

# 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

WE AP  
Please complete the following assignments in the "Schedule" page of our Substitute Information. Most pages are self-explanatory and provide detailed instructions of each activity. If a page does not have a space for students to write their name, please have them write their name on the back of the page.

**The World's Oceans Hold Fascinating Secrets**  
LA RF.1.9

Partner (or group) students up to read the multiple choice questions, highlight three on the left and summarize what they learn on the page as a class when students have finished. What else do the students know about oceans? Write their responses on the board. EARLY FINISHERS: On the back of this page, challenge students to draw a picture of their favorite ocean animal.

**WOAH! That is TUR-tally awesome!**  
LA RF.1.3

**BREAK BETWEEN WORKSHEETS: Play Guess My Number.** Explain to students that you will write a number (1-100) on a piece of paper and put it in your pocket. Give students 7 clues to guess your number. Each clue should be either "greater than" or "less than" a number between 0-100 and that number is either a multiple of 5 or 10. Each clue should be a single clue. You may not write your clues on the board. Students can refer to the board when taking their notes. **CLASSROOM MANAGEMENT:** Remind students to listen and listening to these questions: —Brainstorm different ways to make 20. (e.g. 15+5, 14+1, etc.) Show these examples on the board. By pointing out the example circle, show students that they will find and circle each pair of (next to each other) that makes ten. Go over the ones they find as a whole group if possible. When finished, students will write down letters hidden in the boxes and unscramble them to find the word out of the two choices at the bottom of the page. Ask students to color the answer and discuss this cool fact! **ANSWER: FORWARD** \*That is because their fins are stiff and are controlled by muscles! **EARLY FINISHERS:** On the back of this page, challenge students to draw a picture of their favorite ocean animal seen on this page in the blank at the bottom of the page. Give students a chance to share these pictures.

**Color to Compare:** Which ocean animal had the most GREATER numbers?  
MATH.1.NBT.B.3

Write the following numbers on the board: 67, 76, 85, 94, 103, 112, 121, 130, 139, 148, 157, 166, 175, 184, 193, 202, 211, 220, 229, 238, 247, 256, 265, 274, 283, 292, 301, 310, 319, 328, 337, 346, 355, 364, 373, 382, 391, 400, 409, 418, 427, 436, 445, 454, 463, 472, 481, 490, 499, 508, 517, 526, 535, 544, 553, 562, 571, 580, 589, 598, 607, 616, 625, 634, 643, 652, 661, 670, 679, 688, 697, 706, 715, 724, 733, 742, 751, 760, 769, 778, 787, 796, 805, 814, 823, 832, 841, 850, 859, 868, 877, 886, 895, 904, 913, 922, 931, 940, 949, 958, 967, 976, 985, 994, 1003. Ask students to point out which number is 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 circle the animal that had more "greater numbers" out of the two. They will do this with each pair of columns. Next, students will figure out which animal had the most GREATEST numbers OVERALL. They will name of this ocean animal in the blank at the bottom of this page. **ANSWER: seahorse.** Discuss the new fact that is now revealed to students. **EARLY FINISHERS:** On the back of this page, challenge students to draw a table of sea animal comparisons to things in the classroom. For example: What ocean animal is the same size as a book? A clock? A desk? Students will draw these two things next to each other. What ocean animal is the same size as the white board? A shark? Etc. If there are several students who have finished early, let them work in a group to think of some comparisons to draw.

**Ways to Make 20**  
MATH.1.OA.C.8

**BREAK BETWEEN WORKSHEETS: Play Guess My Number.** Explain to students that you will write a number (1-100) on a piece of paper and put it in your pocket. Give students 7 clues to guess your number. Each clue should be either "greater than" or "less than" a number between 0-100 and that number is either a multiple of 5 or 10. Each clue should be a single clue. You may not write your clues on the board. Students can refer to the board when taking their notes. **CLASSROOM MANAGEMENT:** Remind students to listen and listening to these questions: —Brainstorm different ways to make 20. (e.g. 15+5, 14+1, etc.) Show these examples on the board. By pointing out the example circle, show students that they will find and circle each pair of (next to each other) that makes ten. Go over the ones they find as a whole group if possible. When finished, students will write down letters hidden in the boxes and unscramble them to find the word out of the two choices at the bottom of the page. Ask students to color the answer and discuss this cool fact! **ANSWER: FORWARD** \*That is because their fins are stiff and are controlled by muscles! **EARLY FINISHERS:** On the back of this page, challenge students to draw a picture of their favorite ocean animal seen on this page in the blank at the bottom of the page. Give students a chance to share these pictures.

