

DETAILED Substitute Instructions

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

thank you

WE

for working in our class today!

Please complete the following assignments in the "Schedule" page of our Substitute Information. Most pages are self-explanatory and provide instructions.

**If a page does not have a space for students to write their name, write it in the space provided.*

<p>Baby Animals Color by Word LA RF.1.2b</p>	<p>Write BL on the board. Discuss students if they can help you. Write their responses on the board. TIP: Have students color the clock with the same colored crayon as the word. Point out the pictures of the animals that goes along with each picture according to the code. EARLY FINISHERS: On the back of the page write about one of the baby animals. What do they know about this animal?</p>
<p>Baby Animals Spin, Read & Graph LA RF.1.3</p>	<p>BREAK BETWEEN WORKSHEETS: Have students on the carpet to play a game. Ask students that you are thinking of an animal and then have students take 3 clues. How many clues will it take to guess again with more BL words. Read the baby animal names in the boxes. Each student will need a card. They will use these tools to create a box and color the animal boxes colored, they will write the animal name. At least 3 spins. EARLY FINISHERS: Ask students to draw a picture of the zoo? If they haven't been to the zoo? Ask students to write on the back of the page.</p>

<p>It's Time for Spring MATH 1.MD.8.3</p>	<p>Discuss the minute hand and the hour hand. Ask students to color the number that the hour hand is pointing to— YELLOW. Show students that each clock has a little animal next to it. Let them know that when they cut and paste the times on this page, they will reveal some cool facts! The hour on the clock reveals how many babies the little animal pictured has at one time. When students are done you can discuss what they learned. EARLY FINISHERS: Lizards lay eggs. Challenge students to draw as many animals that eggs as they can. Students can label these animals on the back of the page.</p>
<p>Let's SPRING Forward ONE HOUR MATH 1.MD.8.3</p>	<p>BREAK BETWEEN WORKSHEETS: Play "MOVE LIKE A MAMMAL." Discuss what a mammal is: -A warm-blooded animal (as a dog, mouse, bear, 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. Students will walk around the room acting out the mammal. When you say FREEZE. Then act out another mammal. Ask students to name a mammal for the class to act out.</p> <p>Quickly discuss that in some places of the United States we have wake up earlier and can enjoy more daylight. On this page, students will practice adding one hour to a number (counting up one number HIGHER) to each time. They will draw the HANDS on the clock. TIP: Have students color ONE HOUR AHEAD on the clock before they draw the hands to help guide them to the shorter (hour) hand to the right number.</p> <p>EARLY FINISHERS: Challenge students to create a daily schedule (using times) for taking care of a dog. For example: 8:00 Feed your puppy breakfast. 9:30 Take your puppy on a walk. Etc.</p>

<p>If I could be ONE character... READING RESPONSE RL.1.3</p>	<p>If I have left a book to use, please use it for this activity. If I did not leave you a book, please pick a book with two or more animal characters in it from our classroom library.</p> <p>As you read this story, stop to write the name of each character. As you continue to read, stop and ask students what they have learned about each character so far. 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 draw the character in the first box and write about why they chose this character in the lined box. EARLY FINISHERS: Ask students to write about their FAVORITE and LEAST FAVORITE parts of the story.</p>
<p>If I had a baby WRITING W.1.1</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 a few sentences to go along with their picture. EARLY FINISHERS: 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>Baby Animal Rules SOCIAL STUDIES: ANIMALS</p>	<p>Before starting this page, ask students what they know about baby animals. Write their responses on the board. Read each statement aloud to students and discuss whether they think it is RIGHT or WRONG. They 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! EARLY FINISHERS: Ask students to draw a picture of themselves as a baby. Challenge them to write about the things they liked to do when they were a baby.</p>
<p>The Life Cycle of a Chicken 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. EARLY FINISHERS: Challenge students to draw and label the life cycle of a frog.</p>

