

DETAILED Substitute Instructions

thank you for working (our class today!
WE APPRECIATE YOU

Please complete the following

Daily

Most pages are self-explanatory

instruct

*If a page does not have a space for students

The TWO of us like TO help the Earth TOO!
LA RT 2.9C

Write the following words of when you would use board. On this page, students will write TWO/TOO should go to then paste the sentence to work on this page to number of sentences that the blank of the fun fact planet from the sun. E draw their FIVE favorite

THERE, THEIR, THEIR
LA RT 2.9C

BREAK BETWEEN WORKSHEETS on the carpet or at the you will call out a noun thing, or animal) and at the board for the class verb. If it is a NOUN, (Spelling the word out slowly and then start to have gotten a good idea —Write the following examples of when you on the board. On this page which THERE/THEIR/T each blank. Next, ask students of the page. Finally, as the blank. They all write with the class. What do **FINISHERS**. On the back what they love and the

MAKE A TEN... THEN ADD
MATH 2.NBT.B.3

On this page, students will solve each equation by **CIRCLING** the two numbers that make ten and then adding the third number. Show students the example in gray in the first box. After solving each equation, students will use the sum and the number code at the bottom of the page to figure out the last blank of the fun fact. **ANSWER:** Earth is the only planet with life on its surface.

EARLY FINISHERS: On the back of this page, ask students to draw places in their neighborhood. This is their own little part of Earth!

UP TO 1000 NUMBER PUZZLES
MATH 2.NBT.B.3

BREAK BETWEEN WORKSHEETS Play Let's Make 20. First, ask 10 crayons and then explain the following directions. Write a number students will only have 10 crayons only pick numbers between 10. Ask students how many MORE they need to make 20. For example, you wrote is 14, then 6 is the answer. Discuss a few examples. Y number on the board and ask students to SILENTLY decide how many need to make 20. Students will grab THAT many crayons and hold several times with different numbers.

On this page, student will fill in the blank boxes to create little chart. Feel free to explain how to do this using the little gray hints of boxes. You can complete the first set of boxes together as a students up to review the answers. When students are finished, a the number they wrote on top of the gray EARTH image (365) at bottom of the page. Read the question in the bottom right and as discuss the Fun Fact and the answer to this question? Do they relate? Feel free to draw any pictures on the board that help explain connection between these two things. **ALSO FEEL FREE TO SHARE FOLLOWING WITH THE CLASS:** A year on Earth isn't 365 days it's actually 365.2564 days. It's this extra .2564 days that create Leap Year once every four years. That's why, every four years, extra day in February (e.g. 2004, 2008, 2012, etc.).

EARLY FINISHERS: On the back of this page, ask students to draw the things made of PLASTIC they can think of. How many can they show to recycle these things!

FIVE FUN FACTS
READING RESPONSE
RI.2.1

If I have left you a book about the Earth or recycling, please read activity. If I have not left you a book, please pick a NONFICTION our classroom library. *If you can find a book about the EARTH, awesome! **Before Reading:** Ask students to tell you what they are the subject of this book. Write their responses on the board. **After Reading:** Ask students what they learned from this book. Write responses on the board. —Students will write and draw about 5 they learned from this book. **EARLY FINISHERS:** On the back of students to draw 5 big circles and label each circle with a different word **EARTH**. Inside each circle, students will draw things that begin with that letter. For example, elephant, envelope, egg, eagle, etc. in the E circle. like airplane, apple, ant, etc. in the A circle.

FOUR Ways I Can Help Protect Planet Earth
WRITING W.2.2

Ask students to make a PLAN for protecting the Earth. What things can they do **STARTING TODAY?** Write their responses on the board. Students will pick FOUR things from the class' plan and write/draw about them on this page. If time, give students a chance to share their ideas with the class.

EARLY FINISHERS: On the back of this page, ask students to create a new PLANET. What would it look like? What things would live on it? What would they name this new planet?

