

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

Please complete the following activities on the "Schedule" page of our Substitute Instructions. Most pages are self-explanatory and include instructions.

<p>The GIFT of Sound Short Vowel Sounds LA RF.K.2d</p>	<p>Write the 5 short vowels with room under "Vowel Game", but will take turns guessing the word. Once they guess this word and write it on the board. Here is a HAT, BED, BUG, would like! After playing this page by themselves, paste. When students have many CVC short</p>
<p>All Wrapped Up with Short U LA RF.K.2d</p>	<p>BREAK BETWEEN practice practice if they RHYME, if NOT rhyme, stick of rhyming and r. On this page, students CVC (short U) words letters in the bulk. EARLY FINISHERS each word on the</p>
<p>PRETTY PRESENT Comparing Numbers A MATH K.CC.G.7</p>	<p>Gather students on the carpet and write the numbers 6 and 9 on the board. Ask students to talk with a partner about which number is bigger and which number is smaller. Discuss the answer and write another set of two numbers on the board and discuss the bigger and smaller amount again. When students return to their seats, ask them to grab a green and red crayon. Students will compare each set of "present" numbers and color the BIGGER number GREEN and the SMALLER number RED. When finished ask students to write their numbers from 0 to 25 and circle all the EVEN numbers.</p>
<p>PRETTY PRESENT Comparing Numbers B MATH K.CC.G.7</p>	<p>BREAK BETWEEN WORKSHEETS: Call students to the carpet and play the "Guess my Number" game. Pick a number between 1 and 50 and ask students to guess your number. As they guess, give them clues about whether the number you picked is bigger or smaller. After they guess, write visual notes on the board to help students remember what their guesses and your clues have told them so far about the mystery number. E.g. What numbers are NOT the answer? What number range did we find out the number is in now? When completing page B, students will be comparing double-digit numbers. Review that students will color the BIGGER number GREEN and the SMALLER number RED again. When finished, ask students to draw something kind they have done for someone else this month.</p>
<p>My HOLIDAY Gift Giving List WRITING W.K.8</p>	<p>This writing activity asks students to create a list of "character gifts" that they would like to give their friends and family during the holiday season. Help students brainstorm a list on the board they can use. Examples: kindness, love, honesty, laughter, patience, etc. These will not be physical gift items, but instead qualities. Students will illustrate a picture of them giving this gift and what that would look like in the boxes to the right. Optional tip: You could vote on one quality for each person/group on the list and complete a picture using this quality. This option means each student would have the same list they contributed to, but their illustrations would be more personal.</p>
<p>Problem & Solution Reading Response RL.K.1</p>	<p>If I left you a book, please read that for this activity. If I haven't left a book, feel free to pick a fiction book from our classroom library. While reading the book aloud, stop to discuss the problem and the solution. Write notes or draw pictures on the board to describe the answers about the problem and solution that students give during the reading. Before beginning this page, write the title on the board so students can write the title easily. Next, ask students to draw the problem and the solution. Encourage students to add labels, words, or a sentence to describe their picture. EARLY FINISHERS Challenge these students to write and draw about their favorite part of the story on the back of this page.</p>
<p>SOCIAL STUDIES HOLIDAYS</p>	<p>"USE THE HOLIDAY CHEAT SHEET DURING THIS ACTIVITY" Call students to the carpet and make a T-Chart on the board (or poster paper). Write Christmas on one side and Hanukkah on the other side. Ask students what they know about Christmas. Write their answers on the board. Ask students what they know about Hanukkah. Is there anything similar? What is different? You can use the "Cheat Sheet" to help add additional details to the T-Chart. When finished, students draw what they learned about each holiday in the boxes on this page. Encourage students to add words and a sentence or two to their pictures.</p>
<p>SCIENCE FOOD CHAIN</p>	<p>Talk about what a Food chain means (living things depend on other living things for survival) and read the sentences on this page to students. Have students paste the animals in order of the story with the biggest predator on top. TIP: The Fox is the "Top of the Food Chain" in this case and will be pasted at the top. EXTENSION ACTIVITY: On the board: Can students help you draw a food chain with humans at the top? What animals and plants can we include? Why are food chains important?</p>

Language Arts Activities

The Gift of Sound: SHORT vowel SORT

cut and paste each cvc word picture in the box of the short vowel sound it contains.

I

E

A

O



L.A. RF.K.2d

ALL WRAPPED UP WITH SHORT U

Circle it

Build it

Write it



u



u



u

u

s r d g m b g m b t

L.A. RF.K.2d

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Math Activities

Pretty PRESENTS: comparing numbers **A**

For each set of numbers: Color the bigger number GREEN.
Color the smaller number RED.

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

MATH K.CC.C.7

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Pretty PRESENTS: comparing numbers **B**

For each set of numbers: Color the bigger number GREEN.
Color the smaller number RED.








