

# DETAILED Substitute Instructions

thank you for working in our class today!

Please complete the following assignments:

**Daily**

Most pages are self-explanatory and  
instructive

TIP: If any pages do not have a space for a name, p

Open & Closed Syllables LA RF.3.3c	Complete the OPEN AND CLOSED instructions on this page). —On the bottom and paste it next to its mat according to whether it has an C ORANGE CLOSED SYLLABLES class if desired. Review the answers (OPEN- pilot, rhino, robot, human, vowel sound) CLOSED- rabbit, etc. When students are finished, they GREEN box and unscramble them. <b>EARLY FINISHERS:</b> Challenge the about pumpkins on the back of the
PUMPKIN COLORS REVIEW DIGRAPHS LA RF.3.3	<b>BREAK BETWEEN WORKSHEETS:</b> traditional "hangman" but instead student will try to guess the word eyes(x2), nose, and mouth- 5 guesses. Forget to draw the right number spoon, flower, drum, clown. Feel blends by writing the following words and plane. Underline the blend (p) identify the sound each blend makes. Other blends. What sounds do you hear? On this page, students will label a picture according to the color code in the corner box have in common. <b>ANSWER:</b> A pumpkin is really a box. <b>EARLY FINISHERS:</b> Challenge students to draw a squash. What are the two different

Roll, Subtract, and Draw a Pumpkin MATH SUBTRACTION REVIEW	"If I have left you printed for students to create dice, assist them in folding and gluing them together. Otherwise use the dice I have provided. In this activity, students will roll a dice TWICE. SUBTRACT from the smaller number, and then use the difference to draw a pumpkin. Show students how to do this by the chart to create your OWN pumpkins on the board. B students that they start with the LEFT of the chart (the pumpkin move to the RIGHT as they roll and add. TIP: Ask students: pumpkin small so that they can fit many on this page. How draw? When students are finished, invite students to the classroom the silly pumpkins they created! <b>EARLY FINISHERS:</b> to pick one of their silly pumpkins to write a spooky or silly them to include a good description of what their pumpkin story.
"Orange" You a Great Counter? MATH SUBTRACTION REVIEW	<b>BREAK BETWEEN WORKSHEETS:</b> Play <i>Make Us a Shape</i> a circle on the floor and begin by counting around the circle students. *This means that each student will take turns say the turns circulate around the circle. (I would suggest she works by practicing counting to 50 by 1s first.) Each time and 300. Students will stand up and you will call out a shape etc.) Students will quickly find a group of students closes shape with their bodies on the ground. For example, four to feet to create a square. Assist students as needed. <b>Re cannot choose the same group of students each time the</b> On this page, students will color in the boxes counting from to complete the maze. They will start at the pumpkin in the end at the pumpkin in the bottom right corner. When students them to solve the subtraction equations at the bottom of these answers on the maze and color them green. Next, two answers (bigger number from the smaller number) with them to figure out the number that goes in the blank in the the pumpkin fact. <b>ANSWER:</b> 990-900= 90. Pumpkins are. <b>EARLY FINISHERS:</b> Challenge students to write numbers they can on the back of this page.
HOW DO PEOPLE USE PUMPKINS? WRITING W.3.2	As a class, brainstorm the different ways people use pump responses on the board. Next, students will summarize the people use pumpkins in their own words. When finished, check their writing for errors, check for correct spelling, and p color a circle after they have done each of these tasks. <b>EARLY FINISHERS:</b> Challenge students to draw and write think is the BEST use of a pumpkin on the back of this page support their opinion with at least two opinions.

