

**2nd  
Grade**

- ✓ No prep or materials needed
- ✓ No busywork
- ✓ 10 full days of plans
- ✓ 120+ pages of activities

Background image showing various educational worksheets for 2nd grade, including:

- MATH: COLLECT DATA ABOUT PETS** - A worksheet with a table for collecting data about pets.
- SOCIAL STUDIES: I CAN LEARN OVER TIME** - A worksheet about learning over time.
- READ ABOUT PETS** - A worksheet about reading about pets.
- I HAVE A GROWTH MINDSET** - A worksheet about growth mindset.
- SOCIAL STUDIES: LIFE ON PARADISE ISLAND** - A worksheet about life on Paradise Island.
- MATH: I CAN TRY DIFFERENT THINGS** - A worksheet about trying different things.
- SOCIAL STUDIES: KINDNESS TO PETS** - A worksheet about kindness to pets.
- READ ABOUT ISLANDS** - A worksheet about reading about islands.
- MATH: IT'S OKAY TO MAKE MISTAKES** - A worksheet about making mistakes.
- SCIENCE: I CAN DO HARD THINGS AND THINK IN NEW WAYS** - A worksheet about science.

# EMERGENCY SUB PLANS

for the entire year

by Angela Watson

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# OVERVIEW OF LESSON PLANS (ISLANDS THEME)

## ABOUT THIS THEME

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.

## 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 task 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

### WRITING

### MATH

1

2

3

4

5

6

7

8

9

10

11

12

13

14

### 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 3 examples of islands and compare them. Read the text together and discuss the photographs. Guide students to complete the chart afterward.

### 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 question aloud. The third page can be completed by students independently once you have explained the directions.

### SCIENCE

Students will learn about different types of islands and how they are formed. Read the text together and discuss the photographs. Explain to students how to complete the chart afterward. They can work with a partner for that activity if they'd like.

### 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.)

## STUDENT MATERIALS

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

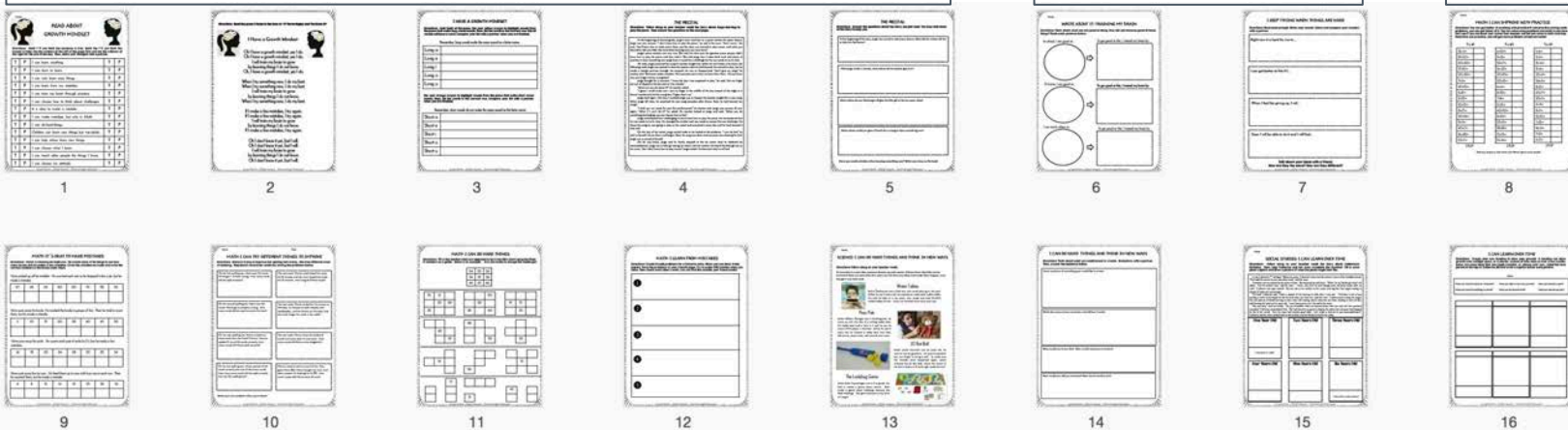
## NOTES ABOUT PREPARATION

- **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

### S.S.

## 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 page. For the final activity, read aloud the story called “The Recital”. Students should try to follow along as you read. 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.” They may need to have access to scratch paper (or individual white boards/markers) to solve problems. Give the class around one 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. For the final page (“I learn from mistakes”), students can write short number sentences if you don’t have a lot of time, or write word problems if you have plenty of time.

### SCIENCE

Read the text aloud and have students follow along. 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 release students to write/draw about their inventions.

