



Pre~K 4 Daily Learning Highlights Week 36 | Day 1



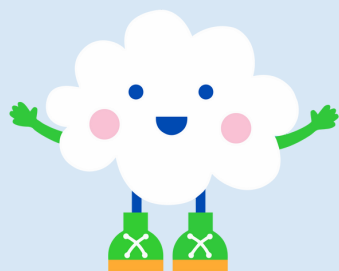
Physical Development

We made a choice during the activity titled, *Artist Study: Choose Bear or Flower Stencil to trace and paint* activity. The objective of this experience was to begin to draw a variety of shapes using various writing and art tools while creating art inspired by Romero Britto. Using a stencil requires bilateral coordination, which means we have to coordinate both sides of our body, in this case hands and arms, to work at the same time. After we traced the stencil we used a ruler to draw lines within our outline, to divide up the spaces for us to color, as Britto does in all of his work. Tomorrow, we will add the bold, black lines that Britto is famous for!



Interactive Reading

Where is Friendship Bear? We found out while exploring this book, as well as others, by Romero Britto. He is an artist AND an author! This *Artist Study* activity invited us to share books and print media with our peers pointing out events, characters, or settings that were familiar, interesting, or unique, with minimal verbal prompting from our teacher. First, our teacher read the book, and then we shared books by Romero Britto with a friend. As we looked at the book together, we discussed what we saw and what we liked the most. Sharing books is always a learning experience!



Language & Literacy

Pulling Names from a Hat was a great way to identify capital letters! We pointed to the capital letter in our own name or our peers' names, with minimal verbal prompting from our teacher. We took turns pulling out a card with the name of one of our friends in the class written on it. Then I pointed to the capital/upper case letter in the name and showed my teacher. Next, I said the letters in the name aloud. If we needed help, we asked our teacher.

STEAM

We definitely saw the light during the activity *The Sky: Day and Night, part 1*. The goal for this experience was to demonstrate our understanding that the sun, moon, and stars are always in the sky even if they cannot be seen. Using a globe and a flashlight, our teacher showed us where we are on the globe, which is a model of the Earth, and then turned the flashlight on the part of the globe that represents our city/town. When the globe spun, just like the Earth does, we saw that our side of the world was dark, just like it is when it's nighttime!



Cognitive

Is it Alive? That's the question we answered during the activity with the same name! After listening to the song, "*Living Things*" by Jack Hartmann, we sorted pictures between living and nonliving things and then placed tally marks on a chart to represent the pictures. Of course, we discussed each item with our teacher and we had to think about things like, "Does a bicycle move because it's alive or because someone that is alive moves it?". We are building concepts each day!



Pre~K 4 Daily Learning Highlights Week 36 | Day 2

STEAM

Once again, we demonstrated our understanding that the sun, moon, and stars are always in the sky even if they cannot be seen. *The Sky: Day and Night, part 2* deepened our understanding that the Earth orbits the Sun and the Moon orbits the Earth. First we recalled the demonstration from yesterday. Next, our teacher showed us the moon replicas and we did a similar demonstration, but this time, we pretended to be the Earth! I noticed the different ways the light was shining and learned that is why we see the phases of the moon!



Physical Development

Moving to *R&B and Soul Music: Dance to "Love Train"* was a fun time! The objective of this experience was for us to participate in a movement game and song that required frequent change in speed and direction while dancing and pretending to ride a train around the room. It gave us the chance to use perceptual information to guide our motions and interactions with objects and other people as we took a train ride to centers. We danced as we went, and stopped at each center on the way. We got off the "train" when we came to a center we liked (as long as there was room for more people in the center). It was a fun way to choose the center we wanted to go to!



Cognitive

Today we learned to classify while playing during our *Playground Clean Up*. Our focus was to find and collect garbage that did not belong on the playground and put it in trash bags. First and foremost, we had to figure out what belonged to the Earth and what did not! That's where classification came in. Doing good for the Earth feels GOOD!



