Pre-K 4, week 10: the letter m, squares and rectangles

This week your learner will hear the m sound, sort squares and rectangles, and talk about foods they know and foods to try. Each activity takes about 10 minutes. Print the pages, or do them with things you already have at home.

5-minute prep

- Write a big M and a small m on a sheet of paper.
- Find a square thing and a rectangle thing, like a napkin and a book.
- Print pages 2 to 5, or skip printing and use the no-supplies swaps.

Household supplies: Paper, crayons, a napkin, a book, a plate, a rug or towel. No supplies? Every card has a swap.

The week at a glance

Day	Focus	Pieces
Monday	Letter m	Letter m page, Mmm game card
Tuesday	Math	Squares and rectangles page, Shape detective card
Wednesday	Explore	Foods to try page, Set the table card
Thursday	Make and move	Mountain trace page, Robot 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 with real objects.
- Child-size scissors only, with an adult watching. Hand scissors over handle first.
- Choose crayons, markers and paint labeled for young learners (look for the AP seal).
- Adults handle anything hot or sharp.

Letter m

Say: "M says mmm, like something yummy. Moon, mouse, milk." Your learner traces the big M and the small m, then colors the pictures that start with m.

M m



moon



mouse



milk

No supplies swap. No printer? Draw an m in the air, then on your learner's back with one finger.

Squares and rectangles

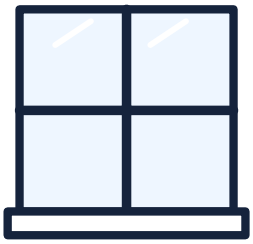
Say: "A square has 4 sides the same. A rectangle has 2 long sides and 2 short sides." Your learner counts the sides of each shape, then colors the squares in one color and the rectangles in another.

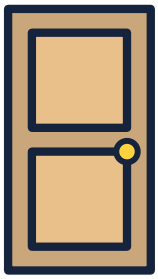


square



rectangle









No supplies swap. No printer? Find a square napkin and a rectangle book and run a finger along the sides.

Foods to try

Say: "Which of these foods have you tried? Which one would you like to try?" Your learner names each food, colors the ones they have tried and circles one to try this week.



