

# 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!

Please complete the following assignments **DAILY**

Most pages are self-explanatory and **instructive**

\*\*If any pages DO NOT have a space provided to write

**Rotten Apples!**  
Where are the **MISSPELLED** words?  
LA.1.3.3D  
On this page students will identify words spelled incorrectly by colors. Students will count the number of boxes at the top of the page. It will write this number in the blank box. **EARLY FINISHERS:** On the many fruits as they can and write they like to eat.

**Taking a Bite of Idioms**  
LA.1.3.5  
**BREAK BETWEEN WORKSHEETS** and explain the following to the three clues, one at a time by side read them independently, and you take one guess (the teacher guesses) after each clue is given. is revealed. Can they guess can student volunteer to think of a fruit in three guesses. TIP: stumped. Continue playing with brain break.)  
—Write the following idiom "I'm this means? What would it LITERALLY discuss the correct answer. **YOU** discuss the idiom "He was on the between two choices.

On this page, students will write partner students up to work on students are finished, ask them to bottom on the blank of the **EARLY FINISHERS:** Challenge students LITERALLY you might write page **BONUS:** Can they include

**Carrying Those Apples: Math Story Problems**  
MATH  
3.NBT.A.2

On this page, students will work on story problems where they are asked to carry a number. Read aloud the first story problem and then discuss the problem with students. Assist students in figuring out the equation they would use to find the answer to this problem. Students will write each equation in the blank box to the right and color each answer with a **YELLOW** crayon. Next, ask students to write the name of the problem that answers each question in the bottom right.  
**BONUS:** Ask students to figure out which months are not mentioned in any story problem (OCTOBER & DECEMBER) and write them in the box at the bottom of this page.  
**EARLY FINISHERS:** On the back of this page, challenge students to create the math story problems involving apples.

**COUNTING THE QUADRILATERALS**  
MATH  
3.G.A.1

**BREAK BETWEEN WORKSHEETS:** (Please cut out the column/sorting cards prior have not already done this for you.) Mix up the equations cards, partner student pass them out in random order to student pairs. Each partner group will get **C** at first. Ask each student pair to solve the equation and place it in the correct based on whether they needed to carry or NOT carry the numbers to solve the equation. If partner groups finish quickly, give them an additional equation to solve and sort. Feel free to solve an equation or two as a class to give an example before beginning this activity. Discuss (and double-check) the answers as a class finished.

—On this page, students will color all the **QUADRILATERALS** starting at the top left corner to create a path to the apple tree in the bottom right corner. Use a **QUADRILATERAL** is using the description at the top of the page. When are finished, ask students to count how many **QUADRILATERALS** they colored create the path. **ANSWER: 40** They will write this number in the blank of the bottom corner. **EARLY FINISHERS:** On the back of this page, challenge students numbers starting from 1000. How high can they count and write?

**I LIKED THIS BOOK BECAUSE...**  
READING  
W.3.8

"If I have left you a book, please read that book. If I have not left you a specific book, from our library. After reading a book aloud, partner students up and ask them to tell their part they liked about this book. On this page, students will write the title, author, any pictures showing what they liked about this book in the box on the right. Next, students to write about **why** they liked this book on the lines. Tell them you explain several reasons why they liked this book. If time, pick a few students to share their answer and picture with the class.

**If apples went to school...**  
WRITING  
W.3.3

Ask students to write a short fictional story about what school would be like if went to school! What would school look like? What kinds of classes would these students take? What kinds of desks would they sit in? What would they eat for what would their recess time be like? If students need more room to write, the more to their stories on the back of the page.  
**EARLY FINISHERS:** Ask students to draw a picture of what happened in their on the back of this page.  
\*\*If time, allow students a chance to share their silly stories!

**AN APPLE A DAY KEEPS THE TEACHER HAPPY...**  
SOCIAL STUDIES  
L.3.3

Has anyone in the class heard the saying "An apple a day keeps the doctor away"? Discuss what this saying means. Discuss how the title on this page relates to this saying.  
Ask students to think of **FIVE** school rules they think are **VERY IMPORTANT** to follow! They will write each of these rules in the boxes on this page. Next, ask students to find someone else in the class to compare rules with. Do they have any of the same rules written down? Do they have any rules written down that are different? Ask students to write a rule that is different in one of the boxes at the bottom. Students will find another classmate and compare rules. If they have a rule that is different from the ones they have listed, they will write it in the second box on the bottom of the page. Last, they will find a third classmate to compare rules to. Ask students to write down a third rule that was different that a classmate had on their page.  
When students are finished, gather the class together and have them assist you in making a list of all the important school rules. Why are these rules important at school? Do they have the same rules at home? Why or why not?  
**EARLY FINISHERS:** Ask students to write and draw about their favorite food containing apples. Apple pie? Apple cider? Do they dislike apples? What item containing fruit would they eat instead?

