Sub Plans Week, Grade 1

Week-long sub plans: five days of print and go work for grade 1, planned Monday to Friday.

PREVIEW

What is included

- Sub binder: notes, the filled-in week plan, a blank schedule, class list, Monday opener (10 pages)
- Subject sets for five days (52 pages)
- Calm puzzles and reset sheets (10 pages)
- Team tasks (5 pages)
- Paper games (10 pages)
- Answer keys (13 pages)

How it works

1. Open the week plan. Every set already has its day and page number.
2. Each day: a set for every subject, a calm puzzle, a team task and an optional game for the last 15 minutes.
3. Every set stands alone: swap sets between days, or use one with another class when it fits.
4. No prep, no tech: print and go. The sub needs no subject knowledge. Every answer is in the key.
5. Print in color or ink-saver black and white, US Letter or A4.

What this preview shows: the week at a glance, the filled-in week plan, the note to the substitute, the Monday opener, and all of Day 1 (every subject set, the calm block, the team task and the game), one answer-key page and one ink-saver page. Every product page is watermarked. The full kit has 101 pages.





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YOUR WEEK AT A GLANCE (1 OF 3)

Every set of the week, with its page and what it reviews. Any set works on any day: swap sets, or use one with another class when it fits.

MONDAY (DAY 1)

Opener	**Meet Your Sub** Monday morning, 15 minutes: a big print sub sheet with a drawing box, three class promises, voice levels, and a Stand Up If circle game.	15 min
Math	**Addition and Subtraction Within 20** Reviews: addition and subtraction within 20, making ten with ten frames, number line hops, fact families, doubles plus one.	p. 14 · 25 min
Reading	**Short Vowel Story** Reviews: short vowel words and sight words in a decodable story, key details with picture answers, completing story sentences.	p. 16 · 25 min
Writing	**Capitals and Periods** Reviews: capital letters at the start, for I and for names, periods at the end, writing complete sentences about a picture.	p. 18 · 25 min
Science	**Plant Parts and Needs** Reviews: plant parts and their jobs, what plants need to live and grow, the seed to plant life cycle.	p. 20 · 25 min
Social Studies	**Map of Our School** Reviews: reading a school map, map keys and symbols, cardinal directions on a compass rose, relative location.	p. 22 · 25 min
Calm puzzle	**Bee Maze and Breathing Triangle** A pencil maze to help a bee get home, then a triangle to trace with one finger while you breathe in, breathe out and hold.	p. 24 · 15 min
Team task	**Paper Tower** Pairs or threes fold paper tents and zigzags and stack them into a tower, then measure it in pencils and score it together.	p. 26 · 20 min
Game (optional)	**Whiteboard Quiz Game** Optional fun to end the day.	p. 27 · 15 min

TUESDAY (DAY 2)

Math	**Place Value, Tens and Ones to 120** Reviews: place value to 120, tens and ones with base ten blocks, counting by tens, one more and ten more.	p. 29 · 25 min
Reading	**Animal Facts** Reviews: listening to an informational text, key details, true or false from the text, completing fact sentences with a word bank.	p. 31 · 25 min
Writing	**I Think** Reviews: opinion writing with I think and because, giving a reason, telling an opinion from a fact.	p. 33 · 25 min
Science	**Animal Needs and Homes** Reviews: what animals need to live, animal homes and foods, drawing and labeling an animal in its home.	p. 35 · 25 min
Social Studies	**Rules and Community Helpers** Reviews: community helpers and their jobs, rules that keep people safe, good choices, writing a class rule.	p. 37 · 25 min
Calm puzzle	**Color by Number Garden and Feeling Words** A quiet color by number garden with a flower, a butterfly and a snail, then six little stories to match to feeling faces.	p. 39 · 15 min
Team task	**Draw the Sea Together** Teams of two or three share one page and take turns: the sub calls six sea things and the next child adds each one.	p. 41 · 20 min
Game (optional)	**I Spy and Guess** Optional fun to end the day.	p. 42 · 15 min

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YOUR WEEK AT A GLANCE (2 OF 3)

WEDNESDAY (DAY 3)

Math	**Comparing and Ordering Numbers** Reviews: comparing two digit numbers with greater than, less than and equal symbols, ordering three numbers.	p. 44 · 25 min
Reading	**A Story With a Lesson** Reviews: sequencing story events, finding the lesson a character learns, answering questions about key details.	p. 46 · 25 min
Writing	**First, Next, Last** Reviews: putting steps in order, time order words First, Next and Last, writing simple instructions.	p. 48 · 25 min
Science	**Light and Sound** Reviews: sources of light and sound, sound comes from vibration, shadows form when an object blocks light, loud and soft sounds.	p. 50 · 25 min
Social Studies	**Then and Now** Reviews: life long ago and today, how everyday tools have changed, putting a day in order, telling time then and now.	p. 52 · 25 min
Calm puzzle	**Fish Dot to Dot and Stretch Break** Join the dots from 1 to 20 to find a fish, draw its home, then six slow stretches the sub reads out loud.	p. 54 · 15 min
Team task	**Sort the Picture Cards** Pairs or threes sort twelve picture cards into three groups, mark each card, draw one more, and tell why they go together.	p. 56 · 20 min
Game (optional)	**Simon Says** Optional fun to end the day.	p. 57 · 15 min

