



Pre~K 4 Daily Learning Highlights Week 32 | Day 1



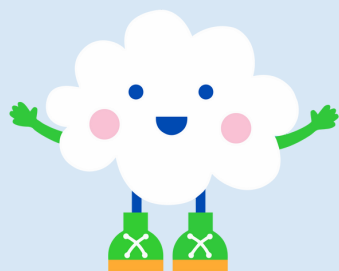
Language & Literacy

Memory games are great to enhance our cognitive skills, especially concentration and sustained attention skills, also visual perception, and important memory skills such as visual and short-term memory. We played an *Alphabet Matching Game* where we had to match uppercase letters with their lowercase counterparts. This continues to reinforce our letter recognition which is an important basic literacy skill. During this activity, we learned to work together in the same space through cooperation and taking turns as we used our knowledge of the alphabet.



Cognitive

We explored basic math concepts during our *Measurement: Snow Fall* activity. During this activity, we engaged in and maintained positive relationships and interactions with our teacher and friends while we were introduced to and used non-standard tools to measure and compare different lengths of snowfall. We were also provided with the opportunity to recall information and answer open-ended questions while exploring snow's feel and texture. We also demonstrated an eagerness to learn about and practice a new skill while reinforcing mathematical concepts.



STEAM

Our *Making Clouds* small group activity was full of wonder and surprises. With verbal prompting and encouragement, engaged in the scientific practice of designing a solution on how to make a cloud. First, we discussed different kinds of weather and saw pictures of clouds. Then our teacher showed us a few materials and asked, “Do you think that we can use these materials to make a cloud?”. We made a few suggestions and our teacher followed our directions. Then our teacher had an idea and implemented it. We were “wowed” by the clouds!



Physical Development

During the activity called *Cover Your Sneeze*, we sang a silly song called, “Cover Your Nose,” to the tune of “If You’re Happy and You Know It.” This was a great reminder of how to sneeze without spreading germs. We enjoyed a song together with our friends while we remembered the words to the song. Singing along, and following the directions for the movements led by our teacher helps us increase our self-control skills. We increased our understanding of illness and the vocabulary associated with sickness as we sang. Ask me if I can sing the song for you!



Interactive Reading

Our teacher read the and we listened to *Latin Music: “The Life of/ La Vida de Selena”* to us during our small group activity. This activity provided us with the opportunity to demonstrate an understanding of narrative structure through storytelling while we learned about Tejano culture. The objective of this activity was to consistently acknowledge nonverbal cues and body language during extended conversations. This means we needed to turn our bodies towards the speaker and focus our attention on them while they spoke, one person at a time.



Pre~K 4 Daily Learning Highlights Week 32 | Day 2



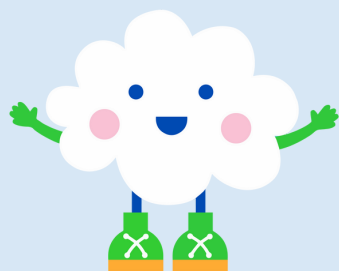
Interactive Reading

Our teacher read the book “*Green Eggs and Ham*” as we conducted an author study of Dr. Suess. This experience encouraged us to listen to two spoken words and identify if those spoken words sound the same at the end (rhyme), with verbal prompting and encouragement. We helped our teacher “read” like “Sam-I-Am” since it was repeated many times in the story. After the book reading, we put a sticky note on a graph to record our vote of “Would You Try Green Eggs and Ham?” Do you think I said “yes” or “no”?

STEAM

We were super scientists during the small group activity called *My Cloud is Full*. The objective was to demonstrate scientific inquiry skills and communicate scientific ideas by engaging in the scientific practice of constructing explanations, with our teacher’s verbal prompting and encouragement.

We had many different types of tools and we discovered that a sponge is like a cloud because it absorbs water. We watched as the sponge “rained” into a cup. This also provided the opportunity to develop the skills needed to persist and complete assigned tasks.



Language & Literacy

What’s the weather? We learned a new song called *The Weather Song*! During this musical activity, we had the opportunity to use perceptual information to guide our motions and interactions with objects and other people as we enjoyed a song about the weather.

