

# DETAILED Substitute Instructions

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

thank you

Please complete the following assignments on the back page of our book. Most pages are self-explanatory.

\*\*If any pages DO NOT have space for a drawing, please write the answer on the back of the page.

<p><b>My Family Loves When I Read!</b> READING L.2.1</p>	<p>Discuss with your partner whether the noun is singular or plural. You may use a plural noun like feet, men, etc. many they found of each noun. Students will pick a noun to draw at the bottom. Not all different noun their family has. Challenge early finishers to write these words on the back of the page.</p>
<p><b>The Truth about Family</b> READING RL.2.3</p>	<p><b>BRAIN BREAK BETWEEN</b> Following to the classroom. Write the name of the teacher who will begin by writing the singular or plural noun. The noun is plural. Either pull a card or pick which corner the winner drawing/reading. Number 1 student who is caught running. —Brainstorm some "truths" they help each other? List: students to write 4 or more many words from their work color the punctuation in a sentence. <b>EARLY FINISHERS:</b> Ask students they wrote on the back of the page.</p>

<p><b>Our Family Likes to be on Schedule!</b> MATH 2.MD.C.7</p>	<p>Review with students the hour and minute hand. Discuss the difference between AM and PM. Draw a clock circle on the board and ask the class to help you add the most parts to create a clock. Draw hands to show some examples of time to the hour, and some examples of time to the half hour. On this page, students will draw the time below each clock. Next, students will write a logical activity that they would do at that time. <b>EARLY FINISHERS:</b> Have students draw an activity that they would do with their family in the P.M. <b>BRAIN BREAK BETWEEN WORKSHEET:</b> Have students draw a graph on the board. Ask them to draw a fish. Do you have pets? After creating a graph, draw a dog (downward dog, etc.) on the board. Use the graph to describe the pet. <b>EARLY FINISHERS:</b> Ask students to draw a pet they would like to have. Use the graph to describe the pet. <b>MATH 2.MD.D.10:</b> graph the amount of each pet that each pet has. Have students color each pet a DIFFERENT color. Next, they will answer the questions in the book. <b>EARLY FINISHERS:</b> Ask students to draw an animal they like. Write the name of the animal on the back of this page. If their partner likes the animal, they have to write and draw about a pet they would like to have.</p>
<p><b>A Day in the Life of My Family</b> WRITING W.2.3</p>	<p>Begin by writing and drawing about a day in the life of your family. Think about the morning, middle, and afternoon. On this page, students will write about a day in the life of their family. They will draw a picture of the day. <b>TIP:</b> Have students draw the first, middle, and last part of the day to describe their family. Challenge students to share their work with a partner. <b>EARLY FINISHERS:</b> Ask students to think about what a day might look like in the future. Have students draw and write about a day in the future.</p>
<p><b>Our Favorite Parts</b> READING RESPONSE RL.2.1</p>	<p>"If I have left you a book, read that now. If you have a book, please pick one out from our classroom and read it to the whole class, then split students in to pairs to read about the same book! Explain to students that they will read the same book, draw their FAVORITE part, and write about it. <b>EARLY FINISHERS:</b> Study their favorite part and their partner's favorite part. Write about it. <b>EARLY FINISHERS:</b> Study their favorite part and their partner's favorite part. Write about it.</p>

<p><b>How I Help Others</b> SOCIAL STUDIES GRADE 2</p>	<p>Start out by discussing how we help each other at school. Do they share? Get help one someone is hurt? Etc. Why is it important to help others? Get help one someone is hurt? Etc. Why is it important to help others? Get help one someone is hurt? Etc. Why is it important to help others? <b>EARLY FINISHERS:</b> Ask students to write about ways they help others. <b>EARLY FINISHERS:</b> Ask students to write about ways they help others.</p>
<p><b>Grocery Store List</b> SCIENCE PROPERTIES</p>	<p>brainstorm something they might find on their family's grocery store list that fits under each property. For example, temperature: What is something hot? What is something cold? Students will write the name of each item on the lines. You may want to work on this page as a whole group or partner students up. <b>EARLY FINISHERS:</b> Challenge students to write an list of ALL the items their family typically buys at the grocery store on the back of this page. Ask students to put a star next to their favorite items. <b>EARLY FINISHERS:</b> Challenge students to write an list of ALL the items their family typically buys at the grocery store on the back of this page. Ask students to put a star next to their favorite items.</p>

# Language Arts Activities



My family LOVES WHEN I read!

plural and singular nouns

Circle each word according to the category below.

