



Pre~K 4 Daily Learning Highlights Week 22 | Day 1

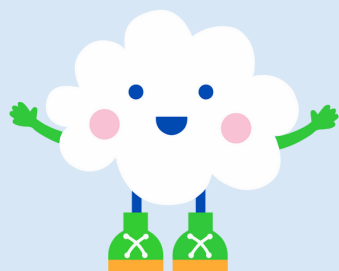
STEAM

We explored during our “*Will It Change in Water*” Experiment. This activity provided us the opportunity to ask questions, gather information, and make predictions; realizing a sense of pride in participating in a project to completion. We were also provided with the opportunity to learn and use newly expanded vocabulary as we discussed our predictions and recorded our observations. We completed fine motor tasks that required small-muscle strength and control during the experiment. Ask me what changed in the water and what did not!



Interactive Reading

I vote for a book about voting! Our teacher read the Book: “*Letter V: “One Vote, Two Votes, I Vote, You Vote” (Part 1)*” to us during our group activity. This activity provided us the opportunity to ask and answer questions about the book that was read aloud. We attended to communication and language from others as we followed a daily routine in our classroom. As we listened to the story we had the opportunity to answer open-ended questions by drawing conclusions and recalling information from the text. Ask me what I learned about voting today!



Physical Development

We moved and grooved with our friends while listening to *Pop Music: “Best Day of My Life!”* Dancing and moving our bodies with our friends to the music provided us the opportunity to demonstrate control, strength, and coordination of our large muscles. We use observation and imitation to transfer knowledge to new experiences while dancing to the music. This activity also provided us the opportunity to use perceptual information to guide our motions and interactions with objects and other people.



Cognitive

We listened to a non-fiction book called “*The Water Cycle*”, and continued to develop an understanding that water has different states: solid/ice, liquid/water, and gas/vapor. We acquired vocabulary introduced in the book and had the chance to use that vocabulary when answering questions. Experiences with non-fiction books also build a repertoire of background information and help us make connections to the natural world.



Language & Literacy

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



Pre~K 4 Daily Learning Highlights Week 22 | Day 2

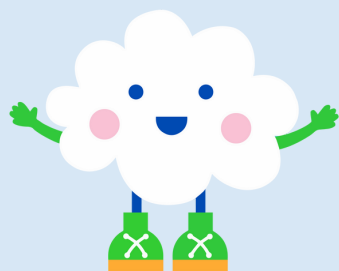


Interactive Reading

Our teacher read the *Book: "Letter V: "One Vote, Two Votes, I Vote, You Vote" (Part 2)* to us during our group activity. We had another opportunity to ask and answer questions about this book. We attended to communication and language from our teacher as we followed the daily routine in our classroom. As we listened to the story and discussed it with our teacher, we also had the chance to answer open-ended questions by drawing conclusions and recalling information from the text.

STEAM

Have you ever wondered about *The Shape of Water*? During this activity, we did an in-depth exploration of objects of our own choosing while investigating the shape of water poured in various containers after predicting what shape water would be. We worked in teams of two and took turns pouring from the pitcher into a container. With teacher prompting, we drew conclusions about the shape of water and related it back to our prediction. That's the scientific method at work!



Cognitive

During the activity, *Time of Day*, we identified the difference between morning and afternoon, with minimal adult prompting. First, we went through the afternoon activities on the daily schedule and pointed to the time on the clock as the time of day progresses through dismissal. Then we picked activities from the daily schedule and took turns telling when we do the activities each day, in the morning or afternoon. This is the beginning stage of learning to tell time!



Language & Literacy

We made our own class story during the activity "*Our Hats*," based on "*Jennie's Hat*," by Ezra Jack Keats. First, we recalled the main events of "*Jennie's Hat*". Then we did a mad libs-style story about the hats we played with last week. Our teacher recorded all our ideas and then we voted on them. Finally, our teacher read our story to us. We are storytellers!



Physical Development

We moved our bodies with our friends during *Healthy Me: Yoga!* This activity provided us the opportunity to engage in and maintain positive relationships and interactions with our friends and teacher while demonstrating control, strength, and coordination of our large muscles. As we listened and followed directions our teacher was giving, we used observation and imitation to transfer knowledge to new experiences.



Pre~K 4 Daily Learning Highlights Week 22 | Day 3

STEAM

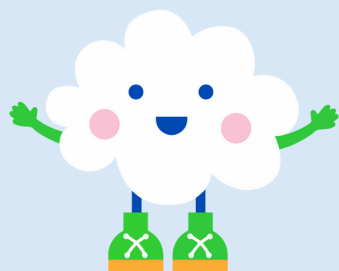
Where did the water go? That was the question we answered during the activity, *Evaporation: Painting with Water*. First, we used chalk to draw on the sidewalk and wrote our names under our drawings.

Next, we painted with water inside the lines of our drawing and predicted what might happen to the art over the course of the day. We checked on our drawings a little later and discussed the water cycle. In conclusion, we discovered that evaporation was responsible for the disappearance of the water we painted on our drawing!



Physical Development

We learned through play during our *Fast Walking Relay Race* activity. This activity provided us the opportunity to engage in cooperative play with others while we used perceptual information to guide our motions and interactions with objects and other people. We listened and followed directions for the relay race, responding to changes quickly when it was time to run. This activity also gave us the chance to participate in a structured, outdoor activity for a sustained period that increased our strength, endurance, and flexibility.