The objective of this activity was for us to repeat phrases from a newly learned song. Dancing increases our awareness of the rhythm and beat of the music.

Ask me to sing the song for you!



Cognitive

We used our observation and creativity skills to create *Wind Paintings* as we explored the natural phenomena of wind. We used simple tools, like straws and paint to experiment and observe. We also increased our understanding while we listened and followed directions given by our teacher. Using a straw to paint, gave us the opportunity to use information gained about familiar objects and apply it to this experience.



Physical Development

Did you know that passing a ball helps us develop our visual skills, as well as strengthens our upper body and grip, it also enhances motor skills and helps with balance. These are all the areas we worked on today as we listened to *Latin Music and Passed a Ball to “Bamboleo!”* We took turns practicing passing a ball back and forth with a friend with accuracy as we listened to and experienced the Latin song, Bamboleo. Engaging in a cooperative play activity with our friends for a sustained period can be a challenge, but we also had so much fun!



Pre~K 4 Daily Learning Highlights Week 32 | Day 3



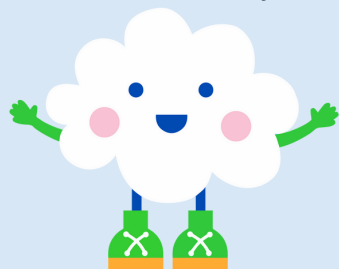
Cognitive

A meteorologist is a person who studies and tells us about the weather. Many meteorologists are on TV, preparing us for how the weather will be during the day and week. It sounds so interesting! During our *Want to be a Meteorologist* activity we learned the science behind weather, and we heard and were exposed to so many new vocabulary words and science. As we pretended to be meteorologists we gained new vocabulary and understanding of new concepts, like meteorology and the tools meteorologists use to do their job. We were also provided the opportunity to ask and answer questions about the story which develops our cognitive abilities.



Interactive Reading

Our teacher reread the Book: “*Green Eggs and Ham*” to us during our *Author Study: determine beginning/middle/end* activity. This activity provided us with the opportunity to observe that books have titles, authors, and illustrators. We attended to communication and language from others as we followed a daily routine in our classrooms. 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. During this activity, we were able to demonstrate an understanding of narrative structure through storytelling/re-telling.



STEAM

We had so much fun *Making Cloud Dough*. This hands-on, sensory-filled activity gave us the chance to use tools as directed while investigating cloud dough. We were able to choose from the following tools to create the dough: potato mashers, wooden spoons, rakes, shovels, scoops, molds, rollers, and sieves. During this experience we also interacted with our peers and practiced turn-taking which supports our developing sense of self with others. Ask me to describe the cloud dough I made!



Physical Development

We created with our friends as we made unique *Rainbow Bracelets*. During this activity, we worked hard and created our own unique bracelets as we identify rainbow beads to put on our string. As we made our bracelets we coordinated the use of our hands and fingers by stringing thread through the beads. This activity required us to make plans and follow through on intentions as we planned what beads we wanted to use in their specific order. We were also provided with the opportunity to demonstrate persistence and build confidence in our abilities.



Language & Literacy

We learned print knowledge during our *Dry Erase Letter Writing* activity. This activity helped us to demonstrate an understanding of how print is used and the rules that govern how print works. We had fun identifying letters and using writing to practice forming and constructing letters. This sensory activity provided us with the opportunity to engage in the independent activity of writing letters on a whiteboard.



Pre~K 4 Daily Learning Highlights Week 32 | Day 4



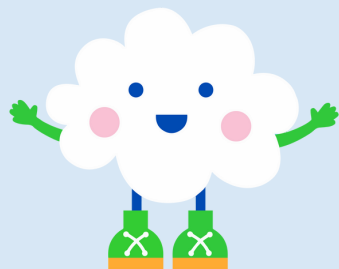
Cognitive

We explored and created as we made *Plastic Bag Kites*. During this activity, we used nontraditional recyclable materials to learn how to repurpose plastic bags into a working kite and then attempt to fly them outside. This activity gave us the opportunity to use problem-solving skills to keep a kite in the air as we engaged in cooperative play with our friends. As we flew our kites we developed our gross motor skills by running back and forth. As we explored and described the position and movement of objects during this activity. When we actively participated, we began to understand what comes next in the activity by following cues and prompts.



