

TEACHER TO CEO · SUBSTITUTE KIT

Emergency Sub Plans Kit

Grades 6–8 Edition

Everything your substitute needs for a smooth,
successful day — without a single call to the office.

Templates · Lesson plans · Math & reading activities · Procedures · Sub instructions

Created by Melba Ande

Teacher to CEO · zero-to-ai-builder-com.netlify.app

How to Use This Kit

This Emergency Sub Plans Kit is built to be printed, placed in a labeled folder, and left somewhere easy to find (your desk drawer, filing cabinet, or the front office). Your substitute should be able to walk in, pick up this folder, and run a complete day with confidence — no matter how last-minute your absence is.

- 1** Print the entire kit and place it in a brightly labeled folder: “EMERGENCY SUB FOLDER — GRADES 6–8.”
- 2** Fill in all blank/template sections at the start of the school year, and update as needed.
- 3** Complete the Student Information Form for each class period — the most important section.
- 4** Attach a copy of your class schedule, bell schedule, and seating charts per period.
- 5** Share the folder location with a trusted colleague and the front office.
- 6** For block schedules: note which activities span the full period and which are shorter tasks.

What's inside this kit

- 1. Student Information Form (per period) · 2. Emergency Sub Folder Checklist · 3. Ready-Made Sub Instructions
- 4. Classroom Procedures Guide · 5. Lesson Plan Template · 6. Three Ready-Made Lesson Plans
- 7. Math Activities · 8. Reading / ELA Activities · 9. Emergency Filler Activities · 10. Thank-You Note + Feedback Form

SECTION 1 Student Information Form (Per Period)

Middle school subs manage multiple classes. Complete one copy of this roster per period.

Room #

of Students

Class Roster & Key Notes

[illegible]

#	Student Name	Preferred Name	Dismiss.	IEP / 504 / Notes

Helpful / Leadership Students

Students Needing Extra Support

Medical / Allergy Alerts — READ FIRST

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SECTION 2 Emergency Sub Folder Checklist

- ☐ Student Information Form for EACH class period (completed and updated)
- ☐ Bell schedule / class schedule for the day
- ☐ Seating chart for each period
- ☐ Specialist / co-teacher schedule (if applicable)
- ☐ Emergency procedures card (fire drill, lockdown — school-issued)
- ☐ 3 ready-made lesson plans (included in this kit)
- ☐ Math activity packet (included in this kit)
- ☐ Reading / ELA activity packet (included in this kit)
- ☐ Filler activities (included in this kit)
- ☐ Classroom procedures guide (included in this kit)
- ☐ Sub instructions template (completed and in this kit)
- ☐ Thank-you note for sub (included in this kit)
- ☐ Grade book / attendance access instructions

Classroom Logistics

Attendance system / how to submit

Technology / smartboard / projector login

Behavior expectations / school-wide policy

Passes (hall, bathroom) — where they are

Neighboring teacher to call on if needed

Office phone extension

SECTION 3 Ready-Made Sub Instructions Template

Date

Teacher Name

Subject(s)

Room Number

Welcome, Substitute Teacher! Thank you for being here — this kit has everything you need. Students at this level respond best to calm, clear, consistent expectations. Please read the class roster for each period before students arrive. Call the office any time; they are your partner today.

Bell Schedule / Period Schedule

Period	Time	Subject / Activity	Notes

Important reminders / things to watch for

End of period / end of day notes

SECTION 4 Classroom Procedures Guide (6–8)

Please follow these procedures as closely as possible. Consistency is the key to a smooth day at the middle-school level.

Bell Ringer / Class Entry

- Students enter quietly and begin the bell ringer on the board within 2 minutes of the bell.
- Do NOT allow students to stand at the door or congregate in the hallway.
- Take attendance during bell-ringer time; submit it within the required minutes after the bell.
- Bell ringer: write the prompt on the board (see lesson plan) or use the one posted in the room.

Attention Signal

- Raise your hand and say: “Eyes and ears, please” — then wait silently for compliance.
- Or begin a countdown from 5; students stop talking by 1.
- Do NOT raise your voice. Standing still and waiting communicates confidence.
- Acknowledge them: “Thank you. That is what I expect.”

Hall Passes / Bathroom

- One student out at a time. No passes during the first or last 10 minutes of class.
- Students sign out on the hall-pass log and take the class pass.
- If a student is gone more than 5 minutes, call the office.
- No passes during direct instruction or assessments.

Independent & Group Work

- Independent work: quiet / whisper voices, no cross-room talking.
- Group work: voices stay at the table; groups may talk but not disrupt others.
- Off-task students: calmly redirect once, privately. If repeated, note the name for the teacher.
- Early finishers: read, work on another assignment, or use a filler activity in Section 9.

