



Preschool 3

Daily Learning Highlights

Week 35 | Day 1

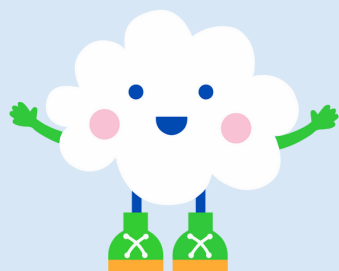


Interactive Reading

Have you ever been a *Nature Spy*? We were inspired after listening to our teacher read the book with the same name, to become nature spies using magnifying glasses and feathers. We focused on learning vocabulary words like examining, which means to notice the details such as size, color, shape and pattern of something. When we examine something, we are looking closely at it in order to learn as much about it as possible. We used magnifying glasses, but we don't need them to examine things!

STEAM

We used our super scientific skills of observation while *Exploring Seeds*. Our teacher challenged us to use as many of our five senses as possible with the various edible seeds such as lettuce, corn, tomato, and pumpkin. We looked at the seeds and compared them, smelled the seeds with our noses, and then we decided to drop the seeds to find out if they made the same type of sound. Examining items with our senses helps us to learn more about our world!



Cognitive

We made *Hand Patterns*! The objective of this experience was to duplicate a simple pattern (AB) from a physical model as we used our hands to clap out the pattern, with our teacher's modeling and support. This required our full attention and our ability to listen, watch, and replicate the pattern modeled by our teacher in order to demonstrate our comprehension.



Physical Development

Collecting Natural Objects really had our full focus and attention! We used small tongs to pick up small objects and moved them from one place to another as we collected natural items from the outdoor environment. We placed our objects on "sticky boards" made with clear contact paper. Continuous work in a planned experience helps us to practice self-regulation and to develop persistence. This activity provided us with the opportunity to accomplish a task to completion with adult guidance and support.



Language & Literacy

This activity was all about *Asking Questions*. The objective for this experience was for us to ask "Wh" questions and questions that begin with "Is" and "How", in order to gain additional understanding or clarity. Our teacher modeled asking questions about the item in the inquiry bag that another teacher put inside. Then, in a small group later, we asked questions about a new item our teacher had put inside. Did we guess it? Ask me!



Preschool 3

Daily Learning Highlights

Week 35 | Day 2



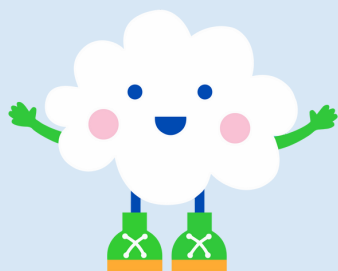
Cognitive

Did you know that when you upcycle something, you are reusing something in a way that brings more value to it? We created *Upcycled Robots*, which helped us to develop intentionality when utilizing open-ended materials to create a robot out of recycled materials, with our teacher's modeling and support. Our teacher prompted us to use one cereal box as a part of our robot, and other than that we could choose any other recycled materials we wanted. Ask me about my upcycled robot!



Physical Development

We learned through play as we engaged in an *Outdoor Obstacle Course* together! This activity gave us the opportunity to demonstrate our control, strength, and coordination of our large muscles as we interacted with our friends. Games like this provide us with opportunities to use observation and imitation to transfer knowledge to new experiences and understand what comes next in the activity by following cues and prompts. We also used our senses to observe, classify, and learn about objects and the environment as we moved through the course.



Language & Literacy

During the activity called *Examining Natural Objects*, our objective was to provide a simple, child friendly definition and a synonym for the word "examine" as we discussed the main idea of a related read aloud.

We reviewed the book "Nature Spy" and demonstrated how to EXAMINE strawberries, acorns, leaves, feathers, and apples. This supported our ability to participate successfully as a member of a small group, demonstrating self-direction and developing a sense of self with others.



Interactive Reading

My friends and I answered factual questions about the book, "*Looking Down*", with verbal prompting and encouragement from our teacher. This is a wordless book, which leaves the story in the hands of the reader. Our teacher asked open-ended questions about the details of the pictures seen in the story such as, "What does this look like to you?" and "Why do you think they are watering the lawn?". These types of questions get our brains to really think about the details of what we see!

STEAM

We examined the details as we were *Exploring Beans*.

We compared the similarities and differences between dry beans and beans soaked in water. Using our senses, we examined the outside of the beans, as well as the inside. We learned that a seed coat is the protective outer layer of a seed. Ask me about the differences between the dry bean seeds and the wet ones!



Preschool 3

Daily Learning Highlights

Week 35 | Day 3



Interactive Reading

Our small group reading activity had us *Revisiting Looking Down*. Our focus this time was to identify the middle of this familiar story, when we were provided a choice of three pictures of the story events. After reading the story again, our teacher shared the three pictures and each of us, one at a time, pointed to the picture from the MIDDLE of the story, and then we chose the center we wanted to go to next. Understanding the beginning, middle, and end of a story is an important reading comprehension skill!



Language & Literacy

We demonstrated initiative and curiosity when choosing and *Looking at Books*. This experience gave us the opportunity to share self-selected books and engage in pretend reading with our teacher and friends. Our classroom favorites, plus books read by our teacher recently, were available to choose from.

We demonstrated awareness of print concepts as well as the ability to resolve some peer conflicts, with our teacher's guidance, when we both wanted the same book. Learning conflict resolution supports our relationships with our peers as we grow and learn together.



Physical Development

We used scissors in the proper and safe way as we practiced *Cutting Paper Shapes*. Using scissors helps us develop hand-eye coordination as well as bilateral coordination which allows us to be able to coordinate separate movements with our hands. Cutting also teaches us to independently move our fingers, which will help us write, as well as enhance our fine motor skills and development.

