

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 assignments

Daily

Most pages are self-explanatory and provide instructions

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

Caught in a Web Prefixes
READING
RF.3.3A

Write the following on the board. RE- to these are prefixes and write the following unsafe, precook, disappear. Ask student what do these words mean without the certain PREFIXES. After reading, they write of the page. When students are finished sentences about in the bottom boxes. Next They can keep score on the back of the on the board. What word did they find a blank in the sentence. Talk about this fast write down all the things they already know

Spinning Suffixes: ER
READING
RF.3.3A

BRAIN BREAK BETWEEN WORKSHEET need to cut these apart if I haven't done the word that makes sense to create a picture together. Next, call student volunteers to students to cut more pieces of scrap paper left you string/tape, you can let student floor, or around the legs of their chairs. **MANAGEMENT RULES:** Students will have of the tools you have given them. When webs to the class and explain why they might someone see it? Bush? Doorway? Discuss with students that adding -ER to Point out that -ER is a suffix in this case the end of the word. On this page, students things. Pass out this page and discuss the each word and decide which type of -E web or the right web. Feel free to copy students are finished, ask them to read the context to give clues) and decide which. **ANSWER:** swimmer Ask students to point answer. **EARLY FINISHERS:** On the back about a spider using as many of these as

Mighty Spidey Multiplication
MATH
3.OA.C.7

Write the following multiplication problems on the board: $2 \times 3 =$, $4 \times 2 =$, $5 \times 1 =$. Ask the class to help you solve these problems. What strategies did they use? Can they help you put each product (the answers) in order from least to greatest? **ANSWER:** $5 \times 1 = 5$, $2 \times 3 = 6$, $4 \times 2 = 8$. On this page, students will solve each equation and then paste the answers) in order from least to greatest. *There are some equations same answer and so students will glue these boxes next to each order as long as it is still least to greatest. When finished, student number they glued on top of the spider web in the blank box in the. Discuss this cool fact with the class. **EARLY FINISHERS:** Challenge write about what a spider might catch in their web. What kinds of might be the tastiest and why do they think this?

Do you like spiders? GRAPHING
MATH
3.MD.B.3

BRAIN BREAK BETWEEN WORKSHEETS: PLAY 20 OR NOT 20? following to students. You will write an equation (This can be an subtraction, or multiplication problem) on the board that either is NOT equal 20. *I would suggest starting with simple addition prior toward subtraction/multiplication equations after students have with addition equations. After you have written an equation on the students to silently figure out the answer. Give students some the students look like they have an answer say "GO." If the answer students will crawl around the room like a SPIDER when you say answer was NOT 20, students will quickly find a spot in the room they are a spider web stuck to the wall when you say "GO." Prepare students before beginning this brain break game. Have fun! — students will practice completing a graph and creating their own graphing activity for students before asking them to find 10 friends. Ask 10 students if they like spiders. After you demonstrate how answer, let students find 10 friends to ask the same question. Next think of their own YES or NO question about spiders that they want about. You may want to brainstorm some ideas of questions that choose to use if they cannot think of one on their own. When first students to answer the questions at the bottom of the page. **EARLY FINISHERS:** Challenge students to think of their own STILL create a graph for. This question doesn't have to be about spiders about food, books, favorite things, etc. If time, let students ask 1 answer their question and then they can create a graph to go to answers they receive.

All About the Characters
READING
RESPONSE
L.3.3

"If I have left you a book, please read that book. If I have not left you any FICTION book from our library. While reading stop to ask students about the characters in the story they learned about these character? What was important about feelings, and thoughts? Students will write/draw about two characters on this page. You can partner students up to work on this if desired. **EARLY FINISHERS:** Challenge students to write about what from the story they feel is the most like them. What are the similarities

If I found a spider...
WRITING
W.3.8

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 (or write their own answer on the blank lined option) and give three reasons about their opinion/answer on the lines below. **EARLY FINISHERS:** On the back of this page, challenge students to write about what their families members would do if they found a spider. Would each family member have a different reaction?