Circle each word according to the category below.

bus	pan	books	dist	s
hand	cat	lo	n	bush
rock	rat	aucks	man	clock
frogs	foxes	cats	hats	bags
bushes	feet	moms	fox	hands
dog	clo	lo	lo	s
chips	en	lo	ke	ha
dad	books	lo	man	bag
rocks	box	cars	duck	foot

COUNT THEM:  SINGULAR NOUNS  PLURAL NOUNS

something my family loves that is listed on this page:

*ice cream* →

READING L.2.1

## The TRUTH about Family:

Using the words in the word bank below, write 4-5 sentences that are true about your family. Color the punctuation with a RED crayon and the punctuation with a YELLOW crayon.

name: \_\_\_\_\_

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WORD BANK

laugh house love fun dinner happy  
outside movies play food games house

READING RF.2.3



# Writing

# Reading Response

A **DAY** in the life of my **FAMILY**.

Using the lines to the left, write about what a typical day looks like in your family. Describe the beginning, middle, and end of the day.

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

**PREVIEW**

**PREVIEW**

WRITING W.2.2

My name: \_\_\_\_\_

My partner: \_\_\_\_\_

his book was \_\_\_\_\_

FICTION  NONFICTION

**PREVIEW**

**PREVIEW**

My favorite Part

My Partner's favorite Part

READING RESPONSE RL.2.1

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# Social Studies

# Science

**HOW I HELP OUT MY FAMILY**

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

I help my parents by... \_\_\_\_\_

I help out other family members \_\_\_\_\_

IT IS IMPORTANT FOR MY FAMILY TO WORK TOGETHER IN THESE WAYS... \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Our GROCERY Store List**

Think of an item you might see on your family's grocery list and describe its properties.

