



Preschool 3

Daily Learning Highlights

Week 36 | Day 1

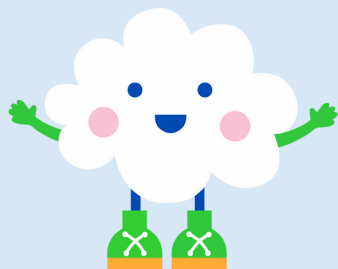


Cognitive

Name That Instrument was a great game! We use multiple senses to observe and explore in depth familiar and unfamiliar musical instruments presented by our teacher. We saw a chart with pictures of the instruments; then we felt each instrument as we visually studied them. Next, we watched as our teacher played each instrument for us to listen to. Finally, our teacher played the instruments inside of a box so we could only hear them. Ask me which instruments I identified!

STEAM

We put the information we learned from the video we watched early to good use in *Exploring Flight with Paper Airplanes*. Our objective was to explore the concept of motion and speed while flying paper airplanes. We experimented with different ways to make the paper airplane fly further. We measured the distance by walking with heel to toe from the spot where we threw it, to the spot where it landed. Ask me about flying my paper airplane!



Physical Development

We played *Duck, Duck, Goose*, which helped us develop our spatial awareness as we listened to and followed multi-step directions in a game. *Duck, Duck, Goose* also helps us to understand what comes next in the game by following cues and prompts. This fun interactive activity uses perceptual information to guide motions and interactions with other people while playing a game. Have you ever played *Duck, Duck, Goose*?



Interactive Reading

Do you know what happens when you have *Too Many Carrots*? We found out when we listened to this story about a rabbit who realizes he needs to stop hoarding his carrots and share them with his friends, so everyone can stay in his cozy burrow. This cute story teaches the importance of sharing and friendship. We compared our real-life events to the events in this story with our teacher's verbal prompting and encouragement.



Language & Literacy

Learning *How Airplanes Fly* was interesting! First, we watched the beginning of a very short video called, "Squeak's First Flight - My First Time Flying on an Airplane," by SciShow Kids. Our teacher paused it and asked a few questions about our experience with flying on an airplane. We watched the rest of the video and then had more of a discussion and we used the recently learned vocabulary during a group discussion about how airplanes fly.



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Daily Learning Highlights

Week 36 | Day 2



Interactive Reading

We used a physical action to represent spoken words that we heard, while responding to prompts during a read aloud of “The Busy Tree” by Jennifer

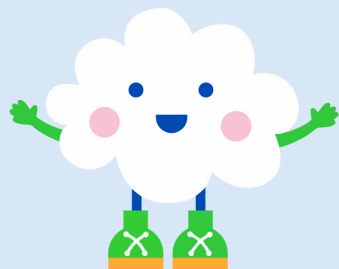
Ward during an activity called *Words from the Woods*. We pretended to be a woodpecker and pecked the tree the same number of times as the number of words we heard. We sustained engagement and responded to visual and verbal prompts to represent each spoken word we heard with a physical action while participating in this small group experience with novel instructions from our teacher.



Language & Literacy

We used expanded sentences and picture support to answer questions about specific events in the story, ‘Tuesday’ during the activity, *Floating Frogs*.

With our teacher’s support, we found the shiny silver sticker on the front cover and learned that means the book received a special award called the Caldecott Medal, which is for the illustrations, or pictures, in the book. We answered questions such as “What’s happening here?” and “What do you notice?”. These questions help us to discuss the details, in depth!



Cognitive

We made our own *Name Rockets* by following directions using simple spatial and directional words such as over, under, around, down, and up. This experience provided us with the opportunity to feel confident about learning and identifying the letters in our name while using our fine motor skills. We also utilized our math skills when counting the number of squares we needed for the amount of letters of our name. All the while, we followed the directions that our teacher told us.



Physical Development

We pretended to be planets in outer space in the game “*We’re Orbiting the Sun*”. In a small group game, one person held a ball and pretended to be “the sun” as the rest of us sang a song about orbiting the sun as we walked around the sun. Next, someone else pretended to be the moon (with a crumpled paper ball) and walked around the “Earth” as the “Earth walked around the sun! That produced a few giggles from us, but we got the point!

STEAM

Have you ever seen *Fizzy Mud*? It was different and definitely interesting! We’ve seen and played with mud. We’ve seen what vinegar and baking soda does when mixed, but we’ve never seen it in mud!

The focus of this experience was for us to demonstrate an understanding of some basic states of matter through conversation and play. Ask me about my thoughts on the fizzy mud I made and I can tell you about it, just like I told my teacher!



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Daily Learning Highlights

Week 36 | Day 3

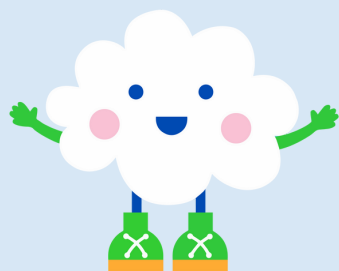


Language & Literacy

We were creative during our *Draw Your Animal* activity. The goal of this experience was for us to talk about our drawing, pointing out features that are unique to the picture and mentioned while talking about the drawing of an animal from the story, “Quick as a Cricket,” by Audrey Wood. First, we discussed the different animals we saw and chose our favorite. Then, we drew the animal we liked the most and described the animal and what we drew. Ask me about the animal I drew today!

STEAM

We reviewed a page in the book we read yesterday to see a spider very high up in a tree. We wondered where the spider might get their *Natural Sips of Water*? This inquiry supported our use of tools to better examine the water droplets we added to a variety of objects during observation in the natural environment. In the small group activity, we took turns using pipettes, magnifying glasses, spray bottles, and more. Ask me about my water investigation!



