



Older Toddler Daily Learning Highlights Week 35 | Day 1



Language & Literacy

We learned from the non-fiction book, *“Rocks,” A Baby Explorer Book*. With our teacher’s verbal prompting and encouragement, we pointed to pictures that matched the objects described in the factual book. This supported our development in acquiring meaning from a variety of materials read aloud to us. When the book was finished, our teacher asked us to show a picture we each liked a lot.



Music & Movement

Today we learned through movement during the song *“Green Says Go Traffic Light Song”*. When the song said go, our teacher held up the green ‘go’ sign and we pretended to drive our cars around in a circle. When the song said stop, our teacher held up the red stop sign; we put our hands out to signal ‘stop’ and stopped moving. When the song said slow, we saw the yellow sign and we moved very slowly. We had a deeper understanding of the traffic light signals, now!



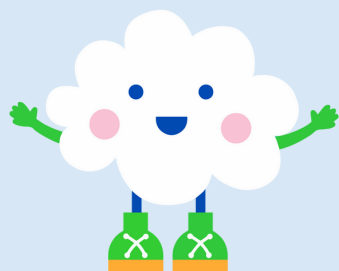
Physical Development

We recalled the lessons from the book, *‘The Very Hungry Caterpillar’*. We remembered some of the different foods we saw in the book, such as oranges, strawberries, plums, a cupcake, swiss cheese, and more! We remembered that he ate some things that were good for him and some things that were not so good for him. When he ate all the food that was not so good for him, he did not feel so good. Next, we tried a few different types of food to determine, was it *Healthy or Not?* Ask me which foods I tried at snack time!

STEAM

Does Water Change Rocks? This was the question for our STEAM activity.

The objective for this experience was for us to use a variety of simple tools appropriately while observing the effect(s) of water on rocks. First, we chose a rock to study; there were many to choose from! Then, we used tools to investigate our rock. Next, we dipped just a bit of our rock into water to notice any observable changes in the rock colors, the rock texture, and other features. Ask me how my rock changed in the water!





Older Toddler Daily Learning Highlights Week 35 | Day 2

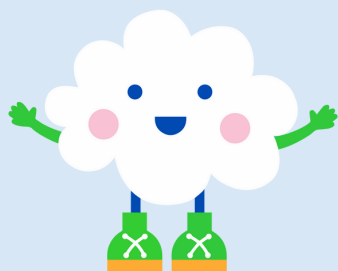


Physical Development

We switched between walking and running and changed directions with minimal falling while navigating the *Agility Course*. We took turns and we demonstrated control, strength, and coordination of large muscles as we walked in a zig zag, ran straight, and moved left then right. During this activity we demonstrated competence and maintained focus to move the way that the arrows pointed.

STEAM

We had messy fun during our *Explorations with Sand, Dirt, and Mud*. With verbal prompting and encouragement, we used associated vocabulary while exploring different properties of mud, sand and soil. We said and heard words such as wet, cold, rocky, hard, soft, grainy, and slippery. Using these words while feeling the sensations helps us to solidify our learning!



Language & Literacy

Our focus was on sustaining interest in an unfamiliar book found in the learning environment during the activity titled, *Some Little Ladybugs: Climb up the Plant!* This experience provided us the opportunity to demonstrate our attention as we participated in a read aloud by responding to related, open-ended prompts, such as questions about the story. Ask me about how many ladybugs climbed up the plant!



Music & Movement

I was a red ladybug who was pretending that our slide was a curvy plant. moved my ladybug feet and hands at a SLOW SPEED as I held onto a 'plant' and chewed at the same time. Then, a bird flew towards me! I SWIFTLY got away and hid from the bird! Have you ever done *Ladybug Movements* like I did? We used basic vocabulary associated with motion and speed while pretending to move like a ladybug to the classical song, "The Flight of the Bumblebee".



Older Toddler
Daily Learning Highlights
Week 35 | Day 3



**Music &
Movement**

We rocked out to the *Rock n Roll* song, “*Rockin Robin*” by The Kiboomers. The objective of this activity was to utilize our teacher’s model to follow prescribed movements during a rock and roll music and dance activity. We moved side to side while we clapped our hands and moved our hips. We sang “tweet, tweet, tweet” like all the little birdies on Jaybird Street!



**Language
& Literacy**

The book, *Up, Down, and Around* was all about growing plants! We used words or gestures to respond to simple questions before, during, and after the story. We noticed that broccoli grows up from the ground, and beets grow down, deeper under the ground. This book gets us ready to plant peas tomorrow! Where do you think the peas will grow - up, down, or all around?

