

# FALL EMERGENCY SUB DAY PACK

A full fall-themed day a substitute can teach cold: a read-this-first page, a fillable schedule, a fall reading passage and math word problems at three levels each with answer keys, fall word work, a brain break card, and a report back to the classroom teacher. Fillable PDF.

**READING** Fall Reading Passage and Level A Questions

One invented passage, used by all three levels. Level A gives a word bank; keep it in view or read it aloud once before students start.

**A Day at Miller's Farm (invented)**

Ms. Alvarez's class rode the bus to Miller's Farm on a cool October morning. The leaves on the trees were turning red, orange, and yellow. First, the class walked to the pumpkin patch. Everyone got to pick one pumpkin to take home. One picked a pumpkin as big as a soccer ball. Priya picked a small, bumpy pumpkin with a curly stem.

Next, the class walked through the corn maze. It took twenty minutes to find the way out. After the maze, everyone drank apple cider and ate a warm donut at the picnic tables. The farmer showed the class how apples are pressed into cider using a big wooden press.

Before the bus ride home, the class visited the barn to see the goats and chickens. Ms. Alvarez said it was the best field trip of the fall. Everyone carried their pumpkin onto the bus, ready to tell their families about the corn maze and the goats.

NAME \_\_\_\_\_ DATE \_\_\_\_\_

| LEVEL A QUESTION                                            | ANSWER |
|-------------------------------------------------------------|--------|
| 1. What did each student get to pick at the pumpkin patch?  |        |
| 2. What color were the leaves on the trees?                 |        |
| 3. What did the class walk through after the pumpkin patch? |        |

**MATH** Fall Math Word Problems, Levels A and B

Five problems per level, worked in the space under each one. Level A is single-digit, Level B is two-digit with a one-step multiplication problem.

NAME \_\_\_\_\_ DATE \_\_\_\_\_

| Level A — single digit                                                                                       | Level B — two digit / one step                                                                         |
|--------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------|
| 1. There are 4 pumpkins in the wagon. 3 more pumpkins are loaded on. How many pumpkins are in the wagon now? | 1. The class picked 24 pumpkins in the morning and 18 more in the afternoon. How many pumpkins in all? |
| 2. Farmer Joe picked 9 apples. He gave away 2 apples to the class. How many does he have left?               | 2. There were 50 apples on the cider table. 27 were used to make cider. How many apples are left?      |
| 3. There are 6 goats and 2 chickens in the barn. How many animals are there in all?                          | 3. Each wagon holds 12 pumpkins. There are 4 wagons. How many pumpkins can the wagons hold in all?     |
| 4. A basket has 8 acorns. 3 fall out on the walk. How many acorns are left in the basket?                    | 4. The corn maze has 3 paths. Each path takes 15 minutes to walk. How many minutes to walk all three?  |

**WORD WORK** Fall Word Work, Three Levels

Level A traces and copies five fall words; Level B unscrambles them and writes one sentence each; Level C writes a short fall paragraph using a word bank.

NAME \_\_\_\_\_ DATE \_\_\_\_\_

| Level A — trace and copy | Level B — unscramble, then write one sentence |  |
|--------------------------|-----------------------------------------------|--|
| pumpkin                  | SCRAMBLED WORD YOUR SENTENCE                  |  |
| harvest                  | kinmapp                                       |  |
| acorn                    | sovratt                                       |  |
| orchard                  | caonn                                         |  |
| scarecrow                | arocrid                                       |  |
|                          | reowwstac                                     |  |

**BRAIN BREAK** Brain Break: Fall Movement Cards

Seven thirty-second movements between blocks or whenever the room needs one. No equipment, no cutting, read straight off the page.

SUBSTITUTE \_\_\_\_\_ DATE \_\_\_\_\_

- ☐ **Rake the leaves**  
Pretend to rake a big pile of leaves for 20 seconds, then jump in it.
- ☐ **Pick an apple**  
Reach up on tiptoe and pick a pretend apple, five times, switching hands.
- ☐ **Crunch through leaves**  
Stomp in place like walking through a pile of crunchy leaves for 20 seconds.
- ☐ **Scarecrow freeze**  
Stand like a scarecrow with arms out, freeze when the sub says "Freeze."
- ☐ **Grow like a pumpkin vine**  
Start curled up small on the floor, slowly stretch tall like a growing vine.
- ☐ **Wagon pull**  
Pretend to pull a heavy wagon of pumpkins two steps forward, then two steps back.