### SOCIAL STUDIES

Have students listen and follow along 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 write and 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 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

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.

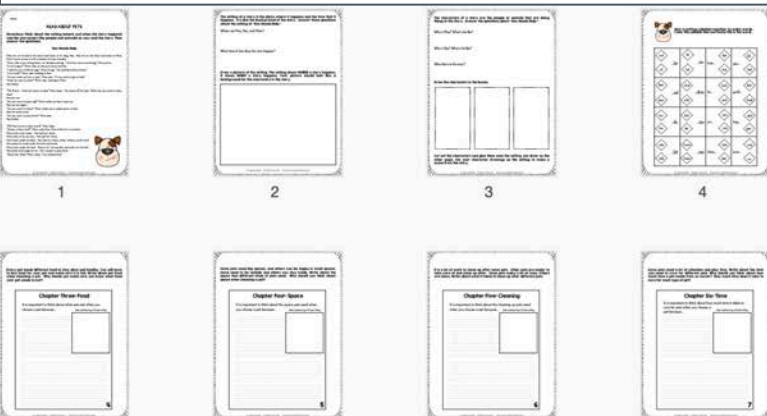
## STUDENT MATERIALS

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

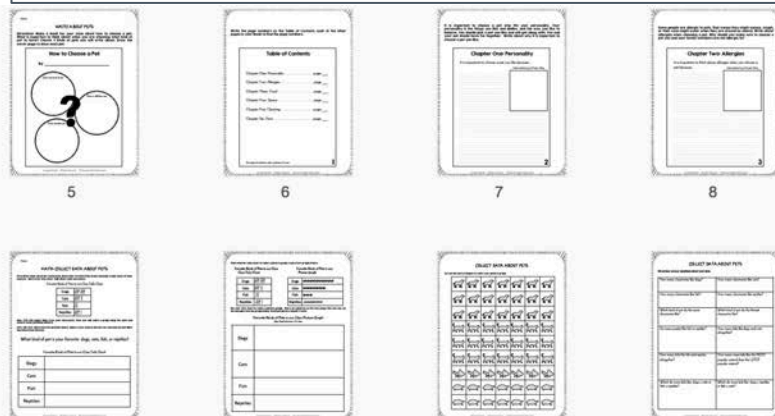
## NOTES ABOUT PREPARATION

- **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 3 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 skip the bar graph page.** The other activities are fine as an intro to this topic.

## READING



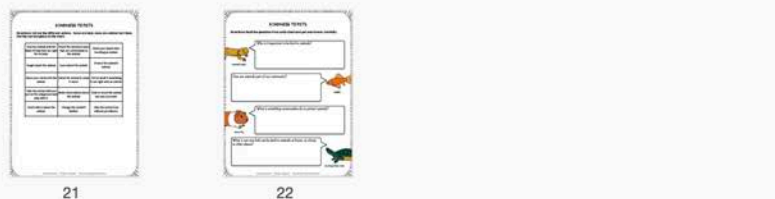
## WRITING



## 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 and complete the first page with cause/effect together. Review the choices on the third page before releasing students to complete the activity on their own. If you don't have a lot of time, have them write in the chart rather than cut/paste the answers. If they have extra time, they can write/draw about it on the fourth page.



## READ ABOUT ISLANDS



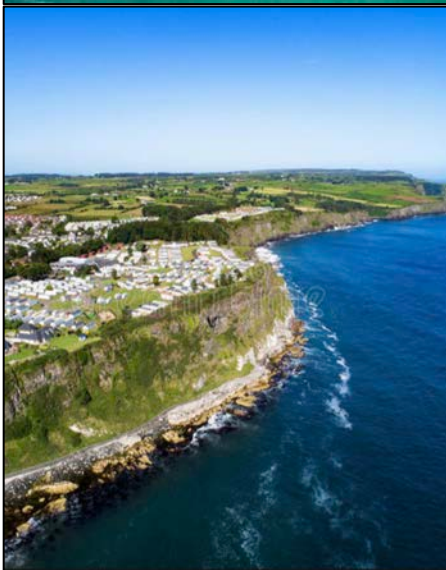
### Long Island

Long Island is an island in the Atlantic Ocean. It is part of New York. You have to take a bridge to get there from the rest of New York. You can also take a train that goes under water. Long Island has a lot of people living there. It has a lot of houses. It has beaches and farms, too. People like to visit them. It gets cold in the winter and hot in the summer.



### Tahiti

Tahiti is an island in the southern Pacific Ocean. The island was made when a volcano erupted a long time ago. It rains a lot in Tahiti, but it never gets very cold. It stays hot all year long. Many people visit Tahiti on vacation since it is so warm and beautiful. The people who live there work in places that visitors like to come to. Some people also farm, fish, and find pearls in the water to send to other countries.