Point of View READING RESPONSE EL.3.6	If I left you a book, please read that for this activity. If I haven't left a book, feel free to pick a FICTION book from our classroom library. <b>BONUS:</b> If you could pick a story where there are multiple characters but only one character is telling the story instead of the narrator this would be helpful but NOT required. Before reading, write <b>POINT OF VIEW:</b> A way of looking at something on the board. Talk with students about how the feelings and thoughts of the events in a story often depend on WHO is telling the story. Some stories have a narrator, sometimes a story is told by one character or multiple characters. If a different person told the story, the thoughts and feelings about the events might be different. Discuss a well known example with students. Goldilocks and the Three Bears. How would a narrator tell the story? How would the story change if Goldilocks told the story? What about if the Mama Bear told the story? While reading this book aloud, stop to discuss who is telling the story. How does this character (or narrator) seem to feel about the events in the story. Write students responses on the board. After reading, students will write the title of the book and the narrator at the top of the page. Choose an important event in the story. Students will write this event in the <b>EVENT</b> box. Finally, ask students to pick two different characters and write about how the story might change if they told the story. One of these characters might already be the narrator and so students can write about how this character felt about what happened in the story. Can students find evidence from the text to support their answers? Students can write quotes from the story or draw pictures of how these characters acted in the bottom boxes. <b>EARLY FINISHERS:</b> Challenge students to think and write about the the story The Three Little Pigs. How would the story change if each character told the told? Ask students to write about this on the back of the page.
Pumpkin Bread Recipe Speaking & Listening SL.3.1	This is a COOPERATIVE READING TASK. TIP: Tell students that if they work well together, they can bring this recipe home to make REAL PUMPKIN BREAD with their family! Talk about what a recipe is. Partner students up and ask them to read and illustrate each step. <b>EARLY FINISHERS:</b> Challenge students to create their own pumpkin recipe on the MY PUMPKIN RECIPE page! This can be something they have made already at home or they can make up a recipe they think will work. If time, let students share their recipes with the class.
The Life Cycle of a Pumpkin Science: Life Cycle	On this page, students will label each of the steps of the life cycle below using the words in the word bank. Next, students will read the paragraph at the bottom of the page. Ask students to circle any words related to food. <b>EARLY FINISHERS:</b> Challenge students to draw three or more things they learned on the back of the page. What other questions do they have about pumpkins?










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

# Language Arts Activities

## Perfectly Plump open & closed SYLLABLES

Paste each word next to its matching picture and then decide if it's an open or closed syllable by drawing a line between the syllables. If the first syllable ends in a vowel, it is an OPEN syllable. If the first syllable ends in a consonant, it is a CLOSED syllable. Color all the OPEN syllables- ORANGE. Color all the CLOSED syllables- GREEN. When you are finished, unscramble all the little letters in the GREEN boxes to create the 5 letter word that goes in the boxes below to finish the fun fact about pumpkins.

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

Long ago, pumpkins w

--	--	--

human tennis

cactus pilot

### OPEN AND CLOSED SYLLABLE WARM-UP GROUP SORT

Sort these words into open and closed syllables. If the first syllable ends in a vowel, it is an OPEN syllable. If the first syllable ends in a consonant, it is a CLOSED syllable. Use the words in the boxes below to finish the sentence.

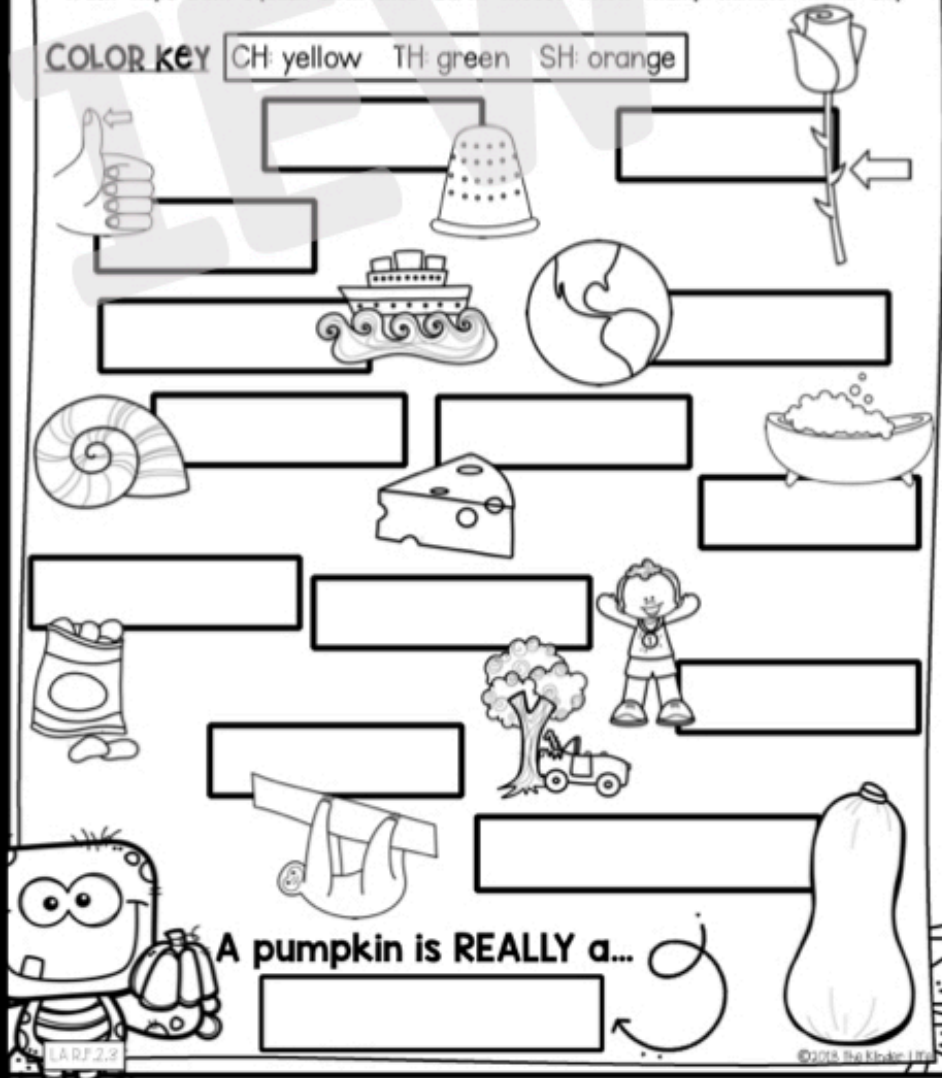
pen	cil	CLOSED SYLLABLE
num	ber	
mag	net	
tu	lip	
ba	by	

