



Pre~K 4 Daily Learning Highlights Week 21 | Day 1

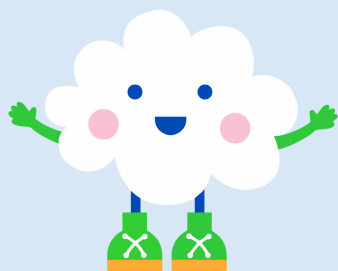
STEAM

Today we were *Exploring Water* and our teacher asked, “Does It Dissolve?”. The goal for this experience was to determine if different solids melt, or dissolve when water is added. We used cold water and warm water (not hot) on the following substances to see which ones dissolved: sugar, salt, flour, pepper, and small rocks. First, we felt the sides of each small pitcher so we could learn the difference between warm and cold water. Next, we used the pitchers to take turns pouring water on different things and discussing what we saw. Ask me about what dissolved and what didn’t!



Interactive Reading

Even though we are small, we can have BIG emotions and feelings. Today, we listened to a song called, “*The Story of My Feelings*” as we looked at the pictures in the book.” We had a discussion about our various feelings and when we feel those feelings. Then, we listened to the song again and danced as we tried to mimic the different emotions. When we learn how to understand emotions in ourselves we are better able to regulate our own responses to strong emotions.



Physical Development

We moved and danced with our friends while singing the song “*Celebration*,” by *Kool and the Gang*. While singing, we recognized patterns in the song and responded appropriately to repeated phrases. We also bonded with our teacher through supportive interactions as we expanded on our thoughts and knowledge of celebrations. By participating in a group, we developed positive relationships singing alongside our friends, we learned to match pitch and rhythm.



Cognitive

We were invited to *Draw a Picture* after we read, “You are Healthy”. This activity provided us the opportunity to understand that the choices we make can impact our health. As we participated with our friends, we began to recognize ourselves as unique individuals having their own abilities, characteristics, emotions, and interests. This experience encouraged us to apply our learning to extend/expand thoughts or ideas expressed through drawing.



Language & Literacy

L, L what starts with L? We were *Introduced to the Letter Ll*, and we used our Animal Alphabet Poster to sing and point out the letter Ll. 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 Ll. We also began to recognize that there are rules for how letters and words are constructed.



Pre~K 4 Daily Learning Highlights Week 21 | Day 2

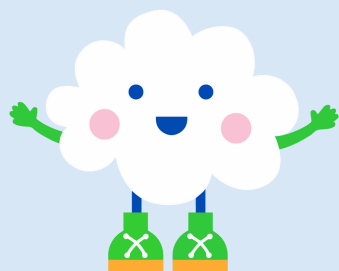
STEAM

We activated “investigation mode” again during *Exploring Water: Colorful Ice!* This time we explored the properties of water by using medicine droppers to transfer liquid onto crushed ice mixed with baking soda to observe what happened. We had color-tinted vinegar and color-tinted water and we watched what happened when it interacted with the crushed ice. We discussed our findings with our teacher. Ask me what happened during our ice investigation today!



Interactive Reading

Our teacher read, “*Eating the Alphabet*” to us during our whole group activity. We attended to communication and language from others as we followed a daily routine in our classroom. As we listened to the story and discussed it with our teacher, we had the opportunity to answer open-ended questions by drawing conclusions and recalling information from the text. We also used expanded sentences and picture support to correctly answer the majority of questions asked about the story events.



Physical Development

We learned through play during our *Beach Ball Volleyball* activity. We had the chance to engage in cooperative play with other children as we demonstrated control, strength, and coordination of our large muscles. During physical play, we listened and attended to our teacher’s language for directions, as well as to explore and describe the position and movement of the ball. We also gained an understanding of what came next in the game by following cues and prompts.



Cognitive

I used my body to create patterns (using physical movement) with verbal prompting and encouragement from my teacher during *Pattern Making*. This experience gave us the opportunity to consistently follow classroom routines and engage with each other by taking turns. Although the task may be new and challenging for some of us, our teacher’s modeling of pattern-making encouraged our persistence.



Language & Literacy

We completed the *Drawing on Lilac Paint Bags* activity. Our goal was to trace or write some letters of the alphabet with accuracy. Practice forming letters develops our small-muscle strength and control. Writing on the bag with a cotton swab or our finger provides us with the opportunity to demonstrate an understanding of how print is used and the rules that govern how print works.



Pre~K 4 Daily Learning Highlights Week 21 | Day 3

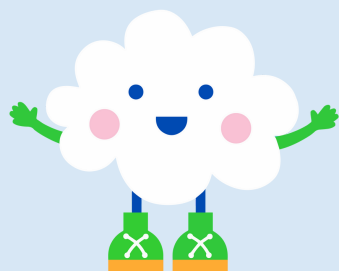


Physical Development

Vroom, vroom away we went while we explored the *Loose Parts Tricycle Course*. We had so much fun riding our tricycles but first, we went over important safety rules that can be used as we pretended to ride on an imaginary street. While riding tricycles we worked on our lower body strength, coordination, and awareness of where our body is in space we followed the tricycle trail. With our teacher's support, we experimented with riding our tricycles, gaining confidence as we learned to control the movements of it.

STEAM

We explored the properties of water again during the activity, *Exploring Water: Using Tools*, but this time we saw blue-tinted ice cubes floating in red water. We used slotted spoons, colanders, and other tools to explore the floating ice cubes and described what we saw and felt. This sensory-filled investigation piqued our interest and curiosity while giving us a hands-on opportunity to explore 2 of the 3 states of water (liquid and solid). Science is always engaging!



