

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**

*A page does not have a space for students to write

<p>Make it a COMPOUND sentence! LANGUAGE L.3.1J</p>	<p>Discuss SIMPLE and COMPOUND SIMPLE SENTENCES. Show how to put together using a COMMA and bottom of the worksheet. *TIP: is to remember the acronym FANBOYS. Write the following sentences from the list to put between the pizza. My mom likes lasagna. Find a related sentence from the sentences using a comma and taking care of the Earth EARLY FINISHERS draw their SIX favorite places like these places?</p>
<p>SIMPLE, COMPOUND, COMPLEX EARTH LANGUAGE L.3.1J</p>	<p>BREAK BETWEEN WORKSHEETS carpet or at their seats. Explain a noun or a verb. Review the reference. If it is a VERB, student will do a jumping jack for each. Start off calling out NOUNS and calling out words until students help you create compound sentences responses on the board. —Review sentences seen at the bottom of listed in each definition. These will determine the kind of sentence. find. Partner students up to color. EARLY FINISHERS On the back about what they love and what</p>
<p>TIME FOR A CHANGE MATH 3.PD.A.1</p>	<p>Draw a blank clock on the board. Review how to tell time. Review the hour and minute hand. Draw two different clocks and discuss the elapsed time between the two clocks. On this page students will identify the time shown on each clock and write it below each clock. Next, ask students to determine the elapsed time between two of clocks. *Assume that all times stay in the PM, so there won't be any over 12 hours. Students will write the elapsed time between the bottom of the blank in the Fun fact. ANSWER: 4 Discuss this fact with the class. EARLY FINISHERS On the back of this page, ask students to draw or things you can RECYCLE or REUSE. How many can they think of? Do recycle AND reuse these things!</p>
<p>HALF FRACTIONS-NUMBER MAZE MATH 3.NF.A.1</p>	<p>BREAK BETWEEN WORKSHEETS Play WHAT TIME IS IT? CHARADES students the following rules. The teacher will start by thinking of a time during the day. For example 7:00PM this is when he or she eats dinner. will whisper the time to the TIMEKEEPER (The TIMEKEEPER reveals the to keep the ACTOR honest and a different TIMEKEEPER is chosen each the teacher will silently act out eating dinner. Students will raise their h guesses about the activity and what time (including AM or PM) until so correctly. The person who guesses it correctly gets to act out a time/ class next. *This is a great activity to help foster a detailed discussion difference between AM/PM. Discuss why some guesses make sense with the class.</p> <p>—On this page students will review fractions meaning HALF and WHOLE following examples on the board and discuss them with the class before page. $\frac{2}{4}$ $\frac{6}{12}$ $\frac{3}{5}$ $\frac{8}{8}$ *Ask students to help you draw a picture fractions look like. Students will find their way through each of the maze from the top left to the bottom right by coloring all the fractions that a GREEN crayon. Next, ask students to color all the fractions that start with a BLUE crayon. Students will count the number of BLUE squares and write each number in the blank of the Fun Fact below it. ANSWER: 5 Discuss these fascinating facts with the class.</p> <p>EARLY FINISHERS On the back of this page, ask students to draw or their neighborhood. This is their own little part of Earth)</p>
<p>FIVE FUN FACTS READING RESPONSE R.3.2</p>	<p>If I have left you a book about the Earth or recycling, please read this activity. If I have not left you a book, please pick any NONFICTION classroom library. Before Reading Ask students to tell you what they already know about this book. Write their responses on the board. After Reading Ask students what they learned from this book. Write it on the board.</p> <p>—Students will write and draw about FIVE of the things they learned. EARLY FINISHERS On the back of this page, ask students to draw 5 label each circle with a different letter from the word EARTH. Inside students will draw things that begin with that letter. For example, elephant, egg, eagle, etc. in the E circle and things like airplane, apple, art, etc.</p>
<p>My Plans for Protecting Planet Earth SCIENCE 3.ESS.1</p>	<p>Ask students to make some PLANS for protecting the Earth. What things can they do STARTING TODAY? Write their responses on the board. Students will write about how they will work with each of the groups (themselves, family, class, school) listed on this page to create a plan for protecting planet Earth. FOR EXAMPLE Maybe their plan for their school is to use make signs about what kids can recycle to post in the cafeteria, so that students know what they can recycle and therefore recycle more things. If time, give students a chance to share their ideas with the class.</p> <p>EARLY FINISHERS On the back of this page, ask students to create a new PLANET. What would it look like? What things would live on it? What would they name this new planet?</p>
<p>LANDFORM MAZE SOCIAL STUDIES</p>	<p>Ask students to match each landform to its matching picture seen at the bottom of the page. Next, ask students to pick two or more animals out of the word bank that they think live where these landforms are located and write them in the last box. Ask students to discuss their answers with a partner and then discuss the answers as a class. Finally, ask students to color code the landform words using the color code at the bottom of the page.</p> <p>EARLY FINISHERS On the back of this page, ask students to write and draw about what they think Earth will be like in 100 years. What will it look like? What will be different? What will be the same? Who will be living on Earth?</p>
<p>EARTH LAYERS PLATE TECTONICS SCIENCE: EARTH</p>	<p>Partner students up to read this page. Next, ask students to color the layer NAMES in the paragraph with a YELLOW crayon. Ask students if they heard any unfamiliar or new words in this paragraph (enormous, iron, etc.). Discuss the meaning of these new words and ask students to color these words GREEN. Next, ask students to color each layer of the Earth a different color using the color code. After color coding, discuss this passage as a class and work with students to fill in the chart at the bottom of the page about how Earth's plates move. Students will write/draw about what they thought was most fascinating at the bottom of the page.</p> <p>EARLY FINISHERS Challenge students to design their own space rocket on the back of this page. Ask them to label all the cool things they would add to the OUTSIDE and INSIDE of this rocket. Where would they hope to travel using this rocket?</p>