**REPORT** What We Did Today

Filled out at the end of the day and left for the classroom teacher. A plain record of what happened, not a judgment about why.

SUBSTITUTE \_\_\_\_\_ DATE \_\_\_\_\_ CLASS / ROOM \_\_\_\_\_

| Blocks completed today (check what happened)          | Level used, each block (A / B / C) |
|-------------------------------------------------------|------------------------------------|
| <input type="checkbox"/> Morning meeting / attendance | READING MATH WORD WORK             |
| <input type="checkbox"/> Reading block                |                                    |
| <input type="checkbox"/> Movement break               |                                    |
| <input type="checkbox"/> Math block                   |                                    |
| <input type="checkbox"/> Word work                    |                                    |
| <input type="checkbox"/> Special / related arts       |                                    |

**What went well today**

One note for tomorrow (what worked, what to skip, materials used up)

**EXAMPLE** A Filled Day, Grade 3 (Invented)

Mr. Cole, substituting for an invented Ms. Alvarez's class, and every student named is invented. Every number below is checked against the page it came from.

**The Invented day**

Mr. Cole is called at 6:40 a.m. to cover an invented Ms. Alvarez's grade 3 class for the day. Every name below is invented; the numbers are checked against the page they came from.

| TIME  | BLOCK                        | NOTES                                       |
|-------|------------------------------|---------------------------------------------|
| 8:10  | Morning Meeting / Attendance | Attendance to office by 8:20                |
| 8:25  | Reading Block (Level B)      | Miller's Farm passage, short answers        |
| 9:15  | Movement Break               | Scarecrow freeze card                       |
| 9:25  | Math Block (Level A)         | 4 of 5 problems attempted, all correct      |
| 10:15 | Word Work (Level C)          | Paragraph using 4 of 5 bank words           |
| 11:00 | Special / Related Arts       | covered by specialist teacher, not this sub |

**What We Did Today (page 18) — 5 of 6 blocks run by the substitute**

- ☐ Morning meeting / attendance
- ☐ Reading block
- ☐ Movement break
- ☐ Math block
- ☐ Word work

Fillable PDF

20 Pages

No Prep

3 Levels

# Today's Schedule

Blank time slots, the blocks already named. Copy the times off the plan left for you, or off the schedule taped near the teacher's desk.

SUBSTITUTE

DATE

CLASS / ROOM

| TIME | BLOCK (ALREADY NAMED)        | NOTES (ROOM, GROUP, WHO IS OUT, WHO COVERS SPECIALS) |
|------|------------------------------|------------------------------------------------------|
|      | Morning Meeting / Attendance |                                                      |
|      | Reading Block                |                                                      |
|      | Movement Break               |                                                      |
|      | Math Block                   |                                                      |
|      | Word Work                    |                                                      |
|      | Special / Related Arts       |                                                      |
|      | Lunch                        |                                                      |
|      | Recess                       |                                                      |
|      | Afternoon Wrap-Up            |                                                      |
|      | Report Written (page 18)     |                                                      |

## Blocks are named, times are not

Copy the times off the plan left for you or off the schedule near the teacher's desk. If a block on this list is not part of today, skip it; if today has a block this list does not name, write it in on a blank row, in the order it actually happens.

## Who is out of the room and when (specials, related services, small groups)

.....

.....

.....

.....

.....

Every block in this pack comes in three levels. Pick by how independently a student reads and works today, not by a label on a file — that choice is yours to make.

| TODAY, THIS STUDENT                                                                    | USE                                    |
|----------------------------------------------------------------------------------------|----------------------------------------|
| Reads and works through a worksheet with little to no help today                       | Level C — multi-step and open response |
| Reads and works independently but does better with shorter answers, not open response  | Level B — short answer, one-step math  |
| Needs a word bank, a shorter passage, or single-digit math to work independently today | Level A — word bank and single-digit   |

## WHAT EACH LEVEL ACTUALLY LOOKS LIKE, BY BLOCK

| BLOCK                   | LEVEL A                            | LEVEL B                                  | LEVEL C                        |
|-------------------------|------------------------------------|------------------------------------------|--------------------------------|
| Reading (pages 8–10)    | Word bank, shorter passage support | Short answer, own words                  | Inference, sequencing, opinion |
| Math (pages 11–13)      | Single-digit, one step             | Two-digit, one step (one multiplication) | Multi-step, two operations     |
| Word work (pages 14–15) | Trace and copy                     | Unscramble and one sentence              | Short paragraph, word bank     |

### The level is a today decision, not a label

A student can be Level C in math and Level A in reading on the same day; the level describes how a worksheet goes today, not the student. This page makes no claim about an eligibility, a label, or a permanent placement, and the choice belongs to whoever is running the room today.

