

# High School English Maternity Leave Sub Plans, 6 Weeks

Six complete week binders of high school English, grades 9 to 12. A reading set and a writing set every day, solo work and a team task, a "say this" script for every task.

**PREVIEW**

## What is included

- Six week binders (87, 88, 83, 84, 84, 84 pages): 510 pages
- 83 front pages: binder cover, important information, note to the sub, the week plan filled in, schedule, set index, class list, how it went, Monday opener
- 90 solo blocks (30 reading sets, 30 writing sets, 30 calm blocks) and 30 team tasks for groups of four
- A "say this to the class" script for all 156 tasks: 2 or 3 sentences the sub reads out
- A core task and a ★ challenge in every reading set, writing set and team task
- A Common Core line (grades 9-10 codes) on every reading and writing set
- 30 optional games, each on that day's reading and writing (Day 30: on all six weeks)
- Answer keys for everything; color and ink-saver B&W, US Letter and A4

## How it works

1. Leave the six binders out. Each has its own filled-in plan with page numbers.
2. The sub reads the "say this" box out, then runs the day's reading set in every English period; the writing set is for a double block or extra time. Everyone does the core task, early finishers go on to 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 30 days: a reading set, a writing set, a team task and a game

- **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. **Team:** The Scrambled Essay, The Device Poem, The Spring Issue, The Unsigned Winner, Listen or Read.
- **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. **Team:** The Open Mic Lineup, The Yearbook Superlatives, The Shoebox, Places in Ten, The Judges' Table.
- **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. **Team:** Objects That Mean More, Lights Out at the Assembly, The Speech Judges, The Fact Check Desk, The Style Relay.
- **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. **Team:** Archetype Casting Call, The Spoof Box, The Citation Checkup, Midnight at Cabin 6, The Poetry Safe.
- **Week 5, days 21 to 25. Read:** Five Invented Ads; Give Us Twenty Minutes to Read; One Story, Three Lenses; Words Under the Microscope; Three Sources on One Question. **Write:** Critique an Ad; Write an Op-Ed; A Lens Analysis Paragraph; Change the Tone With Word Choice; Write a Synthesis Paragraph. **Team:** The Honest Pitch, The Letters Desk, The Critics' Table, Root Builders, The Source Ladder.
- **Week 6, days 26 to 30. Read:** An Argument With Holes; The Prompt and Its Sources; A Model Scene; The Evidence File; Six Week Reading Review. **Write:** Write a Rebuttal; A Timed Essay; Write the Scene; Write the Case; Six Week Writing Review. **Team:** The Evidence Relay, The Scoring Table, Scene Doctor, The Practice Round, The Six Week Escape.

**Optional game every day, on that day's reading and writing (Day 30, the big review day: its game reviews all six weeks):**
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 key, the writing set it pairs with, a calm block, a team task, the game types and one ink-saver page. Every product page is watermarked. The full product has 510 pages.
**What the sub gets:** a note that explains the routine, a "say this" script for every task (156 in all), a sub script for every Monday opener, a "Read this out" box on most games, and every answer in the key.



# 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**<br>p. 12 · 15 min, every period | Attendance, voice level | Attendance, voice level | Attendance, voice level | Attendance, voice level |
| **Every English period** | **Reading 1**<br>The Box That Moved the World<br>p. 15 | **Reading 2**<br>Second Chair<br>p. 27 | **Reading 3**<br>Rachel Carson and the Right to Be Told<br>p. 39 | **Reading 4**<br>The Grid Has No Warehouse<br>p. 51 | **Reading 5**<br>Argument and Rhetoric<br>p. 63 |
| **Double block, second period or extra time** | **Writing 1**<br>Thesis and Evidence<br>p. 18 | **Writing 2**<br>Rhetorical Analysis<br>p. 30 | **Writing 3**<br>Argument Essay Plan<br>p. 42 | **Writing 4**<br>Narrative Writing<br>p. 54 | **Writing 5**<br>Summarize and Cite<br>p. 66 |
| **Early finishers or a loud moment** | **Learn and Test: Nonfiction Terms**<br>p. 21 | **Learn and Test: Story and Style Terms**<br>p. 33 | **Learn and Test: Argument Terms**<br>p. 45 | **Learn and Test: Narrative Terms**<br>p. 57 | **Learn and Test: Research Terms**<br>p. 69 |
| **Block period or extra time** | **The Scrambled Essay**<br>p. 23 | **The Device Poem**<br>p. 35 | **The Spring Issue**<br>p. 47 | **The Unsigned Winner**<br>p. 59 | **Listen or Read**<br>p. 71 |
| **Last 15 minutes (optional): a fun way to end the class, or for extra time** | **Whiteboard Quiz Game**<br>p. 25 | **Paper Password**<br>p. 37 | **Class Feud**<br>p. 49 | **Classroom Millionaire**<br>p. 61 | **Mystery Box**<br>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 | | | | |
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| 26 | | | | |
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| 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)