### Ireland

Ireland is an island in the Atlantic Ocean. Many people live in cities in Ireland. There are also farmers in Ireland. Many of them raise sheep. There are mountains, rivers, and beaches. There are also many trees and a lot of grass, Ireland is famous for being very green. The weather stays mostly the same year round. It doesn't get very hot or very cold. It rains a lot in Ireland.

**Directions: Choose two of the islands. Write the names of them on the two lines below. Write how they are the same in the middle. Write how they are different on the outside.**

**How they  
are the same**

Name \_\_\_\_\_

# WRITE ABOUT ISLANDS

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

Dear \_\_\_\_\_,

Have you ever heard of \_\_\_\_\_? It is an island. This island is in the \_\_\_\_\_ Ocean. I think it is an interesting place because \_\_\_\_\_

I think we should visit! While we are there, we could \_\_\_\_\_

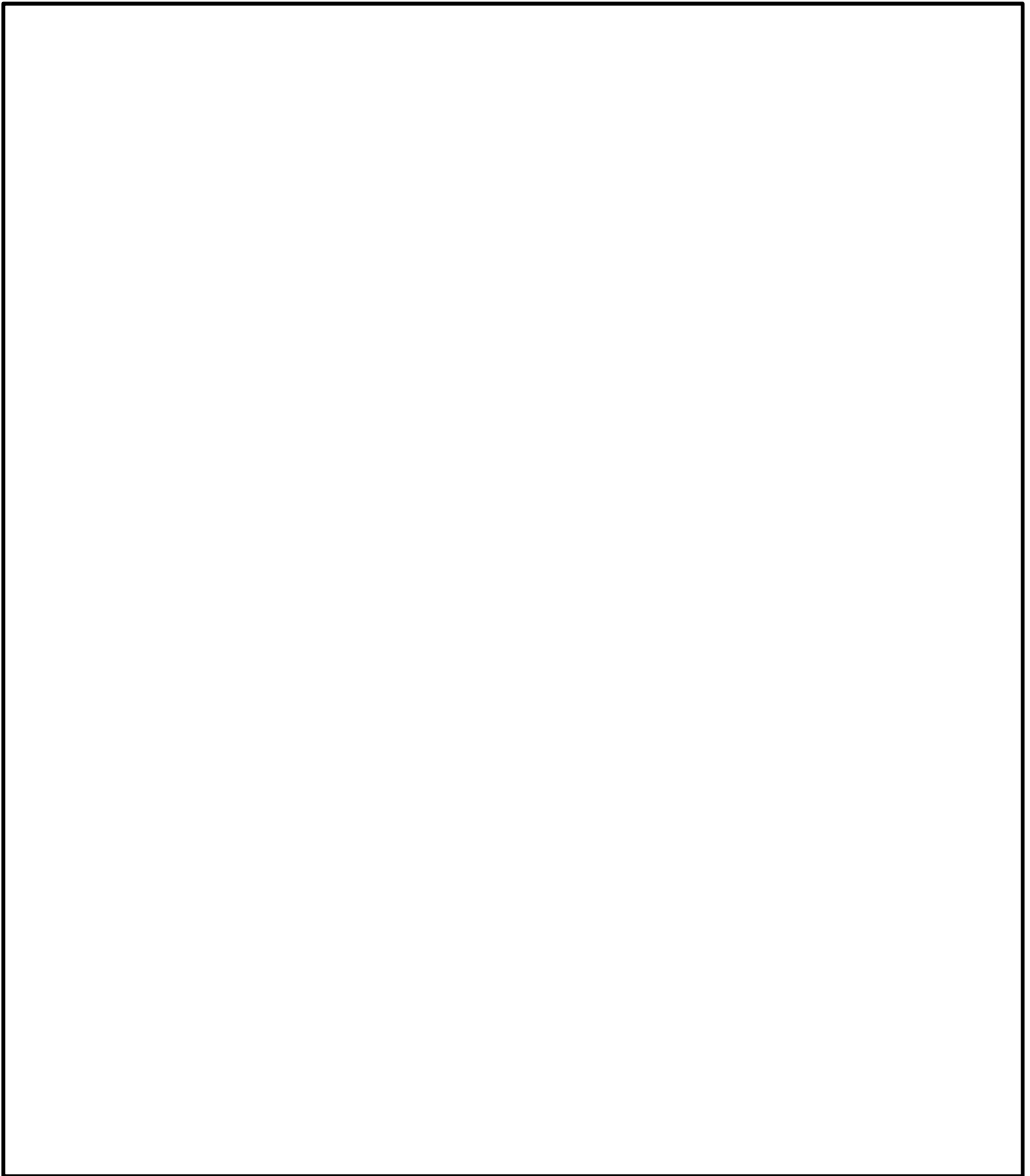
We would need to pack \_\_\_\_\_

because the weather there is \_\_\_\_\_

What do you think? Would you like to go to \_\_\_\_\_?

