A ONE-WEEK LEARNING PACK FOR AGES 3–5

On the Move Week

5 days of circle time, centers, art, and movement for home daycares and small child care programs









Counting 1–10 · Sign shapes · Long & short · Color + ink-saver

28 pages · US Letter · Full color · © 2026 Jackson Miller

EDUCATOR GUIDE

Welcome, How to Use & Contents



On the Move Week is a complete five-day plan for mixed groups of children ages 3 to 5. Children count paper cars, match road sign colors to their shapes, compare long and short, follow an airplane trip from runway to landing, sort things with wheels and without, hear the first sounds /k/ and /v/, and build a paper train engine with shapes. No ride-on toys, vehicles, or trips are needed.

A typical day

- **Circle time**, 10–15 min: a short read-aloud story and talk prompts
- **Math center**, 10–15 min: hands-on counting, comparing, or sorting
- **Literacy center**, 10 min: oral vocabulary and sound games
- **Art & fine motor**, 15–20 min: low-cost paper projects
- **Movement**, 5 min: a short movement game with seated options

Mixed ages

Each day plan has a **Simpler** idea (often right for younger 3s) and an **Extension** (often right for older 4s and 5s). Choose by what each child is ready for, not by age alone. Printed pages are tools for play and talk, not tests.

Printing

Print on US Letter paper at **100% / Actual size**. The color and ink-saver files have the same pages and page numbers. Send the family letter (p. 27) home on Day 1.

What is inside

- 5 educator day plans and a week-at-a-glance
- 5 original read-aloud stories + 1 counting rhyme
- 12 vocabulary cards · 10 number cards · 6 movement cards
- Counting mat, 16 car counters, sign shape match
- Compare page, airplane sequence, 2 sorts
- Train builder, street count, optional tracing, letter, keys

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Pick and choose; every activity is optional

Week at a Glance



	DAY 1 Beep, Beep! Cars	DAY 2 Signs and Shapes	DAY 3 Long Train, Short Train	DAY 4 Up in the Sky	DAY 5 Wheels or No Wheels?
Words	car, park, drive, count, one more, one less	octagon, triangle, circle, diamond, square, rectangle	long, short, longer, bigger, smaller, floats	runway, takeoff, clouds, landing, first, last	wheels, roll, float, fly, sort, engine
Circle time	Theo Counts the Cars + counting rhyme	Ms. Kay's Bus Route	Long Train, Short Train	Up, Up, and Away	The Wheels Parade
Math	Cars in the Parking Lot	Sign Shapes Match	Long or Short? Compare	An Airplane Trip	Wheels or No Wheels?
Literacy	How Do We Get There?	Sign Talk	Vehicle Riddles	Cc and Vv Sound Sort	Parade Words
Art & fine motor	My Car Picture	Make a Sign	Paper Strip Train	Window Seat	Train Engine Shape Builder
Movement	Drive the Car	Red Light, Green Light	Train Chug	Airplane Wings	Rocket Countdown
Big idea	Counting 1–5; one less	Naming and matching shapes on road signs	Comparing length and size; flies or floats	Ordering 4 steps; first sounds /k/ and /v/	Sorting by a rule; building with shapes; counting a collection

Before the week starts

- Read the day plans (pp. 6–10) and stories (pp. 11–12). Skim the safety notes (p. 5).
- Print and cut using the prep list (p. 4). Adults pre-cut for children not yet using scissors.
- Copy the family letter (p. 27) for each family and fill in your program name.
- Cut paper strips for Day 3. Plan an open, safe movement space away from doors.

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EDUCATOR GUIDE

Educator plan

Day 1: Beep, Beep! Cars



Today's words: car · park · drive · count · one more · one less

Prep today: Cut the number cards (p. 15) and 16 car counters per child at the center (p. 17). Print the mat (p. 16). Plain paper for art.

Circle time

10–15 min

- Read **Theo Counts the Cars** (p. 11).
- Ask: "How many cars parked? What happened when one drove away?" Show it on your fingers: 5, then 4.
- Show the **car**, **bus**, **truck**, and **bicycle** cards (p. 13). Ask: "How did you get here today?"
- Say **Five Little Cars** (p. 12), adding one finger for each verse.
- Transition: children "drive" slowly to a center, steering with both hands.

