



Pre~K 4 Daily Learning Highlights Week 43 | Day 1



Interactive Reading

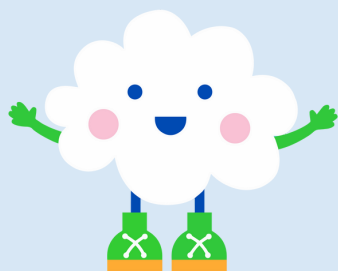
Red Wagon was a great book and we talked a lot about the story. We asked each other questions like why Lucy didn't like chores and what might happen if her wagon hit a rock. We compared the market in the book to where we shop and guessed why Lucy fell asleep in her wagon. It was fun to think about the story and share our ideas with a partner; and making connections to the stories we read helps our story comprehension.



Language & Literacy

We added numbers 6 to 10 to *My Counting Book* in *Part 2* of the books we created last week. We chose different writing tools and even used number stampers. If we needed it, our teacher showed us how to write each number on a whiteboard, and then we practiced writing them ourselves. It was cool to see how we could make each number with lines and curves. We felt really proud when we could write the numbers all by ourselves!

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Cognitive

Equal or Not Equal was a fun math game. We used things like teddy bears and marbles to make two groups. Then, we had to figure out if each group had the same number of items or not. We learned to compare and see if they were equal or different. It was cool to count and decide, and we all got better at seeing the differences and similarities!



Physical Development

Can You Move It? was a cool game where we used straws to blow air and move things like balloons, feathers, and ping pong balls. We tried to see how far we could move them and which ones were easier to push. Some of us even had races on the floor! We learned about how different things move and it was really fun to see how our blowing changed the way they moved.

STEAM

We made music with a wall full of metal things like pots, pans, and wind chimes! We used spoons and whisks to see how each one sounded different. We found out that some things make a high sound, some make a low sound, and they all sound unique when we hit or shake them. It was really fun to play and listen to the sounds we could create by ourselves!



Pre~K 4 Daily Learning Highlights Week 43 | Day 2



Physical Development

In our *Story Extension*, *Pin the Clothes on Wilbur* game, we tried to stick clothes on a poster of Wilbur while blindfolded, aiming to improve our movement without bumping into others. We spun around, then guessed where to place the clothes. It was tricky at first, but after getting guided directions, we got better at placing them accurately. It was exciting to learn how to move carefully and listen for directions to reach our goal.



Cognitive

In our *Story Extension*, *How Long is a Naked Mole Rat?* activity, we learned to measure things like naked mole rats using linking cubes and then a ruler. Our goal was to find objects that are the same length as a naked mole rat, about 3 inches long. We made cube trains to match their size and then checked our guesses with the ruler. It was a cool way to see how big naked mole rats are and practice measuring.



Interactive Reading

In our reading of *Naked Mole Rat Gets Dressed* by *Mo Willems*, we learned new words and what they mean through the story. We talked about rats, moles, and what being naked means, using pictures to understand better. Our goal was to explain words like "heroic" and "proclamation" in our own words. It was fun to see how Wilbur was brave for wearing clothes, even when others didn't understand why.

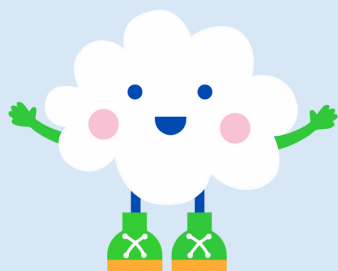
STEAM

Moving Peers with a Box and a Wagon was fun! We used a box and a wagon to learn how simple machines help move things. We took turns sitting in a flattened box and then in a wagon to see which was easier to pull. We found out that pulling the wagon was a lot easier because of the wheels. We learned that wheels are a simple machine that can make moving stuff much easier, just like in real life!



Language & Literacy

In our activity, *Itsy Bitsy Spider - Extended Version*, we got to wear spider rings and learn new parts of the *Itsy Bitsy Spider* song. We sang the familiar verse and then added new lines where the spider did funny things like tickling and wiggling. Our goal was to repeat the new phrases and make the same hand movements. It was a fun way to practice our language skills and enjoy music together.



