CLASSROOM · KINDERGARTEN · MORNING WORK · 1 OF 5

Kindergarten Morning Work

Count, trace, fill in the number and draw. Do one box at a time.

Name: _____ **Date:** _____



1. Count the hearts.

♡ ♡ ♡ ♡ ♡ ♡

How many? ☐

2. What number comes next?

3	4	5	

3. Trace the letters. Then write your own.

M M m m

4. Circle the group that has more.

☆ ☆ ☆ ☆

☆ ☆ ☆ ☆ ☆
☆ ☆

5. Draw something that starts with M. (moon? mouse? mitten?)

Art © Kevin Coulston

ANSWER KEY · MORNING WORK · FOR GROWN-UPS

Answer Key: Kindergarten Morning Work

Count, trace, fill in the number and draw. Do one box at a time.



1. Count the hearts.

♡ ♡ ♡ ♡ ♡ ♡

How many? 6

2. What number comes next?

3	4	5	6

3. Trace the letters. Then write your own.

M M m m

4. Circle the group that has more.

☆ ☆ ☆ ☆

☆ ☆ ☆ ☆ ☆
☆ ☆

5. Draw something that starts with M. (moon? mouse? mitten?)

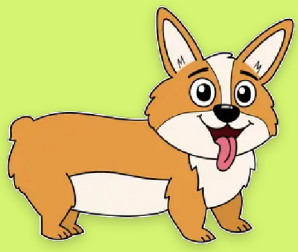
Art © Kevin Coulston

CLASSROOM · 1ST GRADE · MORNING WORK · 2 OF 5

1st Grade Morning Work

Solve, fix and write. Check your work when you finish.

Name: _____ **Date:** _____



Math

1. 6 + 3 = _____

2. 10 − 4 = _____

3. 8 + 5 = _____

4. _____ 15 _____
   Write the numbers just before and just after.

Words

5. Circle the word that rhymes with cat: hat dog sun

6. How many tally marks? 𝍸 ||| = _____

7. Write the word that means the opposite of big: _____

Fix the sentence. Add a capital letter and a period.

8. the dog ran fast

_____

9. Write a sentence about something you did yesterday.

_____

_____

_____

_____

_____

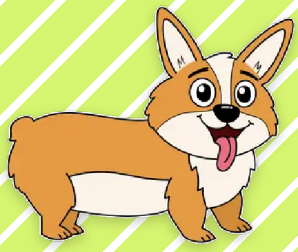
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Art © Kevin Coulston

ANSWER KEY · MORNING WORK · FOR GROWN-UPS

Answer Key: 1st Grade Morning Work

Solve, fix and write. Check your work when you finish.



Math

1. 6 + 3 = 9

2. 10 − 4 = 6

3. 8 + 5 = 13

4. 14 15 16
   Write the numbers just before and just after.

Words

5. Circle the word that rhymes with cat: hat dog sun **hat**

6. How many tally marks? 𝍸 ||| = 8

7. Write the word that means the opposite of big: little (or small)

Fix the sentence. Add a capital letter and a period.

8. the dog ran fast
   The dog ran fast.

9. Write a sentence about something you did yesterday.

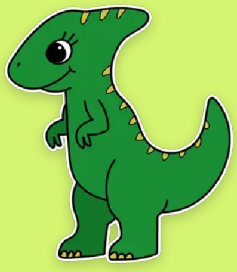
Art © Kevin Coulston

CLASSROOM · 2ND GRADE · MORNING WORK · 3 OF 5

2nd Grade Morning Work

Solve, fix and write. Show your work in the space next to each problem.

Name: _____ **Date:** _____



Math

1. 47 + 25 = _____
2. 63 − 28 = _____
3. Count by 5s: 35, 40, _____ , _____ , 55
4. Is 17 even or odd? _____
5. Circle the bigger number: 386 or 368

Words

6. Circle the noun: The happy frog jumped.
7. Write the plural: one box, two _____
8. Circle the verb: Mia kicks the ball.
9. Write a word that rhymes with light: _____

Fix the sentence. Find the two mistakes.

10. i like to read books

_____

11. What is your favorite book? Tell why in one or two sentences.

Art © Kevin Coulston

ANSWER KEY · MORNING WORK · FOR GROWN-UPS

Answer Key: 2nd Grade Morning Work

Solve, fix and write. Show your work in the space next to each problem.



Math

1. 47 + 25 = 72
2. 63 − 28 = 35
3. Count by 5s: 35, 40, 45, 50, 55
4. Is 17 even or odd? odd
5. Circle the bigger number: 386 or 368 386

Words

6. Circle the noun: The happy frog jumped. frog
7. Write the plural: one box, two boxes
8. Circle the verb: Mia kicks the ball. kicks
9. Write a word that rhymes with light: night, kite, bright...

Fix the sentence. Find the two mistakes.

10. i like to read books
    I like to read books.

11. What is your favorite book? Tell why in one or two sentences.

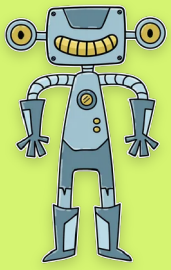
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CLASSROOM · 3RD GRADE · MORNING WORK · 4 OF 5

3rd Grade Morning Work

Solve, fix and write. Show your work for the math.

Name: _____ **Date:** _____



Math

1. 7 × 6 = _____
2. 48 ÷ 8 = _____
3. 503 − 278 = _____
4. Round 347 to the nearest ten:

   _____
5. A pizza has 8 equal slices. You eat 3. What fraction did you eat?

   _____

Words

6. Write the contraction for do not:

   _____
7. Write the past tense of run:

   _____
8. Put in ABC order: tiger, apple, moon

   _____
9. Circle the adjective: The tall giraffe ate leaves.

Fix the sentence. Find the two mistakes.

10. we went to the zoo on saturday

    _____

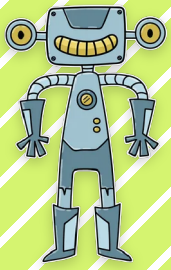
11. If you could learn any new skill this year, what would it be? Why?

Art © Kevin Coulston

ANSWER KEY · MORNING WORK · FOR GROWN-UPS

Answer Key: 3rd Grade Morning Work

Solve, fix and write. Show your work for the math.



