

Preschool Sub Plans, One Day

One full day 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

- Front pages: binder cover, important information, a note to the sub, today's plan filled in, a blank schedule, class list and pick-up, how it went (7 pages)
- 9 activities, each with a script for the sub and a picture page for the children (18 pages)
- Answer key with pictures (1 page)
- Color and ink-saver B&W, US Letter and A4

How it works

1. Open today's plan. Every activity has its page number, its minutes and what the sub needs.
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 sick day, your own no prep day, or a theme day.

Today's theme: Things That Go, with Finn the Fox

Cars, buses, trains, boats and airplanes, from circle time to the optional bingo game.



What this preview shows: the note to the substitute, today's plan, the other front pages, all 9 picture pages small on one sheet, one sub script, four student pages, the answer key and one ink-saver page. Every product page is watermarked. The full binder has 26 pages.



Note to the Substitute

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

Thank you for covering my class today

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. Today's Plan (the next page) puts every activity in order around my routine; 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.

Today has

- Circle Time with Finn the Fox
- Literacy, Math, Fine Motor and Art, Science, Social and Emotional
- Group Movement with picture cards
- Quiet Time: a calm picture page
- 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.

Half-day class?

Use Circle Time, Literacy, Math, Fine Motor and Art, then Group Movement. The other activities are extras for another day or a long afternoon.



Today's friend: Finn the Fox

Today's theme is **Things That Go**: cars, buses, trains, boats and airplanes. Finn the Fox visits every activity, and the letter of the day is **F**, as in Finn and fox. Circle Time introduces Finn as a puppet friend.



Today's Plan

Filled in for you: every activity already has a place in the day. Write the start times to match my routine, or use the blank schedule on the next page for your own order.

TIME	ACTIVITY	WHAT IT IS	YOU NEED	MIN	PAGE
___ : ___	Circle Time Hello, Finn the Fox	A greeting chant with every child's name, Finn the Fox as the puppet friend, a What Goes? sound game, and a weather and calendar talk.	The puppet page (one copy); scissors, tape and a ruler if you like	10	p. 8
___ : ___	Literacy Finn's Big Trip	An original read-aloud story about Finn's trip by bus, train, boat and airplane, an F sound clap game, then circle the pictures that start like Finn. Key included.	Student page, 1 per child; one crayon each	15	p. 10
___ : ___	Math Count and Match	A people train to count to 5, then count each group of cars, airplanes, boats, buses and trains and draw a line to its number. Key included.	Student page, 1 per child; one crayon each	15	p. 12
___ : ___	Fine Motor and Art Trace the Roads	Warm up the hands, then trace four roads with a finger and a crayon (straight, wavy, zigzag and bumpy) and color the vehicles. Key included.	Student page, 1 per child; crayons	20	p. 14
___ : ___	Snack and outdoor play as posted in my room				
___ : ___	Science Land, Water or Air	Land, water and air moves, a tiny demo (wheels roll, air pushes), then circle where each car, boat, airplane, bus and helicopter goes. Key included.	Student page, 1 per child; crayons; for the demo a round crayon and a scrap of paper	15	p. 16
___ : ___	Social and Emotional Stop, Breathe, Go	A traffic light for big feelings: red stop, yellow breathe, green go. Practice it together, then color the light by number. Key included.	Student page, 1 per child; red, yellow and green crayons	15	p. 18
___ : ___	Lunch and rest as posted in my room				
___ : ___	Group Movement Move and Park It	Six moves from six picture cards (car, airplane, boat, train, rocket, bicycle), then the Park It freeze game and a slow train home.	The card page (one copy); open space on the rug	15	p. 20
___ : ___	Quiet Time Busy Town Look and Find	A calm look and find: find every car, bus, boat and airplane in Finn's busy town, circle each kind in its color, and whisper-count.	Student page, 1 per child; red, yellow, blue and green crayons	15	p. 22
___ : ___	Game (optional) Things That Go Bingo	Picture bingo with twelve things that go: four different boards, a clue for every call, and a whole-class Bingo at the end. Optional.	The board page, copied and cut into four boards; scissors; a crayon each	15	p. 24
___ : ___	Pick-up as posted in my room				

How to use this plan

- Page numbers point to the first page of each activity. Copy each student page once per child, plus one for you, except Circle Time and Group Movement (one copy each) and the bingo boards (one copy per four children). 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.

