

DETAILED Substitute Instructions

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

thank you for working in our class today!

Please complete the following activities:

Most pages are self-explanatory. I will be in the room to instruct.

*If a page does not have a space for students to write, please use the back of the page.

<p>-AIR OR -EAR Bug Collection LA RF 3.3</p>	<p>Write the following words on the board. Ask students to write the sound that each word makes. Next, ask students to write the number of times each letter appears in each of the bug jars. Ask students to count the number of times each letter appears in the fun fact at the bottom of the page. The numbers above on the board are the number of times each insect SPECIES is mentioned in the fun fact. EARLY FINISHERS: On the back of this page, ask students to write what they would do if they became an insect. What insect would they be? What would they do if they became that insect?</p>
<p>Creepy Crawly Sentences LA RF 3.9</p>	<p>BREAK BETWEEN WORKSHEETS: Write the following words on the board: spider, worm, mosquito. Pick one word and write a sentence on the board. Give students a minute to write a sentence. The BUG word might be a word that cannot be guessed, then the students guess it correctly, then the teacher writes the word. —Partner students up and have them write a sentence using the words in the word bank. When finished, they will color the words. INSECTS- BLUE Review BODY PARTS, ETC. EARLY FINISHERS: Ask students to write about how they would take care of this insect.</p>
<p>BUGGY Word Problems MATH 3.OA.A.3</p>	<p>BREAK BETWEEN WORKSHEETS: Play Little Flea, Count for students the following rules. You will name an insect (students will count from 50-100 by 2s moving like this insect). A flea hops and so students will count from 50-100 by 2s with counting from 50-100 by 2s with other insect movements until good movement break.</p> <p>—On this page, students will read each word problem and determine if MULTIPLICATION or DIVISION is needed to solve it. If desired, page as a whole class or partner students up. Ask students to write the answer, draw a picture to help them solve the problem, and write the equation with the answer below it. *Pass out some scratch paper or ask students to use the top half of the back of this page. When students are finished, ask students to color all the INSECT names GREEN and all the NON-INSECT names BLUE. Review the words with the class.</p> <p>EARLY FINISHERS: On the back of this page, challenge students to write their own math story problems involving insects. These can be addition, multiplication, and/or division problems. If there are other early finishers, have them solve each other's story problems.</p>
<p>Something I Already Knew & Something I Learned READING RESPONSE RI.3.1</p>	<p>If I have left you a book about insects/bugs, please read the book. If you have not left you a book, please pick a NONFICTION book from the library. *If you can find a book about INSECTS or BUGS, that's awesome but it really can be any kind of nonfiction book!</p> <p>Before Reading: Ask students to tell you what they already know about the subject of this book. Write their responses on the board. After Reading: Ask students what they learned from this book. Write their responses on the board.</p> <p>—Students will write about something they already knew about the subject and something new they learned from the book, and answer the questions on the back.</p> <p>EARLY FINISHERS: On the back of this page, ask students to write about the insects or bugs they have seen in real life. Challenge students to draw a picture next to all the bugs they have not just seen, but actually seen.</p>
<p>If I was an insect... WRITING W.3.2</p>	<p>Help students brainstorm the things insects need to survive. Write their responses on the board. Discuss what they already know about insects. What questions do they still have? If students had to turn into an insect, which insect would they pick? Students will write or draw a picture about the diet and habitat of this insect at the bottom of the page.</p> <p>EARLY FINISHERS: On the back of this page, ask students to make a list of all the animals that EAT bugs. How many predators can they think of?</p>
<p>INSECT OR NOT? Bug Sort SCIENCE: INSECTS</p>	<p>Ask students to read the passage and then paste the bugs and sentences in the correct columns. TIP: Don't let students glue down the answers until they have read the entire passage. They can refer back to the passage to determine whether they are true or false.</p> <p>EARLY FINISHERS: Ask students to think of a movie, TV show, or book that has talking bugs in it. On the back of this page, students will draw a picture of their favorite part in this movie, show, or book.</p>
<p>What in the world? They Eat bugs! CULTURAL FOOD</p>	<p>THE TEACHER WILL READ ALOUD THIS PASSAGE FIRST, and then ask students to read it again independently. Ask students to highlight the bug names with a yellow crayon. Students will answer the questions by referring back to the passage. Last, ask students to draw a picture or write about what they learned about eating bugs in Thailand, Brazil, and the United Kingdom.</p> <p>EARLY FINISHERS: On the back of this page, challenge students to create a recipe involving insects. Would it be a soup? Pie? Sandwich? How would they make it delicious? Would they try a bite? What would it look like?</p>

