

High School English Sub Plans, 2 Weeks

Two complete week binders of high school English, grades 9 to 12: a reading set and a writing set every day, on original texts. Every day has individual work and a team task, and every task has a "say this" script.

PREVIEW

What is included

- Week 1 binder (87 pages) and Week 2 binder (88 pages): 175 pages
- 28 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
- 30 solo blocks (10 reading sets, 10 writing sets, 10 calm blocks) and 10 team tasks for groups of four
- Every reading and writing set lists its Common Core codes (grades 9-10; each has a matching grades 11-12 standard)
- A "say this to the class" script for all 52 tasks: 2 or 3 sentences the sub reads out
- A core task and a ★ challenge on every student page
- 10 optional games, each on that day's lessons, 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 both 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; students work on their own. Everyone does the core task, early finishers go on to the ★ challenge.
3. The writing set is the second period of a double block or extra work; calm block for any gap, team task for a block period, game for the last 15 minutes.
4. No prep and no tech: print and go.

The 10 days: two sets, a team task and a game each day

1. **Day 1:** Reading: The Box That Moved the World · Writing: Thesis and Evidence **Whiteboard Quiz Game**
2. **Day 2:** Reading: Second Chair · Writing: Rhetorical Analysis **Paper Password**
3. **Day 3:** Reading: Rachel Carson and the Right to Be Told · Writing: Argument Essay Plan **Class Feud**
4. **Day 4:** Reading: The Grid Has No Warehouse · Writing: Narrative Writing **Classroom Millionaire**
5. **Day 5:** Reading: Argument and Rhetoric · Writing: Summarize and Cite **Mystery Box**
6. **Day 6:** Reading: Two Poems About One Street · Writing: Write an Imagery Poem **Whiteboard Quiz Game**
7. **Day 7:** Reading: The Smallest Drawer · Writing: Write a Character Sketch **Paper Password**
8. **Day 8:** Reading: The Wrong Side of the Window · Writing: Write a Personal Essay **Class Feud**
9. **Day 9:** Reading: Seven Fifty-Two · Writing: Write a Dialogue Scene **Classroom Millionaire**
10. **Day 10:** Reading: Paired Texts: The Garden on Birch Street · Writing: Compare and Contrast Essay **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, a writing set, a calm block, a team task, the game types and one ink-saver page. Product pages are watermarked. Full product: 175 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!

© classroomreview.games · HS English Sub Plans Week 1: High School English, 5 Days of Print and Go Work



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.

EW · classroomreview.gam

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				
20				
21				
22				
23				
24				
25				
26				
27				
28				
29				
30				

How It Went

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

Monday

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

Notes / stars of the day: _____

Tuesday

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

Notes / stars of the day: _____

Wednesday

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

Notes / stars of the day: _____

Thursday

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

Notes / stars of the day: _____

Friday

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

Notes / stars of the day: _____

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.

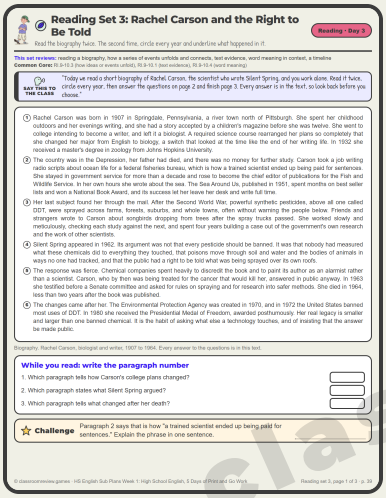
Monday checklist (before first period)

- ☐ 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.

