

PreK Long Term Sub Plans, 4 Weeks

Four complete week binders for Pre-K and preschool, ages 3 to 5. Every student page is pictures: no reading and no writing for the children. The sub reads everything aloud from a short numbered script, and every activity starts with a "say this to start" box.

PREVIEW

What is included

- Four week binders (112, 112, 112, 112 pages): 448 pages
- 47 front pages: binder cover, important information, note to the sub, the week plan filled in, blank schedule, activity index, class list and pick-up, how it went
- 180 activities, each a sub script and a picture page: 120 solo pages (one per child) and 60 whole-class activities
- A "say this to start" box on all 180 activities: 2 or 3 sentences the sub reads aloud
- A letter of the day with pictures in every literacy activity
- An optional game every day, a fun way to end the day
- Answer keys with pictures; 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 and minutes.
2. The sub reads the "say this to start" box, then follows the short numbered script. Each activity takes 10 to 20 minutes.
3. The children point, count, circle, color, trace and move. Nobody has to read or write.
4. No prep and no tech for you: print and go.

The 20 days, 20 themes

- **Week 1, days 1 to 5, with Benny the Bear and friends:** All About Me, Colors, Shapes and Numbers, Animals, Weather.
- **Week 2, days 6 to 10, with Hattie the Hedgehog:** My Family and Home, Fruits and Vegetables, Bugs and Insects, Big and Small, Community Helpers.
- **Week 3, days 11 to 15, with Ollie the Octopus:** Under the Sea, The Five Senses, Friends and Sharing, Dinosaurs, Music and Sounds.
- **Week 4, days 16 to 20, with Gigi the Giraffe:** Gardens and Plants, Baking and Cooking, Jungle and Zoo, Night and Bedtime, Toys and Play.

Every day, nine activities: Circle Time, Literacy, Math, Fine Motor and Art, Science, Social and Emotional, Quiet Time, Group Movement and an optional game.

What this preview shows: the note to the substitute, the Week 1 plan, more front pages, one picture page of every activity type, two sub scripts with the picture pages they go with, a literacy page with the letter of the day, a group movement script and one ink-saver page. Answer keys stay in the product. Every product page is watermarked. The full product has 448 pages.



Note to the Substitute

Pre-K (ages 3 to 5) · five days · every activity runs from the printout alone

Thank you for covering my class this week

Everything you need is in this binder. My class is 3 to 5 years old, and they cannot read or write yet. So every student page is pictures only, and **you read everything aloud**: the small band with the speaker on each student page is for you, not for the children. I write the names on the pages before I leave, or you can.

Every activity is 10 to 20 minutes, stands alone, and starts with a **Say this to start** box (two or three sentences to read aloud) and a short numbered script, so you never have to make anything up. **Math 1** is Monday's math activity, **Literacy 3** is Wednesday's literacy activity, and so on. The plan says when each activity runs; any activity can move to another time. Answer keys, with pictures, are at the back.

Every activity also has an optional **More time?** idea at the end of its script. Use them only if the day has room: the routine posted in my room comes first.

Each day has

- Circle Time with the day's creature friend
- Literacy, Math, Fine Motor and Art, Science and Social and Emotional
- Quiet Time: a calm picture page
- Group Movement with picture cards
- A game, optional: a fun way to end the day or fill extra time

If the class gets wiggly

- Little ones lose focus fast. Stop an activity while it is still fun.
- Use my quiet signal (on the information page) or sing a song they know.
- Switch to Group Movement, then come back to the table.
- Quiet Time works any time, for anyone.

Snack, toileting, rest and pick-up

These follow the routine posted in my room. Please keep it as posted and fit the activities around it. Children go home only with an adult named on the class list or the school's pick-up list.

This week's friends: one creature for each day



Monday
All About Me
Benny the Bear



Tuesday
Colors
Callie the Chameleon



Wednesday
Shapes and Numbers
Toby the Turtle



Thursday
Animals
Poppy the Piglet



Friday
Weather
Dilly the Duck

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

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This Week's Plan

Filled in for you: every activity already has a place in the day. Keep it, or use the blank schedule on the next page for your own order.

