

DETAILED Substitute Instructions

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

Please complete the following assignments in the order

described on our

**Most pages are self-explanatory a

instructions

If any pages DO NOT have a s students write their name

All About My Family ICE BREAKER ACTIVITY SL.1.4	USE THIS PAGE AT THE ICE BREAKER ACTIVITY you! Ask students to COLOR a the things their family disl family likes at the bottom gather students on the car and dislikes.
My Family Loves When I Read! READING RF.1.3	Review the sight words a will color each of the sigh of the page, ask students their family enjoys reading. <u>EARLY FINISHERS</u> . Challe their family using some of
The TRUTH about Family READING RF.1.1	<u>BRAIN BREAK BETWEEN</u> a guessing game. Explain: class in half. Team A will : the other side. The teache doing together. EXAMPLE like: It begins with the letter And then the teacher will partner on their team if th a guess raise their hand. I take one guess. If they gu guess correctly, Team B g CLASS wins a point. If the <u>INSTRUCTIONS CONTIN</u>

The TRUTH about Family READING RF.1.1	*Although the class is split in two groups, they earn points as a whole CLASS. Keep track of the points (CLASS VS TEACHER) on the board. Continue playing until students have had a good brain break. —Review that a SENTENCE begins with a capital letter and ends with punctuation. Write a couple sentences on the board and purposely add the WRONG punctuation. Can the students figure out what punctuation really belongs at the end of each sentence? Assat students in reading each of th sight word sentences on this page. Students will rewrite each sentence ad the correct capital letters (highlighted with a yellow crayon) and punctuati red). Remind students to use their best handwriting! <u>EARLY FINISHERS</u> . On back of this page, ask students to draw a picture to accompany the "Tru
Our Family Likes to be on Schedule! MATH LMD.2.3	Review with students the hour and minute hand. Discuss the difference between AM and PM. Draw a blank circle on the board and ask the class help you add the correct parts to create a clock. Draw hands to show so examples of time to the hour and some examples of time to the half hour this page, students will draw the correct hands to match the time seen bel each clock. Next, students will cut and paste the most logical activity that i would do at that time below each clock. <u>EARLY FINISHERS</u> . Challenge stu to draw and write about their favorite thing to do with their family in the (morning time) and their favorite thing to do with their family in the P.M. (time).
We Have a Lot of Pets! Family Count & Graph MATH LMD.C.4	<u>BRAIN BREAK BETWEEN WORKSHEETS</u> : Invite all the students to the car and create a graph of the REAL PETS each student has at home on poste paper or the board. How many students have a dog? A cat? A fish? No. After creating the graph, spend some time stretching or doing yoga using animal like poses (downward dog, cat pose, make up your own, etc) on th carpet before beginning the next worksheet. —Using the "Family member- kind of pet" key, students will count and gro the amount of each pet that each member of the family has. <u>TIP</u> : Have students color each pet a DIFFERENT color as they count them. Next, they will draw a picture of the pet their family has or a pet they w their family had. <u>EARLY FINISHERS</u> : Ask students to draw and write MOF about their family pet(s) on the back of this page. If their family doesn't h a pet, ask them to write and draw MORE about a pet they wish that their family had.
I can write about my family. WRITING W.1.2	Instruct students to draw a picture of their family in the box. Review the words in the Word Bank with students. Ask students if any family names a missing. Examples: aunt, uncle, etc. Write their answers on the board. Ask students to write about what makes their family special. Review the differ forms of punctuation. Challenge students to write a sentence about their f that needs an exclamation point. <u>EARLY FINISHERS</u> . Ask students to draw favorite memory they have of their family doing something fun.