Spider Map
SS / W/1

Review the 7 continents. Have any students traveled to any of these continents? Assist students (if needed) in reading each paragraph about spiders below. Students will draw pictures of each kind of spider on the continent where it lives. Ask students to draw each spider according to the color, shape, and size described in each paragraph. At the bottom, ask students to write about which spider they would like to research more. Challenge them to explain why they would choose this spider. **EARLY FINISHERS:** On the back of this page, challenge students to create their own kind of spider. What would this spider look like? Where would this spider live? What special habits or trait would this spider have?

Parts of a Black Widow
SCIENCE:
ANIMAL PARTS

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. Assist students (if needed) when reading and discussing the paragraphs at the bottom. **EARLY FINISHERS:** What was the coolest thing they have learned or know about spiders? Ask students to draw and write about this on the back of the page.

SONG: HOW A SPIDER CATCHES PREY

A fun activity to do at the end of the day! Ask students to read the paragraph at the bottom of the page and then, as a class, discuss what they learned. On this page, students will summarize what they have learned about how spiders catch their prey.

Language Arts Activities

CAUGHT IN A WEB: PREFIXES

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



Name: _____

RE gray UN black PRE orange DIS brown

unkind	replay	prepay	refill	preschool
refill	disobey	preschool	prepay	disobey
preschool	refill	replay	disagree	replay
disobey	prepay	uncover	replay	uncover
prepay	replay	prepay	unkind	preschool
unkind	uncover	refill	disobey	prepay
replay	refill	disagree	refill	disagree
disagree	refill	unkind	preschool	uncover
refill	disobey	prepay	uncover	refill
unkind	disagree	uncover	disagree	preschool
reheat	preschool	prepay	disobey	unkind

Pick two of these words and use each in a sentence.

Count the number of each word you found. Which word did you find 9 of? Write the word in the blank below.
To move their legs inward to their bodies, spiders use muscles. But spiders do NOT have muscles to push their legs back out so they need to _____ their legs with water to push their legs back out. If you see a spider with its legs curled in, they have probably lost too much water.

SPINNING SUFFIXES: ER



Read each ER word below and decide what the suffix ER means in that word.
ER: MEANS MORE OR LESS... Write these words in the LEFT web..
ER: MEANS A PERSON WHO... Write these words in the RIGHT web..

more or less

biker bigger cleaner
happier teacher
swimmer winner
sweeter babysitter
brighter smaller

a person who...

more or less

a person who...

Read the paragraph below. Using the clues from the context, figure out what -er word makes the most to write on the blank line.

In 2016, an Australian scientist discovered a spider that is a great _____! They found that this spider eats fish, tadpoles, and frogs. This spider uses its middle legs to propel itself along the top of the water. If this spider gets disturbed, it will quickly dive under the surface to the bottom and hide.


Name: _____

Math Activities

MIGHTY SPIDEY

Solve each multiplication problem below. Next, paste each product in order from least to greatest starting in the top left box and moving left to right and top to bottom. If boxes with the same product, you can paste them next to each other in any order.

Name: _____

smallest product			
			biggest product

Write the number you pasted on top of the spider web in the blank box to complete the sentence.

An average spider lives 1-2 years, but a female tarantula can live up to years!

$2 \times 2 =$	$3 \times 1 =$	$1 \times 5 =$	$5 \times 2 =$
$4 \times 3 =$	$4 \times 0 =$	$4 \times 2 =$	$3 \times 2 =$
$5 \times 3 =$	$5 \times 5 =$	$4 \times 5 =$	$1 \times 6 =$
$5 \times 4 =$	$4 \times 1 =$	$0 \times 2 =$	$2 \times 6 =$

Do you like spiders? GRAPHING

Ask 12 friends if they like spiders.
Color one box for each vote.

Make up your own question and ask 12 more friends.

