Pre-K 3, week 22: the t sound and squares

This week your learner will hear the t sound in tree and train, find squares and learn what plants need. 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 T and a small t on a sheet of paper.
- Find 3 square things: a napkin, a box, a cracker.
- Print pages 2 to 5, or skip printing and use the no-supplies swaps.

Household supplies: Paper, crayons, square things, a plant or your bean cup. No supplies? Every card has a swap.

The week at a glance

Day	Focus	Pieces
Monday	Talk and listen	The t sound page, Tick tock t card
Tuesday	Math	Find the squares page, Square hunt card
Wednesday	Explore	What plants need page, Water the plant card
Thursday	Make and move	Train tracks page, Train ride 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

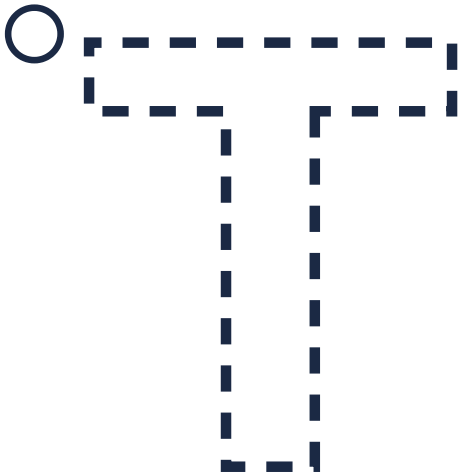
Printable: The t sound 2
Printable: Find the squares 3
Printable: What plants need 4
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Activity cards 6
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Safety

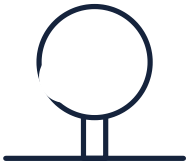
- Use objects too big to fit in your learner's mouth, and stay close during any counting or sorting with real objects.
- Water play only with an adult within arm's reach the whole time, even in a small tub.
- An adult handles anything hot or sharp, knives, and rocks or heavy objects.
- Dry beans and 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 t sound

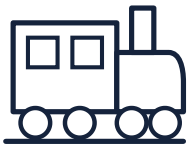
Say: "T, t, tick tock. Tree, train and turtle start with t." Your learner traces the big T and small t with a finger, then colors the pictures.







tree



train

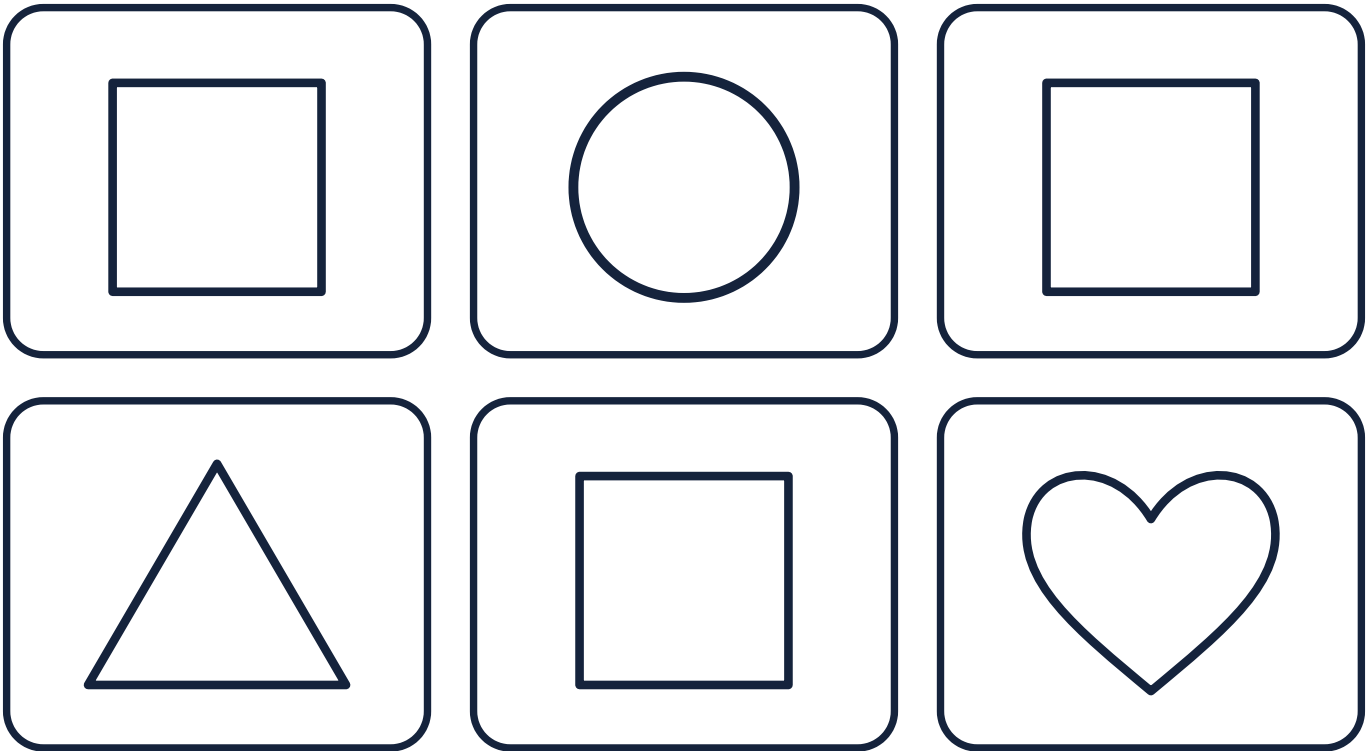


turtle

No supplies swap. No printer? Tap the table and say "t, t, t".

