. its (50/50 removes A and B)

10. $1 MILLION Which shape has 4 equal sides but no square corners?
A. Rectangle B. Rhombus C. Square D. Triangle
Answer: B. Rhombus (50/50 removes A and D)

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: Estimating With Rounding

Rounding means finding the closest ten or hundred. Read the number line box first.

Math · Day 2

This set reviews: rounding to the nearest ten and hundred, estimating sums and differences, and checking if an answer is reasonable
Common Core: 3.NBT.A.1 (rounding to 10 or 100); 3.NBT.A.2 (add and subtract within 1000); 3.OA.D.8 (two step word problems)

SAY THIS TO THE CLASS

"Today you round numbers and use them to estimate. Work on your own, and estimate before you find each exact answer. Start with the number line on page 1, where a 5 in the ones place rounds up."

How rounding works

347 is between 340 and 350. It is closer to 350, so 347 rounded to the **nearest ten** is 350. A number with 5 in the ones place, like 345, is exactly halfway, and it rounds **up**.



To round to the **nearest hundred**, look at the tens digit. 347 has 4 tens, so it is closer to 300 than to 400: 347 rounds to 300.

Round each number

NUMBER	NEAREST TEN	NEAREST HUNDRED
582		
915		
263		
655		
708		

The first number from the box above, 347, is already done: 350 and 300.

☆ Challenge Who am I?

I am a whole number. Rounded to the nearest ten, I am 350. Rounded to the nearest hundred, I am 300. Write every number I could be.

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