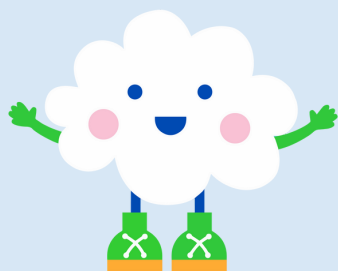
STEAM

We got a little messy as we explored and experimented during our *Making Rocks, Soil, and Rain* activity. We demonstrated our knowledge related to the dynamic properties of the earth and sky as we learned to work together in the same space through cooperation and taking turns. While using science and nature to investigate mixing mud, sand, soil and rocks, we manipulated the mixture and supported our small muscle development. Ask me about my messy fun with rocks, soil, and rain!



Cognitive

We rolled the box this way and that as we used gravity to create *Marble Painting*! This activity provided us with the opportunity to perform fine-motor tasks that required small-muscle strength and control as we explored the concepts of motion and speed of a marble. We also used information gained about familiar objects and applied to this experience.





Preschool 3

Daily Learning Highlights

Week 35 | Day 4



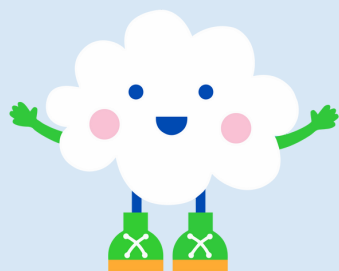
Language & Literacy

Can you *Describe Your Art*? I can! We focused on using multiple short sentences to describe our artwork to our teacher. We used the shapes that we cut out yesterday, and other items to create a collage inspired by Steve Jenkins, the author and illustrator of the book, “Looking Down”. After we were finished creating the collage, our teacher asked us multiple questions to expand our thinking and description about what we made.



Interactive Reading

Today we read “*The Emotions Book!*” with our teacher. The objective of this experience was to compare a real-life event to the events of a familiar story, with our teacher’s verbal prompting and encouragement. After identifying how the characters in the story felt, we were asked the following questions: “What can you do when you feel sad?” “Can you tell us about a time when you felt frustrated?” This supports our development of a sense of self as well as understanding and empathy for the feelings of others.



STEAM

We were super scientists as we began to closely examine worms while playing in the *Worm and Dirt Sensory Table*. We interacted with both pretend worms and real worms. We were encouraged to compare them. Our teacher asked the following questions: “Which ones are longer? Shorter? Thin? Wide?” “How many pretend ones can you find? Real ones? Which ones did you find more of?” Ask me what I liked about the worm and dirt sensory table!



Cognitive

Continuing with the concept of ‘looking down’, we began *Exploring Google Earth*. The objective for this experience was to recognize familiar aspects of our community by identifying them on Google Earth. Our teacher showed a small group of us Google Earth and how to zoom in on places. We each took turns letting our teacher know a place that we like to go with our family, and then clicking to zoom in and see it on Google Earth! We thought it was so cool!



Physical Development

We utilized visual cues or physical support to keep our own body in a designated space as we were Walking on a Chalk Lines, with minimal verbal prompting. We learned that it is easiest to stay on the line as we walk when we hold our arms out to the side of us and look down at the line to see where to step next. Paying attention to details like this helps us to keep our focus and attention on the task at hand.



Preschool 3 Daily Learning Highlights Week 35 | Day 5



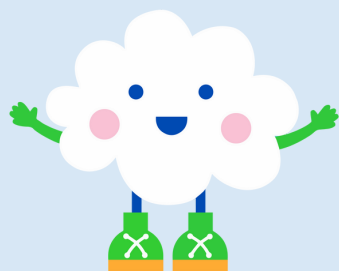
Physical Development

Did you know our breath has power? We explored with air and how it can move objects when we *Smelled the Flower and Blew the Pinwheel*. We would take turns “smelling” a pretend flower, which helps us take a deep breath; then we blew air on the pinwheel to observe how it would spin. When we blew really hard the pinwheel would go fast, teaching me the concepts of aerodynamics. We also developed self-awareness as we learned how to control our breathing to make observable effects on objects like the pinwheel. We can do the same practice at home using bubbles and then, use our knowledge to breathe deeply in times of stress.



Cognitive

In a small group, we made a *Tornado in a Jar*! We had the opportunity to predict what would happen before the experiment. While setting up the experiment, we used our fine motor skills and followed the directions that were given to us so that we could create a vortex. This was an important part of being in a small group because we each had to be patient for others to take their turn. Once prepared, we each took turns swirling the jar, and we used gestures and words to talk about the events seen during the observation.



Language & Literacy

We answered the question, *How Are You Feeling Today?*, by drawing about it. The objective of this experience was to add details to the drawing about our feelings, to more accurately convey ideas, actions or objects. We used a mirror to focus on the details of our facial features and we related our feelings to the colors we saw in “The Emotions Book”. Let’s talk about how we are feeling today!

STEAM

Our goal was to explore the concepts of motion and speed while investigating the movement and speed of water during the activity titled *Rocks, Soil, and Flowing Rivers*. First, we watched short video clips of rivers flowing at different rates of speed, and described what we saw. Next, we brainstormed ways to create a river using the materials our teacher had gathered previously. Then, we got to work on making a river! Ask me about our river-making project!



Interactive Reading

We love “*The Earth Book*,” by Todd Parr! Before, during, and after listening to the story, we discussed the ideas we heard and the pictures we saw. We learned about tips for caring for our Earth such as shutting off the lights when we leave the room and turning off the water when we brush our teeth. Afterward, we used recycled paper to draw a picture of how we each plan to help the Earth. Ask me about my plan to help the Earth!