

**3rd
Grade**

✓ No prep or materials needed

✓ No busywork

✓ 10 full days of plans

✓ 120+ pages of activities

EMERGENCY SUB PLANS

for the entire year

by Angela Watson

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MATERIALS FOR STUDENTS: LIST OF ALL ACTIVITIES BY SUBJECT AREA

| | | |
|--|---|---|
| <p>Day #</p> <p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>5</p> <p>6</p> <p>7</p> <p>8</p> <p>9</p> <p>10</p> | <p>Whole Group Reading</p> <p>Cause and effect</p> <p>Create a better book cover</p> <p>Change of perspective</p> <p>Showing the setting</p> <p>Advice to a character</p> <p>The moral of the story</p> <p>Design a museum</p> <p>Plan a movie trailer</p> <p>Why do people move?</p> <p>Does this book deserve a spot in our class library?</p> | <p>Skills/Topics</p> <p>Analyzing cause and multiple effects</p> <p>Identifying key details from a book, summarizing</p> <p>Understanding point of view</p> <p>Reading fiction text, analyzing settings</p> <p>Character analyzing in fiction</p> <p>Identifying the moral of lesson in fiction/fairy tales</p> <p>Identifying/applying main idea and details</p> <p>Comprehending, retelling, and remixing fiction</p> <p>Inquiry reading, compare/contrast</p> <p>Critical reading and evaluation of fiction texts</p> |
| <p>Day #</p> <p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>5</p> <p>6</p> <p>7</p> <p>8</p> <p>9</p> <p>10</p> | <p>Small Group/Partner Reading</p> <p>Partner practice: Main idea</p> <p>Partner practice: Fiction comprehension</p> <p>Partner practice: Predicting/recalling vocabulary</p> <p>Partner practice: Fluency and expression</p> <p>Partner practice: Nonfiction comprehension</p> <p>Partner practice: Finding supporting details</p> <p>Partner practice: Thinking critically about the text</p> <p>Partner practice: Noticing and correcting errors</p> <p>Partner practice: Summarizing</p> <p>Partner practice: Expression</p> | <p>Skills/Topics</p> <p>Main idea</p> <p>Fiction comprehension</p> <p>Predicting/recalling vocabulary</p> <p>Reading fluency and expression</p> <p>Nonfiction text comprehension</p> <p>Finding supporting details for the main idea</p> <p>Critical thinking and problem solving</p> <p>Noticing and correcting reading fluency errors</p> <p>Summarizing text</p> <p>Reading with expression</p> |
| <p>Day #</p> <p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>5</p> <p>6</p> <p>7</p> <p>8</p> <p>9</p> <p>10</p> | <p>Writing</p> <p>Writing about character traits</p> <p>Quotation marks</p> <p>Overcoming setbacks</p> <p>Parts of speech writing</p> <p>Create a graphic novel</p> <p>A small moment memory</p> <p>Create a storyboard</p> <p>What I wish we'd learn</p> <p>Convince me</p> <p>Chose your own adventure</p> | <p>Skills/Topics</p> <p>Writing to inform, writing a letter</p> <p>Use of dialogue and quotation marks</p> <p>Writing to explain; comparing/contrasting</p> <p>Identifying parts of speech/applying to creative writing</p> <p>Writing for real-world purposes, dialogue</p> <p>Writing small moment narratives</p> <p>Summarizing main ideas, apply to new context</p> <p>Writing to persuade</p> <p>Persuasive/argumentative writing</p> <p>Writing alternative endings to a familiar fiction text</p> |

MATERIALS FOR STUDENTS: LIST OF ALL ACTIVITIES BY SUBJECT AREA (CON.)

| | | |
|---|--|--|
| <p>Day #</p> <p>1 2 3 4 5 6 7 8 9 10</p> | <p>Math</p> <p>Learning from mistakes Scoot #1 (easier) Plan a class trip to the zoo Menu math Going on vacation Math strategy mini book Plan a class party Scoot #2 (harder) Crack the code Create a treasure map</p> | <p>Skills/Topics</p> <p>Identifying math errors, word problems Operations and fact fluency Applying math skills to real-world problem solving Money, operations, real-world problem solving Money, operations, real-world problem solving Identifying and explaining math strategies Money, operations, real-world problem solving Operations and fact fluency Multiplication, addition, place value, rounding Coordinate grids, following directions</p> |
| <p>Day #</p> <p>1 2 3 4 5 6 7 8 9 10</p> | <p>Science</p> <p>Invent a new toy What's special about Earth? My favorite topic Why do islands exist? The Bermuda Triangle mystery Science card game Units of measurement puzzle Who gets the credit for inventions? Where would you live? Mae Jemison: You be the scientist</p> | <p>Skills/Topics</p> <p>Scientific inventions, problem solving Nonfiction comprehension, writing a summary Comprehending and analyzing science text Comprehending science text, comparing/contrasting Making scientific predictions and inferences Summarizing key scientific concepts Customary and metric measurement in science Analyzing scientific discoveries and accomplishments Reading and interpreting weather/climate data History of famous scientists, careers in STEM</p> |
| <p>Day #</p> <p>1 2 3 4 5 6 7 8 9 10</p> | <p>Social Studies</p> <p>The man behind the chocolate Personal goal setting Who is important in history? Vocabulary choice board The timeline game Today is history Guess my historical figure Create a review game Settlers of the class Breaking the rules</p> | <p>Skills/Topics</p> <p>Analyzing a biography Setting goals, connecting academic & life skills Analyzing/thinking critically about historical figures Understanding and applying vocabulary Sequencing historical events, timelines Inferencing, analyzing historical significance Identifying characteristics of historical figures Identifying/applying key social studies concepts Natural resources, community settlements Analyzing historical biographies</p> |

OVERVIEW OF LESSON PLANS (DAY 1)

READING: CAUSE AND EFFECT CARDS
CUT PAGE ALONG DOTTED LINES ONLY.
GIVE MAKE A PAGE TO EACH STUDENT.

CAUSE AND EFFECT (CONT.)

Directions: Cut out the causes and effects on the page your teacher gives you. Match them up in the columns below. When you are sure about your answers, glue them in. Then use the last column to write in another effect which might have happened afterward.

| Glue in the CAUSE | Glue in the EFFECT | Write in what might be the NEXT EFFECT |
|-------------------------------------|--------------------|--|
| She made the | | |
| She saved up money. | | |
| She practiced basketball every day. | | |
| The plant with and turned brown. | | |
| He didn't have supplies for his | | |
| He was tired and | | |
| She left the window when it rained. | | |

READING: CAUSE AND EFFECT

Directions: Read the cause. Fill in the effect that might happen next. Then write another effect that might come afterward.

| Cause | Effect | Effect |
|--|--------|--------|
| Chris was supposed to finish his science project over the weekend. He forgot about it. He finally remembered on Monday morning. | | |
| Isamar sees her best friend. Isamar has just finished asking for a date. She knows that it's not okay. | | |
| Rosa notices one of her classmates is not acting the way he normally does. She seems sad and really quiet. She tells the teacher what she noticed. | | |

Partner 1 Name _____ Date _____
Partner 2 Name _____

SMALL GROUP/PARTNER READING: MAIN IDEA

Directions: You and a partner from your group will reread a non-fiction text you have read before. The purpose is to practice finding and re-stating the main idea.

Partner 1 - Read page while partner 2 listens and follows along.
Partner 2 - Tell the main idea of what your partner read to you.

Now switch roles for the next page in your text! Continue until your teacher says you have 3 minutes left, then answer the questions below.

What was the main idea of what you read?

What was the main idea of what you read?

WHAT MAKES A GOOD FRIEND? (CONT.)

Start by telling your friend why your friendship is important to you. Why do you like the person most?

Next, explain the 7 character traits and you think it's important to you.

Tell how you will demonstrate that trait to be a good friend.

Then, explain the 7 character traits and you think it's important to your friendship.

Tell how you will demonstrate that trait to be a good friend.

End your note by explaining what best friendship you hope to have in the future. Be both about these 7 character traits.

WHAT MAKES A GOOD FRIEND? (CONT.)

Circle the TWO character traits you think are most important in a friendship.

Why is each trait the most important? List 2 reasons for each one, include an example of what that trait would look like in a specific friendship you have.

WRITING: WHAT MAKES A GOOD FRIEND?

Directions: A character trait is a description of a person's personality and how they behave. The character traits below are positive traits. They would be good traits to have. It's smart to choose friends who have these traits because they will treat you better. You should also try to develop these traits yourself, so you can be a good friend in return. Read about each of the character traits below. Decide which 2 traits are the most important in a specific friendship you have.

Courage
Courage is when you keep doing what is right even when it is scary or difficult. It takes courage to be honest with a friend. It also takes courage to stand up for a friend who is being treated unfairly.

Kindness
A person with kindness is someone who thinks about others. A kind friend does or says good things that make others happy. To be kind, you have to think about the feelings of others.

Honesty
When you have honesty, you can speak up. You don't hide the truth or deceive (or trick) your friends. Being honest means your words are clear and full of truth.

Generosity
A generous person is always ready to share and give to others. Sometimes being a generous friend means that you give what you have and don't get anything back. Generosity means you love people more than just because you share your stuff with others.

Gratitude
Gratitude is understanding what is good and valuable about something, and being thankful for it. A grateful friend appreciates things and people. Gratitude is not taking people for granted or using them.

WHOLE GROUP READING

SMALL GROUP OR PARTNER READING

WRITING

LEARNING FROM MISTAKES (CONT.)

Directions: Create 5 math word problems for a friend to solve. When you are done, trade papers. Solve the problems on your friend's page. Try to make ONE mistake when you solve. Then check each other's work. Can you find the mistake your friend made?

1 **LEARNING FROM MISTAKES (CONT.)**
Directions: Maria is trying to improve her spelling test scores. She tries different ways of studying. Help Maria record her results by solving the problems below.

On her first spelling test, there were 20 words. If she got 7 of them right, how many words did she miss?

2 **MATH: LEARNING FROM MISTAKES**
Directions: Victor is cleaning his bedroom. He counts some of his things to see how many he has, but he makes a few mistakes. Circle the mistakes he made and write the correct numbers in the boxes under them.

Victor picked up all his marbles. He counted each one as he dropped it into a jar, but he made a mistake.

| | | | | | | | |
|----|----|----|-----|-----|-----|-----|-----|
| 97 | 98 | 99 | 101 | 110 | 111 | 112 | 113 |
|----|----|----|-----|-----|-----|-----|-----|

3 **MATH: LEARNING FROM MISTAKES**
Victor puts away his books. He stacked the books in groups of five. Then he tried to count them, but he made a mistake.

| | | | | | | | |
|---|----|----|----|----|----|----|----|
| 5 | 10 | 15 | 20 | 30 | 40 | 45 | 50 |
|---|----|----|----|----|----|----|----|

4 **MATH: LEARNING FROM MISTAKES**
Victor puts away his socks. He counts each pair of socks by 2's, but he made a few mistakes.

| | | | | | | | |
|----|----|----|----|----|----|----|----|
| 16 | 18 | 22 | 24 | 28 | 30 | 32 | 34 |
|----|----|----|----|----|----|----|----|

5 **MATH: LEARNING FROM MISTAKES**
Victor puts away his toy cars. He lined them up in rows with four cars in each row. Then he counted them, but he made a mistake.

| | | | | | | | |
|---|---|----|----|----|----|----|----|
| 4 | 8 | 12 | 16 | 21 | 25 | 29 | 33 |
|---|---|----|----|----|----|----|----|

Write and solve

INVENT A NEW TOY (CONT.)

Directions: Think about a new toy or game you would like to invent. Brainstorm with a partner. Then describe your invention below.

Draw a picture of your invention.

Name _____ Date _____

SCIENCE: INVENT A NEW TOY

Directions: Read about the inventors below. Then use the next page to think about what kind of new toy or game you might like to invent.

An invention is a new idea someone develops up and creates. Do you know that kids can be inventors? Here are some kids who came up with their own ideas and made them happen, even though it was hard work.

Water Talkies
Rishi Stachowiak was a little boy who loved playing in the pool. When he was 11 years old, he created an underwater walkie-talkie. He called it "water talkies." His invention amplified sound under water up to 15 feet away. He sold his idea to a toy store, who created and sold 50,000 walkie-talkies for him. Later, he invented more pool toys and grew his business.

Pezzo Pals
When William Grogan was in kindergarten, he discovered he really loved to play with his Pezzo Pals. He took his Pezzo Pals to school and he was able to avoid bullies and play through the day. He was able to avoid bullies like the bear was talking. When he was 7 years old, William made his idea a reality. He created a teddy bear that talks, tells stories, plays music, and records your voice. He sells his Pezzo Pals online.

JD Bar Ball
When Jacob Durkin was six years old, he went to visit his grandparents. He took his baseball bat, but forgot to bring a ball. To make sure the baseball never happened again, Jacob invented the JD Bar Ball, where the center of the ball is a hollow to fit balls right inside the bat! He sold his idea to a toy store and his business was born.

The Ladybug Game
When Kiera Cartwright was in first grade, she had to create a game about insects. Kiera made a game about ladybugs because they were her favorite. The game became a big seller at Target. She donated many copies of the game to kids in Liberia who could afford them.

THE MAN BEHIND THE CHOCOLATE (CONT.)

Directions: Answer these questions about Milton Hershey's life.

What happened when Milton Hershey first started to build his business?

Name _____ Date _____

SOCIAL STUDIES: THE MAN BEHIND THE CHOCOLATE

Directions: Read to learn all about the most famous chocolate maker in the world.

Milton Hershey was born in 1857 in Pennsylvania, more than 150 years ago. As a child, he changed schools six times. He moved a lot of school years because his family was moving from place to place. His mom pulled him out of school after 4th grade so he could learn a trade, which is a kind of skill you can use on a job.

He began working on an apprentice to a printer. An apprentice is like an assistant who learns the job by working alongside someone who already knows how to do it. Milton worked carefully to see how the business was run.

Later he was an apprentice with a candy and ice cream maker. He learned how to make all kinds of sweet treats. Milton knew this was the career for him.

Milton did not give up! He continued working with other candy makers to learn more and more. He learned how to make caramel with fresh milk. Then he moved back to Pennsylvania and started a caramel company.

Finally, he had success! In a few years, his business was doing well. He learned how to make chocolate along with his caramel. That's when he created the Hershey Chocolate Company. He sold his caramel company for one million dollars! That's a lot of money today, but it would be even more money back in 1900.

Milton was not only very rich. He spent some of his money on building the Hershey's Business even bigger. He spent some of his time creating new chocolate treats, such as the Hershey's Kiss. His ideas and hard work never stopped, and his business continued to grow.

Milton understood that most people didn't have as much money as he did, even though they were also working very hard. Milton decided to spend a lot of his money and time on helping other people in his community.

The factory he built created jobs for many, many people to support their families. Milton Hershey was very kind to the people who worked for him. He even built a hockey team to help his workers get to their jobs more easily. Milton didn't just build a big factory. He built an entire town! He paid for parks, churches, and even houses.

He and his wife were not able to have their own children. They gave a lot of their money away to help other people's kids. They built homes to care for orphans, who are kids who don't have parents. He also built schools. The Milton Hershey school was created to help kids whose families didn't have a lot of money. When Milton Hershey and his wife died, they left all their money to the school. It still exists today and more than 2,000 students go there!

Milton Hershey did so many good things for the community that the town is now named after him. It's called Hershey, Pennsylvania. He left an important legacy along with delicious chocolate treats for us to enjoy!

