

DETAILED Substitute Instructions

thank you for working in our class today!

Please complete the following

Most pages are self-explanatory

instructions

If a page does not have a space for students

All About Jellyfish
LA 1F.2.1

Partner students up to the answers in the packet bottom, ask students to class when students have the students know about board. **EARLY FINISHERS:** of an underwater ocean would you see each ocean. Ask students to label each.

Who am I? OCEAN ANIMALS
LA 1F.2.1

BREAK BETWEEN WORKSHEETS: students will attempt to TEACHER versus the rules to students. Part on the board (but MIX WHALE, LOBSTER, GO on up to 5 partner groups give the STUDENTS a then give the TEACHER and play until students —On this page, students bottom they believe in they will write the narrow column. Last, ask students boxes from top to bottom fun fact. **ANSWER: D** **EARLY FINISHERS:** their favorite ocean animal this animal below their and facts with the class.

COLOR TO COMPARE Greater Than or Less Than
MATH 2.NBT.A.1

Write the following numbers on the board: 67, 175, 762. Ask students discuss with a partner which number is the biggest and which number is the smallest. How do they know? Write down their responses and out-loud thinking. On this page, students will color the BIGGEST number in each set. If finished, they will circle the ocean animal that had the MOST "BIGGEST numbers" out of each set of three. Next, students will count to figure which ocean animal had the most GREATEST numbers OVERALL (of ALL six animals). They will write the name of this ocean animal in the box at the bottom of this page. **ANSWER: turtle** Discuss this awesome fact with students.

EARLY FINISHERS: On the back of this page, challenge students to create a table of sea animal comparisons to things in the classroom. For example: What ocean animal is the same size as a book? A clown fish? Students draw these two things next to each other. What ocean animal is the size as the white board? A shark? Etc. If there are several students have finished early, let them work in a group to think of some comparisons to draw.

Ways to Make 50: A Shark Feeding frenzy
MATH 2.NBT.B.5

BREAK BETWEEN WORKSHEETS: Play Guess My Number. Explain it following to students. You will write a number (between 100-200) on a piece of scrap paper and put it in your pocket. Challenge the students to guess your number in less than 7 clues. One student will start out guessing a random number between 0-100 and if that number is NOT the real number, your only response is either "My number is GREATER than _____" or "My number is LESS than _____". Each of your responses counts as one guess. You may choose to write your clues on the board so that students can reference them when taking their next guess. **CLASSROOM MANAGEMENT TIP:** Remind students that you will only have students sitting and listening quietly to make these guesses.

—Write the following numbers on the board: 0, 5, 10, 15, 20, 25, 30, 40, 45, 50. Ask students to help you figure out what number they will add to each number to make 50. Write the answer below each number on this page, students will find 12 pairs that make 50. Point out the exact pair circled on this page and show students that they will find and circle a pair of numbers (next to each other side-by-side or top to bottom) that makes 50. When finished, students will write down the letters hidden in the boxes from TOP to BOTTOM to spell the word they will write at the bottom of the page. **ANSWER: TIGERS**

EARLY FINISHERS: On the back of this page, challenge students to think about what they would do if they could swim like a shark. Where do they think they would enjoy swimming the most? Deep underwater? On the surface? Why?

AUTHOR'S PURPOSE

Three Reasons I Know
READING RESPONSE
R.2.1

If I have left you a book for this activity please use it now. If I have not left you a book, please find a fiction or nonfiction book from our classroom library. —Discuss with students that an author has a purpose when writing a book. The author may want to teach the reader something, persuade the reader to do something, or they may want to entertain the reader. After reading, assist students in deciding whether the book read aloud was written to entertain, to persuade, or to teach. If the author's purpose was to entertain, have students pick three of the most entertaining parts of the story to write and draw about. If the author's purpose was to help the reader gain knowledge, have students draw and write about three things they learned. If the author's purpose was to persuade the reader, have students draw and write about three things they were persuaded to do. **EARLY FINISHERS:** On the back of this page, challenge students to pick an ocean animal they would love to have as a pet and write about it. Why would they pick this animal? How would they take care of this animal?

