



Pre~K 4

**Daily Learning Highlights
Week 39 | Day 1**

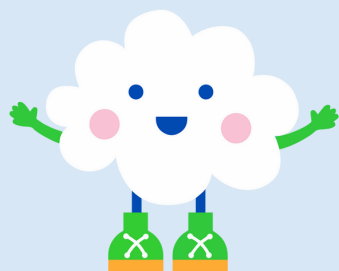
STEAM

We looked at pictures of the bugs we found during the bug hunt a couple of days ago and we thought ‘*What Do Insects Eat?*’. We brought wet and dry food such as: chunks of fruit and vegetables, lettuce, small pieces of bread, cookies, crackers etc., outside to see what would be eaten. The goal of this activity was for us to engage in the scientific practice of analyzing and interpreting data, with verbal prompting and encouragement. Ask me about the results of our experiment!



Physical Development

Did you know that Harry Belafonte is originally from Jamaica and he is known as the ‘King of Calypso’? We saw where Jamaica is on the map, in relation to where we are. Then, we danced to *Calypso Music*, Harry Belafonte’s “*Jump in the Line!*” Dancing with our friends to the music provided us the opportunity to participate in a movement activity that requires frequent change of speed, direction or type of movement with minimal adult reminders to watch out for other people during the activity.



Cognitive

During our *Creepy Crawlies: Spider Life Cycle* activity, our understanding of basic science concepts was enhanced through hands-on exploration. This engaging activity allowed us to delve into the fascinating life cycle of spiders. Not only did we collaborate with our peers, but we also practiced using new vocabulary and taking turns. Furthermore, we had the opportunity to observe, investigate, and articulate our findings about the spider's life cycle.



Interactive Reading

Our teacher read the Book: “*The Very Busy Spider*” by Eric Carle, and we *Sequenced* the story simultaneously. The objective of this experience was for us to show increasing accuracy while moving our finger from left to right and using a “return sweep” to move to the next line when pretending to read the story sequencing cards. This activity provided us the opportunity to demonstrate our understanding of narrative structure through sequencing.



Language & Literacy

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



Pre~K 4 Daily Learning Highlights Week 39 | Day 2



Cognitive

We combined our love of music with our graphing skills and completed a *Caribbean Music: Class Graph for Bob Marley*. This gave us the opportunity to participate in a class poll and record answers to create a graph with our teacher's support. We recalled what we remembered about the song we heard a few weeks ago, "Three Little Birds" by Bob Marley, and then listened to it again. Then, we listened to another Bob Marley song called, "One Love". Our teacher showed us the graph with the name of each song and we took turns putting a sticker under the name of the song we each liked the best. Finally, we read the results. Ask me "Which song do we like the best?" "Which song do we like the least?"

STEAM

Our teacher invited us to be naturalists by saying *Let's Search for Spider Webs!* A naturalist is a scientist who studies things in the natural environment. A naturalist is very careful to look, listen, and even to notice smells while being very, very careful not to disturb anything; and we did that while we worked. The objective of this experience was to closely examine spiders and spider webs in the grass and bushes outside. We used spray bottles to lightly spray mist on the bushes, so that we would be able to see any spider webs that wouldn't be visible without the tiny droplets of water clinging to them. Did we find any?
Ask me!



Interactive Reading

With the support of our teacher, we took part in a book sharing activity called *Bug Facts* with our classmates. During this activity, we highlighted and discussed events, characters, or settings that we found familiar, intriguing, or distinct. Our magnifying glasses were utilized to explore and talk about fascinating aspects we discovered in both nonfiction and fiction books about bugs. Through this experience of learning to share books, we also had the opportunity to practice resolving conflicts and reaching agreements with others, with the assistance of adults when necessary.



Language & Literacy

We had our math and language brains working during *Roll and Write: Numerals 3 - 5*. The objective for this experience was to copy numbers 3 - 5 from a written model provided by our teacher. First, we rolled the die. Then, we looked on the top of the die and counted the number of dots. For example, if I counted 4 dots on the top of the die, I had to find the number 4 that my teacher wrote and then placed it with the other written numbers above my white board. After that, I chose a dry erase marker, and practiced writing the number 4 on the white board.



Physical Development

During the activity called *The Ants Go Marching*, we took on the role of ants. The focus of this experience was for us to move in front of, to the side of, or behind something with accuracy, with adult modeling and support. By using our senses and being aware of our bodies, we learned how to engage with people and objects. Knowing where things are in our learning area helps us feel more comfortable and secure, which in turn helps us develop self-regulation skills.



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Daily Learning Highlights
Week 39 | Day 3

STEAM

How Do Insects Eat? That's a great question and we investigated the answers! First we looked at close-up pictures of insects and bugs and learned that insects' mouths are designed to help them eat their favorite foods. Some bugs, like ants and caterpillars are strong chewers. They have strong jaws called mandibles to grip and chew their food. Butterflies and bees have a proboscis. It's a long tube for sucking nectar. When a house fly finds something they want to eat, they get the food wet, by releasing saliva onto it. The food turns to liquid and the fly absorbs it. We used tweezers, pipettes, and a small piece of a sponge to pretend like we were the insects eating/drinking pretend food. I had to guess which tool represented the insects we saw earlier. Can you guess?



Physical Development

During our *March to "John Jacob Jingleheimer Schmidt,"* we engaged in a movement activity where the main objective was to navigate the learning environment swiftly and accurately. We aimed to change directions seamlessly without any hesitation or collisions with others or objects. It was a delightful experience as we had the chance to partake in uncomplicated sequences of movement accompanied by music. Furthermore, we showcased our ability to follow the guidelines of our classroom community as we sang this alliteration-filled song.



