

High School English Long-Term Sub Plans, 4 Weeks

Four complete week binders of high school English, grades 9 to 12: a reading set and a writing set every day, each listing its Common Core standards. Every day has individual work and a team task, and every task has a "say this" script.

PREVIEW

What is included

- Four week binders (87, 88, 83, 84 pages): 342 pages
- 55 front pages: cover, important information, note to the sub, filled-in plan, schedule, set index, class list, how it went, Monday opener
- 60 solo blocks (20 reading sets, 20 writing sets, 20 calm blocks) and 20 team tasks for groups of four
- A "say this to the class" script for all 104 tasks: 2 or 3 sentences the sub reads out
- A core task and a ★ challenge on every reading, writing and team page
- The Common Core ELA standards (grades 9-10 codes) on every reading set, writing set and team task
- 20 optional games, each on that day's reading and writing, a fun way to end the class
- 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" box out, then runs the day's reading set in every period; the writing set fills a double block or extra time. Everyone does the core task, fast finishers the ★ challenge.
3. The calm block fits any gap, the team task fills a block period or extra time, the game the last 15 minutes.
4. No prep and no tech: print and go.

The 20 days: a reading set, a writing set, a team task and a game each day

- **Week 1, days 1 to 5. Read:** The Box That Moved the World; Second Chair; Rachel Carson and the Right to Be Told; The Grid Has No Warehouse; Argument and Rhetoric. **Write:** Thesis and Evidence; Rhetorical Analysis; Argument Essay Plan; Narrative Writing; Summarize and Cite.
- **Week 2, days 6 to 10. Read:** Two Poems About One Street; The Smallest Drawer; The Wrong Side of the Window; Seven Fifty-Two; Paired Texts: The Garden on Birch Street. **Write:** Write an Imagery Poem; Write a Character Sketch; Write a Personal Essay; Write a Dialogue Scene; Compare and Contrast Essay.
- **Week 3, days 11 to 15. Read:** The Seed Jar; I Saw It Coming; This Wall Could Talk; One Event, Three Accounts; Two Versions of One Paragraph. **Write:** Theme Analysis Paragraph; Retell It From Another Point of View; Write a Two Minute Speech; Evaluate a Source; Revise for Sentence Variety.
- **Week 4, days 16 to 20. Read:** Thor and the Hall of Illusions; School Solves Hallways, Finally; A Research Packet: The Later Bell; The Third Floor; Two Poems, Two Forms. **Write:** Map a Modern Hero's Journey; Write a Short Satire; Research Notes and MLA; Write a Suspense Scene; Sonnet or Free Verse.

Optional game every day, on that day's reading and writing: 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 reading set with its answer key, two writing set pages, a calm block, a team task, the game types and one ink-saver page. Every product page is watermarked. The full product has 342 pages.



Note to the Substitute

Grades 9 to 12 · five days · every set runs from the printout alone

Thank you for covering my classes this week

Everything you need is in this binder. The weekly plan is filled in for you; the important information page and the class list are for the teacher (or you) to fill in. After the binder pages come the five days in order, Monday to Friday. Monday starts with a short opener (about 15 minutes), then each day has its work sets: **Reading 1** and **Writing 1** are Monday's sets, **Reading 2** and **Writing 2** Tuesday's, and so on. Run the day's reading set in every period you teach that day; the writing set is the second period of a double block, extra work, or time left over (the weekly plan shows both). Each set is one period (45 to 55 minutes), stands alone, and has its own answer key at the back of the binder, so you never have to make anything up or know the subject. Every task starts with a short **Say this to the class** box under its title: read it out, and the class knows what to do and how to start.

Every student 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.

Each day's work sets are followed by that day's calm block, team task and game. The **calm block** is always allowed: for time left at the end, a loud class, or anyone who finishes early. The **team task** fills a period on its own. The **game** is optional: a fun way to end the class, or something for extra time. Fifteen minutes, from the script; items marked (writing), (calm) or (team) can be skipped if the class did not do that part.

Every work set names the Common Core ELA standards it practices, on a small line under its title (for you, not the students). The codes are the grades 9 and 10 standards; each one also has a grades 11 and 12 standard with the same number in the same skill area, written for a higher level (RL.9-10.2 and RL.11-12.2, for example), except RI.9-10.8 (RI.11-12.8 is the same skill applied to seminal U.S. texts).

Each day has

- One reading and writing set each (one period, core task + ☆ challenge on every page)
- A calm and quiet block: learn 8 terms from the day's topic, then a quiet self-test
- A team task for groups of four
- A paper game from the script

If the class is loud

- Set a voice level with a number, 0 to 3, and use it all week (the Day 1 opener explains it).
- Switch to the calm block. Nobody needs to move.
- Every student 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.

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

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This Week's Plan

Filled in for you: run the day's reading set in every English period; the writing set is the second period of a double block or extra work. Or use the blank schedule on the next page.

