

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 assignment

DAILY

Most pages are self-explanatory and

instructive

*If any pages DO NOT have a space for a name, please write your name in the top right corner.

<p style="font-size: 0.8em;">Flying High with Ten-frames MATH 1.OA.D.8</p>	<p>Write some simple equations on the board. For example, $2+3=5$ and $5+5=$ ____ . Call out a sum for one of the equations. Can a student come up and add that sum to the correct equation? Next, write a couple examples that are similar to the ones on this page and demonstrate to students that color in the number of boxes that equals the missing addend in each. Show students a couple ways to solve these: drawing a picture, using a number line, etc. When students are finished, they will find the name of different kinds of bats in the word search at the bottom.</p> <p>EARLY FINISHERS: Challenge students to write numbers from 100 to the back of this page.</p>
<p style="font-size: 0.8em;">Batty Numbers I can count from 9-120. MATH 1.NBT.A.1</p>	<p>BREAK BETWEEN WORKSHEETS: Grab 4 sheets of scrap paper or one of the following numbers on each piece: 9, 6, 4, 8. Tape each sheet of paper in a different corner of the room so that students can see them. Students will begin by standing behind their desks. Write an equation board that equals one of the sums in a corner of the room (ex: $6+4=$ ____). Students to silently solve the equation and walk to the correct corner room when you say GO. *You may not want to have ALL the students walking to the same corner of the room at the same time and so you can up the class by saying something like "This is for the girls." or "This is for anyone who is 6 years old." or "This is for anyone wearing sneakers." Get creative and have fun! Keep playing until students have had a movement break.</p> <p>-Practice counting to 120 with students. Have students move around as they count by taking one step for each number. Next, ask students to paste the correct numbers in the blank boxes with a pencil BEFORE they paste the missing numbers. Don't forget to ask students to remember the number they pasted on top of the hanging bat. They will write this number in the blank of the equation at the bottom. Help students solve this equation. ANSWER: 900. Discuss this fact with students. BONUS: After students are finished, call out a few numbers and have students find and color the numbers.</p> <p>EARLY FINISHERS: On the back of this page, challenge students to what bats eat. They can draw and label their guesses. SOME ANSWERS: bugs, frogs, birds, fish, and even blood.</p>
<p style="font-size: 0.8em;">Batty About Sight Words READING K.L.13</p>	<p>Discuss the sight words on the page. Ask students to find each sight word. Next, ask students to write the sentence. ANSWER: The word HELP that they found. The sentence. Discuss this fact with students. Write 4 really silly sentences.</p>
<p style="font-size: 0.8em;">Middle Sounds Bat-nanza READING K.L.2C</p>	<p>BREAK BETWEEN WORKSHEETS: Following to students. You will write letters when you write it. For each letter, partners to figure out what letters will create MANY different words. (You are thinking of just one in particular to guess the correct one.) When students have an answer, they will write it on their fingers. After all partners are finished, a partner group to share their answers. Give a scramble good brain break.</p> <p>Ask students if they can name a sound does each short vowel make. Write the pictures on this page. Students to match the picture to its matching picture. When they didn't use PUP. Student to write the sentence at the bottom of the page. EARLY FINISHERS: write down all the things the</p>
<p style="font-size: 0.8em;">Partner Response Our Favorite Parts READING K.L.13</p>	<p>*If I have left you a book, please read that book. If I have not left you a book, please pick any from our classroom library. After reading a book aloud, partners to discuss their favorite parts. Talk about what fiction/nonfiction mean. Is this book fiction or nonfiction? On this worksheet, write the title, draw their favorite part AND draw their partner's favorite part. Ask students to write one sentence about each picture. When they are finished, pick a few students who share their answers or pictures with the class.</p>

