

EMERGENCY SUB DAY NO-PREP PACK

A full day of ready-to-teach lessons, not more paperwork to fill in first: a differentiated reading block, math block and letter and sound page, each with an answer key, plus a fill-in schedule, a level guide, a brain break and a short report page back to the classroom teacher. Fillable PDF.

SETUP Today's Schedule

Blank on purpose: the classroom teacher or the substitute types in the real times before the day starts. The blocks are named for the pages in this pack.

DATE _____ CLASSROOM / ROOM NUMBER _____ REGULAR TEACHER (FOR QUESTIONS) _____

TIME	BLOCK	WHAT HAPPENS (PAGE)
	Arrival	
	Block 1	Reading Block (page 8)
	Block 2	Math Block (page 11)
	Lunch	
	Specials	
	Block 3	Letter and Sound Practice (page 14)
	Block 4	Brain Break, then wrap-up (page 16)
	Dismissal	

Times are blank on purpose
This class's real bell times, lunch time and specials go in the Time column. The blocks are already matched to a page in this pack, so once the times

If a block runs long or short
None of the blocks below has to fill its whole slot. If the room is not ready to move on, use the brain break (page 16) as a bridge: if a block finishes early,

SETUP Level Guide

The classroom teacher decides who works at which level before the day starts. This page is a seating plan for the worksheets, not a label for a student.

LEVEL	WHAT IT LOOKS LIKE TODAY	WHICH STUDENTS (INITIALS)
A	The most guided version: matching, true / false, and one clear step at a time.	
B	Grade-level, independent work: short answers and a full page of problems.	
C	A little more independent: inference questions, two-digit problems, open response.	

This is a seating plan for the worksheets, not a label. The classroom teacher decides who works at which level, the same way any differentiated station would be assigned, and can move a student between levels at any point in the day.

LEVEL	IN A STUDENT'S OWN EXPERIENCE OF THE WORKSHEET
A	Matching, circling, one step per line. A student can finish it by pointing or circling if writing is slow going today.
B	The grade-level version: read it, answer it, show the work. This is the default level for a class with no notes either way.
C	The same skill, one notch harder: an inference question, a two-digit problem, an open response. Not extra work, just less scaffolding.

READING Reading Block — The Story and Level A

A made-up story for today, then the simplest set of questions: read it aloud once, then let the room work.

A Day at the Pond (a made-up story for today)
Every morning, a little duck named Pip waddles down to the pond. Pip likes to swim in circles and watch the fish swim by. One morning, Pip sees a frog sitting on a lily pad. The frog hops into the water with a big splash! Pip laughs and swims over to say hello. They spend the whole morning playing together in the sun, and Pip decides a frog makes a very good friend. By afternoon, the sun is warm and the pond is quiet again. Pip and the frog float side by side near the lily pads, not saying much, just watching the clouds go by. When it is time to go home, the frog waves one webbed foot and disappears under the water with a small splash. Pip waddles home already thinking about tomorrow morning.

Pip, the frog and the pond are all made up for this activity.

LEVEL A — CIRCLE ONE: IS IT TRUE?	TRUE	FALSE
1. Pip is a duck.		
2. Pip sees a cat sitting on a lily pad.		
3. The frog hops into the water with a splash.		
4. Pip is upset to see the frog.		
5. Pip and the frog play together all morning.		

Words to point out before reading

WORD	WHAT IT MEANS
waddles	walks with short, side-to-side steps

Reading it aloud

☐ Read the whole story once through without stopping, so the class hears it as a story first.

☐ Read it a second time, pausing at the four words on

MATH Math Block — Levels A and B

Ten problems a level. Level A is addition within 10. Level B is addition and subtraction within 20.

Level A — Addition Within 10

1. $2 + 3 =$	2. $4 + 1 =$	3. $6 + 2 =$	4. $3 + 3 =$	5. $5 + 4 =$
6. $1 + 6 =$	7. $7 + 2 =$	8. $4 + 4 =$	9. $2 + 6 =$	10. $5 + 5 =$

Level B — Addition and Subtraction Within 20

1. $8 + 5 =$	2. $12 - 4 =$	3. $9 + 7 =$	4. $15 - 6 =$	5. $6 + 9 =$
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PHONICS Letter and Sound Practice

Three levels on one page: matching letters, beginning sounds, then the missing middle vowel. The same six words carry Levels B and C.

The same six words carry Levels B and C, so a student who moves up mid-block is already looking at familiar words.

Level A — Match the Letter	Level B — Beginning Sound	Level C — Missing Middle Sound			
UPPERCASE	WRITE THE LOWERCASE	WORD	WRITE THE BEGINNING SOUND	WORD	WRITE THE MISSING MIDDLE SOUND
B		cat			c_t
D		dog			d_g
F		sun			s_n
M		hat			h_t
R		bug			b_g

EXAMPLE A Filled Example Day

Mr. Diaz, Ms. Alvarez's class, and every student named on this page are invented for this example.

