

DETAILED Substitute Instructions

thank you

Please complete the following "Schedule" page of our Most pages are self-explanatory instructions

*If a page does not have a space for a

LUCKY SYNONYMS
LANGUAGE L.2.3
Discuss what a SYNONYMS for these an example. Student a synonym for. After synonym they found happy-16. Then, ask matching synonyms-quoted phrase will before. Which synonym HAPPY on the blank birth years would EARLY FINISHERS about what they w

FAST OR QUICK LEPRECHAUN?
LANGUAGE L.2.3
BREAK BETWEEN nouns and verbs at students. Students v 30 while walk REAGET to 30, students closest to them. EA EXAMPLE: eat and silly.) The teacher Then students will c continue playing un —Students will rea at the bottom that sentence using the boxes, ask students EARLY FINISHERS to have in their life

GOOD LUCK CHARMS
MATH 2.NBT.A.2
Students will fill in the missing numbers on the number chart. Ask students to identify what this number chart is counting by? What is the number pattern? ANSWER: COUNTING BY 5s. When finished, students will write the corresponding letter above the number in the secret code at the bottom of the page to reveal the answers. *The corresponding letters are in the corner of the numbered boxes. Discuss the answers as a class.
EARLY FINISHERS: Challenge students to write numbers from 100-1000 (or higher) on the back of the page. When they are done, ask them to color every number with 2 or 4 in it with a GREEN crayon.

GRAB A COIN FOR GOOD LUCK!
MATH 2.MD.D.3
BREAK BETWEEN WORKSHEETS: Play "Hop, Skip, or Jump Addition" by explaining the following directions to students: A student volunteer will roll each of the three dice. The class will help them quickly add up the two numbers and complete the action they rolled that many times. Ask students to continue rolling, adding, and completing the action the same number of times as the answer until students had a good brain break.
—Review the four coins and what each coin is worth. Write the information discussed on the board for students to reference if needed. On this page, I will read the description of each set of coins, draw it (see the example) and paste the total amount in the bottom box. TIP: Ask students to WRITE the total in the bottom box before cutting and pasting to double check their answers. Partner students up to complete this page if desired. When students are finished, they will write the letters from the boxes they pasted in order from left to right, top to bottom to form the word that goes in the blank. ANSWER: BANANAS. Discuss this fun fact with the class.
EARLY FINISHERS: On the back of this page, ask students to draw and label their favorite GREEN things.

The ADJECTIVES We Found
READING RESPONSE L.1.3
If I have left you a book, please use this for the read aloud. If I have not left a book, please pick a fiction book from our classroom library.
Before reading, review what an adjective is. Tell students that they will be looking for adjectives in the story. For example, what feelings did the characters feel, what did they do, or what did they see? As you read, stop every few pages to write down some adjectives that students noticed in the book. At the end of the story, discuss the sequence as well. Ask students to write the title of the story on this page. Students will pick 6 adjectives and write them in the boxes on this page. Next, ask students to write 3 sentences using the adjectives they picked.
EARLY FINISHERS: On the back of this page, challenge students to write a story titled "The Day I Turned Green."

How to Catch a Leprechaun
WRITING W.2.3
Discuss with students how they would catch a leprechaun. What kind of traps would they make or invent? What would they use to lure the leprechaun? Brainstorm ideas and write some ideas on the board. Guide students to think in 3 steps. Ask students to write and draw about the 3 steps they would take to catch a leprechaun. When finished, if time, give students a chance to share their ideas.
EARLY FINISHERS: On the back of this page, challenge students to write a silly story about HOW TO CATCH A TEACHER.

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

All About St. Patrick's Day
READING RESPONSE L.2.3
Before starting this page, ask students what they already know about St. Patrick's Day. Write their responses on the board. What questions do they have about St. Patrick's Day? Write these questions on the board too. Partner students up and ask them to read the passage together. Next, reread it as a whole class. Ask students to fill in the blanks and draw three St. Patrick's Day symbols in the three boxes. At the bottom, ask students to write about two

Day party, what would be part of the plan on the back of this page. Partner students up and read and discuss with whether they believe. Ask students to identify the false statements. Ask students to draw and write about their favorite St. Patrick's Day activities. Partner students up and discuss. Ask students to write a sentence about what they would like to do at a St. Patrick's Day party. Partner students up and discuss. Ask students to write a sentence about what they would like to do at a St. Patrick's Day party.

