

# DETAILED Substitute Instructions

thank you for working in our class today!

Please complete the following assignments. Most pages are self-explanatory.

instruct

\*Additional note: If any pages DO NOT have a space

**Caught in a Web**  
Long or Short Vowels  
READING  
M.1.2A

Discuss what short vowels the vowel says its name! help you figure out which vowel sound: sat. vowel words in these examples. On this page, ask student will color the words containing long vowel sound ORANGE to complete this page. Ask and how many long vowel bottom of the page. AN students will draw a picture. Finally, ask students to write students to draw picture of this page. Ask them to

**Spinning a Root Word**  
Identifying Root Words  
READING  
L.1.3C

BRAIN BREAK BETWEEN SPIDER on the board! A. Basically this is like playing example of what you mean. How many words can you board and ask students to category like: places, for the WEB??  
—Discuss with students and doesn't have a prefix push drop= dropped. For doubled when the suffix words on this page and examples to students. Write ANSWER: 1-2 years EA to write five sentences of wrote in the webs. These

**How many spiders long?**  
Cut & Measure  
MATH L.MD.A.2

Ask students to carefully cut spiders at the bottom of the page. will use these spiders to measure the rectangles. Demonstrate how to measure accurately. Students will write the length inside each rectangle. Next, students to color the longest rectangle ORANGE and the shortest rectangle YELLOW. Then, ask students to pick six things in the classroom to measure using these spiders! They will write the name of each item and its length (in spiders) in boxes. EARLY FINISHERS: Challenge students to write about whether they rather be GIGANTIC spider or a teeny-tiny spider. What would they do if size? Why do they think the size they picked is the "better" size?

**Do you like spiders?**  
GRAPHING  
MATH L.MD.C.1

Model this graphing activity for students before asking them to find 10 friends their own. Ask 10 students if they like spiders. After you demonstrate how color each answer, let students find 10 friends to ask the same question. Ask students (if needed) in completing the rest of this page. Students will pick more friends (\*challenge them to pick 10 DIFFERENT PEOPLE than they a for the first question) and ask them whether they like spiders or bats better! Last, ask students to write about how THEY feel about spiders on the lines middle of the page. BONUS: Poll the ENTIRE class and see who likes or dislikes spiders. Create/draw a graph on the board for the class to see. EARLY FINISHERS: Challenge students to think of their own SILLY question create a graph for. This question doesn't have to be about spiders. It could about food, books, favorite things, etc. If time, let students ask 10 friends answer their question and then they can create the graph to go along with answers they receive.

**Reading Response: Sequence**  
LITERATURE RL.1.2

\*If I have left you a book, please read that book. If I have not left you a specific book a FICTION from our library. After reading a book aloud, partner students up to discuss the beginning, middle, and end. Write student answers on the board. On this worksheet, students write the title and write about the sequence of the story. Invite students to draw picture of their favorite part on the bottom. When they are finished, pick students who want to share their answers or pictures with the class. EARLY FINISHERS: On the back of this page, ask students to write about they would change the ending if they could. What would be different? Ask students to draw a picture to go along with their alternative ending.

**If I found a spider...**  
WRITING W.1.1

Start a discussion by asking students what they would do if they found a spider. Would they catch it? Would they watch it? Would they scream? Introduce words in the word bank and ask students if they have any other words they want to use in their story. What else could they do with a spider? Students think of two more words to add to the word bank and illustrate the words add. \*These can also be two words that the class agrees on together. Write these additional words on the board. Review the different types of punctuation. Tell students that you will be walking around looking for punctuation. Draw with a marker or crayon on papers where you see punctuation being used. EARLY FINISHERS: On the back of this page, challenge students to draw picture of what their FAMILY MEMBERS would do if they found a spider. they keep it? Squash it?

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

**Our Community WEB**  
COMMUNITY  
18.1.1

Talk about what a community is. Just like a spider web is a collection of strands "working together" to keep the web intact, a community's helpers keep the community safe and healthy! Review the different jobs on this page. How does each job help the community? Students will write about how each helper makes our community a better place. At the bottom, brainstorm some ways that students can help make their community better. Write what you brainstorm on the board. Students will draw a picture of two ways they can help in the spaces at the bottom of the page. EARLY FINISHERS: Encourage students to draw and write about an additional community member on the back of this page.

