

Pre-K Sub Plans Week

Five days of print and go activities for Pre-K (ages 3 to 5). No reading, no writing: every student page is pictures.

PREVIEW

What is included

- Sub binder: note to the sub, the filled-in week plan, a blank schedule, set index, class list, how it went (11 pages)
- 45 activities: 5 days with 9 each, a script for the sub and a picture page for the children (90 pages)
- Answer keys with pictures (11 pages)
- Color and ink-saver B&W, US Letter and A4

How it works

1. Open the week plan. Every activity has its day and page number.
2. The sub reads a short numbered script and the strip at the top of each student page aloud.
3. Children point, count, color, trace and draw. Nothing to read, nothing to write.
4. No prep and no tech: print and go. Use it for a sub week, your own week, or one activity a day for a month.

One friend for each day



Monday

All About Me
Benny the Bear



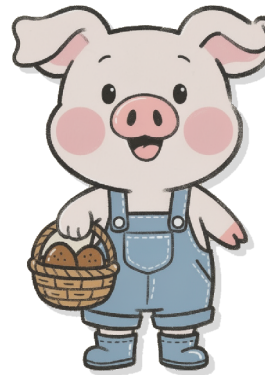
Tuesday

Colors
Callie the Chameleon



Wednesday

Shapes and Numbers
Toby the Turtle



Thursday

Animals
Poppy the Piglet



Friday

Weather
Dilly the Duck

What this preview shows: the note to the substitute, the filled-in week plan, the other binder pages, then a script page and a student page for each of the 9 activity types (circle time, literacy, math, fine motor and art, science, feelings and kindness, quiet time, movement and the game), one answer-key page and one ink-saver page. Every product page is watermarked. The full kit has 112 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 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!



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 Picture Bingo 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.

Important Information

The page the sub reads first. 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 snk 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 clomp 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 red crayons by color and compare the piles, then count legs motor 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	Clip and stamp 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.

☐ picked up (write who) ☐ bus (write the number) ☐ after-care ☐ 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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SUB PLANS WEEK

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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Circle Time, Day 1: Hello, Benny the Bear

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, telling one thing about themselves, and talking about the day and the weather

Before the children come

Find the puppet page (next page). Cut out Benny on the dashed line and tape him to a ruler, or just hold up the whole page.

Every child sits where they can see the page.

The greeting chant

"Good morning, friends, it's time to start,
clap your hands and pat your heart.

Wave to a friend and show a smile,
Circle Time is here a while!"

Clap on the beat. It is new to the class, so say it twice.

Script

- Gather and greet, 3 minutes.** Children sit in a circle on the rug, in their usual spots if they have them. Say the chant twice. Then greet each child by name: "Hello, Maya!" The class waves to that child.
- Meet Benny, 2 minutes.** Bring out the puppet. Say: "This is Benny the Bear. Benny has a mirror, because today is All About Me day. Today Benny the Bear helps us with everything we do!" Benny waves and says hello in a small, friendly voice.
- Me too, 2 minutes.** Point to each picture in the bottom row. Benny tells one thing about himself; children who can say it too stand up: "Me too!" Every answer is fine.



I brushed my teeth today.



I washed my hands.



I like apples.



I like to play ball.



I like stories.

- Weather and calendar, 2 minutes.** Say: "Today is Monday, the first school day of the week." Count the school days on one hand, Monday to Friday: 5 days. One child looks out the window, and the class points to the matching weather picture: sunny, cloudy, rainy, snowy or windy.
- Ready for the day, 1 minute.** Say: "Benny will visit every activity today." One slow breath together, then move on.

What to watch for

Ten minutes is long for little ones. If the circle gets wiggly, play Me Too with a jump instead of standing up, or let a wiggly child hold Benny for a moment. A child who does not want to say hello can wave, or just watch.

More time? (optional) Clap the names: say each child's name slowly while the class claps once for each part (Maya: Ma, ya, 2 claps). Benny the puppet claps along, and every name gets a wave.



Circle Time, Day 1: Benny and the Picture 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 Benny the Bear! Say hello to Benny. Look out the window. Is it sunny, cloudy, rainy, snowy or windy? Point to the picture. Now let's play Me Too! Benny says: I brushed my teeth today. I washed my hands. I like apples. I like to play ball. I like stories. Can you say it too? Stand up and say: Me too!





