



Pre~K 4

Daily Learning Highlights

Week 20 | Day 1



Interactive Reading

Our teacher read the *Book*: “*The Umbrella*” to us during our Author Study activity. We had the opportunity to demonstrate an understanding of narrative structure through storytelling/re-telling. As we listened to the story and discussed it with our teachers, we had the opportunity to answer open-ended questions by drawing conclusions and recalling information from the text. We also practiced one-to-one correspondence while pointing to each word as it was read, increasing our understanding of concepts of print.



Language & Literacy

We reviewed the upper and lowercase letters m, d, s, a, t, f, p, c, b, i, and n during our *Alphabet Lotto* game. The goal was to recognize and name some uppercase and lowercase letters introduced during classroom activities. In future weeks, more letters will be added to the boards and the game will become more challenging! At home, we can find these letters on cereal boxes, in books and magazines, and in other places. Let’s work together to find them!



Cognitive

10, 9, 8, 7, 6, 5, 4, 3, 2, 1! *It’s Countdown to Fun!* Our goal for this small group activity was to count backward from 10 as we played a game with our peers. We had two big dice; one with numbers, and the other with physical activities to perform. We took turns rolling the dice and our friends counted down as we performed the action, such as hopping on one foot. Let’s count down from 10 together!

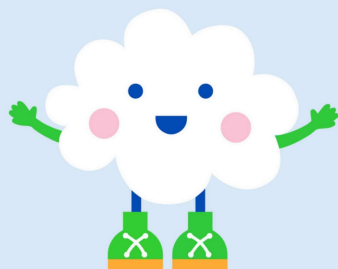
STEAM

Our lips puckered when we tasted lemon during our *Exploring Taste* activity. We discovered that some foods are sweet, some are sour, others are salty, and a few are bitter. In addition to a slice of lemon, we tried a small bit of sugar, salt, and cocoa powder. Experiences such as this help us to begin to communicate our needs, opinions, ideas, and preferences as we explore our senses. This helps develop our sense of self. Ask me which food I liked the best!



Physical Development

We used all of our senses when we made and played with *Edible Slime*. Participating in this activity allowed us to combine sensory materials to create new material that looked, smelled, tasted, and felt different than the original materials. Providing us with opportunities to engage in activities with friends helps us develop social skills. We were able to follow directions and engage cooperatively with peers for a sustained period of time.





Pre~K 4 Daily Learning Highlights Week 20 | Day 2



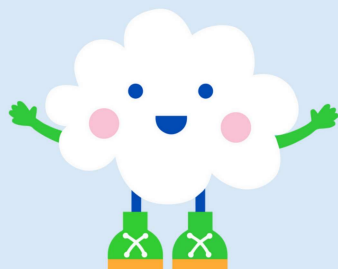
Language & Literacy

We had the opportunity to learn how to segment combine or blend, syllables into words during our *Syllables: Rhythm Stick Segmenting* activity. This activity helped me develop my phonological awareness as we tapped our rhythm sticks when we said each word. It was challenging to sustain my attention but I did it and it helped me demonstrate persistence. As we interacted with my friends we developed our self-control as we listened and followed rules for a new activity independently.



Interactive Reading

We listened to two spoken words and identified if those spoken words sounded the same at the end (rhyme), with adult modeling and picture support, while our teacher read *Frog on a Log*. We laughed at some of the silly, inventive things the author thought of, like a dog sitting on a frog! Participating in an interactive reading routine such as this gives me the opportunity to consider my personal experiences and preferences as I respond and express myself.



STEAM

Does It Hurt the Earth? That's a question to think about when finding things in nature that don't belong there. The goal of this activity was for us to notice things in our immediate environment and address the problem on our own. We learned what the word "harmful" means, and we don't want to be harmful to the earth! We looked high and low to clean up our playground and then ended the activity with a class discussion on the carpet in the classroom.



Physical Development

We moved to *Country Music: "She'll Be Coming Around the Mountain"*. We galloped and switched between our dominant leg and nondominant leg when our teacher prompted us to. This activity provided us the opportunity to use perceptual information to guide our motions and interactions with objects and other people. Galloping can be really hard but it's also fun!



Cognitive

We explored and created during our *Artist Study: Snail Collage* activity. This activity provided us the opportunity to realize a sense of pride when seeing a project through to completion following multi-step directions. We used materials to create an original work for self-expression and to express our individual creativity while using observation and imitation to transfer knowledge to new experiences.





Pre~K 4 Daily Learning Highlights Week 20 | Day 3



Physical Development

We had so much fun experimenting and grouping *Giant Beads and Patterns*. During this activity, we manipulated string and various sizes of beads between both of our hands to help us increase proficiency and speed by modeling with our teacher and their support. As I was stringing beads I used my fine motor skills while enhancing my hand-eye coordination. Making patterns helps us gain crucial early math concepts and also helps us learn how to make predictions, as well as allows us to use our critical thinking skills.



Cognitive

We learned through play during our *Spatial Concepts: "Simon Says"* using Hoops activity. This activity provided us the opportunity to follow directions while we engaged in and maintained positive relationships and interactions with our teacher. Playing the Simon Says game provides the child with the opportunity to practice gross motor skills while following the instructions of the leader. This activity provided me with the opportunity to demonstrate using my senses to observe and complete the activity.



Language & Literacy

We participated in an *Author Study: Read "The Animals of the Umbrella"* with our teacher. The goal of this activity was to identify words/text from the picture and accurately move a finger under simple text while the book was being read aloud. Reading together helps us to develop positive relationships with adults when we are supported, as needed, to succeed in activities to meet learning goals and objectives.