Math

1. 7 × 6 = 42
2. 48 ÷ 8 = 6
3. 503 − 278 = 225
4. Round 347 to the nearest ten:
   350
5. A pizza has 8 equal slices. You eat 3. What fraction did you eat?
   3/8

Words

6. Write the contraction for do not:
   don't
7. Write the past tense of run:
   ran
8. Put in ABC order: tiger, apple, moon
   apple, moon, tiger
9. Circle the adjective: The tall giraffe ate leaves. tall

Fix the sentence. Find the two mistakes.

10. we went to the zoo on saturday
    We went to the zoo on Saturday.

11. If you could learn any new skill this year, what would it be? Why?

Art © Kevin Coulston

CLASSROOM · 4TH–5TH GRADE · MORNING WORK · 5 OF 5

4th and 5th Grade Morning Work

Solve, fix and write. Show your work for the math on the back if you need more room.

Name: _____ **Date:** _____



Math

1. 3,406 + 2,795 = _____
2. 36 × 4 = _____
3. 156 ÷ 6 = _____
4. Circle the larger fraction: 2/3 or 3/5
5. Write 0.75 as a fraction:

   _____
6. Round 4,682 to the nearest hundred: _____

Words

7. Is 21 prime or composite?

   _____
8. Write a synonym for enormous:

   _____
9. Write an antonym for ancient:

   _____
10. Circle the prefix: unhappy

Fix the sentence. Find the homophone mistake.

11. Their going to the library tomorrow.

_____

12. Would you rather explore the deep ocean or outer space? Give two reasons.

Art © Kevin Coulston

ANSWER KEY · MORNING WORK · FOR GROWN-UPS

Answer Key: 4th and 5th Grade Morning Work

Solve, fix and write. Show your work for the math on the back if you need more room.



Math

1. 3,406 + 2,795 = 6,201
2. 36 × 4 = 144
3. 156 ÷ 6 = 26
4. Circle the larger fraction: 2/3 or 3/5 2/3
5. Write 0.75 as a fraction: 3/4 (or 75/100)
6. Round 4,682 to the nearest hundred: 4,700

Words

7. Is 21 prime or composite? composite (3 × 7)
8. Write a synonym for enormous: huge, giant, gigantic...
9. Write an antonym for ancient: new, modern...
10. Circle the prefix: unhappy un

Fix the sentence. Find the homophone mistake.

11. Their going to the library tomorrow.
    They're going to the library tomorrow.

12. Would you rather explore the deep ocean or outer space? Give two reasons.

Art © Kevin Coulston

FOR TEACHERS · K–5TH GRADE · MORNING MEETING · 1 OF 5

Morning Meeting Planner

Plan each day's greeting, share, activity and message. A meeting takes about 15 to 20 minutes.



Teacher: _____ **Week of:** _____

	Greeting	Share	Activity	Message
Monday				
Tuesday				
Wednesday				
Thursday				
Friday				

Notes: who needs a turn to share? What went well?

Art © Kevin Coulston

FOR TEACHERS · K–2ND GRADE · MORNING MEETING · 2 OF 5

A Week of Morning Meetings: K to 2nd Grade



Five ready-made meetings. Sit in a circle so everyone can see everyone.

Teacher: _____ **Week of:** _____

	Greeting	Share	Activity	Message
Monday	Wave and name: each child waves and says "Good morning, ___!" to the friend next to them.	Something fun you did this weekend.	Simon Says, using only kind and calm moves.	Good morning! This week we will learn something new. What do you hope it is?
Tuesday	High-five greeting around the circle, then a silent high five back.	Your favorite animal and one reason why.	Animal charades: act out an animal, friends guess.	Today is Tuesday. Draw a tally mark for each friend who is here today.
Wednesday	Elbow bump: "Good morning, ___. I'm glad you're here."	One thing that makes you happy.	Pass the clap: send a clap around the circle, then go faster.	What makes a good friend? Write or draw one idea.
Thursday	Greet a friend in another language: hola, bonjour, ciao, konnichiwa.	A food you would like to try.	I spy something in our room that is...	Count the vowels in this message. How many did you find?
Friday	Silly voice greeting: say good morning like a robot, a mouse or a giant.	Your favorite thing we did this week.	Freeze dance: dance to music, freeze when it stops.	We did it! Name one thing you learned this week.

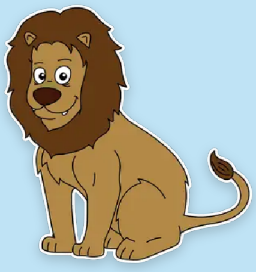
Tips

- **Keep it short:** about 15 minutes for little ones.
- Let children pass when it is their turn to share; come back to them at the end.
- Read the message together and point to each word.

Art © Kevin Coulston

FOR TEACHERS · 3RD–5TH GRADE · MORNING MEETING · 3 OF 5

A Week of Morning Meetings: 3rd to 5th Grade



Five ready-made meetings for older students. Hand the greeting to a student leader by Friday.

Teacher: _____ **Week of:** _____

	Greeting	Share	Activity	Message
Monday	Name and a motion: say your name with a move; the circle repeats both.	A high and a low from your weekend.	Four corners: go to the corner for your favorite season, then talk about why.	Set one goal for this week. Write it on a sticky note.
Tuesday	Handshake with eye contact and the other person's name.	If you could have any job for one day, what would it be?	Two truths and a lie: the class guesses which one is the lie.	Which is harder: learning a new sport or a new song? Tally your vote.
Wednesday	Compliment greeting: greet a classmate with one true, kind thing.	A time you kept trying when something was hard.	Line up silently by birthday month, using only hand signals.	Write one word that describes our class.
Thursday	Ball toss greeting: say the name of the person you toss to.	A book, show or game you would recommend, and why.	Category chain: name things in a category (animals, states) around the circle without repeats.	What is something you are curious about? Add it to our wonder wall.
Friday	Student leader picks the greeting.	Your proudest moment this week.	Would you rather: move to one side of the room or the other, then share a reason.	Thank-you note: write a thank you to someone who helped you this week.

Tips

- Model each new greeting yourself first.
- Share questions work best with a time limit: about 30 seconds a person.
- Older students can lead the activity once they know it.

