

DETAILED Substitute Instructions

thank you for working in our class today!

Please complete the following activities during your substitute period.

Most pages are self-explanatory instructions.

*If any pages DO NOT have a space for a name

<p>Creepy Crawly Sight Words READING K,K,3C</p>	<p>Discuss the sight word sentences using them. Have students independently color the sight words at the bottom. When students have finished, have them order from top to bottom. Have students count the number of sight words. Have students count the number of sight words. Have students count the number of sight words. Have students count the number of sight words.</p>
<p>What do spiders eat? Spider Syllables READING K,K,2B</p>	<p>BREAK BETWEEN WORKSHEETS and have students clap to stand up and stomp spider for each syllable taking a "spider step". On this worksheet, students will write the number of syllables in that word. Have students write the number of syllables in that word. Have students write the number of syllables in that word.</p>
<p>What shape did the spider hide in? 3D SHAPE SORT MATH K,G,A,2</p>	<p>Talk about the difference between 2D and 3D shapes. Describe a cone and a cube. Can students think of any real-life examples? Write/draw their answers on the board. TIP: Have students color all the cubes one color and the cones a different color before cutting and pasting. After, ask students to count how many of each shape. What shape did the spider hide in? The shape pasted the MOST was the shape the spider hid in. Students will circle the shape that the spider hid in. ANSWER: cone EARLY FINISHERS: On the back of this page, challenge students to draw (adding words if able) a picture of what they would do if they found a spider hiding somewhere in their classroom.</p>
<p>Do you like spiders? GRAPHING MATH K,M,D,3,3</p>	<p>BREAK BETWEEN WORKSHEETS. Call students to the carpet or safe spaces around the room where they can stretch or move like different animals might. Start with a spider. How might a spider stretch? Discuss with students and then of ideas as a class. Would spiders touch their toes/other legs? How might a bird stretch? Stretching their arms out wide and circling them around? Continue this using several different animal examples until students have had a good movement break. Model this graphing activity for students before asking them to try this activity on their own. Ask 8 students if they like spiders and color their responses. After you demonstrate how you color each answer, let students find 8 friends of their own to ask the same question. Expect some confusion, but also some excitement! Help students complete the rest of the page by modeling each step/question slowly while the class follows along and completes their own page. EARLY FINISHERS: Challenge students to make two lists on the back of this page. On one side of the page, ask them to draw animals they LIKE. On the other side of the page, ask students to draw animals they DO NOT LIKE. Which list is longer?</p>
<p>Reading Response: Sequence LITERATURE K,L,K,3</p>	<p>*If I have left you a book, please read that book. If I have not left you a specific book, pick a fiction book from our classroom library. After reading a book aloud, partner students up to discuss the beginning, middle, and end. On this worksheet, students will write the title and draw the sequence of the story. Invite students to add words or sentences to their pictures. When they are finished, pick a few students who want to share their answers or pictures with the class.</p>
<p>If I found a spider... WRITING W,K,2</p>	<p>Start a discussion by asking students what they would do if they found a spider. Would they catch it? Would they watch it? Would they scream? Introduce the words in the word bank and ask students if there are any other words they want to use in their story. Write these additional words on the board. Ask students to draw their picture first and encourage labeling and/or sentences. EARLY FINISHERS: Challenge students to think about if their family would like have a pet spider. Which family members might like a spider pet and which family members wouldn't? Ask students to draw (and add words) on the back on this page.</p>

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

<p>Our Community WEB SS/READING & LISTENING SL,K,1</p>	<p>Talk about what a community is. A community works sort of like a spider web! All the pieces of silk in a web work together to make the web strong! All the people in a community work together to make the community strong! Review the different jobs on this page. How does each job help the community? Students will illustrate how each helper makes our community a better place. Encourage students to add labels and words to their pictures. EARLY FINISHERS: Ask students about which community helper they would most like to be. Challenge students to draw their answer on the back of this page.</p>
<p>Science: I can label the parts of a Black Widow spider.</p>	<p>Ask students what they know about spiders. Write their responses on the board. What questions do they have about spiders? Has any student heard of a BLACK WIDOW? Help students label the spider parts using the word bank and the beginning letter clues in each box. EARLY FINISHERS: Challenge students to draw their own picture of a spider on the back of this page. Can they label the parts of the spider using the words from the front side of the page?</p>
<p>HOW A SPIDER CATCHES PREY</p>	<p>A fun activity to do at the end of the day! Discuss how a spider catches its prey. Encourage students to add labels and words to their pictures.</p>

Language Arts Activities

Creepy Crawly Sight Words

Color each sight word according to the color code below:

my- blue is- green we- red see- yellow

we	see _c	is	my	my
is	my	we	see	my
my _r	is	my	we	see
see	my	see	my	is _h
is	see	we	see _o	is
see	my _e	is	my	my
is	we	my	see _b	we

Count! How many did you find of each word?

my: _____ we: _____

is: _____ see: _____

Write the little letters you see (from top to bottom) in the YELLOW boxes on the lines below.

fun fact:

Abandoned spider webs are called _____ webs.













