



Pre~K 4 Daily Learning Highlights Week 30 | Day 1



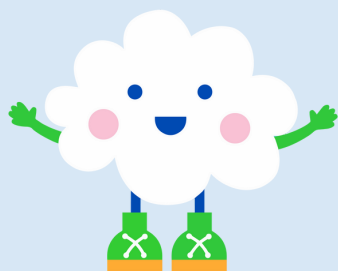
Cognitive

We learned through creativity as we created *Pasta Art*. This experience provided us with the opportunity to demonstrate emerging independence, participating with little or no teacher assistance as we used different media, plus uncooked pasta, to create unique works of art. While creating our individual artwork, we coordinated our hand and arm motions with increasing control as we placed the dry pasta purposefully on the paper. We also developed a positive sense of self-awareness as we showed confidence in our range of abilities and the capacity to accomplish tasks as we took on new challenges to use what we learned about art.



Physical Development

We learned through play during our *Apple Toss* activity. This was a great opportunity for turn taking while working on large motor coordination and following simple directions. We counted and practiced one to one correspondence by counting each apple as we tossed apples into the baskets. We expressed confidence in our own skills and positive feelings about ourselves. During this activity, we participated in play and learning activities with a small group of children for a short time as we learned to follow simple rules of the game. We also used perceptual information to guide motions and interactions with objects and other people.



STEAM

We explored basic math concepts during our *Engineering Challenge: Stacking Apples* activity. During this activity, we stacked as many as apples as we could on top of each other, without falling down. Trying new experiences encourages us to recognize ourselves as unique individuals by having our own preference and interests, supporting our developing sense of self. While using familiar objects during this fun activity, children demonstrate an eagerness to learn about and practice a new skill. We also expanded on our number sense as we used one to one correspondence to count how many apples we could stack.



Language & Literacy

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



Interactive Reading

Our teacher read the book "*10 Apples Up on Top*" by Dr. Seuss. As we listened to the story, we used expanded sentences to correctly answer questions asked about the characters and events in the book. This activity provided us with the opportunity to demonstrate an understanding of narrative structure through storytelling as we attend to communication and language from others as we follow a daily routine in our classrooms. Have you ever stacked anything on your head to balance?



Pre~K 4 Daily Learning Highlights Week 30 | Day 2

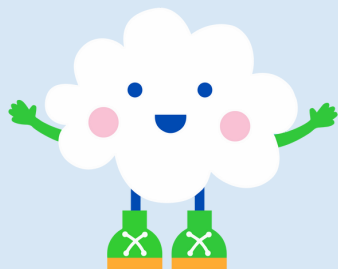
STEAM

I had a happy tummy today because we got to *Make and Eat Ice Cream in a Bag!* We had the chance to compare and categorize observable phenomena of making ice cream while engaging in and maintaining positive interactions with our classmates. During this activity, we completed a recipe where we counted, measured, and followed simple directions to make ice cream. We had to use words and newly obtained vocabulary to describe and compare flavors as we gained confidence in our choices and discussed our preferences. We also gained an understanding of our likes and dislikes as we tasted and experienced more about the characteristics of ice cream



Cognitive

We have been using our powers of observation to watch our seeds change and grow over the past week. We continued our *Life Cycle of Plants part 3* experiment as we made observations about our plants and documented the observations by drawing our findings. This activity provided us with the opportunity to focus our attention and efforts on a science project that fosters autonomy. We also built our independence as we planted a seed and watched it grow over time. During this activity, we demonstrated our scientific inquiry skills as we clearly communicated our scientific ideas and increased our complex spoken language.



Physical Development

Where does milk come from? We learned *All About Dairy* as we watched the video “Dairy Keeps You Moooving” and then sorted dairy and nondairy items. During this nutrition based activity, we developed our vocabulary and identified different foods from the dairy food group. As we learned about different foods, we began to recognize our preferences and develop an increased sense of self awareness. Sorting was a great way for us to develop our mathematical skills by categorizing and counting objects.



