

DETAILED Substitute Instructions

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

thank you for working with our class today!

WE APPRECIATE YOU!

Please complete the following activities

Most pages are self-explanatory
instructions

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

All About Lobsters
LA 1F.3.1
Partner students up to read the answers in the passage bottom, ask students to write class when students have finished the students know about the board. **EARLY FINISHERS:** of an underwater ocean animal would you see each animal? Ask students to label each animal.

Who am I? OCEAN ANIMALS
LA 1F.3.4
BREAK BETWEEN WORKSHEETS: students will attempt to use TEACHER versus the STUDENT rules to students. Partner students on the board (but MIX UP a WHALE, LOBSTER). Give partner up to 5 partner groups. Then give the STUDENTS one point and play until students have —On this page, students will bottom they believe matches they will write the name of column. Last, ask students to boxes from top to bottom of fun fact. **ANSWER JELLYFISH** **EARLY FINISHERS:** On the back of this page, challenge students to write about their favorite ocean animal and facts with the class.

COLOR TO COMPARE Greater Than or Less Than
MATH 3.NF.A.3.3
Write the following fractions on the board: $\frac{4}{6}$ $\frac{5}{6}$ $\frac{1}{6}$ Ask students to discuss with a partner which fraction is the biggest and which fraction is the smallest. How do they know? Can they help you draw a picture matching each fraction? Write down their responses and explain their thinking.

On this page, students will color the LARGER fraction in each row (set of two). When finished, they will circle the ocean animal that had the MOST "LARGER FRACTIONS" in each group of two columns/animals. Next, students will count to figure out which ocean animal had the most LARGER fractions OVERALL (out of ALL six animals). They will write the name of this ocean animal in the blank at the bottom of this page. **ANSWER: LOBSTER** Discuss this awesome fact with students.

EARLY FINISHERS: On the back of this page, challenge students to make a table of sea animal comparisons to things in the classroom. For example: What ocean animal is the same size as a book? A clown fish? Students will draw these two things next to each other. What ocean animal is the same size as the white board? A shark? Etc. If there are several students who have finished early, let them work in a group to think of some comparisons to draw.

Ways to Make 12 & 16
A Shark Feeding Frenzy
MATH 3.OA.A.4
BREAK BETWEEN WORKSHEETS: Play Guess My Number. Explain the following to students. You will write a number (between 100-200) on a piece of scrap paper and put it in your pocket. Challenge the students to guess your number in less than 7 clues. One student will start out guessing a random number between 0-100 and if that number is NOT the real number, your only response is either "My number is GREATER than _____" or "My number is LESS than _____." Each of your responses counts as one clue. You may choose to write your clues on the board so that students can reference them when taking their next guess. **CLASSROOM MANAGEMENT TIP:** Remind students that you will only pick students sitting and listening quietly to make these guesses.

—Ask students to help you brainstorm all the numbers when multiplied together make 12. Write down the answers. Ask this same question about 16. Write down all the answers. On this page, students will find 15 pairs that make 12 or 16. Point out the example circled on this page and show students that they will find and circle each pair of numbers (next to each other side-by-side or top to bottom) that makes 12 or 16. When finished, students will write down the letters hidden in the boxes from TOP to BOTTOM to spell the word they will write at the bottom of the page. **ANSWER: VERTEBRATE** Discuss what a shark's vertebrae is its backbone/spine which is made of cartilage NOT bone. **EARLY FINISHERS:** On the back of this page, challenge students to write about what they would do if they could swim a shark. Where do they think they would enjoy swimming the most? Deep underwater? On the surface? Why?

AUTHOR'S PURPOSE
Three Reasons I Know Reading Response 2.3.4
If I have left you a book for this activity please use it now. If I have not left you a book, please find a fiction or nonfiction book from our classroom library. —Discuss with students that an author has a purpose when writing a book. The author may want to teach the reader something, persuade the reader to do something, or they may want to entertain the reader. After reading, assist students in deciding whether the book read aloud was written to entertain, to persuade, or to teach. If the author's purpose was to entertain, have students pick three of the most entertaining parts of the story to write and draw about. If the author's purpose was to help the reader gain knowledge, have students draw and write about three things they learned. If the author's purpose was to persuade the reader, have students draw and write about three things they were persuaded to do. At the bottom, challenge students to write about what their author's purpose would be if they wrote their own book. **EARLY FINISHERS:** On the back of this page, challenge students to pick an ocean animal they would love to have as a pet and write about it. Why would they pick this animal? How would they take care of this animal?

