Spring Themed Emergency Sub Packets

Just print and go!
3 Days of COMPLETE Plans!

Spring Substitute Teacher Packet Day 1
Spring Substitute Teacher Packet Day 2
Spring Substitute Teacher Packet Day 3
Need More Days?
Try my Fall or Winter Themed Sub Packets

Emergency Sub Packets
Days 1-3
Just print and go!
3 Days of COMPLETE Plans!

Winter Themed Emergency Sub Packets
Just print and go!
3 Days of COMPLETE Plans!

Or get them in a BUNDLE and save!

Emergency Sub Packets
BUNDLE

No more worrying about what to do when you are sick!
Just print packets, pop in a sub tub with any book and you are done and ready.
There are enough packets for you to be covered 9 days each school year!
Never stay up all night writing sub plans again!
## Common Core Standards Alignment for Spring Emergency Sub Packets Days 1-3

### Grade 1

<table>
<thead>
<tr>
<th>Morning Work</th>
<th>CCSS.MATH.CONTENT.1.OA.C.6</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., 8 + 6 = 8 + 2 + 4 = 10 + 4 = 14); decomposing a number leading to a ten (e.g., 13 - 4 = 13 - 3 - 1 = 10 - 1 = 9); using the relationship between addition and subtraction (e.g., knowing that 8 + 4 = 12, one knows 12 - 8 = 4); and creating equivalent but easier or known sums (e.g., adding 6 + 7 by creating the known equivalent 6 + 6 + 1 = 12 + 1 = 13).</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Read Aloud</th>
<th>CCSS.ELA-LITERACY.L.1.1</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Shared Reading</th>
<th>CCSS.ELA-LITERACY.RL.1.2</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Retell stories, including key details, and demonstrate understanding of their central message or lesson.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grammar</th>
<th>CCSS.ELA-LITERACY.SL.1.5</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</td>
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</table>

<table>
<thead>
<tr>
<th>Shared Reading</th>
<th>CCSS.ELA-LITERACY.RF.1.2</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</td>
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</table>

<table>
<thead>
<tr>
<th>Grammar</th>
<th>CCSS.ELA-LITERACY.RF.1.3</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Know and apply grade-level phonics and word analysis skills in decoding words.</td>
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</table>

<table>
<thead>
<tr>
<th>Grammar</th>
<th>CCSS.ELA-LITERACY.L.1.2</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Demonstrate command of the conventions of standard English capitalization, punctuation, and <em>spelling</em> when writing,</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Grammar</th>
<th>CCSS.ELA-LITERACY.L.1.1 (Day 3 only)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Writing</th>
<th>CCSS.ELA-LITERACY.W.1.3</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Math</th>
<th>CCSS.MATH.CONTENT.1.OA.A.1</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Math</th>
<th>CCSS.MATH.CONTENT.1.MD.C.4</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Phonics</th>
<th>CCSS.ELA-LITERACY.RF.1.3</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Know and apply grade-level phonics and word analysis skills in decoding words.</td>
</tr>
</tbody>
</table>
## Common Core Standards Alignment for Emergency Sub Packets Days 1-3

