

DETAILED Substitute Instructions

- How to introduce each activity
- Tips for completing each activity
- Ideas for EARLY FINISHERS
- Extension ideas for after

thank you WE A
 Please complete the following assignments in the "Schedule" page of our Substitute Information. Most pages are self-explanatory and provide detailed instructions.

*If a page does NOT have a space for students to write their name, please

<p>Reading FL-OWERS Reading Words with FL Blends LA RF.1.2b</p>	<p>Write the following word on the page you read this word. Draw a picture of the FL in the word. Ask students to write other words beginning with FL. —On this page, students will color at the top. (*ASK students to write in the corner because they will use the space later.) Next, students will use the sentence (from top to bottom) to fill in the blank. ANSWER: bananas Finally students will draw a picture of a plant. Remind students that bananas are not flowers. Take a quick poll. How many don't? Write the results on the page. EARLY FINISHERS: On the back of this page, ask students to draw and label all the insects and bugs they can think of that might live in a garden. Which ones would they touch and which ones would they STAY AWAY from?</p>
<p>Graphing My Garden LA RF.1.2b</p>	<p>BREAK BETWEEN WORKSHEETS movement game. Explain to students will call out a living or non-living thing. students run in place as hard as they can. NONLIVING (doesn't grow), sit on the floor for 10 seconds. Continue with living things. If you call out two or more things in a row you will count. INSTRUCTIONS CONTINUED</p>

<p>Graphing My Garden LA RF.1.2b</p>	<p>Students will circle each word in the box using the color associated with it at the bottom of the page. (TIP: Practice finding and graphing one word as a class before letting students do it.) After finding each word, students will first pick a word to match with a picture and color at the bottom. After coloring in the boxes above the words are finished, ask them to write the words. This is what Max found in his garden. EARLY FINISHERS: On the back of this page, ask students to draw and label all the insects and bugs they can think of that might live in a garden. Which ones would they touch and which ones would they STAY AWAY from?</p>
<p>Our Brains Are Growing MATH 1.NBT.C.3</p>	<p>Write a couple equations similar to the one on the page. Ask the class to help you solve them. On this page, students will FIRST match a phrase at the bottom of the page with an equation and phrase match as a class. work independently or with a partner to fill in the letter code at the bottom of the page. Are they surprised? Does this make sense? EARLY FINISHERS: On the back of this page, ask students to draw and label all the insects and bugs they can think of that might live in a garden. Which ones would they touch and which ones would they STAY AWAY from?</p>
<p>MY GORGEOUS GARDEN MATH 1.OA.C.6</p>	<p>BREAK BETWEEN WORKSHEETS completing a movement for each decision (as a class) which actions the class' decisions on the board. For each decision, write a number line (0-20) on the board and solve these with the class. On this page students will solve the equations. FIRST! Next, they will color the garden. Assist students in choosing a color for their choice. EARLY FINISHERS: On the back of this page, ask students to draw and label all the insects and bugs they can think of that might live in a garden. Which ones would they touch and which ones would they STAY AWAY from?</p>







