



Pre~K 4 Daily Learning Highlights Week 16 | Day 1

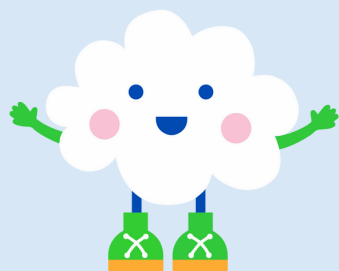


Cognitive

We focused our cognition on geometric shapes as we engaged in the activity *Building Shapes with Wooden Blocks*. While we were working, we identified, described, compared, and created shapes using blocks from our block set. We were challenged with concepts such as making a rectangle from triangles or a square from the blocks. We discovered that there is more than one way to make specific shapes.

STEAM

We explored the different properties and characteristics of sound and used learned vocabulary to describe tone and pitch as we used *Triangles and Chimes*. We were careful when we used the instruments to make sounds. Learning how to care for classroom materials supports children in learning how to care for one another. Children's sense of self grows as they learn to see themselves as a kind and caring person.



Language & Literacy

Children recognized and named some uppercase and lowercase letters of the alphabet during the activity *Top Hat Letters and Musical Vocabulary*. The focus was on uppercase and lowercase M, D, S, A, T, F, P, C, and V. We played the game by choosing an uppercase letter from the top hat and then finding an item on the table that begins with that letter. Next, we found the matching lowercase letter. We are learning through fun!



Interactive Reading

We read "*The Music in Me*," by Jane Pinczuk. Listening to and discussing this story helped us to understand the meaning of increasingly more complex words related to music, musical instruments, and emotions. While participating in conversations about the story, children begin to express feelings through appropriate gestures, actions, and language.



Physical Development

We danced to the upbeat *Hip Hop* song "*Happy*" by Pharrell Williams. We kept our bodies in our own space, whether we chose to dance with a friend or by ourselves. After we danced, we discussed how the song made us feel and we learned synonyms for happy, such as joyful and elated. We were moving our muscles, enjoying time with our peers, and learning new vocabulary – all at once!



Pre~K 4 Daily Learning Highlights Week 16 | Day 2



Interactive Reading

We read the story “*Change Sings*” by Amanda Gorman. During this activity, we responded to interpretive and evaluative questions and began to understand how other people and their behaviors can influence their emotions. This activity provided us with the opportunity to recognize emotions in ourselves and others. Perspective-taking is an important social skill that preschoolers are learning to make and sustain friendships, and it also plays a part in a child’s development of empathy, this activity helps us develop this skill.



Physical Development

We had a “Roar-ing” good time making *Animal Movements* today. During the game, we picked a card and told everyone what animal was pictured on the card. Next, we showed our friends how the animal moves. Finally, our friends tried to move in the same ways we did. This activity provided children the opportunity to develop and maintain friendships with peers as they engaged in and maintained positive interactions and relationships with other children. This contributes to the child’s developing sense of self with others.



Cognitive

Pattern Blocks were available to help us recognize and name common three-dimensional shapes, their parts, and attributes as we combined the shapes to create new shapes. We used our prior knowledge to build new knowledge, plus our small motor muscles to move and rearrange the small shapes. Our understanding of geometry is growing by the day!

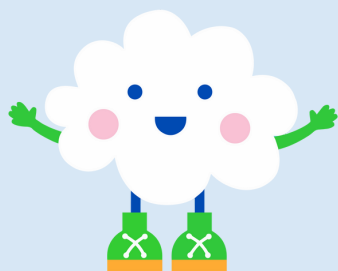


Language & Literacy

We hunted for letters during the *Hop on Pop Letter Find* experience. We each drew a card with an alphabet letter, and we identified it. We had 3 Post-it notes each and our teacher invited us to search for our letter in the book as she read it and put the notes on the letters we found. We found the letters Ss, Mm, Dd, Ss, Aa, Tt, Ff, Pp, Cc! This activity provided children the opportunity to feel confident in learning the letters of the alphabet, knowing they can always turn to the teacher as a resource for help and assistance.

STEAM

We used a camera again during our *Taking Pictures* activity. This time we used our experience combined from our lesson about framing, plus picture taking last week to take 3 pictures of something in nature that moves. Our teacher showed us the pictures and we compared and discussed them. Using inquiry skills to build on our prior knowledge helps solidify our learning!





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Daily Learning Highlights
Week 16 | Day 3

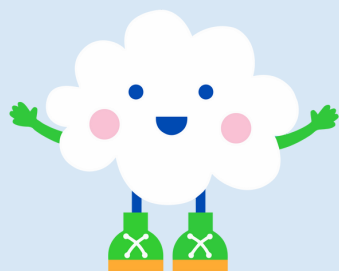
STEAM

Self-expression through investigation and creative arts allows children to follow their interests and preferences and that is what makes activities such as *Musical Jar Melodies* so memorable. Children explored the different properties and characteristics of sounds as they used musical jars to create their own melodies. Experimenting with adding in and pouring out water from the jars to adjust the pitch and tone that was produced was a captivating experience!



Interactive Reading

We read the story "*Bunny Cakes*" with our teacher. During the story, we used expanded sentences and picture support to correctly answer the majority of questions asked about the events of the story. Some of the questions prompted us to recall the events, while others were evaluative, which involves higher-level thinking. The questions asked throughout this interactive book reading promote the development of reasoning and problem-solving skills. Additionally, this activity provided us with an opportunity to discuss and describe feelings, supporting our social-emotional development.



