

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 detailed 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.

<p>Catch Those "IR" Words LA RF.1.3</p>	<p>Write the following words or words aloud with students. Ask students to help you circulate. On this page, students will draw a tally in the match they are finished, students will circle the word matching the show them the word they will fact. Insects do not BREATHE do not have lungs and they have exoskeletons called "spines". EARLY FINISHERS: Ask students what they would catch if they caught 42 different insects. They</p>
<p>Buggy Sight Decoding Sentences LA RF.1.9</p>	<p>Write the following words or words aloud with students. Ask students to help you circulate. On this page, students will draw a tally in the match they are finished, students will circle the word matching the show them the word they will fact. Insects do not BREATHE do not have lungs and they have exoskeletons called "spines". EARLY FINISHERS: Ask students what they would catch if they caught 42 different insects. They</p>
<p>Insect-eresting True or false Equations MATH 1.OA.C.6</p>	<p>Write the following equations on the board: $2 + 3 = 5$, $4 + 6 = 8$. Ask students to talk with a partner about which equation is right and which equation is wrong. Discuss why students think this. On this page, students will color each equation based on whether it is true or false. TRUE EQUATIONS- ORANGE FALSE EQUATIONS- BLUE You can demonstrate this for students by completing to get students started and (if you see the need) you students up to complete this page. When students are revealed. A <u>butterfly</u>! Students will write <u>butterfly</u> or a guess about which phrase correctly completes the student guesses and then reveal the answer: <u>their</u> <u>than 86 degrees!</u> EARLY FINISHERS: On the back of this page, students will write about where they would fly if they had wings. Encourage students to explain why they chose that location.</p>
<p>Hop Like a Grasshopper Skip Counting MATH 1.OA.C.6</p>	<p>BREAK BETWEEN WORKS: Play Little Hop Like a Grasshopper students the following rules. All name an insect (not a fly, a bee, and so students will count to 50 by 2s moving along a number line. A grasshopper had a grasshopper. —On this page, students will count out what number counting by and the missing number. Students will be free to color and use as a class activity. After passing out the missing numbers, students they now see, in order from left to right. Write the blank lines at the bottom of the page to complete fact they learned! Ancient grasshoppers lived long ago. EARLY FINISHERS: On the back of this page, students will create a math story problem involving insects. If there are other students solve each other's story problems.</p>
<p>The COOLEST Fact I Learned READING RESPONSE RI.1.2</p>	<p>If I have left you a book about insects, please read have not left you a book, please pick a NONFICTION classroom library. "If you can find a book about the would be awesome but it really can be any kind of." Before Reading: Ask students to tell you what they subject of this book. Write their responses on the board. Students what they learned from this book. Write the board. —Students will write and draw about the COOLEST learned from this book. EARLY FINISHERS: On the students to draw and label all the insects or bugs they see. Challenge students to draw a little star next to all they seen, but actually touched!</p>
<p>If I was an insect</p>	<p>Help students brainstorm things they would need to survive. Discuss what they already know about insects. What questions do they still have? If students were to turn into an insect, what insect would they pick? Students will write about what they would do as this insect. If time, EARLY FINISHERS: On the back of this page, ask students to make a list of all the animals that are predators. Ask students can they think of?</p>
<p>Insects</p>	<p>Read aloud this page to students. Know that insects are bugs that have 6 legs and 3 body parts. Assist students in sorting the insects versus non-insects. EARLY FINISHERS: Ask students to think of a movie, tv show, or book that has a lot of bugs in it. On the back of this page, students will draw a picture of their favorite part in this movie, show, or book.</p>
<p>What if insects had bugs?! CULTURAL FOOD</p>	<p>TEACHER WILL READ ALOUD EACH PARAGRAPH. Stop after each paragraph to discuss its meaning and highlight the bug names with a yellow crayon. 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?</p>

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**.

$7+7=15$	$2+2=3$	$8-4=4$	$5+5=14$
$9+9=16$	$2+2=4$	$5=12$	$1=7$
$4+4=8$	$5-0=5$	$2=4$	$7+7=14$
$1+1=2$	$4+7=14$	$9=18$	$3+4=8$
$7+7=14$	$5+5=10$	$1+1=2$	$6+6=12$
$6+6=13$	$3+3=8$	$6+6=12$	$4+4=10$
$8+8=16$	$3+3=6$	$2+2=4$	$4+4=8$
$9+9=18$	$6=12$	$8=16$	$5+10=9$
$5+5=10$	$1=2$	$3+4=7$	



The mystery insect was a _____!

These insects CANNOT fly if...

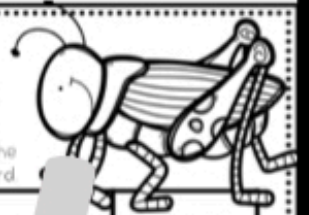
- It is dark outside their body temperature is less than 86 degrees

Name: _____

Hop Like a Grasshopper:

Skip Counting Number Line Cut & Paste

Figure out how each number line is skip counting and paste the correct numbers in the blanks. Next, fill in the missing letters by writing them in the boxes.



2	4	10	12
10	15	20	30
4	8	12	16
24			
3	6	2	15
18			

Amount grasshoppers living together are the

U R S !

5	25	6	20	8	q
N	O	D	S	I	A

Writing

Reading Response

If I was an iNSeCt...

PREVIEW

PREVIEW

Name: _____

WRITING W.1.2



READING RESPONSE RI.1.2

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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 would like to try it. Give a thumbs up or thumbs down.

