



Preschool 3 Daily Learning Highlights Week 34 | Day 1

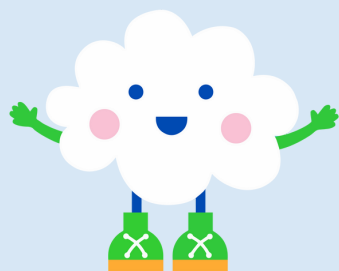


Language & Literacy

Checking in With Your Body as you are eating is important! The goal of this experience was to use nonverbal gestures, body language, and physical actions to communicate feelings of hunger, with our teacher's verbal prompting and encouragement. We learned that it can take time for the food we put into our mouth to reach our stomach, so we need to give it a few minutes to see if we're ready to be done or not. Sometimes our stomach thinks we are hungry, when, in fact, we are thirsty for water! Has that ever happened to you?

STEAM

We used our senses to learn about our *Home for a Cricket*. This is a two part lesson and today we began with *Part 1*. The focus for this lesson was for us to continue to develop an understanding of the life cycle of a cricket, with adult modeling and support. First, our teacher read, "The Very Quiet Cricket," by Eric Carle; and we heard the chirping sound a cricket makes when it rubs its front wings together. Then we observed our crickets in their new home. We compared the crickets to our life cycle poster and learned that we have crickets in the adult stage of life. Ask me about our crickets!



Interactive Reading

We used expanded sentences and picture support to answer questions about specific events in the story, *'Bear Snores On'* by Karma Wilson, with verbal prompting and encouragement. Answering questions about a story with many animals, and their habits, supports our learning about living things as we acquire meaning from a book read aloud to us. After listening to and discussing the story, we drew a picture of one of the animals hibernating, or a picture of ourselves sleeping in our bed at home.



Cognitive

We helped our bear friends get sorted out in a *Sorting Bears* activity. We use and develop emergent mathematical skills when matching and sorting objects, it also develops the skills needed to categorize and count objects. In this activity we had to sort a small collection of attribute bears by size and with adult support share the task of making tally marks for each sorted group. Our confidence grew as did our ability to sort and graph.



Physical Development

We had a tasty time *Serving Up Soup!* The objective for this experience was for us to identify a variety of fruits or vegetables by name while enjoying our soup, with minimal verbal prompting from our teacher. We used a ladle to spoon our soup into our small bowl to try. We talked with our friends to discuss the vegetables we saw in our bowl and compared them to vegetables we've tried before. Ask me about which vegetables in my soup I liked!



Preschool 3 Daily Learning Highlights Week 34 | Day 2

STEAM

During our activity *Home for a Cricket - Part 2*, we identified the elements of a cricket habitat and used that knowledge to build new habitats for the classroom crickets, with our teacher's modeling and support. First, we looked carefully at what was in the cage with the crickets. In order for the crickets to be safe and happy when we released them we had to build a habitat for them. We needed to make sure that the crickets had food, water, air, shelter, and space.

We wish our crickets well in their new habitat outdoors!



Interactive Reading

Just before nap time, our teacher read a book to help us rest our bodies. We listened to the orally presented text, 'Hibernation Station', in a large group, with minimal verbal prompting. We learned that to 'hibernate' means to sleep for a very long time.

Animals that hibernate sleep all through the nighttime and the daytime. However, when we nap, we sleep for a short amount of time during the daytime but today we decided to pretend that we were going to hibernate when we took our nap. Maybe I can pretend to be a hibernating animal when I go to sleep tonight, too!



Language & Literacy

We utilized verbal and visual cues from our teacher to refine, or accurately pair gestures and actions, with verbal communication of our wants and needs during the activity called '*Can You Tell Me About It?*'. We "made lunch" in dramatic play and talked to our teacher and peers about our wants and needs while playing. Communicating effectively during play helps us to communicate effectively in life!



