



Pre~K 4 Daily Learning Highlights Week 40 | Day 1



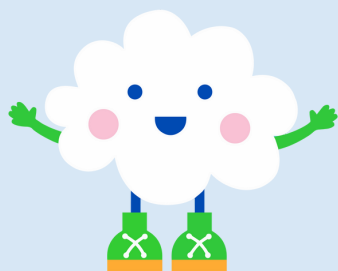
Physical Development

We grooved to the lively beats of *Caribbean Music: Jingle Bells with "Jamming!"* Our main goal was to create personal space for both our peers and adults while dancing, showcasing our understanding of spatial awareness. Moreover, we expressed our creativity through dance and showed our ability to listen to and follow our teacher's instructions. This activity allowed us to effectively communicate our preferences and opinions while engaging in collaborative interactions with our peers for an extended duration.



Language & Literacy

Rhyme and Move was an exciting and engaging game that helped us improve our rhyming skills. The objective of the game was to listen carefully to two spoken words and determine if they rhymed. Our terrific teacher would say the words, and we would enthusiastically give a thumbs up if they rhymed and a thumbs down if they didn't. When the words rhymed, we would perform two corresponding movements while saying the words aloud. For instance, when we heard "frog - log," we would raise our arms up high in the air and say "frog," then lower our arms down as we said "log." This game not only made learning fun but also enhanced our listening and phonetic abilities.



Cognitive

During "*What Is It?*" - Part 2 we continued to develop an understanding that classifying objects helps us gain additional understanding of the objects. We reviewed the questions we had from the first part of the experience and then worked hard to find evidence so that we could classify the items!

STEAM

Light Part 1: Bending Lines was an inquiry into light waves. The main purpose of this activity was for us to use prior knowledge to expand creativity while exploring different properties and characteristics of light. Before we began our science experiment, we watched a short video that helped us use vocabulary words that describe light and the many cool actions light can do! Then, we investigated how light waves can be BENT using materials in the water table. In this experience, we had the opportunity to control their own behaviors, such as following classroom rules and guidelines about caring for classroom materials, waiting for our turn, and transitioning from the video discussion to the water table investigation.



Interactive Reading

We put the story in the correct order during the activity *Sequencing: Flap Your Wings*. The objective was for us to accurately sequence the beginning, middle, and end of a recently read story when provided pictures of the story events. This helped us to acquire meaning from a book read aloud to us, and to understand the passage of time and how events are related.



Pre~K 4 Daily Learning Highlights Week 40 | Day 2



Interactive Reading

Learning about *Life in the Pond* was an incredibly fascinating experience. Throughout our study, we delved into the captivating books "National Geographic Kids: Alligators and Crocodiles" by Laura Marsh and "Flap Your Wings" by P. D. Eastman. Our objective was to analyze and contrast a real-life pond setting with the setting portrayed in a well-known story. By utilizing our prior knowledge of pond life, we were able to expand our understanding of living organisms and their habitats, acquiring valuable new knowledge along the way.



Physical Development

During the game, *Coming In For a Landing!*, we imitated airplanes soaring through the sky and gracefully descending for a landing. This interactive experience allowed us to actively engage in a dynamic movement activity, which demanded quick changes in direction and movement style while avoiding collisions with others. The game's emphasis on offering choices and freedom of movement nurtured our individuality and independence. Through this activity, we were able to explore and express ourselves through movement, fostering the growth of reasoning skills and an independent mindset.

STEAM

We explored during our *Dancing Raisins* activity!

Listening and following the directions for the experiment provides us with the opportunity to focus on what is being said and then take action. We participated in this activity by using our senses to observe, classify, and learn about objects. During this activity, we learned to work cooperatively in a group while learning and processing the information together.



