

DETAILED Substitute Instructions

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

Please complete the following assignment:

Daily So

Most pages are self-explanatory and
instructive

If a page does not have a space for students to write the

COLORFUL FLOWERS -AIR- WORDS
LA RF.3.3
Write the following words on the page, students will read each word, but you'll discuss that at the top of the page. Next, ask each flower. They will write the words they can INSIDE the spiral of a BLUE-CHAIR. Did students not ANSWER ROSE. Ask students to EARLY FINISHERS. On the back they see inside and outside the bearing plants? Trees?

PLANTS WE EAT MATCH IT & WRITE IT
LA RF.3.3
BREAK BETWEEN WORKSHEET game. Explain to students the living thing. If it is LIVING (gro for 15 seconds. If it is NONLIVING plank position and hold it for 15 NONLIVING things. If you call in a row students will count 15 or running in place). Continue a movement break.
—On this page, students will see a picture. Next, ask students to read the page. Challenge them to figure out the words in the box on the right. Each plant EARLY FINISHERS. On the back of the garden. What flowers or plants have a picnic? What would be

GARDEN FRACTIONS
MATH
3.NF.A.1
Review fractions. Write the following fractions on the board and ask students to help you draw a matching picture. $\frac{2}{3}$ $\frac{1}{4}$ $\frac{1}{5}$

On this page, students will find the phrase at the bottom of the page that accurately describes the amount of one plant in each garden shown in the picture. Feel free to find the first answer together as a class to give students an example of how to complete this page. When students are finished, ask them to write the letters seen in the boxes they pasted in order from left to right to form the word that goes in the blank of the fun fact. **ANSWER: THIRTY.** Challenge students to guess what four of these foods may be. The 30 foods are corn, rice, wheat, beans, potatoes, sugar cane, vegetables. Do students guess any of these?
EARLY FINISHERS: On the back of this page ask students to write a silly story about a plant that won't stop growing. What trouble will this plant cause?

BREAK BETWEEN WORKSHEETS: Count from 800 to 1000 with students completing a movement for each group of ten. Before counting, decide which actions they will do for each 25. Write the class' decisions on a board. For example: 800-825 jumping jacks? 826-850 sit-ups?

—Review how to find AREA with students. $LENGTH \times WIDTH = AREA$ (in squared units). Students will use multiplication to find the area of each quadrilateral and write the completed equation in each quadrilateral. When finished, ask students to find the matching area and read the plant listed at the bottom of the page. Students will draw the plant listed next to each the blank section of each quadrilateral garden at the top of the page. For example, students will draw strawberries in the quadrilateral with the area of 150. **EARLY FINISHERS:** On the back of this page, challenge students to draw of a garden they would love to create. What would they plant in it? Would it be a fountain? Pond? Birdbath? Bench?

BEG. MID- END- SEQUENCE
READING
RESPONSE/
WRITING
W.3.3C
If I have left you a book, please use that for this page. If I have NOT left a book, please pick a book containing a clear sequence from our classroom. —Before reading this story, discuss the TRANSITION words listed at the top of the page. *They are scrambled on purpose to support a discussion of the meaning. Which words would they use to describe the BEGINNING, the MIDDLE, and the END?
—While reading, stop to discuss the beginning, middle, and end with the class.
—After reading, students will write about the sequence on this page using the words at the top of the page. When finished, ask students to color code the transition words they used. Next, invite students to draw pictures of the beginning, middle, and end on the back of the page.
EARLY FINISHERS: Challenge early finishers to look in the classroom library for any books about plants or other living things. Students can read and discuss the books with a partner.

