

PreK Sub Plans, 2 Weeks

Two complete week binders for Pre-K and preschool (ages 3 to 5). Every student page is pictures, so nobody has to read or write. The sub reads everything aloud: every activity starts with a "say this to start" box and a short numbered script.

PREVIEW

What is included

- Week 1 binder (112 pages) and Week 2 binder (112 pages): 224 pages
- 23 front pages: binder covers, important information, note to the sub, the week plan filled in, schedule, activity index, class list and pick-up, how it went
- 90 activities, 9 a day: 60 with a picture page for each child and 30 for the whole class
- A "say this to start" box on all 90 activities, plus a read-aloud strip on every student page
- A letter sound every day, always with a picture
- 10 optional games, each on that day's theme, 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 both binders out. Each has its own filled-in plan with page numbers and minutes.
2. The sub reads the "say this" box, then follows the short numbered script. Children point, count, circle, color, trace and move.
3. Every activity stands alone and takes 10 to 20 minutes; snack, outdoor play and rest follow your posted routine.
4. No prep and no tech: print and go.

The 10 days: a theme, a friendly creature, 9 activities and an optional game each day

1. **Day 1:** All About Me, with Benny the Bear · letter B **Benny Says Feelings**
2. **Day 2:** Colors, with Callie the Chameleon · letter C **What's Missing?**
3. **Day 3:** Shapes and Numbers, with Toby the Turtle · letter S **Shape and Number Bingo**
4. **Day 4:** Animals, with Poppy the Piglet · letter P **Who Am I? Farm Riddles**
5. **Day 5:** Weather, with Dilly the Duck · letter D **Weather Memory**
6. **Day 6:** My Family and Home, with Hattie the Hedgehog · letter H **Which Room?**
7. **Day 7:** Fruits and Vegetables, with Hattie the Hedgehog · letter L **Fruit and Veggie Swap**
8. **Day 8:** Bugs and Insects, with Hattie the Hedgehog · letter A **Peek-a-Bug**
9. **Day 9:** Big and Small, with Hattie the Hedgehog · letter E **Big or Small?**
10. **Day 10:** Community Helpers, with Hattie the Hedgehog · letter V **Helper Charades**

What this preview shows: the note to the substitute, both week plans, more front pages, one student page of every activity type, one full activity (script + picture page), more picture pages, picture cards for movement and a game, and one ink-saver page. Every product page is watermarked. The full product has 224 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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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 My Family and Home	TUESDAY Fruits and Vegetables	WEDNESDAY Bugs and Insects	THURSDAY Big and Small	FRIDAY Community Helpers
Circle Time	**Hello, Hattie the Hedgehog** p. 13 · 10 min	**Hattie's Basket** p. 31 · 10 min	**Hattie Finds a Ladybug** p. 49 · 10 min	**Big Voice, Small Voice** p. 67 · 10 min	**Helpers in Town** p. 85 · 10 min
Literacy	**Hattie Tidies Up** p. 15 · 15 min	**Hattie's Fruit Basket** p. 33 · 15 min	**Hattie and the Busy Ant** p. 51 · 15 min	**Hattie and the Very Big Elephant** p. 69 · 15 min	**Hattie's Helper Day** p. 87 · 15 min
Math	**Count the Things in My Home** p. 17 · 15 min	**Sort and Count the Harvest** p. 35 · 15 min	**Count the Bugs** p. 53 · 15 min	**Small, Bigger, Biggest** p. 71 · 15 min	**Count the Helpers** p. 89 · 15 min
Fine Motor and Art	**Trace My House** p. 19 · 15 min	**Fill the Basket** p. 37 · 15 min	**Fly with the Bee** p. 55 · 15 min	**Big and Small Shapes** p. 73 · 15 min	**Deliver the Mail** p. 91 · 15 min
Snack, outdoor play and rest	The posted routine	The posted routine	The posted routine	The posted routine	The posted routine
Science	**Water at Home** p. 21 · 15 min	**Round or Long** p. 39 · 15 min	**How a Butterfly Grows** p. 57 · 15 min	**Heavy or Light** p. 75 · 15 min	**Who Helps With This** p. 93 · 15 min
Social and Emotional	**Helping Hands at Home** p. 23 · 15 min	**Fair Sharing** p. 41 · 15 min	**Busy Bee or Calm Butterfly** p. 59 · 15 min	**Big Feelings, Small Feelings** p. 77 · 15 min	**Saying Thank You** p. 95 · 15 min
Quiet Time	**I Spy in Hattie's House** p. 25 · 15 min	**The Garden Row Maze** p. 43 · 10 min	**I Spy in the Garden** p. 61 · 15 min	**Color Big, Color Small** p. 79 · 15 min	**Helper Look and Find** p. 97 · 15 min
Group Movement	**Moving Through the House** p. 27 · 15 min	**Fruit and Veggie Moves** p. 45 · 15 min	**Move Like a Bug** p. 63 · 15 min	**Fast and Slow, Loud and Quiet** p. 81 · 15 min	**Mail Carrier Relay** p. 99 · 15 min
Game (optional)	**Which Room?** p. 29 · 15 min	**Fruit and Veggie Swap** p. 47 · 15 min	**Peek-a-Bug** p. 65 · 15 min	**Big or Small?** p. 83 · 15 min	**Helper Charades** p. 101 · 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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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.



