

All About

Luck:

March

First Grade C.C Aligned
Print & Go Sub Plans

For the teacher:

Thank you for your purchase! I hope these Print & Go Sub Plans put you at ease. Planning for a sub can be stressful. This pack is ready to print and set out for your sub.

To view the SIMPLE way I set up my Sub Plan Tub, view the "Editable Sub Information" file. You are free to use these as I do or as you like!

To create this pack-

- Print page 3-5 for YOUR SUB. These pages are his/her directions for how to complete each page.
- Print pages 6-13 AND make a copy of each page for every student in your class.
- Organize each pack according to the subject label in the corner. The order will depend on your "Daily Schedule" and the order in which you would like your sub/class to complete each page.

In this sub pack, students will need access to scissors and glue.

*Want to spice up this sub plan?! (These ideas are not required.)

- Leave a fiction or nonfiction book about St. Patrick's Day!

Please don't hesitate to email me at thekinderlife@gmail.com if you have any questions, concerns, or comments about this product!

Enjoy!

The Kinder Life

thank you

for working in our class today!

→ WE APPRECIATE YOU ★

Please complete the following assignments in the order described on the "Daily Schedule" page of our Substitute Information Folder.

Most pages are self-explanatory and provide details at the top of the page.

instructions and tips:

*If a page does not have a space for students to write their name, have students write their name on the back of the page.

| | |
|---|--|
| <p>Lucky Charms & Colors CL BLENDS L.A. RF.1.2b</p> | <p>Write the word CLICK on the board. Ask students if anyone knows what this word says. Discuss the sound that CL makes. Ask students to help you brainstorm a list of words containing the CL blend. Write their responses on the board. Ask students if they know what each picture represents on this page and discuss the words listed. Have students use the color key at the top of the page to color the items in the picture accordingly. *Quickly quiz students before starting by saying "Put your finger on the picture of clean...the clown...etc."</p> <p>TIP: If needed demonstrate coloring one section of the picture WITH students before letting students work more independently. Students can color any blank spaces any color they would like.</p> <p>EARLY FINISHERS: Challenge students to draw and write about what they would do if they found a pot of gold.</p> |
| <p>Oh, you LUCKY pronoun! L.A. L.1.1d</p> | <p><u>BREAK BETWEEN WORKSHEETS:</u> Play "Is it an adjective?". Discuss with students that an ADJECTIVE is a DESCRIBING word. Discuss that an adjective can be a feeling, a color, a number, etc. Write some examples on the board and act them out. During this game, students will get to move around the room. You will shout out a word. If it is an adjective, students will act out the adjective. If it is NOT an adjective, students will quickly crouch to the floor.</p> <p>*Before playing, tell students that if the adjective called out is a color, students will point to something in the room that is that color. If it is a number, ask them to jump that many times.</p> <p>—Students will read each sentence and identify the subject(s) of each sentence. TIP: Ask students to circle the subject(s) in each sentence. They will then cut and paste the correct pronoun that could be substituted for the subject(s) in the sentence in the box to the right.</p> <p>EARLY FINISHERS: Ask students to draw and write about something they feel lucky to have in their life. A pet? A friend? A special toy?</p> |

**What TREASURE
did the
leprechaun find?**
MATH 1.NBT.A1

Read the question at the top of the page and ask students to take some guesses. Write their guesses on the board. Students will fill in the missing numbers on the 100 chart. When finished, students will write the corresponding letter above the number in the secret code at the bottom of the page to reveal the answer to the question/joke. *The corresponding letters are in the corner of the numbered boxes.
EARLY FINISHERS: Challenge students to write numbers from 1-75 (or higher) on the back of the page. When they are done, ask them to color any number with a 2 or 4 in it with a GREEN crayon.

**Why do FROGS
like St. Patrick's
Day?**
MATH 1.NBT.A1

BREAK BETWEEN WORKSHEETS: Play "Hop, Skip, or Jump" by explaining the following directions to students and model as needed. Write the words HOP, SKIP, and JUMP on the board. *Tell students that when they hop, they will hop on one foot in order to differentiate from a jump. Next to the word HOP write 5. Next to SKIP write 7. Next to JUMP write 10. Ask students to stand up. Write an equation on the board that equals 5, 7, or 10 BUT students have to stay frozen while they figure out if they should HOP, SKIP, or JUMP to show the answer. Give them 10-15 seconds to figure it out silently and say "GO". Students will then reveal the answer all at once through a HOP, SKIP, or JUMP. Continue playing a few rounds.

—Read the question at the top of the page and ask students to take some guesses. Write their guesses on the board. Students will fill in the missing numbers on the 120 chart. When finished, students will write the corresponding letter above the number in the secret code at the bottom of the page to reveal the answer to the question/joke. Read the answer all together when students are finished. TIP: Partner students up if needed or pull a small group together to work with on this.
EARLY FINISHERS: Ask students to draw and label their favorite GREEN things.

