

# 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 on the "Schedule" page of our Substitute Instructions. Most pages are self-explanatory and provide detailed instructions.

\*\*If any pages DO NOT have a space provided to write on, please use the back of the page.

**Rotten Apples!**  
Read & Color the Short Vowel Words  
READING R.2.3A

Discuss what a "nonsense board" is. Can any students sound out the nonsense words GREEN and BLUE? How many vowels are there in each word? EARLY FINISHERS: On the board, write a nonsense word. As many students as possible sound out the word and write it on the board.

**Time for a Slice: Breaking Words in Syllables & Making Them Plural**  
READING L.2.B

**BREAK BETWEEN WORDS** On the carpet, think of a word. If they can't think of a word, write one on a card. Change the class into a "word factory." Give each student a card with a word on it. If they are struggling, write the word on the board. Write some two or three words on the board and break each word into syllables. Students can use their pencil to draw a line through the word. Which of these words are nouns? Write the plural of each word on the back of the page. Students will break each syllable/noun on the back of the page. Students will complete the first word to the left of the line. How do you know how to complete this part? Use the clues on the left and the FUN FACT on the right. Challenge students to write the plural of each word on the back of this page. BONUS: Write a story about the words.

**Life in the Apple Orchard: Math Story Problems**  
MATH 2.OA.AJ

Students will work on two-step math problems on this page. The first story problem and discuss the problem with students. Students will figure out the two equations and write the answer to this problem. Students will write each equation and color the final answer with a YELLOW crayon. First 8 Second equation:  $8+4=12$ . Students will color the sum crayon. Partner students up to complete the rest of the problems as a whole class. HINT: When apples are found on students will be subtracting. BONUS: Students will figure out the day of the week they mentioned in any story problem (MONDAY) and write it at the bottom of the page. **EARLY FINISHERS:** On the back of this page, challenge their own two-step math story problems involving apples.

**One apple can typically produce 10 bushels of apples.**  
MATH 2.OA.AJ

**BREAK BETWEEN WORKSHEETS.** (Please cut out the number cards provided if I have not already done this for you.) Mix up the cards and pass them out in random order to students. Students between 1-2 cards each. Challenge students to work as a team to put their numbers in order in a line on the classroom floor. If a group is struggling, pass them out to another group. On the back of this page, students will write by 10s by 100s. When they are finished, they will use the numbers and write a story problem in the middle at the bottom of the page. **EARLY FINISHERS:** Write a story problem about 100 to 1000. Challenge them to write a story problem about 100 to 1000.

**Book Report**  
READING RESPONSE RL.2.2

**If I could read any book, I would read \_\_\_\_\_.** If I could read any book, I would read \_\_\_\_\_ from our library. Ask students to read a book aloud, partner students up and ask them to write a short story about the book. On the back of the page, students will write the title, author, and draw a picture of the part they liked in the book. Next, ask students to write 3-4 sentences about why they liked this book on the lines. If time, pick a few students to share their answer and picture with the class.

**The Day I Brought an Apple to School!**  
WRITING W.2.3

Ask students to write a short fictional story about what would happen if they brought an apple to school. Brainstorm silly ideas with students before beginning and write their ideas on the back of the page. An apple be magical? A normal apple? A rotten apple? An apple that can talk? A mystery where an apple disappears? If students need help, they can add words to the back of the page. **EARLY FINISHERS:** Ask students to draw a picture of what happened in their story. \*If time, allow students a chance to share their silly story.

**IMPORTANT SCHOOL RULES YOU SHOULD KNOW**  
SOCIAL STUDIES S.L.2.J

Ask students to think of four school rules they think are VERY IMPORTANT to follow! They will write each of these rules in the boxes on this page. Next, ask students to find someone else in the class to compare rules with. Do they have any the same? Do they have any rules that are different? Ask students to write a rule that is different in one of the boxes at the bottom. Students will find another classmate and compare rules. If they have a rule that is different from the ones they have listed, they will write it in the second box on the bottom of the page. When students are finished, gather the class together and have them assist you and making a list of all the important school rules. Why are these rules important at school? Do they have the same rules at home? Why or why not? **Optional activity:** When finished, play SCHOOL CHARADES. Pick a school activity (e.g. reading a book) and act it out. Can students guess what you are acting out? Pick other students to act out additional school activities. You may want to whisper a school activity to each of these students so that you are aware of what they are acting out. **How do you feel about these rules?** Complete this page as a whole group. Before discussing the sentences at the bottom of the page, ask students to read them independently. Then, discuss the sentences and write a sentence box. Discuss the sentences and write a sentence box. Finally, ask students to draw a picture of the rule they liked best. Write each sentence in the boxes to the right of the picture. What other facts about apples can you think of? **EARLY FINISHERS:** Ask students to draw about their favorite school rules. Apple cider? No apples?