### Grade 2

<table>
<thead>
<tr>
<th>Morning Work</th>
<th><strong>CCSS.MATH.CONTENT.2.OA.B.2</strong></th>
<th>Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>CCSS.ELA-LITERACY.L.2.1</strong></td>
<td>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</td>
</tr>
<tr>
<td>Read Aloud</td>
<td><strong>CCSS.ELA-LITERACY.RL.2.2</strong></td>
<td>Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</td>
</tr>
<tr>
<td></td>
<td><strong>CCSS.ELA-LITERACY.RF.2.3</strong></td>
<td>Know and apply grade-level phonics and word analysis skills in decoding words.</td>
</tr>
<tr>
<td></td>
<td><strong>CCSS.ELA-LITERACY.RF.2.4.B</strong></td>
<td>Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.</td>
</tr>
<tr>
<td>Shared Reading</td>
<td><strong>CCSS.ELA-LITERACY.L.2.1</strong></td>
<td>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</td>
</tr>
<tr>
<td></td>
<td><strong>CCSS.ELA-LITERACY.L.2.2</strong></td>
<td>Demonstrate command of the conventions of standard English capitalization, punctuation, and <em>spelling</em> when writing.</td>
</tr>
<tr>
<td></td>
<td><strong>CCSS.ELA-LITERACY.L.2.1 (Day 3 only)</strong></td>
<td>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</td>
</tr>
<tr>
<td>Grammar</td>
<td><strong>CCSS.ELA-LITERACY.W.2.3</strong></td>
<td>Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.</td>
</tr>
<tr>
<td>Writing</td>
<td><strong>CCSS.MATH.CONTENT.2.OA.A.1</strong></td>
<td>Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.</td>
</tr>
<tr>
<td></td>
<td><strong>CCSS.MATH.CONTENT.2.MD.D.10</strong></td>
<td>... Solve simple <em>put-together, take-apart, and compare</em> problems using information presented in a bar graph.</td>
</tr>
<tr>
<td>Math</td>
<td><strong>CCSS.ELA-LITERACY.RF.2.3</strong></td>
<td>Know and apply grade-level phonics and word analysis skills in decoding words.</td>
</tr>
</tbody>
</table>
Solve the following math problems:

\[
\begin{align*}
21 &+ 13 &\quad 92 &+ 12 &\quad 32 &+ 8 &\quad 39 &+ 26 &\quad 60 &+ 3 &\quad 47 &+ 15 \\
\_ &\quad \_ &\quad \_ &\quad \_ &\quad \_ &\quad \_ &\quad \_ &\quad \_ &\quad \_ &\quad \_ &\quad \_ \\
61 &- 12 &\quad 42 &- 16 &\quad 34 &- 22 &\quad 12 &- 7 &\quad 62 &- 31 &\quad 48 &- 9 \\
\end{align*}
\]

Read the sentence and circle the mistakes. There are 3 mistakes in this sentence.

_can we go to the park twoday._

Copy the corrected sentence here:

Read the sentence and circle the mistakes. There are 4 mistakes in this sentence.

dont forget you’re umbrella?

Copy the corrected sentence here:
Listen to the story as the teacher reads. Draw and write about what happened in the beginning, middle, and end of the story.

At the Beginning of the story...

In the middle of the story...

At the end of the story...
A Caterpillar Crawled

A caterpillar crawled,  
To the top of the tree.  
“I think I’ll take a nap,” says he.  
So under a leaf he began to creep  
To spin his cocoon,  
And he fell asleep.

All winter long he slept in his bed,  
‘Til spring came along one day and said,  
“Wake up, wake up, little sleepyhead,  
wake up, it’s time to get out of bed.”  
So he opened his eyes that sunshiny day.  
Lo! He was a butterfly, and flew away.

The rhyming word pairs I found were:

--- + --- + --- + ---
--- + --- + --- + ---
--- + --- + --- + ---
--- + --- + --- + ---
--- + --- + --- + ---

(C) CarberryCreations 2015
Caterpillar Vocabulary Words Seek and Find

<table>
<thead>
<tr>
<th>Word Bank:</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTENNAE</td>
</tr>
<tr>
<td>BUTTERFLY</td>
</tr>
<tr>
<td>CATERPILLAR</td>
</tr>
<tr>
<td>CHRYsalis</td>
</tr>
<tr>
<td>COCONUT</td>
</tr>
<tr>
<td>EGG</td>
</tr>
<tr>
<td>GROW</td>
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<tr>
<td>INSECT</td>
</tr>
<tr>
<td>LARVA</td>
</tr>
<tr>
<td>LEAVes</td>
</tr>
<tr>
<td>MEASURE</td>
</tr>
<tr>
<td>MIGRATE</td>
</tr>
<tr>
<td>MOTH</td>
</tr>
<tr>
<td>NECTAR</td>
</tr>
<tr>
<td>OBSERVE</td>
</tr>
<tr>
<td>SPRING</td>
</tr>
<tr>
<td>WINGS</td>
</tr>
</tbody>
</table>