THURSDAY (DAY 4)

Math	**Shapes, Halves and Fourths** Reviews: flat and solid shapes, counting sides and corners, halves and fourths as equal parts, measuring length with cubes.	p. 59 · 25 min
Reading	**Rhymes and Word Families** Reviews: hearing rhyming words in a poem, sorting at, op and in word families, building new words.	p. 61 · 25 min
Writing	**Describing Words** Reviews: describing words for how things look, feel, sound and move, matching adjectives to nouns, a describing sentence.	p. 63 · 25 min
Science	**Weather and Seasons** Reviews: describing daily weather, tallying weather data, making a picture graph, the four seasons and what people wear.	p. 65 · 25 min
Social Studies	**Needs, Wants and Jobs** Reviews: needs and wants, why people work at jobs, pennies, nickels and dimes, counting coins to decide what to buy.	p. 67 · 25 min
Calm puzzle	**Shape Patterns and Quiet Choices** Finish four shape patterns, turn a zigzag, a spiral and a curve into doodles, then pick one quiet thing; early finishers fill in missing numbers.	p. 69 · 15 min
Team task	**Season Wheel** Teams draw one maple tree in the four equal parts of a season wheel and write a describing word for each season.	p. 71 · 20 min
Game (optional)	**Count and Clap** Optional fun to end the day.	p. 72 · 15 min

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FRIDAY (DAY 5)		
Math	**Time and Picture Word Problems** Reviews: telling time to the hour and half hour, addition and subtraction word problems within 20, reading a picture graph.	p. 74 · 25 min
Reading	**Two Short Texts** Reviews: sorting story and fact sentences, comparing two texts on one topic, finding key details.	p. 76 · 25 min
Writing	**My Story** Reviews: beginning, middle and end of a story, planning with pictures, writing a short narrative with First, Then and Last.	p. 78 · 30 min
Science	**Sun, Moon and Sky** Reviews: objects in the day and night sky, the sun is a star that gives light and heat, counting stars, moon shapes.	p. 80 · 25 min
Social Studies	**Our Country** Reviews: American symbols and landmarks, what the stars and stripes on the flag stand for, color by code, counting stripes.	p. 82 · 25 min
Calm puzzle	**Under the Sea I Spy and My Cozy Spot** Count four kinds of sea animals hiding in one picture, compare the counts, then draw a cozy spot and name what you feel there.	p. 84 · 15 min
Team task	**Plan a Class Parade** Teams of two or three pick three things for a pretend class parade from a picture list, draw them in order, and walk it.	p. 86 · 20 min
Game (optional)	**Mystery Box** Optional fun to end the day.	p. 87 · 15 min

How the sets work

- Every set stands alone. Swap any set into any slot or day, or use one with another class when it fits.
- Each set opens with a line that says what it reviews, so you can match it to what your class covered.
- The calm puzzle fits any gap: a short period, a loud class, or early finishers.
- The game is optional: a fun way to end the day, or something for extra time.
- No prep, no tech. Every answer is in the keys at the back, so the sub needs no subject knowledge.

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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** Addition and Subtraction Within 20 p. 14 · 25 min	**Math 2** Place Value, Tens and Ones to 120 p. 29 · 25 min	**Math 3** Comparing and Ordering Numbers p. 44 · 25 min	**Math 4** Shapes, Halves and Fourths p. 59 · 25 min	**Math 5** Time and Picture Word Problems p. 74 · 25 min
Block 2	**Reading 1** Short Vowel Story p. 16 · 25 min	**Reading 2** Animal Facts p. 31 · 25 min	**Reading 3** A Story With a Lesson p. 46 · 25 min	**Reading 4** Rhymes and Word Families p. 61 · 25 min	**Reading 5** Two Short Texts p. 76 · 25 min
Before lunch	**Writing 1** Capitals and Periods p. 18 · 25 min	**Writing 2** I Think p. 33 · 25 min	**Writing 3** First, Next, Last p. 48 · 25 min	**Writing 4** Describing Words p. 63 · 25 min	**Writing 5** My Story p. 78 · 30 min
After lunch	**Science 1** Plant Parts and Needs p. 20 · 25 min	**Science 2** Animal Needs and Homes p. 35 · 25 min	**Science 3** Light and Sound p. 50 · 25 min	**Science 4** Weather and Seasons p. 65 · 25 min	**Science 5** Sun, Moon and Sky p. 80 · 25 min
Block 3	**Social Studies 1** Map of Our School p. 22 · 25 min	**Social Studies 2** Rules and Community Helpers p. 37 · 25 min	**Social Studies 3** Then and Now p. 52 · 25 min	**Social Studies 4** Needs, Wants and Jobs p. 67 · 25 min	**Social Studies 5** Our Country p. 82 · 25 min
Team time	**Paper Tower** p. 26 · 20 min	**Draw the Sea Together** p. 41 · 20 min	**Sort the Picture Cards** p. 56 · 20 min	**Season Wheel** p. 71 · 20 min	**Plan a Class Parade** p. 86 · 20 min
Quiet time or early finishers	**Bee Maze and Breathing Triangle** p. 24 · 15 min	**Color by Number Garden and Feeling Words** p. 39 · 15 min	**Fish Dot to Dot and Stretch Break** p. 54 · 15 min	**Shape Patterns and Quiet Choices** p. 69 · 15 min	**Under the Sea I Spy and My Cozy Spot** p. 84 · 15 min
End of day (optional): a fun way to finish	**Whiteboard Quiz Game** p. 27 · 15 min	**I Spy and Guess** p. 42 · 15 min	**Simon Says** p. 57 · 15 min	**Count and Clap** p. 72 · 15 min	**Mystery Box** p. 87 · 15 min

