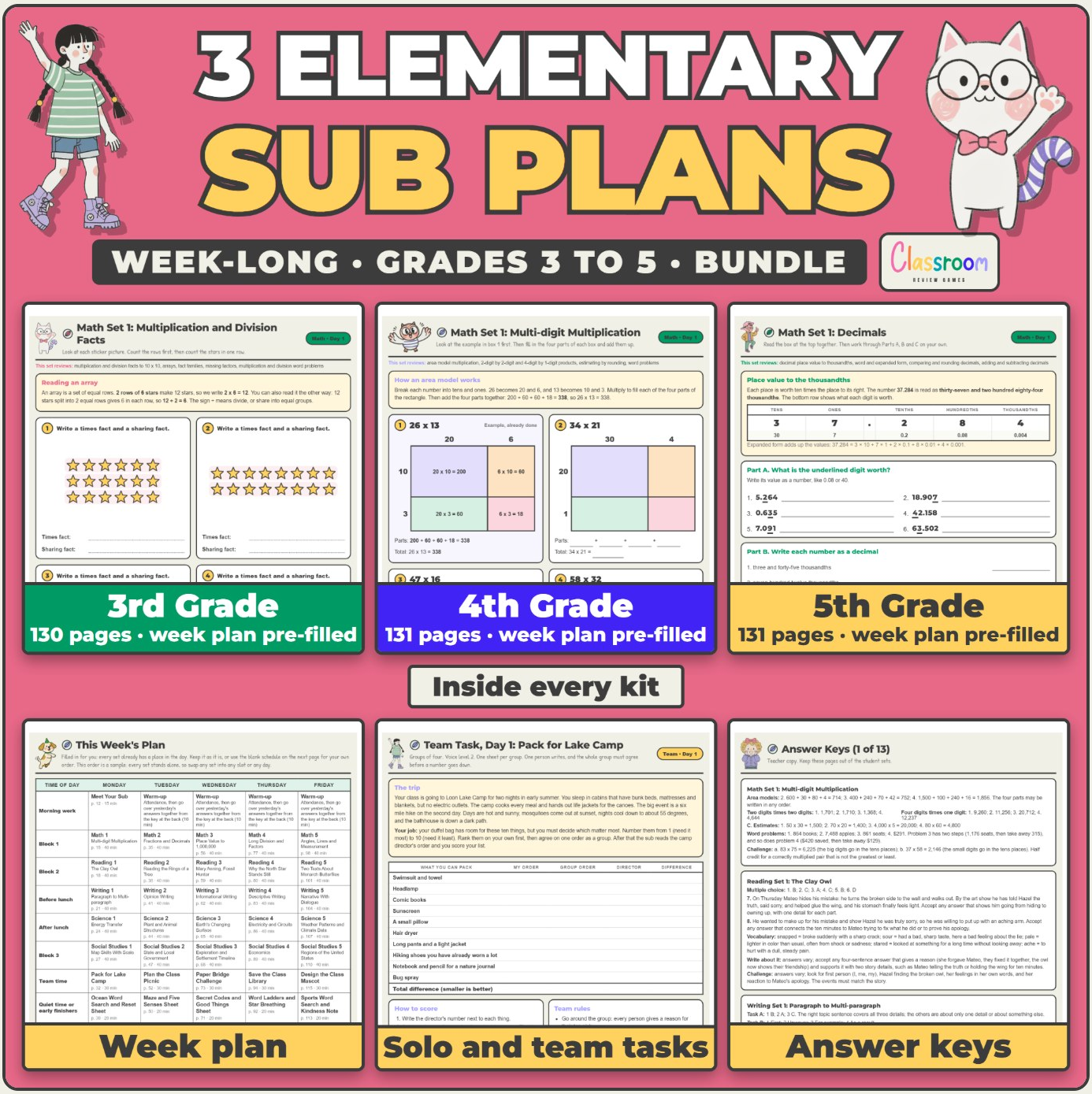
3 Elementary Sub Plans Bundle, 3rd to 5th Grade Week Long Emergency Sub Plans

BUNDLE PREVIEW Everything in this bundle, on one page. Sample pages of each product follow.

WHAT'S INCLUDED: 3 PRODUCTS



KIT 1 OF 3 · 130 pages · week plan pre-filled · grade 3

3rd Grade Sub Plans Week

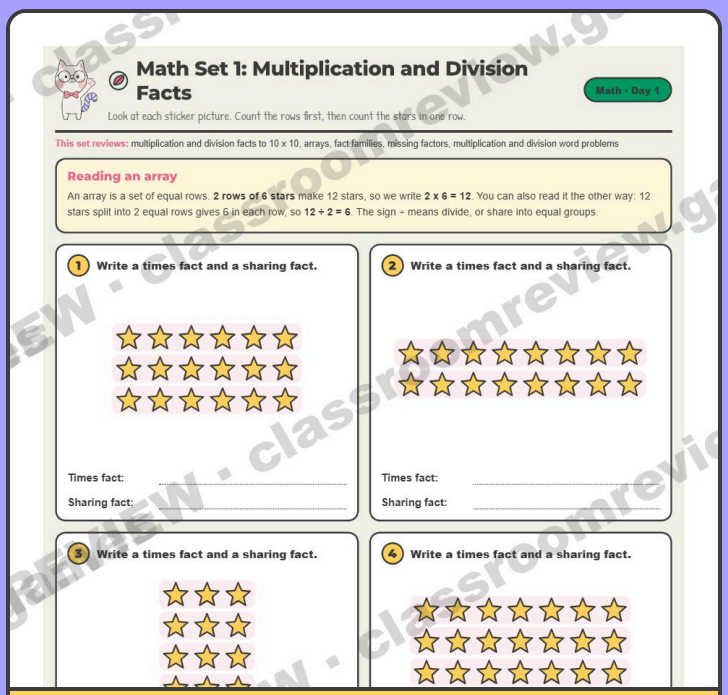


This Week's Plan

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Morning work	Hello, Class p. 12 · 15 min	Warm-up Attendance, then go over yesterday's answers together from the key at the back (10 min,	Warm-up Attendance, then go over yesterday's answers together from the key at the back (10 min)	Warm-up Attendance, then go over yesterday's answers together from the key at the back (10 min)	Warm-up Attendance, then go over yesterday's answers together from the key at the back (10 min)
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Block 3	Social Studies 1 Map Skills p. 27 · 35 min	Social Studies 2 Community and Government p. 47 · 35 min	Social Studies 3 A Town Timeline p. 68 · 35 min	Social Studies 4 Goods, Services and Choices p. 89 · 35 min	Social Studies 5 Landforms and Regions p. 110 · 35 min
Team time	Pack for Camp p. 32 · 30 min	Plan the Class Party p. 52 · 30 min	Paper Bridge Challenge p. 73 · 30 min	Fix the Lunch Line Up p. 94 · 30 min	Design a Class Mascot p. 115 · 30 min
Quiet time or early finishers	Park Word Search and Reset Sheet p. 30 · 20 min	Maze and Five Senses Sheet p. 50 · 20 min	Secret Codes and Good Things Sheet p. 71 · 20 min	Word Ladders and Doodle Page p. 92 · 20 min	Fruit Word Search and Kindness Note p. 113 · 20 min
End of day (optional): a fun way to finish	Whiteboard Quiz Game p. 33 · 15 min	Paper Password p. 54 · 15 min	Class Feud p. 75 · 15 min	Classroom Millionaire p. 96 · 15 min	Mystery Box p. 117 · 15 min

Week plan, pre-filled



Math Set 1: Multiplication and Division Facts

Math · Day 1

Look at each sticker picture. Count the rows first, then count the stars in one row.

