

TEACHER TO CEO · SUBSTITUTE KIT

Emergency Sub Plans Kit

Grades K–5 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

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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 marked “EMERGENCY SUB FOLDER.”
- 2** Fill in all blank/template sections at the start of the school year, and update as needed.
- 3** Complete the Student Information Form — the most important page in this kit.
- 4** Attach a copy of your class schedule, seating chart, and any specialist schedules.
- 5** Share the folder location with a trusted colleague and the front office.
- 6** Review with your sub before the year begins if possible — or leave it ready to grab and go.

What's inside this kit

- 1. Student Information Form · 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 Activities · 9. Emergency Filler Activities · 10. Thank-You Note + Feedback Form

SECTION 1 Student Information Form

Teacher Name _____

Date(s) of Absence

Grade / Room #

Number of Students

Class Roster & Key Notes

Use the notes column for anything the sub needs to know – preferred name, IEP/504, allergies, behavior supports, seating needs.

[illegible]

Helpful / Leadership Students

Students Needing Extra Support

Students who leave for pull-out / specials / therapy

Medical / Allergy Alerts (CRITICAL – read first!)

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SECTION 2 Emergency Sub Folder Checklist

Use this checklist to prepare your sub folder at the start of each school year. Update it each semester or after major classroom changes.

Documents to Include

- ☐ Student Information Form (completed and updated)
- ☐ Class schedule for each day of the week
- ☐ Seating chart (labeled with student names)
- ☐ Specialist / pull-out schedule (art, PE, music, reading specialist, etc.)
- ☐ Emergency procedures card (fire drill, lockdown — school-issued)
- ☐ Lesson plans (3 ready-made plans included in this kit)
- ☐ Math activities packet (included in this kit)
- ☐ Reading activities packet (included in this kit)
- ☐ Filler activity sheets (included in this kit)
- ☐ Classroom procedures guide (included in this kit)
- ☐ Sub instructions sheet (completed template in this kit)
- ☐ Thank-you note for sub (included in this kit)
- ☐ Blank paper and pencils — location note
- ☐ Bathroom pass(es) — location note

Classroom Logistics: Where to Find Things

Lesson plans / this folder

Extra paper / supplies

Technology / smartboard login

Behavior chart / reward system

First aid kit

Class rules / expectations posted

Neighboring teacher to ask for help

Office phone extension

SECTION 3 Ready-Made Sub Instructions Template

Date

Teacher Name

Grade / Subject

Room Number

Welcome, Substitute Teacher! Thank you so much for being here today. This folder has everything you need for a smooth day. The students are wonderful — please refer to the class roster for names and notes. Don't hesitate to call the office if you need support.

Daily Schedule

Time	Subject / Activity	Location / Notes

Important reminders / things to watch for today

End of day routine / dismissal notes

SECTION 4 Classroom Procedures Guide (K–5)

These are our classroom routines. Please follow them as closely as possible — consistency helps students feel safe and on track.

Morning Arrival Routine

- Students enter quietly and go directly to their seats.
- They unpack, put homework in the homework tray, and begin the morning work on the board.
- Attendance is taken during this time; the attendance sheet is on the teacher's desk.
- Morning meeting / circle begins at the time listed on the schedule.

Attention Signal

- Say: “Class, class!” — students respond “Yes, yes!” and stop what they're doing.
- Or clap a pattern — students echo the clap and freeze.
- Wait for 100% quiet before giving instructions. Don't talk over students.

Bathroom / Water Procedures

- Students may use the restroom one at a time during independent work only.
- They take the bathroom pass without asking during work time.
- During instruction, students raise a hand and wait to be acknowledged.
- No bathroom breaks during the first or last 10 minutes of class.

Transitions Between Activities

- Give a 2-minute warning: “We have 2 minutes to finish up.”
- Use a countdown: “5, 4, 3, 2, 1 — pencils down, eyes on me.”
- Students put materials away before moving or getting new supplies.
- Hallway: quiet voices, walk on the right, hands to self.