BRAIN BREAK GAME DICE

PLEASE ASSEMBLE THESE DICE TO USE DURING THE MATH COIN BREAK.

JUMPING JACKS

SIT-UPS **TOE TOUCHES** **LUNGES** **SQUATS** **PUSH-UPS**

Language Arts Activities

Lucky Synonyms

READ, COLOR, & GRAPH

Color each synonym for the words listed below using the color code. Next, write the synonyms you found for each word and then graph the number of synonyms you found for each word using the bar graph at the bottom of the page.

GIANT- GREEN SMART- YELLOW NICE- BROWN HAPPY- ORANGE

intelligent	enormous	generous	brillant	joyful	enormous	joyful
merry	kind	bright	huge	intelligent	joyful	kind
intelligent	bright	glad	bright	caring	delighted	content
caring	large	brillant	delighted	huge	bright	intelligent
glad	caring	brillant	intelligent	kind	glad	enormous
brillant	content	joyful	generous	glad	enormous	joyful
content	enormous	generous	delighted	generous	brillant	kind

**"Find a penny, pick it up,
and all day long you'll
have good luck!"** ¹⁶

Find a penny with your BIRTH YEAR on it and you'll be super . Legend says this means extra good luck!

List the synonyms used on this page in the correct boxes below.

happy	nice
giant	smart

GIANT NICE HAPPY SMART

NAME: _____

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FAST OR QUICK LEPRECHAUN?

Rewrite each sentence and change the underlined word using a synonym below. Then, draw a picture of the meaning of the sentence two sentences in the boxes at the bottom.

Eating tasty lentils have symbolized coins and therefore good luck.

I was silent so the leprechaun didn't find me.

Ancient legends say leprechauns were red not green.

Some think that walking under a ladder can bring awful luck.

There was a gift at the end of the rainbow.

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WORD BANK

bad old delicious present quiet

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Math Activities

GOOD LUCK CHARMS

Fill in the missing numbers and use the answers to figure out the secret code below.

NAME: _____

5		15	20	P		35		A	50
55		65	70	75		85	90	95	100
T	110	115							C
155	160	165		175		185		195	200
	210		R	220		235			250
255	260		270		280			295	
305		315		325		335	340		350
	L	360		370		380	385		395
				425			N	440	450
455	460				480	485	490	495	
		510			530	535			O
		560	565			585		595	600
605				E	625	630		640	
		660	665	670					H
									700

Write the letter that you see in the number boxes listed below to find out!

A PIG has been a good luck symbol for:

A DOLPHIN has been a good luck symbol for:

330 570 45 355 105 695

25 215 550 105 570 150 105 470 550 335

GRAB A COIN FOR GOOD LUCK!

Figure out the total amount of each set of coins described. Draw and label the coins and paste the correct total below it. When you are finished, write the letters seen in the boxes you pasted going from left to right and top to bottom to finish the blank in the sentence.



If I had 3 dimes and 4 quarters, how much money would I have?



If I had 1 penny and 6 nickels, how much money would I have?

If I had 2 quarters, 3 nickels, and 2 pennies, how much money would I have?

If I had 4 dimes, 4 nickels, and 4 pennies, how much money would I have?

If I had 3 quarters and 4 dimes, how much money would I have?

If I had 3 pennies and 3 quarters, how much money would I have?

If I had 4 quarters, 2 dimes, and 1 penny, how much money would I have?

If I had 6 pennies and 2 quarters, how much money would I have?

