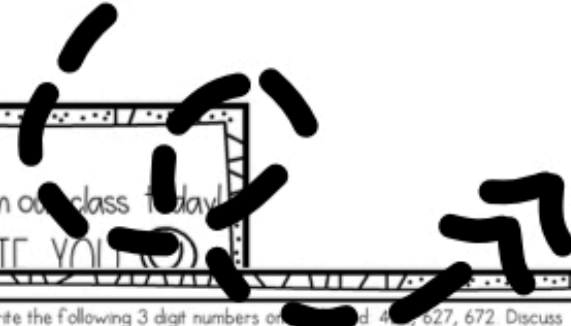


DETAILED Substitute Instructions

- 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!

WE APPRECIATE YOU!

Please complete the following assignments

Daily Sc

Most pages are self-explanatory and provide instructions

**Additional note: If any pages DO NOT have a space for a name*

<p>Caught in a Web S Blends READING R.2.3</p>	<p>Write <u>SM</u>, <u>SI</u>, <u>SK</u>, and <u>SW</u> in a line on a list of words for each of these blends. may want to give them a few example own examples. On this page, students BLENDS. After reading, they will color top of the page. When students are finished ORANGE BOX (30) in the blank at the about 30 spiders! Discuss this crazy fact house lately? What did they do? EARLY all the things they already know about.</p>
<p>Spinning Inflected Endings: /d/ or /t/ LANGUAGE L.2J</p>	<p>BRAIN BREAK BETWEEN WORKSHEETS groups of 2-3. If I have left you string you have explained the following rules cut out, have them cut out these strips ask students to cut ANY scrap paper to create their best WEB. They can use or make these on their desks or the floor. present their webs to the class and explain would it catch bugs? Where might some Discuss with students that when adding make different sounds. Write these two these words aloud with students and discuss: Which word makes the /t/ so sound at the end? On this page, students sort them by writing them in the correct students are finished, ask them to guess spider to spin a web. Write down student minutes. Students will write their guess. EARLY FINISHERS: On the back of this about a spider using as many of these</p>

<p>Mighty Spider Place Value MATH 2.NBT.AJ</p>	<p>Write the following 3 digit numbers on a grid 406, 627, 672. Discuss with students what numbers are in the hundreds, tens, and ones place. What does this mean? Ask students to cut out the 3 digit numbers at the bottom of the page and place them in order from least to greatest BEFORE pasting. When they paste these numbers in order, ask them to pay special attention to the number they paste on the gray star. This is the number (747) that they will write in the blank box. Discuss this fascinating fact with students! EARLY FINISHERS: Challenge students to write about what a spider might catch in their web. What kinds of insects or bugs might be the tastiest and why do they think this?</p>
<p>Do you like spiders? GRAPHING MATH 2.MD.D.8</p>	<p>BRAIN BREAK BETWEEN WORKSHEETS. Play B OR NOT B? Explain this following to students: The teacher will write an equation on the board that either equals 8 or will NOT equal 8. (I would suggest starting with simple addition problems and work toward subtraction equations after students have shown success with addition equations.) After you have written an equation on the board, ask students to silently figure out the answer. Give students some think time. When students look like they have an answer say "GO." If the answer WAS 8, students will crawl around the room like a SPIDER when you say "GO." If the answer was NOT 8, students will quickly find a spot in the room and pretend they are a spider web stuck to the wall when you say "GO." Practice this with students before beginning this brain break game. Have fun!</p> <p>—On this page, students will practice completing a graph and creating their own graph. Model this graphing activity for students before asking them to find 10 friends of their own. Ask 10 students if they like spiders. After you demonstrate how you color each answer, let students find 10 friends to ask the same question. Assist students (if needed) in completing the rest of this page. Next, students will think of their own YES or NO question about spiders that they will ask 10 friends about. You may want to brainstorm some ideas of questions that students can choose to use if they cannot think of one on their own. EARLY FINISHERS: Challenge students to think of their own SILLY question to create a graph for. This question doesn't have to be about spiders. It could be about food, books, favorite things, etc. If time, let students ask 10 friends to answer their question and then they can create the graph to go along with the answers they receive.</p>
<p>Main Idea READING RESPONSE R.2.6</p>	<p>*If I have left you a book, please read that book. If I have not left you a specific book, pick any from our library. Before reading, discuss what MAIN IDEA means. Use the phrase (FICTION STORY) what was this story mostly about? (NONFICTION STORY) what does the author want me to know about this topic? <i>Instructions continued on next page...</i></p>

