



Older Toddler Daily Learning Highlights Week 20 | Day 1



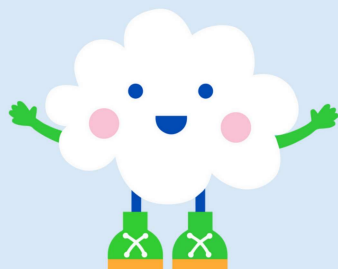
Language & Literacy

Today we read the book “*Pete the Cat: Twinkle Twinkle Little Star*,” with our teacher.

Prior to reading, we sang the song Twinkle Twinkle Little Star to activate our prior knowledge. The goal was to engage in two to three back-and-forth interactions (words or gestures) with our teacher’s modeling and frequent verbal encouragement. Let’s sing “Twinkle, Twinkle” at home together!

STEAM

Our lips puckered when we tasted lemon during our *Exploring Taste* activity. We discovered that some foods are sweet, some are sour, others are salty, and a few are bitter. Experiences such as this help us to begin to communicate our needs, opinions, ideas, and preferences as we explore our senses. This helps develop our sense of self. Ask me which food I liked the best!



Physical Development

Mmmmm! That was good! During the activity, *Healthy Snacks*, we learned to identify common foods as healthy, with our teacher’s modeling and prompting. We had the opportunity to select preferred or non-preferred foods, which supports our developing sense of self-awareness. We learned that if we eat lots of fruits and vegetables and some healthy grains that will help our bodies stay healthy and strong. Ask me which snack foods I liked the best!



Music & Movement

We love our music and movement time! We sang *The Itsy Bitsy Spider* and our teacher moved a small toy spider up and down a dollhouse to reenact the song. When we sing rhyming songs, we develop early phonological awareness; which means we learn to discriminate sounds of language. Pairing songs with fingerplays strengthens our understanding of the concepts, as well as our finger muscles. Maybe we can sing this song together at home after we sing “Twinkle, Twinkle”!



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**Music &
Movement**

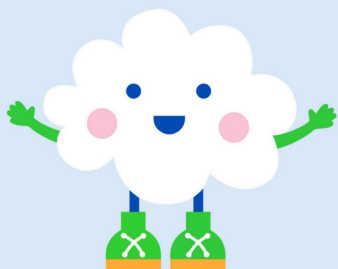
We blew more bubbles to a bubble-themed song; I'm *Forever Blowing Bubbles*. Our goal was to sway our bodies to match the beat and rhythm of waltz music while pretending to blow bubbles gently. Our teacher helped us keep the beat by counting 1-2-3, 1-2-3 while she waltzed around the room with us.

Dancing together supports our social relationships with peers as we participate in parallel play activities with a small group.



**Language
& Literacy**

Talk about Hungry Caterpillars! During this activity, we repeated a few words or several phrases from the book, *The Very Hungry Caterpillar*, as we engaged in imaginary play and discussed related book props. The props helped us to reenact the story and gain a deeper understanding of the concepts and the pattern of the words that are frequently repeated. Ask me about my favorite food from *The Very Hungry Caterpillar*!



STEAM

Exploring Water was a fun investigation! The goal for this experience was to explore the properties of water and, with adult support, determine if different solids melt or dissolve when water is added. We used cold water and warm water (not hot) on the following substances to see which ones dissolved: Sugar, salt, flour, pepper, and small rocks. First, we felt the sides of each small pitcher so we could learn the difference between warm and cold water. Next, we used the pitchers to take turns pouring water on different things and discussing what we saw. Ask me about what dissolved and what didn't!



**Physical
Development**

We learned through play during our *Bubbles* activity. chasing bubbles engages us in parallel play with gentle teacher support, as needed, as we develop visual tracking skills. While participating in the bubble activity we also demonstrate spatial awareness, coordinate our bodies for starting and stopping, demonstrate eye-hand coordination, and develop fine motor skills. We enjoyed ourselves as we developed large motor skills while running after bubbles, and fine motor control while learning how to hold the wand and blow with control.



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**Language
& Literacy**

Today we listened to the story “*5 Green and Speckled Frogs!*” First, we talked about what we already know about frogs. Next, we watched a short video called “*Bullfrogs Eat Everything*” by National Geographic and we saw frogs jumping into the water at night, chasing and eating a spider, and eating a scorpion.



**Physical
Development**

It’s puzzle time! We learned through play during our *Puzzle Play* activity. This activity provided us the opportunity to develop fine motor skills while manipulating puzzle pieces to fit together. It also helps us learn to maintain focus and persist to complete a task. We demonstrated an increasing ability to slide and rotate objects to make them fit while participating in this activity. Ask me which puzzle I completed today!