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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

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.

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

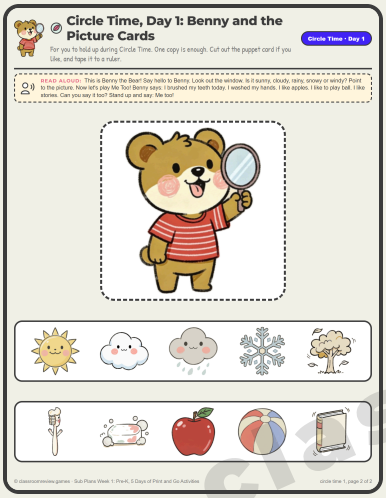
Toileting, accidents, notes for families: _____

Stars of the day: _____

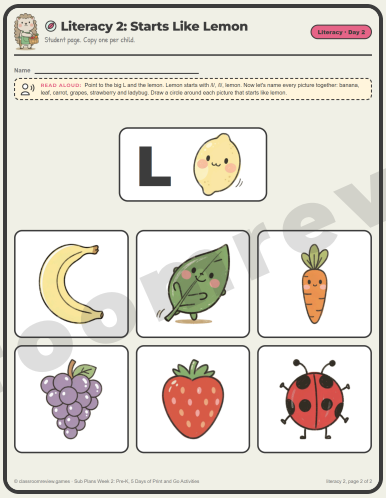
Anything I should know when I am back

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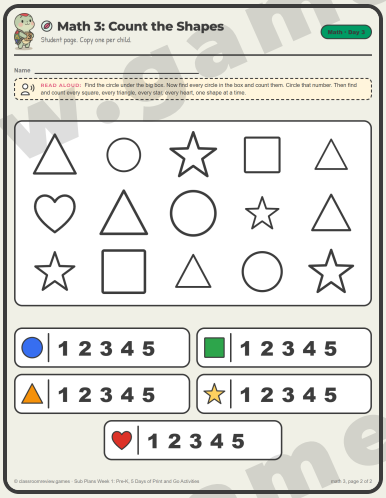
A STUDENT PAGE OF EVERY ACTIVITY



