



Preschool 3

Daily Learning Highlights

Week 21 | Day 1

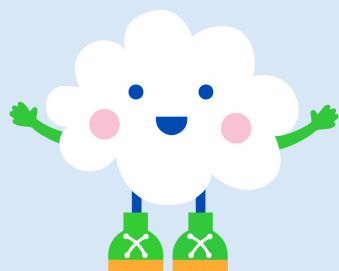


Cognitive

Sorting and categorizing familiar objects helps us understand patterns and see how things are alike and different. Today we sorted and practiced *Counting Fruit* which was a great way for us to develop our mathematical skills by categorizing, distinguishing, and counting similar objects with different distinguishing features. As we properly matched the two fruits together and matched them into a set, we grew our confidence in our ability to create pairs

STEAM

Today we were *Exploring Water* and our teacher asked, “Does It Dissolve?”. The goal for this experience was to determine if different solids melt, or dissolve when water is added. We used cold water and warm water (not hot) on the following substances to see which ones dissolved: sugar, salt, flour, pepper, and small rocks. First, we felt the sides of each small pitcher so we could learn the difference between warm and cold water. Next, we used the pitchers to take turns pouring water on different things and discussing what we saw. Ask me about what dissolved and what didn’t!



Interactive Reading

Our teacher shared a story with us called, “*The Way I Feel*”. Listening and sharing new stories provide us with the opportunity to ask and answer questions about a book that was read aloud. This story helped us learn about recognizing emotions in ourselves and others. We also used our observation and imitation to transfer knowledge to new experiences. Ask me how I am feeling today.



Language & Literacy

We used a variety of writing tools such as crayons, multicultural crayons, markers, and colored pencils during the activity, *Drawing My Feelings*. This activity was an extension of the book we read today. Talking about our drawing and pointing out specific features that are unique to the picture gave us the opportunity to share how we were feeling at the moment. Drawing also allows us to show a sense of satisfaction in our own abilities, preferences, and accomplishments.



Physical Development

As Older Toddlers, we still rely on adults to make the connection between the physical signs of hunger and the need to eat, but today I was “*Checking in With My Body*”. We talked together about the feelings in our body we have when we are hungry. Then we checked in with how we were feeling at that time. Our teacher had a snack available for those of us who were feeling hungry. Ask me what I ate for snack today!



Preschool 3 Daily Learning Highlights Week 21 | Day 2



Language
& Literacy

We displayed our singing voices as we repeated several phrases from the “*Feelings Song*”. It’s sung to the tune of, “Twinkle, Twinkle, Little Star”. We can sing it together! “I have feelings, you do too, let’s all sing about a few. I am happy, I am sad. I get scared, I get mad. I am proud of being me, that’s a feeling too, you see. I have feelings, you do too. We just sang about a few.”

STEAM

We activated “investigation mode” again during *Exploring Water: Colorful Ice!* This time we explored the properties of water by using medicine droppers to transfer liquid onto crushed ice mixed with baking soda to observe what happened. We had color-tinted vinegar and color-tinted water and we watched what happened when it interacted with the crushed ice. We discussed our findings with our teacher. Ask me what happened during our ice investigation today!



Cognitive

We practiced our sorting skills during our *Farm Sort: Living/Nonliving Things* activity. This activity provided us with the opportunity to sort plastic animal toys by one similarity trait of where they live. Through teacher support, we listened and followed directions and were given the opportunity to ask questions and test different possibilities to determine the best solution. We worked with a partner during this activity to correctly sort the animals while engaging in a conversation.



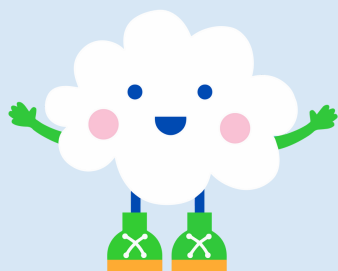
Physical Development

We practiced using a combination of the large muscles in our arms, hands, legs, and feet during the activity, *Moving Through a Maze*. This experience engaged us in a structured activity or with one or more peers. First, we moved a ball down the maze with a pretend hockey stick (a pool noodle). Next, we practiced our math skills by counting numbers in a sequence up to 7, as we hopped one foot at a time. At the end, we saw a stop sign so we S-T-O-P, stopped!



Interactive Reading

Our teacher invited us to look at familiar books that we’ve read together in the past few weeks during, “*What Book Will You Choose?*” The goal of this activity was for us to seek out any available book, on our own, to look at independently. It was also an opportunity to remain engaged in an independent activity for a short period of time as we turned the pages of the book and looked at the pictures. These are important steps in our learning!





Preschool 3

Daily Learning Highlights

Week 21 | Day 3



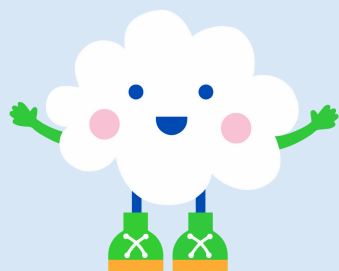
Cognitive

We used multiple open-ended materials during the art activity, *Salt Painting*. First, we connected straight lines or curved lines to form recognizable shapes with writing tools of various sizes. Next, we traced the lines and curves with glue; and then covered the glue in salt. We tapped watercolors on top of the salt and observed what happened! Finally, we used gestures and words to describe the events seen during observations of our art. Ask me about my salt art!



