

PreK Maternity Leave Sub Plans, 6 Weeks

Six week binders for Pre-K and preschool, ages 3 to 5. Every student page is pictures: no reading, no writing. The sub reads everything aloud from a short script.

PREVIEW

What is included

- Six week binders of 112 pages each: 672 pages
- 71 front pages (binder cover, important information, note to the sub, the week plan filled in, blank schedule, set index, class list and pick-up, how it went)
- 270 activities, 9 a day: 180 picture pages every child does (literacy, math, fine motor and art, science, feelings, quiet time) and 90 whole-class times (Circle Time, group movement, an optional game)
- A "Say this to start" box on all 270 activities, plus a short numbered script and a "More time?" idea
- A letter of the day and an original read-aloud story every day
- 61 answer-key pages with pictures; color and ink-saver, Letter and A4

How it works

1. Leave the six binders out. Each has its own filled-in plan with every activity, its page and its minutes.
2. The sub reads the "Say this to start" box and the numbered script, then the read-aloud strip on the picture page. The children point, count, circle, color, trace and move.
3. Every activity is 10 to 20 minutes and stands alone. Snack, outdoor play and rest follow your posted routine.
4. No prep and no tech: print and go.

The 30 days: one friend a week, a theme every day

- **Week 1, days 1 to 5, with Benny and friends:** All About Me, Colors, Shapes and Numbers, Animals, Weather. **Letters:** B, C, S, P, D.
- **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. **Letters:** H, L, A, E, V.
- **Week 3, days 11 to 15, with Ollie the Octopus:** Under the Sea, The Five Senses, Friends and Sharing, Dinosaurs, Music and Sounds. **Letters:** O, N, K, R, G.
- **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. **Letters:** W, M, Z, T, Y.
- **Week 5, days 21 to 25, with Bo the Beaver:** Outer Space, Ponds and Frogs, Building and Construction, Birds and Nests, The Grocery Store. **Letters:** R, L, H, N, G.
- **Week 6, days 26 to 30, with Ozzie the Owl:** The Four Seasons, Camping Outdoors, Pirates and Treasure, Fairy Tale Friends, Big Review Day. **Letters:** U, T, A, Q, B (Friday: a Letter Parade review).

What this preview shows: the note to the substitute, the Week 1 plan, more front pages, one picture page of every activity type, two script pages with their picture pages, a Circle Time script, an answer-key page and one ink-saver page. Every product page is watermarked. The full product has 672 pages.
What the sub gets: a note that explains the day, a "Say this to start" box on every activity (270 in all), a numbered script, a read-aloud strip on every picture page and answer keys with pictures.



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 1

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.



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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

_____

_____

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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.

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Set Index (1 of 4)

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: Benny Gets Ready**	An original read-aloud story about Benny's morning, a B sound bounce game, then put 3 story pictures in order. Key included.	15	p. 14
2	**Literacy 2: Callie Changes Color**	An original read-aloud story about Callie the Chameleon, a C sound clap game, then circle the pictures that start like Callie. Key included.	15	p. 32
3	**Literacy 3: Toby's Shape Walk**	An original read-aloud story about Toby the Turtle finding shapes, an S sound snake game, then listen and circle the story answers. Key included.	15	p. 50
4	**Literacy 4: Poppy's Pond Picnic**	An original read-aloud farm story about Poppy the Piglet, a P sound oink game, then circle the pictures that start like Poppy. Key included.	15	p. 68
5	**Literacy 5: Dilly and the Rainy Day**	An original read-aloud rainy day story about Dilly the Duck, a D sound stomp game, then match 1, 2, 3 to the story pictures. Key included.	15	p. 86
MATH, DAYS 1 TO 5				
1	**Math 1: Count Me and My Family**	Count body parts and family members 1 to 5 by touch, then count each picture row and circle the number. Key included.	15	p. 16
2	**Math 2: Which Color Group Has More**	Sort real crayons by color and compare the piles, then count two color groups in each row and circle the group with more or fewer. Key included.	15	p. 34
3	**Math 3: Find and Count the Shapes**	Count to 10 together and spot shapes in real things, then find and count each shape in a busy shape box and circle the number. Key included.	15	p. 52
4	**Math 4: Count the Farm Animals to 10**	Count to 10 on fingers, then count the farm animals in four ten frames and circle the number from 6 to 10. Key included.	15	p. 70
5	**Math 5: Weather Patterns**	Clap and stomp AB and ABB patterns, then say four weather picture patterns aloud and circle the picture that comes next. Key included.	15	p. 88

