



Preschool 3 Daily Learning Highlights Week 37 | Day 1

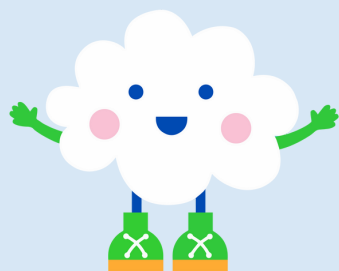
STEAM

We used our superpower of observation during *Pendulum Play Part 1*. The objective of this activity was for us to use the basic vocabulary associated with motion and speed while exploring how a pendulum moves. Encouraging us to investigate the motion and speed of the pendulum provided opportunities to explore our existing and emerging skills and communicate our thoughts and observations. Experiences such as this foster confident exploration and support our developing sense of self.



Language & Literacy

We learned about *Saving Trees* by using *Dry Erase Boards and Chalkboards*. Paper is great to draw on because we can save it, and give it to someone we love. Paper is something to use when we want to keep what we've drawn. Paper comes from trees so it's great to conserve paper by using a chalkboard or dry erase board! We also learned that we use different writing tools for different purposes when using chalkboards and dry erase boards. On chalkboards we use chalk and on dry erase boards we use special markers, called dry erase markers, that we don't use on paper!



Cognitive

Using our imagination was a must to *Create a Planet*. The objective of this experience was to talk about our preference of materials that we selected for this art activity. Before creating our art, we closed our eyes and imagined that we discovered a new planet. We each named the new planet and then created a replica of it using our materials of choice. Ask me what my planet art looks like!



Physical Development

We jammed to the song "*Move It to the Sounds*" by Jack Hartmann. By standing on a spot marker, we were challenged to utilize visual cues or physical supports to keep their own body in a designated space while dancing, with minimal verbal prompting. This song had many different genres of music so it naturally encouraged us to move to the different beats, as well. When the song was over, we showed our teacher our favorite dance move and then went to the center activity of our choice.



Interactive Reading

We love storytime! The focus for this one was for us to use expanded sentences and picture support to answer questions about specific events in the story of *The Three Little Pigs*, with verbal prompting and encouragement. When we identify the exaggerated facial expressions in story characters, we learn to recognize feelings in others. This supports our development of empathy.



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Daily Learning Highlights

Week 37 | Day 2

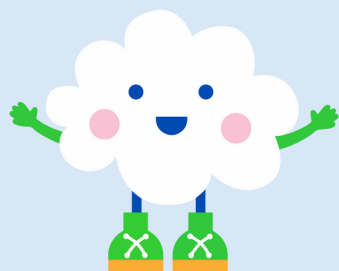


Language & Literacy

Can You Do This? That was part of our directions in the game we played today. The intention of this experience was for us to show understanding of words used in the game, 'Do This, Do That', by following the actions of our teacher. We did the following actions, and many more: jumped up in the air, crouched down and then stood up, clapped our hands in the air 2 times, touched our toes, and tapped our knees. Playing games like 'Do This, Do That' provides opportunities for us to learn to follow rules and routines within our learning environment.

STEAM

The activity, *Pendulum Play Part 2*, was even more interesting than Part 1! The objective of this experience was for us to use gestures and words to talk about objects and events seen during our observations, with our teacher's prompting and encouragement. First, we reviewed what we learned about the pendulum. Next, we used the pendulum from last week, but this time, we added sand to it. The pendulum has a small hole in it and the sand poured out in a circular pattern, which is a visualization of how the pendulum moves. We described what we saw.



Cognitive

Using inspiration from the houses we saw in the book, *The Three Little Pigs* I began *Building My House from Loose Parts*. When the three little pigs left home, they needed to build their houses strong and safe. They used materials that they were able to find so they used straw, sticks and bricks. We had those materials, and many, many more! Our goal was to construct increasingly more complex structures with materials that were new or novel.

Ask me what I used to build my house!



Interactive Reading

With our teacher's verbal prompting and encouragement, we used expanded sentences and picture support to answer questions about specific events in the story, "*Goodnight, Goodnight Construction Site*" by Sherri Duskey Rinker and Tom Lichtenheld. We learned that this story is fiction because tracks and diggers don't really go to sleep! It was certainly fun using our imagination and thinking that they do, though!



Physical Development

Our teacher said, *Let's Use Our Lacing Beads!* The objective of this activity was for us to accurately string beads, without our teacher's support, by holding the string tip in one hand and picking up quarter-sized beads with the other hand. We rely on our teachers to identify difficult tasks or situations and to provide direct guidance to navigate those situations. By offering a variety of ways to thread and string, instead of doing it for us, our teacher encourages our independent play with guidance as needed.



Preschool 3 Daily Learning Highlights Week 37 | Day 3

STEAM

We demonstrated our knowledge related to physical science during the *Beanbags and Ramps* experience.

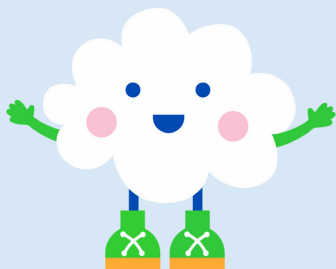
This time, we did this by exploring motion and speed with beanbags and ramps. The focus of this activity was for us to demonstrate knowledge related to physical science by exploring motion and speed with beanbags and ramps. Our teacher asked us to help figure out whether or not beanbags would go down the ramps. We had ample time to explore the ramps and to problem-solve how to get the beanbags down the ramp. Ask me how we got the bean bags down the ramp!



Interactive Reading

Pete the Cat's Family Road Trip was a great opportunity to listen to orally presented text about a family road trip across the United States and remain engaged during the follow-up conversation.