<p>BEG. MID. END-SEQUENCE READING RESPONSE FL.2</p>	<p>If I have left you a book, please use that for this page. If I have NOT left you a book, please pick a book containing a clear sequence from our classroom library. —Before reading this story, write the words BEGINNING, MIDDLE, and END on the board. Leave space below each word to write in student responses. While reading, stop to discuss the events in the story and write student responses under each of these words. —After reading, students will write about the sequence on this page. When finished, invite students to draw pictures of the beginning, middle, and end on the back of the page. EARLY FINISHERS: Challenge early finishers to look in the classroom library for any other books about plants!</p>
<p>How to Grow a Garden WRITING W.3.3</p>	<p>Invite students to gather on the carpet. Write the following on the board or poster paper: HOW TO GROW A GARDEN. Ask students to partner up and brainstorm the steps they would need to take in order to grow a garden. What items would they need? What would they do with these items? In what order would they use these items? Write student responses on the board and help students summarize the steps. Next, students will write about their own "HOW TO" steps on this page. Before writing, allow students to draw their pictures in the rounded rectangles first. EARLY FINISHERS: Challenge students to write a create two new plants. What would they name these plants? What would they plants look like? Could you get food from them?</p>
<p>Plant Life Cycle SCIENCE LIFE CYCLES</p>	<p>Ask students what they know about the life cycle of a plant. Write their responses on the board. Help students to unscramble the labels in gray (SEED, SPROUT, SEEDLING, PLANT) Read aloud the labels on this page before asking students to cut and paste the pictures to match. EARLY FINISHERS: On the back of this page, ask students to draw and label all the insects and bugs they can think of that might live in a garden. Which ones would they touch and which ones would they STAY AWAY from?</p>
<p>Where in the WORLD do these PLANTS grow? SOCIAL STUDIES: MAPS</p>	<p>Introduce the names of the 7 continents. What continent do we live on? Ask students to color our continent YELLOW. Discuss the equator and how temperatures might vary on different continents. If desired, guide students in drawing a red line to show the equator. Read aloud the PASTING KEY at the bottom of the page and discuss how more than just these plants grow on these continents but that these crops are grown a lot on these specific continents. Assist students in pasting each plant image on top of the continent using this pasting code. EXTENSION: Discuss how continents import and export foods around the world. How DO we export and import foods? HINT: boats, planes, etc. EARLY FINISHERS: On the back of this page, challenge students to make a list of the plants they LIKE eating and a list of the plants they DISLIKE eating.</p>

Language Arts Activities

Finding FI-owers: Read & Highlight FI Blends

Using the color key below, color each word BUT be sure to NOT color the little letter in the corner. You will use these letters (in order from top to bottom) to fill in the blanks at the bottom of the page.

COLOR KEY Name: _____

					
pink	blue	yellow	green	orange	red

flat	float	flame	flute	flower
flower	flood	flat	flood	flu
flood	fly	flood	flamingo	flood
flamingo	flower	fly	flower	float
flat	float	flamingo	float	fly
float	flamingo	float	flower	flat
fly	flamingo	flat	flower	float
flat	float	flamingo	float	fly
flamingo	flood	flat	flamingo	flower
fly	flat	fly	flower	float

_____ contain a natural chemical which can make people feel happy!







LA R.1.2b

Graphing My Garden: Reading Words with FL Blends

Circle each word with the color shown at the bottom of the page and then graph the number of times you find each word above its corresponding picture below.

Name: _____

flat flame
flower float
flute
flamingo
flag
float
flower
flute
flame
flag

green orange yellow blue pink red

What did Flint find in his yard?

HINT: The word that you found the MOST of.

LA R.1.2b

Math Activities

Our Brains Are GROWING!

MORE OR LESS CUT & PASTE

First, solve each equation. Next, paste the statement that matches the answer. From the bottom of the page, find the answer to the question by cutting the letter found in the box with the number.

Name: _____

13 $+ 12$	20 $+ 11$	43 $+ 12$	23 $+ 14$	30 $+ 20$	22 $+ 22$
----------------	----------------	----------------	----------------	----------------	----------------

where 85% of life is on na

37	44	31	50	55
------	------	------	------	------

Ten more is 35.	Ten less is 27.	Ten more is 60.	Ten less is 21.
Ten more is 48.	Ten more is 29.	Ten less is 45.	Ten less is 34.

©2009 The McGraw-Hill Companies

My Gorgeous Garden

COLOR BY SUM




If the sum is...