MATH

SCIENCE

SOCIAL STUDIES

OVERVIEW OF LESSON PLANS (DAY 1)

| Subject Area | Main Activities | Skills/Topics |
|--|---|---|
| Whole group reading Small group reading Writing Math Science Social Studies | Cause and effect Partner practice: main idea Writing about character traits Learning from mistakes Invent a new toy The man behind the chocolate | Cause and multiple effects Main idea Writing to inform, writing a letter Identifying math errors, word problems Scientific inventions, problem solving Analyzing a biography |

NOTES FOR TEACHER PREP:

Students will need only pencils, plus scissors and glue/paste for the whole group reading activity.

If you want to keep your regular reading group rotation, you can have students do the small group/partner activity during their small group instruction time. (The activity doesn't require the sub to teach.) Alternatively, the whole class can complete the activity at the same time (dedicate around 15 minutes of your reading block time, and have students pair up with another student who's in their reading group.)

NOTES FOR THE SUB:

Whole Group Reading: Students will need scissors and glue. Passout one copy of the cause/effect cards to each student (they have been photocopied two to a page, so give each student half a page.)

Small Group Reading: Students complete this activity for around 15 minutes with a partner from their reading group.

Writing: Follow the directions on the student page. This can be an independent or partner activity.

Math: Students can work with a partner for the entire activity, or just the last page.

Science: Follow the directions on the student page. This can be an independent or partner activity.

Social Studies: You can read the text together as a class by having volunteers take turns reading. Or have kids read on their own, or with a partner.

OVERVIEW OF LESSON PLANS (DAY 2)

| Subject Area | Main Activities | Skills/Topics |
|--|---|--|
| Whole group reading Small group reading Writing Math Science Social Studies | Create a better book cover Partner practice: fiction comp Quotation marks Scoot game #1 (easier) What's special about Earth? Personal goal setting | Identifying key details from a book, summarizing Fiction comprehension Use of dialogue and quotation marks Operations and fact fluency Nonfiction comprehension, writing a summary Setting goals, connecting academic & life skills |

NOTES FOR TEACHER PREP:

Students will need only pencils, access to any self-selected book for the whole group reading activity, and colored pencils or crayons for the writing activity.

If you want to keep your regular reading group rotation, you can have students do the small group/partner activity during their small group instruction time. (The activity doesn't require the sub to teach.) Alternatively, the whole class can complete the activity at the same time (dedicate around 15 minutes of your reading block time, and have students pair up with another student who's in their reading group.)

You can save paper with the whole group reading activity by projecting the directions for the class to see and having students work on their own paper (such as blank printer paper or construction paper.) This would also allow them to make a larger book cover design.

For the math activity, have the Scoot game cards cut apart for your sub in advance if possible (this should take less than a minute for either or you to do, as you only need one set of cards for the whole class).

NOTES FOR THE SUB:

Whole Group Reading: Students should read independently for the first part of the reading block. They can read any self-selected text. Let students know when to stop reading and begin the written portion of the activity (allow approximately 25-30 minutes for the written activity.) If you have extra time, have students present their book covers in small groups of 3-4 kids. They should show the original book cover if possible and explain the difference, as well as why they think their design is better.

Small Group Reading: Students complete this activity for around 15 minutes with a partner from their reading group.

Writing: Students will need colored pencils or crayons (they can share these materials if needed.)

Math: Detailed directions for the Scoot game are on a separate page.

Science: Follow the directions on the student page. This can be an independent or partner activity.

Social Studies: Read the first page together and brainstorm some possible goals before releasing students to complete this activity. They may wish to work in pairs and talk about their goals as they work.

OVERVIEW OF LESSON PLANS (DAY 3)

Name _____ Date _____

A CHANGE OF PERSPECTIVE (CONT.)

Directions After reading, answer the questions below.

- How do you think Genoa was feeling when she first arrived at school?
- In the third paragraph it says "I don't know what she was thinking about me, but she smiled a little bit." Why do you think Genoa was smiling at Rashmee?
- Name the three times in the story when Rashmee chose to spend time with Genoa instead of Michah.
- Imagine the conversation. What do you think it was?
- Imagine a conversation between Genoa and Rashmee. What do you think they would talk about?
- Imagine Genoa's reaction to Rashmee's suggestion. What do you think she would say?
- Imagine Rashmee's reaction to Genoa's response. What do you think she would say?

Name _____ Date _____

READING: A CHANGE OF PERSPECTIVE

Directions Read the story below. While you read, think about how the story might sound different if it was told from another character's perspective. Later, you will write one (or more) new versions of the same story from the perspective of one of the other characters.

Friendship Trip of War
by Rashmee

It all started when I got off the bus at school this morning. I noticed a girl I had never seen before. She was standing with a group of girls by the office. When the bell rang, they both walked down the hall. My teacher, Mr. Parker, waved to them from our classroom door.

Welcome to Forest Elementary! We are so excited you are joining our class. Ms. Parker smiled and extended her hand to the new girl. She shakes everyone's hand in the morning, but the new girl hesitated like she wasn't sure what to do.

I went inside and started my morning work. It was all multiplication problems, my favorite! A few minutes later, Mr. Parker came over and pulled out the chair next to me. The new girl sat down.

For a minute we just stared at each other. She had thick, black hair and brown eyes. Her ears were pierced and she had shiny red shoes. I don't know what she was thinking about me, but she smiled a little bit.

"Hi, I'm Rashmee," I said. "What's your name?"

"I'm Genoa."

We talked for a few minutes while we finished the morning work. It turns out that Genoa likes multiplication, too! She said math is her favorite subject. We also have other things in common, we both like my chocolate chip ice cream, we both play soccer, and neither of us allowed to watch more than 30 minutes of TV or night. Genoa and I made plans to be partners during reading, to sit together at lunch, and to play soccer at recess.

I was having a great day, until my teacher Mr. Parker called me up to his desk after recess. When I got close, I saw my friend Michah standing next to him. Michah looked sad and avoided eye contact with me.

Rashmee, did you work with Michah during reading today?" Mr. Parker asked.

"No, I worked with the new student, Genoa. She's nice," I responded.

"Oh, what about lunch? Did you sit with Michah like you usually do?"

"No, there were only two seats, so I sat with Genoa."

"And, what about recess? Michah said he wanted you to play basketball with him."

"No, Genoa and I had already decided to play soccer."

I stopped myself. I suddenly realized why Michah was upset. He must have felt pushed aside, like I had been ignoring him all day. Michah was my best friend and I had hardly interacted with him at all.

I wanted to talk to Michah. I'm sorry Michah. I didn't mean to hurt your feelings. I was just really excited to meet the new girl. She and I hit it off right away, and I wanted her to feel like she had a friend on her first day in a new school.

It sort of feels like you're replacing me with a new friend. What happens now?" Michah asked.

I smiled. I will definitely make more time for you now that I know how you feel. And, I'll introduce you to Genoa so you can get to know her, too. I'm sorry I didn't think to do that this morning.

"Why don't the three of you all work on the science project together?" Mr. Parker suggested.

"Me and my two greatest friends," I smiled. "That would be awesome!"

Partner 1 Name _____ Date _____

Partner 2 Name _____

SMALL GROUP/PARTNER READING: PREDICTING AND RECALLING VOCABULARY

Directions You and a partner from your group will reread a non-fiction text you have read before. The purpose is to try to recall ten important vocabulary words from the text and make predictions about what words might be in the text.

Look at the cover of the text and answer the questions below together.

What text did you read?

What important vocabulary words do you recall?

What other words might you read in the text which will be important to understand?

Partner 1: Read one page while partner 2 listens and follows along.

Partner 2: Tell your partner any important vocabulary words you noticed on the page or he was reading. If you had already written them above, circle them. If you hadn't written them above, fill them in below.

Now switch roles for the next page in your text. Continue until your time is up.

Other important vocabulary words we read and noticed:

My partner's name: _____

The tough goal my partner accomplished is: _____

Name _____ Date _____

WRITING: OVERCOMING SETBACKS

Directions Think and write about a challenging goal you accomplished. Later, you and a friend will pair up to talk and write about how you conquered your challenges.

Think about a time in your life when you had to learn how to do something that was hard. Choose a time when you felt like giving up, but you didn't. Maybe there was a time when you struggled with a subject or topic in school. Or maybe there was a time when you couldn't play a sport or instrument very well yet. You probably had setbacks, or problems that "let you back" from accomplishing your goal. Choose a time when you kept practicing, and you accomplished your goal in the end. Fill out the reflection below.

The challenging goal I accomplished is: _____

How I accomplished it

Setbacks I experienced

- 1)
- 2)

How I overcame my setbacks

- 1)
- 2)

What makes me proud of this

WHOLE GROUP READING

SMALL GROUP OR PARTNER READING

WRITING

CLASS TRIP TO THE ZOO (CONT.)

Part D Field Trip Application

Name _____ Date _____

CLASS TRIP TO THE ZOO (CONT.)

Part B Tickets

Math: CLASS TRIP TO THE ZOO

Directions Your teacher has asked for your help in planning a class trip to the zoo. The school won't pay for the trip unless you can provide a detailed plan for what you will do and how much it will cost. Complete the tasks below to plan your class trip. Be sure to show your work!

Part A Transportation

Your class will need a school bus and driver to take you to the zoo and back again. Use the chart below to help you figure out your transportation.

| | |
|--|---|
| How many students are in your class? | Adults will be joining the class to help supervise. There must be one adult for each group of 4 students. How many adults will attend the field trip? |
| Students will be split into groups of 4. How many groups will you need? | How many total people are going on the trip? |
| A small school bus can fit 18 people. How many buses will you need for your class? | It will take 30 minutes to drive from the school to the zoo. If you want to be at the zoo by 10:00am, what time should you tell the bus driver to leave the school? |
| If the buses leave the zoo at 1:30pm, what time will students be dropped off back at school? | |

Name _____ Date _____

SCIENCE: A BOOK ON MY FAVORITE TOPIC (CONT.)

Directions Choose a non-fiction book about science from our class library for a chapter in our science textbook. Pick a topic you are very interested in. It might be about an animal, ecosystem, space, or anything else to do with science. Read for about 8 minutes, or until your teacher tells you to stop reading. Then, answer the following questions about your book.

Book Title: _____ Author: _____

Circle the text features you noticed. If there were more that aren't listed here, write them in the blank space.

| | | |
|-------------|----------|-----------------------|
| PHOTOGRAPHS | GLOSSARY | TABLES/CHARTS |
| CAPTIONS | INDEX | HEADINGS |
| DIAGRAMS | GRAPHS | WORDS IN BOLD/ITALICS |

What are some vocabulary words in this book you already knew?

What are some vocabulary words you learned by reading this book?

Name 3 interesting facts you read in the book:

- 1)
- 2)
- 3)

What is the best part of the book you read? Copy your favorite quote or sentences.

Name _____ Date _____

WHO'S IMPORTANT IN HISTORY? (CONT.)

Directions Think about the important people you have learned about. People who did important things that changed history are often called "important historical figures." They made decisions and took risks that changed the world. Sometimes they are called "influential." That means they influenced history, or made a big difference in history. In this activity, you will think about who is most important and influential.

1) Use the chart below to list 3 historical figures you think were the MOST important and explain why.

| Person's name | Why that person's important |
|-----------------------|-----------------------------|
| When I was born _____ | |
| When I died _____ | |
| Where I lived _____ | |
| When I was born _____ | |
| When I died _____ | |
| Where I lived _____ | |

2) Think about which of these people was the most important in your opinion. Write a number 1 in the column to the left of that person's name. Write a number 2 next to the second most important person.

3) Use the next page to create an informational card about each historical figure. Inside the box, draw a picture of the person. Fill in the blanks using information you remember from studying the unit, or use resources in the classroom such as your textbook.

4) When your teacher gives the signal, show your paper to a partner. Your partner should read about each person on while you read your partner's paper.

5) Both of you should decide which person is most important on your partner's paper. Put a 1 in the margin by the most important person in your opinion, and a 2 by the second most important person.

6) Compare your answers. Did you agree about which person was most important? Each of you should make a strong case for choice. Listen carefully and consider your partner's opinion, too. There is no correct answer, so try to understand the other person's viewpoint.

7) Look at both of your pages together. Consider all 4 people shown. Who was the most important in history? Talk about your thoughts.

MATH

SCIENCE

SOCIAL STUDIES

OVERVIEW OF LESSON PLANS (DAY 3)

| Subject Area | Main Activities | Skills/Topics |
|--|--|---|
| Whole group reading Small group reading Writing Math Science Social Studies | Change of perspective Partner practice: predicting/recalling vocab Overcoming setbacks Plan a classtrip to the zoo My favorite topic Who is important in history? | Understanding point of view Predicting/recalling vocabulary Writing to explain; comparing/contrasting Applying math skills to real-world problem solving Comprehending and analyzing science text Analyzing/thinking critically about historical figures |

NOTES FOR TEACHER PREP:

Students will need only pencils, and access to a self-selected nonfiction book on a science topic (see note below.)

If you want to keep your regular reading group rotation, you can have students do the small group/partner activity during their small group instruction time. (The activity doesn't require the sub to teach.) Alternatively, the whole class can complete the activity at the same time (dedicate around 15 minutes of your reading block time, and have students pair up with another student who's in their reading group.)

You can save paper for the whole group reading activity by projecting the text on the first page for the class to see, or make photocopies for groups of students to share and read aloud.

For science, students will choose a book to read on their favorite science topic and answer questions about it. They will need access to nonfiction books from your class library on science topics (space, ecosystems, animals, land changes, etc.) If you have your class library organized by genre, pull out the bins which you will allow students to select a book from. If you don't have enough nonfiction books on science topics in your class library, leave a suggested list of chapters from your science textbook that students could choose instead, or use mini nonfiction books that accompany your reading basal set.

For social studies, students will select people they think are important in history. You could allow them to choose figures from the social studies text or a recent unit of study (ie historical figures during the Revolutionary war, in all of U.S. history, in your state's history, during the civil rights movement, etc.) Or allow students to pick any people throughout history whom they feel are important. This could lead to some great discussions about what makes a person's contributions seem important!

NOTES FOR THE SUB:

Whole Group Reading: You may wish to have students pair up to read the passage and answer the questions collaboratively. There's an activity at the end which they can complete on a separate page (or the back of that page, if it's blank) if they finish early.

Small Group Reading: Students complete this activity for around 15 minutes with a partner from their reading group.

Writing: Read the directions together. Students will need to pair up for this activity. It will work best if you allow them to choose partners they are comfortable sharing personal reflections with, rather than assigning partners

Math: Have students read through the directions for each section. They can work in pairs or groups if you would like.

Science: Follow the directions on the student page. This can be an independent or partner activity.

Social Studies: If students are writing about people they have learned about in class, they should reference their social studies texts, notebooks, etc. If they don't have access to some specific details (such as when the person was born/died) and don't have access to the internet so they can look it up, have students write the best information they know (born more than 100 years ago, died at an early age, etc.) The real value in this activity is the critical thinking skills related to what contributions make history, so knowing specific dates and details isn't essential. Give the signal to work with a partner when there are 10 min of class time left. Or, have them begin that portion of the activity when there are 15 min left if you want to have a discussion as a class afterward.

OVERVIEW OF LESSON PLANS (DAY 4)

SHOWING THE SETTING (CONT.)

Directions: Sometimes people buy postcards when they visit a new place. Postcards usually have pictures you wouldn't easily be able to take with your phone or camera. People can keep the postcards as souvenirs and display them at home, or mail the postcards to someone else. It's always fun to get postcards in the mail!