Q L I N E N Z Q D B G B O A V A E A Z S
G R O W Z V O P U Z G G K A Z A R Q G P
V W U Q K G R T Q M B B D L C L U S E R
S E N W P Y T E L T Z V X J M I S T K I
C U P J L E N C S W H N V P K B A P O N
F A Z I R C O H R B E S D U P R E A U G
P I T F R A T C E N O G H Z G C M V H U
O L L E A N N E T N A J G I X H W R A G
R Y E P R A Y R N H N Y M M X R F A J U
I D O A T P G F T X C H J E U Y G L N P
W W H X V O I O I I L V N M D S N L A V
U S Y A X E M L N U M Q H A Z A G O E A
Q W G W B N S S L T B E G N B L P Z J O
H V O N C O E J W A S M M F V I X H U H
F N B X I C B W K A R P X Q K S O C C I
C X U C T W K M X O X J J D O L Y U L K
M O P Y C C A W C O C O O N E Q C U F D
B S Z O B I Y Q W T E T P T A Z Y V N O
H U T N P P P O U E R G J W M H F Y Y G
P F A L Q E V C V I O S V L G P M Q H Z

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Can you write the sentences in the correct order?

Can you choose the correct punctuation mark?

When did you go to the movies?

I saw that movie last week.

It was really scary.
Imagine you can shrink down teeny tiny and ride on the back of a robin in the springtime. Write a story about your adventure.
Solve the word problems below. Explain how you got your answer.

1) Matt sees 14 flowers on one tree and 10 on another tree. Then 8 flowers fall off the first tree. How many flowers are left?

\[ \text{flowers} \]

2) Arianis made 12 popsicles to share with 3 of her friends. If Arianis and her friends share fairly and eat all the popsicles, how many popsicles did each child eat?

\[ \text{popsicles} \]
Use the graph to answer the questions below.

<table>
<thead>
<tr>
<th>March’s Weather</th>
<th>Cloudy</th>
<th>Partly cloudy</th>
<th>Sunny</th>
<th>Rainy</th>
<th>Snowy</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td></td>
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<td></td>
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<td></td>
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<tr>
<td>5</td>
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<tr>
<td>2</td>
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<tr>
<td>1</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

1) What type of weather was charted most often in March? __________

2) What type was charted least often? __________

3) How many days of rain were there in March? _____

4) How many more days were cloudy than were partly cloudy? _____
**LETTER SCRAMBLE**

How many words can you make out of the letters below?
Cut out the letter cards at the bottom of the page. Move them around to make words. Record the words you make out of the letters.

I found these 2 letter words:

________________________
________________________
________________________
________________________
________________________

I found these 3 letter words:

________________________
________________________
________________________
________________________
________________________

I found these words with 4 or more letters:

________________________
________________________
________________________

<table>
<thead>
<tr>
<th>a</th>
<th>l</th>
<th>t</th>
<th>s</th>
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</thead>
<tbody>
<tr>
<td>e</td>
<td>r</td>
<td>n</td>
<td>b</td>
</tr>
</tbody>
</table>
Spring Substitute Teacher Packet Day 2

Student:__________________________
Solve the following math problems:

\[
\begin{array}{cccccc}
19 & 27 & 42 & 81 & 40 & 17 \\
+ 3 & + 15 & + 25 & + 6 & + 53 & + 71 \\
\hline
91 & 62 & 19 & 24 & 36 & 62 \\
- 6 & - 17 & - 2 & - 13 & - 26 & - 44 \\
\end{array}
\]

Read the sentence and circle the mistakes. There are 4 mistakes in this sentence.

Do u luv two go biKing?

Copy the corrected sentence here:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Read the sentence and circle the mistakes. There are 5 mistakes in this sentence.

I liKe too ride me bike to the Parke.