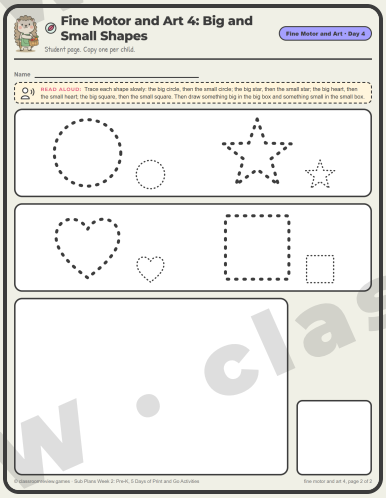
Circle Time, Week 1



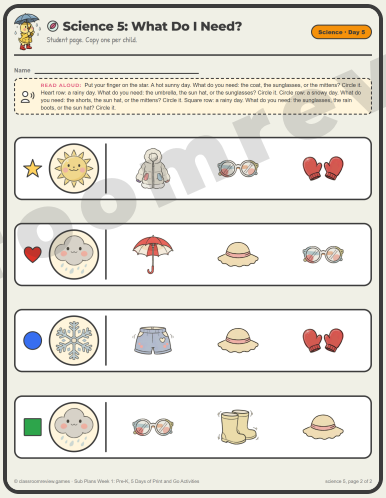
Literacy, Week 2



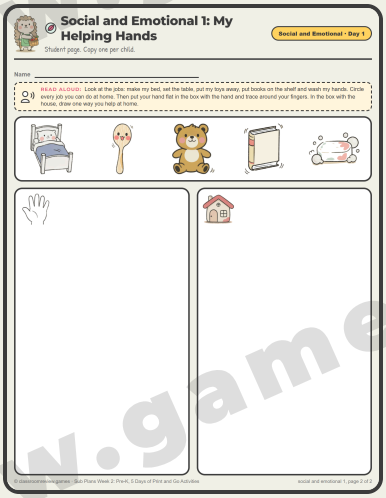
Math, Week 1



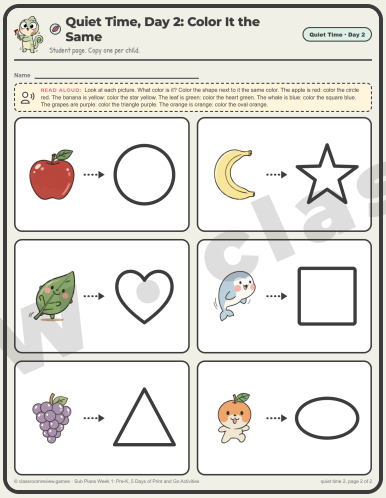
Fine Motor and Art, Week 2



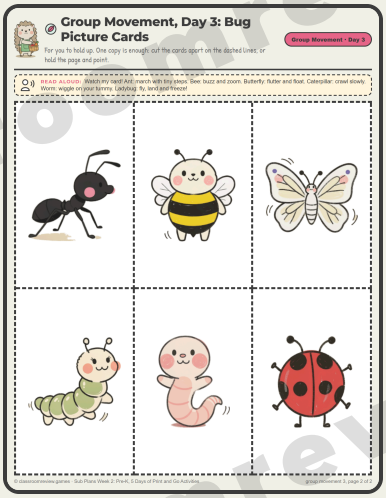
Science, Week 1



Social and Emotional, Week 2



Quiet Time, Week 1



Group Movement, Week 2



Game (optional), Week 1

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Math 1: Count the Things in My Home

Math · Day 1

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

This activity practices: counting things from a home 1 to 5 by touching each one, and finding the matching number

Say this to start

"Today is all about families and homes, and Hattie the Hedgehog is counting the things in her cozy home. Let's be counting helpers! Show me your counting finger."