READING RF.K.3c

What do spiders eat? Spider Syllables

Say each word below out loud and count the syllables. Paste the correct number next to each picture.

Name: _____

Can you guess which two animals above a spider eats? Circle your guesses!


3	3	1	3	4
1	1	3	2	2

LAGREADING RF.K.2b


Math Activities

What shape did the spider hide in?
-3D SHAPE SORT-


Name: _____








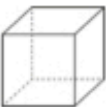




cone



cube




Count each shape. The spider hid in the shape there is the MOST of. Circle that shape.


				
				

MATH KG2

Do you like spiders? GRAPHING

Ask 8 friends if they like spiders. Color one box for each vote.


YES 

NO 

How many people said **YES**? _____

How many people said **NO**? _____

Color the thumb with the most votes **green**.
 Color the thumb with the least votes **yellow**.
 If the votes are equal, color both thumbs **red**.



MATH KMDB 3

Writing

Reading Response

If I found a spider...

Name: _____



web

house



catch



examine

PREVIEW

Name: _____

The title of the book we read was:

1 In the beginning,

2 In the middle,

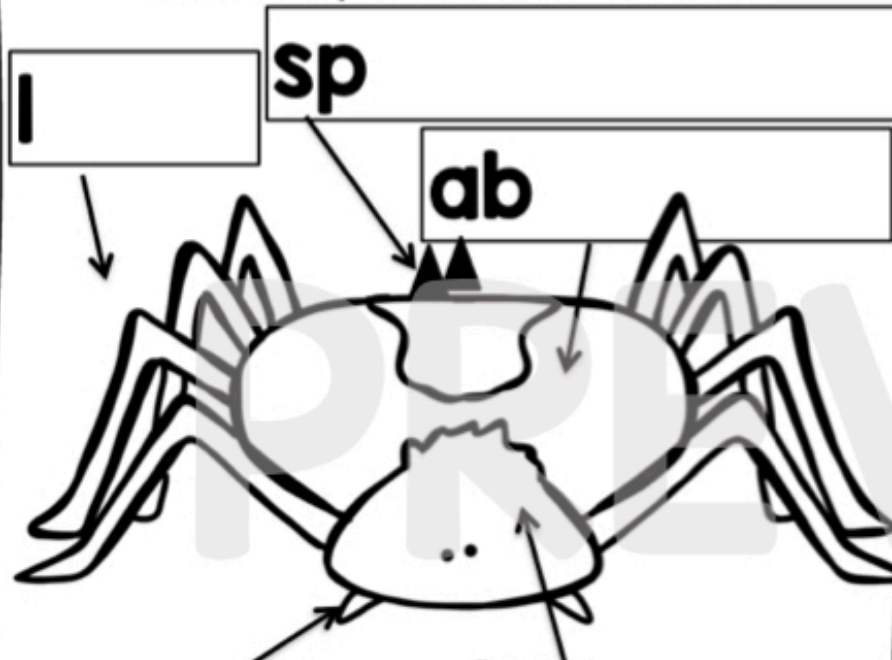
3 In the end,



Science

Social Studies

I can label the parts of a **Black Widow** spider!
Color the spot on her abdomen red.



This is how a spider catches its prey.

BONUS: Science Page

spinnerets

By: _____

-OUR COMMUNITY WEB-

SS/Speaking & Listening SLK4

I know about **jobs** in my **community**.

In each box, draw an illustration of how each community helper makes our community a better place.

