

# DETAILED Substitute Instructions

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

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

Please complete the following

Most pages are self-explanatory

instruct

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

<p><b>BABY ANIMALS</b> READ, ROLL, &amp; GRAPH LA IF 2.3</p>	<p>"If I have not left you physical assemble the paper dice I have cut out and use the six animal use dry-erase marker to add class. Stop to discuss what you board or poster next to each animal and add their addition students to color each baby a picture on the bottom of the PINK. Next, ask students to read animal name they got and then all the boxes are already colored on the graph. Which write any similarities on the board students to draw pictures like</p>
<p><b>ANIMAL CLUES</b> Long Vowel Words LA IF 2.3</p>	<p><b>BREAK BETWEEN WORKSHEETS</b> play or ask students to stay at give them a clue and then how time they have a wrong guess before they guess the animal? brain and movement break. Ask students to read each animal. Next, ask students to figure out ask students to write YES or NO have this baby animal as a pet them leave the box blank until filled in the rest of the animal hatching, owl-owllet, ant-antlin. Finally, review that a long vowel EXAMPLE: in MAIL, you hear clue boxes that matches a picture, they will color that with name <b>EARLY FINISHERS</b>. Ask haven't been to the zoo, what draw and label these baby animal</p>

<p><b>SPRINGING FOR TIME IN ORDER</b> MATH 2.MD.6.7</p>	<p>Draw a clock on the board and discuss a minute hand and the hour hand. Discuss AM and PM and that a day starts at 12:00AM until 10:00AM until 11AM and then 12PM. *Feel free to discuss and write the order of the hours in a day on the board for students to reference when on this page. students will cut out the times below and paste them in order from left to right top to bottom. ANSWERS: 12:00AM, 1:00AM, 5:00AM, 6:00AM, 12:00PM, 1:00PM, 5:00PM, 10:00PM After pasting, ask students to draw the hands (hour and minute) on each clock match the time they pasted in the bottom. Finally ask students to write the number used to count the hours on this page in order (what is the smallest number? biggest? 5 ETC.) ANSWERS: 1, 5, 6, 10, 12 in the boxes under each animal. the numbers of how many babies these animals have at one time. When students done you can discuss what they learned <b>EARLY FINISHERS</b>. Challenge students create a daily schedule (using times) for taking care of a puppy. For example: 8:00 Feed your puppy breakfast. 9:30 Take your puppy on a walk. Etc.</p>
<p><b>MEASURE ME</b> Baby Animals MATH 2.MD.9</p>	<p><b>BREAK BETWEEN WORKSHEETS</b>. Play "MOVE LIKE A MAMMAL". Discuss mammal is -A warm-blooded animal (as a dog, mouse, bear, whale, or human being) -Has a backbone -Feeds its young with milk -Has skin usually covered with hair/fur -Does NOT lay eggs; has live babies Ask students to stand up. You will call out a mammal name. Students will walk the room acting out that mammal until you say FREEZE. Then act out another mammal. BONUS: Ask students to name a mammal for the class to act out. -First, ask students to draw a line from each animal to its baby animal name box. TIP: Have students color each matching word the same color. FOR EXAMPLE: Color COW and CALF the same color. Ask student to cut out the mini ruler bottom of the page. *This ruler is only 8 inches long. Ask students to measure height/length of each animal using the line connected to each one. After measuring each animal, ask students to write the name of the animal in the top box and length/height in the bottom box. <b>EARLY FINISHERS</b>. Lizards lay eggs. Challenge students to think of as many animals that eggs as they can. Students can draw labels these animals on the back of the page.</p>
<p><b>If I could be ONE character...</b> READING RESPONSE RL 2.3</p>	<p>If I have left a book to use, please use it for this activity. If I did not leave a book, please pick a book with two or more animal characters in it from our classroom library. As you read this story, stop to write the name of each character. As you read, stop and ask students what they have learned about each character. Write their responses below each character's name. When the story is finished students will pick the character they would most like to be. They will write a character in the first box and write about why they chose this character in the bottom box. <b>EARLY FINISHERS</b>. Ask students to write about their FAVORITE LEAST FAVORITE parts of the story.</p>