Math: Cars in the Parking Lot

Pages 15, 16, 17

1. Child picks a number card 1–5.
2. Touch and count the cars on the card, one touch for each.
3. Park the same number of paper cars in the top row of the mat, starting at the left.
4. One car drives away: take one off. "How many now?"

Literacy: How Do We Get There?

Vocabulary cards, pp. 13–14

Ask: "How would you get to the store? To a faraway place?" Children choose a card and say a sentence. Walking, strollers, and wheelchairs count too.

Movement: Drive the Car

Card on p. 26

Hold a pretend steering wheel. Drive slowly around the room, turn left and right, and stop on "Red light!"

Art: My Car Picture

Paper, crayons

Children draw a car with two round wheels and windows, then draw who is riding inside. Count the wheels and the riders together.

Simpler

emerging / younger 3s

Use cards 1–3 only. Count aloud while the child touches each car. Skip one less.

Extension

ready / older 4s & 5s

Use cards 6–10 and fill both rows of the mat. Ask: "How many more to make 10?" Then take 2 away.

Look for

informal notes

One touch for each object. Says the last number to tell how many. Tells how many after one is taken away.

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CIRCLE TIME

Read slowly; pause for children to predict and act it out

Read-Aloud Stories, Days 1-3

Day 1: Theo Counts the Cars

original story, about 1–2 min

Theo and Grandma sat by the window. Outside was a small parking lot with painted lines. It was empty.

Vroom! A red car drove in and parked. “One car,” said Theo. Then a blue car parked next to it. “Two cars!”

Beep, beep! A yellow car squeezed in. Then a green car. “Three, four,” Theo counted, pointing at each one.

One more car drove in slowly and parked at the very end. “Five cars! The lot is full,” said Grandma.

Later, one car drove away. Theo counted again: “One, two, three, four. Now there are four.” Grandma smiled. “You are a good counter.”



Pause & ask: *How many cars parked? What happened when one drove away?*

Day 2: Ms. Kay's Bus Route

original story, about 1–2 min

Ms. Kay drove the big bus every morning. “Let’s look for signs,” she told the riders. “Every sign has a shape.”

At the first corner, there was a red sign with eight sides. “That is an octagon. It says STOP,” said Ms. Kay, and the bus stopped.

Next they passed a triangle sign with a point at the bottom. “That one means slow down and let others go first.”

Near the train tracks was a round circle sign. On a curvy road was a yellow diamond. “Diamonds tell us: be careful!”

At the last stop, the riders counted the shapes they saw: octagon, triangle, circle, diamond. “Shapes help keep us safe,” said Ms. Kay.



Pause & ask: *What shape is a stop sign? What other sign shapes did they see?*

Day 3: Long Train, Short Train

original story, about 1–2 min

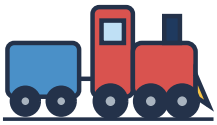
At the train yard, two engines were getting ready. Big Engine pulled three cars. Little Engine pulled none.

“My train is longer,” said Big Engine. “One, two, three cars behind me!” Little Engine looked at its short train.

“Short trains are good too,” said the driver. “Little Engine can fit on the small track up the hill.”

Up the hill they went. Little Engine chugged around the curve. Big Engine was too long to fit!

“Long is good for carrying lots,” said the driver. “Short is good for small places. Every train has a job.”



Pause & ask: *Which train was longer? Why was a short train helpful?*

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MATH

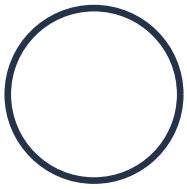
Sign Shapes Match

Match each sign to the shape with the same outline.





A



circle

B



C



square

D

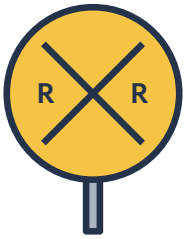


E

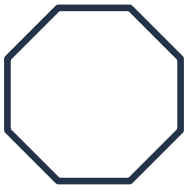


rectangle

F



G

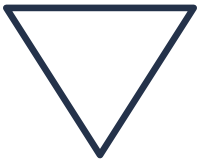


octagon

H



I

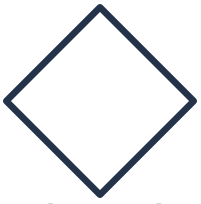


triangle

J



K



diamond

L

✂ *Cut on the dashed lines. Small letters are for the answer key only.*

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