PRESCHOOL SUB PLANS

Pre-K-K, One Day of Print and Go Activities

Teacher _____
Room _____
Class _____
Date _____

Everything a sub needs for one day in my Pre-K room: a filled-in plan, a blank schedule, the class list with pick-up adults, and nine activities on one theme, **Things That Go**: Circle Time, Literacy, Math, Fine Motor and Art, Science, Social and Emotional, Group Movement, Quiet 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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Preschool Sub Plans: Pre-K, One Day of Print and Go Activities



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 and 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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Important Information



Schedule of the Day (Blank) Your own order: write the times and the activity for each row. Cross out or rename rows to match my day.

Date	Substitute
TIME	BLOCK
_____	Arrival
_____	Circle Time
_____	Activity
_____	Activity
_____	Snack
_____	Outdoor play
_____	Activity
_____	Activity
_____	Lunch
_____	Rest
_____	Activity
_____	Activity
_____	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 stay where my posted routine has them.
- Circle Time comes first. The game, if you use it, comes last.

The activities

- Circle Time: Hello, From the Fox, p. 8
- Literacy: Finn's Big Trip, p. 10
- Math: Count and Match, p. 12
- Fine Motor and Art: Trace the Roads, p. 14
- Science: Land, Water or Air, p. 16
- Social and Emotional: Stop, Breathe, Go, p. 18
- Group Movement: Move and Park It, p. 20
- Quiet Time: Busy Town Look and Find, p. 22
- Game (optional): Things That Go Bingo, p. 24

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Schedule of the day, blank



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. Check here if arrived, and gone at pick-up.

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.

Custody or pick-up alerts: _____ Absent today: _____

☐ picked up (write who) ☐ bus (write the number) ☐ after-care ☐ other

#	CHILD'S NAME	ALLERGIES, NEEDS, NOTES	HOME	ADULTS WHO MAY PICK UP / BUS #	HERE	GONE
1					☐	☐
2					☐	☐
3					☐	☐
4					☐	☐
5					☐	☐
6					☐	☐
7					☐	☐
8					☐	☐
9					☐	☐
10					☐	☐
11					☐	☐
12					☐	☐
13					☐	☐
14					☐	☐
15					☐	☐
16					☐	☐
17					☐	☐
18					☐	☐
19					☐	☐
20					☐	☐
21					☐	☐
22					☐	☐
23					☐	☐
24					☐	☐

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Class list and pick-up



How It Went

For the substitute. Two minutes at the end of the day. Check the boxes and go.

Today

Date _____ Substitute _____

Activities done

- ☐ Circle Time: Hello, From the Fox
- ☐ Literacy: Finn's Big Trip
- ☐ Math: Count and Match
- ☐ Fine Motor and Art: Trace the Roads
- ☐ Science: Land, Water or Air
- ☐ Social and Emotional: Stop, Breathe, Go
- ☐ Group Movement: Move and Park It
- ☐ Quiet Time: Busy Town Look and Find
- ☐ Game (optional): Things That Go Bingo

The class was

- ☐ Great, no problems
- ☐ Fine, a little wiggly
- ☐ Hard, see notes

Stars of the day

Toileting, accidents, notes for families

Pick-up and messages

- ☐ Every child went home with an adult on the class list or the school's pick-up list.

Messages for me (calls, notes from families, visitors): _____

Anything I should know when I am back

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How it went

Circle Time: Finn's Picture Cards
For you to hold up during Circle Time. One copy is enough. Cut out the picture card if you like, and tape it to a ruler.

READ ALOUD: This is Finn the Fox! Say hello to Finn. Look at the picture. Is it sunny, cloudy, rainy, snowy or windy? Place it in the picture. Now let's play What Could Have each picture and make it sound. car, lamp, lamp, train, chow chow, airplane, zoom, blue, hot hot, day, new town.





1. Circle time: Hello, Finn the Fox

Literacy: Starts Like Finn
Student page. Copy one per child.