<p><b>If I had a baby</b> WRITING MODEL</p>	<p>Help students brainstorm a list of animals on the board. Ask students to pick a baby animal they would love to have as a pet. Students will write the name of the animal they chose on the line. Next, students will draw a picture of how they would take care of this baby animal and add several sentences describing how they would take care of this animal. What would they name it? Where would it live? Etc. <b>EARLY FINISHERS</b>. Challenge students to think of the perfect pet for their family members. What animal would their mother like? Father? Sister? Etc. Students can draw and write about this on the back of the page.</p>
<p><b>Baby Animal Rules</b> SOCIAL STUDIES TAKING CARE OF ANIMALS</p>	<p>Before starting this page, ask students what they know about baby animals. Write their responses on the board. Ask students to read each statement and discuss with a partner whether they think it is RIGHT or WRONG. Students will color the thumbs up or thumbs down to show their answer. At the bottom of the page, ask students to draw and write about the baby animal they think is the cutest! <b>EARLY FINISHERS</b>. Ask students to draw a picture of themselves as a baby on the back of this page. Challenge them to write about the things they liked to do when they were a baby.</p>
<p><b>The SCIENCE of IMPRINTING</b> SCIENCE: ANIMALS</p>	<p>Read aloud the passage on this page to the class. Discuss what they learned about imprinting. Write their responses on the board. Next, ask students to draw and write about what they learned by answering the questions in the boxes at the bottom of the page. <b>EARLY FINISHERS</b>. If students could choose any animal to imprint on them, what animal would they choose? What would they do if this animal started following them around? What would they do if this animal thought they were its parent?</p>
<p><b>BONUS PAGE: The Life Cycle of a Chicken</b> SCIENCE: LIFE CYCLES</p>	<p>Review what a life cycle is. Discuss the life cycle of a butterfly. Can students help you label and draw the steps on the board? Next, talk about the life cycle of a chicken. Is a chicken a mammal? How do they know? Help students decide where to paste the pictures at the bottom of the page in the life cycle. After pasting the pictures in order, ask students to add the labels from the word bank below each matching picture. <b>EARLY FINISHERS</b>. Challenge students to draw and label the life cycle of a frog on the back of this page.</p>

# Language Arts Activities

## BABY ANIMALS: Read, ROLL, AND GRAPH

Read each baby fact as a class and help create a poster all about each of these baby animals. Color each baby animal name the same color as its matching animal in the graph below. Next, roll a dice 20 times. Each time you roll, color a box above the baby animal you rolled. If the column you rolled is already full, roll again. You will have 20 boxes colored total in the end. When you are finished, color code the baby animal names below and figure out the answers to the fun facts at the bottom.

- Cotton-top tamarins most often have twins instead of single babies. Baby monkeys are called infants.
- Some fish lay just one egg and some fish lay tens of thousands of eggs. A baby fish is called a fry.
- A baby rhinoceros is called a calf. These calves are big babies! They can weigh up to 140 pounds at birth. That's probably more than what you weigh.
- As soon as a baby pig is born, it is able to walk and run around with its eyes and ears open. A baby pig is called a piglet.
- A hatchling is a baby alligator. A hatchling will stay with their mother for around two years.
- A foal is a baby zebra. They are born with brown and white stripes. When they get a little older, their brown stripes will turn black.

•	infant
••	fry
•••	foal
••••	hatchling
•••••	calf
••••••	piglet


Printable dice option.

Printable animals to use during discussion.

## ANIMAL CLUES: LONG VOWEL WORDS

Read each animal clue and use the word bank to write the name of the animal and its baby animal name. If you are unsure of the baby animal name, read all the names in the word bank you will most likely get some hints. Next, decide if you would like this baby animal as a pet. Last, find the word in each clue box that has a long vowel sound that matches one of the pictures below and color it YELLOW.

ANIMAL CLUE	ANIMAL NAME	BABY ANIMAL NAME	Would you like a baby version of this as a pet?
This animal makes honey and lives in a hive.			
You might eat this animal on Thanksgiving.			
These bears are black and white and are the size of a stick of butter when born.			
These animals lay their eggs on the beach.			
These animals fly and hunt for food at night.			
You might find this insect crawling on a leaf.			
These animals spend most of their lives asleep in the trees. They are also marsupials like kangaroos.			
You can ride this animal and pet his mane.			

