Subplan Box

Free Sample Day: Grade 4

Day 1 · Ocean Animals, exactly as it comes in The Subplan Box.

- Sub Plan for the substitute
- Read-Aloud story with discussion questions
- Nine student pages: Morning Work, Reading, Reading Questions, Word Study, Writing, Math, Math Review, Science, and Response Journal
- Answer Key
- The full box: a Sub Binder you fill in once, 10 days like this one for grades 3, 4, and 5, and Early-Finisher pages

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Sub Plan

FOR THE SUBSTITUTE

Start here

Thank you for being here today! Everything for today is in this folder. Class routines (arrival, lunch, recess, dismissal, and the behavior plan) are in the **Sub Binder**.

Copy for each student: Morning Work, Reading, Reading Questions, Word Study, Writing, Math, Math Review, Science, and Response Journal (9 pages). **Keep for yourself:** this page, the Read-Aloud, and the Answer Key.

Materials: pencils and paper. No technology is needed. **About 4½ hours of planned work.** Lunch, recess, and specials happen at the times in the Sub Binder (pages 5 and 6); fit these blocks around them, in this order.

Time	Block	What to do	Pages
	Morning Work **15 min**	Hand out **Morning Work** as students arrive. They work quietly while you take attendance and the lunch count (Sub Binder, pages 10 and 11). Go over the answers together.	Morning Work
	Reading **45 min**	Introduce today's words: **camouflage**, **predator**, **exoskeleton**, **strategy** (meanings are above the passage). Students read *Masters of Disguise* with a partner, taking turns by paragraph, then answer the **Reading Questions** on their own.	Reading, Reading Questions
	Word Study **20 min**	Students match, use and find today's words in the passage on the **Word Study** page.	Word Study
	Writing **35 min**	Read the prompt aloud: *Choose two ocean animals from the passage that stay safe in different ways. Write a paragraph that explains each animal's strategy.* Students plan in the boxes, write on the lines, then use the checklist.	Writing
	Math **45 min**	Today's skill: **Adding and subtracting multi-digit numbers**. Work problem 1 on the board together; students finish the **Math** page.	Math
	Math Review **25 min**	Students solve the **Math Review** on their own, then trade with a partner, check, and solve again together any answer they disagree on.	Math Review
	Science **35 min**	Read the directions for **True or False? Fix It!** aloud. Students may use the reading passage to help.	Science
	Read-Aloud and Quick Write **25 min**	Gather students and read *Low Tide* aloud. Talk about the questions, then students answer one in writing (**Response Journal**, part 1).	Read-Aloud, Response Journal
	Reread and Respond **25 min**	Students take out their **Reading** page from earlier and reread *Masters of Disguise* on their own, then fill in part 2 of the **Response Journal**: a summary, the best fact, a question, and a link to the read-aloud.	Reading, Response Journal
	If time remains	The **Day 1 Early-Finisher** page (if the teacher left copies), or an idea from Ideas for extra time (Sub Binder, page 23).	Early Finisher

Before you leave

Put all student pages back in this folder. Fill in the **Sub Note** on page 24 of the Sub Binder so the teacher knows how the day went.

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Read-Aloud

READ TO THE CLASS

Read this story aloud to the whole class. It takes about 5 minutes. Then talk about the questions; students answer one of them on the Response Journal.

Before reading

Ask: Have you ever been to a beach, or seen pictures of one? What animals might live where the ocean meets the land?

Low Tide

Mina had never been awake this early on a Saturday. The sky over the beach was still pink when Grandpa handed her a pair of old sneakers. "Tide pools are slippery," he said. "And the first rule is: we look, we don't take."

On most beaches, the ocean pulls back from the shore twice a day. When it does, seawater stays behind in the hollows of the rocks, making small pools. Grandpa called them "the ocean's windows."

At the first pool, Mina saw what looked like green flowers stuck to the rock. Some were wide open, with soft arms waving in the water. Others, on a dry rock just above, were squeezed shut like little fists.

