



Pre~K 4

Daily Learning Highlights Week 12 | Day 1

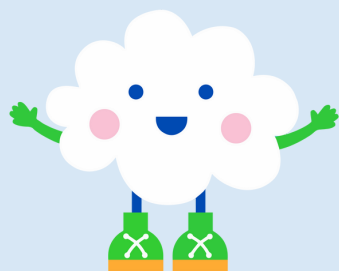


Cognitive

Children increased their number sense skills as we *Made Sets of Five Farm Animals*. In this activity, we were provided with the opportunity to follow multi-step directions while using our prior knowledge of subitizing to build new knowledge. We also demonstrated spatial awareness, as we listened and followed directions, gaining an understanding of the relationship between numerals and sets of objects. We used this activity to subitize numbers 1-5 by adding or taking away farm animals to make group sets of 5.

STEAM

We got to investigate *Musical Jars* as we explored different properties of sound while investigating different sounds we can make while adding water to jars and tapping them with spoons. We used problem-solving skills as we added and removed water from the jars to figure out how to change the pitch and sound coming out of the jars. We used our listening and visual skills to follow directions and to make musical instruments. We develop our auditory senses when listening to the sound our instruments make. It was amazing learning that we can make our own very unique musical jar.



Physical Development

It was a yummy day during our *Let's Try Farm Foods* activity. We enjoyed learning about the health benefits of some yummy fruits and vegetables as we explored, described, and tasted a variety of food that grows on farms. When participating in food activities, we begin to recognize ourselves as unique individuals by having our own preferences and interests. We also used our senses to observe, classify, and learn about healthy foods. Ask me what my favorite fruit or vegetable was!



Interactive Reading

Today our teacher read *Artist Study: "Katie and the Starry Night"* about a young girl who stepped into the famous painting *Starry Night* by Van Gogh. This activity provided us with the opportunity to ask and answer questions about the famous painting while we maintained positive relationships and interactions with our teacher. We were also introduced to the shape of a swirl and are encouraged to explore a creative and playful representation of a work of art in this activity.



Language & Literacy

We developed the important tripod grasp when we practiced *Writing Board Writing: Letters Mm, Dd, Ss, Aa, and Tt*. This activity helped us develop our foundational skills of writing and reinforced letter recognition. Through practice, writing the letters of the alphabet gives us the opportunity to feel confident and eager to learn about and write the letters. We also used both familiar and new strategies to practice the form and construction of the letters Mm, Dd, Ss, Aa, and Tt on the whiteboard.



Pre~K 4 Daily Learning Highlights Week 12 | Day 2

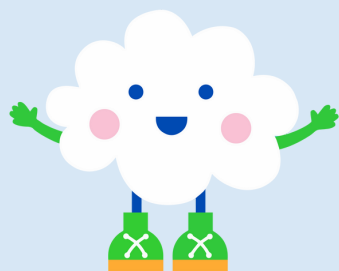
STEAM

What a Utensil Works Best? Today we used kitchen tools as directed during experiments and observations with verbal prompting and encouragement while we moved spaghetti from one bowl to another. We split into groups and each group got a unique kitchen tool such as a spoon, or a fork, to move spaghetti from one bowl to another to determine which utensil would work the best. This experiment allowed us to demonstrate an understanding of simple tools and simple machines to determine their usefulness in construction and problem solving.



Interactive Reading

We participated with our friends as our teacher read “The Big Red Barn” by Margaret Wise Brown during our group storytime today! As we listened and followed along with our teacher, we understand print has meaning and is written from left to right. Using the story, we began to explore everything on a farm from the animals there are, what a weather vane is, and who lives inside the barn. As we analyzed the story and made predictions we made connections with experiences in our familiar environment. As we are provided an opportunity to listen to a story we demonstrated knowledge related to physical science and used our interest and curiosity to listen for clues and make predictions.



Cognitive

We discussed *Artist Study: Painting “Starry Night” Part 1* with our teacher. In this activity, we had the opportunity to learn a new technique of painting while we engaged in and maintained positive interactions and relationships with other children. While creating swirl paintings, we explored the relationships between color, shape, and movement. As we attend to the details of a famous piece of art we recognized ourselves as unique individuals having our own abilities, characteristics, emotions, and interest.