This set reviews: multiplication and division facts to 10 x 10, arrays, fact families, missing factors, multiplication and division word problems

Reading an array

An array is a set of equal rows. **2 rows of 6 stars** make 12 stars, so we write **2 x 6 = 12**. You can also read it the other way: 12 stars split into 2 equal rows gives 6 in each row, so **12 ÷ 2 = 6**. The sign ÷ means divide, or share into equal groups.

1. Write a times fact and a sharing fact.

Times fact: .....

Sharing fact: .....

2. Write a times fact and a sharing fact.

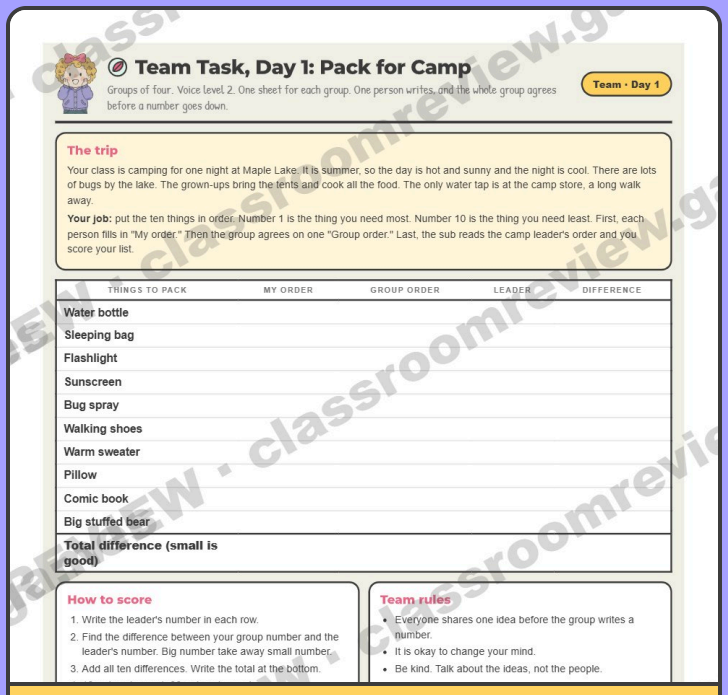
Times fact: .....

Sharing fact: .....

3. Write a times fact and a sharing fact.

4. Write a times fact and a sharing fact.

A daily set



Team Task, Day 1: Pack for Camp

Team · Day 1

Groups of four. Voice level 2. One sheet for each group. One person writes, and the whole group agrees before a number goes down.

The trip

Your class is camping for one night at Maple Lake. It is summer, so the day is hot and sunny and the night is cool. There are lots of bugs by the lake. The grown-ups bring the tents and cook all the food. The only water tap is at the camp store, a long walk away.

Your job: put the ten things in order. Number 1 is the thing you need most. Number 10 is the thing you need least. First, each person fills in "My order." Then the group agrees on one "Group order." Last, the sub reads the camp leader's order and you score your list.

THINGS TO PACK	MY ORDER	GROUP ORDER	LEADER	DIFFERENCE
Water bottle				
Sleeping bag				
Flashlight				
Sunscreen				
Bug spray				
Walking shoes				
Warm sweater				
Pillow				
Comic book				
Big stuffed bear				
Total difference (small is good)				

How to score

1. Write the leader's number in each row.
2. Find the difference between your group number and the leader's number. Big number take away small number.
3. Add all ten differences. Write the total at the bottom.

Team rules

- Everyone shares one idea before the group writes a number.
- It is okay to change your mind.
- Be kind. Talk about the ideas, not the people.

Solo and team tasks



Answer Keys (1 of 12)

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

Math Set 1: Multiplication and Division Facts

Arrays: 1. 3 x 6 = 18 and 18 ÷ 3 = 6; 2. 2 x 8 = 16 and 16 ÷ 2 = 8; 3. 5 x 3 = 15 and 15 ÷ 5 = 3; 4. 4 x 7 = 28 and 28 ÷ 4 = 7. Also accept the facts turned around, such as 6 x 3 = 18 or 18 ÷ 6 = 3.

Fact families: 1. 4 x 7 = 28, 7 x 4 = 28, 28 ÷ 4 = 7, 28 ÷ 7 = 4 | 2. 5 x 8 = 40, 8 x 5 = 40, 40 ÷ 5 = 8, 40 ÷ 8 = 5 | 3. 3 x 9 = 27, 9 x 3 = 27, 27 ÷ 3 = 9, 27 ÷ 9 = 3. The four facts may be in any order.

A. Missing number: 1. 7; 2. 6; 3. 5; 4. 8 **B. Divide:** 1. 7; 2. 6; 3. 8; 4. 5

Word problems: 1. 28 apples; 2. 4 brushes; 3. 33 seeds

Challenge: 24 or 36. Both are in the 4 times table (4 x 6, 4 x 9) and the 6 times table (6 x 4, 6 x 6). Full credit for one correct number, extra praise for both.

Reading Set 1: Pepper Goes Missing

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

7. He felt sick and wanted to cry. Instead he sat still and thought about what Pepper liked (dark, soft places, sleeping in the day, food), then put seeds in every room to find her. Accept any answer that names the upset feeling and the thinking or the seed plan.

8. He learned to always check that a door is closed. We know because he checked the cage door twice, and from then on he checked every door twice. Accept any answer about being careful or checking the door, backed by one of those details.

Vocabulary: stuff = to push a lot of something into a small space; pressed = pushed something hard against something else; poking = sticking out a little bit; fuzzy = covered in soft, fluffy hair or cloth; scooped = picked up with a quick, curved move of the hands.