In the 1700s, many ships were shipwrecked or lost traveling between Spain and the Caribbean. These ships were often carrying the same thing and it was this thing that many sailors thought might be bad luck: bunches of _____

WITH 2ND-C

\$1.21 s

\$0.64 a

\$1.30 b

\$0.78 a

\$0.31 a

\$1.15 n

\$0.67 n

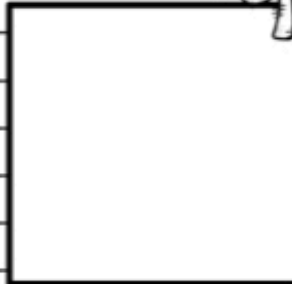
\$0.56

Writing

Reading Response

How to catch a leprechaun


First,



Then,



Finally,



Name: _____

WRITING W.2.3

TITLE



THIS BOOK IS ABOUT:



THE **ADJECTIVES** WE FOUND:

I CAN WRITE **4** SENTENCES USING THESE ADJECTIVES.

Name: _____

I CAN FIND ADJECTIVES!



READING RESPONSE

Social Studies

Science

All About St. Patrick's Day

St. Patrick's Day is a holiday celebrated every year on March 17th. On this holiday, people wear green and eat food like corned beef and cabbage. The first St. Patrick's Day parade happened in New York City. Around 150,000 people participate in New York City's parade.

Legends say that those who wear green, become invisible to mischievous leprechauns! One St. Patrick's Day tradition is to pinch anyone who does not wear green. Other symbols related to St. Patrick's day are leprechauns, a lucky rabbit's foot, four-leaf clovers, and rainbows ending in a pot of gold. **FUN FACT:** The water in the fountain in front of the White House is sometimes dyed green in honor of the holiday.

St. Patrick's Day is celebrated on _____

On this holiday, people like to wear _____

If you don't wear _____ you might get _____

St. Patrick's Day Symbols



Two things I learned...



SOCIAL STUDIES 432345

All About Rainbows: True or False Sort



TRUE

FALSE

PREVIEW

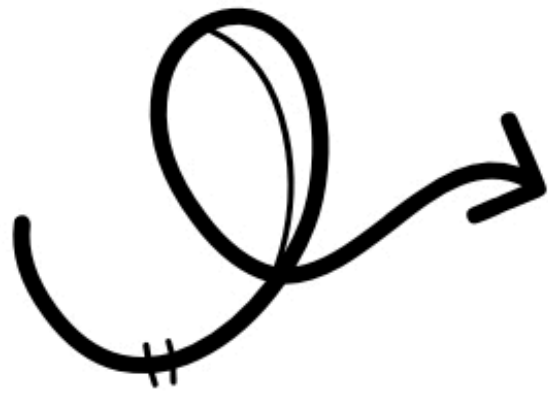
Color the boxes below the color that each letter stands for in the rainbow.