warm-up group sort

## PUMPKIN COLORS REVIEW: DIGRAPHS

Using the word bank and the color key below, label and color each picture according to the key below. Rewrite the digraph word in the bottom right corner in the blank box at the bottom to finish the sentence.

COLOR KEY CH: yellow TH: green SH: orange



crash chips bath squash sloth shell Earth cheese thorn champ thimble thumb ship

A pumpkin is REALLY a...



# Math Activities

## ROLL, SUBTRACT, & DRAW A PUMPKIN

MATH 2.B.A.1

	Shape	Eyes	Mouth	Nose	Color
2					blue
4					orange
1					pink
5					purple
3					red
0					green

### MY PUMPKINS

Roll TWO dice and SUBTRACT the bigger number from the smaller number to find out the shape of the pumpkin you will draw. Draw it below. Roll TWO dice again and subtract again to find out the shape of the eyes and draw them. Continue rolling and subtracting until you have drawn a whole pumpkin. Then, start over and draw another pumpkin! How many different pumpkins can you draw?

## "ORANGE" You a Great Counter?!

Starting at the pumpkin in the top row, color the maze to the pumpkin in the bottom row by counting from 950 to 1000.

950	961	962	977	968	969	970	971
951	970	981	978	967	998	997	972
952	959	980	979	966	996	995	973
953	954	963	964	965	994	993	974
960	955	962	950	990	991	992	975
963	956	961	951	979	978	977	976
967	957	960	952	980	960	962	963
966	958	959	953	981	996	997	998
990	994	955	954	982	995	978	999
987	986	985	984	983	994	977	1000
988	989	990	991	992	993	980	

When finished, color over these numbers with GREEN

$$996-10=$$

$$1000-10=$$

$$964-10=$$

$$910-10=$$

Subtract the two differences with pumpkins next to them on the left to find out the answer.

**Pumpkins are about \_\_\_\_\_ percent water.**

# Writing

# Reading Response

## HOW DO PEOPLE USE PUMPKINS?

How do we use pumpkins? Write about all the ways people use pumpkins below.

☐ REREAD ☐ SPELLING ☐ PUNCTUATION

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

WRITING W.3.2



Title: \_\_\_\_\_

Who was the narrator?

Who was telling the story?

Event: \_\_\_\_\_

CHARACTER:

CHARACTER:


EVIDENCE FROM THE TEXT

-things that character said or did-

EVIDENCE FROM THE TEXT

-things that character said or did-

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

READING RESPONSE RI.3.0



# Social Studies

# Science

## PUMPKIN BREAD RECIPE

Read each step with a partner and then draw a picture to match each step.

- |   |   |   |
|---|---|---|
| 1 Preheat oven to 350F.                                   | 2 In a large bowl, sift dry ingredients.    | 3 In a mixing bowl, beat sugar and butter until creamy. |
| 4 Add eggs one by one while still mixing.                 | 5 Add vanilla.                              | 6 Slowly add dry ingredients.                           |
| 7 By hand, mix in pumpkin.                                | 8 Pour into a greased and floured loaf pan. | 9 Bake at 350F for 45 minutes.                          |
| 10 Cool for at least 15 minutes before removing from pan. | 11 Serve warm with butter.                  |   |



Want to cook at

Here are  
2 eggs 1 c su  
½ c butter or margarine, so  
1½ cups all-purpose fl  
¼ teaspoon baking  
½ teaspoon ground cinna  
1½ cup