Today's Schedule (page 5) — Mr. Diaz, filling in for Ms. Alvarez, Room 14 (all invented)

TIME	BLOCK	WHAT HAPPENS
8:00	Arrival	
8:15	Block 1	Reading Block (page 8)
9:00	Block 2	Math Block (page 11)
11:30	Lunch	
12:15	Specials	
1:00	Block 3	Letter and Sound Practice (page 14)
1:30	Block 4	Brain Break, then wrap-up (page 16)
2:45	Dismissal	

Level Guide (page 7) — 8 students split into 3 reading groups, one per level

LEVEL	STUDENTS (INVENTED FIRST NAMES)
A	Mia, Theo
B	Ava, Noah, Grace, Sam
C	Liam, Zoe

The class split into 3 reading groups today, one for each level on page 7; every name above appears in exactly one group.

For the adult about to run this room. Three minutes, then start the day.

You were called in this morning, not last week. Nothing in this pack needs to be planned — it needs to be read once, then taught.

- 1 Fill in today's date and times on the schedule (page 5).
- 2 Read the Quick Reference (page 6) and the Level Guide (page 7) before the students arrive.
- 3 Teach the blocks in the order the schedule gives you. Each block names its own page.
- 4 Use whichever level fits each group; the Level Guide says who goes where.
- 5 Take the brain break (page 16) whenever the room needs it — it does not have to wait for a specific time.
- 6 Check the Support Quick-Reference (page 17) before any activity where a specific student needs it.
- 7 Fill in "What We Did Today" (page 18) before you leave, and leave it on the desk.

If a student does not want to start an activity

That happens on any day, and more so with a different adult in the room. This pack does not tell you what to do about it — your school already has an answer.

OUR SCHOOL'S OWN STEP FOR THIS, IN THE CLASSROOM TEACHER'S WORDS

Who to ask for help

TEACHER NEXT DOOR (NAME, ROOM)

FRONT OFFICE (EXTENSION OR ROOM)

SUPPORT STAFF IN THIS CLASS TODAY (NAME, ROLE)

Before the bell rings

- ☐ Find the sign-in sheet or attendance system and know how today's attendance gets taken.
- ☐ Locate the exit map and know today's fire-drill meeting spot (also on page 6).
- ☐ Check who is scheduled to pull a student out, or push in, and when.
- ☐ Find the emergency folder or card file, if this room keeps one.
- ☐ Skim the Level Guide (page 7) and the Support Quick-Reference (page 17) once, before the room fills up.
- ☐ Count the printed worksheets against the Level Guide, so nobody is waiting on a copier at 8:15.

If the day runs short on time

Reading and math (pages 8 and 11) matter most; letter and sound practice and the brain break can be trimmed or skipped first. Nothing in this pack has to be finished for the day to have gone well. If a block finishes early instead, there is no filler built into this pack — use the brain break (page 16), or let the class start the next block a little ahead of schedule.

Blank on purpose: the classroom teacher or the substitute types in the real times before the day starts. The blocks are named for the pages in this pack.

DATE

CLASSROOM / ROOM NUMBER

REGULAR TEACHER (FOR QUESTIONS)

TIME	BLOCK	WHAT HAPPENS (PAGE)
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	Specials	
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	Dismissal	

Times are blank on purpose

This class's real bell times, lunch time and specials go in the Time column. The blocks are already matched to a page in this pack, so once the times are typed the rest of the day reads off this table.

If a block runs long or short

None of the blocks below has to fill its whole slot. If the room is not ready to move on, use the brain break (page 16) as a bridge; if a block finishes early, the next level up on that block's worksheet is not required, but it is there.

Anyone else in and out of the room today

Specials teacher, a pull-out or push-in provider, a paraprofessional, a volunteer — whoever the regular teacher expects, in one line each.

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The classroom teacher decides who works at which level before the day starts. This page is a seating plan for the worksheets, not a label for a student.

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A	The most guided version: matching, true / false, and one clear step at a time.	
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C	A little more independent: inference questions, two-digit problems, open response.	

This is a seating plan for the worksheets, not a label

The classroom teacher decides who works at which level, the same way any differentiated station would be assigned, and can move a student between levels at any point in the day.

LEVEL	IN A STUDENT'S OWN EXPERIENCE OF THE WORKSHEET
A	Matching, circling, one step per line. A student can finish it by pointing or circling if writing is slow going today.
B	The grade-level version: read it, answer it, show the work. This is the default level for a class with no notes either way.
C	The same skill, one notch harder: an inference question, a two-digit problem, an open response. Not extra work, just less scaffolding.