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

Reading Response: Our Favorite Part LITERATURE RL.1.1	"If I have left you a book, read that now. If I didn't leave a specific book, please pick one out from our classroom library.) Read a book to the whole class, then split students in to partners. All students can write about the same book! Explain to students that they will talk to their partners about the book, draw their FAVORITE part in the story, write about it, and then they will color 5 stars if they LOVED the book, 4 stars if they LIKED the book...etc. **If needed, write the TITLE on the board. When everyone is finished, invite students to the carpet and ask if any partners would like to share their drawings. <u>EARLY FINISHERS</u> . Challenge students to draw and write about their LEAST favorite part on the back of this page.
How We Help Out the Family SS/SPEAKING & LISTENING SL.1.4	Talk about how each family works as a team. Each person in the family has a "job" and/or ways they contribute to the family. Help brainstorm ways that family members help each other. Each student will WRITE AND/OR DRAW one thing each family member does to help their family stay happy and healthy. Do they help clean? Cook? Entertain siblings? Etc. <u>EARLY FINISHERS</u> : On the back of this page, challenge students to think about how they can help the school, their neighborhood, or plant Earth. Can help they clean up the school when they see trash? Can they smile more at others to help spread happiness? How else can they help others?
SCIENCE: PROPERTIES	"If I have left a bag of items to sort, have a discussion on the carpet about the items in the bag before illustrating this page. If I have not left a bag of items, ask students to think of items you might see in a house. Write their responses on the board and then discuss the properties of these items. Which ones are big? Small? Cold? Smelly? Light? Talk about each property listed on this page (temperature, weight, etc) and ask students to pick something they might find at their house that fits under each property. For example, temperature: What is something hot? What is something cold? Students will draw and label a picture of their examples in each box. <u>EARLY FINISHERS</u> . Challenge students to draw things in the classroom with different properties. Can they find something smelly? Light? Heavy? Ask students to draw and label these pictures on the back of the page.
BONUS PAGE: MY FAMILY PORTRAIT	Students can draw a nice picture of everyone in their family. This can include pets, grandparents, aunts, uncles, etc. How many family members can they draw?

BONUS ICE BREAKER ACTIVITY!

After students complete this page, the substitute can gather students on the carpet to discuss their family's likes and dislikes!

All About My FAMILY

Color all the things your family LIKES. Cross out all the things your family DOESN'T like. Next, write about it below.



Name: _____

Language Arts Activities



My Family Loves When I Read!

Sight Word Identify & Color

Color each word according to the color key below.

could - blue from - green just - brown
take - yellow over - red

take	from	over	just	just
just	could	take	from	take
could	just	just	over	just
take	over	from	could	over
just	could	just	over	just
from	from	just	could	could
just	just	could	from	over
could	take	take	could	just
just	over	just	from	could

A book my family likes to read:

READING RF 13

The **truth** About Family

Read each sentence and rewrite it correctly adding punctuation in RED and coloring the capital letters in YELLOW



you should spend time with your family

some families are big and some are small

a family loves and cares about each other

spending time with family is fun

*On the back, write your own **family truth** sentence and draw a picture to go with it.

READING RF 11

©2015 The Kinder Life

Math Activities

Our Family Likes to be on Schedule!

Draw the hands on each clock to match the time below it, then cut & paste the family activity that most likely goes with that time.



3:00pm



7:00am



9:00pm



12:00pm



8:00am



4:00pm

It is time to do our homework.

It is time for bed!

Dad picks me up from school.

Dad leaves for work.

Mom drops me off at school.

We eat lunch.

MATH 1MDC3

We Have a Lot of Pets! Family Count & Graph

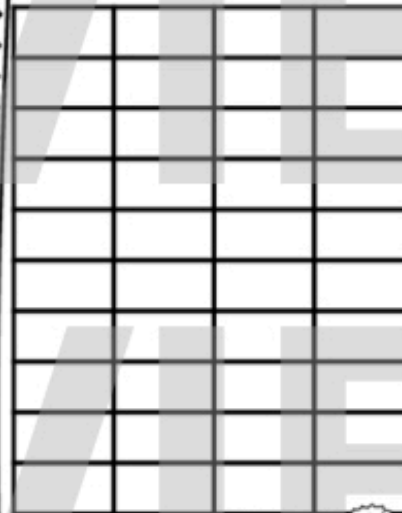
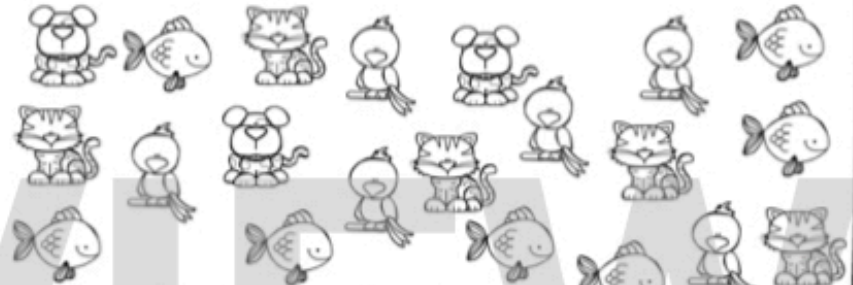
Count how many of each pet the family has using the animal key below and then graph that amount above each family member.

mom - dog

dad - bird

Leo - fish

Lily - cat



our family pet
(or the pet I wish my family had)



Lily



Leo



mom



dad

MATH 1MDC4

Writing

Reading Response

WRITING 12

I can write about my FAMILY.