Physical Development

We learned through play with our friends during our *Spider Web Obstacle Course* activity! Participating in this activity enhanced our gross motor development by crawling and climbing through a web. We learned to play cooperatively with friends as we cheered each other on; developing our coordination and balance while completing the obstacle course. This activity provided the opportunity for us to join in sustained cooperative play and learning with others to complete the obstacle course.



STEAM

We explored the properties of water again during the activity, *Exploring Water: Using Tools*, but this time we saw blue-tinted ice cubes floating in red water. We used slotted spoons, colanders, and other tools to explore the floating ice cubes and described what we saw and felt. This sensory-filled investigation piqued our interest and curiosity while giving us a hands-on opportunity to explore 2 of the 3 states of water (liquid and solid). Science is always engaging!



Interactive Reading

We listened to the book, *Lots of Feelings*. Our main goal was to engage in multiple back-and-forth communicative interactions with adults and peers to discuss our feelings. This book supports our efforts to reflect on our own emotions and the strategies used to manage them as actively engaged in a small group, teacher-directed activity for a short period of time. We loved looking at pictures of real children feeling their feelings.



Language & Literacy

Can You Copy Me? This game helped us to further develop an understanding of nonverbal gestures, body language, and physical actions that communicate more complex feelings. It also supports the association of facial expressions with basic emotions such as happiness, sad, and anger. Additionally, the game provided the opportunity for us to use observation and imitation to acquire knowledge.



Preschool 3

Daily Learning Highlights

Week 21 | Day 4



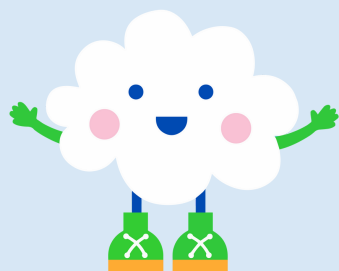
Interactive Reading

We read the book, “*Tough Guys Have Feelings Too*” with our teacher. With encouragement from our teacher, we pointed to pictures on the “*Faces and Feelings*” poster that matched the emotions of the characters in the book. Being able to identify and name emotions in self and others supports the development of empathy and a growing sense of self with others. We also chose between two activities we might choose to do next time we feel sad: “hug a favorite toy” or “draw a picture”. Which one do you think might help me?



Cognitive

We made *Collage Art* today. The goal of this activity was to utilize words and gestures to communicate the qualities or characteristics of the art of others. We had the opportunity to make independent decisions regarding the materials we used. We connected straight lines and/or curved lines to form recognizable shapes with writing tools of various sizes and used glue to secure collage items. Finally, we identified our own unique abilities, as well as the unique abilities of our peers when our teacher pointed them out.



Language & Literacy

We showed understanding of the words used in the ‘*Feelings Song*’ by gesturing, following the actions, and/or singing the lyrics. First, we watched the short video and saw the colors, and the dances the musical artist made as he sang about different emotions. We discussed our observations about the colors associated with certain feelings, and when the music was fast or slow. Finally, we danced to the ‘*Feelings Song*’.

STEAM

Exploring Water: Ramps was a chilly, slippery-sliding time! Our teacher made ice cubes of all different sizes and shapes and provided some new materials and equipment to use with the ice and water: floating plastic lids and ramps from our construction area. We were encouraged to predict what might happen when we sent the ice sliding down the ramp into the water as well as placing the ice on top of the floating lids.

Ask me about the ice and water experience!



Physical Development

We coordinated the use of our wrists, hands, and fingers to manipulate small objects as we created small *Playdough Structures*. Using craft sticks, cotton swabs, and playdough left room for a lot of creative play. Our teacher gave us tips and tricks such as using little balls of playdough, like glue, to connect the craft sticks and cotton swabs. Then, she asked us to make a plan for our structures. We built our structures and then told our teacher about it.



Preschool 3

Daily Learning Highlights

Week 21 | Day 5

STEAM

Wheweee! We watched with glee during our *Farm Animal Slide* activity. The goal of this experience was to demonstrate our knowledge related to physical science by describing the motion and speed of farm animals as they slid down a ramp. First, we predicted whether they would slide, roll, or get stuck at the top.

Next, we tested our theories. Finally, we discussed the results and wondered if the height/angle of the ramp changed how the animals went down the ramp.

We will use our increased understanding in future ramp activities.



Physical Development

We moved and danced with our friends while singing the song "*Celebration*," by Kool and the Gang. While singing, we recognized patterns in the song and responded appropriately to repeated phrases. We also bonded with our teacher through supportive interactions as we expanded on our thoughts and knowledge of celebrations. By participating in a group, we developed positive relationships singing alongside our friends, we learned to match pitch and rhythm.



Interactive Reading

We read the Book: "*The Feelings Book*" by Todd Parr. This activity will provide us with the opportunity to gain new vocabulary as well as an understanding of new concepts such as print and narrative structure.

We compared a real-life person to the character in the story, and we recognized and named the feelings of others. We also had the opportunity to listen to a story read aloud and show understanding through body language or by answering questions.



Language & Literacy

After listening to our teacher read "*The Feelings Book*", we enjoyed the activity, "*The Feelings Book Journaling*". First, we took a picture walk through the book. A picture walk is when we flip through the book without reading all the words and we describe the pictures we see. It was great to discuss what we had read about earlier in the day. Next, we drew our favorite part of the story and told our teacher about our drawing.



Cognitive

Which way does it fit? Our fine motor muscles and our mathematical brains got a workout while we were Linking Blocks today. It looks like we are "just playing" but our brains are on when we problem-solve to flip, slide, and rotate linking blocks to fit them together. We also learned to work together to take turns with classroom materials.