WHEN	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Start of class	**Meet Your Sub** p. 12 · 15 min, every period	Attendance, voice level	Attendance, voice level	Attendance, voice level	Attendance, voice level
Every English period	**Reading 1** The Box That Moved the World p. 15	**Reading 2** Second Chair p. 27	**Reading 3** Rachel Carson and the Right to Be Told p. 39	**Reading 4** The Grid Has No Warehouse p. 51	**Reading 5** Argument and Rhetoric p. 63
Double block, second period or extra time	**Writing 1** Thesis and Evidence p. 18	**Writing 2** Rhetorical Analysis p. 30	**Writing 3** Argument Essay Plan p. 42	**Writing 4** Narrative Writing p. 54	**Writing 5** Summarize and Cite p. 66
Early finishers or a loud moment	**Learn and Test: Nonfiction Terms** p. 21	**Learn and Test: Story and Style Terms** p. 33	**Learn and Test: Argument Terms** p. 45	**Learn and Test: Narrative Terms** p. 57	**Learn and Test: Research Terms** p. 69
Block period or extra time	**The Scrambled Essay** p. 23	**The Device Poem** p. 35	**The Spring Issue** p. 47	**The Unsigned Winner** p. 59	**Listen or Read** p. 71
Last 15 minutes (optional): a fun way to end the class, or for extra time	**Whiteboard Quiz Game** p. 25	**Paper Password** p. 37	**Class Feud** p. 49	**Classroom Millionaire** p. 61	**Mystery Box** p. 73

How to use this plan

- Page numbers point to the first page of each set. Copy work sets and calm blocks one per student. Team tasks: one copy per group, plus any extra copies, cards or sheets the pages ask for. Game scripts are for you only (do not copy them); copy game boards and cards as their pages say.
- The calm block is always allowed: time left at the end, a loud class, or anyone who finishes early.
- On Monday the opener takes the first 15 minutes, so stop the set where the bell falls; finish page 3 as early-finisher work on Tuesday or skip it.
- The game is optional: a fun way to end the class, or something for extra time.
- Only one period a day? Run the reading set. The writing set is extra work for early finishers or a later double block, and the game's (writing) items can be skipped.

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HS ENGLISH SUB PLANS WEEK 1

High School English, 5 Days of Print and Go Work

Teacher _____

Room _____

Grade and classes _____

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 one reading and writing set each, a calm block, a team task and a paper game. Each set is one period, 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 period (Monday: Reading 1 and Writing 1, Tuesday: Reading 2 and Writing 2, and so on) and the class next to each period. Cross out or rename periods to match the school day.

PERIOD / CLASS	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Period 1 ____ - ____ Class: _____					
Period 2 ____ - ____ Class: _____					
Period 3 ____ - ____ Class: _____					
Period 4 ____ - ____ Class: _____					
Period 5 ____ - ____ Class: _____					
Period 6 ____ - ____ Class: _____					
Period 7 ____ - ____ Class: _____					

How to fill it in

- One set per period. Each set runs 45 to 55 minutes; if a period runs longer, the ☆ challenges fill a few minutes, or add that day's team task.
- Same subject all day? Write the day's set in every period you teach. Planning, lunch and duty periods: cross them out.
- On Monday the opener (15 minutes) comes first in every period, then the set.
- The game is optional: put it in the last period as a fun way to end the class, or use it for extra time. The calm block goes in any gap.

Set naming

Sets are named by subject and day: **Reading 1** and **Writing 1** are Monday's sets, **Reading 2** and **Writing 2** Tuesday's, 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

☆ in the notes: a student who finds the core task easy may start with the challenge

#	STUDENT NAME	NOTES (ALLERGIES, NEEDS, HELPFUL, LEAVES EARLY)	HOME	BUS # / PICKED UP BY / PROGRAM
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				
16				
17				
18				
19				
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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: _____

Meet Your Sub

Day 1 opener. 15 minutes at the start of every period on Monday, before the set. One sheet to fill in before first period.

Opener

SAY THIS TO THE CLASS

"I am covering English for your teacher this week, and all of our work is reading and writing on paper. First a short introduction and three of your questions, then we read the class agreement together. Each page has a core task for everyone and a star challenge for when you finish."

Sub script (the same 15 minutes in every class)

1. **Before first period, fill in the introduction sheet** on the next page, once, for the whole day. Keep it short and honest. A high school class reads a sub in about ten seconds, so give them something real to read.
2. **Introduce yourself from the sheet** in two minutes. Then hold up the Ask the Sub list and take three questions from raised hands. Three, not ten. Say when you are done taking questions.
3. **Read the class agreement out loud** and ask this period to add one line of their own. Write that line on the board for the period. The line they wrote is the one they keep.
4. **Set the voice level with a number** from 0 to 3, using the box at the bottom of the sheet. Say which level today's set needs, and use the same numbers in every class all week.
5. **Start the set** with one sentence: this week's English work is all on paper, everyone does the core task first, the star challenge is for anyone who finishes, and the calm block is always allowed.

If the room is loud

- Skip the questions. Keep the agreement and the voice level, and say the number out loud.
- Start the set sooner. Work on the desk beats a speech about behavior every time.
- Name the level again after four minutes. A number is easier to follow than a lecture.

If there is time left at the end

- If the set ends ten minutes early, run Word Mix-Ups in groups of four: six minutes on the cards, four for the answers.
- Or hand out the day's calm block (learn 8 nonfiction terms, then the self-test) and let the room go quiet early.
- Or have each student write one question they would ask the teacher when they get back.

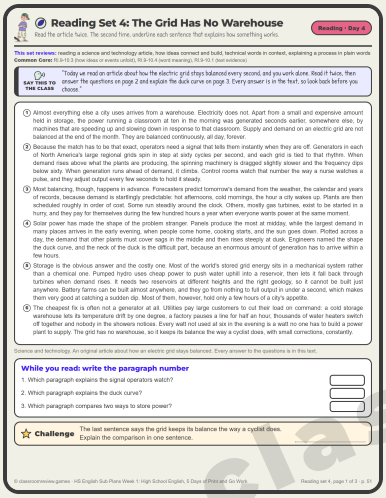
Monday checklist (before first period)

- ☐ Read the Important Information page: office extension, exits, the nurse, the teacher next door.
- ☐ Check the class list for allergies, medical needs, early releases and students who carry a pass.
- ☐ Find today's two sets on the weekly plan and count copies for every period, plus five spares.
- ☐ Fill in the About Your Sub sheet once and post it where the back row can read it.
- ☐ Write the voice levels 0 to 3 on the board and leave them there all week.
- ☐ Keep the answer keys inside the binder, not face up on the desk.