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

How to Grow a Garden
WRITING
W.3.3A
Invite students to gather on the carpet. Write the following on the board or poster paper: **HOW TO GROW A GARDEN.** Ask students to partner up and brainstorm the steps they would need to take in order to grow a garden. What items would they need? What would they do with these items? In what order would they use these items? Write student responses on the board and help students summarize the steps. Next, students will write their own "HOW TO" steps on this page. Before writing, allow students to draw their pictures in the rounded rectangles first. After writing, ask students to edit their writing using the two tasks listed at the bottom of the page. They can check these items off after they have completed them.
EARLY FINISHERS: On the back of the page, ask students to draw and label all the insects and bugs they can think of that might live in a garden. Which ones would they touch and which ones would they STAY AWAY from?

PLANTS GIVE US ENERGY
SCIENCE
3.ESS.1.B
Introduce the food categories in the picture and discuss with students that some plants use photosynthesis to make their own food. Read the categories together as a class. Can students think of a food item that would belong in each category? Write their responses on the board and allow students to add these food words to their appropriate categories. Next, ask students to read the passage and CIRCLE ALL the FOOD words they found. Next, ask students to write each of the circled food words in the appropriate spot. Finally, ask students to color all the food words on that are PLANTS with a GREEN crayon. Discuss the answers as a class. Challenge students to plan a meal using a variety of plants that they would actually eat. They will describe this meal on the lines at the bottom of the page.
EARLY FINISHERS: Challenge students to create two new plants. What would they name these plants? What would they plants look like? Could you eat them or would they just be great for decorating? What would they taste like if you could eat them?

HOW DO SEEDS TRAVEL?
SCIENCE:
PLANTS
Start a discussion by asking students: How are new plants and trees planted in the forest if there are not people living there? How do the seeds get in the ground and in new places? Write their guesses and responses on the board.
Next, ask students to read each of the sentences below, draw a picture of the meaning of the sentence, and then paste the mode of transportation that a seed travels according to the sentence in the far right box. Last, ask students to color code each of the statements using the color code at the bottom of the page.
EARLY FINISHERS: On the back of this page, challenge students to think about how they would like to travel if THEY were a seed. Would they like to be blown by the wind? Planted by a person? Why? Ask students to draw and write about this on the back of the page.






Language Arts Activities

COLORFUL FLOWERS -air words-

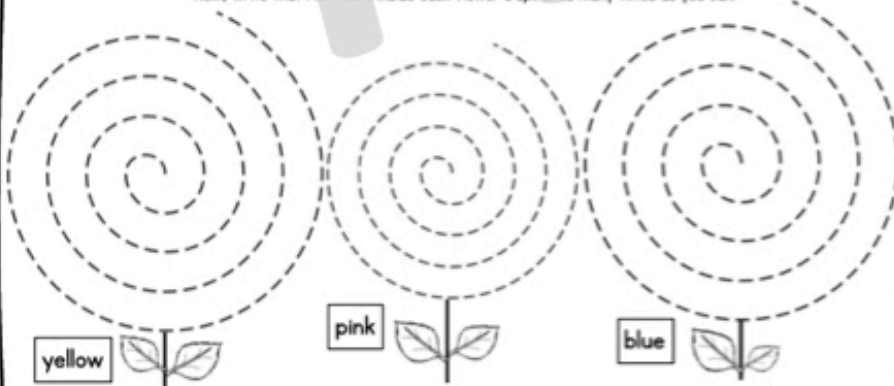
Using the color key below, color each AIR word.

Color Key:

Name: _____

					
pink	blue	black	brown	red	yellow
fair	chair	stairs	chair	repair	rose
hair	fair	rose	rose	hair	stairs
stairs	repair	chair	repair	chair	hair
hair	rose	repair	chair	chair	repair
fair	hair	fair	stairs	rose	fair
repair	stairs	repair	rose	fair	hair
chair	chair	fair	chair	stairs	fair
rose	stairs	hair	stairs	repair	rose
repair	repair	hair	fair	hair	repair

Read the color word listed next to each flower and find the word that you colored that color above. Next, write that AIR word inside each flower's spiral as many times as you can.