<p style="font-size: 0.8em;">What would you do with a pet bat? WRITING W.1.1</p>	<p>Start a discussion by asking students what they would do with a pet bat. Would they keep it in a cage? Try to play with it? Would they scream? Model writing a story of your own. Think out loud as you write. Ask students if they have any specific words they want to use in their story. Write these words on the board. Review the different types of punctuation. Tell students that you will be walking around looking for punctuation. Draw a star with a marker or crayon on papers where you see punctuation. EARLY FINISHERS: Ask students to write (and draw a picture) about what their family's reaction would be to a pet bat on the back of this page.</p>
<p style="font-size: 0.8em;">IMPORTANT RULES YOU SHOULD KNOW... SOCIAL STUDIES: SAFETY RULES</p>	<p>Talk about how to stay safe when playing outside or taking a walk in the dark. (*If I left the page about Halloween, you can discuss safety rules when trick-or-treating.) Ask students to discuss this as a class and write their responses on the board. Next, read aloud the rules listed on this page. Students will illustrate each rule and write/draw one MORE rule in the blank bottom box. Ask students to decide which rule they think is the MOST important and color the star next to that rule.</p> <p>EARLY FINISHERS: On the back of this page, challenge students to draw and write about important SCHOOL rules.</p>
<p style="font-size: 0.8em;">Science: I can label the parts of a bat.</p>	<p>Ask students what they have learned about bats so far. Write their responses on the board. What further questions do they have about bats? Students will label the parts of a bat using the word bank. Next, they will describe how a bat uses each body part listed in the bottom boxes with a short sentence or phrase in the blank box.</p> <p>EARLY FINISHERS: On the back of this page, ask students if they would rather have wings or fangs? Ask them to write about which one they would choose and why.</p>
<p style="font-size: 0.8em;">BONUS PAGE: IF I WAS NOCTURNAL...</p>	<p>If time, use this page as an additional activity. Discuss what nocturnal means. Students will write and draw about what they would do if they were nocturnal. Allow students to share their stories/drawings with the class if desired.</p>

Language Arts Activities

BATTY About Sight Words

Name: _____

Color each word and add a picture to each word.

play- gray help- yellow would- green would- black

play	could	play	could	play
would	would	would	play	play
could	could	play	would	could
could	would	play	help	could
would	play	could	play	would
could	help	play	would	play
play	would	play	would	play
help	could	play	would	play
would	play	could	play	would

Count How many of you find each word.

would: _____ play: _____ could: _____ help: _____











How many of the word **HELP** did you find? Write that number in the blank below.

The smallest bat is only _____ cm long!

MIDDLE SOUNDS BAT-nanza

Cut and paste each middle vowel sound to match each picture. Use the 3 extra letters to make the three letter word answer to the sentence at the bottom and paste it in the blank rectangle.

Name: _____

A baby bat
is called _____

HINT:
Sometimes
people call
baby dogs this
name fool!

i	a	p	o	u	o	u
p	e	a	u	e	i	

Math Activities

Flying High with Ten-Frames

Color in each ten-frame to identify the missing number to make the equation true. Next, find the names of different kinds of bats in the word search below.

3 + 10 = 3

+ 1 = 1

+ 7 = 12

9 + = 18

+ 8 = 12

3 + 17 = 10

= 3

+ 6 = 1

+ 3 = 11

9 + = 10

7 + = 13

+ 10 = 1

All kinds of Bats

v	a	m	f	r	e	n	i	t	h	o	r	s	e	s	h	o	e	f	g	k	i	j	l	k	
a	b	f	d	e	f	g	h	i	j	k	l	m	n	o	p	q	r	s	t	u	v	w	x	y	z
h	o	r	s	e	s	h	o	e	f	g	k	i	j	l	k	m	n	o	p	q	r	s	t	u	v
t	d	u	y	f	o	p	k	i	j	l	k	m	n	o	p	q	r	s	t	u	v	w	x	y	z
v	r	i	c	m	n	b	e	j	k	l	m	n	o	p	q	r	s	t	u	v	w	x	y	z	k
q	s	t	x	w	z	a	y	l	k	m	n	o	p	q	r	s	t	u	v	w	x	y	z	k	
u	b	u	l	l	d	o	g	k	l	m	n	o	p	q	r	s	t	u	v	w	x	y	z	k	

fruit vampire
horseshoe bulldog
smokey

BATTY NUMBERS: I can count from 91 to 120.