MY QUESTION ABOUT SPIDERS

yes  no 

yes no

How many people said YES? _____

How many people said YES? _____

How many people said NO? _____

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 as a pet! I would catch it and let it go! I would _____

REASON 1 **REASON 2** **REASON 3**

CONCLUDING STATEMENT:

WRITING W.3.B Name: _____

Name: _____

The title: _____ 

All About the **CHARACTERS**

ACTIONS		
THOUGHTS		
FEELINGS		
CHARACTER		

READING RESPONSE RL.3.5

Science

Social Studies

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

- Color the hourglass shape on the abdomen **RED**. *This hourglass shape is seen on the underside of its abdomen.
- Label the body parts using the word bank below.
- Read the questions and answers below, then discuss these with a partner.



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 eat a black widow after stinging and paralyzing them. A black widow is a favorite food to a praying mantis. Even some birds will eat these spiders, but they might get an upset stomach from her poisons. The bright red hourglass shape on her abdomen often warns possible predators that she is a dangerous meal.

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: _____

SPIDER MAP: WHERE DO THEY LIVE?

Read about each spider below and then draw a picture of that spider on the continent(s) it lives on. Be sure to draw each spider based on the description given.

Name: _____



If you spy a black spider with a red hourglass shape on the underside of its abdomen, you have run into a black widow spider. These spiders are venomous and live in southern North America.

The one of the world's smallest spiders lives in South America, and so does the largest spider, the bird-eating tarantula.

The dark brown coffee bean spider can be found around most of Europe. This spider has reddish brown legs and can be found in homes or in the forest under loose bark.

Unlike the black widows of North America, Europe has a spider called the false widow. These spiders are less venomous and are black with a band around their abdomen.

The brown recluse is one of the most dangerous spiders in the United States. They like to live in undisturbed places like attics and storage areas.

In 2002, a scientist discovered the first eyeless spider in a cave in Asia. This spider is white and small. Because it lives in dark caves, it no longer needs eyesight.

If you see the biggest web in the world, you have most likely found a Darwin's bark spider. These black spiders have little white hairs and can be found in Africa.

Although there are no real spiders in Antarctica, if you dive deep into the cold waters you might find giant sea spiders. These giant creatures may look like spiders but they are only related to spiders and insects.

Wolf spiders live in North America and Europe. These dark brown spiders have long hairy bodies and long legs. If you get bitten by a wolf spider, it will probably feel like a bee sting.

Which **SPIDER** would you like to study more about? **WHY?**

**BONUS
PAGE!**

How does a SPIDER catch its prey?
Read the paragraph below and summarize what you have learned in your own words.



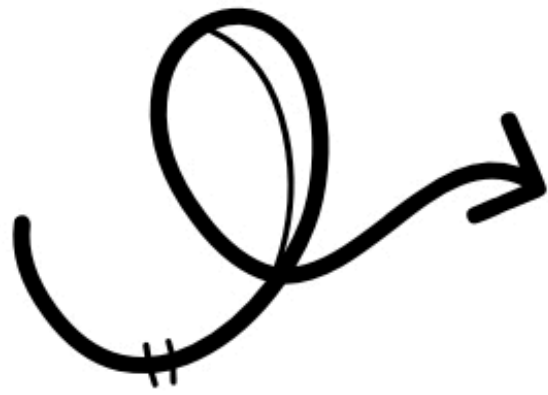
Blank rounded rectangular box for writing a summary.

Five horizontal lines for writing a summary.

