

DETAILED Substitute Instructions

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

Please complete the following
Daily
Most pages are self-explanatory
instructions

*If a page does not have a space for students to

PLANTING DOUBLE CONSONANT WORDS
LA RF.2.1C
Write the following words words have in common? On this page, students will them according to the color students to write one of the sentences. After filling in each word in the far right out what word they only the blank of the fun fact with the class. **EARLY FINISHERS:** Draw the plants that they see in bearing plants? Trees?

TELL ME ALL ABOUT IT! PLANTS
LA RF.2.1C
BREAK BETWEEN WORK game. Explain to students living thing. If it is LIVING 10 seconds. If it is NONLIVING 10 seconds. If it is NONLIVING position and hold it for 10 seconds. If you call out two or more count 10 more seconds in. Continue calling out words. —On this page, students review/explain what alpha consonant options to fill in learned from this paragraph. On the back of this page plants would it contain? Write an EXTRA special about their

Our Brains Are Growing!
MATH 2.NBT.A.1
On this page students will practice comparing three-digit numbers. Review the following symbols < > =. What do these mean? Can students think of some examples. Write these examples on the board. Students will cut and paste each of the symbols below each set of three-digit numbers to show comparison. Then students to WRITE the correct symbol in between each set of numbers. **EARLY FINISHERS:** THEN they can cut and paste the symbols. When students are finished, they write the letters seen in the (GREATER THAN) > boxes to figure out the word that goes in the blank of the fun fact. **ANSWER: FINGERS.** **EARLY FINISHERS:** On the back of this page ask students to write a silly sentence about a plant that can't stop growing. What trouble will this plant cause?

I NEED A FENCE FOR MY GARDEN!
MATH 2.OA.B.2
BREAK BETWEEN WORKSHEETS: Count to 200 with students while doing movement for each group of ten. Before counting, decide (as a class) what actions they will do for each ten. Write the class' decisions on the board. Example: 1-10 jumping jacks? 11-20 sit-ups? Write a number line (0-20) on the board. Write a few simple equations on board and solve these with students using the number line. —On this page students will practice adding 4 numbers together to figure out the amount of fence that they need to each patch of Astrid's garden. (You explain to students that this is called perimeter). After adding the numbers together, they will use the perimeters listed at the bottom to figure out what to draw inside each of the fenced gardens. ****OPTIONAL BONUS DISCUSSION** when students are finished. "OOPS! Astrid didn't draw the fence to scale. Can you figure out which lengths weren't drawn correctly? What SHOULD look bigger or smaller based on what their perimeter was?" Discuss with the class if desired. **EARLY FINISHERS:** On the back of this page, challenge students to draw a garden they would love to create. What would they plant? Would it have a fountain? Pond? Birdbath? Bench?

BEG. MID. END-SEQUENCE
READING RESPONSE RL.2.5
If I have left you a book, please use that for this page. If I have NOT left a book, please pick a book containing a clear sequence from our classroom library. —Before reading this story, discuss the TRANSITION words listed at the top of the page. They are scrambled on purpose to support a discussion of their meaning. Which words would they use to describe the BEGINNING, the MIDDLE, and the END? —While reading, stop to discuss the beginning, middle, and end with the class. —After reading, students will write about the sequence on this page using the words at the top of the 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 books about plants or other living things. Students can read and discuss what they learn from each of these books with a partner.

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

How to Grow a Garden
WRITING W.2.3
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:** 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?

STEM OR ROOT? What do we eat?
SCIENCE: PLANTS
Start a discussion about what parts of a plant we eat. Which of the six plants listed do we eat the tops/stems of? Which of the six plants do we eat the bottoms/stems of? **ANSWERS:** TOPS: corn, broccoli, cucumbers. BOTTOMS: beets, carrots, potatoes. Ask students to cut and paste the plants above or the ground line based on where the part of the plant we EAT grows. Next, label each of the vegetable pictures by writing its name from the word bank near it. Last, ask students to think of eight foods that grow from seeds that they LIKE and eight foods that grow from seeds that they DISLIKE and write them in the boxes. **EARLY FINISHERS:** Challenge students to create two new plants. What would they name these plants? What would they plants look like? Could you get food from them?

HOW DO SEEDS TRAVEL?
SCIENCE: PLANTS
Start a discussion by asking students: How are new plants and trees planted in the forest if there are not people living there? How do the seeds get in the ground and in new places? Write their guesses and responses on the board. Next, ask students to read each of the sentences below, draw a picture of the meaning of the sentence, and then paste the mode of transportation that a seed travels according to the sentence in the far right box. Last, ask students to draw and label all the things that a SEED needs to grow. **POSSIBLE ANSWERS:** sun, water, soil, protection from harsh weather, etc. Students can discuss these answers with a partner. **EARLY FINISHERS:** On the back of this page, challenge students to think about how they would like to travel if THEY were a seed. Would they like to be blown by the wind? Planted by a person? Why? Ask students to draw and write about this on the back of the page.

