

K to 2nd Grade Maternity Leave Sub Plans, 6 Weeks

Six complete week binders for a kindergarten to grade 2 class, every subject. The sub reads every task aloud.

PREVIEW

What is included

- Six week binders (100, 102, 97, 99, 96, 95 pages): 589 pages
- 79 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
- 180 solo blocks (150 math, reading, writing, science and social studies sets, 30 calm blocks) and 30 team tasks for teams of two or three
- A K and grade 1 core task and a ★ challenge at grade 2 level on every work page
- 30 optional games, a fun way to end the day
- Answer keys for everything; color and ink-saver B&W, US Letter and A4

How it works

1. Leave the six binders out. Each has its own filled-in plan with page numbers.
2. The sub reads the Say this to the class box and every instruction aloud, models the first item, then the children work on their own. Everyone does the core task; second graders and early finishers go on to the ★ challenge.
3. The calm block fits any gap, the team task takes about 20 minutes, the game the last 15 minutes.
4. No prep and no tech: print and go.

The 30 days, one set per subject block

- **Week 1, days 1 to 5. Math:** Counting and Writing Numbers to 20; Adding and Subtracting to 10; Shapes and Patterns; Measurement and Comparing; Picture Word Problems. **Science:** The Five Senses; Weather and What We Wear; Animals and Homes; Plants and What They Need; Day and Night. **Social studies:** Community Helpers; Rules at School; Map of the Classroom; Traditions People Have; Wants and Needs.
- **Week 2, days 6 to 10. Math:** Counting On to 120; Making Ten; Tens and Ones; Comparing Numbers; Time to the Hour and Half Hour. **Science:** Pushes and Pulls; Living and Nonliving Things; Sunlight Warms the Earth; Animal Parents and Their Young; Make Some Shade. **Social studies:** Jobs and the Skills They Need; A Neighborhood Map; School Long Ago and Today; Goods and Services; Taking Turns and Being Fair.
- **Week 3, days 11 to 15. Math:** Skip Counting by 2s, 5s and 10s; Doubles and Near Doubles; Ten More and Ten Less; Halves and Fourths; Sort, Tally and Compare. **Science:** Sound and Vibration; Light Helps You See; Light Through Materials; Signals With Light and Sound; Copying Ideas From Nature. **Social studies:** Safety Rules in the Community; North, South, East and West; Then and Now: Games Children Played; Saving Money; Working Together to Help.
- **Week 4, days 16 to 20. Math:** Adding Tens; Subtracting Within 20; Measuring Length; Coins: Pennies, Nickels and Dimes; Solid Shapes. **Science:** Materials and Their Properties; Choosing the Best Material; Heating and Cooling; Building From Small Pieces; Testing Two Designs. **Social studies:** City, Town and Farm; How Goods Get to the Store; Weather and How People Live; Making Class Decisions; A Class Market.
- **Week 5, days 21 to 25. Math:** Hundreds, Tens and Ones; Even and Odd; Arrays and Equal Rows; Picture Graphs and Bar Graphs; Time to Five Minutes. **Science:** How Seeds Travel; Young Animals Look Like Their Parents; Living Things in Habitats; Where Water Is Found; Landforms and Bodies of Water. **Social studies:** Learning From Old Photos and Objects; Services a Town Provides; How People Change a Place; Kind Words and Respect; Making the Community Better.
- **Week 6, days 26 to 30. Math:** Add and Subtract Review; Length and Time Review; Money Review; Shapes and Fractions Review; Big Math Review. **Science:** Fast and Slow Earth Changes; Stopping Wind and Water; Daylight and the Seasons; Weather Forecasts and Storm Safety; Caring for the Earth. **Social studies:** A Class Timeline; Why Things Happened Long Ago; Costs and Benefits of Choices; Community Leaders; Social Studies Review.

Every day also has a reading set and a writing set (30 reading sets and 30 writing sets). **Optional games:** Picture Bingo; Oops! Fix It; Show Me; Count, Clap and Show Me; Mystery Box; Push It, Pull It, Show Me; Picture Bingo, Row or Column; Stomp the Tens; Star Side, Circle Side; I Spy and Guess; Row or Corners Bingo; Move Like It; Hot and Cold Show Me; Coin Clap Show Me; Twelve Box Mystery; Clap It, Show It; Who Has It?; Stand Up and Show Me; Ladder Race; Clap and Stand.

What this preview shows: the note to the substitute, the Week 1 plan, more front pages, one page of every daily part, a full math set with its answer key, a calm block, a team task, two games and one ink-saver page. Every product page is watermarked. The full product has 589 pages.
What the sub gets: a note that explains the routine, a Say this to the class box on every task, a script for every game, and every answer in the key.



