



Pre~K 4

**Daily Learning Highlights
Week 8 | Day 1**



**Interactive
Reading**

There are so many helpers in and around our world and neighborhoods, today we listened to a story called “*Helpers in Your Neighborhood*” that talked about all the helpers around us. We learned there are so many helpers around the world, from doctors to nurses to mail carriers to firefighters. They all help us in their own unique ways. We used picture clues in the story to determine what a helper looks like and what some of their characteristics are. We practiced what a storyline is and how to make a narrative which helps our language skills and are very important literacy skills.

STEAM

Our little scientists put on their thinking caps to investigate what marshmallows will do in water during our *Making Marshmallows Sink* activity. This activity provided us with the opportunity to use our senses to investigate and make comparisons between marshmallows and other objects. We enhanced our gross motor development by practicing dropping and then retrieving marshmallows from the water. We also demonstrated impulse control and the ability to share materials with support. As well as respond appropriately to questions to gain and use new vocabulary. Ask me what happened to the marshmallows.



**Physical
Development**

We had so much fun listening to a new genre of music as we listened to *Jazz Music: Blowing Bubbles to Doop Doo De Doop*. We used perceptual information to guide our motions and interactions as we blew bubbles to jazz music. We had to use observation and imitation to transfer knowledge to new experiences while we danced to the music. As we participated in active physical play with strength and stamina as we danced with a friend engaged in and maintain positive interactions and relationships



**Language
& Literacy**

Today we learned *What Did You Do Over the Weekend?* We engaged in a discussion about what we enjoyed about our weekend with our friends. Answering open-ended questions provided us with the opportunity to expand and extend our thoughts and ideas. As we reflected on our weekend experiences as we drew conclusions based on the conversation “What did You Do Over the Weekend?” We also used our prior knowledge to answer the questions about what we did over the weekend.



Cognitive

We increased their number sense skills as we practiced making sets of 5 using dinosaurs. During the *Make It Five* activity we was provided with the opportunity to use prior knowledge of subitizing and making sets to build on new knowledge. We also demonstrated spatial awareness as we listened and followed directions to subitize with dinosaurs up to the number 5 while working in a whole group setting.



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Daily Learning Highlights Week 8 | Day 2



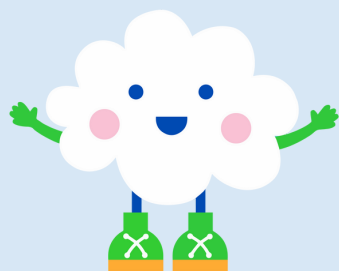
**Language
& Literacy**

Laura Numeroff is the author of the “If You Give a” book series that we love! Our teacher brought to the carpet area all the “If You Give a” books we read and we got to pick which one we wanted to read. We had to use good sportsmanship because maybe the book we wanted to read did not get picked, and if it did, we had to be nice to those that wanted a different story. We learned that this is how the voting goes, the majority gets to decide! As our teacher read we were engaged in the story and gained an appreciation for books as well as continued to predict what the animal friend would ask for next.



Cognitive

We continued our discussion from yesterday from the book “Helpers in Your Neighborhood” to connect to our activity *Helping the Helpers in Our School*. With our teacher, we thought about all the people that help us in our school. As we engaged in this discussion we reflected on role-playing scenarios based on responsibility and equity as we consider ways we can contribute to our school community. When we are recognized for specific positive and responsible contributions we make to others and to our class, our development of a positive self-concept is supported.



STEAM

What happens when something hits the surface of the water? We explored and learned new vocabulary to describe the various movements of water as we *Made Ripples in Water* while dropping objects to create ripples. We study water properties as we demonstrated knowledge related to physical science as we made observations on which objects created the biggest disturbance made to the surface of the water. Working collaboratively in a small group we learned the cause and effect of relationships while developing relationships with one another.



