



Pre~K 4
Daily Learning Highlights
Week 49 | Day 1

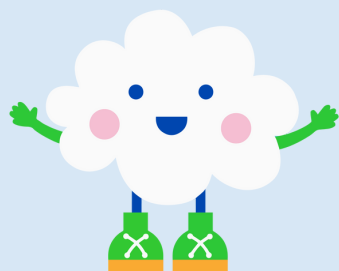
STEAM

In our *Making Slime* activity, we learned how to turn simple ingredients into stretchy, squishy slime! We measured and mixed cornstarch, shampoo, and food coloring taking turns and helping each other along the way. We talked about what tools might make our slime even better, like different spoons or whisks. We experimented with adding water to get the right consistency and made observations about how the slime changed. This activity helped us practice using scientific tools, working together, and thinking creatively about problem-solving. Plus, we had so much fun stretching and squishing our homemade slime!



Language & Literacy

In our *Onset and Rime Puppet Game*, we had a blast helping our puppet friend learn to say words! Our puppet could only say parts of words, so we worked together to figure out the beginnings and endings of words from our favorite book and songs. We listened carefully as Mr. Puppet said things like "___i" and "___earn," and we figured out he meant "Hi" and "learn." We felt like detectives solving fun word puzzles! This game helped us practice listening for different sounds in words and putting them together, making us better at recognizing and creating words. We also learned how to support each other and take turns, which made the game even more enjoyable!



Physical Development

We had so much fun with our *Bean Bag Crab Crawl* activity! We learned how to move like crabs and balanced bean bags on our tummies while crawling through a maze. We also practiced asking for a drink of water when we felt thirsty, learning to listen to our bodies. This game helped us stay active, understand the importance of hydration, and support each other as a team. It was a great way to develop our physical skills, self-awareness, and cooperation with friends!



Cognitive

We learned all about the *Wants and Needs - Water*. We talked about how important water is for our bodies, especially after playing and feeling thirsty. We learned the difference between things we need, like water and food, and things we want, like toys and ice cream. We read the book "A Cool Drink of Water" by Barbara Kerley and saw how people all around the world find and use water. We also discussed other needs like food, air, and sleep, which help our bodies stay healthy and happy. It was great to share our thoughts and learn together!



Interactive Reading

We read "*Can Sophie Change the World?*" by Nancy Elizabeth Wallace and learned about "mitzvahs," which means acts of kindness. We discussed how even small actions, like sharing toys or helping in the garden, can make a big difference. We connected the story to our own experiences, sharing personal stories of kindness and planning new mitzvahs to help around school. This helped us realize how these acts of kindness can change our world bit by bit, and it made us excited to continue spreading kindness every day.



Pre~K 4

Daily Learning Highlights

Week 49 | Day 2

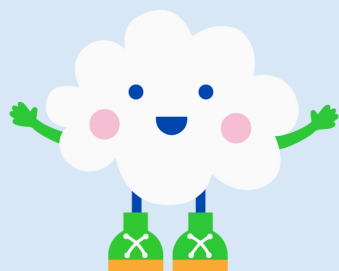


Physical Development

We played a fun game called *Healthy Meals Across the Food Groups* where we learned to sort different foods into their correct groups: fruits, vegetables, proteins, grains, and dairy. Each of us received a grocery bag with various food items and had to place them on a special placemat showing the food groups. We quickly noticed that some of us were missing certain food groups, so we worked together, traded, and shared our items to make sure everyone had a balanced meal. This activity helped us understand the importance of different food groups, practice problem-solving, and work together as a team.

STEAM

We discovered how we could *Help the Bears*, we got to be super helpers! We started by sorting wooden blocks into groups of the same size. We learned to arrange them from largest to smallest so that we could build something amazing. After reading the "Teddy Bears' Picnic," we noticed the bears needed to get to the other side of the river for their picnic but couldn't swim. Using our sorted blocks, we brainstormed and built a bridge across the "river." Everyone worked together to find the best way to help the bears across without getting wet. It felt great to solve the problem together, and I loved seeing all the different ideas we came up with!



Cognitive

We became movie editors in our *Editing Our Cooking Show* activity! We watched our cooking show videos and learned how to use a computer or tablet to edit them, just like real editors. We cut out long pauses, added fun stickers, and even put titles on our videos. We discovered how technology can help us make our videos clear and exciting. Each of us got to show our edited videos to a friend and explain our editing choices. This activity taught us how to use technology to share information and made us feel proud of our creativity and teamwork!



