Pre-K 3, week 10: the s sound and counting to 5

This week your learner will hear the s sound in sun and socks, count to 5 and name healthy foods. 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 a big S and a small s on a sheet of paper.
- Gather 5 socks and 5 large spoons.
- Print pages 2 to 5, or skip printing and use the no-supplies swaps.

Household supplies: Paper, crayons, 5 socks, 5 large spoons, a few foods from your kitchen. No supplies? Every card has a swap.

The week at a glance

Day	Focus	Pieces
Monday	Talk and listen	The s sound page, Sss hunt card
Tuesday	Math	Count to 5 page, Sock count card
Wednesday	Explore	Healthy food page, Food talk card
Thursday	Make and move	Wavy s road page, Sticker line 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.

Contents

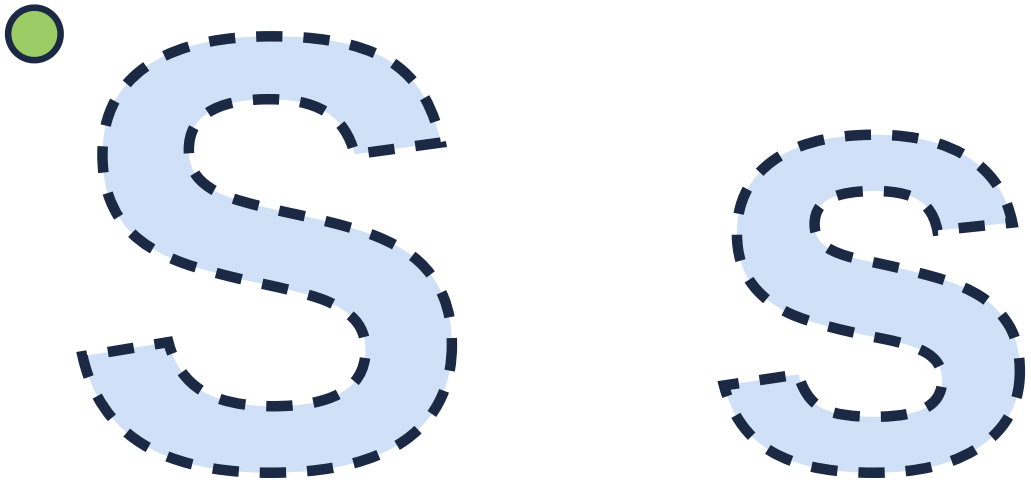
Printable: The s sound 2
Printable: Count to 5 3
Printable: Healthy food 4
Printable: Wavy s road 5
Activity cards 6
Song of the week and parent notes 8
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Safety

- 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).

The s sound

Say: "Sss, like a hissing kettle. Sun, socks and star start with sss." Your learner traces the big S and small s with a finger, then colors the pictures.





