

# DETAILED Substitute Instructions

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

thank you for working in our class today!

Please complete the following

Most pages are self-explanatory  
instructions

\*Additional note: If any pages DO NOT have a space

**Finding Talling Verbs & Nouns**  
LANGUAGE 3J  
REVIEW what a NOUN and VERB is: an action word. Write their responses on the board. Then color the matching pictures. After ALPHABETICAL order starting top to bottom. Which word will write this word in the students. What else do the responses on the board. Ask students to write a silly sentence.

**Autumn Adjectives**  
LANGUAGE 3J  
BREAK BETWEEN WORKSHEETS. Following words: football, students guess what you are doing well, you could ask and act out a word for the REVIEW what an ADJECTIVE number tool). Before starting board. Ask students to help they think of? Write their adjective to describe each of the item. Next, ask students in the blank rectangle. Ask finished, students will find. Ask student to read the first EARLY FINISHERS. As students to write about the (luck)) on the back of this

**We are FALLING for rounding!**  
MATH 3.NBT.A.1  
REVIEW rounding to the nearest hundred. RULES: If the TENS number is 5 or GREATER, round UP to the next hundred. If the TENS number is 4 or LESS, round DOWN to the nearest hundred. Determine the nearest hundred for the following numbers: 155, 344.

Students will round each number to the nearest 100 and paste it on a card. After all the boxes are pasted, study the letter seen in the corner from left to right and top to bottom word that completes the sentence at the bottom of the page. AUTUMN.

**EARLY FINISHERS:** Ask students to write THEIR name in big letters on the back of the page (at the top or down the side of the page). Circle a word or thing relating to fall (or something they like to do fall) that starts with each letter of their name. Ask them to write these things next to each letter.

**Family Trees Leafy fact families**  
MATH 3.NBT.A.2  
BREAK BETWEEN WORKSHEETS. Play HOW MANY JUMPING. Discuss the following with students. You will write an equation and ask the class to help you solve it. \*This equation should involve numbers, like seen on this page, and can be addition or subtraction. Solving it, you'll ask the class to make a couple quick guesses at what the answer might be. Don't give students enough time to actually solve. Have them make some estimates. \*Give students the hint that round numbers to quickly take a guess might get them close. After five student guesses/estimates, solve the problem with the class. Off was the closest guess? Students will do THAT many JUMPS!

Continue playing until students have had a good movement break. On this page, students will check equation to determine if it is true and color it according to the color code at the top of the page. Give students scratch paper to show their work or ask them to work on the back of the page. What equations did they color because they were untrue?

ANSWERS 438+252=381 247+432=771 534-322=212 993-271=635  
Ask students to solve these 5 equations CORRECTLY in the bottom right corner.

**EARLY FINISHERS:** \*If students didn't use the back of the page, otherwise you can ask that students complete this early challenge using a separate sheet of paper. Challenge students to draw a picture of their favorite thing to do in the fall and write five or six sentences about why this is their favorite thing to do.

**The Message**  
READING 3.RON.1  
K.L.3.2  
If I have left you a book, please use that for this activity. If I didn't leave you a book, please pick a fiction book from our classroom library that has a good lesson/message or moral in it. Before reading, discuss with students that they will be looking for the moral, message, or lesson of the story. Write these questions on the board to help guide the focus during your read aloud. What did the characters learn in this story? How did the characters grow or change throughout the story? What message is the author trying to tell us? What important part of life is this story about? How can we apply this lesson to our own lives? Stop a few times during the story to ask if students have answers to any of these questions so far. Write their responses on the board. After reading, students will summarize what they think is the lesson/moral/message of the story and write it at the top. They can add a picture of this on the left. At the bottom of the page, ask students to write about what events from the story showed them that this was the lesson/moral/message. **EARLY FINISHERS:** If students could change the ending of this story, how would they change it and why? Challenge students to write about their answer on the back of this page.