I CAN SAVE THE EARTH SORT
SOCIAL STUDIES

On this page, students will sort each phrase based on whether it is an action that HELPS the Earth or an action that HURTS the Earth. You can choose to read each phrase aloud with students or have them work in groups. **TIP:** Have students color the HELPING phrases GREEN and the HURTING phrases RED. There will be one (...making jeans) sentence that students may not have any idea what column it belongs in. Discuss the fact written at the bottom of the page and discuss with the class whether it sounds like "...making jeans" is something that HURTS or HELPS the Earth.

EARLY FINISHERS: On the back of this page, ask students to write and draw about what they think Earth will be like in 100 years. What will it look like? What will be different? What will be the same? Who will be living on Earth?

LANDFORM MATCH
SOCIAL STUDIES

Ask students to match each landform to its matching picture at the bottom of the page. Next, ask students to pick two animals out of the word bank that live where these landforms are located and write them in the last box. Challenge them to not REUSE any of the animal words. Discuss the answers as a class.

EARLY FINISHERS: Challenge students to design their own rocket on the back of this page. Ask them to label all the cool things they would add to the OUTSIDE and INSIDE of this rocket. Where would they hope to travel using this rocket?

BONUS PAGE!
The LAYERS of the Earth
SCIENCE: EARTH

Partner students up to read this page. Next, ask students to color the layer **NAMES** in the paragraph with a YELLOW crayon. Ask students if they heard any unfamiliar or new words in this paragraph (enormous, iron, etc.). Discuss the meaning of these new words and ask students to color these words PURPLE. Next, ask students to color each layer of the Earth a different color and label each layer according to the information in the paragraph. This can be completed as a whole group.

EARLY FINISHERS: On the back of this page, ask students to write a silly story about traveling to the middle of the earth. Would they dig? Invent a crazy machine to get there? What would they see or do once they got there?

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

Language Arts Activities

The **two** of us like to help Earth **too**! TO, TWO, & TOO SORT

Read each sentence and decide what kind of two/too/to goes in the blank and then sort it accordingly.

to

two

too



How many sentences did you paste in the TOO column? Write that number in the blank.

Earth is the _____rd planet from the sun!

If you want _____ help Earth, take care of it.

Your family lives on Earth _____

I try _____ ride my bike instead of driving.

Some planets have _____ or more moons.

There are more than _____ continents on Earth.

Astronauts have traveled _____ the moon!

There are _____ Americas on Earth.

If you lived on Mercury, it would be _____ hot!

If you lived on Uranus, it would be _____ cold!

You will help reduce pollution if you choose _____ carpool.

Astronauts hope _____ travel _____ other planets.

Your teacher likes Earth _____

THERE, THEIR, they're

Read each sentence and add the right there/they're/there in each blank. Next, color all the sentences about HELPING the Earth- BLUE and all the sentences about HURTING the Earth- GREEN.

They turned off _____ lights before leaving the house.

_____ cutting down all the trees in our nearby forest.

_____ car uses solar energy instead of gas.

I see a family who is recycling over _____.

I used _____ shower for over an hour.

_____ is the pile of litter I collected at recess.

_____ sorting all the trash so that not everything goes to a landfill.

Will you keep the lights plugged in over _____?

_____ buying some reusable shopping bags.

Each family member drove _____ own car to the park.

_____ throwing away all their old clothes.

How many sentences did you write **THEY'RE** in the blank? Write that number on the line.

Earth was formed over _____ billion years ago!



Math Activities

MAKE A TEN...THEN ADD

Circle the two numbers that make ten and then add the third number. Write the sum below each equation.