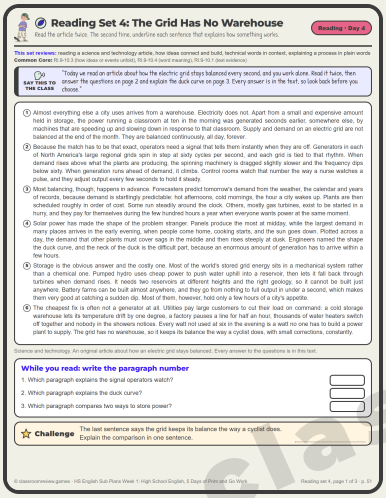
- ☐ Read the Important Information page: office extension, exits, the nurse, the teacher next door.
- ☐ Check the class list for allergies, medical needs, early releases and students who carry a pass.
- ☐ Find today's two sets on the weekly plan and count copies for every period, plus five spares.
- ☐ 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.



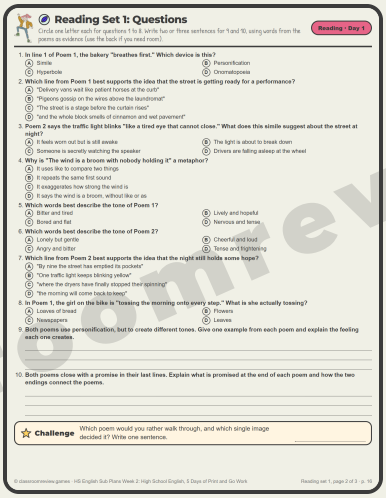
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# ONE PAGE OF EVERY DAILY PART