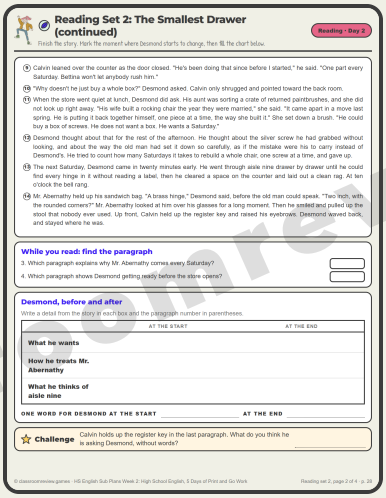
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Binder cover, important information, schedule, class list, how it went, Monday opener

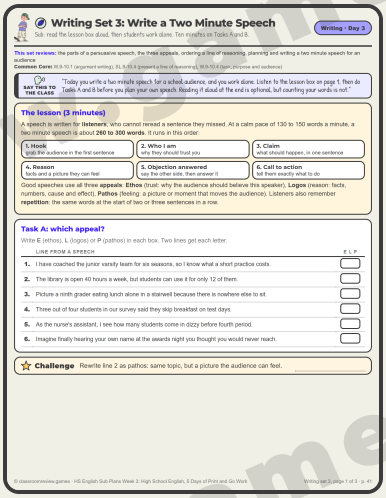
ONE PAGE OF EVERY DAILY PART



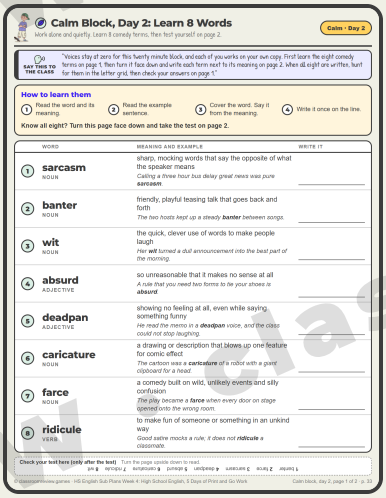
Reading set: the text, Week 1 (solo)



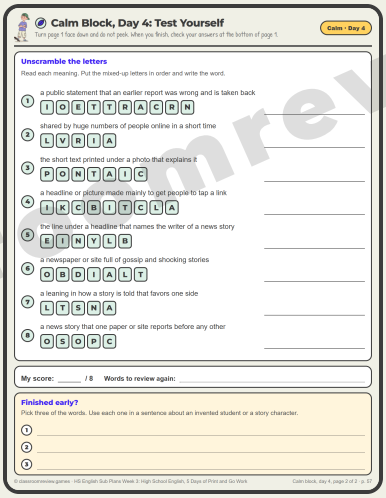
Reading set: questions, Week 2 (solo)



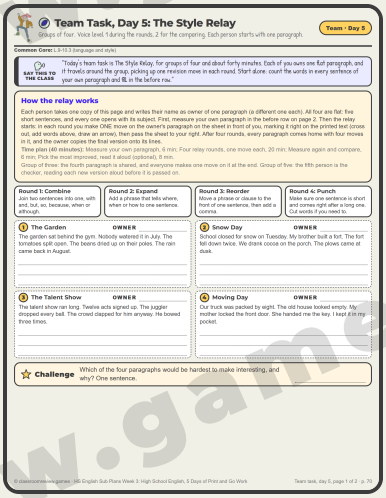
Writing set: the lesson, Week 3 (solo)



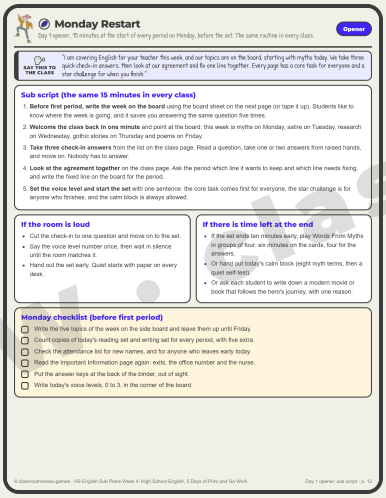
Calm block: learn 8 words (solo)



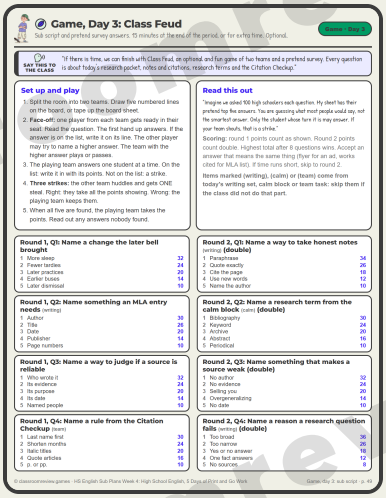
Calm block: test yourself (solo)



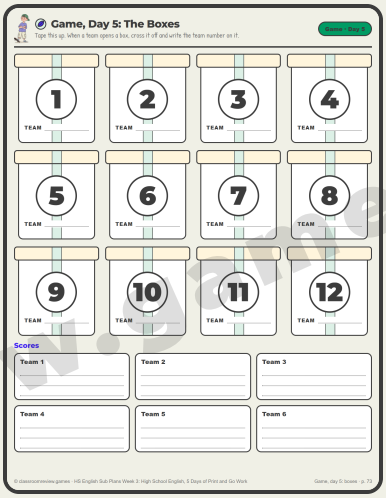
Team task, Week 3 (groups of four)



Monday opener, Week 4 (whole class)



Game: Class Feud (whole class)



Game: Mystery Box (whole class)

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Every day: a reading set, a writing set, a calm block, a team task and an optional game



Reading Set 1: Thor and the Hall of Illusions

Read the myth twice. The second time, underline each thing that is not what it seems.