Literacy 2: Callie Changes Color

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 story, naming colors, and hearing which words start with the /k/ sound of C

Say this to start

"Today is Colors day! Callie the Chameleon can change her color to match what she sits on. Put on your listening ears and look at the pictures."

The story (read it slowly, show each picture)



Callie the Chameleon loved colors. One morning she climbed onto a shiny red apple. Swish! Her skin turned red, red, red. "Can you find me?" giggled Callie. Her friend Theo looked and looked.



Then Callie crawled onto a curvy yellow banana. Swish! Now she was yellow, just like the banana. Theo laughed. "I can see your curly tail!"



Next, Callie crept onto a cool green leaf. Swish! She turned green from her nose to her toes. Theo could not find her anywhere. "Here I am!" called Callie.



Last, Callie picked up her paintbrush and a big box of crayons. She made a red, yellow and green picture just for Theo. "Colors are best when we share them," said Callie, and she gave Theo a hug.

Script

- Story, 3 minutes.** Read the story. At each picture, hold up the page and point. Children call out the color Callie turns: red, yellow, green.
- Talk, 2 minutes.** Ask: "What colors did Callie turn? Can you point to something red in our room? Something green?"
- Letter C, 2 minutes.** Hold up the page and point to the big C. Say: "This is the letter C. In Callie, C says /k/, like cat, cow, carrot and cupcake. Clap when you hear a word that starts like Callie!" Say slowly: **cat**, sun, **cow**, frog, **cupcake**, banana, **carrot**. Children clap for the words in bold only.



cat



cow



carrot



cupcake

- 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 Callie.
- Finish and tidy up, 1 minute.** Children who finish early color the pictures in their real colors: an orange carrot, a yellow sun, a red apple. Then collect the pages and crayons.

More time? (optional) Play Callie Changes: point to something in the room (the rug, a chair, a book), and children say what color Callie would turn if she sat on it.



Literacy 2: Starts Like Callie

Student page. Copy one per child.

Literacy • Day 2

Name _____



READ ALOUD: Point to the big C and the cat. Cat starts like Callie: /k/, /k/, cat. Now let's name every picture together: carrot, sun, apple, cupcake, lemon and cow. Draw a circle around each picture that starts like Callie and cat.

C





Math 1: Count Me and My Family

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 pictures 1 to 5 by touching each one, and finding the matching number

Say this to start

"Today is All About Me day, and Benny the Bear loves to count. Let's count the parts of our body together. Show me one hand. Ready?"

Script

- Warm up, 3 minutes.** Hold up one hand and count the fingers slowly with the class, touching each finger: 1, 2, 3, 4, 5. Then count the body parts below. Point to your own, and the children touch theirs and count aloud with you.



2 eyes



2 ears



1 nose



1 mouth



2 hands



2 feet

- Families, 2 minutes.** Say: "Every family is different. Some families have 2 people, some have 6. Show me on your fingers how many people live in your home." Every answer is right; count a few hands together.
- 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.
- Do the star row together, 1 minute.** Say: "Put your finger on the star. Touch each picture and count: 1, 2. Two eyes! Find the number 2 and draw a circle around it." Show it on your own copy.
- The other rows, 5 minutes.** Read the strip at the top of the page: the star row, then the heart row, then the circle row, then the square row, then the triangle row. Give the class time for each row. Children touch each picture as they count, then circle the number.
- 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 your fingers together, then hold up that many fingers next to the numbers on the page.

More time? (optional) Play Show Me: say a number from 1 to 5, and children hold up that many fingers, then touch that many body parts (2: both ears; 1: your nose; 5: the fingers on one hand).



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 picture and count. Find that number and circle it. Then do the heart row, the circle row, the square row, the triangle row.



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



Fine Motor and Art 2: Color by Number Rainbow

Fine Motor and Art • Day 2

Script for 20 minutes. The numbered steps are for you; the lines in handwriting are what you say.

This activity practices: matching numbers 1 to 5 to colors and coloring inside a shape with steady crayon strokes

Say this to start

"Today is Colors day! Callie the Chameleon loves rainbows. Let's say the colors in today's rainbow together: red, orange, yellow, green, blue. Today you will color your own rainbow, and the numbers will tell you which color goes where."

What I need

- One student page per child, and crayons: red, orange, yellow, green and blue for every table.
- If I print in black and white, the color dots at the top of the page are empty. Children color each dot first with its crayon (step 3), so the page shows them the colors.