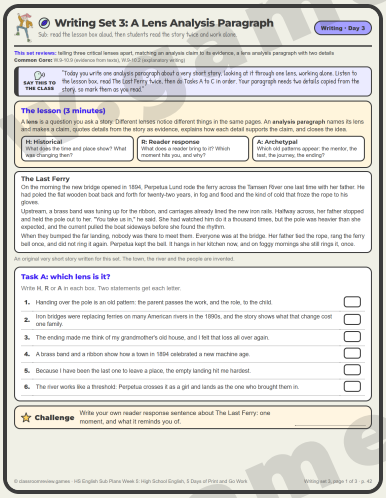




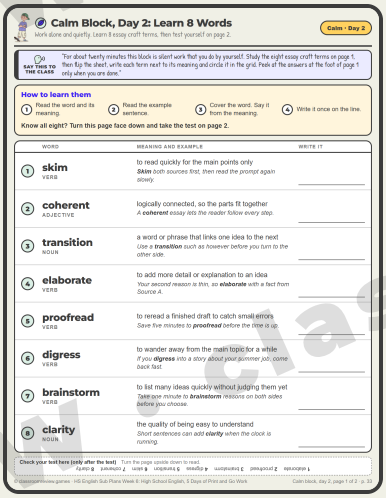

**Reading set: the text, Week 1 (solo)**



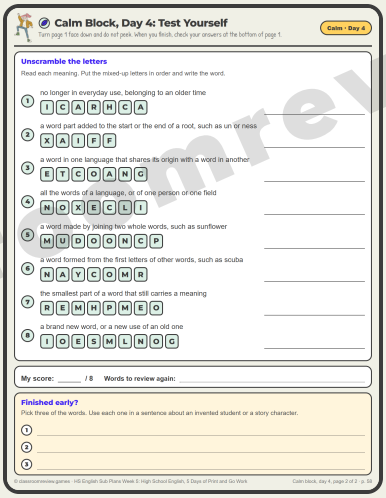

**Reading set: questions, Week 2 (solo)**



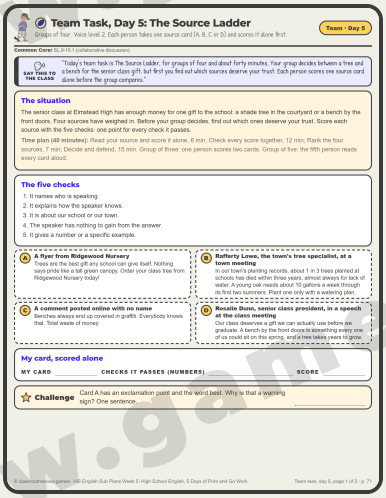

**Writing set: the lesson, Week 5 (solo)**



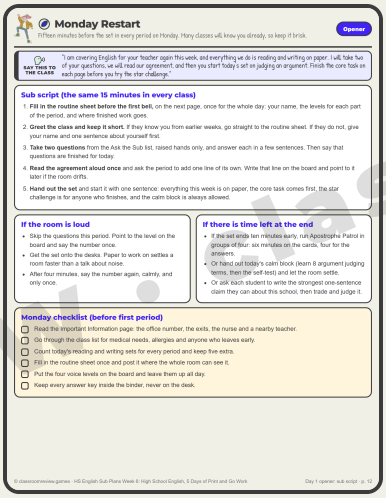

**Calm block: learn 8 terms (solo)**



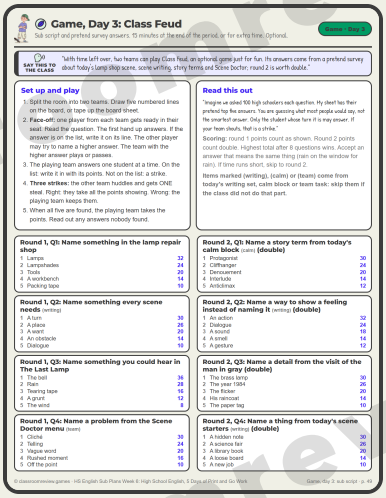

**Calm block: test yourself (solo)**



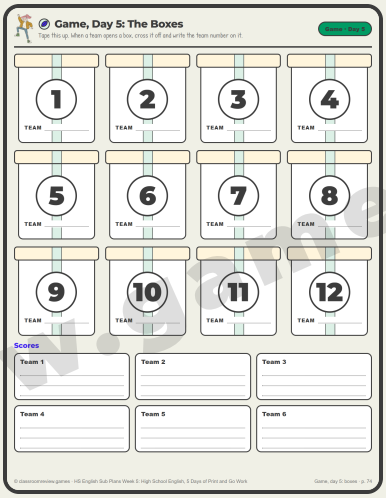

**Team task, Week 5 (groups of four)**




**Monday opener, Week 6 (whole class)**




**Game: Class Feud (whole class)**




**Game: Mystery Box (whole class)**

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# Reading Set 1: An Argument With Holes

Read the speech twice. The second time, put a check next to each paragraph that proves the claim and a question mark next to each one that does not.

**Reading · Day 1**

**This set reviews:** evaluating a speaker's argument, a claim and its reasons, relevant and sufficient evidence, five common holes in reasoning
**Common Core:** RI.9-10.8 (evaluate an argument), SL.9-10.3 (evaluate a speaker), RI.9-10.4 (word meaning)

**SAY THIS TO THE CLASS**

"Today we read a speech a student gave to a school board, and you are the judge of how strong her argument is. Read it twice, answer the questions on page 2, then hunt for the holes in her reasoning on page 3. Look back at the speech before you choose an answer."

**Make Every Graduate a Speaker.** A speech given by Tamsin Brandt, a high school junior, during the public comment time of a school board meeting.

1. Good evening. My name is Tamsin Brandt, I am a junior at Wexley Falls High School, and I am here to ask the board to make one semester of public speaking a requirement for graduation. Right now speech is an elective, and last year only 41 of our 1,180 students took it. I believe nearly every one of the others would have been better off if they had.
2. My first reason is that speaking clearly is a skill local employers want and rarely find. Our career center surveyed the 62 local businesses that hire our students for summer and weekend jobs, and asked each one to pick its top three skills from a list of twelve. Forty-nine of them put "speaks clearly to customers" in their top three. That is nearly four out of five employers asking for exactly what a speech class teaches.
3. My second reason comes from our own building. Two years ago, the ninth grade English team added a three-week speaking unit to half of its classes. In the semester after the unit, the 112 students who took it volunteered for class presentations, the debate club and the morning announcements at twice the rate of the ninth graders who did not, and nothing else about their English course changed that year. A short unit changed what those students were willing to try.
4. Some of you may still doubt that one class can change a life. My cousin Silas took speech in tenth grade, and two years later he was hired as a tour guide at the science museum after his very first interview. If it worked for Silas, it will work for every student in this district.
5. Besides, speech requirements are the future. Everyone I have talked to agrees that this is the direction schools are heading, and nobody wants Wexley Falls to be the last district to catch on. Our auditorium was also renovated in 2019, so we already have the best stage in the county.
6. I know that a few parents have written to the board against this idea. With respect, the people who oppose a speaking requirement are mostly people who are nervous about speaking themselves. The choice in front of you is simple: either we require public speaking, or we send our graduates into the world unable to say a single sentence to a stranger.
7. I understand that a new requirement means one less elective for some students, and that is a real cost. That is why I am not asking for a full year. One semester, taken any time between ninth and twelfth grade, would fit into every four-year schedule our counselors showed me. Thank you for listening, and I am happy to answer your questions.