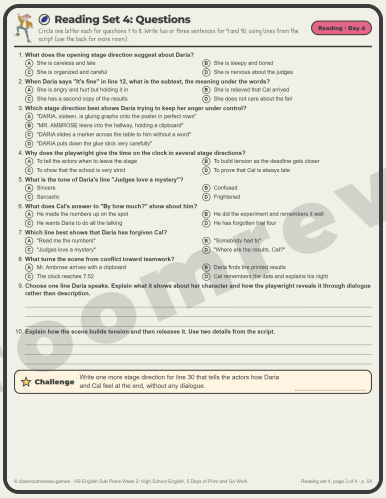
© classroomreview.games

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

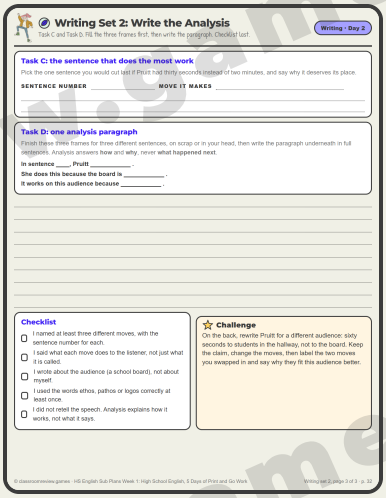
ONE PAGE OF EVERY DAILY PART



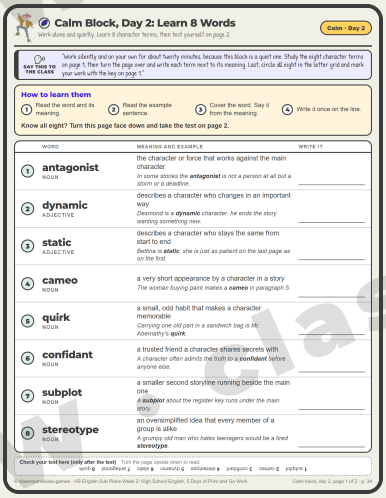
Reading set, Week 1 (solo)



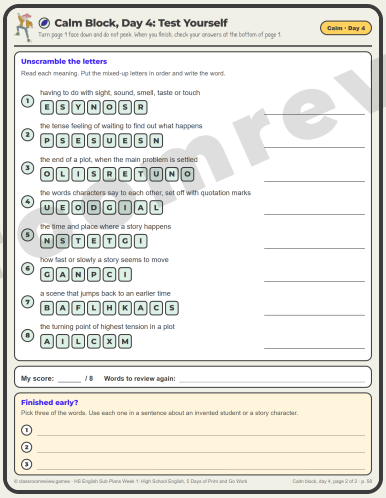
Reading set questions, Week 2 (solo)



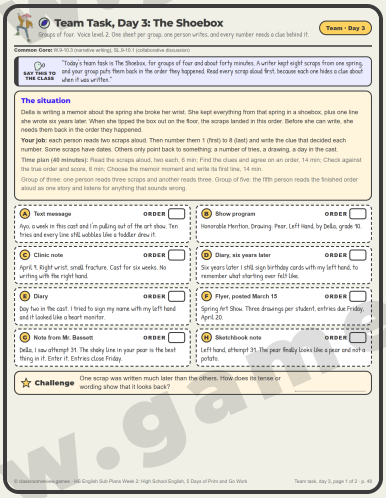
Writing set: the analysis paragraph (solo)



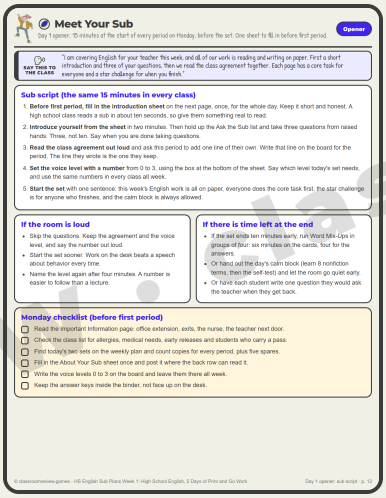
Calm block: learn 8 terms (solo)