Which word was NOT an AIR word? Write that word in the blank below.

Did you know? Pears are part of the _____ family.

PLANTS WE EAT *match it & write it*

Read each plant word and draw a line to its matching picture. Next, read each clue below and write the name of the plant it is describing in the box on the right.

onion		corn	
peas		bell pepper	
cucumber		celery	
potato		broccoli	
tomato		carrot	
lettuce			

READ IT

WRITE IT

This vegetable looks like a tree.	
This vegetable is the main ingredient in most salads.	
This vegetable comes in many colors like red, yellow, and green.	
This vegetable can be turned into a pickle.	
This vegetable might make your eyes water when you cut it.	
Some people think this is a vegetable, but it is actually a red fruit.	
These vegetables come in a pod.	
This vegetable can be used as the nose on a snowman.	
Some people like this vegetable mashed or baked.	
This yellow vegetable might get stuck in your teeth if you eat it on the cob.	
This vegetable is long, green, and crunchy.	

Name: _____



Math Activities

GARDEN FRACTIONS



This is designing a unique garden made of different shapes divided in fractions and using different vegetables and flowers. Cut and paste the sentence that describes the matching garden shown above. NEXT: Each sentence will describe the amount of ONE item used in each garden in Fraction Form.

Name _____

After pasting all the boxes, write the letters you see inside the pasted boxes in order from left to right and top to bottom on the blank line below.

Did you know that 90% percent of all the food we eat comes from only _____ plants?!

Can you guess what four of these plants might be? Draw and label your guesses below.

--	--	--	--

$\frac{2}{6}$ of the garden is bell peppers. **c**

$\frac{3}{5}$ of the garden is carrots. **t**

$\frac{4}{6}$ of the garden is mushrooms. **s**

$\frac{1}{3}$ of the garden is cucumbers. **m**

$\frac{3}{3}$ of the garden is lettuce. **e**

$\frac{1}{4}$ of the garden is corn. **n**

$\frac{3}{4}$ of the garden is potatoes. **d**

$\frac{2}{2}$ of the garden is onions. **y**

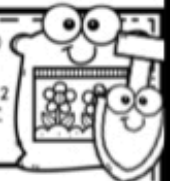
$\frac{2}{4}$ of the garden is sunflowers. **r**

$\frac{1}{2}$ of the garden is broccoli. **h**

How much dirt for my garden?

Multiply the length and width of each quadrilateral to figure out how much dirt Astrid needs for each part of her garden. Next, draw the plant she will plant in the blank section of each garden by finding the matching area for each quadrilateral at the bottom of the page.

EXAMPLE: $5\text{ft} \times 3\text{ft} = 15\text{ft}^2$





DRAW MY PLANTS: WATERMELON: 28ft^2 CARROTS: 20ft^2 PUMPKINS: 16ft^2
 FLOWERS: 6ft^2 STRAWBERRIES: 24ft^2 GREEN BEANS: 15ft^2
 BLUEBERRIES: 25ft^2 LETTUCE: 4ft^2 TOMATOES: 9ft^2

Writing

Reading Response



How to Grow a Garden

1.

[Empty rounded rectangular box for step 1]

2.

[Empty rounded rectangular box for step 2]

3.

[Empty rounded rectangular box for step 3]

After writing, complete and check off the tasks on the checklist below.

editing checklist: circle any words I need help spelling

double-check punctuation

Name: _____

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Title: _____

Transition Words

then

first

in the beginning

finally

next

in the middle

in the end

[Large lined area for writing a response]

Name: _____

READING RESPONSE WRITING W.2.20



Social Studies

Science

PLANTS give us energy

Read the paragraph below and circle the food words. Next, discuss with a partner where you think each circled food word should go on the dinner plate and write it in the section you decide on. Then, color all the written food words that are PLANTS with a green crayon.

