

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 assigned "Schedule" page of our Substitute. Most pages are self-explanatory and instructional.

*If a page does not have a space for students to write

READ & MATCH Sea Life Sentences
LA RF.K.3c

Review the animals listed. anything interesting about desired, you can partner each clue as a class. TIP: each clue and ask them they cut and paste the page, ask students to draw of the animals on this paper surface? In the sand at could they add to this picture?

/ph/ SAYS FISH!
That is so fishy!
LA RF.K.3c

BREAK BETWEEN WORDS: students: You will call out will run in place. If this on the floor as fast as the amphibians (frogs and so discuss after. Continue o movement break. Write PH on the board letters make when they the board and ask student to circle the "ph" in each partner or their table group. When they are finished, page in the blank at the bottom. **EARLY FINISHERS:** On the picture of their favorite they know about this animal chance to share these pictures.

Color to Compare: Which ocean animal had the most GREATEST animals?
MATH K.CC.C.7

Write the following numbers on the board: 6 9. Ask students which number it greater? How do they know? Write down their responses and out-loud thinking. On this page, students will color the greater number in each row. When finished, they will color the ocean animal that had more "greater numbers" out of the two. Next, students will figure out each pair of columns. Next, students will figure out which ocean animal had the most GREATEST numbers OVERALL. name of this ocean animal in the blank at the bottom. Discuss this new fact with students. **EARLY FINISHERS:** On the back of this page, make a table of sea animal comparisons to their example: What ocean animal is the same size as a white board? A shark is the same size as the white board? Ask several students who have finished early, let them think of some comparisons to draw.

Ways to Make 10: A Shark Feeding Frenzy
MATH K.OA.A.3

BREAK BETWEEN WORKSHEETS: Play Guess following to students. You will write a number piece of scrap paper and put it in your pocket to guess your number in less than 5 clues. One guessing a random number between 0-50 and the real number, your only response is either "I than _____" or "My number is LESS than _____". responses counts as one clue. You may choose the board so that students can reference them guess. **CLASSROOM MANAGEMENT TIP:** Ren will pick students sitting and listening to make them —Brainstorm different ways to make 10. Write board. By pointing out the example circle on the that they will find and circle each pair of number that makes ten. Go over the ones they found a possible. When finished, students will write down this boxes and unscramble them to find the most two choices at the bottom of the page. Ask students answer and discuss this cool fact! **EARLY FINISHERS:** On the back of this page, write about what they would do at night if their things would they do when it is dark outside and choose to do these things?

AUTHOR'S PURPOSE Two Ways I Know
READING RESPONSE RL.K.1

Discuss with students that an author has a purpose when writing a book. The author may want to teach the reader something or they may want to entertain the reader. After reading, assist students in deciding whether the book read aloud was written to entertain or to gain knowledge. If the author's purpose was to entertain, have students pick two of the most entertaining parts of the story to illustrate. If the author's purpose was to help the reader gain knowledge, have students draw two things they learned. **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.K.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 experience they would have if they saw these things while scuba diving. **EARLY FINISHERS:** On the back of this page, challenge students at two more days to their diary! What else did they see while scuba diving? Did they have any CRAZY underwater adventures?

The Life Cycle of a Turtle
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? Using the life cycle terms provided, assist students in pasting each picture next to its correct stage in a turtle's life cycle. **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

How do humans affect sea life?
SOCIAL STUDIES

Before reading the bottom paragraph to students, have students brainstorm (as a class) what they already know about how human actions might affect sea life. Students will illustrate their answers in the top box. After reading aloud the paragraph below to students, ask them to color (with a yellow crayon) something new they learned and then illustrate it in the bottom box. **EARLY FINISHERS:** On the back of this page, challenge students to pick something they will do to HELP sea life. Ask them to draw a picture of their plan.

Language Arts Activities

Read & MATCH: Sea Life Sight Word Sentences

Read each set of sentences and paste the correct animal in the box to the right.

Name: _____

I am a mammal.

I am a big animal.

I can swim.

I have arms.

I have a shell.

I can walk sideways.

I have eight legs.

I can get in.

I hatch from an egg.

I have a shell.