Script

1. **Crayon hunt, 2 minutes.** Hold up each crayon and the children name the color with you: red, orange, yellow, green, blue.
2. **Hand out the page, 2 minutes.** Write names where needed. Point to the numbers at the top: "Number 1 is red. Number 2 is orange." and so on, to 5 blue.
3. **Color the dots, 2 minutes.** Only if the dots are empty: children color dot 1 red, dot 2 orange, dot 3 yellow, dot 4 green, dot 5 blue.
4. **Color by number, 10 minutes.** Read the strip. Do one number at a time: "Find every 1. Put your finger on it. Now color that part red." Then 2 orange, 3 yellow (the sun is a 3 too), 4 green (the grass), 5 blue. Remind them: "Stay inside the lines, slow and steady."
5. **Show and tell, then tidy up, 4 minutes.** Children hold up their rainbows. "Which color is on the top of your rainbow? Which color is on the inside?" Then the crayons go back in the box, and you collect the pages.

What to watch for

Colored outside the lines? That is fine at this age; praise the right color in the right place. A child who finishes early can draw clouds at the ends of the rainbow, or birds in the sky.

More time? (optional) Children turn the page over and draw one thing for each color of the rainbow: a red apple, a yellow sun, green grass. Ask a few children to name their colors.



Fine Motor and Art 2: Color by Number Rainbow

Fine Motor and Art • Day 2

Student page. Copy one per child.

Name _____



READ ALOUD: Look at the numbers at the top: 1 red, 2 orange, 3 yellow, 4 green, 5 blue. If a dot is empty, color it with its crayon first. Now find every 1 and color it red. Then every 2 orange, every 3 yellow, every 4 green and every 5 blue.

1



2



3



4



5



3

1

2

3

4

5

1

2

3

4

5

5

4

3

2

1

4

4



Science 3: Will It Roll

Science • Day 3

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

This activity practices: predicting and testing which shapes roll: round things roll, things with flat sides slide or stop

Say this to start

"Today is Shapes and Numbers day! Toby the Turtle wants to know: which shapes can roll? Let's be scientists. First we guess, then we test!"

You need

A ramp: one big book with one end propped up on two more books. Things to test: a crayon, a wooden or plastic block, a ball (if the room has one), a small book. Clear a space on the floor and sit the class in a half circle around the ramp.

Script

- 1. Guess and test, 5 minutes.** Hold up one thing at a time and ask: "Will it roll down the ramp? Thumbs up for yes, thumbs down for no." Then set it at the top of the ramp and let go (lay the crayon on its side, across the ramp). Say what happened: a crayon rolls; a wooden or plastic block slides or stops; a ball (if the room has one) rolls; a small book slides or stops.
- 2. Talk, 1 minute.** Say: "Round things roll. Things with flat sides and corners slide or stop." Children draw a circle in the air, then a square.
- 3. 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.
- 4. Do the star row together, 1 minute.** Say: "Put your finger on the star. Here is a ball and a block. Which one can roll? The round ball! Draw a circle around the ball." Show it on your own copy.
- 5. The other rows, 4 minutes.** Read the strip on the page. Children circle the one that can roll in each row.
- 6. Finish and tidy up, 2 minutes.** Children who finish early color the round things, or find something round in the room and show a friend. Then collect the pages and crayons. The ramp things go back too.

What to watch for

A crayon or pencil rolls when it lies on its side. If a child says the block can roll, test it again together on the ramp and look closely: it slides or tips over, but it does not roll.

More time? (optional) Test one more round on the ramp: children name a safe classroom thing (a ball, a block, a cup on its side), show thumbs up or down for roll, then watch the test.



Science 3: Which One Can Roll?

Student page. Copy one per child.

Science • Day 3

Name _____



READ ALOUD: Put your finger on the star. Here is a ball and a block. Which one can roll? Circle it. Heart row: a book and a crayon. Which one can roll? Circle it. Circle row: a pizza slice and an orange. Which one can roll? Circle it. Square row: an apple and a star cookie. Which one can roll? Circle it.





Social and Emotional 4: Gentle Hands for Animals

Social and Emotional • Day 4

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

This activity practices: using gentle hands with animals and friends, and telling kind hands from hands that hurt

Say this to start

"Today is Animals day. Poppy the Piglet lives on a farm and takes care of the animals. Animals cannot talk, so they need us to be gentle. Show me your gentle hands."