Imagine you are visiting the setting of your story. Design a postcard from that location. On the back, write what you would say if you were to mail the postcard to someone else so they can see and learn about the location you visited.

Front side: Create a drawing that shows the setting. It could be a map of the area or a picture of a certain place!

Back left side: Write a greeting, tell who you like or don't like about the location, and include a closing message with your name.

READING: SHOWING THE SETTING

Directions: Choose a fictional story to read or re-read. Try to choose a story with an interesting setting that you really like.

When your teacher says time for reading is up, answer the following questions. Your story's setting might not have all of these elements, but try to find at least three.

NOTE: Sometimes the setting changes later in the story. If that happens in your story, you can include information from more than one setting or just select the most important setting to focus on for this activity.

- Location:** Do you know the name of the town, city, state, region, country, or planet in the story? Does your story take place in a neighborhood, a house, a school, a forest, or someplace else?
- Geography:** Are there natural features like mountains, canyons, rivers, or oceans nearby? What do you know about the land?
- Time:** What time of year is it? Are there important holidays at that time? What time of day is it? Does your story take place all in one day or does time pass during the story?
- Time Period:** Does your story take place in the past, present, or future? If the author didn't tell you the time period, what clues can you find in the text (technology, real historical events, etc.)?
- Climate / Weather:** Did the author or illustrator include information about the seasons, the weather, storms, or the temperature in your story?

Think and Write: Why is it important for an author to include information about the setting of a fiction story?

SMALL GROUP/PARTNER READING: FLUENCY AND EXPRESSION

Directions: You and a partner from your group will re-read a text you have read before. The purpose is to practice reading fluently (smoothly) and with expression.

Partner 1: Choose a paragraph from the text that you like. Read that paragraph while partner 2 listens for a positive example of how you read with fluency and expression.

Partner 2: Tell partner 1 about a part of the paragraph that you or he read smoothly or with good expression, and explain why you thought it was good. Then make a suggestion for one thing your partner could do to read the paragraph better.

Partner 1: Thank your partner for his or her advice. Re-read the same paragraph, while partner 2 listens for an example of how you improved your fluency and expression on the second try.

Partner 2: Tell partner 1 about one thing she or he did better on the second try.

Now switch roles! Have Partner 2 choose another paragraph from the text, and read it out loud to his partner. I can give feedback.

Continue taking turns reading paragraphs out loud and noticing examples of reading with good expression, until your teacher says you have 3 minutes left, then answer the questions below.

What text did you read?

How did partner 1 improve during this practice?

How did partner 2 improve during this practice?

PARTS OF SPEECH WRITING

Directions: Sort the words below by writing them in the parts of speech columns. You can check your work by putting the words into the blanks for the test sentences for each part of speech. There should be **seven words in each column** when you are done.

| | | | | |
|------------|-----------|----------|----------|-----------------|
| write | buy | forgive | mountain | unusually |
| applaud | carefully | generous | may | superior (noun) |
| graciously | early | hear | often | turtle |
| bottle | fairly | slide | precious | vanish |
| brave | fluffy | justice | angry | |
| | float | image | quently | |

| Nouns: people, places, things, and ideas | Adjectives: words that describe nouns | Verbs: action words | Adverbs: words that describe verbs |
|--|---------------------------------------|---------------------|------------------------------------|
| I see a(n) _____. | There is a(n) _____ cat. | I will _____. | He can't _____. |

Now write a story, poem, letter, or essay using **at least 10** of the words. Try to include as many words as you can! Each time you use a word, circle or highlight it in the list above AND in your writing.

You can use one of these ideas to get started if you want:

- Write a fiction story about someone who goes on a journey to a new place and learns an important lesson.
- Write a fiction story about an older person remembering an adventure of his/her when he was a kid.
- Write a letter of advice to a young child about how to survive the monster living under their bed.
- Write a poem or essay about your favorite thing to do.

Be prepared to share your writing with a partner or with the whole class.

WHOLE GROUP READING

SMALL GROUP OR PARTNER READING

WRITING

MENU MATH (CONT.)

When your birthday comes, you and two of your friends will go out to eat at your restaurant. But, you will only have \$50. Figure out what 3 of you could order that would get as close to \$50 as possible. Start by writing what each person will order and the cost of each item. Add up each person's total to make sure it doesn't go over \$50 in all. Once you are done, figure out how close you got to \$50.

YOUR ITEMS

Draw you and a friend below. Fill in the speech bubbles to show what each person orders for his or her entire meal (pick at least 1 item from each section of the menu). Then, add up the cost to find the total of each order.

MENU MATH

Directions: Create a restaurant menu! Put the name of your restaurant at the top. Think of items for your menu and a price for each item. Write them on the lines below. You will have a chance to decorate after you complete the math activities on the next two pages.

| APPETIZERS (STARTERS) | |
|-----------------------|----------|
| _____ | \$ _____ |
| _____ | \$ _____ |
| ENTRÉES (MAIN DISHES) | |
| _____ | \$ _____ |
| _____ | \$ _____ |
| _____ | \$ _____ |
| DESSERTS | |
| _____ | \$ _____ |
| _____ | \$ _____ |
| DRINKS | |
| _____ | \$ _____ |
| _____ | \$ _____ |

WHY DO ISLANDS EXIST? (CONT.)

Directions: Choose two of the islands you just read about. Write the names of them and how they are formed.

WHY DO ISLANDS EXIST? (CONT.)

Directions: Use the chart below to describe each type of natural island. Include an example.

| Type | Cont. | Example |
|-------------|---|---------|
| Oceanic | When a volcano can build up an oceanic island. | |
| Continental | Islands can form in many different ways. Some islands were not created naturally. They are called artificial islands. Salt and sand can be dug up from other places and dropped into the water until it sticks up above the water to form an artificial island. | |
| Continental | There are 3 main types of islands which are formed naturally. Let's look at each one in detail. | |

SCIENCE: WHY DO ISLANDS EXIST?

Directions: Read about 5 types of natural islands. Use a pencil, eraser, highlighter, or colored pencil to underline each of the 5 ways as you read.

An island is a piece of land surrounded by water on all sides. Islands can be found in all different bodies of water, including oceans, seas, and lakes. Islands can be so small that only one person could stand on them, or cover hundreds of thousands of miles.

People often think of islands as places with sand, palm trees, and warm weather. Though some islands are that way, others are cold, and some have all four seasons. They can be found in places all over the world.

There are 3 main types of islands which are formed naturally. Let's look at each one in detail.

Oceanic islands are one type of island that is formed naturally. They were once connected to a continent, but were formed when small pieces of the land broke off from larger pieces of land. Sometimes continental islands are formed when ice melts from glaciers, flooding much of the land and leaving some of it stranded on an island. Great Britain and Ireland in Europe (shown below left) and Madagascar in Africa (shown right) are examples of continental islands.

Continental islands are one type of island that is formed naturally. They were once connected to a continent, but were formed when small pieces of the land broke off from larger pieces of land. Sometimes continental islands are formed when ice melts from glaciers, flooding much of the land and leaving some of it stranded on an island. Great Britain and Ireland in Europe (shown below left) and Madagascar in Africa (shown right) are examples of continental islands.

Artificial islands are islands that are built by humans. They are often built for military or commercial purposes. Some artificial islands are built in the ocean, while others are built in lakes or rivers. The artificial island of Palmyra in the Pacific Ocean is a good example of an artificial island.

SOCIAL STUDIES: VOCABULARY CHOICE BOARD

Directions: You will need 10-15 vocabulary words to complete this activity. Use your most recent social studies vocabulary list, or words you select from your current unit of study for another option provided by your teacher! Then choose TWO of the activities below and complete them on the back of this page or on separate paper.

| | |
|--|---|
| Create a picture dictionary using 10 vocabulary words. Each entry should include the vocabulary word and a picture to show the meaning of the word. | Choose 5 words. Draw a picture for each word. Write a caption for each picture that includes the vocabulary word. |
| Write definitions of 10 vocabulary words in your own words. Make sure your definitions are clear. There should be enough information for anyone to read your definition and understand the word's meaning. | Divide your paper in 3 columns (full sections). In the 1st column, write which of the vocabulary words you could explain to someone else. In the 2nd column, write the words you know a little bit. In the 3rd column, write the words you don't know. What could you do to learn more about the words in the second and third columns? |
| Write a short story (at least 15 sentences long) using 10-15 vocabulary words. Underline each vocabulary word when it is used. The story must make sense all the way through. | Write 10 sentences (each containing one vocabulary word) to illustrate the vocabulary word's meaning. Underline each vocabulary word when it is used. Challenge yourself to write complex sentences. |

MATH

SCIENCE

SOCIAL STUDIES

OVERVIEW OF LESSON PLANS (DAY 4)

| Subject Area | Main Activities | Skills/Topics |
|--|---|---|
| Whole group reading Small group reading Writing Math Science Social Studies | Showing the setting Partner practice: fluency/expression Parts of speech writing Menu math Why do islands exist? Vocabulary choice board | Reading fiction text, analyzing settings Reading fluency and expression Identifying parts of speech & applying to creative writing Money, operations, real-world problem solving Comprehending science text, comparing/contrasting Understanding and applying vocabulary |

NOTES FOR TEACHER PREP:

Students will need only pencils for these activities. Crayons/colored pencils are optional for the math activity.

If you want to keep your regular reading group rotation, you can have students do the small group/partner activity during their small group instruction time. (The activity doesn't require the sub to teach.) Alternatively, the whole class can complete the activity at the same time (dedicate around 15 minutes of your reading block time, and have students pair up with another student who's in their reading group.)

For math, students will create a restaurant menu. You may want to specify directions for the menu prices students create, based on you're their current skill levels (i.e. tell them to use whole numbers like \$6 or if they should include cents, such as \$6.99, which would make the activity more challenging.)

For social studies, students will choose a vocabulary activity from a choice board. Leave a list of words for students to use or give them a specific unit or chapter from your social studies text to select words from.

NOTES FOR THE SUB:

Whole Group Reading: Follow the directions on the student page. This can be an independent or partner activity.

Small Group Reading: Students complete this activity for around 15 minutes with a partner from their reading group.

Writing: Students should compose their stories on the back of the paper if it's blank, or on a separate sheet of paper (or in a writing journal) if the day's copies have been photocopied back to back.

Math: Students can work collaboratively on this if needed. They may decorate their menus with colored pencils/crayons when done if those materials are available.

Science: Read and complete the activities together as a whole class, or allow students to work with partners or a small group.

Social Studies: it may be helpful to read the options on the vocabulary choice board together before releasing students to work.

OVERVIEW OF LESSON PLANS (DAY 5)

ADVICE TO A CHARACTER (CONT.)

Directions: Now that you know this character well, think about some advice you would give about the problem the character was facing. Compose a letter or email to the character. Use your reflection from the previous page to help you complete each section of the letter.

Paragraph #1
Greeting (Mr. Deane or Ms. ...)

Paragraph #2
Introduce yourself to the character. Include at least one thing you know about the character.

Paragraph #3
Explain the problem the character faces in the story.

Paragraph #4
Suggest at least one piece of advice about how the character could respond to the problem in the story.

Closing
Your Name

READING: ADVICE TO A CHARACTER

Name _____ Date _____

Directions: Choose a fiction story to read. It can be a book you have already started or a new one. Your teacher will tell you when to stop reading. You will then choose one of the main characters in your book and complete the activities here.

Title: _____
Author: _____
Character I think is most interesting: _____

If you haven't finished the story yet, you might not know the answer to every question in the chart. Do your best to fill out each section based on what you have read.

| | | |
|---|--|---|
| What does the character look like? | Describe the character's personality. | What does the character like? |
| How does the character treat other characters in the story? | This character's biggest problem (or biggest fear) is... | In the story, this character learns how to... |

What do you have in common with the main character? Do you look or act the same way? Have you ever been in a situation that is similar to what the character is experiencing? Describe the ways you could relate to this character when you were reading.

Partner 1 Name _____ Date _____
Partner 2 Name _____

SMALL GROUP/PARTNER READING: NON-FICTION COMPREHENSION

Directions: You and a partner from your group will reread a non-fiction text you have read before. The purpose is to practice understanding what you read.

Partner 1 - Read last pages while partner 2 listens and follows along.

Partner 2 - Ask a question about what your partner read. You can use the ideas below to help you. Now switch roles for the next page in your text! Continue until your time is up.

QUESTION IDEAS

| EASIER QUESTIONS | HARDER QUESTIONS |
|--|---|
| <ul style="list-style-type: none"> How would you describe...? Can you name...? Give examples of...? What is...? When did...? How would you show...? Who was...? What is the definition of...? How many...? Can you name all of...? | <ul style="list-style-type: none"> What could have happened next? How would you change...? How is... related to...? What do you think...? What was the main idea? Who did... happen? In your own words, what the story of... is about. What happened after...? How would you explain...? |

MY GRAPHIC NOVEL:

Name _____ Date _____

WRITING: CREATE A GRAPHIC NOVEL

Directions: Choose a topic from a current or recent unit of study which you think is important for other students to understand. It can be something you learned in any subject area.

Then, design a graphic novel to teach other students about that topic. A graphic novel is like a comic book. It tells a story using "panels" (long rectangles with the characters drawn in the rectangles and speech bubbles showing the dialogue words the characters are saying).

Use the next page to design your graphic novel. It should clearly teach key ideas about the topic in a way that other students can understand and would be interested in reading.

Be sure to fill every frame, have more than one character, and include dialogue and thought bubbles.

The rubric below indicates the point values for each required element. Use the rubric to self-assess your assignment when you are done.

| | |
|--------------------------------------|------------------|
| Title is creative and interesting | / 15 pts. |
| Concepts are taught clearly | / 50 pts. |
| Story and characters are interesting | / 25 pts. |
| TOTAL | / 100 pts. |

WHOLE GROUP READING

SMALL GROUP OR PARTNER READING

WRITING

GOING ON VACATION (CONT.)

Souvenirs

Shell _____
Treasure _____

GOING ON VACATION (CONT.)

Name _____ Date _____

MATH: GOING ON VACATION

You convinced your family to save up money and go on an island vacation! Now that you are on the island, you have to spend your allowance money wisely.

Treats and Snacks

| MENU | |
|---------------|--------------|
| Sandwich \$3 | Fries \$2 |
| Fish \$4 | Salad \$3 |
| Burger \$4 | Fruit \$2 |
| Ice Cream \$3 | Popsicle \$2 |

Read the menu choices above. You have \$10 to buy treats and snacks. Any leftover money can be used to buy activities and souvenirs.

Add up the cost of your snacks. _____
Draw a picture of your snacks. _____

How much money do you have left? _____

THE BERMUDA TRIANGLE MYSTERY (CONT.)

Directions: Answer these questions based on the article you just read.

What are some theories (ideas) that other people have about the disappearances in the Bermuda Triangle?

How would YOU explain the disappearances?

Do you think the Bermuda Triangle is real? Why or why not?

What advice would you give to people who are traveling through the Bermuda Triangle?

SCIENCE: THE BERMUDA TRIANGLE MYSTERY

Directions: Read the article about the Bermuda Triangle.



Have you ever heard of the Bermuda Triangle? The Bermuda Triangle is an area in the Atlantic Ocean. It is between Florida, Bermuda, and Puerto Rico. If you were to connect these three places with a line, it would look like a triangle. That's how the Bermuda Triangle got its name.

The Bermuda Triangle is famous because many airplanes and ships have disappeared or had accidents in this area. To some people, it seems like more strange and unexplained things happen here than in other places.