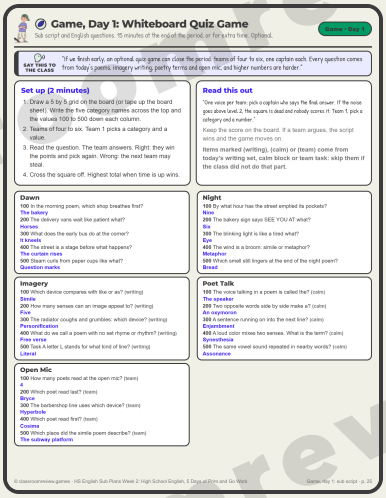
Calm block: test yourself (solo)



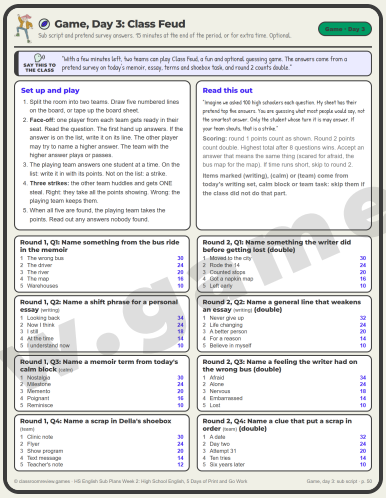
Team task, Week 2 (groups of four)



Monday opener (whole class)



Game: Quiz Game (whole class)



Game: Class Feud (whole class)

classroomreview.games



Reading Set 1: Two Poems About One Street

Read both poems twice. The second time, underline every word that appeals to one of the five senses.

Reading · Day 1

This set reviews: imagery, simile, metaphor and personification in two poems, how word choice sets tone, line evidence, word meaning
Common Core: RL.9-10.4 (word meaning and tone), L.9-10.5 (figurative language and nuance), RL.9-10.1 (text evidence)

SAY THIS TO THE CLASS "Today we read two short poems about the same city street, one at dawn and one late at night, and you work alone. Read each poem twice, slowly, then answer the questions on page 2 and hunt for devices on page 3. Poems pack a lot into few words, so look back at the lines before you choose."

Remember

Imagery: words that let you see, hear, smell, taste or feel. **Simile:** a comparison using like or as. **Metaphor:** a comparison that says one thing is another. **Personification:** a human action or feeling given to a thing or an animal. **Tone:** the speaker's attitude, built from word choice.

Poem 1: Calloway Street at Six A.M.

The bakery breathes first, a warm sigh of yeast
that drifts across the crosswalk before the light turns green.
Delivery vans wait like patient horses at the curb,
and the early bus kneels at the corner
so a man with a cane can climb aboard.
Shop gates rattle up, one silver yawn after another.
The street is a stage before the curtain rises,
every window a lit square of rehearsal:
a barber sweeping, a florist misting roses,
a girl on a bike with a sack of newspapers
tossing the morning onto every step.
Pigeons gossip on the wires above the laundromat.
Steam curls from paper cups like question marks,
and the whole block smells of cinnamon and wet pavement,
a promise the day has not had time to break.

Poem 2: Calloway Street After Closing

By nine the street has emptied its pockets.
The gates are down, the shutters locked,
the bakery only a dark window
with a paper sign that says SEE YOU AT SIX.
One traffic light keeps blinking yellow
like a tired eye that cannot close.
A newspaper page shuffles down the gutter,
reading itself to no one.
The wind is a broom with nobody holding it,
sweeping leaves into the laundromat doorway
where the dryers have finally stopped their spinning.
Cold settles on the bus bench like a passenger
who missed the last ride home.
Only the smell of bread still lingers,
thin as a thread, a promise
the morning will come back to keep.

Poetry. Two original free verse poems about the same street at two times of day. Line numbers start again at 1 in each poem.

While you read: find the line

1. Poem 1: which line compares the vans to animals? ____
2. Poem 1: which line names two smells? ____
3. Poem 2: which line turns the wind into a household tool? ____

Challenge Line 6 of Poem 1 calls the rising shop gates "one silver yawn after another." Name the device and say what the gates look and sound like. .....