Script

- Gentle hands, 2 minutes.** Children stroke their own arm softly, like petting a kitten: "Soft and slow. Soft and slow." Then pretend to hold a baby chick in two cupped hands, very still.
- Talk, 2 minutes.** Ask: "How do you know a pet is happy? How do you know it wants to be left alone?" Happy pets come close; a pet that walks away or hides wants space. The same is true for friends.
- Hand out the page, 2 minutes.** Write the child's name on the line if it is not there yet. Each child needs a crayon.
- The stories, 5 minutes.** Read each numbered story from the strip at the top of the page. Ask: "Kind hands or not kind hands?" Kind hands: children color the heart. Not kind: the heart stays white, and you ask what the hands could do instead.
- Tidy up, then gentle hands with friends, 4 minutes.** Collect the pages and crayons. Then children practice with a partner: a gentle high five, a soft tap on the shoulder to say hello, holding hands for a moment. Say: "Gentle hands are for animals and for friends."

Ideas for the not kind rows

- Row 2 (the puppy): pet the puppy's back softly.
- Row 4 (the bunny): ask a grown-up, and pet the bunny gently on the floor.

Some children have no pets or are afraid of animals. That is fine: they can practice gentle hands with a soft toy, and nobody has to touch a real animal.

More time? (optional) Play Gentle or Not Gentle: say an action (pat a dog softly, pull a cat's tail, hold a chick in cupped hands, squeeze a bunny tight), and children show thumbs up for gentle and thumbs down for not gentle.



Social and Emotional 4: Kind Hands, Color the Heart

Social and Emotional • Day 4

Student page. Copy one per child.

Name _____



READ ALOUD: Listen to each story. Are the hands kind? If they are kind, color the heart. If they are not kind, leave the heart white.

Number 1: Theo pets the kitten softly, slow and gentle. **Number 2:** Someone pulls the puppy's tail. **Number 3:** Priya stands still and watches the bird quietly, with her hands at her sides. **Number 4:** Luis picks up the bunny and squeezes it too tight. **Number 5:** Nadia gives the fish a tiny pinch of food, the way a grown-up showed her.

1



2



3



4



5





Quiet Time, Day 3: Toby's Number Path

Quiet Time • Day 3

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

This activity practices: saying the numbers 1 to 10 in order while following a path with a finger, then a crayon

Say this to start

"It is quiet time. Toby the Turtle wants to go home to his pond, but there are lots of paths. Toby knows a secret: follow the numbers, 1, 2, 3, all the way to 10! Slow and steady, like a turtle."

Script

1. **Make it calm, 1 minute.** Lower the lights if you can and use a soft voice. Children sit at the tables, one crayon each.
2. **Hand out the page, 1 minute.** Write the child's name on the line if it is not there yet. Show where Toby is (top left) and where his pond is (bottom right).
3. **Finger first, 2 minutes.** Children walk a finger slowly from Toby along the white path, whispering each number they reach: 1, 2, 3 ... 10, and into the pond. Some paths stop at a wall: "Oops, no number here. Go back and find the next number."
4. **Crayon, 4 minutes.** Now the same path with a crayon, slowly, staying on the white path. Whisper the numbers again.
5. **Finish and tidy up, 2 minutes.** Children who finish early trace the path again in another color, or count backward from 10 to 1 with a finger. Then collect the pages and crayons.

What to watch for

The numbers show the way, so children who know 1 to 10 will find the path easily; children still learning can follow your finger on your copy. A line that leaves the path a little is fine. Quiet, slow tracing is the goal.

More time? (optional) Play Find the Number: whisper a number from 1 to 10, and children quietly put a finger on that number on the path. Then a child whispers the next number.