firefighter

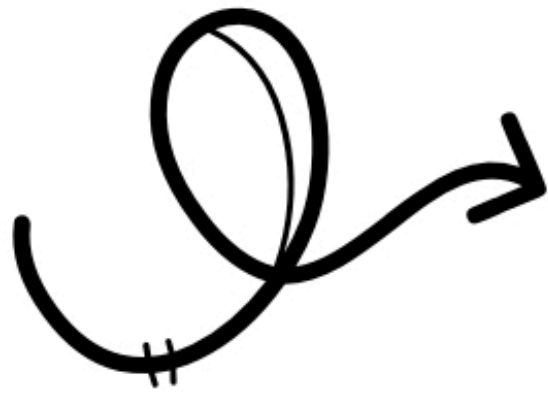
postal worker



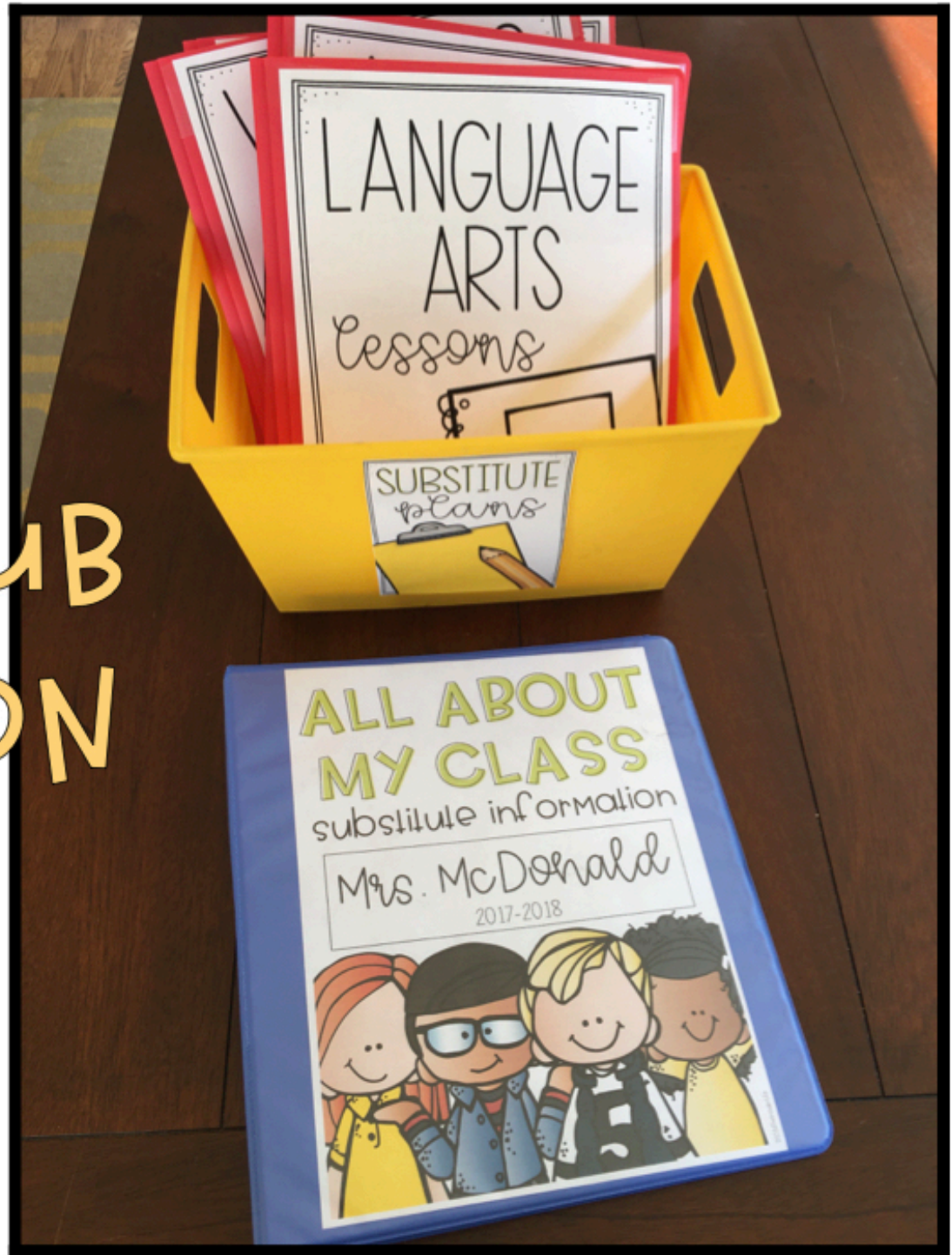
doctor

teacher







PLUS!!
EDITABLE SUB
INFORMATION
BINDER



BONUS: TASK CARD GAME INCLUDED

COUNTING spiders Using each lettered task card, count how many spiders you see and COLOR the number in the correct letter box. How many spiders do you see?			
name: _____			
A 2 4 7	B 5 1	C 3	
D 3 2 1	E 5		
G 5 3 4	H 6 5 1 3		
J 1 5 4	K 2 3 6	L 3 4	
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COUNTING spiders Using each lettered task card, count how many spiders you see and WRITE the number in the correct letter box. How many spiders do you see?			
name: _____			
A	B	C	
	E	F	
		I	
		L	
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Task Card A: 2 spiders

Task Card B: 3 spiders