The Diary of a Scuba Diver
Writing 2.3.4
Help students brainstorm things and animals they might see if they were a scuba diver. List their ideas on the board. Discuss what they already know about these things and animals. Have students decide what things they would most like to see and ask them to write four "dairy" entries about the experiences they would have if they saw these things while scuba diving. **EARLY FINISHERS:** On the back of this page, challenge students to add two more days to their diary! What else did they see while scuba diving? Did they have any CRAZY underwater adventures?

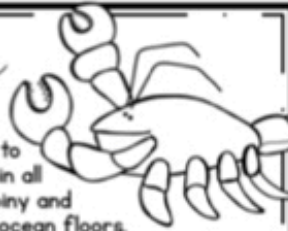
TURTLE FACT OR FICTION
SCIENCE: LIFE CYCLES
What do students already know about turtles? Write their responses on the board. Ask students to read the passage about turtles below and then paste the turtle's life cycle in order in the dotted boxes below. Under each picture, students will label the stage with the words from the word bank on the right. **They are in order from top to bottom.** Next, ask students to reread the passage and sort the statements about turtles in the correct column based on whether they are true or false. **EARLY FINISHERS:** On the back of this page, challenge students to think of an ocean animal beginning with each letter of the alphabet. How many can they think of? *This could be a WHOLE class challenge too!

Here are some cool animals you can help add for those tough letters!
I: ISOPODS Q: QUILLFISH R: RINGED SEAL
U: UNICORNFISH V: VAMPIRE FISH X: XIPHIAS (Latin for Swordfish)
Y: YELLOWFIN TUNA Z: ZOOPLANKTON

ENDANGERED OCEAN ANIMALS
SOCIAL STUDIES
BEFORE READING THIS PAGE HAVE THE FOLLOWING DISCUSSION: What do students know about endangered animals? What does endangered mean? What animals do they know are endangered? Why are they endangered? Write student responses on the board. —Ask students to read each paragraph and draw a picture about something they learned about each animal in the blank boxes on the sides. Next, ask students to partner up and reread each passage and discuss ways they could help stop these animals from becoming extinct. **EARLY FINISHERS:** On the back of this page, challenge students to draw a picture of what they think the ocean might look like if we stopped caring for it and the animals in it. What animals and plants would be the last ones left? Why do they think this?

Language Arts Activities

All About Lobsters



Did you know a lobster can live to be 100 years old? Lobsters are often referred to as "bugs" because of their close relation to grasshoppers and tarantulas. These ten-legged crustaceans live in all of the world's oceans. There are two main types of lobsters: spiny and clawed. You'll find them crawling across muddy, rocky, or sandy ocean floors.

Most lobsters are greenish brown. Some lobsters can be yellow, white, two-toned, or even bright blue! You may think that lobsters are red, but they only turn red after being cooked. The white lobster is the only lobster that does not turn red after being cooked.

Lobsters taste with their legs and chew with their stomach. Lobsters like to hunt for food like crabs, clams, and mussels at night. If a lobster is especially hungry, you might even catch them eating other lobsters!

Lobsters do not have skeletons, they have exoskeletons. These are hard shells on the outside of their body. As a lobster gets bigger, they molt, or lose their shell to grow a bigger one. In a lobster's first seven years of life he or she may molt up to 25 times. Molting takes about 15 minutes and it takes about six weeks before the new shell is hard. After molting, a lobster usually eats a ton! They often even eat their old shell to replenish some calcium and speed up the hardening of their new shell.

Lobsters are more than just a fancy item at a restaurant! If they are trying to escape a predator, they use their tail to swim backwards. And you don't have to worry if they lose a claw, leg, or antenna because they are able to grow new ones.