Language Arts Activities

Make it a *compound* sentence!

Read each simple sentence and then find the sentence at the bottom of the page that relates to it. Next, add a comma, a conjunction, and the independent clause you picked from the bottom of the page to turn each simple sentence into a compound sentence.

You can recycle that paper

I like to use compostable straws

I can carpool to school

I don't like to use plastic bags

My dad takes long showers

We plant new trees every spring

We can help pick up litter at recess

This is the only planet where we can live

we need to take care of Earth

you can reuse that paper

INDEPENDENT CLAUSE SENTENCE BANK

we can help remind our friends not to litter

I can ride my bike to school

my sister likes to reuse her plastic straws

I bring reusable bags to the grocery store

many people cut down trees to build new houses

my mom takes short showers

POSSIBLE CONJUNCTIONS

for
and
nor
but
or
yet
so



SIMPLE, COMPOUND, COMPLEX EARTH

Read each sentence and paste it in the matching row based on the kind of sentence it is.



Name: _____

SIMPLE

COMPOUND

COMPLEX

Simple Sentence: Shows one idea.

Compound Sentence: Combines two ideas (two independent clauses) using a comma and a conjunction. CLUE WORDS: *and, but, so, or, yet*

Complex Sentence: Combines an independent clause and a dependent clause. CLUE WORDS: *after, although, because, while, unless*

Although you don't feel it, Earth is always spinning.

Earth was formed about 4 billion years ago, but Jupiter is the oldest planet.

Earth has an imaginary line that wraps around its center called the Equator.

The first life on Earth started in the ocean.

Earth is a great place to live, but some people don't take care of Earth.

Because of liquid water on its surface, Earth can sustain life.

You might live north of the Equator, or you might live south of the Equator.

Earth is the third planet from the sun.

The moon is about 238,855 miles away from Earth.

Earth only has one moon, and astronauts have walked on the moon.

While the dinosaurs were alive, the seven continents were one giant piece of land.


Unless we take better care of the Earth, we will lose more and more natural resources.

Math Activities


Time for a Change


Write the time below each clock, and then write the time elapsed between each set of clocks in the third rectangle.

Name: _____



 time


time elapsed


 time



 time


time elapsed


 time



 time


time elapsed


 time



 time

time elapsed


 time


 time

time elapsed


 time

How many hours have elapsed between the two clocks in the last row? Write that number in the blank below.



The average person generates over _____ pounds of trash a day!

©2018 The Kinder Life

HALF FRACTIONS - Number Maze



Starting at the top left picture, color a GREEN path to the bottom right picture by coloring all the fractions that equal HALF. Then, color all the fractions that equal one WHOLE with a BLUE crayon.

Name: _____

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

How many squares did you color BLUE? Write that number in the blank below.

The Earth travels fast around the sun! It travels about _____ miles every SECOND. That is about 67,000 miles per hour!

	3/3	4/5	4/4	9/12	5/5	1/8	4/4	4/6	5/5
2/4	9/12	5/5	1/8	7/10	7/8	8/8	4/8	5/10	3/6
1/2	4/5	4/6	8/8	5/5	4/6	7/10	2/4	1/3	1/2
5/10	3/3	1/3	7/8	4/4	3/3	1/2	3/6	2/7	3/6
4/8	3/6	2/4	1/3	3/6	4/8	2/4	2/8	7/8	2/4
7/8	1/8	3/6	7/8	5/10	7/10	4/5	7/10	4/6	4/8
4/4	9/12	7/14	2/7	6/12	1/8	8/8	2/8	5/5	5/10
4/6	4/5	4/8	2/4	1/2	3/3	2/7	4/4	1/3	

How many squares did you color BLUE? Write that number in the blank below.