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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				

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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: All About Me

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

Toileting, accidents, notes for families: _____

Stars of the day: _____

Tuesday: Colors

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

Toileting, accidents, notes for families: _____

Stars of the day: _____

Wednesday: Shapes and Numbers

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

Toileting, accidents, notes for families: _____

Stars of the day: _____

Thursday: Animals

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

Toileting, accidents, notes for families: _____

Stars of the day: _____

Friday: Weather

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

_____

_____

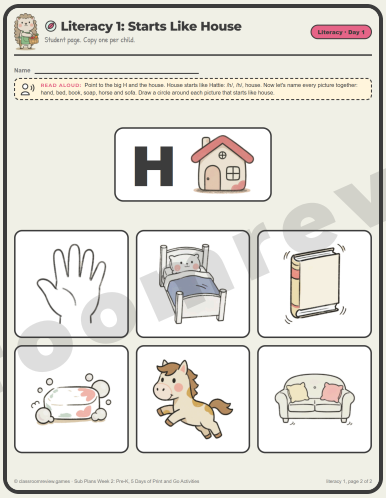
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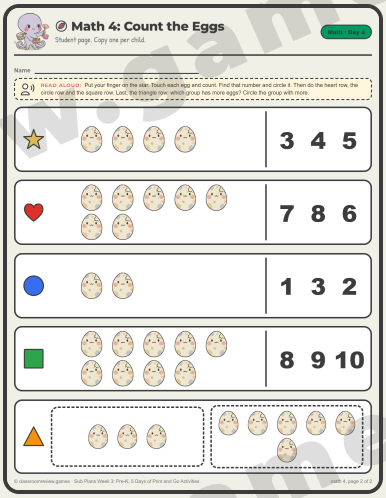
ONE PAGE OF EVERY ACTIVITY



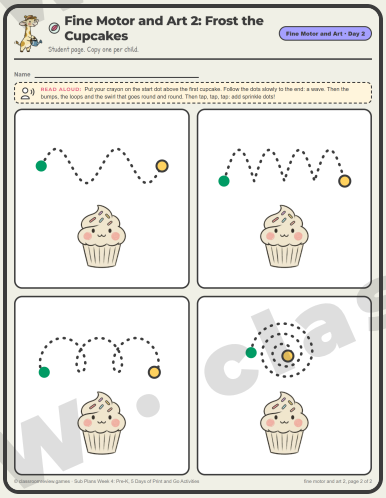
Circle Time card, Week 1 (whole class)



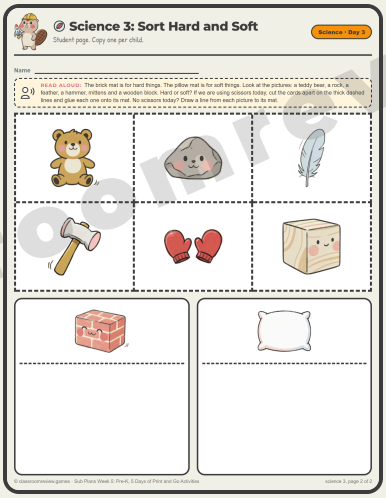
Literacy with the letter of the day, Week 2



