

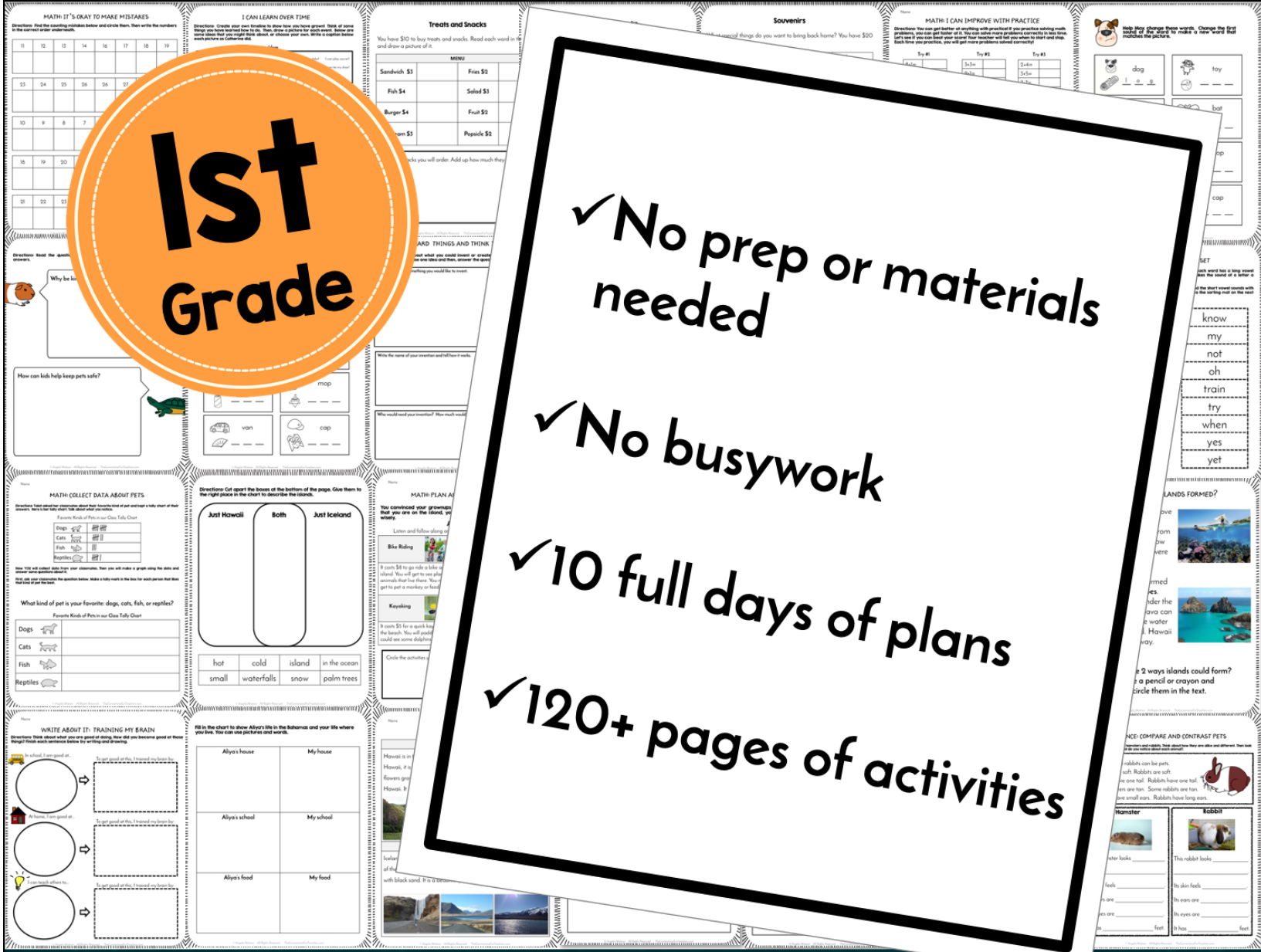
**1st
Grade**

✓ No prep or materials needed

✓ No busywork

✓ 10 full days of plans

✓ 120+ pages of activities



EMERGENCY SUB PLANS

for the entire year

by Angela Watson

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OVERVIEW OF LESSON PLANS (ISLANDS THEME)

ABOUT THIS THEME & SKILLS

This theme is designed to help kids think of islands as landforms which can be found all over the world. Students will learn that there are different types of islands with different climates. The activities will guide students to move beyond stereotypes of islands as just warm, sunny places for tourists to visit. Key skills include nonfiction text comprehension, compare/contrast, and addition in real-world contexts.

STUDENT MATERIALS

- ✓ Class set of photocopies
- ✓ Pencils
- ✓ Crayons
- ✓ Scissors
- ✓ Glue/glue sticks

NOTES ABOUT PREPARATION

- **Feel free to leave out any pages that you feel would be too challenging for your class or that your sub wouldn't have time to complete**, given the other elements of your day (morning meeting, centers, independent reading, brain breaks, assemblies, etc.). These resources are designed so that you have more than enough things for students to do each day and can be selective. Cross out any images below of pages you decide not to photocopy for the sub.
- **The reading activity for this theme is relatively quick. If you do not have other things you want students to do during your reading block (centers, independent reading, etc.), have the sub move into either the writing, science, or social studies activity immediately afterward.** All three of those activities would work well in a reading block.
- **The writing activity asks students to choose an island they want to visit. You may want to place this activity midway through your school day or at the end to ensure students have some background knowledge about different islands.**
- **Have an extra copy of the student materials available for the sub.** It would be helpful (though not required) to give your sub access to a document projector so s/he can display each activity for the class and walk students through it.

READING

1

WRITING

3

MATH

Item	Price
Island Hat	\$1.00
Island Shirt	\$2.50
Island Sandals	\$3.00
Island Beach Ball	\$1.50
Island Beach Chair	\$5.00

6

9

11

13

16

SCIENCE

SOCIAL STUDIES

DIRECTIONS FOR “ISLANDS” LESSONS

Pass out copies of the activities to students. For each subject area throughout the day, read the directions (on the student handouts) aloud, and guide the class through each set of activities. The directions on students’ papers are mostly self-explanatory, but please see the additional notes below.

READING

Students will learn about different examples of islands and compare them. Read the text together and discuss the photographs. Guide students to complete the chart. They can cut/paste the choices into the chart (or write/draw them if you’re short on time.)