Reading · Day 1

This set reviews: a myth retold from its source, character archetypes, the stages of the hero's journey, theme, word meaning in context
Common Core: RL.9-10.9 (source material), RL.9-10.2 (theme), RL.9-10.3 (complex characters)

SAY THIS TO THE CLASS

"Today we read a Norse myth about Thor, the strongest of the gods, and a contest he could not win. Read it twice, answer the questions on page 2, then map the myth onto the hero's journey on page 3. Every answer is in the myth, so look back before you choose."

1. The Norse people of long ago told many stories about Thor, the strongest of their gods, who believed no contest could beat him. One day he set out east for Jotunheim, the land of the giants. With him went Loki, a clever god nobody fully trusted, and two young people from a farm where he had stayed: Thjalfi, who could outrun anyone, and his sister Roskva.
2. They crossed a deep sea, and on the far shore they walked all day through a dark forest. At nightfall they lay down in an empty hall whose doorway was as wide as one whole wall. In the night the ground shook and a deep roar rolled over them, so they crept into a narrow side room. At dawn they saw a giant asleep nearby, snoring. He woke, said his name was Skrymir, and picked up the hall they had slept in. It was his glove, and their side room was its thumb.
3. Skrymir offered to carry their food in his own bag. That evening he fell asleep first and told Thor to help himself to supper, but Thor pulled at the knots until his hands ached and not one would loosen. In the morning Skrymir pointed the way to the fortress of Utgard and gave a warning: "Do not brag there. The king's men will not put up with boasting from little fellows like you." Then he walked off into the hills.
4. The walls of Utgard were so high that Thor had to bend his head back to see the top. The king, Utgard-Loki, grinned down at them. "Is this little fellow really Thor?" he asked. "Nobody stays here who is not the master of some skill." Loki said no one could eat faster than he could, so a long trough of meat was set out, Loki at one end and a man named Logi at the other. They met in the middle, but while Loki had eaten the meat, Logi had eaten the meat, the bones and the trough. Then Thjalfi raced a young man named Hugi three times, and the last time Hugi finished before Thjalfi was halfway.
5. Then it was Thor's turn. He was handed a long drinking horn and told that a strong drinker empties it in one drink. Thor took three huge drinks, and the level barely dropped. Next he tried to lift the king's gray cat, but it only arched its back, and just one of its paws left the floor. Angry now, Thor asked for someone to wrestle. The king called in Elli, an old woman who had once been his nurse. The harder Thor strained, the firmer she stood, until she brought him down onto one knee.
6. In the morning the king walked them out and told them the truth. He had been Skrymir all along, and he had tied the bag shut with iron wire. Every contest had been an illusion. Logi was wildfire, which burns the trough as fast as the meat. Hugi was the king's own thought, and no runner can match thought. The far end of the horn lay in the sea, and Thor drank so deep that, the story says, the sea still pulls back at low tide. The cat was the serpent that circles the whole world, and Elli was old age, which brings everyone down in the end. The king admitted that Thor's strength had frightened him and all his people. "It is better for us both if we never meet again," he said. Thor turned toward him, but the king was gone, and so was his fortress. Only an empty plain lay before them.
7. Thor walked home without a single win. The myth does not say what he thought about on the way. It leaves that to whoever is listening.

Myth. A Norse myth retold in our own words for this set. It was first written down by Snorri Sturluson in Iceland around 1220, in the book now called the Prose Edda.

While you read: write the name

1. Who says no one can eat faster than he can? _____
2. Who races Hugi three times? _____
3. Who brings Thor down onto one knee? _____

Challenge Skrymir calls the travelers "little fellows." Once you know who Skrymir really is, why is that phrase funny? _____

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Reading Set 1: Questions

Circle one letter for each of questions 1 to 8. Answer 9 and 10 in two or three sentences each, using details from the myth.