Note to the Substitute

Kindergarten to Grade 2 · five days · every set runs from the printout alone

Thank you for covering my class this week

Everything you need is in this binder. The front pages are filled in for this week. Then come the work sets, one per day: **Math 1** is Monday's math set, **Reading 3** is Wednesday's reading set, and so on. Any set can move to another slot; nothing depends on the order. Each set is one slot (20 to 30 minutes), stands alone, and has its answer key at the back, so you never have to make anything up or know the subject. The first page of every set tells you what to say.

Every page has a core task first, then a ☆ challenge. Every student does the core task. Students who finish early go on to the ☆ challenge; it fills a few extra minutes, and nobody has to finish it. Students I checked in the ☆ column of the class list find the core task easy: they may start with the ☆ challenge, then do the core task.

The core task is kindergarten and grade 1 work that every child in a K to 2 room can do with your help. **The ☆ challenge** is the same skill at grade 2 level, for second graders and anyone ready for more; it is extra, so skip it for anyone it frustrates. Many children in this room cannot read the instructions yet: every task starts with a **Say this to the class** box, and every box with the icon is one you read out loud, including the ☆ challenge. Model the first item with the class, then let them work.

Every set lists the standards it practices on a small line under its title (for you, not the students): Common Core Math and English Language Arts for kindergarten, grade 1 and grade 2, NGSS kindergarten to grade 2 for science, and the C3 Framework kindergarten to grade 2 band for social studies. A sub plan set practices part of a standard; it is review and practice, not a full assessment of it.

The shared blocks follow, one of each per day. The **calm block** is always allowed: a slot that runs short, a loud class, or anyone who finishes early. The **team task** fills a slot on its own. The **game** is optional: a fun way to end the day, or something for extra time (15 minutes, from the script).

Supplies for the week

- **Every day:** a pencil for each student.
- **Crayons or colored pencils:** Calm 1, Calm 2, Calm 3

If the class is loud

- Set a voice level with a number and use it all week: 0 is silent, 1 is a whisper, 2 is table talk, 3 is sharing so the whole class hears.
- Switch to the calm block. Nobody needs to move.
- Every work page has a ☆ challenge, so fast finishers always have something.
- If a set is not working, stop it and use the calm block or the team task. Every set starts cold.

At the end of each day

Please fill in that day's line on the "How it went" page. It takes two minutes and I read every word.

Did this kit work well for your class? A quick review helps other teachers find it. Thank you!

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This Week's Plan

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

TIME OF DAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Morning work	**Meet Your Sub** p. 12 · 15 min	**Warm-up** Attendance, then go over yesterday's answers together from the key at the back (10 min)	**Warm-up** Attendance, then go over yesterday's answers together from the key at the back (10 min)	**Warm-up** Attendance, then go over yesterday's answers together from the key at the back (10 min)	**Warm-up** Attendance, then go over yesterday's answers together from the key at the back (10 min)
Block 1	**Math 1** Counting and Writing Numbers to 20 p. 14 · 25 min	**Math 2** Adding and Subtracting to 10 p. 29 · 25 min	**Math 3** Shapes and Patterns p. 43 · 25 min	**Math 4** Measurement and Comparing p. 58 · 25 min	**Math 5** Picture Word Problems p. 73 · 25 min
Block 2	**Reading 1** Letter Sounds and Rhyming p. 16 · 25 min	**Reading 2** Sight Words p. 31 · 25 min	**Reading 3** Listen and Answer p. 45 · 25 min	**Reading 4** Story Order p. 60 · 25 min	**Reading 5** Beginning, Middle and End p. 75 · 25 min
Before lunch	**Writing 1** Label the Picture p. 18 · 25 min	**Writing 2** Write a Sentence p. 33 · 25 min	**Writing 3** Make a List p. 47 · 25 min	**Writing 4** Draw and Write p. 62 · 25 min	**Writing 5** Thank You Note p. 77 · 25 min
After lunch	**Science 1** The Five Senses p. 20 · 25 min	**Science 2** Weather and What We Wear p. 35 · 25 min	**Science 3** Animals and Homes p. 49 · 25 min	**Science 4** Plants and What They Need p. 64 · 25 min	**Science 5** Day and Night p. 79 · 25 min
Block 3	**Social Studies 1** Community Helpers p. 22 · 25 min	**Social Studies 2** Rules at School p. 37 · 25 min	**Social Studies 3** Map of the Classroom p. 51 · 25 min	**Social Studies 4** Traditions People Have p. 66 · 25 min	**Social Studies 5** Wants and Needs p. 81 · 25 min
Team time	**Helper Supply Count** p. 26 · 20 min	**Ten Frame Partners** p. 41 · 20 min	**Sort the Pictures** p. 55 · 20 min	**Hand Span Measuring** p. 70 · 20 min	**The Picnic Shop** p. 85 · 20 min
Quiet time or early finishers	**Count and Connect** p. 24 · 15 min	**Color by Answer and a Sight Word Garden** p. 39 · 15 min	**Shape Picture and Dot to Dot** p. 53 · 15 min	**Garden Count and Plant Words** p. 68 · 15 min	**Fruit I Spy and Trace the Words** p. 83 · 15 min
End of day (optional): a fun way to finish	**Picture Bingo** p. 27 · 15 min	**Oops! Fix It** p. 42 · 15 min	**Show Me** p. 56 · 15 min	**Count, Clap and Show Me** p. 71 · 15 min	**Mystery Box** p. 86 · 15 min

