



Preschool 3

Daily Learning Highlights

Week 20 | Day 1



Physical Development

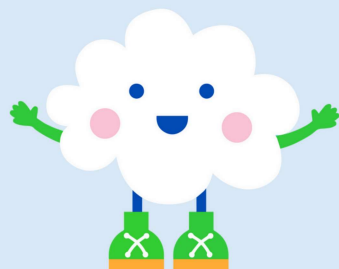
Our goooaaalll was to kick a larger ball to an adult or peer with 50% accuracy during our *Kick Ball* activity. Our teacher made lanes approximately 3'-4' wide and 10'-15' long and each of us took turns standing at one end of a lane to kick the ball back and forth while trying to keep the ball in the lane and on the ground.

Games with partners help us learn to play cooperatively and get to know our peers better in the process. This supports peer relationships that will sometimes grow into friendships.



Language & Literacy

After we read "The Day the Crayons Quit," with our teacher, we used *Colorful Crayons* to draw and/or write. We interacted with our friends during the small group coloring by participating in a discussion about the story. Our teacher prompted us to think about how the crayons were feeling and what might have prompted them to write the letter that they wrote. Some of us used our colorful crayons to pretend that we were one of the crayons from the story and drew what we felt, while some of us were like Duncan and used all the colors in our drawings!



Cognitive

We blew more bubbles to a bubble-themed song; *I'm Forever Blowing Bubbles*. Our goal was to sway our bodies to match the beat and rhythm of waltz music while pretending to blow bubbles gently. Our teacher helped us keep the beat by counting 1-2-3, 1-2-3 while she waltzed around the room with us. Dancing together supports our social relationships with peers as we participate in parallel play activities with a small group.

STEAM

Our lips puckered when we tasted lemon during our *Exploring Taste* activity. We discovered that some foods are sweet, some are sour, others are salty, and a few are bitter. In addition to a slice of lemon, we tried a small bit of sugar, salt, and cocoa powder.

Experiences such as this help us to begin to communicate our needs, opinions, ideas, and preferences as we explore our senses. This helps develop our sense of self. Ask me which food I liked the best!



Interactive Reading

We listened to the Book: "*The Day the Crayons Quit*" by *Drew Daywalt and Oliver Jeffers*. Our goal was to remain engaged in large group conversations following a read-aloud. Our teacher asked questions such as: "How do you think the crayon was feeling? Why do you think the crayon felt that way? Have you ever felt like that? What did you do?" Connecting to the emotions of others helps us understand our emotions, as well!



Preschool 3

Daily Learning Highlights

Week 20 | Day 2

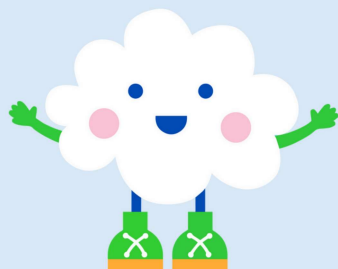
STEAM

Does It Hurt the Earth? That's a question to think about when finding things in nature that don't belong there. Our teacher noticed that there was a lot of trash that had blown into our yard and all around the playground. We learned what the word "harmful" means, and we don't want to be harmful to the earth! We looked high and low to clean up our playground and then ended the activity with a class discussion on the carpet in the classroom.



Physical Development

We had so much fun experimenting and grouping *Giant Beads and Patterns*. During this activity, we manipulated string and various sizes of beads between both of our hands to help us increase proficiency and speed by modeling with our teacher and their support. As I string beads I was using my fine motor skills while enhancing our hand-eye coordination. Making patterns helps us gain crucial early math concepts and also helps us learn how to make predictions, as well as allows us to use our critical thinking skills.



Interactive Reading

We love the *Book*: "*The Very Hungry Caterpillar*," by *Eric Carle*! During this activity, we noticed changes to the caterpillar and the foods it eats after exploring the pictures in the book. We become aware of our own preferences and abilities as we consider and discuss the differences between healthy and "sometimes" foods. Let's talk about our favorite foods tonight at home!



Cognitive

Edible Food Art is the yummiest kind of art! We were inspired by pictures of other people's edible food art and we created our own using foods of our choice. Some foods we used were: sliced bananas, sliced apples, blueberries, and sliced string cheese. Our teacher took a picture of our art before we enjoyed it as a snack. Which foods do you think I chose for my art? Let's talk about it!



Language & Literacy

Today we listened to the story "*5 Green and Speckled Frogs*!" First, we talked about what we already know about frogs. Next, we watched a short video called "*Bullfrogs Eat Everything*" by National Geographic and had a discussion about what we saw the frogs doing. We saw frogs jumping into the water at night, chasing and eating a spider, and eating a scorpion. Ask me to jump like a frog!



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Daily Learning Highlights

Week 20 | Day 3

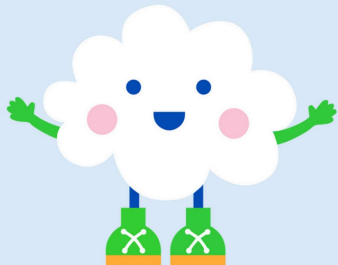


Interactive Reading

We read the *Book*: “*Dog’s Colorful Day*,” with our teacher. This activity provided us the opportunity to gain new vocabulary, understand new concepts, and understand the concepts of print and the narrative structure. Answering open ended questions provided us with the opportunity to make predictions to expand/extend thoughts/ideas. We also had the opportunity to draw conclusions based on listening to the story that mirrors the colors that we see outside our windows. We bond with our teacher and friends through supportive interactions while reading stories together about topics that we are interested in.