Cut and paste the missing numbers in the right place. Write the number you posted on top of the hanging bat in the slotted rectangle below.

91	93	94	95
96	97	98	99
100	101	102	103
104	105	106	107
108	109	110	111
112	113	114	115
116	117	118	119
120	121	122	123

How many different species of bats are there?

800 + =

112

94

104

118

114

100

106

119

108

101


MATH 1.OA.D.8

Name _____

MATH 1.NBT.A.1

Writing

Reading Response

 What would you do with a **PET DATA** book?

Name: _____

PREVIEW

WRITING W11 ©2015 The Kinder Life



My name: _____ My partner: _____

his book was _____

FICTION NONFICTION

PREVIEW

My favorite Part _____ My Partner's favorite Part _____

  READING RL.1.3 © 2014 The Kinder Life

Social Studies: TWO OPTIONS

*HALLOWEEN AND NON-HALLOWEEN

IMPORTANT RULES YOU SHOULD KNOW...
When taking a walk or playing outside in the dark!
Bats are designed to fly in the dark, but they are not! Please illustrate the rules listed below.
Next, brainstorm a list of safety rules for Halloween. Write them on the lines provided. Draw or
take a walk when it is dark and use a flashlight if it is too dark to see. When you are finished, draw the
star next to the rule YOU think is MOST IMPORTANT!

Never wear alcohol or drugs.

Wear bright clothing so cars can see you in the dark.

ONE VERSION FOR CLASSES THAT DON'T CELEBRATE HALLOWEEN.

Always

IMPORTANT RULES FOR TRICK-OR-TREATING ON HALLOWEEN!

is a... site... are... please illustrate HALLOWEEN safety rules listed
low. Next, brainstorm another list of Halloween safety rules. Draw/write them out in the blank box. When
you are finished, draw the star next to the rule YOU think is MOST IMPORTANT!

Never go trick-or-treating alone.

Don't eat candy or food that is unwrapped or open.

ONE VERSION FOR CLASSES THAT CELEBRATE HALLOWEEN.

Bring

SOCIAL STUDIES SAFETY RULES

I can LABEL the parts of a BAT!

Using the words in the word bank below, label the parts of a bat.
Next, write a short description of what you think the bat uses each of these parts for.



Word Bank

fangs ears wings
eyes nose feet

BODY PART what do you think a bat uses this body part for



wings



fangs



ears

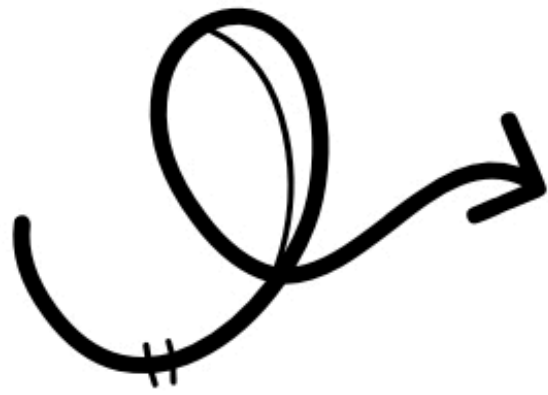
If I was nocturnal...



