

K to 2nd Grade Long-Term Sub Plans, 4 Weeks

Four complete week binders for a kindergarten to grade 2 class, every subject. The sub reads every task aloud.

PREVIEW

What is included

- Four week binders (100, 102, 97, 99 pages): 398 pages
- 54 front pages: binder cover, important information, note to the sub, the week plan filled in, schedule, set index, class list, how it went, Monday opener
- 120 solo blocks (100 math, reading, writing, science and social studies sets, 20 calm blocks) and 20 team tasks for teams of two or three
- A K and grade 1 core task and a ★ challenge at grade 2 level on every work page
- 20 optional games, a fun way to end the day
- Answer keys for everything; color and ink-saver B&W, US Letter and A4

How it works

1. Leave the four binders out. Each has its own filled-in plan with page numbers.
2. The sub reads the Say this to the class box and every instruction aloud, models the first item, then the children work on their own. Everyone does the core task; second graders and early finishers go on to the ★ challenge.
3. The calm block fits any gap, the team task takes about 20 minutes, the game the last 15 minutes.
4. No prep and no tech: print and go.

The 20 days, one set per subject block

- **Week 1, days 1 to 5. Math:** Counting and Writing Numbers to 20; Adding and Subtracting to 10; Shapes and Patterns; Measurement and Comparing; Picture Word Problems. **Science:** The Five Senses; Weather and What We Wear; Animals and Homes; Plants and What They Need; Day and Night. **Social studies:** Community Helpers; Rules at School; Map of the Classroom; Traditions People Have; Wants and Needs.
- **Week 2, days 6 to 10. Math:** Counting On to 120; Making Ten; Tens and Ones; Comparing Numbers; Time to the Hour and Half Hour. **Science:** Pushes and Pulls; Living and Nonliving Things; Sunlight Warms the Earth; Animal Parents and Their Young; Make Some Shade. **Social studies:** Jobs and the Skills They Need; A Neighborhood Map; School Long Ago and Today; Goods and Services; Taking Turns and Being Fair.
- **Week 3, days 11 to 15. Math:** Skip Counting by 2s, 5s and 10s; Doubles and Near Doubles; Ten More and Ten Less; Halves and Fourths; Sort, Tally and Compare. **Science:** Sound and Vibration; Light Helps You See; Light Through Materials; Signals With Light and Sound; Copying Ideas From Nature. **Social studies:** Safety Rules in the Community; North, South, East and West; Then and Now: Games Children Played; Saving Money; Working Together to Help.
- **Week 4, days 16 to 20. Math:** Adding Tens; Subtracting Within 20; Measuring Length; Coins: Pennies, Nickels and Dimes; Solid Shapes. **Science:** Materials and Their Properties; Choosing the Best Material; Heating and Cooling; Building From Small Pieces; Testing Two Designs. **Social studies:** City, Town and Farm; How Goods Get to the Store; Weather and How People Live; Making Class Decisions; A Class Market.

Every day also has a reading set and a writing set (20 reading sets and 20 writing sets). **Optional games:** Picture Bingo; Oops! Fix It; Show Me; Count, Clap and Show Me; Mystery Box; Push It, Pull It, Show Me; Picture Bingo, Row or Column; Stomp the Tens; Star Side, Circle Side; I Spy and Guess; Row or Corners Bingo; Move Like It; Hot and Cold Show Me; Coin Clap Show Me; Twelve Box Mystery.

What this preview shows: the note to the substitute, the Week 1 plan, more front pages, one page of every daily part, a full math set with its answer key, a calm block, a team task, two games and one ink-saver page. Every product page is watermarked. The full product has 398 pages.
What the sub gets: a note that explains the routine, a Say this to the class box on every task, a script for every game, and every answer in the key.



Note to the Substitute

Kindergarten to Grade 2 · five days · every set runs from the printout alone

Thank you for covering my class this week

Everything you need is in this binder. The front pages are filled in for this week. Then come the work sets, one per day: **Math 1** is Monday's math set, **Reading 3** is Wednesday's reading set, and so on. Any set can move to another slot; nothing depends on the order. Each set is one slot (20 to 30 minutes), stands alone, and has its answer key at the back, so you never have to make anything up or know the subject. The first page of every set tells you what to say.

Every page has a core task first, then a ☆ challenge. Every student does the core task. Students who finish early go on to the ☆ challenge; it fills a few extra minutes, and nobody has to finish it. Students I checked in the ☆ column of the class list find the core task easy: they may start with the ☆ challenge, then do the core task.

The core task is kindergarten and grade 1 work that every child in a K to 2 room can do with your help. **The ☆ challenge** is the same skill at grade 2 level, for second graders and anyone ready for more; it is extra, so skip it for anyone it frustrates. Many children in this room cannot read the instructions yet: every task starts with a **Say this to the class** box, and every box with the icon is one you read out loud, including the ☆ challenge. Model the first item with the class, then let them work.