In Thailand, they eat grasshoppers and crickets as snacks. Most grasshoppers are about 5 centimeters in length and are cooked in a variety of ways.

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! Unfortunately, the number of ants has been dwindling because of pesticides and so these snacks might not be around much longer!

In Mexico, people eat caterpillars and worms and candy covered worms. They are often served in jelly.

 **INSECT OR NOT?** Bug Sort

Remember: Insects have 6 legs and 3 body parts.

These are insects! These are not insects!

Name: _____

snail



grasshopper



slug



fly



bee



butterfly



spider



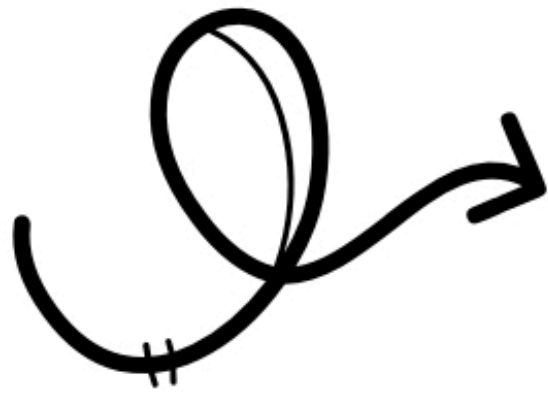
worm



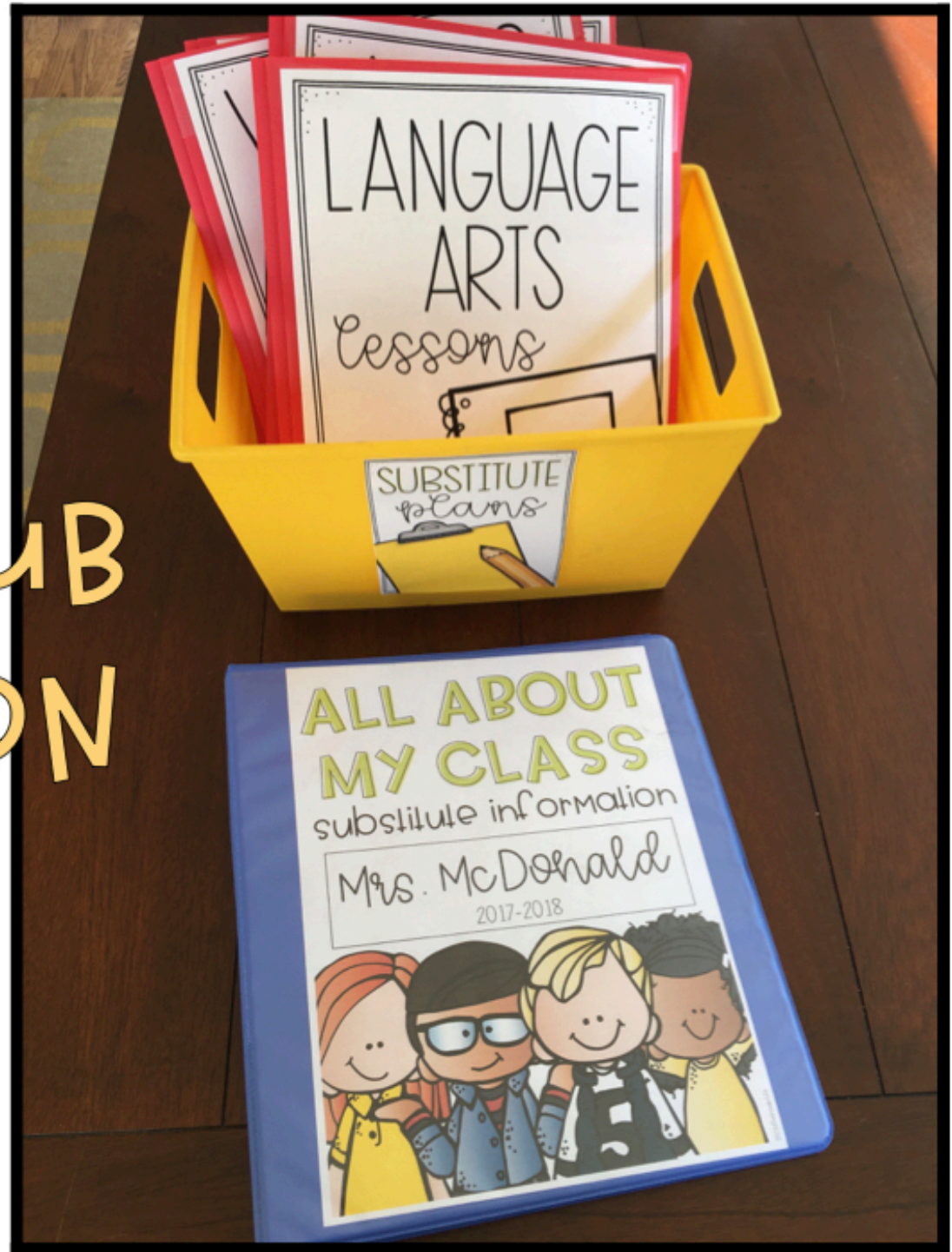
ant



centipede



PLUS!!
EDITABLE SUB
INFORMATION
BINDER



BONUS: TASK CARD GAME INCLUDED

r-controlled vowels detective **iR OR AR**

Find each r-controlled vowel word and write the number shown on the task card in the box below the word.

Name: _____

dirt	card	
bird	yo	
skirt	sq	char
can	s	barn

81

80

yard

82

80

yard

82

d t

r ar ir ar

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BONUS CHALLENGE CARDS TOO!