**All About Apples**  
SCIENCE  
LANTS

Ask students to read the statements about apples on this page. Next, reread the statements as a class and discuss whether they are statements about growing, caring, or harvesting/storing apples. Ask students to paste each statement in its matching column.  
**EARLY FINISHERS:** Ask students to draw pictures showing four things they learned about apples and apple trees on this page.

**ANSWERS: G- GROWING C- CARING S- HARVESTING/STORING**

<b>G</b> Grows tall and green Grows in the ground Grows in the sun Grows in the soil Grows in the water	<b>C</b> Cares for the plants Cares for the soil Cares for the water Cares for the sun Cares for the ground	<b>S</b> Stores apples in the basket Stores apples in the bag Stores apples in the box Stores apples in the jar Stores apples in the container
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**YOU'LL NEED TO CARRY!**

10	45	41	57	40
67	20	33	10	
40	88	45	94	38
41	1	32	23	38
8	30	68	55	22
10	67	10	3	35

**YOU DON'T NEED TO CARRY!**

45	36	8	46
25	36	6	21
33	46	32	25
24	46	32	25
57	40	68	55
28	38	21	38

**BRAIN BREAK GAME CARDS**

# Language Arts Activities

## TAKING A BITE OF idioms

Using the IDIOM BANK, write the matching idiom next to each picture. Next, paste the meaning of each idiom. Last, write the little letters seen in the posted boxes from TOP to BOTTOM on the blank of the fun fact about apples.



WRITE IT

PASTE IT


### IDIOM BANK

He gave me the cold shoulder. Hold your horses!

She had her head in the clouds. I'm all ears.

I was walking on eggshells. It's raining cats and dogs!

**FUN FACT:** Eating apples is said to help improve your \_\_\_\_\_.

Wait a moment!

y

She was not paying much attention to what was going on around her.

e

He was unfriendly on purpose.

m

I had to be extremely cautious with my words and actions.

o

I'm ready and eager to listen.

m

It is raining extremely hard!

r

## Rotten APPLES!!

Where are the MISPELLED words?

spelled correctly: green

misspelled: red

Count them:




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

change	children	young	knew	butiful	laugh
question	however	together	carre	different	through
mother	following	phone	thought	better	eatin
sentence	found	those	tomorrow	another	wonderful
because	write	brothers	sintence	instant	litle
drink	eating	peple	hundred	decide	people
beautiful	laf	throuh	caught	howevr	childen
careful	litle	feund	accident	together	please
carry	thoght	knuw	thuse	eight	answer
answir	fone	giggle	anuther	brothers	imagine
eigt	qestion	yung	beter	cauht	becuase

How many words were misspelled? Write the amount on the blank line below to complete the fun fact.



\_\_\_\_\_ percent of an apple's volume is air!

This is why it can float!

# Math Activities

## CARRYING THOSE APPLES: MATH STORY PROBLEMS

After reading each story problem below, write and solve the equation needed. Color the SUM with a yellow crayon.

Marcus picked 47 apples in March and 28 apples in April. How many apples did he pick in all?

--

Herman's bakery bakes 29 apple pies in June and 55 more apple pies in July. How many apple pies will his bakery bake in all?

--

Ally loved saving the seeds from all the apples she ate. In January, she saved 17 seeds. In February, she saved 288 seeds. How many seeds did she save in all?

--

Damian's favorite food is applesauce. He used 32 apples to make applesauce in July. In August, he used 99 apples to make applesauce. How many apples did he use in all?

--

Amy brought apple slices for class snack. In April, she brought 63 slices. In May, she brought 68 slices. How many slices did she bring in all?

--

Bennett used rotten apples in his compost. He added 34 rotten apples to his compost in August. He added 677 rotten apples to his compost in September. How many rotten apples did he use in all?

--

Paityn wanted to see if she could grow an apple tree so she planted a bunch of apple seeds. She planted 88 seeds in June and 99 seeds in July. How many seeds did she plant in all?

--

Emersyn uses apple seeds to create art. She used 485 seeds in November to create a statue. In January, she created a bumpy painting using 77 seeds. How many seeds has she used in all?

--

Frank loves to snack on apple chips. He created his own chips from 27 apples in May. In June, he created more apple chips from 46 apples. How many apples did he use in all to create apple chips?

--

Diana's orchard has two different kinds of apples. In March, she picked 190 Fuji apples. In April, she picked 255 Granny Smith apples. How many apples did she pick in all?

