

# 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 assignments in the order described on the "Daily Schedule" page of our Substitute Instructions. Most pages are self-explanatory and provide instructions.

\*If a page does not have a space for students to write their name, please have them write their name on the back of the page.

**Catch Those Sight Words**  
 LA RF.K.3c

Write the following words or words aloud with students. A two using each word. Write students will color each word matching bug jar for each word will count how many WHATs number at the bottom of the write in the back. Discuss this. **EARLY FINISHERS:** On the back of this page, ask students what they would do if they were a butterfly.

**Buggy Sight Word Sentences**  
 LA RF.K.3c

**BREAK BETWEEN WORKSHEETS** can start on the back of the page or at the beginning of the next page. Start with a word that starts with a letter that will be used in the next page. Start doing a movement with insects on the calendar animals until you get to the next page. —Put students up and color the coolest bug next to the sentence. color as the INSECTS- GREEN BLUE. **EARLY FINISHERS:** Ask students what they would like to have as a pet. Ask them about how they would take care of it.

**Insect-eresting True or False Equations**  
 MATH K.OA.A.2

Write the following equations on the board:  $2+2=5$   $4+1=5$ . Ask students to talk with a partner about which equation is right and which one is wrong. Discuss that students decide. On this page, students will write true or false based on whether it is true or false. **TRUE EQUATIONS- ORANGE** **FALSE EQUATIONS- BLUE** You can demonstrate this with a few boxes to get students to think about it. When students are done, an insect will be revealed. I will write butterfly on the blank line and take a guess about what it is. Below. Discuss students guesses and the butterflies taste with their feet! **EARLY FINISHERS:** On the back of this page, ask students where they would fly if they were a butterfly. Ask students to explain why and illustrate their story.

**Make a 2D Shape**

**BREAK BETWEEN WORKSHEETS** Play Little Insect Hop. You will name a number. Students will pick a number to hop to 100 by 5s. Start with a number that is a multiple of 5 so students will be hopping. Continue until you reach 100. **EARLY FINISHERS:** On the back of this page, students will draw their own insect using shapes. Point out the insect names on the board using shapes. Point out the insect names on the board using shapes. Point out the insect names on the board using shapes. **EARLY FINISHERS:** On the back of this page, challenge students to create a problem involving insects. This can be a word problem or a math problem. If there are other early finishers, have them solve each other's story problems.

**The COOLEST Fact I Learned**  
 READING RESPONSE  
 RI.K.2

If I have left you a book about insects, please read it. If I have not left you a book, please pick a NONFIC book from our classroom library. "If you can find a book about insects, please read it. If you can find a book about insects, please read it. If you can find a book about insects, please read it. **Before Reading:** Ask students to tell you what they know about 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 the COOLEST thing they learned from this book. **EARLY FINISHERS:** On the back of this page, ask students to draw all the insects or bugs they have seen in real life. Check off each insect or bug they have seen. Draw a little star next to all the bugs they have not yet seen!

**If I was an insect...**  
 WRITING

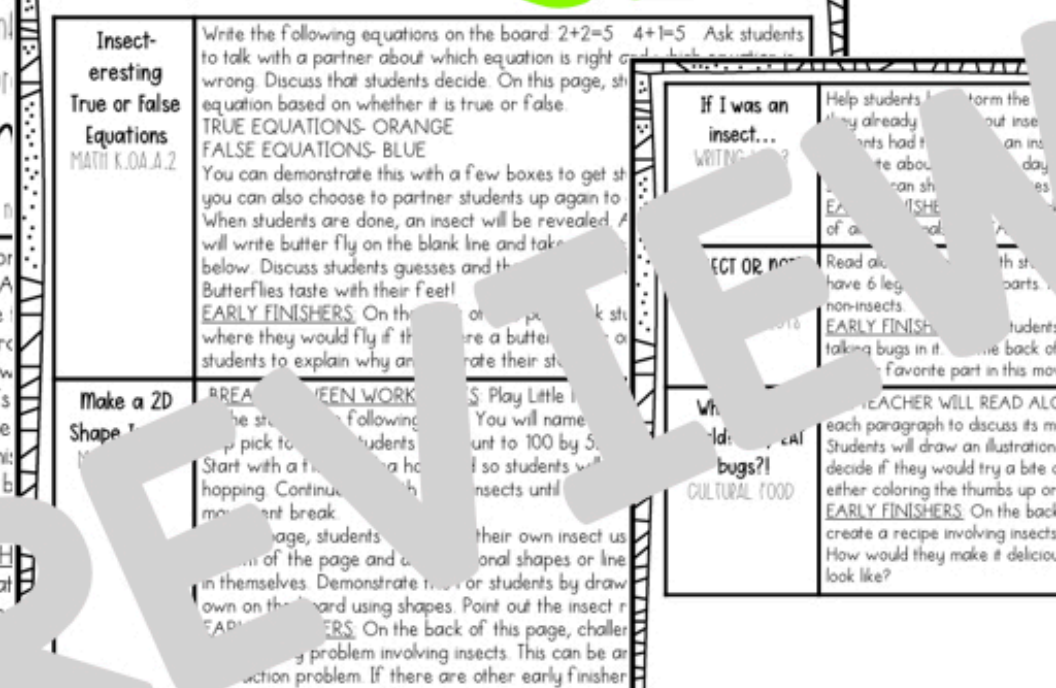
Help students think about the questions insects need to survive. Discuss what questions they already have about insects. What questions do they still have? If they were an insect, which insect would they pick? Students will write about how they would be like as this insect. If time, students can share their responses with the class. **EARLY FINISHERS:** On the back of this page, ask students to make a list of all the insects they can think of. How many predators can they think of?

