# Pre-K 3, week 1: my name and counting to 3

This week your learner will hear and see their own name, count up to 3 things and name parts of the body. Each activity takes about 5 to 10 minutes. Print the pages, or do them with things you already have at home.

**5-minute prep**

- Write your learner's first name in large letters on a strip of paper (capital first letter, then lowercase).
- Gather 3 large spoons, 3 socks and a few crayons.
- Print pages 2 to 5, or skip printing and use the no-supplies swaps.

**Household supplies:** Paper, crayons, 3 large spoons, 3 socks, a mirror if you have one. No supplies? Every card has a swap.

## The week at a glance

| Day | Focus | Pieces |
|---|---|---|
| Monday | Talk and listen | My name page, Name song hunt card |
| Tuesday | Math | Count to 3 page, Spoon count card |
| Wednesday | Explore | My body page, Mirror body game card |
| Thursday | Make and move | Trace the path page, Move like me card |
| Friday | Story and review | Song of the week, Parent notes page |
| Every day | Read aloud, sing, play outside | Read any picture book together, sing the song of the week, and do a feelings check-in. |

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**Safety**

- Use objects too big to fit in your learner's mouth, and stay close during any counting or sorting with real objects.
- Water play only with an adult within arm's reach the whole time, even in a small tub.
- An adult handles anything hot or sharp, knives, and rocks or heavy objects.
- Dry beans and seeds only with an adult watching closely, and not with a learner who still puts things in their mouth.
- No scissors needed: tear paper instead. If you do use scissors, use child safety scissors with an adult right there.
- Choose crayons, markers and paint labeled for young learners (look for the AP seal).

# My name

Say: "This is your name. Let's find the first letter." Your learner colors the box with the first letter of their name and traces the dotted lines with a finger or a crayon.

First letter



**No supplies swap.** No printer? Write the name in big letters and let your learner trace it with a finger.

# Count to 3

Say: "Touch each one and count with me." Your learner touches each picture as you count together, then colors one dot for each picture.