Quiet Time, Day 3: Follow the Numbers Home

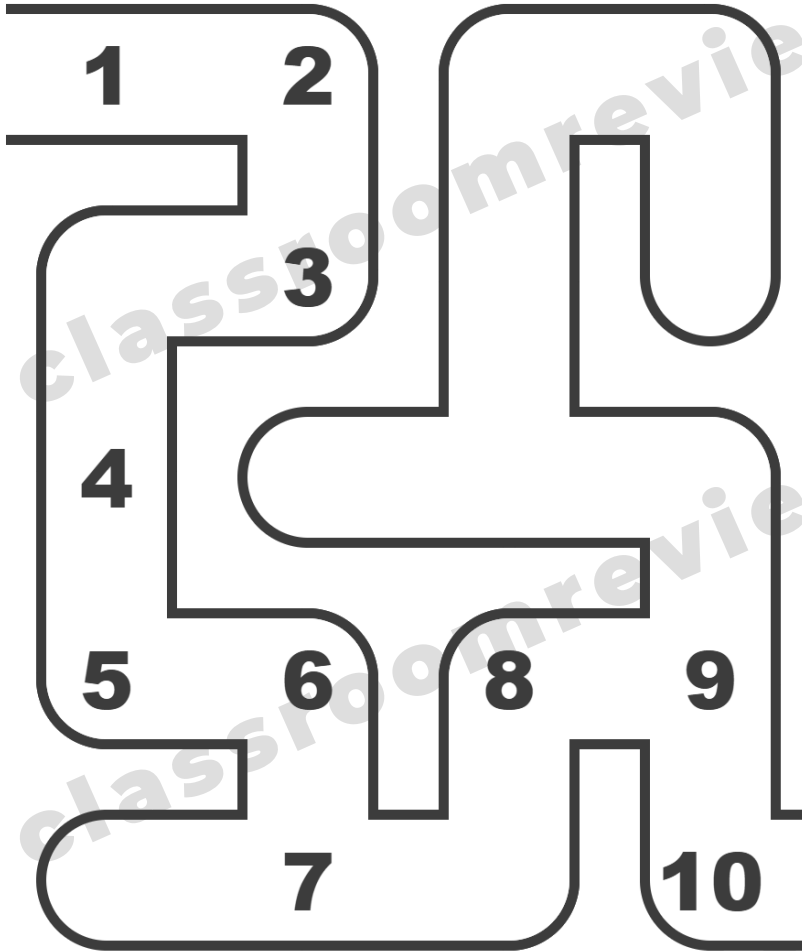
Quiet Time • Day 3

Student page. Copy one per child.

Name _____



READ ALOUD: Help Toby the Turtle get home to his pond. Start at Toby. Follow the white path and find the numbers in order: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10. First use your finger. Then draw the path with your crayon, slowly.





Group Movement, Day 4: Move Like the Animals

Group Movement • Day 4

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

This activity practices: naming animals and moving like them (hop, jump, flap, swim, stretch, shake), with control and a calm finish

Say this to start

"Poppy the Piglet has lots of animal friends, and they all move in different ways. When I hold up a card, move like that animal!"

Script

- Find your space, 2 minutes.** Children spread out with arms out to the sides, not touching anyone.
- The cards, 6 minutes.** Hold up one card at a time, name the animal, and show its move for about 30 seconds. Then mix them up:

	bunny	Hop, hop, hop with your feet together.
	frog	Squat down low, then a big frog jump.
	bird	Flap your wings and fly around on tiptoes.
	fish	Swim with your hands together, side to side.
	cat	Stretch your back up high, then walk on quiet paws.
	puppy	Shake, shake, shake like a wet puppy.
- Poppy calls, 4 minutes.** Say the animal sound instead of the name: "Ribbit!" (frog), "Tweet tweet!" (bird), "Meow!" (cat), "Woof!" (puppy). The class guesses the animal and moves like it. Hold up the card to check.
- Sleepy animals, 3 minutes.** Say: "The animals are getting sleepy." Children curl up like a cat and breathe slowly: "Smell the flower, blow out the candle." Count to 10 in a whisper, then everyone wakes up with a slow stretch.

Keep it safe

Frog jumps and bunny hops stay on the spot, so nobody bumps into a friend. If the class gets too wild, hold up the cat or the fish card: both are slow and quiet.

More time? (optional) Play Animal Parade: children line up and follow you slowly around the room, changing to a new animal walk each time you hold up a card. End back on their spots.



Group Movement, Day 4: Animal Picture 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! Move like that animal. Bunny: hop, hop, hop with your feet together. Frog: squat down low, then a big frog jump. Bird: flap your wings and fly around on tiptoes. Fish: swim with your hands together, side to side. Cat: stretch your back up high, then walk on quiet paws. Puppy: shake, shake, shake like a wet puppy.





Game, Day 5: Weather Picture Bingo

Optional game, 15 minutes: a fun way to end the day or fill extra time. The lines in handwriting are what you say.