$\begin{array}{r} 5 \\ + 4 \\ \hline 6 \end{array}$	$\begin{array}{r} 8 \\ + 4 \\ \hline 2 \end{array}$	$\begin{array}{r} 1 \\ + 9 \\ \hline 6 \end{array}$	$\begin{array}{r} 5 \\ + 1 \\ \hline 5 \end{array}$	$\begin{array}{r} 7 \\ + 3 \\ \hline 3 \end{array}$	$\begin{array}{r} 4 \\ + 4 \\ \hline 6 \end{array}$
$\begin{array}{r} 5 \\ + 9 \\ \hline 5 \end{array}$	$\begin{array}{r} 3 \\ + 7 \\ \hline 1 \end{array}$	$\begin{array}{r} 3 \\ + 6 \\ \hline 4 \end{array}$	$\begin{array}{r} 8 \\ + 2 \\ \hline 6 \end{array}$	$\begin{array}{r} 5 \\ + 5 \\ \hline 5 \end{array}$	$\begin{array}{r} 1 \\ + 4 \\ \hline 6 \end{array}$
$\begin{array}{r} 1 \\ + 9 \\ \hline 9 \end{array}$	$\begin{array}{r} 5 \\ + 0 \\ \hline 5 \end{array}$	$\begin{array}{r} 7 \\ + 3 \\ \hline 3 \end{array}$	$\begin{array}{r} 5 \\ + 5 \\ \hline 7 \end{array}$	$\begin{array}{r} 3 \\ + 7 \\ \hline 9 \end{array}$	$\begin{array}{r} 5 \\ + 4 \\ \hline 6 \end{array}$
$\begin{array}{r} 5 \\ + 7 \\ \hline 3 \end{array}$	$\begin{array}{r} 5 \\ + 5 \\ \hline 8 \end{array}$	$\begin{array}{r} 8 \\ + 2 \\ \hline 8 \end{array}$	$\begin{array}{r} 1 \\ + 1 \\ \hline 9 \end{array}$	$\begin{array}{r} 6 \\ + 4 \\ \hline 7 \end{array}$	$\begin{array}{r} 1 \\ + 4 \\ \hline 6 \end{array}$
$\begin{array}{r} 9 \\ + 2 \\ \hline 8 \end{array}$	$\begin{array}{r} 7 \\ + 3 \\ \hline 3 \end{array}$	$\begin{array}{r} 9 \\ + 1 \\ \hline 0 \end{array}$	$\begin{array}{r} 5 \\ + 4 \\ \hline 6 \end{array}$	$\begin{array}{r} 3 \\ + 7 \\ \hline 7 \end{array}$	$\begin{array}{r} 2 \\ + 2 \\ \hline 8 \end{array}$

After solving all the equations above, write the letter seen in the box containing each of the sums below to figure out the missing words to this fun fact about Earth.

Earth is the only planet with 13 11 10 19 11 15

16 18 12 14 17 on its surface.



UP TO 1000 NUMBER PUZZLES



Name: _____

$\begin{array}{r} -1 \\ 245 \end{array}$	$\begin{array}{r} -10 \\ 556 \end{array}$	$\begin{array}{r} -9 \\ 789 \end{array}$
$\begin{array}{r} +9 \\ 366 \end{array}$	$\begin{array}{r} +10 \\ 743 \end{array}$	$\begin{array}{r} -8 \\ 888 \end{array}$
$\begin{array}{r} 658 \end{array}$	$\begin{array}{r} 311 \end{array}$	$\begin{array}{r} 130 \end{array}$
$\begin{array}{r} 599 \end{array}$	$\begin{array}{r} 972 \end{array}$	$\begin{array}{r} 249 \end{array}$

What number did you write on top of the gray Earth? Write that number in the blank below.

It takes the Earth approximately _____ days to orbit the sun.

What else do you know that lasts about 365 days?

Writing

Reading Response

FOUR ways I can help protect planet **Earth**

1

2

3

4



Name: _____

Writing W.2.2

Title: _____

Fun **FACTS** I learned:

1

2

3

4

5

Name: _____



READING RESPONSE R.2.1

Social Studies

Science

I Can Save the EARTH Sor!

Read each statement below and decide whether it helps or hurts the Earth. There is ONE statement that might seem extra tricky. DON'T! It has to do with clothes. Learn more about this at the bottom of the page.

We HELP the Earth by...

We HURT the Earth by...