TIME OF DAY	MONDAY All About Me	TUESDAY Colors	WEDNESDAY Shapes and Numbers	THURSDAY Animals	FRIDAY Weather
Circle Time	**Hello, Benny the Bear** p. 12 · 10 min	**Hello, Callie the Chameleon** p. 30 · 10 min	**Hello, Toby the Turtle** p. 48 · 10 min	**Hello, Poppy the Piglet** p. 66 · 10 min	**Hello, Dilly the Duck** p. 84 · 10 min
Literacy	**Benny Gets Ready** p. 14 · 15 min	**Callie Changes Color** p. 32 · 15 min	**Toby's Shape Walk** p. 50 · 15 min	**Poppy's Pond Picnic** p. 68 · 15 min	**Dilly and the Rainy Day** p. 86 · 15 min
Math	**Count Me and My Family** p. 16 · 15 min	**Which Color Group Has More** p. 34 · 15 min	**Find and Count the Shapes** p. 52 · 15 min	**Count the Farm Animals to 10** p. 70 · 15 min	**Weather Patterns** p. 88 · 15 min
Fine Motor and Art	**Trace and Draw Me** p. 18 · 20 min	**Color by Number Rainbow** p. 36 · 20 min	**Trace and Cut Shape Cards** p. 54 · 20 min	**Help the Animals Get Home** p. 72 · 20 min	**Rain, Sun and Wind Picture** p. 90 · 20 min
Snack, outdoor play and rest	The posted routine	The posted routine	The posted routine	The posted routine	The posted routine
Science	**My Five Senses** p. 20 · 15 min	**Mix a New Color** p. 38 · 15 min	**Will It Roll** p. 56 · 15 min	**Farm Animal or Pet** p. 74 · 20 min	**Dress for the Weather** p. 92 · 15 min
Social and Emotional	**How Does Benny Feel?** p. 22 · 15 min	**Sharing the Crayons** p. 40 · 15 min	**Calm Shape Breathing** p. 58 · 15 min	**Gentle Hands for Animals** p. 76 · 15 min	**My Weather Inside** p. 94 · 15 min
Quiet Time	**Benny's Healthy Look and Find** p. 24 · 15 min	**Color It the Same** p. 42 · 15 min	**Toby's Number Path** p. 60 · 10 min	**Find the Animal Shadows** p. 78 · 10 min	**Find the Same Weather** p. 96 · 10 min
Group Movement	**Benny's Body Moves** p. 26 · 15 min	**Callie's Color Hunt** p. 44 · 15 min	**Shape Freeze Dance** p. 62 · 15 min	**Move Like the Animals** p. 80 · 15 min	**Weather Moves** p. 98 · 15 min
Game (optional)	**Benny Says Feelings** p. 28 · 15 min	**What's Missing?** p. 46 · 15 min	**Shape and Number Bingo** p. 64 · 15 min	**Who Am I? Farm Riddles** p. 82 · 15 min	**Weather Memory** p. 100 · 15 min

How to use this plan

- Page numbers point to the first page of each activity. Copy the student page once per child; script pages stay with you.
- Snack, toileting, outdoor play, lunch and rest follow the routine posted in my room. Fit the activities around it.
- Quiet Time works any time: a loud moment, a short gap, or a child who needs a break. The game is optional, a fun way to end the day.
- Every script ends with an optional "More time?" idea. Use them only if the day has room; my posted routine comes first.

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SUB PLANS WEEK 2

Pre-K, 5 Days of Print and Go Activities

Teacher _____

Room _____

Class _____

Week of _____

Everything a sub needs for five days in my Pre-K room: a filled-in plan, a blank schedule, the class list with pick-up adults, and for every day a Circle Time, literacy, math, fine motor and art, science and social and emotional, a quiet time, a group movement time and an optional game. Every activity is 10 to 20 minutes, stands alone and comes with a script to read aloud. The children never need to read or write: every student page is pictures.



Important Information

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

People to call

Office _____

Teacher next door _____

My assistant or aide _____

Nurse _____

Principal / director _____

Emergency procedures

Fire: exit and meeting point _____

Lockdown _____

Severe weather _____

Medical _____

First aid kit and medicines _____

Allergies and medical needs

Every child with an allergy or a medical plan is marked on the class list.

EpiPens, inhalers are kept _____

Foods my class may not have _____

_____

Toileting and spare clothes

How children ask to go _____

Who needs help _____

Spare clothes are kept _____

Who to tell about an accident _____

My daily routine (posted in the room)

Arrival _____

Snack _____

Outdoor play _____

Lunch _____

Rest time _____

Pick-up _____

Where things are, and my signals

Crayons, glue sticks, paper _____

Rest mats _____

My quiet signal _____

Songs my class knows _____

My class uses child scissors: ☐ yes ☐ no

Children who need extra support

_____

_____

_____

Good helpers

_____

_____

_____

A note from me

_____

_____

Weekly Schedule (Blank)

Your own order: write the activity for each time (for example "Math 1" or "Literacy 2") and the time it starts. Cross out or rename rows to match my day.