"Sea anemones," Grandpa said. "When the water leaves, they close up so they don't dry out."

Something tiny scuttled across the sand at the bottom of the pool. It was a snail shell, but it was walking on legs! "A hermit crab," said Grandpa. "It moves into an empty shell and uses it as a home. When it grows too big, it has to find a bigger one."

Mina knelt down slowly. Under a ledge, an orange sea star was holding on to the rock. Along each arm she could see hundreds of tiny tube feet, gripping tight.

"How does it hold on so well?" she asked. "Those little feet help it stick," Grandpa said. "Waves crash on these rocks all day. If it let go, it would be tossed around."

They walked from pool to pool until the sun was high. Then Grandpa pointed at the waves. They were creeping closer, reaching a little farther up the sand with each splash.

"The tide is coming back," he said. "Time for us to go, and time for them to have their ocean again."

On the way home, Mina looked back. The pools were filling with water. Somewhere under the waves, she knew, the anemones were opening up again.

Talk about it

1. What was Grandpa's first rule at the tide pools? Why do you think it matters?
2. Why do sea anemones close up when the water leaves?
3. How is a hermit crab's home different from a snail's home?
4. Grandpa called the tide pools "the ocean's windows." What do you think he meant?

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Morning Work

Name _____ Date _____

1 Math Warm-Up

① 6 × 6 = _____

② 32 ÷ 4 = _____

③ 272 + 115 = _____

④ 387 − 272 = _____

2 Fix It

Rewrite each sentence correctly.

a. the octopus changed it's color to match the rocks

b. crabs lobsters and clams have hard coverings

3 Word Work

Read the words and what they mean. Then use a word from the box to finish each sentence.

Word box

exoskeleton: a hard covering on the outside of an animal's body

predator: an animal that hunts other animals for food

strategy: a plan or way of doing something

a. A shark is a _____ that hunts fish.

b. A crab's hard _____ protects its body.

c. Swimming in a big group is one _____ that fish use to stay safe.

4 Quick Draw

Draw something from today's theme: ocean animals. Label it.

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Reading

Name _____ Date _____

Masters of Disguise

Words to know:

camouflage: colors, patterns, or textures that help an animal blend in

exoskeleton: a hard covering on the outside of an animal's body

predator: an animal that hunts other animals for food

strategy: a plan or way of doing something

1 In the ocean, almost every animal is either hunting or trying not to be hunted. To avoid becoming someone's lunch, sea creatures use a surprising number of strategies.

2 The most common strategy is camouflage, which means blending in with the surroundings. The flounder is a flat fish that rests on the ocean floor. It can change the pattern of its skin to match the sand or gravel beneath it, and it often wiggles under a thin layer of sand until only its eyes show. The octopus is even more skilled. Special cells in its skin let it change color in a fraction of a second, and tiny muscles let it change the texture of its skin, so it can look as bumpy as a rock or as smooth as a shell.

3 Some animals depend on protection instead of hiding. Crabs and lobsters wear a hard outer covering called an exoskeleton. Clams and mussels can clamp their shells shut. These coverings work like armor that is difficult for a predator to crack.

4 Other animals find safety in numbers. Sardines and herring swim in schools that can include thousands of fish. The whole school twists and turns at once, and the flashing bodies make it hard for a predator to focus on a single target.

5 Finally, some animals rely on a last-minute escape. An octopus or a squid in danger can release a cloud of dark ink and then jet away by shooting water out of its body. A pufferfish can swallow water quickly and swell up to several times its normal size. Many pufferfish also contain a strong poison, which makes them a dangerous meal.

6 Whether they hide, protect, gather, or escape, ocean animals show that there is more than one way to survive in the sea.

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Reading Questions

Name _____ Date _____

Use the passage *Masters of Disguise* to answer each question.

1. Which sentence best states the main idea of the passage?
   - A. Octopuses are the smartest ocean animals.
   - B. Ocean animals use different strategies to stay safe from predators.
   - C. Pufferfish contain poison.
   - D. Fish swim in schools to find food.