How to use this plan

- Page numbers point to the first page of each set. Copy one per student.
- Every child does the core task; early finishers go on to the ☆ challenge. Read every box out loud, including the checklist and 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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Note to the Substitute

Grade 1 · 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 child does the core task. Children who finish early go on to the ☆ challenge. It fills a few extra minutes; nobody has to finish it. Children 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.

Read every box on the page out loud, including the checklist and the ☆ challenge. This icon marks the words the children need you to read to them; many first graders cannot read instructions on their own yet.

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 child.
- **Crayons:** Calm 1, Calm 2, Social Studies 5
- **A whiteboard and marker:** Game 1, Game 5

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 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 and gets you TpT credits. Thank you!

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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

"Hello, first graders! I am your teacher this week. My name is on this paper. First I will tell you about me. Then you will hear three promises. Then you will play Stand Up If."

Sub script, four steps

1. **Fill in the sheet** on the next page before the class comes in. Print big. Draw one thing you love in the box.
2. **Hold up the sheet and read it out loud.** Let the class guess one thing before you read it. Take two questions, then move on.
3. **Read the three promises** one at a time. After each one, children who will keep it show a thumbs up.
4. **Show the voice levels** at the bottom of the sheet. Count the sound waves with the class. Say which level you want for the first set.

The three promises, read one at a time

1. I keep my hands and feet to myself.
2. I raise my hand when I need help.
3. I try my best, even when it is hard.

Wait for thumbs up after each one. Later in the week, point to a promise instead of raising your voice.

Circle game: Stand Up If, 5 minutes

Say: sit in a circle, or stay at your seat. I will say a sentence. If it is true for you, stand up, then sit back down quietly.

1. Stand up if you know a sea animal.
2. Stand up if you like to eat apples.
3. Stand up if you can hop on one foot.
4. Stand up if you can spell your first name.
5. Stand up if you like to draw.
6. Stand up if you like to read picture books.
7. Stand up if you like rainy days.
8. Stand up if you are ready to learn today.

Wiggly class? Read four sentences, then end with the last one. Let a child make up one more if time is left.

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About Your Sub

Fill this in, read it out loud to the class, then pin it up where every child can see it.

Day 1 · Opener

My name is _____

I like to eat _____ **My favorite color** _____

I like to play _____ **A place I love** _____

Draw one thing you love

Voice levels

0

Silent
lips closed

1

Whisper
only a friend next to you hears

2

Partner
your table hears

3

Class
the whole room hears

Count the sound waves: the number of waves is the level. Point to the one you want. Use the same four all week.

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Math Set 1: Addition and Subtraction Within 20

Math · Day 1

Read the Say this card, do box 1 together. Read the star challenge to early finishers.

This set reviews: addition and subtraction within 20, making ten with ten frames, number line hops, fact families, doubles plus one

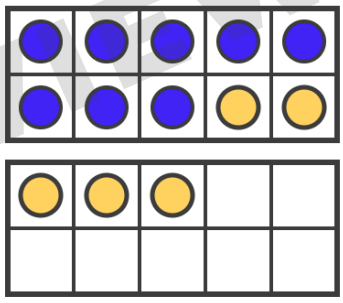
Say this

Each box has two ten frames. The dark dots are the first number. The light dots are the second number. Count them all to add.

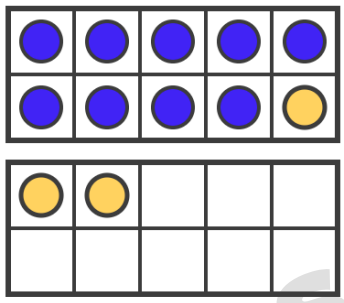
Fill the top frame to 10 first, then count on.

Box 1 shows 8 dark dots and 5 light dots. 8 and 2 more make 10. Then 3 more make 13. So 8 + 5 = 13. Write 13 in the box.

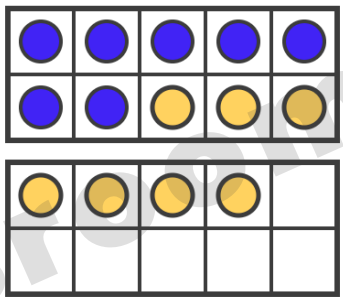
Count the dots. Add.