**The PERFECT Fall Day!**  
WRITING W.3.3C  
Brainstorm some fall words with students. Write their responses on the board. Here are some words to add to their list: acorn, crow, turkey, football, corn maze, haystack, tractor, corn, etc. Ask students to write about what they would do if they could plan the PERFECT fall day! What would they do first? Next? Who would they spend it with? After writing, ask students to underline all the fall words they used with an orange crayon. **EARLY FINISHERS:** Challenge students to pick another season and write about what they would do to make it a PERFECT day for that season on the back of the page.

**THE SCIENCE OF FALL**  
SCIENCE: 3.NON.1  
Partner students up to read this page. After reading, ask students to read each sentence in the boxes and color all the TRUE sentences- GREEN and all the FALSE sentences- RED. At the bottom, students will write and draw about one thing they learned. **EARLY FINISHERS:** Challenge students to think: How would you teach a little kid about fall? Make a poster that would help a little kid learn about fall on the back of this page.

**Comparing and Contrasting**  
SS FAMILY  
Discuss the topic with students and gather some ideas of what students will draw and write in their top box. Model completing this page with information about your own family. Pick a student in the class to compare and contrast with. Find one similarity between you and this student's family activity/tradition and one difference. Next, partner students up and ask them to think about things both their families do that is the SAME. They will draw and write about TWO similarities on the left. Then, ask students to discuss things that their families do that is DIFFERENT. They will draw and write about TWO differences in the right box. **EARLY FINISHERS:** On the back of this page, ask students to draw and write something new they HOPE to do this fall or something they already did that was NEW this fall.

# Language Arts Activities

## Finding "FALL"ING Verbs & Nouns

Then rake them up  
in alphabetical  
order!

Read the words in the boxes seen in the bottom left corner and color all the NOUNS BROWN and all the VERBS YELLOW. After coloring each picture accordingly, write the nouns and verbs in alphabetical order in the boxes to the right.



**NOUN- BROWN**  
**VERB- YELLOW**

rabbit	helicopter
paint	zoo
write	dance
hammer	watermelon
sing	butterfly
mitten	kick
read	speak
build	popcorn

After color coding each picture, write the nouns and verbs in alphabetical order below. Start in the top left box and go left to right and top to bottom. Write the word you write in the SECOND box in the blank at the bottom of the page.

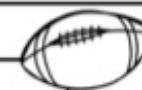

The monarch \_\_\_\_\_ migrates during the fall. They will fly around 3,000 miles south during the fall to survive the winter. After winter, they will fly north (but not all the way back) to lay eggs.

## Autumn Adjectives

Write an adjective below each fall item to describe it, then write a silly fall sentence using this adjective in it.

ADJECTIVE

SENTENCE



Find each of the items above in the word search below.

a t a c f o o t b a l l  
l r a p u i a n z h m e  
u e f c p u m p k i n a  
c e e e b d o i y g j v  
k r d s h t x e f j i e  
s c a r e c r o w k l s

**WOAH!**

According to superstition, catching a leaves during the fall brings good luck! Every leaf means a lucky month next year. Find the underlined word above in the word search tool! How do you plan to catch more leaves during the fall? Write about your plan on the back of this page.

# Math Activities

We are "FALLING" FOR ROUNDING!

Name: \_\_\_\_\_ Rounding to the Nearest 100

470	211	343	739
776	990	554	912
640	388	148	431

After pasting the correct rounded numbers, write the letters seen in the corner from left to right and top to bottom to make the word that answers this question.

What name has been popular to name babies in the United States since 1997?

FUN FACT:



1000 <sup>N</sup>	500 <sup>A</sup>	600	900
400	600	300 <sup>T</sup>	800 <sup>M</sup>
200 <sup>U</sup>	700 <sup>U</sup>	400	100

DON'T FALL FOR IT! TRUE OR FALSE EQUATIONS

Color all the leaves containing TRUE equations- RED.  
Color all the leaves containing UNTRUE equations- YELLOW


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

Which equations were UNTRUE?  
Write and solve them correctly below.


Show your work on the back of this page.