<p>Main Idea READING RESPONSE R.2.6</p>	<p><i>Instructions continued...</i> You might even write this phrase on the board or on a piece of poster paper. After reading, partner students up to discuss what they think this story was MOSTLY about or what the author WANTED them to know about this topic. After giving students time to talk, ask them to share out their responses. Write their responses on the board/poster paper. Help students narrow down their responses into a MAIN IDEA sentence. Assist students in identifying 3 supporting details. These details may already be written down in their responses and so you may just underline or star these. Students will write the MAIN IDEA and 3 supporting details on this page. EARLY FINISHERS: On the back of this page, ask students to draw a picture(s) of the MAIN IDEA and SUPPORTING DETAILS.</p>
<p>If I found a spider... WRITING W.2J</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? Ask students to pick one of the options at the top of the page and write about their answer on the lines below. EARLY FINISHERS: Ask students to draw a picture to accompany their response on the back of the page. They can also add more writing on the back of this page too!</p>
<p>Our Community WEB IS COMMUNITY HELPERS</p>	<p>Talk about what a community is. How is a community like a spider's web? Review the different jobs on this page. How does each job help the community? Students will write about how each helper makes our community a better place. At the bottom, students will write about how THEY make their community a better place. EARLY FINISHERS: Encourage students to draw and write about an additional community member on the back of this page.</p>
<p>Parts of a Black Widow SCIENCE: ANIMAL PARTS</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? Students will follow the directions on the page, label the Black Widow body parts, and discuss the questions and answers at the bottom of the page. You can complete this page as a whole group activity. Students will need help reading and discussing the paragraphs at the bottom. EARLY FINISHERS: What was the coolest thing they learned or know about spiders? Ask students to draw and write about this on the back of the page.</p>
<p>BONUS: 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. Have students write about the process at the bottom of the page.</p>

Language Arts Activities

CAUGHT IN A WEB: S BLENDS

Read each word below and then color them according to the color code below.

Name: _____



smok	stem	skate	smoke
stem	swim	skate	smoke
smoke	stem	skate	stem
skate	smoke	stem	swim
smoke	stem	skate	swim
swim	stem	skate	smoke
swim	stem	skate	stem
skate	skate	swim	swim
stem	swim	skate	smoke
stem	skate	smoke	skate

Write down the number seen in an ORANGE box in the blank.

An average house has about _____ spiders.

SPINNING INFLECTED ENDINGS: /d/ or /t/

Read each word below and listen to the sound -ed makes.
Write all the words ending with the /d/ sound in the web on the left.
Write all the words ending with the /t/ sound in the web on the right.

drum stopped
 M... rented
 p... talked
 opp... mixed
 hunted played
 jogged called

/d/

/t/

TAKE A GUESS!
 How many spiders on average does it take a spider to spin a web?
 MY GUESS THE ANSWER

Name: _____

Math Activities

MIGHTY SPIDEY

Cut out the 3 DIGIT numbers at the bottom of the page and paste them in order from least to greatest. Pay close attention to place value.

Smallest number

★			

*Write the number you pasted on the gray star in the blank box to complete the sentence.

If a spider on a web _____ this _____ er it could stop _____ being _____ ju _____ o jet in flight.

440	774	503	226
747	576	969	566
400	352	404	325

Do you like spiders? GRAPHING

Ask 10 friends if they like spiders. Color one box for each vote.

MY QUESTION ABOUT SPIDERS

yes

no

How many people said _____ S? _____
How many people said _____

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**.

What did you learn about your classmates?


--

Writing

Reading Response

IF I FOUND A SPIDER...

I would catch it and keep it. I would catch it and let it go.




PREVIEW

Name: _____

WRITING W.2.1

Name: _____

The title: _____



What was the MAIN idea of the story?

