



# Teach BIG Sub Plan Packet

Grade 3

Reading and Language Arts | Texas Elementary

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Teach BIG

JMH Solutions

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Teacher: add page numbers after you print if your copier shifts pages.

## Class Information Sheet

Teacher: complete before you are absent. Leave this packet on your desk.

**Teacher name**

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**Room number and grade**

---

**Date of absence**

---

**Office phone and nurse phone**

**Bell schedule (include lunch and specials times)**

**Attention signal (what you say or do, and what students do)**

**Daily procedures (entering room, materials, bathroom, sharpening pencils)**

**Where lesson copies and materials are located**

**Class Information Sheet (continued)**

**Student helpers (2 to 3 dependable identifiers, not legal names required here)**

| Identifier | Job for the sub |
|------------|-----------------|
| _____      | _____           |
| _____      | _____           |
| _____      | _____           |

**Colleague contact if the sub needs an adult decision**

**Tech login steps and backup if tech fails**

Student Support Notes

Use self-chosen identifiers only (example: Dolphin, Starfish). No diagnoses. No legal names in this shared packet.

| Identifier  | Helpful strategies for today |
|-------------|------------------------------|
| <div></div> | <div></div>                  |
| <div></div> | <div></div>                  |
| <div></div> | <div></div>                  |
| <div></div> | <div></div>                  |

## Emergency Procedures

Match posted campus plans and color codes.

**Fire drill: route and meeting spot**

**Lockdown: steps and quiet expectations**

**Severe weather: shelter location**

**Medical emergency: who to call first**

## Dismissal

**How dismissal is announced and where students go (bus, walker, car rider, after-school program)**

**Students who leave early (procedure)**

## How We Do Things Here

Our classroom runs on respect, clear routines, and effort. The substitute uses **our** rules, not new ones. Students should hear the same expectations they hear every day.

- Greet the class, share your name, and explain you will leave notes for the teacher.
- Teach and practice the attention signal before starting Lesson 1.
- Move around the room during independent work. Praise specific on-task choices.
- Redirect privately when possible. Use the behavior plan below.
- Collect finished work in the tray labeled by the teacher. Point students to the Early Finisher Menu if they finish early.

## Simple Positive Behavior Plan

### Class goal

Teacher fills in: "If the sub reports safe, respectful learning, we earn \_\_\_\_."

### Quick rewards

Specific praise, helper jobs, quiet thumbs up, or teacher-approved tokens.

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### Reminder steps

1. Nonverbal cue near the student
2. Private whisper reminder
3. Seat change or buddy break if needed
4. Office call only per campus policy

### Sub notes

Record factual behavior notes on the report form. Use seat or identifier codes, not public call-outs of grades.

## Lesson 1: Parts of Speech Review

**Time:** about 50 to 60 minutes with transitions. **Purpose:** review only (no new definitions).

**TEKS:** Grade 3 ELAR editing conventions 110.5(b)(11)(D). Supports STAAR/SST RLA convention skills.

**Materials:** slide pages in this packet (display or project), student handout Lesson 1, pencils, timer.

**Learning target in kid language:** "I can name and use nouns, verbs, adjectives, adverbs, and pronouns in sentences."

Read each slide, then read the matching sub script page right after it. Scripts use **SAY** (bold quoted words) and *DO* (gray italic actions).

## Parts of Speech Review | Grade 3

**Today we review word jobs in sentences.**

TEKS 110.5(b)(11)(D)

Learning target: I can find nouns, verbs, adjectives, adverbs, and pronouns.

Date: \_\_\_\_\_ Sub name: \_\_\_\_\_

---

Slide 1 of 12

2 min

**"Good morning. I am your substitute teacher today. Your teacher left clear plans for us."**

**"Today is a review day for parts of speech. That means words you already learned, not brand-new rules."**

► *Smile and make eye contact with several students.*

► *Point to the slide title and learning target.*

2 min

**"When I give our class attention signal, voices go off and eyes come to me. We will practice once before we start."**

► *Use the teacher attention signal from the Class Information Sheet.*

► *Wait until the room is quiet before continuing.*

If students finish early later, send them to the Early Finisher Menu in this packet.