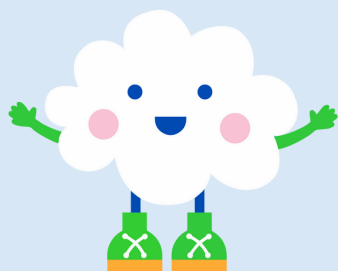
STEAM

Have you ever had fresh mint leaves in your water? We discovered what mint looked like, smelled like, felt like, and tasted like by *Exploring Tasty Leaves*. The objective of this experience was to use at least 3 of our 5 senses as we explored mint and mint flavored water. Some of us ripped up the mint leaves and sprinkled the pieces in our cup of water, while others rolled the leaves in a little ball. Ask me what I thought of the minty water!



**Physical
Development**

We used our fine motor muscles during the activity *Pom Pom Grab*. This experience provided us the opportunity to engage in cooperative play with other children as we adjusted pincer grasp to pick up different size pom poms; thereby demonstrating our hand-eye coordination and development of small motor skills. We made “spiders” by placing the pom poms on a small hole on a container that had 8 legs drawn around the hole. Ask me how many spiders I made!





Older Toddler Daily Learning Highlights Week 35 | Day 4



Language & Literacy

"I Know a Rhino"; do you know a rhino?

During this small group story reading, we pointed to pictures that matched the events and characters described in the story, with verbal prompting and encouragement. We also gained new vocabulary, as well as an understanding of new concepts such as print and the narrative structure. After listening to the book, we each chose an animal friend to play with in dramatic play (or another area).



Music & Movement

We moved and grooved while following our teacher's movement to the song *'Up and Down'*. We put our hands up in the air, and then down low. Then we moved our whole body up and down, and all around. Not only was this a great activity for our heart health, but it allowed us to demonstrate our understanding of spatial concepts, as well as new vocabulary. Let's dance together sometime soon!

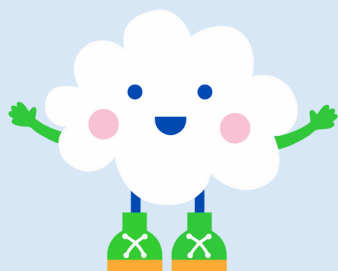


Physical Development

Our goal during the activity, Safety Matters, was to identify actions at school that are safe, with our teacher's modeling and prompting. First, we thought about people that can help us if we do not feel safe such as: a family member, teachers, police officers, and firefighters. Next, we thought about how we are safe at school and we reviewed the rules and brainstormed ideas about how the rules are related to our safety. Let's talk about our rules at home together and how they keep us safe!

STEAM

We had an interesting time investigating seeds and plants while we were *Planting Peas*. First, we recalled what we learned from the book we read yesterday; then predicted whether our peas would grow up, down, or all around. Next, we scooped soil into a cup, placed the pea seeds in the soil, and then decided whether we should hydrate them with water, milk or juice. Over time, we will see which liquid is best for plants. Ask me which one I chose!





Older Toddler Daily Learning Highlights Week 35 | Day 5



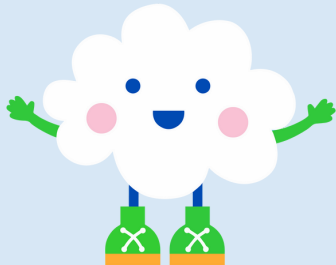
Physical Development

We continued thinking about being safe at school and worked on the task of how to *Stop and Go Safely*. Our teacher described something unsafe, and we said ‘STOP’, and when we heard a description of something safe, we said ‘GO’. One example was, “You are standing on a table. Is that safe or unsafe?” We all said, ‘STOP’ and our teacher held up the red sign and said, That’s right, standing on the table is unsafe. You should stop!”



Language & Literacy

Selecting and Rereading Favorite Books is always a treat! In a very small group, we had the opportunity to select a preferred or favorite book from a given choice of 2 or 3 books, with verbal prompting and encouragement from our teacher. There were our class favorites, as well as books that we have read this week. Ask me what my favorite book at school is, and let’s read at home tonight!



STEAM

We explored the different properties of mud, sand, and soil, with verbal prompting and encouragement. But this time, instead of using our hands, we used our feet. That’s right; we made *Mud Footprints*! We talked about how the mud felt, and also how the dry soil was different from the mud, as well as the sand. A few of us giggled when the mud squished through our toes. We aren’t used to feeling those sensations on our feet!



Music & Movement

We listened to the song *I Feel Sad* and danced with scarves. The objective for this activity was to begin learning the vocabulary associated with basic emotions by expressing sadness through facial emotions and/or gestures. With our teacher’s modeling we practiced making facial expressions associated with basic emotions like sadness, and used other gestures to communicate emotion while listening to the song. Learning to recognize the gestures people make when they are expressing their emotions is very important!