Write about it: answers vary; accept any four sentences that name the lost thing, at least one place the student looked, and how it ended (found or not found). **Challenge:** answers vary; look for sentences in Pepper's voice (I, me) that fit the story: the door was open, she went to Lucy's room, and the slipper was dark and soft, or the seeds were close.

Writing Set 1: Strong Sentences to a Paragraph

Task A: 1 no; 2 yes; 3 no; 4 yes. ("The big brown dog" and "Ran all the way to the bus stop" are missing a part. Challenge fixes vary, for example: "The big brown dog barked at the mail carrier." "My cousin ran all the way to the bus stop.")

Task B: paragraph 1, sentence 1; paragraph 2, sentence 4; paragraph 3, sentence 2. (Paragraph 2 saves the big idea for the end. Paragraph 3 starts with a question so sentence 2 is the topic sentence.)

Task C: D, C, A, E, B. In order: Saturday is the busiest day at our house. In the morning, we all help clean the kitchen. At lunchtime, Dad takes us to the market to buy food for the week. In the afternoon, my brother and I wash the car. By bedtime, everyone in my family is ready for a quiet Sunday.

Tasks D and E: answers vary. Rubric, one point each: (1) the first sentence tells one big idea; (2) there are three detail sentences; (3) every sentence stays on that idea; (4) the last sentence wraps it up; (5) capital letters and end marks throughout. Four points is a strong paragraph for grade 3.

Answer keys



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How to use this plan

- Page numbers point to the first page of each set. Copy one per student.
- The calm block is always allowed: a period that runs short, a loud class, or anyone who finishes early.
- The game is optional: a fun way to end the class, or something for extra time.

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Math Set 1: Multiplication and Division Facts

Math · Day 1

Look at each sticker picture. Count the rows first, then count the stars in one row.

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1 **Write a times fact and a sharing fact.**



Times fact: .....

Sharing fact: .....

2 **Write a times fact and a sharing fact.**



Times fact: .....

Sharing fact: .....

3 **Write a times fact and a sharing fact.**



Times fact: .....

Sharing fact: .....

4 **Write a times fact and a sharing fact.**



Times fact: .....

Sharing fact: .....

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Reading Set 1: Pepper Goes Missing

Read the story two times. The second time, put a star next to the moment Jonah stops and thinks.

Reading · Day 1

This set reviews: key details and sequence of events, character traits and feelings, what a character learns, vocabulary in context, a written response

On Friday afternoon, Ms. Okafor handed Jonah a small cage with a blue lid. Inside was Pepper, the class hamster. "It is your turn to take her home for the weekend," Ms. Okafor said. "Give her fresh water every morning. And always check that the little door is closed."

Jonah nodded. He had waited all year for his turn.

At home, he set the cage on his desk. He gave Pepper a piece of carrot and watched her stuff it into her cheeks. His little sister, Lucy, pressed her nose against the bars. "Can I hold her?" she asked.

"Only if you sit on the floor," Jonah said. "Then she cannot fall."

On Saturday morning, Jonah filled the water bottle. Then his friend Sam knocked on the front door, and Jonah ran outside to play. He forgot to check the little door.

When he came back, the cage was empty.

Jonah felt sick. He looked under his bed. He looked behind the bookshelf and inside every shoe in his closet. Pepper was not there. He wanted to cry, but crying would not find a hamster.

So he sat still and thought. Pepper liked dark, soft places. She slept in the daytime. And she loved food more than anything.

Jonah put a small pile of seeds in the middle of each room. Then he waited. After a while, he checked every pile. In the kitchen, the seeds were all there. In the hallway, they were all there too. But in Lucy's room, half of the seeds were gone.

Jonah got down on his knees. A tiny pink nose was poking out of Lucy's fuzzy slipper.

"Found you," he whispered. He scooped up the slipper, hamster and all. He carried it back to the cage. Then he closed the little door and checked it twice.

On Monday, Jonah told Ms. Okafor the whole story. He did not leave out the part where he forgot. "Thank you for telling me the truth," she said. "And that seed trick was very smart."

Jonah smiled. From then on, he checked every door twice. He even checked doors with no hamster behind them.

A made up story. Every answer to the questions is somewhere in this story.

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Writing Set 1: Strong Sentences to a Paragraph

Writing · Day 1

Sub: read the lesson box out loud. Then students do Task A and Task B on their own.

This set reviews: complete sentences and fragments, topic sentences, detail and closing sentences, sequencing a paragraph, writing one paragraph

The lesson (3 minutes)

A **complete sentence** tells who or what, and what happens. A **paragraph** is a group of sentences about one big idea. Each sentence has a job.

1. Topic sentence	2. Detail sentences	3. Closing sentence
Tells the one big idea. It is often the first sentence.	Three sentences that tell more about the big idea.	Wraps up the big idea at the end.

TOPIC: My grandma's kitchen is my favorite room.
DETAIL: It always smells like fresh bread.
DETAIL: There is a little stool by the counter just for me.
DETAIL: Grandma lets me stir the soup with her big wooden spoon.
CLOSING: I feel happy every time I walk into that kitchen.

Every sentence is about the kitchen. Nothing is about school or the park.

Task A: is it a complete sentence?

Write **yes** if it tells who or what AND what happens. Write **no** if a part is missing.

1. The big brown dog. ☐

2. My sister reads a book every night. ☐

3. Ran all the way to the bus stop. ☐

4. The wind blew the leaves off the tree. ☐

Task B: find the topic sentence

Write the number of the sentence that tells the big idea. It is not always the first one.

Paragraph 1. (1) Owls are amazing night hunters. (2) Their big eyes help them see in the dark. (3) They can fly without making a sound. (4) Their sharp claws grab food fast.

NUMBER ☐

Paragraph 2. (1) First, we pick up the toys on the floor. (2) Then we wipe the tables clean. (3) Last, we stack the chairs by the wall. (4) Our class works together to clean up at the end of the day.

NUMBER ☐

Paragraph 3. (1) Do you like to play in the snow? (2) Winter is a great time to play outside. (3) You can build a snowman in the yard. (4) You can slide down a hill on a sled.

NUMBER ☐

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Team Task, Day 1: Pack for Camp

Groups of four. Voice level 2. One sheet for each group. One person writes, and the whole group agrees before a number goes down.

Team · Day 1

The trip

Your class is camping for one night at Maple Lake. It is summer, so the day is hot and sunny and the night is cool. There are lots of bugs by the lake. The grown-ups bring the tents and cook all the food. The only water tap is at the camp store, a long walk away.

Your job: put the ten things in order. Number 1 is the thing you need most. Number 10 is the thing you need least. First, each person fills in "My order." Then the group agrees on one "Group order." Last, the sub reads the camp leader's order and you score your list.