Game • Day 5

This activity practices: naming weather and what to wear for it, and listening to a clue to find the right picture

Say this to start

"Let's play Weather Bingo with Dilly the Duck! I will give you a clue and then say the picture. If it is on your board, cover it. Three in a row, and we all say Bingo!"

Set up, 3 minutes

1. Copy the board page. Cut it into four boards on the dashed cross. Every board is different.
2. Give each child a board and a crayon, or a few cubes or counters to cover the squares.
3. Small class? Children can share a board in pairs.

How to call

1. Read the clue first and let children guess. Then say the picture twice.
2. Children find it and cover it, or draw an X on it.
3. Three in a row (across, down or corner to corner): the child says Bingo, everyone claps, and the game goes on until every board is full.

Call list, 10 minutes: check each one as you call it

☐  the sun It is hot and bright in the sky.	☐  rain boots Wear them to splash in puddles.	☐  a cloud It is white and fluffy and floats in the sky.	☐  the wind Whoosh! It makes the trees bend.
☐  a sun hat It keeps the sun off your face.	☐  mittens They keep your hands warm in the snow.	☐  a snowman You build me out of snow.	☐  a scarf It wraps around your neck when it is cold.
☐  sunglasses They help your eyes on a sunny day.	☐  a snowflake It is cold and white and falls from the sky in winter.	☐  a rain cloud Drip, drop, it makes the rain.	☐  an umbrella It keeps you dry in the rain.

Finish together, 2 minutes

There is no losing: when the list is finished, every board is full and the whole class shouts "Bingo!" together. Then collect the boards and counters. The game is optional, just for fun.

More time? (optional) Play Clue and Point: read one clue from the call list, and children put a finger on that picture on their board without covering it. Then the class says the picture together.



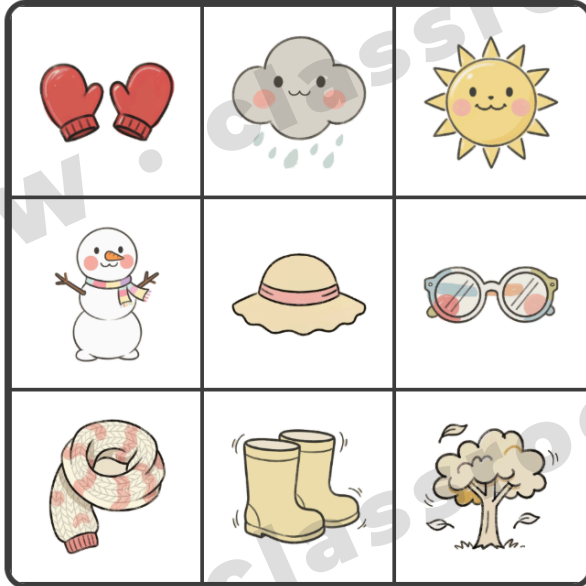
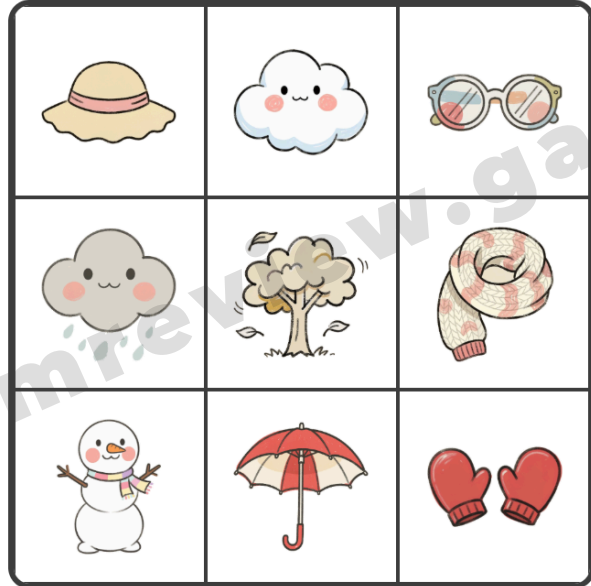
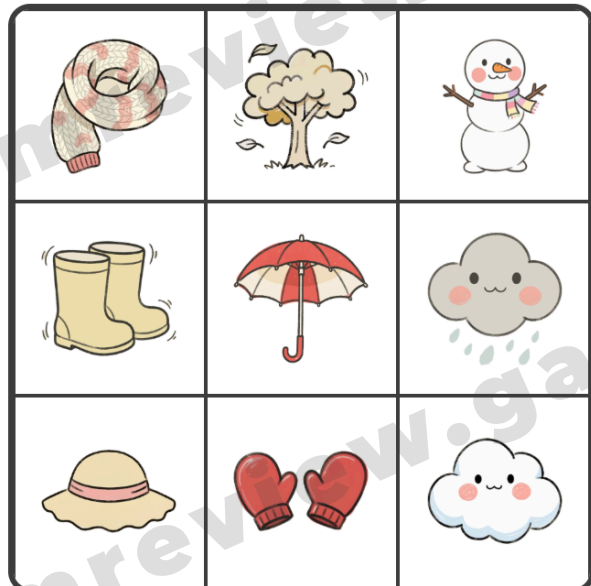
Game, Day 5: Weather Bingo Boards