WRITING

Students will write and draw about an island they would like to visit. If you have extra time, have volunteers share what they wrote with the class or with a friend.

MATH

Guide students through the first two pages of activities, reading each page’s directions aloud. Give students time to complete the page before moving on to the next one. There are prompts in the text on the second and third page for students to keep their spending under a certain dollar amount; if this is too challenging, skip that requirement and allow them to “buy” whatever they’d like and add up the total.

SCIENCE

Students will learn about where different types of islands are located and how they are formed. Read the text together and discuss the photographs. Guide students to respond to the questions in the text. They should use the final page to write and draw about it if they have extra time.

SOCIAL STUDIES

Read the text about life in the Bahamas aloud together. (Note that “conch” is pronounced “konk.”) Explain the chart on the third page to students and have them complete it. They can do the fourth page if there is time.

OVERVIEW: GROWTH MINDSET LESSON PLANS

ABOUT THIS THEME

This theme is designed to help students think about growth mindset (the idea that intelligence is not a fixed trait from birth, and they can “train their brains” through practice to become smarter and improve skills that don’t come easily to them). Key skills include nonfiction text comprehension, long/short vowel sounds, number patterns/skip counting, addition, and an introduction to timelines.

STUDENT MATERIALS

- ✓ Class set of photocopies
- ✓ Pencils
- ✓ Crayons
- ✓ Scissors
- ✓ Glue/glue sticks

NOTES ABOUT PREPARATION

- **Feel free to leave out any pages that you feel would be too challenging for your class or that your sub wouldn't have time to complete**, given the other elements of your day (morning meeting, centers, independent reading, brain breaks, assemblies, etc.). These resources are designed so that you have more than enough things for students to do each day and can be selective. **Check the math activities specifically** and pick just the ones that are appropriate for your class right now. Cross out any images below of pages you decide not to photocopy for the sub.
- **Have an extra copy of the student materials available for the sub.** It would be helpful (though not required) to give your sub access to a document projector so s/he can display each activity for the class and walk students through it.

READING

WRITING

MATH

MATH

SCIENCE

SOCIAL STUDIES

DIRECTIONS FOR “GROWTH MINDSET” LESSONS

Pass out copies of the activities to students. For each subject area throughout the day, read the directions (on the student handouts) aloud, and guide the class through each set of activities. The directions on students’ papers are mostly self-explanatory, but please see the additional notes below.

READING

Instruct students on how to take the true/false quiz and read each statement aloud to them. Then, read and sing the poem on the second page together. Have students complete the activity around the poem on the third and fourth pages. For the final activity, read aloud the story called “The Recital.” (Students do not have their own copies of this page.) Discuss the story and have students write/draw about it on the last page with the words “The Recital” at the top.

WRITING

Read the directions to students and talk about the concepts with them. What things are they good at? How did they become good at them? What can they do to improve in areas that are harder for them?

MATH

The first page is a timed math test. The purpose is to show students how they become faster at something when they do it more than once. Explain to the class that they should try to solve as many problems in the first column as they can when you say “go” and to stop when you say “stop.” Give the class just under a minute, and stop them when the majority of kids are close to being done. Then repeat the activity two more times in the other two columns. You may want to give a few extra seconds on the final column so the majority of the class is able to beat their own score. Talk about how they will get faster with adding the more they do it because they are training their brains. Guide students through the remaining activities together and complete them as a class.

SCIENCE

Read the text aloud while students look at the photos. Talk about how the children shown did something hard and thought about problems in new and different ways. Brainstorm with the class some things that they might like to invent like the children they just read about. Then read the prompts on the final page and release students to write/draw about their inventions.

SOCIAL STUDIES

Have students listen as you read the story at the top of the page. Talk about how the girl in the story learned to do new things each year as she got older. Then guide students to draw a picture in each box to illustrate how she learned new things over time. Finally, have students complete their own timeline-style activity to reflect on how they are learning new things as they grow older, too. If a particular student isn’t 6 years old yet, have them use that box to write something they just learned how to do recently. If they finish early and you have extra time, they can cut out the pieces and glue them on another paper in a line to create a timeline.

OVERVIEW OF LESSON PLANS (PETS THEME)

ABOUT THIS THEME & SKILLS

This theme is designed to help kids show respect and kindness to animals, specifically those kept as pets. Students will learn about different types of pets and think about how to care for them. Key skills include fiction comprehension, identifying characters/setting, rhyming, writing to explain, an introduction to tally charts and bar graphing, solving word problems, and comparing/contrasting.

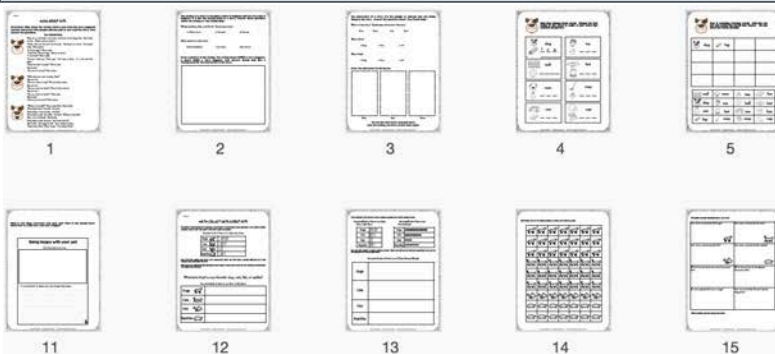
STUDENT MATERIALS

- ✓ Class set of photocopies
- ✓ Pencils
- ✓ Crayons
- ✓ Scissors
- ✓ Glue/glue sticks