Art © Kevin Coulston

FOR TEACHERS · K–5TH GRADE · MORNING MEETING · 4 OF 5

Morning Meeting Activity Cards

Cut out the cards and keep them in a cup. Pull one when you need a quick, calm group activity.

Teacher: _____ **Week of:** _____



Zip Zap Zop

Point and pass a "zip", then "zap", then "zop" around the circle as fast as you can. Start again if someone mixes it up.

Silent Ball

Toss a soft ball across the circle with no talking. A drop or a bad toss means you sit down.

Pass the Squeeze

Hold hands and pass a gentle squeeze around the circle. Time it, then try to beat your time.

Same and Different

Pair up. Find two ways you are the same and one way you are different. Share with the group.

Count to 20

Count to 20 as a group, one person at a time, with no order. If two people talk at once, start over.

Mirror, Mirror

Face a partner. One person moves slowly, the other copies like a mirror. Then switch.

Snowball Questions

Write a question on paper, crumple it, toss it in the middle. Pick one up and answer it.

Categories Clap

Clap a beat. On each beat, name something in a category (fruits, colors, sports) with no repeats.

Name Echo

Say your name in a fun way. The whole group echoes it back the same way.

Thumbs Up, Thumbs Down

Read a statement ("I like rain"). Thumbs up if it is true for you, down if not.

Story Chain

Start a story with one sentence. Each person adds one more sentence.

Weather Report

Each person shares their mood as weather: sunny, cloudy, rainy or stormy.

Art © Kevin Coulston

My Morning Message

Fill in the blanks to write your own morning message. Then draw a picture for it.

Name: _____ **Date:** _____



Good morning, friends!

Today is _____ .

The weather is _____ .

Today I want to _____ .

I feel _____ **today.**

From, _____

Draw a picture to go with your message.

Art © Kevin Coulston

CLASSROOM · K–2ND GRADE · CLASS RULES · 1 OF 5

Draw Our Class Rules



Write one of our class rules on each line. Then draw a picture of a student following the rule.

Name: _____ **Date:** _____

Rule 1:

_____

Rule 2:

_____

Rule 3:

_____

Rule 4:

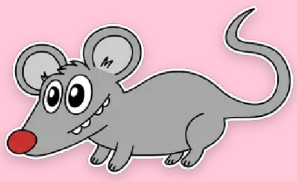
_____

Art © Kevin Coulston

CLASSROOM · K–2ND GRADE · CLASS RULES · 2 OF 5

Expected or Unexpected?

Cut out the cards. Glue each one in the box where it belongs.
Expected means it helps everyone learn and feel safe.



Name: _____ **Date:** _____

Expected

Glue here

Unexpected

Glue here

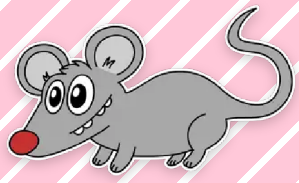
✂ **Cut out the cards on the dotted lines.**

Run in the classroom	Push in line	Raise my hand to talk
Grab a friend's book	Leave trash on the floor	Walk in the hallway
Take turns	Listen when others talk	Clean up my spot
Keep my hands to myself	Shout across the room	Share the markers

Art © Kevin Coulston

ANSWER KEY · CLASS RULES · FOR GROWN-UPS

Answer Key: Expected or Unexpected?



Cut out the cards. Glue each one in the box where it belongs.
Expected means it helps everyone learn and feel safe.

Expected

- Raise my hand to talk
- Walk in the hallway
- Share the markers
- Keep my hands to myself
- Clean up my spot
- Listen when others talk
- Take turns

Unexpected

- Push in line
- Shout across the room
- Grab a friend's book
- Run in the classroom
- Leave trash on the floor

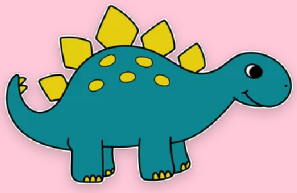
✂ Cut out the cards on the dotted lines.

Run in the classroom	Push in line	Raise my hand to talk
Grab a friend's book	Leave trash on the floor	Walk in the hallway
Take turns	Listen when others talk	Clean up my spot
Keep my hands to myself	Shout across the room	Share the markers

Art © Kevin Coulston

CLASSROOM · 1ST–5TH GRADE · CLASS RULES · 3 OF 5

Looks Like, Sounds Like, Feels Like



Pick a time of day, like carpet time, lining up or group work. Fill in what it looks like, sounds like and feels like when it goes well.

Name: _____ **Date:** _____

Our routine: _____

Looks like	Sounds like	Feels like

Draw our class doing this routine the right way.

Art © Kevin Coulston

CLASSROOM · 2ND–5TH GRADE · CLASS RULES · 4 OF 5

Our Class Agreement

Talk as a class about how you want to treat each other. Write the agreements, then everyone signs.



Name: _____ **Date:** _____

In our class, we agree to...

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

When there is a problem, we will...

_____

_____

_____

_____

Our teacher agrees to...

_____

_____

_____

_____

Sign to show you agree

_____ _____ _____ _____ _____

_____ _____ _____ _____ _____

_____ _____ _____ _____ _____

_____ _____ _____ _____ _____

_____ _____ _____ _____ _____

_____ _____ _____ _____ _____

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CLASSROOM · 3RD–5TH GRADE · CLASS RULES · 5 OF 5

What Should You Do?



Read each problem. Write the expected choice, and the rule or expectation it follows.

Name: _____ **Date:** _____

1. **You finish your work early and the class is still working.**

2. **A classmate is sitting alone at lunch and looks sad.**

3. **You knock over a cup of water at the art table.**

4. **Your friend asks to copy your homework answers.**

5. **Someone in your group is not getting a turn to talk.**

6. **You need to sharpen your pencil while the teacher is talking.**

Art © Kevin Coulston

CLASSROOM · K–1ST GRADE · BEHAVIOR REFLECTION · 1 OF 5

My Think Sheet

Draw what happened. Circle how you felt. Then draw what you can do next time.



Name: _____ **Date:** _____

What happened?

How did I feel? Circle one.



happy



sad



mad



worried



silly

Next time I can...