TIME OF DAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Arrival ___ – ___					
Circle Time ___ – ___					
Activity ___ – ___					
Activity ___ – ___					
Snack ___ – ___					
Outdoor play ___ – ___					
Activity ___ – ___					
Lunch and rest ___ – ___					
Activity ___ – ___					
Pick-up ___ – ___					

How to fill it in

- One activity per row. Each runs 10 to 20 minutes; if time is left, sing, move, or use Quiet Time.
- Snack, outdoor play, lunch, rest and specials: keep them where my posted routine has them.
- Circle Time comes first every day. The game, if you use it, comes last.

Activity names

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

Set Index (1 of 5)

Every activity in the binder with its length and page. Day = the weekday and theme it is written for.

DAY	ACTIVITY	WHAT IT IS	MINUTES	PAGE
LITERACY, DAYS 1 TO 5				
1	**Literacy 1: Hattie Tidies Up**	An original read-aloud story about Hattie tidying her home, an H sound huff game, then circle the pictures that start like house. Key included.	15	p. 15
2	**Literacy 2: Hattie's Fruit Basket**	An original read-aloud story about Hattie filling her garden basket, an L hands game, then circle the pictures that start like lemon. Key included.	15	p. 33
3	**Literacy 3: Hattie and the Busy Ant**	An original read-aloud story about a busy ant, an A sound alligator game, then put three story pictures in order: first, next, last. Key included.	15	p. 51
4	**Literacy 4: Hattie and the Very Big Elephant**	An original read-aloud story about small Hattie and a very big elephant, an E sound elbow game, then circle the pictures that start like elephant. Key included.	15	p. 69
5	**Literacy 5: Hattie's Helper Day**	An original story about Hattie, a puppy and the helpers in town, a V fingers game, then circle first, next, last and the vet. Key included.	15	p. 87
MATH, DAYS 1 TO 5				
1	**Math 1: Count the Things in My Home**	Count real things in the classroom, then count beds, spoons, teddy bears, toothbrushes and books in a home and circle the number. Key included.	15	p. 17
2	**Math 2: Sort and Count the Harvest**	Find and count the apples, bananas, carrots and broccoli in Hattie's mixed harvest, circle each number, then circle which there are more of. Key included.	15	p. 35
3	**Math 3: Count the Bugs**	Count six insect legs on your fingers, then count ladybugs, ants, butterflies, bees and worms in each row and circle the number. Key included.	15	p. 53
4	**Math 4: Small, Bigger, Biggest**	Line up classroom things from small to biggest, then circle the biggest ball, apple and house and the smallest fish and egg. Key included.	15	p. 71
5	**Math 5: Count the Helpers**	Count classroom helpers on your fingers, then count fire trucks, houses, puppies, firefighters and kittens and circle the number. Key included.	15	p. 89

Class List and Pick-Up

Names, what a sub must know, and who may take each child home. I fill it in before I leave.

Pick-up rule: a child goes home only with an adult named here or on the school's pick-up list. If you do not know the adult, ask for ID and check with the office.

(P) picked up (write who) (B) bus (write the number) (A) after-care (O) other

#	CHILD'S NAME	ALLERGIES, NEEDS, NOTES	HOME	ADULTS WHO MAY PICK UP / BUS #
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				
16				
17				
18				
19				
20				
21				
22				

How It Went

For the substitute. A few lines per day, two minutes at the end of the day. Check the boxes and go.