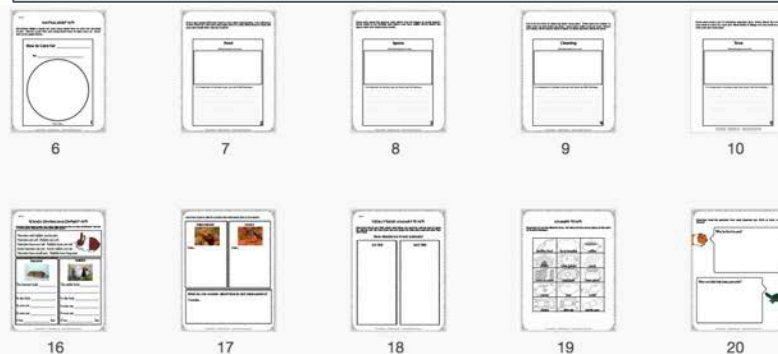
NOTES ABOUT PREPARATION

- **Feel free to leave out any pages that you feel would be too challenging for your class or that your sub wouldn't have time to complete**, given the other elements of your day (morning meeting, centers, independent reading, brain breaks, assemblies, etc.). These resources are designed so that you have more than enough things for students to do each day and can be selective. Cross out any images below of pages you decide not to photocopy for the sub.
- **Be cautious about making certain photocopies back to back** if you want students to do the 4 cut/paste exercises. You could also have students write/draw in each item rather than cutting/gluing.
- **Have an extra copy of the student materials available for the sub.** It would be helpful (though not required) to give your sub access to a document projector so s/he can display each activity for the class and walk students through it.
- **The writing activity involves students making a book about caring for pets. To save paper and ink, you can have students complete this on their own blank paper** or in composition books if you'd like. Have the sub discuss with students what should be included in their books and write it on the board (or project the pages for the class to see).
- **If this is students' first exposure to graphing and data, the sub could complete this activity as a whole class.** The activities are fine as an intro to this topic, but if you think it's too much for your students, they can all complete one graph together by having the sub draw the graph on the board or project it with a document camera.

READING



WRITING



WRITING

MATH

SCIENCE

SOCIAL STUDIES

DIRECTIONS FOR “PETS” LESSONS

Pass out copies of the activities to students. For each subject area throughout the day, read the directions (on the student handouts) aloud, and guide the class through each set of activities. The directions on students' papers are mostly self-explanatory, but please see the additional notes below.

READING

Students should read the text of the story about Max aloud with you. Have students only do the final direction (cut out their characters and glue them into the background) if you have extra time.

WRITING

This is a good activity for students to return to through the day if they have extra time. Student volunteers can also read their books to the class, or allow students to pair up and read to one another.

MATH

This activity will be done completely as a guided whole class activity, except for the end when students are creating their picture graphs. You will poll the class to help them discover their favorite pet and then graph the data.

SCIENCE

Talk about the different pets shown. Guide students to observe their photos, and discuss what they see and wonder.

SOCIAL STUDIES

Talk about what pets need in order to be kept safe. Review the choices on the second page before releasing students to complete the activity on their own. If you don't have a lot of time, have students write or draw their answers in into the chart rather than cut/paste. If they have extra time, they can write/draw about it on the third page.

OVERVIEW OF LESSON PLANS (CHOCOLATE THEME)

ABOUT THIS THEME & SKILLS

This theme is designed to help kids explore key skills in all subject areas as they learn about a fun topic. Students will explore the life cycle of cocoa seeds, how chocolate is made, and the life and legacy of one of the most famous chocolate makers in the world, Milton Hershey. Key skills include nonfiction and biography comprehension, sequencing events, writing fiction, and number sense.

STUDENT MATERIALS

- ✓ Class set of photocopies
- ✓ Pencils
- ✓ Crayons
- ✓ Scissors
- ✓ Glue/glue sticks

NOTES ABOUT PREPARATION

- **Feel free to leave out any pages that you feel would be too challenging for your class or that your sub wouldn't have time to complete**, given the other elements of your day (morning meeting, centers, independent reading, brain breaks, assemblies, etc.). These resources are designed so that you have more than enough things for students to do each day and can be selective. Cross out any images below of pages you decide not to photocopy for the sub.
- **Only one copy of the social studies biography is needed for the substitute to read to students, but you may want to make a class set for students to follow along with.** Check over the text difficulty and decide if it's something you would want students to read and mark up the text, or just listen.
- **Be cautious about making the reading and science photocopies back to back**, as those will require cutting/pasting.
- **Have an extra copy of the student materials available for the sub.** It would be helpful (though not required) to give your sub access to a document projector so s/he can display each activity for the class and walk students through it.

READING

1

2

WRITING

3

4

5

MATH

6

7

MATH

8

9

SCIENCE

10

11

12

SOCIAL STUDIES

13

14

DIRECTIONS FOR “CHOCOLATE” LESSONS

Pass out copies of the activities to students. For each subject area throughout the day, read the directions (on the student handouts) aloud, and guide the class through each set of activities. The directions on students' papers are mostly self-explanatory, but please see the additional notes below.

READING

Students will learn about how chocolate is made. Note the plant named “cacao” is pronounced “kuh-KOW” (rhyming with “how”) and is different from cocoa, which is produced when cacao beans are roasted at a high temperature. Pass out the half page of photos to each students, and have them begin by looking at the photos. What might be happening in each one? Read the text through one time while students listen and continue looking at their pictures. Then introduce the activity and have them cut out the photos. Read the text a second time, and stop after each section to have students paste the photos in the right place. If you have extra time, have students write or draw about what questions they would ask if they visited a chocolate factory.

WRITING

Review the directions with students to write a story about baking chocolate treats.

MATH

Complete the first page together. Introduce the activity on the second page to students and complete it together. Then release students to do the remaining activities on their own. (In case there is any confusion: Where it says “number word” they should write the number out in word form, i.e. twelve. On the ten frame they should color in the number of squares (i.e. 12).

SCIENCE

Students will learn about the life cycle of the cacao (kuh-KOW) plant and how cacao is healthy for their bodies. Guide students to observe their photos, and discuss what they see and wonder.

SOCIAL STUDIES

Read the biography of Milton Hershey to students and introduce the activities. Encourage students to talk about their thinking.

OVERVIEW OF LESSON PLANS (SPORTS THEME)

ABOUT THIS THEME & SKILLS

This theme is designed to help kids explore key skills in all subject areas as they learn about a fun topic. Students will learn about their classmates' favorite sports, discover facts about famous athletes, and discover how scientific inventions have made sports safer to play. Key skills include fiction and nonfiction comprehension, narrative writing, writing to inform, and picture/bar graphing.