Script

1. **Count in the classroom, 3 minutes.** Count real things together, touching each one: the doors in the room, the windows, the chairs at one table. Then ask: "Which room in a home has a bed? Which room has a bathtub?"



beds: bedroom



spoons: kitchen



teddy bears: bedroom



toothbrushes: bathroom



books: living room

2. **Hand out the page and crayons, 2 minutes.** If a page has no name on it yet, write the child's name on the line for them.
3. **Do the star row together, 2 minutes.** Say: "Put your finger on the star. Touch each bed and count: 1, 2. Two beds! Find the number 2 and draw a circle around it." Show it on your own copy.
4. **The other rows, 6 minutes.** Read the strip at the top of the page: the heart row (spoons), the circle row (teddy bears), the square row (toothbrushes), the triangle row (books). Give the class time for each row. Children touch each picture as they count, then circle the number.
5. **Finish and tidy up, 2 minutes.** Children who finish early color the pictures, or count the toothbrushes again with a friend. Then collect the pages and crayons.

What to watch for

One touch for each picture, one number for each touch. If a child is unsure which number to circle, count on fingers together, then hold up that many fingers next to the numbers on the page. Some children have no bed of their own or a small home: I keep the talk about the pictures, not about whose home has more.

More time? (optional) Play How Many in My Home: ask how many doors, windows or beds a child has at home, and the class shows that number on their fingers. Every home is different and every answer is right.

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Math 1: Count and Circle

Student page. Copy one per child.

Math · Day 1

Name _____

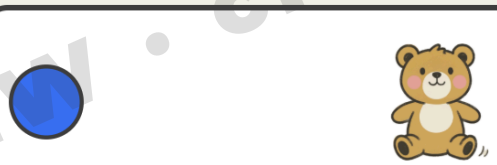
READ ALOUD: Put your finger on the star. Touch each bed and count. Find that number and circle it. Then do the heart row (spoons), the circle row (teddy bears), the square row (toothbrushes), the triangle row (books).



1 2 3 4 5



1 2 3 4 5



1 2 3 4 5



1 2 3 4 5



1 2 3 4 5

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Fine Motor and Art 3: Trace and Cut Shape Cards

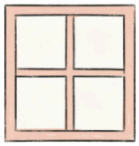
Student page. Copy one per child.

Fine Motor and Art · Day 3

Name _____

READ ALOUD: Put your finger on the circle. Trace it with your finger, then with a crayon. Now the square, the triangle, the rectangle. Color the inside of each shape. Look at the little pictures: a clock is a circle, a window is a square, a slice of pizza is a triangle, a door is a rectangle. If we are using scissors today, cut on the thick dashed lines to make 4 shape cards. No scissors today? Keep your page whole.









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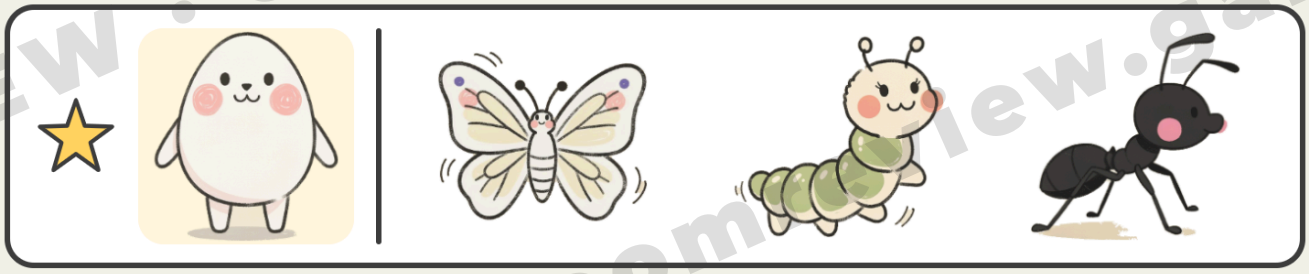
Science 3: What Comes Next?

Student page. Copy one per child.

Science · Day 3

Name _____

READ ALOUD: Look at the picture in the box at the start of each row. What comes next? **Star row:** the egg. What hatches from the egg? Circle it. **Heart row:** the caterpillar. What does it turn into? Circle it. **Circle row:** the butterfly. What does the butterfly lay? Circle it.







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Quiet Time, Day 1: Look and Find

Student page. Copy one per child.