**Interactive
Reading**

We learned about friendship as your teacher shared the story, “*Will you be my friend?*” We first used the title of the book and the picture on the front cover to identify the main idea of the story. We were encouraged to use our knowledge to draw conclusions based on listening to the story and looking at the pictures. As we listened to stories read to us and we can ask and answered simple questions about the pictures they are holding.



**Physical
Development**

Who doesn’t love donuts? We had a *Book Extension* where we *Made Playdough Donuts* using cookie cutters, rolling pins, spatulas, measuring cups, etc. This allowed us to figure out how they work and to use our imaginations to create donuts. Playing with playdough we develop the small muscles in our hands, by manipulating the dough into squares and balls, to make our donuts, it introduced us to beginning geometry skills. Also, as we describe what we created to our teacher we continued developing our descriptive and expressive language.

**Learning
BEYOND**



Pre~K 4

Daily Learning Highlights Week 8 | Day 3



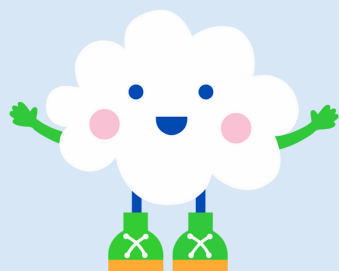
Interactive Reading

Our teacher read the book “*This Jazz Man*,” which talks about so many wonderful jazz musicians. This activity gave us the opportunity to move to the words of the song and story together with our friends while asking and answering questions about a book that was read aloud. We also demonstrated creative movement and dance while we listened to the teacher singing the words of the book. It also allowed us to continue practicing our rhyming skills, like “five/jive, two/shoe, three/knee.”



Language & Literacy

We played a fun game called *Find Your Name* where we had name cards turned upside down and we took turns turning over the cards to find the matching pair of my name cards. This game gave us the opportunity to learn to work together in the same space through cooperation and taking turns while using fine motor skills to turn the cards over. We also demonstrated increased knowledge of the alphabet as we started to identify letters of the alphabet and produce correct sounds associated with letters.



Cognitive

We had so much fun *Drawing Shapes* as we attempted to draw basic shapes and made attempts to trace irregular shapes as we created individual shape books. As we interactively explored shape blocks, we used descriptive language to express ourselves about the shapes we created. We had to use our fine motor skills to hold the writing materials and carefully trace around the shape blocks. This activity also enhanced our knowledge of colors and shapes which are early math skills.



Physical Development

Who is Thirsty? We made a connection between the physical sign of thirst and the need to drink when feeling thirsty. We learned that being hydrated is when you drink enough water and when we are hydrated we are helping our body work properly. As we learned the signs of thirst and respond to them, we begin to develop a sense of competence that supports emerging self-awareness.

STEAM

We created artwork in a unique way when we made paintings like that of artist Jackson Pollock during our *Outdoor Drip Paintings* activity! Made predictions to see how the paint drips on the paper as moved the brush close to the paper and then further away. Art experiences allow us to enjoy creative expression through art as we create a piece that is unique to only us. We also used our senses to observe and complete fine motor tasks that require small-muscle strength and control.



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Daily Learning Highlights Week 8 | Day 4



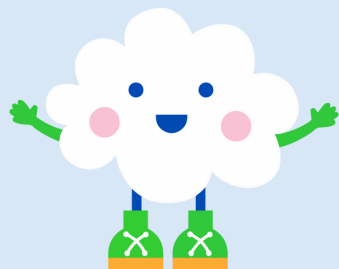
Physical Development

It was a yummy day because we discovered *I Can Help Make My Snack!* Our teacher provided us with cheese and crackers and then we used our fine motor skills and hand-eye coordination to place the cheese between the crackers to make cheese sandwiches. We also had to use our listening skills and concentration to follow the teacher's directions to complete a goal-oriented task. Accomplishing a task, such as preparing my snack, provides an opportunity to show a sense of satisfaction in our own abilities, preferences, and accomplishments.