In this story, Pete's family is going on a family trip across our country, the United States. They are going to drive all the way from the east coast to the west coast. Our teacher pointed out what that would look like on the map. A few of us talked about our family road trips, too! On the way home, let's talk about a road trip you took with your family when you were little!



Language & Literacy

Letter Naming was similar to "I Spy". The objective of this activity was for us to name the first letter and select the first letter of our own name from a choice of four letters. First, we looked at all 26 letter cards and learned that words are made up of letters! Then we talked about the first letter of our name and each of us found it among a group of 4 letter cards. As we learn to recognize the first letter of our name we expand our self awareness and begin to recognize ourselves as unique individuals.



Physical Development

Our finger and hand muscles got a workout during the sensory-filled activity, *Fizzing Science*. We used our hands and fingers to squeeze a pipette and transfer tinted vinegar onto baking soda. We smelled the vinegar and heard it make a fizzing sound as it landed on the baking soda. We watched it bubble up and the colored vinegar spread out and mix with other colors to create new colors. That made us want to use the pipette to do it again and again; so we did!



Cognitive

We used *Rhythm Sticks with the Ska Song, "Wiggly, Wiggly Worm,"* by Mike Park. First, we learned that Ska is a music genre that originated in Jamaica and we found Jamaica on the globe. We learned how to safely use rhythm sticks by tapping them on the floor to the beat of the music. Have you ever heard Ska music?



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Daily Learning Highlights

Week 37 | Day 4



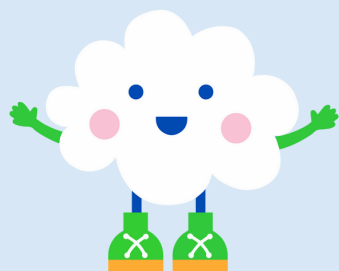
Interactive Reading

We listened to and discussed the *Any Way I Feel Poem*. The focus for this experience was to change our volume while repeating phrases from a familiar poem, with adult modeling and verbal prompting.

This poem helped us realize that we all have our own feelings. After listening to the poem we talked about the ways we can tell how someone else is feeling. We can look at their facial expressions, hear how they sound, and listen to what they say. As we explore our feelings, we begin to recognize ourselves as unique individuals.

STEAM

We were full STEAM ahead during our *Ramps and Objects* activity. After reviewing what we learned yesterday with the bean bags and the ramps, we experimented with the ramps and classroom objects such as small toys and balls, household objects such as a funnel and a spatula, as well as recyclables such as paper towel rolls and plastic caps. This investigation supported our continuing ability to expand our vocabulary to describe a variety of speed and motion when playing. Ask me which items went the fastest down the ramp!



Physical Development

Our goal was to fluidly move from one position to another, while also changing directions, during the activity names *Revisit Ring Around the Rosie*. We all moved in a circle while holding hands and singing.

We giggled as we all fell down as we sang the ending part of the song. We got back up and did it again! Games such as this help us develop self-control as we learn to participate in classroom routines with our teacher and peers.



Cognitive

We jammed to a Blues song utilizing our teacher's model to follow the prescribed movements while dancing to a song about a familiar story. "*Three Little Pigs Blues*" by Greg and Steve was a fun way to act out the story! Before we listened and danced, we recalled what we remembered about the story. Have you ever heard of the genre called the Blues? We should dance to it together sometime soon!



Language & Literacy

We watched our teacher and copied their moves to the words of the song, *Get Up to Get Down* by Jack Hartmann. The focus for this experience was for us to show understanding of the words used in the song by following the actions. We also demonstrated an awareness of our own body in space, as we kept ourselves far enough away from our friends so that we didn't bump into each other as we moved. This was a fun, upbeat song to dance to!



Preschool 3

Daily Learning Highlights

Week 37 | Day 5



Cognitive

We used our cognitive skills to recall what we've previously learned during the *Garden Sort of Living/Non-Living Things*. The objective of this activity was for us to sort a set of objects into predetermined groups based on two attributes, with our teacher's verbal prompting and encouragement. I worked together with a friend to sort things that are typically found in a garden such as: rocks, a picture of a shovel, the gardener, a picture of a garden flag, and various plastic insects. We can talk about living and non-living things as we see them on our way home!



Interactive Reading

We listened to the *Any Way I Feel Poem* again today. The focus for this time was to repeat phrases from this newly learned poem, with our teacher's verbal prompting and encouragement. To help us remember the words, our teacher made up movements to go along with them. We listened and watched the first time and then we followed the movements and said some of the words during the second reading. Activities like this strengthen our phonological awareness, which sets the stage for decoding, blending, and, eventually, word reading!



Language & Literacy

Acting out the Three Little Pigs was an exciting creative experience! The objective of this activity was for us to retell a repeated event from a recent story, with verbal prompting and encouragement, using props or costumes that mirror the story characters. This activity required us to work together and take turns being the wolf or one of the three little pigs, as well as coordinating to tell the story. Ask me which role I liked playing when we reenacted the story of the Three Little Pigs!

STEAM

Demonstrating scientific inquiry skills was extra enjoyable during the activity *Moving Bubbles*. I'm not sure how, but blowing bubbles is both calming and exciting! We blew bubbles, and then used cardstock paper to figure out how to make the bubbles move. Experimenting with the best way to move the bubbles without popping them with the cardstock was more of a challenge than it sounds like!



Physical Development

Let's Listen and Move gave us an opportunity to show our understanding of words used in songs following the actions. The song also lends itself to using logical sequences to make predictions about the next step because we heard sounds with the directions, and then just the sounds. We moved in many different ways, but the main goal was for us to practice hopping, plus attempt to gallop and slide from side to side, while participating in this movement song.

