

DETAILED Substitute Instructions

thank you for working in our class today!

Please complete the following

Most pages are self-explanatory
instruction

Amazing Arctic Animals
LA.NF.KJ

Write **WHAT WE KNOW** words in the word bar about these animals. We never heard of on this the left, write them on from the Arctic animal. **DIFFERENT** color to color matches. Last, ask students. **ANSWER: SEAL.** Ask bottom right corner. **EARLY FINISHERS:** On back of this page. Why the sky or on land? Ask their Arctic scene.

All About Arctic Animals
LA.NF.KJ


BREAK BETWEEN WORKSHEETS: Cut out the **MOVE LIKE ME** cards and lay all the **MOVE LIKE ME** student to come up and do moves (hop, fly, crawl) will stand up and make back to the carpet and picture cards, and act —On this page students the class, ask students the right. After student facts on this page and draw a picture of each. **EARLY FINISHERS:** On **FACT** about themselves cool pet? Can they jump

UNICORN of the sea? MATH K.OA.A.5

Review a few simple addition problems with the class by writing the following equations (and a number line from 0-10) on the board: $2+4=$ $4+1=$ $3+2=$ $4+3=$ Ask students to explain how they can figure out each answer. Can they use their fingers? Draw a picture? Use a number line? On this page, students will solve each of the addition problems and then color each box according to the answer. Feel free to demonstrate by solving and coloring a few boxes with students before asking them to work independently on this page. After students have finished color coding, they write the letters seen in the **YELLOW** boxes from **TOP to BOTTOM** to spell the name of the animal also known as the **UNICORN OF THE SEA.** **ANSWER: NARWHAL.** Discuss why this nickname might make sense! Feel free to remind students what a **NARWHAL** looks like by showing them the picture card from the **MOVE LIKE ME** movement game. **EARLY FINISHERS:** Challenge students to think about what they would do if they had a long tooth on the front of their body too! *"This is what the 'tusk' on a Narwhal really is! It is just an overgrown tooth on the outside of their body!"* Ask students to write and draw about what they would do with this long tooth on the back of this page.

ARCTIC MOOSE Counting for food MATH K.CC.A.1

BREAK BETWEEN WORKSHEETS: Ask students to stand up and practice counting from 1-50 moving in different ways. Can students hop while counting from 1-50? they hold a plank position counting from 1-50? Other movements to try: jumping jacks, clapping, swaying hips, touching toes, sit-ups, etc. Continue moving and counting until students have had a good movement break.

—Before starting this page, write numbers 1-10 on the board in a line, **BUT** skip a number and instead put a circle where the missing number goes. Can students help figure out what number goes in the circle? **EXAMPLE:** 1 2 3 4 5 6  8 9 10. Next, write numbers 11-20 in a line below 1-10 and **AGAIN** skip one number and put a circle in its place. Ask students to help you figure out the missing number. Continue doing with numbers 21-30, 31-40, and 41-50. When you are finished, you will have five of 10 numbers. Students can use these numbers as a reference to help them complete this page too.

On this page, students will start at the **MOOSE** and color a path to the **ACORN** by coloring numbers in order from 1-50. When students are finished, ask them what number is **BELOW** the Arctic moose. **ANSWER: 44.** Students will write 44 in the box of the fun fact at the bottom of the page. Read this fun fact aloud and discuss it with the class. **EARLY FINISHERS:** On the back of this page, challenge students to write numbers from 1-50. Can they color their age with a yellow crayon? What about the ages of their family members? Sisters? Brothers? Cousins? Parents?

IF I WERE AN ARCTIC ANIMAL... WRITING W.K.2

Discuss the three Arctic animal options on the top of the page. What do students know about these animals? Write their responses on the board. Feel free to create a bulletin board map for each animal (if you have time) to organize the information students give about these animals. Next, students will pick **ONE** of the animals listed and put a circle next to their choice. Then, students will draw and write about what they would do if they were this Arctic animal. Where would they live? What would they eat? What would they enjoy doing most? Why did they pick this animal? **EARLY FINISHERS:** On the back of this page, challenge students to draw and write about their **FAVORITE** animal! This can be any type of animal (not just an Arctic animal).