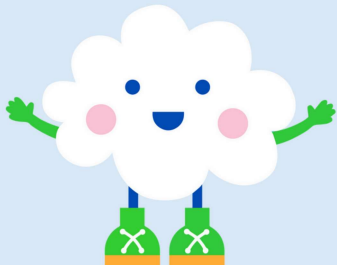


**Music &
Movement**

Cleaning Teeth with a Brush while groovin’ to a great song was fun and fantastic! We demonstrated an emerging understanding of the cause and effect of our own actions as we used a small brush to clean dry-erase markings off of a plastic surface. While listening to “*Brush your Teeth*” by Raffi, we pretended that the dry-erase markings and yellow paint were food stuck between teeth and we had to brush it away, just like we brush our teeth. We brushed, and brushed, and brushed some more until we saw nothing but what - like our teeth! Ask me to brush my teeth tonight while looking in the mirror; I’m ready to practice a little and then you can finish all my back teeth!

STEAM

We activated “investigation mode” again during *Exploring Water Day 2!* This time we explored the properties of water by using medicine droppers to transfer liquid onto crushed ice mixed with baking soda to observe what happened. We had color-tinted vinegar and color-tinted water and we watched what happened when it interacted with the crushed ice. We discussed our findings with our teacher. Ask me what happened during our ice investigation today!





Older Toddler Daily Learning Highlights Week 20 | Day 4



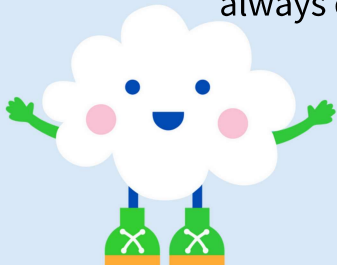
Physical Development

We learned through physical play during our *Move Like an Animal* activity. During this activity, we imitated an animal as we moved through our environment with balance and coordination. Some of the animals we moved were spiders, caterpillars, frogs, butterflies, and cats, which we learned about this week.

This activity provided us with the opportunity to listen and follow directions while participating. We engaged in dramatic play and showed an understanding of our location and position.

STEAM

We explored the properties of water again during the activity, *Exploring Water Day 3*, but this time we saw blue-tinted ice cubes floating in red water. We used slotted spoons, colanders, and other tools to explore the floating ice cubes and described what we saw and felt. This sensory-filled investigation piqued our interest and curiosity while giving us a hands-on opportunity to explore 2 of the 3 states of water (liquid and solid). Science is always engaging!



Language & Literacy

Tasting Caterpillar Snacks was the yummiest part of our day! The goal of this "Very Hungry Caterpillar"-inspired activity was to use words or phrases that describe objects as we explored our sense of taste. We looked in the book to remind ourselves of foods that the Caterpillar ate and our teacher used lots of descriptive words for all the foods we saw. Then we found two foods on our table that were the same: spinach (leaf) and oranges! We described how they tasted which increased our vocabulary of descriptive language. Ask me which food I liked the best!



Music & Movement

The ants went marching one by one while *Finding Hidden Fruit*. We used our prior knowledge to search for missing objects in several different places where the objects were last found as they pretended to be ants searching for fruit. First, we reviewed the song "The Ants Go Marching" by reading the board book and singing the words. Then we listened to the song while we marched and searched for hidden pretend fruit outside. When we found a piece of fruit, we marched to the picnic basket and put the fruit inside.

Ask me to sing the song!



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STEAM

Exploring Water Day 4 was a chilly, slippery-sliding time! Our teacher made ice cubes of all different sizes and shapes and provided some new materials and equipment to use with the ice and water: floating plastic lids and ramps from our construction area. We were encouraged to predict what might happen when we sent the ice sliding down the ramp into the water as well as placing the ice on top of the floating lids. Ask me about the ice and water experience!



Language & Literacy

Tasting Flavored Water was a deliciously refreshing experience! We had a discussion about the signs of feeling thirsty and our teachers listened to see if each of us understood at least 25 % of the time as we explored the taste of flavored water. We were provided wedges of orange and we squeezed them into our water to make it citrusy. We become aware of our personal preferences and those of others as we talk about the foods and flavors they are tasting.



Music & Movement

Let's Move and Munch like a Caterpillar! Our goal for this activity was to pretend to be an animal by making sounds or movements like a caterpillar. Using dramatic play to express our creativity is a playful and enjoyable way to demonstrate our understanding of how caterpillars move. We also explored, recognized, and described spatial relationships between objects. As we pretended to move like caterpillars, we developed an increased awareness of our growing knowledge and abilities. We like to move it, move it!



Physical Development

We identified feelings of hunger and rated how hungry we were at snack time during our “*Am I Hungry?*” activity. We discussed the signs of feeling hungry such as our stomach growls, our head hurts, we get cranky, etc.

Our teacher made a chart to help us communicate how hungry we were feeling and then we ate our snack. We continued to check in with our bodies to determine when we were getting full. We demonstrated confidence and competence while working to communicate our thoughts and feelings.