A few ways to support any level today

- ☐ Read the directions aloud once for the whole group before anyone starts, regardless of level.
- ☐ Let a Level A student point or circle instead of write, if that is faster today.
- ☐ Give a Level C student a second sheet instead of extra time; both are fine, extra time is not built into this pack.
- ☐ Keep the instructions the same length across levels; only the task itself gets easier or harder.
- ☐ Notice finishing, not which level a student finished.
- ☐ If nobody has left a note, use Level B for the whole room and adjust once the class shows you where it needs to move.

A made-up story for today, then the simplest set of questions: read it aloud once, then let the room work.

A Day at the Pond (a made-up story for today)

Every morning, a little duck named Pip waddles down to the pond. Pip likes to swim in circles and watch the fish swim by. One morning, Pip sees a frog sitting on a lily pad. The frog hops into the water with a big splash! Pip laughs and swims over to say hello. They spend the whole morning playing together in the sun, and Pip decides a frog makes a very good friend. By afternoon, the sun is warm and the pond is quiet again. Pip and the frog float side by side near the lily pads, not saying much, just watching the clouds go by. When it is time to go home, the frog waves one webbed foot and disappears under the water with a small splash. Pip waddles home already thinking about tomorrow morning.

Pip, the frog and the pond are all made up for this activity.

#	LEVEL A — CIRCLE ONE: IS IT TRUE?	TRUE	FALSE
1	Pip is a duck.		
2	Pip sees a cat sitting on a lily pad.		
3	The frog hops into the water with a splash.		
4	Pip is upset to see the frog.		
5	Pip and the frog play together all morning.		

Words to point out before reading

WORD	WHAT IT MEANS
waddles	walks with short, side-to-side steps
pond	a small area of still water
lily pad	a flat leaf that floats on a pond
splash	the sound and spray water makes when something hits it

Reading it aloud

- ☐ Read the whole story once through without stopping, so the class hears it as a story first.
- ☐ Read it a second time, pausing at the four words on the left to ask what they mean.
- ☐ Let the class predict what Pip and the frog will do before you turn to the questions.
- ☐ Ask one question out loud together before the group starts writing, so everyone hears one example.

If a group finishes Level A early

Let them try one or two questions from Level B (page 9) together, out loud, before moving on. Nothing on this page requires moving up.

Ten problems a level. Level A is addition within 10; Level B is addition and subtraction within 20.

Level A — Addition Within 10

1. $2 + 3 =$

2. $4 + 1 =$

3. $6 + 2 =$

4. $3 + 3 =$

5. $5 + 4 =$

6. $1 + 6 =$

7. $7 + 2 =$

8. $4 + 4 =$

9. $2 + 6 =$

10. $5 + 5 =$

Level B — Addition and Subtraction Within 20

1. $8 + 5 =$

2. $12 - 4 =$

3. $9 + 7 =$

4. $15 - 6 =$

5. $6 + 9 =$

6. $18 - 9 =$

7. $7 + 8 =$

8. $14 - 5 =$

9. $11 + 6 =$

10. $20 - 8 =$

Ten problems, either level

Both levels have ten problems, so a room finishing at different speeds still lands in about the same place. The blank cell under each problem is the answer; there is no scratch-work space, so students who need it can use the back of the page. A student who finishes Level A early can try the first few problems on Level B before moving on to Letter and Sound Practice.

Three levels on one page: matching letters, beginning sounds, then the missing middle vowel. The same six words carry Levels B and C.

The same six words carry Levels B and C, so a student who moves up mid-block is already looking at familiar words.

Level A — Match the Letter

UPPERCASE	WRITE THE LOWERCASE
B	
D	
F	
M	
R	
T	

Level B — Beginning Sound

WORD	WRITE THE BEGINNING SOUND
cat	
dog	
sun	
hat	
bug	
map	

Level C — Missing Middle Sound

WORD	WRITE THE MISSING MIDDLE SOUND
c_t	
d_g	
s_n	
h_t	
b_g	
m_p	

Say it, then write it

For Levels B and C, say each word aloud once before the group starts. A student who hears “cat” broken into its three sounds is listening for the same thing the worksheet is asking for.

If a student finishes all three levels

Ask them to think of one more word that starts with the same sound as any word on this page, and say it out loud to a neighbor.

EXAMPLE

A Filled Example Day

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Level Guide (page 7) — 8 students split into 3 reading groups, one per level

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The class split into 3 reading groups today, one for each level on page 7; every name above appears in exactly one group.

What We Did Today (page 18), filled in by Mr. Diaz

Activities completed:

- ✓ Reading Block (page 8)
- ✓ Math Block (page 11)
- ✓ Letter and Sound Practice (page 14)
- ✓ Brain Break (page 16)

Notes for the regular teacher: The pond story went over well, and the Level B group asked to hear it twice. Sam needed the Level B questions read aloud once. All 4 planned blocks were completed. The class used the quieter brain break (page 16) once, between Block 2 and lunch.

Anything the teacher should know: Nothing out of the ordinary; Room 14 followed the schedule above start to finish.