



Preschool 3

Daily Learning Highlights

Week 39 | Day 1

STEAM

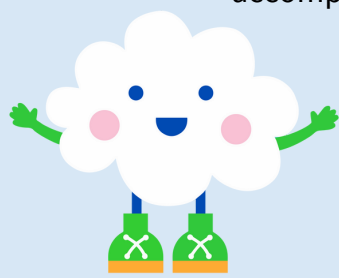
A naturalist is a scientist who studies things in the natural environment. A naturalist is very careful to look, listen, and even to notice smells while being very, very careful not to disturb anything; and we did that while *Searching for Spiders*. The objective of this experience was to investigate spiders and spider webs in the grass and bushes outside with our teacher's verbal prompting and encouragement. We used spray bottles to lightly spray mist on the bushes, so that we would be able to see any spider webs that wouldn't be visible without the tiny droplets of water clinging to them.

Did we find any? Ask me!



Cognitive

During the *Blueprint Making* activity, we were able to showcase our creativity. This hands-on experience allowed us to not only create a blueprint for a future structure-building activity but also provided us with the chance to observe and discuss visual artwork. By engaging in this activity, we were able to develop and strengthen our fine motor muscles as we held and manipulated the drawing materials. Additionally, as we planned and represented our thoughts in various ways, we displayed confidence and satisfaction in our own abilities. This led to a sense of pride in our accomplishments.



Physical Development

Oh no! There's *Bugs on a Parachute*! Oh yes, but they're just pretend bugs! We used a parachute and moved it up and down. We put crumpled up balls of paper on the parachute and pretended like they were bugs. We tried to keep the 'bugs' on the parachute while we moved the parachute up and down. The objective was for us to move our body in different directions, with a visual model and minimal verbal prompting from our teacher.



Interactive Reading

During the activity called *Character Actions*, we brought the beloved characters from a cherished story to life. The main goal of this activity was to use detailed sentences and visual aids to respond to questions about important moments in the book "The Very Hungry Caterpillar" by Eric Carle. Following the reading session, our teacher encouraged us to use props and engage in dramatic play to create our own stories inspired by the book. These stories could either be related to specific events in the story or demonstrate our understanding of butterflies, including their life cycle.



Language & Literacy

The purpose of *All About Your Weekend* was for us to look back on our family activities and share them with our classmates. By having photos from home, we were able to practice using the right words to talk about our immediate family and describe our personal experiences with specific details. Participating in peer groups helps us enhance our social skills and refine our communication abilities. This activity allowed us to practice effective communication by responding to the teacher-led discussion.



Preschool 3

Daily Learning Highlights

Week 39 | Day 2



Cognitive

Throughout this school year, our focus has been on exploring various styles of music known as genres.

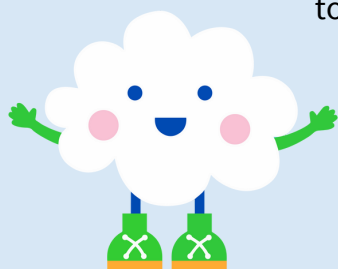
One genre we delved into was *Alternative Rock*, exemplified by the song "1234" by Feist. Through this exploration, we discovered that Alternative

Rock encompasses any form of rock music that diverges from the mainstream, yet still incorporates elements such as drums, electric guitar, and bass guitar. The purpose of this activity was to express our personal preferences for different music genres using both words and gestures. Following the song, we engaged in a voting process by selecting a stick labeled with our own names. This allowed us to express our approval by voting 'yes' and sharing our admiration for the song and its genre, or alternatively, voting 'no' and suggesting a song or genre we would like to explore in the future



Language & Literacy

I identified and proceeded to create the letters of my name using *Wikki Stix*. This fun activity allowed us to engage in a hands-on experience while learning the letters in our names. Utilizing Wikki Stix, which is a flexible wax sticks, to shape the letters not only enhanced our fine motor skills but also allowed us to actively manipulate materials and craft our own names using enjoyable artistic tools.



Interactive Reading

The activity named *Grouchy Encounters: Retelling Story Events* proved to be an excellent method for showcasing our understanding of the story. The objective was to recount a specific event from a story we had recently read, using props that represented the characters in the story. While reading the story, we observed that the grouchy lady encountered a yellow jacket, a whale, and various other animals, with each animal growing larger as the story progressed. To retell our favorite story events, we utilized finger puppets and other props to portray the characters from the story.