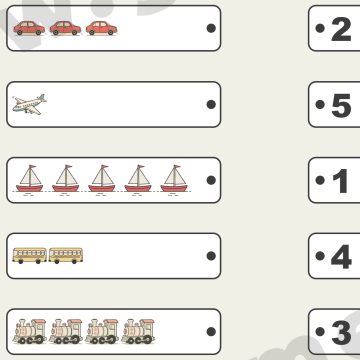
READ ALOUD: Place the words and pictures that start like Finn. Finn starts with F. Finn has some easy picture together. The truck, car, bus, ladder and boat. Draw a circle around each picture that starts like Finn.




2. Literacy: Finn's Big Trip

Math: Count and Draw a Line
Student page. Copy one per child.

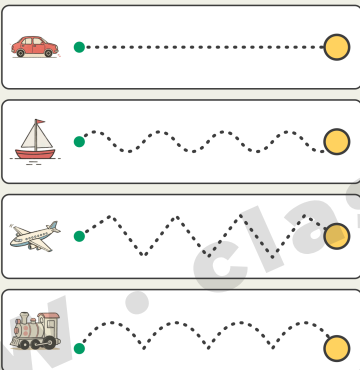
READ ALOUD: Put your finger on the dot. Count the number of dots. Draw a line from the dot to the car. The car is the number. Then do the same. The boats, the buses and the trains.



3. Math: Count and Match

Fine Motor and Art: Roads for Finn
Student page. Copy one per child.

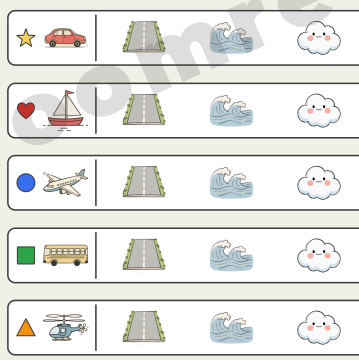
READ ALOUD: Put your finger on the dot. Follow the dotted line to the car. Then do the boat, the airplane and the train. Now trace each road with your finger. Color the car, the boat, the airplane and the train.



4. Fine motor and art: Trace the Roads

Science: Where Does It Go?
Student page. Copy one per child.

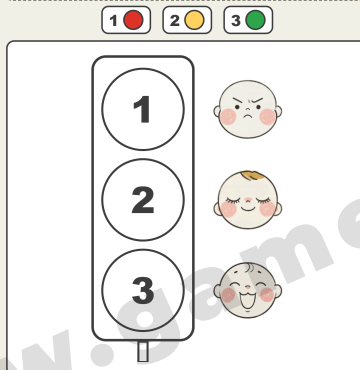
READ ALOUD: Put your finger on the star. This is a car. Where does it go on the road, on the water or in the air? Draw a circle around the right picture. Then do the next one. The boat, the plane, the bus and the helicopter.



5. Science: Land, Water or Air

Social and Emotional: Stop and Go
Student page. Copy one per child.

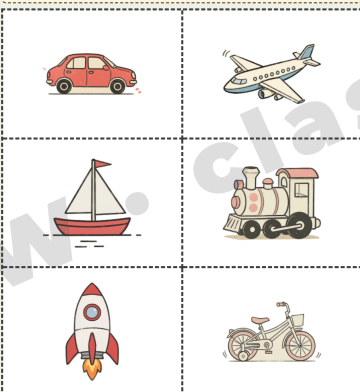
READ ALOUD: Look at the traffic light. Color circle 1 red, 2 yellow, 3 green. Then do the same. The car, the boat, the plane and the bus.



6. Feelings: Stop, Breathe, Go

Group Movement: Things That Go Cards
For you to hold up. One copy is enough. Cut the cards apart if you like.

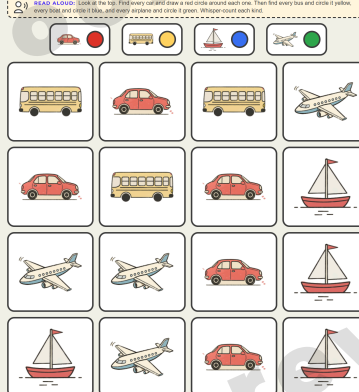
READ ALOUD: Look at my card. Move the car to your seat. Then do the boat, the airplane, the bus and the train. Now let's play What Could Have each picture and make it sound. car, lamp, lamp, train, chow chow, airplane, zoom, blue, hot hot, day, new town.