Monday: My Family and Home

Activities done: _____ The class was: ☐ Great ☐ Fine ☐ Hard, see notes

Toileting, accidents, notes for families: _____

Stars of the day: _____

Tuesday: Fruits and Vegetables

Activities done: _____ The class was: ☐ Great ☐ Fine ☐ Hard, see notes

Toileting, accidents, notes for families: _____

Stars of the day: _____

Wednesday: Bugs and Insects

Activities done: _____ The class was: ☐ Great ☐ Fine ☐ Hard, see notes

Toileting, accidents, notes for families: _____

Stars of the day: _____

Thursday: Big and Small

Activities done: _____ The class was: ☐ Great ☐ Fine ☐ Hard, see notes

Toileting, accidents, notes for families: _____

Stars of the day: _____

Friday: Community Helpers

Activities done: _____ The class was: ☐ Great ☐ Fine ☐ Hard, see notes

Toileting, accidents, notes for families: _____

Stars of the day: _____

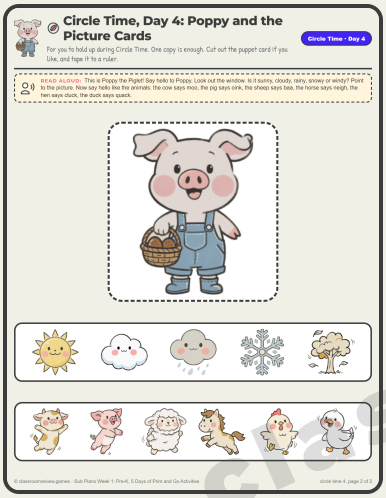
Anything I should know when I am back

_____

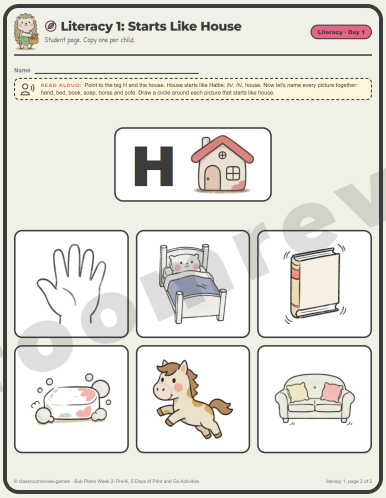
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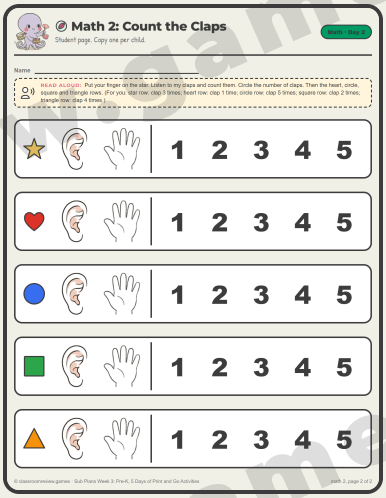
ONE PICTURE PAGE OF EVERY ACTIVITY



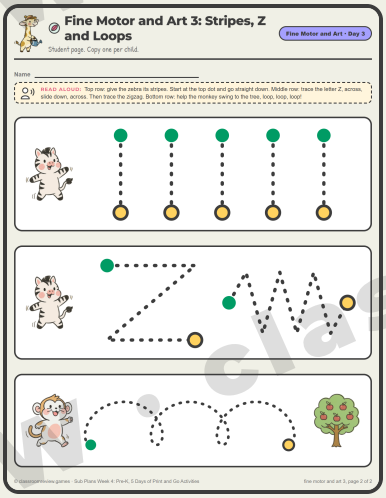
Circle Time cards, Week 1 (whole class)



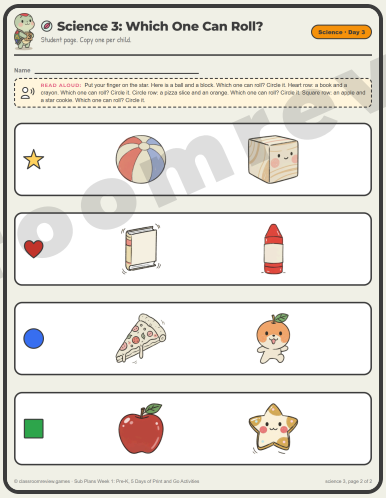
Literacy, Week 2 (solo)



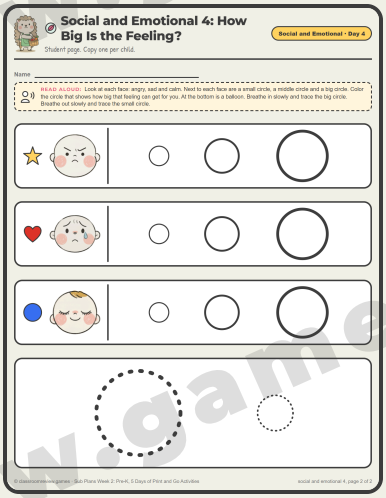
Math, Week 3 (solo)



