

A young girl with long brown hair, wearing a white floral dress, is crouching in a grassy field. She is looking into a black wire basket that contains several small, fluffy yellow chicks. The background shows a blurred green field and a wooden structure, possibly a barn or fence, under a bright sky.

All About

Baby

Animals:

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.

THINGS TO NOTE:

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

—You will need to leave a book containing TWO or more animal characters.

*And each student will also need a paperclip and a pencil for the graphing activity on page 7.

*Want to spice up this sub plan?! -NOT REQUIRED-

-Leave a nonfiction book all about baby animals as a bonus read aloud.

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>Baby Animals Color by Word LA RF.1.2b</p>	<p>Write <u>BL</u> on the board. Discuss with students the sound <u>BL</u> makes. Ask students if they can help you list some words with the "BL" sound in it. Write their responses on the board.</p> <p>TIP: Have students color the color words at the top of the page with the same colored crayon as the word.</p> <p>Point out the pictures at the top of the page and talk about the word that goes along with each picture. Students will find each word and color it according to the code.</p> <p>EARLY FINISHERS: On the back of this page, ask students to draw and write about one of the baby animals seen on the front of the page? What do they know about this animal?</p>
<p>Baby Animals Spin, Read, & Graph LA RF.1.3</p>	<p><u>BREAK BETWEEN WORKSHEETS</u>: Play a guessing game. You can gather students on the carpet to play or ask students to stay at their desks. Tell students that you are thinking of a BL word. You can give them a clue and then have students take 3 guesses before you give them another clue. How many clues will it take before they guess the BL word? Play again with more BL words.</p> <p>Read the baby animal names in the spinner and discuss which animal they match. Each student will need a paperclip and a pencil for this activity. They will use these tools to create a spinner. Students will spin 10 times and color a box above the animal they spun. After students have ten boxes colored, they will write the name of the animal with the MOST and least spins.</p> <p>EARLY FINISHERS: Ask students what baby animals they have seen at the zoo? If they haven't been to the zoo, what baby animals would they <u>like</u> to see at the zoo? Ask students to draw and label these baby animals on the back of the page.</p>

**It's Time for
Spring**
MATH 1.MD.B.3

Discuss the minute hand and the hour hand. TIP: Ask students to color the number that the hour hand is pointing to— YELLOW. Show students that each clock has a little animal next to it. Let them know that when they cut and paste the times on this page, they will reveal some cool facts! The hour on the clock reveals how many babies the little animal pictured has at one time. When students are done you can discuss what they learned.
EARLY FINISHERS: Lizards lay eggs. Challenge students to think of as many animals that eggs as they can. Students can draw and labels these animals on the back of the page.

**Let's SPRING
Forward ONE
HOUR**
MATH 1.MD.B.3

BREAK BETWEEN WORKSHEETS: Play "MOVE LIKE A MAMMAL". Discuss what a mammal is:

- A warm-blooded animal (as a dog, mouse, bear, whale, or human being)
- Has a backbone
- Feeds its young with milk
- Has skin usually covered with hair/fur
- Does NOT lay eggs, has live babies

Ask students to stand up. You will call out a mammal name. Students will walk around the room acting out that mammal until you say FREEZE. Then act out another mammal. BONUS: Ask students to name a mammal for the class to act out.

Quickly discuss that in some places of the United States, we move our clocks on hour ahead during the spring time so that we have wake up earlier and can enjoy more daylight hours. On this page, students will practice adding one hour (or counting up one number HIGHER) to each time. They will write draw the HANDS on the clock.

TIP: Have students color ONE HOUR AHEAD on the clock before they draw the hands to help guide them to draw the shorter (hour) hand to the right number.

EARLY FINISHERS: Challenge students to create a daily schedule (using times) for taking care of a dog.
For example: 8:00 Feed your puppy breakfast.
9:30 Take your puppy on a walk.
Etc.

If I could be ONE character...

READING RESPONSE
RL.1.3

If I have left a book to use, please use it for this activity. If I did not leave you a book, please pick a book with two or more animal characters in it from our classroom library.

As you read this story, stop to write the name of each character. As you continue to read, stop and ask students what they have learned about each character so far. Write their responses below each character's name. When the story is finished, students will pick the character they would most like to be. They will draw the character in the first box and write about why they chose this character in the lined box.

EARLY FINISHERS: Ask students to write about their FAVORITE and LEAST FAVORITE parts of the story.

