

DETAILED Substitute Instructions

- How to introduce each activity
- Tips for completing each activity
- Ideas for EARLY FINISHERS
- Extension ideas for after

thank you for working in our class today!
WE APPRECIATE YOU ★

Please complete the following assignment on the "Schedule" page of our Substitute Information packet. Most pages are self-explanatory and provide clear instruction.

There's a LOT to DO on Earth
Inflected Endings
LA RF.1.3f

Write the following words on words aloud with students and -ed makes a /d/ sound and if these are verbs in the past tense page, students will read each sort them based on the sound whole group, in partners, or if find and write the two verbs. Discuss these facts. What else **EARLY FINISHERS**: On the back of this page, ask students to write the **FOUR** favorite places on Earth.

Today is the Day I Start Helping the Earth
LA L.1.2c

BREAK BETWEEN WORKSHEETS: can start on the carpet or at rules. Tell students you will call out the verb and they will quickly act out the verb. If students make the letter N using their hands, they can attempt to make a capitol building. Ask students to find a different noun and act it out. Start off calling out NOUNS faster. Continue calling out NOUNS. —On this page, using capital letters and connectives to work independently. When numbers in rectangles (in order that goes in the blank. Discuss the importance of recycling and what we can do to less waste. On this page, ask students to draw a picture of something that helps the Earth.

WHAT ADDEND IS MISSING?
MATH 1.OA.D.8

On this page, students will fill in each blank with the missing ADDEND to make each equation correct. Next, students will use the ADDENDS they wrote in the blanks to solve the equations. After students are finished, students will color each box. **SUMS EQUAL TO OR LESS THAN 20**—GREEN. **SUMS GREATER THAN 20**—RED. Feel free to discuss the fascinating facts about the Earth. If the students have any of their own **EARLY FINISHERS**: On the back of this page, ask students to label places in their neighborhood.

WHAT MINUEND IS MISSING?
MATH 1.OA.D.8

BREAK BETWEEN WORKSHEETS: (between 0-20) on the board. Ask students to make 20. For example, if the number is 15, ask students to write a number on the board that when subtracted from 15 equals 20. Discuss a few examples and have students write a number on the board. You will write a number on the board and students will decide how many MORE they need to make 20. —On this page, missing MINUEND to make each equation correct. After students are finished, students will write the difference. **DIFFERENCES EQUAL TO OR LESS THAN 20**—GREEN. **DIFFERENCES GREATER THAN 20**—RED. Feel free to discuss the fascinating facts about the Earth. If the students have any of their own **EARLY FINISHERS**: On the back of this page, ask students to label all the things made of PLASTIC they think of? Make a vow to recycle.

THREE FUN FACTS
READING RESPONSE
RI.1.2

If I have left you a book about the Earth for this activity. If I have not left you a book about the EARTH, that would be fine. **Before Reading**: Ask students to tell you the subject of this book. Write their responses on the board. **After Reading**: Ask students what they learned from the book. Students will write and draw about something they learned from this book. **EARLY FINISHERS**: On this page, draw 5 big circles and label each circle with the word EARTH. Inside each circle, students will write a letter. For example, elephant, airplane, and things like apple, etc.

THREE Ways I Can Help Protect Planet Earth
WRITING W.1.2

Ask students to make a PLAN for protecting the Earth. What things can they do STARTING TODAY? Students will pick three things they pledge to do and write/draw about them on this page. If time, give students a chance to share their ideas with the class. **EARLY FINISHERS**: On the back of this page, ask students to create a new PLANET. What would it look like? What things would live on it? What would they name this new planet?

The LAYERS of the Earth
SCIENCE: EARTH

Read aloud this page with students and ask them to color the layers of the Earth. **NAMES in the paragraph** with a YELLOW crayon. Ask students if they heard any unfamiliar or new words in this paragraph (enormous, iron, etc.). Discuss the meaning of these new words and ask students to color these words PURPLE. Next, ask students to color each layer of the Earth a different color and label each layer according to the information in the paragraph. This can be completed as a whole group. **EARLY FINISHERS**: On the back of this page, ask students to write a silly story about traveling to the middle of the earth. Would they dig? Invent a crazy machine? What would they see or do once they got there?

I CAN SAVE THE EARTH SORT
SOCIAL STUDIES

On this page, students will sort each phrase based on whether it is an action that HELPS the Earth or an action that HURTS the Earth. You can choose to read each phrase aloud with students or have them work in groups. TIP: Have students color the HELPING phrases GREEN and the HURTING phrases RED. **EARLY FINISHERS**: On the back of this page, ask students to write and draw about what they think Earth will be like in 100 years. What will it look like? What will be different? What will be the same? Who will be living on Earth?

Language Arts Activities



There is a **Lot to Do** on Earth Inflected Ending Sort

Read each verb below and sort it based on the sound -ed makes. Next, find and write the two past tense verbs that go in the blanks at the bottom of the page.