Physical Development

We learned all about “*Me and My Amazing Body*” as we worked to identify internal body parts in order to communicate special needs when feeling hurt or sick. When we are read to, we gain new vocabulary and understanding of new concepts, such as what doctors do to keep us healthy and what it means to get hurt or be sick. It also teaches us to recognize patterns in the environment through language. As we read and discussed the story and answered questions about it, we continue to learn how to make predictions from pictures and use descriptive and expressive language.



Language & Literacy

We danced and sang to *Down on Grandpa’s Farm Performance with Puppets*. This activity gave us the opportunity to enjoy a song together with our friends while we remembered the words to a familiar song and sing along. We also increased our understanding of animal vocabulary by associating animal names with pictures while we developed fine motor skills while singing and manipulating farm puppets. We also learned to associate words and pictures with the sequence of a story or song. It was so much fun singing with puppets.



Pre~K 4 Daily Learning Highlights Week 12 | Day 3



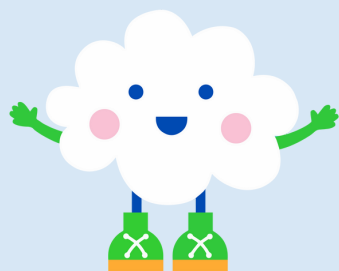
Cognitive

Our art experience continued as we created our *Artist Study: Painting Starry Night Part 2*. This activity will provide us with the continued opportunity to recognize ourselves as unique individuals having our own abilities, characteristics, emotions, and interests. While creating swirl paintings, we continued to explore the relationships between color, shape, and movement as we attend to the details of a famous piece of art. We also developed intentionality when we utilized open-ended materials to create the foreground for their pictures.



Language & Literacy

We explored the fun book called “*Barnyard Banter*” where we first explored the parts that make up the book, the front cover, back cover, and spine. We then read the story of what animals live in the barnyard and the sounds they make. We then reinforced print concepts when we reread the story again, but this time we looked closely at the words and sentences on each page to see if we can find all of the uppercase or capital letters. We also learned about sentence structure as we discovered an uppercase letter is at the beginning of each sentence.



Physical Development

Ring Around the Rosie was so fun to play with my friends! We moved our bodies around our environment to use perceptual information to guide motions and interactions with objects and engage in cooperative play with our friends. During this activity, we used coordinated movements to the rhythmic pattern of the music. We were also able to identify and follow the rules of the classroom community as we displayed competence in engaging in appropriate social behavior during this activity.

STEAM

Are All Plants the Same? We connected our story “*Anywhere Farm*” where we looked at the pictures of all the plants to see if all the plants look the same. As we compared and contrasted individual features of plants as we asked probing questions to determine how the parts of the plant that are under the soil. This activity introduced us to the biology of plants as we enhanced our focus and concentration skills.



Interactive Reading

Our teacher read the story “*Anywhere Farm*,” where we learned you can have a farm anywhere including on windows and balconies! As we read the story we were given the opportunity to reenact the action verbs in the story while we maintained positive relationships and interactions with our teacher. This book engaged children in thinking about what it really takes to grow plants and that you don’t need fields, tractors, or a barn full of animals to enjoy a gardening experience.



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Daily Learning Highlights Week 12 | Day 4



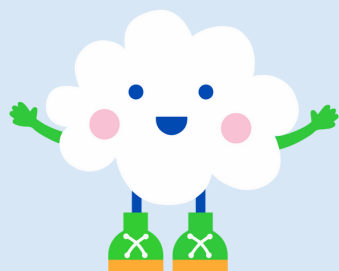
Language & Literacy

We played a fun game *Rhyme Time* with rhyming words, where we took turns trying to match words like spot/hot or seed/need. By looking at pictures in the book “Anywhere Farm” we are practicing predicting what will happen next by using visual cues, and when we discuss what is happening and answer questions, we continue to practice the descriptive and expressive language. Rhyming teaches us early phonological awareness; this is an important skill so we can discern syllables which are a base needed to read and write. We should practice rhyming together!