THREE SUPPORTING DETAILS

Name: _____


READING RESPONSE R.2.0

Science

Social Studies

I can label the parts of a **BLACK** widow spider!

-Color the hourglass shape on the abdomen: RED.
-Label the body parts using the word bank below.



Word Bank

- abdomen
- cephalothorax
- spinnerets
- fangs


HINTS:
The spinnerets hold silk glands.
The cephalothorax contains the eyes and brains.

What are some **predators** of the Black Widow?

Some wasps will sting a Black Widow spider and paralyze them. The Black Widow is a favorite food to eating many **predators**. Even birds will eat these spiders. They can have an upset stomach from the spider's poisons. The hourglass shape on the abdomen of a Black Widow is a possible predator. It she is a dangerous insect.

What **happens** if a Black Widow bites you?

Black Widow bites will rarely kill a human, but they could make you very sick! Call a doctor right away and, with an adult's help, wash the bite with soap and water.

HER PREDATORS 

Name: _____


SCIENCE ANIMAL PARTS


-OUR COMMUNITY WEB-


SS. Community Helpers


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


Write about how each community helper makes our community a better place.



firefighter 

teacher 

postal worker 

doctor 

How do you make your community a **better** place?

BONUS PAGE!

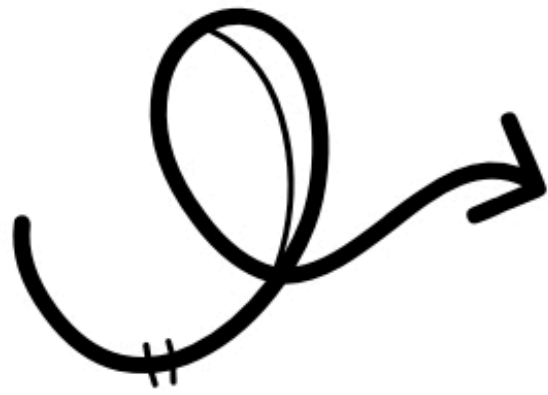
How does a SPIDER catch its PREY?