Quiet Time · Day 1

Name _____

READ ALOUD: Find every teddy bear in the house and circle it. Count your circles. Circle that number in the teddy bear row at the top. Then do the same for the books, and then for the toothbrushes.



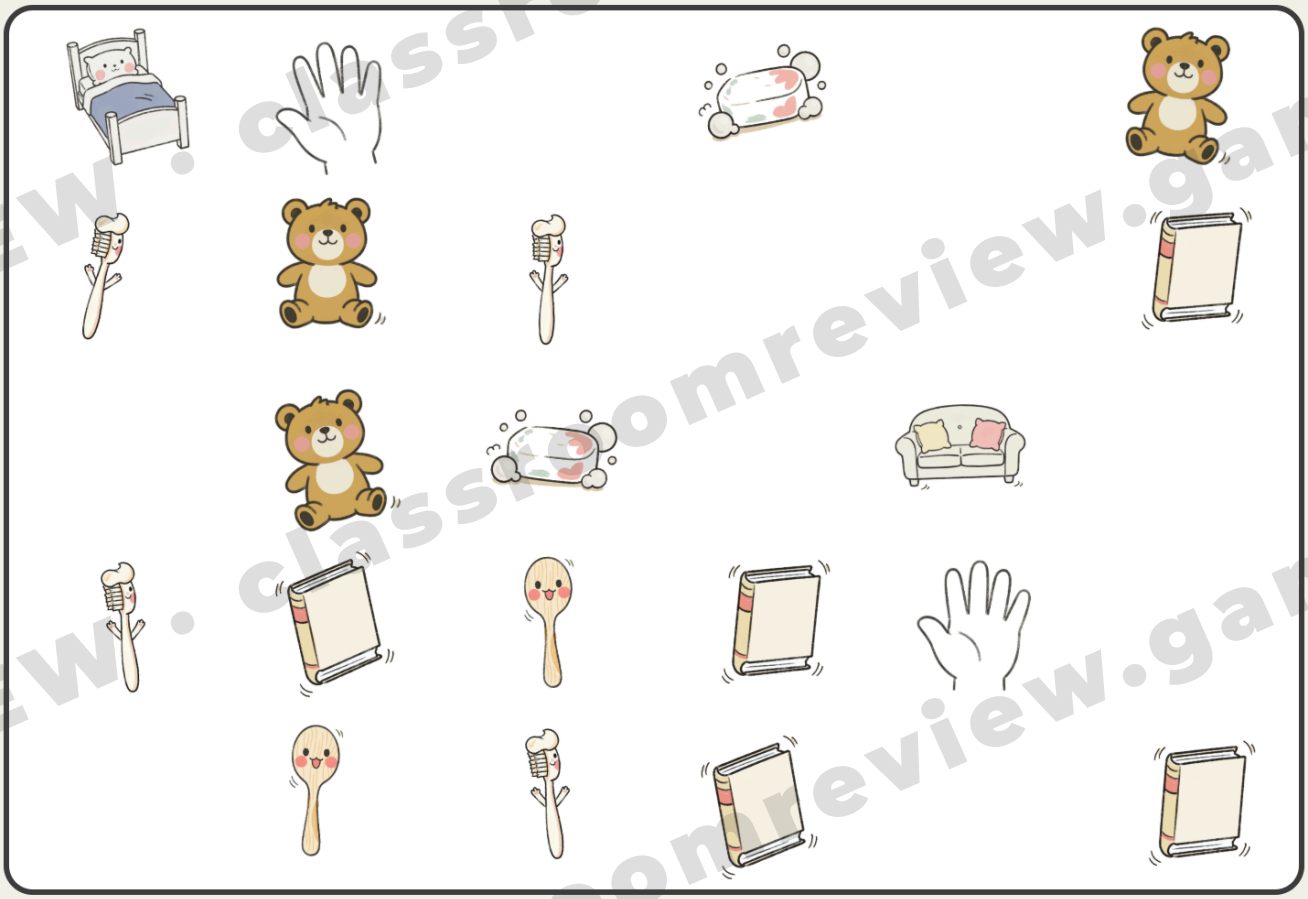
1 2 3 4 5 6



1 2 3 4 5 6



1 2 3 4 5 6



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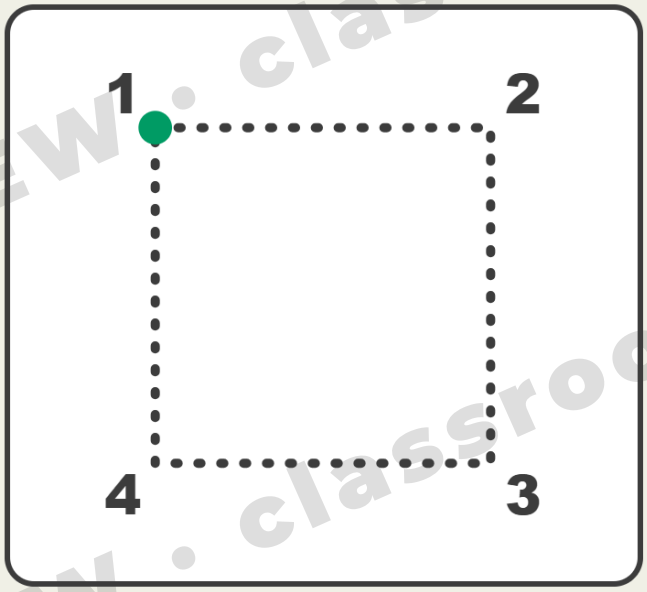
Social and Emotional 3: Trace and Breathe