THINGS TO PACK	MY ORDER	GROUP ORDER	LEADER	DIFFERENCE
Water bottle				
Sleeping bag				
Flashlight				
Sunscreen				
Bug spray				
Walking shoes				
Warm sweater				
Pillow				
Comic book				
Big stuffed bear				
Total difference (small is good)				

How to score

1. Write the leader's number in each row.
2. Find the difference between your group number and the leader's number. Big number take away small number.
3. Add all ten differences. Write the total at the bottom.
4. 10 or less is great. 20 or less is good.

Team rules

- Everyone shares one idea before the group writes a number.
- It is okay to change your mind.
- Be kind. Talk about the ideas, not the people.

Tell us why

Pick one thing your group put in a very different spot from the leader. Why did your group put it there? Did the leader change your mind?

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KIT 2 OF 3 · 131 pages · week plan pre-filled · grade 4

4th Grade Sub Plans Week

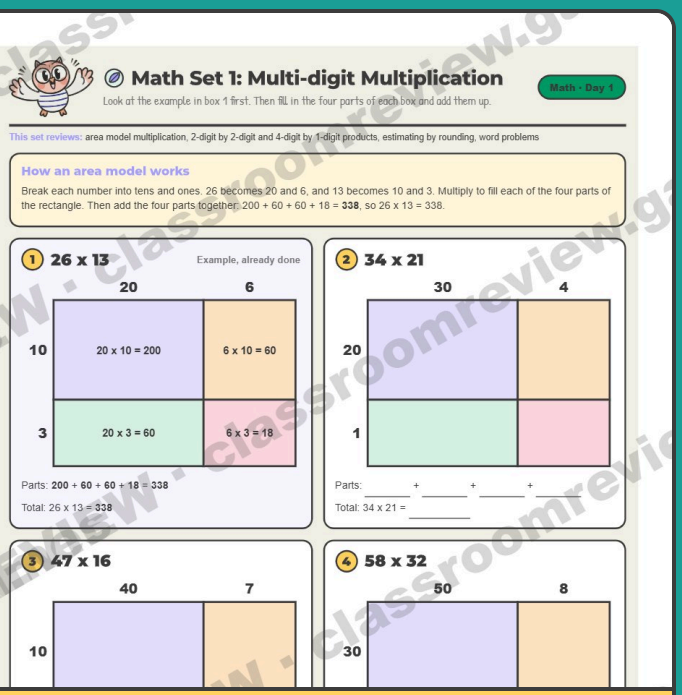


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Block 1	Math 1 Multi-digit Multiplication p. 15 · 40 min	Math 2 Fractions and Decimals p. 35 · 40 min	Math 3 Place Value to 1,000,000 p. 56 · 40 min	Math 4 Long Division and Factors p. 77 · 40 min	Math 5 Angles, Lines and Measurement p. 98 · 40 min
Block 2	Reading 1 The Clay Owl p. 18 · 40 min	Reading 2 Reading the Rings of a Tree p. 38 · 40 min	Reading 3 Mary Anning, Fossil Hunter p. 59 · 40 min	Reading 4 Why the North Star Stands Still p. 80 · 40 min	Reading 5 Two Texts About Monarch Butterflies p. 101 · 40 min
Before lunch	Writing 1 Paragraph to Multi-paragraph p. 21 · 40 min	Writing 2 Opinion Writing p. 41 · 40 min	Writing 3 Informational Writing p. 62 · 40 min	Writing 4 Descriptive Writing p. 83 · 40 min	Writing 5 Narrative With Dialogue p. 104 · 40 min
After lunch	Science 1 Energy Transfer p. 24 · 40 min	Science 2 Plant and Animal Structures p. 44 · 40 min	Science 3 Earth's Changing Surface p. 65 · 40 min	Science 4 Electricity and Circuits p. 86 · 40 min	Science 5 Weather Patterns and Climate Data p. 107 · 40 min
Block 3	Social Studies 1 Map Skills With Scale p. 27 · 40 min	Social Studies 2 State and Local Government p. 47 · 40 min	Social Studies 3 Exploration and Settlement Timeline p. 68 · 40 min	Social Studies 4 Economics p. 89 · 40 min	Social Studies 5 Regions of the United States p. 110 · 40 min
Team time	Pack for Lake Camp p. 32 · 30 min	Plan the Class Picnic p. 52 · 30 min	Paper Bridge Challenge p. 73 · 30 min	Save the Class Library p. 94 · 30 min	Design the Class Mascot p. 115 · 30 min
Quiet time or early finishers	Ocean Word Search and Reset Sheet p. 30 · 20 min	Maze and Five Senses Sheet p. 50 · 20 min	Secret Codes and Good Things Sheet p. 71 · 20 min	Word Ladders and Star Breathing p. 92 · 20 min	Sports Word Search and Kindness Note p. 113 · 20 min
End of day (optional): a fun way to finish	Whiteboard Quiz Game p. 33 · 15 min	Paper Password p. 54 · 15 min	Class Feud p. 75 · 15 min	Classroom Millionaire p. 96 · 15 min	Mystery Box p. 117 · 15 min

Week plan, pre-filled



Math Set 1: Multi-digit Multiplication

Math · Day 1

Look at the example in box 1 first. Then fill in the four parts of each box and add them up.

This set reviews: area model multiplication, 2-digit by 2-digit and 4-digit by 1-digit products, estimating by rounding, word problems

How an area model works

Break each number into tens and ones. 26 becomes 20 and 6, and 13 becomes 10 and 3. Multiply to fill each of the four parts of the rectangle. Then add the four parts together: 200 + 60 + 60 + 18 = **338**, so 26 x 13 = 338.

