



Pre~K 4
Daily Learning Highlights
Week 38 | Day 1

STEAM

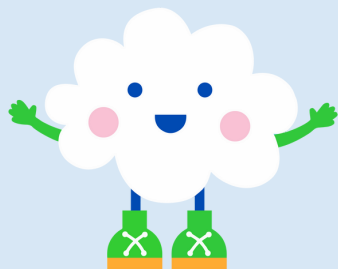
We played as we learned during *Move Trucks, Move*.

We had so much fun as we utilized learned vocabulary to describe varied rates of speed, with minimal verbal prompting from our teacher. While participating in this activity with our friends, we engaged in parallel and cooperative play. We took turns and followed directions while using language to communicate our needs. During this experience, we also used positional words as we experimented with the effect of slope on speed of objects. In addition, we began to observe how the force of gravity affects the objects around us.



Cognitive

I learned about *The Speed of Sounds* and had the opportunity to *Clap a Tempo*. We used our learned vocabulary to talk about the speed of sound as we clapped once for each beat that we heard a metronome produce. Musicians use a metronome to make sure they are playing the beats of the song at the correct tempo. The word, tempo, means the speed of a song's beat. Musicians need to know each song's tempo so they can move the parts of their instruments and make the sounds come out at the correct time. We appreciate music so much more now!



Physical Development

We listened to the *Water, Water Song* by *Sesame Street*. Afterward, we discussed the importance of drinking water to stay healthy and keep our bodies hydrated. Our teacher encouraged us to share our experiences of playing outside in the hot sun and feeling thirsty. The objective of this experience was for us to learn to request for an adult to provide a drink when playing on a warm/sunny day, shortly after physical activity, or after a nap.



Interactive Reading

Listening to the story and song, "*The Music in Me*" helped us to talk about our *Feelings*. Our teacher also asked us to recognize and describe the feelings of the main character in the story. The questions asked throughout this interactive book reading promoted the development of our reasoning and story comprehension skills. Additionally, this activity provided us with an opportunity to discuss and describe our feelings.



Language & Literacy

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



Pre~K 4 Daily Learning Highlights Week 38 | Day 2

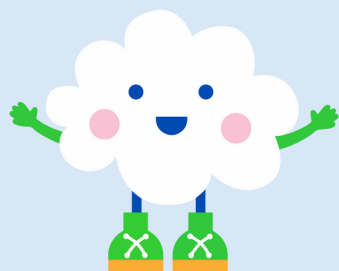


Interactive Reading

We learned that both alligators and crocodiles are known as crocodilians during the activity called *Crocodilian Moves*. The goal for this experience was for us to use the pictures on a book's cover and a 'picture walk' to identify the main idea of a book about crocodilians. A picture walk is when we look at the pictures of the book, but only read some of the words. We learned about the similarities and differences between crocodiles and alligators. Let's talk about crocodilians together!

STEAM

We used our superpower of observation during *Pendulum Play Part 1*. With minimal verbal prompting from our teacher, we used learned vocabulary to describe the speed and motion of a pendulum. Encouraging us to investigate the motion and speed of the pendulum provided opportunities to explore our existing and emerging skills and communicate our thoughts and observations. Experiences such as this foster confident exploration and support our developing sense of self.



Cognitive

We practiced sorting during our *Insect/ Not an Insect Sort* activity. This activity provided us the opportunity to work on sorting by one classification (insects). During this science activity we worked collaboratively with our teacher to determine which sets have more and which have less. We also recognized, classified, and named animals using a chart. Additionally, we explored topics in life sciences as we responded to our teacher's prompts to expand our understanding.



Language & Literacy

I can *Share a Book!* The focus of this activity was for us to have the opportunity to sit next to a peer sharing a book while pretending to read the book and re-telling the story with accuracy. This gave us the opportunity to listen to our friend, and take turns. Sometimes it's easy to take turns, and other times it's a difficult task. When we needed help, we knew we could ask our teacher for help and guidance!



Physical Development

We used *Rhythm Sticks with the Ska Song, "Wiggly, Wiggly Worm,"* by Mike Park. First, we learned that Ska is a music genre that originated in Jamaica and we found Jamaica on the globe. We learned how to safely use rhythm sticks by tapping them on the floor to the beat of the music and we were able to state some natural consequences of not following the established safety rules. Have you ever heard Ska music?



Pre~K 4
Daily Learning Highlights
Week 38 | Day 3

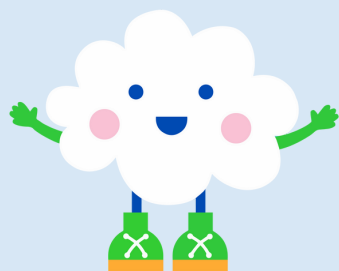
STEAM

I put on my “engineering hat” while *Building a House*. The objective of this experience was for us to construct, or add on to, increasingly more complex structures with materials that were new or novel, to create a “house” for a pretend animal. Our teacher supported our learning by asking relevant questions as we were selecting materials and building our structure. Higher level thinking questions give us an opportunity to demonstrate our understanding of concepts, as well as make connections that we might not make on our own.



Cognitive

We were butterflies during the *Butterfly Math* activity! As a group of 8, we pretended that we were resting in an imaginary tree on one side of the room and then our teacher asked some of us to fly over to the imaginary flower garden on the other side. A few of us at a time moved back and forth to show that, in total, we still had eight “butterflies”. The focus for this dramatic play story was for us to see that 8 objects can be separated and added together in various ways and still equal 8.



Interactive Reading

I used a 'picture walk' to predict the main idea of the story, “*How a House Is Built*”. This story supported our foundational skills for the STEAM lesson today so our teacher read it earlier in the day. We learned about all of the different engineers that work with others to build a house. We expand our self-concept and sense of self with others as we think about ourselves and our classmates as members of families as well as members of our class community.