Copy, then cut into four boards on the dashed cross. One board per child (or per pair).

Game • Day 5



READ ALOUD: Listen to my clue! When I say a picture, find it on your board and cover it, or draw an X on it. Three in a row: say Bingo!





Answer Keys (1 of 11)

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

Literacy 1: Benny Gets Ready



1



2



3

Box 1 toothbrush (Benny brushed his teeth), box 2 soap (he washed his hands), box 3 ball (he played ball). A line from each picture to the right box counts the same as gluing. Bounce game B words: ball, book, banana, bird.

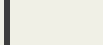
Math 1: Count Me and My Family



2



1



Circled numbers, row by row: star 2 (eyes); heart 1 (mouth); circle 4 (people in this family); square 3 (toothbrushes); triangle 5 (people in this big family). The warm up and the family finger count have no wrong answers.

Fine Motor and Art 1: Trace and Draw Me



to



to



answers vary

Paths: the toothbrush to the mouth; the soap to the hand; a good path starts on the start dot and stays close to the dots. Self-portrait: answers vary. Good work is a face inside the oval with eyes, a nose and a mouth; ears, hair and color are a bonus.



Math 4: Count the Farm Animals

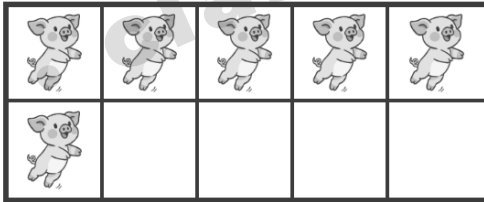
Student page. Copy one per child.

Math • Day 4

Name _____



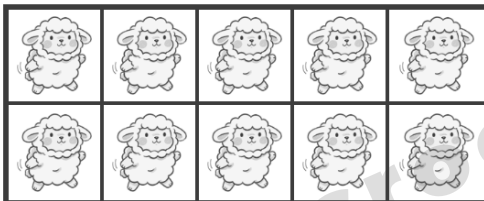
READ ALOUD: Put your finger on the star. Touch each pig and count. Find that number and circle it. Then count the chicks in the heart row, the sheep in the circle row, the cows in the square row. Count only the animals, not the empty boxes.



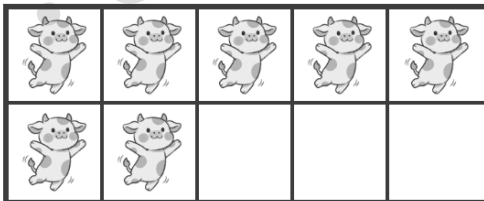
6 7 8 9 10



6 7 8 9 10



6 7 8 9 10



6 7 8 9 10

In the full kit

A whole week for Pre-K, planned and ready to print.

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

5 days, each with its own theme and
creature friend

45 stand-alone activities, 10 to 20
minutes each, any order

9 activities every day, from circle
time to the optional game

Use it your way

- Emergency sub plans for a whole week, no prep and no tech for you.
- Your own week: teach it yourself, print and go.
- One activity a day for a month: every activity stands alone.

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



Monday

All About Me
Benny the Bear



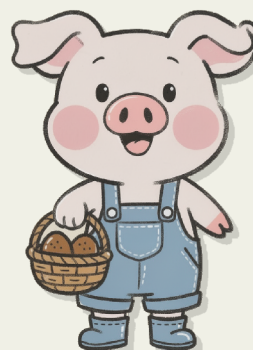
Tuesday

Colors
Callie the Chameleon



Wednesday

Shapes and Numbers
Toby the Turtle



Thursday

Animals
Poppy the Piglet



Friday

Weather
Dilly the Duck