**The ADJECTIVES
We Found**
READING RESPONSE
L.1.1f

If I have left you a book, please use this for the read aloud. If I have not left you a book, please pick a fiction book from our classroom library.
Before reading, review what an adjective is. Tell students that they will be looking for adjectives in the story. For example, what feelings did the characters feel, etc. As you read, stop every few pages to write down some adjectives that students have noticed in the book. At the end of the story, discuss the sequence as well. Next, ask students to write the title of the story on this page. Students will pick 6 adjectives to write in the boxes on this page. Next, ask students to write 3 sentences using some of the adjectives they picked.
EARLY FINISHERS: On the back of this page, challenge students to write a fictional story titled: "The Day I Turned Green."

| | |
|--|---|
| <p>How to Catch a Leprechaun WRITING W.1.3</p> | <p>Discuss with students how they would catch a leprechaun. What kind of trap would they make or invent? What would they use to lure the leprechaun? Brainstorm some ideas and write some ideas on the board. Guide students to think in 3 steps. Students will write and draw about the 3 steps they would take to catch a leprechaun. When finished, if time, give students a chance to share their ideas.</p> |
| <p>All About St. Patrick's Day SOCIAL STUDIES: HOLIDAYS</p> | <p>Before starting this page, ask students what they already know about St. Patrick's Day. Write their responses on the board. What questions do they have about St. Patrick's Day? Write these questions on the board too.</p> <p>Read aloud the paragraph on this page to students. Assist students in filling in the blank boxes at the bottom of the page.</p> <p>EARLY FINISHERS: If students could plan a St. Patrick's Day party, what would it look like? What would they eat? What games or activities would be part of the celebration? Ask students to draw and write about their plan on the back of this page.</p> |
| <p>All About Rainbows True or False Sort SCIENCE: RAINBOWS</p> | <p>Review with students what "true" and "false" means. Then read and discuss with students the statements below. Talk with students about whether they believe it is a true or false statement.</p> <p>TIP: Have students color the true statements GREEN and the false statements RED. *The following statements below are the true ones.</p> <p>EARLY FINISHERS: On the back of this page, ask students to draw and write about a time when they saw a rainbow.</p> |

A rainbow contains many colors.

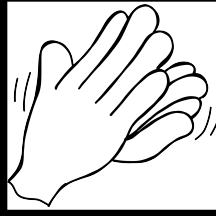
ROY G. BIV is a great way to remember the colors in the rainbow.

The bending and reflecting of light through water vapor creates a rainbow.

Rainbows appear when rain mixes with sunlight.

You can never really get to the end of a rainbow. When you move, the rainbow moves too.

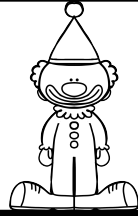
Lucky Charms & Colors: "cl" Blends



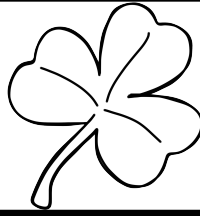
green



yellow



gray



blue

NAME: _____

clover

clean

clap

clover

clown

clean

clown

clap

clown

clean

clown

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Oh, you **LUCKY** pronoun!



Cut and paste the correct pronoun that could replace the subject(s) in each sentence.

**My mom and I like
to wear green.**

Max loves to pick clovers.

**Sarah and Dan
saw a rainbow.**

Pam found a pot of gold.

**Cam and Sam caught
a leprechaun.**

**My dad and I share a
lucky horseshoe.**

Mark is a leprechaun.

**Lisa and I love to
eat corned beef.**

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She

We

He

We

He

They

We

They

What TREASURE did the leprechaun find?

Fill in the missing numbers and use the answers to figure out the secret code below.

| | | | | | | | | | |
|----|---|----|--|----|----|----|---|--|---------|
| 1 | | | | A | | 7 | | | |
| | | | | 15 | | | | | 20 |
| | | | | | | | | | |
| 31 | | | | | | 37 | | | 40 F |
| | D | | | | 46 | | | | |
| p | | 53 | | | | | o | | |
| | | | | L | | | | | 70 |
| | | | | | | | | | |
| 81 | | | | | | | | | |
| | T | 93 | | | | 97 | | | G |

What did the leprechaun find at the end of the rainbow?

Write the letter that you see in the number boxes listed below to find out!

5

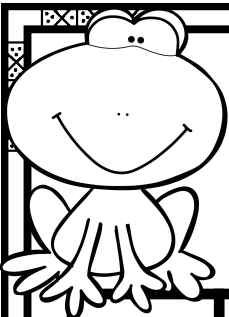
51 58 92

58 40

100 58 65 42

Why do FROGS like St. Patrick's Day?