EW · classroomreview.games



Reading Set 1: Questions

Circle one letter each for questions 1 to 8. Write two or three sentences for 9 and 10, using words from the poems as evidence (use the back if you need room).

Reading · Day 1

1. **In line 1 of Poem 1, the bakery "breathes first." Which device is this?**
   - (A) Simile
   - (B) Personification
   - (C) Hyperbole
   - (D) Onomatopoeia
2. **Which line from Poem 1 best supports the idea that the street is getting ready for a performance?**
   - (A) "Delivery vans wait like patient horses at the curb"
   - (B) "Pigeons gossip on the wires above the laundromat"
   - (C) "The street is a stage before the curtain rises"
   - (D) "and the whole block smells of cinnamon and wet pavement"
3. **Poem 2 says the traffic light blinks "like a tired eye that cannot close." What does this simile suggest about the street at night?**
   - (A) It feels worn out but is still awake
   - (B) The light is about to break down
   - (C) Someone is secretly watching the speaker
   - (D) Drivers are falling asleep at the wheel
4. **Why is "The wind is a broom with nobody holding it" a metaphor?**
   - (A) It uses like to compare two things
   - (B) It repeats the same first sound
   - (C) It exaggerates how strong the wind is
   - (D) It says the wind is a broom, without like or as
5. **Which words best describe the tone of Poem 1?**
   - (A) Bitter and tired
   - (B) Lively and hopeful
   - (C) Bored and flat
   - (D) Nervous and tense
6. **Which words best describe the tone of Poem 2?**
   - (A) Lonely but gentle
   - (B) Cheerful and loud
   - (C) Angry and bitter
   - (D) Tense and frightening
7. **Which line from Poem 2 best supports the idea that the night still holds some hope?**
   - (A) "By nine the street has emptied its pockets"
   - (B) "One traffic light keeps blinking yellow"
   - (C) "where the dryers have finally stopped their spinning"
   - (D) "the morning will come back to keep"
8. **In Poem 1, the girl on the bike is "tossing the morning onto every step." What is she actually tossing?**
   - (A) Loaves of bread
   - (B) Flowers
   - (C) Newspapers
   - (D) Leaves
9. **Both poems use personification, but to create different tones. Give one example from each poem and explain the feeling each one creates.**

   .....

   .....

   .....
10. **Both poems close with a promise in their last lines. Explain what is promised at the end of each poem and how the two endings connect the poems.**

    .....

    .....

    .....

Challenge Which poem would you rather walk through, and which single image decided it? Write one sentence. .....

Ew . classroomreview.gam



Reading Set 1: Vocabulary, Device Hunt and Tone

Reading · Day 1

Work out each word from the line it lives in. Then find one example of each device in each poem.

Vocabulary in context

WORD	WHERE IT APPEARS	WHAT IT MEANS HERE (YOUR WORDS)
kneels	*the early bus kneels at the corner*	
rehearsal	*every window a lit square of rehearsal*	
misting	*a florist misting roses*	
shutters	*the shutters locked*	
gutter	*A newspaper page shuffles down the gutter*	
lingers	*Only the smell of bread still lingers*	

Device hunt

For each row, write the line number and the words. For a sensory image, also name the sense.

	POEM 1: LINE AND WORDS	POEM 2: LINE AND WORDS
Simile		
Metaphor		
Personification		
Sensory image		

TONE OF POEM 1 IN ONE WORD _____ **A WORD THAT SETS IT** _____

TONE OF POEM 2 IN ONE WORD _____ **A WORD THAT SETS IT** _____

☆ Challenge — A third poem for the street

Write two lines for a third poem, "Calloway Street at Noon." Use one simile and one personification, and label each one in the margin.

