



Pre~K 4

Daily Learning Highlights

Week 23 | Day 1



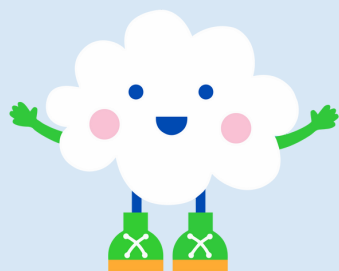
Interactive Reading

Miss Spider's Tea Party was a great book! Our teacher activated our prior knowledge about spiders and tea parties by inviting us to share what we knew about each of them with the group. Then our teacher read the story and we enjoyed both the rhythm and rhyme.

We answered evaluative questions, which are questions that require us to share our opinions or what we think or feel. Ask me about the story, "Miss Spider's Tea Party".

STEAM

I had fun *Making Rainbows with My Friends!* The goal of this experience was to use complete sentences and gestures to talk about the events seen during their observations as they make rainbows. First, we shared all that we already knew about rainbows. Then, I chose a friend and we worked together to create a rainbow with glass containers, water, and the sun. Finally, we discussed our observations. Ask me about making a rainbow today!



Cognitive

"Will It Dissolve in Water?" That was the question we asked during this science experiment. We had the opportunity to compare and categorize observable phenomena as we worked together towards a common goal. We engaged in the scientific practice of analyzing and interpreting data. We also had the chance to use new and expanded vocabulary as we predicted and recorded observations, through teacher support.



Language & Literacy

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



Physical Development

We learned through play during our *Weave a Web* activity. This activity provided us with the opportunity to perform more complex fine motor tasks to manipulate string and create a spider's web. It was almost like sewing! We are more willing to try new and challenging tasks when we know we can seek and receive help from a familiar adult. This contributes to our sense of self with others.



Pre~K 4 Daily Learning Highlights Week 23 | Day 2



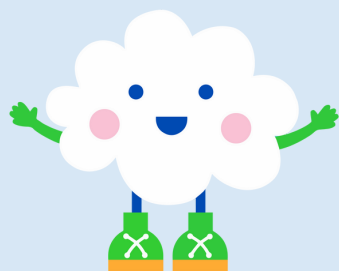
Language & Literacy

You are cordially invited to learn more about our writing activity today! We made *Guest Invitations* using writing tools in various sizes and colors to write their first name, or some letters from their first name, with increasing accuracy. We got our inspiration from the book “Miss Spider’s Tea Party.” We pretended to prepare for a tea party or other event, and write an invitation to someone. It gave us an opportunity to use our imagination and write our name for a purpose!



Cognitive

We explored through sensory play during our *Healthy Me: Washing Germs Sensory Table* activity. We developed knowledge and skills that help promote personal safety practices and routines. Additionally, we explained simple cause-and-effect relationships and used reasoning skills to explain the intention behind the daily hand-washing routine. Playing at the sensory table provided us with the opportunity to use fine motor skills as we made choices and completed independent activities.



Physical Development

We moved and grooved with our friends while listening to *Pop Music: “I’m a Believer!”* We used large muscles in our arms, hands, legs and feet to move through the indoor area while dancing with our friends while shaking the bell bracelets. This activity provided us the opportunity to use perceptual information to guide our motions and interactions with objects and other people. It was a fun song to dance to!

STEAM

We explored science using our senses as we practiced *Making Paperclip Helicopters*. We used this activity as an opportunity to describe objects by their physical properties as we problem-solved how to make our paperclips fly. This activity helped us show an emerging sense of independence as we chose how to construct and “fly” our helicopters. During this activity, we were able to demonstrate knowledge related to physical science as we developed our fine motor skills.



Interactive Reading

We practiced our pre-reading skills in a small group with the book *Pete the Kitty: Wash Your Hands*. The goal of this activity was to accurately move a finger under the simple text while the text is being read aloud. First, our teacher invited us to predict what the book was about, and then she read the book aloud while using her finger to underline the words as she read them. Next, she invited us to do the same, one at a time. This is an important reading skill!



Pre~K 4 Daily Learning Highlights Week 23 | Day 3



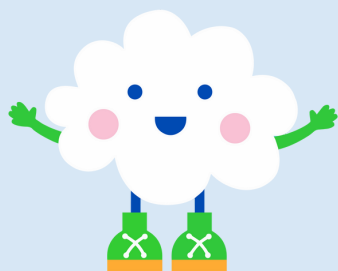
Cognitive

We created during our activity, *Healthy Me: I Eat, Sleep, and Move*. The objective of this activity was to identify healthy lifestyle choices and with minimal verbal prompting explain how those healthy lifestyle choices positively impact different parts of our body.

We used a variety of art materials to create original work for self-expression and to express our individual creativity while highlighting our favorite foods, where we sleep, and our favorite games.

STEAM

Messy science was on order during the activity called *Exploding Mud Art Part 1*. The purpose of this experience was to use complete sentences and gestures to talk about the events seen during our observations of making exploding mud art. We mixed soil and water to make “mud soup”, and put it in an empty Mini M and M container along with an Alka-Seltzer tablet and closed it. We set the container on top of a piece of white paper and waited. BOOM! The container exploded and I had messy mud art!



Interactive Reading

Our teacher read the non-fiction book, “*National Geographic Kids: Spiders*” to us during our small group activity. We enjoyed the opportunity to share prior experiences and utilize new or novel vocabulary when sharing, with minimal verbal prompting. We were introduced to many vocabulary words and important concepts throughout the text, such as habitats, body parts, 8 legs, head, abdomen, webs, silk, eggs, spiderlings, etc. Ask me what I learned about spiders today!