### Levels for this class, written by the teacher or chosen by the sub

READING

MATH

WORD WORK

STUDENTS WHO NEED A DIFFERENT LEVEL THAN THE REST OF THE GROUP, AND WHICH ONE

STUDENTS WHO NEED A DIFFERENT LEVEL BETWEEN BLOCKS (E.G. LEVEL C READING, LEVEL A MATH)

### If a student finishes a level early, or a level is too hard

Moving a student up or down a level mid-block is a normal call, not a mistake: hand over the next level's worksheet and note the switch on page 18 so the classroom teacher sees what actually happened today.

### Why three levels instead of one worksheet

A room a substitute has never met usually has students who read at different paces and work at different speeds; three levels of the same content mean everyone is working on the same fall theme at the same time, at a pace that fits them today.

One invented passage, used by all three levels. Level A gives a word bank; keep it in view or read it aloud once before students start.

### A Day at Miller's Farm (invented)

Ms. Alvarez's class rode the bus to Miller's Farm on a cool October morning. The leaves on the trees were turning red, orange, and yellow. First, the class walked to the pumpkin patch. Everyone got to pick one pumpkin to take home. Dev picked a pumpkin as big as a soccer ball. Priya picked a small, bumpy pumpkin with a curly stem.

Next, the class walked through the corn maze. It took twenty minutes to find the way out. After the maze, everyone drank apple cider and ate a warm donut at the picnic tables. The farmer showed the class how apples are pressed into cider using a big wooden press.

Before the bus ride home, the class visited the barn to see the goats and chickens. Ms. Alvarez said it was the best field trip of the fall. Everyone carried their pumpkin onto the bus, ready to tell their families about the corn maze and the goats.

NAME

DATE

| # | LEVEL A QUESTION                                         | ANSWER |
|---|----------------------------------------------------------|--------|
| 1 | What did each student get to pick at the pumpkin patch?  |        |
| 2 | What color were the leaves on the trees?                 |        |
| 3 | What did the class walk through after the pumpkin patch? |        |
| 4 | What did everyone drink at the picnic tables?            |        |
| 5 | What two kinds of animals did the class see in the barn? |        |

### Word bank (use each word once)

pumpkin · red, orange, yellow · corn maze · apple cider · goats and chickens

### Reading it aloud first

Read the passage aloud once, slowly, before handing out this page, and keep the word bank in view (write it on the board or read it a second time) while students answer. A second read-aloud partway through is fine.

### Same passage, every level

Levels B and C on page 9 use this same passage, so the whole room can listen to one read-aloud and then split by level for the questions.

Five problems per level, worked in the space under each one. Level A is single-digit; Level B is two-digit with a one-step multiplication problem.

NAME \_\_\_\_\_

DATE \_\_\_\_\_

## Level A — single digit

1. There are 4 pumpkins in the wagon. 3 more pumpkins are loaded on. How many pumpkins are in the wagon now?

.....

.....

.....

2. Farmer Joe picked 9 apples. He gave away 2 apples to the class. How many does he have left?

.....

.....

.....

3. There are 6 goats and 2 chickens in the barn. How many animals are there in all?

.....

.....

.....

4. A basket has 8 acorns. 3 fall out on the walk. How many acorns are left in the basket?

.....

.....

.....

5. The class saw 5 orange leaves and 4 red leaves on the trail. How many leaves in all?

.....

.....

.....

## Level B — two digit / one step

1. The class picked 24 pumpkins in the morning and 18 more in the afternoon. How many pumpkins in all?

.....

.....

.....

2. There were 50 apples on the cider table. 27 were used to make cider. How many apples are left?

.....

.....

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3. Each wagon holds 12 pumpkins. There are 4 wagons. How many pumpkins can the wagons hold in all?

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4. The corn maze has 3 paths. Each path takes 15 minutes to walk. How many minutes to walk all three?

.....

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5. 65 students visited the farm on Monday and 38 more visited on Tuesday. How many students in the two days combined?

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## Same fall setting, harder numbers

Levels A and B use the same pumpkin-patch and corn-maze setting as the Level C problems on page 12 and the reading passage on page 8, so the whole math block still feels like one fall day even when the numbers are different for every student.