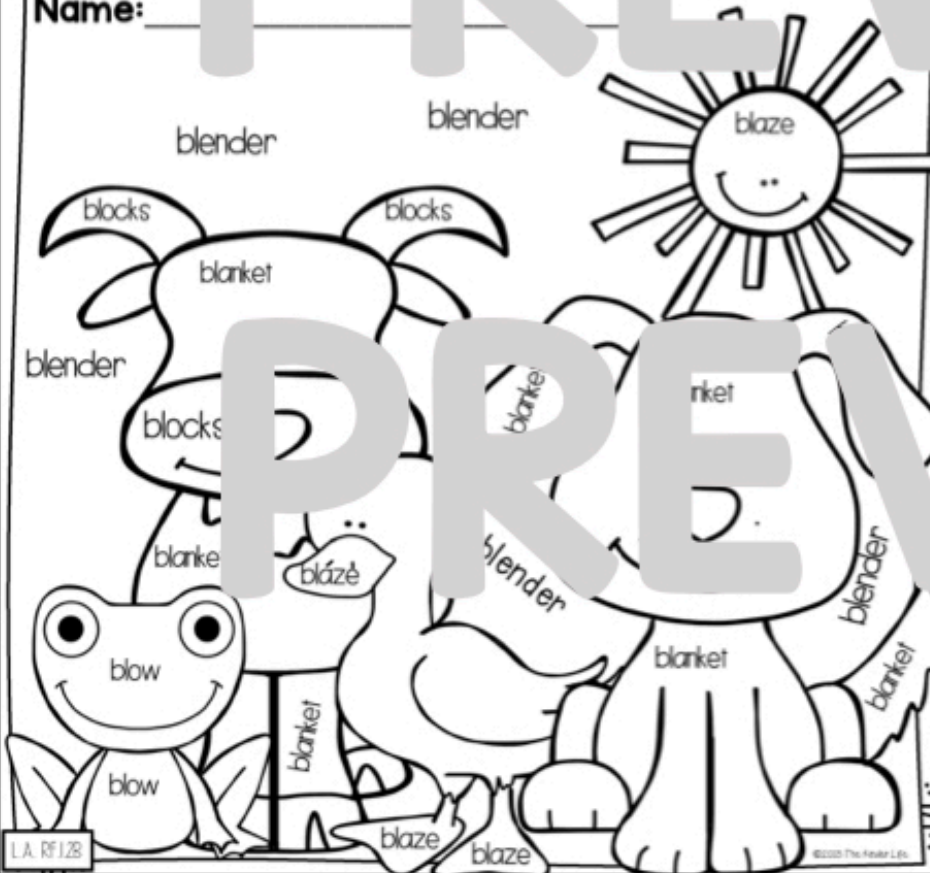
Language Arts Activities

Baby Animals Color by Word: L Blends

Using the color key below, color each section according to the word it contains.



Name: _____

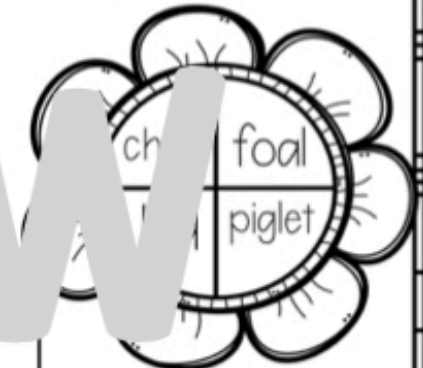


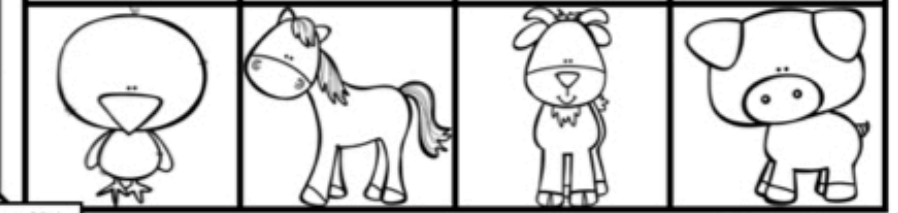
Baby Animals on the Farm: SPIN, ReAd, ANd GRAPh

Using a paperclip and a pencil, spin 10 times. Each time you spin, color in a box above the

animal whose name you spin. Re-spin until you have colored 10 boxes.

The animal I spun the most was: _____
The animal I spun the least was: _____





Math Activities

It's Time for SPRING!

Name: _____

Cut and paste each time to match the correct clock. The hour hand is pointing to the number of babies each of these animals has at one time.