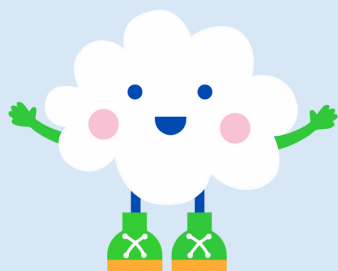
Language & Literacy

Alphabet Bingo had us recognize and name some uppercase and lowercase letters introduced during classroom activities, with our teacher's verbal prompting and encouragement. We played the game in a small group and when a letter card was pulled that matched a letter on our bingo card, we said the name of the letter out loud, and then covered the letter on our card. We played until someone had all the letter on their card covered!



Interactive Reading

Today our teacher read the *Book: "10 Things I Can Do to Help My World."* to us during our *Love Our Planet* activity. We focused on connecting new vocabulary from the book that was read aloud with prior experiences and conversations. As we listened to the story and discussed it with our teacher, they had the opportunity to answer open-ended questions; we drew conclusions and recalled information from the text. Ask me how I can help our world





Pre~K 4 Daily Learning Highlights Week 36 | Day 3



Physical Development

We did the *Inner Planets Hop*! Our focus for this activity was to increase our hopping distance from prior activities, while hopping from one “planet” to the other while we were singing. Before singing and hopping, we reviewed the inner planets - Mercury, Venus, Earth, and Mars, by looking at the book, “Planets”. We remembered that the inner planets are also called the “rocky planets” because they are made up of mostly rock, unlike the outer planets that are made up of mostly gasses. Then we learned the tune and hopped as we sang!



Cognitive

We learned more about caring for Earth during the activity *Sort Recyclable Items*. In a small group, we sorted objects as a group, with adult support, and shared the task of making a graph for each sorted group. We had two containers: one for recyclable items and one for trash; and we sorted wrappers and other items that we would normally throw away after snack or lunch time. Next, we made a graph of our work, and in a whole group, we discussed the data. We determined what items we had the most, least, and the same amount of.



Language & Literacy

We repeated phrases from a newly learned song called, “*Reduce, Reuse, Recycle*”. Before we sang the song, we reviewed what each word in the title means - reduce, reuse, and recycle. Then we learned the words to the tune of “The More We Get Together”. reduce, reuse, recycle, reduce, reuse, recycle, it’s easy to do! For your world is my world, And my world is your world. Reduce, reuse, recycle, It’s easy to do!

Now we can sing it together at home!

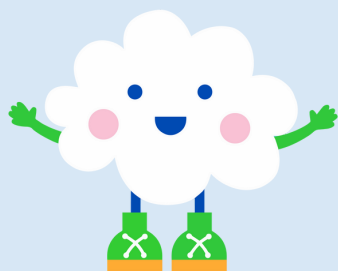


Interactive Reading

We used the title of the book and the picture on the cover to identify the main character of the book, *Angela’s Airplane*. As we listened to the story, we discussed the events that unfolded, and how we thought the main character, Angela, was feeling about it. Talking about emotions seen in books, as well as personal experiences, supports our development of self expression, as well as our emotional literacy.

STEAM

The activity titled “Investigate *which instrument makes the most noise*” was a *Story Extension* of the book, “Mortimer” by Robert Munsch. The goal of this experience was to use both familiar and new strategies to solve a problem and come to a consensus as a small group. In the book, Mortimer made a lot of noise so that he could avoid going to sleep, so we had to test and discover which instrument made the most noise. Ask me the result of our experiment!





Pre~K 4 Daily Learning Highlights Week 36 | Day 4



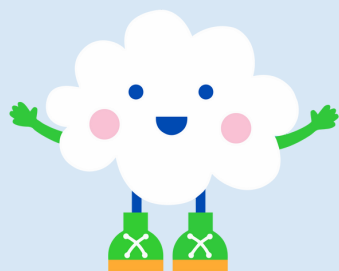
Language & Literacy

The activity *Letters with Loose Parts* was a great outdoor experience! The focus of this lesson was for us to trace letters, numbers, or shapes with accuracy.