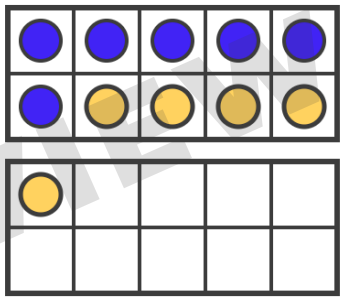
1. 8 + 5 = ☐



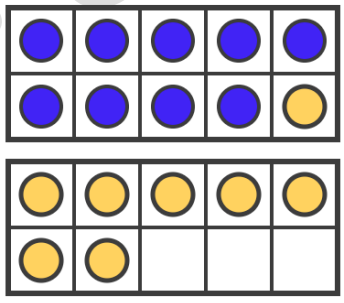
2. 9 + 3 = ☐



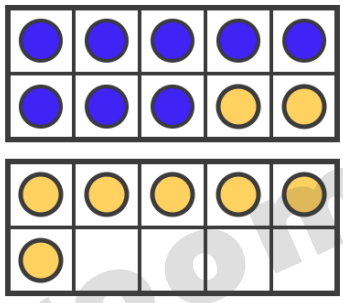
3. 7 + 7 = ☐



4. 6 + 5 = ☐



5. 9 + 8 = ☐



6. 8 + 8 = ☐

Challenge Missing numbers

What number goes in the box? Start at the first number and count on.

6 + ☐ = 10 2 + ☐ = 10 9 + ☐ = 15

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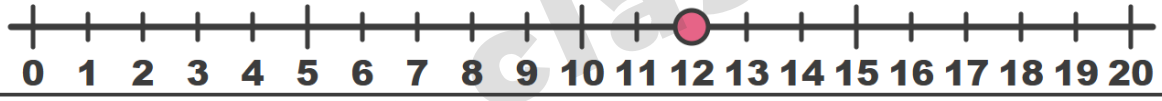
Math Set 1: Hop and Fact Families

Read every box aloud, including the star challenge for early finishers. Say: start on the big dot. Add, hop forward. Take away, hop back.

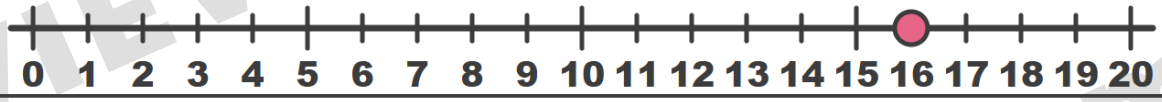
Math · Day 1

Hop on the number line

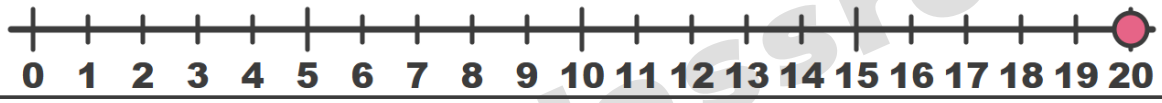
1 **12 + 5 =** ☐ Start at 12. Hop forward 5.



2 **16 - 7 =** ☐ Start at 16. Hop back 7.

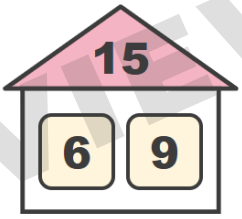


3 **20 - 8 =** ☐ Start at 20. Hop back 8.



Fact family house

Say: all four facts use the three numbers on the house. Solve each one.



6 + 9 = ☐

9 + 6 = ☐

15 - 6 = ☐

15 - 9 = ☐

Challenge Doubles plus one

A double adds a number to itself. One more makes the next fact.

6 + 6 = ☐ so **6 + 7 =** ☐

9 + 9 = ☐ so **9 + 10 =** ☐

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Reading Set 1: Short Vowel Story

Sub: read the Say this card, then the story two times while students follow with a finger. Read each question and the star challenge for early finishers.

Reading · Day 1

This set reviews: short vowel words and sight words in a decodable story, key details with picture answers, completing story sentences

Say this

Put your finger under the first word of the story. I will read the story two times. Follow along with your finger and read the words you know with me.

Meg and the Hen

Meg has a red hen. The hen is Jen. Jen can peck and dig in the mud. Meg went to the pen with a cup of bugs. Jen was not in the pen! Meg ran to the shed. No hen. Meg ran to the big log. No hen. "Jen, Jen, where are you?" said Meg. Meg sat on a box. She was sad. Then Meg got up. Cluck, cluck! The cluck was in the tub next to the shed. Meg ran to the tub. Jen was in it, and she had an egg! Meg did a hop and a jig. "Jen, you are the best hen!" said Meg. Meg set Jen in the pen. Then Meg and Mom had the egg with a bun.

Now I will read each question two times. Circle the one picture that answers it.

1 What pet does Meg have?



2 Where did Meg run first?



3 Where was Jen?



4 What did Jen have?



Challenge Think back

Write the word that fits. **Meg ran to the big** _____.

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Reading Set 1: Find the Missing Word

Sub: read each sentence out loud and say blank for the missing word. Students write the word from the bank. Read the star challenge too.

Reading · Day 1

Say this

Each sentence below is from the story, but one word is missing. I will read the sentence and say "blank" where the word is missing. Find the word in the word bank and write it on the line. Every bank word is used one time.

WORD BANK

bun · sad · red · hop · box · mud

5. Meg has a _____ hen.

6. Jen can peck and dig in the _____.

7. Meg sat on a _____.

8. She was _____.

9. Meg did a _____ and a jig.

10. Meg and Mom had the egg with a _____.

Challenge

Draw Jen in the tub with her egg. Write **hen** on the line.