How to use this plan

- Page numbers point to the first page of each set. **Copies:** subject sets and calm blocks one per student, two-sided; team tasks one per pair or group of three; game scripts, game boards and answer keys one for you unless the game page says otherwise. **One-sided:** Game 1 (script: one for you; board page: one per two children, copied one-sided, folded and torn in half); Game 5 (script: one for you; box and card page: one for you, one-sided, cards folded and torn apart).
- Every student does the core task; early finishers go on to the ☆ challenge.
- The calm block is always allowed: a slot that runs short, a loud class, or anyone who finishes early.
- The game is optional: a fun way to end the day, or something for extra time.

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SUB PLANS WEEK 1

Kindergarten to Grade 2, 5 Days of Print and Go Work

Teacher _____

Room _____

Grade _____

Week of _____

Everything a sub needs for five days is in this binder: a filled-in weekly plan, a blank schedule, the class list, and for every day a set for math, reading, writing, science and social studies, a calm block, a team task and a paper game. Each set is one slot of the day, stands alone, and has its own answer key. Nothing needs subject knowledge, a login or a projector.



Important Information

The page the sub reads first. Fill it in once and keep it current.

People to call

Office _____

Teacher next door _____

Nurse _____

Principal / admin _____

Tech help _____

Emergency procedures

Fire: exit and meeting point _____

Lockdown _____

Severe weather _____

Medical _____

Where the first aid kit is _____

Helpful students

_____

_____

_____

Students who need extra support

_____

_____

_____

Where things are

Attendance / how to take it _____

Paper, pencils, supplies _____

Hall passes _____

Copier, if the sub may use it _____

Class routines

Start of class _____

Bathroom _____

Phones _____

End of class _____

Weekly Schedule (Blank)

Your own order: write the set for each slot (for example "Math 1" or "Reading 2") and the time it starts. Cross out or rename slots to match your day.

TIME OF DAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Morning work ___ – ___					
Block 1 ___ – ___					
Block 2 ___ – ___					
Before lunch ___ – ___					
After lunch ___ – ___					
Block 3 ___ – ___					
End of day ___ – ___					

How to fill it in

- One set per slot. Each set runs 20 to 30 minutes; the ☆ challenge fills a few extra minutes for early finishers. For a longer slot, add that day's team task or calm block.
- Specials, recess and lunch: cross those slots out or write them in.
- On Monday the opener (15 minutes) comes first, then the first set.
- The game is optional: put it in the last slot as a fun way to end the day, or use it for extra time. The calm block goes in any gap.

Set naming

Sets are named by subject and day: **Math 1** is Monday's math set, **Reading 3** is Wednesday's reading set, and so on. The set index lists every set with its minutes and page.

Class List and Dismissal

Names, what a sub must know, and how every student goes home. Copy one per class.

(B) bus (write the number) (W) walks (P) picked up (write who) (A) after-school program (O) other

☆ check a student who finds the core task easy: they may start with the challenge

#	STUDENT NAME	NOTES (ALLERGIES, NEEDS, HELPFUL, LEAVES EARLY)	HOME	BUS # / PICKED UP BY / PROGRAM	☆ STARTS WITH THE CHALLENGE
1					☐
2					☐
3					☐
4					☐
5					☐
6					☐
7					☐
8					☐
9					☐
10					☐
11					☐
12					☐
13					☐
14					☐
15					☐
16					☐
17					☐
18					☐
19					☐
20					☐
21					☐
22					☐
23					☐
24					☐
25					☐
26					☐
27					☐
28					☐
29					☐
30					☐

How It Went

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

Monday

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

Notes / stars of the day: _____

Tuesday

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

Notes / stars of the day: _____

Wednesday

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

Notes / stars of the day: _____

Thursday

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

Notes / stars of the day: _____

Friday

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

Notes / stars of the day: _____

Meet Your Sub

Day 1 opener, 15 minutes before the first set. Read every line out loud. Nothing to prepare.

Day 1 · Opener

SAY THIS TO THE CLASS

"Good morning. I am your teacher today, and my name is on this paper. First I will tell you about me, then you make three class promises with me. Then you play a name game."