An original speech written for this set. Look back at it for every answer.

## Find it as you read (paragraph numbers)

1. Which paragraph states the claim? ____
2. Which paragraph uses numbers from local businesses? ____
3. Which paragraph admits a cost of the plan? ____

**Challenge** In paragraph 1, only 41 of 1,180 students took speech last year. Is that number evidence for the claim, or only background? Say why in a few words.

.....

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## Reading Set 1: Questions

Choose one letter for 1 to 8 and circle it. Answer 9 and 10 in two or three sentences each, using evidence from the speech.

Reading · Day 1

1. **What is Tamsin's claim?**
   - (A) Wexley Falls needs a new auditorium
   - (B) A speech semester should be required
   - (C) Speech should stay an elective
   - (D) Every student should join debate club
2. **Why is the survey in paragraph 2 strong evidence?**
   - (A) It comes from a famous national study
   - (B) It proves every student will find a job
   - (C) Local employers name the skill speech teaches
   - (D) It shows most employers dislike students
3. **Which words from paragraph 3 show what students did after the speaking unit?**
   - (A) "volunteered for class presentations"
   - (B) "the ninth grade English team"
   - (C) "to half of its classes"
   - (D) "nothing else about their English course"
4. **What is the main weakness of the story about Silas?**
   - (A) The story is too long for a speech
   - (B) Silas took speech in the wrong grade
   - (C) A tour guide does not need to speak
   - (D) One case is stretched into a rule for all
5. **Which words are irrelevant evidence for the claim?**
   - (A) "nearly four out of five employers"
   - (B) "we already have the best stage in the county"
   - (C) "added a three-week speaking unit"
   - (D) "one less elective for some students"
6. **In paragraph 6, Tamsin calls opponents nervous speakers. What is wrong with that?**
   - (A) It attacks people, not their reasons
   - (B) It quotes the parents' letters word for word
   - (C) It gives too many numbers
   - (D) It agrees with the parents too quickly
7. **Why is the either/or sentence in paragraph 6 a false choice?**
   - (A) The board has already voted
   - (B) Public speaking is already required
   - (C) Other outcomes are possible besides these two
   - (D) The sentence has no verb
8. **How does paragraph 7 make the argument stronger?**
   - (A) It repeats the survey numbers a second time
   - (B) It attacks the counselors' schedules
   - (C) It changes the claim to a full year of speech
   - (D) It admits a real cost and shrinks the request
9. **The board can only weigh evidence that is relevant and sufficient. Choose the strongest paragraph of the speech and explain, with one detail, why its evidence passes both tests.**

   .....

   .....

   .....
10. **Pick one paragraph with a hole in its reasoning. Name the hole and explain what Tamsin would need to add or cut to fix it.**

    .....

    .....

    .....

**Challenge** Write one question a board member could ask Tamsin to test her weakest paragraph. .....

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# Reading Set 1: Vocabulary and the Hole Hunt

Work out each word from the sentence it lives in. Then read the six codes and label seven lines from the speech.

Reading · Day 1

## Vocabulary in context

| WORD | WHERE IT APPEARS | WHAT IT MEANS HERE (YOUR WORDS) |
|---|---|---|
| **elective** | *Right now speech is an elective* | |
| **surveyed** | *Our career center surveyed the 62 local businesses* | |
| **volunteered** | *the 112 students who took it volunteered for class presentations* | |
| **renovated** | *Our auditorium was also renovated in 2019* | |
| **oppose** | *the people who oppose a speaking requirement* | |
| **requirement** | *I understand that a new requirement means one less elective* | |

## Five holes to look for

**H = Hasty generalization**
one or two cases stretched into a rule about everyone

**B = Bandwagon**
it must be right because everyone is doing it or saying it

**I = Irrelevant evidence**
a true fact that does not prove the claim

**P = Attack on the person**
going after the people who disagree instead of their reasons

**F = False choice**
only two options are offered when more exist

**S = Sound**
relevant evidence, enough of it, and reasoning that holds

Evidence is **relevant** when it is about the claim, and **sufficient** when there is enough of it to convince a fair reader.