Technology / Devices

- Phones: follow the classroom policy; when in doubt, phones away during instruction.
- Chromebooks / laptops: open only if the lesson plan allows.
- No personal devices for entertainment (videos, games, social media).
- Projector / smartboard trouble: call the office or ask a neighboring teacher.

Transitions & Passing Periods

- Give a 3-minute warning before the bell: “We have 3 minutes — please begin putting things away.”
- Students stay seated and ready until you dismiss them — not packing up early.
- Dismiss by row or table, not all at once.
- Do NOT leave the classroom unsupervised during the passing period.

Conflict / Behavior Issues

- Stay calm. Lower your voice, don't raise it. Speak privately when possible.
- Minor issues: a quiet redirect — avoid a power struggle in front of the class.
- Escalating behavior: call the office immediately. Never physically intervene.
- Document everything (name, time, incident) and leave the note for the teacher.

SECTION 5 Lesson Plan Template

Use this blank template to write a custom lesson. Three completed plans are in Section 6.

Date

Period

Subject

Objective (students will be able to...)

Standards Alignment (optional)

Materials Needed

Bell Ringer / Hook (5 min)

Direct Instruction / Mini-Lesson (10–15 min)

Guided / Collaborative Practice (10 min)

Independent Work (15–20 min)

Closure / Exit Ticket (5 min)

Early Finisher Options

Notes for Teacher on Return

SECTION 6 Ready-Made Lesson Plans (6–8)

Three complete lesson plans — no preparation needed.

Lesson Plan 1 • ELA — Analyzing Author's Purpose

Grade / Time	6–8 • 50–60 minutes
Objective	Identify and analyze an author's purpose (to inform, persuade, or entertain) using text evidence.
Materials	Any nonfiction article or textbook excerpt available in the room. Pencils.
Bell Ringer (5 min)	Board: "Think of your favorite commercial. What was it TRYING to get you to do?" Take 3 responses.
Mini-Lesson (10 min)	Introduce PIE — Persuade, Inform, Entertain. Authors always have a purpose. Show 3 short excerpts; class identifies the PIE type.
Guided (10 min)	Read one paragraph together. Students identify the purpose + 2 text clues that prove it. Share.
Independent (20 min)	Read a second passage. Write: author's purpose + 3 pieces of text evidence + 1 paragraph on how purpose shapes the writing.
Exit Ticket (5 min)	One sentence: "What is the author's purpose of today's text, and how do you know?"
Early Finishers	Write a 6–8 sentence paragraph persuading the sub that homework should be banned (3 logical reasons).

Lesson Plan 2 • Math — Real-World Proportional Reasoning

Grade / Time	6–8 (Gr 6 = ratios; Gr 7–8 = proportions/percent) • 50 minutes
Objective	Set up and solve proportions to solve real-world problems.
Materials	Pencils, paper, and the Math Activity Sheet in Section 7.
Bell Ringer (5 min)	Board: "A car travels 150 miles in 3 hours. How far in 5 hours?" Solve in 2 min, then share.
Mini-Lesson (10 min)	Proportion method: $a/b = c/d$, cross-multiply. Solve 3 examples: recipe scaling, unit price, map scale.
Guided (10 min)	3 problems on the board; students work in pairs; check together.
Independent (20 min)	Complete the Proportional Reasoning activity in Section 7.
Exit Ticket (5 min)	"Create your own proportion word problem." Swap with a partner and solve.

Early Finishers	If a recipe serving 4 costs \$12.80, what does it cost to serve 30? Show all work.
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Lesson Plan 3 · Critical Thinking — The Ethics Debate

Grade / Time	6–8 · 50 minutes
Objective	Construct and defend an argument using evidence and logical reasoning.
Materials	Pencils, paper. No technology required.
Bell Ringer (5 min)	“Should students grade their own tests?” Write 2 reasons YES, 2 reasons NO (3 minutes).
Mini-Lesson (10 min)	A strong argument = CLAIM + EVIDENCE + COUNTERCLAIM. Model with “Should middle schoolers have a longer lunch?”
Discussion (15 min)	Pick a topic (ban homework? social media: helpful or harmful?). Two sides brainstorm 3 arguments, then a 10-min structured debate. Sub facilitates — no taking sides.
Independent (15 min)	Persuasive paragraph: claim + 2 evidence + 1 counterclaim + closing (8+ sentences).
Closure (5 min)	“Did hearing the other side change your mind? Why or why not?” Take 3 responses.
Early Finishers	Write a rebuttal to the opposing argument, addressing at least 2 of their points.

SECTION 7 Ready-Made Math Activities (6–8)

Math Activity 1 • Proportional Reasoning Practice

Set up a proportion and solve. Show all work in the space provided.