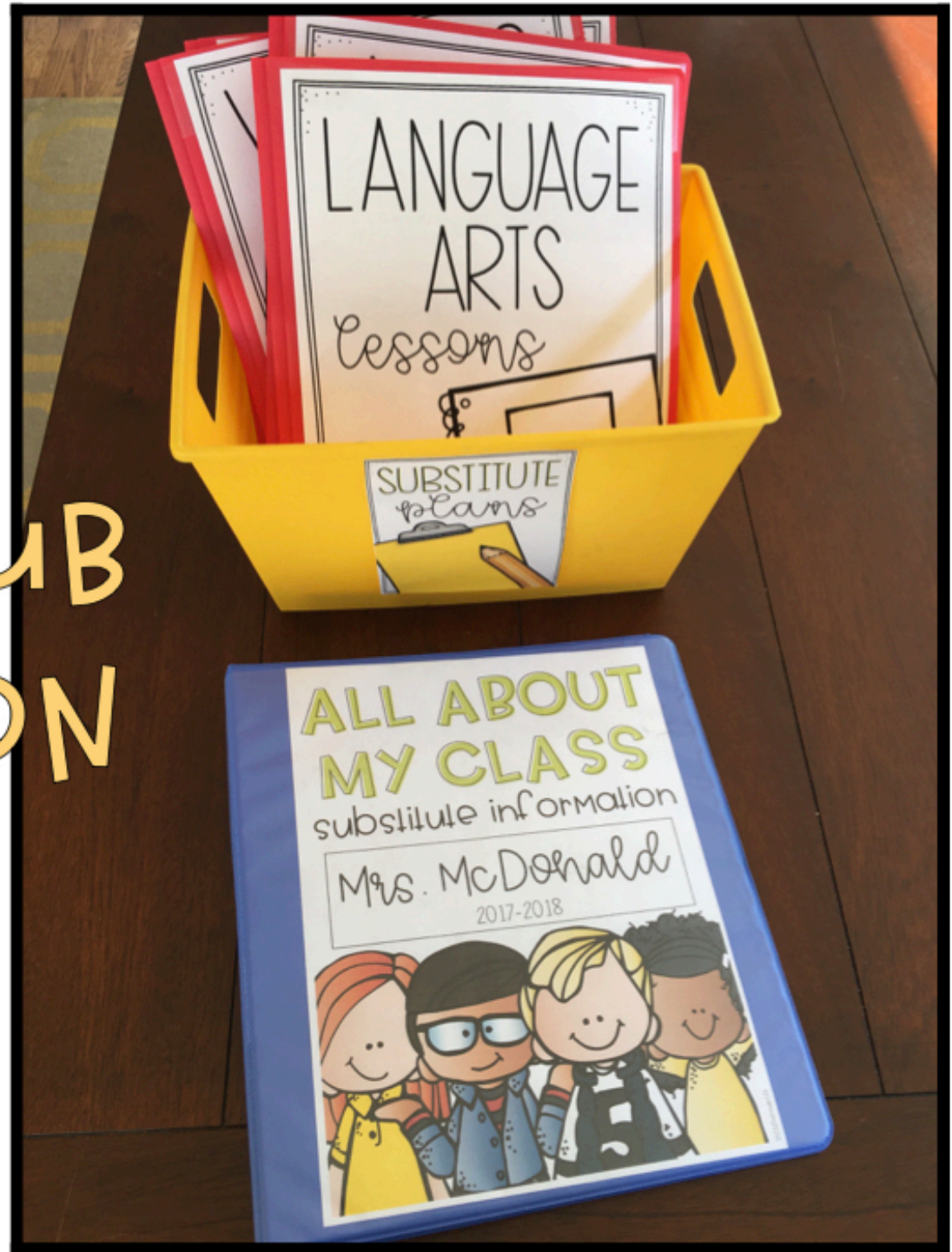
PREVIEW

PREVIEW

By: _____



PLUS!!
EDITABLE SUB
INFORMATION
BINDER



BONUS: TASK CARD GAME INCLUDED

BATTY
word scrambles

What CVC animal word is each bat trying to spell?

Using each numbered task card, unscramble the 3 letter animal word and WRITE the missing letters to the animal word in the matching number box.

name: _____

1 _ _ _	2 _ _ _	3 _ _ _
4 r _ _	5 _ a _	6 c o t _
7 _ _ _	8 _ n _	9 _ _ _
10 _ n _	11 _ _ b _	12 _ _ _

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BATTY
word scrambles

What CVC animal word is each bat trying to spell?

Using each numbered task card, unscramble the 3 letter animal word and WRITE the animal word in the matching number box.

name: _____

1 _ _ _	2 _ _ _	3 _ _ _
4 _ _ _	5 _ _ _	6 _ _ _
7 _ _ _	8 _ _ _	9 _ _ _
10 _ _ _	11 _ _ _	12 _ _ _

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