



Preschool 3

Daily Learning Highlights

Week 41 | Day 1

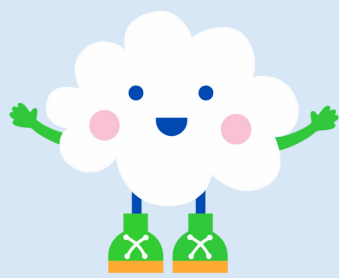


Physical Development

Playing with the colorful and bouncy playground balls was an absolute delight during our exciting *Bounce the Ball to a Friend* activity. The joy of engaging in cooperative play with our friends is amplified as we utilize perceptual information to guide our every motion and interaction with objects. The act of bouncing the ball not only brings immense fun but also aids in the development of our gross motor skills and fosters perseverance. As we followed cues and prompts, we gradually grasped the underlying strategies of the game, enhancing our understanding and anticipation.

STEAM

Wet Towel Squeezing was an exciting and engaging sensory experience that aimed to involve us in a straightforward experiment. The main goal was to determine the amount of water we could extract from different towel materials, with minimal verbal guidance. Initially, we examined and characterized the diverse textures of the towels. Subsequently, we made predictions regarding which type would retain the greatest amount of water. We then proceeded to immerse the towels in water and carefully analyzed and discussed our discoveries. Feel free to inquire about which towel demonstrated the highest water-holding capacity!



Cognitive

We observed how weather changes soil over time during the activity, *Stop the Erosion!* Our teacher made a small hill of soil and modeled what happens when rain falls on a hill. Then we saw and discussed what happens when it rains even harder. Next, we placed pants and grass on the hill and saw the difference in how rain affects the grass and plant covered hill. Ask me about the results of the erosion experiment!



Interactive Reading

During storytime today, we demonstrated comprehension by consistently answering factual questions about attributes of shapes during an interactive read aloud of the book, *Mouse Shapes*. We named and discussed the shapes we saw in the book, as well as the pictures created by the mice as they joined shapes together. Did you know that when you put a triangle on top of a square, it looks like a house?



Language & Literacy

We went on a *Letter Search!* We were tasked with using tools such as sifters and shovels to find foam letters in the dry rice sensory bin. While respecting the personal space of our peers, we found letters in our own name, and the names of friends. We talked about the letters we found and who we know that has those letters in their name. Activities such as this allow us to demonstrate our increasing knowledge of the alphabet in fun and engaging ways.



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Daily Learning Highlights

Week 41 | Day 2

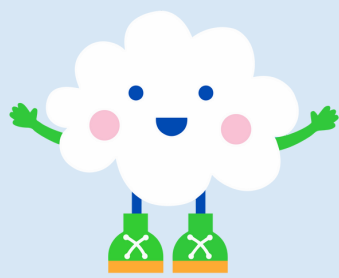
STEAM

Have you ever seen *Invisible Ink*? We have! The goal for this experience was for us to pair sentences and gestures to talk about the objects seen during observations, with minimal verbal prompting from our teacher. First, we used diluted lemon juice to make marks on the paper to write a “secret message.” Next, we took it outside and noticed that the sky was blue and had clouds and the sun. We put our papers down in the sunlight while we played. At the end of playground time we saw and discussed the changes on our paper. Our invisible ink was visible!



Physical Development

Participating in easel painting has revealed that *Everyone is an Artist*. This enjoyable activity grants us the liberty to depict anything our minds can conceive, whether it be mesmerizing rainbows, delicate flowers, speedy cars, or abstract patterns. Engaging in this creative process not only enhances our comprehension and learning but also enables us to delve into the world of paint and art. Moreover, by painting, we have strengthened the muscles in our arms and hands while honing our precision and coordination skills.



Interactive Reading

Today we listened to our teacher read another *Mo Willems* book “*Waiting is Not Easy!*” The focus of this experience was for us to use expanded sentences and picture support to correctly answer most questions about the story events and characters. Before reading, we activated our prior knowledge to think about a time when we had to wait for something. Next we listened to what Elephant and Piggy had to wait for. We noticed their facial expressions and discussed their feelings. Waiting is hard!!