THOUGHT CHALLENGE:
HOW DOES THE EARTH HELP US?

*Did you know? It takes about 2,900 gallons of water (about 70 bathtubs full) to make these!

- | | | | | | |
|--|--|----------------------------|--|---------------------|------------------------------------|
| volunteering to clean up litter on the beach. | throwing our trash out the car window. | composting our food waste. | making jeans. | cutting down trees. | taking the bus to work and school. |
| driving our cars instead of walking to a nearby place. | teaching others about ways to protect the Earth. | taking long showers. | leaving all the lights on when we leave the house. | donating old toys. | recycling plastic water bottles. |

S.S.: PROTECTING THE EARTH

LANDFORM Match

Match each landform with a picture from the bottom of the page. Next, pick two animals from the word bank that you think would live there and write them in the blank box.

NAME	PICTURE	ANIMALS THAT MIGHT LIVE HERE
plain	paste it	
mountain	paste it	
lake	paste it	
ocean	paste it	
desert	paste it	
canyon	paste it	

animal word bank

bear

octopus

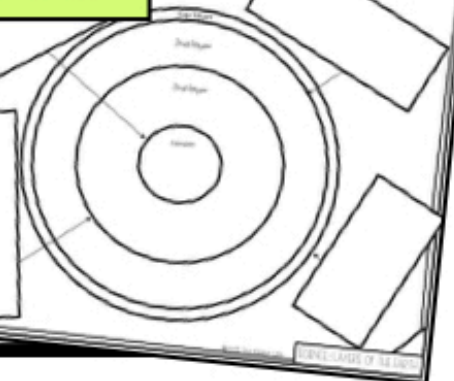
sheep

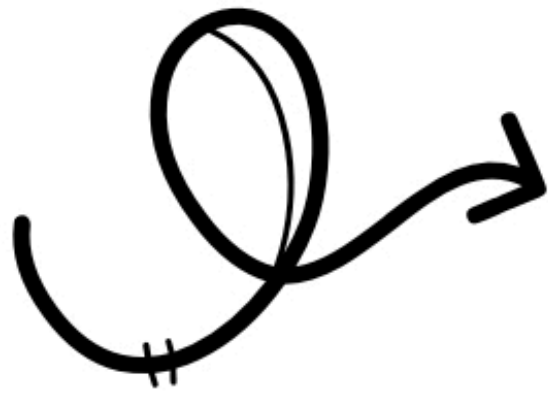
BONUS PAGE INCLUDED

The LAYERS of the eARTH

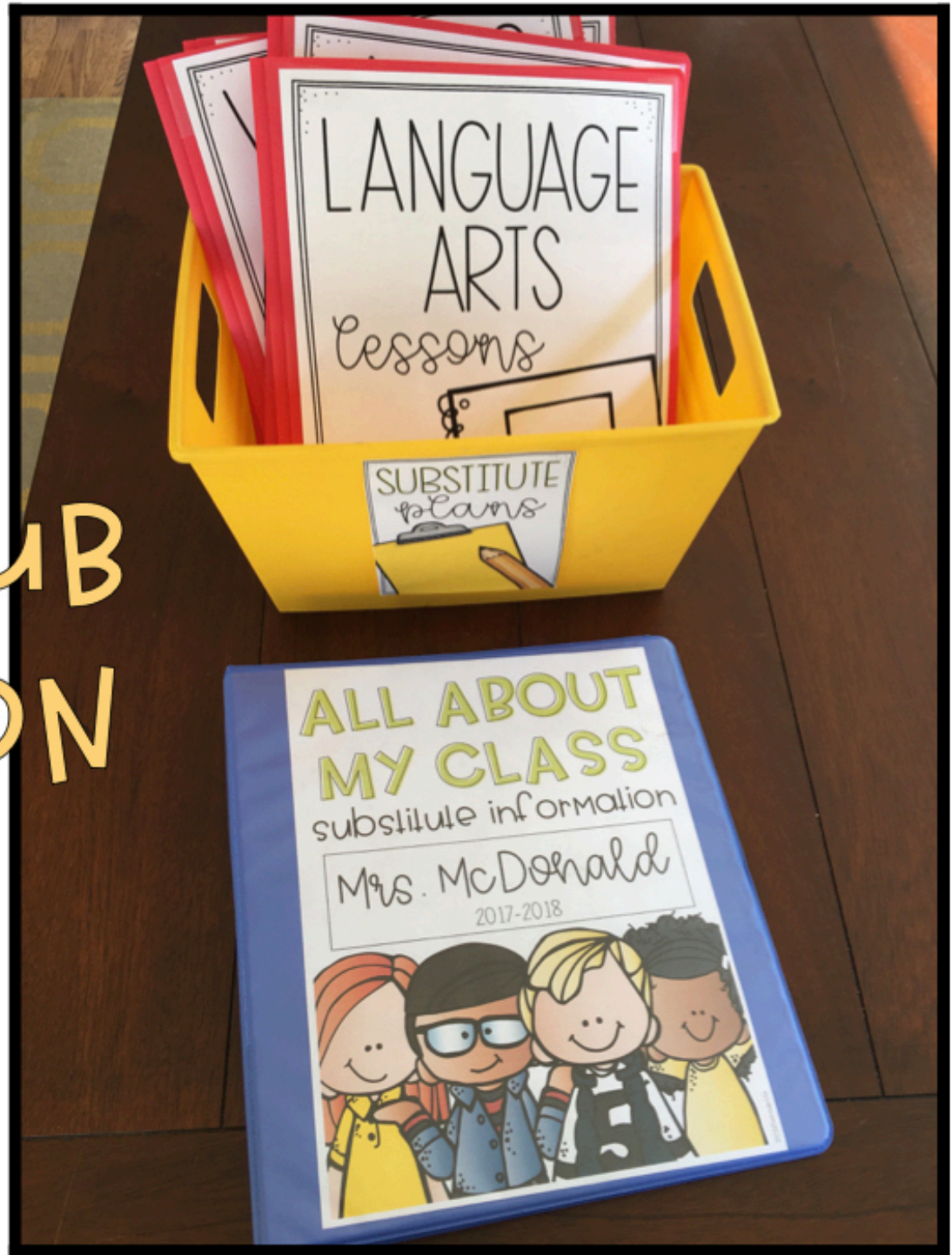
After reading the paragraph below, highlight the names of the layers of the Earth. Color any new vocabulary words you read with a purple crayon. Finally, label the layers of the Earth below. COLOR EACH LAYER A DIFFERENT COLOR.