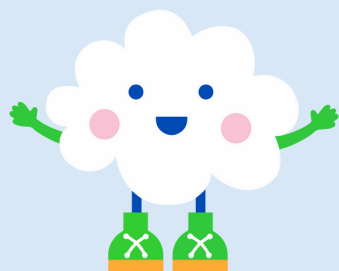
Language & Literacy

We listened to the song *I Feel Sad* and danced with scarves. The objective for this activity was to identify the complex feelings that are being communicated through an adult's nonverbal gestures, body language or physical actions. With our teacher's modeling we practiced making facial expressions associated with basic emotions like sadness, and used other gestures to communicate emotion while listening to the song. Learning to recognize the gestures people make when they are expressing their emotions is very important!



Cognitive

Sort and Graph a Bug Collection was an incredibly engaging and educational experience! Our peer group, with the help of adults, worked together to sort a vast assortment of bugs. We then collaborated to create graphs representing each sorted group. Once our sorting was complete, we graphed the results and discovered which type of bug we had the highest quantity of. Feel free to ask me which bug reigned supreme in our collection!





Pre~K 4 Daily Learning Highlights Week 40 | Day 3

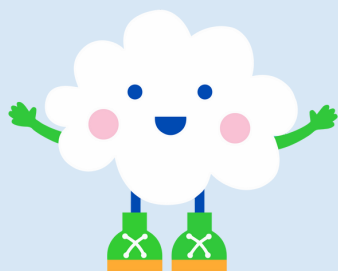


Physical Development

What can we make this time? *Making Mixtures Again* supported us in using our prior knowledge of interactions with sensory materials to request specific materials when experimenting with sensory materials. We had the option to use various liquids such as water, vinegar, dish soap, etc., plus various dry materials such as baking soda, corn starch, salt, sugar, etc. and chose some of them to combine into a mixture. Ask me about what I combined, and what happened when I mixed them!

STEAM

It was a yummy day as we were *Making and Tasting Banana Smoothies!* We enjoyed learning about the health benefits of some yummy fruits and vegetables and some ways we can prepare and enjoy them. Our focus was also on regularly pairing complete sentences and gestures to talk about the objects and events seen while making banana smoothies. When participating in food activities, we begin to recognize ourselves as unique individuals by having our own preferences and interests. We also used our senses to observe, classify, and learn about healthy foods. Ask me what I thought about the banana smoothie!



Language & Literacy

Learning *How Airplanes Fly* was interesting! First, we watched the beginning of a very short video called, “Squeak’s First Flight - My First Time Flying on an Airplane,” by SciShow Kids. Our teacher paused it and asked a few questions about our experience with flying on an airplane. We answered the interpretive and evaluative questions. We watched the rest of the video and then had more of a discussion and we used the recently learned vocabulary during a group discussion about how airplanes fly.



Cognitive

We sang the *Days of the Week* song and discussed our understanding of the calendar. We focused on the goal of identifying the difference between a day and a week. Developing an understanding of the passing of time increases our awareness of our capabilities and contributes to our self-concept as well as promoting self-regulation.



Interactive Reading

We learned about bats and birds while reading the story, “*Stellaluna*.” After reading the story, we discussed the similarities and differences between the birds and bats we saw in the story, and used a Venn Diagram to chart our thoughts. This gave us the chance to consistently practice active listening skills such as turning our bodies towards the speaker, remaining focused on the speaker, and holding our thoughts and questions until the speaker was finished.



Pre~K 4 Daily Learning Highlights Week 40 | Day 4



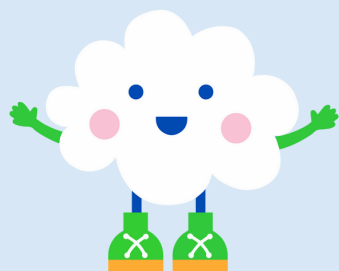
Cognitive

Today, our friends joined us for the *Build World Bridges* activity. By collaborating and sharing materials, we fostered positive relationships while designing and constructing structures. Through teamwork and eye-hand coordination, we built bridges to test toy cars. This activity promoted observation, imitation, and knowledge transfer, as we worked together to roll the cars down. Additionally, it enhanced our motor skills and allowed us to express our creativity through original block creations.