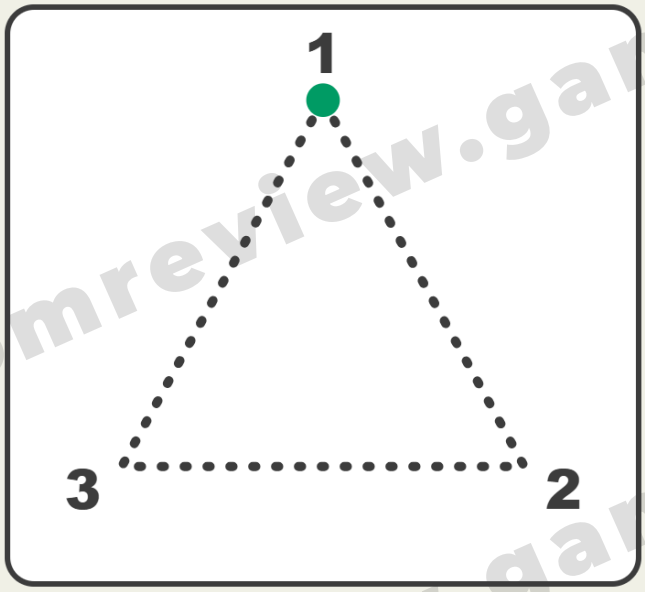
Social and Emotional · Day 3

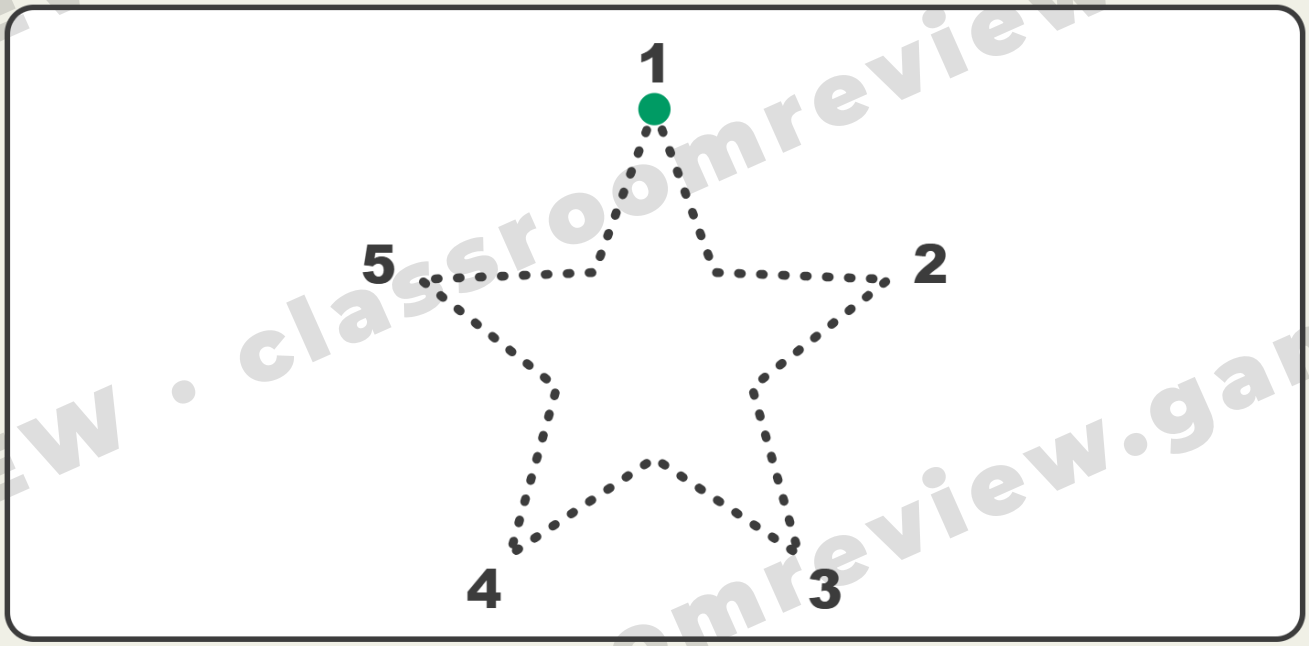
Student page. Copy one per child.

Name _____

READ ALOUD: Put your crayon on the big dot by number 1. Smell the flower. Now trace slowly to number 2 and blow out the candle on the way. At every number, smell the flower; on the way to the next number, blow out the candle. The square: 1, 2, 3, 4, and back to 1. The triangle: 1, 2, 3, and back to 1. The star: 1, 2, 3, 4, 5, and back to 1.







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Group Movement, Day 4: Opposite Cards

Group Movement · Day 4

For you to hold up. One copy is enough: cut the cards apart on the dashed lines, or hold the page and point.

READ ALOUD: Watch my card! Rabbit: hop fast. Turtle: walk slowly. Elephant: stomp loudly. Mouse: tiptoe quietly. Horse: gallop big. Egg: curl up small and freeze!













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Game, Day 3: Peek-a-Bug Cards

For you. One copy is enough: cut the six cards apart, then cover one card at a time with a sheet of paper.

Game · Day 3

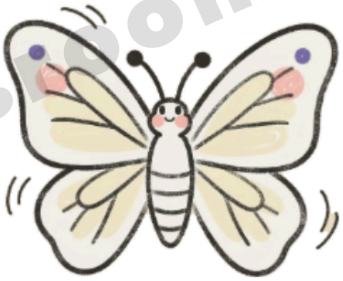
READ ALOUD: A bug is hiding under the paper! Watch as the paper slides away. What can you see? Spots, wings, stripes, legs? Whisper your guess to a friend. Peek-a-bug!