STEAM

We used multiple senses to observe and explore the properties of mud while we transformed our exploding mud art into silly faces or funky animals during *Exploding Mud Art Part 2*. But first, we reflected on what we did during our exploding mud activity from last week. We decided what we wanted the mud splat we made last week to become with our new mud mixture. We were encouraged to share our opinions, ideas and preferences while we created our own unique art.



Physical Development

During the activity called *The Ants Go Marching*, we took on the role of ants. By using our senses and being aware of our bodies, we learned how to engage with people and objects. We also became familiar with the important landmarks in our classroom. Knowing where things are in our learning area helps us feel more comfortable and secure, which in turn helps us develop self-regulation skills.



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Daily Learning Highlights

Week 39 | Day 3



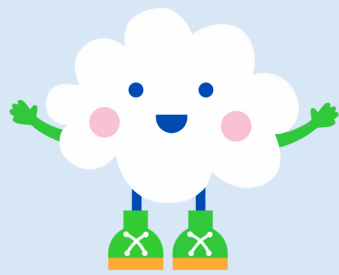
Interactive Reading

With the help of verbal cues and motivation, we took part in a book sharing activity called *Bug Books* with our classmates. During this activity, we highlighted and discussed events, characters, or settings that we found familiar, intriguing, or distinct. Our magnifying glasses were utilized to explore and talk about fascinating aspects we discovered in both nonfiction and fiction books about bugs. Through this experience of learning to share books, we also had the opportunity to practice resolving conflicts and reaching agreements with others, with the assistance of adults when necessary.



Cognitive

By utilizing our engineering skills, we embarked on the task of *Creating a House using Shapes*. This activity not only allowed us to collaborate and take turns, but also enhanced our ability to work harmoniously in the same environment. Through the use of different materials, we were able to showcase our individual creativity and self-expression while also developing fine-motor skills that require precise control and strength in small muscles. Additionally, engaging in conversations with our peers about the process of creating a house out of shapes enriched our vocabulary and communication skills.



STEAM

Hunting Bugs was a great opportunity to explore our outdoor learning environment in a different way. The objective of this experience was for us to begin to closely examine unique features of a variety of insects in the natural environment. Throughout the activity, the teacher asked questions such as, "Can you find a bug using the flashlight?" or "What do you notice about this bug?". These prompts helped us focus our attention, make connections, and engage in meaningful discussions about the bugs we found.



Physical Development

In a small group, we played a game while taking turns to move to the beat of a chant in the activity named, *Jump Out, Jump In*. The objective of this experience was for us to practice jumping for height and distance while doing the "Hula Hoop Chant". The chant is: "Jump out! Jump in! Now turn around again. Bend down, touch the ground. Stand up high, reach for the sky!" As we learned the words of the chant, we sang it for our friends and they took their turn. Some of us liked it so much, we asked to do it again!



Language & Literacy

"The Very Hungry Caterpillar" by Eric Carle - *Story Retell* was a different way for us to retell a recently read story using props that mirror the story. Our teacher used a puppet of The Very Hungry Caterpillar character to prompt us to tell what happened at the beginning, middle and end of the story. The caterpillar puppet went through the holes cut in the middle of pictures that represented those parts of the story. This experience provided an opportunity for each child to learn to participate successfully as a member of a small group, with adult support as needed.



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Daily Learning Highlights

Week 39 | Day 4



Language & Literacy

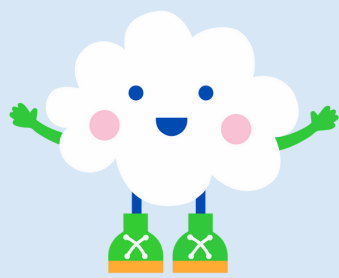
We engaged in a reading activity where we explored the concept of kindness by reading *Part 1* of *The Kindness Book*. During our discussion, we reflected on various acts of kindness, such as helping someone who has fallen down. Additionally, we shared our feelings about when someone is kind to us. The main objective of this activity was to encourage us to actively participate in meaningful conversations with both adults and peers while listening to the book and discussing the topic of kindness. By observing the positive impact our own acts of kindness have on others, we gained a deeper understanding of how our behavior towards others influences their reactions towards us.