### MY PUMPKIN RECIPE:

PICTURE STEPS

optional class  
recipe book page

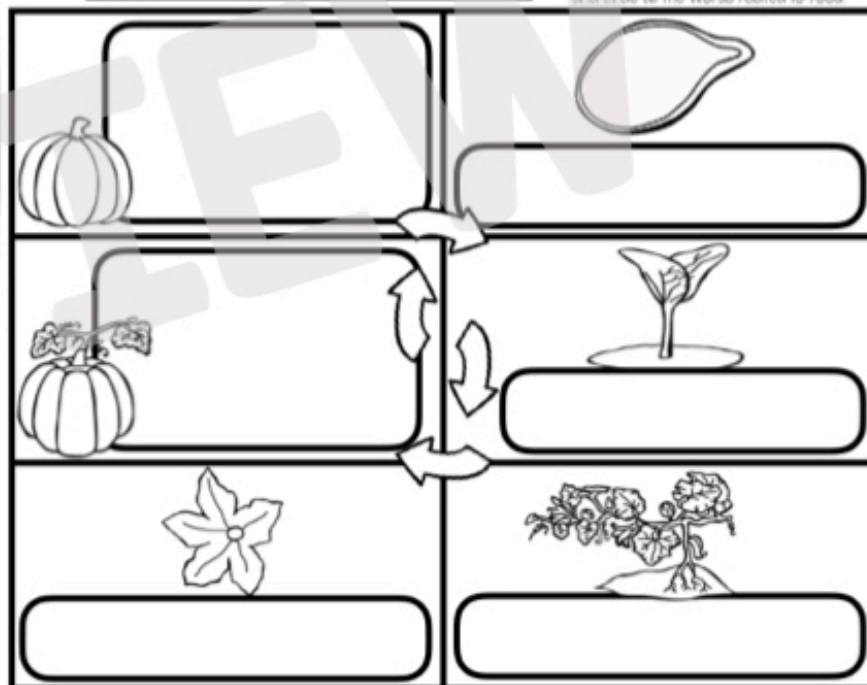
GROCERY LIST:

Recipe by Chef

## THE LIFE CYCLE OF A PUMPKIN

Label the parts of the life cycle below and describe the stages to a partner. Next, read the story below and circle all the words related to food.

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



- orange pumpkin ● flower ● seed
- green pumpkin ● vine ● sprout

Label each picture above using the word bank to the left.

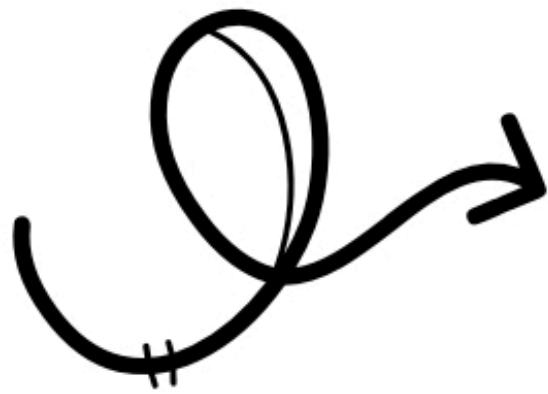
Have you ever been to Illinois? Well Morton, Illinois is the pumpkin capital of the world! Every year, over 100 thousand pumpkins are grown and picked there! Pumpkins can be orange, white, red, green, or yellow. Pumpkins are a fruit and they belong to the gourd family. Cucumber, honeydew, and watermelon belong to the gourd family too! And if you are hungry, don't worry because every single part of a pumpkin is edible. Plus, pumpkins are made of 90 percent water. They can be a healthy snack!

Don't go crazy and eat tons of pumpkins though! Just like carrots and peppers, if you ate an enormous amount your skin would start to turn yellowish-orange.