LA RT.K.3c



turtle

whale



octopus



starfish



crab

"ph" says /f/?! That is so FISHY!

Highlight the "ph" in each word below. Sound out each word, pronouncing the /f/ sound for "ph" and then label each picture using the word bank below.



WORD BANK: phone, elephant, dolphin, alphabet, graph, phone

Which word is an ocean animal? _____

Did you know?

This animal has two stomachs! They use one to store food and one to digest food!




LA RT.K.3c

Math Activities

COLOR TO COMPARE:

Which ocean animal had the most **GREATER** numbers?

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

| | | | |
|---|---|---|---|
| 7 | 3 | 2 | 7 |
| 2 | 5 | 9 | 7 |
| 10 | 9 | 4 | 3 |
| 2 | 1 | 6 | 10 |
| 5 | 6 | 1 | 9 |
| 7 | 4 | 7 | 4 |
| 10 | 3 | 3 | 9 |
| 6 | 5 | 4 | 10 |
|  |  |  |  |
| seahorse | crab | puffer fish | jellyfish |

The world's smallest _____ is smaller than a postage stamp.

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

MATH.K.OA.A.7

Ways to Make 10:

A SHARK FEEDING FRENZY SEARCH

Name: _____

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

| | | | | | |
|----|---|----|---|---|----|
| 5 | 5 | 3 | 6 | | |
| 6 | 2 | 8 | 0 | 1 | 5 |
| 1 | 8 | 6 | 3 | 7 | 10 |
| 10 | 9 | 7 | 3 | 5 | 9 |
| 0 | 3 | 7 | 4 | 5 | 2 |
| 2 | 6 | 11 | | | 4 |
| 0 | 1 | 9 | 5 | 7 | 2 |

Most sharks never...

eat
sleep

Use the letters you find hidden on this page to color the correct word.

MATH.K.OA.A.3

Writing

Reading Response

The Diary of a SCUBA diver

PREVIEW

day 1

PREVIEW

day 2

Name: _____

WRITING W.K.3

Title: _____

CAN IDENTIFY THE AUTHOR'S PURPOSE!

to entertain to inform something

TV _____ who know this...




1

2

PREVIEW

Name: _____

READING RESPONSE P.K.1



Social Studies

Science

How do HUMANS Affect Sea Life?

In the box below, illustrate what you already know about how humans affect sea life. Bonus: Add words!

PREVIEW



After listening to the paragraph read below, highlight something new you learned and illustrate it in the box below.

It was once thought that the ocean had an endless supply of food, but humans have been overfishing more than half of the world's oceans! Millions of fish die from fishing boats.

Have you been to the beach? Humans often leave garbage when they visit the beach. Garbage floats to sea where turtles and seals mistake it for jellyfish and squid. These plastic bags can kill these animals.