**Science: I can label the parts of a Black Widow spider.**

Ask students what they know about spiders. Write their responses on the board. What questions do they have about spiders? Has any student heard of a BLACK WIDOW? Help students label the spider parts using the word bank and the beginning letter clues in each box. At the bottom, assist students in drawing pictures of what spiders eat and where they live. EARLY FINISHERS: What was the coolest thing they learned or know about spiders? Ask students to draw and write about this on the back of the page.

**BONUS PAGE: HOW A SPIDER CATCHES IT'S PREY**

A fun activity to do at the end of the day! Discuss how a spider catches its prey. Students will write and draw about this at the top of the page. Next, ask students to draw and write about how they get food.

# Language Arts Activities

## CAUGHT IN A WEB: LONG & SHORT VOWELS

Read each word below and then color the words according to the color code. After color coding, count and write the totals below. Next, draw pictures to match the words in boxes 6, 17, 25, 30. To figure out the answer to the fun fact at the bottom of the page, write the word in box 13 on the blank line.

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

LONG VOWELS		orange	SHORT VOWELS		brown
cat	hug	side	mix	6	ILLUSTRATIONS
cube	kite <sub>6</sub>	hop	pine		
hope	tame	hit	sad	17	ILLUSTRATIONS
leg <sub>13</sub>	game	cub	bite		
net <sub>17</sub>	pot	win	gate	25	ILLUSTRATIONS
pit	fan	wet	tune		
rake <sub>25</sub>	hip	fox	fun	30	ILLUSTRATIONS
date	web <sub>30</sub>	dude	sun		

Count the number of long and short vowel words and write the totals below.

long vowel words

short vowel words

**A spider tastes with the hair on its front \_\_\_\_\_ s.**

**FUN FACT!**



## SPINNING A ROOT WORD: identify & write

Read each word below. Next, color the **root word** in each word **yellow**. Finally, write the **root words** in the boxes in each spider web below according to whether **just a suffix was added** or if **the consonant was doubled** before adding the suffix.

swimming jumped  
flying grabbed  
stopped hunted  
dropped walked  
playing trimmed  
zipped looked

**just add the suffix**

**double the consonant**

**trim**

### TAKE A GUESS!

How many years does a spider usually live?

Color the circle next to your guess below.

- Less than 1 year
- 1-2 years
- 3 years or longer

The answer is: \_\_\_\_\_

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

# Math Activities

Math LMD/AZ

## How many SPIDERS long? Cut & Measure

Cut out the spiders at the bottom of the page. Measure each rectangle with these spiders. Write the length on the line. Next, use the spiders to measure six other things in your classroom. Write what you find out below.

\_\_\_\_\_ spiders long

\_\_\_\_\_ spiders long

\_\_\_\_\_ spiders long

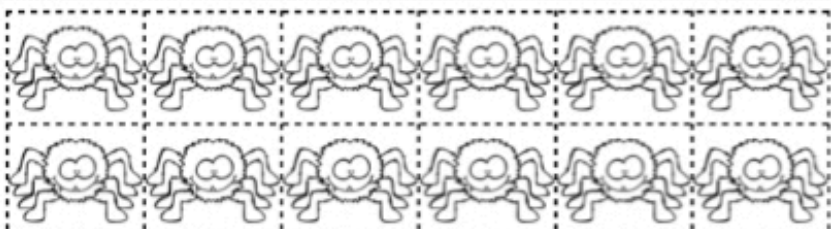
\_\_\_\_\_ spiders long

\_\_\_\_\_ spiders long

\*Color the longest rectangle orange.  
\*Color the shortest rectangle yellow.

What I Measured: How many spiders long?      What I Measured: How many spiders long?


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## Do you like spiders? GRAPHING

Ask 10 friends if they like spiders. Color one box for each vote.

YES

NO

How many people said YES? \_\_\_\_\_

How many people said NO? \_\_\_\_\_




Color the thumb with the most votes **green**.  
Color the thumb with the least votes **yellow**.  
If the votes are equal color both thumbs **red**.

How do you feel about spiders?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Do you like SPIDERS or BATS?

Ask 10 friends if they like spiders or bats. Color a box for each answer.

SPIDERS							
BATS							

Color the animal name with the most votes **blue**.  
Color the animal name with the least votes **purple**.  
If the votes are equal color both animal names **pink**.