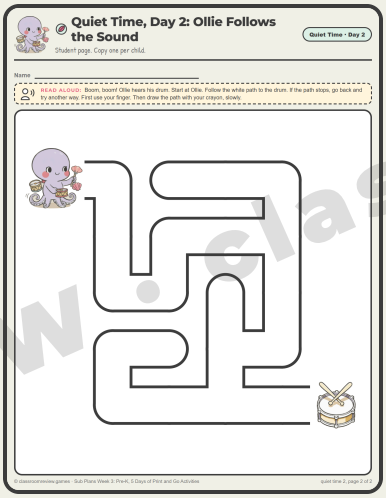
Fine Motor and Art, Week 4 (solo)



Science, Week 1 (solo)



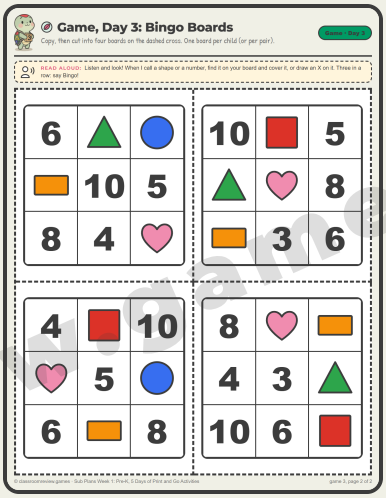
Social and Emotional, Week 2 (solo)



Quiet Time, Week 3 (solo)



Group Movement cards, Week 4 (whole class)



Optional game: bingo boards, Week 1

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Circle Time, Day 1: Hello, Gigi the Giraffe

Circle Time · Day 1

Script for 10 minutes. The numbered steps are for you; the lines in handwriting are what you say.

This activity practices: greeting friends by name, naming what a plant needs to grow, and talking about the weather and the day

Say this to start

"Good morning, friends! Today is Gardens and Plants day, and a tall new friend is coming to our circle. Let's sit down and say our garden hello chant."

The greeting chant

"Hello, friends, the sun is bright,
the garden wakes up in the light.
Stretch up tall just like a flower,
Circle Time is our garden hour!"

Stretch up tall on line 3. It is new to the class, so say it twice.

Script

Before the children come: cut out Gigi on the dashed line and tape her to a ruler, or just hold up the whole page. The puppet page is the next page.

1. **Gather and greet, 3 minutes.** Children sit in a circle on the rug. Say the chant twice. Then greet each child by name: "Hello, Luis!" The class waves to that child.
2. **Meet Gigi, 2 minutes.** Bring out the puppet. Say: "This is Gigi the Giraffe. She has a long neck, a garden hat and a blue watering can, because Gigi loves to grow plants. Gigi will help us all day." Gigi waves and says hello in a soft, friendly voice.
3. **What do plants need? 2 minutes.** Point to the bottom row of the puppet page, one picture at a time: "A tiny seed needs warm sun, water from a watering can, and rain. Then it can grow into a flower!" Children point up for the sun, pour for the water and wiggle fingers down for the rain.
4. **Weather and calendar, 2 minutes.** Say: "Today is Monday, the first school day of the week." Count the school days on one hand: 5 days. One child looks out the window, and the class points to the matching weather picture. Then ask: "Is today a good day for plants? Rain gives them a drink, and sun keeps them warm."
5. **Ready for the day, 1 minute.** Say: "Gigi will visit every activity today." One slow breath together, as if smelling a flower, then move on.

What to watch for

Wiggly circle? Grow like seeds: curl up small, then stand up slowly. A shy child can hold Gigi or just wave.

More time? (optional) Play Grow, Little Seed: everyone curls up small like a seed. Say "Sun!" and children lift their heads, "Water!" and they kneel up, "Flower!" and they stand and open their arms.

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Circle Time, Day 1: Gigi and the Garden Cards

Circle Time · Day 1

For you to hold up during Circle Time. One copy is enough. Cut out the puppet card if you like, and tape it to a ruler.

READ ALOUD: This is Gigi the Giraffe! Say hello to Gigi. Look out the window. Is it sunny, cloudy, rainy, snowy or windy? Point to the picture. Now look at the bottom row: a tiny seed needs warm sun, water and rain. Then it grows into a flower!







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Math 2: Sort and Count the Harvest

Math · Day 2

Script for 15 minutes. The numbered steps are for you; the lines in handwriting are what you say.