The Life Cycle of a Turtle

Name: _____

Stage 1:
Egg

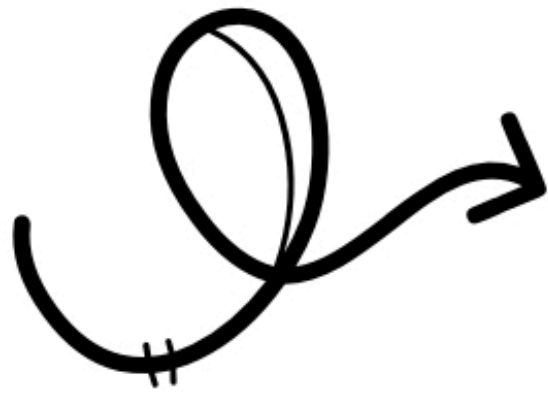
Stage 2:
Hatchling

Stage 3:
Juvenile

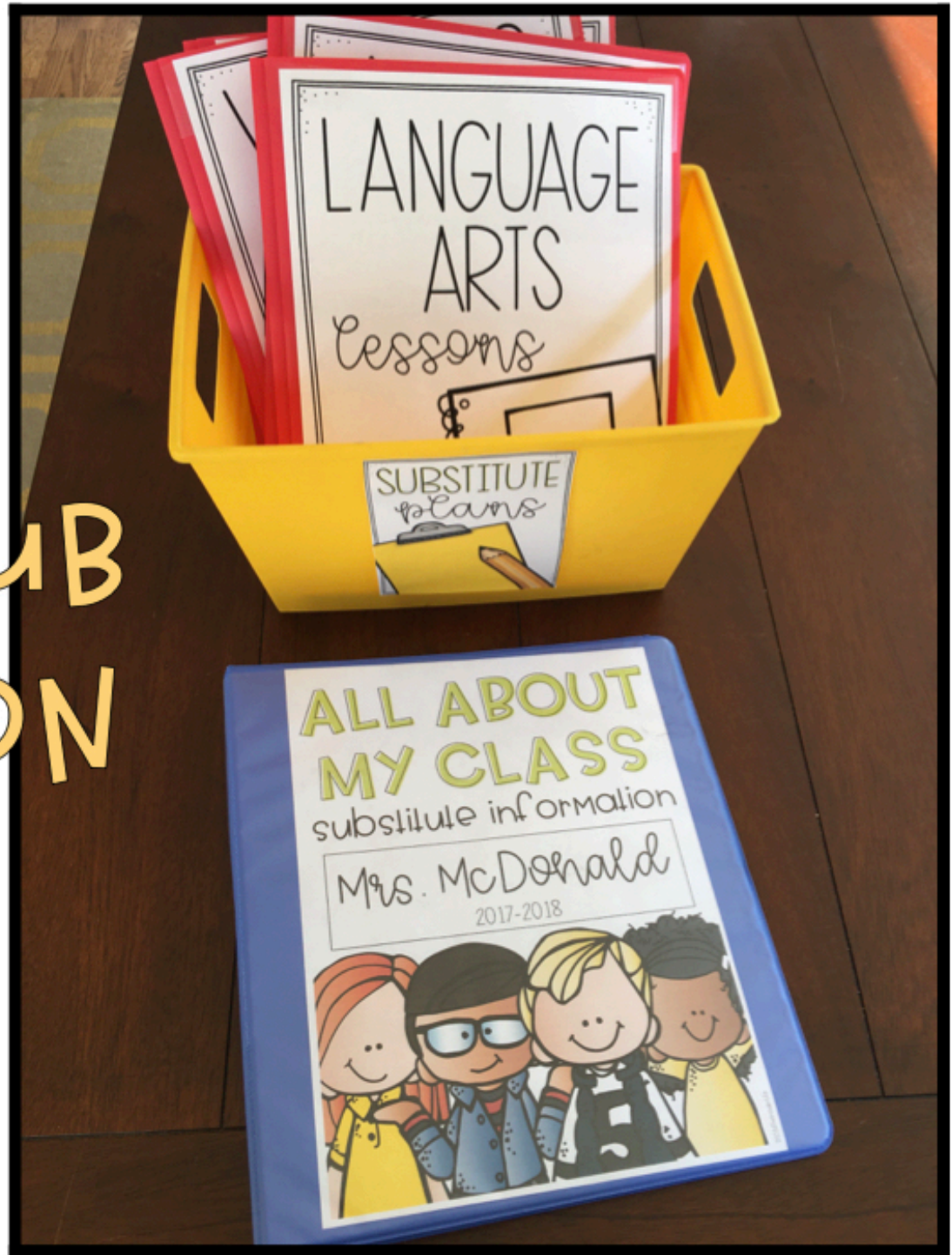
Stage 4:
Adult

Stage 5:
Adult lays
eggs






PLUS!!
EDITABLE SUB
INFORMATION
BINDER




BONUS: TASK CARD GAME INCLUDED

scuba diving for  **MAKE ten PARTNERS**


Name: _____

| | |
|----------|----------|
| C | |
| M | A |
| I | U |
| O | E |

4 + _____ = 10

scuba diving for  **MAKE ten**

Name: _____

scuba diving for  **MAKE ten PARTNERS**

Using the lettered task cards, color the correct missing number in the matching lettered box.

Name: _____

| | | |
|----------|----------|----------|
| C | Q | G |
| M | A | K |
| T | U | W |
| F | E | S |

1 + _____ = 10

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