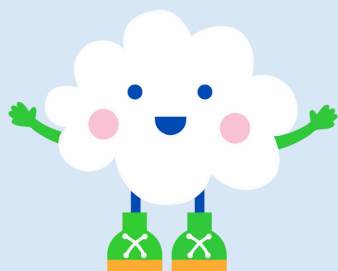
Physical Development

We had a great time at our *Relay Race*! We used a combination of the large muscles in our arms, hands, legs, and feet to move through the relay race while pushing a stability ball. Relay races require us to be a part of a team, and wait our turn to move our bodies. Not only are we increasing our gross motor skills, but also our social skills as well as self-control. We just thought we were playing a game!



Cognitive

Did you know that animals use blubber to keep themselves warm? Blubber is an extra layer of fat that they have and it helps keep them warm. We conducted a Blubber Experiment to find this out first hand. The objective of this activity was to use multiple senses to observe and explore the effects of vegetable shortening during an experiment, with verbal prompting and self talk. After we were finished we graphed the results of this experiment. Ask me about the "blubber"!





Preschool 3

Daily Learning Highlights

Week 34 | Day 3



Language & Literacy

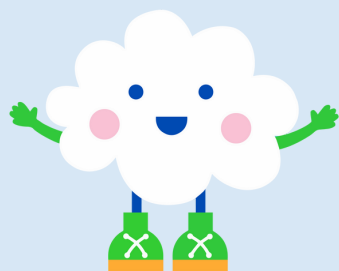
Did you hear that? Our teacher asked that question during the activity, *Animal Sounds: Same or Different?*

We used only our ears to identify if new/unfamiliar sounds were the same or different, with our teacher's verbal prompting and encouragement. Our teacher played two animal sounds at a time. If we thought that the noises sounded the same, we put two thumbs up. If we thought they were different, we shook our heads 'no'. This experience provided us the chance to interact with our peers and take part in a group listening activity while independently following rules and routines.



Physical Development

Have you ever thrown a bean bag? We did while we played the game, *Bean Bag Bop*. First, a few of us got together and moved to the song "Bean Bag Bop" by Jack Hartmann. We followed the directions in the song while moving the bean bag high, low, side to side, and all the other ways we were told. Next our teacher put on music and we tossed the bean bag to the friend next to us and attempted to throw it in such a way as it would be easy for them to catch. We had fun!



Cognitive

Counting Vegetables, and then eating them, was a healthy and yummy activity! We used tongs to serve ourselves and we counted up to five pieces of vegetables with one-to-one correspondence, as we moved them to our plate. We spooned a little dip onto our plates as well. Ask me which vegetables I had for snack today and how many I ate!



Interactive Reading

During the activity, *Forest Habitat Living*, we read the *Book: "Spring in the Forest: Lift a Flap Surprise Board Book"*. We focused on the habitat and animals we saw in the story and then retold an event from the story using props that mirrored the story characters as we discussed the book. We used toy animals, the book and other prepared materials in the block center to help us reenact the story. Ask me about the book we retold today!

STEAM

We observed cause and effect as we explored making *Animal Shadows* in our physical environment. We used the knowledge we gained last week about creating shadows to enhance our play during this experience. Some of us pretended to be animals while making shadows, and others used the toy animals to create shadows with the spotlight flashlights. Ask me about making animal shadows!



Preschool 3

Daily Learning Highlights

Week 34 | Day 4



Interactive Reading

We identified the main idea of “*The Busy Tree*” by looking for picture clues on the cover of the book as well as the pictures of the story that showed big events as we participated in a picture walk. We focused on the main idea of the story by reading the book’s title and discussing the other features on the book’s cover. Then, we had a back-and-forth conversation as our teacher helped us extend our thinking. Specifically, we noticed how the main characters the forest animals) interacted with the elements of their habitat (food, shelter, and water).