Name _____

Picture Word Bank:



mom



dad



sister



brother



grandma



grandpa

Name: _____

My Partner: _____

Title: _____

Our favorite part was:

WE GIVE THIS BOOK:



READING RESPONSE RL.1.1

©2018 The Kinder Life

HOW I HELP OUT MY **FAMILY**

PARENTS

GRANDPARENTS



ME

**SIBLINGS, COUSINS,
or NEIGHBORS**



I can identify and illustrate items you would find in a **FAMILY'S HOUSE** by their **PROPERTIES**.

Name: _____

TEMPERATURE

cold	hot

WEIGHT

heavy	light

HEIGHT

short	tall

TEXTURE

smooth	rough

COLOR

dark	light

SMELL

sweet	stinky

BONUS PAGE!

MY FAMILY PORTRAIT

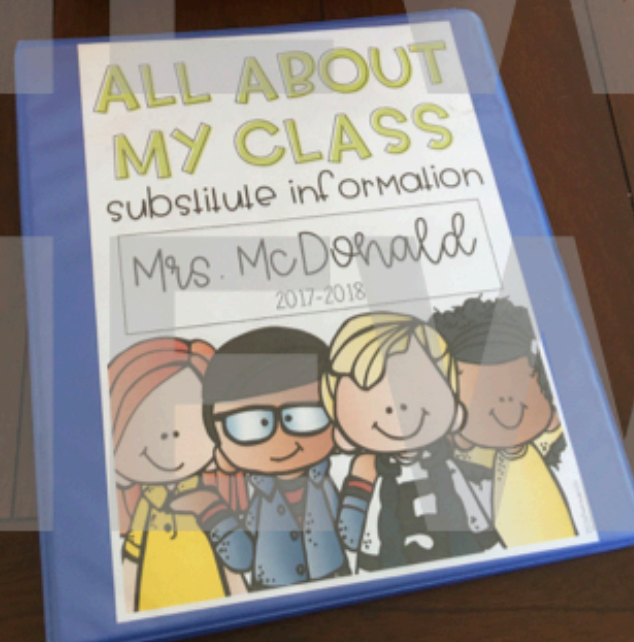


My name: _____



©2014 The Kinder Life

PLUS!! EDITABLE SUB
INFORMATION BINDER















BONUS: TASK CARD GAME INCLUDED

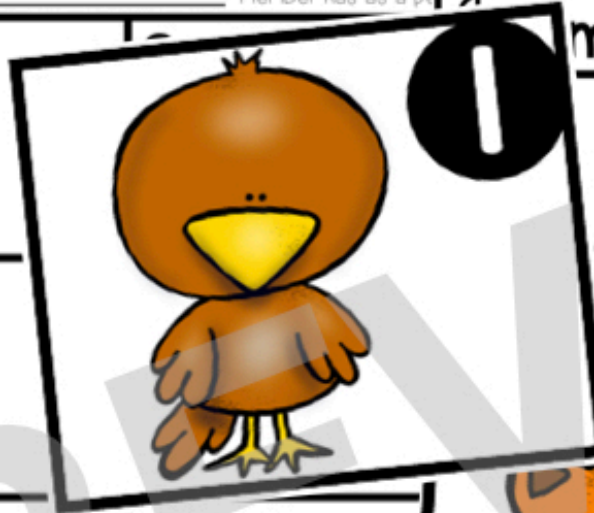
family pets

dog, fish,
cat, or bird

Using each numbered
task card, color the
animal that each family
member has as a pet.

name: _____

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











©2017TheKinderLife

family pets

dog, fish,
cat, or bird

Using each numbered
task card, color the
animal that each family
member has as a pet.

name: _____

dog cat bird fish	2 	dog cat bird fish	3 	dog cat bird fish
dog cat	5 	dog cat bird fish	6 	dog cat bird fish
dog cat bird fish	7 	dog cat bird fish	9 	dog cat bird fish
dog cat bird fish	10 	dog cat bird fish	12 	dog cat bird fish

©2017TheKinderLife