MATH LMD/CH

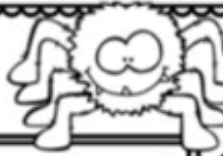
NAME: \_\_\_\_\_



# Writing

# Reading Response

If I found a SPIDER...



catch



touch





PREVIEW

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

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WRITING W.1.1

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

The title of the book we read was:

1 In the beginning,

2 In the middle,

3 In the end,

My favorite part was:

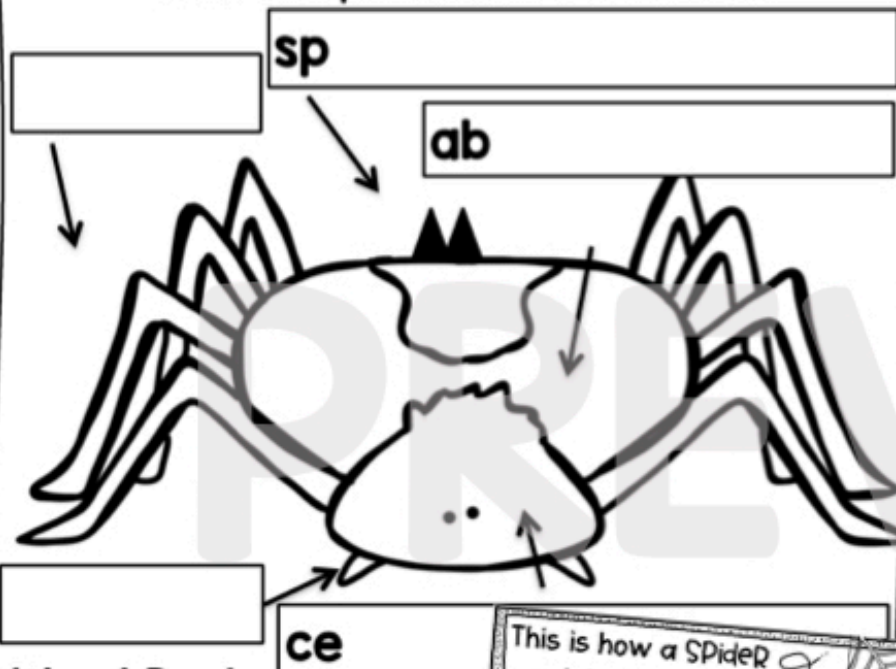


READING R.1.2

# Science

# Social Studies

I can label the parts of a **Black Widow** spider!  
Color the spot on her abdomen red.



### Word Bank

legs abdomen cephalothorax

I know about spiders!

They eat

**BONUS: Science Page**

This is how a spider catches its prey.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

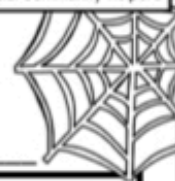
\_\_\_\_\_

\_\_\_\_\_

By: \_\_\_\_\_

-OUR COMMUNITY WEB-  
I know about **jobs** in my **community**.

SS Community Helpers



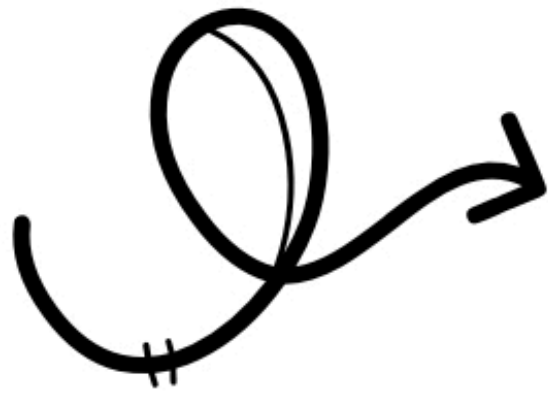
In each box, draw and write about how each community helper makes our community a better place. Name: \_\_\_\_\_

