



Pre~K 4 Daily Learning Highlights Week 11 | Day 1

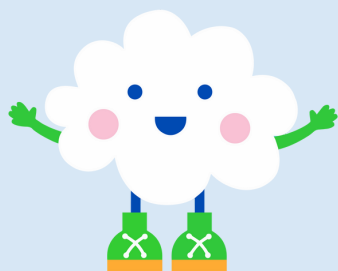


Physical Development

Can you hit the target? We had a blast playing *Bean Bag Toss* today where we threw a bean bag underhand and attempted to hit a large target from 5 feet away. We engaged in cooperative play with other children as we recognized that physical activity is both fun and healthy while using eye-hand coordination to aim at a target. We also began to explore and recognize spatial relationships between objects to understand what comes next in the game by following cues and prompts. Tossing or throwing objects, helps us learn about force and describe the motion of objects, and count using one-to-one correspondence.

STEAM

Who Lives in the Tall Tall Tree? We continued our Interactive Reading activity where we matched animals to their appropriate habitat as we created art that represented a redwood forest habitat. As we talked about the animals we demonstrated knowledge related to living things and their environments as built on the prior knowledge to build new knowledge. Having open-ended art experiences also allows us to enjoy a creative process while we gained confidence in our own abilities.



Cognitive

We used one-to-one correspondence to practice counting and matching pompoms to the amounts on our dot/quantity cards to match pompoms in sets of up to 5 objects during our *Counting Pompoms* activity. This activity helps us learn how to organize, represent, and build on our knowledge of quantity and numbers as we develop our sustained attention to a specific activity to demonstrate persistence.



Language & Literacy

T, T what starts with T? We were *Introduced to the Letter T*, where we used our Animal Alphabet Poster to sing and point out the letter Tt. This gave us the opportunity to identify letters of the alphabet and produce correct sounds associated with the letter, as well as identify words that begin with the sound of the letter T. We also began to recognize that there are rules for how letters and words are constructed.



Interactive Reading

We took a picture walk today using the story *"Tall, Tall Tree"* where we helped predict the main idea of the story with our teacher's modeling and support while exploring a factual book about the coastal redwood forest habitat. This activity gave us the opportunity to sit and listen to stories read to us as we listened with our friends. Group readings also help us demonstrate spatial awareness as we make space to sit together and show an understanding through our body language.



Pre~K 4

Daily Learning Highlights
Week 11 | Day 2



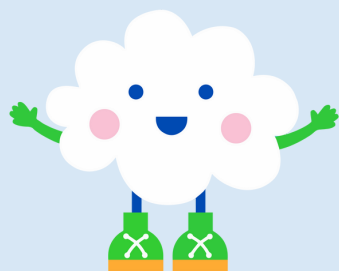
Cognitive

Where in the World is the Redwood Forest? We used a globe to identify the Redwood forest that was in our story “Tall, Tall, Tree.” We explored and discussed how it is a sphere that represents where different places are located on the planet earth. We used prior knowledge from our story to help determine and build new knowledge about an unknown location. This activity helped us develop a positive image of ourselves as a capable member of a group as they take the leading role in a classroom activity.



**Language
& Literacy**

We sang and moved our bodies to *We are Going on a Bear Hunt!* It was challenging but so much fun to follow multi-step directions as we acted out this action song. We had to demonstrate impulse control as we engaged in group play in a structured, physical activity. This activity also provided us with the opportunity to follow directions in a fun and engaging song while simulating various emotions from fearful, to brave. As we moved our bodies in response to the words of the song, followed different directional phrases such as over and under.



STEAM

We were *Forest Habitat Investigators* where we matched animals to their appropriate habitats and identified some elements of habitats as we looked through a non-fiction picture book. We talked about the animals we found and where they may live or what they eat. We also controlled our hands and fingers to use a magnifying glass and observe nature items. Ask me what animal homes I found!



**Physical
Development**

Can you zig zag? Our *Chalk Line Walk* activity gave us the opportunity to work cooperatively with our friends to demonstrate control, strength, and coordination of our large muscles. We had to work within a constricted area to maintain balance while we connected new vocabulary including gravity and coordination. This activity also provided us with the chance to take initiative to learn new concepts and try new experiences.



**Interactive
Reading**

Our teacher read the story “*Over in the Forest: Come and Take a Peek*” which is a fun counting rhyming book that features forest animals. We picked up on different words that rhyme such as one-run and eight-late. We also had to recall information from listening to the story being read to be able to ask and answer simple questions about the story. Sharing new stories with children allows them to show interest in learning new concepts and trying new experiences.



Pre~K 4

**Daily Learning Highlights
Week 11 | Day 3**



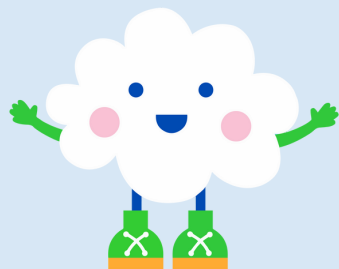
**Language
& Literacy**

Clapping Forest Animal Names was so much fun where we got to use physical actions to identify the natural breaks in multisyllabic words. Clapping or tapping out animal names help us develop phonological awareness an important emergent literacy skill we will use for future reading experiences. As we participated in this group activity, we demonstrated confidence and satisfaction in our abilities and expressed pride in that accomplishment, all of this helps us develop a growing sense of self-awareness.



Cognitive

We enjoyed a musical experience as we sang a song about forest animals, while we counted up to five animals using one-to-one correspondence as we sang and read *“Over in the Forest Song and Animal Counting.”* We used a tens frame and counters to help reinforce our counting as we made connections to the animals we are seeing how many counters are in the frame. Connecting music and math exploration helps us develop confidence in our abilities to understand and engage in mathematical concepts. Small group activities also help us develop skills needed to persist and complete assigned tasks.



