



## Preschool 3

### Daily Learning Highlights

### Week 22 | Day 1

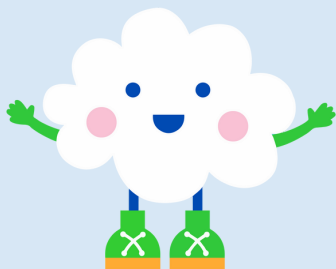
## STEAM

We had an *Ocean Sensory Bin* today in the centers, it was fantastic! Sensory activities, such as this one, help our brains make connections and pathways and help us retain information! Activities where we are engaging our tactile, visual, hearing, and even tasting senses, encourage us to use the scientific process to explore and investigate the objects we encounter with and our surroundings. In our Ocean sensory bin, we had water beads that felt slimy and soft, and we used a shovel and our hands to sift through the beads and find water creatures that were “swimming” in the ocean. It was sensory-filled fun!



### Cognitive

I played *Shape Bingo* today. I used small items on my bingo card to cover up the shape that our teacher held up and called out the name. Bingo was so much fun, and at the same time, I was using and exercising many of my cognitive skills. I had to focus my attention so I could use my listening skills to pay attention to the shapes that were being called out. I used my visual perception to look at the card in the teacher’s hand and matched the shape on it to the shapes on my bingo card. Let’s look for shapes together at home!



### Interactive Reading

When we are read to, we gain new vocabulary and understanding of new concepts. Today we read the story, “*The Thing Lou Couldn’t Do*” by Ashley Spires. We gained communications skills as well as enhanced our descriptive and expressive language, and the ability to predict while looking at pictures while the teacher reads the book. Answering higher-level questions from our teacher helps us to relate the story to our lives and deepen our reading comprehension.



### Physical Development

Can you do the *Crab Walk*? We crab-walked today when we went outside, it takes a lot of balance and strength to be able to do it correctly! Walking like a crab enhances our gross motor skills as well as our flexibility, and coordination and strengthens our muscles. Crabs may be small, like me, but they are strong, and I want to be strong too!



### Language & Literacy

We used our inquiry bag again during the activity, *Asking Questions*. Before we made a guess about what was inside the bag, we had to ask “Wh” questions, plus ask questions that begin with “Is” or “How”. With our teacher’s prompting and encouragement, we asked questions to help us make an educated guess about the contents of the bag. Ask me about what was inside!



## Preschool 3

### Daily Learning Highlights

### Week 22 | Day 2

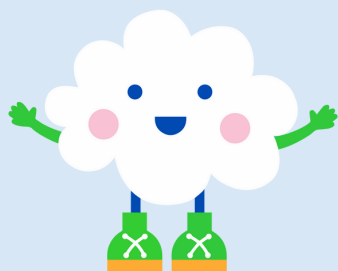


### Physical Development

The *Agility Course* was entertaining and a good way to do cardio! Our teacher demonstrated how to move through the course and then we took turns moving through it ourselves. We exercised our muscles and developed our balance and gross motor skills as we jumped at the start of the course, walked the zig-zag line in the middle, and hopped at the end. We also practiced patience while we waited for our turn and it was a great way to cheer our friends and practice positive social development.

## STEAM

*Will It Float?* That's the questions we asked during our STEAM activity. We demonstrated knowledge related to physical science by using the basic properties of matter to predict if familiar objects would sink or float in freshwater and saltwater. We used materials such as crayons, markers, carrot sticks, fresh eggs, grapes, rocks, and golf balls. We saw the difference between the results of the experiment in the freshwater versus the saltwater. Our teacher recorded our observations on a chart. Let's talk about my observations together!



## Language & Literacy

Our teacher read the book she made for us titled, *Our Class Book*. Each one of us had our own page and the goal was for each of us to identify our own name in print. We were encouraged to point to the page when we saw our picture and then "read" our name. We showed an emerging sense of independence as we recognized our written name and photograph in the book. In addition, we recognized the pictures of our classmates and felt pride in "reading" the names of our classmates in the book.