- 15- green
- 16- yellow
- 17- pink
- 18- orange
- 19- blue
- 20- orange

©2009 The McGraw-Hill Companies

Writing

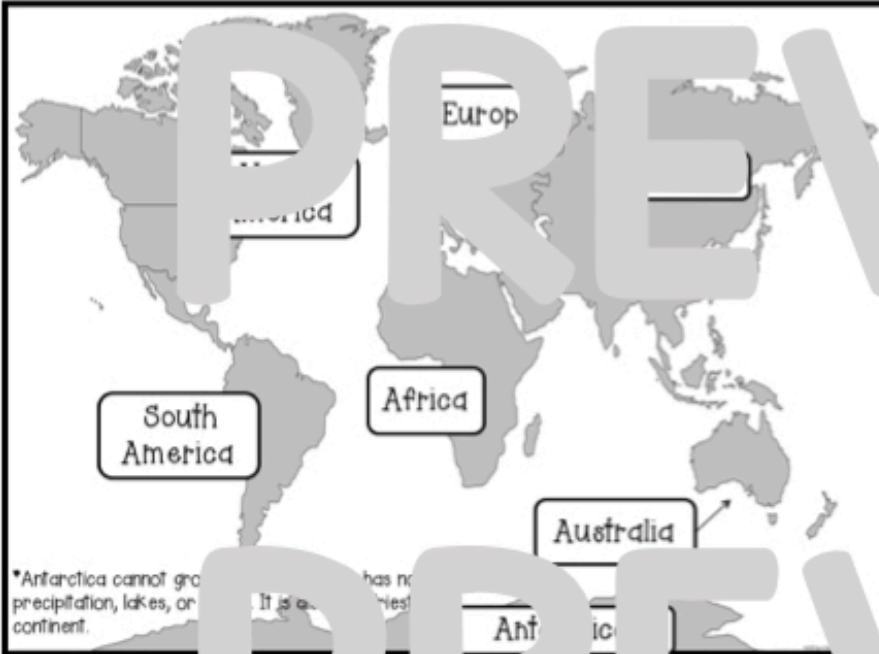
Reading Response

 <p>How to Grow a Garden</p> <p>1. _____</p> <p>_____</p> <p>_____</p> <p>2. _____</p> <p>_____</p> <p>_____</p> <p>3. _____</p> <p>_____</p> <p>_____</p> <p>Name: _____</p> 	<p>Title: _____</p> <p>In the beginning,</p> <p>_____</p> <p>_____</p> <p>In the middle,</p> <p>_____</p> <p>_____</p> <p>In the end,</p> <p>_____</p> <p>_____</p> <p>Name: _____</p>  <p>READING RESPONSE: EL.1.2</p>
---	--

Social Studies

Science

Where in the **WORLD** do these **PLANTS** grow?
Cut and paste the plants below on top of the continent where they can be found growing.



*Antarctica cannot grow plants because it has no precipitation, lakes, or rivers. It is also the coldest continent.

PLANT	Where it grows
rice	Asia, Africa
corn	Africa, South America, North America
apple	Asia, North America
pineapple	South America
wheat	Europe, Australia
grapes	Europe
bananas	South America



Plant Life Cycle: Cut & Paste

First, unscramble each word to label each step of the life cycle and write it in the curved rectangle. Next, paste the correct picture above each step.