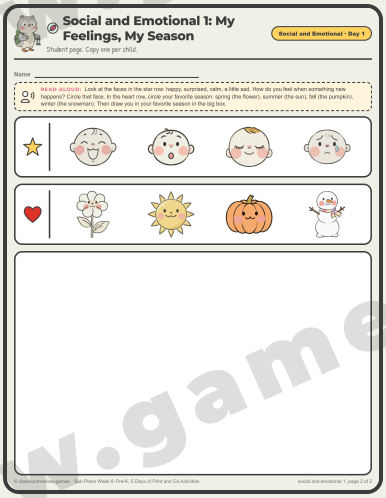
Math, Week 3 (every child)



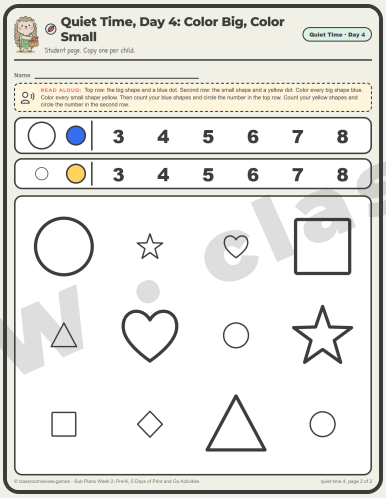
Fine motor and art, Week 4



Science, Week 5 (every child)



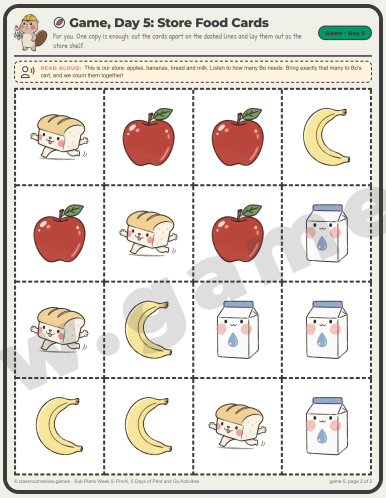
Feelings and kindness, Week 6



Quiet time, Week 2 (every child)



Group movement cards, Week 4



Optional game, Week 5 (whole class)

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Literacy 2: Hattie's Fruit Basket

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

Literacy · Day 2

This activity practices: listening to a garden story, remembering what went in the basket, and hearing which words start with the L sound

Say this to start

"Today is all about fruits and vegetables. Hattie the Hedgehog is going to the garden with her basket. Listen carefully, so you can tell me what she puts inside!"

The story (read it slowly, show each picture)



Hattie the Hedgehog took her basket to the garden. "I will fill it with fruits and vegetables for my grandma," she said. First she found a bright yellow lemon under a lemon tree.



Next she pulled and pulled on a green top. Pop! Out came a long orange carrot. "One lemon, one carrot," counted Hattie.



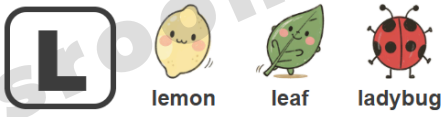
Then she saw purple grapes hanging on a vine. She picked one big bunch and laid it gently in her basket.



Last, a little red ladybug landed on a leaf in her basket. "Hello, little ladybug!" Hattie laughed. "Lemon, leaf and ladybug, all with the letter L. My basket is full!"

Script

1. **Story, 3 minutes.** Read the story. At each picture, hold up the page and point. Children pull a pretend carrot with you at "Pop!"
2. **Talk, 2 minutes.** Ask: "What did Hattie put in her basket? What landed on the leaf?" Count the foods on your fingers together: lemon, carrot, grapes.
3. **Letter L, 2 minutes.** Point to the big L. Say: "This is the letter L. L says /l/, and your tongue goes up behind your teeth: /l/, /l/, lemon! Make an L with your thumb and finger when you hear a word that starts like lemon!" Say slowly: **lion**, pear, **lamp**, corn, **log**, peas, **little**. Children make the L for the words in bold only.



4. **Hand out the page and circle, 7 minutes.** Each child needs a crayon; write names where needed. Read the strip. Name every picture with the class first, then children circle the ones that start like lemon.
5. **Finish and tidy up, 1 minute.** Children who finish early color the pictures. Then collect the pages and crayons.