Our teacher wrote large alphabet letters on the sidewalk using chalk. We identified a letter, traced it with our finger, and then covered the lines and/or curves with loose parts. We used items such as beads, rocks, buttons, pipe cleaners, twigs, leaves, corks, soda/jar tops, shells, and more. My teacher took a picture of me when I was done and I will use it for inspiration tomorrow during journal time!

STEAM

We put the information we learned from the video we watched early to good use in *Exploring Flight with Paper Airplanes*. Our objective was to use learned vocabulary to describe thrust and lift when flying paper airplanes. First, we experimented with different ways to make the paper airplane fly further. We did this by measuring the distance while walking with heel to toe from the spot where we threw it, to the spot where it landed. Ask me about flying my paper airplane!



Physical Development

We couldn't resist getting involved in the activity called *Crayon Resist: The Day Time Sky*! The objective of this experience was to use our prior knowledge of interactions with crayons and paint to request specific materials, tools and colors when using crayons to create pictures of the sky. This type of activity helps to develop our self awareness as we express our ideas, preferences and requests while creating art.



Cognitive

Our Amazing Growing Sweet Potato observations we documented today! We used many of our senses to describe what occurred throughout the last week of growing sweet potatoes, and we analyzed the data displayed on a growth chart. As we investigated changes and compared characteristics of two sweet potatoes, we increased our ability to develop ideas, communicate with our peers, and strengthened our ability to take on new tasks.



Interactive Reading

Do you know *How Airplanes Fly*? While discussing the video, "Squeak's First Flight - My First Time Flying on an Airplane," by SciShow Kids, the objective was to accurately switch between present tense and past tense verbs when talking about the events that occurred. Objectives like this and many others are facilitated by teacher modeling so that we have an example set of us to follow. Our teacher helps us learn by example, and we don't even realize it!



Pre~K 4 Daily Learning Highlights Week 36 | Day 5



Physical Development

On Wednesday, we did the Inner Planet Hop and today we enjoyed the *Outer Planet Hop*! Our focus for this activity was to increase our hopping distance from prior activities, while hopping from one “planet” to the other while we were singing. Before singing and hopping, we reviewed the outer planets - Jupiter, Saturn, Uranus, and Neptune by looking at the book, “Planets”. We remembered that the outer planets are also called the “gas giants” because they are made up of mostly gas and they are very large planets. Then, using the same tune as the Inner Planets song we sang as we hopped!



Language & Literacy

We completed our *Weekly Journal Entries* as we wrote or drew in our Inside-Outside Discoveries journals about the letter we traced, then built or created using loose parts yesterday. 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.



Cognitive

Watching a video about woodpeckers doing what they do was interesting! *Busy Bodies: Woodpeckers at Work* focused our attention on identifying many human body parts, as well as 4 or more human body part functions, as we compared a variety of animal activities and the associated body parts. During this experience, we followed the directions explained by our teacher, demonstrating self-control and an emerging sense of self-regulation.



Interactive Reading

There were giggles and laughs during the activity, *Angela's Airplane Story Map*. First, through fun and silliness, our teacher helped us realize that stories are interesting when there is a problem to solve. Then, we used expanded sentences to correctly answer questions about story characters, setting, and events when completing the story map for “Angela’s Airplane, which we read yesterday. Activities like this help us expand our ability for self-expression as we participate in conversations and share ideas with one another.

STEAM

Yesterday we were pilots while flying paper airplanes our teacher premade, and today I was an aeronautical engineer while *Designing My Own Paper Airplane*. First, we discussed our questions with our teacher and came up with a plan for our airplane design. Next, we got to work folding and decorating our airplane. Afterwards, we tested the aerodynamics of our design and discussed the thrust, lift, and drag of our invention!