**Reset phrase (if needed):** "Eyes on me. Voices off. We try again."

## Agenda

- Warm-up retrieval (5 min)
- Nouns and verbs (10 min each)
- Adjectives and adverbs (8 min each)
- Pronouns (8 min)
- Guided practice and sentence sort (12 min)
- Exit ticket (5 min)

---

Slide 2 of 12

**3 min**

**"Here is our plan for the next hour. We will move fast, but we will pause for you to talk with a partner."**

**"Raise your hand if you have done a parts of speech review before. Great. You are ready."**

► *Read each bullet on the slide aloud.*

► *Call on one helper to read the last bullet.*

**Reset phrase (if needed):** "Eyes on me. Voices off. We try again."

## Warm-Up

Read each sentence. Thumbs up if you hear a **noun**. Thumbs sideways if you hear a **verb**.

1. The dolphin jumps high.

2. Starfish rest on rocks.

3. We pack our lunches.

---

Slide 3 of 12 | Nouns and verbs

5 min

"Thumbs up if the bold word is a noun. Thumbs sideways if it is a verb. No talking yet."

"Sentence 1: The dolphin jumps high."

"Sentence 2: Starfish rest on rocks."

"Sentence 3: We pack our lunches."

► Read each sentence slowly. Pause after each for students to show thumbs.

► Call on two students to explain one choice.

**Reset phrase (if needed):** "Eyes on me. Voices off. We try again."

# Nouns

**Noun:** person, place, thing, or idea.

**Common** vs **proper** (proper uses a capital letter).

**Singular** vs **plural** (add s or es).

common: garden | proper: Texas

singular: tomato | plural: tomatoes

TEKS (D)(iii)

Slide 4 of 12

8 min

"A noun names a person, place, thing, or idea. Watch the examples on the slide."

"Common nouns are regular words like garden. Proper nouns name specific places and start with a capital letter, like Texas."

"On your Lesson 1 handout, do items 1 and 2 only. You have four minutes."

- Point to each example box as you speak.
- Start a timer on the board. Walk the left side of the room first.

2 min

"Partner A, tell Partner B one noun you found. Switch roles."

- Monitor volume. Use attention signal if needed.

**Reset phrase (if needed):** "Eyes on me. Voices off. We try again."

# Verbs

**Verb:** action or state of being. Check **tense**.

Past: planted | Present: plant | Future: will plant

The class waters the garden on Fridays.

TEKS (D)(ii)

Slide 5 of 12

8 min

"Verbs show action or being. Tense tells when something happens: past, present, or future."

"Read the timeline examples with me: planted, plant, will plant."

"Do items 3 and 4 on the same handout. Three minutes."

► *Gesture to past, present, future on the slide.*

► *Check that students underline verbs, not nouns.*

**Reset phrase (if needed):** "Eyes on me. Voices off. We try again."

# Adjectives

**Adjective:** describes a noun.

the bright marigolds

a tiny sprout

Compare: **bigger** (comparative) **biggest** (superlative)

TEKS (D)(iv)

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Slide 6 of 12

8 min

"Adjectives describe nouns. They tell what kind or how many."

"Comparative compares two things: bigger. Superlative compares more than two: biggest."

"Complete items 5 and 6 on the handout."

► Read example sentences with emphasis on adjectives.

► Praise a specific table for staying on task.

**Reset phrase (if needed):** "Eyes on me. Voices off. We try again."

# Adverbs

**Adverb:** tells how, when, or where (often describes a verb).

We worked quietly.

Later, we will harvest lettuce.

TEKS (D)(v)

Slide 7 of 12

8 min

"Adverbs often tell how, when, or where. Many adverbs describe verbs."

"In the sentence We worked quietly, quietly tells how we worked."

"Do items 7 and 8 on the handout."

► Have students repeat the word quietly.

► If confusion arises, remind them adverbs often end in ly, but not always.

**Reset phrase (if needed):** "Eyes on me. Voices off. We try again."

# Pronouns

**Pronoun** replaces a noun.

Subjective: We measured the rows.