_____

_____

© classroomreview.games · HS English Sub Plans Week 2: High School English, 5 Days of Print and Go Work



Answer Keys (1 of 11)

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

Day 1 opener: Idioms in Plain English, answers

1. B (break the ice: ease the tension so people start talking); **2. E** (hit the books: study hard); **3. H** (a piece of cake: very easy); **4. F** (spilled the beans: told a secret too early); **5. J** (cost an arm and a leg: were very expensive); **6. G** (bit off more than I could chew: took on too much at once); **7. I** (Once in a blue moon: very rarely); **8. D** (learning the ropes: finding out how a job works).

Never used: C (felt slightly sick) and A (changed plans at the last minute). One point for each right letter, 8 points at most. Own sentence: answers vary; accept any sentence that uses one of the eight idioms with its plain meaning.

Reading Set 1: Two Poems About One Street

While you read: 1. line 3; 2. line 14; 3. line 9. **Star (page 1):** personification (a yawn is a human action given to the gates); the metal gates roll up slowly and wide, with a long, tired rattle, like a mouth opening at the start of the day.

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

9. Poem 1 gives the street busy, social human actions (the bakery breathes, the bus kneels, the pigeons gossip), which makes the block feel awake and friendly. Poem 2 gives it tired or lonely ones (the street has emptied its pockets, a newspaper page reads itself to no one), which makes the block feel deserted and quiet.

10. Poem 1 calls the smell of cinnamon a promise the day has not had time to break: the morning is full of hope that nothing has spoiled yet. Poem 2 says the smell of bread that still lingers is a promise that the morning will come back. The endings link night back to morning, so the two poems read as one cycle of the same street.

Star (page 2): answers vary; accept either poem with one image named or quoted from that poem (the steam like question marks, the bus that kneels, the wind as a broom, the blinking light).

Vocabulary: kneels = lowers its front end to the curb, the way a person bends down on one knee; rehearsal = practice before a performance; misting = spraying with a very fine spray of water; shutters = covers that close over a window or a shop front; gutter = the channel along the edge of a street that carries rainwater away; lingers = stays around longer than expected, slow to leave.

Device hunt (accept any one per box): Simile: Poem 1 line 3 (wait like patient horses) or line 13 (curls from paper cups like question marks); Poem 2 line 6 (like a tired eye that cannot close) or line 12 (settles on the bus bench like a passenger) or line 15 (thin as a thread). **Metaphor:** Poem 1 line 7 (The street is a stage) or line 8 (every window a lit square of rehearsal) or line 11 (tossing the morning onto every step); Poem 2 line 9 (The wind is a broom). **Personification:** Poem 1 line 1 (The bakery breathes) or line 4 (the early bus kneels) or line 6 (one silver yawn) or line 12 (Pigeons gossip); Poem 2 line 1 (the street has emptied its pockets) or line 8 (reading itself to no one). **Sensory image:** Poem 1 line 14 (smells of cinnamon and wet pavement, smell) or line 6 (Shop gates rattle up, sound) or line 1 (a warm sigh of yeast, smell and touch); Poem 2 line 5 (keeps blinking yellow, sight) or line 14 (the smell of bread, smell) or line 11 (the dryers have finally stopped their spinning, sound (the silence)). **Tone:** Poem 1: lively, hopeful, busy, warm (word choice: breathes, gossip, a promise, cinnamon). Poem 2: lonely, quiet, tired, gentle (word choice: emptied, no one, missed the last ride home, lingers). Accept any fitting word backed by one word from the poem. **Star (page 3):** answers vary; accept two lines set on the same street at midday, one comparison with like or as (a simile) and one human action given to a thing (personification), each labeled correctly.

EW • classroomreview.gam



Writing Set 3: Argument Essay Plan

Sub: read the lesson box aloud, then students work alone. Fifteen minutes on Tasks A and B.

