

DETAILED Substitute Instructions

- How to introduce each activity
- Tips for completing each activity
- Ideas for EARLY FINISHERS
- BRAIN BREAK IDEAS

thank you

Please complete the following instructions.

Most pages are self-explanatory.

*If a page does not have a space for instructions, please refer to the back of the page.

<p>How old was each president when they were elected? MATH: 2.NBT.B.7</p>	<p>Read aloud the names of the presidents on this page. Have students heard of these presidents? Write 893-894 on the board and ask students to help you solve this problem.</p> <p>On this page, students will figure out how old each president was when they were elected by solving each three-digit equation. After finding the answers, ask students to write the ages of each president in order from oldest in the boxes at the bottom of the page. ANSWERS: 56, 57, 60, 64, 69, 70. EARLY FINISHERS: Challenge students to write the age of each president they solved the equation for, in a row, from YOUNGEST ELECTED TO OLDEST ELECTED on the back of this page.</p>
<p>MISSING ADDENDS Three-Digit Numbers MATH: 2.NBT.B.7</p>	<p>BREAK BETWEEN WORKSHEETS: Play FIVE AND OUT. Ask students to sit in a circle. Pick a student to start. Students take turns around the circle counting by 5s to 100. The student who gets to 100 will sit down. Will start again until the next person to say 100 sits down. Continue until one person is left.</p> <p>On this page, students will solve to find each missing addend (use the color code listed at the top of the page). Feel free to complete a couple as a class to show students how to solve. When students are finished, ask them to color code each missing addend with the color code listed at the top of the page. Finally, ask students to write the missing addend in the corner of the boxes with each missing addend. ANSWER: 100. JEFFERSON: Discuss this fun fact with the class. EARLY FINISHERS: If you could paint the White House any color, what color would you choose and why? Students can answer this question on the back of this page.</p>
<p>Vote for COLLECTIVE NOUNS LANGUAGE L.2.1.A</p>	<p>Discuss what a STACK of papers is described by each noun with students to color code each collective noun. When a student writes a collective noun: height. ANSWER: EARLY FINISHERS: What do they think their room in the White House would look like? What foods would they ask the chef to cook them? What kind of flowers would they plant in the White House garden?</p>
<p>MAKE WORDS: PRESIDENT LA RT.2.3</p>	<p>BREAK BETWEEN WORKSHEETS: complete a task push-ups. Simon the library. Who have had a good time? Start by writing the U.S.A. and the WASHINGTON thin, wait, etc. (PRESIDENT and words made from students up or pride, seed, pet wrote in the six draw something president. EARLY FINISHERS: What do they think their room in the White House would look like? What foods would they ask the chef to cook them? What kind of flowers would they plant in the White House garden?</p>
<p>MAIN CHARACTER & SUPPORTING CHARACTERS READING RESPONSE RL.2.7</p>	<p>*If I have left you a specific book for this activity, please use it. If I did not leave a book, please pick a book from the library that has more characters.*</p> <p>Discuss what a main character is (Who is the story mainly about?) and what a supporting character means (Other characters in the story have different roles. Antagonist, supporting friend, etc.). Read aloud the story and stop to discuss the characters. Write the characters on the board and list things students learn about while reading. At the end of the story, discuss who the student is the MAIN CHARACTER and why.</p> <p>On this page, students will draw/write about the main character and write about the supporting character(s). Ask students to label their drawings with animals/things.</p> <p>EARLY FINISHERS: On the back of this page, challenge students to write about their FAVORITE and LEAST FAVORITE character. Why did they like/dislike this way?</p>
<p>WHAT DOES A PRESIDENT DO? SOCIAL STUDIES: PRESIDENTS</p>	<p>Write: <u>What does a president do?</u> on the board and ask students if they know any important jobs a president has. Write their answers on the board. Clear up any misconceptions. You can also add these presidential jobs to the list:</p> <ul style="list-style-type: none"> -A president helps to make new rules called laws. He signs these laws in to action. -A president meets with other world leaders. They work together to try and solve world problems. <p>On this page, students will write and draw about what they would do if they became president. Ask students what new laws they would help create? How would they work with others to make the world a more peaceful place or solve the world's problems? Students can share their answers with a partner before writing (and illustrating) <u>three</u> things they would do on this page. EARLY FINISHERS: Ask students to draw themselves as president. What do they think their room in the White House would look like? What foods would they ask the chef to cook them? What kind of flowers would they plant in the White House garden?</p>
<p>THOMAS JEFFERSON President & Inventor SCIENCE: SCIENTIST PRESIDENTS</p>	<p>Read aloud the top paragraph and stop to discuss new vocabulary words. Ask students to color the important vocabulary words you discuss with a YELLOW crayon. Next, ask students to fill in the blanks. Finally, ask students to draw what they learned about Thomas Jefferson in the bottom box. EARLY FINISHERS: On the back of this page, challenge students to think of great inventions that a president would love. Something to help them see all the problems in the country? A machine that helps them make decisions? A robot that picks out the perfect outfits for all the press conferences?</p>
<p>BONUS PAGE: OUR CURRENT PRESIDENT</p>	<p>If I have left a book, article, and/or video about our current president, please review/read it with the class before completely this page. Discuss what students have learned or already know about the president and write their responses on the board. Students will draw a picture of the president, where he/she lives, and two facts they learned or know about the president. EARLY FINISHERS: Challenge students to think of some questions they would ask the president if they had a chance to meet the president. Students can write these questions on the back of this page.</p>