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Writing Set 1: Capitals and Periods

Sub: read the Say this card, then each sentence. Students write it again with capitals and a period. Read every box aloud, star challenge too.

Writing · Day 1

This set reviews: capital letters at the start, for I and for names, periods at the end, writing complete sentences about a picture

Say this

A sentence starts with a capital letter and ends with a period. The word I and a name, like Sam, start with a capital too.

I will read each sentence. Write it again the right way on the line.

1. the dog ran up the hill

2. sam has a red cap

3. i can hop on one leg

4. the fox sat in the sun

Challenge Fix two more. Look in the middle too.

5. my mom and i dig in the sand

6. we met ben at the pond

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Writing Set 1: My Own Sentences

Sub: read the word bank and every box aloud, star challenge too. First months of school: 1 to 3 sentences are enough, a picture with a label counts, invented spelling is fine.

Writing · Day 1



WORD BANK

duck	frog	log	sun	pond
swim	sit	hop	big	green

Write one sentence about the picture

Look: **I see a frog on a log.**

I see _____

Check your writing

- [ ] My sentence starts with a capital letter.
- [ ] The word I is a capital.
- [ ] A name starts with a capital letter.
- [ ] My sentence ends with a period.

☆ Challenge Two sentences

Write two sentences about the picture. Put a friend's name in one.

1. _____
2. _____

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Science Set 1: Plant Parts and Needs

Read the Say this card out loud. Point to each part of the plant as you say it. Then read the star challenge for early finishers.

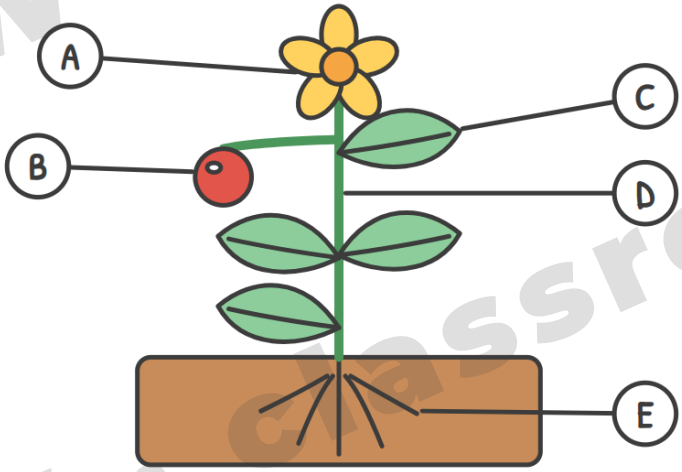
Science · Day 1

This set reviews: plant parts and their jobs, what plants need to live and grow, the seed to plant life cycle

Say this

"This is a tomato plant. Each part has a job. **The roots drink water from the soil. The stem holds the plant up. The leaves use sunlight to make food. The flower makes seeds. The fruit keeps the seeds safe.**"

"Find each letter on the plant. Pick a word from the word bank and write it on the line next to the letter."



stem | roots | flower | fruit | leaf

A _____ B _____ C _____

D _____ E _____

Now count

How many leaves does the tomato plant have? ☐

Challenge

Which part makes food for the plant? Circle it.

roots | leaf | flower

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Science Set 1: What Does a Plant Need?

Science · Day 1

Say: I will read each picture. Write its number in the box where it belongs. Then read the star challenge for early finishers.

Say this

"A plant is a living thing. It needs some things to live and grow. I will read each picture: **1, water. 2, a sock. 3, sunlight. 4, a pencil. 5, air. 6, a hat. 7, a toy block. 8, soil.** If a plant needs it, write the number in the needs box. If not, write it in the other box."

1



water

2



a sock

3



sunlight

4



a pencil

5



air

6



a hat

7



a toy block

8



soil

A plant needs it	A plant does not need it

Challenge Seed to plant

A seed grows into a plant. Draw it in three steps: the seed in the soil, a small sprout, then a big plant.

1. seed	2. sprout	3. plant

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Social Studies Set 1: Map of Our School

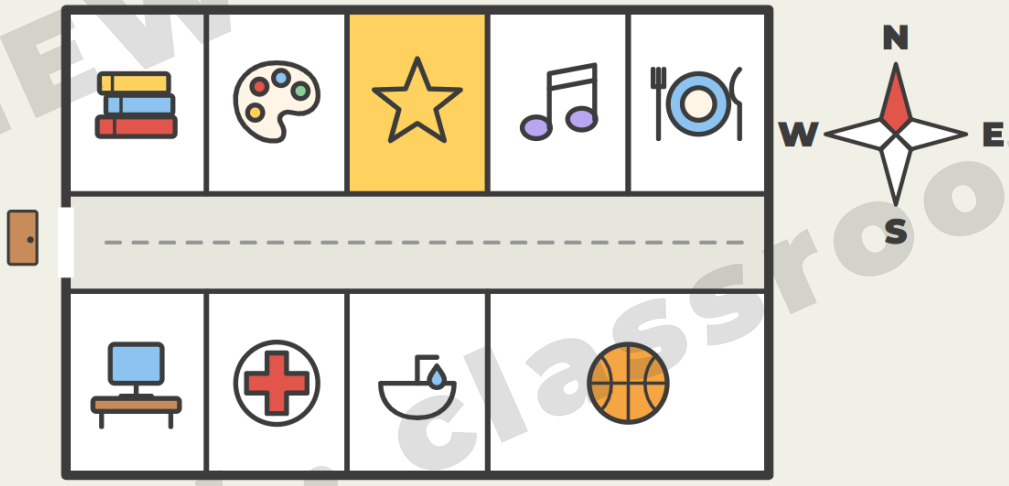
Social Studies · Day 1

Read the card out loud and say each key picture with the class. Then read the two map tasks, and the star challenge for early finishers.