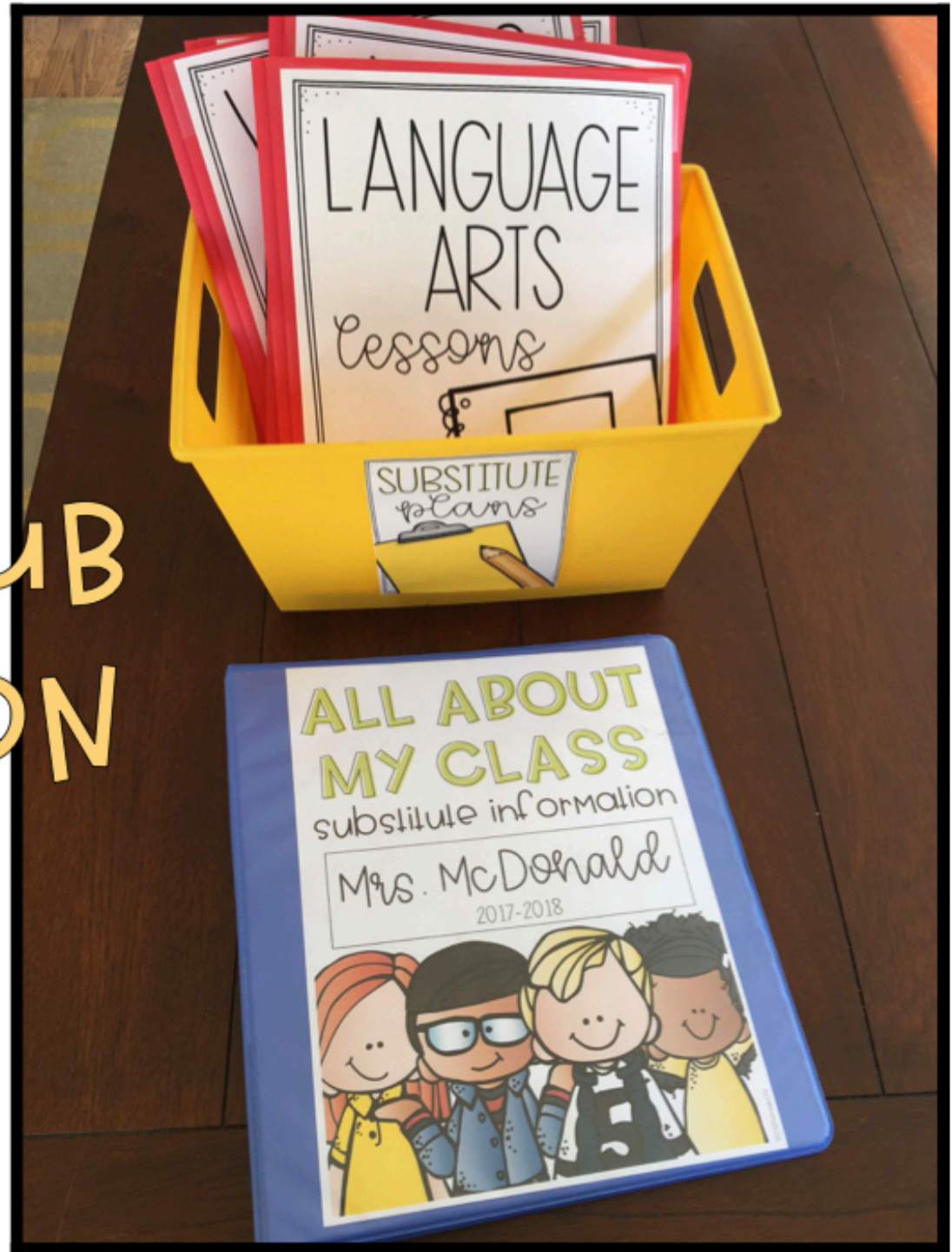
By: _____

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PREVIEW



PLUS!!
EDITABLE SUB
INFORMATION
BINDER



BONUS: TASK CARD GAME INCLUDED

SPINNING UP A WEB OF...

place value

NAME: _____

A	H	T
3	4	
2	6	

D

H	T
1	0
3	3

G

H	T
0	7
2	4

J

H	T
8	1
3	6

Color the place value (HUNDREDS, TENS, or ONES) of the number.

Write the number seen in the HUNDREDS, TENS, and ONES place on each card in the matching lettered box below.

NAME: _____

A	TENS	B

D

ONES

G

TENS	ONES

J

ONES

K

HUNDREDS

Color the place value (HUNDREDS, TENS, or ONES) of the number.

Write the number seen in the HUNDREDS, TENS, and ONES place on each card in the matching lettered box below.

NAME: _____

A	hundreds
3	

D

tens	
9	

G

ones	
0	

J

ones	
0	

K

ones	
0	

Color the place value (HUNDREDS, TENS, or ONES) of the number.

Write the number seen in the HUNDREDS, TENS, and ONES place on each card in the matching lettered box below.

NAME: _____

A	B	
H	T	O

D

H	T	O

E

H	T	O

F

H	T	O

H

H	T	O

I

H	T	O

K

H	T	O

L

H	T	O

SPINNING UP A WEB OF...

place value

NAME: _____

A	H	T
3	4	
2	6	

D

H	T
1	0
3	3

G

H	T
0	7
2	4

J

H	T
8	1
3	6

Color the place value (HUNDREDS, TENS, or ONES) of the number.

Write the number seen in the HUNDREDS, TENS, and ONES place on each card in the matching lettered box below.

NAME: _____

A	TENS	B

D

ONES

G

TENS	ONES

J

ONES

K

HUNDREDS

Color the place value (HUNDREDS, TENS, or ONES) of the number.

Write the number seen in the HUNDREDS, TENS, and ONES place on each card in the matching lettered box below.

NAME: _____

A	hundreds
3	

D

tens	
9	

G

ones	
0	

J

ones	
0	

K

ones	
0	

Color the place value (HUNDREDS, TENS, or ONES) of the number.

Write the number seen in the HUNDREDS, TENS, and ONES place on each card in the matching lettered box below.

NAME: _____

A	B	
H	T	O

D

H	T	O

E

H	T	O

F

H	T	O

H

H	T	O

I

H	T	O

K

H	T	O

L

H	T	O

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PREVIEW

390 A

542 B