More time? (optional) Play Hattie's Basket: say "In Hattie's basket there is a lemon", and each child adds one more fruit or vegetable while the class repeats the whole list together.

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Literacy 2: Starts Like Lemon

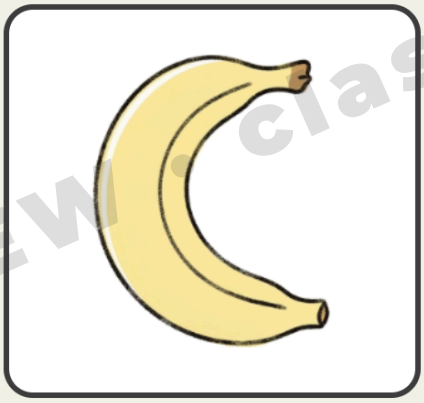
Student page. Copy one per child.

Literacy · Day 2

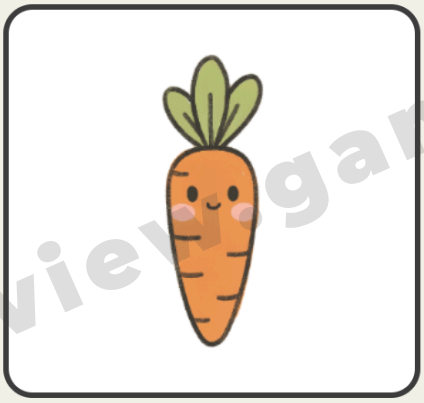
Name _____

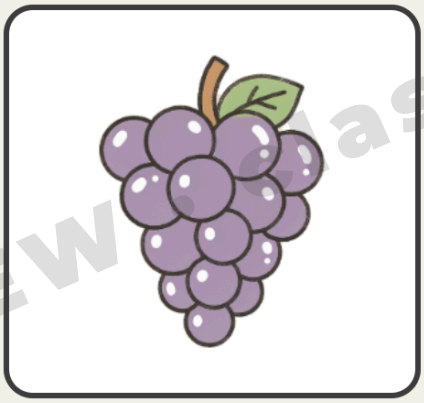
READ ALOUD: Point to the big L and the lemon. Lemon starts with /l/, /l/, lemon. Now let's name every picture together: banana, leaf, carrot, grapes, strawberry and ladybug. Draw a circle around each picture that starts like lemon.

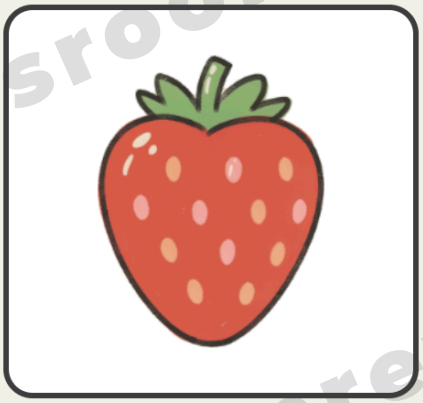


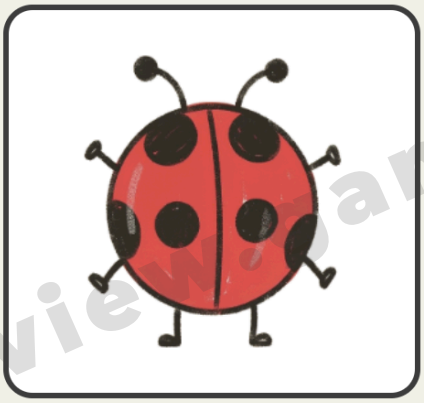












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Science 2: Loud or Quiet?

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

Science · Day 2

This activity practices: using the sense of hearing to tell loud sounds from quiet sounds, and sorting things by the sound they make

Say this to start

"Our ears hear loud sounds and quiet sounds. Ollie the Octopus's drum can be very loud, and a falling snowflake makes no sound at all. Let's listen carefully and sort some sounds!"

You need

The student page for each child, crayons and glue sticks. Scissors only if my class uses them; otherwise cut the 6 cards apart before the lesson, or see step 3.