Language & Literacy

We absolutely adored our *Alliteration Sound Bag!* We listened to two spoken words and identified if those spoken words sounded the same at the beginning, with our teacher's modeling and support. We chose an item from the bag and then we thought about how to make its name into alliteration. An example of this would be a ball. We can say, it's a big, bouncy ball! We can try alliteration with things we have at home sometime!



Cognitive

Act Out "The Grouchy Ladybug" gave us a chance to be different characters in the story.

The goal of this experience was for us to engage in a dramatic play of "The Grouchy Ladybug" and engage in voice inflections to more accurately represent the feelings and emotions of the characters with verbal prompting and encouragement.



Interactive Reading

Revisiting "The Umbrella," by Jan Brett helped us focus on the details of the story. The focus of this experience was for us to use expanded sentences to correctly answer questions about the story characters and events while revisiting a familiar story. Jan Brett typically depicts the main story line in the large illustrations, while smaller pictures on the sides tell what is happening at the same time in other places. This supported our understanding of the passage of time and how events are related.



Pre~K 4 Daily Learning Highlights Week 39 | Day 4



Physical Development

During the activity *Candy Spines*, we engaged in a hands-on learning experience that supported our understanding of the different parts of our spine. The objective of this activity was to equip us with the knowledge to accurately communicate with an adult when we are feeling unwell or injured. To create our models of the spine, we used a variety of edible materials such as hard Life Savers, gummy Life Savers, and licorice whips. These models served as a visual representation of our own spines, helping us to better understand and remember the different parts and their functions.



Language & Literacy

We used our thinking skills during “*What Is It?*” - Part 1. The objective of this activity was for us to ask evaluative questions to apply learning to exploring an unfamiliar object, with verbal prompting and encouragement. Our teacher made a flier to post on the classroom door to invite our families to come and explore the “What Is It?” station with us, if they were able to. We saw questions such as: “What do you notice about this object?” “I wonder what it could have been used for?” “What else would you like to know about this? What are your questions?” We also explode the item with our teacher.



Interactive Reading

The activity named “*The Grouchy Ladybug*” by Eric Carle with Questions proved to be an excellent method for showcasing our understanding of the story. The objective was to interact during a reading experience and answer questions, such as facts, predictions, and opinion, in short conversations with adults. Perspective taking is an important social skill that we are learning in order to make and sustain friendships.

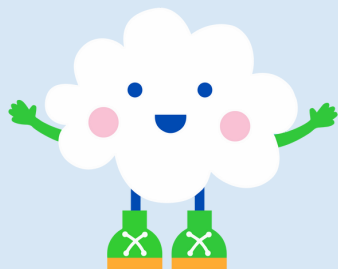
STEAM

Have you ever seen *Invisible Ink*? We have! The goal for this experience was for us to pair complete sentences and gestures to talk about the objects seen during observations, with minimal verbal prompting from our teacher. First, we used diluted lemon juice to make marks on the paper to write a “secret message.” Next, we took it outside and noticed that the sky was blue and had clouds and the sun. We put our papers down in the sunlight while we played. At the end of playground time we saw and discussed the changes on our paper. Our invisible ink was visible!



Cognitive

We learned through exploration during our *Creepy Crawlies: Ladybug Life Cycle* activity. This experience provided us the opportunity to begin to understand basic science concepts by using correct vocabulary when discussing the life cycle of a ladybug. We used materials to create original work for self-expression using our fine motor skills while we observed, explored, and created the life cycle of a ladybug.





Pre~K 4

Daily Learning Highlights

Week 39 | Day 5



Cognitive

During our *Ladybug Math* activity, we discovered that we could arrange and combine 8 objects in different ways to still equal 8. To set the scene, we placed a leaf on blue paper to represent the sky, as ladybugs are known to fly and land on leaves. We had 8 ladybugs on the leaf to play with. I randomly selected a number from a bag, and it turned out to be 4. Initially, we had 8 ladybugs on the leaf, but 4 of them flew away into the sky. I counted the remaining ladybugs on the leaf, which was 4. My teacher then asked me to count how many ladybugs were in the sky, and it was also 4. Finally, we counted all the ladybugs together and realized that 4 plus 4 equals 8! We took turns drawing cards and moving the ladybugs accordingly.



Interactive Reading

The activity named *Grouchy Encounters: Retelling the Story* proved to be an excellent method for showcasing our understanding of the story. The objective was to retell a familiar story using props that mirror the story characters. While reading the story, we observed that the grouchy lady encountered a yellow jacket, a whale, and various other animals, with each animal growing larger as the story progressed. To retell our favorite story events, we utilized finger puppets and other props to portray the characters from the story.



STEAM

Invisible Ink Part 2 had us engaging in the scientific practice of constructing explanations, with verbal prompting and encouragement. First, we reviewed our invisible ink experiment from yesterday. Next, we saw 3 more types of invisible ink: vinegar, honey diluted with water, and milk, and predicted what might happen when we used them, then put them in the sun to dry. Ask me which liquids worked for invisible ink!



Physical Development

We danced to the vibrant beats of *Caribbean Music* and grooved to the tune of "*Calypso Queen*" by *Calypso Rose*. This activity allowed us to unleash their creativity by using familiar rhymes, songs, chants, and musical instruments. Dancing and moving together with our friends not only brings us joy but also helps us showcase our control, strength, and coordination of our large muscles. During this dynamic movement activity, we often change our speed, direction, and types of movement, all while being mindful of others around us.



Language & Literacy

We completed our *Weekly Journal Entry* as we wrote or drew in our *Movin' and Groovin'* journals about what makes me feel like a grouchy ladybug. 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 wrote about our feelings, we made connections from previous activities and stories we have read over the past week.