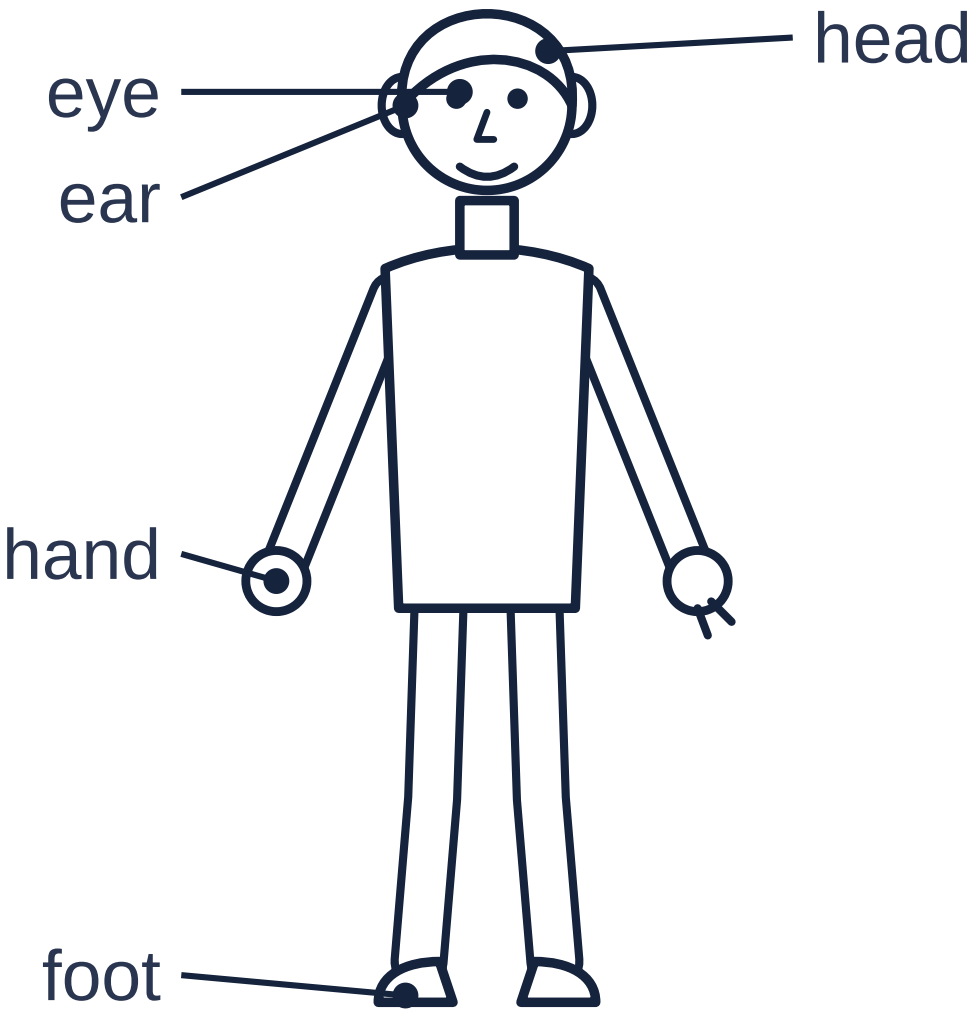




**No supplies swap.** No printer? Count 1, 2 and 3 spoons on the table, touching each one.

# My body

Say: "Point to your eyes. Now point to the eyes in the picture." Your learner points to each body part you name and colors the picture.




**No supplies swap.** No printer? Play "touch your nose" in front of a mirror.

# Trace the path

Say: "Help the ball roll to the box. Start at the green dot." Your learner traces each line from left to right with a finger first, then with a crayon.



**No supplies swap.** No printer? Draw the lines in a tray of flour or sand with one finger.



## Name song hunt

**Time:** 5 minutes · **You need:** Your learner's name on a strip of paper

1. Show the name strip and read it together.
2. Hide it somewhere easy to find in the room.
3. When your learner finds it, say the name together and clap.

**Easier:** Hide it in plain sight. **Next step:** Ask "Whose name is this?" and point to the first letter.

**Say this:** "You found it. That says your name."

**No supplies:** Say your learner's name in a whisper, a big voice and a silly voice.

**Builds: Language: my name · Stay close and keep small objects away from mouths.**

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## Spoon count

**Time:** 5 minutes · **You need:** 3 large spoons, a cup

1. Put the spoons on the table.
2. Your learner drops one spoon at a time into the cup.
3. Count together, one number for each spoon: 1, 2, 3.

**Easier:** Use 2 spoons. **Next step:** Take them out again and count backward: 3, 2, 1.

**Say this:** "How many spoons are in the cup? Three."

**No supplies:** Count claps, jumps or toes instead.

**Builds: Math: counting and cardinality · Stay close and keep small objects away from mouths.**



## Mirror body game

**Time:** 5 minutes · **You need:** A mirror (optional)

1. Stand in front of the mirror together.
2. Name a body part: eyes, ears, nose, hands, feet.
3. Your learner touches it and says the word.

**Easier:** Name 3 body parts. **Next step:** Ask "What do we do with our ears?"

**Say this:** "We see with our eyes. We hear with our ears."

**No supplies:** No mirror? Touch each other's shoulders and knees.

**Builds: Science: my body and senses · Stay close and keep small objects away from mouths.**

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## Move like me

**Time:** 5 minutes · **You need:** Space to move

1. You do a move: clap, stomp or reach up high.
2. Your learner copies it.
3. Swap and let your learner lead.

**Easier:** Do one move at a time. **Next step:** Do two moves in a row: clap, then stomp.

**Say this:** "Your turn to lead. I will copy you."

**No supplies:** Needs nothing but space.

**Builds: Physical: gross motor · Stay close and keep small objects away from mouths.**

# Song of the week: Hello, my name

Hello, hello, what is your name?
Say it loud and say it plain.
Clap it once and clap it twice,
What a name, it sounds so nice.

**Actions:** Clap once for each part of your learner's name. **Try next:** Sing it with the names of family members.

Original UpOnly Learning words, say or sing it in any rhythm

## Parent notes: what did you see this week?

This is not a test. Tick what you noticed, and practice the rest next week. Keep this page; it stays with you.

| I saw my learner… | Seen it | Not yet |
|---|---|---|
| Turns to look when you say their name | ☐ | ☐ |
| Counts 3 objects with you, touching each one | ☐ | ☐ |
| Points to 3 body parts when you name them | ☐ | ☐ |
| Copies a simple move | ☐ | ☐ |

Next: week 2 of 36. If you have concerns about your learner's development, talk with your pediatrician.

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**Dr. Evan J. Hasson, founder**

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