firefighter	postal worker
	
doctor	teacher
	

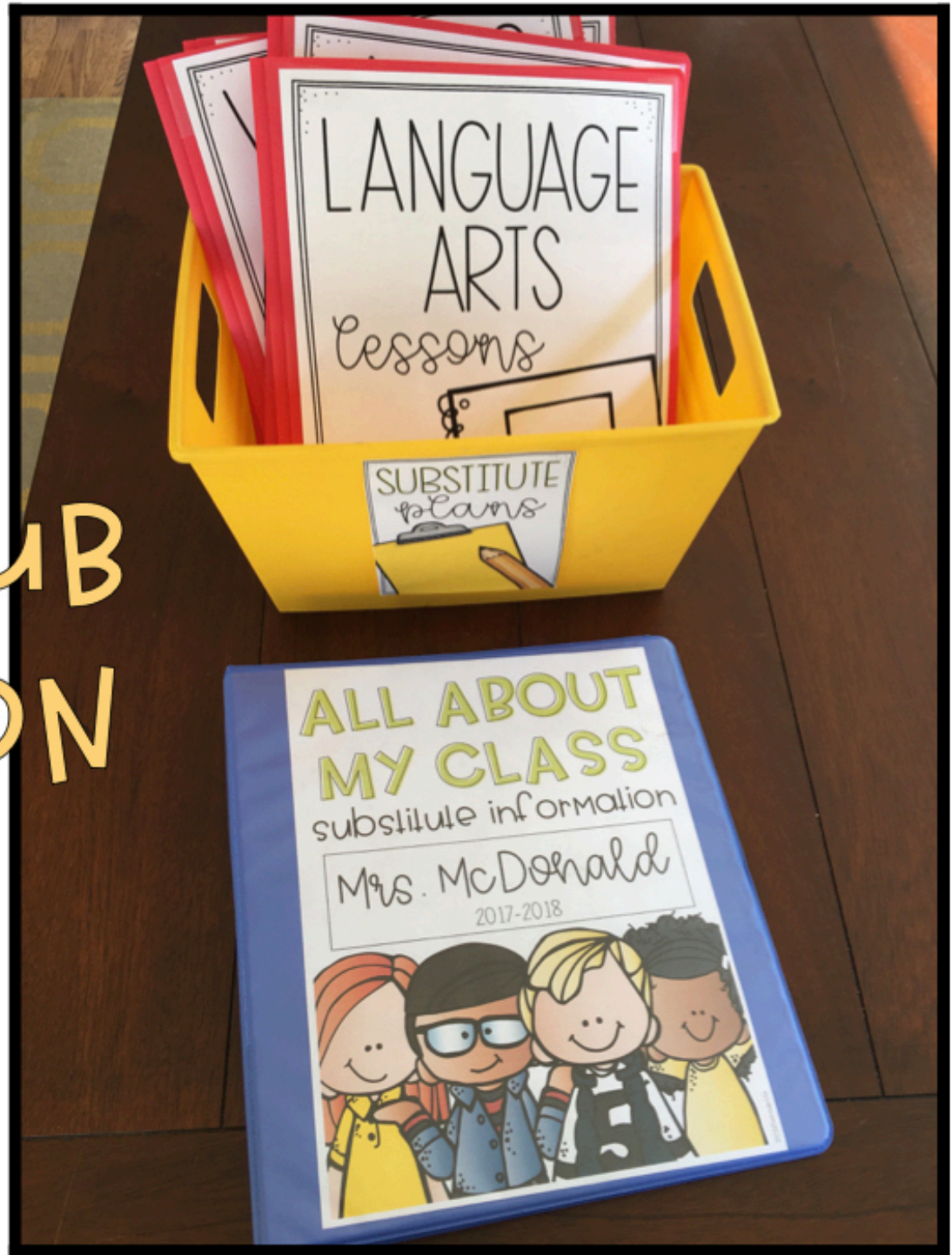
How can you help out your community?

\_\_\_\_\_

\_\_\_\_\_



PLUS!!  
EDITABLE SUB  
INFORMATION  
BINDER



# BONUS: TASK CARD GAME INCLUDED

ADDING  
spiders

Using each lettered task card, solve the addition problem and WRITE the answer in the correct letter box.

name: \_\_\_\_\_

A	B	C
D	E	F
G	H	I
J	K	L

ADDING  
spiders

Using each lettered task card, solve the addition problem and COLOR the answer in the correct letter box.

name: \_\_\_\_\_

A 8	B 9	C 5
9 7	8 10	7 6
D 5	E 10	F 7
4 6	8 9	5 6
H 6	I 9	
7	8 10	
7	L 9	
8 9	10 8	

**A**

**B**

+4

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