One of the first strange reports came from Christopher Columbus. He sailed through the area hundreds of years ago. He said he saw a strange light in the ocean.

Turkey, centuries before Christopher Columbus just saw a monster. A monster is a rock falling from space. Monsters happen pretty often. There's nothing mysterious about that!

Around 100 years ago, a Navy cargo ship with over 300 people on board sank. The ship never sailed on the route for help. Nobody ever found the ship. After this, people became very interested in these unexplained disappearances.

Later, two more ships disappeared. We still don't know what happened to any of those three ships. Perhaps bad weather or a storm sank them. But the ships were never found.

After airplanes were invented, there were mysterious disappearances with planes, too. Lots of planes would get lost when flying through the Bermuda Triangle. They would fly around in circles, not sure which way to go. Eventually, they would run out of gas and crash. Some planes that have disappeared in the Bermuda Triangle were never found.

Today, two more ships disappeared. The technology on ships and planes helps prevent problems. But people still like to think about the stories they've heard about the Bermuda Triangle. They create theories (ideas to explain what they think happened).

Some people say aliens from outer space took the planes and boats. Some people say there are special gravity forces, water spouts, and gas under the ocean floor in that area. Most scientists now agree that the area is not any more dangerous than the rest of the ocean.

TIMELINE GAME CARDS

Date event happened _____ Student Name _____
Where it happened _____
What happened _____
Who was part of it _____
What caused it _____
What was the effect of _____

SOCIAL STUDIES: TIMELINE GAME

Directions: Talk with your group about important historical events you've learned about in social studies. These are things that have happened in the past which changed the world and influenced history. You will describe them on cards, and then play a game to create a timeline together using your cards.

- Each person in your group should choose 2 events. Make sure you are choosing different events than your team members. Write your 2 events below.

1. _____
2. _____

Date event happened _____
Where it happened _____
What happened _____
Who was part of it _____
What caused it _____
What was the effect of _____

How to play the game and create your timeline

- Put all your group's cards together in a pile with the picture side up. This will be the pile of cards you draw from.
- Take the card from the top of the pile and put it above the draw pile. This is the Starting Card.
- The first player chooses a card from the top of the pile. Think about when the event on the card happened. Place it to the left of the Starting Card if it happened before the Starting Card event. Place it to the right of the Starting Card if it happened after the Starting Card event. Now a timeline with two events has been created!
- Have the next player take the cards over to check the date on the back. If the cards are in order, flip them back to the picture side, and draw another card from the pile. If they're not, flip them before flipping them back over. Then choose a new card from the draw pile to add to the timeline.
- Continue playing until all the cards from the draw pile are used, and everyone has had 2 turns to check the order and add a new card to the timeline. Your group wins if you end with a correct timeline before time is up!

MATH

SCIENCE

SOCIAL STUDIES

OVERVIEW OF LESSON PLANS (DAY 5)

| Subject Area | Main Activities | Skills/Topics |
|--|---|--|
| Whole group reading Small group reading Writing Math Science Social Studies | Advice to a character Partner practice: nonfiction comp. Create a graphic novel Going on vacation The Bermuda Triangle mystery The timeline game | Character analyzing in fiction Nonfiction text comprehension Writing for real-world purposes, dialogue Money, operations, real-world problem solving Making scientific predictions and inferences Sequencing historical events, timelines |

NOTES FOR TEACHER PREP:

Students will need only pencils, access to a fictional self-selected book for the whole group reading activity, and scissors and glue for the social studies activity.

If you want to keep your regular reading group rotation, you can have students do the small group/partner activity during their small group instruction time. (The activity doesn't require the sub to teach.) Alternatively, the whole class can complete the activity at the same time (dedicate around 15 minutes of your reading block time, and have students pair up with another student who's in their reading group.)

For whole group reading, students will be reading a self-selected fiction text, reflecting on the main character, and writing a letter of advice to the character. You can specify the text if you prefer—it could be from the basal reader if you use one, or any book from the class library. The more choice students have, the more likely they are to be interested in the character and write a thoughtful character analysis.

For writing, students will be creating a graphic novel. The directions should be clear enough for students to understand the concept, but if you have any graphic novels or comic books in your class library, you can pull them out for your sub to show as an example.

For social studies, don't photocopy the two pages back to back, as students will need to cut out the second page. They will be sequencing historical events. You could allow students to choose any events in history they know about, or give them a specific time frame or unit of study (ie. a time within your country's history, your state's history, during the civil war, in the 19th century, etc)

NOTES FOR THE SUB:

Whole Group Reading: Students should read a fictional text independently for the first portion of class. Have them stop reading when there's about 20-30 minutes of time left in the reading block, and then they can begin the written activity. They will choose one main character from the text they were reading. They don't have to select the most prominent character, but should select one of the main characters so they know enough about the person to complete the chart. Choosing a minor character would make the activity too difficult.

Small Group Reading: Students complete this activity for around 15 minutes with a partner from their reading group.

Writing: Review the directions and ensure students understand what a graphic novel is (similar to a comic book.)

Math: Students can work collaboratively on this if you would like.

Science: Follow the directions on the student page. This can be an independent or partner activity.

Social Studies: Scissors and glue are needed. Students should work in groups of 4. They should use the majority of the class period to create the timeline cards. Have students begin game play (even if they haven't finished the cards) when there are 15 min left in the period. If students have extra time, they can switch cards with another group and play each other's games.

OVERVIEW OF LESSON PLANS (DAY 6)

THE MORAL OF THE STORY (CONT.)

Directions: Use this page to create your design. Remember to include:

- The moral of the story (one or two sentences) in the big center square
- An important scene from the story showing the characters and setting in the big center square
- Repeating designs in the border to show key ideas or important symbols (use the same designs on every side, or choose different ones for each side and the corners)

Name: _____ Date: _____

READING: THE MORAL OF THE STORY

Directions: Think about a book or story you have read that had an important lesson for the reader. Sometimes this lesson is called the "moral of the story." You will create a square design to show the moral of the story. Your classmates will try to guess which story you chose, based on your design.

Here is an example by a student named Eduardo. He wrote the moral of the story in the center. In the four corners, he drew four scenes from the story. He also drew an important scene in the center. He drew the characters and setting from the story.

Around the edges, Eduardo made a repeating design of important symbols and key ideas from the story. He put smaller key symbols in the building materials for the story's house on each corner.

You can probably guess his story: the 3 Little Pigs.

Why do you think the author...
Why do you think it's important...

- Choose a book, story, fable, folk tale, or myth. The one you choose should have a moral of the story or lesson that you think is important for kids to remember. Write your book title and author (if you know it) here.
- What is the moral of the story? Write one or two sentences which you will add to your design.
- What will you draw in the main center area to show the characters and setting?
- What images will you use for the border? You can repeat the same important symbols the entire way around, or choose different ones for each side and for the corners.

Partner 1 Name: _____ Date: _____
Partner 2 Name: _____

SMALL GROUP/PARTNER READING: FINDING SUPPORTING DETAILS

Directions: You and a partner from your group will re-read a text you have read before. The purpose is to practice finding and re-stating the main idea and details that support the main idea.

Partner 1 - Read **page 202** while partner 2 listens and follows along.
Partner 2 - Tell the main idea of what your partner read to you. Then tell 2 supporting details about the main idea.

Now switch roles for the next page in your text. Continue until your teacher says you have 3 minutes left, then answer the questions below.

What text did you read?

What was the main idea of what you read?

What were some supporting details for the main idea?

A SMALL MOMENT MEMORY (CONT.)

Directions: Use the planning sheet on the previous page to help you write your small moment narrative below.

Name: _____ Date: _____

WRITING: A SMALL MOMENT MEMORY

Directions: Today you are going to write a personal narrative. A personal narrative is a story about your life. However, you won't tell everything that happened, because it would be too long. And, you won't tell it in a shorter, more general way because it would be boring without good details. Instead, you'll pick one small part of the story that would be interesting to your reader, and tell it with lots of details. That's called writing about a "small moment."

For example, you could write about going to a theme park but never. You don't need to write about the ENTIRE trip. Just tell about a small memory from the day, like your experience getting on your favorite ride or a ride you were really nervous about.

Another example, you could choose to write about a holiday. You don't need to write about the ENTIRE holiday, from the moment you wake up to the moment you want to sleep. Instead, you could tell about opening your favorite present, or how the big dinner got ruined and you ended up eating sandwiches.

Here are some topic ideas to get your memories flowing! You can use one of these, or pick your own.

| | | |
|--|---|--------------------------------------|
| A vacation | A family tradition | Time with friends |
| A time you were surprised by something | A difficult time you had to get through | The first day of a new school year |
| Meeting your new sibling | Your most recent birthday | A trip to a museum |
| Your favorite field trip | Getting your first pet | A holiday celebration |
| Playing a game on your sports team | Learning to play an instrument | A time when something made you angry |

Now use the next page to help you plan out your small moment personal narrative.

WHOLE GROUP READING

SMALL GROUP OR PARTNER READING

WRITING

MATH STRATEGY MINI BOOK (CONT.)

Design your mini-book to persuade a friend to use your strategy. You can use the squares below. Or if your teacher allows you, make your mini book using a separate piece of paper. You can fold your paper into quarters to create 4 rectangular mini pages. Cut them apart, and staple them together. Use the back of the pages so you have 8 in total.

FRONT COVER (name of strategy, your name)

Why your strategy is the best

Step 1 for solving (give an example problem)

Step 2 for solving (use words and/or drawings)

Name: _____ Date: _____

MATH STRATEGY MINI BOOK

Directions: Follow the steps below to choose your favorite strategy for solving problems using the operation your teacher gives you. You will create a mini book to persuade (convince) a friend that your strategy is the best one.

- Think about the different strategies you know for solving problems using this operation (drawing, number lines, and so on). List them out below.
- Which one is your favorite strategy?
- Show how to solve an example problem using your strategy. You can use words and drawings.
- Look at how you solved the problem. How many steps does it take to use this strategy?
- Write 1-2 sentences to explain each of the steps you just listed in the example above. Use words and drawings as needed. You may have fewer than 3 steps, but try not to have more than 3 steps.

STEP 1: _____
STEP 2: _____
STEP 3: _____
STEP 4: _____
STEP 5: _____

SCIENCE GAME CARDS

Name: _____ Date: _____

SCIENCE CARD GAME

Directions: Talk with your partner about the topic or category assigned to you by your teacher. What are 6 important things to know about your topic? You and your partner will describe them on cards and then play a game with them.

- Talk with your partner about 6 important things related to your topic. You should each write the SAME things on your own pages.
1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
- On the next page, you will find 6 cards, one for each of your things. You will write 3 facts about each one. Your facts can be the same as your partner's or you can each choose your own facts if you want to challenge each other.
- Get your cards ready.
- Follow the directions below to play the game.

How to play the Science Card Game

- Each player holds all his or her cards in hand so the other person can't see them.
- Player 1 asks a question of player 2 to try to get the matching card. You can NOT ask for the card directly, instead, ask about a fact related to the card. For example, if you want an ocean habitat card, ask, "Do you have a card that shows a place that is full of saltwater?" If you want a card with the Great Man on it, ask, "Do you have a card with a red planet on it?"
- Your partner should try to figure out which card you need, and give it to you. If your partner gives you the wrong card, tell her or him that's not it, by saying, "When you get the month, lay it down in front of you."
- Take turns asking and finding matches. Don't ask the same question more than once or use the same question your partner asked!
- Continue playing until all the cards are matched, which means you both win.
- Play again if you have time.

When your teacher gives the signal, team up with another set of partners. Mix all your cards together and have each person take 6. Play the game the same way, but keep in mind the person you ask for your match might not have it, and that means your turn is over. Ask a different person on your next turn. Keep playing until all cards are matched. The team of partners with the most matches wins!

TODAY IS HISTORY (CONT.)

Directions: You are a historian. You and your group of historians have found an archaeological dig site. It's filled with artifacts that appear to be from around 2000-2020, perhaps 2008. That's more than 200 years ago!

It is your job to explain these objects. What were they used for why built in 2008? How did they help the people of the world? As a historian in the year 2120, your life is very different from life in 2008. These objects are completely unfamiliar to you. You must use what you know about history and clues from these artifacts to make inferences about life in 2008.

For each object, think about its design and purpose. Try to think like a historian in 2220. Answer the questions by first talking with your group, and then by recording the answers you decide on together.

Name: _____ Date: _____

SOCIAL STUDIES: TODAY IS HISTORY

ARTIFACT #1

Word Bank

Artifact: An object made by a human. Historians: A person who studies history. Archaeologist: A person who studies human history through artifacts or archaeological digs. Archaeological dig site: A place where artifacts are uncovered (dug up) for study. Inference: A reasonable conclusion based on evidence.

What do you notice about this artifact? Describe each characteristic.

| | | | |
|-------|---------|-------|----------|
| Shape | Texture | Color | Material |
|-------|---------|-------|----------|

What could be possible uses for this item? Describe your ideas below.

| | | |
|-------------------|------------------|---------------------|
| In people's homes | In people's jobs | Other possible uses |
|-------------------|------------------|---------------------|

What does this item tell you about life in 2008? What can we infer about 2008 based on this object?

MATH

SCIENCE

SOCIAL STUDIES

OVERVIEW OF LESSON PLANS (DAY 6)

| Subject Area | Main Activities | Skills/Topics |
|--|--|--|
| Whole group reading Small group reading Writing Math Science Social Studies | The moral of the story Partner practice: finding details A small moment memory Math strategy mini book Science card game Today is history | Identifying the moral of lesson in fiction/fairy tales Finding supporting details for the main idea Writing small moment narratives Identifying and explaining math strategies Summarizing key scientific concepts Inferencing, analyzing historical significance |

NOTES FOR TEACHER PREP:

Students will need only pencils, access to a self-selected book during your reading block, and scissors for science.

If you want to keep your regular reading group rotation, you can have students do the small group/partner activity during their small group instruction time. (The activity doesn't require the sub to teach.) Alternatively, the whole class can complete the activity at the same time (dedicate around 15 minutes of your reading block time, and have students pair up with another student who's in their reading group.)

For math, students will create a math strategy mini book. Rather than using the pages provided, you may want to allow them to work on their own blank printer paper or construction paper, which will give them more space to write/draw and will allow them to create an actual mini book. However, if your sub is likely to be short on time or you don't want to mess with scissors and stapling, they can complete the activity right on the page.

In science, students will create a game with 6 facts about a science topic. You can specify a topic which students have recently learned about (natural resources, ecosystems, solar bodies, natural disasters, weather events, etc would all work well.) Don't photocopy these pages back to back, as students will need to cut apart the second page.

You can save paper with the social studies activity by providing one copy per group (they'll be working in groups of 4) and having students write on their own paper or in a notebook/journal. You could also leave out the Use and Significance chart.

NOTES FOR THE SUB:

Whole Group Reading: If you have a long reading block, have kids read a self-selected text for the first half of the block. You may want to introduce the written activity first, and encourage kids to choose a book (or story from their basal reader to re-read) which has a moral or a lesson. Have kids complete the activity, which should take 20-30 minutes (perhaps longer if they want to color and decorate.) When there's about 10 min left, you can have kids share with the class or small group and try to guess what the story is. When kids are sharing, encourage them to talk about their answers to the last two questions on the page (Why do you think the author wanted people to learn this lesson from the story? Why do you think it's important for your classmates to know?)

Small Group Reading: Students complete this activity for around 15 minutes with a partner from their reading group.