If I had a baby

.....
WRITING W.1.1

Help students brainstorm a list of animals on the board. Ask students to pick a baby animal they would love to have as a pet. Students will write the name of the animal they chose on the line. Next, students will draw a picture of how they would take care of this baby animal and add a few sentences to go along with their picture.

EARLY FINISHERS: Challenge students to think of the perfect pet for their family members. What animal would their mother like? Father? Sister? Etc. Students can draw and write about this on the back of the page.

Baby Animal Rules

SOCIAL STUDIES:
ANIMALS

Before starting this page, ask students what they know about baby animals. Write their responses on the board.

Read each statement aloud to students and discuss whether they think it is RIGHT or WRONG. They will color the thumbs up or thumbs down to show their answer. At the bottom of the page, ask students to draw and write about the baby animal they think is the cutest!

EARLY FINISHERS: Ask students to draw a picture of themselves as a baby. Challenge them to write about the things they liked to do when they were a baby.

The Life Cycle of a Chicken

SCIENCE:
LIFE CYCLES

Review what a life cycle is. Discuss the life cycle of a butterfly. Can students help you label and draw the steps on the board? Next, talk about the life cycle of a chicken. Is a chicken a mammal? How do they know? Help students decide where to paste the pictures at the bottom of the page in the life cycle. After pasting the pictures in order, ask students to add the labels from the word bank below each matching picture.

EARLY FINISHERS: Challenge students to draw and label the life cycle of a frog.

Baby Animals Color by Word: L Blends

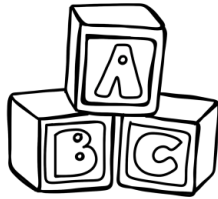
Using the color key below, color each section according to the word it contains.



blue



brown



gray



green



yellow

Name: _____

blender

blender

blaze

blocks

blocks

blanket

blender

blocks

blanket

blanket

blanket

blanket

blaze

blender

blender

blow

blanket

blanket

blow

blanket

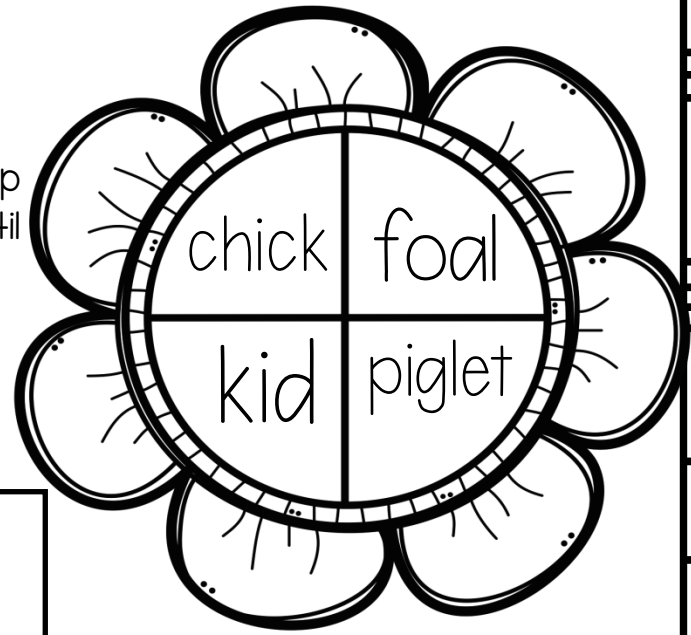
blaze

blaze

Baby Animals on the Farm: SPIN, READ, AND GRAPH

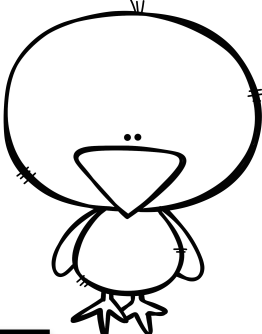
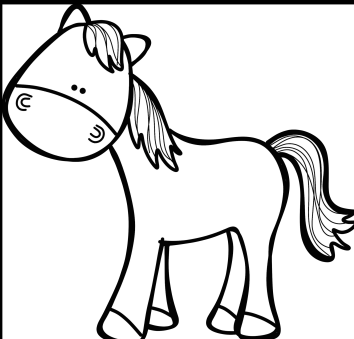

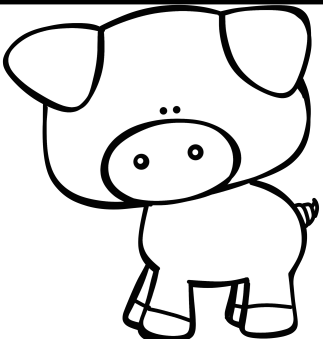
Using a paperclip and a pencil, spin 10 times.
Each time you spin, color in a box above the corresponding baby animal.