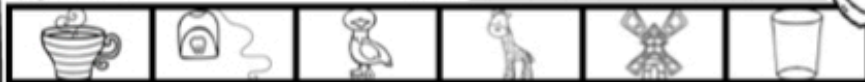
Language Arts Activities

PLANTING DOUBLE CONSONANT WORDS

Using the color key below, color each DOUBLE CONSONANT word.

COLOR KEY:

Name: _____



pink	blue	black	brown	yellow	red
floss	coffee	floss	giraffe	coffee	giraffe
glass	seagull	glass	windmill	coffee	floss
seagull	glass	coffee	coffee	seagull	glass
floss	floss	seagull	giraffe	floss	coffee
giraffe	windmill	floss	coffee	glass	glass
seagull	glass	giraffe	glass	windmill	floss
coffee	coffee	glass	windmill	glass	glass
windmill	glass	floss	floss	coffee	glass
floss	floss	glass	windmill	seagull	seagull

Next, fill in the sentences below with the correct DOUBLE CONSONANT word and write the double consonants seen in each word in the last box.

The _____ likes to eat tall trees.	
I grew a potato plant out of _____ of water.	
A _____ eats plants and animals.	
I used _____ to get the spinach out of my teeth.	
I saw a _____ spinning at the end of the field.	
It takes 3-4 years for a _____ plant to bear fruit.	

Which word did you only color ten of? Write that word in the blanks below:

_____: Comes from an Arabica plant which is a bush with dark green leaves. The fruits of these bushes contain seeds which are the _____ beans.

TELL ME ALL ABOUT IT! PLANTS

Fill in each blank with the double consonant that matches a picture on the right. Next, draw a line from each word to each matching picture. Then, list all the words in alphabetical order.

Alphabetical Order

ki _____	●
cli _____	●
pu _____	●
she _____	●
fi _____	●
ja _____	●
footba _____	●
do _____	●
bi _____	●
pre _____	●



POSSIBLE DOUBLE CONSONANTS: ZZ SS LL FF

Use each of the possible double consonants listed to complete the paragraph below.

Let me te _____ you all about plants! Plants are used for many good things like clothes, paper, and medicine. Animals that bu _____ use plants too! But be careful not touch or eat all plants! Some plants are dangerous and can make you sick, break out in a rash, or are poisonous if you eat them. The berries of wild plants can be poisonous. Be careful not to eat these things. This is important stu _____ for your cla _____ to remember!



Math Activities

OUR BRAINS ARE GROWING! MORE OR LESS

Compare each set of numbers and paste the correct symbol in the blank boxes below. Next, find the answer to the Sum. Add by turning the letters found in the boxes with GREATER THAN > signs on the blank.

Name _____

b	a	f	i	m
367 390	724 724	997 967	354 304	768 886

p	n	t	g	y
277 377	700 500	388 388	898 858	966 999

e	r	v	w	s
112 110	723 720	502 521	545 545	846 830

After pasting all the <, >, & = signs, write all the letters seen in the > boxes from left to right on the lines.