Interactive Reading

Our teacher read the book “*The Best Mariachi in the World*” where we learned about Mariachi bands. This activity gave us the chance to demonstrate an understanding of narrative structure through storytelling as we learned about Latin culture. As our friends and I 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. This activity also helped us develop an understanding of our own families and developed our emerging awareness of our own culture and ethnicity.



Language & Literacy

We were special Jj investigators and our mission was to search for and locate all of the Jj words we could as we read the story *Jigaree*. As we search and recognize words that start with Jj we are developing our language and emergent literacy skills as we demonstrate increasing knowledge of the alphabet. During this activity, we used our observation and imitation to transfer knowledge to this new experience as we became aware of our own increasing abilities developing our positive sense of self.



Pre~K 4 Daily Learning Highlights Week 30 | Day 3



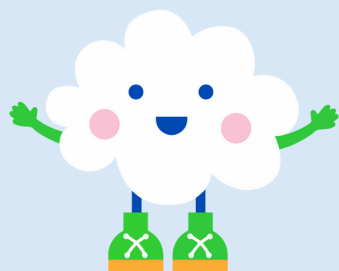
Cognitive

Class Poll - Grains or Proteins? We participated in a class poll where we picked whether we preferred grains or proteins and then recorded our choices to make a graph with our teachers' support. This math activity encouraged our self-awareness and autonomy as we reflected and communicated our preferences. We acquired a better understanding of what makes us unique as we demonstrated independence in our own choices. We learned how to make a graph, what information it contains, and how to read a graph. This prepares us for more complex mathematical skills.



Language & Literacy

Our teacher read a fun book called *I Like to Eat* which had pictures of all kinds of restaurants and food. This book featured a lot of environmental print words and pictures, so we were able to help read the story! As we read the book we focused on accurately moving our pointer fingers under the text while the words were being read out loud. Doing this develops my print awareness. I also demonstrated initiative and took self-direction as I read when it was my turn. During this activity we had the chance to express confidence in our own skills and developed positive feelings about ourselves, which contributes to our own positive sense of self-awareness.



STEAM

We started an experiment today called *The Naked Egg Experiment Part 1*. During this experiment, we made predictions about which liquid solution would preserve an egg. We gathered different liquids, like water, soda, vinegar, and salt water, and asked questions to determine which liquid would be best. During this activity, we used simple tools correctly to start the experiment and used dictation to record results while working with friends in a small group to develop our understanding of basic science concepts.



Physical Development

We had to focus as we *Traced Our Foot and Cut the Tracing* out. As we traced our feet and cut out the curved shapes of the tracing with increasing accuracy as we exhibited complex fine motor coordination. During this activity, we used a variety of art materials and activities for sensory experiences while we used our small-muscle strength and control to grasp the materials. We also used our hands and fingers to manipulate materials with increasing strength and control as we increased our understanding of how scissors work and practice cutting with scissors.



Interactive Reading

We read the book, *"The Three Billy Goats Gruff"* with our teacher. This activity provided us the opportunity to listen to a story that we could later recreate, encouraging interactive relationships with our friends. Listening to the story provided us the opportunity to actively listen and develop our comprehension of texts. We also demonstrated an understanding of narrative structure through storytelling as we attended to communication and language from others as we followed a daily routine in our classroom.



Pre~K 4 Daily Learning Highlights Week 30 | Day 4

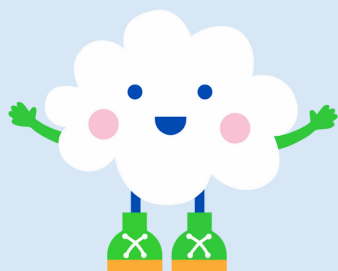
STEAM

We continued *The Naked Egg Experiment Part 2* as the results of the experiment were revealed. This activity provided us the opportunity to compare and categorize observable phenomena while engaging in and maintaining positive interactions with our teacher and other classmates. As we discovered our results we asked WH- questions as we observed and documented the results. As we demonstrated our scientific inquiry skills, we drew conclusions and communicated our scientific ideas clearly.



