

MIDDLE SCHOOL ELA

NO-PREP BUNDLE

Sub Plans Edition

10 Ready-to-Use Stand-Alone Activities
Grammar Fix-It • Context Clues • Figurative Language • Short Stories
Complete Activity Packs with Answer Keys
Zero Prep Required • Sub-Friendly Instructions

Grades 5 – 8

SUBSTITUTE TEACHER INSTRUCTIONS

Welcome! Thank you for stepping in today. This resource is completely no-prep and sub-friendly. Everything students need is included in their activity packets.

Activity Overview

Activity	Topic	Type	Time Estimate
1 – 3	Grammar Fix-It Passages	Editing & Revision	20–25 min each
4 – 6	Vocabulary Context Clues	Reading & Vocabulary	20–25 min each
7 – 8	Figurative Language Task Cards	Literary Analysis	25–30 min each
9 – 10	Short Story Response Sheets	Comprehension & Writing	30–40 min each

Instructions for the Day

1. **Choose Activities:** Select which activities you would like students to complete. They can be completed in any order.
2. **Distribute Worksheets:** Print and hand out the student pages for the chosen activities.
3. **Independent Work:** Students work independently. All instructions are printed on the pages.
4. **Optional Review:** If time permits, use the Teacher Answer Keys to review answers as a class.
5. **Collect Work:** Collect all finished worksheets before the end of the period.

EARLY FINISHERS: If students finish early, ask them to review their work for neatness, then flip the paper over and write a short paragraph about their favorite part of the school year so far.

GRADE-LEVEL NOTES & SUGGESTIONS

This resource is designed for middle school students (Grades 5–8). Student skill levels can vary widely. Use this guide to differentiate activities for your specific classroom needs.

Grade Level	Suggested Implementation	Teacher Tips
Grades 5–6	Complete activities as a whole class or in small guided groups. Focus on identifying one or two specific error types per passage.	Provide a mini-lesson on the specific grammar rules before distributing the activity sheets.
Grades 7–8	Assign as independent practice, bell-ringers, or sub plans. Students should be able to identify and correct all errors independently.	Challenge advanced students to rewrite the passages entirely or to explain each error type in writing.

Activity Breakdown

- **Grammar Fix-It Passages (1–3):** Each passage contains exactly 10 errors. Error types include capitalization, punctuation, spelling, and subject-verb agreement.
- **Vocabulary Context Clues (4–6):** Students use surrounding text to determine the meaning of bolded words. They must underline context clues in the text.
- **Figurative Language Task Cards (7–8):** Students identify similes, metaphors, personification, and hyperbole, then explain the author's meaning in their own words.
- **Short Story Response Sheets (9–10):** Students read original short fiction passages and answer standards-aligned comprehension and analysis questions.

ACTIVITY 1: GRAMMAR FIX-IT — Summer Camp

Name: _____ Date: _____ Class: _____

Directions: Read the passage below. There are exactly **10 errors** in grammar, spelling, capitalization, and punctuation. Circle each error and write the correction above the word or punctuation mark.

last saturday, my freind jake and I went on a hike at summer camp. We walkd through the deep woods and heard the birds singing. it was very peaceful. Suddenly, we saw a small stream that were blocking the path. jake found a long wooden stick to help us jump across. We made it safe and sound, but my shoes got complete soaked.

Reflection: Which type of error was the most difficult to find? Why?

ANSWER KEY: ACTIVITY 1 — Summer Camp**Corrected Passage:**

Last Saturday, my friend Jake and I went on a hike at summer camp. We walked through the deep woods and heard the birds singing. It was very peaceful. Suddenly, we saw a small stream that was blocking the path. Jake found a long wooden stick to help us jump across. We made it safe and sound, but my shoes got completely soaked.

Error Breakdown:

#	Error Type	Original Text	Correction
1	Capitalization	<i>last</i>	Last
2	Spelling	<i>freind</i>	friend
3	Capitalization	<i>jake</i>	Jake
4	Verb Tense	<i>walkd</i>	walked
5	Verb Tense	<i>heared</i>	heard
6	Capitalization	<i>it</i>	It
7	Subject-Verb Agreement	<i>were</i>	was
8	Capitalization	<i>jake (2nd use)</i>	Jake
9	Adverb Usage	<i>complete</i>	completely
10	Punctuation	<i>sound but</i>	sound, but

ACTIVITY 2: GRAMMAR FIX-IT — The Science Fair

Name: _____ Date: _____ Class: _____

Directions: Read the passage below. There are exactly **10 errors** in grammar, spelling, capitalization, and punctuation. Circle each error and write the correction above the word or punctuation mark.

the science fair is next tuesday and the students are very exsited. They have worked on there projects for weeks. Each student need to present their findings to the judges. Dont be late for your turn the judges are strict. Sarah didn't no what to do when her volcano stopped working but her teacher helped her fix it.

Reflection: Which type of error was the most difficult to find? Why?

ANSWER KEY: ACTIVITY 2 — The Science Fair**Corrected Passage:**

The science fair is next Tuesday, and the students are very excited. They have worked on their projects for weeks. Each student needs to present their findings to the judges. Don't be late for your turn; the judges are strict. Sarah didn't know what to do when her volcano stopped working, but her teacher helped her fix it.

Error Breakdown:

#	Error Type	Original Text	Correction
1	Capitalization	<i>the (1st word)</i>	The
2	Capitalization	<i>tuesday</i>	Tuesday
3	Spelling	<i>exsited</i>	excited
4	Homophone	<i>there</i>	their
5	Subject-Verb Agreement	<i>need</i>	needs
6	Apostrophe / Contraction	<i>Dont</i>	Don't
7	Punctuation (Run-on)	<i>turn the</i>	turn; the
8	Homophone / Spelling	<i>no</i>	know
9	Punctuation (Conjunction)	<i>working but</i>	working, but
10	Punctuation (Compound)	<i>tuesday and</i>	Tuesday, and

ACTIVITY 3: GRAMMAR FIX-IT — The Haunted House

Name: _____ Date: _____ Class: _____

Directions: Read the passage below. There are exactly **10 errors** in grammar, spelling, capitalization, and punctuation. Circle each error and write the correction above the word or punctuation mark.

Their are many reason why the old house on elm street is haunted. First kids in the neighborhood says they hear strange noises at night. its believed that a ghost lives in the attic. The house is to scary for anyone to enter. We dont believe in ghosts, my brother went inside last halloween and he saw the scarier thing ever.

Reflection: Which type of error was the most difficult to find? Why?