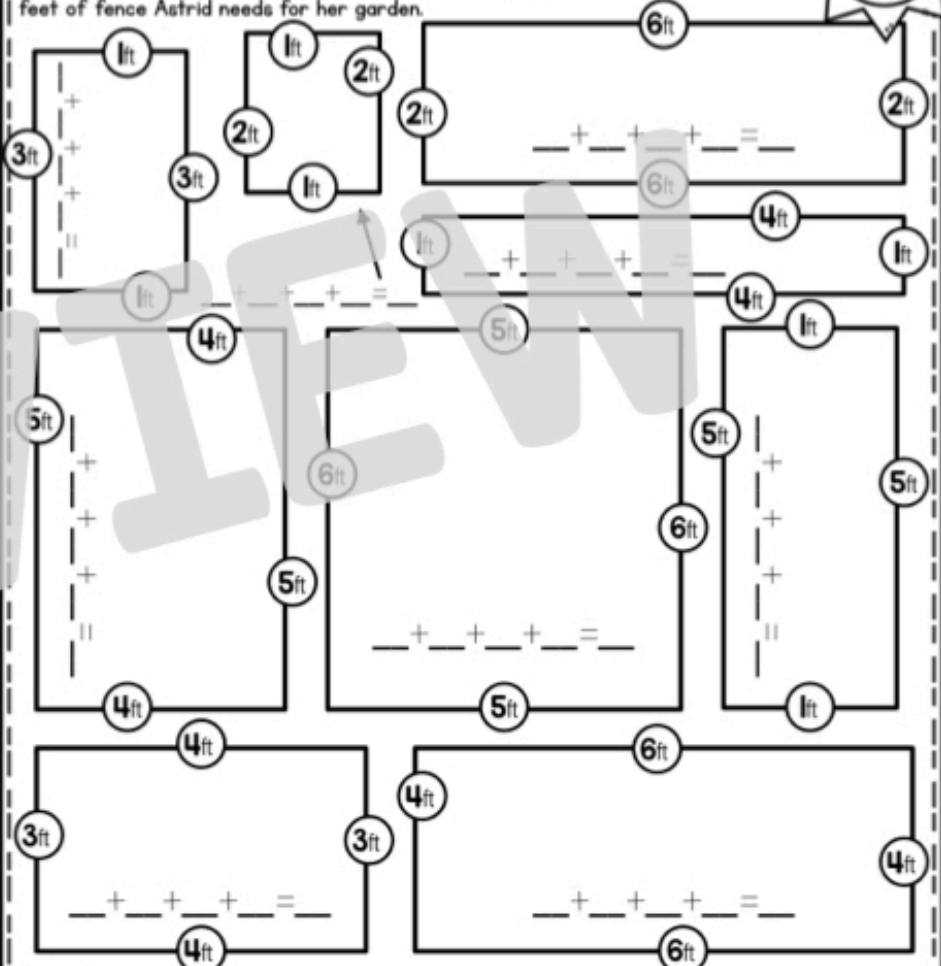
Banana is an Arabic word for _____!



>	>	>	>	>
>	>	<	<	<
<	<	=	=	=

I need a fence for my garden!

Add all four sides of each rectangle to figure out how many feet of fence Astrid needs for her garden.



ADD MY PLANTS: TOMATOES: 22ft CARROTS: 20ft LETTUCE: 16ft

FLOWERS: 12ft STRAWBERRIES: 14ft GREEN BEANS: 18ft

BLUEBERRIES: 10ft PUMPKINS: 6ft WATERMELON: 8ft

Writing

Reading Response



How to Grow a Garden

1.

2.

3.

Name: _____

©2015 Year Up WRITING W.2.2



Title: _____

Transitional Words	then	first	in the beginning	finally	next	in the middle	in the end
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Large lined area for writing a response.

Name: _____

READING RESPONSE: R.2.5



Social Studies

Science

STEM OR ROOT? What do we eat?

Cut and paste the plants above on the ground line based on where the part of the plant we EAT grows. Next, label each of the vegetable pictures by writing its name from the word bank near it. Last, think of eight foods that grow from seeds that you LIKE and eight foods that grow from seeds that you DISLIKE.

Name _____

tops

bottoms

WORD BANK

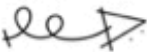
potato broccoli corn carrot beet cucumber

Foods That Grow From Seeds...

that i like

that i dislike

that i like		that i dislike	



SOCIAL STUDIES: FOOD

HOW DO SEEDS TRAVEL?

read it

draw it

paste it



Seeds stick to the feather or fur of animals.

Some seeds float and can be carried by rivers and streams to new places.

Some seeds are light and shaped like helicopters or parachutes.

Farmers, gardeners, and other people plant seeds.

When some seeds are ripe, they burst when touched and spray seeds everywhere.

WHAT DO SEEDS NEED TO GROW?