Writing · Day 3

This set reviews: reasons that hold weight on their own, answering the strongest objection, outlining an argument essay, writing the introduction and a body paragraph

Common Core: W.9-10.1 (argument writing), W.9-10.5 (planning and revising)

SAY THIS TO THE CLASS "Today you plan an argument essay from thesis to counterargument, and you work alone. Listen to the lesson box, do Tasks A and B, then outline your own topic and write the opening. A reason has to answer the question because what, with something new."

The lesson (3 minutes)

An argument essay is not a list of opinions. It is a claim, three reasons that each hold weight on their own, evidence under every reason, and one honest answer to the best objection against you. Five parts:

Hook	Thesis	Reasons	Counter	Close
One or two sentences that make the reader care.	The claim, in one sentence, naming what should happen.	Three, each with its own evidence.	The strongest objection, stated fairly, then answered.	What you want the reader to do or think now.

A reason answers the question **because what?** and brings in something the claim did not already say. "Students should get bus passes because students need bus passes" answers nothing. Weak arguments are usually not wrong; they are circular.

Task A: reason, restatement or off topic?

The claim is: **Our district should give every high school student a free pass for the city bus.** Label each sentence **R** if it answers "because what?" with something new, **S** if it says the claim again in other words and proves nothing, or **O** if it may be true, but it is not about this claim.

	SENTENCE	R	S	O
1.	A student with no car could take an after school job downtown instead of turning it down.	☐	☐	☐
2.	Every student should get a free pass, because free passes should go to every student.	☐	☐	☐
3.	The city rebuilt its bus system eleven years ago.	☐	☐	☐
4.	A student who misses the school bus would still have a way to get to school on time.	☐	☐	☐
5.	It is a good idea for the district to hand out bus passes.	☐	☐	☐
6.	Families would keep the fare on every trip a student makes to work, to practice or to an appointment.	☐	☐	☐
7.	The cafeteria could also use new tables.	☐	☐	☐
8.	Passes would help students because having a pass would be helpful.	☐	☐	☐
9.	Fewer parent drop offs at 7:40 would shorten the car line that blocks the fire lane.	☐	☐	☐

Challenge Write one more R sentence for the bus pass claim: a real reason nobody on this page has given. _____

© classroomreview.games · HS English Sub Plans Week 1: High School English, 5 Days of Print and Go Work



Calm Block, Day 1: Learn 8 Words

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

Calm · Day 1

SAY THIS TO THE CLASS "For the next twenty minutes this is silent, solo work, and voices stay at zero. Study the eight poetry terms on page 1, then flip to page 2 and match every meaning to its term. Mark your own test with the upside down key on page 1 once you are done."

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	**speaker** NOUN	the voice talking in a poem, which may not be the poet *The **speaker** of the night poem sounds like someone walking home alone.*	
2	**enjambment** NOUN	running a sentence past the end of one line into the next *In the morning poem, **enjambment** carries line 4 into line 5 with no pause.*	
3	**assonance** NOUN	the same vowel sound repeated in nearby words *Slow, cold road home is full of **assonance** on the long o.*	
4	**consonance** NOUN	a repeated sound that is not a vowel, inside or at the end of nearby words *Odd and bad share **consonance**: both end in a d sound.*	
5	**apostrophe** NOUN	speaking directly to someone absent or to a thing that cannot answer *O silent street, where did you go? That line is an **apostrophe**.*	
6	**oxymoron** NOUN	two words with opposite meanings set side by side *A deafening silence is a famous **oxymoron**.*	
7	**synesthesia** NOUN	describing one sense in terms of another, such as a loud color *A sour yellow light is an example of **synesthesia**.*	
8	**euphony** NOUN	a smooth, pleasant sound made by the words a poet chooses *Soft sounds like lingers and thread give the last lines their **euphony**.*	

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

1 enjambment 2 assonance 3 synesthesia 4 euphony 5 speaker 6 consonance 7 apostrophe 8 oxymoron



Team Task, Day 2: Final Copy

One sheet per group. Write the poem, label the devices, then hand it to the judging group, who score it at the bottom.