STUDENT MATERIALS

- ✓ Class set of photocopies
- ✓ Pencils
- ✓ Crayons
- ✓ Scissors
- ✓ Glue/glue sticks

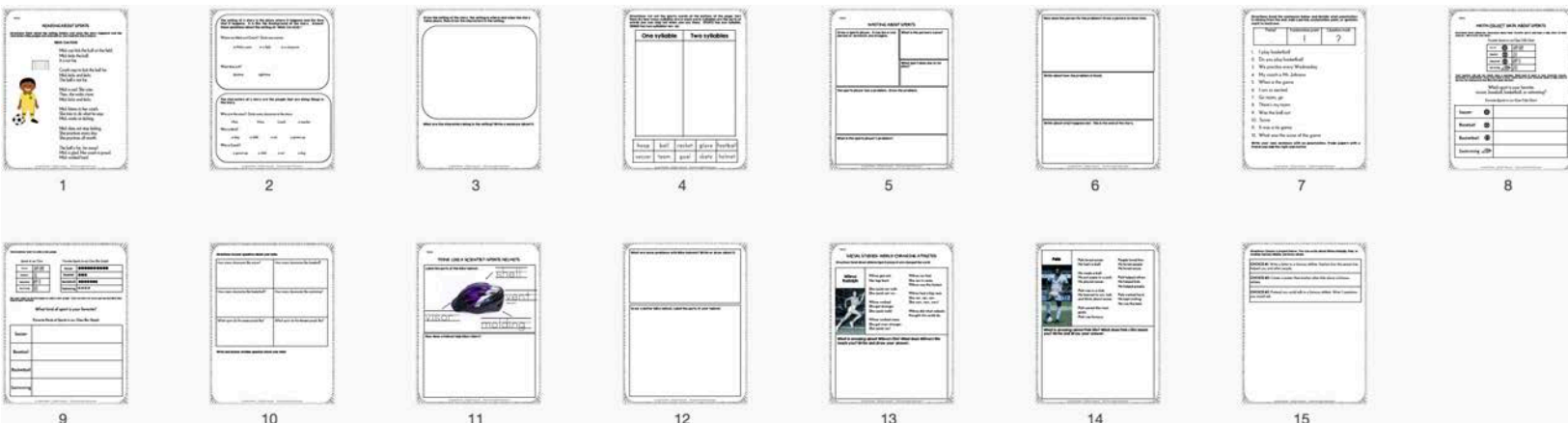
NOTES ABOUT PREPARATION

- **Feel free to leave out any pages that you feel would be too challenging for your class or that your sub wouldn't have time to complete**, given the other elements of your day (morning meeting, centers, independent reading, brain breaks, assemblies, etc.). These resources are designed so that you have more than enough things for students to do each day and can be selective. Cross out any images below of pages you decide not to photocopy for the sub.
- **Be cautious about making the math and reading photocopies back to back**, as there are an activity which includes cutting/pasting. You could also have students write/draw in each item rather than cutting/gluing.
- **Have an extra copy of the student materials available for the sub.** It would be helpful (though not required) to give your sub access to a document projector so s/he can display each activity for the class and walk students through it.
- **If this is students' first exposure to graphing and data, the sub could complete this activity as a whole class.** The activities are fine as an intro to this topic, but if you think it's too much for your students, they can all complete one graph together by having the sub draw the graph on the board or project it with a document camera.

READING

WRITING

MATH



MATH

SCIENCE

SOCIAL STUDIES

DIRECTIONS FOR “SPORTS” LESSONS

Pass out copies of the activities to students. For each subject area throughout the day, read the directions (on the student handouts) aloud, and guide the class through each set of activities. The directions on students' papers are mostly self-explanatory, but please see the additional notes below.

READING

Students should read the text of the story about Mick aloud with you. Guide students to complete the activities.

WRITING

Students will write a narrative (fictional story) about a sports player with a problem. If you have extra time, students can read their stories to a partner or small group.

MATH

This activity will be done completely as a guided whole class activity, except for the end when students are creating their picture graphs. You will poll the class to help them discover their favorite sport and then graph the data.

SCIENCE

Talk about why sports players often need helmets and what purpose they serve. Ask if students have ever worn a bike helmet. How did it help? Were there any problems with the bike helmet (was it uncomfortable, did it fall off, did it get dented, etc.)? This will help prepare students to think about a better design for the helmet during the activity.

SOCIAL STUDIES

To help build background knowledge, read the two lengthier and more detailed biographies to students (from the page only you have a copy of) before having students read the simplified biographies on their papers. Students will then reflect on the athletes they've read about. At the end (if they have time), have students complete the last page where they pick one of the reading response choices.

OVERVIEW OF LESSON PLANS (MYSTERIES THEME)

ABOUT THIS THEME & SKILLS

This theme is designed to help kids explore key skills in all subject areas as they learn about a fun topic. Students will learn about a real-world unsolved mystery as well as fictional mysteries. They'll also use their detective skills to solve math puzzle, and refine their observation and critical thinking skills. Key content-area skills include nonfiction and fiction comprehension, narrative and informational writing, number sense, and operations.

STUDENT MATERIALS

- ✓ Class set of photocopies
- ✓ Pencils
- ✓ Crayons
- ✓ Scissors
- ✓ Glue/glue sticks

NOTES ABOUT PREPARATION

- **Feel free to leave out any pages that you feel would be too challenging for your class or that your sub wouldn't have time to complete**, given the other elements of your day (morning meeting, centers, independent reading, brain breaks, assemblies, etc.). These resources are designed so that you have more than enough things for students to do each day and can be selective. Cross out any images below of pages you decide not to photocopy for the sub.
- **Have an extra copy of the student materials available for the sub.** It would be helpful (though not required) to give your sub access to a document projector so s/he can display each activity for the class and walk students through it.

READING

1. **READING THE MYSTERY OF THE MISSING KEY**
 Attached below along to your teacher. Look for the author's bias.
 Read the text and answer the questions below.
 Write your answers in the space provided.

2. **READING THE MYSTERY OF THE MISSING KEY**
 Attached below along to your teacher. Look for the author's bias.
 Write your answers in the space provided.

WRITING

3. **WRITING THE CASE OF THE MISSING KEYS**
 Attached below along to your teacher. Look for the author's bias.
 Write your answers in the space provided.

4. **WRITING THE CASE OF THE MISSING KEYS**
 Attached below along to your teacher. Look for the author's bias.
 Write your answers in the space provided.

MATH

5. **Math**
 Attached below along to your teacher. Look for the author's bias.
 Write your answers in the space provided.