Language & Literacy

We learned the concept of poetry during our *Healthy Habits Poem Letter Find*. We observed that written language is read from left to right and moves from top to bottom. We also recognized and named some of the upper and lower case letters, with adult support.

We demonstrated an eagerness to increase our knowledge of the alphabet as we interacted with our friends and teacher during this activity.



Interactive Reading

Our teacher read the Book: "*Andy Warhol's Colors*" to us during the *Artist Study* activity. We enjoyed experiencing visual art through literature. The goal was to use expanded sentences and picture support to correctly answer the majority of questions asked about the paintings of animals shown in the book.

This activity provided us with the opportunity to observe and discuss visual art forms and compare their similarities and differences.



Cognitive

We experimented with our senses *Vegetable Tasting* activity! This activity provided us the opportunity to develop knowledge and skills that help promote nutritious food choices and eating habits. As we learned what flavors we liked and did not like, we recognized ourselves as unique individuals having our own abilities, characteristics, emotions, and interests.



Pre~K 4 Daily Learning Highlights Week 21 | Day 4



Language & Literacy

We demonstrated initiative and curiosity when choosing and *Looking at Books Together*. This activity gave us the opportunity to share self-selected books and engage in pretend reading with our teacher and friends. We demonstrated awareness of print concepts as well as the ability to resolve some peer conflicts, with our teacher's guidance, when we both wanted the same book. Learning conflict resolution supports our relationships with our peers as we grow and learn together.



Physical Development

I moved and grooved with my friends while listening to the song "Roar!" (*Revisited*). Moving our bodies and dancing with our friends to the music provided us the opportunity to demonstrate control, strength, and coordination of large muscles. I worked on keeping my own body in my designated space with minimal verbal or visual reminders while stretching and dancing. As children, we use observation and imitation to transfer knowledge to new experiences while dancing to the music.



Interactive Reading

Our teacher Read "*Jennie's Hat*," by Ezra Jack Keats. Our goal was to compare a real-life experience to the events of a familiar story, with minimal verbal prompting. We develop a better understanding of ourselves and our peers as we learn vocabulary and physical expressions of various emotions. Increased understanding contributes to the development of positive peer interactions.

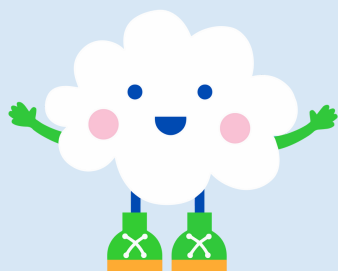


Cognitive

We participated in an *Artist Study: Compare Two Works of Art from Warhol*. We had the chance to compare two works of art from a famous artist to determine their similarities and differences. During their discussion with our friends, we began to extend/expand our thoughts or ideas expressed by comparing the similarities and differences of the pictures. Ask me about Andy Warhol's art!

STEAM

Exploring Water: Ramps was a chilly, slippery-sliding time! Our teacher made ice cubes of all different sizes and shapes and provided some new materials and equipment to use with the ice and water: floating plastic lids and ramps from our construction area. We were encouraged to predict what might happen when we sent the ice sliding down the ramp into the water as well as placing the ice on top of the floating lids. Ask me about the ice and water experience!





Pre~K 4

Daily Learning Highlights

Week 21 | Day 5



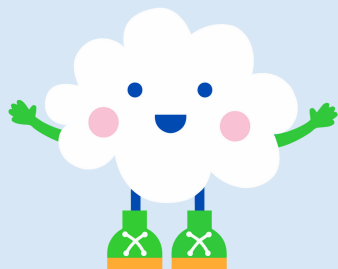
Interactive Reading

We re-read “*Jennie’s Hat*,” and were *Decorating Hats* during our *Author Study of Ezra Jack Keats*. The goal of this activity was for us to begin to ask interpretive questions to apply learning from a story to a new experience. Interpretive questions are high-level thinking questions. As we planned for our art and created it independently we became more aware of their own capabilities which can contribute to the development of a positive concept of self.



Language & Literacy

We completed our *Weekly Journal Entries* as we drew pictures and used writing approximations to describe their favorite healthy foods, adding details to drawings to convey ideas, actions, or objects more accurately. This activity also provided us the opportunity to demonstrate an understanding of how print is used and the rules that govern how print works. As we chose a food to write about, we made connections from previous activities and stories we have read.



Cognitive

I made *Object Sets of 3, 4, and 5*. To do so, I matched the number symbol with the object set for 3, 4, and 5, with my teacher’s verbal prompting and encouragement. We drew a number from a stack of number cards and then made a group of toys that were the same quantity as the number. Understanding and correlating quantity helps us grow our number sense skills!

STEAM

We explored through sensory play with our friends during our *Water Sensory Bin* activity. The goal of this experience was to use simple machines and tools during play to solve the problem of moving water from one bin to another. Playing at the water table gave us the chance to coordinate movements to perform tasks while asking and answering questions about objects and our actions as we played with our friends.



Physical Development

We created art outside during our *Artist Study: Pop Art with Sidewalk Chalk* activity. The goal of the activity was to make shapes with intersecting lines or circles as they drew with sidewalk chalk to create original art. This activity provided us the opportunity to exhibit complex fine motor coordination while using tools to complete tasks. As we created artwork with our friends, we described activities, experiences, and stories in more detail.