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

3 THINGS I LEARNED READING (NONFICTION) BOOK

If I have left you a specific book, please use it for this activity. If I have not left you a book, please pick out a **NONFICTION** book from our classroom library. Before reading, review the title and ask students what they think the book will be about. Write their responses on the board. While reading, stop occasionally and ask students what they have learned so far. Write these responses on the board too. After reading, review the things you've written on the board. As a class, discuss what students think this book was mostly about. Assist students in writing a word or two to describe what this book was about at the top of the page. Next, students will draw/write about three things they learned from the book. **EARLY FINISHERS:** Challenge students to draw a picture of something they already knew about this topic on the back of this page. If they didn't know anything about this topic before, ask students to draw/write about the thing they thought was **MOST** interesting (or really surprised them) about this topic on the back of the page.

WHAT IS HAPPENING TO THE POLAR BEAR? SOCIAL STUDIES: ENDANGERED ANIMALS

Before completing this page, ask students if they know what being an **ENDANGERED ANIMAL** means. Write their responses on the board. **Ask/Discuss:** How do animals become endangered? Next, read aloud each of the mini paragraphs on this page and ask students to find the picture at the bottom of the page that **BEST** matches each mini paragraph. They will paste each matching picture in the **EARLY FINISHERS** area.

ARCTIC OR DESERT? SCIENCE: ANIMAL HABITATS

Before completing this page, ask students to discuss whether each animal lives in the Arctic or the desert. Next, review each of the **EARLY FINISHERS** in the Arctic area and ask students why they chose that animal.

MOVE LIKE ME: ARCTIC ANIMALS (Cut out each animal figure and place along the path.)

 ARCTIC HARE	 ARCTIC FOX	 BELUGA
 HARP SEAL	 HUSKY	 LEMING

HELP page: Students will paste each animal in the EARLY FINISHERS area and write a sentence about each animal.

CARDS FOR BRAIN BREAK ACTIVITY

 PUFFIN	 REINDEER	 SNOWY OWL
--	--	---

Language Arts Activities

Amazing Arctic Animals

Name: _____

unscramble it

write it

match it

ukhsy

ruwals

ffinpu

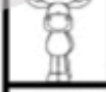
belaug

mmlinge

osome

halnarw

lsae



WORD BANK husky lemming

narwhal beluga moose

walrus seal puffin

What word did you unscramble in the bottom box?
Write that word on the line below.

Crabeater _____s
don't actually eat crabs! They
eat krill. This animal is similar
to shrimp.

LA 9FK1

All About Arctic Animals

Read the fact.

Color the
underlined word.

Illustrate the fact.

The Arctic fox has
brown fur in the
summer and white
fur in the winter.



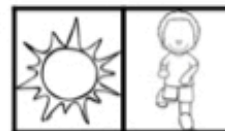
Most owls go to bed
during the day and
hunt at night, but
the snowy owl hunts
during the day.



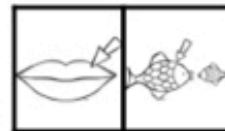
Puffins dig a hole
in the ground to
build a nest for
their eggs.



Arctic hares are
really fast! They
can run up to 40
miles an hour!



Walruses are big
animals! Boy
walruses are
twice as big as girl
walruses!



©2018 The Kinder Life

LA 9FK2

Math Activities

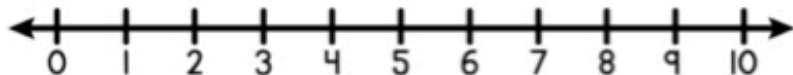
UNICORN OF THE SEA?

Solve each of the equations below. Next, color each box according to its SUM and the color code below:

→ 3: BLUE 4: RED 5: YELLOW



S $3+1=$	B $2+2=$	N $2+3=$
A $1+4=$	C $0+3=$	D $2+2=$
E $3+0=$	F $2+1=$	R $0+5=$
G $3+1=$	W $4+1=$	K $2+2=$
L $2+1=$	H $1+4=$	M $0+3=$
A $3+2=$	N $2+2=$	O $2+1=$
Q $1+2=$	R $4+0=$	L $3+2=$



Write the letters in the YELLOW boxes (from top to bottom) on the line to the right. This will reveal who the "unicorn of the sea" is.

Name: _____



©2019 The Kinder Life

MATH K.O.A.S.

