



Pre~K 4 Daily Learning Highlights Week 37 | Day 1



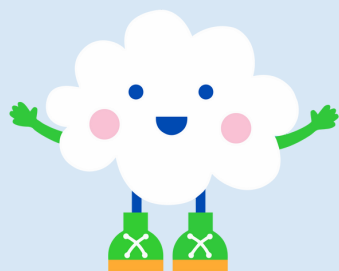
Interactive Reading

“What is Wind Energy?” That was the question we had answered at group time! The focus for this time together was for us to remain on topic in our small group conversation during and following viewing a factual video. We learned about wind turbines, which look a little like pinwheels! The video compared two locations of wind turbines: on land and in water. Winds are stronger in the ocean locations, but land locations are less expensive and easier to maintain. Later this week, we will get to be engineers and experiment with pinwheels to learn more about wind power.



Physical Development

Table Tennis with Balloons was challenging but a blast! The focus for this experience was for us to hit a small balloon to a peer with 75% accuracy during a Table Tennis game using balloons and paper plate “paddles”. We each took turns playing tennis with a partner for a 5 minute game. Sometimes it was really hard to wait for a turn but the timer helped us to see when the game would be over. When it was my turn, I had fun!



Language & Literacy

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



Cognitive

Stomp Counting was a fun way to practice math skills! The objective of this great game was for us to consistently and accurately count up to nine objects with one-to-one correspondence. First we used a spinner to find out how many times we would stomp. Then, we counted as we stomped as many times as the number we landed on. Sometimes we counted on our own, and other times, our friends joined in with us! We like to count big numbers!

STEAM

Demonstrating scientific inquiry skills was extra enjoyable during the activity *Moving Bubbles*. I’m not sure how, but blowing bubbles is both calming and exciting! We blew bubbles, and then used cardstock paper to figure out how to make the bubbles make the bubbles move. Experimenting with the best way to move the bubbles without popping them with the cardstock was more of a challenge than it sounds like!



Pre~K 4

Daily Learning Highlights

Week 37 | Day 2

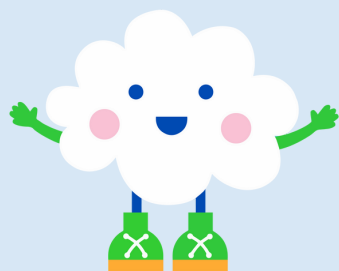
STEAM

We learned more about *Wind Power* during *Pinwheels Part 1*. First we recalled what we learned in the video and discussion yesterday. Next, we experimented with premade pinwheels and figured out how to make them turn! We worked on making them turn even faster using a fan; and experimented with moving closer and further away from the fan to discover the different results! We showed independence in our own choices as we explored, interacted, and described the effects we noticed. This contributes to our sense of self.



Cognitive

Have you heard *Caribbean Music*? One of the genres is called Reggae and we listened to “*Three Little Birds*” by Bob Marley. First, we saw where we live on the globe and then found where Jamaica is; which is where Bob Marley is from and where Reggae music originated. Then we learned a little about Bob Marley and saw a picture of him. Finally, we listened and moved to the song, “*Three Little Birds*” and discussed our likes and/or dislikes about the song.



Interactive Reading

Every Little Thing is a book written by Cedella Marley based on the song “*Three Little Birds*”, by her father, Bob Marley. We answered evaluative questions or questions that required us to share our opinion or what we thought or felt, with our teacher’s verbal prompting and encouragement. Talking about emotions seen in books as well as our personal experiences supports our development of self-expression as well as our emotional literacy.



Language & Literacy

X-Ray Writing was an excellent way to gain extra practice with our writing skills. First, we saw pictures of x-rays of human bones such as hand, chest, leg, foot, skull, arm, neck, etc. Then, we used white chalk on black paper to write the letter Xx, because it looked like x-rays! Afterward, we used any writing tools available to draw some bones on the back of the paper. It was extra awesome!



Physical Development

Jump Ropes, Hoops and Buckets, oh my! The focus for this experience was to place objects in front of, to the side of, or behind something with accuracy with our teacher’s modeling and support. We used our understanding of positional words to follow the directions our teacher gave us. We also used our creative minds to decide what we can do using the materials provided. Ask me what I did with the jump ropes, hoops, and buckets!



Pre~K 4 Daily Learning Highlights Week 37 | Day 3



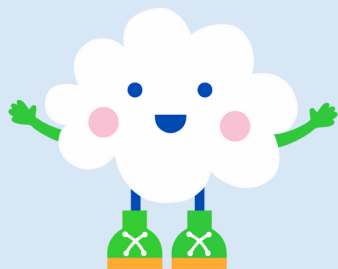
Cognitive

We conducted an *Artist Study* during the activity *Compare Two Works of Art by Paul Klee*. This experience provided us the opportunity to compare, contrast, and describe two works of art from a famous artist to determine their similarities and differences. We were able 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 provides us the opportunity to recognize ourselves as unique individuals having our own abilities, characteristics, emotions, and interests.



Language & Literacy

We learned a new concept during our activity *Compound Words Puzzles*. While engaging in supportive interactions with our teacher, we began to understand that two words can combine to make compound words. This activity provided us with the opportunity to draw conclusions based on fact and evidence. During this activity, we were also provided the opportunity to combine words to make a compound word. We develop our hand-eye coordination and fine motor skills as we put together the compound word puzzle pieces such as “dog” and “house” to make the word “doghouse!”



STEAM

During the activity *Wind Power: Pinwheels Part 2* we combined two or more everyday objects to create new objects as we designed our own pinwheels. First, we recalled what we knew about pinwheels already.