Every set lists the standards it practices on a small line under its title (for you, not the students): Common Core Math and English Language Arts for kindergarten, grade 1 and grade 2, NGSS kindergarten to grade 2 for science, and the C3 Framework kindergarten to grade 2 band for social studies. A sub plan set practices part of a standard; it is review and practice, not a full assessment of it.

The shared blocks follow, one of each per day. The **calm block** is always allowed: a slot that runs short, a loud class, or anyone who finishes early. The **team task** fills a slot on its own. The **game** is optional: a fun way to end the day, or something for extra time (15 minutes, from the script).

Supplies for the week

- **Every day:** a pencil for each student.
- **Crayons or colored pencils:** Calm 1, Calm 2, Calm 3

If the class is loud

- Set a voice level with a number and use it all week: 0 is silent, 1 is a whisper, 2 is table talk, 3 is sharing so the whole class hears.
- Switch to the calm block. Nobody needs to move.
- Every work page has a ☆ challenge, so fast finishers always have something.
- If a set is not working, stop it and use the calm block or the team task. Every set starts cold.

At the end of each day

Please fill in that day's line on the "How it went" page. It takes two minutes and I read every word.

Did this kit work well for your class? A quick review helps other teachers find it. Thank you!

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This Week's Plan

Filled in for you: every set already has a place in the day. Keep it as it is, or use the blank schedule on the next page for your own order. This order is a sample: every set stands alone, so swap any set into any slot or any day.

TIME OF DAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Morning work	**Meet Your Sub** p. 12 · 15 min	**Warm-up** Attendance, then go over yesterday's answers together from the key at the back (10 min)	**Warm-up** Attendance, then go over yesterday's answers together from the key at the back (10 min)	**Warm-up** Attendance, then go over yesterday's answers together from the key at the back (10 min)	**Warm-up** Attendance, then go over yesterday's answers together from the key at the back (10 min)
Block 1	**Math 1** Counting and Writing Numbers to 20 p. 14 · 25 min	**Math 2** Adding and Subtracting to 10 p. 29 · 25 min	**Math 3** Shapes and Patterns p. 43 · 25 min	**Math 4** Measurement and Comparing p. 58 · 25 min	**Math 5** Picture Word Problems p. 73 · 25 min
Block 2	**Reading 1** Letter Sounds and Rhyming p. 16 · 25 min	**Reading 2** Sight Words p. 31 · 25 min	**Reading 3** Listen and Answer p. 45 · 25 min	**Reading 4** Story Order p. 60 · 25 min	**Reading 5** Beginning, Middle and End p. 75 · 25 min
Before lunch	**Writing 1** Label the Picture p. 18 · 25 min	**Writing 2** Write a Sentence p. 33 · 25 min	**Writing 3** Make a List p. 47 · 25 min	**Writing 4** Draw and Write p. 62 · 25 min	**Writing 5** Thank You Note p. 77 · 25 min
After lunch	**Science 1** The Five Senses p. 20 · 25 min	**Science 2** Weather and What We Wear p. 35 · 25 min	**Science 3** Animals and Homes p. 49 · 25 min	**Science 4** Plants and What They Need p. 64 · 25 min	**Science 5** Day and Night p. 79 · 25 min
Block 3	**Social Studies 1** Community Helpers p. 22 · 25 min	**Social Studies 2** Rules at School p. 37 · 25 min	**Social Studies 3** Map of the Classroom p. 51 · 25 min	**Social Studies 4** Traditions People Have p. 66 · 25 min	**Social Studies 5** Wants and Needs p. 81 · 25 min
Team time	**Helper Supply Count** p. 26 · 20 min	**Ten Frame Partners** p. 41 · 20 min	**Sort the Pictures** p. 55 · 20 min	**Hand Span Measuring** p. 70 · 20 min	**The Picnic Shop** p. 85 · 20 min
Quiet time or early finishers	**Count and Connect** p. 24 · 15 min	**Color by Answer and a Sight Word Garden** p. 39 · 15 min	**Shape Picture and Dot to Dot** p. 53 · 15 min	**Garden Count and Plant Words** p. 68 · 15 min	**Fruit I Spy and Trace the Words** p. 83 · 15 min
End of day (optional): a fun way to finish	**Picture Bingo** p. 27 · 15 min	**Oops! Fix It** p. 42 · 15 min	**Show Me** p. 56 · 15 min	**Count, Clap and Show Me** p. 71 · 15 min	**Mystery Box** p. 86 · 15 min

How to use this plan

- Page numbers point to the first page of each set. **Copies:** subject sets and calm blocks one per student, two-sided; team tasks one per pair or group of three; game scripts, game boards and answer keys one for you unless the game page says otherwise. **One-sided:** Game 1 (script: one for you; board page: one per two children, copied one-sided, folded and torn in half); Game 5 (script: one for you; box and card page: one for you, one-sided, cards folded and torn apart).
- Every student does the core task; early finishers go on to the ☆ challenge.
- The calm block is always allowed: a slot that runs short, a loud class, or anyone who finishes early.
- The game is optional: a fun way to end the day, or something for extra time.

