Pre-K 4, week 2: the letter s and counting to 5

This week your learner will hear the s sound, find s in their world and count up to 5 things. 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 S and a small s on a sheet of paper.
- Gather 5 socks and 5 spoons.
- Print pages 2 to 5, or skip printing and use the no-supplies swaps.

Household supplies: Paper, crayons, 5 socks, 5 spoons. No supplies? Every card has a swap.

The week at a glance

Day	Focus	Pieces
Monday	Letter s	Letter s page, Sound hunt card
Tuesday	Math	Count to 5 page, Sock count card
Wednesday	Explore	Five senses card
Thursday	Make and move	Snake trace page, Snake slither 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

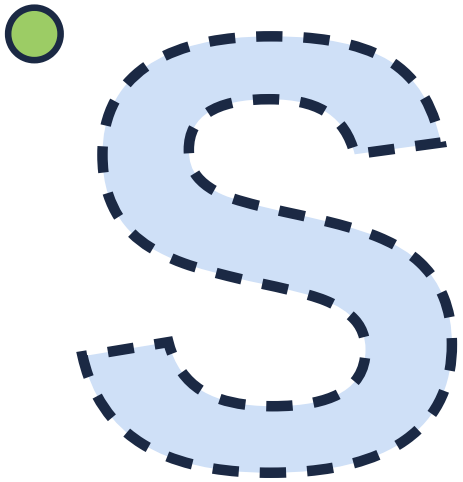
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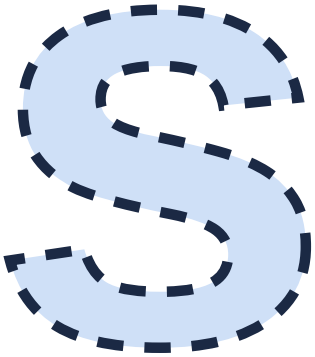
Safety

- 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 s

Say: "S says sss, like a snake. Sun, socks, snake." Your learner traces the big S and the small s, then colors the pictures that start with s.







sun



socks



snake

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

Count to 5

Say: "Touch each one and count with me." Your learner touches each picture, counts out loud and colors the matching dots.



















No supplies swap. No printer? Count 5 spoons, touching each one.

My senses

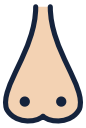
Say: "We see with our eyes. What do we hear with?" Your learner names each body part and what it does, then colors the pictures.



see



hear



smell



taste



touch

No supplies swap. No printer? Point to each body part and say what it does.

Snake trace

Say: "Make the snake wiggle. Start at the green dot." Your learner traces the wavy lines from left to right with a crayon.



No supplies swap. No printer? Make a wavy snake with a piece of string.



Sound hunt

Time: 10 minutes · **You need:** Nothing, or a basket

1. Say "sss" like a snake together.
2. Walk around the house and find things that start with s: sock, spoon, sofa.
3. Say each word slowly and stretch the s.

Easier: You name the thing; your learner says "sss". **Next step:** Ask "Does sun start with s? Does ball?"

Say this: "Sssock. Sock starts with sss."

No supplies: Play it as "I spy something that starts with sss."

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

cut here



Sock count

Time: 5 minutes · **You need:** 5 pairs of socks, a basket

1. Put the socks in a pile.
2. Your learner finds a match and drops the pair in the basket.
3. Count the pairs together, touching each one.

Easier: Use 3 pairs. **Next step:** Count to 10 socks.

Say this: "One, two, three, four, five pairs."

No supplies: Count fingers on one hand.

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



Five senses walk

Time: 10 minutes · **You need:** A window or a safe place outside, with an adult

1. Stop and look: name one thing you see.
2. Be quiet and listen: name one thing you hear.
3. Touch something soft and something hard.

Easier: Do see and hear only. **Next step:** Ask "Which sense did we use?"

Say this: "I hear a bird. What do you hear?"

No supplies: Do it from one spot in the room.

Builds: Science: my body and senses · Stay close and keep small objects away from mouths.

cut here



Snake slither

Time: 5 minutes · **You need:** Space on the floor

1. Lie on your tummies.
2. Slither like a snake and say "sss".
3. Freeze when you say "stop".

Easier: Crawl instead of slither. **Next step:** Slither slow, then fast.

Say this: "Sss, sss, stop."

No supplies: Needs nothing but space.

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

Song of the week: The s song

S, s, what do you say?
Sss like a snake on a sunny day.
Socks and spoons and sun up high,
S, s, wave goodbye.

Actions: Wiggle one arm like a snake on every "sss". **Try next:** Make up a new line with another s word.

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 s sound	☐	☐
Finds s on a page	☐	☐
Counts 5 objects, touching each one	☐	☐
Names some of the 5 senses	☐	☐

Next: week 3 of 36. If you have concerns about your learner's development, talk with your pediatrician.

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