## The Hole Hunt

Write one code in each box: H, B, I, P or F for a hole, S for sound reasoning. S is used twice.

1. "If it worked for Silas, it will work for every student in this district." ☐
2. "That is nearly four out of five employers asking for exactly what a speech class teaches." ☐
3. "Everyone I have talked to agrees that this is the direction schools are heading" ☐
4. "With respect, the people who oppose a speaking requirement are mostly people who are nervous about speaking themselves." ☐
5. "Our auditorium was also renovated in 2019, so we already have the best stage in the county." ☐
6. "either we require public speaking, or we send our graduates into the world unable to say a single sentence to a stranger" ☐
7. "One semester, taken any time between ninth and twelfth grade, would fit into every four-year schedule our counselors showed me." ☐

## Challenge Patch the hole

Rewrite paragraph 5 so it has no holes. Keep Tamsin's side, cut what does not prove the claim, and add one kind of evidence the board could check. Four or five sentences.

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# Writing Set 1: Write a Rebuttal

Sub: read the lesson box aloud, then students work alone. Task A on this page, Tasks B and C on the next two.

**Writing · Day 1**

**This set reviews:** answering the other side of an argument fairly, quoting a point, naming its problem and answering it with evidence
**Common Core:** W.9-10.1 (argument writing), W.9-10.9 (evidence from texts)

**SAY THIS TO THE CLASS** "Today you answer someone else's argument in writing, fairly and with evidence, and you work alone. Read the letter and the lesson box on page 1, then do Tasks A, B and C in order. Every answer to Tasks A and B is on the page, so read each sentence twice."

## The letter you will answer

From the student newspaper, by Viktor Ames, grade 10. The sentences are numbered.

1. Our school should replace the twenty minutes of silent reading after lunch with twenty more minutes of lunch.
2. Nobody reads during silent reading anyway, because yesterday I looked around my homeroom and counted three people on their phones.
3. Every school worth attending has already dropped it.
4. If we keep giving class time to reading, soon there will be no time left for math or science.
5. A longer lunch would also mean shorter lines, because students would not all rush to the cafeteria at once.
6. Anyone who wants to read can do it at home.

## The lesson (3 minutes)

A **rebuttal** answers one point from the other side. A fair rebuttal answers what the writer really said, in four moves:

| Quote (Q) | Name the problem (N) | Answer (A) | Leave the point (L) |
|---|---|---|---|
| the exact words of the point you answer | not enough evidence, the wrong evidence, or a hole in the reasoning | your own reasoning or evidence | why your side still stands |

**Q** Viktor writes that "nobody reads during silent reading," because he "counted three people on their phones."
**N** Three students in one room on one day is far too little evidence for a claim about a whole school.
**A** In a room of about thirty, three phones also means that roughly twenty-seven students were not on theirs, so his own count suggests most of the room was doing what the time is for.
**L** Silent reading is working for most students, and twenty minutes of it is worth keeping.

The model answers sentence 2. Twisting the point or attacking the writer loses a fair reader.

## Task A: fair or unfair?

Write one letter in each box. **F** fair, **S** straw man, **P** attacks the writer. Two sentences get each letter.

| | REBUTTAL SENTENCE | F | S | P |
|---|---|---|---|---|
| 1. | Viktor wants to ban reading from our school forever. | | | |
| 2. | Counting one homeroom on one day tells us very little about forty rooms full of students. | | | |
| 3. | Of course a sophomore who never finishes a book wants silent reading gone. | | | |
| 4. | The letter trades twenty minutes of reading for twenty minutes of lunch without asking what students would lose in the trade. | | | |
| 5. | Viktor seems to think that lunch matters more than learning anything at all. | | | |
| 6. | Nobody should listen to someone who spends homeroom looking at other people's phones. | | | |

**Challenge** Rewrite sentence 1 of Task A as a fair rebuttal of the letter's first sentence. _____



# Writing Set 1: Write the Rebuttal

Task C, step 2. Turn your four boxes into one paragraph. Checklist last.

Writing · Day 1

**MY SIDE** _____ **READER** _____

Write it as one paragraph, in the order of the moves: quote, name the problem, answer, leave the point. No headings or letters, only sentences.