I talked about this with: _____

Art © Kevin Coulston

CLASSROOM · 1ST–3RD GRADE · BEHAVIOR REFLECTION · 2 OF 5

Stop and Think

Take a deep breath first. Then answer each question as honestly as you can.



Name: _____ **Date:** _____

1. What happened?

2. I was feeling...

☐ angry ☐ sad ☐ worried ☐ left out ☐ tired ☐ silly ☐ frustrated

☐ other: _____

3. My choice affected...

☐ me ☐ a friend ☐ my class ☐ my teacher ☐ someone else

4. Next time I will...

5. To make it right, I can...

☐ say sorry ☐ help fix it ☐ write a note ☐ give them space

☐ ask a grown-up for help

Art © Kevin Coulston

CLASSROOM · 3RD–5TH GRADE · BEHAVIOR REFLECTION · 3 OF 5

My Fix-It Plan

Everyone makes mistakes. A fix-it plan helps you make it right and choose differently next time.



Name: _____ **Date:** _____

1. The problem

What happened, in order?

2. My choice

What did I do?

3. The effect

How did it affect others?

4. Repair it

What can I do to make it right?

5. My plan

What will I do next time?

Student signature: _____

Date: _____

Teacher signature: _____

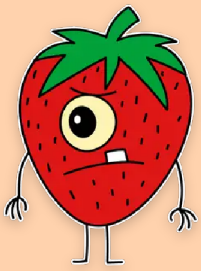
Follow-up date: _____

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CLASSROOM · K–2ND GRADE · BEHAVIOR REFLECTION · 4 OF 5

My Daily Self-Check

At lunch and at the end of the day, color the face that shows how you did. Your teacher can color one too.



Name: _____ **Date:** _____

	Morning	Afternoon
I listened.		
I was kind.		
I did my work.		
I kept my body safe.		

Today I am proud that I...

_____

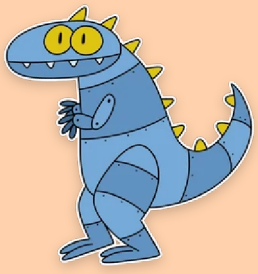
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Grown-up at home initials: _____

Art © Kevin Coulston

CLASSROOM · 3RD–5TH GRADE · BEHAVIOR REFLECTION · 5 OF 5

My Week in Review



Each afternoon, rate yourself from 1 (needs work) to 4 (great). On Friday, answer the questions and take it home to sign.

Name: _____ **Date:** _____

	Mon	Tue	Wed	Thu	Fri
Respectful to others					
On task and focused					
Prepared with materials					
Responsible with my choices					

4 = great 3 = good 2 = getting there 1 = needs work

My best day was… because

Next week I will work on…

Family signature: _____

Comments: _____

Art © Kevin Coulston

CLASSROOM · 1ST–2ND GRADE · HOMEWORK · 1 OF 5

My Weekly Homework Log

Check the box when your homework is done. Ask a grown-up to write their initials each night.



Name: _____ **Date:** _____

	My homework	Done	Grown-up
Monday		☐	
Tuesday		☐	
Wednesday		☐	
Thursday		☐	

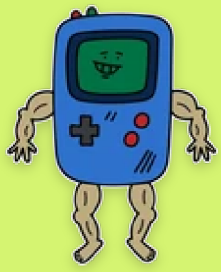
A note for my teacher:

Art © Kevin Coulston

CLASSROOM · 3RD–5TH GRADE · HOMEWORK · 2 OF 5

Homework Planner

Write each assignment on the day it is given. Check it off when it is done and in your folder.



Name: _____ **Date:** _____

	Reading	Math	Writing	Other	Due	✓
Monday						☐
Tuesday						☐
Wednesday						☐
Thursday						☐
Friday						☐

Tests and projects coming up

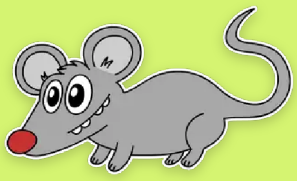
Things to bring to school

Art © Kevin Coulston

CLASSROOM · 1ST–5TH GRADE · HOMEWORK · 3 OF 5

My Reading Log

Write down what you read each day and for how long. Add up your minutes at the end of the week.



Name: _____ **Date:** _____

Date	Title	Minutes	I liked it	Initials
			☆ ☆ ☆	
			☆ ☆ ☆	
			☆ ☆ ☆	
			☆ ☆ ☆	
			☆ ☆ ☆	
			☆ ☆ ☆	
			☆ ☆ ☆	
			☆ ☆ ☆	
			☆ ☆ ☆	
			☆ ☆ ☆	

Total minutes: _____

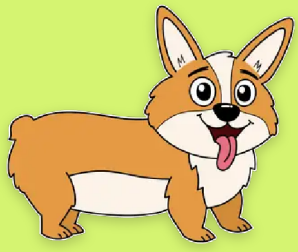
My goal was: _____

Art © Kevin Coulston

FOR TEACHERS · 1ST–5TH GRADE · HOMEWORK · 4 OF 5

Homework Note for Home

Two notes on a page. Cut them apart, check what applies and send one home in the folder.



Teacher: _____ **Week of:** _____

Homework note

Dear family,

- ☐ **Your child's homework was not turned in.**
- ☐ **Your child's homework was not finished.**
- ☐ **Please sign and return the homework.**
- ☐ **Great job on homework this week!**

Assignment: _____

Please return it by: _____

Note: _____

Thank you! _____ **(teacher)**

✂ **Return slip**

Student: _____ **Family signature:** _____

Homework note

Dear family,

- ☐ **Your child's homework was not turned in.**
- ☐ **Your child's homework was not finished.**
- ☐ **Please sign and return the homework.**
- ☐ **Great job on homework this week!**

Assignment: _____

Please return it by: _____

Note: _____

Thank you! _____ **(teacher)**

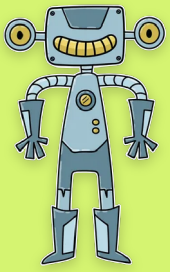
✂ **Return slip**

Student: _____ **Family signature:** _____

 Art © Kevin Coulston

FOR TEACHERS · 1ST–5TH GRADE · HOMEWORK · 5 OF 5

Class Homework Tracker



Write student names down the side and assignments across the top. Mark ✓ turned in, L late or — missing.