ARCTIC MOOSE: Counting for Food

Help the Arctic moose find his lunch! Starting in the top left corner, color the numbers counting from 1 to 50 to create a path from the moose to the pinecone.

Name: _____

	1	2	3	4	5	6	23	11
44	9	26	22	28	29	7	36	37
8	25	14	13	12	3	8	35	38
24	10	15	27	11	10	9	34	39
32	17	16	34	40	42	42	33	40
2	18	33	28	29	30	31	32	41
31	19	1	27	4	21	20	17	42
7	20	5	26	19	46	45	44	43
30	21	14	25	13	47	6	12	16
15	22	23	24	18	48	49	50	

What is the number BELOW the Arctic moose? Write that number in the blank below.

The Arctic moose loves to eat plants like twigs, pinecones, moss, and shrubs. Because they are so big, they have to eat about _____ pounds of plants a day!

©2019 The Kinder Life




K.CCAJ

Writing

Reading Response

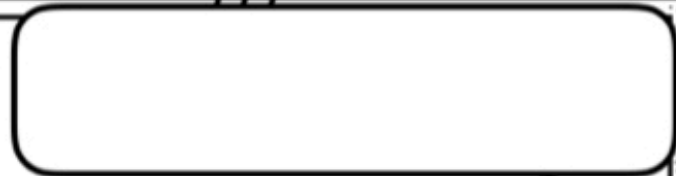
If I were an ARCTIC ANIMAL...

Check the box of the Arctic animal you would most like to be. Write (and draw) about what you think you would do and eat if you were this animal. Why did you pick this animal? Write your answers below.

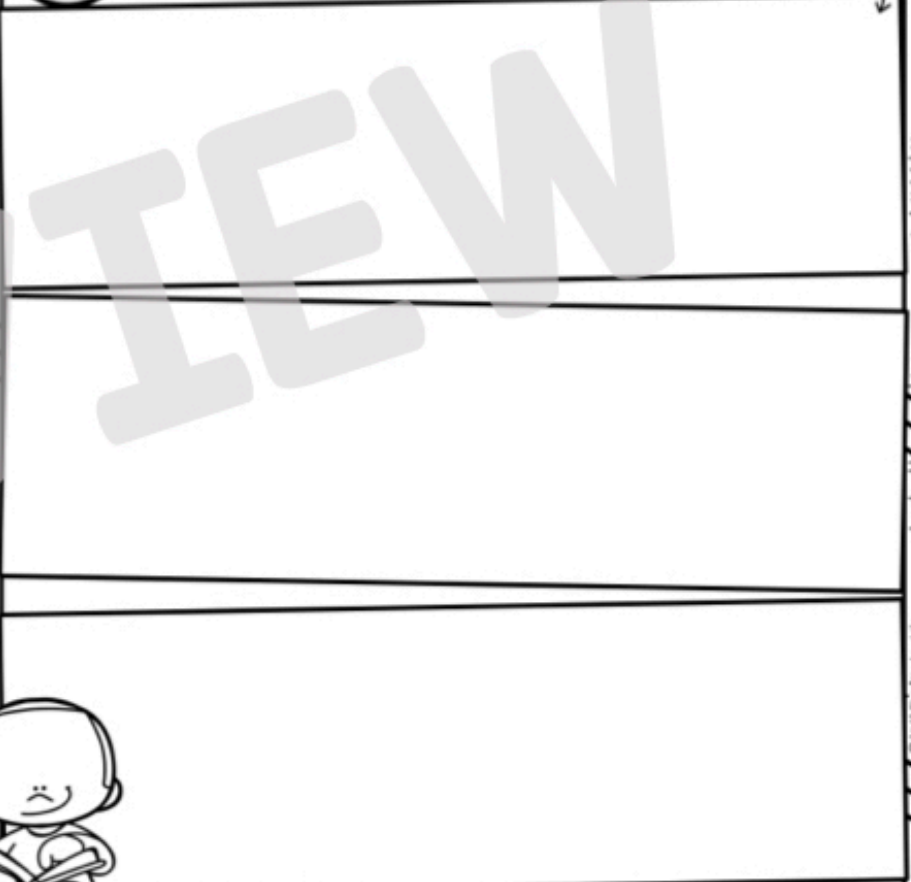
<input type="checkbox"/>		Arctic fox
<input type="checkbox"/>		snowy owl
<input type="checkbox"/>		walrus



THIS BOOK IS ABOUT:



3 THINGS I LEARNED



NAME:

WRITING - WK.2



READING RESPONSE - RLK1

NAME:

Social Studies

Science

What is happening to the POLAR BEAR?