## Checklist

- ☐ I quote the exact words of one point from the letter.
- ☐ I name the problem: too little evidence, the wrong evidence, or a hole in the reasoning.
- ☐ My answer gives a reason or a piece of evidence, not only my opinion.
- ☐ I stay fair: no straw man and no attack on Viktor.
- ☐ My last sentence says why my side still stands.

## ☆ Challenge

On the back, write a second rebuttal to a different point of the letter. This time open with one sentence that admits what Viktor gets right, then answer him.

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# Answer Keys (1 of 10)

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

### Day 1 opener: Apostrophe Patrol, answers

**1. principal's** (not principals). One principal owns the office: a singular owner takes an apostrophe and s. **2. teams'** (not teams). Two teams own the buses: a plural owner ending in s takes only an apostrophe. **3. children's** (not childrens). Children is already plural and does not end in s, so it takes an apostrophe and s. **4. It's** (not Its). It's is short for it is; the apostrophe stands for the missing letter. **5. its** (not it's). Its shows that something belongs to it and never takes an apostrophe. **6. pizzas** (not pizza's). A plain plural that owns nothing needs no apostrophe at all. **7. coach's** (not coachs). One coach owns the whistle: add an apostrophe and s. **8. won't** (not wont). Won't is short for will not, so it needs the apostrophe for the missing letters.

Score a point for every corrected word and a bonus point for every rule that matches the key in meaning. Score: 16 points at most.

### Reading Set 1: An Argument With Holes

**While you read:** 1. paragraph 1; 2. paragraph 2; 3. paragraph 7. **Star (page 1):** background (it shows how few students take speech now, the problem); on its own it does not prove that speech would help them. Accept "background" with that reason; also accept "evidence" if the student explains it shows the problem the requirement would fix (but not that speech would help).

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

**9.** Accept paragraph 2 or 3. Paragraph 2: relevant because employers name the exact skill speech teaches; sufficient because it counts 62 local businesses and 49 of them (nearly four out of five). Paragraph 3: relevant because it measures what students did after a speaking unit; sufficient because it compares 112 students with ninth graders who did not take the unit.

**10.** Accept, for example: paragraph 4, a hasty generalization (one cousin's job proves nothing about every student; add numbers about many students, or cut the last sentence); paragraph 5, a bandwagon appeal and irrelevant evidence (cut "everyone agrees" and the auditorium; add what schools with a requirement found); paragraph 6, an attack on the person and a false choice (answer the parents' actual reasons and drop the either/or).

**Star (page 2):** answers vary; accept a fair, specific question aimed at a weak paragraph, for example "How many students besides Silas got a job after speech?" or "Which districts require speech, and what did they find?"

**Vocabulary:** elective = a class a student chooses, not one that is required; surveyed = asked a group the same questions to collect their answers; volunteered = offered to do something without being made to; renovated = repaired and made new again; oppose = are against something and work to stop it; requirement = something every student must do.

**Hole Hunt:** 1 H; 2 S; 3 B; 4 P; 5 I; 6 F; 7 S. (H hasty generalization, B bandwagon, I irrelevant evidence, P attack on the person, F false choice, S sound.) **Star (page 3):** answers vary; accept a paragraph that drops "everyone I have talked to agrees" and the auditorium, keeps the claim, and adds checkable evidence (results from a named district or school with a speech requirement, a count, a survey of graduates).

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# Calm Block, Day 1: Learn 8 Words

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

Calm · Day 1

**SAY THIS TO THE CLASS** "For the next twenty minutes the room is silent, and everyone works through these two pages alone. Study the eight terms that ads are built from on page 1, then flip to page 2 and match each meaning to its term. Last of all, turn page 1 upside down to check your own matches."

## 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 | **slogan** NOUN | a short, catchy phrase a brand repeats so people remember it<br>*The shoe company printed its **slogan** on every box and every poster.* | |
| 2 | **jingle** NOUN | a short, catchy tune with words, written for a radio or TV ad<br>*By lunch, half the class was humming the **jingle** from the radio spot.* | |
| 3 | **endorsement** NOUN | public approval of a product by a person the audience knows or trusts<br>*A famous coach's **endorsement** can sell more shoes than any photo.* | |
| 4 | **hyperbole** NOUN | exaggeration so big that it is not meant to be taken literally<br>*Calling a snack bar life changing is pure **hyperbole**.* | |
| 5 | **infomercial** NOUN | a long TV ad made to look like a show, often with a number to call<br>*The late night **infomercial** spent half an hour selling one blender.* | |
| 6 | **demographic** NOUN | a group of people who share a trait such as age or income, seen as buyers<br>*The study app was aimed at one **demographic**: teenagers before exams.* | |
| 7 | **sponsor** NOUN | a company that pays to have its name attached to an event or a show<br>*A bike shop was the **sponsor** of the school's spring fun run.* | |
| 8 | **superlative** NOUN | a word form such as best, fastest or brightest that claims the top place<br>*Smartest is a **superlative** that no ad could ever prove.* | |