Writing: If possible, you may want to complete this activity as a whole class and facilitate discussion around it.

Math: Read the directions together. You may want to complete #1 together and brainstorm different strategies.

Science: Scissors are needed for this activity. Students will work with a partner to complete it. Give students the topic or category provided by their teacher. If none was given, students can choose any science topic they've learned this year.

Social Studies: You may want to read and complete the first page together as a class. Then have students work in groups of 4 to finish the activity. If time is short, have each student choose just 2 artifacts and fill out the information for only those two. You could also leave out the Use and Significance chart to shorten the activity.

OVERVIEW OF LESSON PLANS (DAY 7)

DESIGN A MUSEUM (CONT.)

Directions: Now imagine that you have the resources to create a museum all about the topic of your book. Use the spaces below to design it. Make sure that visitors to your museum will learn about the three big ideas you listed on the previous page.

What is the name of your museum? Why did you choose that name?

Name _____ Date _____

READING: DESIGN A MUSEUM

Directions: Choose an informational nonfiction book to read until your teacher says time is up. Your book should be on ONE specific topic, such as an animal, ecosystem, country, sport, or famous person.

When you are done reading, write down 3 big ideas. For example, if you are reading a book about snakes, the 3 big ideas might be the snake's habitat, food, and life cycle. Write 2 important details which tell more about each big idea. You will use this information to help you design a museum about your topic later on.

The title of my informational nonfiction book is _____

The topic of my informational nonfiction book is _____

Big Idea #1
Detail #1 _____
Detail #2 _____

Big Idea #2
Detail #1 _____
Detail #2 _____

Big Idea #3
Detail #1 _____
Detail #2 _____

If you finish _____

Partner 1 Name _____ Date _____
Partner 2 Name _____

SMALL GROUP/PARTNER READING: THINKING CRITICALLY ABOUT THE TEXT

Directions: You and a partner from your group will reread a text you have read before. The purpose is to practice understanding what you read.

Partner 1: Read one page while partner 2 listens and follows along.

Partner 2: Ask a question about what your partner read. You can use the ideas below to help you. Now switch roles for the next page in your text. Continue until your time is up.

HEADER QUESTIONS

- When would you do it?
- How would you do it?
- What would you recommend it?
- Why are _____ better than _____?
- How would you have handled it?
- What do you think about it?
- What are the consequences of it?

QUESTION IDEAS

| EASIER QUESTIONS | MEDIUM QUESTIONS |
|---|--|
| <ul style="list-style-type: none"> • How would you describe it? • Can you name it? • Give an example of it. • Point to the _____. • What's it? • When did it? • How would you do it? • What's the definition of it? • What happened after it? • Can you name the _____? | <ul style="list-style-type: none"> • What could have happened next? • How would you change it? • Give an example of it. • What do you think of it? • What was the main goal? • Who did _____ happen? • In your own words, retell the story of _____. • Compare _____ and _____. • How would you explain it? |

CREATE A STORYBOARD (CONT.)

Directions: Use the space below to create the storyboard for your video. Use the boxes to sketch (draw) in what's happening in your key scenes, and the space underneath the boxes to describe the action, narration/voiceover, and special effects (if any). You can add additional frames on another page if needed.

Name _____ Date _____

WRITING: CREATE A STORYBOARD

Directions:

- Follow your teacher's guidelines to choose a topic from a nonfiction text or book you have read. The topic should be something you understand well, and that you think is important for other students to understand.
- Think about how you could create a video to teach other students about the concept. Design a "story-board" to show a sample of what your video will be like. A storyboard is a tool for video creators to plan what they will show and say in their videos. It's like a graphic organizer they use before directing the video or having it animated.

Use the next page to create your storyboard. It should show a few scenes from the beginning, middle, and end of the video you'd like to make. It should teach key ideas about the topic in a way that other students can understand and would be interested in watching. Be sure to fill every frame with a sketch of the action and describe what's happening on the lines underneath so an animator or director would be able to produce your video.

Example storyboard

WHOLE GROUP READING

SMALL GROUP OR PARTNER READING

WRITING

PLAN A CLASS PARTY (CONT.)

Part D: Decorations

PLAN A CLASS PARTY (CONT.)

Part C: Drinks

Name _____ Date _____

MATH: PLAN A CLASS PARTY

Directions: Your teacher has asked for your help in planning a class party. You will need to make decisions about food, drinks, and decorations. Complete the tasks below to plan your class party. Show your work below or on scrap paper.

Part A: Cupcakes

Jason is going to make rainbow cupcakes for the party. Help him figure out the cost of ingredients.

| | | | |
|-----|---------------------|-----|--------|
| \$5 | 5 boxes of cake mix | \$1 | Butter |
| \$4 | Milk | \$4 | Eggs |

What is the total cost of ingredients?

If Jason uses a \$10 bill to pay, will he have enough money? How much more will he need?

Part B: Pizza

Your class wants to order pizza for the party. Answer the questions below.

How many people are in your class (don't forget the teacher)?

If each person eats 2 pieces of pizza, how many pieces of pizza will you need?

A large pizza has 8 slices, how many pizzas will you need to order? (Hint: Cover by 8 until you have enough)

For each pizza you will need to order, you can choose 2 toppings (pepperoni, extra cheese, mushrooms, pineapple, ham, sausage, and so on). Make a list of the kinds of pizzas you will order for the party.

UNITS OF MEASUREMENT PUZZLE PIECES 13-16

UNITS OF MEASUREMENT PUZZLE PIECES 1-12

Name _____ Date _____

SCIENCE: UNITS OF MEASUREMENT PUZZLE

Directions: Being able to measure things very accurately and precisely is important for scientists. In this activity, you will solve a puzzle by matching words, definitions, and examples of measurement work. This will help you understand how different types of customary and metric measurements work.

- Go to the pages you were given with puzzle pieces, which look like squares. Put your initials in the middle of each puzzle piece square in case they get mixed up with a friend's after they're cut out.
- Cut out all of the squares on the puzzle pieces pages so that you have 16 puzzle pieces.
- Assemble your puzzle by putting matching sides of different squares together. The example picture below shows you how. When you are done, you will have one large square puzzle with 16 pieces (4 rows of 4 squares). You can give your completed puzzle away as a blank piece of paper, or take the pieces home to keep playing again and again.

The pieces on the page before they are cut out are NOT marked up correctly. Cut them apart. Match them so that the sides that touch each other go together and make sense like the letters do here.

Use these facts about measurement to help you solve the jigsaw puzzle.

| | | |
|--|---|---|
| 1 kilometer = 1,000 meters 1 meter = 100 centimeters 1 centimeter = 10 millimeters | 1 liter = 1,000 milliliters 1 kilogram = 1,000 grams 1 gram = 1,000 milligrams | 1 minute = 60 seconds 1 hour = 60 minutes 1 day = 24 hours 1 year = 365 days |
| 1 yard = 3 feet 1 foot = 12 inches 1 mile = 5,280 feet | 1 tablespoon = 3 teaspoons 1 cup = 8 ounces 1 pint = 2 cups 1 quart = 2 pints 1 gallon = 4 quarts | 1 second = 18 inches 1 ton = 2,000 pounds |

GUESS WHO (CONT.)

Name _____ Date _____

SOCIAL STUDIES: GUESS WHO

Directions: A historical figure is a famous person in history. You will choose one historical figure you really enjoyed learning about or know quite a few facts about. Don't tell anyone which historical figure you chose instead, use this page to write clues about the person. Later, you will read your clues to a partner and see if he or she can guess who your historical figure is.

Example:

- I've not been in Germany.
- I don't start talking until I'm 10 years old.
- My grandfather used to tell me the secret input.
- He first became interested in science when he had gone home a compass.
- He was famous for being a scientist.
- If you think of the word "genius," his name will probably come to mind.

Answer: Albert Einstein

When you're reading figures, you can picture before you other classmates.

When you're writing your clues.

4 clues about my historical figure:

- 1
- 2
- 3
- 4

Now, use your 4 clues to write a short paragraph that you will read to your partner. Make sure you do NOT include the historical figure's name in your paragraph. Try to put the hardest clues FIRST, and the easiest ones at the end so that your partner has to think a bit. Write out who you are the actual historical figure like the example below.

Example: I was born in Germany. My own grandfather used to tell me I was not smart. This was mostly because I didn't start speaking till I was 10 years old. My father got me a compass, which is why I became interested in science. I became famous for my scientific discoveries. Another you know the word "genius," you probably think of my name.

MATH

SCIENCE

SOCIAL STUDIES

OVERVIEW OF LESSON PLANS (DAY 7)

| Subject Area | Main Activities | Skills/Topics |
|--|--|--|
| Whole group reading Small group reading Writing Math Science Social Studies | Design a museum Partner practice: thinking critically Create a storyboard Plan a class party Units of measurement puzzle Guess my historical figure | Identifying/applying main idea and details Critical thinking and problem solving Summarizing main ideas, apply to new context Money, operations, real-world problem solving Customary and metric measurement in science Identifying characteristics of historical figures |

NOTES FOR TEACHER PREP:

Students will need pencils, access to a self-selected informational nonfiction book from your class library for the reading activity, and scissors for the science activity. Optionally, you can make glue and extra printer paper or construction paper available to students for the science activity, and they can paste their finalized puzzle to the page. Crayons or colored pencils are optional for writing.

If you want to keep your regular reading group rotation, you can have students do the small group/partner activity during their small group instruction time. (The activity doesn't require the sub to teach.) Alternatively, the whole class can complete the activity at the same time (dedicate around 15 minutes of your reading block time, and have students pair up with another student who's in their reading group.)

For whole group reading, Students need an informational nonfiction book to read for the first half of your reading block, identify 3 big ideas and some details from it, then design a museum to teach others about the topic of their book. Students can self-select texts or you can assign a book or chapter (from your reading basal, science, or social studies text.)

For writing, students will create a storyboard on a nonfiction topic they have learned about in the past and understand well. This could be the same book/topic they used for the reading activity to take their reflection deeper, or they could use a different topic. You can choose the same topic for all students, give them 3-4 choices, or leave the activity totally open-ended to allow more choice. Students could use storyboardthat.com or another online tool for storyboarding if the sub is comfortable and sufficient tech access is available.

Be cautious when making photocopies for science: DO NOT print puzzle piece pages double-sided. Print enough copies of the first page of puzzle pieces for your whole class (1 page per student.) With the second page of puzzle pieces, print enough copies of this page for HALF your class (1 page = 2 students.)

NOTES FOR THE SUB:

Whole Group Reading: Review the directions with students before they begin reading. ensure every student has an appropriate text that will work for this activity (you can walk around while students read to look at their book choices). Allow students to read independently, and when there is approximately 20-30 min left in the reading block, have them begin completing the written activity.

Small Group Reading: Students complete this activity for around 15 minutes with a partner from their reading group.

Writing: Review the directions together before releasing students to work. They may use crayons or colored pencils if they finish early.

Math: Students may work in pairs for this activity.

Science: Read and explain the directions before releasing students to complete the activity. Scissors are needed. If students have extra time, you can make glue and extra printer paper or construction paper available to students, and they can paste their finalized product to the page. Otherwise, they can either trash the pieces when they're done or paperclip them together to take home.

Social Studies: Students will do beginning of the activity independently, and then pair up with a partner to complete the rest. Let students know when it's okay for them to work with a partner. They will try to have their partners guess the historical figure they wrote and drew about. There should be time at the end for them to switch partners and repeat the activity—let them know when it's okay to do this. If it feels too chaotic to have students moving around the room, have them choose a partner that sits at their table or nearby. Or, you could have one volunteer at a time read to the whole class and take turns guessing. When there's just a few minutes left, have students do the reflection exercise at the end of the second page.

OVERVIEW OF LESSON PLANS (DAY 8)

PLAN A MOVIE TRAILER (CONT.)

Now, write the script for your movie trailer. The script is what the narrator will read during the trailer. It should tell about the big problem the main character faces. Most movie trailers are about 1 minute long, so read your script to yourself slowly and with expression (just like in a real movie trailer). This will help you make sure it's the right length.

- Tips:
- ✓ Include words that will make the audience want to watch the movie.
 - ✓ No spoilers (don't give away the ending!)

Name: _____ Date: _____

READING: PLAN A MOVIE TRAILER

Directions: First, read a short story or book until your teacher says time is up. You may also use a chapter book you are in the middle of reading, but you should already be at least halfway through the book in order to complete activity.

When you're done reading, imagine the book is going to be made into a movie. You will plan a movie trailer, which is an advertisement to show people what the movie is about. It's sort of like a commercial. People can watch your trailer to decide if they want to see the movie.

What is the title of the book this movie will be based on?

Who is the author of the book?

Who are the main characters in the book? Which actors would you want to play the main characters in the movie? You can choose famous actors or people you know.

| Character | Actor |
|-----------|-------|
| | |
| | |
| | |
| | |

Who is the most important main character (the person the book is mostly about)?

What big problem does that person have to face?

What will be shown as an example, you might...

Partner 1 Name: _____ Date: _____
Partner 2 Name: _____

SMALL GROUP/PARTNER READING: NOTICING AND CORRECTING ERRORS

Directions: You and a partner from your group will read a non-fiction text you have read before. The purpose is to practice reading fluently (smoothly) and noticing when errors (mistakes) are made in the text (correct them).

Partner 1: Read two paragraphs while partner 2 listens and follows along. As you read, make a mistake on purpose. If you need ideas, use the example mistakes below.

Partner 2: Tell your partner what mistake you noticed, and reread the sentence correctly.

Now switch roles for the next two paragraphs in your text. Continue until your teacher says time is up.

MISTAKES YOU MIGHT MAKE OR NOTICE

- mispronouncing a word (saying it wrong)
- reading in different words than what's on the page
- skipping over a word
- skipping over a sentence
- ignoring punctuation (not pausing at a period, for example)
- forgetting to read with expression

WHAT I WISH WE'D LEARN (CONT.)

Why should your school leaders listen to you? Write a paragraph explaining one topic you have learned a lot about and what you've learned a lot about and what you've learned a lot about (Use the things you wrote in #1 and #2 in the previous page).

Write a paragraph explaining one topic you've learned a lot about and what you've learned a lot about (Use the things you wrote in #1 and #2 in the previous page).

Write a paragraph explaining one topic you've learned a lot about and what you've learned a lot about (Use the things you wrote in #1 and #2 in the previous page).

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WHOLE GROUP READING

SMALL GROUP OR PARTNER READING

WRITING

MATH: SCOOT CARDS (COPY ONE SET & CUT APART)

MATH: SCOOT CARDS (COPY ONE SET & CUT APART)

MATH: SCOOT CARDS (COPY ONE SET & CUT APART)

160 x 3 = _____ 117 x 4 = _____ 821 x 3 = _____

Name: _____ Date: _____

MATH: SCOOT GAME RECORDING SHEET

Directions: Record the answer to each problem in the box with the same number. For example, the answer to Card 1 should be written in the box labeled "1". Wait to move until you hear "SCOOT!"

| Remember to show your work. | 1 | 2 | 3 |
|-----------------------------|---|---|---|
| 1 | 1 | 2 | 3 |
| 2 | 1 | 2 | 3 |
| 3 | 1 | 2 | 3 |
| 4 | 1 | 2 | 3 |
| 5 | 1 | 2 | 3 |
| 6 | 1 | 2 | 3 |
| 7 | 1 | 2 | 3 |
| 8 | 1 | 2 | 3 |
| 9 | 1 | 2 | 3 |
| 10 | 1 | 2 | 3 |

WHO GETS THE CREDIT? (CONT.)