--

**WHO WAS IT?** Write the name of the person next to each description.

Who composts apples?	
Who used apple seeds to make art?	
Who owns a bakery?	
Who loves applesauce?	

**BONUS:** which months are not mentioned in any of the story problems?

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## Counting the QUADRILATERALS: shape Maze

Starting at the apple in the top left corner, color the QUADRILATERALS red to make a path to the apple tree in the bottom right corner.

**WHAT IS A QUADRILATERAL?**

-four sides -straight lines -2D -closed shape (lines join up)

How many QUADRILATERALS did you color to make the path? Write that number in the blank below.

It takes about \_\_\_\_\_ apples to make one gallon of apple cider!

**COLOR CODE THE REST OF THE SHAPES:**

CIRCLES	YELLOW	PENTAGONS	ORANGE
TRIANGLES	GREEN	HEXAGONS	GREEN
3D SHAPES	PINK		

# Writing

# Reading Response

## IF APPLES WENT TO SCHOOL...

TITLE: \_\_\_\_\_

AUTHOR: \_\_\_\_\_

FICTION     NONFICTION

WHY I LIKED THIS BOOK:



PREVIEW

Name \_\_\_\_\_

Writing W.3.3



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Reading Response W.5.5

# Social Studies

# Science

An apple a day keeps the teacher happy...  
& other important school rules...

1

2

3

4

5

THREE  
MORE  
RULES MY  
FRIENDS  
THOUGHT  
OF:

--	--	--



## all about apples

Read the statements about apples below and decide whether they are statements about growing, caring, or harvesting/storing apples. Paste each statement in its matching column. On the back, draw pictures of FOUR things you learned.

Name \_\_\_\_\_

growing an apple tree

caring for your apple tree

harvesting & storing apples

--	--	--

You can care for your apple trees by pruning them in the late winter or early spring. Pruning when your trees are dormant gives them enough time to recover for growing buds in the spring.

Store your apples in a dark, cool, and well-ventilated area. Your garage or shed may be an ideal place.

Before planting an apple tree, make sure you remove all weeds and grass up to four feet away.

Most apples are still harvested by hand. An apple should release quite easily from the branch when it is ready to be picked.

Make sure to water young trees regularly so that their root systems become well established.

Depending on the kind of apple tree and how big that tree will get, you'll need to space your trees out anywhere from four to 18 feet apart when planting them.

Once an apple tree is bearing fruit, make sure to prune it once a year. Pruning helps let in more light and air and therefore reduces disease.

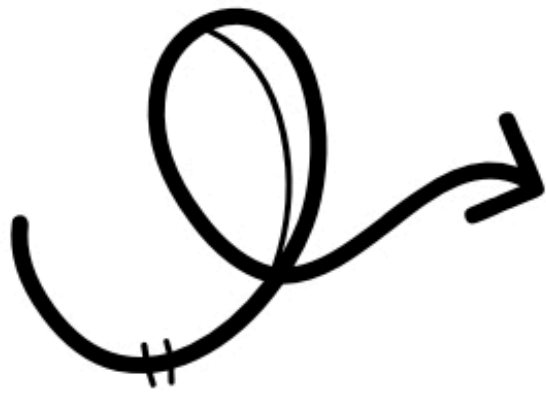
When planting an apple tree, make sure to dig the hole large enough that the roots can spread out fully.

You can store apples by wrapping them individually in newspaper or tissue paper.