The Earth is made of 4 main layers. There are three solid layers and one liquid layer. The top layer is the **CRUST**. The crust is the thinnest layer. We live on the rock it takes up about 85% of the Earth's weight. The 2nd layer is the **MANTE**. This layer is made of both solid and melted. The outer core is made of iron and nickel. The center of the Earth is the **INNER CORE**. The inner core is a huge ball of metal that stays solid because of the enormous amount of pressure surrounding it. By studying rocks and meteorites (rocks from space), we know the Earth is about 4.5 billion years old.





PLUS!!
EDITABLE SUB
INFORMATION
BINDER



BONUS: TASK CARD GAME INCLUDED

homophones their, they're, there
two, too, to

Using the homophones listed above, WRITE the number of the task cards where each homophone should be.

Name: _____

70

I want _____
play with
my friends.

72

Where is _____
car?

homophones their, they're, there
two, too, to

Using the homophones listed about, WRITE the homophone that fits in the blank of each sentence on the numbered task cards.

Name: _____

70

to
too

73

too
two
there

76 they're
77 they're
78 their
there

79 to
two

80 too
to

81 there
their

homophones their, they're, there
two, too, to

Using the homophones listed above, REWRITE each sentence and INCLUDE the missing homophone that fits in the blank. Write the number of the task card in the circle on the right.

Name: _____

they're their

too

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