In many books and online, Thomas Edison is credited with inventing the lightbulb. Do you think this is a fair way to answer the question "Who invented the light bulb?" Explain why or why not.

WHO GETS THE CREDIT? (CONT.)

SCIENCE: WHO GETS THE CREDIT FOR INVENTIONS?

Directions: Sometimes we think of scientists as geniuses inventing things all alone in their labs. We picture them working on a problem for a long time, when suddenly a big idea hits and they have a brand new and brilliant discovery. But does it always work that way? Read about 5 world-changing inventions and the people who developed them. Then answer the questions that follow.

The Automobile

If Philip Ford would have...

But his German...

The Television

A TV has three parts. One is the camera that turns a picture sound into a signal. One is the transmitter that sends the signal through the air. And, one is the receiver that's the actual TV in your house which takes the signal and turns it back into a picture with sound. When you watch a show, you're actually seeing millions of pictures being played so fast that it seems like they're moving, and the sound is being played over those images. Pretty cool! So, who do we have to thank for the TV? It's hard to prepare one specific person who invented it.

A Scottish man named John Baird was the first to create a machine that could transmit moving images in 1926. An American named Charles Francis Jenkins also used mechanical solutions around the same time.

The American inventor, Philo Farnsworth, realized as a teenager that electronic technology was the way to transmit images as quickly as possible. In 1927, he showed the first electronic TV at the age of 21. Farnsworth appeared on TV only one time, even though he invented it! When the TV first asked about other people's work to develop television before him, he said, "There are literally thousands of inventors important to television."

You may think of the year 1800 as the ancient Greece, a major mechanical system for electricity was invented by Benjamin Franklin.

But his German...

</

OVERVIEW OF LESSON PLANS (DAY 8)

| Subject Area | Main Activities | Skills/Topics |
|--|---|--|
| Whole group reading Small group reading Writing Math Science Social Studies | Plan a movie trailer Partner practice: noticing errors What I wish we'd learn Scoot #2 (harder) Who gets the credit for inventions? Create a review game | Comprehending, retelling, and remixing fiction Noticing and correcting reading fluency errors Writing to persuade Operations and fact fluency Analyzing scientific discoveries/accomplishments Identifying/applying key social studies concepts |

NOTES FOR TEACHER PREP:

Students will need only pencils and access to a self-selected fiction book from your library or class library.

If you want to keep your regular reading group rotation, you can have students do the small group/partner activity during their small group instruction time. (The activity doesn't require the sub to teach.) Alternatively, the whole class can complete the activity at the same time (dedicate around 15 minutes of your reading block time, and have students pair up with another student who's in their reading group.)

For math, have the Scoot game cards cut apart for your sub in advance if possible (this should take less than a minute for either or you to do, as you only need one set of cards for the whole class).

To save paper with the science activity, you can print 1-2 copies of the text for each group to share. You could also make 1-2 copies of the questions for the group (or project them for the class to see) and have students work on their own paper. Students will be reading the text in groups of 5 (each person will read about one invention aloud), but if you think the text is too complex, have the sub read it to the kids while they follow along, then release them to work in groups.

You can also save paper with the social studies activity by projecting the first page for the class to see, or making one copy for each pair or group of students to reference.

NOTES FOR THE SUB:

Whole Group Reading: Have students self-select a fiction book to read for the first half of the writing block. Then review the directions for the written activity together and have students use the book they were reading as the basis of the activity.

Small Group Reading: Students complete this activity for around 15 minutes with a partner from their reading group.

Writing: Students can work with partner or group to brainstorm ideas.

Math: Detailed directions for the Scoot game are on a separate page.

Science: Have students work in groups of 5. Each person should read aloud about one of the 5 inventions while the others in the group follow along. Alternatively (since the text is complex), you could read the text to the whole class while they follow along, then release them to work in groups.

Social Studies: Discuss the types of questions listed. Then have students pair up and begin working. They should create the questions mostly on their own, but may want to check in with their partner. When the majority of the class is done, begin the review game. There are two ways to play—choose whichever one you are most comfortable with. Detailed directions are on a separate page.

OVERVIEW OF LESSON PLANS (DAY 9)

READING: WHY DO PEOPLE MOVE? (CONT.)

Now, in your own words, write a paragraph explaining why people move. Your paragraph should include specific details and evidence from the passages you read, so look back at the reasons you highlighted or underlined.

READING: WHY DO PEOPLE MOVE?

Name _____ Date _____

Read the informational text below. Use a highlighter, colored pencil, or regular pencil to underline important reasons why people have moved to new places.

PASSAGE #1:
Adapted from the diary of Michael Bieble, who lived in Germany in 1848.

During my lifetime, I had to fight through severe trials. I worked day and night and worked in many places, spent many a sleepless night, and the money I earned was never enough to feed my family. At the same time I saw thousands move to different parts of the world to America and Australia. When thinking about it more closely, I realized that all of these people moved because of the poverty we found (not having enough money to survive). And so within me, too, the thought to emigrate I was tired of this life, and therefore I decided to leave Germany with my wife to look for a better life in another part of the world, namely America.

PASSAGE #2:
Early American settlers and Native Americans in the 1800s.

Before Oregon was part of the United States, settlers from the east began moving there as early as 1810. For many, it was a long, hard journey across the country in covered wagons on a route called the Oregon Trail. But despite the difficulties, most settlers did not turn back. The government told them they could claim over 600 acres of land and pay nothing for it. Much of this land already belonged to the American Indians who lived there. The settlers built their homes and farms on this land and started a new life after their hard journey.

Another trail was the Mormon Trail, which led to what is now called Utah. Mormons were part of a new religion, and many people did not welcome them in their areas. So they decided to move west and start their own communities where they could practice their religion in peace.

Because of all the new settlers, Native Americans that already lived on this land were forced to move even further west or fight for their homes. Many conflicts happened during this time and even though they didn't want to, many Native Americans had to leave their lands and find new places to live.

PASSAGE #3:
English people in the 1800s.

Before 1850, many people from England left their country to seek a new life in what they called the "new world" - the land that would one day become America.

The King of England, James, thought he was chosen by God to be King. He wanted everyone in England to practice the same religion he did. Other people disagreed with how England found a way that lasted seven years.

Many people in England left their country to avoid all the problems that came with war. People saw that moving to the New World was a good opportunity to start over and make a new life for themselves. In the New World, they would be free to practice whatever religion they believed in and create a new government.

PASSAGE #4:
The story of Anna, a refugee escaping civil war in Syria in 2016.

One night, my family and I were sitting close together downstairs because we could not sleep. Bombs were coming closer and closer to our house. We ran in fear to another house, and soon our life was destroyed. We left, taking nothing with us. Our dad took us out of the country. We had to hide under rocks in caves. We left illegally, and had to get out and walk across mountains when the time came. When we arrived at a camp for refugees (people escaping their country), we had to live in tents.

Many people in England left their country to avoid all the problems that came with war. People saw that moving to the New World was a good opportunity to start over and make a new life for themselves. In the New World, they would be free to practice whatever religion they believed in and create a new government.

SMALL GROUP/PARTNER READING: SUMMARIZING

Partner 1 Name _____ Date _____
Partner 2 Name _____

Directions: You and a partner from your reading group will re-read a text you have read before. The purpose is to practice summarizing.

Partner 1 - Read one page while partner 2 listens and follows along.

Partner 2 - Summarize what your partner read to you.

Now switch roles for the next page in your text. Continue until your teacher says you have 3 minutes left, then answer the questions below.

What text did you read?

Summarize what you read together.

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WRITING: CONVINCE ME! (CONT.)

You've chosen a statement to write about and thought of some reasons you could use to support your opinion. Now, use this page to help you write a persuasive essay. This means you will write to convince someone else to share your same opinion.

First, introduce the topic/statement you are writing about and state your opinion.

Name _____ Date _____

WRITING: CONVINCE ME!

1. Read the opinions in the table below. Circle all the ones you agree with, and put an X over the ones you disagree with.

| | | | | |
|---|---|--|--|--|
| Cellphones should be allowed in schools. | Our class should have a class pet. | All kids should be able to go to bed whenever they want. | Girls and boys should be taught separate classes. | It's not okay to put cold animals in zoos and aquariums. |
| Our school library should have more books of people of color. | Smoking should be illegal for anyone. | Recess should be longer. | Teachers of our school should not give homework. | Scientists should not test new products like medicine or makeup on animals. |
| We should be able to cheer our school. | TV channels should not be allowed to show violence. | We should be able to have music in class or any time of the day. | All elementary schools should have a mandatory uniform policy. | Parents should have to face a consequence if their kids misbehave at school. |
| Students should not get summer breaks, schools should be open year-round. | Everyone should be required to learn a second language. | As and for our report card should be mandatory to play sports. | Kids should be able to choose the teachers they get each year. | Students should get paid for getting good grades. |

2. Choose ONE opinion here that you agree with and would like to write about. Put a star on the chart next to that idea.

3. If you were trying to convince someone to agree with you, what reasons would you give? Use the space below to list some reasons.

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WHOLE GROUP READING

SMALL GROUP OR PARTNER READING

WRITING

MATH: CRACK THE CODE

Name _____ Date _____

MATH: CRACK THE CODE (CONT.)

Name _____ Date _____

MATH: CRACK THE CODE, CONTINUED

Name _____ Date _____

MATH: CRACK THE CODE (CONT.)

Name _____ Date _____

MATH: CRACK THE CODE

Directions: Someone found a mystery message inside the school today. The only way to earn the key and decipher the text (change it into normal language) is to complete four tasks. You will earn one clue for each task completed. Once you have all four clues, you will be able to solve the hidden message!

Task #1: Missing Multiplication Facts
Use your knowledge of multiplication, skip-counting, and patterns to complete the multiplication chart.

| | | | | | | | | | |
|----|----|----|----|----|----|----|----|----|----|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 2 | 2 | 4 | | | | | 16 | | |
| 3 | 3 | 3 | 12 | | | | 24 | | |
| 4 | | | | 20 | | | | 40 | |
| 5 | 5 | | | | 35 | | | | 50 |
| 6 | | 12 | | | | 36 | 42 | | |
| 7 | 7 | | | 28 | | | | 63 | |
| 8 | 8 | | | 32 | | | | 64 | |
| 9 | 18 | 27 | | | 54 | | | | |
| 10 | 10 | | | | | | | | 90 |

Congratulations! You have finished task #1. Present your work to the adult in exchange for your first clue.

SCIENCE: WHERE WOULD YOU LIVE? (CONT.)

TEMPERATURE (HOW HOT/COLD)

1. Fill in the blanks for each city's temperature using the weather data on the previous page.

In Minneapolis it can be as cold as _____°F and as warm as _____°F.
In Washington, D.C. it can be as cold as _____°F and as warm as _____°F.
In Phoenix, _____.

2. Which city's temperature is the best for you?

3. How are they the same?

4. Which of the 3 cities would you prefer to live in, and explain your reasons why.

SCIENCE: WHERE WOULD YOU LIVE?

Directions: Use the weather data on this page to answer the questions on the next page. The questions will help you analyze the climate in each city. You will then decide which city's climate you would prefer to live in, and explain your reasons why.

Phoenix, Arizona

| | Jan | Feb | Mar | Apr | May | June | July | Aug | Sept | Oct | Nov | Dec |
|---------------------------------|-----|-----|------|------|------|------|------|------|------|-----|------|------|
| Average High Temp. in °F | 67 | 71 | 77 | 83 | 93 | 104 | 104 | 104 | 100 | 89 | 76 | 69 |
| Average Low Temp. in °F | 40 | 44 | 50 | 60 | 69 | 78 | 83 | 81 | 77 | 65 | 53 | 45 |
| Average Precipitation in inches | 0.9 | 0.9 | 0.98 | 0.98 | 0.72 | 0.4 | 0.68 | 0.98 | 2.63 | 0.9 | 0.67 | 0.87 |

Extreme weather in the Phoenix area may include droughts, flash floods, hot, hot waves, dust storms, and wildfires.

Minneapolis, MN

| | Jan | Feb | Mar | Apr | May | June | July | Aug | Sept | Oct | Nov | Dec |
|---------------------------------|-----|------|------|------|------|------|------|------|------|------|------|------|
| Average High Temp. in °F | 24 | 29 | 42 | 58 | 69 | 79 | 85 | 90 | 79 | 68 | 41 | 37 |
| Average Low Temp. in °F | 6 | 13 | 24 | 37 | 49 | 59 | 64 | 63 | 52 | 40 | 28 | 15 |
| Average Precipitation in inches | 0.9 | 0.79 | 0.98 | 1.08 | 1.35 | 4.35 | 4.04 | 4.29 | 3.07 | 3.44 | 3.07 | 3.14 |

Extreme weather in the Minneapolis area may include thunderstorms, tornadoes, hail, blizzards, ice storms, and flooding.

Washington, D.C.

| | Jan | Feb | Mar | Apr | May | June | July | Aug | Sept | Oct | Nov | Dec |
|---------------------------------|------|------|------|------|------|------|------|------|------|------|------|-----|
| Average High Temp. in °F | 45 | 44 | 53 | 64 | 75 | 83 | 87 | 84 | 78 | 67 | 55 | 49 |
| Average Low Temp. in °F | 27 | 28 | 35 | 44 | 54 | 63 | 68 | 66 | 58 | 48 | 38 | 29 |
| Average Precipitation in inches | 3.03 | 3.48 | 3.93 | 3.78 | 4.33 | 5.12 | 4.12 | 4.88 | 3.95 | 3.07 | 2.81 | 3.8 |

Extreme weather in Washington, D.C. may include thunderstorms, hail, blizzards, drought, hurricanes, hot waves, and ice storms.

SOCIAL STUDIES: SETTLERS OF THE CLASS (CONT.)

3. On the previous page's map, label your top three choices. Do, Dnd, Tell for the location of your settlement.

4. Map Our City and label the city.

5. Compare and contrast the three cities.

6. Use which city you would prefer to live in.

7. How might you explain your choice?

8. Explain your choice.

9. Of all the cities, which one do you believe is the best?

10. Why might you choose that city?

11. How do you think your group will feel about the results?

12. As you work together, what do you think your group will decide?

13. How do you think your group will feel about the results?

14. How do you think your group will feel about the results?

15. How do you think your group will feel about the results?

SOCIAL STUDIES: SETTLERS OF THE CLASS (CONT.)

Directions: You will work with your group to decide where to build a settlement based on available natural resources. After writing your group's explanation for your choices, you will present your thoughts to the class. Where will you settle? What does your community need to thrive?

Settlement: a place where a new community is formed.

Natural resources: materials found in nature.

1. Look at the map of the imaginary place above. Pay close attention to the map's labels and the location of natural resources which your group will need to survive. Now, list all the things that are important to think about when choosing a location where your community can survive.

2. Circle the three things you listed which are MOST important to consider when choosing where to settle.

MATH

SCIENCE

SOCIAL STUDIES

OVERVIEW OF LESSON PLANS (DAY 9)

| Subject Area | Main Activities | Skills/Topics |
|--|---|--|
| Whole group reading Small group reading Writing Math Science Social Studies | Why do people move? Partner practice: Summarizing Convince me Crack the code Where would you live? Settlers of the class | Inquiry reading, compare/contrast Summarizing Persuasive/argumentative writing Multiplication, addition, place value, rounding Reading and interpreting weather/climate data Natural resources, community settlements |

NOTES FOR TEACHER PREP:

Students will need only pencils and access to a self-selected book from your library or class library.