If you fill a whole column before coloring 10 boxes, stop graphing that animal when you spin it and re-spin until you have colored 10 boxes total.



The animal I spun the MOST was:

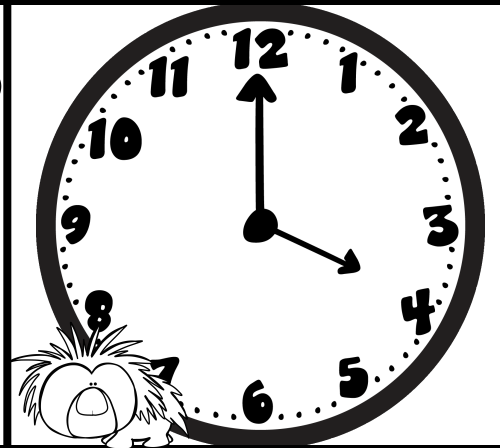
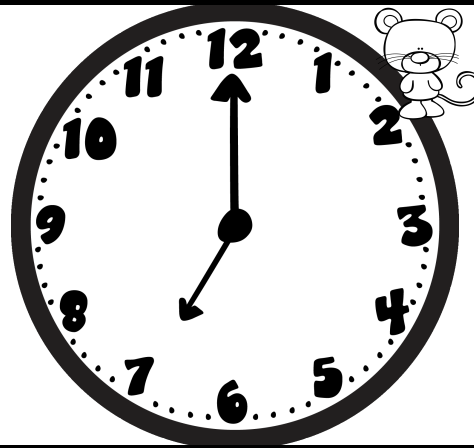
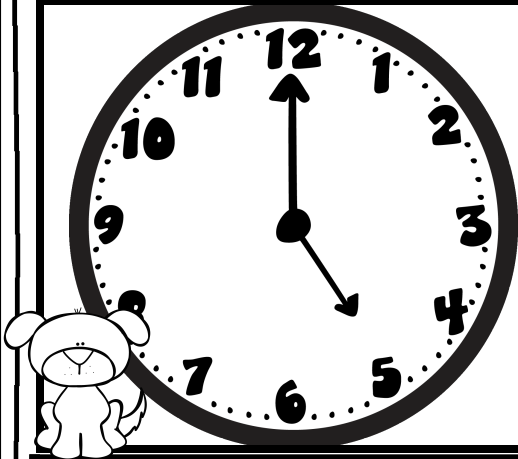
The animal I spun the least was:

It's Time for SPRING!

Cut and paste each time to match the correct clock. The hour hand is pointing to the number of babies each of these animals has at one time.

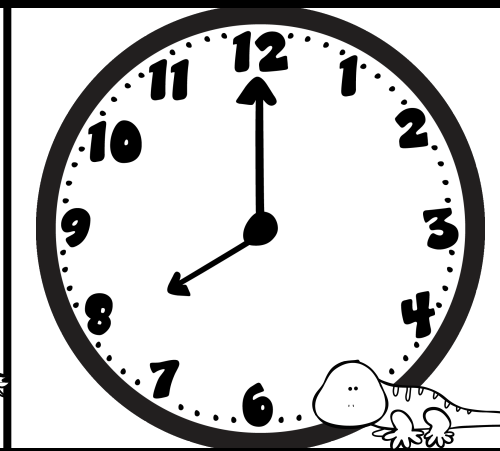
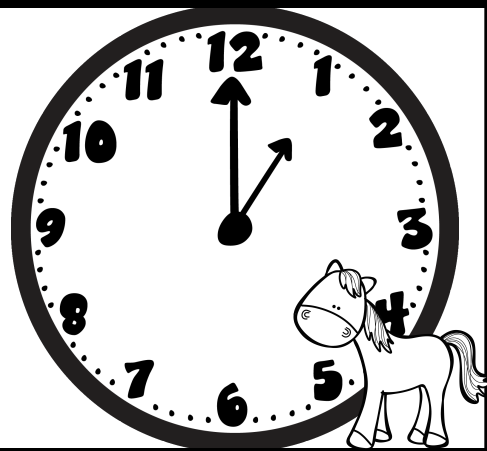
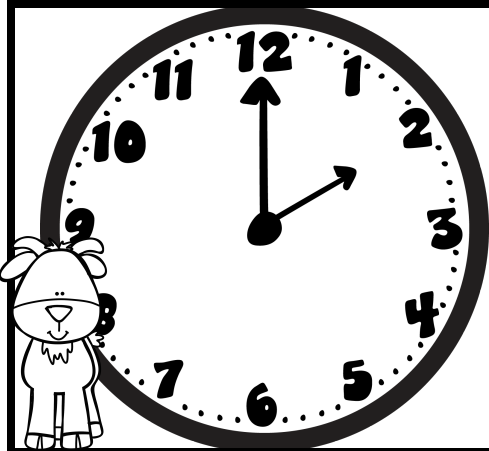
Name: _____