The Diary of a Scuba Diver
WRITING
W.2.3

Help students brainstorm things and animals they might see if they were a scuba diver. List their ideas on the board. Discuss what they already know about these things and animals. Have students decide what things they would most like to see and ask them to write a "diary" entry about the experiences they would have if they saw these things while scuba diving. **EARLY FINISHERS:** On the back of this page, challenge students to add two more days to their diary! What else did they see while scuba diving? Did they have any CRAZY underwater adventures?

MIXED-UP Life Cycles
SCIENCE: LIFE CYCLES

Discuss what students see in each picture. Can they tell the order in which each picture should go? How do they know? Assist students in reading each passage. Students will then paste each animal's life cycle in order in the top boxes and label each stage of the life cycle below it. *The stages for each animal are listed IN ORDER from top to bottom. Discuss what students learned from each passage. How are these animals the same? How are they different? Write their responses on the board. **EARLY FINISHERS:** On the back of this page, challenge students to think of an ocean animal beginning with each letter of the alphabet. How many can they think of? *This could be a WHOLE class challenge too! Here are some cool animals you can help add for those tough letters!
I. ISOPODS Q. QUILLFISH R. RINGED SEAL
U. UNICORNFISH V. VAMPIRE FISH X. XIPHIAS (Latin for Swordfish)
Y. YELLOWFIN TUNA Z. ZOOPLANKTON

Protecting our Oceans
SOCIAL STUDIES

After you pass out this page, ask students to fold the page in half ON THE DOTTED LINE so that they can't read the passage yet. Next, have students brainstorm (as a class) why they think oceans are important. Write their responses on the board. Students will illustrate their answers in the top box. Read aloud the paragraph below, ask students to color (with a yellow crayon) the things they can do to help protect our oceans. Finally, ask students to illustrate ways they can protect our oceans in the bottom box. **EARLY FINISHERS:** On the back of this page, challenge students to draw a picture of what they think the ocean might look like if we stopped caring for it.

- How to introduce each activity
- Tips for completing each activity
- Ideas for EARLY FINISHERS
- BRAIN BREAK Ideas

Language Arts Activities

All About Jellyfish



Did you know that jellyfish existed on Earth before sharks and even dinosaurs?! Scientists believe that they have been around for more than 650 million years. You can find jellyfish in all types of environments! You'll see them warm, cold, shallow, and deep water. While some jellyfish are clear, many jellyfish are bright colors like pink, yellow, purple, and blue! About half of all jellyfish can produce their own light which means they are bioluminescent. Most bioluminescent jellyfish use this special trait to protect them from predators.

Although jellyfish have a head, they have do not have any eyes, ears, nose, brain, or heart! They are made up of almost entirely water and have no bones. A jellyfish's mouth is located in the center of its body and it uses its tentacles to stun or paralyze its prey before eating it. Jellyfish eat shrimp, crab, fish, and tiny plants. They eat and discard waste from of the same opening.

Jellyfish are very interesting animals, but be careful before touching one! Don't worry, jellyfish don't attack humans on purpose so just try to avoid making contact with one. Although jellyfish are sometimes used in Chinese medicine, the sting of a jellyfish can be very painful and even deadly.

Find the answers to the following questions in the passage and color them the designated color:

- YELLOW- How long have jellyfish existed on Earth?
- BLUE- What body parts do jellyfish not have?
- GREEN- Why shouldn't you touch a jellyfish?
- ORANGE- How does a jellyfish catch its prey?
- RED- What does bioluminescent mean?
- PINK- What kind of water do jellyfish live in?

Two things I learned...

LA R.2.4

WHO AM I?: OCEAN ANIMALS

Read each clue and then write the name of the animal the clue is describing in the center box of each row. Last, paste the animal picture of the matching animal in the last box.

Name: _____

I'm not a mammal, I'm a fish. I have many rows of teeth. There are many kinds of me. Hammerhead, Great White, and Tiger are just a few of my many kinds.

