

Emergency Sub Plans Kindergarten

My name: _____ Reading: Mim and the Red Bug

 Read the story.



Mim and the Red Bug

Mim is a cat.
Mim sat on a mat.
Mim can see a bug.
The bug is red.
The bug can run.
Mim ran to the bug.
The bug hid.
Mim sat on the mat.

This story is made up for this page.

Draw your favorite part.



Color a star when you finish! ☆ ☆ ☆

and circle.

Math: Count and Circle

tures. Circle the number.

2 Count them.



5
6 7 8

4 Count them.



4
8 9 10

6 Count them.



5 6 7

when you finish! ☆ ☆ ☆

What Is Inside, and Where

33 pages in five sections, with a filled example.

Before you begin

PAGES 4–9

Start Here — Three Steps

4

Binder Cover and Spine Label

5

Today's Schedule

7

Quick Reference

8

Who Does Which Page

9

Reading

PAGES 11–15

Reading: Mim and the Red Bug

11

Reading: Circle the Answer

12

Reading: Write the Answer

13

Reading: Think and Retell

14

Reading Teacher Page and Key

15

Math

PAGES 17–20

Math: Count and Circle

17

Math: Count and Write

18

Math: Shapes and More

19

Math Teacher Page and Key

20

Words, writing and breaks

PAGES 22–26

Words: Letters and Sounds

22

Writing: Draw and Write

23

Words and Writing Teacher Page and Key

24

Brain Break

25

When I Am Done

26

Report back

PAGES 28–32

Class Check-Off

28

What We Did Today

29

Note for the Returning Teacher

30

Report Phrase Bank

31

A Filled-In Day

32

HOW TO READ THE MARKS

Pages with a My name line at the top are for children. Pages that end in “Teacher Page and Key” are for the adult. ● starting, ■ building, ▲ ready for more: a shape, never a number, so children do not compare.

Start Here — Three Steps

Ninety seconds of reading. Fill in the day, hand out the pages, report back.



1

Fill in the day

Type the times on Today's Schedule (page 7) and the room details on the Quick Reference (page 8). Blank on purpose: only the classroom teacher knows them.

Write who works at which level on page 9. If nobody left a note, use the ■ pages for everyone.



2

Hand out the pages

Print the pages marked **Student page**. Each one starts with a My name line, so a child can pick it up and work.

Reading, math and words each come in three levels: ● starting, ■ building, ▲ ready for more. Keep the pages marked **Teacher key** for the adult.



3

Report back

Use the Class Check-Off (page 28) as the day goes, then fill in What We Did Today (page 29).

The note on page 30 is the first page the returning teacher reads.

WHO THIS IS FOR

A Kindergarten classroom teacher who wants a day ready in the sub folder, a substitute who walks in cold, a paraprofessional or team teacher covering a room. Nothing is dated and nothing is seasonal, so it works any week of the year.

WHAT THIS FILE IS

A fillable PDF. The set-up and report pages take typing; the student pages are made to print and write on with a pencil. It works offline with no account.

WHAT THIS FILE IS NOT

Not an editable slide deck or a word processor file. You can type in it and print it; you cannot drag the boxes around or restyle the pages, and it does not grade the answer keys for you.

IF SOMETHING DOES NOT WORK

My typing disappears. Open the file in Adobe Acrobat Reader and use Save As.

I need a different level. Print the page and mark it by hand.

Anything else — the **Ask a Question** tab on the product page. Every question is read.

A NOTE ON STUDENT NAMES

The check-off and the schedule can name real children. Keep filled pages in the classroom, and follow your own school's rule for what a substitute may see.

NOTES FOR THIS ROOM

My name: _____

Reading: Mim and the Red Bug

 Read the story.



Mim and the Red Bug

Mim is a cat.

Mim sat on a mat.

Mim can see a bug.

The bug is red.

The bug can run.

Mim ran to the bug.

The bug hid.

Mim sat on the mat.

This story is made up for this page.

Draw your favorite part.



Color a star when you finish!



My name: _____

Math: Count and Circle



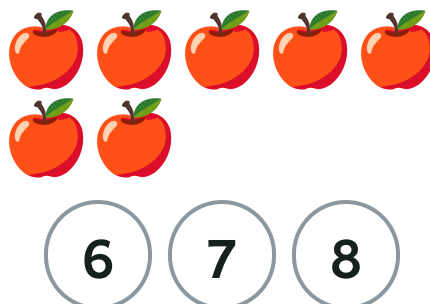
Count and circle.

- Count the pictures. Circle the number.

1 Count them.



2 Count them.



3 Count them.



4 Count them.



5 Count them.



6 Count them.



Color a star when you finish! ☆ ☆ ☆

My name: _____

Words: Letters and Sounds

Letters and sounds.

- Circle the little letter that matches.

1 M

n m w

2 S

s z c

3 T

f t l

4 R

p r n

- Say the picture. Write the first letter.

1 

2 

3 

4 

- ▲ Write the word. One letter in each box.

1 

2 

3 

4 

Color a star when you finish!   

 TRACKER

Class Check-Off

The roll-up: who finished what, on one page.

DATE

ROOM

SUBSTITUTE

#	NAME	LEVEL	READING	MATH	WORDS	WRITING	NOTE
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							
11							
12							
13							
14							

HOW TO USE IT

Type or write each name once. Put a check, a half, or a dash in each box as a child finishes: check = done, half = started, dash = not today. Then total each column in the box below, and carry the numbers to What We Did Today (page 29).

READING DONE

MATH DONE

WORDS DONE

WRITING DONE

EXAMPLE

A Filled-In Day

PERSON SAMPLE · INVENTED STUDENT

Ms. Park, Mr. Lee, Room 5 and every child on this page are invented, and so is every mark.

TODAY'S SCHEDULE (PAGE 7)

TIME	BLOCK
8:30	Arrival
8:45	Reading
9:30	Math
10:15	Recess
10:45	Words and writing
11:30	Lunch
12:15	Brain break
2:45	Dismissal

WHO DOES WHICH PAGE (PAGE 9)

MARK	CHILDREN (INVENTED FIRST NAMES)	HOW MANY
●	Ben, Eli, Jo	3
■	Ava, Dev, Fay, Gus, Ivy	5
▲	Cora, Hana	2
All children		10

CLASS CHECK-OFF (PAGE 28)

NAME	MARK	READING	MATH	WORDS	WRITING	NOTE
Ava	■	✓	✓	✓	✓	–
Ben	●	✓	✓	✓	–	Needed help with the last page
Cora	▲	✓	✓	✓	✓	–
Dev	■	✓	✓	✓	–	–
Eli	●	✓	✓	–	–	Left early for a pull-out
Fay	■	✓	✓	✓	✓	–
Gus	■	✓	✓	✓	–	–
Hana	▲	✓	✓	✓	✓	Drew a second picture
Ivy	■	✓	✓	✓	✓	–
Jo	●	✓	✓	✓	–	–
Finished		10 of 10	10 of 10	9 of 10	5 of 10	–

NOTE FOR THE RETURNING TEACHER (PAGE 30)

Covered: the whole schedule. Reading, math, words and writing all ran; the brain break was after lunch.

Went well: 10 of 10 children finished reading.

Follow up: 5 of 10 finished writing; see the Note column for who needed more time.

WHERE THE TOTALS COME FROM

Each total is counted from the check marks in the Class Check-Off above: 10 children, so every total reads “of 10”.

WHY THIS IS ENOUGH

The note home was built from the check-off in a few sentences, so the returning teacher learns the whole day in one minute.