Teacher: _____ **Week of:** _____

Student										

Art © Kevin Coulston

FOR TEACHERS · K–5TH GRADE · LESSON PLANS · 1 OF 5

Weekly Lesson Plan

Write the subjects across the top, then plan each day. Use the notes row for meetings and reminders.

Teacher: _____ **Week of:** _____



						Notes
Monday						
Tuesday						
Wednesday						
Thursday						
Friday						

Art © Kevin Coulston

FOR TEACHERS · K–5TH GRADE · LESSON PLANS · 2 OF 5

Daily Lesson Plan

Plan one lesson from start to finish: the goal, the steps and how you will know they got it.



Teacher: _____ **Date:** _____

Subject: _____

Standard: _____

Lesson: _____

Time: _____

Students will be able to...

Materials

Warm-up
5 minutes

I do
Teacher shows

We do
Practice together

You do
On their own

Check for understanding

Extra help and extra challenge

Art © Kevin Coulston

FOR TEACHERS · K–5TH GRADE · LESSON PLANS · 3 OF 5

One Subject Weekly Plan

Plan one subject for the whole week: the goal for each day, the activity and what students will turn in.



Teacher: _____ **Week of:** _____

Subject: _____

Unit: _____

Big goal this week: _____

Key words: _____

	Objective	Activity	Materials	Assessment
Monday				
Tuesday				
Wednesday				
Thursday				
Friday				

Art © Kevin Coulston

FOR TEACHERS · K–5TH GRADE · LESSON PLANS · 4 OF 5

Small Group Planner



Write the names in each group and the skill they are working on.
Plan what each group does every day.

Teacher: _____ **Week of:** _____

Group 1

Students: _____

_____

Skill: _____

Mon _____

Tue _____

Wed _____

Thu _____

Fri _____

Notes: _____

Group 2

Students: _____

_____

Skill: _____

Mon _____

Tue _____

Wed _____

Thu _____

Fri _____

Notes: _____

Group 3

Students: _____

_____

Skill: _____

Mon _____

Tue _____

Wed _____

Thu _____

Fri _____

Notes: _____

Group 4

Students: _____

_____

Skill: _____

Mon _____

Tue _____

Wed _____

Thu _____

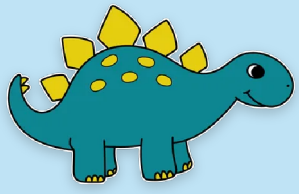
Fri _____

Notes: _____

Art © Kevin Coulston

FOR TEACHERS · K–5TH GRADE · LESSON PLANS · 5 OF 5

Unit Plan at a Glance



Plan a whole unit over four weeks: what students should know by the end and the big steps to get there.

Teacher: _____ **Dates:** _____

Unit: _____

Subject: _____

Big question: _____

Grade: _____

By the end, students will know...

By the end, students will be able to...

	Focus	Key lessons	Check-in
Week 1			
Week 2			
Week 3			
Week 4			

Final project or test

Books, videos and materials

Art © Kevin Coulston

FOR TEACHERS · K–5TH GRADE · SUB PACKETS · 1 OF 5

Substitute Teacher Info Sheet

Fill this in once, keep it in your sub folder and update it each term. Everything a guest teacher needs on one page.



Teacher: _____ **Room:** _____

Our daily schedule

Time	What we do

Good to know

Class helpers: _____

Teacher next door: _____

Office phone: _____

Lunch time: _____

Recess duty: _____

Dismissal: _____

Emergency folder: _____

Attention signal and routines

Students who need extra support

Allergies and medical notes

If you have extra time

Art © Kevin Coulston

CLASSROOM · K–1ST GRADE · SUB PACKETS · 2 OF 5

Guest Teacher Fun Pack

We have a guest teacher today! Do each box, then show your guest teacher.

Name: _____ **Date:** _____



My guest teacher's name is: _____

1. Count the stars.

☆ ☆ ☆ ☆ ☆ ☆

☆ ☆ ☆

How many? ☐

2. Fill in the missing number.

10	11		13

3. Trace the word. Then write it.

hello hello

4. Draw you and your guest teacher.

Art © Kevin Coulston

ANSWER KEY · SUB PACKETS · FOR GROWN-UPS

Answer Key: Guest Teacher Fun Pack

We have a guest teacher today! Do each box, then show your guest teacher.



My guest teacher's name is: _____

1. Count the stars.

☆ ☆ ☆ ☆ ☆ ☆

☆ ☆ ☆

How many? 9

2. Fill in the missing number.

10	11	12	13

3. Trace the word. Then write it.

hello hello

4. Draw you and your guest teacher.

Art © Kevin Coulston

CLASSROOM · 2ND–3RD GRADE · SUB PACKETS · 3 OF 5

Sub Day Puzzle Pack

Solve the puzzles on your own. When you finish, write a note to your guest teacher.

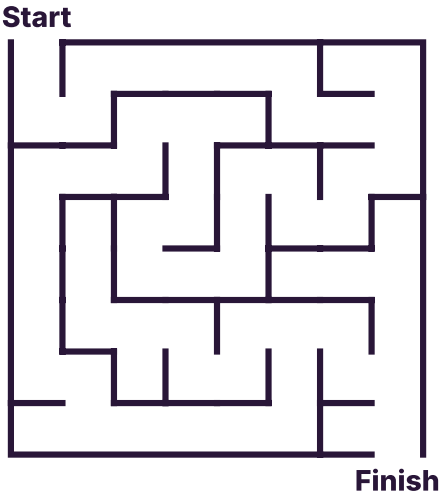


Name: _____ **Date:** _____

1. Unscramble the school words.

1. L C P E N I _____
2. O K O B _____
3. P R E P A _____
4. S K E D _____
5. H E R T C A E _____

2. Find your way from Start to Finish.



3. Number riddle

3. I am between 10 and 20. I am even. My two digits add up to 5. What number am I? _____

4. Write a note to your guest teacher. What was the best part of today?

Art © Kevin Coulston

ANSWER KEY · SUB PACKETS · FOR GROWN-UPS

Answer Key: Sub Day Puzzle Pack

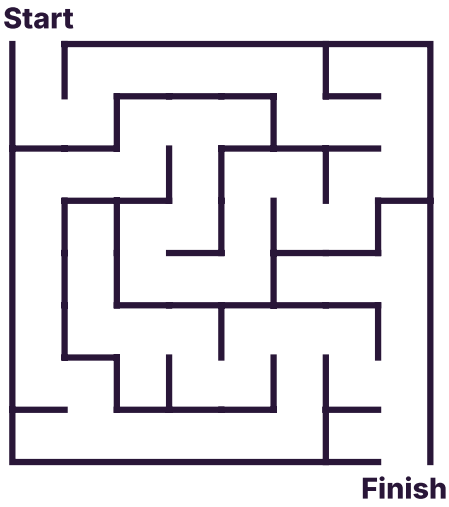
Solve the puzzles on your own. When you finish, write a note to your guest teacher.