This set reviews: reading a school map, map keys and symbols, cardinal directions on a compass rose, relative location

Say this

"This is a map of a school, seen from the top. The long gray path is the hall. The key tells what each picture means. The compass shows north, south, east and west. North is at the top. Put your finger on the front door. Walk your finger down the hall to your room. It has a star."



Map key

library	art room	your room	music room	lunchroom
office	nurse	restrooms	gym	front door

On the map

1. Find your room. Circle it.
2. Find the front door. Put an X on it.

Challenge

How many rooms are south of the hall? Count. Write the number.

☐ rooms

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Social Studies Set 1: Use the Map

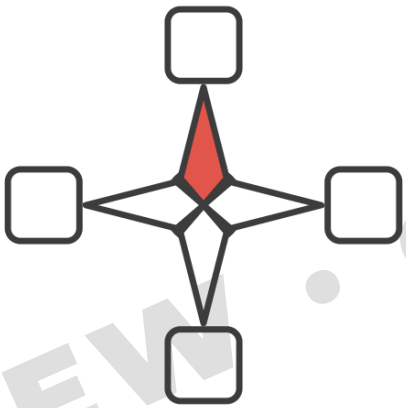
Read each question out loud. The class looks at the map on page 1 and circles one answer.
Read the star challenge for early finishers too.

Social Studies · Day 1

1. What room is west of your room? — art room | music room | lunchroom
2. What is across the hall from the library? — office | gym | nurse
3. Is the gym east or west? — west | east
4. Is the nurse north or south? — north | south
5. How many rooms are north of the hall? — 4 | 5 | 6
6. Which is closer to the front door? — art room | gym

Label the compass

Write N, E, S and W in the boxes. North is at the top.



Challenge

On the map on page 1, draw a line down the hall from the front door to the lunchroom.

Then draw a new room you want for the school.

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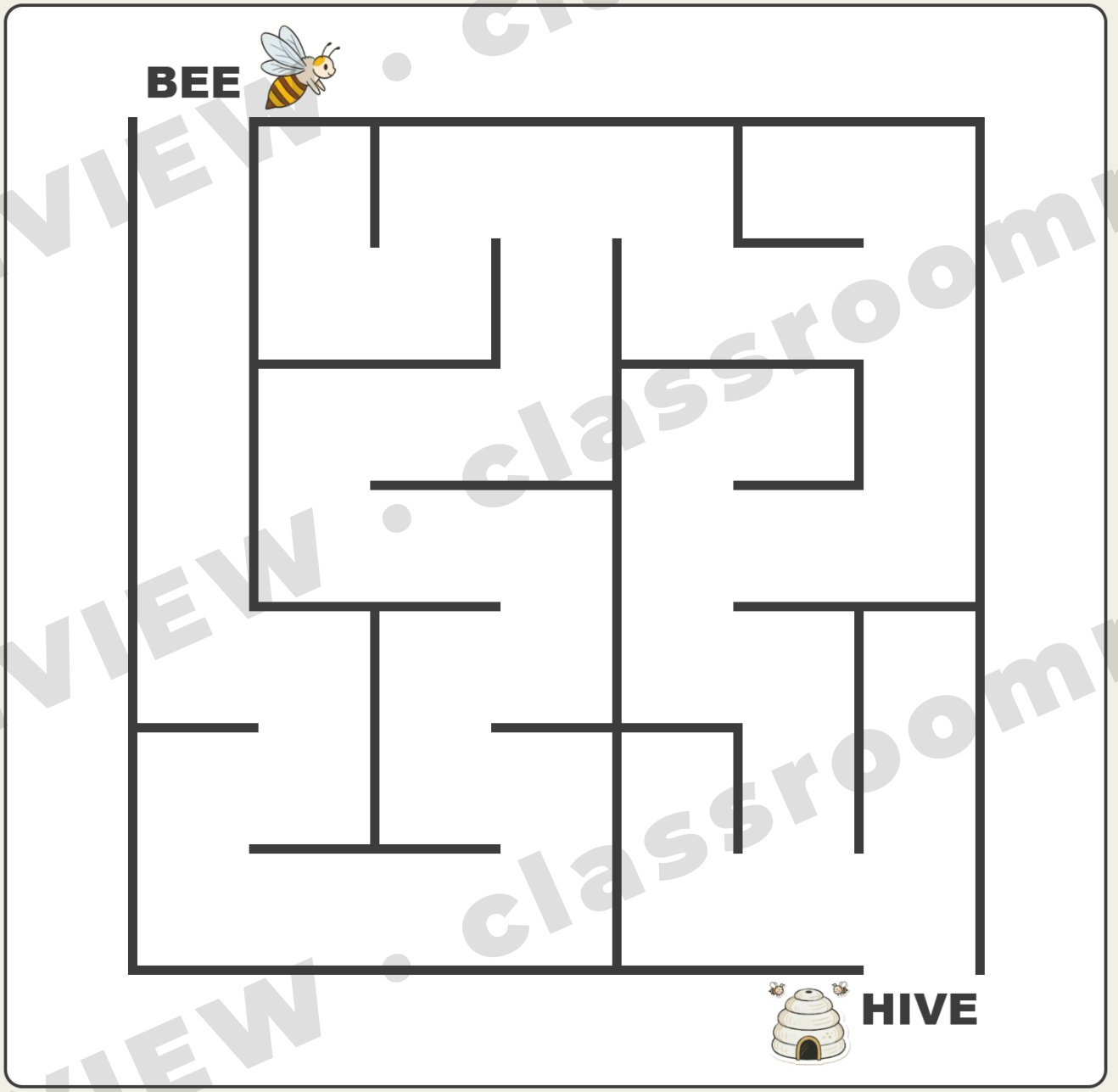
Calm Block, Day 1: Help the Bee Get Home