sun



socks

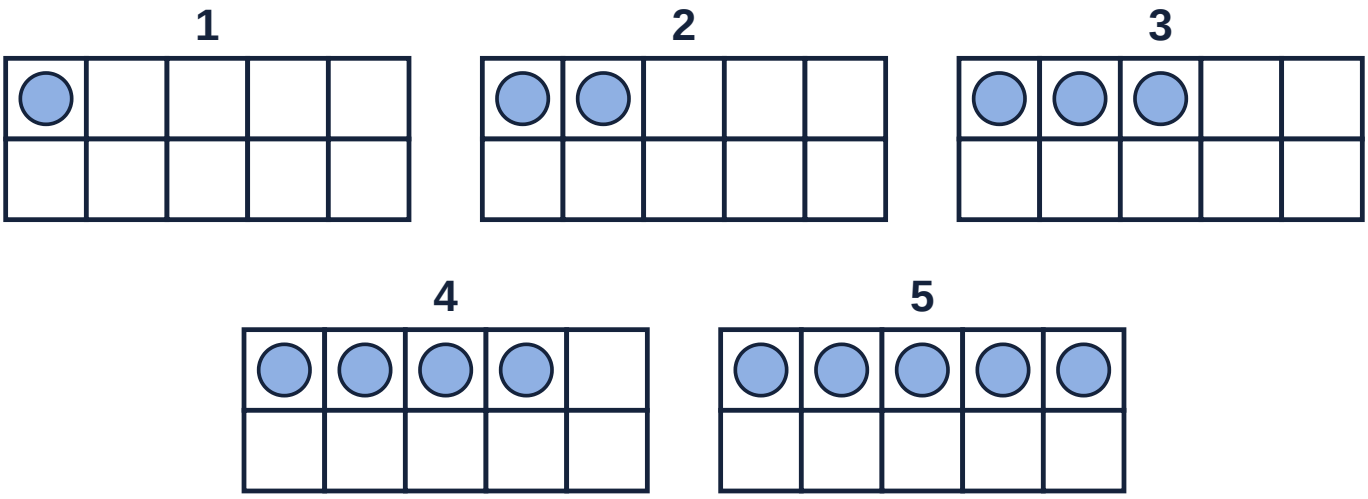


star

No supplies swap. No printer? Say "sss" and find socks, a spoon and a seat.

Count to 5

Say: "Count the dots in each frame." Your learner counts the dots in each frame with you and colors the frame with 5.



No supplies swap. No printer? Put 1 to 5 spoons in rows and count each row.

Healthy food

Say: "What is this food? Do you like it?" Your learner names each food with you and colors one they like.



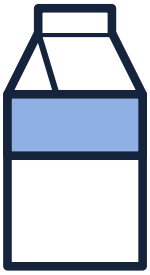
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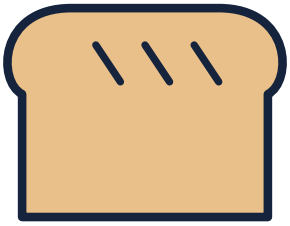
banana



carrot



milk



bread

No supplies swap. No printer? Name foods in your kitchen.

Wavy s road

Say: "Drive on the wavy road. Start at the green dot." Your learner traces each wavy line with a finger, then a crayon.



No supplies swap. No printer? Draw a wavy line in the air together.



Sss hunt

Time: 5 minutes · **You need:** Nothing, or a basket

1. Say "sss" together.
2. Find things that start with s: socks, spoon, sofa.
3. Say each word slowly with a long sss.

Easier: You name the thing and your learner says "sss". **Next step:** Ask "Does sun start with sss? Does ball?"

Say this: "Sssocks. Socks start with sss."

No supplies: Play "I spy something that starts with sss".

Builds: Language: sounds in words · Stay close and keep small objects away from mouths.

cut here



Sock count

Time: 5 minutes · **You need:** 5 socks, a basket

1. Your learner drops one sock at a time into the basket.
2. Count each one together.
3. Ask "How many?" at the end.

Easier: Use 3 socks. **Next step:** Take 1 out and count again.

Say this: "One, two, three, four, five socks."

No supplies: Count fingers on one hand.

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



Food talk

Time: 10 minutes · **You need:** A few foods (an adult does any cutting)

1. Look at each food together.
2. Talk about its color and shape.
3. Your learner chooses one to taste at snack time, sitting down.

Easier: Look and name only. **Next step:** Ask "Is it crunchy or soft?"

Say this: "The carrot is orange and crunchy."

No supplies: Look at food pictures in a book.

Builds: Health: nutrition · Stay close and keep small objects away from mouths.

cut here



Sticker line

Time: 5 minutes · **You need:** Stickers or small paper squares and a glue stick

1. Draw a straight line on paper.
2. Your learner puts stickers along the line.
3. Count the stickers.

Easier: Use big stickers. **Next step:** Make a wavy sticker line.

Say this: "Peel and press. One more."

No supplies: Line up spoons on a table edge.

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

Song of the week: Five little socks

One sock, two socks, on the floor,
Three socks, four socks, by the door.
Five socks, count them, there they go,
Into the basket, nice and slow.

Actions: Hold up a finger for each sock. **Try next:** Count shoes or cups instead.

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
Says "sss" for s words	☐	☐
Counts 5 objects with help	☐	☐
Names 3 foods	☐	☐
Puts stickers on a line	☐	☐

Next: week 11 of 36. If you have concerns about your learner's development, talk with your pediatrician.

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