Language & Literacy

Weather Action was a fun game where, with a partner, we picked a weather or emotion card and, without telling what we got, we acted it out using props for others to figure out. During this activity, we practiced using nonverbal gestures, body language, and physical actions to communicate more complex feelings and identify complex feelings being communicated by our peers. This activity provided us with the opportunity to work cooperatively with a friend to complete a task and to engage in and maintain positive relationships and interactions with peers which supports the development of a sense of self with others.



STEAM

We used our observation skills during *Blowing in the Wind: Distributing Seeds: Part 1*. The goal for this activity was to begin to ask questions about the life cycles of various plants as we deepened our understanding of the importance of distribution of seeds, with adult prompting. After an interactive discussion about how seeds are planted in nature, we studied some seeds using a magnifying glass. Next, we experimented with how wind moves seeds using handheld and box fans. Finally, we documented our findings by drawing and writing.
Ask me about the seeds blowing!



Physical Development

Puddle Hopping is fun! Today we jumped from puddle to puddle (pretend) to exercise. Each “puddle” we jumped on had a movement we had to do to jump onto the next puddle. It was so exhilarating to accomplish all of these on our own! We used and developed our large muscles, practiced balance, and engaged in cardio. We needed to use focus to hop from one puddle to the other, and patience while we waited for our turn.



Interactive Reading

We listened to our teacher read the book *Weather Words and What They Mean* in a group, it was a great way to learn about weather! Learning about the weather helps us be aware of, describe, and talk about the environment around us. When we are read to, we gain new vocabulary and understanding of new concepts. It also teaches us to recognize patterns in the environment through language. We are also provided the opportunity to ask and answer questions about the story which develops our cognitive abilities.



Pre~K 4 Daily Learning Highlights Week 32 | Day 5

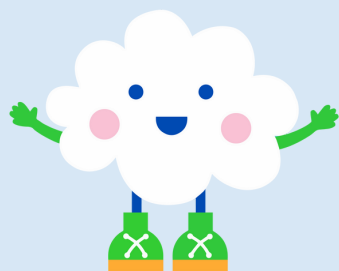
STEAM

We recalled what we learned yesterday, and then asked more questions, and got more answers during *Blowing in the Wind: Distributing Seeds: Part 2*. We became seed engineers and we developed a new seed design that will help seeds that don't normally float in the wind be able to move around like the seeds we observed yesterday. We created our design and then we tested our prototypes. After the first test flight, some of us improved our designs by doing what engineers do: identify problems, make changes, and test it again. Ask me about my seed design!



Cognitive

We created during our *Easel Painting a Self-Portrait* activity with our friends. In this activity, we recognized ourselves as unique individuals having our own abilities, characteristics, emotions, and interests as we began to understand concepts of alike and different. We developed our fine motor skills using a variety of art materials to create original work for self-expression and to express individual creativity. As we participated in this group activity with friends, we were provided with the opportunity to demonstrate the use of expanded sentences and sentence structure to respond verbally.



Physical Development

We listened to *Latin Music* and created *Drawing to our Favorites!* During this activity, we made art while listening to music. As we drew a variety of shapes using writing tools, we developed our fine motor skills and refined our pincer grasp. This activity also had us practicing our listening skills because when it was a slower song played, we would draw slowly, and when it was a fast song we drew faster. This helps us pay attention to details of what we hear and connect it to what we are doing.



Interactive Reading

Our teacher read the book "*Me, Frida*" to us during our *Artist Study* activity. This activity provided us with the opportunity to demonstrate awareness that spoken language is composed of smaller segments of sound. We attended to communication and language from others as we followed a daily routine in our classrooms. We also had the opportunity to answer evaluative questions (questions that require children to share their opinion/what they think or feel), with verbal prompting and encouragement.



Language & Literacy

We completed our *Weekly Journal Entries* as we wrote or drew in our Growing and Learning journals about what weather we liked best and why we liked that type of weather. Writing in a journal allows us to process and express our thoughts as we drew and wrote in our journals. This activity will also provide us the opportunity to demonstrate an understanding of how print is used and the rules that govern how print works. As we chose weather to write about, we made connections from previous activities and stories we have read over the past week.