



Pre~K 4 Daily Learning Highlights Week 41 | Day 1

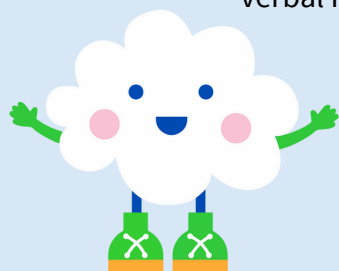


Physical Development

During our session on *Jazz: Scat Singing*, we had an absolute blast! The main goal was to ensure that we all maintained our personal space while engaging in a lively music and movement activity with a large group. It was fascinating to discover that scat singing is a unique style of jazz where individuals use their voices to create sounds that don't consist of real words. We enthusiastically sang along to the incredible track 'Scat Like That' by Greg and Steve. The use of "nonsense" words in scat singing brought immense joy and laughter, as we were aware that these words weren't real, yet they played a crucial role in enhancing our phonological awareness.

STEAM

The experience of using *Scissors as Simple Machines* was incredibly fascinating. Our main objective was to establish a link between the simple machines discussed in the book we read today and the ones we encounter in our classroom. We successfully achieved this by actively participating in the experiment, utilizing our senses, and correctly utilizing simple tools to observe and enhance our understanding. Additionally, we showcased our ability to engage in meaningful conversations with our friends by using expanded sentences and varied sentence structures to ask questions and provide verbal responses.



Cognitive

Equal or Not? That was the name of the game, and the question to answer! In our group of three, we each had a specific job. Two of us drew a card secretly and made a group of bears with that number. For instance, I drew a three and made a group of three bears. My friend did the same. Finally, our other friend determined if the two groups were equal or not.



Interactive Reading

We listened to our teacher read the book titled "*How Do You Lift a Lion?*" This activity was designed to enhance our ability to comprehend and respond to more intricate communication and language. As we attentively listened to the story, we actively participated in discussions with our teachers, allowing us to answer open-ended questions by drawing logical conclusions and recalling pertinent information from the text. Additionally, this interactive session facilitated our exploration of utilizing objects in novel situations, promoting creative thinking and problem-solving skills.



Language & Literacy

During the activity, *Singing about Compound Words*, our main objective was to effectively merge two words together to create compound words. We actively engaged with our peers by participating in an interactive song called "Have You Heard About Compound Words" by Jack Hartmann. This activity not only allowed us to have fun but also aided in the development of our phonological awareness, which involves the ability to discern and differentiate between different sounds in language.



Pre~K 4 Daily Learning Highlights Week 41 | Day 2



Language & Literacy

We were “*Brainstorming Our Menu*” for our Community Cafe, after singing the story and song “My Food, Your Food, Our Food” earlier today. First, our teacher wrote down our answers to the question “If you could choose one food from your own home and offer that food to a child from another country, which food would you choose?” We used the chart to help us make the menu items for our dramatic play Cafe. We wrote the name of the food and drew a picture. Our menu items will go into a 3-ring binder which will be used in our cafe.



Cognitive

The activity, *Making a Set of Ten*, was a great way to increase our numeracy skills. The objective was for us to add or take away from a given group to make a set of 10, with verbal prompting and encouragement.

First we counted out 5 bears on a paper plate to make a set of five. Next, we added five more to make ten. Then we made a second set of no bears (zero) on another plate. Finally, we explore different ways to make two sets that when counted together, would equal ten!



Interactive Reading

We used our voices to musically express our creativity. The objective of this experience was for us to regularly repeat phrases from the newly learned song and story titled, “*My Food, Your Food, Our Food*.” We learned the chorus: “The foods we eat are different; east, west, north or south, but we all need food to keep us strong so open up your mouth” and we sang it, along with our teacher. We sang the song a second time to solidify our learning.