6. **Math**
 Attached below along to your teacher. Look for the author's bias.
 Write your answers in the space provided.

7. **Math**
 Attached below along to your teacher. Look for the author's bias.
 Write your answers in the space provided.

8. **Math**
 Attached below along to your teacher. Look for the author's bias.
 Write your answers in the space provided.

9. **Math**
 Attached below along to your teacher. Look for the author's bias.
 Write your answers in the space provided.

10. **Math**
 Attached below along to your teacher. Look for the author's bias.
 Write your answers in the space provided.

MATH

SCIENCE

SOCIAL STUDIES

DIRECTIONS FOR “MYSTERIES” LESSONS

Pass out copies of the activities to students. For each subject area throughout the day, read the directions (on the student handouts) aloud, and guide the class through each set of activities. The directions on students’ papers are mostly self-explanatory, but please see the additional notes below.

READING

Students should read the mystery with you. Guide students to complete the comprehension questions afterward. Then pass out the half sheet of “keys” to each student for them to glue on their papers for vocabulary practice.

WRITING

Read the text to students as they follow along on their own papers. Then guide students to write the ending to the story and solve the mystery. You may want to re-read the story before the kids write, and have them talk about it as a class or with a partner. There is no right answer! Students should make a prediction based on evidence from the text or by making inferences based on what they know about how people and animals behave.

MATH

Students will need crayons for the math activities. You may want to demonstrate for them how the white crayon should be pressed down hard to leave a lot of wax and create the “invisible” answer, while a gentle coloring over the white crayon with another color will “reveal” it.

SCIENCE

Students will be practicing their observation skills. Choose an object in the classroom together and go through the questions on the first page as a group. Guide students through the next activity on the following two pages.

SOCIAL STUDIES

Read with students about the mystery of the moai (pronounced “moe-eye”). Note that Rapa Nui (rap-ah-new-ee) is the name the people of the island gave to themselves (European explorers who arrived on Easter Sunday later called it Easter Island). Tell students that the Rapa Nui people believe the statues walked to their locations. Some scientists today think that “walking” the statues might be the most likely explanation for this mystery. The way the weight of the statues is distributed, they can be rocked side to side and slowly edged forward, much like you might move a tall heavy bookshelf.

OVERVIEW OF LESSON PLANS (ART THEME)

ABOUT THIS THEME & SKILLS

This theme is designed to help kids practice content area skills while learning about different types of art (performing arts, literary arts, applied arts, and visual arts). Students will learn about a famous artist, experiment with colors, and learn how crayons are made. Key skills include fiction & nonfiction text comprehension, creative writing, writing to inform, counting shapes, and patterning.

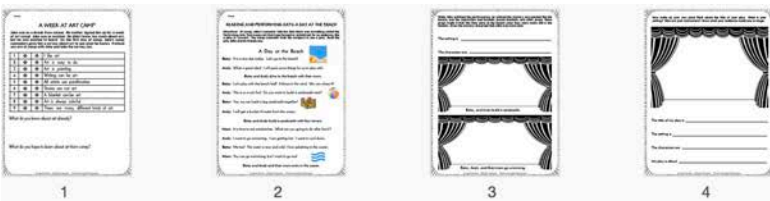
STUDENT MATERIALS

- ✓ Class set of photocopies
- ✓ Pencils
- ✓ Crayons
- ✓ Scissors (if cutting apart their books)

NOTES ABOUT PREPARATION

- **Feel free to leave out any pages that you feel would be too challenging for your class or that your sub wouldn't have time to complete**, given the other elements of your day (morning meeting, centers, independent reading, brain breaks, assemblies, etc.) These resources are designed so that you have more than enough things for students to do each day and can be selective. Cross out any images below of pages you decide not to photocopy for the sub.
- **The first page of the reading activity ("A week at art camp") is an introduction to the theme. Include it with the first lesson of the day, in whatever subject that might be.** Students can revisit it at the end of the day to reflect on their learning.
- **Be cautious about making the writing photocopies back to back, as students will be making a book about art.** They can cut their books apart and staple them together if the sub has the time/resources for that, but the value of the activity is in writing the pages so assembly isn't necessary. If you do want kids to assemble their books, don't make two sided copies: This will allow students to keep the pages in order, and add more text/drawings to the blank backs of the pages.
- **Have an extra copy of the student materials available for the sub.** It would be helpful (though not required) to give your sub access to a document projector so s/he can display each activity for the class and walk students through it.

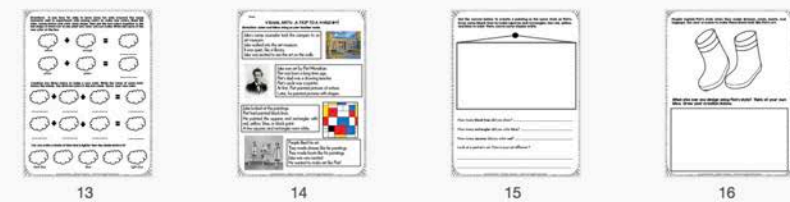
READING



WRITING



MATH



MATH

SCIENCE

SOCIAL STUDIES

DIRECTIONS FOR “ART” LESSONS

Pass out copies of the activities to students. For each subject area throughout the day, read the directions (on the student handouts) aloud, and guide the class through each set of activities. The directions on students’ papers are mostly self-explanatory, but please see the additional notes below.

READING

Start the day and introduce the art theme to students with the “A week at art camp” page. Read each statement out loud and have students respond by coloring in either the happy face (to show agreement) or non-smiley face to show disagreement. Then begin the reading activities called “A day at the beach.” Students should read the play aloud with you. If you’d like, read it multiple times for fluency/expression, and have students take turns playing the role of each person in the play (Team 1 can read in unison for Andy, Team 2 for Betsy, etc.). Then guide students to complete the activities.

WRITING

Students will write a book about art. They can cut their books apart and staple them together if you have time/resources for that, but the value of the activity is in writing the pages so the assembly isn’t necessary. If there is extra time, students can add more blank pages (or write/draw on the back of the photocopies if they aren’t two-sided).

MATH

Students will examine shapes and patterns in quilts. Read the directions aloud to students and guide them through the activities.

SCIENCE

Students will read about how crayons are made and experiment with making different colors. Read the text together and guide students through the activities.