### Interactive Reading

I enjoyed the story, "*See You Later Alligator!*" where the goal was to repeat several phrases from a newly learned rhyme. My teacher read each phrase and I repeated it afterward. I also had the opportunity to answer questions about the emotions of the animals I encountered in the story. If you hear me say, "See you later, alligator;" or "Toodle-oo, Kangaroo," you'll know where I learned it!



### Cognitive

During the activity, *Time of Day*, we identified the difference between morning and afternoon, with adult modeling and support. We reviewed the pictures in the book read earlier, "*See You Later Alligator!*", as well as our daily schedule, to help us understand the passage of time and how events are related. I'm not ready to tell the time but the foundational concepts are emerging!



## Preschool 3

### Daily Learning Highlights

### Week 22 | Day 3



#### Language & Literacy

Today we created drawings to the music with our teacher and friends during our *Drawing to the Music* activity. We followed our teacher's directions and experimented with writing tools, allowing us to coordinate our arms, hands, and fingers to use drawing materials. We also used symbols to represent thoughts, ideas, people, or events while drawing. In this activity, we talked about writing/drawing and pointed out specific features that are unique to the picture. Ask me about my drawing from this activity!



#### Interactive Reading

We read a story called "*Monsters Don't Eat Broccoli*" where we helped to "read" the book by repeating several phrases from a newly learned chant. When our teacher said, 'Fum, foe, fie, fee' we replied, 'Monsters don't eat broccoli'. At the end, we found out that the monsters in the story liked broccoli when they tried it! As we read and discussed the story and answered questions about it, we continued to learn how to make predictions from pictures and use descriptive and expressive language.



#### Physical Development

The *Gross Motor Dice* we played with today were fantastic! We took turns throwing a dice and then we had to do the exercise/activity on the face of the dice that was up. We did movements like jumping forward with both feet, tossing a ball to a friend, and other movements that enhanced our gross motor skills and balance, as well as strengthened our muscles. We used our listening skills, as well, to know what move we needed to make. It was a great time!

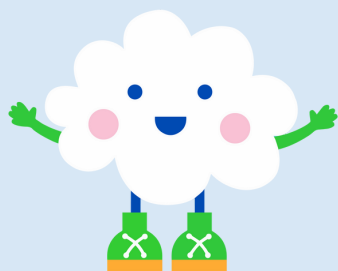


#### Cognitive

We participated in a shared reading experience of the book, "*It's Not Fair*", which is about responsibility and equity. We were able to relate to many of the events in the book where the characters felt that something was not fair. It was a great opportunity to see situations that we were not directly a part of and see it through different eyes. Learning through stories is a meaningful way to see the world!

## STEAM

We continued our water investigation in *Will It Float? Part 2*. This time, we used different liquids to observe what would sink and what would float in freshwater and in saltwater. We use liquids such as dish soap, glue, vegetable oil, and juice. As we experimented, our teacher related our observations to what happens when liquids are dumped into our water sources such as rivers, lakes, and oceans. We are learning through hands-on activities how to be good stewards of the Earth!





## Preschool 3 Daily Learning Highlights Week 22 | Day 4

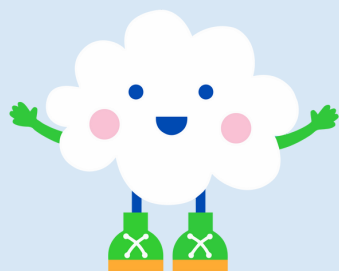
### STEAM

This was a very, very cool project, we made *Ocean Layers Sensory Bottles*! Together with a team we used tools, funnels, and measuring cups, and enhanced our basic math skills as we measured out different liquids in a bottle and saw how they mix together. This allowed us to practice taking turns and helping each other out. This experience gave us the opportunity to use the basics of the scientific process and certain cognitive skills such as focus, visual perception, and curiosity as we learned more about the layers of the ocean. Wait till you see my ocean layers bottle, you are going to love it; it's the ocean in a bottle!