by wind

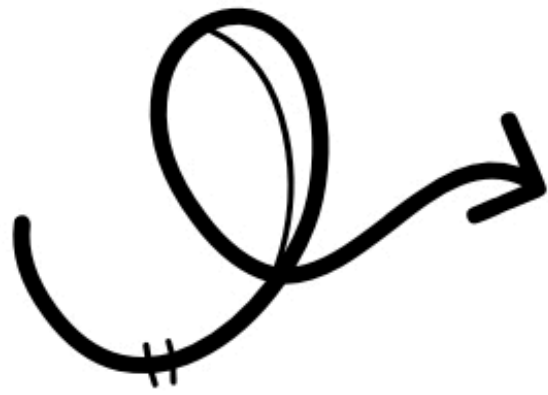
by bursting

by water

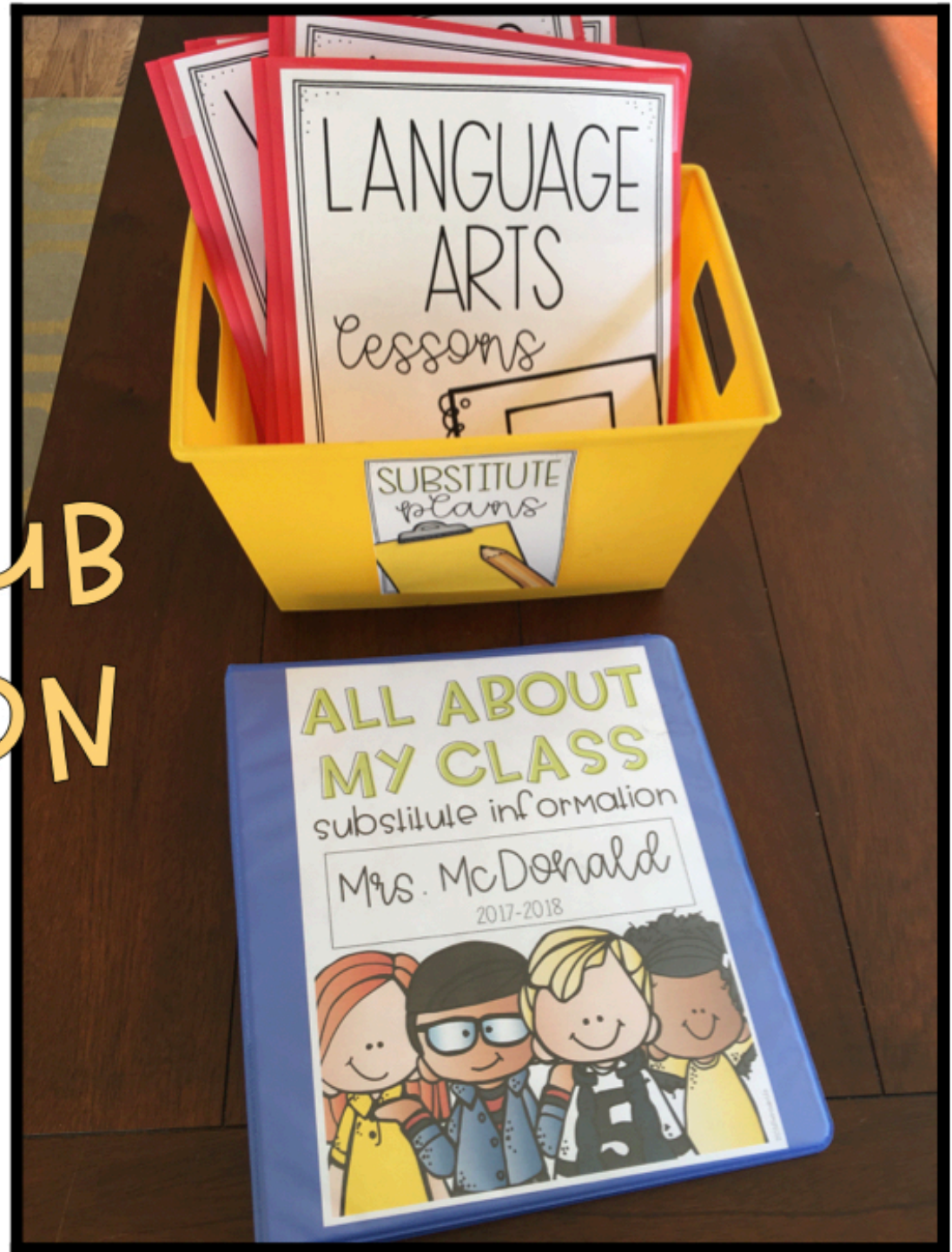
by people

by animals

SCIENCE: PLANTS



PLUS!!
EDITABLE SUB
INFORMATION
BINDER



BONUS: TASK CARD GAME INCLUDED

MAKE TEN THEN ADD

Name: _____

O	10+3=	10+4=
R	10+3=	10+6=
U	10+6=	10+1=
X	10+3=	10+8=

MAKE TEN THEN ADD

Name: _____

O	14
R	12
U	16
X	18
Y	17
	19

MAKE TEN THEN ADD

Name: _____

Using each lettered task card, find the 10+...= equation that matches the equation on the card and write the letter seen on that matching card. Next, solve the equation and write the sum.

P	$5+5+1=$
O	$3+4+7=$

$10+1=$	$10+4=$	$10+7=$
TASK CARD	TASK CARD	TASK CARD
$10+8=$	$10+3=$	$10+1=$
TASK CARD	TASK CARD	TASK CARD
$2=$	$10+9=$	$10+0=$
TASK CARD	TASK CARD	TASK CARD
$6=$	$10+7=$	$10+8=$
TASK CARD	TASK CARD	TASK CARD

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