SOCIAL STUDIES

Students will explore Piet Mondrian’s work and experiment with creating Mondrian-inspired art using lines and shapes. Read the story on the page to students. Show them the page you have called “Piet Mondrian’s Most Famous Style” so they can see more of his art and in larger detail. Then introduce the activities to students and have them follow the directions on each page.

OVERVIEW OF LESSON PLANS (CHARACTER TRAITS THEME)

ABOUT THIS THEME & SKILLS

This theme is designed to help kids develop good character as they practice content-area skills. They will learn about kindness, honesty, courage, generosity, and gratitude. They will also learn how being persistent and curious can help them become better scientists. Key skills include fiction and nonfiction comprehension, writing to inform, and addition and subtraction.

STUDENT MATERIALS

- ✓ Class set of photocopies
- ✓ Pencils
- ✓ Crayons
- ✓ Scissors
- ✓ Glue/glue sticks

NOTES ABOUT PREPARATION

- **Decide if you want to make the reading photocopies back to back.** Students will be cutting those pages apart to make a mini book on character traits. You could make the copies double sided and the book would still make sense. However if you want students to write more on the back of each page (another example for each trait), make one sided copies.
- **Only one copy of the social studies biography is needed for the substitute to read to students, but you may want to make a class set for students to follow along with.** Check over the text difficulty and decide if it's something you would want students to read and then reference the text during the comprehension exercises, or just listen.
- **If you have any books about people who showed good character, you can leave them out for your sub to read as a filler activity** (and to support an additional activity in these materials for reading).
- **Have an extra copy of the student materials available for the sub.** It would be helpful (though not required) to give your sub access to a document projector so s/he can display each activity for the class and walk students through it.
- **For the math activity, have the Scoot game cards cut apart for your sub in advance if possible** (this should take less than a minute for either of you to do, as you only need one set of cards for the whole class).

READING

WRITING

MATH

SCIENCE

SOCIAL STUDIES

DIRECTIONS FOR “CHARACTER TRAITS” LESSONS

Pass out copies of the activities to students. For each subject area throughout the day, read the directions (on the student handouts) aloud, and guide the class through each set of activities. The directions on students’ papers are mostly self-explanatory, but please see the additional notes below.

READING

Students will use their scissors to cut apart the pages and make a mini book about character traits. Read the text on the pages together before students begin. Discuss ideas for things students could write and draw to illustrate each page. If you have extra time, have students complete the final page for reading, in which they reflect on a person in a book who showed good character. You can also read a book to the class and have them fill this out page afterwards based on that book.

WRITING

Review the directions with students. They may want to talk with a partner or group about possible ways to finish the story and have their characters show good character. If students finish early, have them pair up with a friend to read the two endings they each wrote and discuss which ending shows the best choice.

MATH

For the math activity, make sure the Scoot game cards are cut apart (this should take less than a minute, as you only need one set of cards for the whole class). Detailed directions for playing the game are on a separate page.

SCIENCE

Read the first page together and talk about scientists being curious about the world and brave enough to look for answers to hard questions. Review the reflection questions and provide time to students to answer them. Then read the page with biographies of famous scientists together. Guide students to respond to the reflection questions. They may want to work with a partner.

SOCIAL STUDIES

Read the biographies of famous people who showed courage. Show them the photos. Then review the directions for the activity and allow students to complete them while working alone or with a partner.

OVERVIEW OF LESSON PLANS (HEALTHY FOODS THEME)

ABOUT THIS THEME & SKILLS

This theme is designed to help kids learn about how to make healthy food choices. They will learn about the five food groups, and why it's important to eat a wide variety of fruits and vegetables. They'll also learn about healthy snacks from around the world. Key skills include fiction and nonfiction comprehension, number sense and word problems, sorting, and comparing/contrasting.

STUDENT MATERIALS

- ✓ Class set of photocopies
- ✓ Pencils
- ✓ Crayons
- ✓ Scissors
- ✓ Glue/glue sticks

NOTES ABOUT PREPARATION

- **Feel free to leave out any pages that you feel would be too challenging for your class or that your sub wouldn't have time to complete**, given the other elements of your day (morning meeting, centers, independent reading, brain breaks, assemblies, etc.). These resources are designed so that you have more than enough things for students to do each day and can be selective. Cross out any images below of pages you decide not to photocopy for the sub.
- **Be cautious about making the science photocopies back to back**, as students will need to cut up one of the pages. Alternatively, you could have students draw the foods in the chart instead of cutting out the images and pasting them.
- **Have an extra copy of the student materials available for the sub.** It would be helpful (though not required) to give your sub access to a document projector so s/he can display each activity for the class and walk students through it.

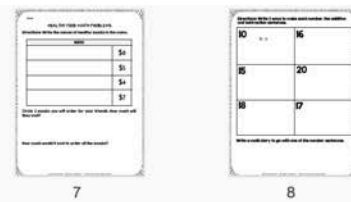
READING



WRITING



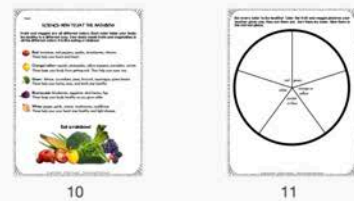
MATH



MATH



SCIENCE



SOCIAL STUDIES



DIRECTIONS FOR “HEALTHY FOODS” LESSONS

Pass out copies of the activities to students. For each subject area throughout the day, read the directions (on the student handouts) aloud, and guide the class through each set of activities. The directions on students’ papers are mostly self-explanatory, but please see the additional notes below.

READING

Students should read the text of the story about Lulu trying new healthy foods. Pass out a set of the small drawings to students and have them cut the pictures apart. Then re-read the story together. As you read, pause for students to put the corresponding picture next to the text. When you are done and students are sure of their order, they can glue the pictures down. Then have students finish the comprehension exercises.

WRITING

Review the information about the 5 food groups on the first page and have students write about healthy foods they like. Then have students cut out the pictures of foods on the next page and sort them into the chart by healthy/unhealthy. Allow students to independently complete the writing activity on the last page, or talk with a partner about it as they write.

MATH

Review the directions with students. They may want to work in partners or groups.

SCIENCE

Read aloud to students as they learn about why it’s important to “eat the rainbow” (different colors of fruits and vegetables.) Pass out the pictures of fruits/veggies to students and have them identify and color them. They should then sort them by color on their papers. Then guide students to complete the final activity.