Language & Literacy

We did our *Animal Alphabet Chant* a little differently today. We did it with our First Names. The objective of this experience was to associate the letter sound with the first letter of our first name. We said each letter's name, sound, and animal in the chant like we usually do. But then before we went on to the next letter, we paused. When my name started with the letter/sound the teacher just said, then I held up my name card and said my name aloud. Learning letter sounds is fun!



Physical Development

We learned through play during our *Walk on the Web* activity. The purpose of this experience was to walk on a narrow web line, without spiders, with minimal faltering or need for support. This activity provided us the opportunity to engage in cooperative play with other children as they demonstrated control, strength, and coordination of large muscles. This gross motor activity also provided us with the opportunity to demonstrate coordination and balance walking on the web.



Pre~K 4 Daily Learning Highlights Week 23 | Day 4



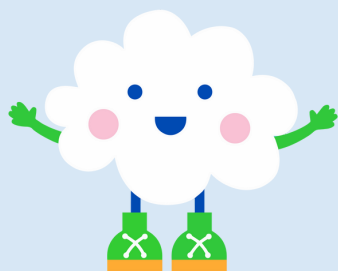
Physical Development

We danced with a partner to the song, “*My School Family*”. The goal of this activity was to participate in a movement song that required frequent changes in type of movement with adult reminders to watch out for other people while moving during the song. We listened to this greeting song a second time and switched partners each time the lyrics said “boom, boom, boom”. It was fun to do and we hope to move to this song again soon!



Language & Literacy

It’s *Rhyme Time*! We enjoyed a rhyming game together. The goal of this activity was to listen to two spoken words and identify if those spoken words sounded the same at the end (rhyme). We clapped a steady beat as our teacher called out words. If they rhymed, she kept going. If they were not rhyming pairs, we said “change”. Our teacher changed the last word to a new rhyming pair and we kept going. Let’s think of rhyming pairs together at home!



Cognitive

We went on a hunt during *Spaces for Spiders: Searching for Shelter*. The objective was to identify some elements of a habitat for a spider and a few other animals. We searched our outdoor area for safe places for a spider to take shelter. When I found a place, I asked my group members to come stand nearby so we could all examine that space together. Then, we used the tablet camera to take photographs of some of the spaces we noticed and recorded during our search. Ask me about the place I found that is great for a spider to take shelter!



Interactive Reading

We listened to the story, *The Squirrels Who Squabbled*. The goal of this experience was to use third-person statements when talking about someone other than ourselves. Our teacher asked questions that required a response using third-person statements (he/she/it/they) when talking about the characters’ actions. This is something we will continue to practice as we grow and learn.

STEAM

We were challenged with a *Movement Pattern Challenge*. The goal of the activity was to identify 4 or more body part functions, as we performed a pattern with physical movements using the 4 mentioned parts of our body. As we used physical movement to create a pattern, we developed a sense of confidence as they took on a new task. This experience strengthened our ability to problem-solve, describe the strategies we used in developing the pattern, and use vocabulary to describe body part functions.



Pre~K 4 Daily Learning Highlights Week 23 | Day 5

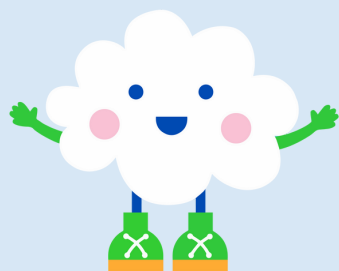


Language & Literacy

We expressed ourselves in our *Weekly Journal* as we asked ourselves “What activity felt extra special this week?” activity. Writing in a journal provides us with the opportunity to express our thoughts in drawing and writing. It also gives us an opportunity to demonstrate an understanding of how print is used and the rules that govern how print works. This activity provided us with the opportunity to express our thoughts in drawing and writing. Ask me what activity felt extra special this week!

STEAM

We used multiple senses as we explored and investigated the properties of mud and transformed our exploding mud art into silly faces or funky animals during *Exploding Mud Art Part 2*. But first, we reflected on what we did during our exploding mud activity from last week. We decided what we wanted the mud splat we made last week to become with our new mud mixture. We were encouraged to share our opinions, ideas and preferences while we created our own unique art.



Physical Development

We explored and searched during our *I Spy Clean-up Game* activity! This activity provided us with the opportunity to act and move with purpose and independently recognize differences in direction, distance, and location. Through teacher support, we listened and followed directions as we actively cleaned up the playground. We identified and located objects in relation to our own bodies while playing a clean-up game. It was a fun way to clean up!



Cognitive

We were mathematicians during our activity called *1 to 1 Correspondence: Count Backwards*. We counted backward from ten as we dismantled the structure we each constructed with the counting blocks. Engagement in math exploration helps us develop confidence in our ability to understand and engage in mathematical concepts. This helps us to further develop the skills needed to persist and complete assigned tasks.



Interactive Reading

We used expanded sentences and picture support to correctly answer the majority of questions about characters and events in the *Book: “Uncle Andy’s Cats”*. We learned that Andy Warhol had a lot of nieces and nephews that liked to visit him. We also learned that he had 25 cats and all but one of them were named Sam! Andy and his grandmother (he called her Bubba) gave away all the kittens to solve the problem of having too many cats!