



Pre~K 4 Daily Learning Highlights Week 35 | Day 1

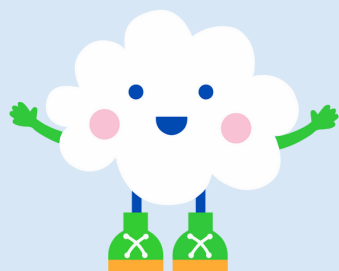
STEAM

We got a little messy as we explored and experimented during our *Making Rocks, Soil, and Rain* activity. We demonstrated scientific inquiry skills and communicated scientific ideas by engaging in the scientific practice of constructing explanations as we learned to work together in the same space through cooperation and taking turns. While using science and nature to investigate mixing mud, sand, soil and rocks, we manipulated the mixture and supported our small muscle development. Ask me about my messy fun with rocks, soil, and rain!



Cognitive

Today we explored basic math concepts during our *Letter A and Graphs: Taste 3 Flavors of Applesauce and Graph Favorite*. This activity provided us the opportunity to create a graph based on life experience as well as engage in the scientific practice of analyzing and interpreting data. We had the opportunity to draw conclusions based on fact and evidence. Participating in the experiment with friends provided us the opportunity to recognize likenesses and differences among us. We are all the same in some ways, and different in others!



Physical Development

Have you ever seen a moon crater? We learned that the craters we see on the moon look like shadows to us, but they are actually holes made by asteroids crashing into the moon a long, long time ago. Our teacher invited us to *Make Moon Craters* by pretending our sandbox was the moon and tennis balls were asteroids! We threw the tennis balls into the sand and then picked them up to see the “craters” they made. Some of us asked for different materials to make larger craters. It was interesting to see the cause and effect experiment.



Interactive Reading

We listened to our teacher read the story, “*Smelly Socks*,” by *Robert Munsch*. The objective of this experience was to listen to 2 spoken words and identify if those spoken words sound the same at the beginning (alliteration). Before reading, our teacher helped us to tune into the sound of the letter ‘S’, and then invited us to give a thumbs up when we heard it. This was a fun way to interact during this silly (and funny) story!



Language & Literacy

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



Pre~K 4 Daily Learning Highlights Week 35 | Day 2

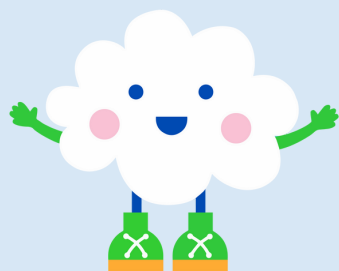


Interactive Reading

We Revisited “*Smelly Socks*”, the book, not actual smelly socks! This time, we flipped through the pages as we recalled what happened in the story and acted out some feelings together along the way. We focused on the difference between wanting something versus needing it because the main character Tina WANTED new socks, but didn’t NEED them. Doing a deeper dive into a previously read story helps us to gain story comprehension because we focus on the details we might have missed in the first reading!

STEAM

There were so many great things to discover outdoors, while *Hunting Bugs*. Our focus for this experience was to use tools as directed, while searching for and observing insects. We used flashlights and magnifying glasses, along with containers to carry the bugs. Finding bugs in nature engaged us in a focused and purposeful activity, building our attention to detail. We were also able to participate in cooperative play which teaches us that it is important to help our friends. We can go on our own bug hunt to see what else we can find outside our front door!



Language & Literacy

Today we sang the Song: “*Learning Letter Sounds*” by Jack Hartmann. This experience focused our attention on associating the letter sound with the letters introduced during classroom activities. Our teacher played the song once and sang it; then played it again and we all sang along. We had the opportunity to feel confident as we strengthened our alphabetic knowledge, while knowing we can always turn to the teacher or our peers as a resource for help and assistance.



Physical Development

We used a combination of the large muscles in our arms, hands, legs, and feet to move through various parts of the outdoor learning environment during a scavenger hunt during the activity titled, “*Looking Down: What’s on the Ground?*”. We worked in pairs to follow the directions our teachers gave us during this scavenger hunt game. We had to do tasks such as skip to the fence to find something on the ground and run together to bring it back to our teacher. We had fun!



Cognitive

Have you ever played a game called *Guess Whose Shadow*? The objective for this activity was for us to make connections between objects and their shadows encountered while reading a nonfiction book. Like we’ve done before, we used clues on the page to guess what we would see on the next page. We love these types of stories!



Pre~K 4 Daily Learning Highlights Week 35 | Day 3



Cognitive

We conducted an *Artist Study: Compare Two More Works of Art from Romero Britto*. This activity provided us the opportunity to compare, contrast, and describe two works of art from a famous artist to determine their similarities and differences. This encouraged us to show appreciation for different types of art and the creative work of others through the use of expanded sentence structures when communicating with our peers. Exploring pieces of artwork and discussing them with our peers provided us the opportunity to recognize ourselves as unique individuals having our own abilities, characteristics, emotions, and interests.



Language & Literacy

Have you ever made butter fly? Our goal for the activity, *Compound Words: Combining and Deleting*, was to combine words to make a compound word and delete a word from a compound word, with our teacher's verbal prompting and encouragement. We did this by representing each part of the compound word with our hands. By putting our hands together, and taking them apart, we made and broke apart the words. Combining movement with learning creates brain connections!