We prefer to swim in pairs with our tails linked together. We don't have many predators because we are so bony. We are not horses, but we are fish.

I can change my body in seconds by taking water. Although I'm not a fast swimmer, I have excellent eyesight. Don't touch me because my poisonous stings can kill you!

You might see me walking sideways in the sand. I actually have ten legs which include my claws and two legs hidden inside my shell.

I resemble something you see in the sky. I'm not a fish and I do not have blood or brains. I usually have five arms and about 35 birthdays.

I am known for my friendliness and intelligence. Some people even pay money to swim with me. I have a blowhole on the top of my head to breathe.

You might eat me in a fancy restaurant. I taste with my legs and chew with my stomach. I can live to be 100 years old and have seven letters in my name.

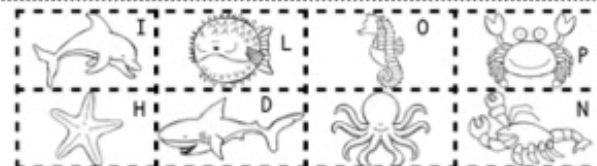
I have three hearts and blue blood! I squirt ink to confuse and escape from my predators. I'm probably most famous for the number of legs I have which is more than seven.

WORD BANK

pufferfish lobster seahorse crab
starfish dolphin octopus shark

After pasting the animal pictures, write the letters you see in the corner of each picture from top to bottom to spell the animal word that goes in the blank below.

When a _____ sleeps it keeps one eye open to watch for predators!









LA R.2.4

Math Activities

COLOR to COMPARE: GREATER THAN OR LESS THAN

Color the BIGGEST number in each row. When you are done, circle the ocean animal that had the most "greater numbers" in each group of columns.

Name: _____

744	740	754	331	333	332
895	855	821	788	876	775
940	785	820	455	445	454
104	114	401	839	181	920
208	209	290	450	487	335
455	450	454	253	997	334
280	500	730	663	209	336
309	505	503	990	592	979
222	272	212	330	430	570
337	307	703	201	222	210
297	804	440	474	393	567
289	292	299	390	298	400
					

_____s can hold their breath for up to five hours underwater!

Fill in the blank with the name of the sea animal that had the MOST greater numbers OVERALL.

MATH ZAP! 1.1

WAYS TO MAKE 50: A Shark Feeding Frenzy Search

I found one for you, but can you find the other 12 pairs?

Name: _____

I eat pairs of numbers that make FIFTY. Circle them to feed me!

25	25	40	30			
10	30	5	45	35	50	25
20	0	50	15	15	40	25
10	40	15	30	10	30	10
15	0	25	45	40	35	5
20	30	25	50	45	50	45
5	10	35	15	25	30	10
30	20	45	20	50	0	45

Write the letters you find hidden on this page from top to bottom in the blanks of the fun fact below.

Tiger sharks have been called the "Garbage Cans" of the sea because they have been known to eat things like license plates, gasoline tanks, and even _____.

MATH ZAP! 1.5

Writing

Reading Response

The Diary of a SCUBA diver

DAY 1

DAY 2

DAY 3

Name: _____

WRITING W.2.3



Title: _____

I CAN IDENTIFY THE AUTHOR'S PURPOSE!

to entertain us to persuade us to teach us something

THREE reasons why I know this...


1

2

3

Name: _____

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Social Studies

Science

LET'S PROTECT OUR OCEANS

In the box below, illustrate why you think oceans are IMPORTANT.

Next, read the middle passage with a partner and illustrate some ways that you can protect our oceans in the bottom box.

Did you know that oceans generate half of the oxygen we breathe? Oceans also provide a big part of the animal protein people eat. Living oceans also absorb carbon dioxide from the atmosphere and reduce climate change impacts. Our oceans are important for our survival!

So, how do we protect our oceans? You can help save our valuable oceans by doing many simple things. You can use less plastic items and instead use reusable items. These plastic items end up in the ocean and kill tens of thousands of marine animals each year.