Name _____

When you eat healthy food, you have more energy and you get sick less often. Scientists and doctors believe that we should eat a balanced diet. Many people try to eat a little from each of the five categories listed on the right. The size of each category gives you an idea of how much you should eat of one category compared to another.

In the morning, you might grab a bagel or eat a bowl of oatmeal. If you are in a hurry, you can always choose a banana, an orange, or some scrambled eggs for some energy.

For lunch, you might eat some rice and beans. Beans are a great source of protein and so are nuts. Or, you might make a sandwich packed with ham, lettuce, tomatoes, and avocado on whole wheat bread.

For dinner you might eat some steamed broccoli, carrots, or corn. Some people even like to drizzle cheese on their broccoli or drink a glass of milk with dinner. There are also other kinds of milk made from nuts like cashews and almonds that can give you some extra protein.

For dessert you could bake some apples, berries, or pumpkins to make a pie. Others might like a nice big bowl of ice cream for dessert.

Describe a meal you would eat that contains plants from each category above.

PLAN A meal USING plants: _____

HOW DO SEEDS TRAVEL?

read it

draw it

paste it

Some seeds float and can be carried by rivers and streams to new places.

Seeds stick to a bear's fur as it walks through the woods.

A coconut falls from its tree and rolls into the ocean. Later, it washes ashore on a different beach.

A maple tree drops some seeds that are light and shaped like helicopters. These seeds quickly travel in the air somewhere else.

A bird eats a berry, flies away, and its droppings land on the ground.

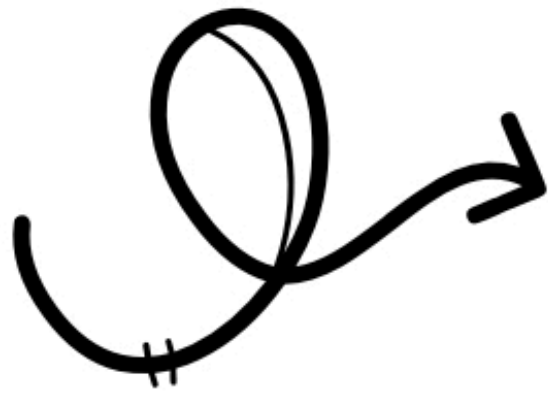
When some flowers are ripe, they burst when touched and spray seeds everywhere.

A squirrel takes a seed, like an acorn, and hides it for winter. But then, he forgets where it is hidden.