FIND AND COLOR THESE LONG VOWEL WORDS YELLOW:



ANIMAL WORD BANK: turtle horse bee chick joey ant owl cub foal hatchling larvae panda koala turkey antling owl

# Math Activities

## SPRINGING FOR TIME IN ORDER!

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

Cut and paste each time in order from left to right and top to bottom starting at 12:00am. Next, draw the minute and hour hand on each clock to match the time below it.


On average, how many babies do these animals have at once?

whale	dog	rabbit	pig	duck

\*Typically UP TO this number

Write the (hour) numbers seen on this page in order from least to greatest in the boxes above.

6:00am	1:00am	5:00am	10:00pm
12:00pm	1:00pm	12:00am	5:00pm

MATH 2ND-C-7

## MEASURE ME

baby animals



Match It UP

- |           |           |
|-----------|-----------|
| cow •     | • kitten  |
| pig •     | • chick   |
| frog •    | • lamb    |
| cat •     | • tadpole |
| sheep •   | • piglet  |
| chicken • | • calf    |

After measuring, write the name of each baby animal in the top box and its length or height (in inches) in the bottom box.




©2008 The Teacher Link

100-120-01



# Social Studies

# Science

## Baby Animal Rules

Read each statement. If you believe the rule is correct, color the THUMBS UP. If you think the statement is incorrect, color the THUMBS DOWN.



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

Baby animals are fragile. That means you need to be careful if you touch them.		
A baby kangaroos and koalas are called joeys.		
All baby animals hatch from eggs.		
Most baby animals rely on their parents for food and safety at first.		
Baby animals are smaller than adult animals.		
All baby animals can take care of themselves. They don't need any help from their parents.		
Some baby animals can stand up and walk right away after being born.		
Baby deer have NO scent. This stops predators from smelling them.		

The Cutest Baby AWARD

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

©2018 THE GREAT GUY

## The SCIENCE of IMPRINTING

Imprinting is the way a baby automatically learns. Ducks and geese are two animals that imprint. Shortly after they hatch and are ready to leave the nest, they will imprint on their parents based on what they see and how they smell.

You will often see small ducklings and goslings following around their parents in a straight line on land and in the water. Scientists first noticed this in chickens. One scientist even noticed the goslings that hatched under his care imprinting on him! He was the first being that the goslings saw in the first 16 hours of their lives.

Imprinting helps the young survive because they keep close to their parents who will help them keep safe and ensure they have food as well. This is how you eventually learn who mom and dad are.

Who imprints?

\_\_\_\_\_

Why is imprinting important?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**The life cycle of a chicken**

