Name: _____ Date: _____

The Substitute and the Silent Bell

Circle group

On the morning the school bell broke, nobody told Mr. Lindqvist. He was the new substitute teacher. He sat at the front of room 14 with his lesson plan and waited for the bell to ring. Out in the hall, the noise grew louder. Students came into the room, some early and some late. No two clocks said the same time.

Jada watched him look at his watch. He seemed nervous. She remembered her own first day at a new school. She had gone into the wrong classroom, and nobody had said a word to help.

She walked to the front and spoke softly. She told him the bell was broken. The office had said to follow the clock on the wall. Mr. Lindqvist looked relieved. He thanked her and said nobody had told him. Jada added that class began at 8:15. She said attendance came first. She told him the supply closet behind the door had extra markers.

She went back to her seat. She expected to feel proud. But a classmate named Carter smirked and whispered, "Teacher's pet." Her face grew hot. She almost wished she had stayed quiet. Then she looked up. Mr. Lindqvist was calmly teaching, and the room felt orderly. Without a few helpful words, the class might have been a mess.

At the end of the period, he stopped her at the door. He said he had been dreading the day, and her help made it easier. He asked her name, and she told him. Then she walked into the noisy hall with her head held high. She decided that being kind was worth a little teasing.

Questions

1. What was different about the school day in the story?

_____

_____

2. What did Jada say to follow instead of the bell?

_____

_____

3. What did Carter say to Jada?

_____

_____

4. Why did Jada choose to help the substitute?

_____

_____

5. How did Mr. Lindqvist feel about the day before Jada helped him?

_____

_____

6. What did Jada decide at the end, and why?

_____

_____

Words to know

substitute: a person who takes another person's place for a time
attendance: the act of checking who is present
orderly: neat and well organized

Talk together (every group has these)

1. Find one fact that every group read. How did your sheet say it?
2. What did your sheet tell you that you think another group's did not? Ask them.
3. What is one question about this topic that none of the sheets answered?

Name: _____ Date: _____

The Substitute and the Silent Bell

Triangle group

On the morning the school bell broke, nobody remembered to inform Mr. Lindqvist, the new substitute teacher. He sat at the front of room 14 with his lesson plan, patiently waiting for the bell to ring, while the hallway outside gradually filled with noise. Students drifted into the room, some early and some late, and no two clocks seemed to agree on the time.

Jada watched him glance nervously at his watch. She remembered her own first day at a new school, when she had wandered into the wrong classroom and nobody had offered a single word of help.

She walked to the front of the room and explained quietly that the bell was broken and that the office had asked everyone to follow the clock on the wall. Mr. Lindqvist looked relieved and thanked her, admitting that nobody had mentioned it. Jada added that class began at 8:15, that attendance came first, and that the supply closet behind the door held extra markers if he needed them.

She returned to her seat expecting to feel proud, but a classmate named Carter smirked and whispered, "Teacher's pet." Her face grew hot, and she almost wished that she had stayed silent. Yet when she looked up, she saw Mr. Lindqvist calmly explaining the lesson, and the whole room felt orderly and settled. Without a few helpful words, the class might have dissolved into chaos.

At the end of the period, he stopped her at the door and confessed that he had been dreading the day, and that her help had made everything easier. He asked for her name, and she told him. Then she walked into the noisy hallway with her head held high, deciding that being kind was worth a little teasing.

Questions

1. What was different about the school day in the story?

_____

_____

2. What did Jada tell Mr. Lindqvist to follow instead of the bell?

_____

_____

3. What did Carter say to Jada?

_____

_____

4. Why did Jada decide to help the substitute?

_____

_____

5. How did Mr. Lindqvist feel about the day before Jada helped him?

_____

_____

6. What choice did Jada make at the end of the story, and why?

_____

_____

Words to know

substitute: a person who takes another person's place for a time
attendance: the act of checking who is present
nervously: in a worried or uneasy way
orderly: neat and well organized
chaos: complete confusion and disorder

Talk together (every group has these)

1. Find one fact that every group read. How did your sheet say it?
2. What did your sheet tell you that you think another group's did not? Ask them.
3. What is one question about this topic that none of the sheets answered?

Name: _____ Date: _____

The Substitute and the Silent Bell

Square group

On the morning the school bell malfunctioned, nobody remembered to inform Mr. Lindqvist, the newly arrived substitute teacher. He sat at the front of room 14 clutching his lesson plan, patiently awaiting a ring that would never come, while the corridor outside gradually swelled with chatter. Students trickled into the room, some early and some late, and no two clocks seemed capable of agreeing on the time.

Jada observed him glancing apprehensively at his watch. She recalled her own first day at a new school, when she had wandered into the wrong classroom and nobody had offered a single syllable of guidance.

She crossed to the front of the room and explained quietly that the bell was broken and that the office had instructed everyone to follow the clock on the wall. Mr. Lindqvist looked immensely relieved and thanked her, admitting that nobody had mentioned it. Jada added that class began at 8:15, that attendance came first, and that the supply closet behind the door contained extra markers if he required them.

She returned to her seat anticipating a glow of pride, but a classmate named Carter smirked and whispered, "Teacher's pet." Her face burned, and she nearly wished that she had remained silent. Yet when she looked up, she saw Mr. Lindqvist serenely explaining the lesson, and the entire room felt orderly and settled. Without a few helpful words, the class might easily have dissolved into chaos.

At the end of the period, he stopped her at the door and confessed that he had been dreading the day, and that her assistance had made everything easier. He asked for her name, and she told him. Then she strode into the noisy hallway with her head held high, resolving that kindness was worth a little teasing.

Questions

1. What was unusual about the school day in the story?

_____

_____

2. What did Jada say everyone should follow in place of the bell?

_____

_____

3. What did Carter whisper to Jada?

_____

_____

4. Why did Jada decide to assist the substitute?

_____

_____

5. How did Mr. Lindqvist feel about the day before Jada helped him?

_____

_____

6. What did Jada resolve at the end of the story, and why?

_____

_____

Words to know

substitute: a person who takes another person's place for a time
attendance: the act of checking who is present
orderly: neat and well organized
chaos: complete confusion and disorder

Talk together (every group has these)

1. Find one fact that every group read. How did your sheet say it?
2. What did your sheet tell you that you think another group's did not? Ask them.
3. What is one question about this topic that none of the sheets answered?

For the teacher: The Substitute and the Silent Bell

Each student sheet carries a shape, not a level. The same topic and facts, written three ways.

Circle: The Substitute and the Silent Bell

Easier · 271 words · Flesch-Kincaid grade 2.4

1. The school bell was broken.
2. The clock on the wall.
3. He called her a teacher's pet.
4. She remembered how it felt to be new and have nobody help.
5. Nervous and a little worried.
6. She decided that being kind was worth a little teasing, because her help made the class go well.

Triangle: The Substitute and the Silent Bell

This passage · 290 words · Flesch-Kincaid grade 7.8

1. The school bell was broken.
2. The clock on the wall.
3. He called her a teacher's pet.
4. She remembered how it felt to be new and have nobody help her.
5. Nervous and a bit worried.
6. She decided that being kind was worth a little teasing, because her help made the class run smoothly.

Square: The Substitute and the Silent Bell

Harder · 294 words · Flesch-Kincaid grade 9.2

1. The school bell malfunctioned.
2. The clock on the wall.
3. He called her a teacher's pet.
4. She recalled how it felt to be new and receive no guidance.
5. Apprehensive and somewhat worried.
6. She resolved that kindness was worth a little teasing, because her help had made the class run smoothly.