Find the squares

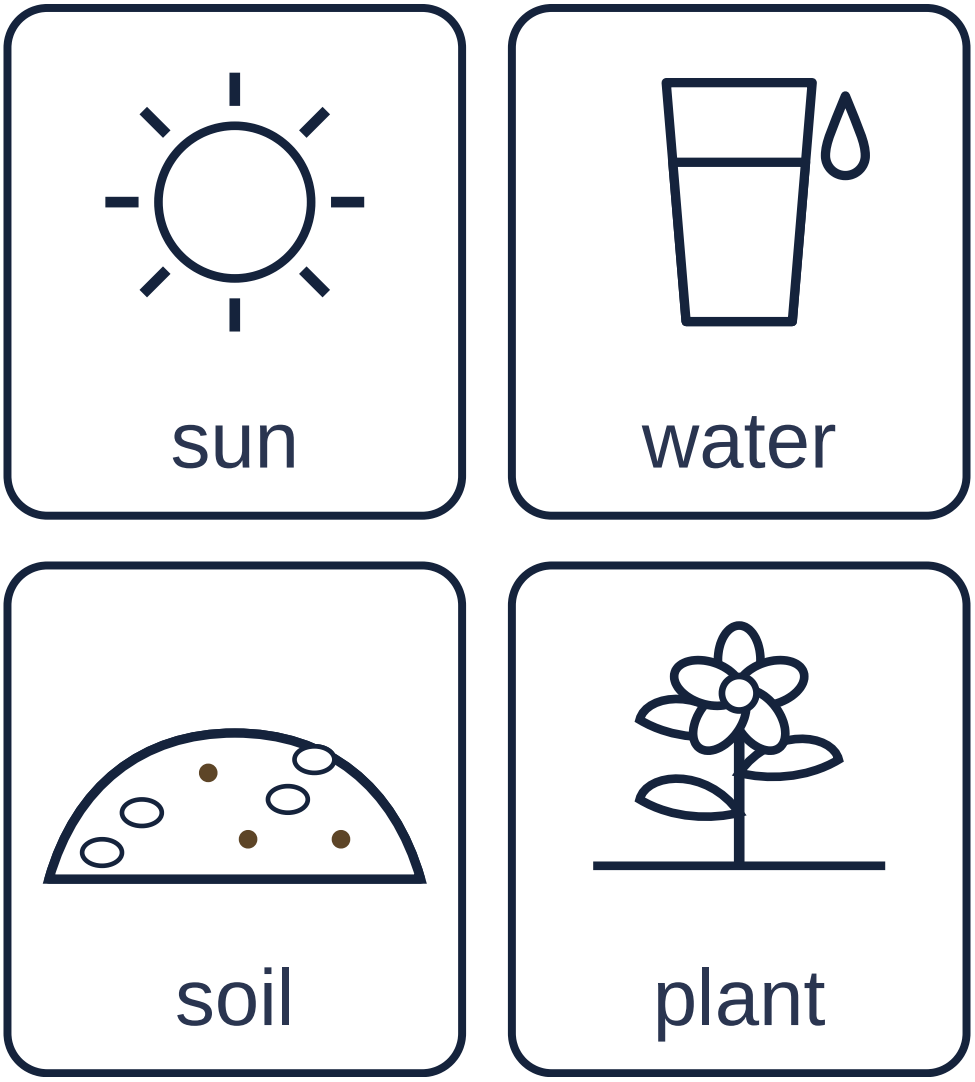
Say: "A square has four sides the same. Color the squares." Your learner colors the squares.



No supplies swap. No printer? Find square things at home.

What plants need

Say: "Plants need sun, water and soil." Your learner points to each picture and says what plants need.



No supplies swap. No printer? Water a plant together.

Train tracks

Say: "Drive the train on the wavy track. Start at the green dot." Your learner traces each wavy line from left to right.



No supplies swap. No printer? Make a train with chairs.



Tick tock t

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

1. Say "t, t, t" like a clock.
2. Say t words: tree, toe, top.
3. Tap your knee for each t.

Easier: Just tap and say "t". **Next step:** Ask "Does toe start with t? Does ball?"

Say this: "Toe. T, t, toe."

No supplies: Needs nothing.

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

cut here



Square hunt

Time: 5 minutes · **You need:** Square things

1. Show a napkin and say "square".
2. Find square things together.
3. Count the sides with a finger.

Easier: Find 1 square. **Next step:** Find a big square and a small square.

Say this: "One, two, three, four sides. A square."

No supplies: Draw a square in the air.

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



Water the plant

Time: 5 minutes · **You need:** A plant or your bean cup, a little water, an adult close by (the beans stay in the cup)

1. Check the plant together.
2. Your learner gives it a little water.
3. Talk about sun and water.

Easier: Pour together. **Next step:** Ask "What if it has no water?"

Say this: "Plants drink water, like us."

No supplies: Talk about plants in a book.

Builds: Science: what plants need · Stay close and keep small objects away from mouths.

cut here



Train ride

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

1. Hold the waist of the person in front.
2. Chug around the room saying "choo choo".
3. Stop at "stations" and start again.

Easier: Go slow. **Next step:** Your learner is the engine.

Say this: "All aboard. Choo choo."

No supplies: Move arms like train wheels.

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

Song of the week: Tick tock t

Tick tock, tick tock, t, t, t,
Tree and train and turtle, see.
Tap your toes and tap your knee,
T, t, t, tap along with me.

Actions: Tap knees and toes. **Try next:** Make up a line about a toy.

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 "t" for t words	☐	☐
Finds a square	☐	☐
Says one thing plants need	☐	☐
Joins a train walk	☐	☐

Next: week 23 of 36. If you have concerns about your learner's development, talk with your pediatrician.

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