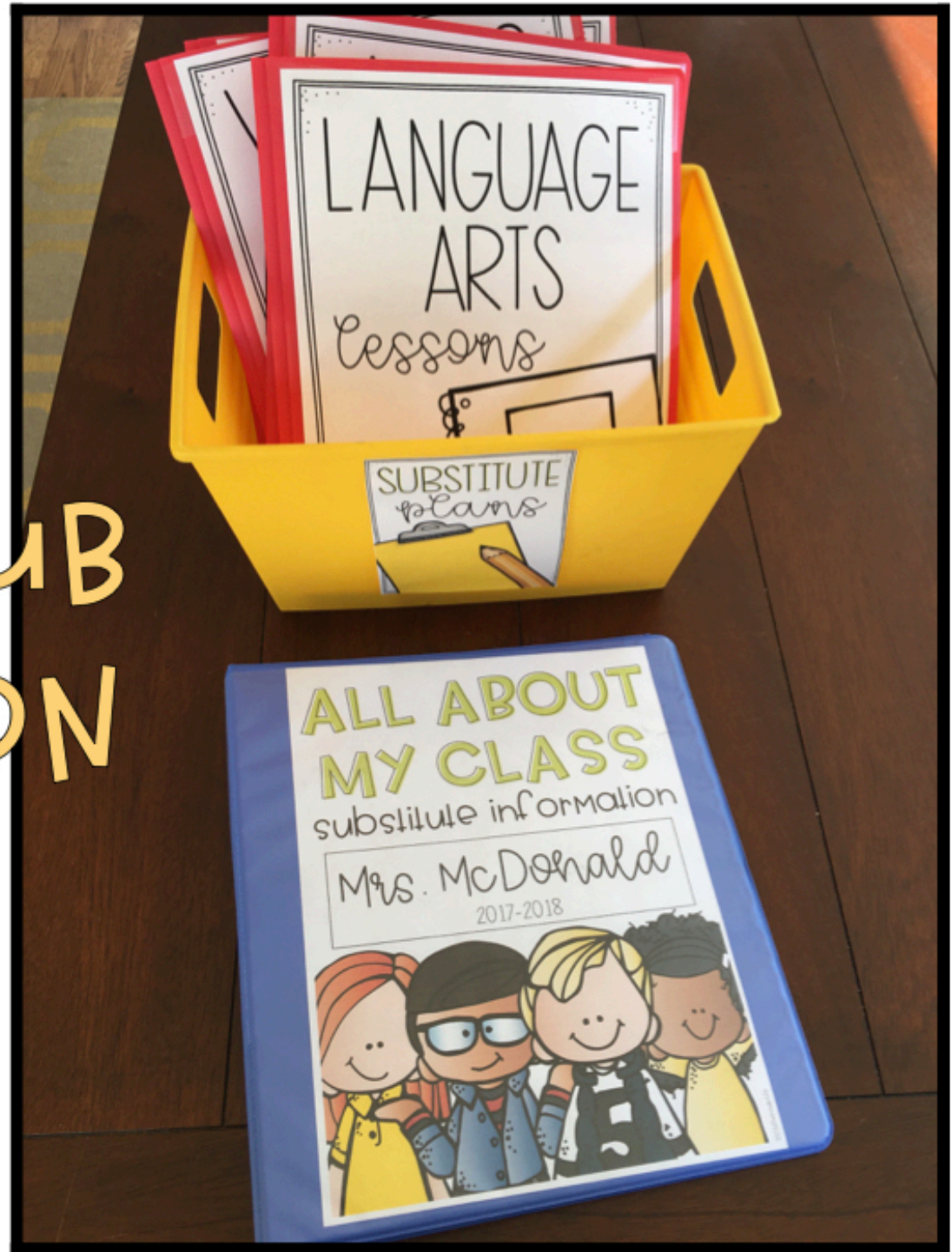
Farmers, gardeners, and other people plant seeds.

COLOR CODE EACH STATEMENT: traveled by land- GREEN
traveled by sea- BLUE traveled by air- YELLOW

by wind by bursting by water by water by people by animals by animals by animals



PLUS!!
EDITABLE SUB
INFORMATION
BINDER



BONUS: TASK CARD GAME INCLUDED

color the **AREA**



Name: _____

Using each lettered task card, find the AREA of the shape and COLOR it in the matching lettered square.

O	6ft^2 4ft^2	P	20ft^2 15ft^2	Q	16ft^2 18ft^2
---	-------------------------------	---	---------------------------------	---	---------------------------------

R	12ft^2 10ft^2
---	---------------------------------

find the **DeDiM**

U	12ft 14ft
---	-----------------------------

X	30ft^2 35
---	----------------------

scratch paper

Y	
---	--

Z	
---	--

AA	22ft 24ft	AB	14ft 16ft
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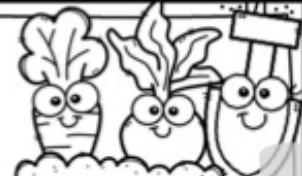
PERIMETER= side + side + side +

scratch paper

AC	
----	--

AD	
----	--

find the **AREA**



Name: _____

Using each lettered task card, find the AREA of the shape and WRITE the equation you used to find it in the matching lettered square.

