Pre-K 4, week 6: the letter p and more or fewer

This week your learner will hear the p sound, compare two groups to find which has more and which has fewer, and practice taking turns with a friend or family member. 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 P and a small p on a sheet of paper.
- Gather 10 spoons and one toy you can share.
- Print pages 2 to 5, or skip printing and use the no-supplies swaps.

Household supplies: Paper, crayons, 10 spoons, a toy to share. No supplies? Every card has a swap.

The week at a glance

Day	Focus	Pieces
Monday	Letter p	Letter p page, Puff and pop card
Tuesday	Math	More or fewer page, Spoon piles card
Wednesday	Explore	Play together page, My turn, your turn card
Thursday	Make and move	Up and down trace page, Popcorn jumps 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: Letter p 2
Printable: More or fewer 3
Printable: Play together 4
Printable: Up and down trace 5
Activity cards 6
Song of the week and parent notes 8
More from UpOnly Learning 9

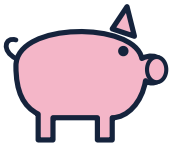
Safety

- 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 p

Say: "P says p, p, p. Feel the puff of air on your hand. Pig, pizza, penguin." Your learner traces the big P and the small p, then colors the pictures that start with p.

P p



pig



pizza

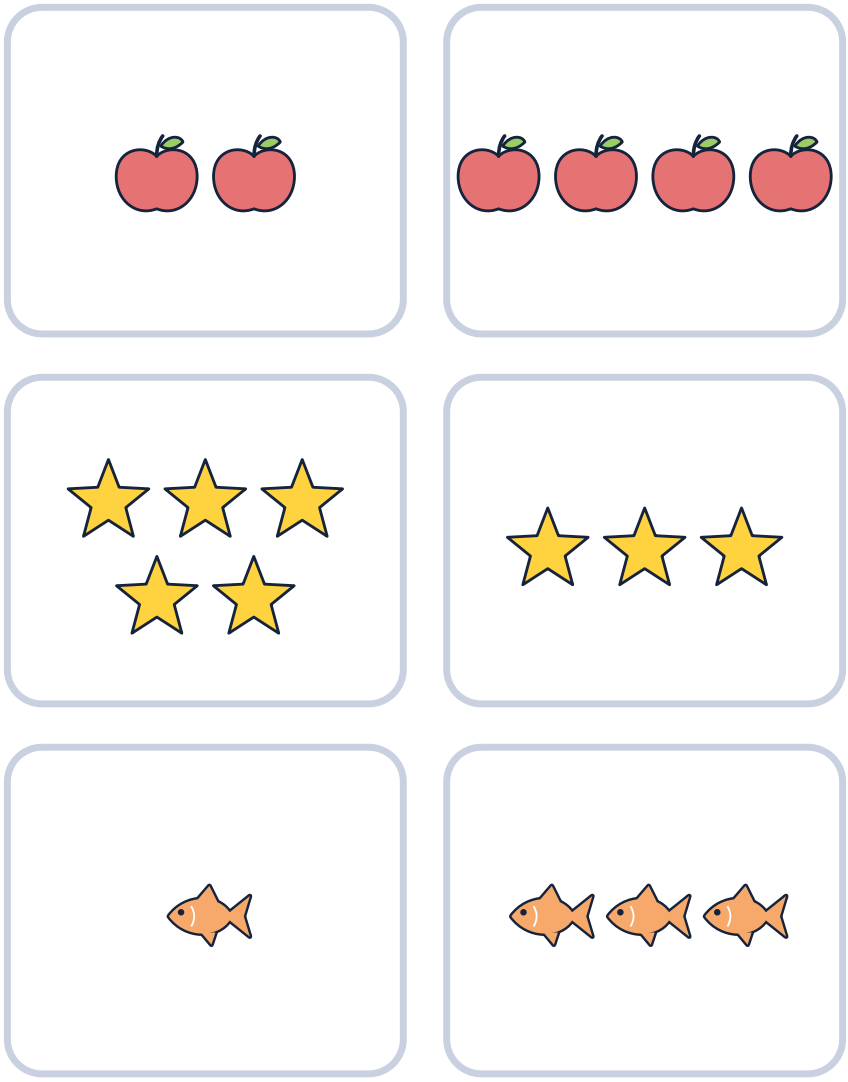


penguin

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

More or fewer

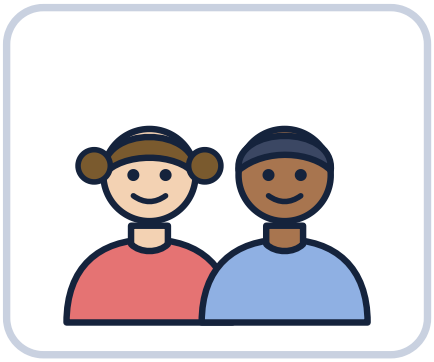
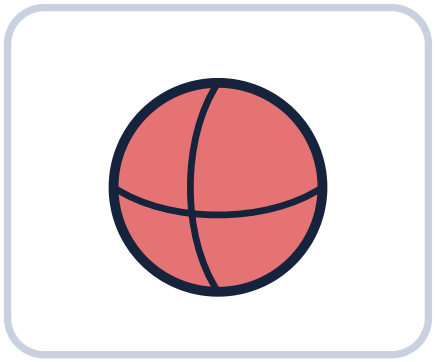
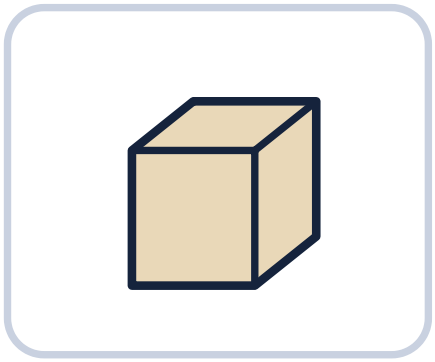
Say: "Count both boxes in a row. Which box has more?" Your learner counts each group, then colors the box in each row that has more.

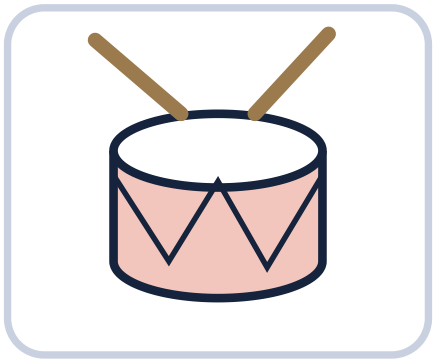
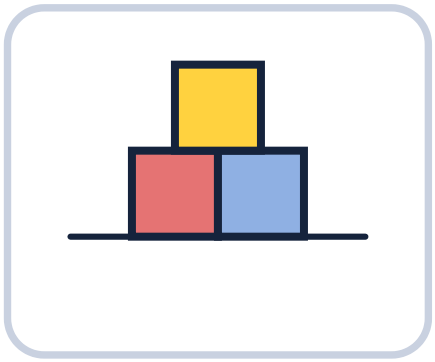


No supplies swap. No printer? Make two piles of spoons and ask "Which pile has more?"

Play together

Say: "Two friends want to play with this. How can they take turns?" Your learner points to each toy, tells how two friends could share it, then colors it.