Independent Work Expectations

- Voice level 0 (silent) during tests; level 1 (whisper) during independent work.
- Finished early: read independently, write in the reading journal, or use the choice board.
- If stuck: try 3 times alone, then ask a shoulder partner, then raise a hand for the teacher.

Lunch / Recess / Specials

- Lunch: students line up by table / row and walk to the cafeteria together.
- Recess: line up at the door, walk to the playground; remind rules (no pushing, take turns).
- Specials (art, PE, music): walk students to the room and pick them up at the scheduled time.
- Specialist names and room numbers are on the schedule in this folder.

Dismissal Routine

- Begin packing up 10 minutes before dismissal.
- Students check their homework folder and pack any take-home work.
- Dismiss walkers, bus riders, and car riders in groups — check each student's dismissal type.

- Do NOT release any student to an unrecognized adult. Call the office if unsure.

SECTION 5 Lesson Plan Template

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

Date / Period

Subject / Topic

Objective (what students will learn / do)

Materials Needed

Introduction / Hook (5–10 min)

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

Guided Practice (10 min) — do TOGETHER

Independent or Partner Work (15 min)

Closure / Wrap-Up (5 min)

If they finish early

Notes for the teacher on return

SECTION 6 Ready-Made Lesson Plans (K–5)

Three complete lesson plans — no preparation needed.

Lesson Plan 1 • ELA — Story Elements Read-Aloud

Grade / Time	K–3 (adaptable for 4–5) · 45–60 minutes
Objective	Identify the key story elements: character, setting, problem, and solution.
Materials	Any picture book from the classroom library; a 4-box graphic organizer; pencils.
Hook (5 min)	“Has anything ever gone wrong for you and you had to fix it? That’s what today’s story is about.” Take 2–3 responses.
Read-Aloud (15 min)	Read a picture book with expression. Stop twice: “What’s happening here?” and “What problem do you notice?”
Discussion (10 min)	Ask: characters? setting? problem? how solved? lesson/theme? Write responses on the board.
Independent (15 min)	Fold paper into 4 boxes: Character / Setting / Problem / Solution. K–1 draw + label; 2–3 sentences; 4–5 a paragraph.
Closure (5 min)	3 students share their solution box. “Could the problem have been solved another way?”
Early Finishers	Draw a new book cover or write a different ending.

Lesson Plan 2 • Math — Place Value Detectives

Grade / Time	1–3 (K = tens/ones; 4–5 = thousands/decimals) · 45 minutes
Objective	Identify the value of digits in 2- and 3-digit numbers (ones, tens, hundreds).
Materials	Whiteboard or paper; pencils; the Math Activity Sheet in Section 7.
Hook (5 min)	Write “352.” Ask what the 3, 5, and 2 each mean. Pairs discuss 1 minute, then share.
Mini-Lesson (10 min)	In 352: 3 = hundreds (300), 5 = tens (50), 2 = ones (2). Show 3–4 more, increasing difficulty; thumbs up/down to check.
Guided (10 min)	Call out 5 numbers; students write each and what each digit is worth. Check together.
Independent (15 min)	Complete the Place Value activity in Section 7 (Math Activity 1).

Closure (5 min)	"What's the difference between the 5 in 52 and the 5 in 502?" Two students explain.
Early Finishers	Write the largest and smallest 3-digit number from three digits of their choice.

Lesson Plan 3 · Writing — My Superpower Journal

Grade / Time	K–5 (differentiated by writing expectations) · 45 minutes
Objective	Write a personal narrative with a beginning, middle, and end.
Materials	Writing journals or paper; pencils; crayons for K–1.
Prompt	"If you had ONE superpower, what would it be? Why? How would you use it to help others? Tell the story of one day you used it."
Hook (5 min)	"What superpower would you NEVER want, and why?" 3 quick silly answers, then reveal the prompt.
Planning (5 min)	Model a plan: Beginning (you + your power), Middle (one moment you used it), End (how it helped / how you felt).
Writing (25 min)	Write independently; circulate. K–1 draw + 1–2 sentences each part; 2–3 a paragraph each; 4–5 three+ paragraphs.
Share (5 min)	2–3 volunteers share their power and one sentence from their story.
Early Finishers	Illustrate their superhero self with a name and catchphrase.