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SUB PLANS WEEK 1

Kindergarten to Grade 2, 5 Days of Print and Go Work

Teacher _____

Room _____

Grade _____

Week of _____

Everything a sub needs for five days is in this binder: a filled-in weekly plan, a blank schedule, the class list, and for every day a set for math, reading, writing, science and social studies, a calm block, a team task and a paper game. Each set is one slot of the day, stands alone, and has its own answer key. Nothing needs subject knowledge, a login or a projector.



Important Information

The page the sub reads first. Fill it in once and keep it current.

People to call

Office _____

Teacher next door _____

Nurse _____

Principal / admin _____

Tech help _____

Emergency procedures

Fire: exit and meeting point _____

Lockdown _____

Severe weather _____

Medical _____

Where the first aid kit is _____

Helpful students

_____

_____

_____

Students who need extra support

_____

_____

_____

Where things are

Attendance / how to take it _____

Paper, pencils, supplies _____

Hall passes _____

Copier, if the sub may use it _____

Class routines

Start of class _____

Bathroom _____

Phones _____

End of class _____

Weekly Schedule (Blank)

Your own order: write the set for each slot (for example "Math 1" or "Reading 2") and the time it starts. Cross out or rename slots to match your day.

TIME OF DAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Morning work ___ – ___					
Block 1 ___ – ___					
Block 2 ___ – ___					
Before lunch ___ – ___					
After lunch ___ – ___					
Block 3 ___ – ___					
End of day ___ – ___					

How to fill it in

- One set per slot. Each set runs 20 to 30 minutes; the ☆ challenge fills a few extra minutes for early finishers. For a longer slot, add that day's team task or calm block.
- Specials, recess and lunch: cross those slots out or write them in.
- On Monday the opener (15 minutes) comes first, then the first set.
- The game is optional: put it in the last slot as a fun way to end the day, or use it for extra time. The calm block goes in any gap.

Set naming

Sets are named by subject and day: **Math 1** is Monday's math set, **Reading 3** is Wednesday's reading set, and so on. The set index lists every set with its minutes and page.

Class List and Dismissal

Names, what a sub must know, and how every student goes home. Copy one per class.

(B) bus (write the number) (W) walks (P) picked up (write who) (A) after-school program (O) other

☆ check a student who finds the core task easy: they may start with the challenge

#	STUDENT NAME	NOTES (ALLERGIES, NEEDS, HELPFUL, LEAVES EARLY)	HOME	BUS # / PICKED UP BY / PROGRAM	☆ STARTS WITH THE CHALLENGE
1					☐
2					☐
3					☐
4					☐
5					☐
6					☐
7					☐
8					☐
9					☐
10					☐
11					☐
12					☐
13					☐
14					☐
15					☐
16					☐
17					☐
18					☐
19					☐
20					☐
21					☐
22					☐
23					☐
24					☐
25					☐
26					☐
27					☐
28					☐
29					☐
30					☐

How It Went

For the substitute. One line per day, two minutes at the end of each day. Check the boxes and go.

Monday

Sets done: _____ Class was: ☐ Great ☐ Fine ☐ Hard, see notes

Notes / stars of the day: _____

Tuesday

Sets done: _____ Class was: ☐ Great ☐ Fine ☐ Hard, see notes

Notes / stars of the day: _____

Wednesday

Sets done: _____ Class was: ☐ Great ☐ Fine ☐ Hard, see notes

Notes / stars of the day: _____

Thursday

Sets done: _____ Class was: ☐ Great ☐ Fine ☐ Hard, see notes

Notes / stars of the day: _____

Friday

Sets done: _____ Class was: ☐ Great ☐ Fine ☐ Hard, see notes

Notes / stars of the day: _____

Meet Your Sub

Day 1 opener, 15 minutes before the first set. Read every line out loud. Nothing to prepare.

Day 1 · Opener

SAY THIS TO THE CLASS

"Good morning. I am your teacher today, and my name is on this paper. First I will tell you about me, then you make three class promises with me. Then you play a name game."