Love, \_\_\_\_\_

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



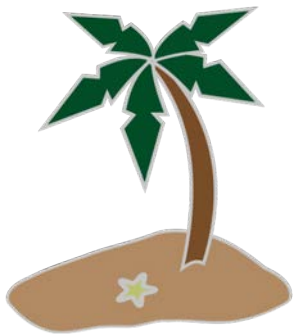
Name \_\_\_\_\_

## 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.**

### Treats and Snacks

You have \$10 to buy treats and snacks. Any leftover money can be used to buy activities and souvenirs. Read the menu below:



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

Add up the cost of your snacks:

Draw a picture of your snacks.

Now subtract your total from \$10 to see how much money you have leftover.



## Activities



You have \$50 for activities. Any leftover money can be used to buy souvenirs (things to take home with you). Circle the activities you'd like to do.

### **Bike Riding**

It costs \$15 to go bike riding 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!

### **Kayaking**

It costs \$12 for a quick kayak ride on the beach. You will paddle out and could see some dolphins!

### **Swim with Dolphins**

Swimming with Dolphins costs \$22. You will take a boat ride to where the dolphins are. Then you will get out and swim next to, and maybe even on top of, the dolphins!

### **Zip Lining**

It costs \$20 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!

### **Fishing**

It costs \$17 to go fishing for one hour. You will go to the dock near the beach and could catch some fish.

### **Surfing Lesson**

A surfing lesson costs \$21. A pro surfer will take you out and help you learn how to ride the waves. You also get a mini surfboard toy after the lesson.

Add up the cost of your activities:

Now subtract your total from \$50 to see how much money you have leftover.

# Souvenirs

What special things do you want to bring back home? You have \$20 in your wallet for souvenirs. You can also use any money you did not spend on food or activities.

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 

How much money did you spend? Add up your things here.

Do you have any money left over? How do you know?

Name \_\_\_\_\_

# THE SCIENCE OF ISLANDS

An island is a piece of land with water on all sides. People think of islands with sand, palm trees, and warm weather. That is what some islands are like. Others are cold. Others have all four seasons.



There are many kinds of islands. Here are 5 of them.

**Continental** islands are a type of island. Many of them were formed when small pieces of land broke off from bigger pieces of land. Madagascar is an example.



**Barrier** islands are close to the coast. They are separated from the coast by a stretch of water called a lagoon. Barrier islands can protect the coast from waves and wind. The Outer Banks in North Carolina are barrier islands.



**Tidal** islands are connected to a main piece of land, but then when the water is very high, it becomes an island. Mont Saint Michel is a tidal island in France. See the two pictures? One is high tide. One is low tide. It becomes an island during high tide.



**Oceanic** islands are islands that 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 is a type of **oceanic** island.



Another type of island is a **coral** island. A coral island forms when coral reefs grow so big that they come out of the ocean and make land. The Bahamas are coral islands. They are very beautiful. They have a lot of plant and animal life.

**Directions:** In the table below, tell how each type of island forms. Give an example of each kind of island.

Type of Island	How It Forms	Example
Continental		
Barrier		
Tidal		
Oceanic		
Coral		

Name

## SOCIAL STUDIES: LIFE ON PARADISE ISLAND

My name is Aliya. My family lives in The Bahamas. The Bahamas are made up of many different islands. 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 or ride our bikes. 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.



We also have one store with household items. If we need other things, we have to leave the island. We might leave the island to shop or see the doctor.

Many houses in the Bahamas are close together in small villages. Houses are often painted bright colors. Pink, yellow, and blue are popular. 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. The water can go under the house if it gets too high. The roof can stay on the house even when the wind gets very fast and strong.

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.



**Directions: Fill in the chart to show how what Aliya's life is like and what your life is like.**

	Aliya	Me
School		
Stores		
Transportation		
House		
Food		

**Directions: Answer the questions about Aliya's life on Paradise Island.**

- 1 Why do you think there is only one grocery store on Aliya's island?
- 2 Write 2 questions you would ask Aliya if you could.
- 3 What is something you would like about living on Paradise Island? Why?
- 4 What is something you would NOT like about living there? Why?
- 5 Would you want to live on Paradise Island? Why or why not?



## 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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BOOKS

IN-PERSON PD

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Stay in touch and get new resources sent to you automatically via email!  
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truth for  
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