Reading · Day 1

1. **What did the travelers think was an empty hall?**
   - (A) A cave in the side of a hill
   - (B) The glove of the giant Skrymir
   - (C) The fortress of Utgard
   - (D) Skrymir's bag of food
2. **Why could Thor not open the bag of food?**
   - (A) He was too tired after the walk
   - (B) Loki had hidden it in the forest
   - (C) The king had tied it shut with iron wire
   - (D) Roskva had the only key to the bag
3. **Which sentence best shows that Utgard-Loki looked down on Thor when they first met?**
   - (A) The walls of Utgard were so high that Thor had to bend his head back to see the top.
   - (B) Then he walked off into the hills.
   - (C) Then it was Thor's turn.
   - (D) Is this little fellow really Thor?
4. **Why did Logi win the eating contest?**
   - (A) He was wildfire, which burns everything in its path
   - (B) Loki stopped to brag in the middle
   - (C) The king gave him the shorter end of the trough
   - (D) He had not eaten for many days
5. **Skrymir turns out to be the king in disguise. Which character archetype does that make him?**
   - (A) The mentor, a wise guide who wants the hero to win
   - (B) The innocent, a pure and trusting young person
   - (C) The shape-shifter, a character who is not what he seems
   - (D) The herald, who only announces the adventure
6. **What do Thor's three tests in paragraph 5 have in common?**
   - (A) Each one is a race against Hugi
   - (B) Each looks easy but hides something far too big to beat
   - (C) Thor wins each of them on the third try
   - (D) Loki helps him cheat at each of them
7. **Which sentence best supports the idea that the giants saw Thor as a real danger?**
   - (A) Thor walked home without a single win.
   - (B) Angry now, Thor asked for someone to wrestle.
   - (C) The king admitted that Thor's strength had frightened him and all his people.
   - (D) Thor took three huge drinks, and the level barely dropped.
8. **Which statement best expresses a theme of the myth?**
   - (A) Things are not always what they seem, and even great strength has limits
   - (B) Giants are kinder hosts than the gods are
   - (C) A traveler should always carry his own food
   - (D) Speed matters more than strength in any contest
9. **Paragraph 6 explains every contest. Choose one contest and explain how what the travelers saw was different from what was real.**

10. **The myth ends without saying what Thor thought on the walk home. What do you think he learned? Use one detail from the myth.**

Challenge Name a hero from a modern book, movie or game who loses a contest he or she expected to win. What does that hero learn?

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Reading Set 1: Words and the Hero's Journey

Work out each word from its sentence. Then find each stage of the hero's journey in the myth.

Reading · Day 1

Vocabulary in context

WORD	WHERE IT APPEARS	WHAT IT MEANS HERE (YOUR WORDS)
boasting	*The king's men will not put up with boasting from little fellows like you*	
trough	*a long trough of meat was set out*	
strained	*The harder Thor strained, the firmer she stood*	
illusion	*Every contest had been an illusion*	
circles	*The cat was the serpent that circles the whole world*	
admitted	*The king admitted that Thor's strength had frightened him*	

Map the myth onto the hero's journey

In his 1949 book *The Hero with a Thousand Faces*, the scholar Joseph Campbell showed that hero stories from many cultures share one pattern, the hero's journey. Teachers often boil it down to a few stages. The stages below are mixed up: write the paragraph where each one happens and one detail from it. Each paragraph is used once.

	STAGE	PARAGRAPH	ONE DETAIL FROM THAT PARAGRAPH
1.	**The revelation**: the truth about the adventure comes out	☐	
2.	**The ordeal**: the hero's own hardest tests	☐	
3.	**Crossing the threshold**: the hero enters a strange, unknown world	☐	
4.	**The call to adventure**: the hero sets out to meet a challenge	☐	
5.	**The return**: the hero heads home	☐	
6.	**The road of trials**: the hero's companions are tested first	☐	
7.	**A guide on the road**: someone met on the way gives advice	☐	

☆ Challenge An old trick in a new story

Modern stories borrow from old myths all the time. Retell one of the Utgard contests as a modern story in four or five sentences. Who is your hero, what looks small or easy, and what is it really? Keep the trick the same, change everything else.

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Writing Set 1: Map a Modern Hero's Journey

Sub: read the lesson box aloud, then students work alone. Task A first, then page 2.

Writing · Day 1

This set reviews: the stages of the hero's journey in a modern story, a scene versus a summary, planning a narrative and drafting its opening scene
Common Core: W.9-10.3 (narrative writing), W.9-10.5 (planning and revising)

SAY THIS TO THE CLASS "Today you plan a modern story that follows the hero's journey, the same pattern as this morning's myth, and you work alone. Listen to the lesson box on page 1, then do Tasks A to D in order. Every answer to Tasks A and B is on the page, so read each event twice."

The lesson (3 minutes)

The **hero's journey** is not only for gods and giants. Sports movies, fantasy novels and video games use the same pattern, because it matches how real people grow: something calls you out of your normal life, you are scared, someone helps, you are tested, and you come back different. Writers often plan a story on these eight stages:

Ordinary world (O) the hero's normal life before anything changes	**Call to adventure (C)** a problem or a chance arrives	**Refusal (R)** the hero hesitates or says no	**Mentor (M)** a guide gives help, a gift or advice
Threshold (T) the hero leaves the familiar world	**Tests (S)** challenges, allies and rivals	**Ordeal (D)** the hardest test, where the hero could fail	**Return (H)** the hero comes home changed, with something to share

A plan is a map, not a cage. You can skip a stage or bend it, but you should know which one you are in.

Task A: put Kalani's story in order

These eight events from one story are mixed up. Write the order number (1 to 8) and the stage letter (O, C, R, M, T, S, D or H) for each event. Each stage is used once.

	EVENT	ORDER	STAGE
A	Her grandfather hands her his old tape recorder and makes her tell one story into it every evening for a week.		
B	In the final round her script slides behind the mixing desk, and she has to tell the story of the repair shop from memory, live.		
C	Kalani spends every afternoon in her grandfather's repair shop fixing old radios, and she has never been more than an hour from home.		
D	Back home, with a weekly two minute spot on the station, she turns a corner of the shop into a tiny studio for the kids next door.		
E	A flyer on the shop door says a city radio station will choose one teenager to host a summer show, with auditions in person.		
F	She rides the early bus alone for three hours and walks into a studio full of people she has never met.		
G	In the first round her voice shakes, a rival named Lourdes jokes about her accent, and a sound engineer quietly shows her where to stand.		
H	Kalani crumples the flyer and tells her grandfather she could never talk into a microphone with strangers listening.		