Interactive Reading

We *Love Our Planet*: so we read the first half of the book "*The Lorax*". For this experience, we focused on combining and expanding two simple sentences by utilizing appropriate conjunctions (for, and, but, or, yet, so), with our teacher's modeling and support. During our discussion, our teacher asked us questions that would facilitate answers that would demonstrate our use of conjunctions. We are growing and learning each day!

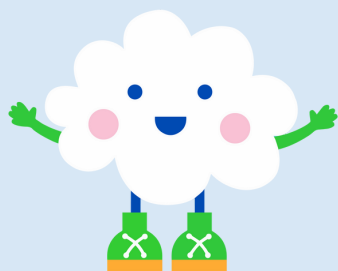


Physical Development

We had fun that was "out of this world" during the activity *Space Race with Spoons and Moon Rocks*. The goal of this was to use a combination of the large muscles in our arms, hands, legs, and feet to participate in the Space Race obstacle course while balancing "Moon Rocks" on large spoons. The "moon rocks" were really bunched up aluminum foil, and we did our best to get them across the finish line without dropping on the ground, but if they did, we picked them up and kept going!

STEAM

We used our creative engineering skills to *Build a Bug*. We focused on comparing and contrasting individual features of the various bugs while we designed and built a bug. First, we talked about the details of the bugs we found yesterday. Next, we chose from a wide variety of materials to create our own bug. We had pictures of the bugs we found yesterday, as a support. Ask me about the bug I created!





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STEAM

Our goal was to use learned vocabulary to describe the speed and motion of water during the activity titled *Rocks, Soil, and Flowing Rivers*. First, we watched short video clips of rivers flowing at different rates of speed, and described what we saw. Next, we brainstormed ways to create a river using the materials our teacher had gathered previously. Then, we got to work on making a river! Ask me about our river-making project!



Language & Literacy

We learned a song called "*It is Living*" and focused on demonstrating our understanding that living things grow, eat and breathe. The lyrics are: "It is Living, it is Living! I know why, I know why! It grows, it eats, and breathes, It grows, it eats, and breathes. It's alive, It's alive! It's non-living, It's non-living! I know why, I know why! It stays the same forever, It stays the same forever. It can't change, it can't change!"



Cognitive

Sequencing the Lorax helped us to understand the order of the story. Knowing what comes at the beginning, which part is the middle, and what happened at the end of the story helps us further our understanding of story comprehension. Our teacher asked questions to help us reorder the pictures so they were in the same sequence as the story.



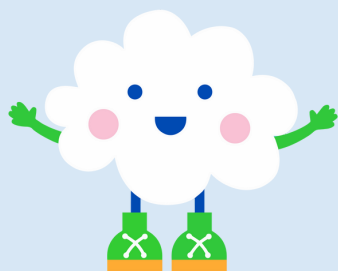
Interactive Reading

Our teacher read the second half of the *Book: "The Lorax"* to us during our *Love Our Planet: Read "The Lorax" by Dr. Seuss (Part 2)* activity. We recalled what we remembered from the first half of the story and then listened to the rest of the book. Our focus for this activity was to begin to make and share story connections while listening to new stories.



Physical Development

Today we danced and moved to *R and B and Soul Music: Dance to "Just Fine!"* Dancing with our friends to the music provided us the opportunity to demonstrate control, strength, and coordination of our large muscles. We moved around the area quickly and accurately changing direction with minimal faltering or bumping into people or objects as we danced. Many of us thought this was a happy-sounding song.





Pre~K 4 Daily Learning Highlights Week 35 | Day 5



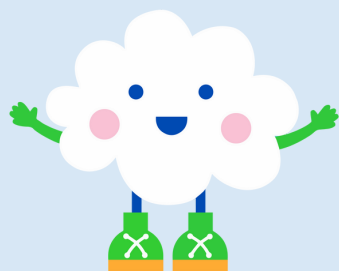
Language & Literacy

We completed our *Weekly Journal Entries* as we wrote or drew in our Inside-Outside Discoveries journals about sustainability, pollution, and conservation. Writing in a journal allows us to process and express our thoughts as we drew and wrote in our journals. 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 our favorite time of day to write about, we made connections from previous activities and stories we have read over the past week.



Physical Development

We worked on our fine motor skills today during our *Practice Buttoning, Zippering, and Snapping* activity. This activity provided us the opportunity to express confidence in our own skills as we demonstrated increasing control, strength, and coordination of our small muscles. We had to use both familiar and new strategies to solve problems, when they arose. During this activity we had the opportunity to make real-world connections with the importance of buttoning, zippering, and snapping.



STEAM

Have you ever seen *Fizzy Mud*? It was different and definitely interesting! We've seen and played with mud. We've seen what vinegar and baking soda does when mixed, but we've never seen it in mud! The focus of this experience was for us to demonstrate our knowledge related to physical science by using words and actions to describe the states of matter as we made fizzy mud. Ask me about my thoughts on the fizzy mud I made!



Cognitive

Today we moved our bodies with our friends while listening to *R and B and Soul Music: Yoga to "Superwoman!"* This activity provided us the opportunity to use perceptual information to guide our motions and interactions with objects and other people. We used observation and imitation to transfer knowledge to new experiences while dancing to the music. Participating in yoga increased our gross motor skills in strength, endurance, and flexibility. We were also exposed to the R and B music genres.



Interactive Reading

Our teacher read the *Book: "I Have to Go"* to us during our *Author Study* activity. We were provided the opportunity to ask and answer questions about the story. We continued to pair exaggerated physical gestures and actions with verbal communication to enhance expression of our wants and needs as we related parts of the story to our own life.