Team · Day 2

Title _____ Place _____

LINE	DEVICE LABEL	INITIALS
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		

Judges' check (other group)

- ☐ Simile (3) line ____
- ☐ Metaphor (3) line ____
- ☐ Personification (3) line ____
- ☐ Hyperbole (3) line ____
- ☐ Alliteration (2) line ____
- ☐ Onomatopoeia (2) line ____
- ☐ Rhyme pair (2) line ____
- ☐ Repetition (2) line ____

12 lines, title, place: +8 _____

All wrote: +4 _____ Total _____

Judged by _____

Reflect

Which device was hardest to fit into a line that still sounds natural, and why?

_____

_____

Challenge Rewrite one of your lines so it uses two devices at once, and name both. _____

EW · classroomreview.games



Game, Day 1: The Board

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

Game · Day 1

DAWN	NIGHT	IMAGERY	POET TALK	OPEN MIC
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

classroomreview.games



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 close the period, we can play Paper Password, an optional and fun word game in pairs. Every secret word comes from today's story, character sketch, terms and yearbook task, 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

WASHER	example clue: ring
DRAWER	example clue: dresser
REGISTER	example clue: cashier
TRAIT (writing)	example clue: quality
STATIC (calm)	example clue: unchanging

Round 2: Partner B gives clues

STOOL	example clue: seat
AISLE	example clue: shelves
SPEECH (writing)	example clue: talk
INDIRECT (writing)	example clue: implied
DYNAMIC (calm)	example clue: growing

Round 3: Partner A gives clues

ROCKING	example clue: porch
SATURDAY	example clue: weekend
SKETCH (writing)	example clue: drawing
QUIRK (calm)	example clue: habit
YEARBOOK (team)	example clue: photos

Round 4: Partner B gives clues

SCREW	example clue: bolt
LOOKS (writing)	example clue: appearance
SUBPLOT (calm)	example clue: storyline
CURIOUS (team)	example clue: nosy
SENIOR (team)	example clue: graduate

© classroomreview.games · HS English Sub Plans Week 2: High School English, 5 Days of Print and Go Work



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 a fun, optional finish: the whole class climbs a single ladder of twelve questions. Every question comes from today's scene, dialogue writing, theater terms and table read, with three shared 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 Only the audience hears it: an? (calm)
A. Aside B. Encore C. Echo D. Outline
Answer: A. Aside (50/50 removes C and D)

2. $250 What is missing from Daria's poster?
A. The title B. The results C. The glue D. The graphs
Answer: B. The results (50/50 removes A and D)

3. $500 A new speaker in prose means a new? (writing)
A. Chapter B. Title C. Comma D. Paragraph
Answer: D. Paragraph (50/50 removes A and B)

4. $1,000 The clock time at the very end?
A. 7:52 B. 7:40 C. 7:44 D. 7:48
Answer: A. 7:52 (50/50 removes B and C)

Rungs 5 to 8, rung 8 is safe

5. $2,500 Who had the hat all along? (team)
A. August B. Brielle C. Corbin D. Dessa
Answer: C. Corbin (50/50 removes A and B)

6. $5,000 A comma that ends a quote goes? (writing)
A. Outside quotes B. Inside quotes C. On a new line D. Nowhere
Answer: B. Inside quotes (50/50 removes C and D)

7. $10,000 Daria says It's fine. What is under it?
A. A rhyme B. A flashback C. A prop D. Subtext
Answer: D. Subtext (50/50 removes A and B)

8. $25,000 Alone on stage, thinking aloud: a? (calm)
A. Cue B. Toast C. Soliloquy D. Chorus
Answer: C. Soliloquy (50/50 removes A and B)