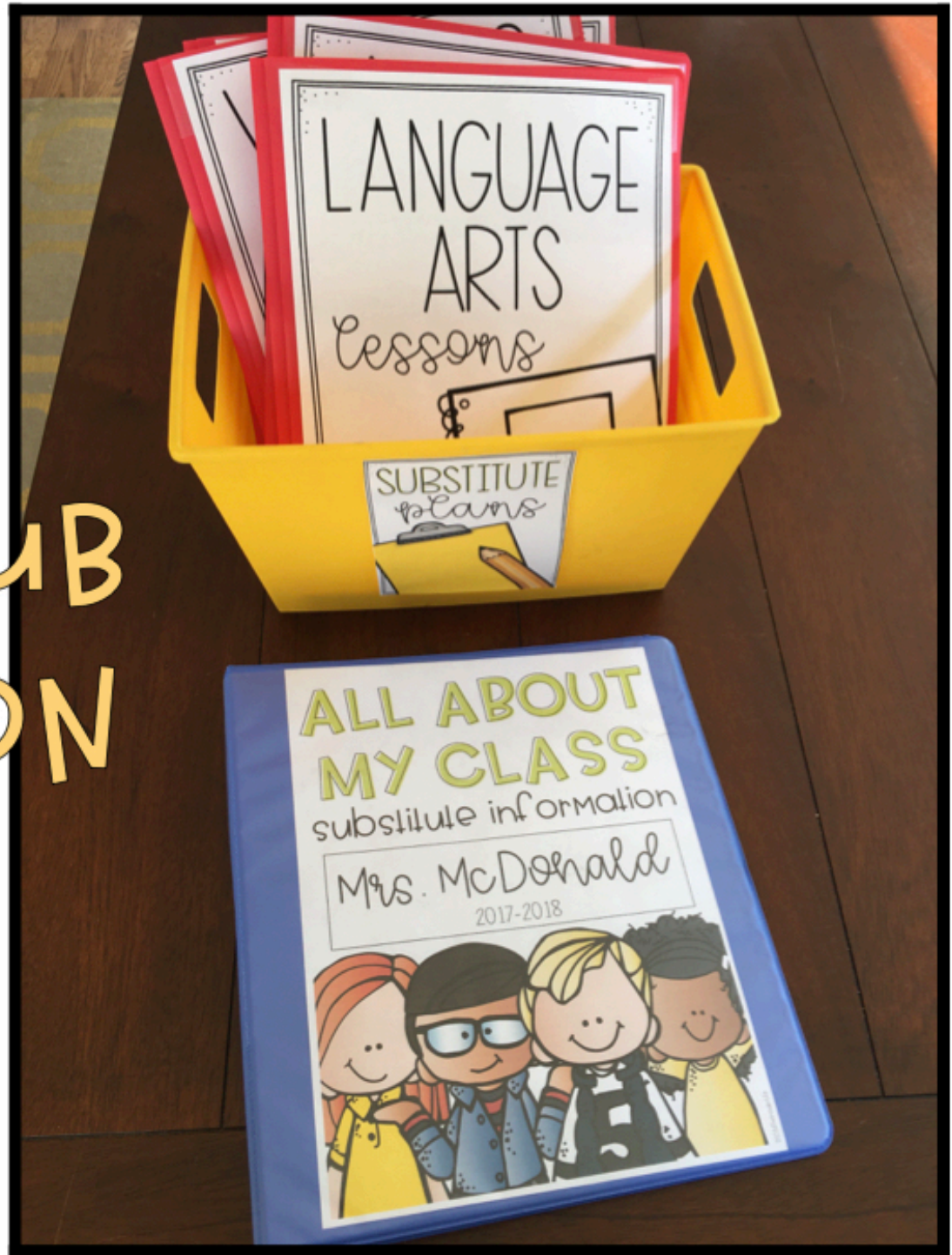
Spiders don't just build one web, they are smart creatures and often build many webs so that they have a better chance of catching prey! If their prey tries to escape the web, a spider can bite them and inject some paralyzing venom to stop them. Although some spiders build detailed webs to catch insects and bugs, trapdoor spiders dig holes, create dirt doors held up with silk and wait for prey to fall into their hole! Wolf spiders don't spin webs and so they hunt their prey by stalking them on the ground. Grass spiders spin funnel-like webs in the grass to trap their prey! How a spider catches its prey is largely dependent on its habitat.

By: _____

PREVIEW



PLUS!!
EDITABLE SUB
INFORMATION
BINDER



BONUS: TASK CARD GAME INCLUDED

Spinning up a web of ...

MULTIPLICATION

NAME: _____

Using each lettered task card, solve each multiplication problem. One for each letter of the alphabet. Write the answer in the matching lettered box.

A	12	B
4	9	0
D	12	B
G	25	E
J	2	K
4	10	15

Spinning up a web of ...

MULTIPLICATION

NAME: _____

1	9	0
5	8	16
6	15	12
	25	10

©2018TheKinderLife

A $3 \times 3 =$

B $5 \times 0 =$

©2018TheKinderLife