This activity practices: sorting a mixed group of fruits and vegetables, counting each kind 1 to 6, and telling which group has more

Say this to start

"Hattie the Hedgehog picked lots of fruits and vegetables, and they are all mixed up! Let's sort them and count them. Then we will find out which there are more of."

Script

1. **Meet the foods, 2 minutes.** Hold up the page. Name the four foods and whether each is a fruit or a vegetable: apples (fruit), bananas (fruit), carrots (vegetable), broccoli (vegetable).
2. **Hand out the page, 2 minutes.** Write names where needed. Each child needs a crayon.
3. **Count the apples together, 2 minutes.** Say: "Find the apples in the box. Touch each apple and count. Put a little dot on each one so you do not count it twice." Count together: 3. Children circle 3 in the apple row (the star row).
4. **Bananas, carrots and broccoli, 5 minutes.** Read the strip, one food at a time. Children dot and count, then circle the number in that food's row.
5. **More or fewer, 2 minutes.** Say: "Look at your apple number and your carrot number. Are there more apples or more carrots? Circle the one there are more of." Check by counting both again together.
6. **Tidy up, 2 minutes.** Children who finish early color the fruits and vegetables. Then collect the pages and crayons.

What to watch for

Mixed groups are harder to count than rows. The little dot on each counted picture is the trick: it shows what is already counted. If a child loses count, start again together from the top left.

More time? (optional) Play More or Fewer: put two small piles of crayons on the table (like 2 and 5), and children point to the pile with more. Then ask a child to make a pile with fewer than yours.

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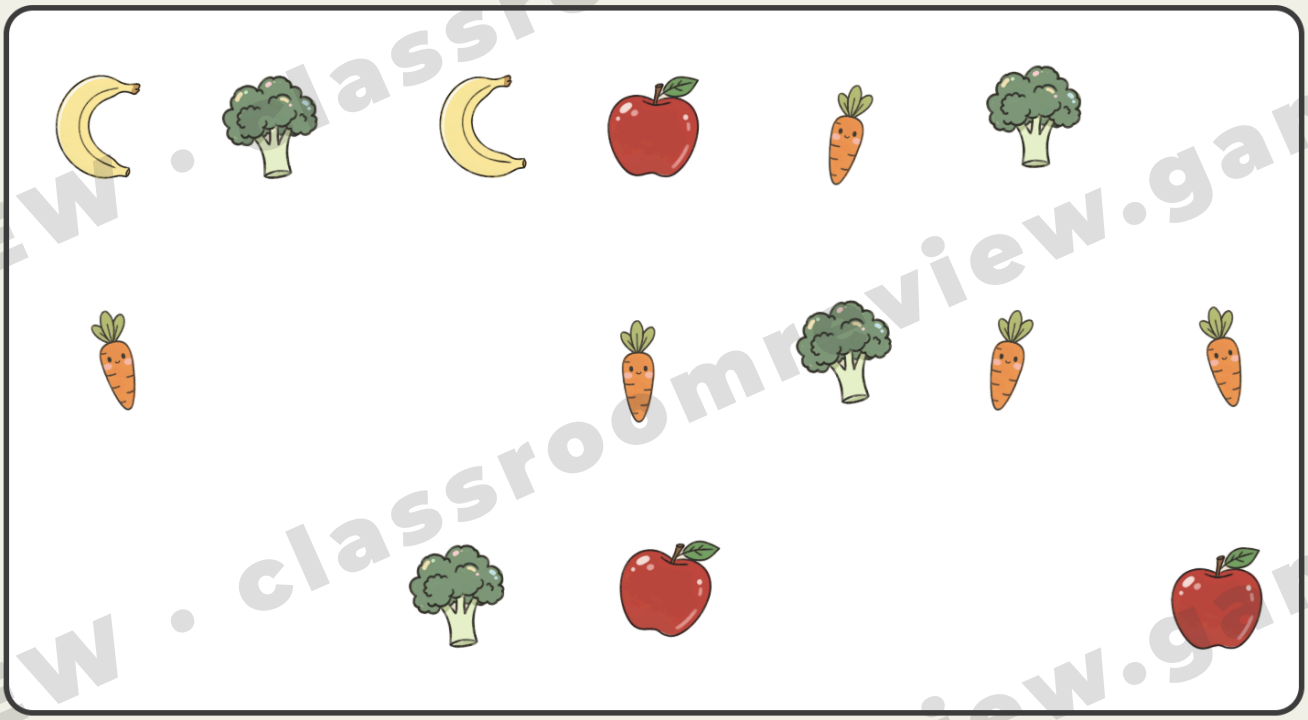
Math 2: Sort and Count

Student page. Copy one per child.