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

1 jingle 2 sponsor 3 hyperbole 4 demographic 5 infomercial 6 endorsement 7 superlative 8 slogan

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# Team Task, Day 2: Decide and Reply

Fill in the desk sheet first. Then choose the front page letter and write one rejection note.

Team · Day 2

| LETTER | WORDS | RUNS, OR WHICH RULE IT BREAKS | THE WORDS IN THE LETTER THAT DECIDE IT |
|---|---|---|---|
| 1 | | | |
| 2 | | | |
| 3 | | | |
| 4 | | | |
| 5 | | | |
| 6 | | | |
| 7 | | | |

## The front page letter

Of the letters that run, which one goes at the top of the page? Give two reasons.

**LETTER** .....

.....

.....

.....

## Desk jobs

Write the name of the person who held each job.

**WORD COUNTER** .....

**SIGNATURE CHECKER** .....

**TOPIC CHECKER** .....

**FACT CHECKER** .....

## The rejection note

Choose one letter that does not run. Write the writer a short, kind note: thank them, name the rule, and tell them exactly how to fix the letter so it can run next week.

**DEAR** .....

.....

.....

.....

.....

.....

**Challenge** Rewrite the first sentence of letter 4 so it criticizes the problem, not the person, and could run. .....

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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

| THE SPEECH | HOLES | REBUTTAL | WORD BANK | RELAY |
|---|---|---|---|---|
| 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** "To finish, we can play Paper Password, an optional word game for pairs that is just for fun. Every secret word comes from today's op-ed, your own op-ed plan, the newspaper terms and the letters desk, and fewer clues score more."

## 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

| | |
|---|---|
| STAMINA | example clue: endurance |
| PROPOSAL | example clue: plan |
| RESPONSE (writing) | example clue: answer |
| SIDEBAR (calm) | example clue: box |
| SIGNATURE (team) | example clue: name |

### Round 2: Partner B gives clues

| | |
|---|---|
| SURVEY | example clue: poll |
| ADVISORY | example clue: homeroom |
| EDITORIAL (writing) | example clue: unsigned |
| DEADLINE (calm) | example clue: due |
| CUSTODIAN (team) | example clue: janitor |

### Round 3: Partner A gives clues

| | |
|---|---|
| SEMESTER | example clue: term |
| HABIT | example clue: routine |
| HEADLINE (writing) | example clue: title |
| DATELINE (calm) | example clue: where |
| REJECTION (team) | example clue: refusal |

### Round 4: Partner B gives clues

| | |
|---|---|
| PETITION (writing) | example clue: names |
| PUNDIT (calm) | example clue: expert |
| MASTHEAD (calm) | example clue: nameplate |
| OBJECTION (writing) | example clue: complaint |
| EDITOR (team) | example clue: boss |

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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** "To finish, the whole class can climb one ladder together in Classroom Millionaire, an optional game just for fun. The twelve questions come from today's evidence file, debate case, terms and practice round, and we share three lifelines."

## 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** The person who runs a debate is the? (calm)
A. Moderator B. Ballot C. Motion D. Flow sheet
**Answer: A. Moderator (50/50 removes C and D)**

**2. $250** Which side supports the motion?
A. Con B. Pro C. Neither D. The judge
**Answer: B. Pro (50/50 removes C and D)**

**3. $500** A debate case is written to be? (writing)
A. Heard B. Graded C. Mailed D. Painted
**Answer: A. Heard (50/50 removes C and D)**

**4. $1,000** Which card in the file helps neither side?
A. Card A B. Card G C. Card H D. Card J
**Answer: C. Card H (50/50 removes A and D)**

## Rungs 5 to 8, rung 8 is safe

**5. $2,500** Lunch survey: percent for music? (team)
A. 27% B. 50% C. 72% D. 100%
**Answer: C. 72% (50/50 removes A and D)**

**6. $5,000** To admit a fair point is to? (calm)
A. Refute B. Concede C. Affirm D. Adjudicate
**Answer: B. Concede (50/50 removes C and D)**