Script

1. **Listen, 3 minutes.** Tap the table loudly, then very softly. Clap loudly, then rub your hands. After each sound: "Loud or quiet?" Children show loud (hands wide apart) or quiet (a finger on the lips). Name each card and its sound: trumpet (loud), fish (quiet), ladybug (quiet), dog (loud), leaf (quiet), cow (loud).



loud



quiet

2. **Hand out the page, 2 minutes.** Write names on any pages that have none yet.
3. **Cut, 3 minutes.** If my class uses scissors, children cut on the thick dashed lines to make 6 cards. No scissors: cut the cards for them, or children leave the cards on the page and draw a line from each card up to the drum or the snowflake.
4. **Do the trumpet together, 1 minute.** Say: "Hold up the trumpet. Toot, toot! Is a trumpet loud or quiet? Loud! Glue it under the drum." Show it on your own copy.
5. **Sort and glue, 4 minutes.** Children glue each card under the drum or under the snowflake. Then count together: "How many loud things? 3. How many quiet things? 3."
6. **Tidy up, 2 minutes.** Scraps in the bin, tops on the glue sticks, pages to me.

What to watch for

If a child says a dog can be quiet when it sleeps, agree, and ask: "When a dog barks, is it loud or quiet?" Keep the loud sounds in step 1 short, for children who do not like loud noises.

More time? (optional) Play Loud and Quiet Voices: I say a sentence (Ollie likes the sea), and children say it back in a loud voice, then a quiet whisper voice, then a medium voice.

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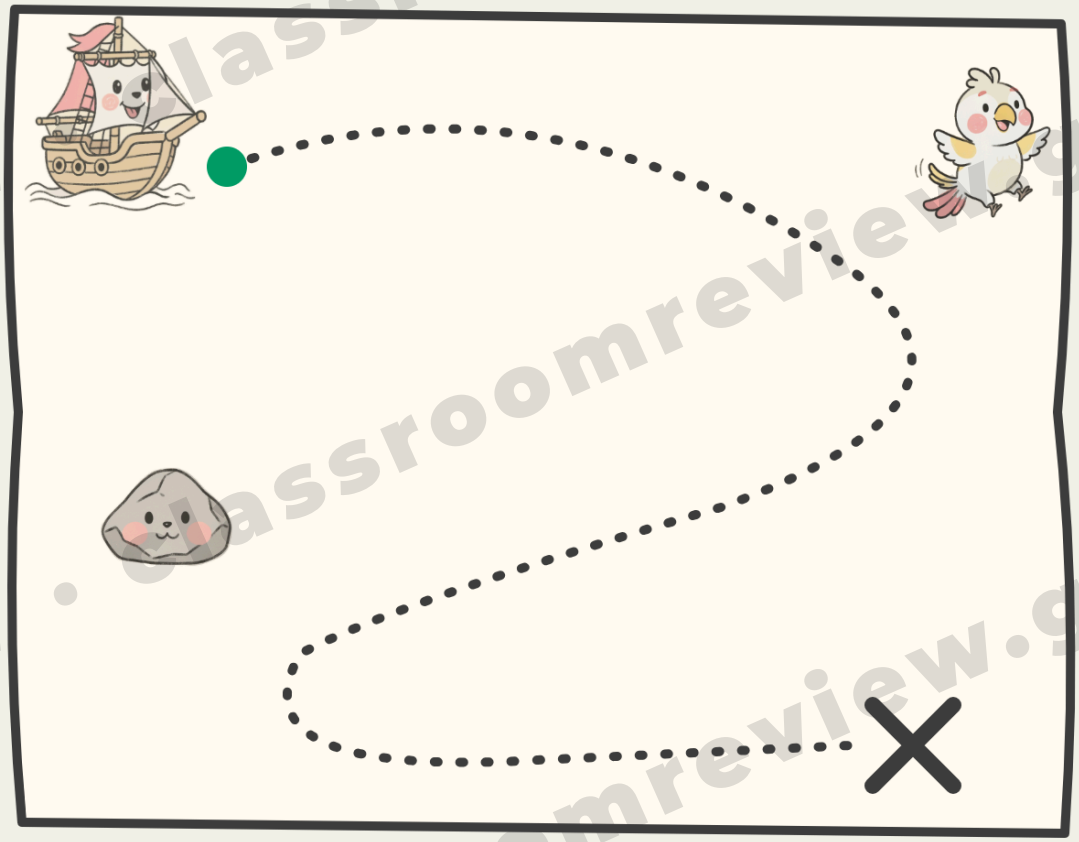
Fine Motor and Art 3: Ozzie's Treasure Map