--	--	--



--	--	--

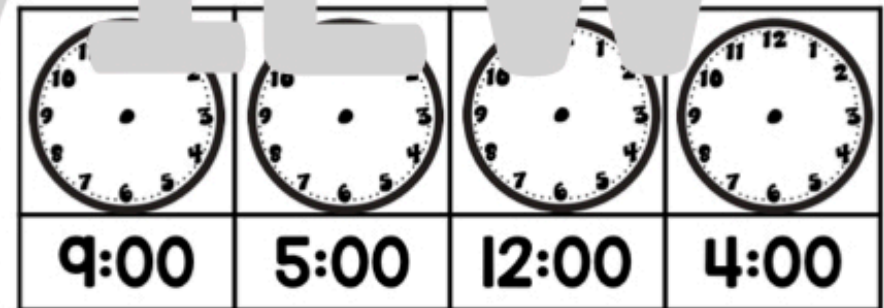
2:00	7:00	5:00
4:00	8:00	1:00

MATH 1MD.B.3

Let's "SPRING" forward one hour!

Using the time below each blank clock, draw the hands to show one hour LATER.

Name: _____



MATH 1MD.B.3

©2015 The Kinder Life

Writing

Reading Response

If I had a baby _____

PREVIEW

Title: _____

Author: _____

If I could be one CHARACTER from _____, I would be...



I would choose that character because...

PREVIEW

Social Studies

Science

Baby Animal Rules

SOCIAL STUDIES ANIMALS

Listen to each statement. If you believe the rule is correct, color the thumbs up. If not, color the thumbs down.



Name _____

Baby animals are from the same place as their parents. They need to be cared for by their parents.



All baby animals can take care of themselves. They don't need any help from their parents.



All baby animals hatch from eggs.



Some baby animals can stand up and walk right after being born.



Baby animals are smaller than their parents.



Most baby animals rely on their parents for food and safety at first.



The **cutest** Baby AWARD

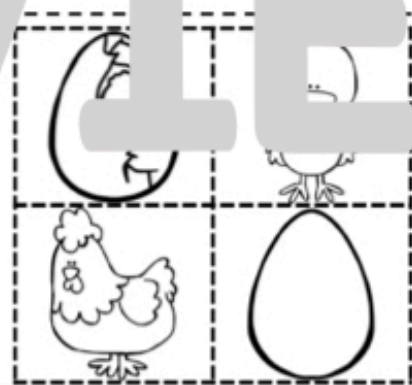
The life cycle of a chicken

Cut & paste each picture in the correct life cycle box. Next, label the remaining boxes with words from the word bank.