Copies: opener script and About Your Sub sheet: one for you

Sub script, four steps

1. **Fill in the sheet** on the next page before the class comes in. Use big letters. Draw one thing you like in the box.
2. **Hold up the sheet and read it out loud.** Then take three questions from raised hands and stop at three.
3. **Read the three promises** one at a time. The class says each promise back to you, then everyone says yes.
4. **Point to the voice faces** at the bottom of the sheet. Say the word under each face. Tell the class which face, 0 to 3, you want for the first set.

Three class promises, read one at a time

1. I use kind hands and kind words.
2. I listen when someone is talking.
3. I help clean up.

Point at the promises again later if the room gets loud.

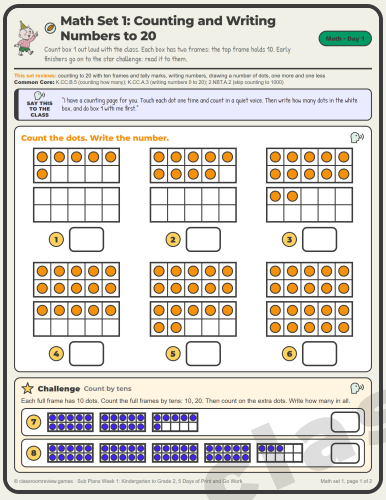
Circle game: My Name and My Move, 5 minutes

1. Say: time for a name game called My Name and My Move. Sit in a circle on the rug, or stand next to your chair.
2. Go first. Say your name, then do one small move: a clap, a wave, a nod.
3. The class says your name and copies your move.
4. Go around the circle. Each child says a name and does one move. The class copies it.
5. Finish with: great job, now everyone knows a name and a move. Then start the first set.

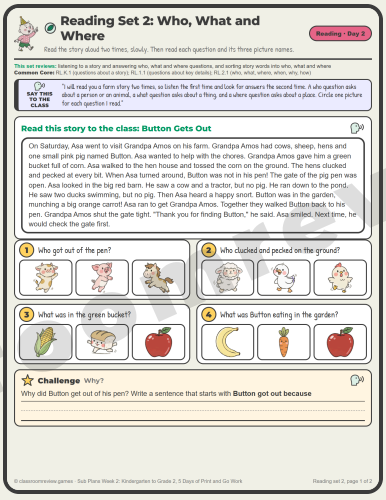
Short on time or a wiggly class? Go around one time with a wave only.

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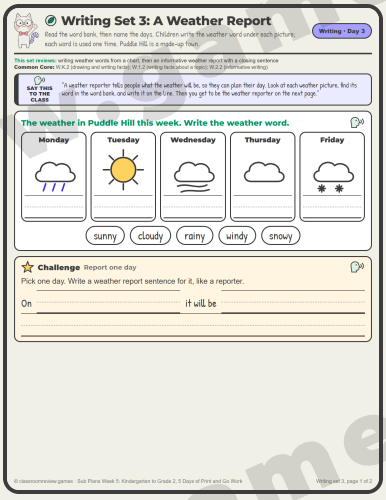
ONE PAGE OF EVERY DAILY PART



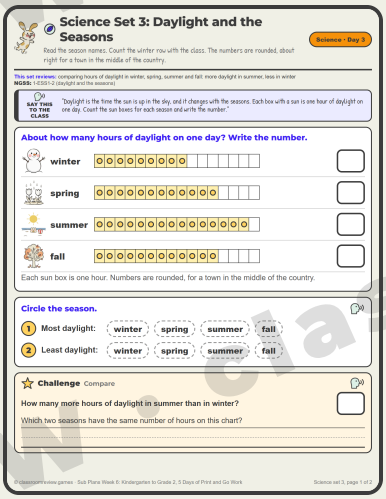
Math set, Week 1 (solo)



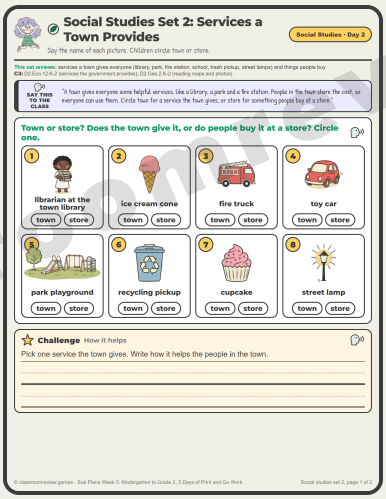
Reading set, Week 2 (solo)