Find the answers to the following questions in the passage and color them the designated color:

YELLOW- Do lobsters have skeletons?

BLUE- What do lobsters eat?

GREEN- What does a lobster do to escape a predator?

ORANGE- What is molting?

RED- Are all lobsters red?

PINK- What are the two main types of lobster?

TWO THINGS I LEARNED...

LA RF.3.4

WHO AM I?: OCEAN ANIMALS

Name: _____

Read each clue and then write the name of the animal the clue is describing in the center box of each row. Last, paste the animal picture of the matching animal in the last box.

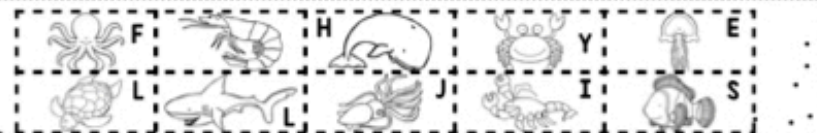
I move through the water tail first and not head first. Some of us weigh about one thousand pounds and live on average only one year. My name starts with the letter s and ends with the letter d.		
I use my tentacles to sting and usually my sting is harmless, but sometimes it can be painful and even kill. I have no brains, eyes, heart, or bones! Although the word fish is in my name, I'm not actually a fish because I don't have a backbone.		
We are older than dinosaurs and have rows of sharp teeth. The species of us called Great Whites have an excellent sense of smell. They can smell just one drop of blood in an Olympic-sized swimming pool.		
I'm one of the oldest reptiles on Earth. I spend most of my life in the water and leave the water to lay eggs in the sand. My shell is made up of about 50 bones. Some kinds of us use our shell to hide from predators.		
We communicate by waving or drumming our pincers. If you lift up rocks then the fish is out, you might see us swimming always to find new shells. We have ten legs, although two of them are our front claws.		
Because I am boneless, I can squeeze through the tiniest of spaces! I have nine brains and one thought to be pretty smart. If you subtract one of my brains, you'll get the number of legs I have.		
We like to eat clams, crabs, and starfish, but humans might eat us as part of a fancy meal. You may think we are red, but that is just the color our long bodies turn after being cooked.		
Although I don't wear big shoes or have a round red nose, you might recognize me from a famous movie cartoon. I'm bright orange with three white stripes and about four inches in length.		
We are some of the biggest mammals in the ocean. You might see us breaching, which is when we jump high out of the water and then splash back in. One of the most famous kinds of us has the word blue in its name.		
We range in size from 0.2 inches up to even 12 inches in length and we make a great snack food easily eaten with your fingers. We are usually pink, white, and curly. We don't have a skeleton, so we have a hard shell called an exoskeleton.		

WORD BANK

clownfish turtle octopus squid shrimp shark whale crab jellyfish lobster

After pasting the animal pictures, write the letters you see in the corner of each picture from top to bottom to spell the animal word that goes in the blank below.

A _____'s stomach is located in the center of its body! From this same opening it eats and discards waste! It also uses this hole to spit out water to propel forward.






LA RF.2.4

Math Activities

COLOR to COMPARE: GREATER THAN OR LESS THAN

Name: _____

Color the BIGGEST fraction in each row. When you are done, circle the ocean animal that had the most "greater fractions" in each group of columns.

