Pre-K 3, week 18: the p sound and sorting by color

This week your learner will hear the p sound in pig and penguin, sort things by color and talk about what animals eat. 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 P and a small p on a sheet of paper.
- Gather red and yellow things too big to fit in the mouth.
- Print pages 2 to 5, or skip printing and use the no-supplies swaps.

Household supplies: Paper, crayons, red and yellow household things. No supplies? Every card has a swap.

The week at a glance

Day	Focus	Pieces
Monday	Talk and listen	The p sound page, Pop the p card
Tuesday	Math	Sort by color page, Color sort card
Wednesday	Explore	What do they eat? page, Feed the animals card
Thursday	Make and move	Path to the pond page, Penguin walk 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

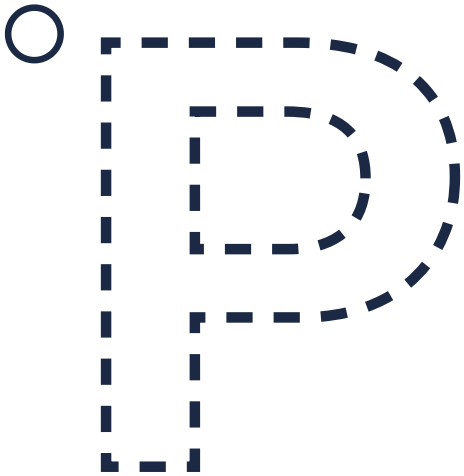
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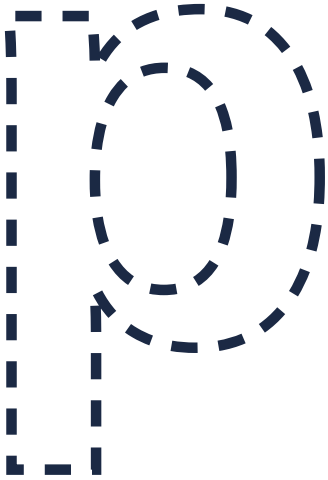
Safety

- 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 p sound

Say: "P, p, pop. Pig, pizza and penguin start with p." Your learner traces the big P and small p with a finger, then colors the pictures.







pig



pizza

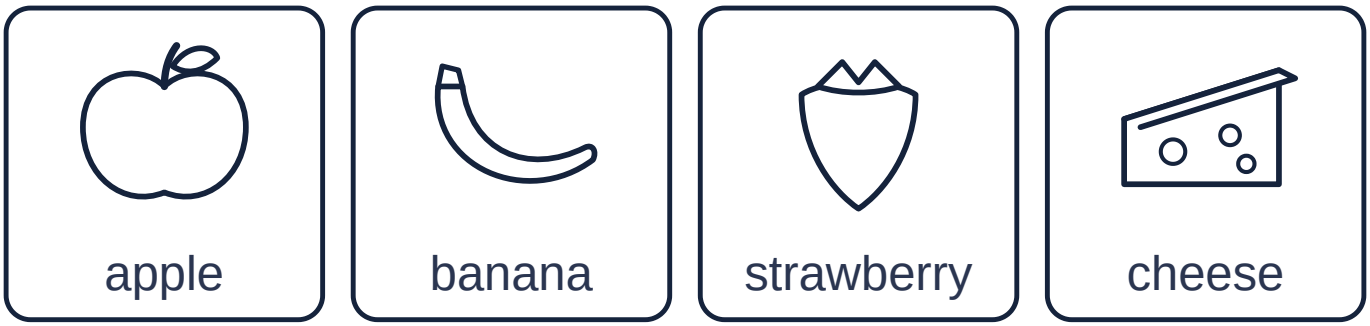


penguin

No supplies swap. No printer? Pop your lips and say "p, p, p".