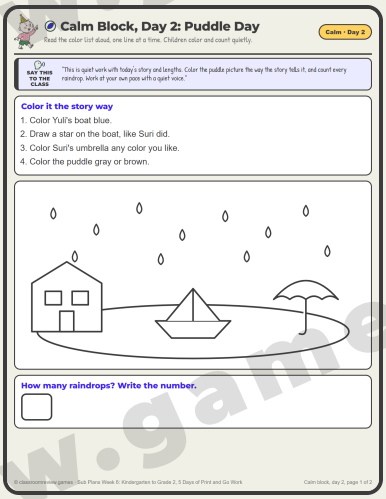
Writing set, Week 5 (solo)



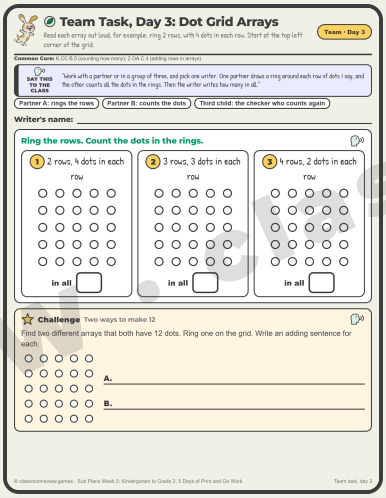
Science set, Week 6 (solo)



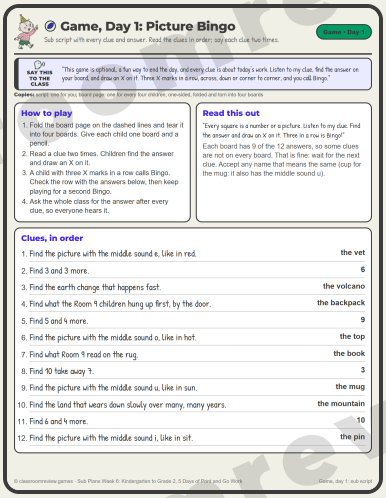
Social studies set, Week 5 (solo)



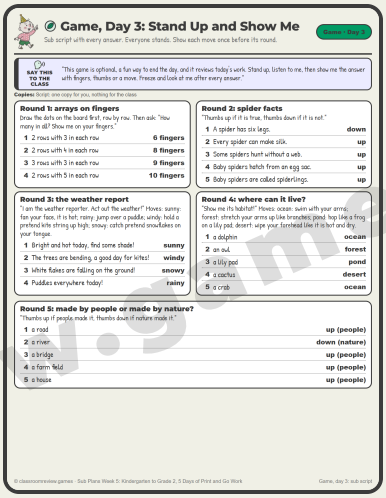
Calm block (solo)



Team task, Week 5 (team of 2 or 3)



Game: Picture Bingo (whole class)



Game: Stand Up and Show Me (whole class)

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Math Set 1: Add and Subtract Review

Do domino 1 with the class. Then let children count and write; read the star challenge aloud for the older children.

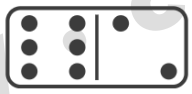
Math · Day 1

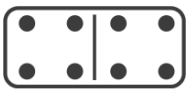
This set reviews: adding and taking away within 10 with dominoes and picture stories, missing numbers, and story problems within 100
Common Core: K.OA.A.2 (adding and taking away within 10); 1.OA.D.8 (missing numbers in equations); 2.OA.A.1 (word problems within 100)

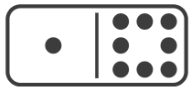
SAY THIS TO THE CLASS

"Today you review adding and taking away. Count the dots on each side of a domino, then write how many dots in all. Do domino 1 with me: count the left side, then count on with the right side."

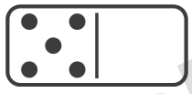
Count the dots. Write how many in all.

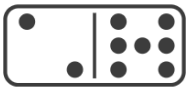
1.  6 + 2 = ☐

2.  4 + 4 = ☐

3.  1 + 8 = ☐

4.  3 + 6 = ☐

5.  5 + 0 = ☐

6.  2 + 7 = ☐

Challenge Make a 10

Make a 10 first. Then add what is left.

9 + 6 = 10 + ☐ = ☐

8 + 5 = 10 + ☐ = ☐

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Math Set 1: Picture Stories

Read each story two times (the four stories are in the answer key, Math Set 1). Children circle + or - and write the answer.

Math · Day 1

Listen. Circle + or -. Write the answer.

1  + - ☐

2  + - ☐

3  + - ☐

4  + - ☐

What number is missing? Write it in the box.

A 4 + ☐ = 7

B ☐ + 2 = 9

C 8 - ☐ = 5

Challenge Bigger stories

1. Tuck has 34 shells. He finds 21 more shells. How many shells does Tuck have now?

Tuck has ☐ shells.

2. Vela has 48 stickers. She gives 15 stickers to a friend. How many stickers does Vela have left?

Vela has ☐ stickers.

