Pre-K 3, week 28: review and show me

This is a review week with nothing new. Your learner plays games that bring back weather words, the f sound and in, on, under and next to. Use the parent notes page to see what to practice next.

5-minute prep

- Gather a box and a toy.
- Put out clothes for today's weather.
- Print pages 2 to 5, or skip printing and use the no-supplies swaps.

Household supplies: Paper, crayons, a box, a toy, clothes. No supplies? Every card has a swap.

The week at a glance

Day	Focus	Pieces
Monday	Talk and listen	Weather review page, Weather show card
Tuesday	Math	Count and color page, Where is it? card
Wednesday	Explore	F or not? page, Shadow play card
Thursday	Make and move	Wavy review page, Puddle jumps 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

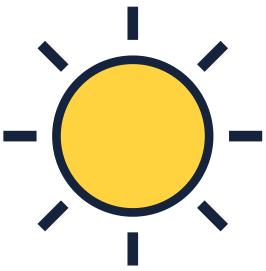
Printable: Weather review 2
Printable: Count and color 3
Printable: F or not? 4
Printable: Wavy review 5
Activity cards 6
Song of the week and parent notes 8
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Safety

- 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).

Weather review

Say: "Show me sunny. Show me rainy." Your learner points to each weather picture and says the word.



sunny



rainy



snowy



windy

No supplies swap. No printer? Act out each weather.

Count and color

Say: "Count each row and color that many dots." Your learner counts each row and colors that many dots.



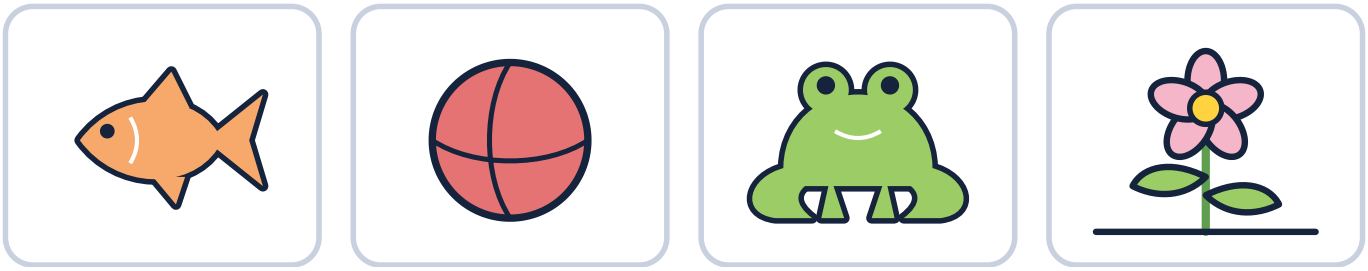




No supplies swap. No printer? Count raindrops on a window or drops from a spoon.

F or not?

Say: "Fish starts with fff. What about the others?" Your learner colors the pictures that start with fff.



No supplies swap. No printer? Say words and your learner blows "fff" for f words.

Wavy review

Say: "Trace the wavy lines. Start at the green dot." Your learner traces each wavy line from left to right.



No supplies swap. No printer? Wave a scarf.



Weather show

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

1. You say a weather word.
2. Your learner acts it out.
3. Swap.

Easier: Do it together. **Next step:** Add what we wear.

Say this: "Rain. Drip, drip. Open your umbrella."

No supplies: Needs nothing.

Builds: Language: vocabulary · Stay close and keep small objects away from mouths.

cut here



Where is it?

Time: 5 minutes · **You need:** A box, a toy

1. Hide the toy in, on, under or next to the box.
2. Your learner says where it is.
3. Swap.

Easier: Give two choices. **Next step:** Your learner hides and tells you.

Say this: "Under the box. You found it."

No supplies: Use a cup and a spoon.

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



Shadow play

Time: 5 minutes · **You need:** A sunny spot or a flashlight

1. Find your shadow.
2. Move and watch it move.
3. Make it big and small.

Easier: Just look. **Next step:** Make an animal shadow with your hands.

Say this: "Your shadow is long."

No supplies: Talk about shadows in a book.

Builds: Science: light and shadow · Stay close and keep small objects away from mouths.

cut here



Puddle jumps

Time: 5 minutes · **You need:** Paper circles or pillows on the floor

1. Lay out "puddles".
2. Your learner jumps from one to the next.
3. Count the jumps.

Easier: Step instead of jump. **Next step:** Jump with feet together.

Say this: "Jump, splash."

No supplies: Jump in place.

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

Song of the week: Under, over

Under the table, over the chair,
In the box and up in the air.
Next to me and on my head,
Where is the bear? Under the bed.

Actions: Point to each place. **Try next:** Hide a toy and sing where it is.

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
Names 3 weather words	☐	☐
Uses in, on, under or next to	☐	☐
Says "fff" for f words	☐	☐
Jumps from spot to spot	☐	☐

Next: week 29 of 36. If you have concerns about your learner's development, talk with your pediatrician.

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