Physical Development

We learned through play during the *Jump Over the Rope* activity. We had the opportunity to demonstrate control, strength, and coordination of our large muscles. We worked together in groups of three. Two people held the rope, first on the ground, and then a little higher so that I could jump. After each time I jumped, my jump roping partners raised the rope a little higher. After 5 jumps, it was my turn to hold the rope. Cooperative play works best when we all work together!



Language & Literacy

Drawing My Friends was great because I had the opportunity to use so many different colors and styles of writing utensils. The teacher’s goal was for us to adjust our tripod grasp to best utilize the chosen writing tool as we drew pictures of our friends (but we didn’t know that was the goal because we all grow at different rates). I wrote my name on the back of the paper because artists sign their work! Ask me which friends I drew today!



Pre~K 4 Daily Learning Highlights Week 38 | Day 4

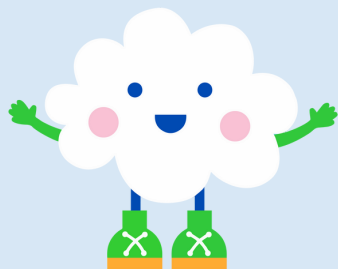


Language & Literacy

Alliteration is Cool was an awesome song to teach us about beginning sounds. The focus of this activity was for us to listen to two spoken words and identify if those spoken words sound the same at the beginning, with our teacher's modeling and support. Our teacher played the song two times. The first time we listened and moved, and then we joined in when we were ready.. We tried to sing and clap to the words that had the same beginning sound. After the songs, our teacher said a phrase and we gave a thumbs up if the phrase had alliteration and a thumbs down if it did not.

STEAM

The activity, *Pendulum Play Part 2*, was even more interesting than Part 1! The objective of this experience was for us to pair complete sentences and gestures to talk about the objects and events seen during their observation of a pendulum. First, we reviewed what we learned about the pendulum. Next, we used the pendulum from last week, but this time, we added sand to it. The pendulum has a small hole in it and the sand poured out in a circular pattern, which is a visualization of how the pendulum moves. We described what we saw and we continued the experience.



Physical Development

Let's Listen and Move gave us an opportunity to show our understanding of words used in songs following the actions. The song also lends itself to using logical sequences to make predictions about the next step because we heard sounds with the directions, and then just the sounds. We moved in many different ways, but the main goal was for us to gallop and with minimal verbal reminders switch between dominant leg and nondominant leg while galloping. Ask me to gallop all the way to the front door when we get home!



Interactive Reading

We read the book *Balancing Act* with our teacher and we connected vocabulary words across multiple topic areas. As we listened to the story, we had the opportunity to gain new vocabulary related to mathematical concepts as well as science concepts. Listening to stories read aloud also helps us show an understanding through our body language or as we answer questions about the story. As we asked and answered questions about the book we increased positive feelings about ourselves by feeling a sense of accomplishment.



Cognitive

We checked in again on *Our Amazing Growing Sweet Potato* and once again we found ourselves *Charting our Data*. The focus for this activity was for us to analyze the data on a growth chart of the growth cycle of a sweet potato. We did this on our chart from two weeks ago and we compared it to the data we had taken before. Ask me about the sweet potato plant!



Pre~K 4 Daily Learning Highlights Week 38 | Day 5



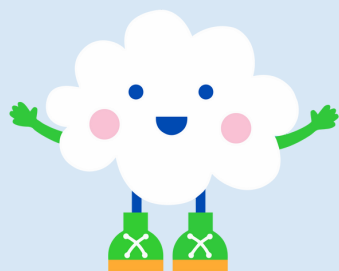
Physical Development

Have you ever made *Banana Roll-Ups*? The focus for us was to initiate and complete the first preparation step in a two-step food experience, and perhaps, ask for verbal prompting or a visual model to initiate the next preparation step. After washing our hands and seeing the ingredients, we brainstormed possibilities for what we would do to make our snack. Next, we spread sun butter on our tortilla and then put the banana on top. Then we rolled up the tortilla to wrap around the banana and we had a banana roll-up. Finally, we ate it! Maybe we can make banana roll-ups together at home!



Language & Literacy

I completed my *Weekly Journal Entry* as I wrote or drew in my *Movin' and Groovin'* journals about my favorite food from the book, "The Very Hungry Caterpillar. Writing in a journal allows me to process and express my thoughts as I drew and wrote in my journals. This activity also provided my friends and I the opportunity to demonstrate an understanding of how print is used and the rules that govern how print works. As we chose our favorite food to write about, we made connections from previous activities and stories we have read over the past week.



STEAM

Can Sprinkles Dance? That's the question we answered, after doing an experiment. The objective of this experience was for us to use learned vocabulary to talk about the properties of sound. We hummed at different volumes, meaning either loud or soft, and at different pitches to see if sprinkles danced on top of a bowl covered in plastic wrap and secured with a rubber band. Our lips had to be very close to the edge of the bowl, without touching it. Ask me which sound made the sprinkles dance!



Cognitive

We built on our understanding gained from an activity last week, as well as one early this week during "*The Music in Me*" - *Song Books*. The goal this time was for us to compare different genres of music by focusing on the rhythmic patterns, tempos, meters, and dynamics. We listened to a Hip-Hop song and a Pop song, and then wrote down our observations in "song books". Ask me about listening to "Don't Worry, Be Happy" and "The Music in Me"!



Interactive Reading

We heard another book by Eric Carle, *The Very Busy Spider*. The objective of this activity was for us to use expanded sentences to correctly answer questions asked about story characters or events in the story. Digging into the story in this way, helps us to increase our story comprehension skills, as well as listen to the ideas and thoughts of our peers.