$\frac{2}{3}$	$\frac{1}{3}$	$\frac{3}{6}$	$\frac{2}{6}$	$\frac{3}{3}$	$\frac{1}{3}$
$\frac{4}{4}$	$\frac{2}{4}$	$\frac{4}{8}$	$\frac{2}{8}$	$\frac{2}{3}$	$\frac{3}{3}$
$\frac{1}{6}$	$\frac{2}{6}$	$\frac{3}{4}$	$\frac{1}{4}$	$\frac{1}{4}$	$\frac{3}{4}$
$\frac{5}{6}$	$\frac{3}{6}$	$\frac{5}{6}$	$\frac{4}{6}$	$\frac{5}{6}$	$\frac{4}{6}$
$\frac{1}{2}$	$\frac{2}{2}$	$\frac{2}{2}$	$\frac{1}{2}$	$\frac{2}{6}$	$\frac{6}{6}$
$\frac{1}{4}$	$\frac{3}{4}$	$\frac{3}{4}$	$\frac{4}{4}$	$\frac{1}{8}$	$\frac{2}{8}$
$\frac{2}{4}$	$\frac{1}{4}$	$\frac{5}{8}$	$\frac{2}{8}$	$\frac{4}{4}$	$\frac{2}{4}$
$\frac{2}{3}$	$\frac{1}{3}$	$\frac{4}{8}$	$\frac{6}{8}$	$\frac{1}{6}$	$\frac{3}{6}$
$\frac{3}{8}$	$\frac{5}{8}$	$\frac{1}{4}$	$\frac{3}{4}$	$\frac{1}{4}$	$\frac{2}{4}$
$\frac{2}{8}$	$\frac{1}{8}$	$\frac{2}{2}$	$\frac{1}{2}$	$\frac{3}{8}$	$\frac{1}{8}$
$\frac{4}{6}$	$\frac{2}{6}$	$\frac{3}{6}$	$\frac{1}{6}$	$\frac{2}{3}$	$\frac{3}{3}$
$\frac{1}{8}$	$\frac{7}{8}$	$\frac{3}{6}$	$\frac{2}{6}$	$\frac{1}{4}$	$\frac{4}{4}$
					

The blood of a _____ is clear!

Fill in the blank with the name of the sea animal that had the MOST greater fractions OVERALL.

MATH 3.NF.A.3.D

MULTIPLY TO MAKE 12 & 16: A Shark Feeding Frenzy Search

I found one for you, but can you find the other 15 pairs?

Name: _____

I eat pairs of numbers that when multiplied together make 12 & 16. Circle them to feed me!

2	6	4	5	0			
7	9	4	9	3	4	0	8
1	12	13	1	16	10	14	2
11	0	3	13	7	5	12	14
8	10	4	7	9	13	1	9
2	5	0	15	4	4	14	7
4	3	10	9	11	10	0	11
5	16	1	2	6	7	8	2
7	0	3	4	15	5	16	1

Write the letters you find hidden on this page from top to bottom in the blanks of the fun fact below.

For some species, you can measure the age of a shark by counting the rings on its

Where can you find it?

MATH 3.OA.A.4

Writing

Reading Response

The Diary of a SCUBA diver

DAY 1

DAY 2

DAY 3

DAY 4

Name: _____

WRITING W.3.3

Title: _____

I CAN IDENTIFY THE AUTHOR'S **PURPOSE**!

to entertain us to persuade us to teach us something

THREE reasons why I know this... ↓

1 _____

2 _____

3 _____

If I wrote a book, my **PURPOSE** would be to...

Name: _____

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Social Studies

Science

ENDANGERED OCEAN ANIMALS

Read each paragraph and then draw a picture of something you learned about each animal. Next, reread each paragraph with a partner and discuss some ways you can help these animals from becoming extinct.

Hector's dolphins are the smallest and rarest marine dolphins in the world! You'll only find them swimming in the shallow waters of New Zealand's North Island. They have distinct black facial markings, a short stocky body, and a dorsal fin shaped like a Mickey Mouse ear. They are endangered because they often become trapped in fishing nets, get struck by boats, or die from polluted waters.



Hector's dolphin

Unlike other seals, this earless seal lives in the warm beaches. They are an important part of keep a healthy and functioning ecosystem. Unfortunately, scientists estimate there are only 1,400 left. If you see one on the beaches of Hawaii, please stay at least 150 feet away. They are endangered for a few reasons. Hunters sell their meat, oil, and skin. Tiger sharks love to eat these seals and they often get caught in fishing nets.



Hawaiian Monk Seal

The Green Sea Turtle is a herbivore that can be found in tropical and subtropical waters. It gets its name from the green color of the fat found underneath its hard upper shell. Unfortunately, these sea turtles and their eggs have been a popular food for some. The loss of sandy beaches, and other sea life have contributed to the reasons why they are as endangered species.