Copies: opener script and About Your Sub sheet: one for you

Sub script, four steps

1. **Fill in the sheet** on the next page before the class comes in. Use big letters. Draw one thing you like in the box.
2. **Hold up the sheet and read it out loud.** Then take three questions from raised hands and stop at three.
3. **Read the three promises** one at a time. The class says each promise back to you, then everyone says yes.
4. **Point to the voice faces** at the bottom of the sheet. Say the word under each face. Tell the class which face, 0 to 3, you want for the first set.

Three class promises, read one at a time

1. I use kind hands and kind words.
2. I listen when someone is talking.
3. I help clean up.

Point at the promises again later if the room gets loud.

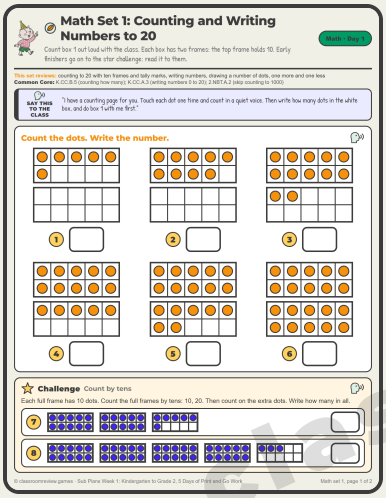
Circle game: My Name and My Move, 5 minutes

1. Say: time for a name game called My Name and My Move. Sit in a circle on the rug, or stand next to your chair.
2. Go first. Say your name, then do one small move: a clap, a wave, a nod.
3. The class says your name and copies your move.
4. Go around the circle. Each child says a name and does one move. The class copies it.
5. Finish with: great job, now everyone knows a name and a move. Then start the first set.

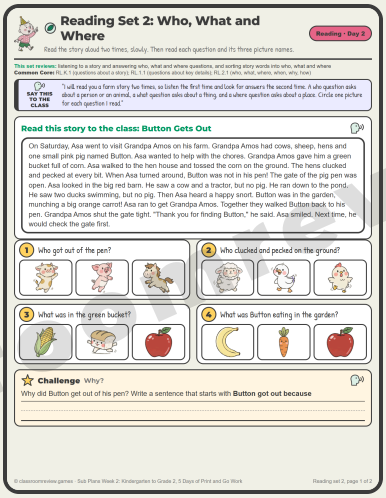
Short on time or a wiggly class? Go around one time with a wave only.

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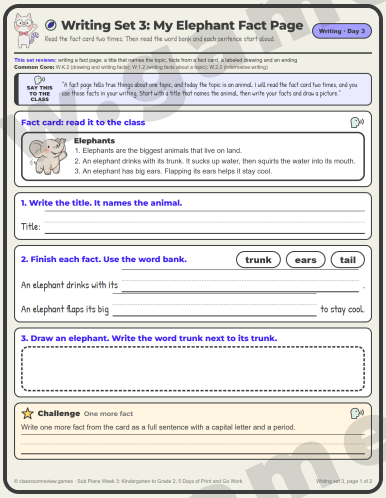
ONE PAGE OF EVERY DAILY PART



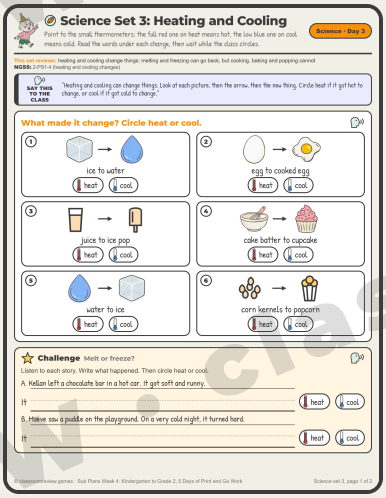
Math set, Week 1 (solo)



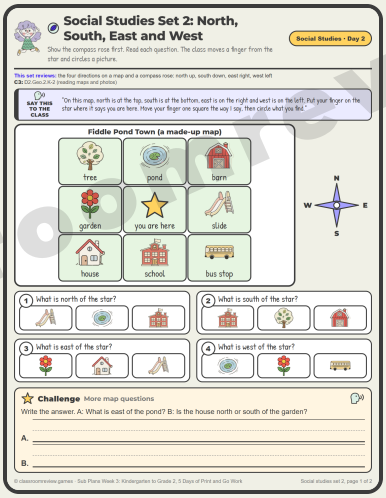
Reading set, Week 2 (solo)



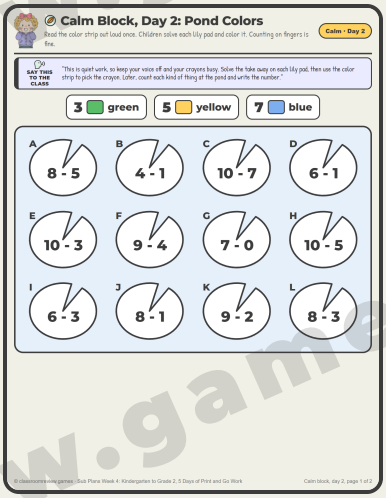
Writing set, Week 3 (solo)