Blank space for pasting the time 4:00.

Blank space for pasting the time 7:00.

Blank space for pasting the time 3:00.



Blank space for pasting the time 2:00.

Blank space for pasting the time 1:00.

Blank space for pasting the time 8:00.

2:00

7:00

5:00

4:00

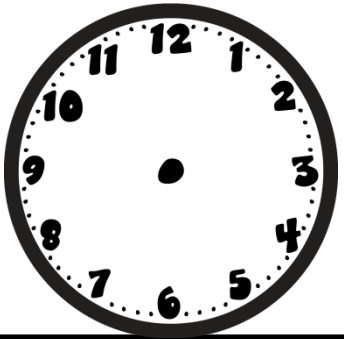
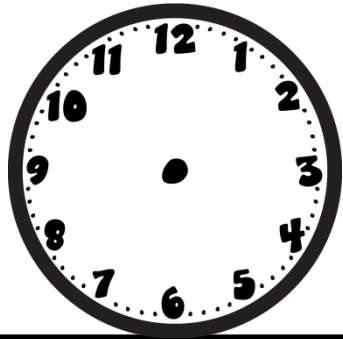
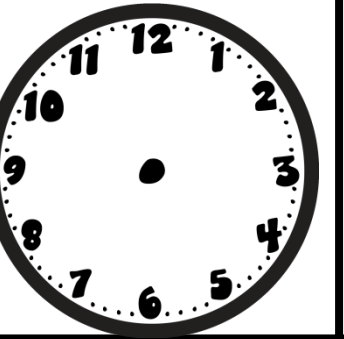
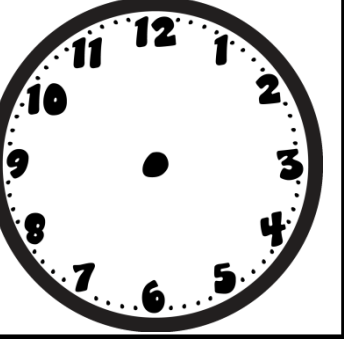
8:00

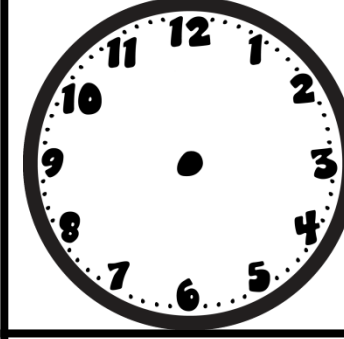
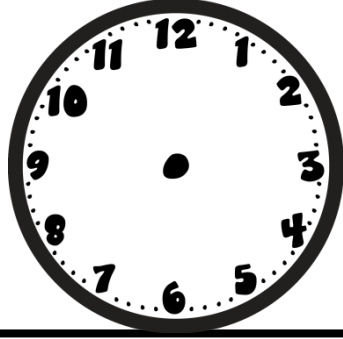
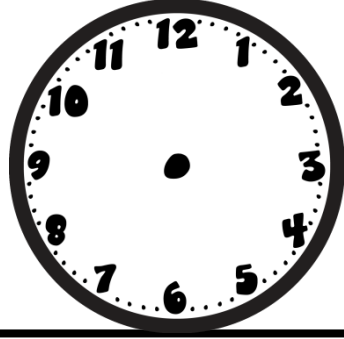
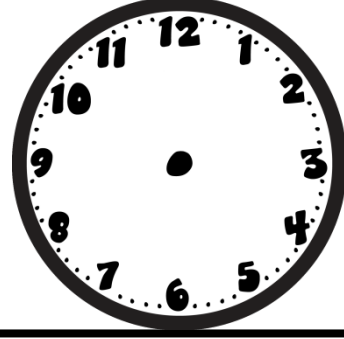
1:00