Language Arts Activities

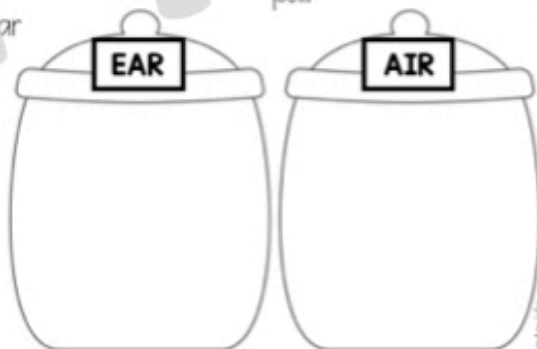
-AIR OR -EAR : Bug Collection

Using the color code, circle each of the words below. Next, count how many of the words below are AIR words and how many are EAR words. Draw tally marks to show the amount of each type of word in the bug jars near the bottom of the page. Last, count how many times you found the words matching the pictures in the blanks of the fun facts about insects and write those amounts in the blanks.

Name _____



tear gear chair tear stairs chair fear pair
stairs pair pair tear stairs chair fear pair
pair pair stairs gear fear pair stairs gear
stairs gear tear chair chair tear gear stairs
chair chair pair stairs gear stairs
stairs chair fear chair
fear gear chair gear pair pair
gear gear pair pair
tear
stairs
tear tear stairs
fear chair gear



How many of each of the following words did you "catch"? Write the numbers above the images on the blank lines.

The number of insect species is somewhere between _____ & _____ million!



READ & MATCH: Creepy Crawly Sentences

Read each bug clue and write the name of the bug that the clue is describing. Then, paste the correct bug in the farthest box to the right. Next, color all the INSECTS- GREEN and the bugs that are NOT INSECTS- BLUE.

write it

paste it

clue	write it	paste it
We have a queen and work hard for her. You can thank us for honey and wax.		
Some of us live on land and some of us live in the water. We carry our home on our back and leave a trail of mucus wherever we go.		
We have more legs than an insect. Most of us trap our food in something that we spin.		
There is a famous song about us marching. We live in a colony and our name rhymes with the opposite of can.		
My name describes something I can do really well. Did you know I can eat half my body weight in food a day?		
You can see me at night because part of my body glows. Our name might make you think we are a flies, but we are actually beetles.		
We don't start out with wings, but after metamorphosis we become a flying bug.		
You'll see a lot of me after it rains. I have five hearts but no legs.		
I'm a long bodied bug that has been around for 300 million years. Half of my name is a pretend animal and the other half is a real animal.		
Some people think we are good luck. Our spots help warn predators that we can be dangerous to eat.		

Name: _____



WORD BANK

ladybug spider grasshopper
firefly bee ant snail
dragonfly worm butterfly

Math Activities

How "Insect-eresting"! MULTIPLICATION

Solve each equation and then color each box according to its **PRODUCT** and the color code below.
If the product is **MORE THAN 10**, color it **blue**. If the product is **LESS THAN 10**, color it **orange**.