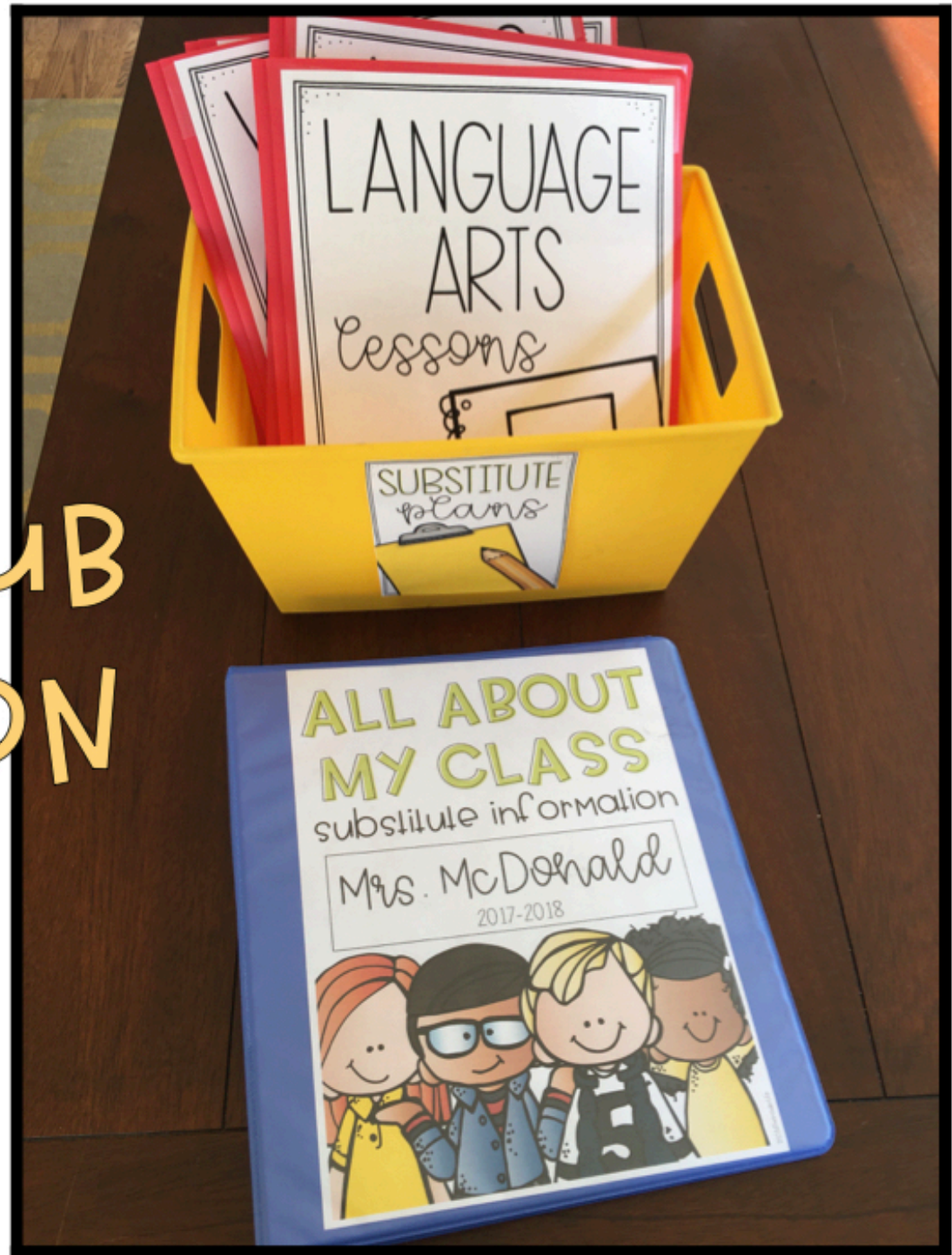
Draw 3 things you learned about pumpkins on the back of this page.

Science: Life Cycles





PLUS!!  
editable SUB  
information  
Binder



# BONUS: TASK CARD GAME INCLUDED

## -PUMPKIN-

### THE MISSING

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

<b>A</b>	905
	901
	903
<b>D</b>	248
	249
	247
<b>G</b>	344
	341
	343
<b>J</b>	101
	102
	104

## -PUMPKIN-

### THE MISSING

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

<b>A</b>	
<b>D</b>	
<b>G</b>	
<b>J</b>	

## -PUMPKIN-

### THE MISSING

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

<b>A</b>	
<b>D</b>	
<b>G</b>	missing number
<b>J</b>	missing number

## -PUMPKIN-

### WHAT ARE THEY COUNTING BY?

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

<b>A</b>	2s 3s 1s	<b>B</b>	3s 5s 4s	<b>C</b>	5s 1s 2s
<b>D</b>	3s 2s 5s	<b>E</b>	1s 4s 2s	<b>F</b>	5s 4s 3s
<b>G</b>	1s 3s 2s	<b>H</b>	1s 3s 4s	<b>I</b>	2s 5s 3s
<b>J</b>	4s 1s 3s	<b>K</b>	4s 1s 3s	<b>L</b>	3s 1s 2s

Using each task card, figure out if the number line is counting by 2s or 5s and COLOR the correct circle.

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