Language & Literacy

Rockin’ Our Numbers at Different Speeds had us singing both slow and fast! The goal was for us to change the speed of the rhythm while repeating phrases from familiar songs, with verbal cues. We also used our math skills to count to 10. We discussed which way we preferred this rock and roll beat. Ask me which I liked the best!



Cognitive

During the *Using Shapes to Create a Flower* activity today, we focused on the importance of teamwork and cooperation. By taking turns and working together in the same space, we learned how to effectively use various shapes to construct a beautiful flower. This hands-on experience allowed us to express our individual creativity and showcase our fine-motor skills, as we carefully manipulated materials to create unique pieces of art.



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Daily Learning Highlights

Week 41 | Day 3

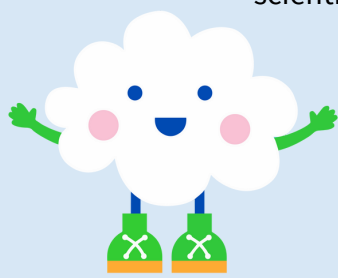


Cognitive

During the activity called *Percussion: STOMP*, we had the opportunity to immerse ourselves in the captivating world of percussion. Inspired by the renowned junk band, STOMP, we watched a video that showcased their incredible talent and creativity. We couldn't help but feel a sense of connection as we remembered our own experience of forming a 'junk band' last week. With the video as our guide, we shifted our body movements to synchronize with the changing beats and rhythms. The activity not only allowed us to appreciate the artistry of the STOMP performers but also served as a reminder of our own creativity and potential.

STEAM

In our recent experiment, *Comparing the Weight of Two Items*, we were given the chance to explore the functionality of a balance scale, enhancing our comprehension of weight. Through this hands-on experience, we carefully observed and described a visible occurrence, further deepening our understanding of using the scale effectively. Moreover, this experiment enabled us to develop comparative vocabulary, distinguishing between concepts like more, less, heavier, and lighter. By engaging in such experiments, we are encouraged to explore and are introduced to the fundamental principles of the scientific process.



Physical Development

We used our egg shakers as we moved and grooved to the *Rock Music* song “*La Bamba*.” The focus for this musical experience was for us to move easily around the music area without running into people and/or objects as we danced and played shakers with peers.

After dancing and singing, we discussed what we liked (or disliked) about the song, how it made us feel, and Rock Music, in general. Most of us really like Rock Music!



Interactive Reading

We revisited the book, “*Lots of Feelings*,” by Shelley Rotner and worked on accurately pairing gestures and actions with verbal communication of our wants and needs. This supported me in *Sharing My Feelings*; as I came to understand the emotions that the children in the pictures were feeling. I had the opportunity to talk about times when I felt that way. Recognizing the feelings of others, and connecting that to our own feelings helps us learn empathy.



Language & Literacy

We concentrated on repeating phrases from a newly learned call and response song, with minimal verbal prompting. The *Traditional Song*: “*No More Ple*” by Ella Jenkins. We develop early phonological awareness with activities such as this. Phonemic awareness is the ability to identify and manipulate individual sounds (phonemes) in spoken words. We learn and grow when we don't even realize it!



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Daily Learning Highlights

Week 41 | Day 4

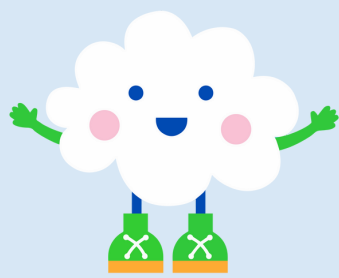
STEAM

Find the Tools proved to be an engaging and stimulating task of hide-and-seek. Our main goal was to communicate through gestures and complete sentences, discussing the purpose and functionality of different tools while we delved into the world of common household objects. Excitement filled the air as we uncovered and utilized a wide range of tools, including funnels, shovels, scoops, measuring cups, and whisks. This activity not only showcased our scientific inquiry abilities, but also put our problem-solving skills to the test.