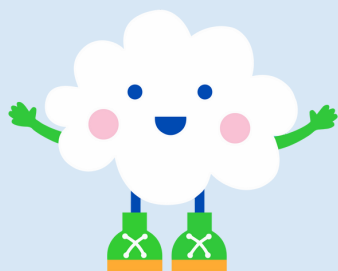
STEAM

3D Printing with Sand was interesting! With adult modeling and support, we participated in a multi-step experiment that required a long observation period to see the final result. First, using glue on a layer of sand, we made a shape such as a triangle, a circle, a rectangle, a heart or a star. We described the shape we were making. Next, we sprinkled more sand on top of the shape. After that, we predicted how long it might take to dry. We will check on our 3-D shapes in two days!



Physical Development

During our *Simple Machines: Ride a Tricycle* activity, we had a blast learning through play. By riding a tricycle, we engaged our large muscles in the arms, legs, and feet to navigate and explore the outdoor learning environment. Before hopping on the tricycles, we made sure to review the safety rules on the playground. As we rode around, we also focused on maintaining positive interactions and relationships with our friends. Through observation and utilizing our senses, we deepened our understanding of simple machines.





Pre~K 4 Daily Learning Highlights Week 41 | Day 3



Cognitive

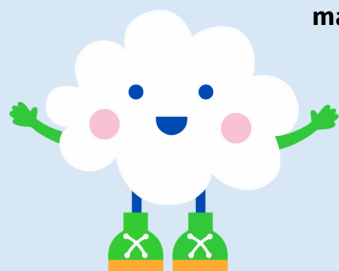
The activity *Making Art Inspired by Artist Keith Haring* served as a seamless extension of our ongoing class mural project. Following the completion of our individual contributions to the collective masterpiece, our teacher initiated a thoughtful discussion revolving around our drawings. We eagerly responded to inquiries and also took the opportunity to pose our own questions. Each of us delved deep into our artistic process, passionately elucidating our sources of inspiration for the specific section of the mural we had worked on.



Physical Development

We grooved and moved to the song “*Count to 20 and Workout*” We used a combination of the large muscles in our arms, hands, legs and feet to move through the indoor classroom environment while singing and dancing to this counting song. This song gave us directions on how to move and they were a bit more complicated than we sometimes move! We twisted our bodies from side to side, criss crossed, clapped and stomped from left to right, and twirled our lassos from left to right. It was definitely a workout!

Dear Parents and Guardians, We want to invite you to view and discuss the mural made by the class today with your child during drop off and/or pick up times. On our classroom door, you'll find a list of questions to ask your child.



Language & Literacy

Name that Letter was an exciting game that transformed us into letter detectives. Our goal was to identify and name alphabet letters based on clever clues. With three letter cards presented by our teacher, we eagerly listened to hints like "This letter makes the /y/ sound," "The word 'yellow' starts with this letter," or "Yoga begins with this letter." It was an adventure that enhanced our letter recognition skills.



Interactive Reading

Our teacher read the *Book: “Art is Life: The Life of Artist Keith Haring”* to us during our *Artist Study* activity. After learning about the artist, including the opportunity to see one of his murals online, we used a variety of art materials to create our own class mural on a large piece of butcher paper. We took turns adding to the mural throughout the day. We usually make our own individual art, but other times it is really fun to create art together with friends.

STEAM

During *Part 2 of Our Blue Sky*, our study of *Light* continued. We discovered that the blue color of the sky is due to the sunbeams bouncing around the area above the clouds. To further understand this phenomenon, we conducted an experiment to observe the movement of sun rays in the sky. The main objective of this lesson was to effectively use the vocabulary we had learned to discuss the characteristics of light.



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STEAM

Fizzy Oobleck was an interesting experiment! We used our senses to observe and explore familiar and unfamiliar materials provided by our teacher. We also used our prior knowledge of oobleck to build new knowledge of adding different substances. We also learned that when baking soda meets the vinegar, we get a chemical reaction. The chemical reaction releases a gas called carbon dioxide. The carbon dioxide is in the bubbles that fizz and pop making fizzy oobleck! Science is fun!