Challenge Write one more event for Kalani that would fit after the ordeal and before she gets home.

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Writing Set 1: Write the Call to Adventure

Task D. Write the scene where your hero's call arrives, from your Task C plan. Checklist last.

Writing · Day 1

WHERE THE SCENE HAPPENS _____ **HOW THE CALL ARRIVES** _____

Write it as a scene, like Draft 2: one moment, as it happens. Start inside the ordinary world, let the call arrive, and stop before your hero decides.

Checklist

- [ ] My scene shows the hero's ordinary world in at least one exact detail.
- [ ] The call arrives in one moment I can point to, not as a summary.
- [ ] At least one line of dialogue sounds like a real person talking.
- [ ] I used a detail of sound, sight or touch.
- [ ] The scene ends before the hero decides, so the reader wants to know what happens.

Challenge

Revise your first sentence two ways: once so it starts with a sound, once so it starts with a line of dialogue. Circle the version you like best and say why on the back.

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Answer Keys (1 of 10)

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

Day 1 opener: Words From Myths, answers

1. Herculean. Herculean comes from Hercules and his twelve very hard labors; narcissistic comes from Narcissus, who could not stop staring at his own reflection. **2. Pandora's box.** Pandora's box comes from Pandora, who opened a jar and let troubles out into the world; Achilles' heel was the one weak spot of the hero Achilles. **3. odyssey.** An odyssey comes from Homer's Odyssey, the ten year voyage home of Odysseus; an echo comes from Echo, a nymph who could only repeat what others said. **4. tantalizing.** Tantalizing comes from Tantalus, who could never reach the food and water in front of him; mentoring comes from Mentor, whose form the goddess Athena took to guide a young man. **5. nemesis.** Nemesis was the Greek goddess who paid back pride and wrongdoing; panic comes from Pan, a god whose sudden shouts were said to frighten travelers. **6. atlas.** An atlas is named for Atlas, the Titan who holds up the sky and appeared on early map books; cereal comes from Ceres, the Roman goddess of grain. **7. Midas touch.** The Midas touch comes from King Midas, who turned everything he touched to gold; a siren song comes from the Sirens, whose singing drew sailors toward the rocks. **8. Thursday.** Thursday is Thor's day; Wednesday is the day of Woden, another name for Odin, the chief Norse god.

One point for each right word, one more for naming the myth or figure it comes from. Score: 16 points at most.

Reading Set 1: Thor and the Hall of Illusions

While you read: 1. Loki; 2. Thjalfi; 3. Elli. **Star (page 1):** Skrymir is the giant king himself, so to him everyone looks small, and he is teasing the strongest of the gods; the joke is on Thor, who does not know yet that he is talking to his host.

Multiple choice: 1. B; 2. C; 3. D; 4. A; 5. C; 6. B; 7. C; 8. A

9. Accept one contest explained both ways: Logi looked like a man eating fast, but he was wildfire, which burns bones and wood too; Hugi looked like a young runner, but he was thought, which nothing can outrun; the horn looked like a drink, but its end was in the sea; the cat looked like a pet, but it was the serpent that circles the world; Elli looked like a weak old woman, but she was old age, which beats everyone.

10. Answers vary; accept a lesson the myth supports tied to a real detail: that strength has limits (old age brought him to one knee), that appearances can fool even a god (the glove, the cat, the horn), or that pride before a contest is risky (he expected no contest could beat him and won none).

Star (page 2): answers vary; accept any modern hero and a loss that teaches something (humility, teamwork, the limits of talent).

Vocabulary: boasting = bragging, talking too proudly about yourself; trough = a long, narrow open container that holds food; strained = pushed or pulled with all his effort; illusion = something that looks real but is not what it seems; circles = goes all the way around something; admitted = said that something true was so, often unwillingly.

Hero's journey map: 1. The revelation, paragraph 6; 2. The ordeal, paragraph 5; 3. Crossing the threshold, paragraph 2; 4. The call to adventure, paragraph 1; 5. The return, paragraph 7; 6. The road of trials, paragraph 4; 7. A guide on the road, paragraph 3. In the last column, the detail can be any event of that paragraph (Thor sets out to test himself; the sea, the dark forest and the glove; Skrymir's warning not to brag; the eating contest and the race; the horn, the cat and Elli; the king explains the illusions; the walk home with no win). **Star (page 3):** answers vary; accept a modern setting and hero, a contest that looks small, and a reveal that keeps the myth's trick (the opponent is something no one can beat, such as fire, thought, the sea or time).

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Calm Block, Day 1: Learn 8 Words

Work alone and quietly. Learn 8 theme and symbol terms, then test yourself on page 2.

Calm · Day 1

SAY THIS TO THE CLASS

"For the next twenty minutes we work in silence, each person alone, on eight theme and symbol terms. Study the terms and examples on page 1, then turn it over and match every term to its meaning on page 2. The answers are printed upside down on page 1, so check yours only after you finish."

How to learn them

1. Read the word and its meaning.
2. Read the example sentence.
3. Cover the word. Say it from the meaning.
4. Write it once on the line.

Know all eight? Turn this page face down and take the test on page 2.