Fill in the missing numbers and use the answers to figure out the secret code below.



| | | | | | | | | | |
|-----|----|-----|---|---|---|---|----|-----|----|
| 21 | R | | | A | | | | | 30 |
| | | | | | | | | | |
| D | 42 | | | | | N | | | E |
| | 52 | | | | H | | | | 60 |
| | 62 | | | | | | 68 | | |
| | | | | | | | | | |
| | | | | L | | | | | |
| | | | | | | | | L | N |
| | | 103 | | | | W | | | |
| 111 | T | | G | | Y | | | 119 | |

Why do frogs like St. Patrick's Day?

Write the letter that you see in the number boxes listed below to find out!

Because

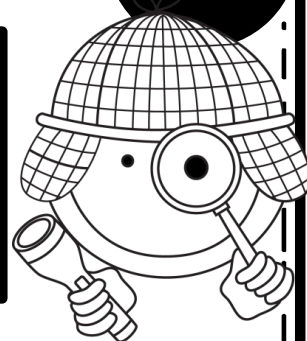
already

112 56 50 116 25 22 50

106 50 25 22 64 47 114 114 22 50 50 47

TITLE

I can find adjectives!



THE **ADJECTIVES** WE FOUND:

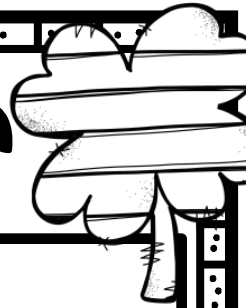
| | |
|--|--|
| | |
| | |
| | |

I CAN WRITE **3** SENTENCES USING THESE ADJECTIVES.

Name: _____

READING RESPONSE L.1.F

How to Catch a Leprechaun

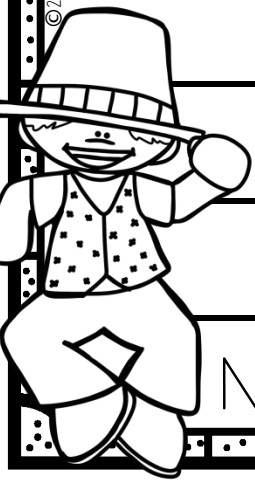


First, _____

Then _____

Finally, _____

Name: _____



All About St. Patrick's Day

St. Patrick's Day is a holiday celebrated every year on March 17th. On this holiday, people wear green and eat food like corned beef and cabbage. Legends say that those who wear green, become invisible to mischievous leprechauns! One St. Patrick's Day tradition is to pinch anyone who does not wear green. Other symbols related to St. Patrick's day are leprechauns, a lucky rabbit's foot, four-leaf clovers, and rainbows ending in a pot of gold.

St. Patrick's Day is celebrated on

| |
|--|
| |
|--|

On this holiday, people like to wear

| |
|--|
| |
|--|

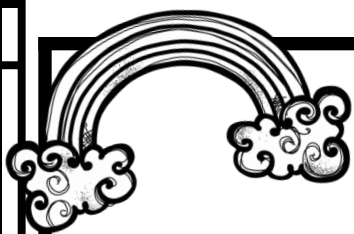
If you don't wear _____,
you might get _____.

St. Patrick's
Day Symbols

| | | |
|--|--|--|
| | | |
|--|--|--|



All About Rainbows: True or False Sort



TRUE

FALSE

Name: _____

A rainbow is a sign that a leprechaun is near.

A rainbow contains many colors.

Rainbows are magic paint in the sky.

If you touch a rainbow, you'll get color on your hand.

Skittles candy comes from rainbows.

The bending and reflecting of light through water vapor creates a rainbow.

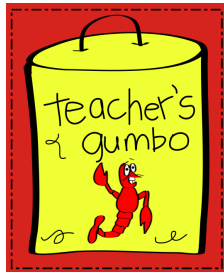
Rainbows appear when rain mixes with sunlight.

ROY G. BIV is a great way to remember the colors in the rainbow.

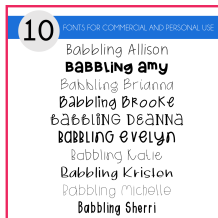
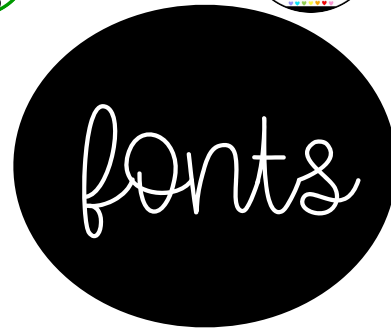
A pot of gold is at the end of every rainbow.

You can never really get to the end of a rainbow. When you move, the rainbow moves too.

CREDITS



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