STEAM

Is it a *Liquid* or *Solid*? We observed a store-bought gelatin mix with warm water, plain gelatin powder with warm water, gelatin powder with fruit juice combined together, and just plain fruit juice. We described what we saw and noticed some slight changes in the ones that were mixtures. We put them in the refrigerator for a while and then observed them again. We observed the differences between the gelatin that had formed and the fruit juice that was still liquid. Science can be yummy!



Cognitive

We sang and danced to the *Song*: “*See You Later Alligator*,” by Jack Hartman. This song has rhyming words such as trail/snail, truck/duck, care/bear, and up/pup. This helps to build our phonological awareness; which plays a key role when I grow older and learn to read. Singing and dancing is certainly a fun way to build my pre-reading skills!



Language & Literacy

Talk about Hungry Caterpillars! During this activity, used new vocabulary during a structured play experience as we expanded our imaginary play to include a familiar story, “The Very Hungry Caterpillar”, and discussed related storybook props. The props helped us to reenact the story and gain a deeper understanding of the concepts and the pattern of the words that are frequently repeated. Ask me about my favorite food from The Very Hungry Caterpillar!



Physical Development

We went on an *Outdoor Color Hunt!* Before we went outside, we thought about the colors we might see outside and our teacher wrote them down as we named them. We each found the colored marker that corresponded to what color we named, and then we drew a line under the word on the paper. Next, we went outside and used most of our senses to find different colors in nature while our teacher wrote down what we found and what color it was. Ask me what I found!



Preschool 3 Daily Learning Highlights Week 20 | Day 4

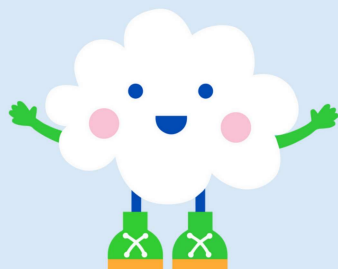
STEAM

Today we demonstrated our understanding of sustainability practices while conducting experiments on 'trash' during the activity, "*Does it Hurt the Earth? Part 2*". First, we reviewed our 'I wonder' questions from Monday's activity. Next, we worked together to gather our materials and set up our experiments. We observed the changes that occurred in the water, mud, sand, or soil. Some things didn't change so we decided to check on them again later in the week and even next week!



Physical Development

We learned through play during the *Finding Colors in the Dark* activity. During this activity, we focused on our colors as we searched for them in the dark using flashlights. In addition, we identified the location of obstacles in the room; describing the location of furniture to the right or left, beside, behind, and the direction of their movements as back and forth, around, side to side. We also had the opportunity to learn to notice others' feelings as we kept lights out of our peers' faces, and offered support to a friend who was unsure or afraid. As we support and care for one another, we develop empathy.



Interactive Reading

We read the Book: "*Pete the Cat: I Love My White Shoes*," with our teacher. This activity provided us the opportunity to gain new vocabulary, understand new concepts, and understand the concepts of print and the narrative structure. Answering open-ended questions provided us with the opportunity to make predictions to expand/extend thoughts/ideas. We also had the chance to identify the main character in the story after our teacher read the title of the book.



Cognitive

Our Edible Math: Simple Snack Time Patterns activity was delicious! We identified simple patterns(AB) with adult support and then predicted what was next when the pattern was extended. To do this, we used two varieties of finger foods such as apple sticks and blueberries, or mini-crackers and cheese cubes. Ask me about my snack pattern and what foods I ate!



Language & Literacy

We learned through song during our *What Color Are You Wearing?* activity. As we participated in this activity, we began to identify and match the colors we were wearing to the colors being sung. During this song, we listened and matched movements to directions given as we learned words for different colors. This activity provided us with the opportunity to use large motor skills with increasing control.





Preschool 3

Daily Learning Highlights

Week 20 | Day 5



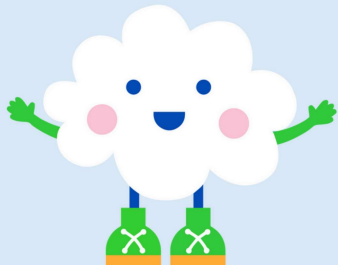
Interactive Reading

The goal of our Interactive Reading lesson was to remain engaged in a large group conversation about food and family traditions following a read-aloud of the Book: *"Fry Bread: A Native American Story"*. After listening to the story of the author's special food that he likes to eat with his family, we each had the opportunity to share a special food that we like to eat with ours. Group activities where we can describe our individual preferences help us to realize that we are similar in many ways and different in others. This contributes to my sense of self.



Language & Literacy

We figured out which part came at the beginning of the activity, *Pete the Cat and the Order of Things*. With adult modeling and support, we identified the beginning of the familiar story, "Pete the Cat: I Love My White Shoes," when provided a choice of 3 pictures of the story events. We worked together to determine which of the pictures was from the beginning and then put the rest in order. We develop relationships with others as we learn to take turns and work together on a project with teacher support.



Cognitive

We learned to follow our teacher's directions during the small group game of *Musical Hula Hoops*. With verbal prompting and encouragement, using physical actions to demonstrate spatial directions such as "inside the hoop when the music stops" and "outside of the hoop when the music plays". After the first round, our teacher removed a hoop and then stopped the music again. Ask me what we did after that!

STEAM

We explored through sensory play with our friends during our *Water Sensory Bin* activity. This activity provided us the opportunity to learn to work together in the same space through cooperation and taking turns as we explored sensory play in water.

Playing in the water table gave us the chance to coordinate movements to perform tasks while asking and answering questions about objects as we played with friends.



Physical Development

We followed the directions in *The Beanbag Song!* The goal of the activity was to place a beanbag on top of the various body parts sung in the song, with accuracy. One of the most difficult actions was to put it on our heads and walk around the room. It kept falling for some of us, but we tried again! We learn self-regulation skills as we follow directions and participate with our peers in fun and exciting musical activities.