Cognitive

Yesterday we talked about two of the different food groups, grain and proteins and documented the results in a graph. Today we continued our *Class Poll Day 2 - Protein or Grains* where we completed our graph with a title, labels, and numbers. With our teachers' help we described the classroom data related to protein and grains while using appropriate mathematical vocabulary. During this activity we had the chance to demonstrate reasoning and problem-solving skills as we engaged in a planned counting opportunity that fostered autonomy.



Interactive Reading

We acted out the story “The Three Billy Goats Gruff.” This activity allowed us to interactively explore a book and use descriptive language to express ourselves about the story as well as having the opportunity to develop our recall as we remembered the sequence of events from the book. Retelling a familiar story helps us to continue enhancing our descriptive, expressive and sequential vocabulary and communication skills.



Language & Literacy

Our teacher read the book “*The Foot Book*” to us as we reviewed left/right. During this activity we demonstrated an understanding of narrative structure through storytelling. We attended to communication and language from others as we followed a daily routine in our classroom. As we listened to the story with our friends, we discussed and determined left and right with our teacher's help. During the story we answered open-ended questions by drawing conclusions and recalling information from the text.



Physical Development

We danced and moved to *Latin Music: Dance Merengue to “Ojala que lleve café!”*. While dancing, we used observation and imitation to transfer knowledge to new experiences. During this activity, we also used perceptual information to guide motions and interactions with objects and other people. Dancing also gives us the opportunity to express confidence in our own skills and positive feelings about ourselves, contributing to our positive sense of self-awareness.



Pre~K 4 Daily Learning Highlights Week 30 | Day 5

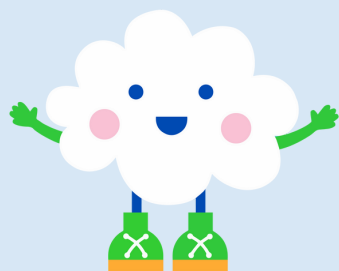


Physical Development

We danced and moved to *Dance Cumbia* to “*Baila la Cumbia!*” This gave us the opportunity to demonstrate control, strength, and coordination of our large muscles. We used observation and imitation to transfer knowledge to new experiences while dancing to the music. During this activity, we used perceptual information to guide motions and interactions with objects and other people. Dancing also gives us the opportunity to express confidence in our own skills and positive feelings about ourselves, contributing to our positive sense of self-awareness.

STEAM

We wrapped our *Mysterious Seeds Part 2* experiment where we used descriptive language as we finished our investigation, compared the results, and described a variety of plants we grew from seeds. We made predictions and then recorded the observations after the seeds had time to grow. This allowed us to show confidence in our range of abilities and the capacity to accomplish tasks and take on new tasks, which leads to a positive sense of self. As we drew our conclusions we demonstrated our knowledge related to living things and how they grow in their environment.



Interactive Reading

We sang and danced with our friends during the song “*Apples and Bananas!*” This was a great song that challenged our language development as we practiced different vowel sounds while playing with apples and bananas. As we participated in this enjoyable musical activity with our teacher and friends we played with the sounds of language and vowel sounds as matched-up rhymes. The song *Apples and Bananas* encourages us to follow a pattern for vowel substitution and repetitive lyrics; gaining a new understanding of rhymes.



Cognitive

We concluded our *Life Cycle of Plants part 4* experiment where we reviewed the life cycle of the plant while experiencing a healthy snack that we grew from a seed. During this yummy activity, we used the targeted plant vocabulary to demonstrate our knowledge related to living things and how they grow in our environment. Providing opportunities for us to focus our attention and efforts on a science project fosters autonomy as we built independence when we planted a seed and watched it grow over time.



Language & Literacy

We worked on our *Weekly Journals Entries* where we used our Growing and Learning journals to write or draw about one of the foods or restaurants from our environmental print book and matching game. Writing in a journal provides us with the opportunity to express our thoughts 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 the sky. We also had to reflect and recall the details of our observations we chose to draw or write about.