If you want to keep your regular reading group rotation, you can have students do the small group/partner activity during their small group instruction time. (The activity doesn't require the sub to teach.) Alternatively, the whole class can complete the activity at the same time (dedicate around 15 minutes of your reading block time, and have students pair up with another student who's in their reading group.)

For math, notice when you are photocopying that there is a page you need a class set of which the sub will give to the students at the end of the activity (so it's not included in their packet, if you're stapling the other pages together.) You can cut apart the page of clues for your sub if you want.

NOTES FOR THE SUB:

Whole Group Reading: Students can work alone, or in groups of 4 (each person in the group is responsible for reading one of the 4 passages out loud to the other group members). Group work will help students figure out unfamiliar words and make sense of what they're reading.

Small Group Reading: Students complete this activity for around 15 minutes with a partner from their reading group.

Writing: If you have extra time, students can read their essays to a partner at the end.

Math: Students can work alone or in pairs. They should bring each completed page to you in exchange for their next clue. The clues should be cut apart so you have a stack of clue 1, stack of clue 2, etc. and can just hand the clue to students. You could check their answers against the answer key if you want to, but it will be faster and easier to manage if you just give them the clue without checking. The activity is self-checking because wrong answers are obvious when they try to solve the mystery message. Kids can choose if they want to start solving the mystery message as soon as they get their first clue, or wait until they have all the clues to solve.

Science: Students may work in pairs to complete this activity.

Social Studies: Have students work in groups of 3-5. Stop them when there are 20-25 minutes left in the class period, and begin the presentation portion of the activity (#12). Afterward, the last 5-10 minutes of class should be spent answering the remaining questions with their groups.

OVERVIEW OF LESSON PLANS (DAY 10)

| Subject Area | Main Activities | Skills/Topics |
|--|--|--|
| Whole group reading Small group reading Writing Math Science Social Studies | Does this book deserve a spot in our class library? Partner practice: Expression Choose your own adventure Create a treasure map Mae Jemison: You be the scientist Breaking the rules | Critical reading and evaluation of fiction texts Reading with expression Writing alternative endings to familiar fiction text Coordinate grids, following directions History of famous scientists, careers in STEM Analyzing historical biographies |

NOTES FOR TEACHER PREP:

Students will need only pencils and access to a self-selected fiction book from your library or class library.

If you want to keep your regular reading group rotation, you can have students do the small group/partner activity during their small group instruction time. (The activity doesn't require the sub to teach.) Alternatively, the whole class can complete the activity at the same time (dedicate around 15 minutes of your reading block time, and have students pair up with another student who's in their reading group.)

You can leave out the first page of the math activity if students don't need the coordinate grid review.

NOTES FOR THE SUB:

Whole Group Reading: Students can pick any fiction book they have access to in the classroom for this activity.

Small Group Reading: Students complete this activity for around 15 minutes with a partner from their reading group.

Math: The first page reviews how to use a coordinate grid – complete this activity together as a class, then release students to work on their own. The last 15 minutes of the class period, students will pair up with different partners to try to use each other's coordinate grids to find the hidden treasure.

Social Studies: Students should work in groups of 4 (each person in the group is responsible for reading one of the 4 passages out loud to the other group members). Group work will help students figure out unfamiliar words and make sense of what they're reading.

Science: It may be helpful to read the beginning of the text together so students get an idea of how it works.

Name

Date

READING: DOES THIS FICTIONAL BOOK DESERVE A SPOT IN OUR CLASS LIBRARY?

Directions: Choose a fiction book to read for about 20 minutes. Your teacher will tell you when to stop reading. Then, answer the following questions to help our class decide whether the book should be included in our classroom library.

| | |
|---|--|
| Book Title: | Author: |
| Genre: (circle one, or write in another one) BIOGRAPHY FABLE DRAMA/PLAY FANTASY HISTORICAL FICTION MYSTERY REALISTIC FICTION FAIRY TALE SCIENCE FICTION | Format: (circle one, or write in another one) PICTURE BOOK CHAPTER BOOK GRAPHIC NOVEL Is this book part of a series? NO YES NOT SURE If yes, what is the name of the series? |
| What is the setting of the story? | When does this take place? (What time period or year does this story happen? If you can't tell for sure, make your best guess and explain why you think that.) |
| Who is the main character? | What is the biggest problem for the main character? |
| How is the biggest problem solved? (If you haven't finished the book yet, write what the character has tried so far in order to solve the problem.) | Would you say this is a predictable story? (Is it too easy to figure out what will happen next?) Why or why not? |

READING: DOES THIS BOOK DESERVE A SPOT? (CONT.)

Is the book interesting to you? Does the author make you care about the characters and the problems they're trying to solve? Explain why or why not.

Do you think other kids in the class would find this book interesting? If so, what types of readers might like it and why?

What things about this book were good?

What things were not good?

Will this book be challenging for our class to read? Explain what might make it too hard or too easy.

Is there anything else you think is important for kids to know about this book?

YOUR DECISION:

Even if this book is not a good fit for you personally, it could possibly be a good fit for other readers in our classroom. Do you think this book deserves a spot in our classroom library? Why or why not?

Partner 1 Name

Date

Partner 2 Name

SMALL GROUP/PARTNER READING: EXPRESSION

Directions: You and a partner from your group will re-read a text you have read before. The purpose is to practice reading with expression.

Partner 1 - Choose a paragraph from the text that you like. Read that one paragraph while partner 2 listens for a positive example of how you read with expression.

Partner 2 - Tell partner 1 about a part of the paragraph that she or he read with good expression, and explain why you thought it was good.

Now switch roles! Have Partner 2 choose another paragraph from the text, and read it out loud so Partner 1 can give feedback.

Continue taking turns reading paragraphs out loud and noticing examples of reading with good expression, until your teacher says you have 3 minutes left, then answer the questions below.

What text did you read?

What's something partner 1 does well when she or he tries to read with expression?

What's something partner 2 does well when she or he tries to read with expression?

Name

Date

WRITING: CHOOSE YOUR OWN ADVENTURE

Directions: First, choose the story you would like to write about. It could be any fiction book, fairy tale, or story you have read before. Then, follow the steps below in order to begin creating a "Choose Your Own Adventure." You will write different ways the story could have turned out!

EVENT #1

Write an important event from the beginning of the story you chose.

Now, think of 2 different ways the characters could have made different choices from what happened in the book.

Choice 1

Choice 2

EVENT #2

Write an important event from the middle of the story you chose.

Now, think of 2 different ways the characters could have made different choices from what happened in the book.

Choice 1

Choice 2

WRITING: CHOOSE YOUR OWN ADVENTURE (CONT.)

EVENT #3

Write an important event from the ending of the story you chose.

Now, think of 2 different ways the ending event could have been different from what happened in the book.

Choice 1

Choice 2

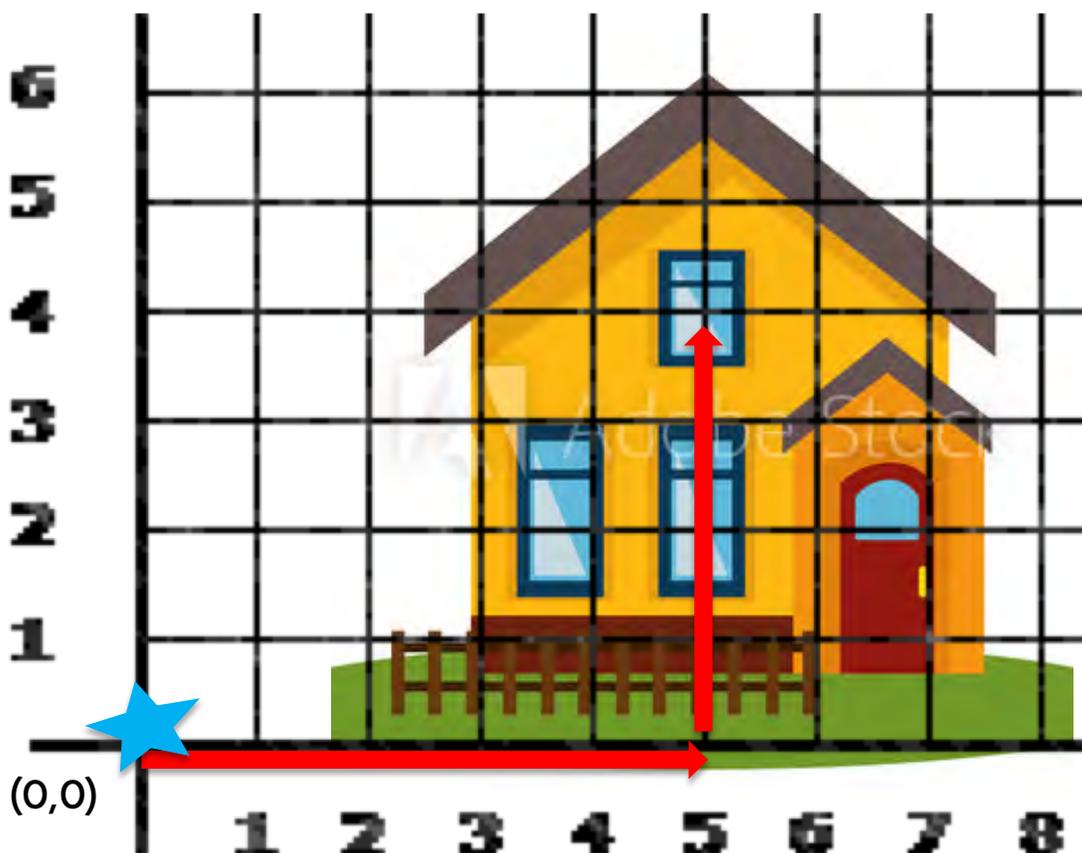
WHEN FINISHED: Use the box below to create a comic strip which shows the beginning, middle, and end events you would put together in your version of the story.

MATH: PREPARE FOR THE TREASURE MAP ACTIVITY BY PRACTICING HOW TO USE A COORDINATE GRID

A coordinate grid uses numbers to identify a specific point on a grid. The name of the point is made up of two numbers called *coordinates*. When you use a coordinate grid you always have to find the starting point, called the *point of origin*. Its coordinate name is (0, 0). To find any other point on the grid, you use the coordinates to move horizontally and vertically.

Imagine a woman on a ladder who is trying to get to a window. First, the woman stands on the ground and carries the ladder until she is underneath the window. Then she climbs up the ladder until she reaches the right point, the window.

In the picture below, the second story window is at the point (5, 4). First you travel along the horizontal line (x-axis) to the 5th grid line. Then you climb up the vertical line (y-axis) to the 4th grid line.



Practice using a coordinate grid by following the directions below.

1. Draw a cloud at the point (1, 6).
2. Draw a chimney on the roof, starting at point (4, 5).
3. What are the coordinates for the peak of the roof? (_____, _____)

Name _____

Date _____

MATH: CREATE A TREASURE MAP

Follow the steps below to create a map to your secret treasure!

For each item listed below, draw a dot on the map, and write the name of the item (or draw a picture of it) next to the dot. Example: There is an anchor at the point (4, 8).

Put a house at (9, 2).

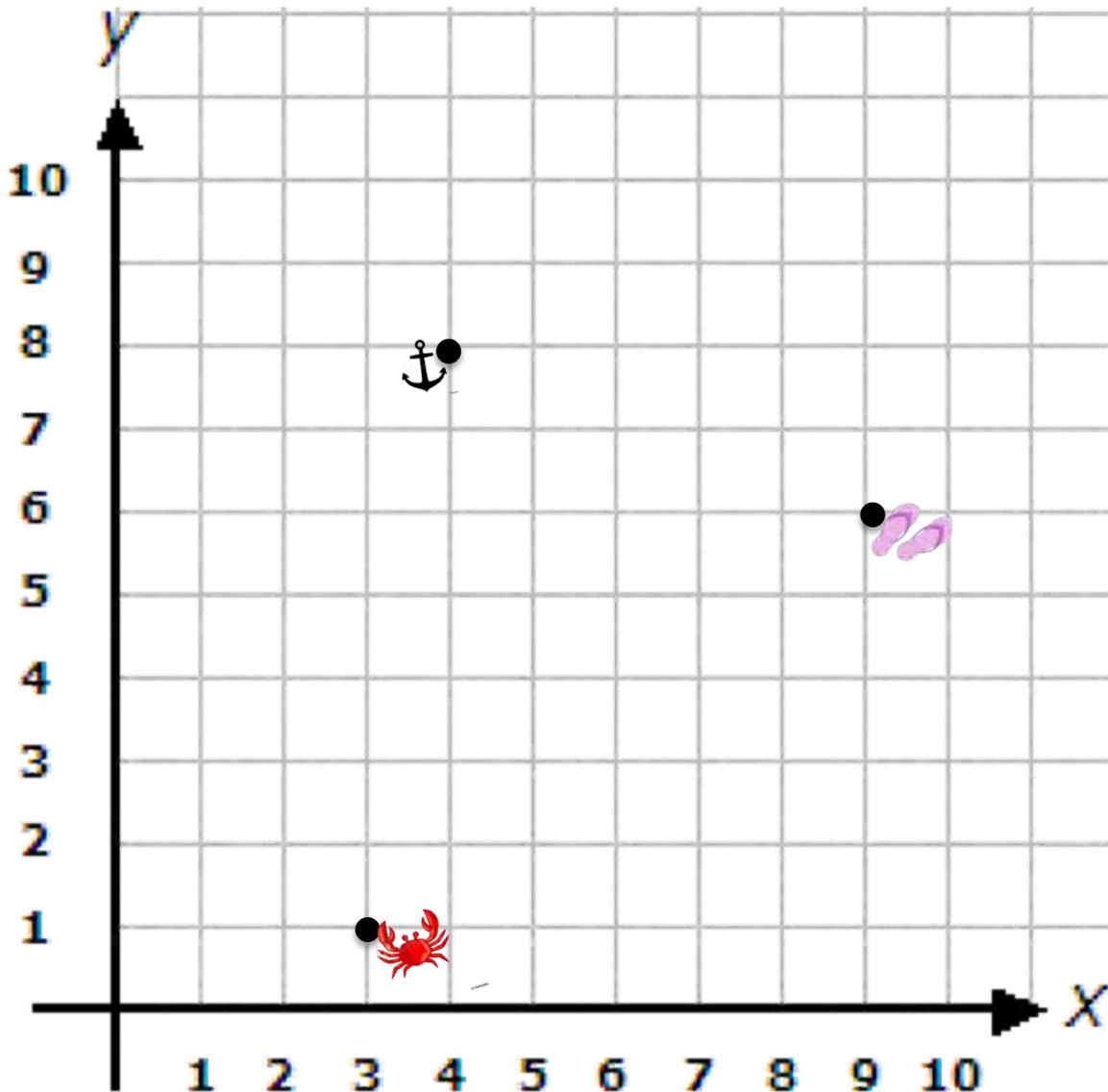
Put a mountain at (6, 2).

Put a palm tree at (3, 5).

Put a lake at (7, 6).

Put a waterfall at (9, 10).

Put yourself at (0, 0).



Answer the questions below to practice reading your treasure map.

- Start at (0,0). Go right two lines and up one line. Where are you? _____
- Start at the anchor. Go down three lines, go right six lines, and up two lines. Where are you? _____
- In the space below, write directions to help someone go from the palm tree to the mountain.

MATH: CREATE A TREASURE MAP (CONT.)

Now it's time to bury your treasure!

Choose a point on the map where you will hide your treasure. Write the coordinates here (_____, _____)
Do NOT mark this point on your map. It's a secret treasure!