Interactive Reading

We learned to respect our friend's choices during our *Let's Vote: Reading Edition* activity. Voting means choosing, and we all had the opportunity to vote for the book that we were going to listen to. Before we did that, we recalled what the stories were about, to help us make the most informed choice. When we were ready to vote, each of us took a turn to find the sticky note with our name on it and place on the chart underneath a picture of the book we chose.

Ask me which book won the vote!



Physical Development

We enjoyed exercising as we played a game called *Moving Over and Under!* We had to problem-solve and share strategies for completing each activity on the course as we demonstrated a sense of satisfaction in our own abilities. This gross motor group activity helped us learn to be good participants while we supported our classmates as they also completed each part of the game. Moving over and under the obstacles developed our large motor skills as we followed the rules and demonstrated our understanding of positional words.



Cognitive

What Can You Build in One Minute? That was the question our teacher asked as we were presented with a tray of 10 blocks. Using a one-minute timer, we continued to expand our understanding of different units of time as we explored what we could build with 10 blocks in one minute!

STEAM

We looked at pictures of the bugs we found during the bug hunt a couple of days ago and we thought '*What Do Insects Eat?*'. We brought wet and dry food such as: chunks of fruit and vegetables, lettuce, small pieces of bread, cookies, crackers etc., outside to see what would be eaten. The goal of this activity was for us to engage in the scientific practice of planning and carrying out investigations with adult modeling and support. Ask me about the results of our experiment!



Preschool 3

Daily Learning Highlights

Week 39 | Day 5

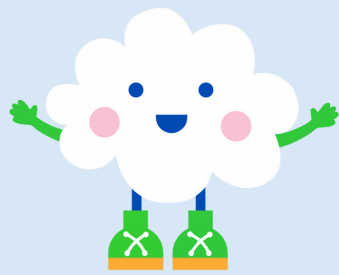
STEAM

We used our creative engineering skills to *Build a Bug*. We focused on beginning to compare and contrast individual features of various bugs while they design and build a bug, with adult modeling and support. First, we talked about the details of the bugs we found earlier in the week. Next, we chose from a wide variety of materials to create our own bug. We had pictures of the bugs we found, as a support. Small group activities of this sort provide opportunities for us to engage with our preferred friends, all of which contribute to developing our relationships. Ask me about the bug I created!



Language & Literacy

Imagine being outside one day and coming across a mysterious creature that no one has ever laid eyes on before. Take a moment to ponder what this peculiar being would look like. Picture its vibrant colors, envision its size, and contemplate the number of legs it might possess. These were the intriguing questions we explored during our engaging activity called *Inventing a New Creepy Crawler*. Equipped with an array of writing tools like washable markers, large crayons, and colored pencils, we were challenged to enhance our drawings with intricate details, ensuring our ideas, actions, and objects were accurately portrayed. Curious to know more about the creepy crawler I created? Feel free to ask!



Interactive Reading

We heard a book by the author and illustrator, Eric Carle called *The Very Busy Spider*. The objective of this activity was for us to change volume or pitch while repeating a familiar phrase from a story with adult modeling and verbal prompting. The sentence, 'She was very busy spinning her web' was repeated throughout most of the story. Many of us said 'She was very busy spinning her web' or 'very busy spinning her web' after our teacher said, 'She was...'. We truly enjoy being able to predict what comes next in the story!



Physical Development

Mother, May I Move Like a Creepy Crawler? That's both the name of the game we played, as well as a great description of what we did! We played the traditional 'Mother May I' game with a twist; we only asked to move like various bugs and insects! The focus for this lesson was for us to use a combination of large muscles in the arms, hands, legs, and feet to move as we played. Some of us "flew" like dragonflies, while others took fleas jumps forward. We giggled as we played and had fun!



Cognitive

Counting and drawing in shaving cream provided a sensory-filled and enjoyable experience. To start, we spread the shaving cream on the table in front of us. Then, we took turns spinning the spinner, eagerly waiting to see which number it would land on. Excitement filled the air as we used our fingers to draw the corresponding number of creepy crawlers in the shaving cream. Overall, this activity was a blast!