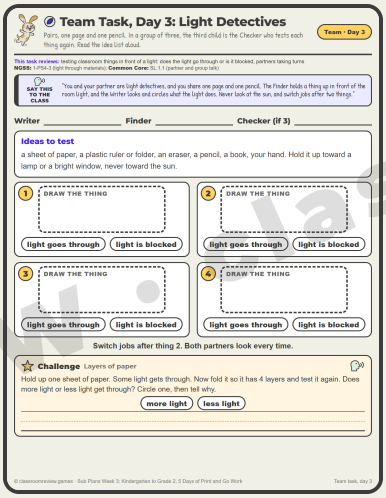
Science set, Week 4 (solo)



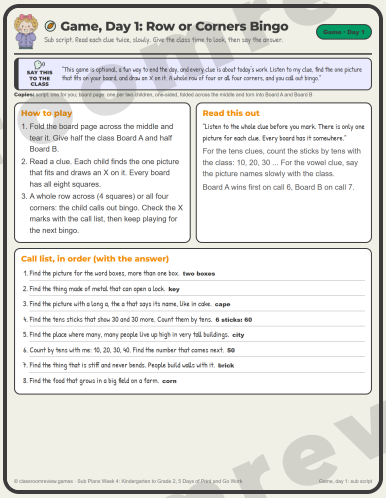
Social studies set, Week 3 (solo)



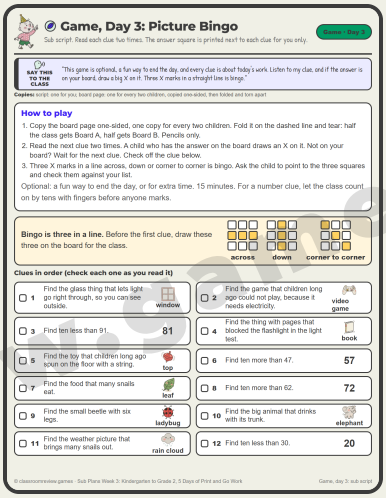
Calm block (solo)



Team task, Week 3 (team of 2 or 3)



Game: Row or Corners Bingo (whole class)



Game: Picture Bingo (whole class)

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Math Set 1: Adding Tens

Count the first box with the class, one finger on each stick. Then read each problem aloud.

Math · Day 1

This set reviews: adding tens by counting ten sticks by tens, hopping by tens on a number line to 100, adding tens to a two-digit number
Common Core: K.CC.A.1 (counting to 100); 1.NBT.C.4 (adding within 100); 2.NBT.B.5 (adding and subtracting within 100)

SAY THIS TO THE CLASS

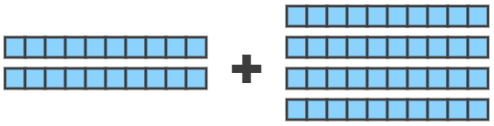
"Every stick on this page has 10 little cubes, so you count the sticks by tens, like ten, twenty, and so on. Count all the sticks in a box, then write how many in all. I will read each problem, and you point to the sticks as you count."

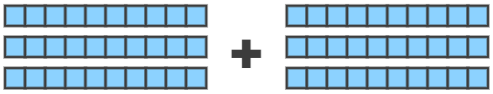
Count the sticks by tens. Write how many in all.

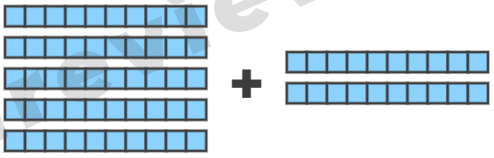
1.  10 + 20 = ☐

2.  20 + 20 = ☐

3.  30 + 10 = ☐

4.  20 + 40 = ☐

5.  30 + 30 = ☐

6.  50 + 20 = ☐

Challenge Add tens to any number

No sticks now. Add the tens in your head. Only the tens number changes.

34 + 20 = ☐ 47 + 30 = ☐ 25 + 50 = ☐

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Math Set 1: Hop by Tens

Read each problem. Children start on the dot and hop one ten at a time.

Math · Day 1

Start on the dot. Hop by tens. Write where you land.

7. 0 10 20 30 40 50 60 70 80 90 100 — **20 + 30 =** hop 3 tens ☐

8. 0 10 20 30 40 50 60 70 80 90 100 — **10 + 60 =** hop 6 tens ☐

9. 0 10 20 30 40 50 60 70 80 90 100 — **40 + 40 =** hop 4 tens ☐

10. 0 10 20 30 40 50 60 70 80 90 100 — **60 + 30 =** hop 3 tens ☐

Count by tens. Write the missing numbers.