Physical Development

"*Hip Hop-O-Potamus*" featuring Jabari and Baby Power is a fun song with a silly name! We enjoyed dancing to its great beat today. A sense of community develops as children participate in fun experiences with the teacher and peers. Feeling included and having fun with others helps the child develop a positive sense of self with others.



Cognitive

After reading our story today, we participated in *Bunny Cakes Partner Sequencing*. We sequenced the story with some accuracy by identifying at least the beginning and the ending plus any major challenges faced by the characters. Providing preschoolers with opportunities to engage in activities with other children helps develop social skills. This activity also provided us with the opportunity to follow directions and engage in cooperative play with peers for a sustained period of time.



Language & Literacy

We used physical actions to identify the natural breaks in multisyllabic words and counted the syllables in words during the *Chunking Musical Words* activity. This activity provided us with the opportunity to take pride in learning a new skill and working with a small group of peers to chop a word up into syllable chunks. Chunking words is a highly effective reading strategy where we break words into natural sound patterns.



Pre~K 4 Daily Learning Highlights Week 16 | Day 4

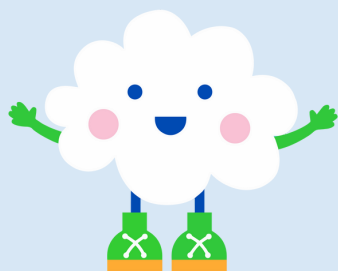


Physical Development

We brainstormed and collaborated during the activity *Swinging: Co-Creating Safety Rules*. Once we created and agreed upon the rules we went outside and took turns using the swing during playground time. We also helped redirect our peers who were participating in an unsafe act on the playground by stating the co-created safety rules for the swings and seeking out adult support if needed. Self-awareness is developed as children are invited to express their opinions and needs while co-creating safety rules.

STEAM

We used our senses and various tools to move and mix colors during the *Explorations in Color Mixing* experience. We participated in a simple experiment and engaged in the scientific practice of analyzing and interpreting data while mixing colors. They shared their discoveries with their peers and teachers by discussing their observations. We developed an awareness of our growing abilities as we participated in self-directed explorations with peers.



Cognitive

So yummy in my tummy! We used measurement tools as directed while participating in *Making Bread*. We watched the liquid and powdered ingredients mix to create dough, added yeast observed the changes, and used all of our senses to enjoy the final product. This was an extended lesson in chemistry because cooking is chemistry! Working together to make bread was a tasty treat.



Language & Literacy

Our teacher asked us to *Hop if it Rhymes!* We listened to 2 spoken words and identified if those spoken words sounded the same at the end (rhymed). If the words rhymed, we hopped! This activity provided us with the opportunity to interact with peers and take part in a group activity involving hopping, while independently following rules and routines.



Interactive Reading

Our teacher read *The Little Red Hen* to us today. We answered evaluative questions comparing how food is produced now to what is described in the story.

Evaluating means making judgments about something based on criteria and standards. There is not a usually correct answer to this type of question. It's about making a judgment and supporting it with reasons and evidence. These are higher-order thinking questions!



Pre~K 4

Daily Learning Highlights

Week 16 | Day 5



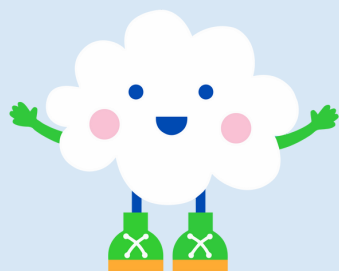
Language & Literacy

Our *Weekly Journal Entry* gave us another opportunity to tell our story through drawing and writing. We drew pictures and used writing approximations to describe our favorite type of music or musical instruments while adding details to drawings to convey ideas, actions, or objects more accurately. As children participate in a weekly journal writing routine, they gain confidence in their abilities knowing that their emerging writing is encouraged and accepted. This contributes to the child's positive self-awareness.



Interactive Reading

We discussed our discoveries from our color mixing experiences yesterday, then we listened to the story, *Warthogs Paint* by Pamela Duncan Edwards. Our teacher asked evaluative questions such as: "How was your experience in making purple the same or different from what Luis described?" "What tools did you use?" "I wonder why no one used the fork to move and mix the colored water?" Relating our experiences to those in the story helps us gain the text-to-self connection that is important for story comprehension.



Physical Development

We celebrated learning about and experiencing another genre of music at our *Hip Hop Music: Dance Party*. We danced creatively to some of the songs we had heard in the past few weeks and when our teacher stopped the music, we stopped dancing, too. Playing the "Freeze" game helps us learn to respond to our environment.



Cognitive

We immersed ourselves in *Little Red Hen's Kitchen - Dramatic Play*. We initiated a dramatic play story and sometimes directed others to do or say specific things while utilizing different objects as props as we acted out the story of "The Little Red Hen." Children develop relationships with peers as they engage in pretend play with others for a sustained amount of time.

STEAM

We enjoyed some outdoor time today while *Counting in Nature*. We had the opportunity to count natural items and things that were created by people. Engagement in math exploration helps preschoolers develop confidence in their ability to understand and engage in mathematical concepts. This activity helped us develop the skills needed to persist and complete assigned tasks.