14	11	20	17
20	10	13	14
16	10	12	11
19	13	12	15

MATH K.CC.C.7

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Writing

Reading Response

<p>My holiday Gift Giving List</p> <p>To my family: </p> <p>To my friends: </p> <p>To my classmates: </p> <p>To the world: </p> <p>To myself: </p> <p>Name: _____</p> <p>WRITING W.K.8</p>	<p>Name: _____</p> <p>Title: _____</p> <p>PREVIEW</p> <p>The problem was... </p> <p>PREVIEW</p> <p>The solution was... </p> <p>READING RESPONSE RL.K.1</p> <p>©2014 The Kinder Life</p>
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Social Studies

(Speaking & Listening Standard)






Science

COLORED FLOWERS

Giving a Meaningful Gift

Color each flower the color listed to the right. You and your class will discuss the meaning of giving each colored flower and draw a picture of that meaning in the blank box on the right. Next, pick two family members to give flowers to. Which colors would you give them?



color	meaning	illustration
 green	good health	
 purple	success	
 red	love	
 pink	happiness	
 yellow	friendship	

Pick TWO colors listed above and color each flower below one of those colors. Pick someone in your family you would give a flower to and draw a picture of that person in the blank box below.



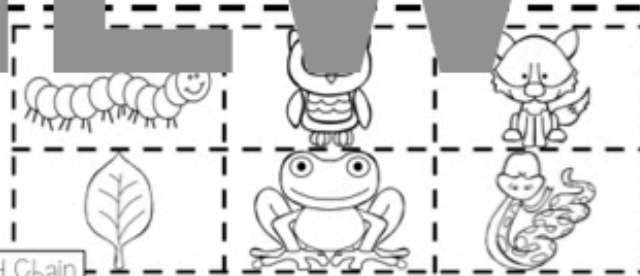
Name _____

SOCIAL STUDIES: GIFT GIVING

Animals **GIVE** each other life through the food chain.

Cut and paste each animal in the food chain according to the facts in the story below.

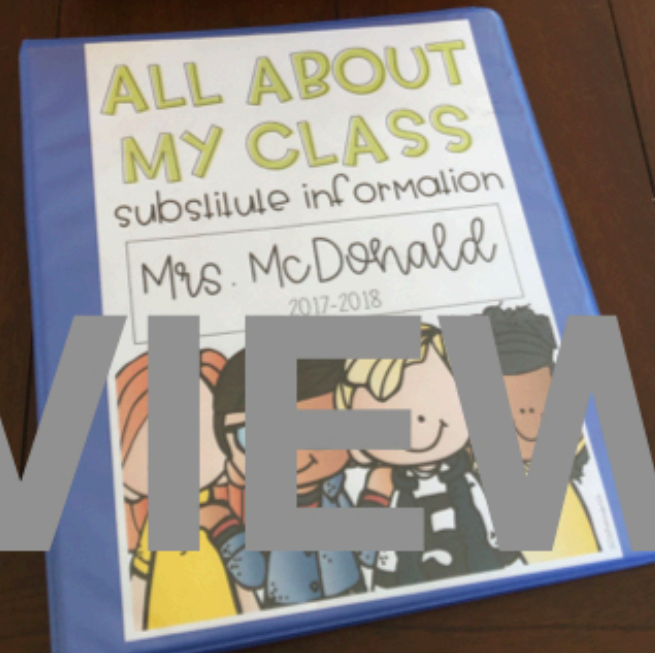
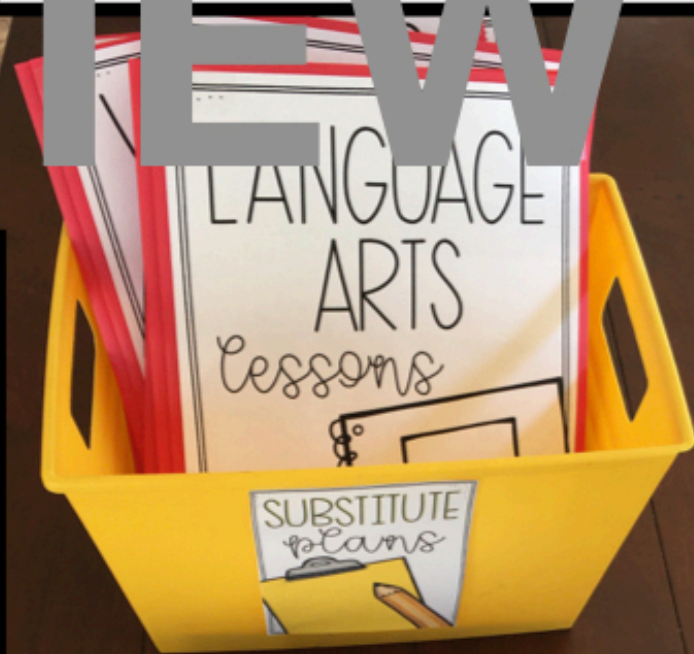
- The **fox** eats the **owl**.
- The **owl** eats the **snake**.
- The **snake** eats the **frog**.
- The **frog** eats the **caterpillar**.
- The **caterpillar** eats the **leaf**.



SCIENCE: Food Chain

PREVIEW

PLUS!!
EDITABLE SUB
INFORMATION
BINDER



PREVIEW

BONUS: TASK CARD GAME INCLUDED

gifting greater
Compare the two numbers on each lettered task card.
Write the BIGGER number in the matching letter box.

Name: _____

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


BIG AND small gifts
Compare the two numbers on each lettered task card.
Write the BIGGER number in the BIG circle and the SMALLER number in the SMALL circle of the matching lettered square.

Name: _____

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

PREVIEW

PREVIEW



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