O	$_ \times _ = _$	P	$_ \times _ = _$	Q	$_ \times _ = _$
---	---------------------	---	---------------------	---	---------------------

R	$_ \times _ = _$
---	---------------------

S	$_ \times _ = _$
---	---------------------

T	$_ \times _ = _$
---	---------------------

U	$_ \times _ = _$
---	---------------------

V	$_ \times _ = _$
---	---------------------

W	$_ \times _ = _$
---	---------------------

X	$_ \times _ = _$
---	---------------------

Y	$_ \times _ = _$
---	---------------------

Z	$_ \times _ = _$
---	---------------------

AA	$_ \times _ = _$
----	---------------------

AB	$_ \times _ = _$
----	---------------------

find the **AREA and PERIMETER**



Name: _____

Using each lettered task card, find the PERIMETER and AREA of the shape and WRITE the equation you used to find it in the matching lettered square.

O	$_ + _ + _ = _$	P	$_ + _ + _ = _$	Q	$_ + _ + _ = _$
---	---------------------	---	---------------------	---	---------------------

R	$_ \times _ = _$	S	$_ \times _ = _$	T	$_ \times _ = _$
---	---------------------	---	---------------------	---	---------------------

U	$_ + _ + _ = _$	V	$_ + _ + _ = _$	W	$_ + _ + _ = _$
---	---------------------	---	---------------------	---	---------------------

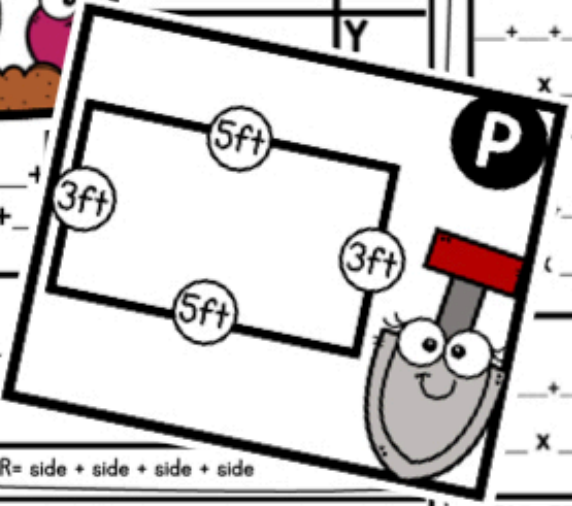
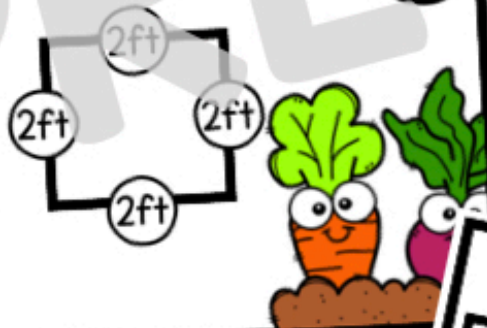
X	$_ \times _ = _$	Y	$_ \times _ = _$	Z	$_ \times _ = _$
---	---------------------	---	---------------------	---	---------------------

AA	$_ + _ + _ = _$	AB	$_ + _ + _ = _$	AC	$_ + _ + _ = _$
----	---------------------	----	---------------------	----	---------------------

AD	$_ \times _ = _$	AE	$_ \times _ = _$	AF	$_ \times _ = _$
----	---------------------	----	---------------------	----	---------------------

AG	$_ + _ + _ = _$	AH	$_ + _ + _ = _$	AI	$_ + _ + _ = _$
----	---------------------	----	---------------------	----	---------------------

AJ	$_ \times _ = _$	AK	$_ \times _ = _$	AL	$_ \times _ = _$
----	---------------------	----	---------------------	----	---------------------



O	$_ + _ + _ = _$
---	---------------------

X	$_ + _ + _ = _$
---	---------------------

Y	$_ + _ + _ = _$
---	---------------------

PERIMETER= side + side + side + side

PERIMETER= side + side + side + side

AREA= length x width