Each ton of recycled paper can save _____ trees, 380 gallons of oil, three cubic yards of landfill space, and 7,000 gallons of water!

©2018 The Kinder Life

Writing

Reading Response

MY PLANS FOR *protecting* PLANET EARTH

WHAT I CAN DO:

WHAT MY FAMILY CAN DO:

WHAT MY CLASS CAN DO:

WHAT MY SCHOOL CAN DO:



NAME: _____

©2018 The Kindergarten Life

Writing 4.2.1

Title: _____

Fun **FACTS** I learned:

1

2

3

4

5

Name: _____



READING RESPONSE P.2.1

Social Studies

Science

LANDFORM Match

Match each landform with a picture from the bottom of the page. Next, pick two animals from the word bank that you think would live there and write them in the blank box.

NAME	PICTURE	ANIMALS THAT MIGHT LIVE HERE
river	paste it	
ocean	paste it	
plain	paste it	
island	paste it	
lake	paste it	
canyon	paste it	
desert	paste it	
mountain	paste it	

COLOR CODE:
type of land: GREEN
body of water: BLUE

animal
word
bank

bear	camel	beaver	goat
octopus	rabbit	rattlesnake	giraffe
sheep	frog	beaver	shark
penguin	coyote	salmon	tortoise



eARTH LAYERS: PLATE TECTONICS

Read the paragraph about the Earth's layers, and then color them on the right using the color code.

NAME: _____

COLOR CODE:

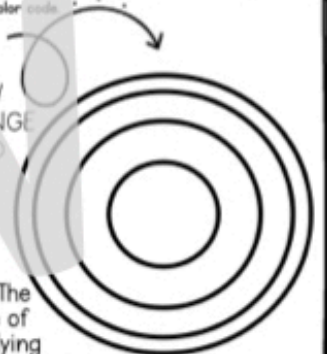
CRUST- GREEN

MANTLE- YELLOW

OUTER CORE- ORANGE

INNER CORE- RED

The Earth is made of 4 main layers. There are three solid layers and one liquid layer. The top layer is the CRUST. The crust is the thinnest layer. We live on the crust layer. The 2nd layer is the MANTLE. This layer is made of both solid and melted rock. It takes up about 85% of the Earth's weight. The 3rd layer is the OUTER CORE. The outer core is made of iron and nickel. The center of the Earth is called the INNER CORE. The inner core is a huge ball of metal that stays solid because of the enormous amount of pressure surrounding it. By studying rocks and meteorites (rocks from space), scientists believe the Earth is about 4.5 billion years old.



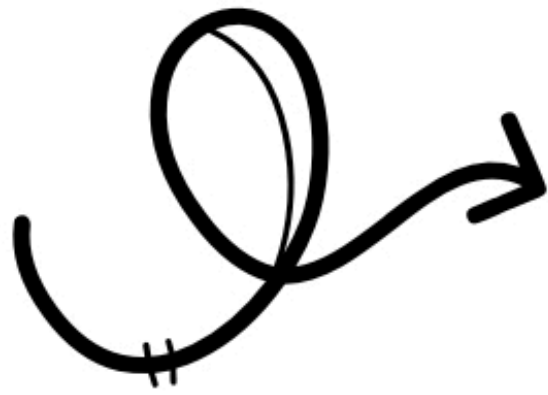
Although it may not seem like it, the land on Earth is constantly moving! You don't notice because it is moving at a very SLOW pace. The part of the Earth that is constantly moving is the LITHOSPHERE. The LITHOSPHERE is made up of the CRUST and part of the UPPER MANTLE. The LITHOSPHERE moves in big chunks of land called TECTONIC PLATES. Think of the TECTONIC PLATES like a jigsaw puzzle! These "puzzle pieces" of land move slowly in different ways.

When two PLATES push up against each other, they form things like MOUNTAIN RANGES and VOLCANOES. When two PLATES separate, they form VALLEYS. And when two PLATES slide up against each other, they create EARTHQUAKES.