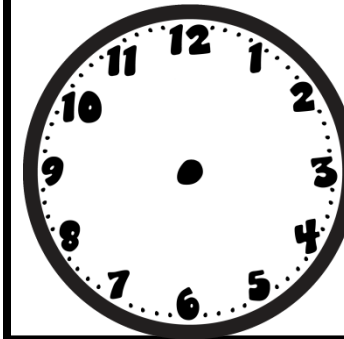
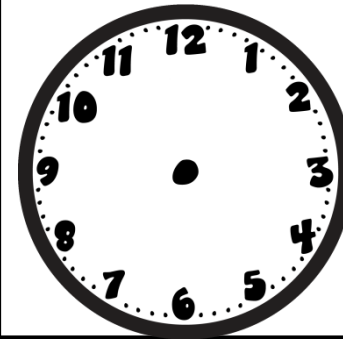
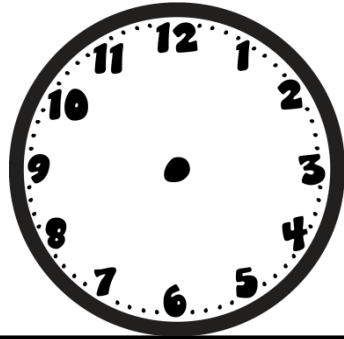
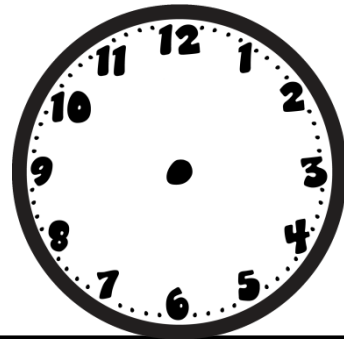
Let's "SPRING" forward one hour!

Using the time below each blank clock, draw the hands to show one hour LATER.

Name: _____

			
11:00	2:00	8:00	10:00

			
1:00	6:00	3:00	7:00

			
9:00	5:00	12:00	4:00

Title:

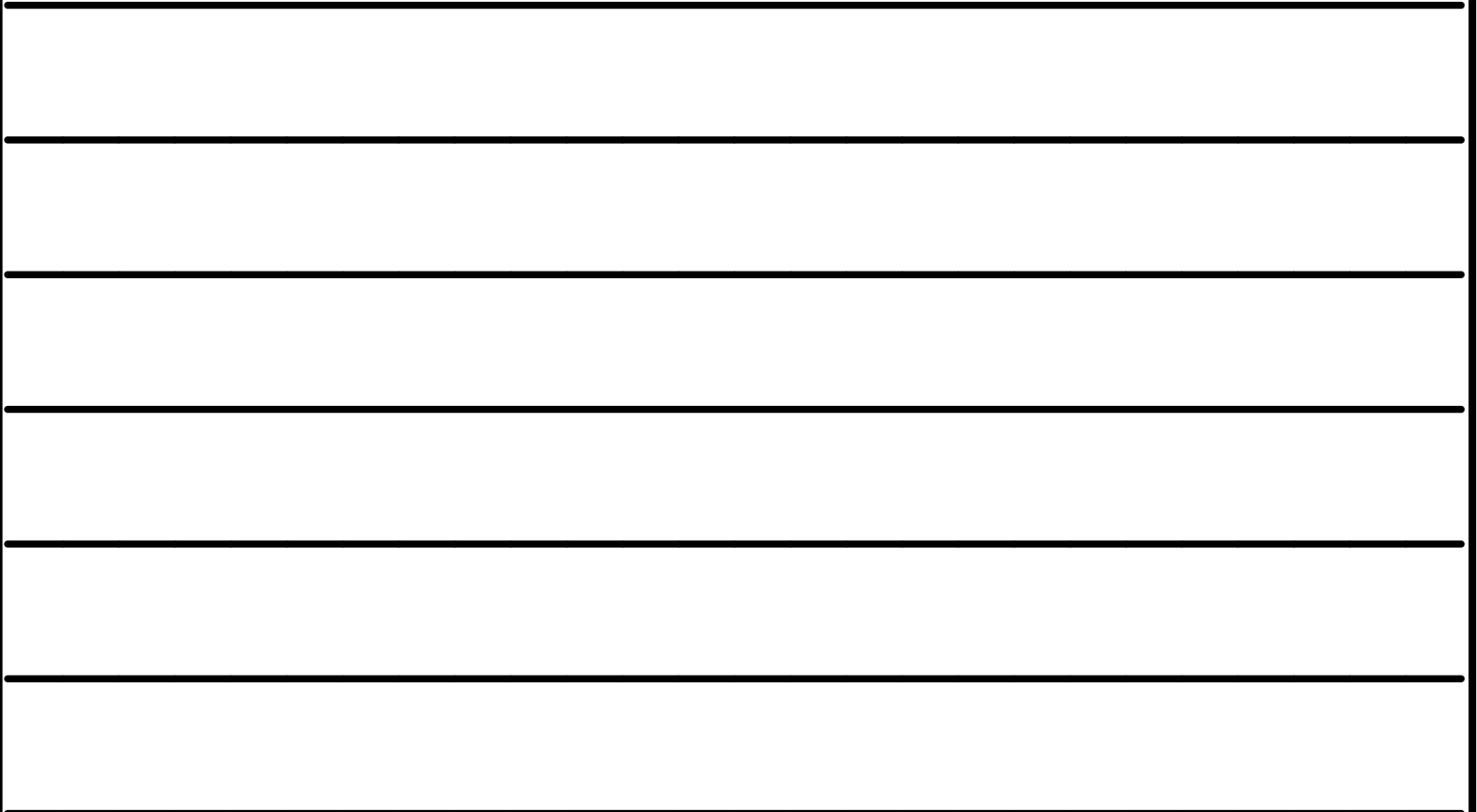
Author:

If I could be one **CHARACTER** from this book, I would be...

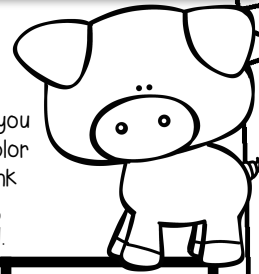


I would choose this character **BECAUSE**...

If I had a baby _____...



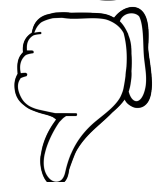
Baby Animal Rules



Listen to each statement. If you believe the rule is correct, color the THUMBS UP. If you think the statement is incorrect, color the THUMBS DOWN.

Name: _____

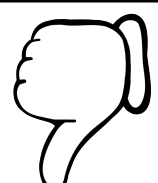
Baby animals are fragile. That means you need to be careful if you touch them.



All baby animals can take care of themselves. They don't need any help from their parents.



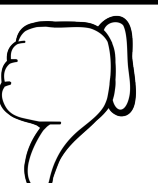
All baby animals hatch from eggs.



Some baby animals can stand up and walk right away after being born.



Baby animals are smaller than adult animals.



Most baby animals rely on their parents for food and safety at first.



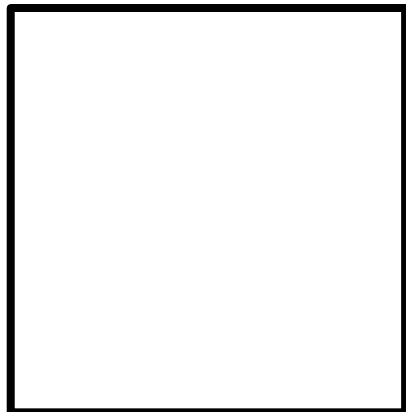
The **CuteSt** Baby AWARD

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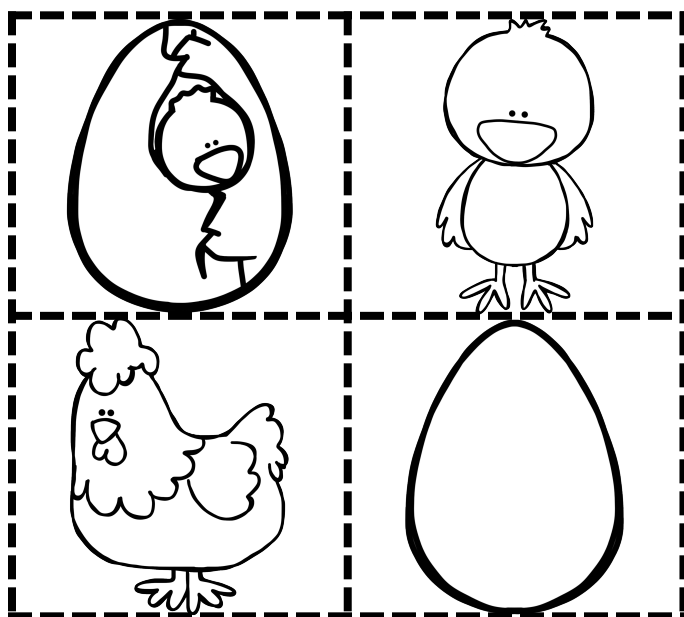
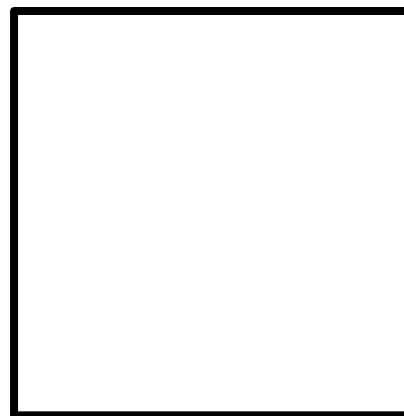
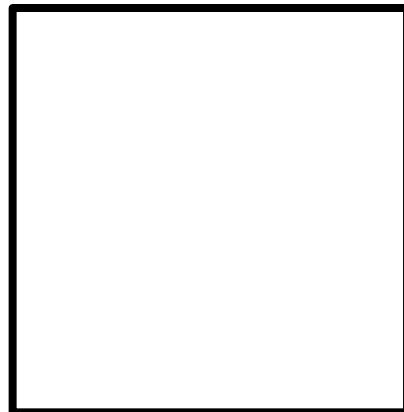
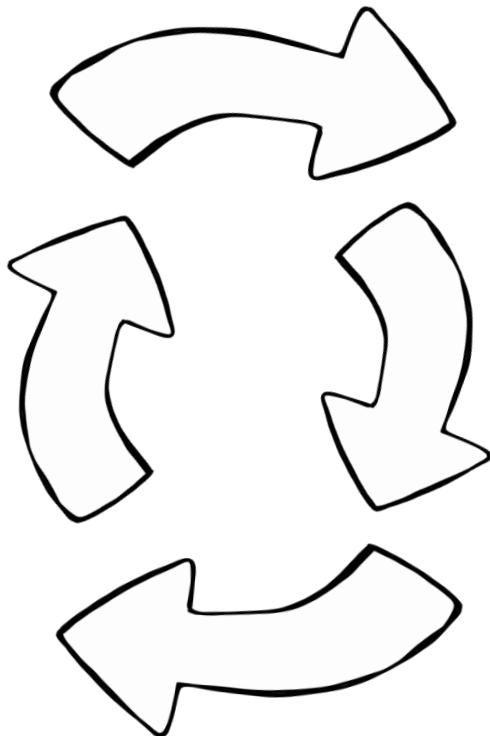
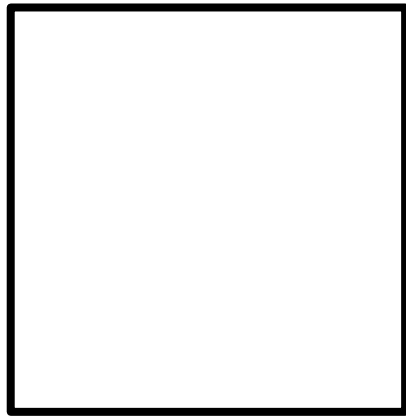
The Life Cycle of a Chicken

Name: _____

Cut & paste each picture in the correct life cycle box. Next, label the remaining boxes with words from the word bank.



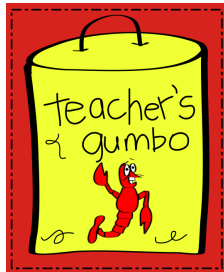
egg



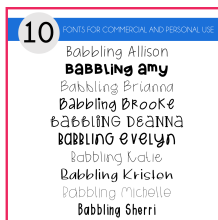
WORD BANK

chicken
chick
hatchling

CREDITS



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