Language Arts Activities

Vote for COLLECTIVE NOUNS!

trees- BLUE cards- GREEN people- YELLOW birds- RED bees- ORANGE

Name: _____ Read, color, count, and graph to find the winning collective noun. Circle the winning group name.

Word bank: flock, crowd, swarm, bouquet, forest, deck, swarm, flock, flock, forest, crowd, deck, crowd, deck, deck, flock.

Graph area with categories: trees, cards, people, birds, bees.



ABRAHAM LINCOLN WAS THE TALLEST PRESIDENT. HE WAS

feet inches



HOW MANY WORDS CAN YOU MAKE WITH THE LETTERS IN:

PRESIDENT

MAKE SOME ANSWERS BELOW.

Work with a partner to figure out the words you can make from PRESIDENT using each clue.

Another word for a gift:

green or lights:

something you play around:

An animal you take care of is a:

A bear sleeps in a:











You do this in a chair:

If you were the PRESIDENT of your classroom, what would you change?

Math Activities

How old WAS EACH president
when they were elected?

Subtracting
with 3-DIGIT
Numbers

PRESIDENT	AGE	PRESIDENT	AGE
 RONALD REAGAN	$\begin{array}{r} 57 \\ - 51 \\ \hline \end{array}$	 BARACK OBAMA	$\begin{array}{r} 788 \\ - 741 \\ \hline \end{array}$
 DONALD TRUMP	$\begin{array}{r} 198 \\ - 128 \\ \hline \end{array}$	 GEORGE WASHINGTON	$\begin{array}{r} 68 \\ - 11 \\ \hline \end{array}$
 RICHARD NIXON	$\begin{array}{r} 257 \\ - 201 \\ \hline \end{array}$	 HARRY TRUMAN	$\begin{array}{r} 493 \\ - 433 \\ \hline \end{array}$
 JOHN F. KENNEDY	$\begin{array}{r} 618 \\ - 518 \\ \hline \end{array}$	 ABRAHAM LINCOLN	$\begin{array}{r} 69 \\ - 543 \\ \hline \end{array}$
 THOMAS JEFFERSON	$\begin{array}{r} 547 \\ - 340 \\ \hline \end{array}$	 GEORGE BUSH SR.	$\begin{array}{r} 867 \\ - 3 \\ \hline \end{array}$

Write the ages in
order from least
to greatest in the
boxes to the right.

Name: _____

MATH 2.NF.B.7

MISSING ADDENDS THREE DIGIT NUMBERS

If the missing addend is more than 500- color it BLUE.
If the sum is equal to or less than 500- color it RED.