SECTION 7 Ready-Made Math Activities (K–5)

Math Activity 1 • Place Value Detectives

Write the value of the underlined / named digit.

1. 352 — the 3 is worth _____	2. 478 — the 7 is worth _____
3. 904 — the 9 is worth _____	4. 613 — the 3 is worth _____
5. 2,415 — the 2 is worth _____	6. 3,820 — the 8 is worth _____

CHALLENGE: Write a 4-digit number and label each digit's place value

Math Activity 2 • Word Problem Round-Up

Read each problem. Show your work in the space and circle your answer.

1. Maria has 24 stickers. She gives 9 away and gets 15 more for her birthday. How many does she have now?

2. A bookshelf has 6 shelves. Each holds 14 books. How many books can the bookshelf hold?

3. 32 students split into equal groups of 4. How many groups? If 2 are absent, how many full groups can be made?

4. Jake saved \$5.75 each week for 8 weeks, then spent \$12.40 on a book. How much does he have left?

Math Activity 3 • Skip Counting & Patterns (K–2 focus)

Fill in the missing numbers in each pattern.

Count by 2s: 2, 4, ____, 8, ____, 12, ____, 16, ____, 20

Count by 5s: 5, ____, 15, ____, 25, ____, 35, ____, 45, ____

Count by 10s: 10, ____, 30, ____, 50, ____, 70, ____, 90, ____

Count by 3s: 3, 6, ____, 12, ____, 18, ____, 24, ____, 30

What is the rule? 2, 5, 8, 11, ____, ____, ____ Rule: add ____

DRAW IT: a number line from 0 to 30 — circle every number you land on counting by 3s

SECTION 8 Ready-Made Reading Activities (K–5)

Reading Activity 1 • Story Retelling Organizer

After the read-aloud (or any classroom book), complete each box.

BEGINNING — how did the story start?

MIDDLE — what happened? what was the problem?

END — how was the problem solved? how did it end?

MY REACTION — what was your favorite part? why?

Reading Activity 2 • Vocabulary Builder

Choose 4 interesting or new words from your reading. Complete the chart.

My Word	What I Think It Means	Use It in a Sentence	Draw It

Reading Activity 3 • Comprehension Questions

Answer in complete sentences.

1. Who is the MAIN CHARACTER? Give 3 words that describe them.

2. What is the SETTING? Describe it in detail.

3. What is the MAIN PROBLEM, and how is it solved?

4. What LESSON or MESSAGE did the author want to share?

5. Your OPINION: would you recommend this book? Why?

SECTION 9 Emergency Filler Activities (K–5)

Use these if students finish early, need a transition, or need a calm quiet activity. All require only a pencil and paper.

Activity A • Would You Rather?

“Would you rather be able to fly OR be invisible?” Write at least 3 reasons for your choice, then 2 reasons the other choice could be good too.

Activity B • Design a Dream School

Design the perfect school. Draw it AND label at least 5 things that make it special. Then write 3 rules for your dream school.

Activity C • Letter to Your Future Self

Write a letter to open in 5 years: what you love right now, what you hope is different, and one piece of advice.

Activity D • Pattern Art + Math

Make a repeating pattern using only shapes (triangle, circle, square, star). Repeat it at least 4 times. Then write the rule and how many shapes total.

SECTION 10 Thank You to Our Substitute Teacher

Dear Substitute Teacher,

Thank you from the bottom of my heart for showing up today. Teaching is not easy, and stepping into someone else's classroom on short notice takes courage, flexibility, and kindness — and you have all three.

My students are the most important people in the world to me, and knowing they were in capable, caring hands makes all the difference. I hope today went smoothly and that the students showed you their very best. Please fill in the section below and leave any notes that are important for me to know.

With deep gratitude,

Your Teacher's Signature _____

Sub Feedback Form — please complete and leave on the desk

Substitute Name

Date

How did the day go overall?

Students who were especially helpful

Students who may need a follow-up conversation

Anything the teacher should know, or anything left unfinished

Thank you again — you made a difference today.

ALL DONE FOR YOU · YOUR NAME ON IT

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