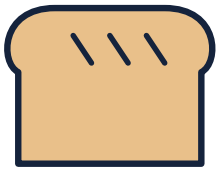
apple



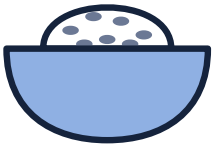
carrot



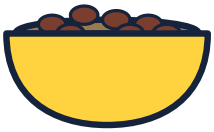
banana



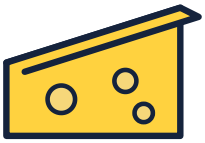
bread



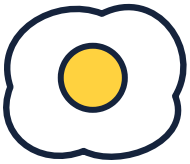
rice



beans



cheese

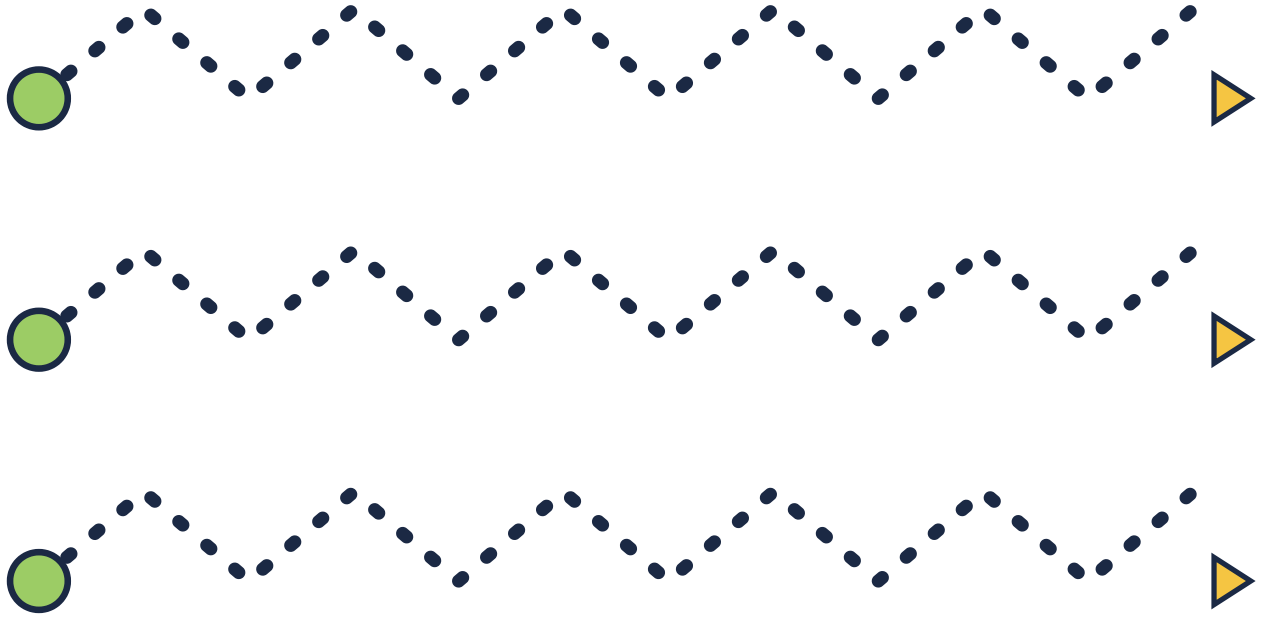


egg

No supplies swap. No printer? Look in the kitchen together and name the foods you see.

Mountain trace

Say: "Up the mountain, down the mountain, like the letter m. Start at the green dot." Your learner traces each zigzag from left to right without lifting the crayon.



No supplies swap. No printer? Make mountains with a finger in a tray of flour.



Mmm game

Time: 10 minutes · **You need:** Nothing

1. Rub your tummy and say "mmm" together.
2. Say a word. If it starts with m, your learner rubs their tummy and says "mmm".
3. Try: mop, sun, map, toy, mitten, milk.

Easier: Use only mop and sun. **Next step:** Say the sounds m, a, p slowly. Your learner says the word: map.

Say this: "Map starts with mmm."

No supplies: Needs nothing.

Builds: Literacy: phonological awareness · Stay close and keep small objects away from mouths.

cut here



Shape detective

Time: 10 minutes · **You need:** A napkin and a book

1. Run a finger along the 4 sides of the napkin and count them.
2. Do the same with the book. Which sides are long? Which are short?
3. Find more squares and rectangles: a window, a door, a box.

Easier: Look only for rectangles. **Next step:** Ask "Is a square a kind of rectangle?" and talk about it.

Say this: "The door is a rectangle. Two long sides, two short sides."

No supplies: Find shapes in a picture book.

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



Set the table

Time: 10 minutes · **You need:** Plates, cups and spoons (no knives)

1. Your learner helps set the table for a meal.
2. Count the people and put one plate at each place.
3. Name the food at the meal and invite your learner to try one small bite of something new.

Easier: Set one place only. **Next step:** Your learner puts a cup and a spoon by each plate too.

Say this: "Thank you for helping. You set a plate for everyone."

No supplies: Set a pretend table for toys with paper plates.

Builds: Social-emotional: helping at home · Stay close and keep small objects away from mouths.

cut here



Robot walk

Time: 5 minutes · **You need:** A rug, towel or square of floor

1. Walk along one side of the rug with stiff robot steps.
2. Turn at the corner and walk the next side.
3. Count the sides and corners as you go.

Easier: Walk 2 sides. **Next step:** Walk a rectangle: long, short, long, short.

Say this: "Beep, corner. Turn. Beep, corner."

No supplies: Walk a square around a chair.

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

Song of the week: Mmm, m

Mmm, mmm, m, my mouth is shut,
Moon and mouse and milk and more.
Square and rectangle, count the sides,
Mmm, mmm, m, and out the door.

Actions: Press your lips together on each "mmm". **Try next:** Draw a square in the air on the third line.

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 the m sound	☐	☐
Finds m on a page	☐	☐
Tells a square from a rectangle	☐	☐
Names a food they would like to try	☐	☐

Next: week 11 of 36. If you have concerns about your learner's development, talk with your pediatrician.

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