Rungs 9 to 12

9. $50,000 Why didn't Cal print the results?
A. Lost the file B. Brother was sick C. Printer broke D. Ran out of ink
Answer: B. Brother was sick (50/50 removes C and D)

10. $100,000 In prose, a stage direction becomes? (writing)
A. Action beat B. Aside C. Footnote D. Echo
Answer: A. Action beat (50/50 removes C and D)

11. $500,000 Directions in the team task bank? (team)
A. 6 B. 7 C. 8 D. 10
Answer: C. 8 (50/50 removes A and D)

12. $1 MILLION Grow light plant: how much taller?
A. 1 cm B. 2 cm C. 4 cm D. 6 cm
Answer: B. 2 cm (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**

© classroomreview.games · HS English Sub Plans Week 2: High School English, 5 Days of Print and Go Work



Writing Set 2: Write a Character Sketch

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

Writing · Day 2

This set reviews: direct and indirect characterization, the five STEAL methods, rewriting telling as showing, a one page character sketch
Common Core: W.9-10.3 (narrative writing), W.9-10.4 (task, purpose and audience)

SAY THIS TO THE CLASS

"Today you invent a character and show the reader what that person is like without ever saying it. Listen to the lesson box on page 1, then do Tasks A to D in order, working alone. Every answer to Task A is on the page, so check each sentence against the five methods."

The lesson (3 minutes)

Direct characterization tells the reader a trait: *The new captain was brave.* **Indirect characterization** shows it and lets the reader decide. Indirect is stronger, because a reader believes what they work out for themselves. Writers show a character in five ways, remembered as **STEAL**:

S: Speech
what the character says and how
"Take the window seat," she said. "I like the aisle."

T: Thoughts
what goes on inside the character's head
He wondered if anyone could tell he had practiced that joke.

E: Effect on others
how other people react to the character
The little kids lined up behind her without being asked.

A: Actions
what the character does
He folded the losing ticket into a tiny paper boat.

L: Looks
appearance, clothes, the way the character moves
Her backpack was covered in pins from every museum in the state.

A good sketch picks one trait, never names it, and proves it at least four different ways.

Task A: which STEAL method?

Every sentence shows Celeste, a cook. Write one letter in each box: **S**, **T**, **E**, **A** or **L**. Two sentences get each letter.

1. Celeste reorganized the whole spice rack by color before anyone else arrived. ☐
2. "Who moved my notebook?" Celeste asked, a little too loudly. ☐
3. Her sneakers were patched with silver duct tape at both toes. ☐
4. Celeste wondered whether anyone had noticed her new haircut. ☐
5. The younger cooks went quiet whenever Celeste walked into the kitchen. ☐
6. She slipped an extra roll into the bag of the man counting his coins. ☐
7. Celeste wore her grandfather's watch, two sizes too big, on her left wrist. ☐
8. Her manager handed her the keys to the restaurant after only one week. ☐
9. "Nobody goes home until this floor shines," Celeste announced. ☐
10. She was sure the new dishwasher would quit by Friday, and she half hoped he would. ☐

☆ Challenge Pick one word for Celeste's personality, using at least two Task A sentences as proof. _____

© classroomreview.games · HS English Sub Plans Week 2: High School English, 5 Days of Print and Go Work

In the full product

Two weeks of high school English, planned and ready to print.

175 pages in color and ink-saver B&W, US Letter and A4

10 days, each with a reading set, a writing set, a calm block, a team task and an optional game

52 "say this" scripts: one for every task, read out by the sub

30 + 10 solo blocks (reading sets, writing sets and calm blocks) + team tasks for groups of four

Use it your way

- A longer absence: two full weeks of high school English, ready before you need them.
- Grades 9 to 12: every reading and writing set lists its Common Core codes, and every student page has a core task and a ★ challenge for fast finishers.
- Your sub tub: print it once and keep it all year.
- Any sub: a script to read out for every task and every answer in the key, so no English background is needed.

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



Classroom
REVIEW GAMES