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Answer Keys (1 of 10)

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

Math Set 1: Add and Subtract Review

Page 1, dominoes: 1. 6 + 2 = 8; 2. 4 + 4 = 8; 3. 1 + 8 = 9; 4. 3 + 6 = 9; 5. 5 + 0 = 5; 6. 2 + 7 = 9. **Star challenge:** 9 + 6 = 10 + 5 = 15; 8 + 5 = 10 + 3 = 13. Accept the right total even if the middle box is empty.

Page 2, picture stories (the sub reads them): 1. "5 ducks swim in the pond. 3 more ducks come. How many ducks now?" 5 + 3 = 8 (circle +) 2. "There are 9 balloons. 4 balloons float away. How many are left?" 9 - 4 = 5 (circle -) 3. "6 fish are in the tank. 1 more fish goes in. How many fish now?" 6 + 1 = 7 (circle +) 4. "7 kites fly in the sky. 5 kites come down. How many kites are still up?" 7 - 5 = 2 (circle -) **Missing numbers:** A. 4 + 3 = 7; B. 7 + 2 = 9; C. 8 - 3 = 5.

Star challenge: 1. 34 + 21 = 55 shells; 2. 48 - 15 = 33 stickers. Accept any drawing (tens sticks and ones dots) that shows the work.

Reading Set 1: Phonics Review

Picture names to say aloud (they are not printed on the page): page 1: 1 jam, 2 vet, 3 pin, 4 top, 5 mug; star: 1 boat, 2 tree, 3 train; page 2: 1 drum, 2 bell, 3 book, 4 leaf, 5 bus, 6 crab; star: 1 shed, 2 chest, 3 ship.

Page 1, middle sound: 1. jam: a; 2. vet: e; 3. pin: i; 4. top: o; 5. mug: u. **Star challenge:** 1. boat: oa; 2. tree: ee; 3. train: ai. If a child says sailboat for 1, accept oa or ai circled. Star sh or ch: say "chest" for picture 2 (a treasure chest). Middle sound: accept u if a child says cup for mug (cup has u too). Sounded out spelling on the line is fine (bote, tre, trane): look for the right team circled.

Page 2, last sound: 1. drum: m; 2. bell: l; 3. book: k; 4. leaf: f; 5. bus: s; 6. crab: b. **Star challenge:** 1. shed: sh; 2. chest: ch; 3. ship: sh.

Writing Set 1: A Class Journal Entry

Page 1: answers vary. Accept any word from the bank or the child's own class activity, for example "Today in class I counted." with a drawing that matches. Look for a capital letter at the start and a period at the end; sounded out spelling is fine. **Star challenge:** answers vary; a class activity and a reason, for example "I liked the dominoes because I can add."

Page 2: 1. a book: read; 2. crayons: drew; 3. a drum: played; 4. paints: painted. **Star challenge:** 1. jumped; 2. helped; 3. counted; 4. cleaned.

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Calm Block, Day 1: Tens and Ones Quilt