Name: _____

$5 \times 5 =$	$4 \times 5 =$	$4 \times 4 =$	$5 \times 7 =$	$6 \times 6 =$	$3 \times 9 =$	$4 \times 9 =$	$5 \times 5 =$	$6 \times 8 =$
$2 \times 7 =$	$5 \times 1 =$	$2 \times 9 =$	$3 \times 2 =$	$9 \times 2 =$	$7 \times 8 =$	$1 \times 9 =$	$8 \times 8 =$	$4 \times 8 =$
$9 \times 4 =$	$3 \times 2 =$	$6 \times 6 =$	$3 \times 0 =$	$4 \times 4 =$	$5 \times 9 =$	$4 \times 1 =$	$5 \times 3 =$	$9 \times 2 =$
$5 \times 5 =$	$7 \times 0 =$	$4 \times 7 =$	$1 \times 1 =$	$5 \times 5 =$	$8 \times 8 =$	$2 \times 2 =$	$8 \times 9 =$	$5 \times 6 =$
$2 \times 8 =$	$4 \times 2 =$	$3 \times 6 =$	$3 \times 3 =$	$4 \times 2 =$	$2 \times 1 =$	$6 \times 1 =$	$3 \times 0 =$	$4 \times 7 =$
$5 \times 6 =$	$2 \times 2 =$	$3 \times 5 =$	$7 \times 6 =$	$8 \times 3 =$	$2 \times 8 =$	$2 \times 4 =$	$6 \times 9 =$	$7 \times 7 =$
$2 \times 6 =$	$3 \times 3 =$	$7 \times 5 =$	$2 \times 7 =$	$6 \times 6 =$	$8 \times 6 =$	$2 \times 2 =$	$8 \times 8 =$	$9 \times 9 =$
$8 \times 8 =$	$2 \times 1 =$	$8 \times 7 =$	$4 \times 8 =$	$2 \times 6 =$	$8 \times 9 =$	$8 \times 0 =$	$4 \times 6 =$	$6 \times 8 =$
$9 \times 2 =$	$1 \times 9 =$	$9 \times 9 =$	$6 \times 5 =$	$7 \times 7 =$	$5 \times 4 =$	$2 \times 3 =$	$5 \times 8 =$	$9 \times 7 =$

What two numbers are shown in orange? Write these numbers from left to right in the blanks below.

There are approximately _____ billion insects for EVERY person on Earth.



Buggy word PROBLEMS

Read each word problem and decide whether you will use **MULTIPLICATION** or **DIVISION** to solve it. Color the operation you will use, draw a picture of the word problem, and then write the equation with the answer below it.

Name: _____

Marsha caught 36 fireflies. She put 6 bugs in each jar. How many jars did she use?

multiplication division

DRAW IT

equation:

Liam found 3 rocks. On each rock, he saw 5 ants. How many ants did he see in all?

multiplication division

DRAW IT

equation:

Fran collects spiders. She found 7 spiders in each of the 3 rooms in her house. How many total spiders did she find?

multiplication division

DRAW IT

equation:

Tia found slugs in her garden. She found 4 slugs on each of her 4 favorite plants. How many slugs did she find in her garden?

multiplication division

DRAW IT

equation:

Jed's frog ate 20 crickets total from Monday to Thursday. He ate an equal number each day. How many crickets did he eat each day?

multiplication division

DRAW IT

equation:

Deena caught butterflies for 2 hours. She caught 9 butterflies each hour. How many butterflies did she catch in all?

multiplication division

DRAW IT

equation:

CHALLENGE: Color all the bug names that are **INSECTS** with a **green** crayon. Color all the **NON-INSECT** names with a **blue** crayon.

Writing

Reading Response

If I was an insect...

Lined writing area for the writing prompt.

diet:

habitat:



WRITING W.8.2 Name: _____

Title: _____

Something I already kNew:

Lined writing area for 'Something I already kNew'.

Something I LeARNed:

Lined writing area for 'Something I LeARNed'.

Questions i StIll Have:

Lined writing area for 'Questions i StIll Have'.



READING RESPONSE R.8.1 Name: _____

Social Studies

Science

What in the world?! They eat bugs?!



Listen to the following passage and color all the bug names with a yellow crayon. Next, answer the questions below. At the bottom, draw or write what you learned about eating bugs in Thailand and Brazil.