R	O	Y	G	B	I	V
---	---	---	---	---	---	---

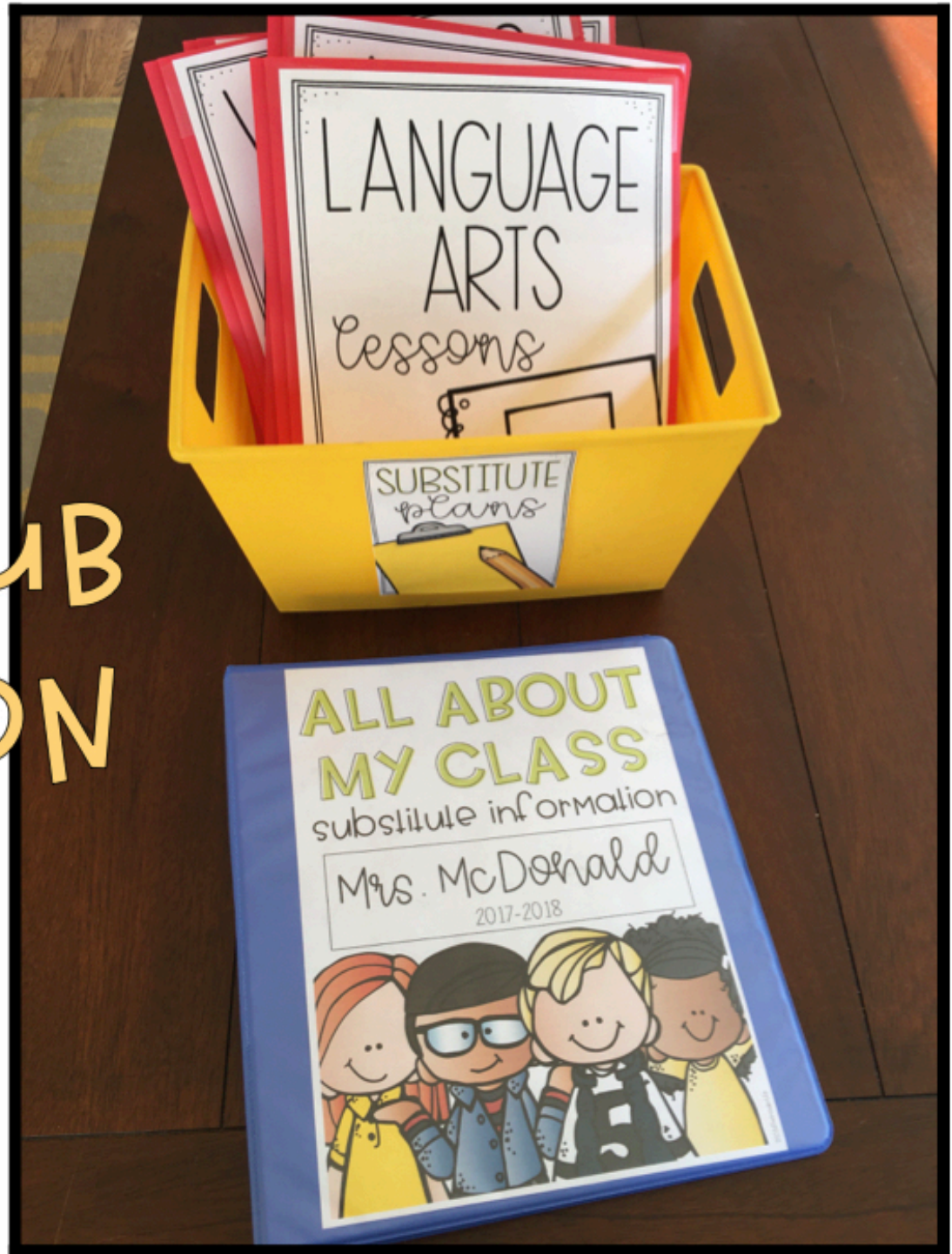
Name _____

Skittles candy comes from rainbows.	Rainbows appear when rain mixes with sunlight.	Rainbows are magic paint in the sky.	ROY G BIV is a great way to remember the colors in the rainbow.	A rainbow is a sign that a leprechaun is near.	The bending and reflecting of light through water vapor creates a rainbow.
No two people see the exact same rainbow. It can depend on where you are standing and/or your eyes.	If you touch a rainbow, you'll get color on your hand.	A rainbow contains many colors.	A pot of gold is at the end of every rainbow.	You can never really get to the end of a rainbow. When you move, the rainbow moves too.	A rainbow feels hot if you touch it.

SCIENCE 432345



PLUS!!
EDITABLE SUB
INFORMATION
BINDER



BONUS: TASK CARD GAME INCLUDED

LUCKY

Name: _____

A

○ ○

○ ○ ○

D

○ ○

○ ○ ○

G

○ ○ ○

○ ○ ○

J

○ ○ ○

○ ○ ○

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LUCKY COINS

Name: _____

A

○ \$0.72 ○

D

○ \$1.25 ○

G

○ \$0.65 ○ ○ \$0.56 ○

J

○ \$0.78 ○ ○ \$0.87 ○

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LUCKY COINS

Name: _____

Figure out the total amount of each set of coins, find that amount on this page, and write the letter of the task card it matches in the box.

\$0.60	\$1.11	\$0.62
TASK CARD <input type="text"/>	TASK CARD <input type="text"/>	TASK CARD <input type="text"/>
\$0.31	\$1.15	\$0.52
TASK CARD <input type="text"/>	TASK CARD <input type="text"/>	TASK CARD <input type="text"/>
	\$0.34	\$0.70
TASK CARD <input type="text"/>	TASK CARD <input type="text"/>	TASK CARD <input type="text"/>
	\$1.01	\$0.78
TASK CARD <input type="text"/>	TASK CARD <input type="text"/>	TASK CARD <input type="text"/>

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A

B