Sort by color

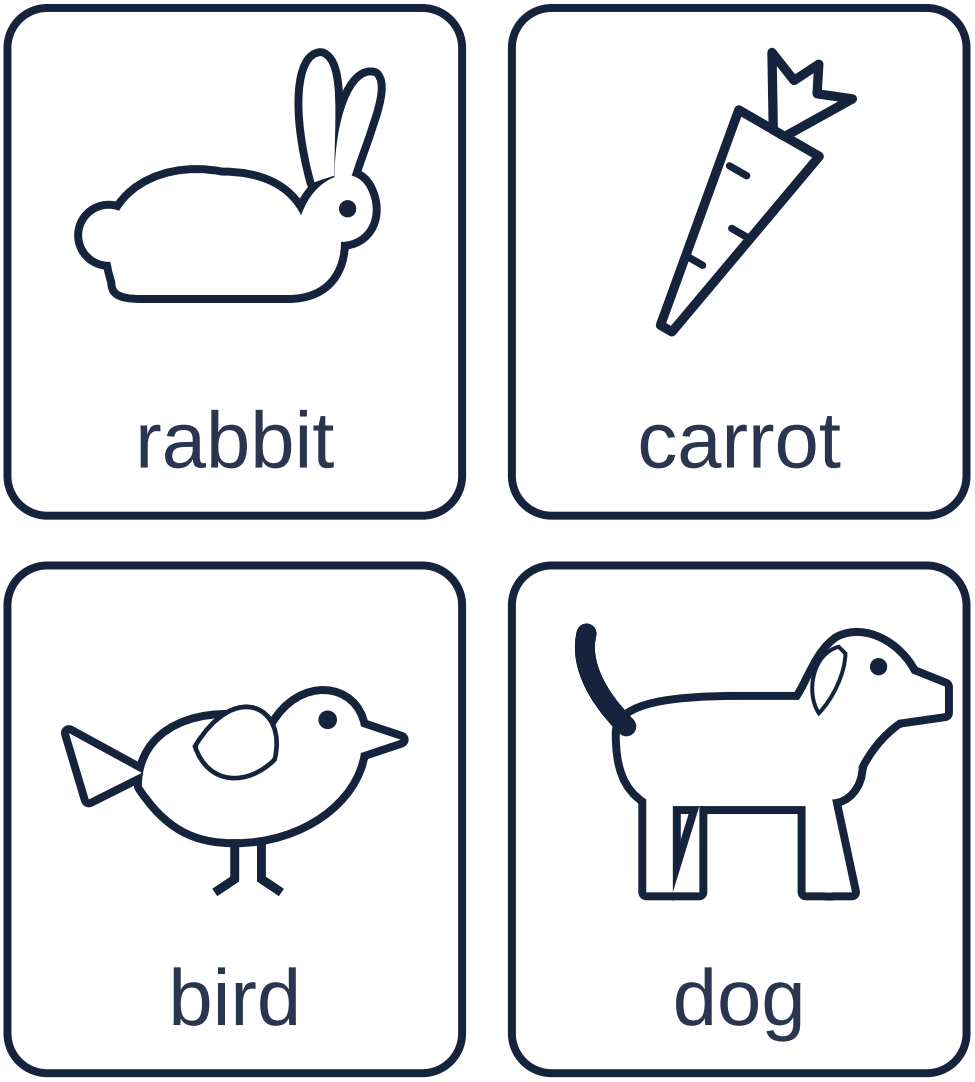
Say: "Which ones are red? Which ones are yellow?" Your learner colors the red foods red and the yellow foods yellow.



No supplies swap. No printer? Sort red and yellow things into two piles.

What do they eat?

Say: "The rabbit eats a carrot. What does the dog eat?" Your learner points to each animal and you talk about what it eats.



No supplies swap. No printer? Pretend to feed toy animals.

Path to the pond

Say: "Help the duck get to the pond. Start at the green dot." Your learner traces each path from left to right.



No supplies swap. No printer? Waddle along a line on the floor.



Pop the p

Time: 5 minutes · **You need:** Nothing

1. Put a hand in front of your mouth and say "p".
2. Feel the puff of air together.
3. Say p words: pig, pop, pan.

Easier: Just pop "p" together. **Next step:** Ask "Does pan start with p? Does sun?"

Say this: "Pig. P, p, pig."

No supplies: Needs nothing.

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

cut here



Color sort

Time: 5 minutes · **You need:** Red and yellow things

1. Mix them in a pile.
2. Your learner sorts by color.
3. Name each pile.

Easier: Use 2 of each. **Next step:** Add a third color.

Say this: "These are red. These are yellow."

No supplies: Point to red and yellow in a book.

Builds: Math: sorting by color · Stay close and keep small objects away from mouths.



Feed the animals

Time: 5 minutes · **You need:** Toy animals, toy or pretend food

1. Ask "What does the rabbit eat?"
2. Your learner feeds it.
3. Try other animals.

Easier: Use 2 animals. **Next step:** Ask "Do we eat that too?"

Say this: "The rabbit eats carrots. Crunch."

No supplies: Pretend with pictures.

Builds: Science: what animals eat · Stay close and keep small objects away from mouths.

cut here



Penguin walk

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

1. Walk like a penguin with feet close together.
2. Slide your feet.
3. Waddle to a spot and back.

Easier: Hold hands. **Next step:** Waddle while holding a pillow between your knees.

Say this: "Waddle, waddle, penguin."

No supplies: Do it in a small space.

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

Song of the week: Pop, pop, p

Pop, pop, p, p, p,
Pig and penguin, look at me.
Pizza, pan and purple pot,
P, p, pop, I like it a lot.

Actions: Pop your hand open on each "pop". **Try next:** Find p things at home.

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 "p" for p words	☐	☐
Sorts things by color	☐	☐
Says what one animal eats	☐	☐
Waddles like a penguin	☐	☐

Next: week 19 of 36. If you have concerns about your learner's development, talk with your pediatrician.

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