Insects are considered very nutritious! Some people would argue that they may even be better for you than meat like beef. They are high in protein and low in fat. In fact, about 80% of the world's population eats insects on purpose! Sometimes you might not even know you are eating bugs because plants that are used in foods like tomato soup, cereal, peanut butter, and chocolate are allowed to contain a small amount of insects and still be considered safe to eat.

Entomophagy is the practice of eating bugs! Some of the insects usually eaten include grasshoppers, ants, termites, wasps, spiders, and beetles. Although these insects might be nutritious, you shouldn't eat these insects raw and instead cook them first. Raw insects can contain compounds that could be poisonous or make you sick.

In the United Kingdom, the first ever insect kitchen was opened in October of 2015. This restaurant, called Grub Kitchen, serves insect meals such as smoked chipotle cricket and black ant and olive goat cheese.

In Thailand, fried grasshoppers are commonly served as snacks. Most grasshoppers are around 10 centimeters or so in length and are cooked legs, wings, and all. Eating ant eggs and worms is also popular food.

In Brazil, their favorite bug snack is a queen ant. Each October and November, queen ants fly to a town called Silveiras. They collect them, remove their wings, and then dip them in chocolate. They say it tastes like mint! During this time, you can also buy items with a picture of a queen ant on them. Unfortunately, the number of ants has been dwindling because of pesticides and so these snacks might not be around much longer!

Why should you eat bugs? _____

Why shouldn't you eat raw bugs? _____

Do you eat bugs without knowing it? How? _____

THAILAND

BRAZIL

UNITED KINGDOM

Name: _____

SCIENCE: INSECTS



INSECT True & False Sort

Read the passage below and then sort the facts and bugs by pasting them in the correct columns.

Instead of a backbone, insects have a hard outer casing to protect their organs called an exoskeleton. Their body is divided in three segments: head, thorax, and abdomen. They have three pairs of legs, which means they have six legs total. Some insects have wings and some do not. Most insects also have two antenna and hatch from eggs. Insects are cold-blooded and so their body temperature will change depending on the temperature of their environment.

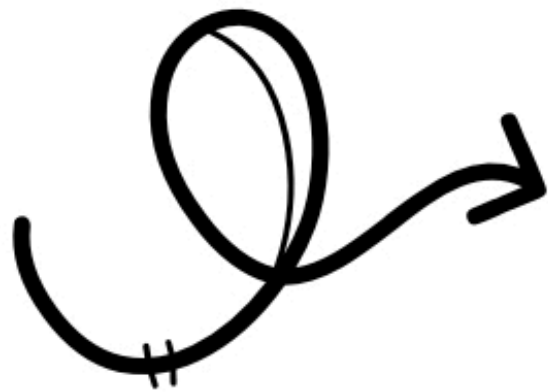
TRUE	FALSE

I'm an insect!	I'M NOT an insect!