Interactive Reading

We helped our teacher read the book *Backseat A – B – See!* We utilized our symbol knowledge to read the pictures of the road signs in the story, with minimal verbal prompting. We also took turns identifying the alphabet letters and identifying the familiar shapes of the signs. This activity exposed us to new vocabulary and road signs as we read and discussed more challenging environmental print that was not familiar to us, such as the yield sign, and merge sign. We can't wait to read signs when you are driving!



Cognitive

We participated in a vote and observed the results during our *Vote on What Color to Make the Tapioca Pearls* activity! This activity provided us the opportunity to recognize ourselves as unique individuals having our own interests as we understood basic math concepts. We were provided with the opportunity to record our observations through dictating to their teacher. Most importantly, we had the chance to express our thoughts as we participated in the voting process.



Language & Literacy

Our teacher read the story *Eating at the Table*. This story allowed us to show understanding of words used in the book by following the actions or using the words in the correct context during mealtime. We were also given the opportunity to use observation and imitation to transfer knowledge to predict what would happen next based on previous experiences. Opportunities to answer questions and share thoughts about a familiar routine promote our competence and positive sense of self.



Pre~K 4 Daily Learning Highlights Week 22 | Day 4

STEAM

Exploring Rocks helps us grow in many ways! As scientists, we demonstrated scientific inquiry skills and communicated scientific ideas clearly. As mathematicians, we sorted and classified the rocks.

We used our listening skills to demonstrate comprehension when we followed our teacher's directions; and we honed our social skills and showed respect for our peers' clearly established spaces and boundaries while using their own designated work space. What looks like play is truly work!



Interactive Reading

Our teacher Read "*Whistle for Willie*" by Ezra Jack Keats to us during our *Author Study* activity. We observed that books have titles, authors, and illustrators; and attended to communication and language from others as we follow a daily routine in our classroom. The main goal of the activity was to practice active listening skills such as turning our body towards the speaker, remaining focused on the speaker, holding thoughts/questions until the speaker is finished, etc. Let's practice this at home; I need just a little prompting or gentle reminder as I grow and learn



Cognitive

We love to use our imagination and we did that today during the activity, *Whistle for Willie Dramatic Play*.

This experience encouraged us to persist in a dramatic play 'story' and vary our facial expressions while making voice inflections to represent the emotions of the characters more accurately. It helped to have story props such as a box, stuffed dog, and hat. Our teacher described and modeled how to whistle and we practiced for quite a while, just like Willie did in the book!



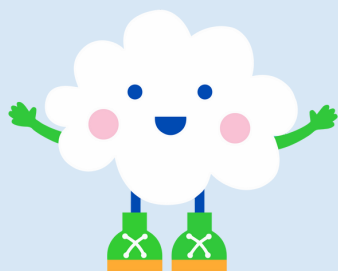
Language & Literacy

We worked together during our *Letter O and Circle Mural* activity. Using writing tools in various sizes and colors and circular items to trace in various sizes such as rolls of masking tape, rolls of plates, and bowls; we traced the letter Oo (which also happens to be a circle) with accuracy. This activity provided us the opportunity to interact with our peers and take part in a group activity while independently following rules and routines.



Physical Development

We learned through play during our *Wheelbarrow Walk* activity. This activity provided us the opportunity to engage in cooperative play with others while we used perceptual information to guide our motions and interactions with objects and other people. We teamed up with our friends and participated in structured and outdoor activities for a sustained period that increased strength, endurance, and flexibility.





Pre~K 4 Daily Learning Highlights Week 22 | Day 5



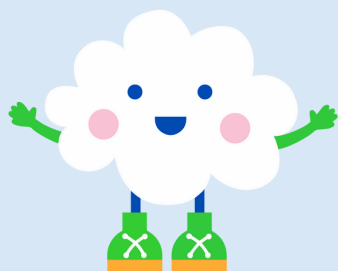
Cognitive

We experimented and observed the results during our *Predict and Test - Will It Absorb or Repel Water?* activity. This activity provided us the opportunity to ask questions, gather information, and make predictions as we engaged in and maintained positive interactions and relationships with others. During this activity, we used new and expanded vocabulary as we predicted and recorded observations. This activity provided us with the opportunity to use information gained about familiar objects and apply them to this experience.



Language & Literacy

We worked on our *Weekly Journals Entry* where we wrote or drew about our favorite way to get exercise. 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.



STEAM

Building a Rock Structure was fun! We had the opportunity to observe and explore how weather changes rocks over time. First, we built a rock structure outside. Then, our teacher measured our structures to see how tall it was and recorded the data. After that, we each predicted what might happen if we left it outside in all kinds of weather. We are going to keep checking on it to see what happens over time!



Physical Development

We used our hands and fingers to roll clay into smaller balls while listening to pop music during the activity, *"Waka Waka! (This Time for Africa)"* - Rolling to the Beat. We used modeling clay to make little balls of clay while we listened to this upbeat song. Our finger muscles really got a workout using modeling clay because it is harder to shape than playdough is. While some of us were rolling clay, others were keeping the beat using rhythm sticks. We loved this song!



Interactive Reading

In a small group, we worked with the *Poem: Rain, Rain Go Away*. Each of us took a turn finding our name card to post in the poem then identifying a capital letter and using the pointer to point at the words as the group reread the short poem aloud. This gave us the chance to take the lead and gain confidence in our abilities which contributes to our development of positive self-awareness.