Level A traces and copies five fall words; Level B unscrambles them and writes one sentence each; Level C writes a short fall paragraph using a word bank.

NAME \_\_\_\_\_

DATE \_\_\_\_\_

**Level A — trace and copy**p u m p k i n  
\_\_\_\_\_  
\_\_\_\_\_h a r v e s t  
\_\_\_\_\_  
\_\_\_\_\_a c o r n  
\_\_\_\_\_  
\_\_\_\_\_o r c h a r d  
\_\_\_\_\_  
\_\_\_\_\_s c a r e c r o w  
\_\_\_\_\_  
\_\_\_\_\_**Level B — unscramble, then write one sentence**

| SCRAMBLED | WORD | YOUR SENTENCE |
|-----------|------|---------------|
| kinmupp   |      |               |
| sevraht   |      |               |
| caorn     |      |               |
| arocrhd   |      |               |
| recowsrac |      |               |

**Level C — short fall paragraph**

Write three to five sentences about a fall day. Use at least three of these words: **pumpkin, harvest, acorn, orchard, scarecrow**. Indent the first line and end with a closing sentence.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Seven thirty-second movements between blocks or whenever the room needs one. No equipment, no cutting, read straight off the page.

SUBSTITUTE

DATE

☐ **Rake the leaves**

Pretend to rake a big pile of leaves for 20 seconds, then jump in it.

☐ **Pick an apple**

Reach up on tiptoe and pick a pretend apple, five times, switching hands.

☐ **Crunch through leaves**

Stomp in place like walking through a pile of crunchy leaves for 20 seconds.

☐ **Scarecrow freeze**

Stand like a scarecrow with arms out, freeze when the sub says "freeze."

☐ **Grow like a pumpkin vine**

Start curled up small on the floor, slowly stretch tall like a growing vine.

☐ **Wagon pull**

Pretend to pull a heavy wagon of pumpkins ten steps forward, then ten steps back.

☐ **Corn maze turns**

Take five slow steps, turn, five more steps, turn again, like finding the way out.

**How to use this page**

Read one card aloud between blocks, or whenever the room needs thirty seconds of moving. No equipment and no cutting; tick the box as each one gets used so the same one is not repeated back to back.

**Keep it seated, if the room needs that today**

Every card on this page works seated: rake and pick from the chair, tiptoe becomes a heel raise, the scarecrow freeze holds arms out at the desk. Adjust it to the room, not the other way around.

**EXAMPLE**

## A Filled Day, Grade 3 (Invented)

Mr. Cole, substituting for an invented Ms. Alvarez's class, and every student named is invented. Every number below is checked against the page it came from.

### The invented day

Mr. Cole is called at 6:40 a.m. to cover an invented Ms. Alvarez's grade 3 class for the day. Every name below is invented; the numbers are checked against the page they came from.

### Today's Schedule (page 5), filled by Mr. Cole, invented

| TIME  | BLOCK                        | NOTES                                       |
|-------|------------------------------|---------------------------------------------|
| 8:10  | Morning Meeting / Attendance | Attendance to office by 8:20                |
| 8:25  | Reading Block (Level B)      | Miller's Farm passage, short answers        |
| 9:15  | Movement Break               | Scarecrow freeze card                       |
| 9:25  | Math Block (Level A)         | 4 of 5 problems attempted, all correct      |
| 10:15 | Word Work (Level C)          | Paragraph using 4 of 5 bank words           |
| 11:00 | Special / Related Arts       | – covered by specials teacher, not this sub |

### What We Did Today (page 18) — 5 of 6 blocks run by the substitute

- ☐ Morning meeting / attendance
- ☐ Reading block
- ☐ Movement break
- ☐ Math block
- ☐ Word work
- ☐ Special / Related Arts — covered by another teacher, not this substitute

Levels used: reading B, math A, word work C. Math: 4 of 5 Level A problems attempted, 4 correct against the key on page 13 — problem 5 was not reached before the block ended.

### Note for tomorrow (invented)

Class worked well with the word bank on the reading page; next time, start word work earlier so Level C has the full block. No incident to report.

### Quick reference (page 6), filled from the classroom teacher's folder

Supplies: extra copies in the top drawer, spare pencils in the blue bin. Bathroom: individual pass on the hook by the door. Fire drill: line up at the blacktop by the flagpole, count heads twice. Student supports: none noted in today's folder.