Copy the corrected sentence here:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
Listen to the story as the teacher reads. Draw and write about what happened in the beginning, middle, and end of the story.

At the Beginning of the story...

In the middle of the story...

At the end of the story...
Read the poem with a partner. Circle the rhyming words.

Spring is coming
Spring is coming, spring is coming!
How do you think I know?
I see a flower blooming,
I know it must be so.
Spring is coming, spring is coming!
How do you think I know?
I see a blossom on the tree,
I know it must be so.

This poem helps me to visualize:
Spring Words Search

Word Bank:
- Bicycle
- Bloom
- Flowers
- Insects
- Planting
- Play
- Rainy
- Soil
- Sunny
- Swing
- Umbrella
- Warm

W O S V H G E G U K G W W B R
F N F B N J O A K P N B G D C
R W W W P I L T I E I H N L B
F S O Y Z L O D R U W D I Y E
Y L A Z E Y N I A R S P T O S
W L O R J J Y K Q W N E N H Q
P S B W L A C N O J W N A L S
K M S V E Q L I N W B E L O B
U S O I L R X R I U A H P M W
M C T J C Z S Y N K S R K A G
J B Q U A M H J S A R N M B R
I N D R B J P G E Q W T L C B
S X W O F U M H C P E O W N W
Q B I C Y C L E T W O X W G F
D L D E R Y Q Y S M W C D S H

(© CarberryCreations 2015)
Can you write the sentences in the correct order?

interesting. The reading book I am is

a mystery love read to I story.

surprise ending. favorites My have a

Can you choose the correct punctuation mark?

Do you know how to ride a bike ___

I ride my bike every day ___

Yesterday, I fell off and skinned my knee. ___

Ouch ___
In your opinion, what are the best 3 activities you could do on a sunny spring day? Remember to state your opinion, and describe how to participate in each of the 3 activities you choose.
Solve the word problems below. Explain how you got your answer.

1) Carlita makes 14 popsicles out of juice. If she gives 5 popsicles to her friends. How many popsicles will she have left?

\[ \text{Popsicles left} = 14 - 5 = 9 \]

2) Jacob went outside to play at 10:15am. He came in for lunch at 11:30. How long was Jacob outside playing?

\[ \text{Start time} = 10:15 \text{am} \]
\[ \text{End time} = 11:30 \text{am} \]
\[ \text{Difference} = 1 \frac{1}{4} \text{ hour} = 1 \text{ hour } 15 \text{ minutes} \]
Use the graph to answer the questions below.

<table>
<thead>
<tr>
<th>April’s Weather</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
</tr>
<tr>
<td>5</td>
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<tr>
<td>4</td>
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<tr>
<td>3</td>
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<td>2</td>
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<tr>
<td>1</td>
</tr>
</tbody>
</table>

1) What type of weather was charted most often in April?  

2) What type was charted least often?  

3) How many days were rainy in April?  

4) How many more days were cloudy than were partly cloudy?
<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td>1</td>
<td>5</td>
<td>14</td>
<td>12</td>
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<tr>
<td>6</td>
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<td>7</td>
<td>7</td>
<td></td>
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<tr>
<td>+ 2</td>
<td>+ 6</td>
<td>+ 0</td>
<td>+ 2</td>
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</thead>
<tbody>
<tr>
<td>10</td>
<td>7</td>
<td>4</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>6</td>
<td>7</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>+ 9</td>
<td>+ 2</td>
<td>+ 6</td>
<td>+ 9</td>
<td></td>
</tr>
</tbody>
</table>

9 + 1 + 2 =  __  
7 + 8 + 3 =  __  
6 + 4 + 5 =  __  
8 + 1 + 3 =  __  

(C) CarrberryCreations 2015
How many words can you make out of the letters below? Cut out the letter cards at the bottom of the page. Move them around to make words. Record the words you make out of the letters.