1. Unscramble the school words.

1. L C P E N I **PENCIL**
2. O K O B **BOOK**
3. P R E P A **PAPER**
4. S K E D **DESK**
5. H E R T C A E **TEACHER**

2. Find your way from Start to Finish.



3. Number riddle

3. I am between 10 and 20. I am even. My two digits add up to 5. What number am I? **14**

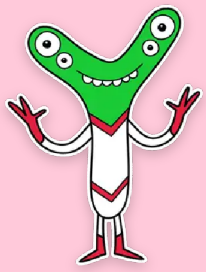
4. Write a note to your guest teacher. What was the best part of today?

Art © Kevin Coulston

CLASSROOM · 4TH–5TH GRADE · SUB PACKETS · 4 OF 5

Sub Day Brain Pack

Brain teasers for a guest teacher day. Show your thinking. Then try the writing challenge.



Name: _____ **Date:** _____

1. **What comes next? 2, 6, 18, 54, _____**

2. **Crack the code (A = 1, B = 2, C = 3…): 8 – 5 – 12 – 12 – 15 = _____**

3. **Four friends stand in a line. Dee is in front of Ana. Ana is in front of Ben. Cal is last. Who is first? _____**

4. **How many words of 3 or more letters can you make from CLASSROOM? (room, class, moss…) _____**

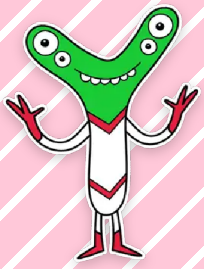
5. **If you were the teacher for one day, what would you teach and why?**

Art © Kevin Coulston

ANSWER KEY · SUB PACKETS · FOR GROWN-UPS

Answer Key: Sub Day Brain Pack

Brain teasers for a guest teacher day. Show your thinking. Then try the writing challenge.



1. **What comes next? 2, 6, 18, 54, 162 (multiply by 3)**

2. **Crack the code (A = 1, B = 2, C = 3…): 8 - 5 - 12 - 12 - 15 = HELLO**

3. **Four friends stand in a line. Dee is in front of Ana. Ana is in front of Ben. Cal is last. Who is first? Dee (Dee, Ana, Ben, Cal)**

4. **How many words of 3 or more letters can you make from CLASSROOM? (room, class, moss…)**

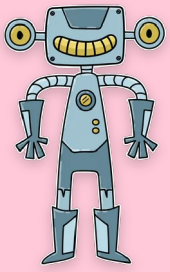
   Answers vary: room, roam, moss, mass, class, cross, coal, solo…

5. If you were the teacher for one day, what would you teach and why?

Art © Kevin Coulston

FOR TEACHERS · K–5TH GRADE · SUB PACKETS · 5 OF 5

Substitute Teacher Report



For the guest teacher: please fill this in at the end of the day and leave it on the desk. Thank you!

Guest teacher: _____ **Date:** _____

Students absent: _____

What we did

Subject or time	Finished?	Notes

Super helpers today

Problems or concerns

Messages, phone calls and notes from the office

Overall, the day was...

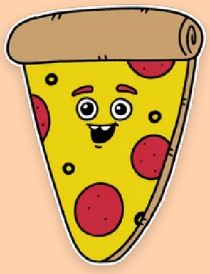
☐ great ☐ good ☐ a little bumpy ☐ please call me

Art © Kevin Coulston

CLASSROOM · 2ND–5TH GRADE · EXIT TICKETS · 1 OF 5

3–2–1 Exit Tickets

Four tickets on a page. Cut them apart and hand one out at the end of a lesson.



Class: _____ **Date:** _____

3–2–1 Exit Ticket

Name: _____

3 things I learned

1. _____
2. _____
3. _____

2 interesting facts

1. _____
2. _____

1 question I have

1. _____

3–2–1 Exit Ticket

Name: _____

3 things I learned

1. _____
2. _____
3. _____

2 interesting facts

1. _____
2. _____

1 question I have

1. _____

3–2–1 Exit Ticket

Name: _____

3 things I learned

1. _____
2. _____
3. _____

2 interesting facts

1. _____
2. _____

1 question I have

1. _____

3–2–1 Exit Ticket

Name: _____

3 things I learned

1. _____
2. _____
3. _____

2 interesting facts

1. _____
2. _____

1 question I have

1. _____

 Art © Kevin Coulston

CLASSROOM · 1ST–5TH GRADE · EXIT TICKETS · 2 OF 5

Fist to Five Self-Check

Four tickets on a page. Circle how well you understand today's lesson, from 0 (not yet) to 5 (I could teach it).

Class: _____ **Date:** _____



Fist to Five

Name: _____

Today I learned to: _____

0 1 2 3 4 5

not yet — I could teach it

I'm still wondering...

Fist to Five

Name: _____

Today I learned to: _____

0 1 2 3 4 5

not yet — I could teach it

I'm still wondering...

Fist to Five

Name: _____

Today I learned to: _____

0 1 2 3 4 5

not yet — I could teach it

I'm still wondering...

Fist to Five

Name: _____

Today I learned to: _____

0 1 2 3 4 5

not yet — I could teach it

I'm still wondering...

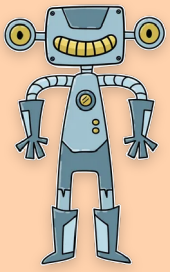
Art © Kevin Coulston

CLASSROOM · 1ST–5TH GRADE · EXIT TICKETS · 3 OF 5

Show Your Work Math Ticket

Two tickets on a page. Write a problem in the top box, then students solve it, show the work and explain.