$\begin{array}{r} 8 \\ + \\ \hline \end{array}$	$\begin{array}{r} 11 \\ + \\ \hline \end{array}$	$\begin{array}{r} 9 \\ + \\ \hline \end{array}$	$\begin{array}{r} 431 \\ + 37 \\ \hline \end{array}$	$\begin{array}{r} 233 \\ + \\ \hline \end{array}$
$\begin{array}{r} + 40 \\ - \\ \hline \end{array}$	$\begin{array}{r} + \\ - \\ \hline \end{array}$	$\begin{array}{r} + 11 \\ - 722 \\ \hline \end{array}$	$\begin{array}{r} + \\ - 802 \\ \hline \end{array}$	$\begin{array}{r} 654 \\ + 385 \\ \hline \end{array}$
$\begin{array}{r} + 744 \\ - 988 \\ \hline \end{array}$	$\begin{array}{r} + 200 \\ - 362 \\ \hline \end{array}$	$\begin{array}{r} + 342 \\ - 494 \\ \hline \end{array}$	$\begin{array}{r} + 533 \\ - 896 \\ \hline \end{array}$	$\begin{array}{r} + 502 \\ - 602 \\ \hline \end{array}$
$\begin{array}{r} + 500 \\ - 712 \\ \hline \end{array}$	$\begin{array}{r} + 121 \\ - 37 \\ \hline \end{array}$	$\begin{array}{r} + 634 \\ - 87 \\ \hline \end{array}$	$\begin{array}{r} + 240 \\ - 70 \\ \hline \end{array}$	$\begin{array}{r} + 243 \\ - 588 \\ \hline \end{array}$
$\begin{array}{r} + 533 \\ - 8 \\ \hline \end{array}$	$\begin{array}{r} + 8 \\ - 100 \\ \hline \end{array}$	$\begin{array}{r} + 900 \\ - 511 \\ \hline \end{array}$	$\begin{array}{r} + 57 \\ - 0 \\ \hline \end{array}$	$\begin{array}{r} + 422 \\ - 879 \\ \hline \end{array}$
$\begin{array}{r} + 145 \\ - 366 \\ \hline \end{array}$	$\begin{array}{r} + 410 \\ - 722 \\ \hline \end{array}$	$\begin{array}{r} + 511 \\ - 632 \\ \hline \end{array}$	$\begin{array}{r} + 454 \\ - 874 \\ \hline \end{array}$	$\begin{array}{r} + 320 \\ - 981 \\ \hline \end{array}$

243 101 221 220 661 103 244 611 800 800 611 100 103 221 291

was convinced that if he soaked his feet in a bucket of icy
water every day, he would never get a cold!

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MATH 2.NF.B.7

Writing

Reading Response

If I were *president* I would...

1. _____

2. _____

3. _____

4. _____

1. _____

2. _____

3. _____

4. _____

1. _____

2. _____

3. _____

4. _____



Title: _____

The main character

The supporting characters

WRITING W23 . Name: _____ ©2018 The Kinder Life

READING RESPONSE R23 Name _____ ©2018 The Kinder Life



Social Studies

Science

What does a PRESIDENT do? True or False Sort

Read the facts below. Decide whether you think they are true or false. Paste the answers in the correct column.

TRUE

FALSE

PREVIEW

SOCIAL STUDIES



THEODORE ROOSEVELT

A president serves a 4-year term last year.	President Hoover was a boy leader because boys are strong.	President Roosevelt was 35 years old when he became president.	President Lincoln was the leader of the USA.
The president makes all the laws by himself.	A president can serve up to two terms, which means eight years total.	The president has a group of bodyguards called the Secret Service.	The president is in charge of all the money in the world.
The president helps keep our country safe.	The president meets with other world leaders to solve problems.	If the president dies, resigns, or is removed, the Vice president becomes president.	A president can be president for as many years as they want.
			The president lives in the White House.

Thomas Jefferson: President & Inventor

Thomas Jefferson was our 3rd president. He had 6 sisters and 3 brothers. Not only did he serve as our president for 8 years, he also contributed many scientific ideas and inventions to the U.S. He helped invent the printing and technology that we use today. He helped make the world a better place for farmers. If you ever go to a museum and see fossils, you will see the printing methods that Thomas Jefferson invented. President Jefferson could speak 5 languages. He was an excellent writer! He was also the first president to shake hands instead of bowing.

Thomas Jefferson was the _____ president. He had _____ siblings total! Not only did he serve as our president for _____ years, he also contributed many scientific _____ and _____ to the U.S.A.!

He helped invent _____ farming and _____ technology for _____ farmers. He helped make the world a better place for _____ farmers.

President Jefferson spoke _____ languages and was an excellent writer. He was also the first president to shake _____ instead of _____.

Draw a picture of what you learned about Thomas Jefferson in the box.




SCIENCE: SCIENTIST PRESIDENT

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BONUS PAGE



Our Current President 

Year Elected:

The president lives here:

TWO facts ABOUT OUR 

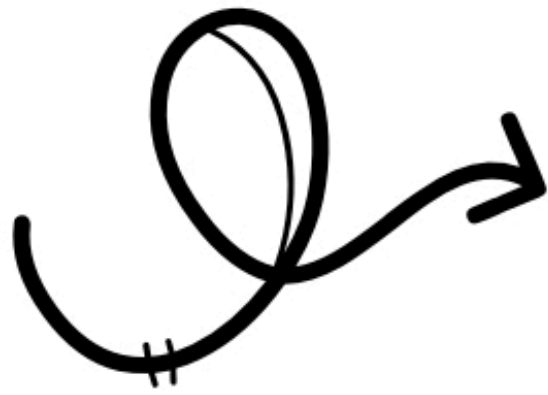
1. _____

2. _____

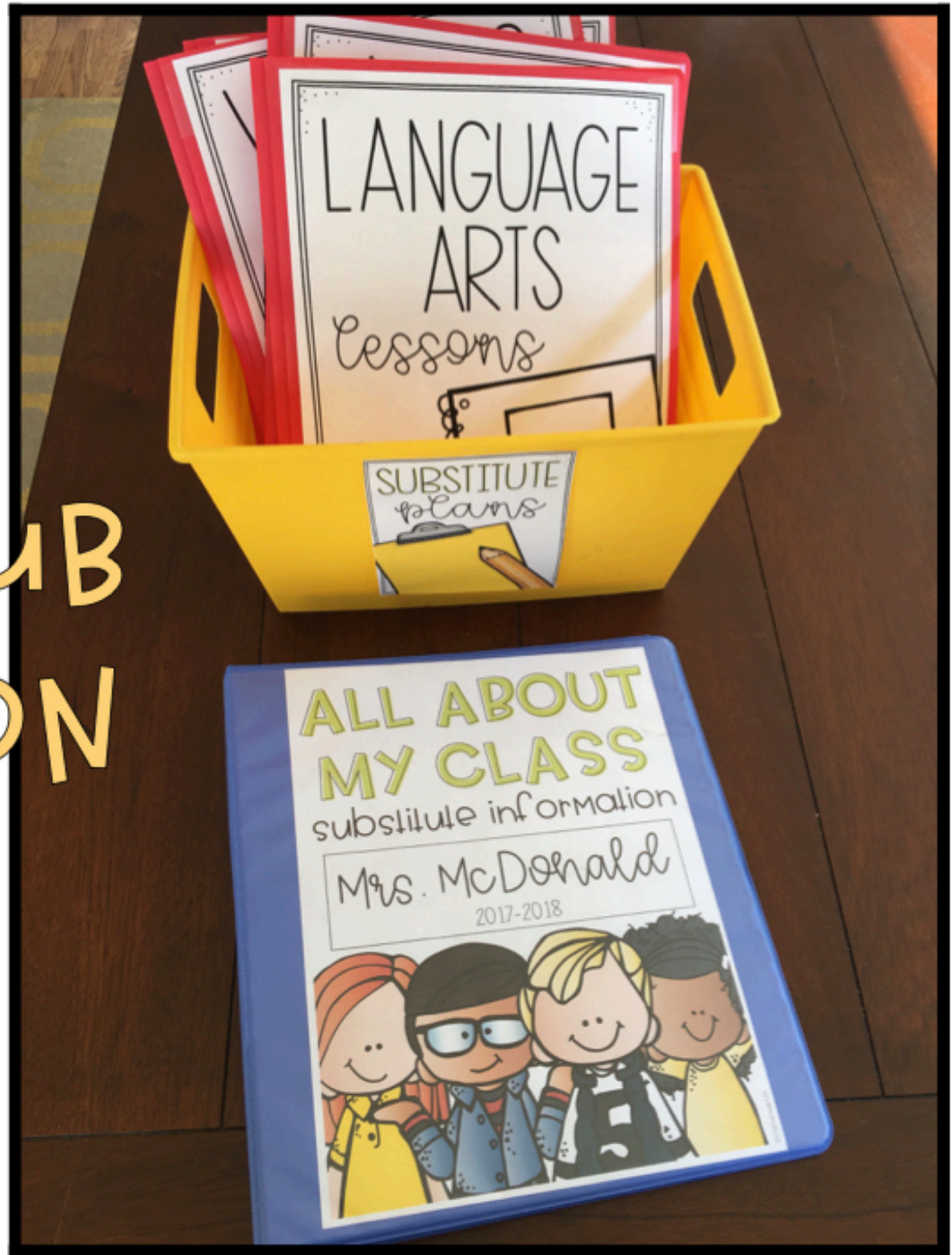
Name: _____

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PREVIEW



PLUS!!
EDITABLE SUB
INFORMATION
BINDER




BONUS: TASK CARD GAME INCLUDED

- red, white, & blue
Three-digit MISSING Addends

Name: _____

O		
636	633	
R		
630	360	
U		
522	252	
X		
202	200	
Y		
632	26	




205
+
838

- red, white, & blue
Three-digit MISSING Addends


Name: _____

letter	364	
<input type="text"/>	360	
224	633	
letter	<input type="text"/>	
113	760	
letter	<input type="text"/>	
111	522	
letter	<input type="text"/>	



+ 730
950

Solve the double-digit addition problem and find the answer below. Write the letter of the card in the box below the missing addend.



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