Name _____



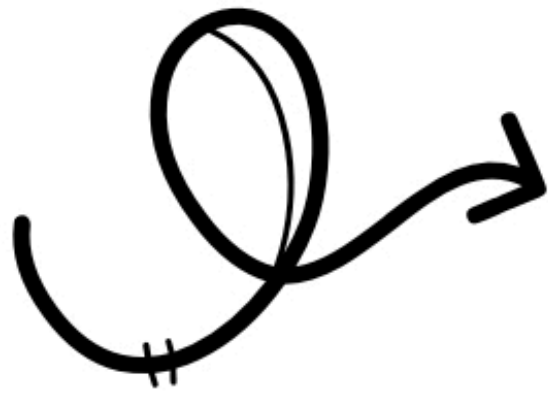
egg



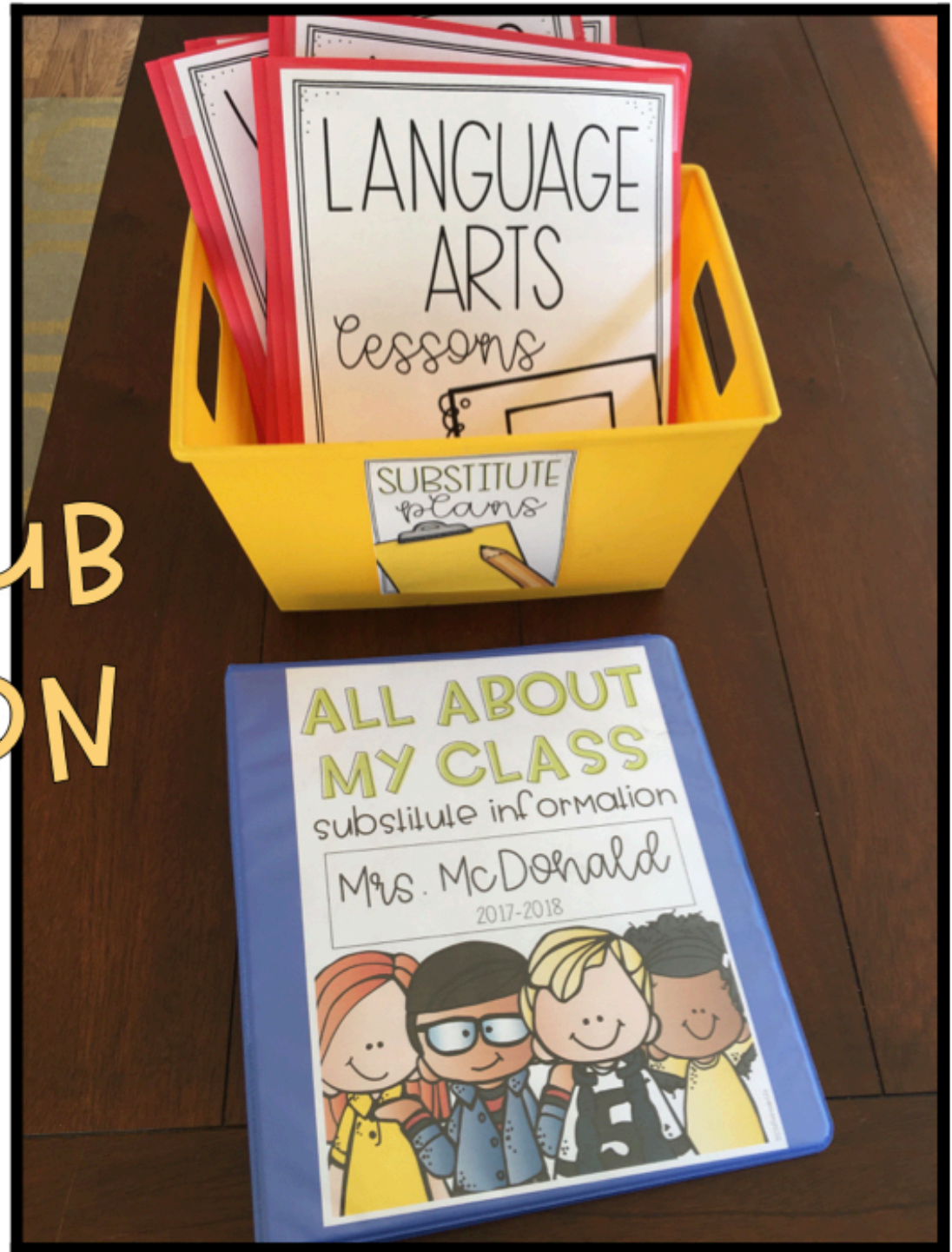
WORD BANK

chicken
chick
hatchling

SCIENCE LIFE CYCLES



PLUS!!
EDITABLE SUB
INFORMATION
BINDER



BONUS: TASK CARD GAME INCLUDED

-colorful clocks-
time to the

Name: _____

A	11:00 9:00 10:00	B	7:00 8:00
D	3:00 2:00 4:00	E	5:00 6:00 7:00
G	11:00 10:00 12:00	H	8:00 7:00 6:00
J	6:00 4:00 5:00	I	1:00 2:00 3:00

©2018TheKinderLife

-colorful clocks-
time to the

Name: _____

A	11:00 9:00 10:00	C	6:00 7:00 5:00
D	3:00 4:00 5:00	F	10:00 11:00 12:00
G	8:00 7:00 6:00	I	1:00 2:00 3:00
J	7:00 9:00 8:00	L	1:00 12:00 2:00

©2018TheKinderLife

-colorful clocks-
time to the Hour

Name: _____

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

A	11:00 9:00 10:00	C	6:00 7:00 5:00
D	3:00 4:00 5:00	F	10:00 11:00 12:00
G	8:00 7:00 6:00	I	1:00 2:00 3:00
J	7:00 9:00 8:00	L	1:00 12:00 2:00

©2018TheKinderLife

PREVIEW