Next, create a plan for how you and your partner will find your way to the treasure later using your map. You will stop at three landmarks along the way to confuse anyone who might be following you to steal your treasure!

I will start at $(0, 0)$.

First, I will go to the _____ at $(\text{_____}, \text{_____})$

Next, I will go to the _____ at $(\text{_____}, \text{_____})$

Then, I will go to the _____ at $(\text{_____}, \text{_____})$

Finally, I will go to my treasure.

Now that you have a path to follow, write directions for your partner on how to use the map's grid to follow the path and find the treasure! Use words like up/down/left/right so your partner knows which direction to go. Make sure that your directions start at $(0, 0)$ and lead your partner to the three landmarks you chose above, before finally arriving at the treasure.

To find my treasure, start at $0,0$. Then go...

Now use your finger to trace the path that you have described in your written directions. If you don't end up at the location of your treasure, go back and fix your directions. You don't want your treasure to be lost!

MATH: CREATE A TREASURE MAP

Now it's time to hunt for treasure!

1. Find your first partner and a quiet place to work.
2. Record your partner's name on this recording page.
3. Take turns hunting for treasure. One partner looks at the map while the other partner reads the directions they wrote. The partner looking at the map traces the path with his or her finger while listening. At the end of the directions, the listening partner tells the coordinate point where s/he thinks the treasure is located and the directing partner says if the answer is correct or incorrect.
4. Both partners fill in the sentences below.
5. Find a new partner and try again. If your partners keep getting lost, you can improve your directions.

Name of my first partner: _____

Partner 1 thought my treasure was at (_____, _____) Partner 1 found my treasure / got lost. (circle one)

I thought my partner's treasure was at (_____, _____) I found the treasure / got lost. (circle one)

Name of my second partner: _____

Partner 1 thought my treasure was at (_____, _____) Partner 1 found my treasure / got lost. (circle one)

I thought my partner's treasure was at (_____, _____) I found the treasure / got lost. (circle one)

Name of my third partner: _____

Partner 1 thought my treasure was at (_____, _____) Partner 1 found my treasure / got lost. (circle one)

I thought my partner's treasure was at (_____, _____) I found the treasure / got lost. (circle one)

Name of my fourth partner: _____

Partner 1 thought my treasure was at (_____, _____) Partner 1 found my treasure / got lost. (circle one)

I thought my partner's treasure was at (_____, _____) I found the treasure / got lost. (circle one)

If you finish early, design your own coordinate map grid for your neighborhood on a separate sheet of paper. Mark coordinates for important places in the community. See if you can write directions for how to use the grid to get from one place to another.

SCIENCE: MAE JEMISON — YOU BE THE SCIENTIST

Directions: Read the following biography about a scientist named Mae Jemison. All scientists have important choices to make throughout their lives. As you read, you will make choices along the way that affect the rest of the story. It's like a choose-your-own-adventure! Follow the directions that you see after each question.

Section A:

As a child, Mae Jemison grew up in Chicago, Illinois. Her parents moved the family there from Alabama because Chicago had better school and work opportunities. Both of her parents encouraged Mae to ask questions about the world around her. One time, her parents even required her to do a science project on what happened when she got an infection in her finger from a splinter.

Mae loved dancing, space, stars, and dinosaurs. She enjoyed learning about the world and studying nature. She told her kindergarten teacher she wanted to be a scientist when she grew up, but her teacher said, "Don't you mean a nurse?" Many people thought Mae should be a teacher or a nurse like other women, and didn't understand why a girl would think she could become a scientist.

But Mae was her own person, who could make her own choices. Would she choose to set her own goals and follow her dreams? Or, would she choose to let other people decide what was possible for her?

Would you choose to set your own goals? Go to Section B.

Would you choose to do what other people expected? Go to Section C (next page).

Section B:

Mae liked to watch a space-themed TV show called *Star Trek*, and an African American actress on *Star Trek* inspired her to want to be an astronaut, too. From then on, Mae hoped to travel in space.

She had also started thinking about becoming a doctor. Mae wanted to use her love of science to help heal people, especially people who lived in places where they did not have good medical care.

With interests in science, medicine, and space, Mae had lots of career choices. The first step was to finish school. She worked so hard that she graduated from high school two years early. With her parents' permission, Mae applied to and was accepted at Stanford University in California.

Now Mae had an important choice to make. Would she move away from her parents to attend a university far away from her home in Chicago at just 16 years old? Or would she stay at home and attend a college close enough to home? Or would she wait to go to college until she was 18 and work to earn money for college expenses? What would you choose?

Would you choose to move away from home for college? Go to Section D.

Would you choose to stay home and attend college? Go to Section E.

Would you choose to wait until you were 18 to go to college? Go to section F.

Which dreams would Mae grow up to fulfill??



SCIENCE: MAE JEMISON (CONT.)

Section C:

Without setting her own goals, Mae would not be able to achieve her dream to be a doctor or an astronaut. Mae chose to become very focused in school and worked hard so that she could have more choices about what to do with her life. Find out which dreams Mae decided to follow! **Go to Section B on the previous page.**

Section D:

Mae had no idea how hard it would be as a 16-year-old college student far from home in California. But she was determined to succeed no matter what. She was the head of the Black Student Union, and worked to change the discrimination she and others faced. Hardly anyone took Mae seriously in her engineering courses because she was a black woman.

But Mae kept working, and after four years, she graduated from Stanford. She then chose to go to Cornell Medical College. At just 27 years old, Mae officially became a doctor. Everyone called her Dr. Jemison.

What would she do next? Mae could start her own medicine practice and run her own doctor's office. Or, she could work in a hospital. She could also volunteer with a program called the Peace Corps to help people in countries who didn't have access to many doctors and couldn't afford medical care. What would you choose?

Would you choose to start your own doctor's office? Go to Section G.

Would you choose to work in a hospital? Go to Section H.

Would you choose to volunteer with the Peace Corp? Go to Section I (next page).

Section E:

By staying home in Chicago, Mae could still get a very good college education. But living with her parents in Chicago would not have forced her to grow in courage and independence. She wanted to get the best education possible and challenge herself, and decided to go away to Stanford University in California. See what happened next! Go to Section D.

Section F:

You chose to wait two years before going to college. If Mae chose to wait two years before going to college, she may have totally changed her mind about what she wanted to major in. She may have even lost interest in going to college at all. So, she decided to go away to Stanford University in California. See what happened next! Go to Section D.

Section G:

You chose to start your own doctor's office. Running your own practice is a great choice! Mae would have loved to do this, but she knew that there were a lot of responsibilities involved. Mae still had dreams of being part of the astronaut program. She wouldn't be able to leave her office for the years it would take to be an astronaut. See what she chose! Go to Section I.

Section H:

You chose to work in a hospital, which is a great choice. Mae could have done this, too, and would have been a very good doctor in an American hospital. By not volunteering for the Peace Corps, Mae might never have developed her strong sense of connection to West Africa. See what she chose! Go to Section I.

SCIENCE: MAE JEMISON (CONT.)

Section I:

Dr. Jemison decided to volunteer with the Peace Corps in West Africa. She wrote medical manuals, trained others in medicine, and participated in research projects. She also saved many lives. Dr. Jemison shared her learning with other doctors so that they could continue to help people in West Africa even after she left to pursue other goals.

After serving in the Peace Corps, Dr. Jemison returned to the United States to work as a doctor in Los Angeles, California. She also started taking graduate level classes in Engineering. Mae still had more dreams of how she could use her skills and talents in new ways. What would you choose to do?

Would you start researching cures for deadly diseases? Go to Section J.

Would you apply to the astronaut program at NASA? Go to Section K.

Section J:

Believe it or not, Dr. Jemison already researched cures for deadly diseases while she was volunteering for the Peace Corps. She was ready for something more. See what she chose! Go to Section L.

Section K:

Dr. Jemison finished her graduate degree in Engineering and applied to the astronaut program at NASA. She had dreamed of exploring space since she was a young girl growing up in Chicago. When she was a child, the space program didn't have anyone that looked like her, and most of the astronauts were men. If her dream would become a reality, she would be the first African-American woman to travel to space.

However, a tragedy happened. In 1986, the Space Shuttle Challenger exploded, killing all seven crew members on board. Maybe the space program wasn't the right choice after all. Were the risks too high? What would you choose?

Would you pursue another dream instead? Go to Section L.

Would you apply to be an astronaut anyway? Go to Section M (next page).

Section L:

Dr. Jemison chose another career not related to space – AFTER her time as an astronaut! She flew one space mission before resigning from NASA. Then she left NASA to create her own company, Jemison Group. Her company worked to make new technology useful for everyday life.

She began giving inspirational speeches to encourage other people to follow their dreams. She also guest-starred on *Star Trek: The Next Generation*, which had been her favorite show when she was a little girl. She even became a professor at Dartmouth College, and wrote a series of informational books for kids.

Dr. Jemison still pursued her love of dance, too. She once said, "Many people do not see a connection between science and dance, but I consider them both to be expressions of the boundless creativity that people have to share with one another."

Dr. Jemison did so many great things that she doesn't even consider her work in space to be her biggest accomplishment!

If you haven't read Section M yet, go there to find out what it was like when she went to space.

If you have read Section M already, skip to the questions on the bottom of the next page.

SCIENCE: MAE JEMISON (CONT.)

Section M:

In 1986, Dr. Jemison reapplied to the NASA astronaut program. Over 2,000 other people wanted to take part, and there were only 15 slots. Dr. Jemison was accepted!

She trained and worked at the Kennedy Space Center in Florida. Her first and only space mission came in 1992 on the Space Shuttle Endeavor. Her job was to conduct experiments to learn more about how humans are affected by space. In one experiment, she studied how tadpoles develop in zero gravity.

From that mission, she remembers seeing her hometown of Chicago from space. It was the first thing she saw from space. This was an important moment to her because she had dreamed of becoming an astronaut since she was a little girl growing up in Chicago.

If you haven't read Section L yet, go back to find out what it was like when she went to space.

If you have read Section L already, skip to the questions below.

Mae Jemison achieved her dreams of becoming an engineer, doctor, astronaut, and more! To learn about Mae Jamison, visit drmae.com.



Now, write a response. Why do you think Dr. Mae Jemison was so successful in so many different careers? Tell about her character traits and choices that helped her succeed.

What goals do you have for your life? What choices will you make to achieve them?

SOCIAL STUDIES: BREAKING THE RULES

Directions: Author and historian Laurel Ulrich once said, “Well-behaved women seldom [rarely] make history.” Think about what she might have meant by that statement. Then read about the people below who were expected to act a certain way or follow certain rules. They did not follow those rules, and many people thought they were “behaving badly.” See how their choice to break the rules caused them to become important figures in history.

Susan B. Anthony

Susan B. Anthony was born in 1820, at a time when women were not allowed to vote. They also could not have their own bank accounts or own a house. Susan dedicated her life to fighting for equality. She protested slavery and was part of the Underground Railroad which freed black slaves. But her main focus was women’s rights. She traveled around the country talking about how women should have the right to vote, own property, and control their own money. She also persuaded colleges to accept women as students for the first time. Susan was accused of trying to destroy respect for marriage, and was told it wasn’t a woman’s place to be asking for these rights. Although women did not earn the right to vote until after her death, Susan was well respected when she was older, and was even invited to the White House for an award. Her work made it easier for other women to continue the work later.



Mohandas Ghandi



Mohandas Ghandi was an Indian Independence leader who protested British rule in his country and the British control of salt. Britain’s Salt Act prevented people in India from selling or even collecting salt, which was a very important part of their diet and kept them from getting diseases like leprosy. The Indian people could only buy this valuable product from the British, who could make it as expensive as they wanted. Ghandi decided this was unfair and found a way to peacefully protest. Along with about 75 followers, Ghandi went to the Arabian Sea to make salt out of the seawater. Along the way, they gained followers until he was leading thousands. Before he got to the ocean, the police crushed the salt down into the mud, but Ghandi still collected small lumps. By doing so, he broke the law. He was arrested and people continued to gather the salt as he was in jail. Ghandi continued to resist British rule until India gained independence in 1947. He was killed for his rebellion a few months later.

Malala Yousafzai

Malala Yousafzai is a girl from Pakistan. At 17 years old, she won the Nobel Peace Prize after surviving a threat on her life from the Taliban. The Taliban are a group of soldiers in places like Afghanistan and Pakistan. They want laws which take away many rights from people, including the ability to listen to music and even fly kites. They also want to stop women and girls from having the freedom to drive a car and go to school. The Taliban attacked many schools to scare girls from attending, but Malala decided to go anyway. She began blogging about her efforts to keep girls in school, and began speaking in public about the right for everyone to have an education. The Taliban tried to silence her and other girls through violence, but Malala survived and continues to speak up for girls’ education.



Claudette Colvin



In 1955, Rosa Parks refused to give up her seat on a bus in Montgomery, Alabama. But Claudette Colvin actually did the same thing 9 months before Rosa Parks! At the time, black people had to sit at the back of the bus in a specific section, and had to give up their seats to any white person who asked. Claudette refused to give up her seat one day because she was thinking about a school paper she had written about how black people weren’t allowed to use dressing rooms to try on clothes in stores. She was fed up, and was arrested on the bus. Her protest, along with others soon after, led to the Montgomery Bus Boycott. Black people refused to ride buses there for over a year, even if it meant they had to walk long distances. The city needed the money from black people who paid to ride the bus, and with pressure from protesters, eventually the law was changed. But, Claudette never got the full recognition she deserved for her role.

SOCIAL STUDIES: BREAKING THE RULES (CONT.)

Answer the questions below about what you read.

1. Although the unfair rules and laws were eventually changed in each situation, the individual people who protested didn't always get a happy ending. What are some things they must have sacrificed (given up) in order to stand up for what they believed was right?

2. Each of the people who broke the rules was willing to protest against something that they thought was unfair, even if no one else was doing it. But none of them were able to change the laws by themselves. What things do you think other people might have done to help them get the rules changed?

Now that you've thought about some people who broke the rules and inspired change in their community, choose a way to respond to your reading from the choices below. Use a separate sheet of paper to write.

CHOICE #1: Write a letter to one of the people you read about. In your letter, explain to the person how his/her "bad behavior" brought about change. Was it actually a good thing? Why?

CHOICE #2: Create a poster that teaches other kids in your school about one of the people you read about. If you are able, you can research more about the person's life and how their "bad behavior" was important.

CHOICE #3: Think about a problem your community or school is dealing with. What might the people you read about do to create change? Write about some things they might do, and what the end result could be.

CHOICE #4: Write a quiz about one of the people you read about. Trade quizzes with a friend and see how much you have learned about each person's life and impact.

CHOICE #5: Pretend you are a reporter who is able to interview one of the people from the reading. Write at least 10 questions you would ask this person to learn more about their behavior and how they inspired change in their community.



BUT WAIT! THERE'S MORE...

I'm Angela Watson, the creator of this resource. I'm a National Board Certified Teacher with a masters degree in Curriculum and Instruction, and have 11 years of classroom teaching experience and over a decade of experience as an instructional coach. I currently work as a Productivity and Mindset Specialist in the area of educational consulting. In practical terms, this means I author books, design curriculum, and provide professional development services. Everything I do is centered on sharing more effective, efficient, and *enjoyable* ways of teaching and learning!

I founded my website ([TruthforTeachers.com](https://www.TruthforTeachers.com)) in 2003 to connect with other educators. You can now find thousands of ad-free articles and resources there from me and our K-12 teacher-writer's collective.

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