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Pre~K 4 Daily Learning Highlights Week 43 | Day 3

STEAM

During the activity *Wet Towel Squeezing*, we experimented with different kinds of towels to see which one could soak up the most water. We wore smocks and used terry cloth and cotton towels to explore how they absorb water differently. After getting the towels wet, we squeezed them into containers to compare how much water each could hold. Our objective was to learn about absorption by constructing explanations for our observations, like why some towels could hold more water than others.

It was a splashy way to discover the properties of materials through hands-on investigation.



Physical Development

We made our own *Fruit Pizza* as a snack using tortillas, yogurt, and lots of different fruits. We spread yogurt on tortilla circles as the pizza sauce and then picked our favorite fruits as toppings. The goal was to help prepare a snack with two steps, choosing and using ingredients. It was fun deciding which fruits to use and tasting our creations. We talked about which fruits we liked best and even made a second pizza with different fruits to compare. It was a tasty way to learn about making choices and following steps in a recipe.



Cognitive

We each made our own *My Book of Shapes* by drawing squares, triangles, rectangles, rhombuses, and circles, and tracing stars and hearts. Our goal was to accurately draw and trace basic and irregular shapes, choosing from different pencils, markers, and crayons. We used a shape chart for guidance and even got to use stencils for the more tricky shapes. It was exciting to see our books fill up with shapes we drew ourselves, learning about each one as we went along.



Language & Literacy

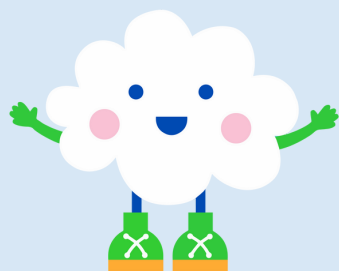
We sang along to the song! *Willoughby Wallaby Woo*, which is a catchy song by Raffi that helped us play with sounds and names. The song's fun because every name in the song changes with the /w/ sound at the beginning, like turning "Sarah" into "Warah." Our goal was to repeat the phrases and sing about each other, our teachers, and even class pets. It was hilarious when we sang about someone walking in! We learned to listen for patterns and enjoyed making silly versions of our names.



Interactive Reading

In the activity *Sharing My Feelings*, we read the book "Lots of Feelings" by Shelley Rotner and learned how to show our feelings using our faces, bodies, and words. The goal was to get better at expressing our wants and needs by pairing body language with what we say. We took turns acting out different feelings from the book, like happiness, sadness, and fear, and talked about what makes us feel that way. It was a great way to understand how our emotions look and feel, and how to tell others about them in a clear way.

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Pre~K 4 Daily Learning Highlights Week 43 | Day 4



Language & Literacy

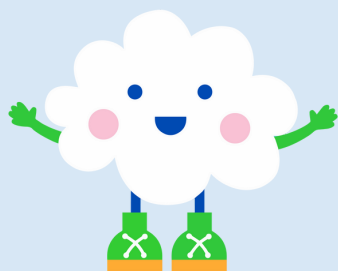
In "*The Story of 'The Teddy Bears' Picnic,'*" we explored a fascinating book by Jimmy Kennedy about teddy bears going on a picnic. We described what teddy bears are and guessed what they might take on a picnic. As we read, we pretended to wear bear costumes and discussed the interesting things happening in the story, like a boy dressing up in a bear costume. After the story, we danced to the "Teddy Bears' Picnic" song, pretending to be bears.

We even talked about what we could use for our picnic. It was a fun way to learn new words from the story and use our imagination to become part of the teddy bears' adventure.



Interactive Reading

In the activity, *Seasons Change*, we dove into "Anno's Counting Book" by Mitsumasa Anno to explore how a village changes through the seasons. We looked at each page, identifying weather and seasonal changes from Winter through Autumn. We discussed what we saw, like snow melting in February or flowers blooming in Spring, and compared different months to see how the environment and activities of the people and animals changed. Our goal was to answer questions about the story's setting, characters, and events, focusing on the seasonal transitions. It was a great way to learn about the seasons and how they affect our surroundings and activities throughout the year.