Listen to your teacher read about what is happening to polar bears and then paste the picture that best matches each fact in the box to the right.

NAME: _____

Polar bears use the ice to hunt for seals! Unfortunately, lots of ice in the Arctic has been melting! Less ice makes it harder for polar bears to find food!



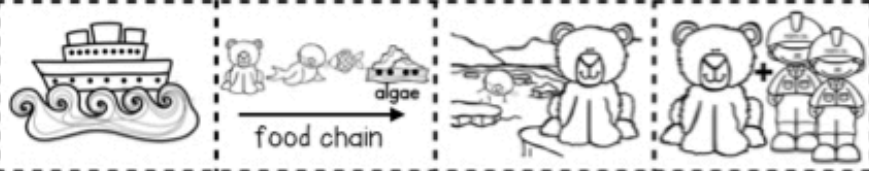
Because there is less ice, polar bears go ashore more often. The shore is where humans live and work. This can be dangerous for the humans and the polar bears!



Because there is less ice, there is more usable water in the sea for boats to travel through the Arctic. If these boats leak oil into the water, it can hurt or kill the animals living there, including polar bears.



Scientists have also discovered that with less ice, there is less algae. This important algae grows under the ice. This is the algae that feeds fish. These fish feed seals and these seals feed the polar bears. So, less algae means less food for polar bears!



SOCIAL STUDIES: ENDANGERED ANIMALS

ARCTIC OR DESERT? Animal Sort

Where do these animals live? Sort each animal below by pasting it in the column showing its habitat.

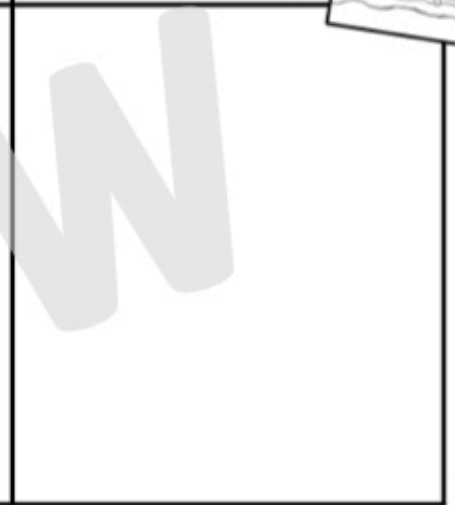
NAME: _____



THEY LIVE IN THE ARCTIC!



THEY LIVE IN THE DESERT!