	WORD	MEANING AND EXAMPLE	WRITE IT
1	**motif** NOUN	an image, object or idea that comes back again and again in a story *Locked doors are a **motif** in the novel: they show up in nearly every chapter.*	
2	**allegory** NOUN	a story in which characters and events stand for bigger ideas *Read as an **allegory**, the tale of the walled town is really about fear of outsiders.*	
3	**parable** NOUN	a short, simple story told to teach a lesson about how to live *The coach told a **parable** about two farmers to explain why practice matters.*	
4	**fable** NOUN	a short tale, often with talking animals, that ends with a lesson *In the **fable**, the proud crow drops its cheese while trying to sing.*	
5	**moral** NOUN	the lesson a story states outright, often in its last line *The **moral** at the end was printed in italics: slow and steady wins.*	
6	**universal** ADJECTIVE	true for people in many places and times, not only in one story *Fear of being left out is a **universal** feeling, so readers everywhere get it.*	
7	**token** NOUN	a small object kept or given to stand for a feeling, a memory or a promise *She kept the ticket stub as a **token** of their first trip together.*	
8	**emblem** NOUN	an object or picture that people agree stands for a group or an idea *The dove has long been an **emblem** of peace on posters and flags.*	

Check your test here (only after the test) Turn the page upside down to read.

1 universal 2 token 3 allegory 4 fable 5 emblem 6 motif 7 moral 8 parable

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Team Task, Day 2: The Log and the True Account

Team · Day 2

Check every account against the custodian's log. Then write what really happened.

The custodian's log, Thursday

- **10:14 a.m.** Breaker trips. Gym, stage and hallway lights go out. Exit signs run on battery and stay lit.
- **10:16 a.m.** Breaker reset. All lights back on.
- **Note** The jazz band's piano is acoustic and needs no power.

Catch the error

One account says something the log proves wrong. Write its letter and copy the words that are wrong, then say what the log shows.

ACCOUNT _____ **THE WRONG WORDS** _____

WHAT THE LOG SHOWS _____

How we knew

For each account, write the one detail that gave its narrator away.

A _____

B _____

C _____

D _____

The true account

Write five sentences in third person for the newspaper. Use one detail from each of the four accounts, name who saw or heard it, and leave out the false detail.

_____

_____

_____

_____

_____

Challenge Rewrite the false sentence from the error box so that it matches the log. _____

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Game, Day 1: The Board

Tape this to the whiteboard or copy it. Cross squares off as they are played.

Game · Day 1

UTGARD	JOURNEY	MYTH TERMS	CASTING	EVERYDAY
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 English word list. 15 minutes at the end of the period, or for extra time. Optional.

Game · Day 2

SAY THIS TO THE CLASS "If there is time at the end, we can play Paper Password, an optional word game for partners, just for fun. Every secret word comes from today's story, bus scene, narrator terms and blackout task, and fewer clues mean more points."

Set up (2 minutes)

1. Before class, cut each card page into its four round cards. Hand each pair ONLY the current round's card; pairs keep used cards for the totals.
2. Partner A is the clue giver in rounds 1 and 3, Partner B in rounds 2 and 4. The guesser never sees the card.
3. Each round lasts 2 minutes. The clue giver says ONE word. The guesser gets ONE guess. Wrong: give another one-word clue.
4. After five clues without a right guess, the word scores 0 and the pair moves on. 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. If the word is snowman, you cannot say snow or man. No gestures, 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 round totals. Highest total wins.

Words marked (writing), (calm) or (team), here and on the cards, come from today's writing set, calm block or team task. If the class skipped that part, pairs skip them (and any round left empty).

Referee calls

Two words glued together ("hotdog") count as one clue only if they make a real single word. Plurals and "-ing" forms of the secret word are not allowed. If a pair disagrees about a clue, the word scores zero and they move on. Each example clue below is allowed, and a good first clue.

Timing (15 minutes)

0:00	2:00	4:30	7:00	9:30	12:00
Set up, 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

SUSPICION	example clue: doubt
CANAL	example clue: lock
DRIVER (writing)	example clue: bus
OBSERVER (calm)	example clue: watcher
BLACKOUT (team)	example clue: darkness

Round 2: Partner B gives clues

JUG	example clue: pitcher
GLUE	example clue: sticky
SHOE (writing)	example clue: laces
VANTAGE (calm)	example clue: viewpoint
PIANO (team)	example clue: keys

Round 3: Partner A gives clues

RIBBON	example clue: award
BRIDGES	example clue: spans
ALARM (writing)	example clue: clock
NAIVE (calm)	example clue: innocent
BOOTH (team)	example clue: cubicle

Round 4: Partner B gives clues

WITNESS	example clue: onlooker
CREDIT	example clue: praise
MIRROR (writing)	example clue: reflection
EARNEST (calm)	example clue: sincere
HEADSET (team)	example clue: earphones

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Game, Day 4: Classroom Millionaire

Sub script and the 12 questions. 15 minutes at the end of the period, or for extra time. Optional.

Game · Day 4

SAY THIS TO THE CLASS

"Classroom Millionaire is an optional, fun way to finish, and the whole class climbs one ladder of twelve questions together. All twelve come from today's story, suspense writing, gothic terms and Cabin 6."

How it works

1. Tape up the ladder sheet. The whole class is one player. Pick a student for the hot seat (a new student for every question).
2. Read the question and the four options, then read the options 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 walk away and keep what it has.
4. Wrong: the climb ends. Rungs 4 and 8 are safe: the class keeps the last safe amount it passed.
5. Time left over? Play the questions again as a team quiz.

Three lifelines (one use each)

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

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

Phone 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 and the class loses a lifeline."

Items marked (writing), (calm) or (team) come from today's writing set, calm block or team task: skip them if the class did not do that part.