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Physical Development

In "*Mother May I?*" we played a fun game on the playground where we had to ask for permission to move towards a finish line using different movements like hopping or jumping. We learned to use big muscles in our arms, legs, and feet, and to listen carefully to instructions. The goal was to reach the finish line by asking "Mother May I?" before doing any action and waiting for "yes you may" or "no you may not" in response. It was exciting to think of different ways to move and to take turns being the "mother" who decides if the movements are allowed.



Cognitive

During *3-D Art: Build a Bed*, inspired by the book "My Bed" by Rebecca Bond, we got creative by crafting beds from materials like cloth, sponge, and popsicle sticks. Our goal was to recreate the diverse sleeping arrangements seen in the book. We experimented with designs, from simple mats to elaborate beds, learning to solve construction challenges along the way. It was a fun, hands-on way to explore art and culture.

STEAM

In "*Teddy Bear Patterns*," we used colored teddy bears to make our own patterns, focusing on repeating sequences like colors and sizes. We first practiced identifying a simple color pattern and then got creative, using bears of a single color but different sizes to challenge ourselves. Our goal was to understand and create patterns, recognizing them by attributes such as color and size. It was really fun to see how many different patterns we could make, especially when we mixed both colors and sizes for a bigger challenge.



Pre~K 4 Daily Learning Highlights Week 43 | Day 5



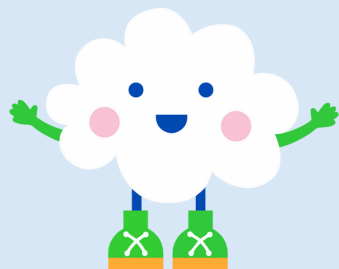
Cognitive

In this long awaited *Story Extension* activity *Show and Tell Favorite Stuffed Animal*, children bring their favorite stuffed animals to share with their peers. They learned to follow conversation norms such as listening attentively and waiting their turn while respecting personal space. This activity encourages communication skills as children talk about their stuffed animals' names, origins, and why they chose them. It also fosters a sense of responsibility as children help remind their classmates of the rules, creating a positive and focused learning environment.



Language & Literacy

Our *Weekly Journal Entry* was focused on expressing our thoughts about our favorite stuffed animals, inspired by the book "Knuffle Bunny" by Mo Willems. We drew and wrote in our 'Let's Pretend' journals, adding details to illustrate our stuffed animals' appearance, the stories behind them, and why they're special to us. We also learned that our spoken words can be transformed into written words and then read back, connecting drawing, writing, and literacy. We were encouraged to attempt writing, with support for recognizing sounds and words, enhancing our language and literacy skills while celebrating our cherished stuffed friends.



Physical Development

We explored how to stay safe while swimming in places like pools, lakes, or the ocean. We discussed important safety rules like swimming near a lifeguard, checking the water before getting in, and wearing a life jacket. Through dramatic play, we practiced these rules by pretending to be at the beach or pool, even taking turns being the lifeguard. *Learning About Water Safety* helped us understand the natural consequences of unsafe acts in water areas and emphasized the importance of following safety guidelines to prevent accidents.

STEAM

In the activity *Using Digital Photos to Extend Art*, inspired by "My Bed," we photographed our 3-D art, exploring the use of backgrounds to enhance our creations. Choosing materials for their texture and color, we learned to capture our artwork digitally, mimicking the book's illustrations. This activity bridged art with technology, encouraging us to think creatively about presentation. It was an engaging way to integrate STEAM skills, showcasing our projects through a new, digital perspective.



Interactive Reading

During our reading of "*Knuffle Bunny: A Cautionary Tale*" by Mo Willems, we delved into identifying and understanding emotions through the characters' body language. We discussed Trixie's frustration and her father's reactions, using a floppy stuffed animal to illustrate "going boneless." This activity encouraged us to share personal experiences of loss and misunderstanding, enhancing our ability to recognize and articulate complex feelings, and fostering empathy and emotional awareness through interactive reading.