1. If 5 notebooks cost \$8.75, how much do 12 notebooks cost?

2. A map scale is 1 inch = 25 miles. Two cities are 3.5 inches apart. What is the actual distance?

3. A car uses 6 gallons to travel 180 miles. How many gallons for a 450-mile trip?

4. Jasmine earns \$48 for 6 hours of babysitting. How much will she earn in 9.5 hours?

5. A recipe needs 2.5 cups of flour for 24 cookies. How much flour for 60 cookies?

6. CHALLENGE: 3 shirts for \$52.50 OR 5 shirts for \$82.50 — which is the better deal? Explain.

Math Activity 2 • Integer Operations Review

Solve each problem. Show your steps.

$(-8) + (-5) =$	$12 + (-19) =$	$(-4) + 17 =$
$(-6) - (-3) =$	$15 - (-8) =$	$(-11) - 4 =$
$(-7) \times 9 =$	$(-12) \times (-4) =$	$48 \div (-6) =$
$(-3)^2 =$	$(-2)^3 =$	$ -15 + -8 =$

Math Activity 3 • Order of Operations (PEMDAS)

Solve each expression. Show ALL steps.

1. $3 + 6 \times (5 + 4) \div 3 - 7$

2. $(12 - 4)^2 \div 16 + 5 \times 3$

3. $50 - (3 + 4) \times 2^2 + 8 \div 4$

4. $[18 \div (6 - 3)] + 4 \times (2^3 - 5)$

5. Write your OWN expression using 4+ operations that needs PEMDAS. Solve and explain.

SECTION 8 Reading / ELA Activities (6–8)

Reading Activity 1 • Independent Reading + Annotation

Read independently for 20 minutes. Annotate using the key below, then answer the questions.

Symbol	Meaning
	Important or surprising — I want to remember this.
?	I have a question, or I'm confused here.
	This connects to something I already know.
!	I have a strong reaction (agree, disagree, shocked).

1. Summarize what you read today (3–5 sentences).

2. Quote one sentence that earned a . Why did it stand out?

3. Write one ? you have. What do you predict the answer is?

4. Make a connection () to your life, another book, or the world.

5. What is the author's TONE here? Which words or details show it?

Reading Activity 2 • Text Structure Analysis

Find any nonfiction text in the room. Identify which structure(s) the author uses.

Structure	Key words to look for	Used here? How?
Description	for example, such as, characteristics include	
Sequence / Chronological	first, next, then, finally, dates	
Compare & Contrast	similarly, however, unlike	
Cause & Effect	because, as a result, this led to	
Problem & Solution	the problem is, one solution, in order to	

In 3–5 sentences: why did the author choose this structure? Was it effective?

SECTION 9 Emergency Filler Activities (6–8)

Use these if students finish early or you need a structured quiet activity. All require only a pencil and paper.

Activity A • Newspaper Front Page

Be a journalist. Pick one headline and write the first 3 paragraphs (who, what, when, where, why): (1) “Local Student Invents Device That Cleans the Ocean,” (2) “Scientists Discover a New Planet That May Support Life,” or (3) “City Council Votes to Give Students a Say in School Rules.” Include a headline and a byline (your name).

Activity B • Think & Write

Topic: “Technology has made young people smarter.” Paragraph 1 — argue strongly FOR (2 examples). Paragraph 2 — argue AGAINST (2 examples). Then: which side do YOU agree with more, and why?

Activity C • Math in Real Life

Plan a field trip for 120 students. Buses: \$85 each (seat 40). Entry: \$7.50/student. Lunch voucher: \$6/student. Budget: \$1,800. Show all math: How many buses? Total cost? Over or under budget, and by how much? What would you cut if over?

Activity D • Design a Solution

Choose a real problem in your school, community, or the world. Write: (1) the problem and who it affects, (2) your solution in detail, (3) resources needed, (4) possible obstacles, (5) why it’s worth doing. Minimum 200 words.

SECTION 10 Thank You to Our Substitute Teacher

Dear Substitute Teacher,

Thank you — genuinely. Showing up for a room full of middle schoolers when you're not their regular teacher takes patience, flexibility, and a big heart, and you showed all three today.

Middle schoolers can be wonderfully unpredictable, but at their core they want to be seen and respected. I trust you gave them that today — and that means more than you know. Please complete the feedback below and leave it on the desk; I'll review it as soon as I return.

With genuine gratitude,

Your Teacher's Signature _____

Sub Feedback Form — please complete and leave on the desk

Substitute Name _____

Date _____

Overall — how did the day go?

Students who were especially responsible and helpful

Students or situations that may need follow-up

Work completed / anything left unfinished

Thank you again — you made a difference today.