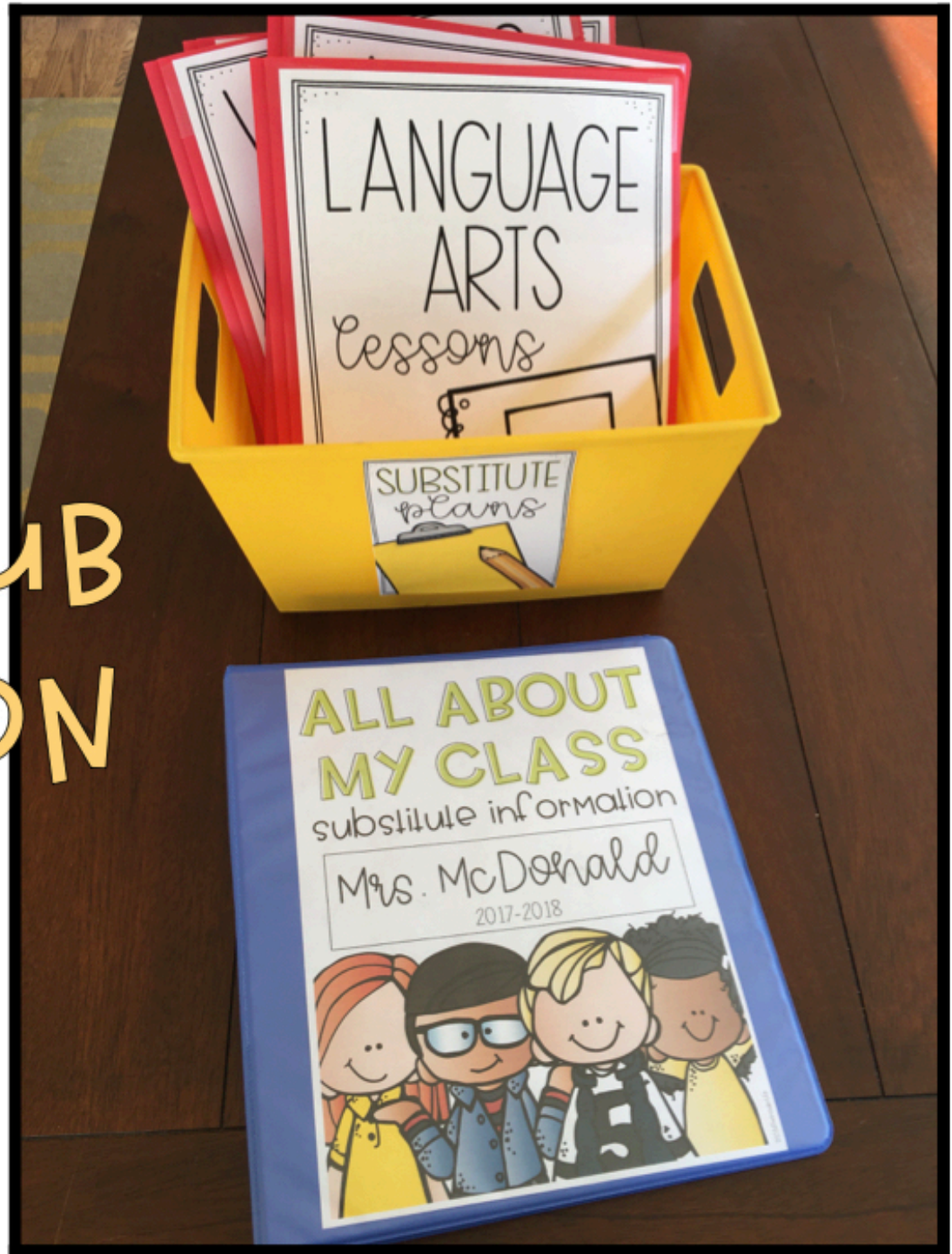
Apple trees need well-drained soil that isn't too wet. When picking a spot to plant an apple tree, find an area that gets six or more hours of direct sunlight a day.

Do not let any of your apple tree limbs become so heavy with fruit that they bend or break.

Different apple varieties mature at different times and so you might harvest your apples anywhere between August and October.




PLUS!!  
EDITABLE SUB  
INFORMATION  
BINDER



# BONUS: TASK CARD GAME INCLUDED

## -idioms-

Color the meaning of the pictured idiom on each numbered task card.



Name \_\_\_\_\_

## -idic

Color the idiom that ma

Name \_\_\_\_\_

101

"as sick as a dog"

"as sick as a cat"

104

"when pigs dance"

"when pigs fly"

107

"an apple in my eye"

"the apple of my eye"

110

"a piece of cake"

"a slice of cake"

101

your pet is sick

feeling extremely sick

104

when something will probably never happen

when you want something to happen really bad

107

someone who loves to look at apples

something or someone that one cherishes above all others

110

something that tastes sweet

something that is easy to accomplish



## -idion

Find the idiom that m and write the num

task card: \_\_\_\_\_

"in the same boat"

task card: \_\_\_\_\_

"like a fish out of water"

task card: \_\_\_\_\_


"the apple of my eye"

task card: \_\_\_\_\_

"as sick as a dog"

## -idioms-

Find the meaning of the idiom on each task card and write the number of the task card it is seen on.



Name \_\_\_\_\_

task card: \_\_\_\_\_

to have trouble speaking

task card: \_\_\_\_\_

feeling sad about something that has already happened and cannot be changed

task card: \_\_\_\_\_

something or someone that one cherishes above all others

task card: \_\_\_\_\_

feeling uncomfortable because you are in an unusual or unfamiliar situation

task card: \_\_\_\_\_

time passes surprisingly quickly

task card: \_\_\_\_\_

when something will probably never happen

task card: \_\_\_\_\_

to feel anxious or nervous

task card: \_\_\_\_\_

feeling extremely sick

task card: \_\_\_\_\_

a situation that causes a lot of problems when you start to deal with it

task card: \_\_\_\_\_

something that is easy to accomplish