10 20 ☐ 40 ☐ ☐ 70 ☐

Challenge Tens stories

Listen to each story two times. A. Keela has 52 beads. She gets 30 more beads. How many beads does she have now?

Keela has ☐ beads.

B. Juno has 3 bags with 10 marbles in each bag, and 4 more marbles. Kip gives her 2 more bags of 10. How many marbles does Juno have now?

Juno has ☐ marbles.

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Answer Keys (1 of 12)

Teacher copy. Keep these pages out of the student sets.

Math Set 1: Adding Tens

Page 1, ten sticks: 1. 10 + 20 = 30; 2. 20 + 20 = 40; 3. 30 + 10 = 40; 4. 20 + 40 = 60; 5. 30 + 30 = 60; 6. 50 + 20 = 70. **Star challenge:** 34 + 20 = 54; 47 + 30 = 77; 25 + 50 = 75.

Page 2, hop by tens: 7. 20 + 30 = 50; 8. 10 + 60 = 70; 9. 40 + 40 = 80; 10. 60 + 30 = 90. **Missing tens:** 30, 50, 60, 80.

Star challenge stories: A. 82 beads (52 + 30). B. 54 marbles (3 tens and 4 ones is 34, then 2 more tens). Accept a drawing of sticks and cubes that shows the right total.

Reading Set 1: Silent E Words

Page 1, the vowel says its name: 1. cape (picture 2 of 3); 2. bone (picture 1 of 3); 3. kite (picture 3 of 3); 4. nose (picture 2 of 3); 5. grapes (picture 1 of 3); 6. cube (picture 3 of 3). Other names are fine: mug for cup, bath for tub, ice or ice cube for cube (both still say the vowel's name).

Star challenge (page 1): 7. tub + e = tube; 8. hop + e = hope; 9. not + e = note; 10. pin + e = pine.

Page 2, circle the word: 11. cube (word 1 of 2); 12. slide (word 2 of 2); 13. plane (word 1 of 2); 14. globe (word 2 of 2); 15. cane (word 1 of 2).

Star challenge (page 2): before the star, say the names: 16 is a kite, 17 is a rope, 18 is a hive. 16. kite; 17. rope; 18. hive. Accept jump rope and beehive. Give credit for a close spelling that ends with a silent e (for example kyte or hyve).

Writing Set 1: Plural Nouns

Page 1 circle: 1. cats (3 pictures); 2. book (1 picture); 3. boxes (2 pictures); 4. apple (1 picture); 5. balls (4 pictures); 6. pencil (1 picture). **Star:** two mice, two feet, three sheep. Accept a sounded out try (mis, fet) for mice and feet; "sheeps" is a good try but not right, so say "one sheep, three sheep" with the child.

Page 2: 1. kites; 2. buses; 3. cups; 4. toothbrushes; 5. socks; 6. lunchboxes. **Star:** A. run; B. hops (more than one dog: run; one frog: hops). The "draw more than one" item: answers vary; accept any drawing of two or more of one thing with its word for more than one (stars, trees, dishes); a sounded out try is fine. The own sentence: answers vary; accept any sentence with a word for more than one (I see three birds.), a capital letter and a period.

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Calm Block, Day 1: Dot to Dot by 5s

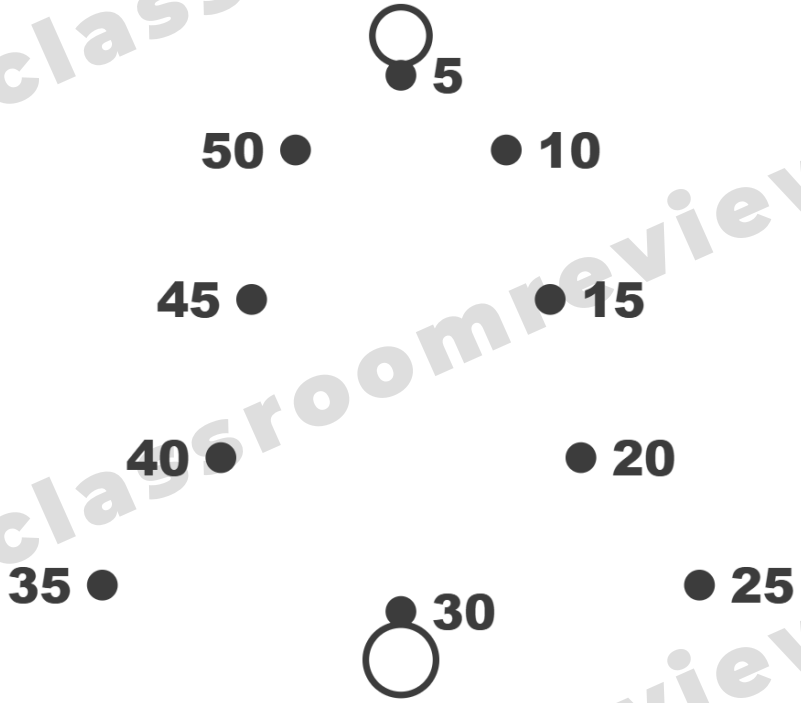
Read the numbers 5, 10, 15 out loud once with the class. Then children join the dots quietly and color the picture.