Math · Day 2

Name _____

READ ALOUD: Find the apples in the box, put a dot on each one and count. Circle that number in the apple row. Then the bananas, the carrots and the broccoli. Last row: more apples or more carrots? Circle the one there are more of.





1 2 3 4 5 6



1 2 3 4 5 6



1 2 3 4 5 6



1 2 3 4 5 6



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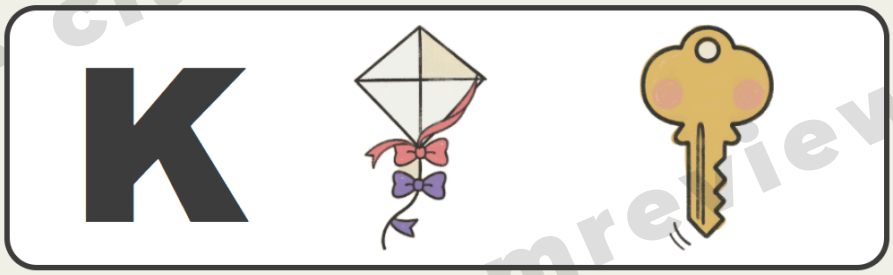
Literacy 3: Starts Like Kite

Student page. Copy one per child.

Literacy · Day 3

Name _____

READ ALOUD: Point to the big K, the kite and the key. Kite and key start with /k/. Now let's name every picture together: kite, ball, drum, key, book, key, door and kite. Color each picture that starts like kite. How many did you color?





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Group Movement, Day 1: Swim Like Sea Animals

Group Movement · Day 1

Script for 15 minutes. The numbered steps are for you; the lines in handwriting are what you say.

This activity practices: naming sea animals and moving like them on cue, fast, slow and freeze, as a whole group

Say this to start

"Ollie the Octopus wants us to swim with his sea friends! When I hold up a card, you move like that animal. When you see the seashell card, curl up and freeze!"

Script

1. **Find your space, 2 minutes.** Children stand spread out, arms out to the sides: "If you can touch a friend, take a step back. That is your bubble in the sea."
2. **Wave warm up, 2 minutes.** "Make slow waves with your arms. Now fast little waves with your fingers." Then 3 slow waves again.
3. **The cards, 5 minutes.** Hold up one card at a time and say its move. Go through all six, then mix them up:

fish	Swim with your hands together, wiggling like a fish tail.
crab	Walk sideways on the spot with pinching crab claws.
starfish	Stretch your arms and legs out wide like a star.
whale	Crouch down low, then jump up and spout like a whale: whoosh!
sea otter	Lean back and paddle your paws, floating like a sea otter.
seashell	FREEZE card: curl up small like a seashell and stay very still.

4. **Fast and slow, 3 minutes.** Say "Fast!" and do the moves quickly, then "Slow motion, deep under the sea!" and do them very slowly. The seashell card always means freeze.
5. **Cool down, 3 minutes.** Children lie or sit down like sleepy sea otters. Hands on tummy: 3 slow breaths, then wiggle fingers and toes and be still.

Keep it safe

All moves stay on the spot or in each child's own bubble; nobody runs. Whale jumps are small hops. A child who needs a break can be my card holder for a turn.

More time? (optional) Play Ollie Says Swim: I name a sea animal and a number from 1 to 5 (3 crab steps, 2 whale jumps), and children do that move that many times while counting aloud.

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Science 3: Fur, Feathers or Scales?

Student page. Copy one per child.

Science · Day 3

Name _____

READ ALOUD: The lion has fur. The parrot has feathers. The fish has scales. Look at the cards: the turtle, the monkey, the duck, the zebra, the bird, the sheep. If we are using scissors today, cut on the thick dashed lines and glue each animal under the lion, the parrot or the fish. No scissors today? Draw a line from each animal to its mat.





