Calm · Day 1

Voices off. Pencils only. Draw a path from BEE at the top to HIVE at the bottom.

Say this

"This little bee is lost. Put your pencil on the word BEE at the top. Draw a line through the maze to the word HIVE at the bottom. Your line may not cross a wall. Stuck? Go back and try a new way. Quiet as a bee sleeping."



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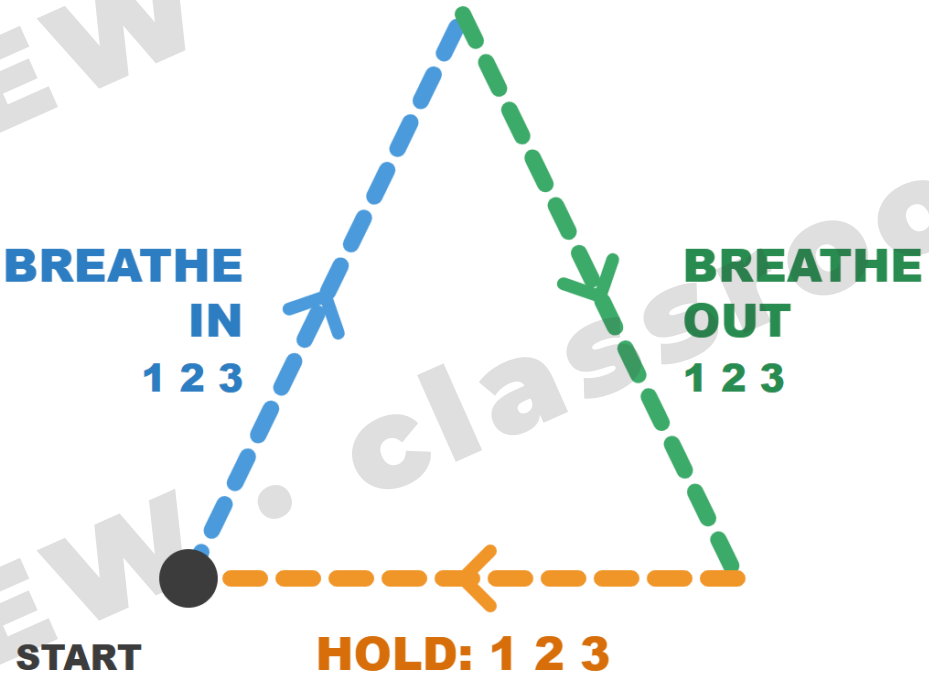
Calm Block, Day 1: Breathing Triangle

Everyone puts one finger on the black dot. Trace the triangle slowly while you breathe. Go around three times.

Calm · Day 1

Say this

"Sit tall and put one finger on the black dot. Slide up the side and breathe in: 1, 2, 3. Slide down the other side and breathe out: 1, 2, 3. Slide across the bottom and hold: 1, 2, 3. Go around two more times with me."



Color a heart each time you go around



All done? Put your hands in your lap and listen for three quiet sounds in the room.

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Team Task, Day 1: Paper Tower

Teams of two or three, three sheets of scrap paper each (one more for the star challenge), no tape. Read every box aloud, including the star challenge for early finishers.

Team · Day 1

Say this

"Your team will build a paper tower. You get three sheets of paper and no tape. You can fold a tent, you can fold a zigzag, and you can lay a sheet flat. Take turns adding one piece at a time. When I say stop, I measure with pencils and you add up the points."

How to build



1 Tent



2 Zigzag



3 Build

Draw our tower

Our names _____ _____ _____

Our score

How many pencils tall?
1 point for each pencil

It held a pencil on top while we counted to 5.
2 points

Everyone in our team added a piece.
1 point

Our points all together

Challenge One pencil taller

Add to your tower to make it one pencil taller. How many pencils tall is it now?

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Game, Day 1: Whiteboard Quiz Game

Sub script and answers. 15 minutes at the end of the day, or for extra time. Optional.

Game · Day 1

Set up (2 minutes)

1. Make four teams. Give each team a copy of the board page, or hold one up.
2. On the whiteboard, draw a grid of 5 columns and 4 rows. Write 10, 20, 30, 40 down each column.
3. A team points to a square. Read its question. The team looks at the picture and answers together.
4. Right: they win the points. Wrong: the next team may try. Cross the square off on the whiteboard.