# Writing

# Reading Response

<p><b>the Message</b></p> <p>What was the message or moral of the story you just heard? Draw and write about it below.</p>  <p>What DETAILS from the story support this message or moral?</p> <p>TITLE: _____ NAME: _____</p> <p><small>©2018 The Khuler 1st</small></p>	<p>The perfect <b>FALL</b> day!</p> <p><small>If you could plan the PERFECT fall day, what would you do and who would you spend it with? Be sure to explain what you would do first, next, etc. After writing, underline all the fall words you used with an orange crayon.</small></p> <p>Name _____</p> <p><small>WRITING W.B.3.3 ©2018 The Khuler 1st</small></p>
-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

# Science

# Social Studies

## THE SCIENCE OF FALL

After reading about fall, color the boxes that are TRUE- GREEN and the boxes that are FALSE- RED. At the bottom of the page, write and draw about one thing you learned.


During the summer, the trees are busy using sunlight to convert water and carbon dioxide into sugar to create their own food. The chlorophyll in leaves helps absorb the sunlight. But during the fall, the leaves start to change colors!

During the fall, the days become shorter and the nights longer. This means that there is less sunlight and therefore leaves produce less and less chlorophyll. Eventually the leaves stop producing chlorophyll and they begin showing their other colors like yellow, orange, red, and brown. These other colorful pigments are always in these leaves, but the chlorophyll usually just covers it up!

You will see the brightest colors appear when autumn has bright sunny days and cool nights. Although the leaves of many trees change colors in the fall, pine, spruce, and fir trees have pointy needles that stay green all year long.

Not long after they begin to change color, the leaves will also fall to the ground. Right before they fall, the tree will soak up any last bit of energy the leaves have flows into the tree and then the leaves fall because their job of providing energy for the tree is now done. The tree can survive through the winter without leaves because of the energy it has stored.

Chlorophyll helps the leaves change colors.	Trees can use the sunlight to convert water and carbon dioxide into sugar.	A tree uses the energy it has stored to survive the winter.	During autumn, there is more sunlight.
The pointy needles on a pine tree change color too!	If autumn has bright sunny days and cool nights, you will likely see bright colored.	During the Fall, the days are longer.	Autumn leaves can be yellow, blue, or pink.
The chlorophyll in leaves usually covers up all the other colorful pigments.	During the Fall there is less sunlight.	During the winter, a tree needs its leaves.	Trees use sunlight to create food.




---



---



---



---



---



©2018 THE KIDZ LIFE

Name \_\_\_\_\_

How would you teach a little kid about fall? Make a poster that would help a little kid learn about fall on the back of this page.

## Comparing and Contrasting

Fun Fall Family Activities: Partner Chat



Something fun my family does in the fall: ↴




---



---



---



---



---

Two things our families do that is the **same**:

Two things our families do that is **different**:

---



---



---



---



---

---



---



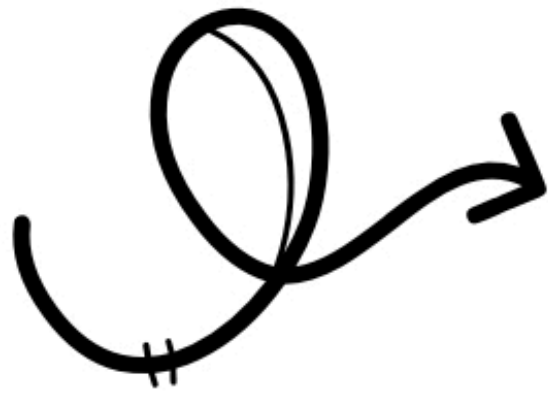
---



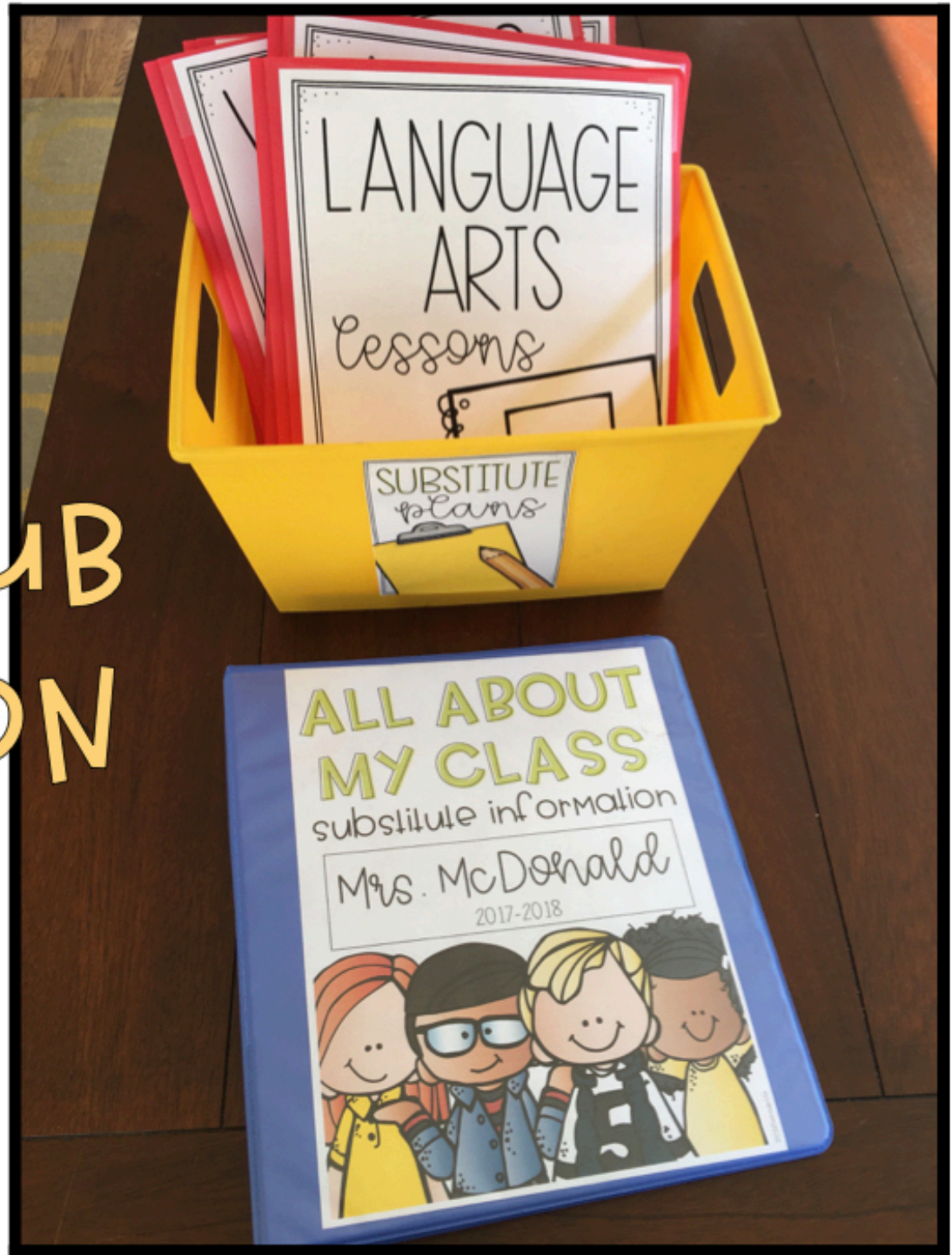
---



---



PLUS!!  
EDITABLE SUB  
INFORMATION  
BINDER



# BONUS: TASK CARD GAME INCLUDED

**making up VERBS, ADJECTIVES, & NOUNS**

Using the TWO words underlined on each number card, draw a picture next to its category (noun, verb, or adjective).

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


50	adjective	verb	noun
53	adjective	verb	noun
56	adjective	verb	noun
59	adjective	verb	noun

**making up VERBS, ADJECTIVES, & NOUNS**

Using the TWO words underlined on each number card, draw a picture next to its category (noun, verb, or adjective).


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

50



I drive a red car.

51



Maria can run faster than a cheetah.

**making up VERBS, ADJECTIVES, & NOUNS**

COMPREHENSION PAGE: Draw a picture of what is happening in each sentence in the matching numbered box. Don't forget to include all the nouns, verbs, and adjectives in each sentence.

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

50	51	52
53	54	55
56	57	58
59	60	61