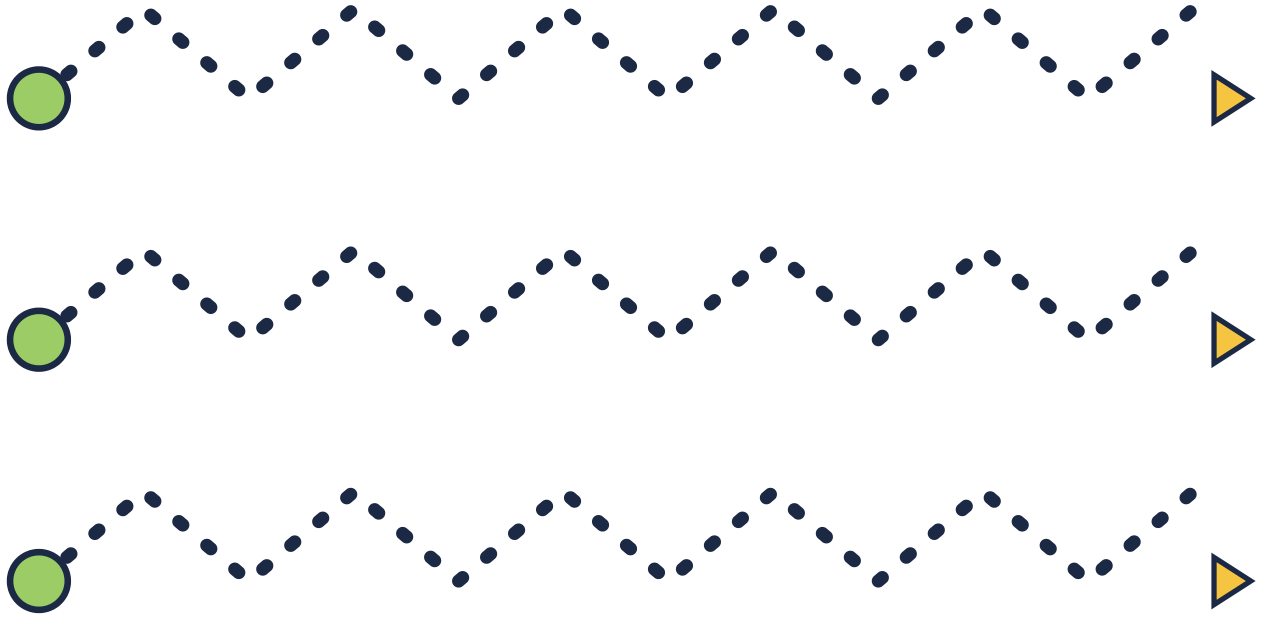




No supplies swap. No printer? Pick one real toy and take turns with it.

Up and down trace

Say: "Pop up, pop down, like popcorn. Start at the green dot." Your learner traces each zigzag from left to right without lifting the crayon.



No supplies swap. No printer? Make zigzags with a finger on the table.



Puff and pop

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

1. Hold a hand in front of your mouth and say "p, p, p". Feel the puff.
2. Say a word. If it starts with p, your learner pops up from sitting.
3. Try: pig, sun, pan, toe, pillow, pear.

Easier: Use only pig and sun. **Next step:** Your learner says a p word and you pop up.

Say this: "Pan starts with p. Pop."

No supplies: Needs nothing.

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

cut here



Spoon piles

Time: 10 minutes · **You need:** 10 spoons

1. Make two piles of spoons, such as 2 and 4.
2. Your learner counts each pile.
3. Ask "Which pile has more? Which has fewer?"

Easier: Make the piles very different, like 1 and 5. **Next step:** Your learner makes a pile with fewer than yours.

Say this: "Four is more than two. Two is fewer."

No supplies: Compare fingers: hold up 2 on one hand and 4 on the other.

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



My turn, your turn

Time: 10 minutes · **You need:** One toy to share

1. Your learner plays with the toy while you count slowly to 10.
2. Say "My turn" and play while your learner counts.
3. Keep trading. Practice the words "Can I have a turn?"

Easier: Count to 5 for each turn. **Next step:** Invite a sibling or friend to join the turns.

Say this: "Can I have a turn when you are done?"

No supplies: Take turns making silly faces or clapping a beat.

Builds: Social-emotional: relationships with others · Stay close and keep small objects away from mouths.

cut here



Popcorn jumps

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

1. Crouch down low like a popcorn kernel.
2. Say "pop" and jump up high.
3. Land softly and crouch again.

Easier: Stand up tall instead of jumping. **Next step:** Pop 5 times and count each jump.

Say this: "Pop, pop, pop. Land soft like a feather."

No supplies: Needs nothing but space.

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

Song of the week: Pop, pop, p

P, p, pop, I puff and I pop,
Pig and pizza, I hop and I stop.
Penguin waddles, pat, pat, pat,
P, p, p, I can say that.

Actions: Pop your hands open on each "pop". **Try next:** Count the pops in the song.

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 p sound	☐	☐
Finds p on a page	☐	☐
Tells which group has more and which has fewer	☐	☐
Waits for a turn and asks for one	☐	☐

Next: week 7 of 36. If you have concerns about your learner's development, talk with your pediatrician.

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