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

\_\_\_\_\_

\_\_\_\_\_

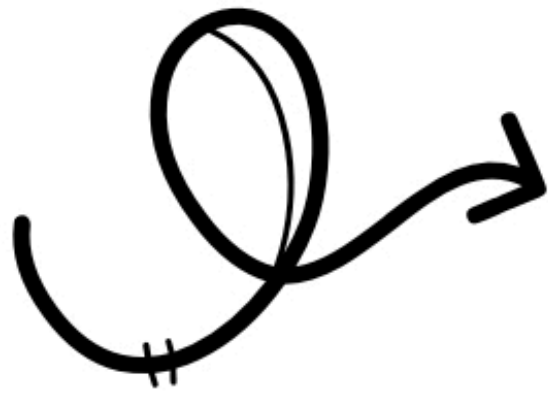
\_\_\_\_\_

\_\_\_\_\_

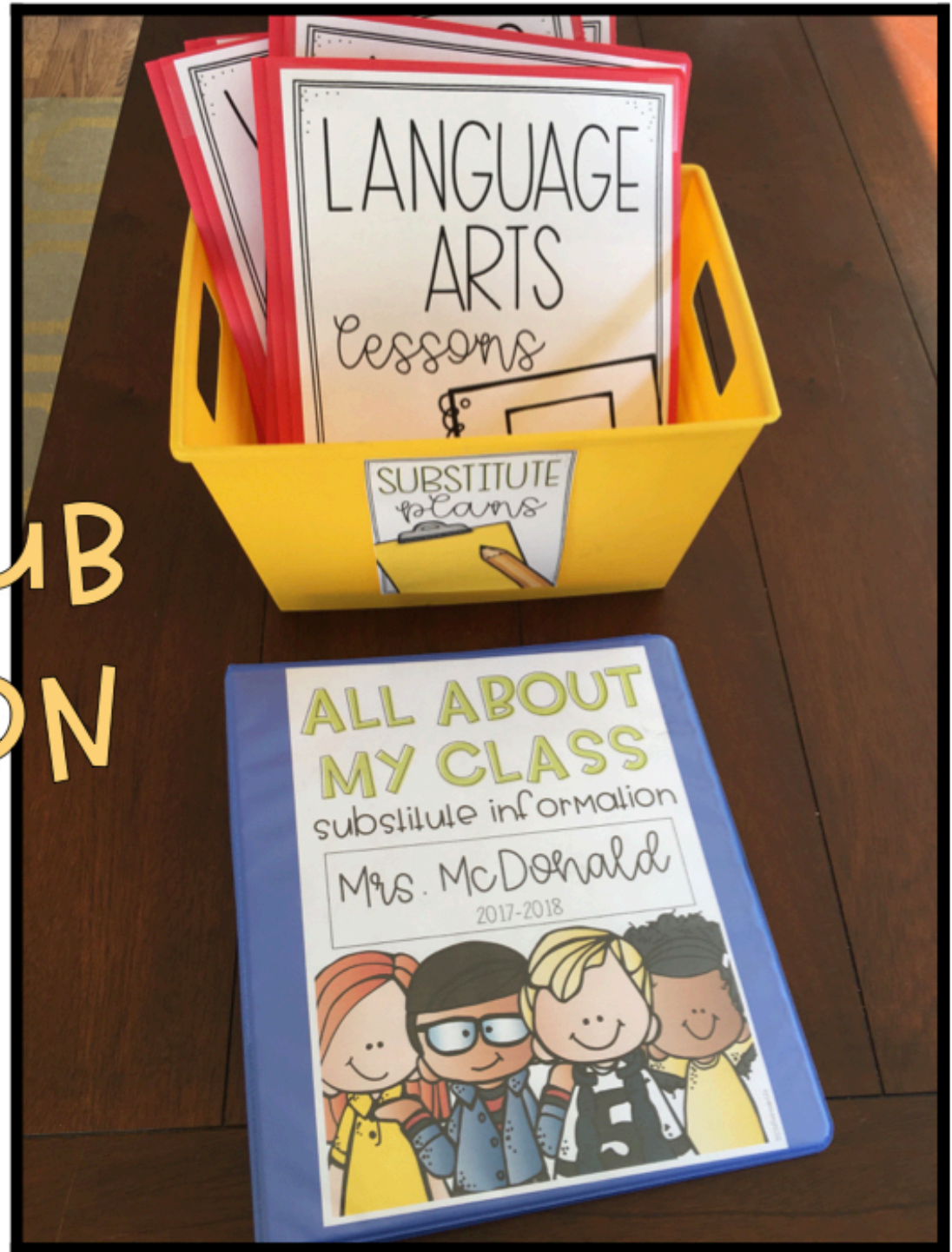
**WORD BANK**  
chicken  
chick  
egg  
hatchling

**BONUS SCIENCE PAGE INCLUDED**





PLUS!!  
EDITABLE SUB  
INFORMATION  
BINDER



# BONUS: TASK CARD GAME INCLUDED

-baby animals- Sight w  
fLUEN

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

0	2
6	8
12	14
18	20

©2018TheKinderLife

-baby animals- Sight w  
fLUEN

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

0 \_\_\_\_\_ 12

**0+0**

A baby sheep, called a lamb, lives on a farm.

**1+1**

Not all baby animals can walk right away.

18 \_\_\_\_\_

©2018TheKinderLife

-baby animals- Sight word  
fLUENCY

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

land

equation

boy

equation

farm

equation

animals

equation

small

equation

learn

equation

different

equation

world

equation

air

equation

right

equation

Read the sentence and underline the sight word. Solve the equation on the card and write the FULL equation shown on that card in the box below the word.

©2018TheKinderLife