Objective: The teacher helped us.

Possessive: Our chart shows water needs.

TEKS (D)(vii)

Slide 8 of 12

8 min

"Pronouns replace nouns so we do not repeat the same name."

"We is a subject pronoun. Us is an object pronoun. Our shows possession."

"Do items 9 and 10 on the handout with your partner."

► *Point to each example line on the slide.*

► *Ask one helper to give another example sentence with we.*

**Reset phrase (if needed):** "Eyes on me. Voices off. We try again."

## Guided Practice

Read the sentence together. Partners point to one noun, one verb, and one adjective.

Our class planted bright tomatoes behind the library.

Be ready to share one word you found.

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Slide 9 of 12

6 min

**"Read the sentence with me: Our class planted bright tomatoes behind the library."**

**"With your partner, point to one noun, one verb, and one adjective. You have two minutes."**

**"Be ready to share one word your team found."**

► *Circulate. Nudge shy partners to point at words.*

► *Call on three pairs for quick shares.*

**Reset phrase (if needed):** "Eyes on me. Voices off. We try again."

## Sentence Sort

Sort each word into the correct column on your handout.

**Words:** quickly, butterflies, grow, sunny, they, garden

| Noun | Verb | Adjective | Adverb | Pronoun |
|------|------|-----------|--------|---------|
|      |      |           |        |         |

Slide 10 of 12

10 min

"You will sort words into columns on your handout. The words are on the slide."

"Work with your partner first, then write your final sort in pencil."

"You have six minutes."

► Read the word list twice.

► Hold up the handout if students cannot find item 11.

**Reset phrase (if needed):** "Eyes on me. Voices off. We try again."

## Subject-Verb Agreement Check

**Complete sentences** need a subject and a verb that match.

The butterflies land on the flowers. (singular subject)

The students write in notebooks. (plural subject)

TEKS (D)(i)

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Slide 11 of 12

5 min

"Subjects and verbs must match. Singular subjects need singular verbs."

"Read both example sentences aloud. Notice land vs write."

"Do handout item 12."

► Tap the underlined verbs on the slide.

► Give a thumbs up check when most students finish.

**Reset phrase (if needed):** "Eyes on me. Voices off. We try again."

## Exit Ticket

On your handout, complete both items.

1. Circle the adverb in: We walked slowly on the path.
2. Write one sentence about the garden using a pronoun and a verb.

Turn in to the finished work tray when called.

---

Slide 12 of 12

5 min

**"Complete the exit ticket items on your handout. Work alone so I can see what you remember."**

**"When I call your table, place papers in the finished tray."**

► *Give a two minute warning.*

► *Collect using the teacher dismissal routine if listed.*

Lesson 1 complete. Take a short break before Lesson 2 if schedule allows.

**Reset phrase (if needed):** "Eyes on me. Voices off. We try again."

## Lesson 2: Reading Response

**Time:** about 35 to 40 minutes. **Materials:** Lesson 2 student page, pencils.

**Learning target:** "I can read a short passage and answer questions using text evidence."

Last spring, our third grade class planted a small garden behind the library. We measured each row with a meter stick so every seed had enough space to grow. On Monday mornings, a volunteer named Ms. Rivera helped us pull weeds and check the soil. The tomatoes needed more water than the carrots, so we made a chart to track which plants were thirsty. One afternoon, we noticed bright orange butterflies landing on the marigolds. Our teacher explained that butterflies help flowers by moving pollen. We wrote observations in our science notebooks and drew careful pictures of the wings. A few students built a simple sign that said, "Please walk on the path." That sign reminded visitors to protect the young sprouts. By May, the garden was full of green leaves and tiny vegetables. We harvested lettuce and shared it with the cafeteria staff. The principal visited and said our teamwork made the school proud. We agreed to plant again next year and invite younger students to help.