Physical Development

“The Sneeze Song,” was a silly song that we sang today. It taught us how to sneeze in a way that helps us keep our germs to ourselves. We enjoyed a song together with our friends while we remembered the words to the song; singing along and following the directions for the movements lead by our teacher. We increased our understanding of illness and the vocabulary associated with sickness as we developed our fine motor skills while doing hand and arm movements. Ask me if I can sing the song for you!



Interactive Reading

We engage in multiple communicative interactions with adults and peers as we searched for and discussed shapes in the book *‘Shape, Shapes, Shapes’* by Tana Hoban. This book contains real-world photographs that encouraged us to use their observation skills to hunt for shapes hidden in plain sight. It was kind of like an “I spy” experience!



Language & Literacy

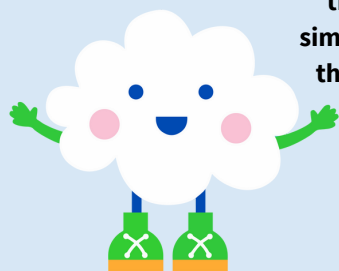
We demonstrated awareness of print concepts during the activity, *STOP Signs*. We listened to the “Stop Song” and every time it said stop we saw a STOP sign. After listening to the song, we went to the table to make our own STOP sign. We used an octagon stencil to trace and then cut out the shape. Then we traced the letters S-T-O-P in the air and then wrote it on our newly made stop sign. This activity encouraged self-control by presenting us with multiple opportunities to control our impulses as we followed simple directions.



Cognitive

Today we conducted an *Artist Study: Compare Two More Works of Art by Keith Haring*. This activity provided us the opportunity to compare, contrast, and describe two works of art from a famous artist to determine their similarities and differences. This encouraged us 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.

Dear Parents and Guardians, we are preparing to design a Community Cafe in our dramatic play space. We need photos printed or emailed of your favorite foods that represent your family’s culture. You can use photos from recipes that are similar to what you make. We also need empty, clean boxes and containers of food that you enjoy together with your child. We hope to have at least one photo and one empty food container for each child.





Pre~K 4 Daily Learning Highlights Week 41 | Day 5



Physical Development

We learned through play during our *Dance and Flip the Cups* activity. During this experience, we maintained our personal space while dancing and playing a game of flipping cups. We demonstrated coordination of our upper and lower body to walk and bend, and fine motor skills to flip the cups over. As we participated in this activity we demonstrated competence and confidence as we discriminated between cup colors and sizes. We also developed our impulse control as we waited for our turn and followed directions, flipping only the cup that was designated to us.



Cognitive

We had a brainstorming session after our teacher said “Let’s Create Our Community Cafe!” As we thought about things we will need for our new dramatic play theme, we also participated in conversations about personal experiences with goods and services and helped to develop new ‘goods and services’ dramatic play based on recent experiences. Please continue to collect and bring in empty, clean food containers from foods your family eats. We need some by Monday and the rest by Wednesday of next week.

STEAM

Making and using *Plastic Spoon Catapults* was a fun engineering experience! The objective of this activity was for us to pair complete sentences and gestures to talk about launching pom poms with a simple catapult. As we explored making a catapult with a spoon, we showed confidence in our range of abilities as well as the capacity to accomplish tasks and take on new challenges. This supported our growing sense of positive self-awareness.



Interactive Reading

Today we listened to our teacher read another *Mo Willems* book “*Waiting is Not Easy!*” The focus of this experience was for us to consistently answer questions asked about story characters, story setting, and story events. Before reading, we activated our prior knowledge to think about a time when we had to wait for something. Next we listened to what Elephant and Piggy had to wait for. We noticed their facial expressions and discussed their feelings. Waiting is hard!!



Language & Literacy

We completed our *Weekly Journal Entry* as we wrote or drew in our Let’s Pretend journals about a tool and how we could use it to help. Writing in a journal allows us to process and express our thoughts. 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 tool we learned about this week to write about, we made connections from previous activities and stories we have read over the past week.