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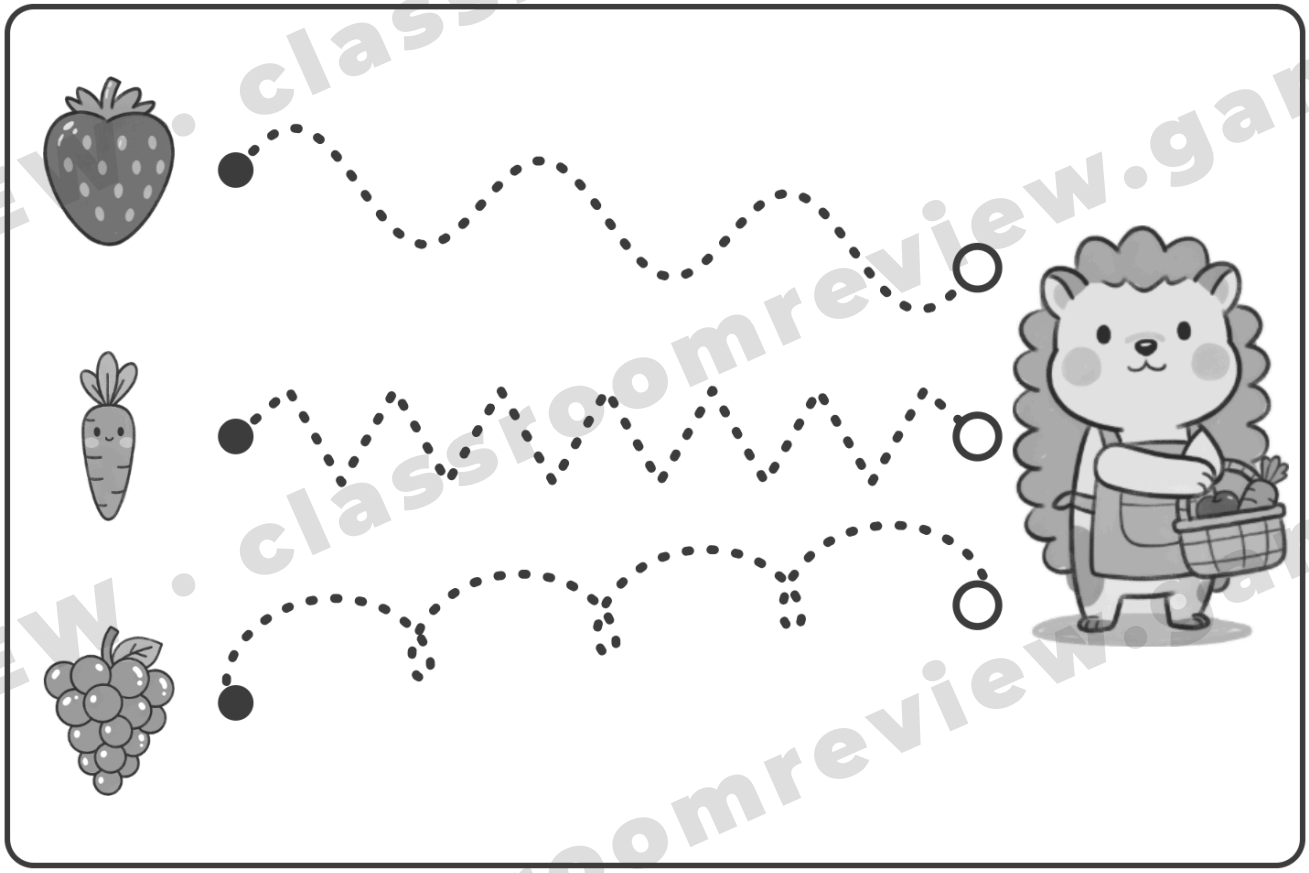
Fine Motor and Art 2: Fill the Basket

Student page. Copy one per child.

Fine Motor and Art · Day 2

Name _____

READ ALOUD: Put your crayon on the dot by the strawberry. Follow the wavy vine to Hattie's basket. Then the carrot: follow the zigzag vine. Then the grapes: follow the curly vine. Last, draw your favorite fruit in the box at the bottom.





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In the full product

Four weeks of Pre-K, planned and ready to print.

448 pages in color and ink-saver B&W, US Letter and A4

20 themed days, nine activities each

180 "say this to start" boxes: one for every activity, read aloud by the sub

120 + 60 solo picture pages (one per child) + whole-class activities

Use it your way

- Long term: four full weeks of sub plans, ready before you need them.
- Emergency: print it once and keep it in your sub tub all year.
- No sub? Use it yourself for a week or a month off planning: no prep and no tech for you.
- Any sub: a script to read aloud for every activity and every answer in the key, so the sub needs no early childhood training.

Thank you! If this works for your class, a quick review helps other teachers find it, and earns you TpT credits.



Classroom REVIEW GAMES