**7. $10,000** How much did the yearbook lose last spring?
A. $45 B. $5,400 C. $21,600 D. $27,000
**Answer: B. $5,400 (50/50 removes A and D)**

**8. $25,000** A weighing closing often begins? (writing)
A. Even if B. Once upon C. In this essay D. Good night
**Answer: A. Even if (50/50 removes B and D)**

## Rungs 9 to 12

**9. $50,000** Con card A: music makes a room? (team)
A. Quieter B. Louder C. Emptier D. Colder
**Answer: B. Louder (50/50 removes C and D)**

**10. $100,000** Why is the 2008 card weak evidence?
A. Too old B. Too long C. A seller D. No numbers
**Answer: A. Too old (50/50 removes B and D)**

**11. $500,000** Fair to both sides and favoring neither? (calm)
A. Impartial B. Consensus C. Decorum D. Biased
**Answer: A. Impartial (50/50 removes B and C)**

**12. $1 MILLION** The library's printed yearbooks go back to?
A. 1962 B. 1984 C. 2008 D. 2009
**Answer: A. 1962 (50/50 removes C 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 2: The Prompt and Its Sources

Read the prompt first, then both sources. The second time, underline each number and what it measures.

**Reading · Day 2**

**This set reviews:** reading two sources the way a test taker does, evidence from each text, comparing their claims, unpacking a prompt and a five minute plan

**Common Core:** RI.9-10.1 (text evidence), RI.9-10.8 (evaluate an argument), W.9-10.9 (evidence from texts), W.9-10.5 (planning and revising)

**SAY THIS TO THE CLASS**

"Today you practice the first fifteen minutes of a timed essay: reading a prompt and two sources, then planning. Read the prompt first, then both sources, and answer the questions on page 2. On page 3 you take the prompt apart and plan your answer in five minutes."

## The prompt

The Tamarack Valley school board will vote on whether to require every high school student to read two books each summer. Write an argument essay that takes a clear position on whether the school should require summer reading. Use evidence from both sources, and answer at least one point from the side you disagree with. You have 35 minutes.

## Source A: What the Summer Reading Pilot Found

From the Tamarack Valley High School library report. Written for this set.

1. Two summers ago, the Tamarack Valley High School library ran a pilot program to test summer reading. Two hundred students who were about to start tenth grade volunteered to read any two books from a list of sixty and to keep a short reading journal. There was no test and no grade in the fall, only a conversation with a librarian about the books.
2. By September, 141 of the 200 volunteers had finished both books. The library also asked a comparison group of 200 tenth graders who had no assignment what they had read. Only 38 of them said they had finished a whole book over the summer. The most borrowed titles on the pilot list were two graphic novels and a true survival story, and several volunteers asked for a longer list.
3. The school gives every student a short reading check in June and again in September. The pilot group's average score was almost exactly the same in both months. The comparison group's average dropped by four points over the summer. The librarians caution that one summer is a small test, and they plan to repeat the count.
4. The pilot was not free. The library bought 400 paperback copies for $2,100, and most journals ran a page or two per book. When 23 students said they had no way to reach the library during the summer, the staff began mailing books to their homes. The librarians recommend running the program again, with the mailing option offered from the first day.

## Source B: Let Summer Belong to Students

An opinion column by Yvonne Strand, an English teacher at the school. Written for this set.

5. Every June, someone proposes summer reading for all, and every June I think about my students' summers. Last year, 19 of the 31 students in my third period held summer jobs, and several more spent their days looking after younger brothers and sisters.
6. A requirement turns reading into one more assignment. I have watched students who devoured novels in seventh grade decide that books are homework the moment a list appears. A book a teenager picks up on a rainy August afternoon does more for a reader than two books read only to avoid a zero. One of my strongest readers told me she stopped reading for fun the summer a list first arrived, and she did not start again for three years.
7. The library's pilot is good news, and I do not dismiss it. But the students in that pilot chose to take part, chose their own books, and faced no grade. A requirement for every student would change all three of those conditions at once.
8. So keep the library open three afternoons a week in the summer, mail books to anyone who asks, and celebrate readers in the fall with a display of what they chose. Invite reading. Do not require it.

## Find it as you read (paragraph numbers)

1. Which paragraph gives the cost of the books? ____
2. Which paragraph compares June and September scores? ____
3. Which paragraph says what Strand wants instead? ____

**☆ Challenge** Source A's pilot used volunteers and its comparison group did not. Name one other difference between the two groups that could also explain the scores.

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