I found these 2 letter words:

I found these 3 letter words:

I found these words with 4 or more letters:

<table>
<thead>
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</tr>
</thead>
<tbody>
<tr>
<td>i</td>
<td>e</td>
<td>n</td>
<td>b</td>
</tr>
</tbody>
</table>
Spring Substitute Teacher
Packet Day 3

Student: ____________________
Solve the following math problems:

\[
\begin{array}{ccccccc}
12 & 17 & 4 & 32 & 6 & 19 \\
+28 & +4 & +12 & +28 & +5 & +3 \\
\hline
24 & 31 & 12 & 72 & 10 & 17 \\
\end{array}
\]

\[
\begin{array}{ccccccc}
24 & 31 & 12 & 72 & 10 & 17 \\
-9 & -16 & -6 & -25 & -4 & -9 \\
\hline
\end{array}
\]

Read the sentence and circle the mistakes. There are 4 mistakes in this sentence.

**what do u do on a rainy day.**

Copy the corrected sentence here:

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Read the sentence and circle the mistakes. There are 3 mistakes in this sentence.

**i like to splash in puddles?**

Copy the corrected sentence here:

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(C) CarrberryCreations 2015
Listen to the story as the teacher reads. Draw and write about what happened in the beginning, middle, and end of the story.

At the Beginning of the story...

In the middle of the story...

At the end of the story...
Read the poem with a partner. Circle the rhyming words.

Buttercups and Daisies

Buttercups and daisies,
Oh what pretty flowers,
Coming in the springtime,
To tell of sunny hours!
While the trees are leafless,
While the fields are bare,
Buttercups and daisies,
Spring up everywhere.

The poem helps me to visualize this:
Spring Vocabulary Words

Across
1. You may plant tomatoes, or flowers in one of these.
4. The first day of Spring is in this month.
5. Hide and go _________ is a great outdoor game.
8. You may need one of these on a rainy spring day.
9. ________ hoops are fun to play outside.

Down
2. _______ skates have wheels.
3. A rideable toy with 2 wheels.
5. _______ boarding can get you places faster.
6. ________ rope is a fun game to play outside.
7. A rideable toy with 3 wheels.
A **Noun** is a person, place or thing.

A **verb** is a word that tells something you can do.

**Directions:**
Please underline the nouns in red, and the verbs in blue.
Then change the nouns to a different noun (it can be silly).
Re-write your new sentence on the line.

1. We are planting **flowers** in the garden.

2. I **dig** the holes for the **flowers**.

3. My brother puts the seeds in the **holes**.

4. My sister covers the **holes** with soil.

5. We will **pick flowers** for our mom.
Write a story about planning the perfect garden with your family. Please include, where you will plant it, what you will plant, and describe how you will work together to plant it.
Solve the word problems below. Explain how you got your answer.

1) Rose bikes for 45 minutes then takes a break. Brandon jumps rope for 32 minutes then takes a break. Jeddah jumps rope for 14 minutes then takes a break. How much longer did Brandon jump rope than Jeddah?

___ minutes

2) Ricardo planted 32 tulip bulbs. A groundhog ate some of them. 15 Tulips grew. How many tulip bulbs did the groundhog eat?

___ tulip bulbs
Use the graph to answer the questions below.

<table>
<thead>
<tr>
<th>May's Weather</th>
<th>6</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cloudy</td>
<td></td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td>Partly cloudy</td>
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<tr>
<td>Sunny</td>
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</tr>
<tr>
<td>Rainy</td>
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<td></td>
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<tr>
<td>Snowy</td>
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</tbody>
</table>

1) What type of weather was charted most often in May? _________________

2) What type was charted least often? _________________

3) How many days were sunny in May? ____

4) How many more days were sunny than were rainy? ____
How many words can you make out of the letters below? Cut out the letter cards at the bottom of the page. Move them around to make words. Record the words you make out of the letters.

I found these 2 letter words:

I found these 3 letter words:

I found these words with 4 or more letters:

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<table>
<thead>
<tr>
<th>e</th>
<th>l</th>
<th>t</th>
<th>s</th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>b</td>
<td>n</td>
<td>p</td>
</tr>
</tbody>
</table>

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