Physical Development

We enjoyed *Making Connections*! We used playdough, rolling pins, popsicle sticks and Q-tips to make marks, designs and original creations out of playdough. This helped develop the small muscles in our hands by rolling, squeezing and kneading the dough. We also enhanced our fine motor skills by grasping the nontraditional materials we put into the dough. We were able to explore and be curious about the materials we used. Ask to tell you about my playdough creation!



Cognitive

We asked questions and tested different possibilities to determine which tool works best to write during the activity *Moon Sand Letter Writing*. To write letters in the moon sand, we had a variety of everyday objects to choose from such as: cotton swabs, cotton balls, paintbrushes, straws, clothespins, and craft sticks. We tried a few different tools and some of us even taped tools together to find out the result of utilizing an invented tool!



Interactive Reading

Can I be *Quick Like a Cricket*? Our teacher asked us questions such as: “What do you see on the front cover that might give you some clues?” “What do you wonder when you look at this picture?” “How do you think the child is feeling? Can you think of a time you felt like that?” We attempted to identify the main idea of the book, “Quick as a Cricket,” by Audrey Wood from the picture on the cover and look for detail in the illustrations that showed big events.



Preschool 3 Daily Learning Highlights Week 36 | Day 4



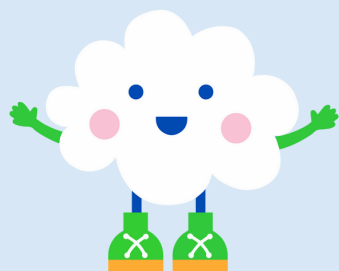
Physical Development

Today we learned through movement during our *Moving on a Scooter* activity. We demonstrated lower body strength, coordination, and awareness of our body in space as we moved through space on scooter boards. This activity provided us with the opportunity to use observation and imitation to transfer knowledge to new experiences as we intentionally performed the actions involved in using a scooter board. Through teacher support, we experimented with the scooter boards, gaining confidence as we learned to control our movements.



Language & Literacy

We listened to the song *I Feel Sad* and danced with scarves. The objective for this activity was to identify basic feelings that are being communicated through an adult's nonverbal gestures, body language or physical actions. With our teacher's modeling we practiced making facial expressions associated with basic emotions like sadness, and used other gestures to communicate emotion while listening to the song. Learning to recognize the gestures people make when they are expressing their emotions is very important!



STEAM

Did you know that the sky looks blue because the sunlight or sun rays bounce all around and make the sky look blue! We learned that, and more, during the *Our Blue Sky* activity. The objective of this experience was for us to independently identify events that occur in the daytime sky. We used a glass with milky water and a flashlight to experiment with moving the flashlight at different angles and we saw the color blue!



Interactive Reading

Have you ever seen *A Spider's Tiny Sip*? We took a picture walk through the book, "National Geographic Kids: Spiders" by Laura Marsh, and searched for details in the book's illustrations that portrayed important events. We demonstrated the ability to follow rules and routines as we engaged in a picture walk, fingerplay, and other related activities. This demonstrated evidence of our self-control skills.



Cognitive

I made a *Cardboard Family*! The objective of this activity was for us to use the correct vocabulary to talk about our immediate family members as we recreated our family out of cardboard. We were able to choose from a variety of materials to create each member of our family. As we participated in the open ended creative art experience, we developed personal preferences which lead to a greater sense of self-awareness.



Preschool 3 Daily Learning Highlights Week 36 | Day 5

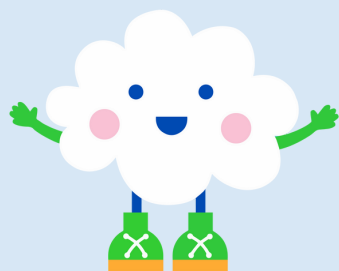


Language & Literacy

We had the opportunity to *Capture What is Special!* We were reminded that our planet, Earth, is the only planet with trees, flowers, insects, people and animals. No other planet in our solar system has life on it. We decided to go outdoors with our cameras and take pictures of nature. Our goal was to listen to and follow two-step directions to take a picture and describe the picture once taken. Ask me about the picture I took with the camera!

STEAM

Did you know that empty juice pockets make great *Stomp Rockets*? We assisted in making our own stomp rocket and then experimented with it. The focus for this experience was for us to use the basic vocabulary associated with motion and speed while exploring stomp rockets. It took us a little while to figure out what to do, and then to discover that we needed to add a cone or cap to our rocket, but once we did, it went far when we stomped on the juice pouch! Most of us did this many times over!



Interactive Reading

We listened to the teacher reading the non fiction story, *“My Best Pop-up Space Book”*. Did you know that listening to non fiction books helps us build new vocabulary, develop critical thinking skills, fuel our curiosity and gain a better understanding about the world around us? This book was great foundational learning for our stomp rockets that we made later in the day!



Cognitive

We did a short *Culture Study of Costa Rican Folk Dancers*. We explored the history of folk dancing from Costa Rica, with our teacher’s modeling and support. First, we talked about family traditions that we have in our home. Next, our teacher showed us where Costa Rica is located, in relation to where we live, on the classroom globe. Then, we saw a short video of Costa Rican folk dancers performing, and we discussed the video together.



Physical Development

We learned through play during our *Star Hunt* activity. The objective of this experience was to identify objects as near, close, or out of reach in relation to our own body with our teacher’s verbal prompting and encouragement. This activity provided us the opportunity to build positive relationships with friends as they work together to find stars throughout our classroom. Collecting 5 stars gave us the chance to count hearts using 1-1 correspondence.