Interactive Reading

We read "*This is Our House*" by Hyewon Yum and talked about our homes and families. We compared the family's house in the story with our own homes and shared what makes our homes special. We asked questions like, "What parts of the story made you think about your family and house?" and "What do you think is most important in a family?" We learned to listen to each other and found out that everyone has different experiences and memories about their homes. This helped us understand more about ourselves and our friends, and it reminded us that love and care make a house a home.



Language & Literacy

We had a blast with our *Onset and Rime Poem: I Can Do It!* activity! We helped complete a silly poem by saying the last part of the words our teacher started. For example, we combined "gr" and "ow" to say "grow." This helped us practice hearing and saying the beginning and ending sounds of words. We imagined all the things we could do, like hopping, counting, and ringing a school bell. It was fun working together and using our words, and we're excited to see how much we've learned!



Pre~K 4 Daily Learning Highlights Week 49 | Day 3

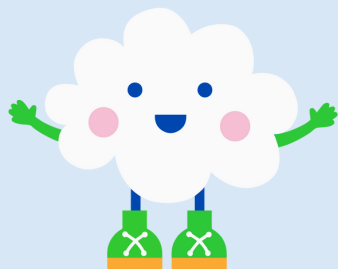


Language & Literacy

We played a fun game called *Hopping to the Letter Sounds* to help us learn about letters and their sounds. We started with our Animal Alphabet Chant, which helped us warm up by saying the letters, their sounds, and the names of animals like “A - /a/ - alligator” and “B - /b/ - bear.” Then, we became sound detectives! We searched our classroom for objects that matched the beginning sounds of different letters. This game helped us practice listening for letter sounds, matching sounds to letters, and working together as a team. It was so much fun finding and matching items, and it helped us learn new words and sounds too!

STEAM

We became little scientists experimenting with *Changing Sounds*! We used jars filled with different amounts of water and metal spoons to explore how we could change the pitch, speed, and volume of sounds. We learned that the pitch is how high or low a sound is and that we can change it by adding more or less water to the jars. This activity helped us understand how sounds are made and let us use new words like “pitch” and “volume” to describe our discoveries. We had fun learning and playing with sounds, and it was exciting to see how our ideas and experiments could change the music we made!



Physical Development

We discovered wind power as we played *Straw-Powered Games*. During this activity, we used big straws to move ping pong balls without our hands. We learned to seal our lips around the straw and control our breath to pick up the ball and move it through an obstacle course. It was tricky, but we got better with practice! This game helped us improve our fine motor skills and practice self-control while having fun together.



Cognitive

We played a cool game called *Birthday Candle Subitizing* that helped us practice quickly seeing how many things are in a group without needing to count them one by one. Our teacher set up a secret game with birthday candles, and we had to guess how many candles we saw in just a quick peek. It was a bit like magic! This game wasn't just about guessing; it was about seeing and understanding numbers better, and I think I'm getting good at it!



Interactive Reading

We read “*I Like Myself*,” which is all about appreciating who you are. We talked about our favorite personal qualities during storytime, and I learned what makes my friends feel proud too. It was fun to see how we related to the book's character, who loves everything about herself. Our teacher asked us thoughtful questions that made us think about our feelings and the people in our lives. I enjoyed sharing and hearing what my friends like about themselves; it made us all feel special and confident!



Pre~K 4 Daily Learning Highlights Week 49 | Day 4



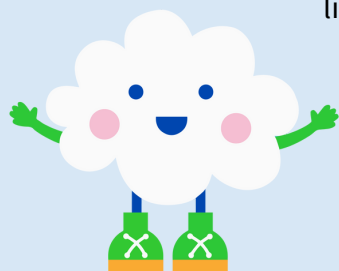
Physical Development

Today I discovered *I Can Pour Water Without Spilling!* We practiced pouring water into different containers without spilling. We had so much fun using various pitchers, cups, and funnels to see which ones were easier or harder to pour from and which held the most water. We made predictions and talked about our ideas before trying them out. We learned to coordinate our movements and control the water flow, which helped us get better at pouring without making a mess. When we spilled, we cleaned up and tried again, building our confidence and independence. This activity also helped us learn new words and talk about our observations. It was a great way to improve our fine motor skills and learn through exploration!