7. Movement: Move and Park It

Quiet Time: Find Them All
Student page. Copy one per child.

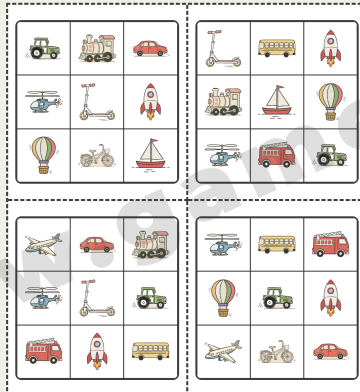
READ ALOUD: Look at the map. Find every car and draw a red circle around each one. Then find every bus and circle it yellow. Find every boat and circle it blue. Find every plane and circle it green.



8. Quiet time: Busy Town Look and Find

Game: Things That Go Bingo Boards
Copy, then cut into four boards on the dashed lines. One board per child (or per pair).

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



9. Game: Things That Go Bingo



Math: Count and Match

Math

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

This activity practices: counting groups of 1 to 5 things by touching each one, and matching each group to its number

Say this to start

"Finn the Fox loves to count trains, cars and boats. Today we count things that go! Let's make a people train first. Who wants to be the engine?"

Script

- 1. People train, 3 minutes.** One child stands up as the engine. Add a child behind, hands on the shoulders in front, and the class counts the train: 1, 2. Add one child at a time and count again each time, up to 5. Then the train chugs once around the rug and sits down.
- 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 cars together, 2 minutes.** Say: "Put your finger on the first car. Touch each car and count: 1, 2, 3. Three cars! Now find the number 3 on the other side. Draw a line from the dot next to the cars to the dot next to the 3." Show it on your own copy.
- 4. The other groups, 6 minutes.** Read the strip at the top of the page: the airplane, the boats, the buses, then the trains. Give the class time for each one. Children touch each picture as they count, then draw the line to the number.
- 5. Finish and tidy up, 2 minutes.** Children who finish early count the boats again with a friend, or color the pictures. 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 is right, count on your fingers together, then hold up that many fingers next to the numbers. Lines may cross; that is fine. A wobbly line that reaches the right dot is a right answer.

More time? (optional) Play Count and Clap: hold up 1 to 5 fingers, and the class counts them and claps that many times. Then a child holds up the next number.



Math: Count and Draw a Line

Student page. Copy one per child.

Math

Name _____



READ ALOUD: Put your finger on the first car. Touch each car and count. Find that number on the other side. Draw a line from the dot next to the cars to the dot next to the number. Then do the airplane, the boats, the buses and the trains.



• 2



• 5



• 1



• 4



• 3



Literacy: Starts Like Finn

Student page. Copy one per child.

Literacy

Name _____



READ ALOUD: Point to the big F and to Finn the Fox. Finn starts with /f/: fff, Finn. Now let's name every picture together: fire truck, car, fork, bus, feather and boat. Draw a circle around each picture that starts like Finn.

F





Fine Motor and Art: Roads for Finn

Student page. Copy one per child.

Fine Motor and Art

Name _____



READ ALOUD: Put your finger on the small dot next to the car. Follow the dotted road to the big circle. Then do the boat, the airplane and the train. Now trace each road with your crayon, slowly. Last, color the car, the boat, the airplane and the train.