Fine Motor and Art · Day 3

Student page. Copy one per child.

Name _____

READ ALOUD: Put your finger on the green dot by the pirate ship. Follow the dotted trail past the parrot and the rock, all the way to the X. Now trace the trail with your crayon, slowly. Then draw the treasure in the box at the bottom.





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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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Answer Keys (2 of 10)

Teacher copy, with pictures. Keep these pages out of the children's copies.

Science 1: Water at Home



Under the bathtub (uses water): toothbrush, soap and fishbowl. Under the bed (stays dry): book, teddy bear and sofa. A different answer with a good reason is fine.

Social and Emotional 1: Helping Hands at Home



Answers vary. Any jobs circled are right: every child helps in a different way. Good work: a traced hand (a wobbly outline is fine) and a drawing of one helping job the child can tell me about.

Quiet Time, Day 1: I Spy in Hattie's House



Circled numbers: 3 teddy bears, 5 books, 4 toothbrushes. Every one of them should have a circle around it on the busy page.

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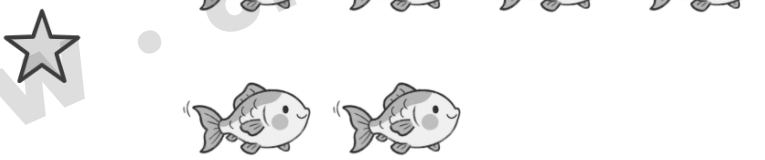
Math 1: Count and Circle

Student page. Copy one per child.

Math · Day 1

Name _____

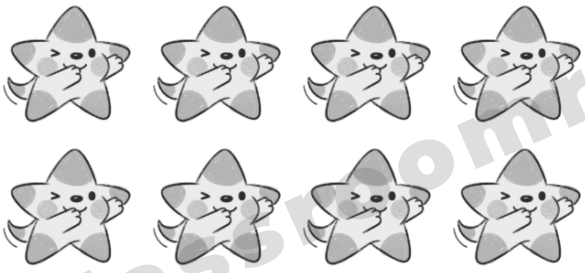
READ ALOUD: Put your finger on the star. Touch each fish and count. Find that number and circle it. Then do the heart row with the crabs, the circle row with the starfish and the triangle row with the seashells.



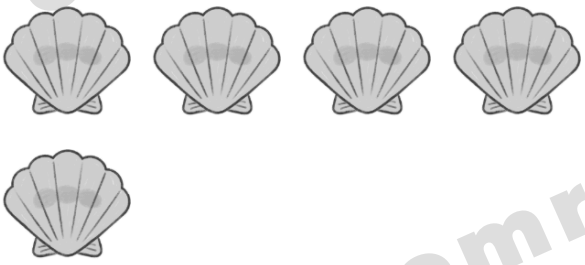
5 6 7



3 4 2



7 9 8



4 5 6

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In the full product

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

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

30 days, each with its own theme, letter and 9 activities

270 "Say this to start" boxes: one on every activity

180 + 90 picture pages for every child + whole-class times

Use it your way

- A maternity leave: six full weeks, a strong start for the first weeks of your leave.
- Emergency sub plans: print it once and keep it in your sub tub.
- No sub? Teach it yourself for a week or a month, one activity at a time: no prep, no tech.
- Any sub: a script for every activity and answer keys with pictures, so no Pre-K training is needed.

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



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