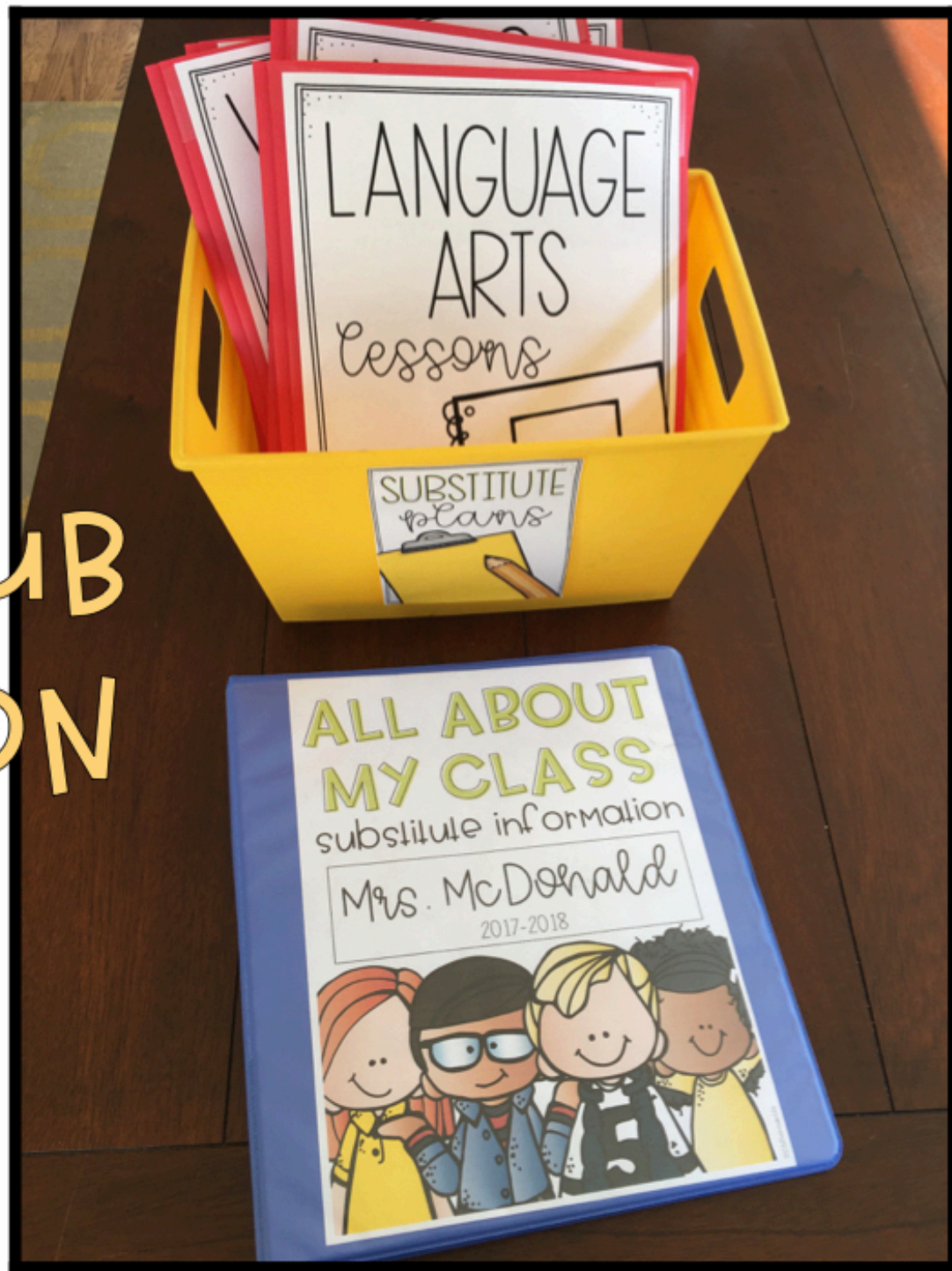
Name: _____

Insects are warm-blooded.					All insects lay eggs.
Insects have six legs.	Most insects hatch from eggs.	Insects have an exoskeleton.		Insects have four body parts.	

SCIENCE: INSECTS



PLUS!!
EDITABLE SUB
INFORMATION
BINDER



BONUS: TASK CARD GAME INCLUDED

ear OR air OR eer

Using the pictures on each of the task cards, color the word that matches the picture in the same numbered box as the card.

Name: _____


80	ear OR air OR eer
83	st _____
86	d _____
89	f _____ sm _____
89	f _____ t _____

ear OR air OR eer


Using the pictures on each numbered task card, find the word that matches the picture and write the number seen on that task card in the box below each word.

Name: _____

smear	deer	peers
task card <input type="text"/>	task card <input type="text"/>	task card <input type="text"/>
tear	steer	pair
task card <input type="text"/>	task card <input type="text"/>	task card <input type="text"/>
hear	hair	
task card <input type="text"/>	task card <input type="text"/>	
fear	repair	
task card <input type="text"/>	task card <input type="text"/>	



80



81

WORD BANK

fair	tear
peers	hair

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