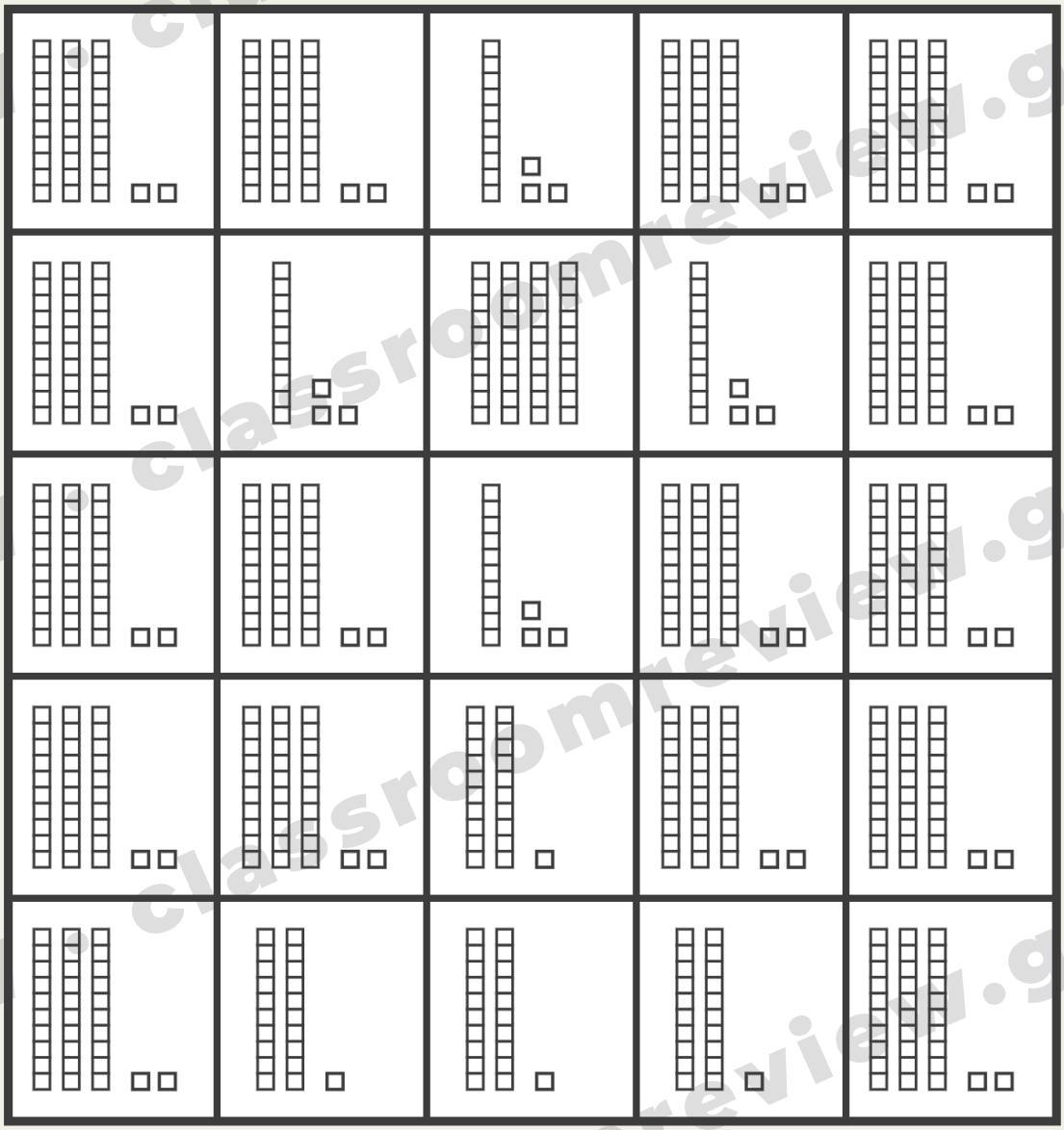
Calm · Day 1

Read the color code once: 13 is yellow, 21 is green, 32 is blue, 40 is red. Then let children work quietly.

SAY THIS TO THE CLASS

"This is quiet work, so keep your voice off and your crayons ready. Count the sticks and cubes in a square, find that number in the color code, and color the square. On the next page, whisper-clap each picture name and color its circle by the claps."

13 = yellow **21 = green** **32 = blue** **40 = red**



Count the tens and ones in each square. Color the square by its number.

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Team Task, Day 4: Shape Builders

Pairs or groups of three, one page and one pencil. Read rule 1 two times. Give the teams time, then read the next rule.

Team · Day 4

This task reviews: drawing shapes from a rule and cutting shapes into equal parts, a Planner and a Drawer taking turns to plan, draw and check
Common Core: K.G.B.5 (building and drawing shapes); 1.G.A.3 (halves and fourths); SL.1.1 (partner and group talk)

SAY THIS TO THE CLASS

"I read a building rule, the Planner tells the Drawer how to draw it, and the Drawer is the only one holding the pencil. When the shape is done, check it together before I read the next rule."

Drawer _____ **Planner** _____ **Checker** _____

The Checker shows with fingers how many sides or parts the shape has.

1 **Draw a triangle with one corner pointing down.**

2 **Draw a rectangle. Draw one line to split it into 2 equal parts.**

3 **Draw a circle. Draw lines to split it into 4 equal parts.**

4 **Draw a big square with a small circle inside it.**

Challenge Tricky shapes

Draw a shape with 5 sides. Then draw a square and split it into 4 equal parts in a new way, not with a plus sign.

5 sides

4 equal parts, a new way

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Game, Day 5: Mystery Box

Sub script with the secret points and the answers. Never show this page to the class.

Game · Day 5

SAY THIS TO THE CLASS "This game is optional, a fun way to end the day, and every question is about today's review work. Talk to your team, then show me with your fingers or say one word. A right answer opens one of nine boxes, and one box is empty."

Copies: script: one for you; box and card page: one for you, one-sided, cards folded and torn apart

How to play

1. Make three teams. Hold up the box page. Fold the point cards on the dashed lines, tear them apart and keep them face down.
2. Ask a team a question. Right: the team picks a box. Not right: the next team may try.
3. Find the box in the table and hold up that point card. The class counts the stars. Write the stars under the team's name and cross off the box.
4. All 9 boxes open: count each team's stars.

Read this out

"There are nine boxes. Most have stars, one is empty. Only I know which is which. Listen, then talk to your team before you answer."

Accept any answer that means the same (the library lady, a puppy for the dog, a frog). For a number, the class may show fingers or say it.