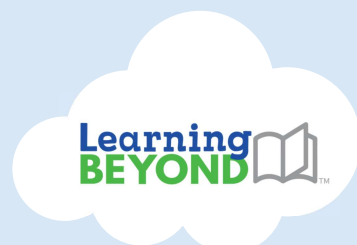
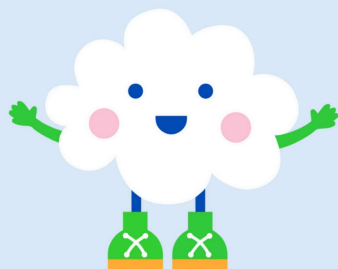
STEAM

Is it a Liquid or Solid? We observed a store-bought gelatin mix with warm water, plain gelatin powder with warm water, gelatin powder with fruit juice combined together, and just plain fruit juice. We described what we saw and noticed some slight changes in the ones that were mixtures. We put them in the refrigerator for a while and then observed them again. We observed the differences between the gelatin that had formed and the fruit juice that was still liquid. Science is amazing!



Interactive Reading

We listened to the story *"My Food, Your Food, Our Food"* today. The goal of this activity was to compare real-life events to the events in a familiar story about the importance of food and the different ways families serve and eat healthy meals. We develop self-awareness as we begin to notice ways in which our family practices are both similar to and different from those of others. We also gain a deeper understanding of our family and an emerging awareness of our own culture and ethnicity.





Pre~K 4 Daily Learning Highlights Week 20 | Day 4

STEAM

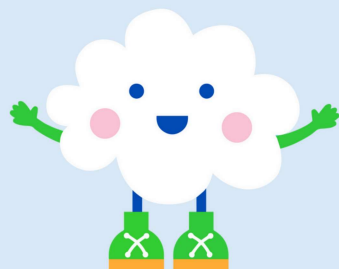
Today we explored materials of our own choosing and demonstrated our understanding of sustainability practices while conducting experiments on 'trash' during the activity, *"Does it Hurt the Earth? Part 2"*.

First, we reviewed our 'I wonder' questions from Monday's activity. Next, we worked together to gather our materials and set up our experiments. We observed the changes that occurred in the water, mud, sand, or soil. Some things didn't change so we decided to check on them again later in the week and even next week!



Interactive Reading

We learned with our teacher during the *Author Study: "The Gingerbread Baby"* and story mapping. Our goal was to use expanded sentences and picture support to correctly answer the majority of questions about story characters, setting, and events in "The Gingerbread Baby." We express confidence in our own skills and positive feelings about ourselves as we participate in group discussions. It also gave us an opportunity to draw conclusions and recall information based on listening to the story.



Physical Development

I used my senses today to find things on my plate. During our *Who can find?* where we used and learned vocabulary to describe various food textures during our meal time. As we participate in a mealtime conversation with our teacher and friends, we learn to respect one's space and how to take turns to talk and respond to questions. Learning how to participate in a conversation with a group helps us to gain a sense of self with others. Ask me what I found on my plate!



Cognitive

I learned through play during our *Characters from "Gingerbread Baby"* using playdough. Our goal was to create characters from a familiar story when utilizing open-ended materials with verbal prompting. I demonstrated planning by using the different cookie cutter shapes and art materials to make my choice of shapes. Ask me about my favorite character from "The Gingerbread Baby"!



Language & Literacy

We listened to two spoken words and identified whether those spoken words sounded the same at the end during *Frog on a Log Rhyming Match*. First, we recalled what we remembered from the book we read the other day. Then we pulled two cards from our pile and gave a thumbs up if they were rhyming pairs and a thumbs down if they were not. We took pride in learning a new skill and working with a small group of peers to identify rhyming words.



Pre~K 4 Daily Learning Highlights Week 20 | Day 5



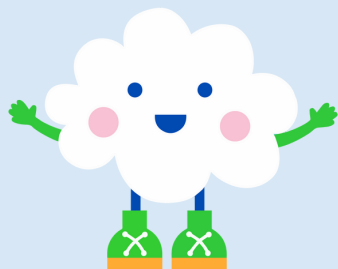
Physical Development

We danced and moved to *Country Music: Dance Party!* Moving our bodies and dancing with our friends to the music provided us the opportunity to demonstrate control, strength, and coordination of large muscles.

We used observation and imitation to transfer knowledge to new experiences while dancing to the music. We also had multiple opportunities to control our impulses and follow simple directions; strengthening our self-control. Ask me what my favorite Country Music song is!

STEAM

It was a yummy and creative day because we got to create *Food Art!* Did you know sometimes it is OK to play with your food; it even helps us learn! As we created our own art out of food we had the opportunity to demonstrate our scientific inquiry skills by using our senses to observe and creatively explore using a variety of healthy food. We developed our fine motor skills to press down the food stamps onto the paper as we created, observed, and analyzed visual art forms to develop artistic expression.



Cognitive

We used non-standard tools to accurately measure objects in the learning environment in our *Crayon Measurement* activity. First, our teacher measured a book using multiple crayons stacked one above the other. Then, we found things in the classroom we were interested in measuring. Measurement and spatial skills contribute to our development of math readiness skills. Ask me what I measured with crayons today!



Language & Literacy

We completed our *Journal: "I like the season of Spring because _____."* activity. Writing in a journal provided us the opportunity to express our thoughts in drawing and writing. Journal activities give us the chance to draw pictures, copy/write letters and numbers, or use phonetic spelling to convey ideas, actions or objects. We also demonstrated an understanding of how print is used and the rules that govern how print works. Ask me what I like about the season of Spring!



Interactive Reading

We used expanded sentences and picture support to correctly answer the majority of questions asked about the characters and events in the story, *"Big Dreams, Small Fish"*. The story is about a little girl who thought of a creative solution to encourage people to try a food they hadn't tried before - and it worked! This supported our discussion about a time we tried a food we thought we wouldn't like, but we do.