## Lesson 2 | Reading Response Sub Script | Sub Script

3 min

**"We are going to read a short passage about a school garden. Your teacher has read passages like this with you before."**

**"Follow along silently while I read aloud."**

► *Read the passage on the previous page or from student copies at a steady pace.*

12 min

**"Read the passage again with your partner. Partner A reads paragraph one. Partner B reads paragraph two. Trade for paragraph three."**

**"Answer questions 1 through 3 on your Lesson 2 page. Use complete sentences."**

► *Set a timer for 12 minutes.*

► *Walk the room. Redirect to the text if answers have no evidence.*

15 min

**"For question 4, you will write a short constructed response. Use the sentence frames if they help you."**

**"A strong answer names your claim, gives evidence from the text, and explains your thinking."**

**"You have 15 minutes. Voices low."**

► *Point to sentence frames on the student page.*

► *Remind students to cite the garden details, not outside facts.*

3 min

**"Finish your sentence. Circle your best evidence phrase. Turn in your Lesson 2 page to the tray."**

► *Collect papers. Direct early finishers to the Early Finisher Menu.*

Questions appear on the student page. Answer key is in the FOR THE SUB section.

**Reset phrase (if needed):** "Eyes on me. Voices off. We try again."

### Lesson 3: Short Writing Lesson

**Time:** about 30 minutes. **Focus:** one paragraph constructed response about teamwork (connects to the passage theme).

**Learning target:** "I can write a clear statement with reasons and an example."

**Prompt:** Write one paragraph about a time your class showed teamwork. Explain what you did and why teamwork mattered.

This is an **ECR-style statement** practice (explain). Students use sentence frames on the student page.

### Lesson 3 | Writing Sub Script | Sub Script

3 min

**"Writers, today you will write one strong paragraph. This is review of how we explain our thinking in third grade."**

**"Read the prompt on the slide and on your Lesson 3 page with me."**

► *Read the prompt aloud from the board or packet.*

5 min

**"Before you write, brainstorm three details with your table: what the team did, how each person helped, and how it turned out."**

**"Write key words in the brainstorm box on your page."**

► *Give two minutes for talk, three minutes for notes in the box.*

18 min

**"Use the sentence frames if you want them. You still need your own details."**

**"Checklist: clear topic sentence, two reasons or examples, closing sentence."**

**"Quiet writing time begins now."**

► *Play a quiet timer if the teacher left one.*

► *Encourage students to reread for capitals and end punctuation.*

4 min

**"Trade with one partner. Partner checks that the paragraph has a topic sentence and a closing sentence."**

**"Make one improvement, then turn in your final draft."**

► *Collect papers in the finished tray.*

► *Early finishers: Early Finisher Menu item 2.*

**Reset phrase (if needed):** "Eyes on me. Voices off. We try again."

## Lesson 1 Student Page | Parts of Speech Review

Name: \_\_\_\_\_ Date: \_\_\_\_\_

1. Circle the common noun: Texas, river, Monday
2. Write a proper noun from your own life:
3. Underline the verb and write its tense (past, present, future): The students water the plants.
4. Change jump to past tense: The frog \_\_\_\_\_ over the log.
5. Circle the adjective: The tall sunflower swayed.
6. Write one comparative adjective sentence:
7. Circle the adverb: We gently closed the gate.
8. Write an adverb in this sentence: The class worked \_\_\_\_\_.
9. Replace the noun with a pronoun: *Maria and I* wrote notes. → \_\_\_\_\_ wrote notes.
10. Circle the possessive pronoun: Our sign protected the sprouts.

Lesson 1 Student Page (continued)

11. **Sentence sort.** Write each word in the correct column.

| Noun | Verb | Adjective | Adverb | Pronoun |
|------|------|-----------|--------|---------|
|      |      |           |        |         |

Words: quickly, butterflies, grow, sunny, they, garden

12. Choose the correct verb: The butterfly (land / lands) on the flower.

**Exit ticket.** Circle the adverb: We walked slowly on the path.

Write one sentence about a garden using a pronoun and a verb:

## Lesson 2 Student Page | Reading Response

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Last spring, our third grade class planted a small garden behind the library. We measured each row with a meter stick so every seed had enough space to grow. On Monday mornings, a volunteer named Ms. Rivera helped us pull weeds and check the soil. The tomatoes needed more water than the carrots, so we made a chart to track which plants were thirsty. One afternoon, we noticed bright orange butterflies landing on the marigolds. Our teacher explained that butterflies help flowers by moving pollen. We wrote observations in our science notebooks and drew careful pictures of the wings. A few students built a simple sign that said, "Please walk on the path." That sign reminded visitors to protect the young sprouts. By May, the garden was full of green leaves and tiny vegetables. We harvested lettuce and shared it with the cafeteria staff. The principal visited and said our teamwork made the school proud. We agreed to plant again next year and invite younger students to help.