2. In paragraph 2, what does the word "texture" most likely mean?
   - A. how something feels on its surface
   - B. how heavy something is
   - C. how fast something moves
   - D. how something smells

3. How does swimming in a school help protect sardines?
   - A. The school scares predators with loud sounds.
   - B. It is hard for a predator to focus on one fish.
   - C. The fish hide under the sand.
   - D. The fish become poisonous.

4. Which detail supports the idea that the octopus is "even more skilled" than the flounder?
   - A. It lives on the ocean floor.
   - B. It can change both its color and its texture.
   - C. It has a hard exoskeleton.
   - D. It swims in schools.

5. Explain how the escape tricks of the squid and the pufferfish are different.

6. The author groups ocean animals by four strategies. Name all four.

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Word Study

Name _____ Date _____

1 Match

Write the letter of the meaning next to each word.

_____ **camouflage**	**A.** a plan or way of doing something
_____ **predator**	**B.** a hard covering on the outside of an animal's body
_____ **exoskeleton**	**C.** an animal that hunts other animals for food
_____ **strategy**	**D.** colors, patterns, or textures that help an animal blend in

2 Use it

Choose two of the words. Use each one in a sentence of your own about today's theme.

Word 1: _____

Word 2: _____

3 Word Detective

Find each word in *Masters of Disguise*. Write the number of the paragraph where it first appears.

Word	Paragraph
camouflage	
predator	
exoskeleton	
strategy	

Draw a picture that shows what one of the words means. Write the word under it.

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Writing

Name _____ Date _____

Informative paragraph

Choose two ocean animals from the passage that stay safe in different ways. Write a paragraph that explains each animal's strategy.

Plan it

Topic sentence

Animal 1 and its strategy

Animal 2 and its strategy

Concluding sentence

Write it

Need more room? Keep writing on the back of this page.

- [ ] My topic sentence tells what my paragraph is about.
- [ ] I explained two different strategies.
- [ ] I used details from the passage.
- [ ] I used a linking word such as also, another, or however.

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Math

Name _____ Date _____

Today's skill: Adding and subtracting multi-digit numbers

1 Practice

1. 44,846 + 14,695
2. 45,456 − 2,225
3. 31,534 + 31,497
4. 56,475 − 7,330
5. 38,616 + 6,916
6. 35,681 − 14,996
7. 19,410 + 34,703
8. 70,027 − 1,239

2 Word Problems

1. A whale swam 3,457 miles in the spring and 2,868 miles in the fall. How many miles did it swim in all?

Show your work

Answer: _____

2. An aquarium had 12,500 visitors in June and 9,875 visitors in July. How many more visitors came in June than in July?

Show your work

Answer: _____

3. A research boat collected 1,206 shells. Scientists kept 389 shells and returned the rest to the beach. How many shells were returned?

Show your work

Answer: _____

4. A coral reef tank holds 4,750 gallons of water. A new tank holds 2,385 gallons more than that. How many gallons does the new tank hold?

Show your work

Answer: _____

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Math Review

Name _____ Date _____

Today's mix: Adding and subtracting fractions; Multi-digit multiplication; Equivalent fractions; Decimals: tenths and hundredths.

1. **4/10 + 5/10 =** _____

2. **3/6 – 1/6 =** _____

3.
$$\begin{array}{r} 4{,}199 \\ \times\ 5 \\ \hline \end{array}$$

4.
$$\begin{array}{r} 21 \\ \times\ 80 \\ \hline \end{array}$$

5. **5/6 =** _____ **/12**

6. **1/2 =** _____ **/4**

7. **Write 0.4 as a fraction:**

   _____

8. **Write 79/100 as a decimal:**

   _____

Work space: show how you solved the problems. Write the problem number next to your work.

Partner check

- ☐ Trade papers with a partner.
- ☐ Put a check next to each answer you agree on.
- ☐ Circle any answer you disagree on, and solve it again together.
- ☐ Write how many you both got right: _____ of 8

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Science

Name _____ Date _____

True or False? Fix It!