**INSECT OR NOT?**

Read aloud the text with students. Discuss what insects are bugs that have 6 legs and 8 legs. Students will sort the insects versus non-insects. **EARLY FINISHERS:** On the back of this page, students will draw a picture of their favorite part in this movie or show.

**What do you like to eat bugs?!**  
 CULTURAL FOOD

**TEACHER WILL READ ALOUD EACH PARAGRAPH.** Stop after each paragraph to discuss its meaning and highlight the bug names. Students will draw an illustration to match each paragraph. Next, they will decide if they would try a bite of this bug and show their responses by either coloring the thumbs up or thumbs down. **EARLY FINISHERS:** On the back of this page, challenge students to create a recipe involving insects. Would it be a soup? Pie? Sandwich? How would they make it delicious? Would they try a bite? What would it look like?





# Math Activities

## How "Insect-esting"! True or False

Read each equation.

If the equation is **true**, color it **orange**. If the equation is **false**, color it **blue**.

$3+7=4$	$5$	$0$	$3+6$
$1+1=3$	$2+1=$	$2=5$	$2=5$
$4+4=8$	$1-1=$	$2=4$	$2+7=$
$1+5=6$	$0+0=10$	$1=4$	$1+0=1$
$7+0=7$	$2+3=5$	$5+3=8$	$3+4=7$
$2+6=3$	$3+1=6$	$1+6=7$	$4+4=9$
$2+8=10$	$3+3=6$	$2+4=6$	$3+4=7$
$7+1=8$	$5=$	$8=8$	$4+4$
$5+5=10$	$0=$	$1$	$3+$



The mystery insect was a

These insects taste using their

- wings
- feet



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

## Make a 2-D Shape InSect!

Using the shapes below create an insect and give it a name. If you need more shapes or other lines, use a ruler.

The Shapes I Used Count:

triangle	
square	
circle	
rectangle	

- Your insect must have 6 legs.
- Your insect must have 2 antennae.
- Your insect must have 2 antennae.

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



# Writing

# Reading Response

If I was an iNSeCt...

PREVIEW

PREVIEW

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

WRITING W.K.2



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

Title: \_\_\_\_\_

Three facts learned:

PREVIEW



READING RESPONSE R.K.2

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# Social Studies

# Science

What in the world?! They eat bugs?!

Listen to the following passage and highlight all the bug names you hear.  
Below each paragraph, draw a picture of what you just learned and decided if you liked it. Give it a thumbs up or thumbs down.



In Brazil, people like to eat fried grasshoppers, and some people like to eat them as snacks.

In Brazil, their favorite bug snack is a queen ant. They collect them, remove their wings, and then dip them in chocolate. They say it tastes like mint!

In Mexico, people like to eat fried caterpillars and call them gusanitos.



INSECT OR NOT? Bug Sort

Remember: Insects have 6 legs and 3 body parts.

These are insects! These are not insects!