Green Sea turtle

Name: _____

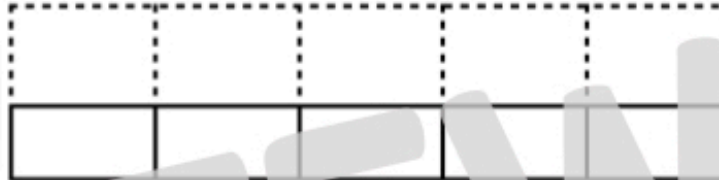
TURTLE FACT OR FICTION

SCIENCE: LIFE CYCLE

Read the passage about turtles below and then paste the turtle's life cycle in order in the dotted boxes below. Under each picture, label the stage with the words from the word bank on the right. *They are in order from top to bottom. Next, reread the passage and sort the statements about turtles in the correct column based on whether they are true or false.

TURTLE WORD BANK

egg
hatchling
juvenile
adult
adult lays egg



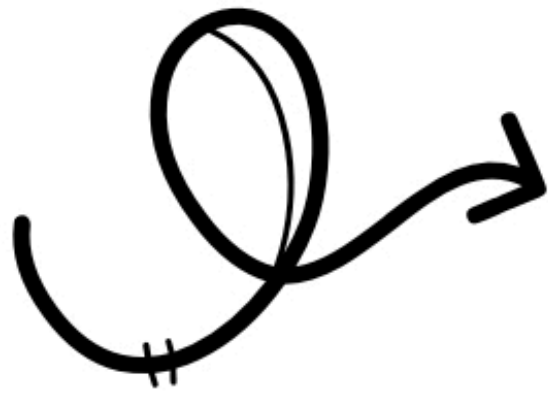
Unlike humans, turtles are cold-blooded reptiles. These shelled creatures have been around for about 215 million years! Turtles can be found on every continent except Antarctica. Although turtles have been roaming the Earth for a long time, many are endangered because of hunters who take their eggs, skin, and shells. Turtles are also being captured accidentally by fishing gear and the changing climate has made it harder for turtles to find perfect nesting places.

When visiting the beach it is important to not disturb a turtle nest. Both salt-water and fresh-water turtles lay their eggs in nests they dig in the soil or sand. Sea turtles lay about 100 eggs per nest. A sea turtle egg is about the size of a ping pong ball. Did you know that the temperature of the egg determines the turtle's gender? Warmer temperatures usually produce girls, while cooler temperatures usually produce boys.