Circle T if the sentence is true or F if it is false. If it is false, rewrite it on the line to make it true. Use the passage to check.

T F **1.** A flounder can change its skin pattern to match the ocean floor.

T F **2.** Crabs and lobsters have an exoskeleton on the inside of their bodies.

T F **3.** Sardines swim alone so predators cannot find them.

T F **4.** A squid can squirt ink and then jet away.

T F **5.** An octopus can change the texture of its skin.

T F **6.** A pufferfish shrinks to hide from predators.

Invent a new ocean animal. Draw it and label two features that keep it safe.

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Response Journal

Name _____ Date _____

1 Read-Aloud Quick Write

Choose one question about *Low Tide*. Write its number, then answer it in 3 to 5 sentences.

1. What was Grandpa's first rule at the tide pools? Why do you think it matters?
2. Why do sea anemones close up when the water leaves?
3. How is a hermit crab's home different from a snail's home?
4. Grandpa called the tide pools "the ocean's windows." What do you think he meant?

Question number: _____

2 Reread and Respond

Reread *Masters of Disguise* on your own. Then answer.

a. Sum it up. In 2 or 3 sentences, tell what the passage is mostly about.

b. Best fact. Write the fact you think is most interesting. Paragraph number: _____

c. Still wondering. Write one question you still have about ocean animals.

d. Connect. How are the story *Low Tide* and the passage *Masters of Disguise* alike? Name one thing from each.

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Answer Key (1 of 2)

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Keep these pages. Do not copy them for students. The Early-Finisher answers are at the back of the Early-Finisher PDF.

Morning Work

Math Warm-Up	1. 36; 2. 8; 3. 387; 4. 115
Fix It a	The octopus changed its color to match the rocks.
Fix It b	Crabs, lobsters, and clams have hard coverings.
Word Work	a. predator; b. exoskeleton; c. strategy

Reading Questions

1	**B.** Ocean animals use different strategies to stay safe from predators.
2	**A.** how something feels on its surface
3	**B.** It is hard for a predator to focus on one fish.
4	**B.** It can change both its color and its texture.
5	The squid releases ink and jets away. The pufferfish swallows water and swells up (and many pufferfish are poisonous).
6	Hiding (camouflage), protection (hard coverings), safety in numbers (schools), and escape (ink or swelling up).

Word Study

Match	camouflage: D; predator: C; exoskeleton: B; strategy: A
Use it	Answers will vary; each sentence uses the word with its meaning.
Word Detective	camouflage: paragraph 2; predator: paragraph 3; exoskeleton: paragraph 3; strategy: paragraph 1

Writing

Look for: Two animals with two different strategies, each matched correctly (for example, flounder and camouflage, pufferfish and swelling up), details from the passage, a linking word, and a concluding sentence.

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Answer Key (2 of 2)

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Math: Practice

Answers	1. 59,541; 2. 43,231; 3. 63,031; 4. 49,145; 5. 45,532; 6. 20,685; 7. 54,113; 8. 68,788

Math: Word Problems

1	6,325 miles
2	2,625 more visitors
3	817 shells
4	7,135 gallons

Math Review

Answers	1. 9/10; 2. 2/6 (or 1/3); 3. 20,995; 4. 1,680; 5. 10/12; 6. 2/4; 7. 4/10; 8. 0.79

Science: True or False? Fix It!

1	**T**
2	**F.** Crabs and lobsters have an exoskeleton on the outside of their bodies.
3	**F.** Sardines swim in large schools.
4	**T**
5	**T**
6	**F.** A pufferfish swallows water and swells up.

Drawing: answers will vary; check that the labels match the directions.

Response Journal

Answers will vary. **Look for:** in part 1, the question number and an answer of 3 to 5 sentences with a detail from the story; in part 2, (a) a summary that names the passage's topic and one or two key details, (b) a fact copied correctly with the paragraph where it appears, (c) a real question about the theme, and (d) one detail from the story and one from the passage that go together.

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