Quiet Time: Find Them All

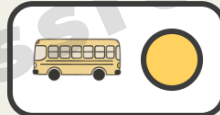
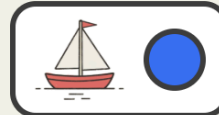
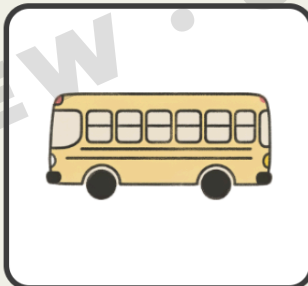
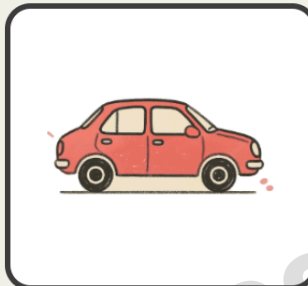
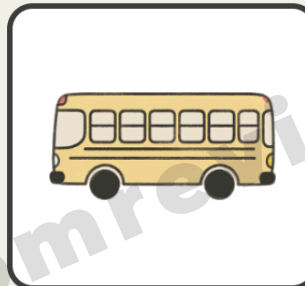
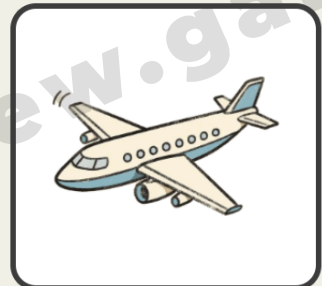
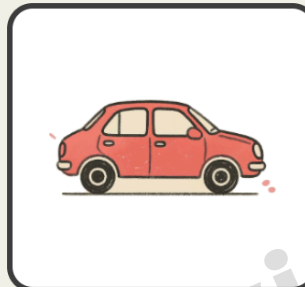
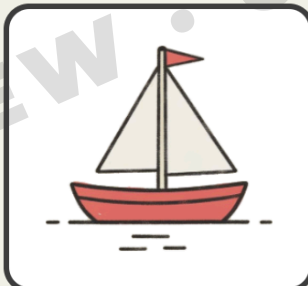
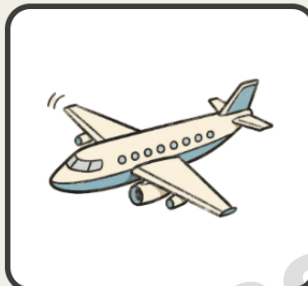
Student page. Copy one per child.

Quiet Time

Name _____



READ ALOUD: Look at the top. Find every car and draw a red circle around each one. Then find every bus and circle it yellow, every boat and circle it blue, and every airplane and circle it green. Whisper-count each kind.





Answer Keys

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

Literacy: Finn's Big Trip

Circled:



3

Not circled:



Trip:



Circle fire truck, fork and feather (they start with /f/ like Finn). Do not circle car, bus and boat. Retell order: bus, train, boat and airplane. Clap game F words: fox, fan, four, feet.

Math: Count and Match



3



1



5



2



4

Lines from the left, top to bottom: 3 cars to the 3; 1 airplane to the 1; 5 boats to the 5; 2 buses to the 2; 4 trains to the 4. The people train has no wrong answers.

Fine Motor and Art: Trace the Roads



straight



wavy



zigzag



bumpy

Answers vary. Good work: four crayon lines that start at the small dot and end at the big circle, mostly on the dots (straight for the car, wavy for the boat, zigzag for the airplane and bumpy for the train), and four colored vehicles. Wobbly lines are fine for this age.

Science: Land, Water or Air



to



to



to



to



to



Circled, row by row: star car: the road (land); heart boat: the waves (water); circle airplane: the sky (air); square bus: the road (land); triangle helicopter: the sky (air).

Social and Emotional: Stop, Breathe, Go

1



red

2



yellow

3



green

Top to bottom: circle 1 red (stop), circle 2 yellow (slow down and breathe), circle 3 green (go). The faces show the idea: a big feeling, calm breaths, a calm choice. Any feeling a child names is okay.

Quiet Time: Busy Town Look and Find



5



3



4



4

5 cars (circled red), 3 buses (circled yellow), 4 boats (circled blue), 4 airplanes (circled green): 16 pictures in all. In a black and white copy, any color for each kind is fine.

Did this binder work well for your class? A quick review helps other teachers find it. Thank you!



Science: Where Does It Go?

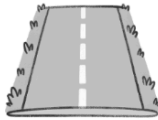
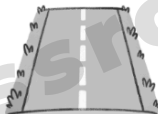
Student page. Copy one per child.

Science

Name _____



READ ALOUD: Put your finger on the star. This is a car. Where does it go: on the road, on the water, or in the sky? Draw a circle around the right picture. Then do the heart row (the boat), the circle row (the airplane), the square row (the bus) and the triangle row (the helicopter).



In the full binder

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

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

9 activities, 10 to 20 minutes each,
from circle time to the optional
game

7 front pages: note to the sub,
today's plan, schedule, class list

0 things to prep, and no tech: print
and go

Use it your way

- Emergency sub plans for a sudden sick day, no prep and no tech for you.
- Your own day: teach it yourself when you need a break from planning.
- A Things That Go theme day, or one activity at a time: 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.