1 · 26 x 13 — Example, already done

	20	6
10	20 x 10 = 200	6 x 10 = 60
3	20 x 3 = 60	6 x 3 = 18

Parts: 200 + 60 + 60 + 18 = 338

Total: 26 x 13 = 338

2 · 34 x 21

	30	4
20		
1		

Parts: ____ + ____ + ____ + ____

Total: 34 x 21 = ____

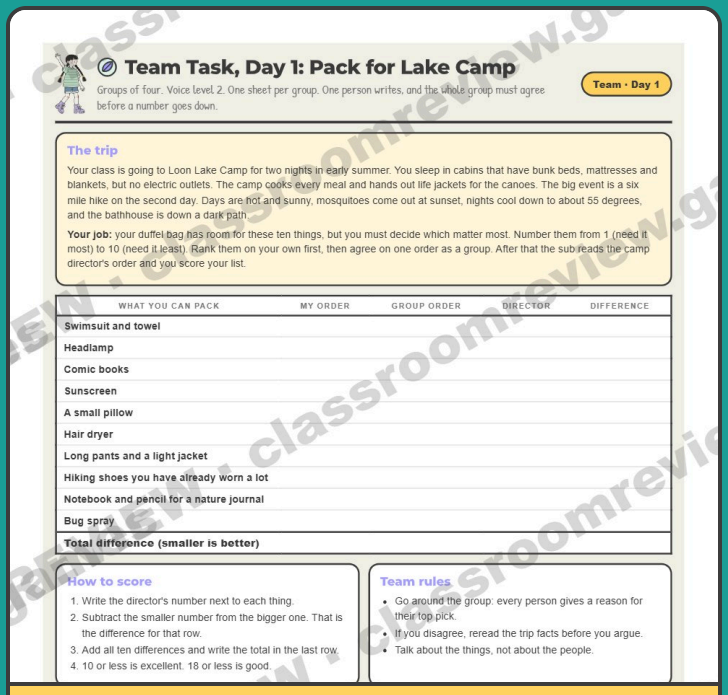
3 · 47 x 16

	40	7
10		

4 · 58 x 32

	50	8
30		

A daily set



Team Task, Day 1: Pack for Lake Camp

Team · Day 1

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

The trip

Your class is going to Loon Lake Camp for two nights in early summer. You sleep in cabins that have bunk beds, mattresses and blankets, but no electric outlets. The camp cooks every meal and hands out life jackets for the canoes. The big event is a six mile hike on the second day. Days are hot and sunny, mosquitoes come out at sunset, nights cool down to about 55 degrees, and the bathhouse is down a dark path.

Your job: your duffel bag has room for these ten things, but you must decide which matter most. Number them from 1 (need it most) to 10 (need it least). Rank them on your own first, then agree on one order as a group. After that the sub reads the camp director's order and you score your list.

WHAT YOU CAN PACK	MY ORDER	GROUP ORDER	DIRECTOR	DIFFERENCE
Swimsuit and towel				
Headlamp				
Comic books				
Sunscreen				
A small pillow				
Hair dryer				
Long pants and a light jacket				
Hiking shoes you have already worn a lot				
Notebook and pencil for a nature journal				
Bug spray				
Total difference (smaller is better)				

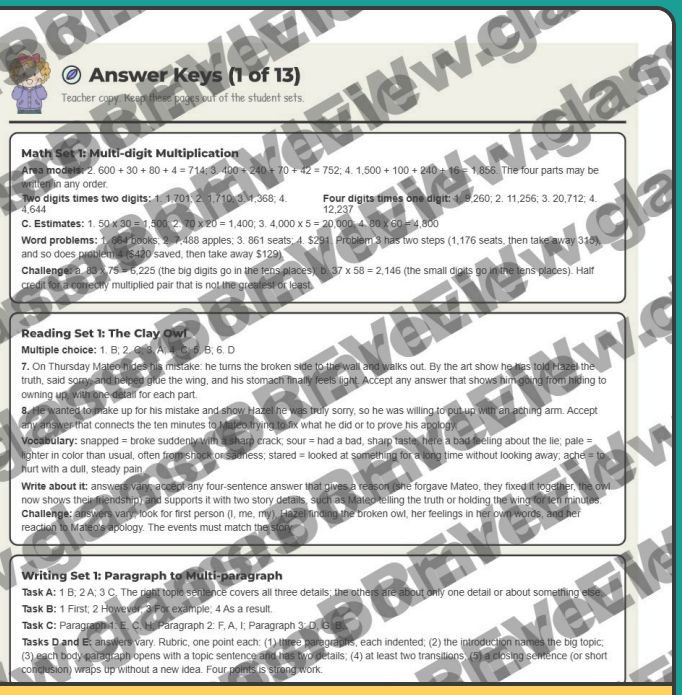
How to score

1. Write the director's number next to each thing.
2. Subtract the smaller number from the bigger one. That is the difference for that row.
3. Add all ten differences and write the total in the last row.
4. 10 or less is excellent. 18 or less is good.

Team rules

- Go around the group: every person gives a reason for their top pick.
- If you disagree, reread the trip facts before you argue.
- Talk about the things, not about the people.

Solo and team tasks



Answer Keys (1 of 13)

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

Math Set 1: Multi-digit Multiplication

Area models: 2. 600 + 30 + 80 + 4 = 714; 3. 400 + 240 + 70 + 42 = 752; 4. 1,500 + 100 + 240 + 16 = 1,856. The four parts may be written in any order.

Two digits times two digits: 1. 1,701; 2. 1,710; 3. 1,368; 4. 4,644

Four digits times one digit: 1. 9,260; 2. 11,256; 3. 20,712; 4. 12,237

C. Estimates: 1. 50 x 30 = 1,500; 2. 70 x 20 = 1,400; 3. 4,000 x 5 = 20,000; 4. 80 x 60 = 4,800

Word problems: 1. 861 books; 2. 7,488 apples; 3. 861 seats; 4. $291. Problem 3 has two steps (1,176 seats, then take away 315), and so does problem 4 ($420 saved, then take away $129).

Challenge: a. 88 x 75 = 6,225 (the big digits go in the tens places); b. 37 x 58 = 2,146 (the small digits go in the tens places). Half credit for a correctly multiplied pair that is not the greatest or least.

Reading Set 1: The Clay Owl

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

7. On Thursday Mateo notices his mistake: he turns the broken side to the wall and walks out. By the art show he has told Hazel the truth, said sorry, and helped glue the wing, and his stomach finally feels light. Accept any answer that shows him going from hiding to owning up, with one detail for each part.

8. He wanted to make up for his mistake and show Hazel he was truly sorry, so he was willing to put up with an aching arm. Accept any answer that connects the ten minutes to Mateo trying to fix what he did or to prove his apology.

Vocabulary: snapped = broke suddenly with a sharp crack; sour = had a bad, sharp taste; here a bad feeling about the lie; pale = lighter in color than usual, often from shock or sadness; stared = looked at something for a long time without looking away; ache = to hurt with a dull, steady pain.

Write about it: answers vary; accept any four-sentence answer that gives a reason (she forgave Mateo, they fixed it together, the owl now shows their friendship) and supports it with two story details, such as Mateo telling the truth or holding the wing for ten minutes.

Challenge: answers vary; look for first person (I, me, my). Hazel finding the broken owl, her feelings in her own words, and her reaction to Mateo's apology. The events must match the story.

Writing Set 1: Paragraph to Multi-paragraph

Task A: 1 B; 2 A; 3 C. The right topic sentence covers all three details; the others are about only one detail or about something else.

Task B: 1 First; 2 However; 3 For example; 4 As a result.

Task C: Paragraph 1: E, C, H. Paragraph 2: F, A, I. Paragraph 3: D, G, B.