Name _____

It sounds like _____ as like _____

The **HIGHEST** mountains were _____ . Ever

Some scientists believe that an asteroid came _____ into the earth causing _____ extinction of _____

| | | | |
|---------|---------|---------|--------|
| looked | fished | called | wished |
| picked | climbed | brushed | voted |
| painted | rolled | crashed | banned |

Today is the Day I Start Helping the **Earth!**

Rewrite each sentence adding the correct capitalization and commas. Next, write the numbers that have a rectangle around them (in order from top to bottom) to find the year that goes in the blanks.

_____ , April 6, 2015

wednesday march 2018

saturday february 23 2019

friday november 8 2019

thursday may 2018

In _____ , the hole in the ozone layer was **SMALLER** than it had ever been in 10 years! Let's keep working to protect our planet!

LA L.1.2b

NAME: _____

LA RF.1.2F

Math Activities

WHAT Addend IS MISSING?

Fill in each missing addend and solve the code at the bottom of the page using the answers.
Next, color sums greater than 10- GREEN and sums less than or equal to 10- BLUE.

| | | |
|---|-------------------------------|---|
| $4 + \underline{\quad} = 7$ | $0 + \underline{\quad} = 7$ | $\underline{\quad} - 4 = 7$ |
| $6 + \underline{\quad} = 18$ | $\underline{\quad} = 1$ | $\underline{\quad} = 1$ |
| $\underline{\quad} + 2 = 20$ | $14 + \underline{\quad} = 14$ | $\underline{\quad} - 11 = 14$ |
| $\underline{\quad} + 3 = 5$ | $\underline{\quad} + 1 = 11$ | $10 + \underline{\quad} = 18$ |
| $1 + \underline{\quad} = 7$ | $\underline{\quad} + 4 = 16$ | $8 + \underline{\quad} = 14$ |
| $\underline{\quad} + 0 = 3$ | $\underline{\quad} = 1$ | $\underline{\quad} + 2 = \underline{\quad}$ |
| $9 + \underline{\quad} = \underline{\quad}$ | $5 + \underline{\quad} = 19$ | $\underline{\quad} + 12 = 14$ |

Millions of years ago, ALL the continents on planet EARTH used to be ONE big continent. It was called



12 11 9 3 7 11

WHAT Minuend IS MISSING?

Fill in each missing addend and solve the code at the bottom of the page using the answers.
Next, color differences greater than 10- GREEN and differences less than or equal to 10- BLUE.

| | | |
|-------------------------------|-------------------------------|-------------------------------|
| $9 - \underline{\quad} = 8$ | $20 - \underline{\quad} = 1$ | $\underline{\quad} - 2 = 17$ |
| $8 - \underline{\quad} = 1$ | $\underline{\quad} - 10 = 1$ | $\underline{\quad} = 3$ |
| $\underline{\quad} - 14 = 17$ | $\underline{\quad} - 11 = 11$ | $\underline{\quad} - 10 = 4$ |
| $\underline{\quad} - 13 = 5$ | $\underline{\quad} - 3 = 11$ | $20 - \underline{\quad} = 18$ |
| $18 - \underline{\quad} = 17$ | $\underline{\quad} - 2 = 16$ | $18 - \underline{\quad} = 14$ |
| $\underline{\quad} - 13 = 5$ | $\underline{\quad} - 7 = 5$ | $\underline{\quad} - 2 = 9$ |
| $19 - \underline{\quad} = 3$ | $10 - \underline{\quad} = 1$ | $\underline{\quad} - 4 = 14$ |

Antarctica contains 90% of the Earth's



16 8 4



Writing


Reading Response

Three ways I can help protect planet **Earth**

1

2

3

 Name: _____

Writing W.1.2

Title: _____

Name: _____


Full **FACTS** learned:

1

2

3


4

 READING RESPONSE R.1.2

Social Studies

Science

I Can Save the Earth Sort



We HELP the Earth by... We HURT the Earth by...

