



Preschool 3

Daily Learning Highlights

Week 38 | Day 1

STEAM

We played as we studied *How Trucks and Cars Move*.

We had so much fun exploring the concepts of motion and speed as we raced cars and trucks. While participating in this activity with our friends, we engaged in parallel and cooperative play. We took turns and followed directions while using language to communicate our needs. During this activity, we also used positional words as we experimented with the effect of slope on speed of objects. In addition, we began to observe how the force of gravity affects the objects around us.



Physical Development

Can you do what I do? It was so exciting to play *Follow the Leader* with our friends today! Playing this type of game gave us the opportunity to use our bodies to explore our environment, exercise our muscles and develop our gross motor skills. The objective of this experience was for us to use a combination of large muscles in our arms, hands, legs, and feet as we moved through the outdoor environment while playing the game. We also had to use our critical listening skills and focus our attention to get it right! Let's play "follow the leader" together at home!



Cognitive

Pool Noodle Engineering was fun and challenging!

The objective for this activity was for us to construct increasingly more complex structures with materials that offered a variety of movement and stability. It gave us a chance to be engineers and build with the materials that were provided to us. We were encouraged to use our imaginations and build whatever we wanted. Ask me about what I built with the pool noodles!



Language & Literacy

Our teacher read the book, "*School Bus*" today. This story gave us the chance to recognize and tell a story by using pictures in the book. We gained new vocabulary skills by finding and identifying different transportation vehicles, traffic signs, and community helpers. When we are read to, we gain new vocabulary and understanding of new concepts. We were also provided the opportunity to ask and answer questions about the story which develops our cognitive abilities.



Interactive Reading

I'm Going to be an Engineer is a wonderful book about two girls that want to grow up to be engineers. We learned about what an engineer is and some of the things they do in our community.

By listening to this story, we explore language through written text. This also helps us develop our comprehension of verbal communication through stories. Our teacher asked us questions during and after she read to develop our critical thinking skills.

Don't forget to pause to ask questions when we read at home too!



Preschool 3

Daily Learning Highlights

Week 38 | Day 2

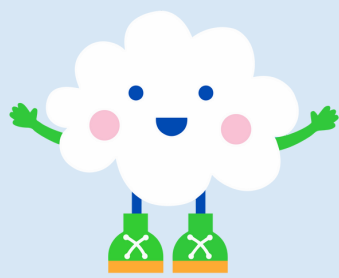


Cognitive

We continued to hone our prediction skills during our *Weight Comparison* activity. During this activity we used our cognitive and prediction skills to guess which item weighs more. As we worked together with our friends and teachers, we learned to support our friends' predictions. We learned to expand our thoughts as we answered open ended questions regarding comparison and prediction and how it applies to weight of objects. We used new and expanded vocabulary as we drew conclusions based on fact and evidence.

STEAM

Our *Lava Lamp Experiment* was groovy (as they said in the 1960's)! We enjoyed engaging in a playful learning activity with our teacher and friends, as we experimented with different liquids and learned how they interacted with each other. During this experience, we performed simple fine motor skills to manipulate tools, such as pipettes. This gave us the chance to experiment, observe, and analyze the best method to complete this task. While participating in this activity, we observed the reaction of three liquids, water, oil, and food coloring, combined in the same container.



Language & Literacy

We sang the Song: "*Five Frogs*" by Anna Moo, and I pretended to be a frog. The objective of this activity was for us to show understanding of words used in the song by following the actions in the correct context during play. Five of us sat on a log (it was really a rolled up blanket) and one by one we hopped away as we counted down from five to zero! We learned that "zero" means "none" because there were no frogs left on the "log" when we were finished singing!



Interactive Reading

Revisiting the story *Pete the Cat and His White Shoes* was a great opportunity to see what we remembered about this fun book! The goal for this experience was for us to take a 'picture walk' through a previously read book to recall important events. We also reenacted the story by pretending to walk like Pete the Cat and step in all of the different things he stepped in, such as blueberries, mud, and water. Did we cry? Goodness no! We kept walking along and singing our song!



Physical Development

We learned through movement while *Shape Jumping*. This activity will provide children the opportunity to use perceptual information to guide motions and interactions with objects and other people. The focus was for us to use a combination of the large muscles in our arms, legs, hands and feet to jump from shape to shape and perform a variety of movements. During this activity we demonstrated competence and maintained focus to jump forward with two feet.



Preschool 3

Daily Learning Highlights

Week 38 | Day 3

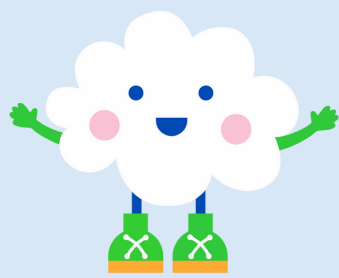
STEAM

We had messy fun during our *Explorations with Sand, Dirt, and Mud*. We explored the different properties of mud, sand, and soil and used the associated vocabulary to describe the properties we discovered. We said and heard words such as wet, cold, rocky, hard, soft, grainy, and slippery. Using these words while feeling the sensations helps us to solidify our learning. We also used tools such as measuring cups and spoons as we measured, mixed, and made observations of the different substances.



Physical Development

Can you *Make the Ball Move*? I can - and I did! The objective of this activity was for us to roll, bounce, throw, kick, and/or catch a large ball with a friend, with 75% accuracy. Our teacher encouraged us to decide how we wanted to move the ball, so we discussed it with each other and agreed on it. Play fosters healthy social skills development by combining the logical and creative areas of our brains. This play based activity provided us the opportunity to engage in cooperative play and learning with our peers.