Read this out

"Every square has a picture. Pick a square, look at its picture, and listen to my question. Talk quietly with your team, then one person answers. Ready? Team 1, point to a square."

Count the points by tens with the class after each turn. The script is always right; if a team argues, the game moves on. A team taking too long? Count down from 5 together, then the next team may answer.

Optional tip: in the Count It square worth 40, the stars sit in rows of five. Counting one by one is right; a team that is ready may count by fives: 5, 10, 15.

Count It

10	How many apples?	**4**
20	How many hearts?	**7**
30	How many more fish than cats?	**3**
40	How many stars?	**15**

Shapes

10	What is the name of this shape?	**A triangle**
20	How many sides does this shape have?	**4**
30	How many points does this star have?	**5**
40	How many corners does this shape have?	**6**

Animals

10	What sound does this animal make?	**Meow**
20	How many legs does this animal have?	**2**
30	Where does this animal live?	**In water**
40	What is a baby of this animal called?	**A puppy**

Sky and Weather

10	Do you see this in the day or at night?	**In the day**
20	When do you see this in the sky most?	**At night**
30	What kind of weather is this for?	**Rain**
40	Is a windy day or a still day best for this?	**A windy day**

Things You Use

10	What do you do with this?	**Drink from it**
20	What does this tell you?	**The time**
30	What does this open?	**A lock or a door**
40	What is the person who writes this called?	**The author**

Spare questions (tie or extra turn)

What is 5 plus 5?	**10**
What day comes after Monday?	**Tuesday**
What is 10 take away 3?	**7**

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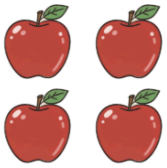
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Game, Day 1: The Picture Board

One copy for each team, or hold it up. Cross off each square on the whiteboard when it is played.

Game · Day 1

Count It	Shapes	Animals	Sky and Weather	Things You Use
 10	 10	 10	 10	 10
 20	 20	 20	 20	 20
 30	 30	 30	 30	 30
 40	 40	 40	 40	 40

Team 1	Team 2	Team 3	Team 4

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Answer Keys (1 of 13)

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

Math Set 1: Addition and Subtraction Within 20

Page 1, ten frames: 1. 8 + 5 = 13; 2. 9 + 3 = 12; 3. 7 + 7 = 14; 4. 6 + 5 = 11; 5. 9 + 8 = 17; 6. 8 + 8 = 16. **Star challenge (page 1):** 6 + 4 = 10; 2 + 8 = 10; 9 + 6 = 15 (the boxes hold 4, 8, 6)

Page 2, number line: 1. 12 + 5 = 17; 2. 16 - 7 = 9; 3. 20 - 8 = 12

Fact family (6, 9, 15): 6 + 9 = 15; 9 + 6 = 15; 15 - 6 = 9; 15 - 9 = 6

Star challenge (page 2): 6 + 6 = 12, so 6 + 7 = 13; 9 + 9 = 18, so 9 + 10 = 19

Reading Set 1: Short Vowel Story (Meg and the Hen)

Page 1, circle the picture: 1. hen (picture 2 of 3); 2. shed (picture 1 of 3); 3. tub (picture 3 of 3); 4. egg (picture 3 of 3).

Page 2, missing words: 5. red; 6. mud; 7. box; 8. sad; 9. hop; 10. bun. Accept a word copied from the bank even if the letters are shaky; the word must match the sentence.

Star challenge, page 1: log ("Meg ran to the big log."). **Star challenge, page 2:** answers vary. Accept any drawing with a hen, a tub and an egg, and the word hen copied on the line.

Writing Set 1: Capitals and Periods

Page 1: 1. "The dog ran up the hill." (1 capital) 2. "Sam has a red cap." (1 capital) 3. "I can hop on one leg." (1 capital) 4. "The fox sat in the sun." (1 capital) **Star challenge:** 5. "My mom and I dig in the sand." (2 capitals) 6. "We met Ben at the pond." (2 capitals) The words stay the same; only the capitals and the period change.

Page 2: answers vary. Accept any sentence after I see that tells about the picture, for example "I see a duck in the pond." Grade with the checklist (the name line only counts when the child uses a name): My sentence starts with a capital letter. The word I is a capital. A name starts with a capital letter. My sentence ends with a period. Invented spelling is fine. **Star challenge:** answers vary. Accept any two sentences about the picture, each with a capital and a period; the friend's name starts with a capital letter, for example "Maya can see the frog."

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About Your Sub

Fill this in, read it out loud to the class, then pin it up where every child can see it.

Day 1 · Opener

My name is _____

I like to eat _____ **My favorite color** _____

I like to play _____ **A place I love** _____

Draw one thing you love

Voice levels

0

Silent
lips closed

1

Whisper
only a friend next to you hears

2

Partner
your table hears

3

Class
the whole room hears

Count the sound waves: the number of waves is the level. Point to the one you want. Use the same four all week.

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In the full kit

Five days, planned and ready to print.

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

5 days, each with its own sets, calm puzzle, team task and optional game

52 pages of subject sets

13 answer-key pages, every answer checked

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