temperature \_\_\_\_\_

heavy \_\_\_\_\_

light \_\_\_\_\_

long \_\_\_\_\_

smooth \_\_\_\_\_

bumpy \_\_\_\_\_

dark \_\_\_\_\_

light \_\_\_\_\_

length \_\_\_\_\_

texture \_\_\_\_\_

color \_\_\_\_\_


**bonus items!**

smell/taste \_\_\_\_\_

sweet \_\_\_\_\_

spicy \_\_\_\_\_

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



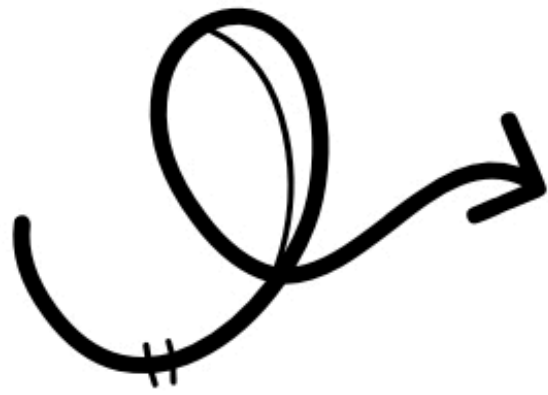
# BONUS PAGE

PREVIEW

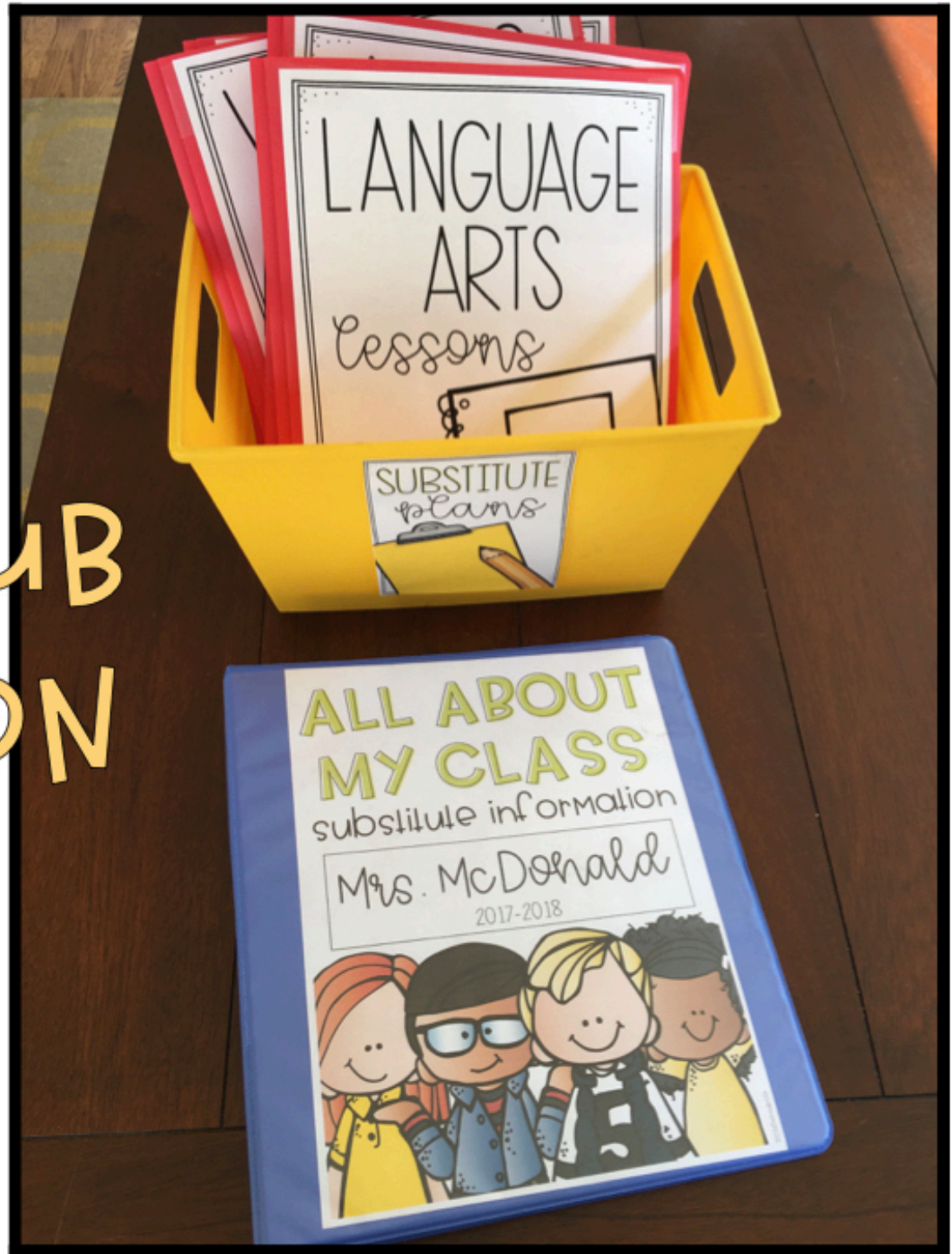
PREVIEW

MY *family* PORTRAIT

By: \_\_\_\_\_



PLUS!!  
EDITABLE SUB  
INFORMATION  
BINDER



# BONUS: TASK CARD GAME INCLUDED

-clever clocks-  
time to the HALF HOUR

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

Using the lettered task cards, color the line in the matching lettered box.

A	B
D	E
G	H
J	

-clever clocks-  
time to the HALF HOUR

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

Using the lettered task cards, write the time in the matching lettered box.

9:30	C	1:30
8:30		11:30
10:30		12:30
7:30		1:30
6:30		3:30
5:30		2:30
11:30	I	9:30
12:30		11:30
10:30		10:30
1:30	L	7:30
2:30		6:30
3:30		5:30

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**PREVIEW**

**A**

**B**