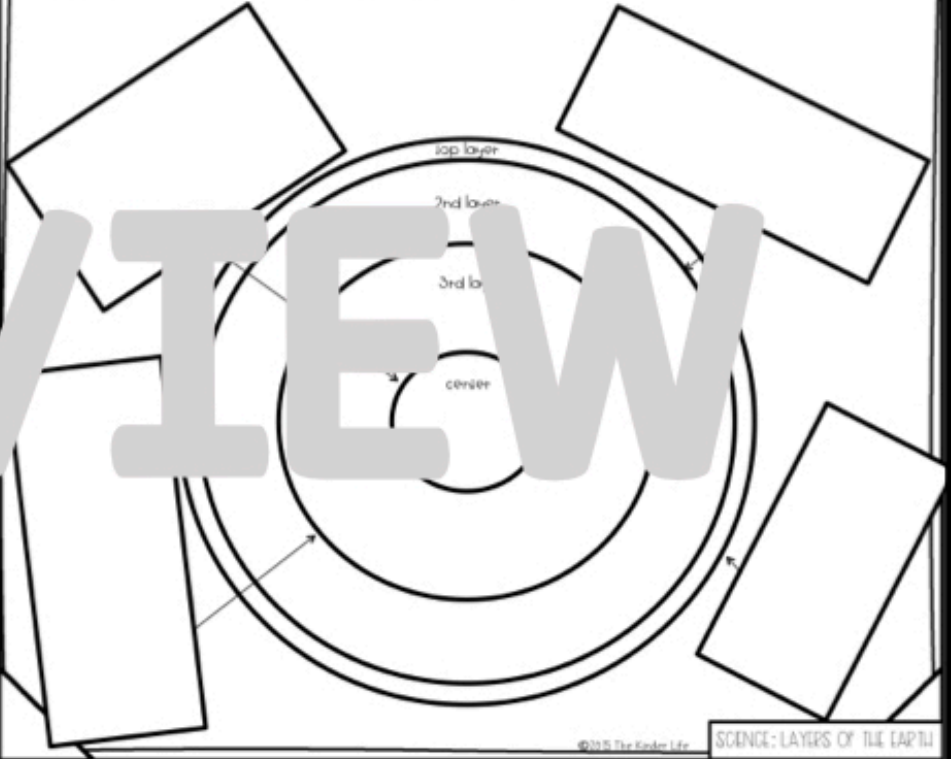
| | | | | |
|--|---|------------------------------------|--|---|
| teaching others about ways to protect the Earth. | putting our trash in the recycling bin. | taking the bus to work and school. | composting yard waste. | cutting down trees. |
| driving our cars instead of walking to a nearby place. | recycling plastic water bottles. | taking long showers. | leaving all the lights on when we leave the house. | volunteering to clean up litter on the beach. |

S.S.: PROTECTING THE EARTH

The LAYERS of the eARTH

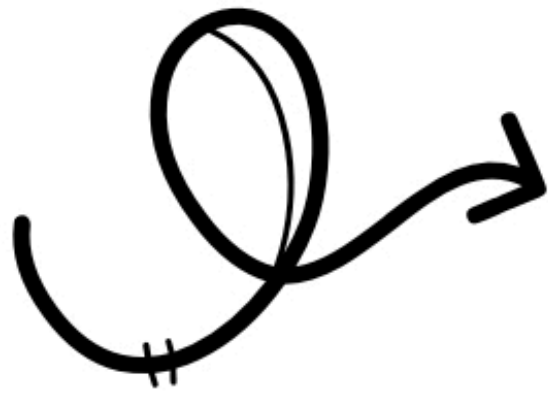
After reading the paragraph below, highlight the names of the layers of the Earth. Color other new vocabulary words purple. Finally, label the layers of the Earth. NAME: _____

The Earth is made of 4 main layers. The top layer is the **CRUST**. It is the thinnest layer. We live on the crust. The 2nd layer is the **MANTLE**. This layer is both solid and molten. The 3rd layer is the **OUTER CORE**. The outer core is made of molten metal. The center of the Earth is called the **INNER CORE**. It is a huge ball of metal that is surrounded by a thick layer of molten rocks. By studying the Earth's layers, scientists believe the Earth is about **4.5 billion years old!**