Rungs 1 to 4, rung 4 is safe

1. $100 Strange in a way that makes you uneasy? (calm)
A. Cozy B. Eerie C. Sunlit D. Gentle
Answer: B. Eerie (50/50 removes C and D)

2. $250 What was tapping on the third floor?
A. A loose pipe B. A branch C. A barn owl D. The radiator
Answer: C. A barn owl (50/50 removes A and B)

3. $500 Short sentences and fragments set the? (writing)
A. Pacing B. Setting C. Rhyme D. Title
Answer: A. Pacing (50/50 removes C and D)

4. $1,000 Why was Maren alone in the library?
A. Lowell left B. Closed early C. Fire drill D. Shift over
Answer: A. Lowell left (50/50 removes B and C)

Rungs 5 to 8, rung 8 is safe

5. $2,500 What had the raccoon taken? (team)
A. Flashlight B. Sleeping bag C. Marshmallows D. Map
Answer: C. Marshmallows (50/50 removes A and D)

6. $5,000 Holding back the truth: which tool? (writing)
A. Setting B. Pacing C. Sensory detail D. Delayed reveal
Answer: D. Delayed reveal (50/50 removes A and C)

7. $10,000 A sign that something is coming is a? (calm)
A. Harbinger B. Specter C. Gloom D. Dread
Answer: A. Harbinger (50/50 removes B and C)

8. $25,000 Whose 1839 gothic opening was on page 3?
A. Twain B. Poe C. Austen D. Chopin
Answer: B. Poe (50/50 removes A and D)

Rungs 9 to 12

9. $50,000 Clammy and groaned carry which mood? (writing)
A. Calm B. Joyful C. Uneasy D. Bored
Answer: C. Uneasy (50/50 removes A and B)

10. $100,000 Words in the shortest Cabin 6 strip? (team)
A. One B. Two C. Three D. Four
Answer: B. Two (50/50 removes C and D)

11. $500,000 A house that believes things is?
A. Simile B. Pun C. Personification D. Rhyme
Answer: C. Personification (50/50 removes A and D)

12. $1 MILLION The owl appears: the mood goes from?
A. Fear to relief B. Joy to sadness C. Calm to panic
D. Hope to anger
Answer: A. Fear to relief (50/50 removes B and D)

If the class misses

Wrong on rung 1 to 4	**class keeps $0**
Wrong on rung 5 to 8	**class keeps $1,000**
Wrong on rung 9 to 12	**class keeps $25,000**
Walk away after rung n	**class keeps rung n**

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Reading Set 4: The Third Floor

Read the story twice. The second time, underline every word that makes you uneasy.

Reading · Day 4

This set reviews: mood in a gothic story, how setting, pacing and a delayed reveal build suspense, word choice and tone, word meaning in context
Common Core: RL.9-10.5 (structure, time and tension), RL.9-10.4 (word meaning and tone)

SAY THIS TO THE CLASS

"Today we read a short gothic story set in an old library on a stormy night, and you work alone. It is suspenseful but not gory, so pay attention to how the writer makes you feel uneasy. Read it twice, then do the questions on page 2 and the mood map on page 3."

1. The Hollis House Library had been a family's mansion once, and it still did not quite believe it was a library. Its staircase curved up into shadow, its windows were tall and narrow, and the portraits in the front hall had been staring at visitors for a hundred and forty years. Maren had volunteered there every Tuesday since September. She liked it best in daylight.
2. On the last Tuesday in October, a storm came in early. By five o'clock the windows had gone black, rain was rattling the glass, and the radiators were clanking like a spoon on an iron pot. Mr. Lowell, the head librarian, pulled on his coat. "I have to fetch my daughter," he said. "Fifteen minutes. Shelve the returns, and stay off the third floor. The reading room has been closed since its tall window cracked."
3. Maren shelved the returns. The building creaked and settled around her, the way old houses do. She had almost stopped hearing it when the lights dimmed, flickered and came back weaker, as if the whole house had taken a breath and was holding it.
4. Then she heard the tapping. It came from above her, from the third floor. Tap. Tap, tap. Then nothing. Then tap, tap again, slow and patient, like a fingertip on a windowpane.
5. She told herself it was the radiators. But the radiators clanked; they did not tap. She told herself it was the rain. But rain did not stop and start. She stood at the bottom of the curved staircase with a stack of books against her chest and counted the seconds between the sounds. Nine. Eleven. Four.
6. She climbed. The second floor landing was dark except for a gray square of light at the end of the hall. The stairs to the third floor were narrower, and every step announced her. At the top, the door to the reading room stood open about a hand's width. Cold air was breathing through the gap.
7. Maren pushed the door. It swung inward without a sound. Rain was blowing through a broken pane in the tall window, the curtains were lifting and falling, and on the long reading table, among a scatter of wet leaves, stood a small pale shape with two dark eyes. It turned its heart-shaped white face toward her.
8. It was a barn owl. It had come in through the broken glass to get out of the storm and could not find its way back, and every few seconds it hopped to the sill and tapped its beak against the glass that was still whole. Maren let out a breath she had been holding since the second floor. She opened the window wide, stepped back and waited. After a long minute, the owl spread its wings and was gone into the rain.
9. When Mr. Lowell came back, she told him about the window. She did not tell him how long she had stood on the stairs.

Fiction. An original gothic short story written for this set. Read it for how the writer builds a mood.

While you read: which paragraph?

1. Which paragraph is the first where Maren hears the tapping? ☐
2. Which paragraph shows her climbing the stairs? ☐
3. Which paragraph reveals what was tapping? ☐

☆ Challenge The story says the house did not quite believe it was a library. What is this figure of speech, and what mood does it start? .....

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