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

spider



grasshopper



snail



fly



butterfly



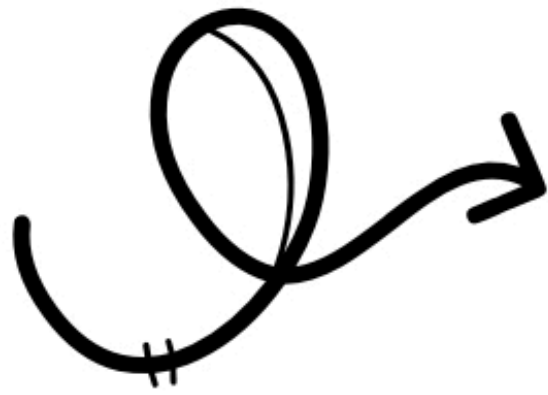
spider



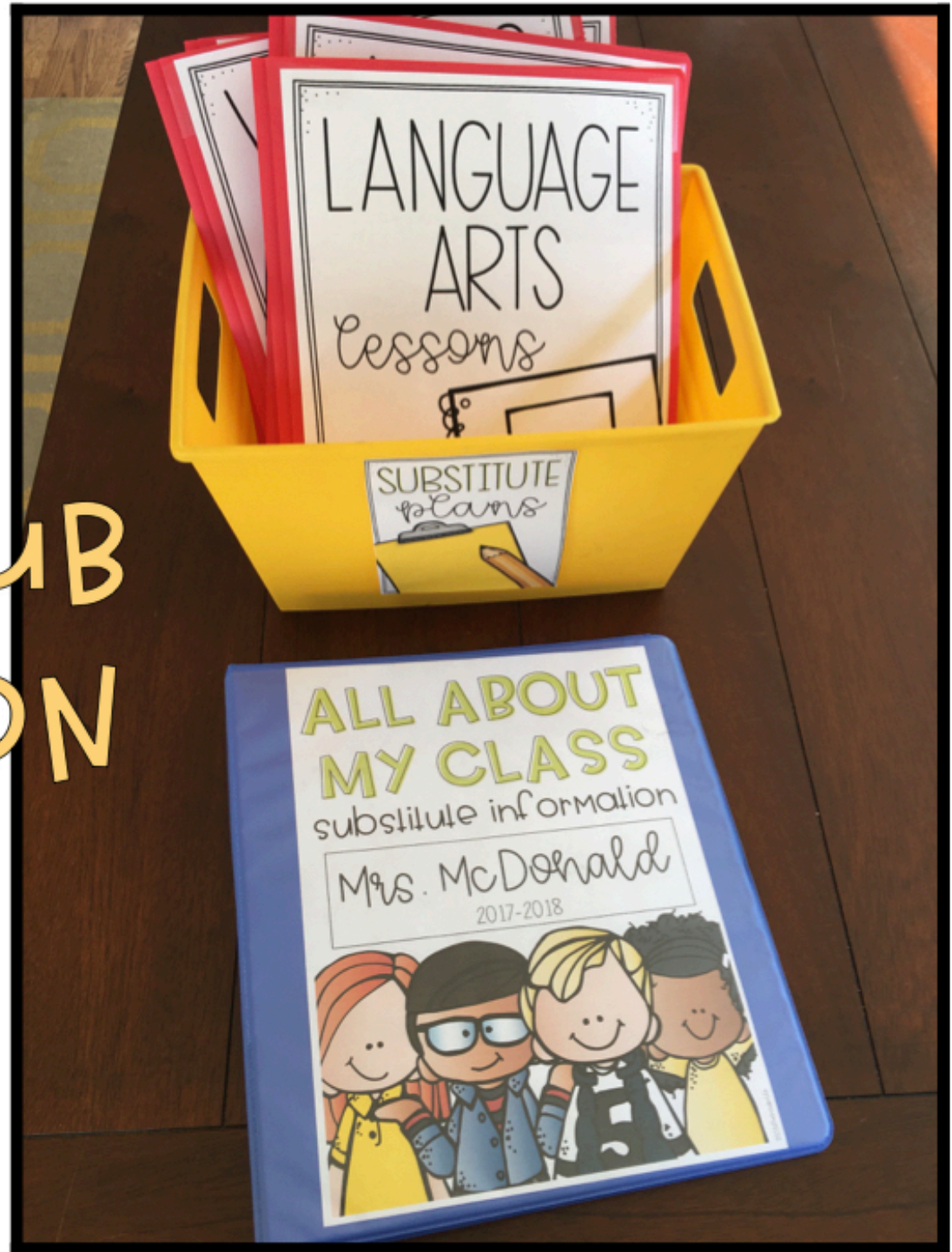
worm



ant



PLUS!!  
EDITABLE SUB  
INFORMATION  
BINDER



# BONUS: TASK CARD GAME INCLUDED


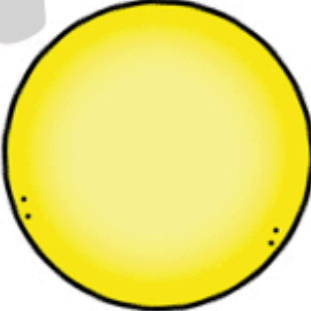
**2D SHAPES** -how many sides?

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

O	8	P	6
R	6	S	4
U	4	V	8
X	0	Y	6

**2D SHAPES** -draw the shape-

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

	O
	P
X	Y

**2D SHAPES** -how many sides?-

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

Color the number of sides of the shape shown on each lettered card.

O	8	P	3	Q	4
R	5	S	6	T	3
U	4	V	3	W	5
X	4	Y	0	Z	4
	6		4		8

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