Pre-K 4, week 32: review and show me

This is a review week with no new letter. Your learner plays games that bring back v, w and x, counting to 20, making 5, and how things sink, float, roll and move. Use the parent notes page to see what to practice next.

5-minute prep

- Write a big V, a big W and a big X on three sheets of paper.
- Gather 20 small toys or spoons and a few new things to float, all too big to fit in the mouth.
- Print pages 2 to 5, or skip printing and use the no-supplies swaps.

Household supplies: Paper, crayons, 20 toys or spoons, a tub of water, a towel, a plastic bottle, a sock, a wooden spoon, a plastic cup. No supplies? Every card has a swap.

The week at a glance

Day	Focus	Pieces
Monday	Letters review	Letter match page, Letter jump card
Tuesday	Math review	How many more make 5? page, Toy store to 20 card
Wednesday	Explore	All the lines page, Float it again card
Thursday	Make and move	It floats page, Push and pull freeze 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

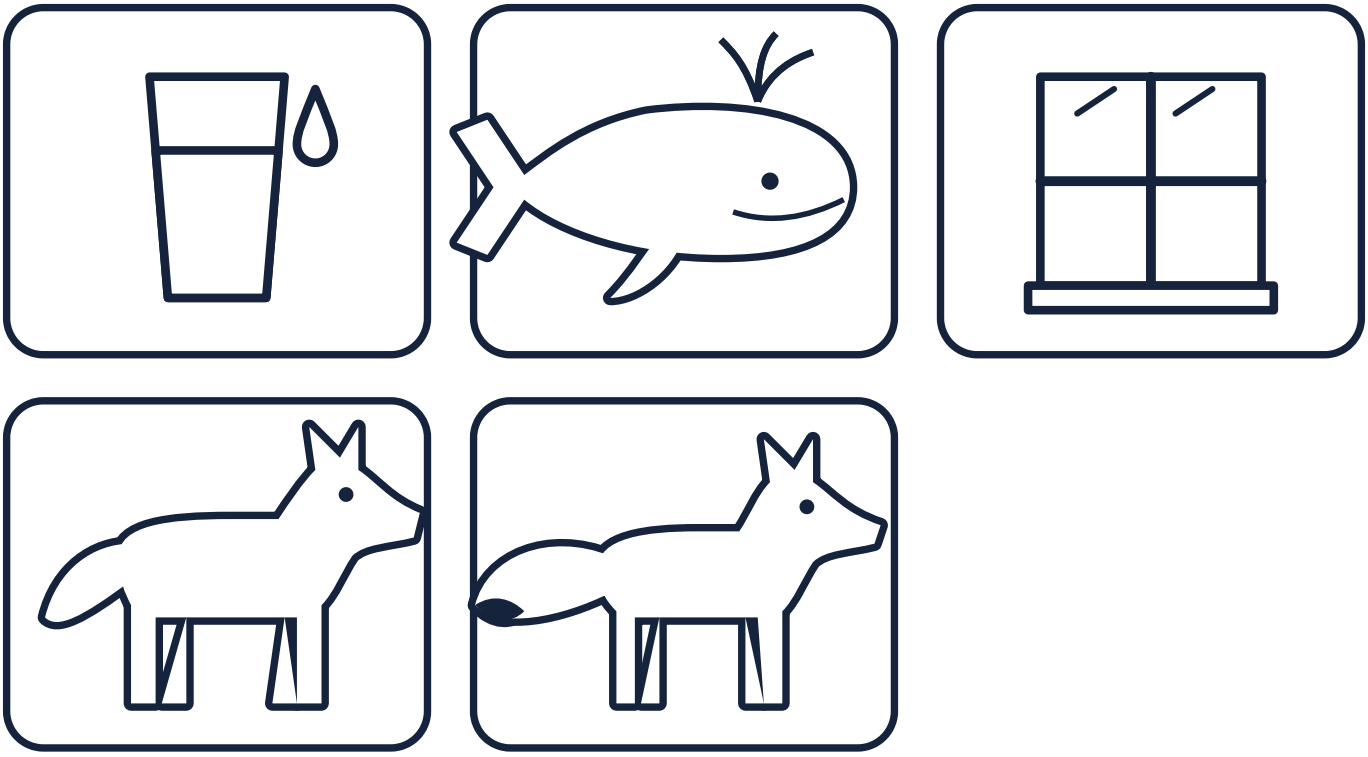
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Safety

- 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 match

Say: "Find the w pictures. Then find the one that ends with ks." Your learner says each picture's name, colors the w pictures in one color, and colors the fox in another.