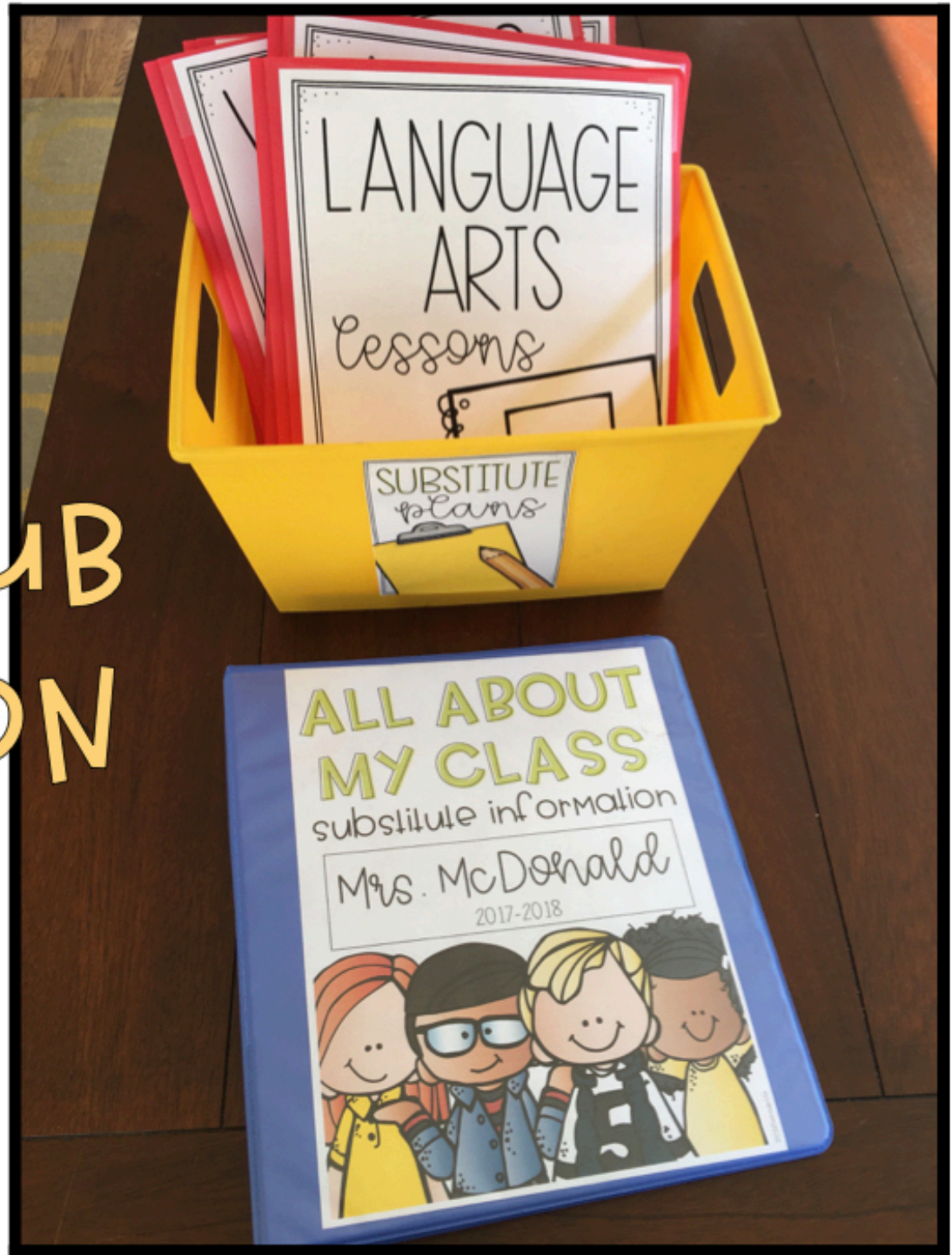


1st layer
2nd layer
3rd layer
center

SCIENCE: LAYERS OF THE EARTH



PLUS!!
EDITABLE SUB
INFORMATION
BINDER



BONUS: TASK CARD GAME INCLUDED

writing the date

Name: _____

Using the numbered task cards, add the appropriate commas and fill in the missing word, date, or year in each row.

| | | | |
|----|--|--|--|
| 70 | | | |
| 71 | | | |
| 72 | | | |
| 73 | | | |
| 74 | | | |
| 75 | | | |
| 76 | | | |
| 77 | | | |
| 78 | | | |
| 79 | | | |
| 80 | | | |
| 81 | | | |

writing the date

Name: _____

Using the numbered task cards, add the appropriate commas and fill in the missing word, date, or year in each row.

| | | | |
|----|------------------------|-------------------|------|
| 70 | Monday | 10 2013 | 1999 |
| 71 | Thursday July | 1999 | 2021 |
| 72 | | December 31 2021 | |
| 73 | Saturday November 21 | | |
| 74 | Wednesday September 20 | | |
| 75 | | 29 1999 | 2015 |
| 76 | | April 8 2015 | |
| 77 | | 10 2014 | 2014 |
| 78 | | September 17 2017 | 2017 |
| 79 | | 2018 | 2018 |
| 80 | Thursday | 4 2011 | |
| 81 | | | |

EXAMPLE: Sunday, February 4, 2018

writing the date

Name: _____

Using the numbered task cards, add the appropriate commas and fill in the missing word, date, or year in each row.

| | | | |
|----|--|--|--|
| 70 | | | |
| 71 | | | |
| 72 | | | |
| 73 | | | |
| 74 | | | |
| 75 | | | |
| 76 | | | |
| 77 | | | |
| 78 | | | |
| 79 | | | |
| 80 | | | |
| 81 | | | |

writing the date

Name: _____

Using the numbered task cards, add the appropriate commas and fill in the missing word, date, or year in each row.

| | | | |
|----|--|--|--|
| 70 | | | |
| 71 | | | |
| 72 | | | |
| 73 | | | |
| 74 | | | |
| 75 | | | |
| 76 | | | |
| 77 | | | |
| 78 | | | |
| 79 | | | |
| 80 | | | |
| 81 | | | |

PREVIEW

72
 friday
 31
 december
 2021

70
 monday
 10
 2013