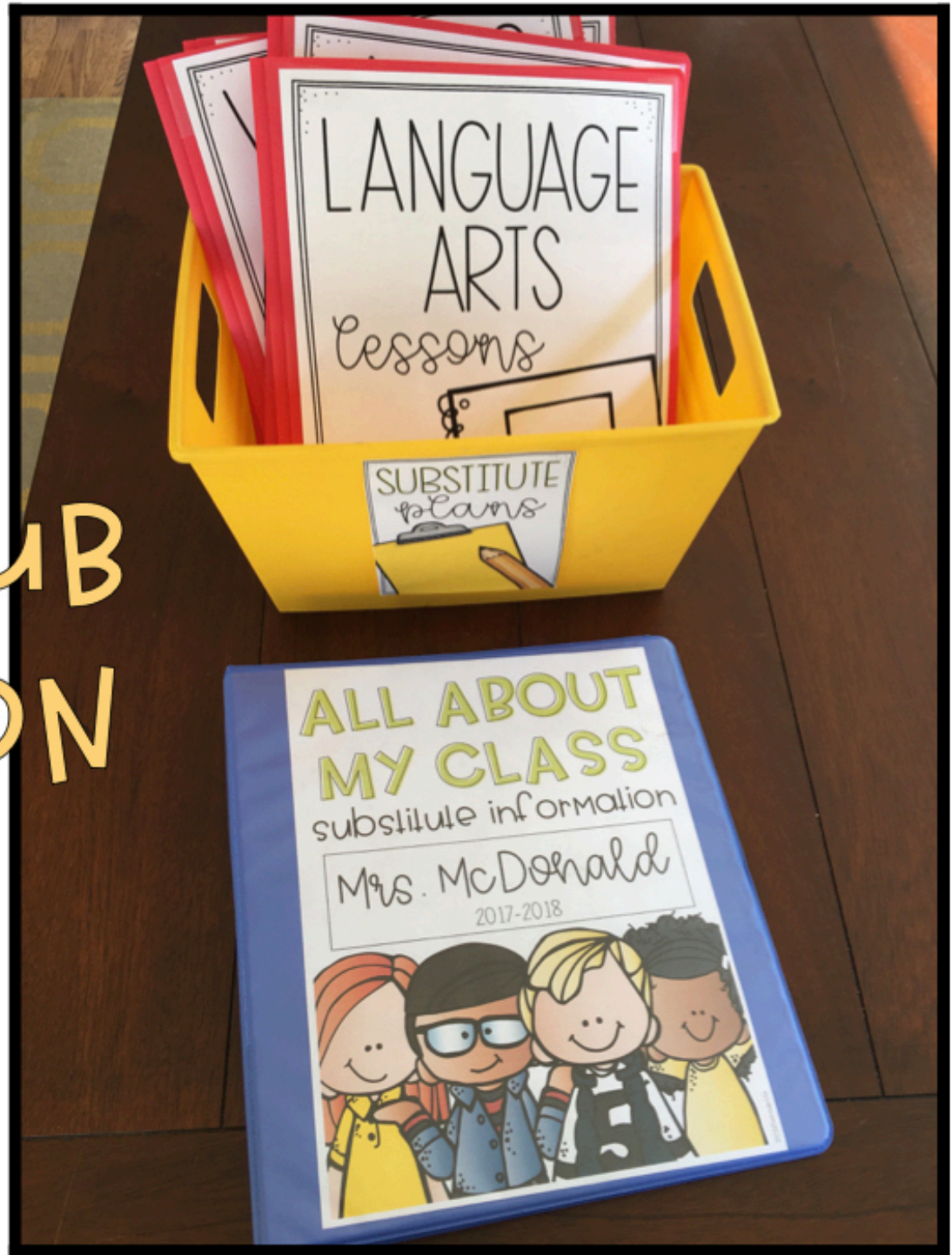
TRUE	FALSE

Name: _____

It is ok to disturb a turtle's nest.	Turtles lay about 100 eggs per nest.		Some turtles live in Antarctica.	Some turtle species are endangered.
	Turtles lay their eggs in the soil or sand.	Warmer eggs usually produce boys.		
	Warmer eggs usually produce girls.	Turtles have been around for about 215 million years.	Turtles are warm-blooded reptiles.	Turtles do not lay eggs.



PLUS!!
EDITABLE SUB
INFORMATION
BINDER



BONUS: TASK CARD GAME INCLUDED

COMPARING FRACTIONS



Using the lettered task cards, compare the two fractions and color the LESS THAN or GREATER THAN symbol to show which fraction is LARGER/SMALLER.

Name: _____

A	B
< >	< >
d	e
< >	< >
g	H
< >	< >
j	K
< >	< >

COMPARING FRACTIONS

In the matching lettered box as seen on the card, compare two fractions by writing the BIGGER FRACTION in the taller and the SMALLER FRACTION in the shorter box.

Name: _____

A	B
larger fraction	larger fraction
d	e
smaller fraction	smaller fraction
g	H
larger fraction	larger fraction
j	K
smaller fraction	smaller fraction

COMPARING FRACTIONS



In the matching lettered box as seen on the card, compare the two fractions by writing down each one and the GREATER THAN or LESS THAN symbol that should go in the middle of each pair.

Name: _____

A	B	C
○	○	○
d	e	
○	○	○
g	H	
○	○	○
j	K	
○	○	○



BONUS CHALLENGE SET INCLUDED TOO!
*Same numerator but different denominator.

A

$$\frac{2}{2} \bigcirc \frac{1}{2}$$

B

$$\frac{2}{3} \bigcirc \frac{1}{3}$$

A

$$\frac{1}{2} \bigcirc \frac{1}{4}$$

B

$$\frac{2}{3} \bigcirc \frac{2}{6}$$