# Language Arts Activities

## Rotten Apples!!

Read & Color the Short Vowel Words

real words: red      nonsense words: green

count

Name: \_\_\_\_\_

chut	clig	at	blig	
chop	blin	scap	chip	trab
plot	shed	flip	blug	plan
shig	slam	blog	clom	shad
glad	trap	clap	trab	clap
ship	clap	trap	clap	trab
scab	clut	slip	clap	snap
clap	smat	trag	chog	plag
flop	plum	trip	flup	chug
flag	trim	blag	plat	shut

## TIME FOR A SLICE: Breaking Words in Syllables & Making Them Plural

Read each word below and practice separating the syllables out loud. Then write the first syllable on the top line and the second syllable on the bottom line. For example, caveman: 1. cave 2. man. Next, add a suffix in RED to each syllable to make that noun plural. For example: 1. caves 2. men.

cracker      doghouse

1 \_\_\_\_\_  
2 \_\_\_\_\_

starfish

sunflower

1 \_\_\_\_\_  
2 \_\_\_\_\_

footpick

1 \_\_\_\_\_  
2 \_\_\_\_\_

**FUn fact** (\*find the hidden compound word and color it GREEN):

There are about 2,500 different kinds of apples grown in the United States, but only the crabapple is native to North America.



# Math Activities

## Life in the Apple Orchard: MATH STORY PROBLEMS

After reading each story problem below, write the two equations you used to solve the problem. Color the answer with a yellow crayon.

On Tuesday, Grant counted 14 apples on the tree. On Wednesday, he saw that 6 apples had fallen on the ground. On Thursday, he counted 4 new apples on the tree. How many apples does the tree have now?

\_\_\_\_\_

\_\_\_\_\_

On Thursday, Milo counted 17 apples on the tree. On Friday, he counted 3 new apples. On Saturday, he found 10 more apples on the ground. How many apples does the tree have now?

\_\_\_\_\_

\_\_\_\_\_

Penny counted 4 apples on the tree on Friday. She counted 10 new apples on the tree on Saturday. On Sunday, she counted 2 new apples on the tree. How many apples does the tree have now?

\_\_\_\_\_

\_\_\_\_\_

On Wednesday, Amy counted 16 apples on the tree. On Thursday, she found 10 apples on the ground. On Friday, she found 1 more apple on the ground. How many apples does the tree have now?

\_\_\_\_\_

\_\_\_\_\_

Patricia counted 2 apples on the tree on Thursday. On Friday, she counted 10 more apples on the tree. On Saturday, she counted 5 apples on the ground. How many apples does the tree have now?

\_\_\_\_\_

\_\_\_\_\_

On Tuesday, Grant counted 20 apples on the tree. On Wednesday, he found 10 more apples on the ground. On Thursday, he counted 3 apples on the tree. How many apples does the tree have now?

\_\_\_\_\_

\_\_\_\_\_

BONUS: what day of the week is not mentioned in any of the story problems?

\_\_\_\_\_

## ONE APPLE CAN TYPICALLY PRODUCE 10 SEEDS!

Count by tens to 500 by filling in the missing numbers. When you are finished, use the letters found in boxes containing the numbers of the code write them on the blank lines at the bottom to solve the riddle.

10		30		I
60			100	
110		130	150	
160			190	200
	220			
260	270		290	300
		330		350
	370	380		
410			450	
	470			500

Why did the apple pie cry?

Its \_\_\_\_\_ were \_\_\_\_\_!

450 170 170 480 50 460 20 340 210 240 360 400



# Writing

# Reading Response

The Day I Brought an  
Apple to School



PREVIEW

PREVIEW

Name: \_\_\_\_\_

Writing W.2.3

NAME: \_\_\_\_\_

AUTHOR: \_\_\_\_\_  
Fiction Nonfiction

I liked this book because...



Reading Response RL.2.2

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# Social Studies

# Science

## Important school rules

You Should Know About

1

2

3

4

PREVIEW

two more rules MY FRIENDS thought of:

--	--

## How does an apple grow?

Read the sentences below and paste them in logical order in the boxes on the left. Next, draw a picture to the right of each sentence to illustrate the meaning of the sentence.

Name \_\_\_\_\_

1

2

3

5

PREVIEW

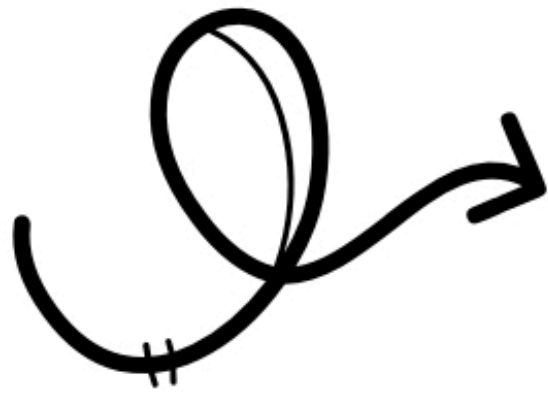
When the blossoms fall off, tiny apples begin to grow in their place. But, only flowers that have been pollinated can grow into apples.

Plant an apple seed and wait a few weeks for it to sprout. Next, roots grow down into the soil.