Next, we examined premade pinwheels for ideas. Finally, we used the materials available to create a pinwheel and test it out. Ask me about the pinwheel I made today! It might not have worked like a pinwheel, but the process of tinkering is the most important.



Physical Development

Going on a Safety Walk helped us understand how we can stay safe in the future. Our teacher led a small group of us through scenarios. We pretended to walk to various places throughout the community such as: walking on a sidewalk, crossing a driveway with a car backing up, crossing the street with traffic, walking through a busy parking lot, encountering stop signs, traffic lights, crossing guards, emergency vehicles, etc. Our job was to remind each other of the safety rules! Each time we share the rules with others, it helps us commit them to memory for ourselves!



Interactive Reading

The Book: “*What Paul Made*” about Paul Klee was a terrific part of our *Artist Study*. The objective of this experience was for us to expand our thoughts or ideas expressed during large group discussions. We discussed the pictures and text in the book as it related to Paul Klee’s famous phrase, ‘A line is a dot going for a walk.’ Ask me what I think that means!



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Daily Learning Highlights

Week 37 | Day 4

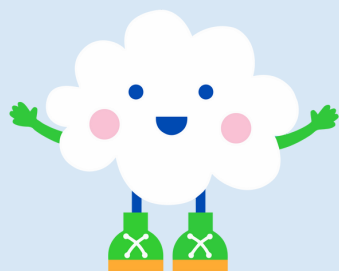


Language & Literacy

We continued to explore a new concept during our activity *Compound Word Deletion Puzzles*. While engaging in interactions with our teacher, we began to understand that one word can be broken apart to make two words. We were not able to take the puzzles apart until we put them together, though! We each had our own set, and we were in synchrony to pull the puzzles apart and say the two words at the same time. This demonstrated our ability to follow rules and routines as we participated as part of the group, and later complete the compound word puzzles independently.

STEAM

Will It Roll or Will It Slide? We used different materials and studied their properties as we predicted, then determined, if the object would roll or slide down a ramp. We utilized learned vocabulary to describe a variety of movements as we demonstrated our knowledge related to physical science. Inviting children to investigate with ramps assists them in recognizing their skills while confidently exploring unknown outcomes. Experimenting, with caregiver prompting and support, fosters a sense of competence that will encourage young children to eagerly take on new challenges.



Physical Development

We demonstrated how to dial 9-1-1 on a play phone during the activity named, *Calling 911 in an Emergency*. First, we recalled what we learned yesterday during our safety walk. We learned when we should, and shouldn't, call 9-1-1 and then we practiced dialing it on the play phone. We learned that, in a real event, someone will answer and ask, "what's your emergency?". Then we need to speak up and tell them what's wrong. They will also ask my name and where I am, so they can send help. We hope to never need, but if we do, we know what to do!



Interactive Reading

We read a story and watched a video of a song during the activity titled, *Rhyme and Rap: "The Music in Me."* After that, we played a game to help us find words that rhyme so that we can help have new words for the main character, Sam, to use in a new song! The objective of this experience was for us to listen to 2 spoken words and identify if those spoken words sound the same at the end. Maybe we can think of more rhyming words at home together!



Cognitive

Our Artist Study: Paul Klee-Inspired Block Painting activity brought out our creativity! We had the opportunity to explore painting with different art media, in this case, blocks. While participating in this small group activity, we talked about our work using descriptive language as we moved in different ways while exploring the process of painting. This experience also provided us the opportunity to identify, describe, and compare shapes.



Pre~K 4 Daily Learning Highlights Week 37 | Day 5



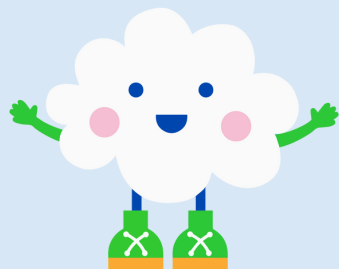
Cognitive

We learned through play during our *3-D Shapes: Build with Blocks and 3-D Shapes* activity. This activity provided us the opportunity to engage in cooperative play with other children while building with a variety of shapes. We recognized and named common two-dimensional and three-dimensional shapes, their parts, and attributes as we participated in the activity. Participating in the small group activity with friends also provided us with the opportunity to extend our thoughts as we talked about what we were building.



Language & Literacy

We completed our *Weekly Journal Entry* as we wrote or drew in our *Movin' and Groovin'* 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 activity from this week to write about, we made connections from previous activities and stories we have read over the past week.



STEAM

Did you know that empty juice pockets make great *Stomp Rockets*? We assisted in making our own stomp rocket and then experimented with it. The focus for this experience was for us to use learned vocabulary to describe varied rates of speed and motion while exploring stomp rockets. It took us a little while to figure out what to do, and then to discover that we needed to add a cone or cap to our rocket, but once we did, it went far when we stomped on the juice pouch! Most of us did this many times over!



Physical Development

During the activity *Get Well Soon*, we used words and gestures to demonstrate an understanding of when to request adult support to help with the physical and/or emotional signs associated with being tired or unwell after watching a short video. The video was a song about a few children that were sick with different symptoms and what they planned to do to get better. We related what we saw in the video with the times that we were sick, and who at home helped us.



Interactive Reading

Did you know that *Elephants Cannot Dance*? We listened to this story by Mo Willems and then we compared real-life events to the events of the story, with minimal verbal prompting from our teacher. Our teacher asked us to talk about a time when we didn't think we could do something but we tried hard and did it anyway. Then, we got up and danced to music. Maybe we can dance together at home tonight!