Seed

Seedling

Sapling

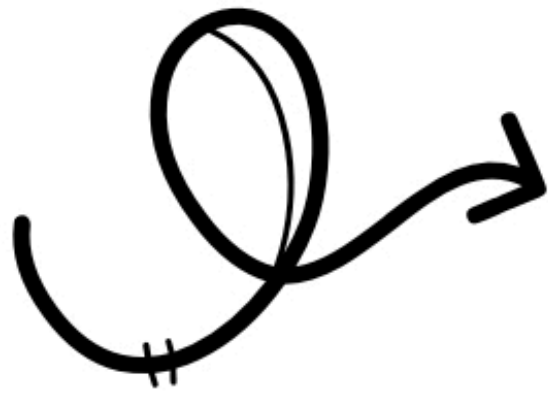
Tree

Fruit

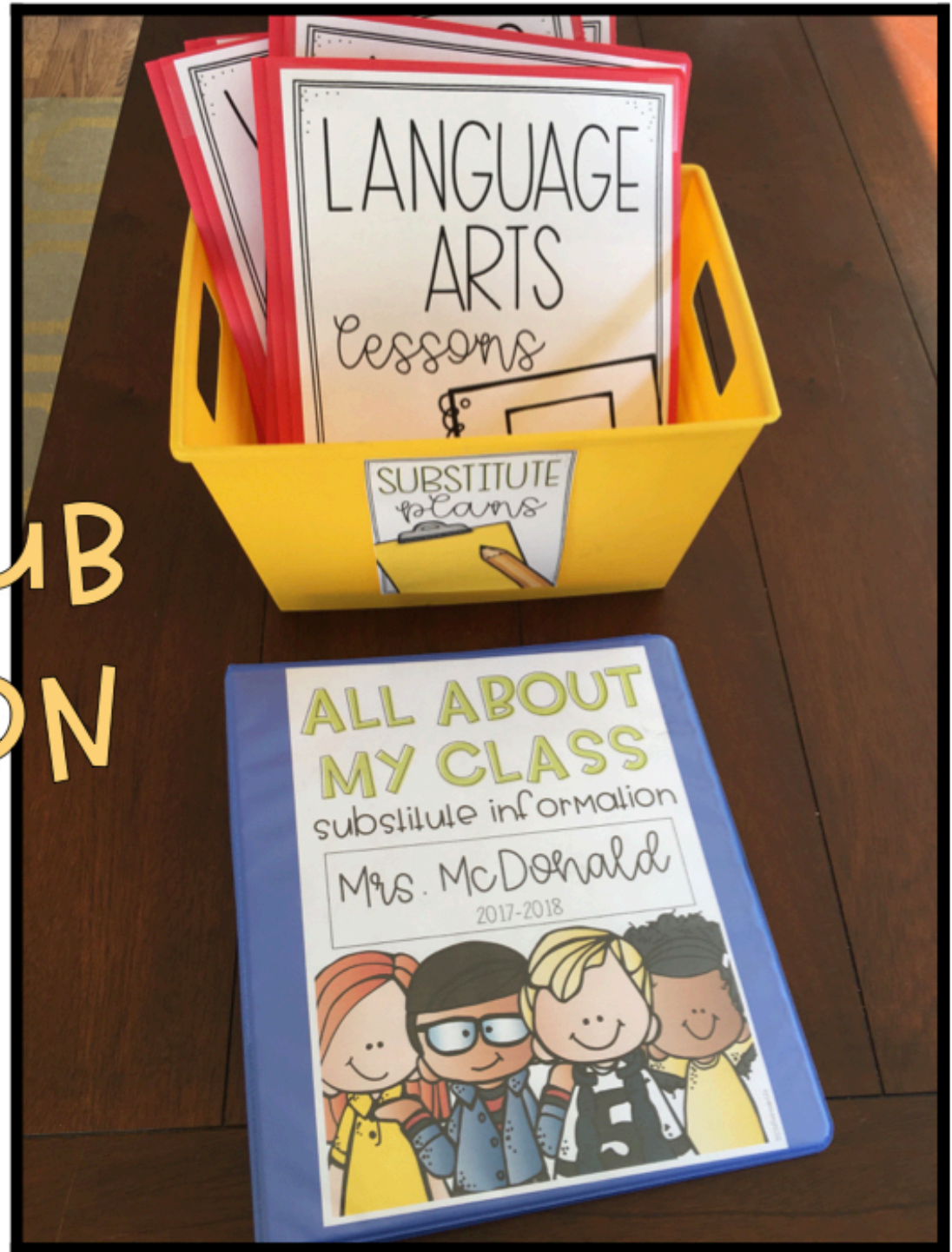
Seed

Name: _____





PLUS!!
EDITABLE SUB
INFORMATION
BINDER



BONUS: TASK CARD GAME INCLUDED

-growing numbers-

MISSING Addends

Using the lettered task cards, color the correct missing addend in the matching letter box.

Name: _____

O	P	Q
3 4	8 9	5 6
R	S	T
2 3	5 6	9 10
U	V	W
7 8	9 10	17 18
X	Y	Z
1 11	12 11	10 11

©2018TheKinderLife

-growing numbers-

MISSING

Name: _____

14 + _____ = 18

_____ + 11 = 20

©2018TheKinderLife

PREVIEW