**AUTHOR'S PURPOSE**  
Two Ways I Know  
READING RESPONSE EL.1.5

If I have left you a book for this activity please use it now. If I have not left you a book, please find a Fiction or nonfiction book from our classroom library. Bonus points if you can find a book containing an ocean animal character or a book about the ocean or ocean animals. —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 teach. If the author's purpose was to entertain, have students pick two of the most entertaining parts of the story to write and draw about. If the author's purpose was to help the reader gain knowledge, have students draw and write about 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**  
W.1.3

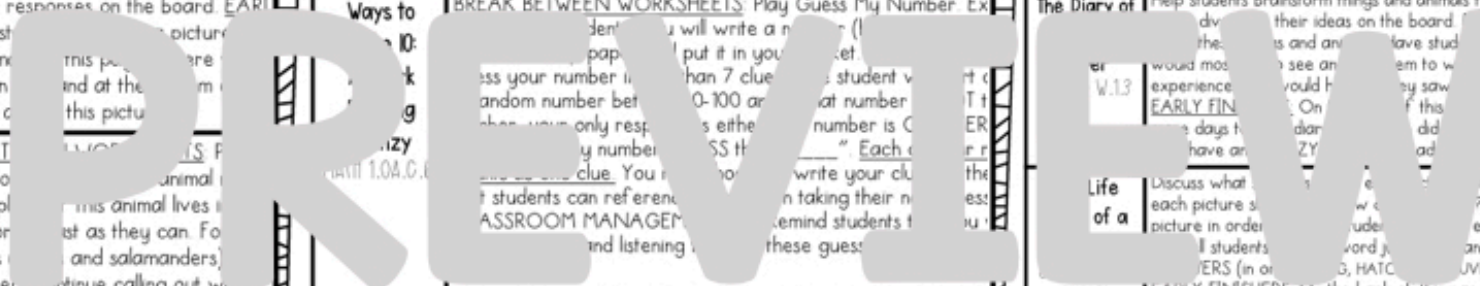
Help students brainstorm things and animals they might see if they were a scuba diver. Have students write their ideas on the board. Ask students to write a "diary" entry about their experience scuba diving. They saw what things while scuba diving? Did they see any interesting animals? What did they see while scuba diving? Did they see any interesting animals? What did they see while scuba diving?

**Life of a Scuba Diver**  
CYCLES

Discuss what students already know about the life cycle of a scuba diver. Have them tell the order in which each picture shows a scuba diver. Assist students in pasting each picture in order on the board. Have students write a paragraph about the life of a scuba diver. **ANSWERS (in order):** G. HATCHLING, J. JUVENILE, A. ADULT, A. ADULT LAYS EGGS. **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 tool! 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

## The World's Oceans Hold Fascinating Secrets

Over 72% of the world is covered in salt water oceans. These oceans hold 230,000 known species. These animals hold amazing secrets about the planet we have been around for more than 500 million years. They have been around longer than humans. How do they know how to find dolphins only with their brains? They also keep their eyes open while sleeping to know if predators are near. The oceans hold thousands of amazing animals!

### Highlight Code:

**Yellow-** How long have jellyfish been on Earth?

**Blue-** What percent of the world is covered in ocean water?


**Green-** Who has one of the longest lifespans? How long do they live? How long do they keep their eyes open when sleeping?

