# Pre-K 3, week 7: taking turns and color match

This week your learner will practice my turn, your turn, match six colors and learn a slow breath to calm down. Each activity takes about 5 to 10 minutes. Print the pages, or do them with things you already have at home.

**5-minute prep**

- Find a toy you can pass back and forth, like a ball or a drum.
- Get crayons in red, blue, yellow, green, orange and purple.
- Print pages 2 to 5, or skip printing and use the no-supplies swaps.

**Household supplies:** Paper, 6 crayons, a ball or a drum, colored socks or blocks. No supplies? Every card has a swap.

## The week at a glance

| Day | Focus | Pieces |
|---|---|---|
| Monday | Talk and listen | My turn, your turn page, Pass the drum card |
| Tuesday | Math | Color match page, Sock colors card |
| Wednesday | Explore | Calm body page, Smell the flower card |
| Thursday | Make and move | Draw a friend page, Animal 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

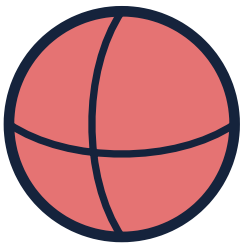
Printable: My turn, your turn ..... 2
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Activity cards ..... 6
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**Safety**

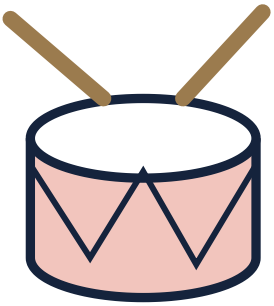
- Use objects too big to fit in your learner's mouth, and stay close during any counting or sorting with real objects.
- Water play only with an adult within arm's reach the whole time, even in a small tub.
- An adult handles anything hot or sharp, knives, and rocks or heavy objects.
- Dry beans and 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).

# My turn, your turn

Say: "Who has the ball? My turn, now your turn." Your learner points to each toy and says "my turn" or "your turn" as you play.



ball



drum



book

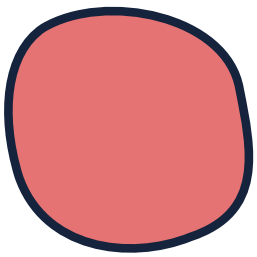


bike

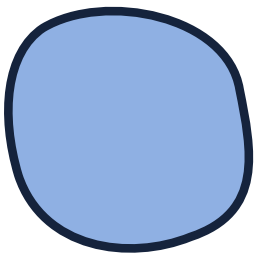
**No supplies swap.** No printer? Pass a ball back and forth and say whose turn it is.

# Color match

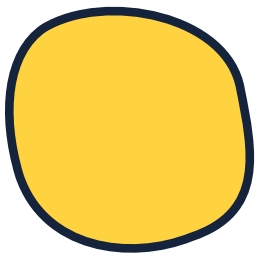
Say: "Find the crayon that matches this spot." Your learner matches a crayon to each spot and colors it.



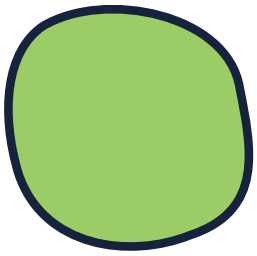
red



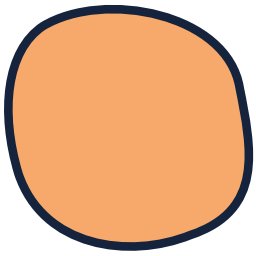
blue



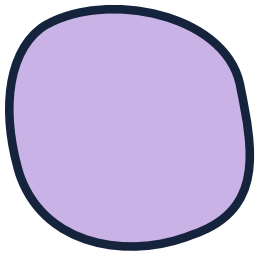
yellow



green



orange



purple

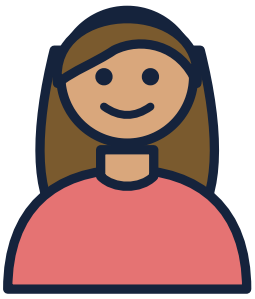
**No supplies swap.** No printer? Match colored socks or blocks into pairs.

# Calm body

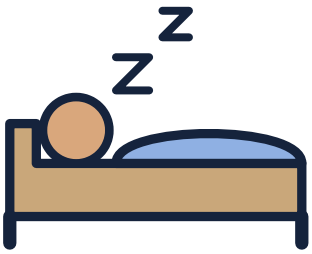
Say: "When I feel mad, I take a slow breath." Your learner points to each picture and shows the calm way: breathe, hug, rest, read.



breathe



hug



rest



read

**No supplies swap.** No printer? Practice smelling a flower and blowing out a candle together.

# Draw a friend

Say: "Draw a friend you like to play with." Your learner draws a friend any way they like and tells you about them.

**No supplies swap.** No printer? Tell a story about playing with a friend.



## Pass the drum

**Time:** 5 minutes · **You need:** A drum, a pot and spoon, or a box

1. You tap the drum 3 times.
2. Pass it and say "Your turn."
3. Your learner taps and passes it back.

**Easier:** Hold the drum together. **Next step:** Copy each other's beat.

**Say this:** "My turn. Now your turn."

**No supplies:** Clap and pass the clapping.

**Builds: Social-emotional: taking turns · Stay close and keep small objects away from mouths.**

cut here



## Sock colors

**Time:** 10 minutes · **You need:** Colored socks

1. Put out the socks.
2. Hold up one sock and say its color.
3. Your learner finds its partner.

**Easier:** Use 2 colors. **Next step:** Your learner names the color before matching.

**Say this:** "Blue and blue. A match."

**No supplies:** Match colors in a picture book.

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



## Smell the flower

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

1. Pretend to hold a flower and breathe in slowly through the nose.
2. Pretend to blow out a candle slowly.
3. Do it 3 times together.

**Easier:** Do it once. **Next step:** Use it when your learner feels upset.

**Say this:** "Smell the flower. Blow the candle."

**No supplies:** Needs nothing.

**Builds: Social-emotional: calming down · Stay close and keep small objects away from mouths.**

cut here



## Animal walk

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

1. Walk like a bear on hands and feet.
2. Hop like a bunny.
3. Take turns choosing the animal.

**Easier:** Walk like a duck, squatting low. **Next step:** Add a slow and a fast way.

**Say this:** "Your turn to choose the animal."

**No supplies:** Needs nothing but space.

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

# Song of the week: My turn, your turn

My turn, your turn, back and forth,
Like a ball rolling north.
Your turn, my turn, that is fair,
Friends take turns and friends share.

**Actions:** Pass a ball on each "turn". **Try next:** Sing it while you build a block tower, one block each.

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 |
|---|---|---|
| Waits for a turn with help | ☐ | ☐ |
| Matches 3 or more colors | ☐ | ☐ |
| Takes a slow breath when shown | ☐ | ☐ |
| Copies an animal walk | ☐ | ☐ |

Next: week 8 of 36. If you have concerns about your learner's development, talk with your pediatrician.

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