# Pre-K 3, week 32: review and show me

This is a review week with nothing new. Your learner plays games that bring back patterns, the d sound, sink or float and push and pull. Use the parent notes page to see what to practice next.

**5-minute prep**

- Gather blocks or socks in 2 colors.
- Set up the ramp from week 31.
- Print pages 2 to 5, or skip printing and use the no-supplies swaps.

**Household supplies:** Paper, crayons, blocks or socks in 2 colors, a ramp, a ball. No supplies? Every card has a swap.

## The week at a glance

| Day | Focus | Pieces |
|---|---|---|
| Monday | Talk and listen | What moves? page, Sound match card |
| Tuesday | Math | Finish the pattern page, Pattern train card |
| Wednesday | Explore | D or not? page, Float boat card |
| Thursday | Make and move | Path review page, Push and pull 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. |

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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).

# What moves?

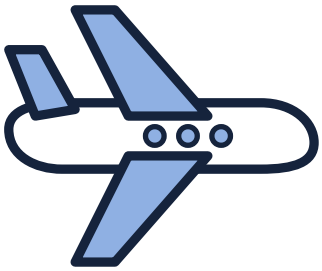
Say: "Which ones move? How do they move?" Your learner points to each picture and shows how it moves.



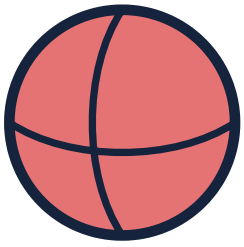
bike



boat



plane

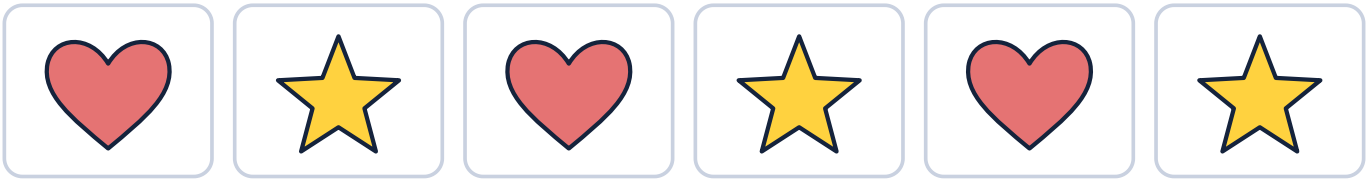


ball

**No supplies swap.** No printer? Move like a car, a boat and a plane.

# Finish the pattern

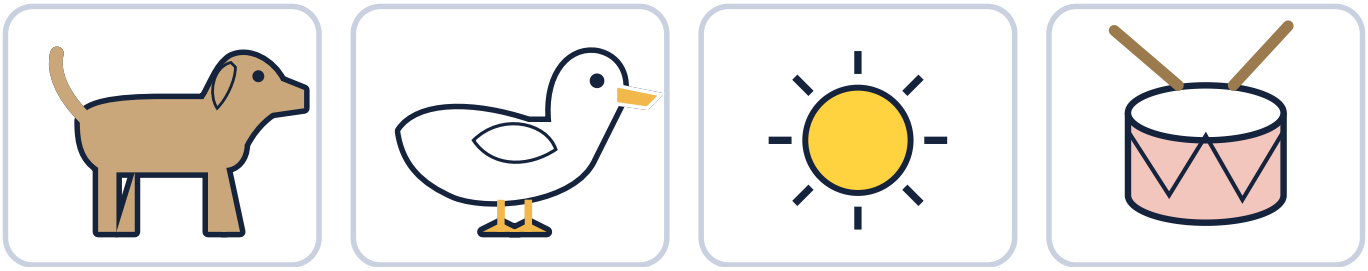
Say: "Heart, star, heart, star. What comes next?" Your learner says the pattern and colors it in two colors.



**No supplies swap.** No printer? Make a pattern with blocks.

# D or not?

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



**No supplies swap.** No printer? Say words and your learner drums for d words.

# Path review

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



**No supplies swap.** No printer? Walk a path of tape.



## Sound match

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

1. Say a sound: "d".
2. Your learner says a word with that sound, or you help.
3. Try m, s and b too.

**Easier:** Say the word and your learner says the sound. **Next step:** Your learner picks the sound.

**Say this:** "D. Dog. Yes."

**No supplies:** Needs nothing.

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

cut here



## Pattern train

**Time:** 5 minutes · **You need:** Blocks or socks in 2 colors

1. Start a pattern.
2. Take turns adding the next piece.
3. Say the whole pattern.

**Easier:** Copy only. **Next step:** Try an AAB pattern: red, red, blue.

**Say this:** "Red, blue, red, blue. My turn, your turn."

**No supplies:** Clap the pattern.

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



## Float boat

**Time:** 10 minutes · **You need:** A tub with a little water, a plastic lid, an adult within arm's reach

1. Float the lid like a boat.
2. Your learner blows it across.
3. Add a light toy and see if it still floats.

**Easier:** Just float the lid. **Next step:** Count how many light toys it holds.

**Say this:** "Blow. The boat moves."

**No supplies:** Blow a paper boat across a table.

**Builds: Science: sink or float · Stay close and keep small objects away from mouths.**

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## Push and pull walk

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

1. Push the box to one spot.
2. Pull it back with the scarf.
3. Swap.

**Easier:** Push only. **Next step:** Put a toy in the box and push gently.

**Say this:** "Push, push. Now pull."

**No supplies:** Push a pillow.

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

# Song of the week: Patterns everywhere

Clap and stomp and clap and stomp,
Patterns make a happy romp.
Red and blue and red and blue,
Patterns here for me and you.

**Actions:** Clap and stomp the pattern. **Try next:** Make a new pattern with your hands.

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 |
|---|---|---|
| Copies and adds to a pattern | ☐ | ☐ |
| Says "d" for d words | ☐ | ☐ |
| Says sink or float after testing | ☐ | ☐ |
| Pushes and pulls a box | ☐ | ☐ |

Next: week 33 of 36. If you have concerns about your learner's development, talk with your pediatrician.

# More from UpOnly Learning

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### Child development guide

Milestones, sleep and behavior for ages 3 to 5, and when to talk with your pediatrician.

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

Visit

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