You can also help take care of the beach! Pick up trash when you visit and make sure not to disturb the living ocean environment when doing activities like swimming and snorkeling.

You can also refrain from buying things made from ocean animals like coral jewelry, items made from tortoise shells, or shark products. When visiting a restaurant or shopping at the grocery store, try to choose seafood that is sustainable. This means that it is either caught or farmed in a way that allows its population to rebuild and not be overfished.



Name: _____

SOCIAL STUDIES: PROTECTING OUR OCEANS

MIXED-UP Life Cycles

SCIENCE: LIFE CYCLES

Read the passage about each animal and color the sentence you thought was most fascinating with a yellow crayon. Next, paste each animal's life cycle pictures order from left to right in the boxes. Under each picture, label the stages. The stages are listed in order in the top right corner.

A female salmon will lay between 500 to 1,000 eggs at a time. She usually lays them in the gravel at the bottom of fresh water. After hatching, most salmon will make the journey to salt water and return to fresh water when they are ready to lay their eggs again.

SALMON WORD BANK

TURTLE WORD BANK

egg
alevin
fry
parr
smolt
adult salmon

egg
hatchling
juvenile
adult
adult lays egg

SALMON LIFE CYCLE

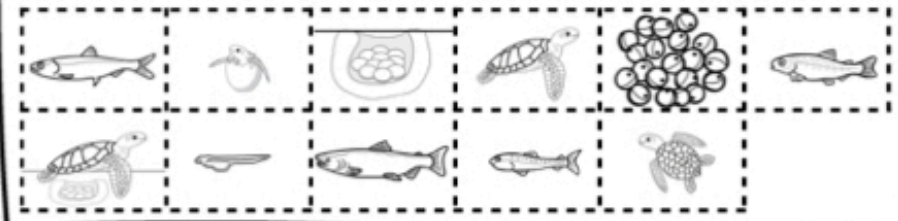
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Both salt-water and fresh-water turtles lay their eggs in nests they dig in the soil or sand. Sea turtles lay about 100 eggs per nest. A sea turtle egg is about the size of a ping pong ball. Did you know that the temperature of the egg determines the turtle's gender? Warmer temperatures usually produce girls, while cooler temperatures usually produce boys.