Interactive Reading

We learned that both alligators and crocodiles are known as crocodilians during the activity called *Crocodilian Moves*. The goal for this experience was for us to use pictures on the book's cover to identify the main idea and participate in a picture walk about crocodilians. A picture walk is when we look at the pictures of the book, but only read some of the words. We learned about the similarities and differences between crocodiles and alligators. Let's talk about crocodilians together!



Cognitive

We identified the elements of a habitat for an animal we observed and then wrote and drew about their observations during the activity titled *Author's Corner: The Author Writes the Words*. Providing us with explicit instruction on writing-utensil grip fosters autonomy. This experience supported our opportunity to build confidence and independence as we followed directions and created our own book in the "Author's Corner".



Language & Literacy

Working on *Sequencing* the story "*Pete the Cat: I Love My White Shoes*," by Eric Litwin was another fun way to tell the story that we've been working with this week. With our teacher's verbal prompting and encouragement, we retold an event from a recently read story using story props and identify the middle of the story. Having a solid understanding of the beginning, middle, and end of the story helps us build our story comprehension skills.



Preschool 3

Daily Learning Highlights

Week 38 | Day 4

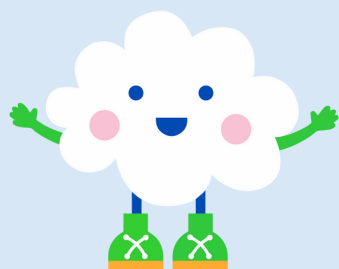


Interactive Reading

We looked at the book “Alligators and Crocodiles: Part of National Geographic Kids: Level 2” by Laura Marsh, once again, during our activity named *One by One: Making Words Come Alive*. The focus for this experience was for us to look at the pictures of a nonfiction book with intention and demonstrate the difference between a word and a picture as they identify both features. This interactive activity provided us with the opportunity to follow directions and engage with our peers for a sustained period of time.

STEAM

During *Day 2 of Exploring Mud, Sand, and Soil* we took on the challenge of separating the sand from the soil using some new scientific tools. We had slotted spoons, sifters, and shovels to help us do the job at hand. We used our fine motor muscles as we demonstrated our knowledge related to the dynamic properties of the earth and sky. The objective of this experience was for us to explore the different properties of mud, sand, and soil and use the associated vocabulary to describe the properties. Our teacher used ‘I wonder’ questions to help us focus on using words such as wet, cold, slippery, hard, soft, and/or grainy.



Physical Development

Have you ever made *Banana Roll-Ups*? This food experience had a two-step preparation. After washing our hands and seeing the ingredients, we brainstormed possibilities for what we would do to make our snack. Next, we spread sun butter on our tortilla and then put the banana on top. Then we rolled up the tortilla to wrap around the banana and we had a banana roll-up. Finally, we ate it! Maybe we can make banana roll-ups together at home!



Language & Literacy

We showed understanding for words used in conversations and songs by providing a synonym for the word and we did the *Alligator Stomp*! A synonym is a word which means the same or is similar to another word. We discussed other words for the words jaw, chomp, and stomp, which are all words heard in the song Alligator Stomp. We are growing our vocabulary and having fun along the way!



Cognitive

We played *Bug Math Games* using plastic insect toys. With our teacher’s support, we learned to identify two sets of objects as equal or not equal. As we engaged in peer groups, we were improving social skills and sharpening our communication skills. This experience provided us the opportunity to use mathematical thinking and effective language when responding to questions from our teacher.



Preschool 3

Daily Learning Highlights

Week 38 | Day 5



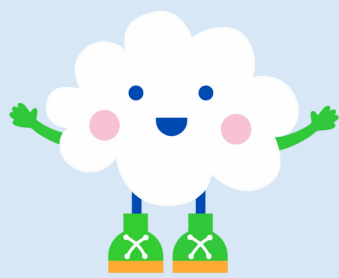
Cognitive

We had to use our critical thinking skills when *Finding Fabulous Four*. We had some manipulatives, in different sizes and colors and we had to sort them by one single attribute into four groups. Sorting by a single attribute helps us understand how to focus on one thing at a time. Our listening skills were augmented as we focused on the explanation of the task at hand. Sorting is a great way for us to develop our mathematical skills by categorizing and counting objects. It also grew our confidence and ability to sort, and it is something that we will continue to develop.



Interactive Reading

After listening to our teacher read the *Book: "Inventor Ninja,"* by Mary Nihn, we got to work on designing an invention to solve a problem. The objective of this activity was for us to add details to our drawings to more accurately convey our idea of an invention that can help us to reach high objects in the classroom. This also gave us the opportunity to gain new vocabulary as well as an understanding of new concepts such as print and the narrative structure. We also develop self-expression when asked to share our opinions and ideas.



STEAM

Messy science was on order during the activity called *Exploding Mud Art Part 1*.

The purpose of this experience was for us to investigate the result of adding water to soil as we created exploding mud art. We mixed soil and water to make "mud soup", and put it in an empty Mini M and M container along with an Alka-Seltzer tablet and closed it. We set the container on top of a piece of white paper and waited. BOOM! The container exploded and I had messy mud art!



Physical Development

During the activity *Get Well Soon*, we acknowledged the physical and/or emotional signs of feeling unwell, and began to communicate specific needs related to being unwell or injured, after watching a short video. The video was a song about a few children that were sick with different symptoms and what they planned to do to get better. We related what we saw in the video with the times that we were sick, and who at home helped us.



Language & Literacy

We worked on learning how to be a good listener when others are speaking during the activity called *Tell Me a Story*. Our teacher reminded us that we needed to turn on our ears and have our eyes on the storyteller so that we could be good listeners as others told their story. We practiced active listening skills such as listening and staying focused on the speaker as they participate in telling a story. We each had the opportunity to tell a story, too!