

# 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 activities in the order listed. Refer to the "Schedule" page of our Substitute Information Folder for more information. Most pages are self-explanatory and provide detailed instructions.

<b>Finding "FALL-ing" Vowel Pairs</b> LA RF.1.3	Write two words on this sheet on the board. Each word should contain a vowel pair that students know the sound when they hear together. Read aloud all the words so that they are familiar with the vocabulary. Start according to its vowel team and the color stated. <b>EARLY FINISHERS:</b> Ask students to create two stories using some of these words. The first story could REALLY happen and the second story should COULDN'T really happen. One nonfiction and one fiction.
<b>Fall-ish Sentence Cut, Paste, Read &amp; Draw</b> LA RF.1.3c	<b>BREAK BETWEEN WORKSHEETS:</b> Play FALL-ish the following words: wind, sea, sun, rain, leaves, pumpkins, scarecrow, and pump. Can students identify the words? They could ask the substitute to help them. Write the word for each picture. Students will guess the word. Review the words with the substitute. Read the sentence up or have students read the sentence. They will paste the words in the box to make each sentence. After reading the sentence, draw a picture. Write the words in the box. Write the first letter of the words in the box. Write the rest of the words under each word.
<b>We are FALLING for place value.</b> MATH INBT.B.2	Write a five-digit number on the board. The first place is colored. Write the ones places. Draw some words on the board. Students will cut and paste under each numeral and the matching numbers. <b>EARLY FINISHERS:</b> Challenge these students to write a number on the back of this page.

**LEAFY FACT**  
MATH 1.1.1

Review and discuss fact families. Here is an example: 2, 7, and 9. Write these numbers on the board. Ask students to figure out the equivalent fact families. They can make up their own fact families. Students can make up their own fact families. Students can make up their own fact families. Students can make up their own fact families.

**The CHARACTER**  
READING RESPONSE  
RL.1.7

Please pick a fiction book from our classroom library that you like. Before reading, discuss the meaning of the words: title, author, and characters. Introduce the book you will read and point out the title, author, and characters. Write the word "CHARACTERS" on the board. Read the book. Stop a few times to ask students what they know about the characters so far. Write their responses on the board. When you are finished reading, students will draw a picture of the characters on their paper. Next, students will pick one character and write two sentences about: Did they like this character? What special thing did they do?

**I can tell you about...**  
WRITING

Review the words in the bank. Students will write two words on the board. Draw a picture for each word. Students will remember each word. Model writing your own sentence for fall for students to copy. Write a sentence using the words. Students are finished. Have everyone to read their stories. Practice giving applause after each share.

**There are 4 seasons in a year!**  
SCIENCE: SEASONS

Review the 4 seasons. Ask students what they would wear during each season. What things might people do during each season? Ask students to stand up to play a seasons game. Call out a season and ask for an example of an activity someone might do during this season. All students will act out this activity. For example, summer. A student might be swimming. All students will "swim" around the room until you call the next season. Continue repeating seasons until students have had a movement break. On this page, students will draw and write about their favorite thing to do in each season and then they will color their FAVORITE season with a red crayon.

**Comparing and Contrasting**

Students will be comparing and contrasting. Check the activity! Write the words "COMPARING" and "CONTRASTING" in their top box. Model completing the activity. For example, your own family. Pick a student in the class to compare with. Find one similarity between your student's family and the tradition and one difference. Next, ask students to think about something both families do that is the SAME. They will draw and write about this similarity on the left. Then, ask students to discuss something that their families do that is DIFFERENT. They will draw and write about the difference in the right box.

Additional note: If any pages DO NOT have a space for a name, have students write their name somewhere on the back of the page.

# Language Arts Activities

**Finding "FALL"ING Vowel Pairs: ai & oa**  
Color each picture containing a long A vowel sound brown and pictures containing a long O vowel sound red.

**Finding "FALL"ING Vowel Pairs: ea & ue**  
Color each picture containing a long E vowel sound yellow and pictures containing a long U vowel sound red.

**Fall-ish Sentence** Reading RT.1.3c  
Cut, Paste, Read, & Draw  
Pick a vowel team word that fits in each sentence. Paste the word, read the sentence, and then draw a picture of what your sentence says.

The football player scored a .

My dog  raised .

The  loved fall weather.

I used  to make a  pumpkin.

glue | leaves | snail | goal

**BONUS!**  
two different versions to CHOOSE FROM!

# Math Activities

**We ARE "FALLING" FOR PLACE VALUE!**

Name: \_\_\_\_\_ Tens & Ones Sort

39	21	47	55

two tens \_\_\_\_\_ tens  
one or \_\_\_\_\_ nine ones

**27** \_\_\_\_\_ tens \_\_\_\_\_ ones

**43** \_\_\_\_\_ tens \_\_\_\_\_ ones

**30** \_\_\_\_\_ tens \_\_\_\_\_ ones

**12** \_\_\_\_\_ tens \_\_\_\_\_ ones

**BONUS!**  
two different versions to choose from!

MATH 1.NB.B.2

**LEAFY FACT FAMILIES: Color Code & Match**

Color all the leaves containing equations used by the same Fact Families the same color.  
After coloring, list the numbers in each Fact Family below.


**Fact Families:**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Math 1.OA.B.3

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# Writing

# Reading Response

I can write about fall!

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



pumpkin	leaves	rake	scarecrow	apple	football

preview

preview

the CHARACTERS

preview

preview

TITLE: \_\_\_\_\_



NAME: \_\_\_\_\_

# Social Studies

BONUS!

two different versions to choose from!

## Comparing and Contrasting

How We Celebrate Thanksgiving Partner Chat

This is how my family celebrates Thanksgiving:



-For classes

Where everyone celebrates  
THANKSGIVING

One thing our families do that is the **same**:


One thing our families do that is **different**:


## Comparing and Contrasting

Fun Fall Family Activities: Partner Chat

Something fun my family does in the fall:



-For classes

Where Thanksgiving is celebrated  
universally











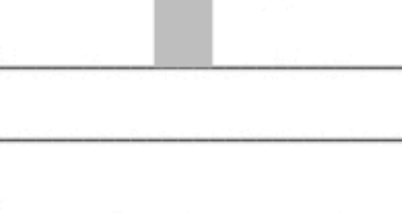



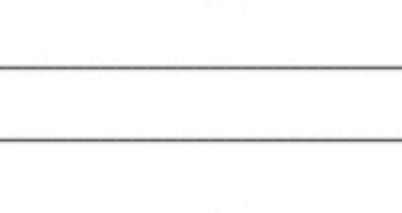

One thing our families do that is the **same**:


One thing our families do that is **different**:


# Science

PLUS!! EDITABLE SUB  
INFORMATION BINDER

**There are 4 seasons in a year!**  
Draw your favorite thing to do in each season.  
Color the word of the season you love the best with red.

 <b>WINTER</b>   	 <b>SPRING</b>   
 <b>AUTUMN</b>   	 <b>SUMMER</b>   

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SCIENCE: SEASONS