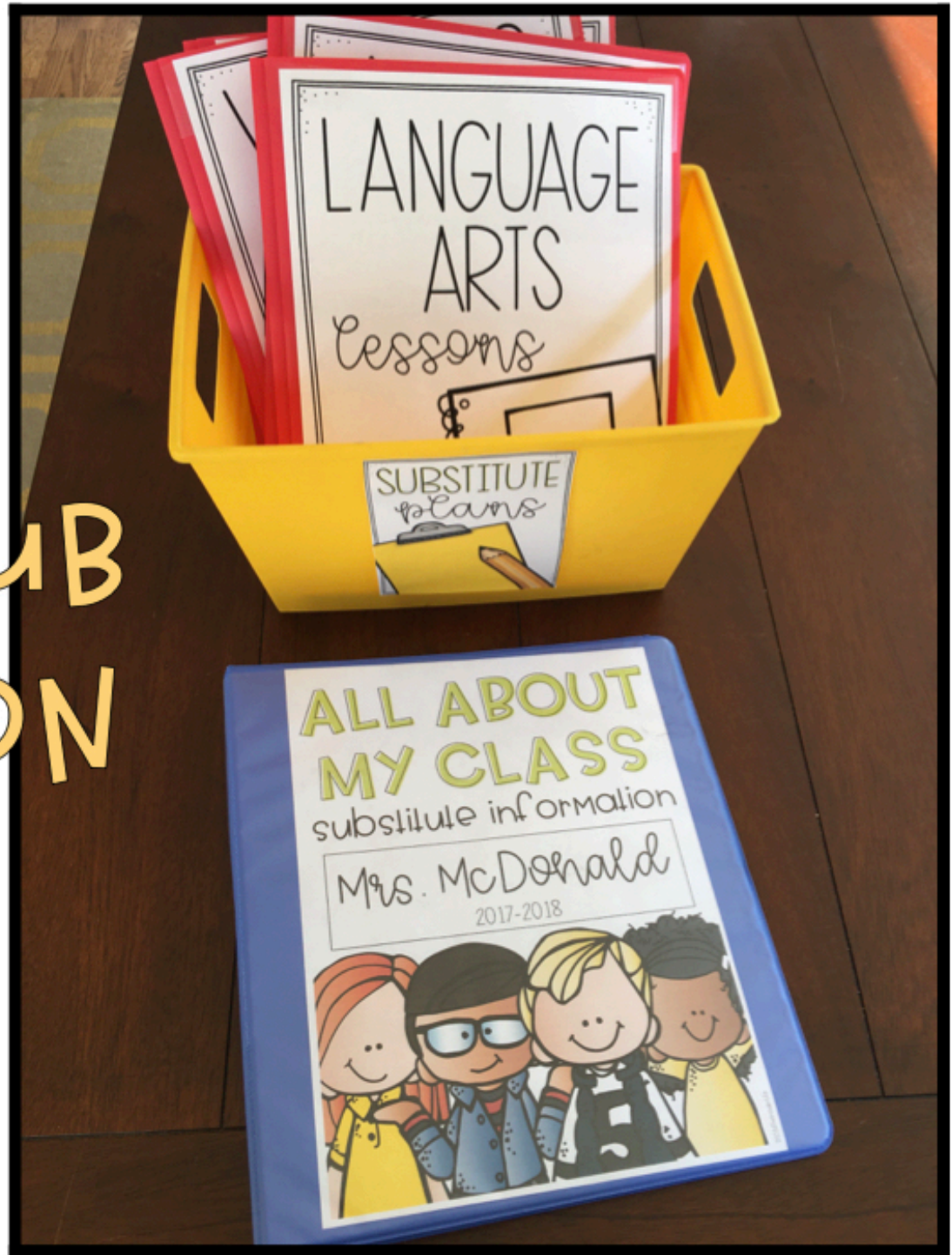
Fragrant white blossoms appear in the spring. These flowers are pollinated by bees and other insects.

A stem grows toward the light and leaves begin to grow on the stem. You will not see any fruit on an apple tree until they are 5-8 years old.

By late summer (of the 5th-8th year) the apples are fully grown and ripe. The apples are ready to be picked, washed, and eaten!



PLUS!!  
EDITABLE SUB  
INFORMATION  
BINDER









# BONUS: TASK CARD GAME INCLUDED











## APPLES

REAL & NONSENSE WORDS

Name: \_\_\_\_\_

1   real    nonsense	2   real    nonsense
--	--

4   real    nonsense	5   real    non
--	---

7   real    nonsense	8   real    se
--	--

10   real    nonsense	  real    nonse
---	--



## APPLES

Name: \_\_\_\_\_

1 REAL	2 REAL
3 NONSENSE	4 NONSENSE
5 REAL	6 REAL
7 NONSENSE	8 NONSENSE
9 REAL	10 REAL
11 NONSENSE	12 NONSENSE

plat 1



## APPLES

REAL & NONSENSE WORDS

Name: \_\_\_\_\_

Using each numbered task card, write the short vowel word seen on the numbered card. If it is a real word, draw a picture of it meaning above it. If it is a nonsense word, draw an X above it.

1 meaning or X	2 meaning or X	3 meaning or X
4 word	5 word	6 word
7 word	8 meaning or X	9 meaning or X
10 word	11 word	12 word

slug 2