Cognitive

Chicken Life Cycle: Which Comes First? In interactive reading we read the story, “Chickens Aren’t the Only Ones” where we learned about different animals that lay eggs. We then studied a set of chicken life cycle pictures and took turns placing them in the correct picture sequence. We worked together with our friends to problem-solve the correct order and make adjustments as needed. As we discussed the animal life cycle we demonstrated our knowledge related to living things and their environments.



Physical Development

During storytime, our teacher read “*Chickens Aren’t the Only Ones*” about a variety of egg-laying animals and their unique way of laying eggs. Engaging in a conversation about this story allows us to demonstrate knowledge related to living thing and their environments through questions and answers. We also increased our understanding of the concepts of print and the narrative structure as we listened to the story with our friends and developed our understanding of types of egg laying animals.



Interactive Reading

We has so much fun as we danced and sang to the song, “*See the Pony Galloping.*” Singing and dancing give us the opportunity to engage in and maintain positive interactions and relationships with other friends in a shared space. During this activity, we were able to coordinate our movements to the rhythmic pattern of the music. Dancing is a fun way to have us participate in active physical play as we increased our strength and stamina. Dancing is a great way to demonstrate control, strength, and coordination of our large muscles.

STEAM

As we participated in this fun experiment during our *Eggsperiment Part 1: Spinners or Wobblers?* Where we compared the movements of raw and cooked eggs. As we observed and described the movements of the egg we demonstrated knowledge related to physical science. As we are provided with the opportunity to use simple tools correctly in this experiment, we are able to observe and increase understanding as we listened and followed directions. Ask me which egg spinned faster!



Pre~K 4 Daily Learning Highlights Week 12 | Day 5



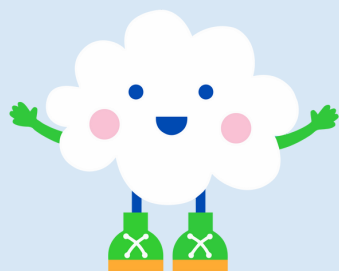
Cognitive

Did you know you don't always need a ruler to make measurements? Today we learned how to measure different objects using a nonstandard form of measurement during our *Measurement: How Many Children Long?* activity. We first observed our teacher use a standard measuring tape to measure the length of a certain animal and then we used ourselves as non-standard tools to measure how many children long certain animals are. We had to use mathematical terminology, like length and width, to describe what we were measuring helping reinforce new vocabulary. Ask me about some of the animals I helped measure!



Physical Development

We had so much fun making cereal necklaces for a snack today during our *Snack Necklace* activity. As we accurately string O's cereal by holding the string tip in one hand and picking up the cereal in the other we are developing our fine motor skills and hand-eye coordination. Lacing activities help us sustain attention as we are able to demonstrate persistence during a difficult task. We also supported the development sense of self as we demonstrated confidence and satisfaction in our own abilities to build our own snack by expressing pride in our accomplishment.



Interactive Reading

Before we eat, many people must work very hard from planting grain to catching fish, tending animals, and filling crates. As we learned all about this during storytime when we read, *"Before We Eat: From Farm to Table."* This story helps us make connections about where our food comes from and develops are awareness of economics within our community. As we attend to and participate in an interactive group book reading are learning to independently follow rules and routines, developing our ability to self-regulate.

STEAM

Our little scientist finished their *Eggsperiment Part 2: Humpty Dumpty Wall Fall* where we used our raw and hardboiled eggs to see what would happen if they fell off a wall. We first made predictions and then experimented and observed what happened when the objects were pushed off a high surface. Finally, we analyzed the results to see if the predictions we made were right. All of this has helped prepare me for future scientific discoveries.



Language & Literacy

We worked on our *Weekly Journals Entires* where we wrote or drew about the experiment we conducted about eggs. Writing in a journal provides us with the opportunity to express our thoughts and reflect on experiences 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 experiments as we choose what to draw or write about.