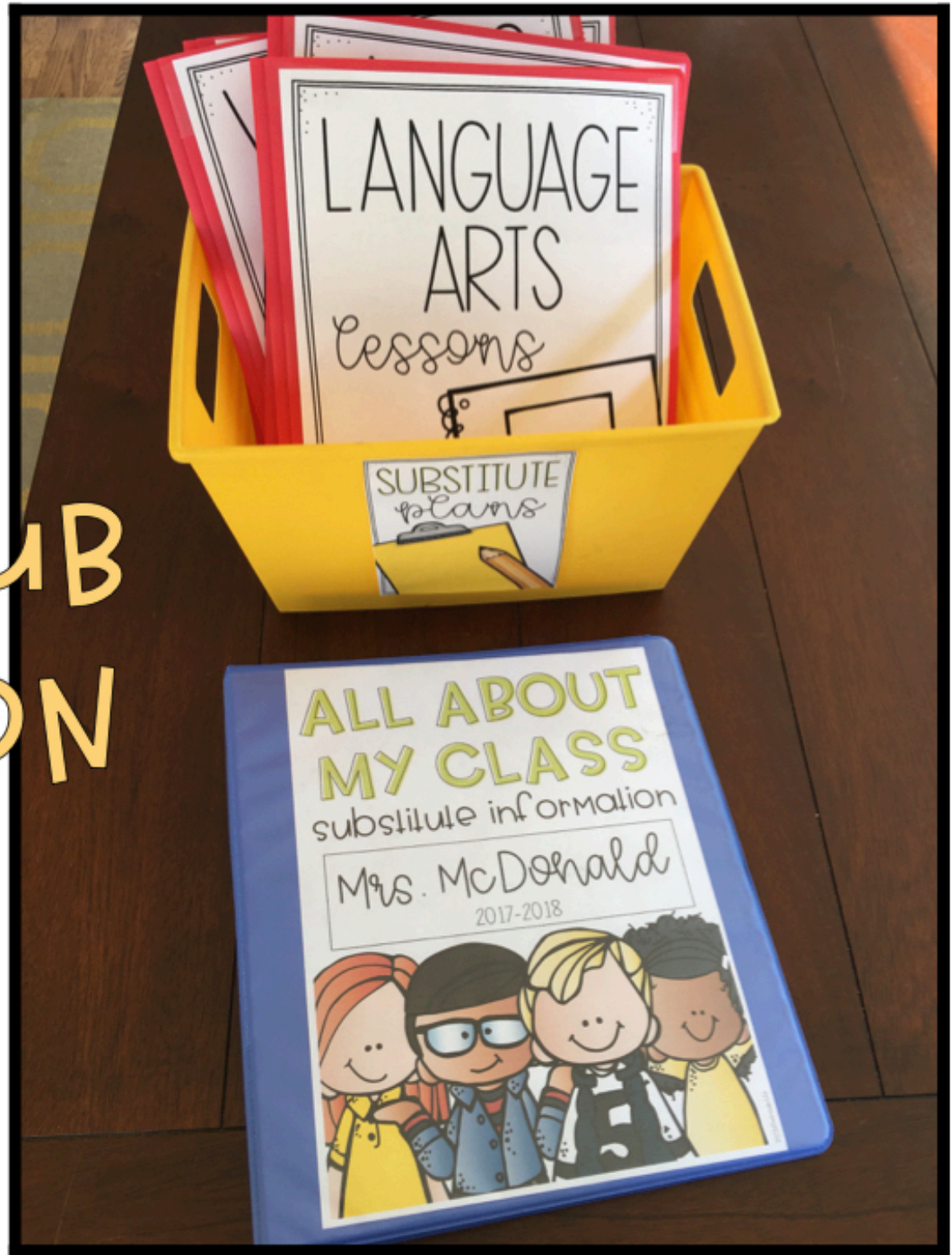
WHAT ARE THE PLATES DOING?

WHAT DO THEY CREATE?

WHAT I THOUGHT WAS MOST FASCINATING:



PLUS!!
EDITABLE SUB
INFORMATION
BINDER



BONUS: TASK CARD GAME INCLUDED

simple or compound

Name: _____

70 (F) 71

73

76

79 (F) 80

Simple Sentence: Shows ONE idea.
Compound Sentence: Combines TWO ideas (two independent clauses) using POSSIBLE CONJUNCTIONS: for, and, nor, but, or, yet, so

simple or compound

Name: _____

70

71

72

73

74

75

76

Using each numbered task card, write the sentence in the same numbered row and write S in the circle if it was a SIMPLE sentence OR C in the circle if it was a COMPLEX sentence.

71

Earth is the best planet in our solar system.

70

Earth is a rocky planet, but some planets are gassy.

Simple Sentence: Shows ONE idea.
Compound Sentence: Combines TWO ideas (two independent clauses) using a comma and conjunction.
POSSIBLE CONJUNCTIONS: for, and, nor, but, or, yet, so