Tasks D and E: answers vary. Rubric, one point each: (1) three paragraphs, each indented; (2) the introduction names the big topic; (3) each body paragraph opens with a topic sentence and has two details; (4) at least two transitions; (5) a closing sentence (or short conclusion) wraps up without a new idea. Four points is strong work.

Answer keys



This Week's Plan

Filled in for you: every set already has a place in the day. Keep it as it is, or use the blank schedule on the next page for your own order. This order is a sample: every set stands alone, so swap any set into any slot or any day.

TIME OF DAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Morning work	**Meet Your Sub** p. 12 · 15 min	**Warm-up** Attendance, then go over yesterday's answers together from the key at the back (10 min)	**Warm-up** Attendance, then go over yesterday's answers together from the key at the back (10 min)	**Warm-up** Attendance, then go over yesterday's answers together from the key at the back (10 min)	**Warm-up** Attendance, then go over yesterday's answers together from the key at the back (10 min)
Block 1	**Math 1** Multi-digit Multiplication p. 15 · 40 min	**Math 2** Fractions and Decimals p. 35 · 40 min	**Math 3** Place Value to 1,000,000 p. 56 · 40 min	**Math 4** Long Division and Factors p. 77 · 40 min	**Math 5** Angles, Lines and Measurement p. 98 · 40 min
Block 2	**Reading 1** The Clay Owl p. 18 · 40 min	**Reading 2** Reading the Rings of a Tree p. 38 · 40 min	**Reading 3** Mary Anning, Fossil Hunter p. 59 · 40 min	**Reading 4** Why the North Star Stands Still p. 80 · 40 min	**Reading 5** Two Texts About Monarch Butterflies p. 101 · 40 min
Before lunch	**Writing 1** Paragraph to Multi-paragraph p. 21 · 40 min	**Writing 2** Opinion Writing p. 41 · 40 min	**Writing 3** Informational Writing p. 62 · 40 min	**Writing 4** Descriptive Writing p. 83 · 40 min	**Writing 5** Narrative With Dialogue p. 104 · 40 min
After lunch	**Science 1** Energy Transfer p. 24 · 40 min	**Science 2** Plant and Animal Structures p. 44 · 40 min	**Science 3** Earth's Changing Surface p. 65 · 40 min	**Science 4** Electricity and Circuits p. 86 · 40 min	**Science 5** Weather Patterns and Climate Data p. 107 · 40 min
Block 3	**Social Studies 1** Map Skills With Scale p. 27 · 40 min	**Social Studies 2** State and Local Government p. 47 · 40 min	**Social Studies 3** Exploration and Settlement Timeline p. 68 · 40 min	**Social Studies 4** Economics p. 89 · 40 min	**Social Studies 5** Regions of the United States p. 110 · 40 min
Team time	**Pack for Lake Camp** p. 32 · 30 min	**Plan the Class Picnic** p. 52 · 30 min	**Paper Bridge Challenge** p. 73 · 30 min	**Save the Class Library** p. 94 · 30 min	**Design the Class Mascot** p. 115 · 30 min
Quiet time or early finishers	**Ocean Word Search and Reset Sheet** p. 30 · 20 min	**Maze and Five Senses Sheet** p. 50 · 20 min	**Secret Codes and Good Things Sheet** p. 71 · 20 min	**Word Ladders and Star Breathing** p. 92 · 20 min	**Sports Word Search and Kindness Note** p. 113 · 20 min
End of day (optional): a fun way to finish	**Whiteboard Quiz Game** p. 33 · 15 min	**Paper Password** p. 54 · 15 min	**Class Feud** p. 75 · 15 min	**Classroom Millionaire** p. 96 · 15 min	**Mystery Box** p. 117 · 15 min

How to use this plan

- Page numbers point to the first page of each set. Copy one per student.
- The calm block is always allowed: a period that runs short, a loud class, or anyone who finishes early.
- The game is optional: a fun way to end the class, or something for extra time.

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Math Set 1: Multi-digit Multiplication

Look at the example in box 1 first. Then fill in the four parts of each box and add them up.

Math · Day 1

This set reviews: area model multiplication, 2-digit by 2-digit and 4-digit by 1-digit products, estimating by rounding, word problems

How an area model works

Break each number into tens and ones. 26 becomes 20 and 6, and 13 becomes 10 and 3. Multiply to fill each of the four parts of the rectangle. Then add the four parts together: 200 + 60 + 60 + 18 = **338**, so 26 x 13 = 338.

1 26 x 13

Example, already done

	20	6
10	20 x 10 = 200	6 x 10 = 60
3	20 x 3 = 60	6 x 3 = 18

Parts: **200** + **60** + **60** + **18** = **338**

Total: 26 x 13 = **338**

2 34 x 21

	30	4
20		
1		

Parts: _____ + _____ + _____ + _____

Total: 34 x 21 = _____

3 47 x 16

	40	7
10		
6		

Parts: _____ + _____ + _____ + _____

Total: 47 x 16 = _____

4 58 x 32

	50	8
30		
2		

Parts: _____ + _____ + _____ + _____

Total: 58 x 32 = _____

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Reading Set 1: The Clay Owl

Read the story twice. The second time, underline the two big choices Mateo makes.

Reading · Day 1

This set reviews: theme, character change with text evidence, inference, point of view, vocabulary in context, written response

Every spring, the fourth graders in Room 14 made clay animals for the school art show. Hazel made an owl. It took her three whole art classes. She pressed tiny feathers into its chest with the end of a paper clip, and she painted its eyes the exact yellow of a school bus.

"It looks like it could fly right off the shelf," Mateo told her, and Hazel grinned so wide that her glasses slid down her nose.

On Thursday, Mr. Dunmore asked Mateo to stay after class and wipe down the tables. Mateo liked that job. He liked the quiet room and the smell of wet paint. He swung his sponge in big loops, humming, until his elbow bumped the drying shelf.

Something fell. Something cracked.

The owl lay on the floor in two pieces. One wing had snapped clean off.

Mateo stood very still. The hallway was empty. Mr. Dunmore was in the supply closet with the door half shut. Mateo could set the owl back on the shelf with the broken side to the wall and walk out. Nobody would ever know who did it.

That is exactly what he did.

All weekend, his stomach felt as if he had swallowed a stone. He did not finish his pancakes on Saturday. On Sunday he tried to read a comic book and kept reading the same page. When his dad asked what was wrong, Mateo said, "Nothing," and the word tasted sour.

On Monday morning, Hazel found the owl. She did not cry, but her face went pale and quiet, and she held the broken wing in her open hand like a baby bird.

Mateo walked over before he could change his mind. "I did it," he said. "On Thursday. I bumped the shelf, and then I hid it. I am sorry."