Secret point table (sub only)

Box 1	Box 2	Box 3	Box 4	Box 5	Box 6	Box 7	Box 8	Box 9
3 stars	**1** star	**4** stars	**0** empty	**2** stars	**5** stars	**1** star	**3** stars	**2** stars

All nine boxes together hold 21 stars.

Questions and answers about today's work (ask them in order; reuse a missed one later)

1	What is 7 plus 3? Show me with fingers.	**10**
2	Starla's book was about an animal. Which animal?	**Frogs**
3	Is putting used paper in the recycling bin good for the Earth?	**Yes**
4	On the field trip, what did Room 4 do first: ride the bus or write a list?	**Write a list**
5	What goes at the end of a sentence, a period or a comma?	**A period**
6	What is 9 take away 3? Show me with fingers.	**6**
7	What was on the cover of Vic's book?	**A dog**
8	Should you leave the lights on in an empty room?	**No**
9	Long ago, why did many people carry water in buckets: no pipes inside, or buckets were toys?	**No water pipes inside**
10	A nickel has 5 dots. Add 2 pennies. How many cents? Show me with fingers.	**7**
11	Who checked out Starla's and Vic's books?	**The librarian**
12	The forecast says hot and sunny. Should you bring water or mittens?	**Water**
13	Is Library Day a storybook or a fact book?	**A storybook**
14	The loaf of bread on your math page was how many cubes long? Show me with fingers.	**6**

Tie 6 birds sit on a fence. 2 fly away. How many are left? **4**

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Game, Day 5: Boxes and Point Cards

Show the boxes to the class. Fold the point cards on the dashed lines, tear them apart and keep them face down.

Game · Day 5



Point cards: fold and tear on the dashed lines

0  empty	**1**  star	**2**  stars
3  stars	**4**  stars	**5**  stars

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Game, Day 2: Who Has It?

Sub script. Tear the card page into 12 cards and hand them out (one per child, or one per pair). Name every card with the class once.

Game · Day 2

SAY THIS TO THE CLASS

"This game is optional and just for fun, and every clue is about today's work. Everyone gets a picture card, and you listen to my clue. If your card answers the clue, stand up and show it, and the class checks with a thumbs up."

Copies: Script: one for you; card page: copy one-sided, fold and tear into 12 cards

How to play

1. Each child (or pair) gets one card. Children hold the card so only they can see it.
2. Read a clue two times. The child with the answer card stands up and shows it. Ask the class: thumbs up if it is right.
3. Not right, or nobody stands? Read the clue again and give a hint. Two cards are never called, so everyone keeps listening.
4. Short on time? Collect the cards and play again with new card holders.

Clues and answers

1	Who has the baby that looks like a small copy of a hen?	**chick**
2	Who has what knocked down Opal's sandcastle?	**waves**
3	Who has the truck the town sends when there is a fire?	**fire truck**
4	Who has the dots that make 3 pairs, with every dot in a pair?	**6 dots**
5	Opal's room is dark. Who has what helps her see?	**flashlight**
6	Who has the person at the town library who helps you borrow books?	**librarian**
7	Who has the kitten with stripes like its mother?	**striped kitten**
8	Who has something people buy at a store that is cold and sweet?	**ice cream**
9	Who has what Opal put on the very top of her castle?	**shell**
10	Count by 2s with me: 2, 4, 6, 8, 10. Who has 10 dots?	**10 dots**

Accept any name that means the same (baby chicken, ocean or sea for the waves, a light for the flashlight). Never called: spotted kitten and 7 dots.

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Math Set 2: Length and Time Review

Count the first thing with the class, touching each clip. Then read each name aloud and give time to count.

Math · Day 2

This set reviews: measuring length with paper clips and an inch ruler, longest and shortest, and telling time on a clock
Common Core: 1.MD.A.2 (measuring with units); 1.MD.B.3 (telling time to the half hour); 2.MD.C.7 (telling time to five minutes)

SAY THIS TO THE CLASS "Today you measure how long things are and read clocks. Each thing starts at the line, so count the paper clips under it, from the line to the end. Write that number in the box."

How many paper clips long?

A belt  ☐

B stick  ☐

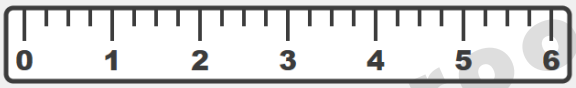
C rope  ☐

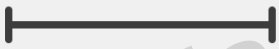
D chain  ☐

Circle the longest: A B C D **Circle the shortest:** A B C D

Challenge Inches

Use the inch ruler. Start at 0. How many inches long is each line? Then draw your own line right under the ruler, from 0 to 4.



E  ☐ inches

F  ☐ inches

My 4 inch line: _____

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