No supplies swap. No printer? Say a word and your learner says "w", or "ks" if it ends like fox.

How many more make 5?

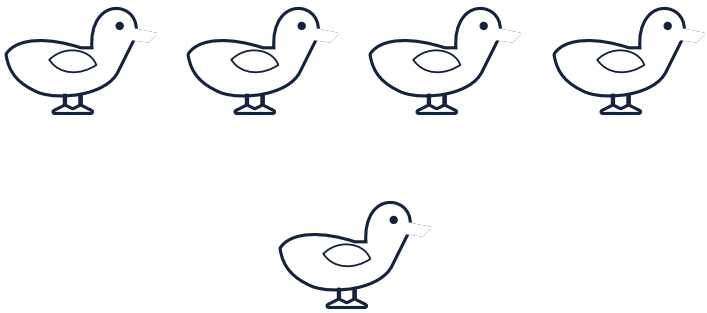
Say: "Count the pictures. How many more make 5?" Your learner counts each group, colors that many dots, then counts the empty dots to find how many more make 5.

















No supplies swap. No printer? Show 3 fingers. How many more fingers make 5?

All the lines

Say: "Straight, wavy, zigzag. Start at the green dot." Your learner traces a straight line, a wavy line and a zigzag line.



No supplies swap. No printer? Make the three lines with string or a finger in flour.

It floats

Say: "Draw something that floats. Then draw something that sinks." Your learner draws water in the frame, then one thing floating on top and one thing at the bottom.

No supplies swap. No printer? Draw on any paper, or tell what floats in the bath.



Letter jump

Time: 10 minutes · **You need:** 3 sheets: V, W and X

1. Put the 3 sheets on the floor.
2. Say a sound or a letter name.
3. Your learner jumps onto the matching sheet.

Easier: Use 2 sheets. **Next step:** Say a word; your learner jumps to the letter it starts or ends with.

Say this: "Jump to the letter that says vvv."

No supplies: Point to the letter in the air instead of jumping.

Builds: Literacy: print and alphabet knowledge · Stay close and keep small objects away from mouths.

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Toy store to 20

Time: 10 minutes · **You need:** 20 small toys or spoons, all too big to fit in the mouth

1. Line up the toys as a pretend store.
2. Ask to buy a number of toys, up to 20.
3. Your learner counts them out to you.

Easier: Ask for up to 10. **Next step:** Ask for 5, then "2 more, please. How many now?"

Say this: "May I have 14 toys, please?"

No supplies: Count steps, claps or stairs to 20.

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



Float it again

Time: 10 minutes · **You need:** A tub of water, a towel, 5 things too big to fit in the mouth

1. Try new things this time, all too big to fit in the mouth: a plastic bottle, a sock, a wooden spoon.
2. Your learner guesses, then tests.
3. Try again: can you make a sinking thing float, like putting the spoon in a plastic cup?

Easier: Test 3 things. **Next step:** Ask "What helped it float?"

Say this: "It sank. Let's try again another way." Stay right beside your learner the whole time, and empty the tub after.

No supplies: Talk about what floats in the bath, and test it at bath time.

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

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Push and pull freeze

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

1. Dance while you sing a song from this unit.
2. Stop and call "push": your learner pushes the wall with both hands.
3. Call "pull": they pull a pretend rope.

Easier: Use push only. **Next step:** Your learner calls push or pull for you.

Say this: "Freeze. Push the wall. Now dance."

No supplies: Needs nothing but space.

Builds: Approaches to learning: self-regulation · Stay close and keep small objects away from mouths.

Song of the week: Try again

If it sinks, we try again,
Count to 5 and count to 10.
Push it, pull it, watch it go,
V and w and x, hello.

Actions: Hold up fingers as you count, then push and pull your hands. **Try next:** Count all the way to 20 at the end.

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 sound for v and w, and ks for x	☐	☐
Counts to 20	☐	☐
Tells how many more make 5	☐	☐
Tries again when something does not work	☐	☐

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

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