Interactive Reading

We became detectives as we looked for clues to help in our reading activity as we read "*Clothesline Clues to Jobs People do.*" We investigated or looked for clues on each page to help us guess what job the person in the picture did. We learned that there are many important jobs within our community and how many helpers there are in our world. While reading and sharing a group conversation we identified ourselves as a unique members of our classroom community, this is a specific group that fits into a larger world picture and contributes to our own self-awareness.



STEAM

We had so much fun working with our friends as became engineers to *Design a Pom Pom Maze*. We used nontraditional materials such as tape and paper towel tubes, to create a maze for our pom poms to drop into. As we observed the pom poms moving through the maze we utilized learned vocabulary to compare the pompoms moved at varied rates of speed. This activity helped me demonstrate an understanding of simple tools and simple machines and their usefulness in construction and problem-solving.



Cognitive

There are helpers including in our families! In the *My Family Helps* activity we looked at different family members in their work uniforms to help us figure out what helping job they do. We practiced using the correct vocabulary as we talked about our family members and extended family members and the jobs they do. We also developed and expanded on our sense of self in the context of our family.



Language & Literacy

It was a challenge but we did it! *We Sorted objects that Begin with the Letters Mm and Dd* as we began to understand that letters represent letter sounds as we sorted objects by their letter name and sound. Sorting is a fundamental numeral concept; it helps us compare items so that we can observe similarities and differences among the items. Our visual perception and focus are important when sorting, it helps us arrange data in a meaningful order that is easier to understand.

**Learning
BEYOND**



Pre~K 4

Daily Learning Highlights Week 8 | Day 5



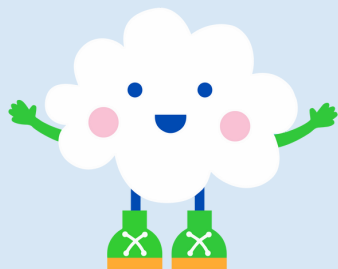
Interactive Reading

Whose Hat is That? We continued to use our investigation skills as we read the story “*Whose Hat Is That? A Look at Hats Workers Wear - Hard, Tall, and Shiny.*” We investigated or looked for clues on each page to help us guess what job the person went with a specific hat. We learned that there are many important jobs within our community and many of them wear distinguishing hats. While reading and sharing a group conversation we identified ourselves as a unique members of our classroom community, this is a specific group that fits into a larger world picture and contributes to our own self-awareness.



Cognitive

Which Weighs More? We explored the concept of weight as we made observations of different objects to determine what object would weigh more. This experiment gave us the chance to predict which item is heavier and which is lighter while feeling excited to explore self-made science and math tools. We used our fine motor skills to do a science experiment with the weight-balancing scale. Listening and following the directions for finding objects to experiment which provided us with the opportunity to focus on what is being said and take an action.



**Language
& Literacy**

We worked on our *Weekly Journals Entires* where we wrote about wrote or drew about how we can help others. Writing in a journal provides us with the opportunity to express our thoughts in drawing and writing form. We demonstrated an understanding of how print is used and the rules that govern how print works as we wrote about helpers and how we can be helpers. We also had to reflect and recall the details of previous discussions and stories as we choose what to draw or write about.

STEAM

Have you ever seen drops of water on glass or on a window pane as it is raining? We explored *Surface Tensions: Water Clings to Itself* as we conducted a simple experiment with water drops. We used water droppers to make water droplets on pieces of paper, we observed how some water droplets were big and some we small. We also saw how some of the water droplets would start to cling to each other and get bigger as they joined together.



Physical Development

We moved to the music during our *Jazz: Dance to the Jazz favorites* activity. This activity provided us with the opportunity to use perceptual information to guide motions and interactions with objects while we engaged in and maintained positive interactions and relationships with other children. As we participated in a dance we increased our gross motor skills in strength, endurance, and flexibility while using appropriate words to describe our movements.

**Learning
BEYOND**