Hazel stared at him for a long moment. "You hid it?" she said. "That is worse than breaking it."

"I know," Mateo said, and he did.

Mr. Dunmore brought out a small bottle of clay glue. Mateo held the wing in place for ten whole minutes while it dried, and he did not move, not even when his arm started to ache. When they were done, a thin line showed where the crack had been.

That afternoon at the art show, Hazel set a card next to her owl. In her neatest letters it said, Fixed by Two Friends.

For the first time in four days, Mateo's stomach felt light.

Realistic fiction written for this set. Every answer to the questions can be found in the story.

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Writing Set 1: Paragraph to Multi-paragraph

Writing · Day 1

Sub: read the lesson box out loud, then let students work on their own. Tasks A and B take about fifteen minutes.

This set reviews: organizing paragraphs, topic sentences and supporting details, transitions, planning and writing a three paragraph piece

The lesson (3 minutes)

One paragraph tells about **one idea**. When you have more to say, you write more paragraphs, and each one gets its own job.

Introduction
Tells the reader the big topic and what is coming next.

Body paragraphs
Each one starts with a topic sentence and gives details about it.

Conclusion
Wraps up the piece in a closing sentence or a short last paragraph. No new ideas.

Transitions are the words that walk the reader from one idea to the next. Put them at the start of a sentence, followed by a comma:

First · Also · For example · However · Next · As a result · Finally · In the end

Task A: pick the best topic sentence

Read the three details. Circle the letter of the sentence that tells what ALL three are about.

1. *A cardboard box can become a castle, a car or a robot costume. An old sock can turn into a puppet with two buttons for eyes. Empty glass jars make good holders for pencils and markers.*

(A) Cardboard boxes are usually brown.
(B) Many things we throw away can be used again in new ways.
(C) My favorite color is green.

2. *Owls can turn their heads much farther than people can. Their soft feathers let them fly almost without a sound. Their large eyes help them see when there is very little light.*

(A) An owl's body is built for hunting at night.
(B) Some birds live in big cities.
(C) I saw an owl once at the zoo.

3. *First, the class votes on three books. Next, small groups read the book that won. At the end of the month, each group acts out a scene for the class.*

(A) Reading can be fun.
(B) Books can be long or short.
(C) Our class book club follows the same plan every month.

Task B: add the transitions

Write one word or phrase from the box on each numbered line. Use each one once. Read the sentence before and after the blank.

For example · As a result · First · However

Our class wanted to raise money for new art supplies. (1) _____, we made a list of ideas on the board. A bake sale was at the top of the list. (2) _____, the school has a rule against selling food, so we chose a used book swap instead. Families gave us every kind of book. (3) _____, one family brought a whole box of comic books. (4) _____, we raised enough money to buy paint, brushes and clay.

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Team Task, Day 1: Pack for Lake Camp

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

Team · Day 1

The trip

Your class is going to Loon Lake Camp for two nights in early summer. You sleep in cabins that have bunk beds, mattresses and blankets, but no electric outlets. The camp cooks every meal and hands out life jackets for the canoes. The big event is a six mile hike on the second day. Days are hot and sunny, mosquitoes come out at sunset, nights cool down to about 55 degrees, and the bathhouse is down a dark path.

Your job: your duffel bag has room for these ten things, but you must decide which matter most. Number them from 1 (need it most) to 10 (need it least). Rank them on your own first, then agree on one order as a group. After that the sub reads the camp director's order and you score your list.

WHAT YOU CAN PACK	MY ORDER	GROUP ORDER	DIRECTOR	DIFFERENCE
Swimsuit and towel				
Headlamp				
Comic books				
Sunscreen				
A small pillow				
Hair dryer				
Long pants and a light jacket				
Hiking shoes you have already worn a lot				
Notebook and pencil for a nature journal				
Bug spray				
Total difference (smaller is better)				

How to score

1. Write the director's number next to each thing.
2. Subtract the smaller number from the bigger one. That is the difference for that row.
3. Add all ten differences and write the total in the last row.
4. 10 or less is excellent. 18 or less is good.

Team rules

- Go around the group: every person gives a reason for their top pick.
- If you disagree, reread the trip facts before you argue.
- Talk about the things, not about the people.

Which fact changed your mind?

Choose one fact from the trip description that made your group move something up or down the list. Write two sentences about it.

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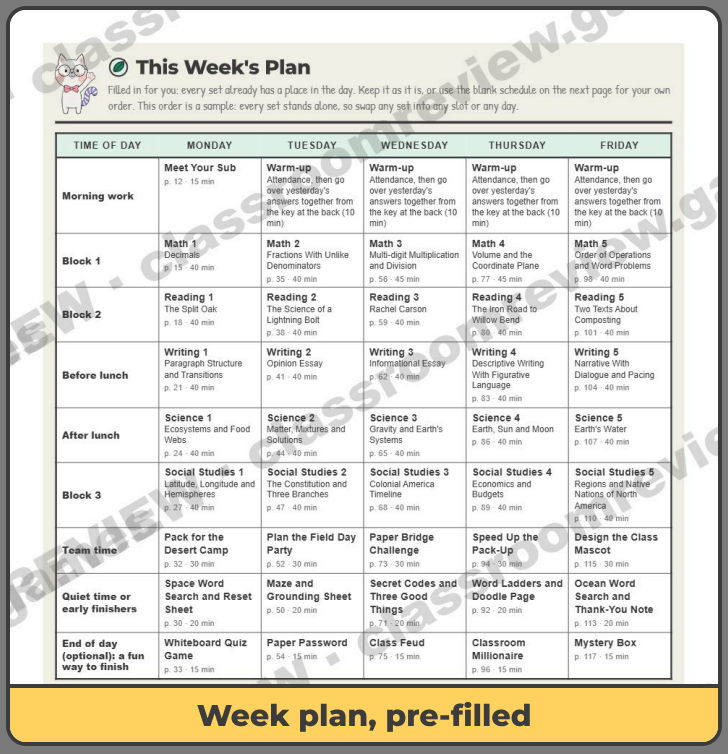
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KIT 3 OF 3 · 131 pages · week plan pre-filled · grade 5

5th Grade Sub Plans Week



This Week's Plan

Filled in for you: every set already has a place in the day. Keep it as it is, or use the blank schedule on the next page for your own order. This order is a sample: every set stands alone, so swap any set into any slot or any day.