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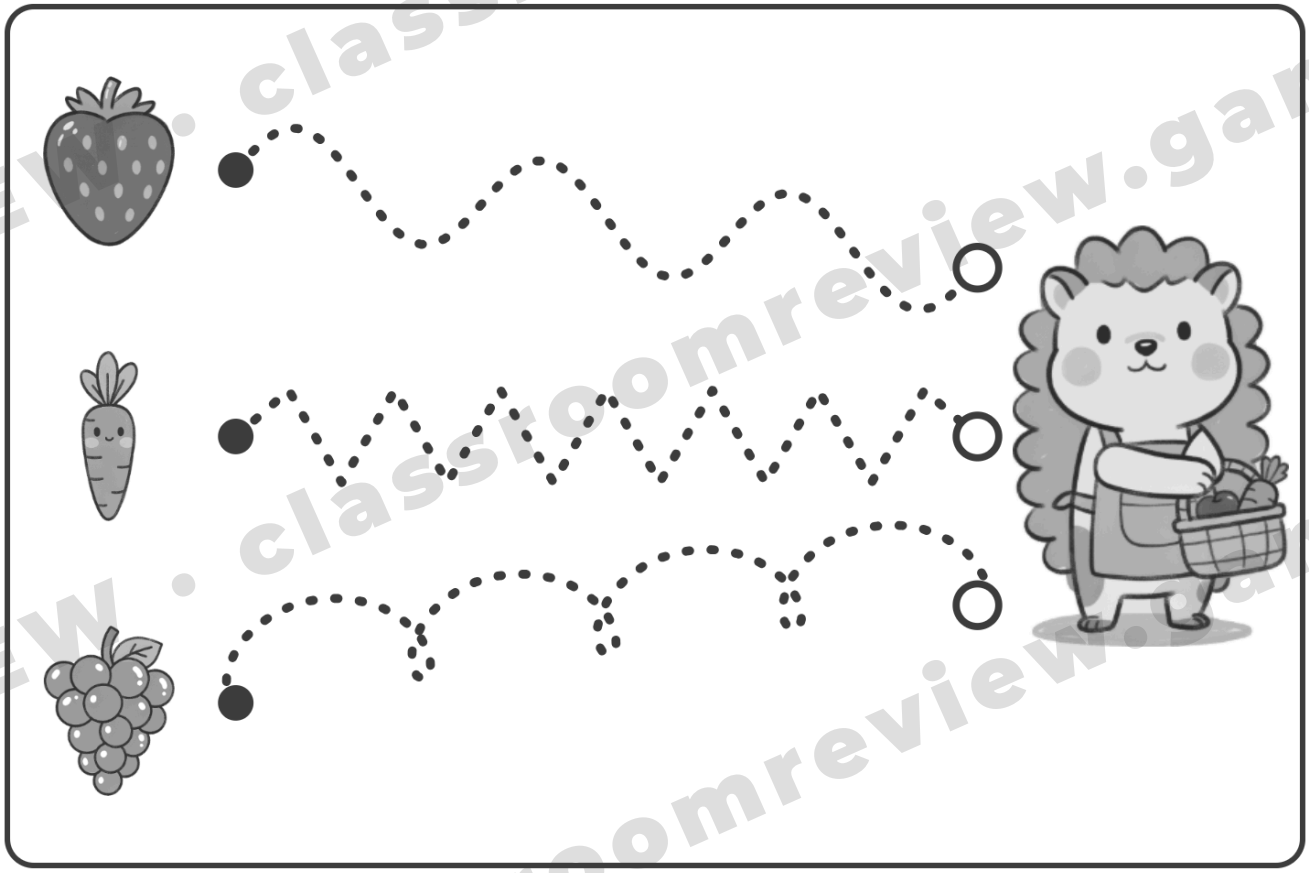
Fine Motor and Art 2: Fill the Basket

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

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

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

10 days, each with a theme, a friendly creature and 9 activities

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

60 + 30 solo picture pages + whole class activities (circle time, movement, games)

Use it your way

- Emergency sub plans: two full weeks, ready before you need them.
- No sub? Use it for your own two weeks off planning, or one activity a day for a month and more.
- No reading, no writing: every student page is pictures, and the sub reads everything aloud.
- No prep and no tech for you: print and go.

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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