puffin



rattlesnake



Arctic fox



camel



scorpion



harp seal

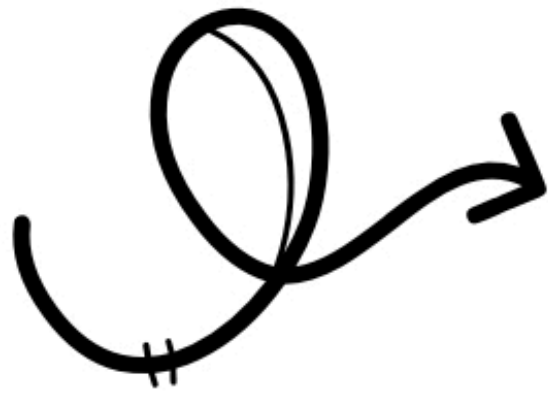


snowy owl

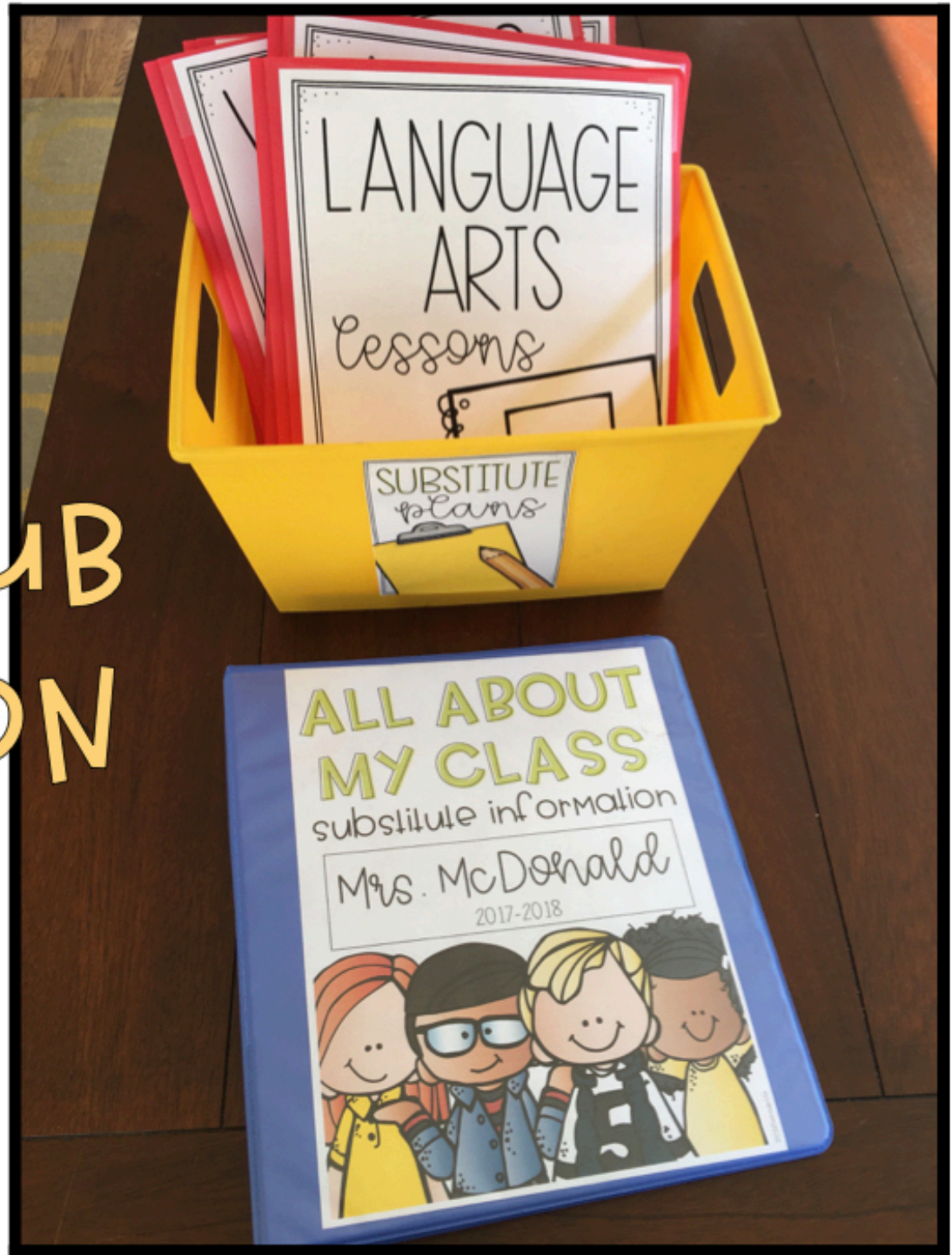


ostrich

SCIENCE: ANIMAL HABITATS



PLUS!!
EDITABLE SUB
INFORMATION
BINDER



BONUS: TASK CARD GAME INCLUDED

MISSING Letters: CVC WORDS

Using each numbered task card, figure out what letter is MISSING and COLOR the missing letter in matching box below.

1 h b m	2 c
4 s h r	5 t
7 u a i	8 v
10 t g b	11 v

Name: _____


MISSING Letters: CVC WORDS

Using each numbered task card, figure out what letter is MISSING and COLOR the CORRECT CVC word in matching box below.

1 wil	2 cup
3 cup	4 cup
5 cup	6 cup
7 cup	8 cup
9 cup	10 cup
10 dob dol dog	11 bin pin

Name: _____

MISSING Letters: CVC WORDS





Using each numbered task card, figure out what letter is MISSING and write the entire CVC word the matching numbered box below.

1	2
3	4
5	6
7	8
9	10
10	12

Name: _____

©2019TheKinderLife





cu _