Language & Literacy

We sang and moved our bodies to *We're Going on a Bear Hunt!* It was challenging but so much fun to follow multi-step directions as we acted out this action song. We had to demonstrate impulse control as we engaged in group play in a structured, physical activity. This activity also provided us with the opportunity to follow directions in a fun and engaging song while simulating various emotions from fearful, to brave. As we moved our bodies in response to the words of the song, we followed different directional phrases such as over and under.



Physical Development

During the activity called *Cover Your Sneeze*, we sang a silly song called, "Cover Your Nose," to the tune of "If You're Happy and You Know It." This was a great reminder of how to sneeze without spreading germs. We enjoyed a song together with our friends while we remembered the words to the song. Singing along, and following the directions for the movements led by our teacher helps us increase our self-control skills. We increased our understanding of illness and the vocabulary associated with sickness as we sang.

Ask me if I can sing the song for you!



Interactive Reading

We listened to our teacher read the book, *The Wonderful Things You Will Be*, during the small group storytime. After the story, we chose a book to read to a doll. By selecting a buddy and a book, we begin to show an emerging sense of independence in our own choices which supports the development of self-awareness. The objective of this experience was for us to use pictures that mirror story events to retell a familiar story. This supported us in demonstrating our awareness of print concept, which is an important precursor to being able to read.



Cognitive

How Many? We increased our number sense skills as we used subitizing cards to count up to 4 objects. This activity provided us with the opportunity to follow multi-step directions with support using prior knowledge of subitizing to build new knowledge. We also demonstrated spatial awareness, listen, and follow directions, and subitize gaining understanding of the relationship between numerals and sets of objects..



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Daily Learning Highlights

Week 41 | Day 5

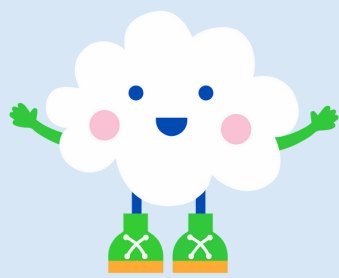


Interactive Reading

Today we read the Book: “*Up in the Garden and Down in the Dirt*” during *Whole Group Story* with our teacher. This activity will provide children the opportunity to gain new vocabulary as well as an understanding of new concepts such as print and the narrative structure. Children bond with their teacher and friends through supportive interactions while reading stories together. This activity provides children with the opportunity to listen to stories read aloud and show understanding through body language or by answering questions. Children ask and answer questions about a book that was read aloud providing them with the opportunity to increase positive feelings about themselves.

STEAM

Fizzy Oobleck was an interesting experiment! With adult modeling and encouragement, we used words and gestures to talk about cause and effect events observed in our learning environment. We used our prior knowledge of oobleck to build new knowledge of adding different substances. We also learned that when baking soda meets the vinegar, we get a chemical reaction. The chemical reaction releases a gas called carbon dioxide. The carbon dioxide is in the bubbles that fizz and pop making fizzy oobleck! Science is fun!



Language & Literacy

We reread the book *If You Give A Mouse A Cookie* today. Revisiting stories provides us the opportunity to learn about the structure of a story as we are able to recount different parts from memory. We were also able to work on our social skills as we worked together to recount specific details and answer questions about the story. Waiting our turn to speak, paying attention to the person speaking, and speaking at an appropriate volume for the group are all skills we work on during activities like this.



Cognitive

We danced and sang to the *Rock Music* song, “*Splish Splash*.” We moved our bodies in different ways with minimal need for verbal prompting or visual models while learning to dance the Twist. We had to use perceptual information to guide our motions and interactions with the objects around us and our friends, as we danced. Dancing with peers helps us develop our social skills while we learn new moves and respond to changes in music.



Physical Development

We danced and sang to *Rock Music*: “*Splish Splash*.” We had to use perceptual information to guide our motions and interactions with the objects around us and our friends. As we participated in dancing, we worked on maintaining our balance and coordination. Dancing with peers helps us develop our social skills while we learn new moves and respond to changes in music.