Language & Literacy

During our *Drawing My Emotions* activity, we listened to different types of music and drew how each piece made us feel. We used lots of colors and different drawing tools to show our emotions. Sometimes the music made us happy, and we used bright colors, while other times it felt sad or scary, and we chose darker shades. We shared our drawings and talked about why we chose certain colors and tools. This activity helped us understand how music can change our emotions and how to express those feelings through art. We also learned about recognizing and talking about our feelings, which helps us in our daily lives.



STEAM

Is it *Solid, Liquid or Gas*? We learned about states of matter by watching a video and exploring items around us. We felt air as a gas when we blew into our hands, checked out solids like tables and toys, and saw how water changes shape in different containers. We loved guessing if items at home are solids, liquids, or gases too! We shared our thoughts and learned from each other. Can't wait to discover more about the world around us!



Interactive Reading

We read "*Who Sank the Boat?*" by Pamela Allen and had fun exploring the story. We shared our own boat experiences and made predictions about what might happen. As we read, we discussed which animal would sink the boat and learned about balance and weight. We even acted out the story, pretending to be the animals getting into the boat. This activity helped us improve our listening skills, understand cause and effect, and express our thoughts about the story.



Cognitive

We became *Advanced Balancing Explorers* We read "*Who Sank the Boat?*" and learned about balance and weight. We worked in pairs, using a balance scale and linking cubes to explore how different weights affect balance. We predicted, observed, and adjusted our cubes to see if our guesses were correct. We took turns being the "Observer" and the "Weigher," helping each other understand the concepts of more, less, and equal. This activity helped us practice problem-solving, cooperation, and using mathematical vocabulary in a fun and interactive way. We had so much fun being balancing explorers!



Pre~K 4

Daily Learning Highlights

Week 49 | Day 5



Cognitive

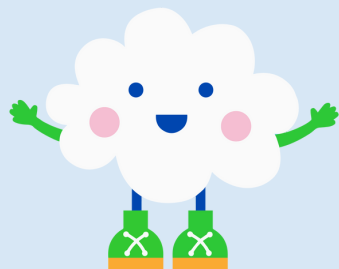
We had so much fun playing a game called *Match and Build with Blocks* to practice our counting and building skills. We each picked a card that showed different colored blocks arranged in a specific way and had to match our blocks to the picture on the card. We used number lines to help us count if we needed it. We worked on being careful to stay in our own spaces and not knock over anyone else's blocks.

It was so exciting to see everyone become master builders and help each other check our work to make sure it matched perfectly. This game helped us practice counting, following directions, and working together with our friends!



Physical Development

Am I Still Hungry? We learned about listening to our bodies to know when we're hungry and when we've had enough. We read "The Very Hungry Caterpillar" and talked about how it feels to be hungry or full. We used a special hunger scale with pictures to show if we were a little hungry or very hungry. During snack time, we practiced checking in with our tummies and asked for more snacks if we were still hungry. This activity helped us understand our body's signals and learn to ask for what we need. It also taught us to enjoy our healthy snacks slowly and to recognize when we're full and ready to play again!



Language & Literacy

We used our new *Watch Me Go! journals* to draw and write about things we can do now that we couldn't do when we started PreK. We used crayons and colored pencils to add details to our pictures, and our teacher helped us write down our thoughts on sticky notes. We shared our stories about what we learned and how it makes us feel proud. This activity helped us practice our writing and drawing skills, and it made us think about how much we've grown and learned this year. We're excited to keep filling our journals with all the amazing things we can do!

STEAM

We played a fun game called *Help Save Fred!* where we worked together to solve a problem. Fred, our gummy worm friend, was in trouble and needed our help to get back into his boat and put on his life preserver. Using only paper clips and without touching Fred or the boat with our hands, we experimented with different strategies to save him. We talked about our ideas, learned from each other, and practiced teamwork and problem-solving skills. It was a great way to learn about working together and thinking creatively!



Interactive Reading

We discussed the book *Shades of People* and our teacher observed us as we used third-person statements when (he/she/it/they) talking about someone other than themselves. As our teacher read the book, we continued to closely observe the photographs of people's various physical traits as the authors used rich descriptive language. By engaging in activities such as this, we begin to recognize ourselves as unique individuals as each of our unique physical characteristics is respected. This contributes to the development of our self-awareness.