SOCIAL STUDIES

Students will learn about healthy school lunches and snacks from around the world. Read and complete the activities together.

OVERVIEW OF LESSON PLANS (SPACE THEME)

ABOUT THIS THEME & SKILLS

This theme is designed to help kids learn basic facts about space and the planets while practicing content area skills. Students will learn about famous astronauts, as well as what makes our planet unique and why it's important to take care of Earth. Key skills include nonfiction comprehension, syllables, making words, narrative writing, addition, word problems, counting backwards, and map/geography skills.

STUDENT MATERIALS

- ✓ Class set of photocopies
- ✓ Pencils
- ✓ Crayons

NOTES ABOUT PREPARATION

- **Feel free to leave out any pages that you feel would be too challenging for your class or that your sub wouldn't have time to complete**, given the other elements of your day (morning meeting, centers, independent reading, brain breaks, assemblies, etc.). These resources are designed so that you have more than enough things for students to do each day and can be selective. Cross out any images below of pages you decide not to photocopy for the sub.
- **Have an extra copy of the student materials available for the sub.** It would be helpful (though not required) to give your sub access to a document projector so s/he can display each activity for the class and walk students through it.
- **You can make a class set of copies for the reading passage if you'd like (rather than just the one copy for the sub to read to students).** Students may be able to follow along as the teacher reads to them and can mark up the text if they find that helpful. If you think the text is too complex or long for this, just have the sub read it to them.

READING

WRITING

MATH

MATH

SCIENCE

SOCIAL STUDIES

DIRECTIONS FOR “SPACE” LESSONS

Pass out copies of the activities to students. For each subject area throughout the day, read the directions (on the student handouts) aloud, and guide the class through each set of activities. The directions on students' papers are mostly self-explanatory, but please see the additional notes below.

READING

Read the text about space aloud to students. This will provide an overview of key themes students will learn about space today. Guide students to complete the activities.

WRITING

Students will write and draw about their own fictional story about a space adventure. Some vocabulary words are provided, but you may want to brainstorm additional words students might like to include in their writing and put them on the board for student reference.

MATH

Students can complete these space-themed review activities alone or with a partner. If they have extra time, have them continue creating their own space-themed math problems on the back of their papers or on a separate sheet of paper. They can trade with a partner to solve.

SCIENCE

Read the text with students to learn about what makes Earth special. Ensure students understanding the writing prompts and release them to complete the writing alone or while talking to a partner.

SOCIAL STUDIES

Read about the astronauts to students while they follow along on their own papers. Guide students through the map activity. Read the final writing prompt to them before releasing them to complete the activity on their own.

Name _____

READ ABOUT ISLANDS

Hawaii

Hawaii is in the Pacific Ocean. It is a group of small islands. In Hawaii, it is warm or hot most of the year. Lots of palm trees and flowers grow. There are waterfalls, too. It rains a lot in some parts of Hawaii. It is a beautiful place people like to visit.



Iceland

Iceland is an island. It is in the Atlantic Ocean. It is cool or cold most of the year. Not many trees grow. There are waterfalls and beaches with black sand. It is a beautiful place people like to visit.



Directions: Cut apart the boxes at the bottom of the page. Glue them to the right place in the chart to describe the islands.

Just Hawaii	Both	Just Iceland

hot	cold	island	in the ocean
small	waterfalls	snow	palm trees

Name _____

WRITE ABOUT ISLANDS

Directions: Think about an island you learned about. Write a letter to the grownups you live with asking them to visit one of the islands.

Dear _____,

I want to visit _____.