Class: _____ **Date:** _____



Math Exit Ticket

Name: _____

The problem

Show your work

My answer: _____

How I know: _____

Math Exit Ticket

Name: _____

The problem

Show your work

My answer: _____

How I know: _____

Art © Kevin Coulston

CLASSROOM · 1ST–5TH GRADE · EXIT TICKETS · 4 OF 5

Stoplight Quick Check

Four tickets on a page. Answer the teacher's question, then circle a stoplight color to show how you feel about it.



Class: _____ **Date:** _____

Quick Check

Name: _____

Question: _____

My answer

Got it! Almost I need help

Quick Check

Name: _____

Question: _____

My answer

Got it! Almost I need help

Quick Check

Name: _____

Question: _____

My answer

Got it! Almost I need help

Quick Check

Name: _____

Question: _____

My answer

Got it! Almost I need help

Art © Kevin Coulston

FOR TEACHERS · 1ST–5TH GRADE · EXIT TICKETS · 5 OF 5

Exit Ticket Class Tracker



Write the date and skill in the top box of each column. Score each ticket 1 to 4 and see who needs a small group tomorrow.

Teacher: _____ **Week of:** _____

4 = got it on my own 3 = mostly 2 = with help 1 = not yet. Circle any 1s and 2s for a small group.

Student								

Art © Kevin Coulston

FOR TEACHERS · K–5TH GRADE · CLASS JOBS · 1 OF 5

Classroom Job Chart Cards

Cut out the cards and pin them on a board. Clip a student's name to each job, or write it on the line.



Teacher: _____ **Week of:** _____

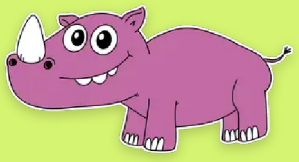
Line Leader	**Door Holder**	**Caboose**	**Paper Passer**
Pencil Helper	**Plant Waterer**	**Librarian**	**Lights Helper**
Calendar Helper	**Messenger**	**Board Cleaner**	**Supply Manager**
Recess Gear	**Tech Helper**	**Floor Checker**	**Job Sub**

Art © Kevin Coulston

CLASSROOM · 1ST–5TH GRADE · CLASS JOBS · 2 OF 5

What Does Each Job Do?

Read what each job does. Cut out the cards and post them next to the job chart so everyone knows the job.



Name: _____ **Date:** _____

Line Leader
Leads the line, walks at a steady pace and stops at each corner to wait for the class.

Door Holder
Holds the door open until everyone is through, then closes it quietly.

Caboose
Is last in line, turns off the lights and checks that nothing is left behind.

Paper Passer
Hands out papers to each table and collects work when the teacher asks.

Pencil Helper
Sharpens pencils at the start of the day and fills the pencil cup.

Plant Waterer
Checks the soil each morning and waters the plants when the soil is dry.

Librarian
Keeps the class library neat and puts returned books in the right bin.

Messenger
Takes notes to the office or another room, walking with a buddy if needed.

Board Cleaner
Erases the board at the end of the day and puts the markers away.

Supply Manager
Checks that each table has glue, scissors and crayons, and tells the teacher what is low.

Floor Checker
Looks for scraps and trash on the floor before the class leaves.

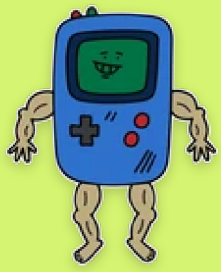
Job Sub
Does the job of anyone who is absent today.

Art © Kevin Coulston

CLASSROOM · 2ND–5TH GRADE · CLASS JOBS · 3 OF 5

Classroom Job Application

Apply for the class job you want. Tell why you would be great at it, just like a real job application.



Name: _____ **Date:** _____

First choice job: _____

Second choice job: _____

Why I would be good at this job:

Skills I have (check all that are true)

- ☐ I am on time
- ☐ I am careful
- ☐ I follow directions
- ☐ I am a good helper
- ☐ I remember things
- ☐ I am kind to others

A time I showed I am responsible:

Reference (a classmate): _____

My signature: _____

Art © Kevin Coulston

CLASSROOM · K–2ND GRADE · CLASS JOBS · 4 OF 5

My Daily Responsibilities

Check each box when you do it. Keep this checklist on your desk or in your folder.

Name: _____ **Date:** _____



Morning

	Mon	Tue	Wed	Thu	Fri
Hang up my backpack and coat	☐	☐	☐	☐	☐
Turn in my folder	☐	☐	☐	☐	☐
Make my lunch choice	☐	☐	☐	☐	☐
Get my pencil and supplies ready	☐	☐	☐	☐	☐
Start my morning work	☐	☐	☐	☐	☐

Afternoon

	Mon	Tue	Wed	Thu	Fri
Clean up my desk	☐	☐	☐	☐	☐
Put my folder in my backpack	☐	☐	☐	☐	☐
Stack my chair	☐	☐	☐	☐	☐
Get my backpack and coat	☐	☐	☐	☐	☐
Line up quietly	☐	☐	☐	☐	☐

Art © Kevin Coulston

FOR TEACHERS · K–5TH GRADE · CLASS JOBS · 5 OF 5

Job Rotation Chart



Write the jobs down the side and the weeks across the top. Fill in who does each job so everyone gets a turn.

Teacher: _____ **Month:** _____

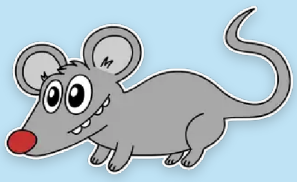
Job	Week 1	Week 2	Week 3	Week 4

Art © Kevin Coulston

CLASSROOM · K–2ND GRADE · GOAL TRACKING · 1 OF 5

My Reading Goal: 20 Books

Every time you finish a book, color one book and write its title. Can you color all 20?



Name: _____ **Date:** _____

1 2 3 4 5

6 7 8 9 10

11 12 13 14 15

16 17 18 19 20

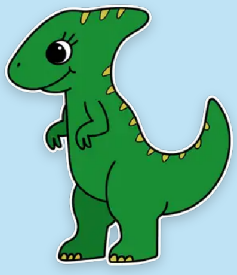
My favorite book so far:

When I finish, I get...