Interactive Reading

During our *Creepy Crawlies* activity today, our teacher reread the Book: “*My Best Book of Bugs*” to us. This activity was not only fun but also educational as it allowed us to showcase our understanding of narrative structure through storytelling or re-telling. We paid close attention to the communication and language used by others as we followed our daily routine in the classroom. As we listened to the story and engaged in discussions with our teachers and friends, we had the opportunity to answer open-ended questions by drawing conclusions and recalling information from the text.



Physical Development

Snacktime Math was a yummy way to count to ten! The objective was for us to name most of the foods served at snack time, with verbal prompting and encouragement. We chose from a small variety of familiar pre-cut fruits and vegetables and counted as we placed each piece on our plate, after telling what we knew about the different types of foods available.

Ask me about what I ate for snack!

STEAM

Percussion Music: Junk Band was a rockin’ good time!

The objective was for us to regularly use multiple senses to observe and explore in-depth a variety of familiar and unfamiliar objects of our own choosing to produce different sounds. This activity was LOUD so we did it outdoors. We used everyday objects such as metal cooking spoons and buckets to make percussion sounds. There were many different items to choose from and most of us tried all of them! Experimenting with rhythm and sounds was great fun!



Language & Literacy

In the activity, *Tell Me How to Get There*, we were tasked with providing directions to a friend to find the exact location where their bubble landed after blowing it with closed eyes. The objective was to combine exaggerated physical gestures and actions with verbal communication to effectively convey our intentions and guide our peer to an outdoor destination. Through this activity, we not only learned to play cooperatively with our peers but also built relationships and sought assistance from adults when necessary.



Pre~K 4 Daily Learning Highlights Week 40 | Day 5

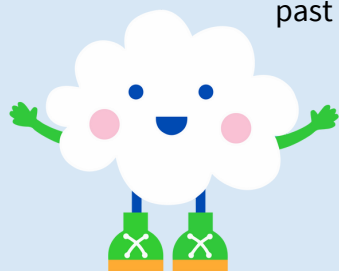
STEAM

We were *Junior Geologists* today where we studied rocks to learn more about them. We utilized magnifying glasses to help us investigate and describe the properties of rocks and identify how they have been worn by water, wind, and sand. I demonstrated my knowledge related to dynamic properties of the earth and sky as I sorted and classified data. We also learned to demonstrate a cooperative and flexible approach to play by consistently engaging in cooperative learning activities with our peers. We used our fine motor skills as we held our magnifying glasses to sort or compare rocks by multiple attributes, smooth, rough, large, small, with our teachers' support.



Language & Literacy

We completed our *Weekly Journal Entry* as we wrote or drew in our *Movin' and Groovin'* journals about the one of the "things with wings" that we thought was amazing. 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.



Cognitive

We learned about how *Monarch Butterflies* travel hundreds of miles when the seasons change. The primary goal of this experience was for us to use a globe or a map to identify places mentioned in the video, "*The Great Monarch Migration*." After the video, our teacher encouraged us to paint "a butterfly-inspired painting" and talk about our plan before we painted. We are learning and growing each day!



Physical Development

Today, we had an amazing time as we danced and grooved to the infectious beats of *Caribbean Music* during our *Dance Party*. Engaging in this energetic activity allowed us to showcase our control, strength, and coordination of our large muscles, while also providing a platform for us to unleash our creativity. It was truly a memorable experience, bonding with our friends and expressing ourselves through movement.



Interactive Reading

During our discussion on the vocabulary in the story, "*Senorita, Mariposa*," we skillfully employed nonverbal gestures, body language, and physical actions to effectively convey intricate emotions. The story, presented in both English and Spanish, was accompanied by the author's captivating narration. Our teacher facilitated the session by turning the pages and pausing the recording, allowing us to delve into the unfamiliar vocabulary that enriched our understanding.