The **main idea** of this passage is:

- that oceans have salt water
- that jellyfish are very old
- that the world's oceans hold thousands of cool animals

What I learned

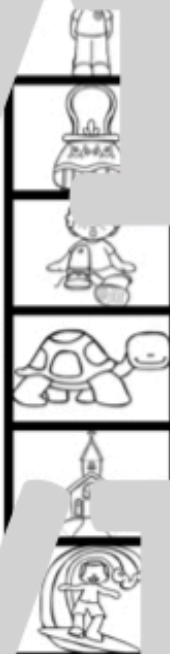
... 3  
... 2  
... 2000



LA RT.1.4

## WOAH! That is tUR-tally awesome!

Highlight the "ur" in each word below. Sound out each word, pronouncing the "ur" and then label each picture using the word bank below.



WORD BANK: crown, jellyfish, turtle, surf, hurt

Which word is an ocean animal?

### Did you know?

These animals live a long time!

The oldest one on record lived to be 188 years old!

LA RT.1.3



# 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.

72	7	7	75
21	2	88	98
17	15	75	57
89	98	43	33
54	64	19	91
77	74	44	41
81	1	4	24
66	5	8	39
			
seahorse	crab	puffer fish	jellyfish

There is enough poison in one \_\_\_\_\_  
to kill 30 adults and there is no  
antidote!

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

MATH INT.P.2

## Ways to Make 20:

A SHARK FEEDING FRENZY SEARCH

Name: \_\_\_\_\_

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

5	15	13	6		
6	2	18	9	12	a
11	8	6	3	7	10
1	19	7	10	10	9
0	3	17	4	2	11
12	16	11	9	4	4
0	11	9	15	7	12

Unlike fish, sharks can only swim...

fast forward

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

MATH 1.OA.C.5

# Writing

# Reading Response

The Diary of a SCUBA diver

PREVIEW

day 1

day 2

NAME: \_\_\_\_\_

WRITING W.1.3

PREVIEW

Title: \_\_\_\_\_

CAN YOU IDENTIFY THE AUTHOR'S PURPOSE?

to entertain  to inform something

TV \_\_\_\_\_ who know this...

1

2

NAME: \_\_\_\_\_

READING RESPONSE W.1.3

# 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 at the bottom of the page.

The Earth's oceans and its sea life have many major threats. 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. Many of other threats come from the things humans do in their environment.

Humans have been vacationing and living on the coast for a long time. Their visits leave garbage and other things that harm the ocean. Humans also use ships and their anchors to damage the ocean floor. Humans also use ships to transport goods using ships. These ships sometimes spill oil, garbage



## The Life Cycle of a Turtle

SCIENCE: LIFE CYCLES

Place each stage of a turtle's life cycle in order from top to bottom. Next, label each stage using the word bank words.

Name: \_\_\_\_\_

Stage 1:



Stage 2:



Stage 3:



Stage 4:



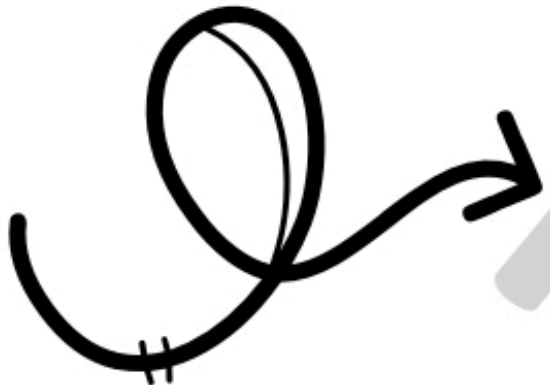
Stage 5:



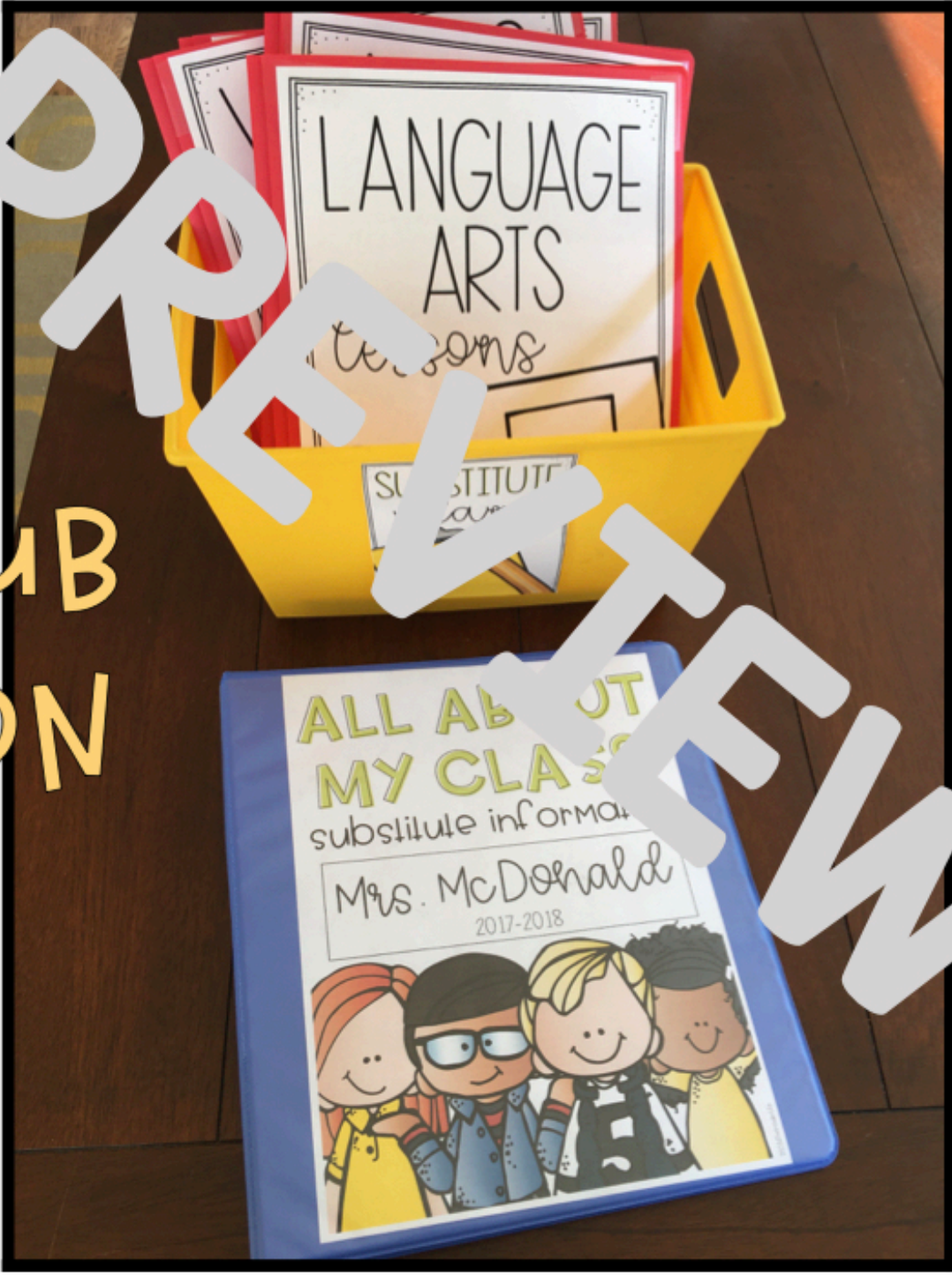
### Word Bank

- egg
- adult
- hatchling
- adult lays egg
- juvenile





PLUS!!  
EDITABLE SUB  
INFORMATION  
BINDER



# BONUS: TASK CARD GAME INCLUDED

r-controlled vowels  
UR C O R

Name: \_\_\_\_\_

horn
hurt
surf
curls

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r-controlled vowels  
UR C O R

Name: \_\_\_\_\_

100	101	102
UR OR UR OR	UR OR UR OR	UR OR UR OR
103	104	105
UR OR UR OR	UR OR UR OR	UR OR UR OR
106	107	108
UR OR UR OR	UR OR UR OR	UR OR UR OR
109	110	111
UR OR UR OR	UR OR UR OR	UR OR UR OR

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100



surf

100



s \_ f

101



fort

101



f \_ t

CHALLENGE SET INCLUDED TOO!

Color the r-controlled vowel seen in the word on each numbered task card in the matching boxes below.