TIME OF DAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Morning work	Meet Your Sub p. 12 · 15 min	Warm-up Attendance, then go over yesterday's answers together from the key at the back (10 min)	Warm-up Attendance, then go over yesterday's answers together from the key at the back (10 min)	Warm-up Attendance, then go over yesterday's answers together from the key at the back (10 min)	Warm-up Attendance, then go over yesterday's answers together from the key at the back (10 min)
Block 1	Math 1 Decimals p. 15 · 40 min	Math 2 Fractions With Unlike Denominators p. 35 · 40 min	Math 3 Multi-digit Multiplication and Division p. 56 · 45 min	Math 4 Volume and the Coordinate Plane p. 77 · 45 min	Math 5 Order of Operations and Word Problems p. 98 · 40 min
Block 2	Reading 1 The Split Oak p. 18 · 40 min	Reading 2 The Science of a Lightning Bolt p. 38 · 40 min	Reading 3 Rachel Carson p. 59 · 40 min	Reading 4 The Iron Road to Willow Bend p. 80 · 40 min	Reading 5 Two Texts About Composting p. 101 · 40 min
Before lunch	Writing 1 Paragraph Structure and Transitions p. 21 · 40 min	Writing 2 Opinion Essay p. 41 · 40 min	Writing 3 Informational Essay p. 62 · 40 min	Writing 4 Descriptive Writing With Figurative Language p. 83 · 40 min	Writing 5 Narrative With Dialogue and Pacing p. 104 · 40 min
After lunch	Science 1 Ecosystems and Food Webs p. 24 · 40 min	Science 2 Matter, Mixtures and Solutions p. 44 · 40 min	Science 3 Gravity and Earth's Systems p. 65 · 40 min	Science 4 Earth, Sun and Moon p. 86 · 40 min	Science 5 Earth's Water p. 107 · 40 min
Block 3	Social Studies 1 Latitude, Longitude and Hemispheres p. 27 · 40 min	Social Studies 2 The Constitution and Three Branches p. 47 · 40 min	Social Studies 3 Colonial America Timeline p. 68 · 40 min	Social Studies 4 Economics and Budgets p. 89 · 40 min	Social Studies 5 Regions and Native Nations of North America p. 110 · 40 min
Team time	Pack for the Desert Camp p. 32 · 30 min	Plan the Field Day Party p. 52 · 30 min	Paper Bridge Challenge p. 73 · 30 min	Speed Up the Pack-Up p. 94 · 30 min	Design the Class Mascot p. 115 · 30 min
Quiet time or early finishers	Space Word Search and Reset Sheet p. 30 · 20 min	Maze and Grounding Sheet p. 50 · 20 min	Secret Codes and Three Good Things p. 71 · 20 min	Word Ladders and Doodle Page p. 92 · 20 min	Ocean Word Search and Thank-You Note p. 113 · 20 min
End of day (optional): a fun way to finish	Whiteboard Quiz Game p. 33 · 15 min	Paper Password p. 54 · 15 min	Class Feud p. 75 · 15 min	Classroom Millionaire p. 96 · 15 min	Mystery Box p. 117 · 15 min

Week plan, pre-filled

Math Set 1: Decimals

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

Math · Day 1

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

Place value to the thousandths

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

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

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

Part A. What is the underlined digit worth?

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

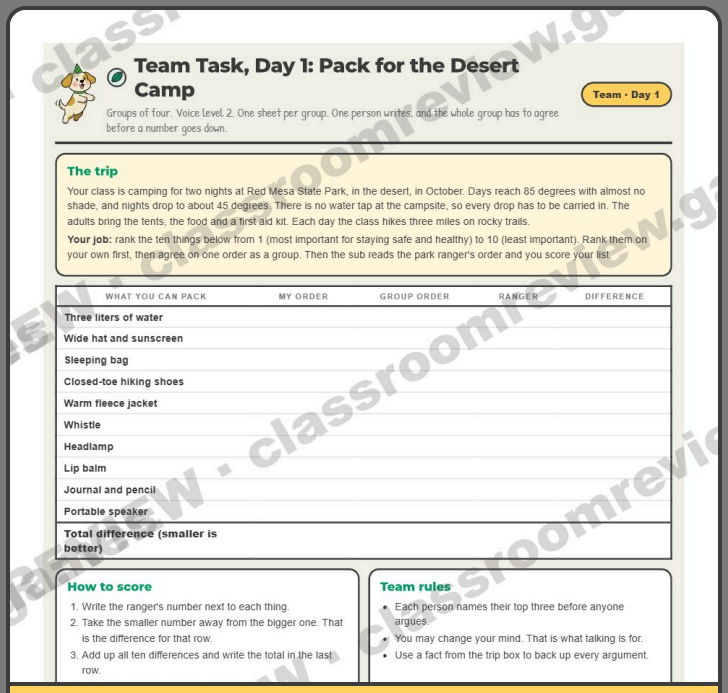
1. 5.264 _____
2. 18.907 _____
3. 0.635 _____
4. 42.158 _____
5. 7.091 _____
6. 63.502 _____

Part B. Write each number as a decimal

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

Part C. Compare

A daily set



Team Task, Day 1: Pack for the Desert Camp

Team · Day 1

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

The trip

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

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

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

How to score

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

Team rules

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

Solo and team tasks



Answer Keys (1 of 13)

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

Math Set 1: Decimals

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

Part B: 1. 3.045; 2. 0.712; 3. 26.409; 4. 8.07. **Part C:** 1. 0.45 > 0.405; 2. 3.7 = 3.70; 3. 2.089 < 2.1; 4. 12.36 > 12.306; 5. 0.899 < 0.9; 6. 5.062 < 5.62; 7. 7.03 < 7.3; 8. 4.600 = 4.6; 9. 1.169 > 1.091

Part D: 1. 4.7; 2. 12.35; 3. 8; 4. 10.5; 5. 26; 6. 9.07. **Part E:** 1. 6.16; 2. 16.445; 3. 6.97; 4. 10; 5. 4.55; 6. 8.653; 7. 15.44; 8. 9.12. Accept trailing zeros such as 10.000.

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

Challenge: a) 6.330, by 0.358; c) 0.853; d) 5.038.

Reading Set 1: The Split Oak

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

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

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

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

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

Writing Set 1: Paragraph Structure and Transitions

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

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

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

Answer keys



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Math Set 1: Decimals

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

Math · Day 1

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Place value to the thousandths

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

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

Part A. What is the underlined digit worth?

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

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

Part B. Write each number as a decimal

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

Part C. Compare

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

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

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Reading Set 1: The Split Oak

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

Reading · Day 1

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

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

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

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

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

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

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

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

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

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

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

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



Writing Set 1: Paragraph Structure and Transitions

Writing · Day 1

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

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

The lesson (4 minutes)

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

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

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

Task A: fill in the transition

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

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

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

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Team Task, Day 1: Pack for the Desert Camp

Team · Day 1

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

The trip

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

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

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

How to score

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

Team rules

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

Defend one choice

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

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