Calm · Day 1

SAY THIS TO THE CLASS

"This is quiet work, so use your whisper voice or no voice at all. Join the dots in order as you count by 5s, and the last dot joins back to the first one. On the next page, find the two letters for each picture and color it with that crayon."

Count by 5s. Join the dots from 5 to 50, then back to 5.



What did you draw? Color it in.

Then draw a little line on each side of it: those lines show it is making a sound.

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Team Task, Day 4: Playground Sense Poem

Team · Day 4

Teams of two or three, one page per team. Read each line out loud with both words.

This task reviews: talking as a team to choose sense words that fit, then writing a playground poem together (today's reading: sense words in a poem)
Common Core: RL.1.4 (feeling and sense words); RL.2.4 (rhythm, rhyme and repeated lines); SL.1.1 (partner and group talk)

SAY THIS TO THE CLASS "Your team writes a poem about the playground, one line for each sense. I read both words on each line, and your team talks and circles the word that fits. Then the writer copies that word onto the line, and at the end the team reads the poem together."

Writer _____ **Word reader** _____ **Poem reader** _____

Write your names. In a team of two, the writer is also the poem reader.



Our Playground Poem

1 to 5. Circle the word that fits. Write it on the line.

1.  **loud** / **tall** — I see a _____ slide.
2.  **squeaky** / **sweet** — I hear a _____ swing.
3.  **soft** / **noisy** — I feel _____ sand.
4.  **quiet** / **fresh** — I smell _____ grass.
5.  **juicy** / **loud** — I taste a _____ orange.

Challenge Rhyme and add a line

6. Finish the last line with a word that rhymes with **play**. 7. Add a line with a sense word.

6. I run and play the whole _____ !

7. I hear _____

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Game, Day 5: Twelve Box Mystery

Sub script with the secret points and the answers. Never show this page to the class.

Game · Day 5

SAY THIS TO THE CLASS

"This game is optional, a fun way to end the week, and every question is about today's work. Talk with your team, then say one word or show me with your fingers. Each right answer lets your team pick a box, and I show you how many stars are inside."

Copies: script: one for you; box and card page: one for you, one-sided, cards folded and torn apart

How to play

1. Make three teams. Show the box page. Fold the point cards on the dashed lines, tear them apart and keep them face down.
2. Ask a team a question. A right answer: the team picks a box. Not right: the next team may try.
3. Look up the box in the table below and hold up that point card. The class counts the stars; draw them under the team's name and cross off the box. All twelve open: count each team's stars.

Read this out

"Twelve boxes, and most of them hide stars. One box is empty. Only I know which one. Listen to the question, talk with your team, then answer."

About one minute per box. Accept any answer that means the same (ball shape, can shape, Marlo, boat B, it went down, the couch). For a number, the class may show fingers or say it.

Secret point table (sub only)

Box 1	Box 2	Box 3	Box 4	Box 5	Box 6	Box 7	Box 8	Box 9	Box 10	Box 11	Box 12
3 stars	1 star	5 stars	2 stars	4 stars	0 empty	3 stars	2 stars	5 stars	1 star	4 stars	3 stars

All twelve boxes together hold 33 stars. Hold up the point card with the same number.

Questions and answers about today's work (ask in order; ask a missed one again later)

1	Is a ball a flat shape or a solid shape?	**Solid**
2	Who says, I like to nap in the sunny window?	**The cat (Marlo)**
3	In the story, what animal is Kiko?	**A crab**
4	Which foil boat held more, the flat one or the tall one?	**The one with tall sides**
5	A crown is 4 cents. A painted rock is 2. Which costs more?	**The crown**
6	A party hat looks like which solid shape?	**A cone**
7	Mireya put marbles in each boat until the boat did what?	**It sank**
8	How many shells did Kiko give Mazie?	**3**
9	Which paper bridge held more, flat or folded?	**Folded**
10	Bubbles cost 3 cents. A crown costs 4. How much for both?	**7 cents**
11	What solid shape is a can of soup?	**A cylinder**
12	In the story, where did Jet's ball roll?	**Under the sofa**
13	What did Kiko and Mazie build together?	**A sand house**
14	You have 5 pennies. Can you buy a yo-yo for 9 pennies?	**No**

Tie	What did Kiko dig the sand with?	**Her claws**

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Game, Day 5: Boxes and Point Cards

Show the boxes to the class. Fold the point cards on the dashed lines, tear them apart and keep them face down.