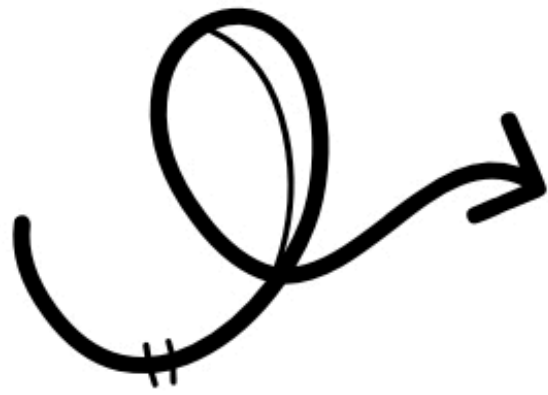
TURTLE LIFE CYCLE

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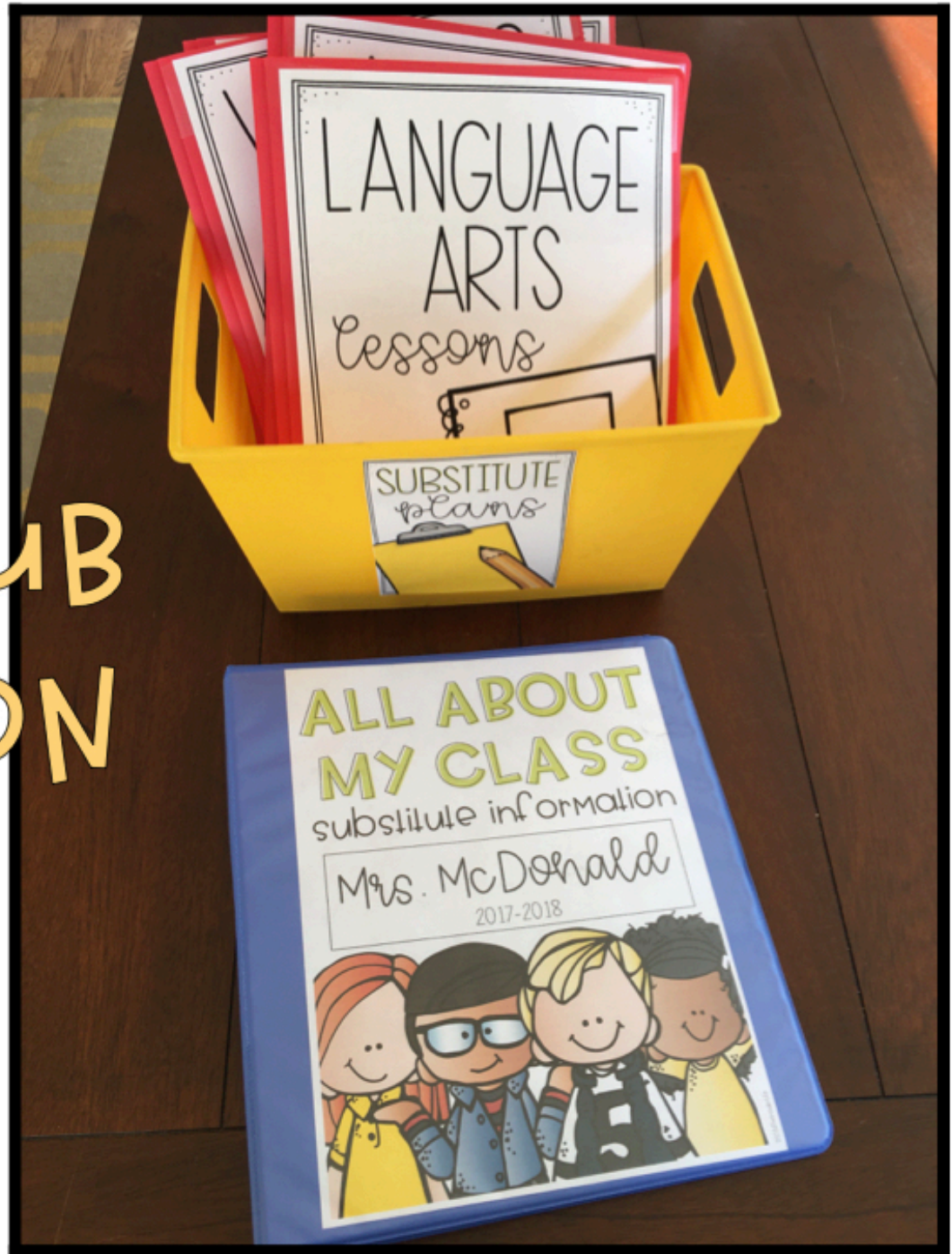
Name: _____



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PLUS!!
EDITABLE SUB
INFORMATION
BINDER



BONUS: TASK CARD GAME INCLUDED

SOLVE the Story

-Addition or Subtraction?-

SOLVE the Story

-What is the answer?-

SOLVE the Story

-Name the task card-

Name: _____

A

ADDITION
SUBTRACTION

d

ADDITION
SUBTRACTION

g

ADDITION
SUBTRACTION

j

ADDITION
SUBTRACTION

SOLVE the Story

-What is the egg

Name: _____

A

d

g

j

H

k

A

Jeff bought 24 salmon eggs on Saturday and 25 more salmon eggs on Sunday. How many eggs did he buy in all?

B

Greta saw 12 dolphins on Monday and 44 dolphins on Tuesday. How many more dolphins did she see on Tuesday compared to Monday?

30 TASK CARD	35 TASK CARD	100 TASK CARD
40 TASK CARD	9 TASK CARD	
98 TASK CARD	11 TASK CARD	
56 TASK CARD	21 TASK CARD	49 TASK CARD

Read the story problem on each task card and solve it. Find the answer on this page and write the letter of the matching task card in the oval below the answer.

SHOW YOUR WORK