1. Why did the class make a chart? Use evidence from the text.

---

2. What did butterflies do for the flowers?

---

3. What is one way students protected the garden?

---

4. **Constructed response.** How did the garden project show teamwork? Use details from the passage.

Sentence frames (optional):

The class showed teamwork when \_\_\_\_\_.

One detail from the text is \_\_\_\_\_.

This matters because \_\_\_\_\_.

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## Lesson 3 Student Page | Writing

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Prompt:** Write one paragraph about a time your class showed teamwork. Explain what you did and why teamwork mattered.

**Brainstorm box:**

Sentence frames (optional):

Our class worked as a team when \_\_\_\_\_.

For example, \_\_\_\_\_.

Teamwork helped because \_\_\_\_\_.

**Checklist:** topic sentence ☐ two details ☐ closing sentence ☐

**Final paragraph:**

## FOR THE SUB | Answer Key Lesson 1

| Item | Answer                                                                                   |
|------|------------------------------------------------------------------------------------------|
| 1    | river (common noun)                                                                      |
| 2    | Accept any proper noun with capital letter                                               |
| 3    | water, present tense                                                                     |
| 4    | jumped                                                                                   |
| 5    | tall                                                                                     |
| 6    | Accept if comparative form is used correctly                                             |
| 7    | gently                                                                                   |
| 8    | Accept reasonable adverb (example: quietly)                                              |
| 9    | We                                                                                       |
| 10   | Our                                                                                      |
| 11   | Nouns: butterflies, garden; Verb: grow; Adjective: sunny; Adverb: quickly; Pronoun: they |
| 12   | lands                                                                                    |
| Exit | slowly; sample sentence with pronoun + verb                                              |

**FOR THE SUB | Answer Key Lesson 2**

| <b>Question</b> | <b>Sample response</b>                                                                                                                   |
|-----------------|------------------------------------------------------------------------------------------------------------------------------------------|
| 1               | The tomatoes needed more water than the carrots, so they tracked thirst on a chart.                                                      |
| 2               | Butterflies help flowers by moving pollen.                                                                                               |
| 3               | Students built a sign asking visitors to walk on the path / protected young sprouts.                                                     |
| 4               | Should name teamwork (measuring rows, weeding, charting water, harvesting, inviting younger students) with text details and explanation. |

### FOR THE SUB | Answer Key Lesson 3

Paragraph should include a topic sentence, two specific details about teamwork, and a closing sentence. Grammar should show Grade 3 conventions (nouns, verbs, adjectives, pronouns) without perfection required on a sub day.

Look for: clear claim, example from class life, sense of why teamwork mattered.

## Early Finisher Menu

No new teaching. Students choose one quiet option.

1. **Silent reading:** Read your book. On the back of any page, write two sentences summarizing what happened.
2. **Fix three sentences:** Copy these and correct capitals only: *ms. rivera helped us on monday. we planted seeds in texas soil. the garden is our favorite place.*
3. **Word sort extension:** List five nouns and five verbs you see in the classroom.
4. **Missing work folder:** Only if that is your usual routine (teacher note: \_\_\_\_\_).

## Substitute Report Form

Classes taught and attendance notes

Lessons completed (circle): Lesson 1 ☐ Lesson 2 ☐ Lesson 3 ☐ Partial notes:

Students who were especially helpful (identifiers or seats)

Behavior highlights or concerns (brief, factual)

Materials missing or confusing

What the teacher should reteach tomorrow

Sub signature and phone (optional per district)