Game · Day 5

The twelve mystery boxes



Point cards: fold and tear on the dashed lines

0  empty	**1**  star	**2**  stars
3  stars	**4**  stars	**5**  stars

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Game, Day 2: I Spy and Guess

Sub script with the answers. Hold up the picture board (next page) or stand it where every child can see it.

Game · Day 2

SAY THIS TO THE CLASS "This game is optional, just for fun, and it reviews today's work. Listen to my I spy clue, then show me the picture number with your fingers or say its name. After that, show me doubles with your fingers and point the way on a map."

Copies: script: one for you; picture board: one for you to hold up

How to play

1. Hold up the board. Point to each picture and say its number and name with the class.
2. Read a clue two times. The class shows the number with fingers or says the name. Point to the picture to check.
3. Then play the three quick rounds below. No points, no teams: everyone answers together.

Round 1: I spy (show the number or say the name)

1	I spy something that gives off light. It sits on a table and has a shade on top.	**1, lamp**
2	I spy the animal in the fable who hid the carrots in her hole.	**2, rabbit**
3	I spy a light you switch on with a button and hold in your hand.	**4, flashlight**
4	I spy something that gives off no light. You need light to see its pages.	**7, book**
5	I spy the animal who asked Rabbit into his warm, dry barn.	**6, pig**
6	I spy the big light in the sky in the daytime.	**5, sun**
7	I spy the food Rabbit found by the old fence.	**3, carrot**

Not used in a clue: 8 candle and 9 duck. Accept "bunny" for the rabbit and "torch" for the flashlight.

Round 2: Show me on your fingers

1	Show me 4 and 4. How many?	**8**
2	Show me 1 and 1. How many?	**2**
3	Show me 3 and 3, then one more. How many?	**7**
4	Show me 5 and 5. How many?	**10**

Round 3: Point the way

1	On a map, which way is the top, north or south?	**North (point up)**
2	On a map, is east on the left or the right?	**The right (point right)**
3	You go down on a map. Which way are you going?	**South (point down)**

Round 4: Thumbs up for yes, thumbs down for no

1	A flashlight shines on a toy. Can you see the toy?	**Thumbs up: yes**
2	A closet has no light at all. Can you see the coat in it?	**Thumbs down: no**

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Math Set 2: Subtracting Within 20

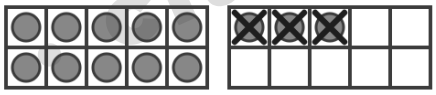
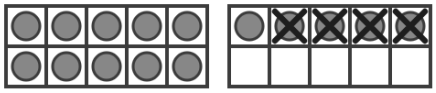
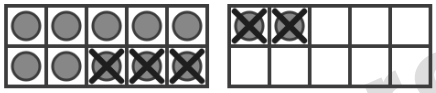
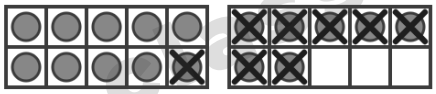
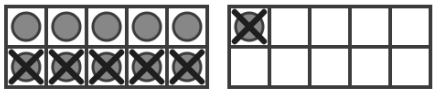
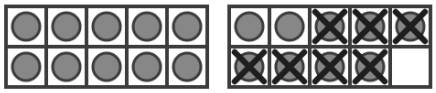
Read each problem aloud, for example "13 take away 3". Give time to count the dots with no X.

Math · Day 2

This set reviews: taking away within 20 with ten frames, counting back on a number line, picture stories, two-step and missing-start stories
Common Core: 1.OA.A.1 (word problems within 20); 1.OA.C.6 (adding and subtracting within 20); 2.OA.B.2 (addition and subtraction facts to 20)

SAY THIS TO THE CLASS "In each box some dots have an X on them, and those dots are taken away. Count only the dots with no X, then write that number in the box. I will read each problem, and you count with your finger."

Count the dots with no X. Write how many are left.

1.  13 - 3 = ☐
2.  15 - 4 = ☐
3.  12 - 5 = ☐
4.  17 - 8 = ☐
5.  11 - 6 = ☐
6.  19 - 7 = ☐

☆ Challenge Facts in your head

No dots now. Count back in your head or on your fingers.

18 - 9 = ☐ 15 - 9 = ☐ 20 - 11 = ☐

What number was taken away? Write it in the box.

16 - ☐ = 9

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