**Interactive
Reading**

We had a group reading where we read the story *“Just You and Me: Remarkable Relationships in the Wild.”* The book was about different animals and how they live, we learned that it was important to take care of our earth in order to help take care of the animals. As we shared the story together we expanded on our thoughts and ideas as we used pictures as support to correctly answer most questions that were asked by our teacher about the characters and the events that took place during the story.



**Physical
Development**

Today we danced and sang to *Folk Music: “Fly Through My Window.”* Singing and Dancing gave us the opportunity to use perceptual information to guide motions and interactions with objects and other people. Participating in this activity, we created a movement and danced as we moved as a bird. As we choose to participate in active physical play increase their strength and stamina.

STEAM

How does water flow? We used our water table and different water tools to observe the movement of water. We made observations on how we could make the water’s movement change, such as placing an object to block the way or using a funnel to reduce its flow. Sensory experiences give us the opportunity to demonstrate different scientific inquiry skills and be able to communicate scientific ideas clearly. We also learned and reinforced new vocabulary as we had conversations related to water’s movement.

**Learning
BEYOND**



Pre~K 4 Daily Learning Highlights Week 11 | Day 4



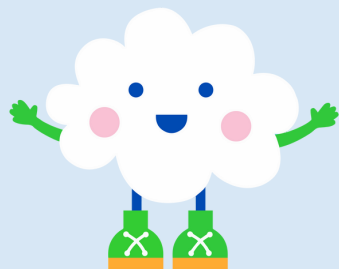
Cognitive

We're Going on a Playground Hunt! We played a fun game outside and recalled the details from the story we read "We're Going on a Bear Hunt." As we followed the directions of our teacher, we moved our bodies using directional phrases such as in front of, behind, next to, on top of, above, under, below, beside, near, and/or farther away. Engaging in this shared experience with our friends we developed our identity as a member of a classroom community with contributes to developing awareness of how our group fits into a large world picture.



Language & Literacy

We worked on recognizing and naming the uppercase and lowercase Tt as we used our bodies to form the letter as we *Constructed the Letter T*. We used this activity to increase the control, strength, and coordination of our muscles as we moved our bodies in space in coordination with our friends. As we worked together in pairs with our friends we had to use communication and problem-solving skills to solve a shared problem. As we explored the letter T we learned its letter sound and made connections to words that start with that letter.



Physical Development

We had so much fun as we participated in a *Relay Race*! We worked with our teacher and friends to participate in structured and outdoor activities for a sustained period that increased our strength, endurance, and flexibility. This activity provided us with the opportunity to listen and follow directions of a game as we responded to changes quickly when time to run, and to recognize cause and effect.

STEAM

We used our observation and creativity skills as we created *Wind Art* as we explored the natural phenomena of wind. We used simple tools, like straws and paint to correctly experiment, and observe, as we increased our understanding while we listened and followed directions given by our teacher. Using a straw to paint, gave us the opportunity to use information gained about familiar objects and apply it to this experience.



Interactive Reading

We read the story "A Tree is a Plant" where we explored all the different trees there are and the tree's life cycle. We practiced past tense verbs as we talked about something that has already happened as we watch the seed grow into the tree. As we read the story we were given a chance to ask and answer questions about the book as we practiced spatial awareness sitting in a group with friends. We also drew conclusions based on listening and recalling information while answering simple questions about trees in the forest.



Pre~K 4

**Daily Learning Highlights
Week 11 | Day 5**

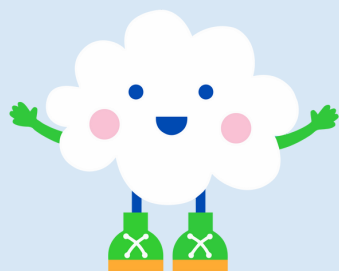
STEAM

We conducted an experiment outside today as we during our *Flying Windssocks Outdoors* activity. During the experiment, we observed how the wind affects our self-made science instrument. As we ran with our windssock in an unstructured activity we extended and expanded our thoughts as we answered open-ended questions regarding the use of our senses of sight and feel to express changes in objects. We also demonstrated new learning by sharing our observations of how the windssocks react as they move in different ways.



Interactive Reading

"*Mama Cat Has Three Kittens*" was a story that we read with our teacher today. We engaged in a back-and-forth communicative interaction with our teacher and friends as we shared answers to the question, "Where do you think Boris would nap?" Answering open-ended questions encourage us to expand and extend our thoughts and ideas as we dictated them to our teacher to be recorded on a chart. This activity also gave us the opportunity to draw our predictions of where Boris might nap.



Cognitive

We explored wants versus needs as we read "A Cool Drink of Water." During our, *We All Need Water - Wants vs. Needs* activity we learned about the basic human need for water and we continued to develop a vocabulary to participate in discussions about human needs and personal wants. We also discovered how people find the water they need in different habitats or the places they live.



Physical Development

We danced and sang to Folk Music: "*I will Write, I will Draw*" to help us make recognizable shapes with writing tools of different sizes. As we sang and danced we used perceptual information to guide our motions and interactions with objects and other people. Participating in this activity provided us the chance to respond to the changes heard in music while using imitation to transfer knowledge of our body parts to make movements.



Language & Literacy

We completed our *Weekly Journal Entries* as we wrote or drew about one animal that lives in the forest. Writing in a journal allows us to process and express our thoughts as we drew and write in our journals. This activity will also provide us the opportunity to demonstrate an understanding of how print is used and the rules that govern how print works. As we chose an animal to write about, we made connections from previous activities and stories we have read over the past week.