### Cognitive

*Identifying 3* was the task of this activity. We worked on subitizing up to 3 items. Our teacher put out 1, 2, or 3 small items behind a piece of paper and then lifted the paper and asked "How many?" and we had to subitize and say the answer. Subitizing is the ability to look at a small set of objects and instantly know how many there are without counting them. Everyone has the ability to subitize and as we get bigger, we can subitize more items!



## Language & Literacy

We created works of art during our *Ocean Art* activity. This activity provided us the opportunity to build relationships with our friends by enjoying the activity together and sharing materials. We strengthened our fine motor muscles when grasping the drawing tools. We also expressed our thoughts and extended conversations with peers and adults as we shared our thoughts about our personal creative artwork.



### Physical Development

We participated in a two-step preparation food experience "*Make Your Own Broccoli Salad*", with adult modeling and support. The story, "*Monsters Don't Eat Broccoli*" inspired us to eat broccoli with our choice of ingredients. First we each took a scoop of a broccoli/salad dressing mixture. Next, we had the opportunity to choose from adding toasted sunflower seeds, grated cheddar cheese, chopped red onion, and/or raisins. Ask me which ingredients I chose!



### Interactive Reading

*Answering Questions About "Monsters Don't Eat Broccoli"* had us digging into the story we read yesterday even deeper. First we talked about all the other vegetables that we each enjoy eating. Then, our teacher read the story again and we answered questions then related the events of the story to our lives. This builds self-awareness and forms a foundation for understanding of differences and similarities in people.



## Preschool 3

### Daily Learning Highlights

### Week 22 | Day 5



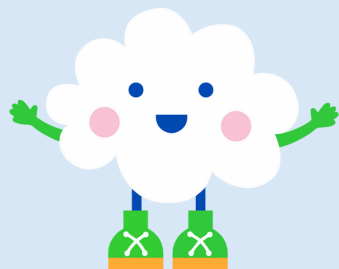
#### Interactive Reading

The book *Jabari Jumps* is a fantastic story about a boy who is afraid to jump off the diving board but needs to so that he can pass his final swim test. As we read and discussed the story and answered questions about it, we continued to learn how to make predictions from pictures and use descriptive and expressive language as well as recognize patterns in the environment through language. This story taught us that being brave in the face of our fears is an ability that we all have!

## STEAM

We discussed the observations we made while using water to create musical sounds during our activity, *An Ocean Band*. We used glasses of water with wooden sticks, metal sticks, and plastic sticks to make music.

After our teacher demonstrated that more or less water makes different sounds, we were given the opportunity to experiment and observe it for ourselves by filling the glass with more water, and dumping out some when we wanted to change the note. Ask me about my water and music investigation!



#### Cognitive

*Suncatchers* are interesting see-through pieces of art that hang where the sun hits them and the colors in them come through beautifully. Today we made amazing Suncatcher Art! We used sticky paper, tissue paper, and sequins to make our suncatchers. We were free to decorate freely and use our artistic expression. I cannot wait to hang it up on a window at our house!



#### Language & Literacy

We attempted to correctly use the past tense of common verbs during the activity called “*Tell Me What You Did*”. Just after we worked in centers, we used a microphone to talk about what we did during centers. Our teacher reiterated what we said while using past tense; never correcting us, just providing a model without us even realizing it! We learn and grow through our experiences, each day!



#### Physical Development

Today we learned through play during our *Spraying Letters and Numbers* activity. We developed hand strength by using spray bottles during this activity. We also demonstrated competence and confidence while differentiating numbers from letters as well as identifying some of them. It just seemed like playful fun to us, but we gained physical strength and reinforced our knowledge of letters and numbers!