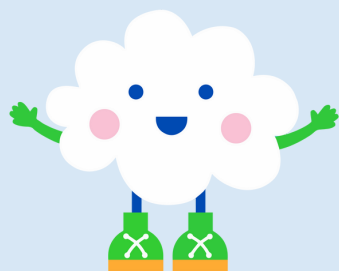
Ask me about the story, “The Busy Tree”!



Language & Literacy

We had a roarin’ good time *Repeating Animal Actions*.

During this experience we repeated phrases from a newly learned song as we participated in a group sing along and related discussion regarding animal actions. We used our voice to musically express creativity while developing early phonological awareness. Dancing and moving like an animal allowed us to demonstrate an awareness of our body in space and our relationship to objects in space. Ask me what animals I enjoyed moving like!



Physical Development

We played with our friends during our *Traffic Safety Game*. This activity provided us the opportunity to build coordination skills and practice following directions. This activity supported us in developing self-regulation and impulse control as we followed directions and traffic signals during the game. We also demonstrated understanding of simple safety instructions. In this game we learned a basic safety concept and demonstrated one to one correspondence, matching our movements to the directions of the signs.

STEAM

Yesterday, we made shadows with small animals and today we were *Drawing Shadow Animals*. The objective of this experience was to draw what we observed during science inquiry. We saw big animal shadows and small animal shadows, and used light to explore and draw animal shadows. After we were done, we described the shadows and our drawings and our teacher took dictation so we can have a snapshot of how we use descriptive language. Science and art meet together for a great time!



Cognitive

Patterning with Bears supported our increasing understanding of activities where we sort, order, classify, and create patterns. Using pattern cards and little bears, we duplicated a simple pattern (AB) from a physical and/or picture model, with our teacher’s modeling and support. This experience also supported the opportunity to build our confidence and independence as we followed directions and reproduced patterns.



Preschool 3 Daily Learning Highlights Week 34 | Day 5

STEAM

We explored the effect that battery powered lights have on different materials during the interesting experience called *Bouncing Light Beams*! We used materials with movement like tissue paper, scarves, pipe cleaners, and cellophane pieces, along with materials without movement such as blocks, block people, and cardboard boxes. We used our superpower of observation and discussed what we noticed about the light beams that come from battery powered lights, and what happened when we shined the light beams on different materials. Engaging with open-ended materials gives children the opportunity to formulate their own opinions, ideas, and preferences.



Interactive Reading

Today we read “National Geographic Little Kids First Big Book of Animals” by Catherine Hughes” during our *Learning About Animals* activity with our teacher. This activity provided us the opportunity to remain engaged in large group conversations before and following a read-aloud, and ask simple “wh” questions, with adult modeling and support. We asked questions such as, “What is it? Why does it do that?” This supported our curious mind, the ability to sustain attention during a small group activity; as well as our learning about animals. When I ask “wh” questions at home, it’s a sign of my curiosity at work!



Language & Literacy

We took our activity outdoors during *Life in the Trees: Drawing What I See*. This experience encouraged us to talk about our drawing and point out specific features that were unique to the picture as we drew their observations of animals that live in trees. We pretended to be scientists and used our sense of vision and our sense of hearing to observe the branches and other parts of the trees. Some of us made signs to support our friends in other classes to learn about the living creatures in our trees!



Cognitive

We made *Equal Sets in the Forest*. The purpose of this activity was to identify two sets of pretend forest animals as equal or not equal. We used our social skills to participate successfully as members of a small group while taking turns with shared materials and participating in related discussion. LWe also listened for a variety of purposes and demonstrated comprehension while also demonstrating knowledge related to living things and their environments.



Physical Development

Can you *Walk Like an Animal*? That’s exactly what we did today! We used a combination of large muscles in the arms, hands, legs, and feet to move on a zig zag line while pretending to be different animals such as bears, penguins, and rabbits. We enjoyed this small group activity with a few supportive friends and we chatted as we cheered on our friends. If you could be an animal, which one would you be?