I think we should visit because _____

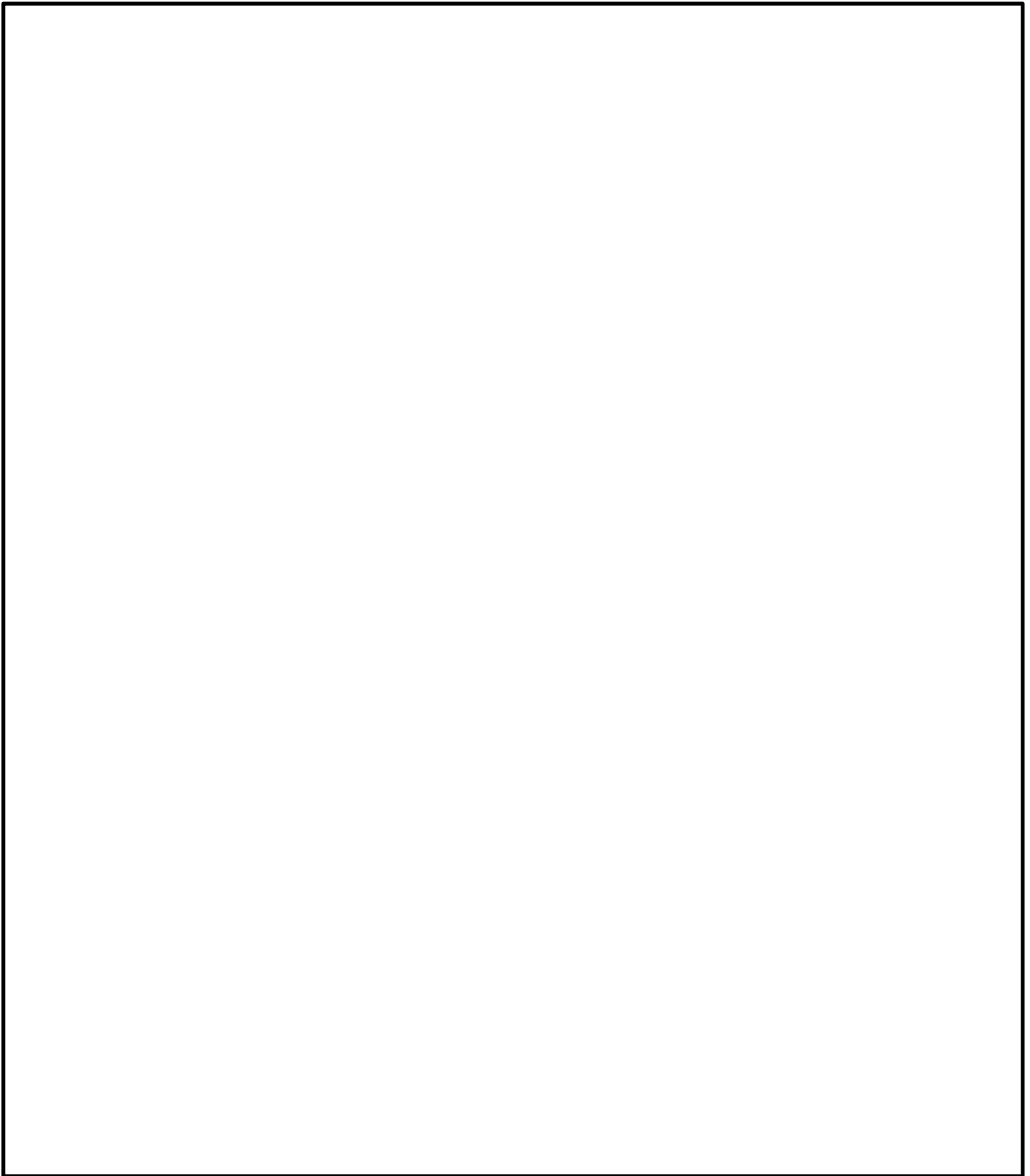
When we are there, we would see _____

We could do fun things like _____

Let's go!

Love,

Draw a picture of you and your family visiting one of the islands. Label things in your picture with words.






Name _____

MATH: PLAN AN ISLAND VACATION!

You convinced your grownups to take you on an island vacation! Now that you are on the island, you have to spend your allowance money wisely.

Activities

Listen and follow along as your teacher reads about each activity.

<p>Bike Riding</p> 	<p>Zip Lining</p> 
<p>It costs \$8 to go ride a bike around the island. You will get to see plants and animals that live there. You may even get to pet a monkey or feed a parrot!</p>	<p>It costs \$15 to go zip lining. This means you will ride along a wire, like you are flying in the trees. You will go very fast. You will see the island from up high!</p>
<p>Kayaking</p> 	<p>Fishing</p> 
<p>It costs \$5 for a quick kayak ride on the beach. You will paddle out and could see some dolphins!</p>	<p>It costs \$7 to go fishing for one hour. You will go to the dock near the beach and could catch fish.</p>

Circle the activities you will buy. Add up how much they cost here.

Treats and Snacks

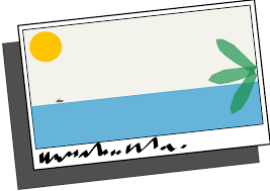

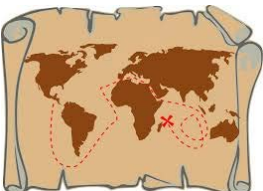

You have \$10 to buy treats and snacks. Read each word in the menu and draw a picture of it.

MENU			
Sandwich \$3		Fries \$2	
Fish \$4		Salad \$3	
Burger \$4		Fruit \$2	
Ice Cream \$3		Popsicle \$2	

Circle the snacks you will order. Add up how much they cost here.

Souvenirs

What special things do you want to bring back home? You have \$20 to spend.

Shell Bracelet \$5 	Island Post Card \$1 	Parrot Toy \$7 	Island Doll \$8 
Treasure Map \$4 	Turtle Ring \$3 	Photo book \$6 	Snow Globe \$5 

Circle the things you will buy. Add up the cost here.

Name _____

THE SCIENCE OF ISLANDS

An **island** is a piece of land with water all around it.



There are many kinds of islands. Some are very hot. They have palm trees.

Islands can be cold, too. Some have snow. Some have icy water.



Land that has water on every side is called an:

Islands can be in **oceans**.



Islands can be in **ivers**, too.

Islands can have people on them, or no people on them.



What is one place you can find an island?

Can people live on islands? -----

HOW WERE ISLANDS FORMED?

Coral reefs can rise above the water to make an island. They build up from under water. This is how the Bahama islands were formed.



Other islands are formed because of **volcanoes**. When a volcano under the ocean erupts, the lava can build up above the water to make an island. Hawaii was formed this way.



**What are 2 ways islands could form?
Use a pencil or crayon and
circle them in the text.**

Write and draw to show what you know about islands.



Three horizontal dashed lines for writing.

Name

SOCIAL STUDIES: LIFE ON PARADISE ISLAND

Read about Aliya's life.

My name is Aliya. My family lives in The Bahamas. There are lots of islands in the Bahamas. We live on Paradise Island. Our house is near the beach. My brother and his friends love to swim there.



We go to school on our island. We can walk to it. Some of our friends take a boat from their small island to our big island for school. There is only one bridge on the island. It gets filled with cars. There is traffic.



We have one grocery store on the island. We buy most of our food. We grow some fruit in our yard. We sometimes catch fish to eat.

Many people in the Bahamas like to eat fried conch in the Bahamas. They cook a snail that lives inside the conch shell. It tastes a little like chicken.



Many houses in the Bahamas are close together in small villages. Houses are often painted bright colors. Houses can be pink, yellow, and blue.

Our house has ties on the roof. It is also high up on wooden posts. This is to keep the house safe if a hurricane comes.

We like living in The Bahamas. Many people visit here for a nice vacation. We get to live in such a beautiful place all year.



Fill in the chart to show Aliya's life in the Bahamas and your life where you live. You can use pictures and words.

Aliya's house	My house
Aliya's school	My school
Aliya's food	My food

If you were Aliya, what things would you like about living in the Bahamas? Write and draw about it. Then write and draw about the things you like about the place you live.

Things I like about the Bahamas	Things I like about where I live



BUT WAIT! THERE'S MORE...

I'm **Angela Watson**, the creator of this resource. I'm a National Board Certified Teacher with a masters degree in Curriculum and Instruction, and have 11 years of classroom teaching experience and over a decade of experience as an instructional coach. I currently work as a Productivity and Mindset Specialist in the area of educational consulting. In practical terms, this means I author books, design curriculum, and provide professional development services. Everything I do is centered on sharing more effective, efficient, and enjoyable ways of teaching and learning!

I founded my website ([TruthforTeachers.com](https://www.truthforteachers.com)) in 2003 to connect with other educators. You can now find thousands of ad-free articles and resources there from me and our K-12 teacher-writer's collective.

Check out my other resources below:

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