Art © Kevin Coulston

CLASSROOM · K–2ND GRADE · GOAL TRACKING · 2 OF 5

I Can! Skills Tracker



Your teacher writes a skill on each line. Color a star each time you show you can do it. Three stars means you've got it!

Name: _____ **Date:** _____

I can...	1st try	2nd try	3rd try
	☆	☆	☆
	☆	☆	☆
	☆	☆	☆
	☆	☆	☆
	☆	☆	☆
	☆	☆	☆
	☆	☆	☆
	☆	☆	☆

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CLASSROOM · 3RD–5TH GRADE · GOAL TRACKING · 3 OF 5

My SMART Goal



A SMART goal is specific, measurable, achievable, relevant and has a time limit. Plan yours, then check in each week.

Name: _____ **Date:** _____

Specific: what exactly will I do? _____

Measurable: how will I know I did it? _____

Achievable: why can I do it? _____

Relevant: why does it matter to me? _____

Time: by when? _____

Steps to reach my goal

1. _____
2. _____
3. _____

Check-ins

Date	How it is going	Next step

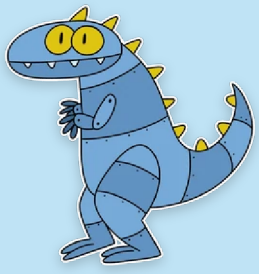
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CLASSROOM · 1ST–5TH GRADE · GOAL TRACKING · 4 OF 5

My Progress Graph

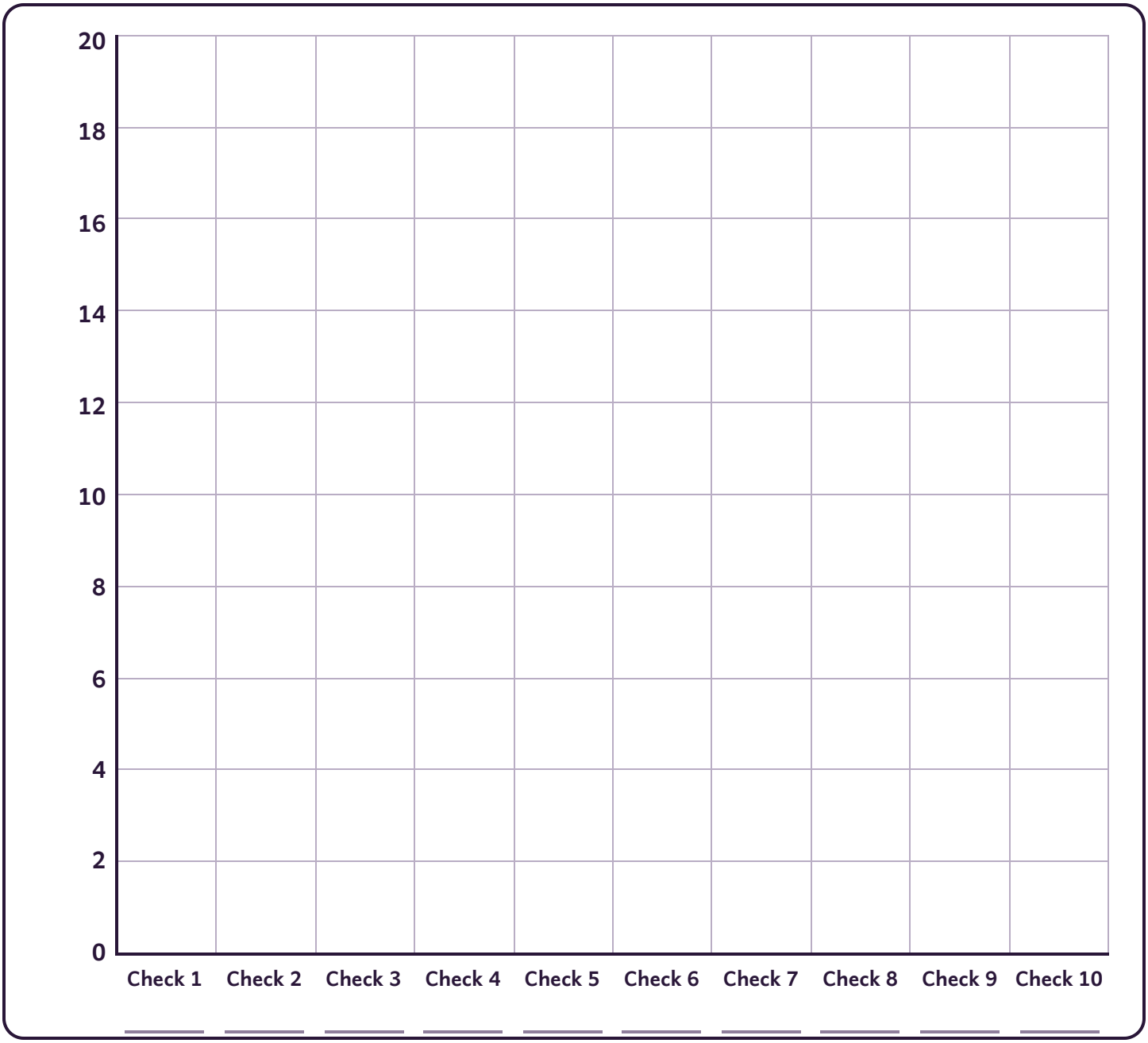
Write the skill and your goal. After each check, color the bar up to your score. Watch yourself grow!

Name: _____ **Date:** _____



Skill: _____

My goal score: _____



Draw a line across the graph at your goal score. Each time a bar reaches it, give yourself a star!

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CLASSROOM · 3RD–5TH GRADE · GOAL TRACKING · 5 OF 5

Multiplication Facts Tracker

When you pass a times table quiz, color its star and write the date. Get all 13 stars to be a facts master!



Name: _____ **Date:** _____

Facts	I passed it!	Date	Best time
× 0	☆		
× 1	☆		
× 2	☆		
× 3	☆		
× 4	☆		
× 5	☆		
× 6	☆		
× 7	☆		
× 8	☆		
× 9	☆		
× 10	☆		
× 11	☆		
× 12	☆		

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