

Preschool Daily Learning Story

Building Blocks Preschool

May 17, 2017

Today we went on a Nature Walk in small groups. As each group arrived at the pond, we stopped to talk about what we noticed. Ayden commented on all the *skater bugs* that were gliding on top of the water. A teacher explained that they are called water striders. Owen was curious how the bugs were able to move



on top of the water without falling in. After thinking for a few minutes he said, "*Maybe they are just going super doper fast.*"

Some of the groups went down to the stream after walking across the bridge. There they were very surprised to see a large dark colored fish swimming in the shallow water. They observed the fish navigate the sticks and rocks as it seemed to be trying to travel further down the stream. Several of the children later drew the fish in their nature journal.

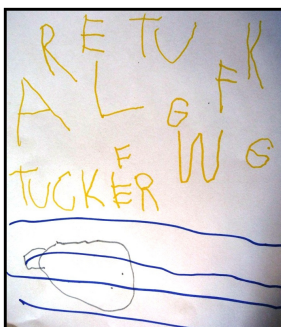
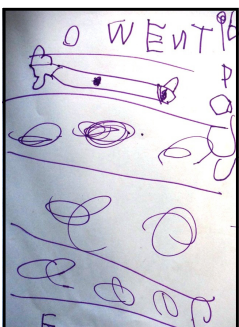


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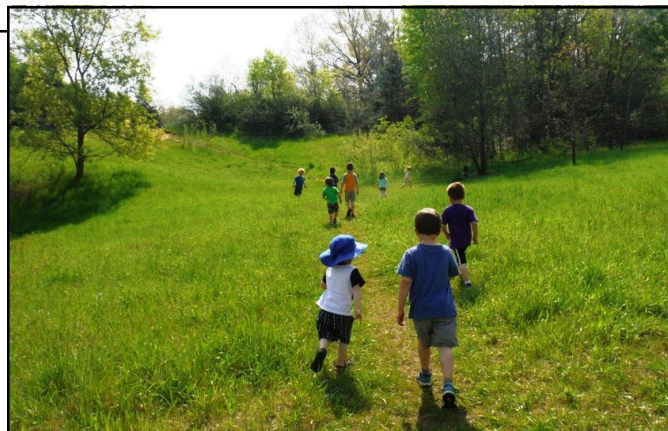


Brynn M. added stripes on her drawing and said, "*This is the BIG fish!*"





As we walked through the path where the golden rods grow, we stopped to look closely at the grass for signs of new plant growth. A teacher pointed out the green leaves of the golden rod plant and explained that thought out the Summer, they will grow to be as tall as some of our tallest preschoolers. After walking down the path, the children ran to the top of the big hill and



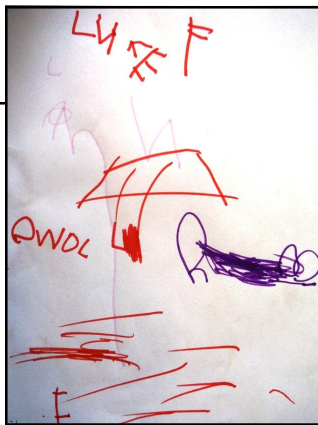
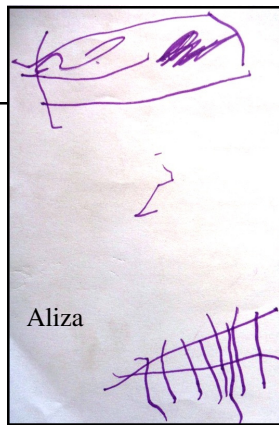
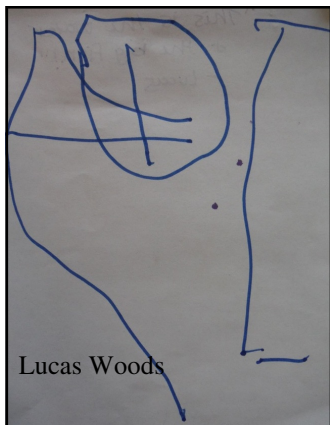
dug in the soft sand.

At the bottom of the hill, several children began climbing the lower branches of the tree. Tree climbing strengthens muscles in the wrist, arm, and shoulder. Building these

muscles will help with writing skills.

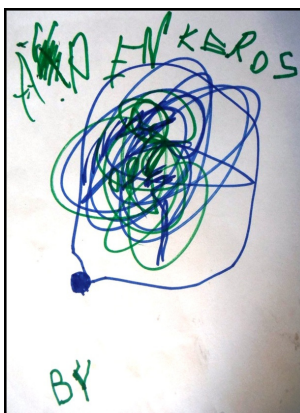
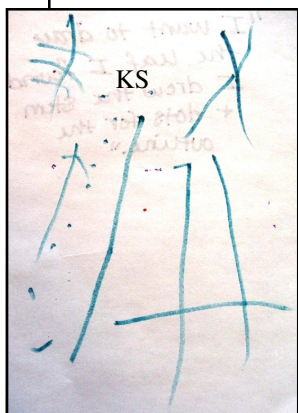
At one point, Aliza tried to climb up on the bottom branch. Oliver was nearby, and after hearing her frustration, offered to help. First he tried to lift her up onto the branch. When he wasn't able to do so, a teacher suggested that he show her how. Aliza stayed next to the tree and Oliver stood next to her and demonstrated how he lifts his leg to kneel on the branch. Aliza tried a few times and then decided to just swing on the branch.





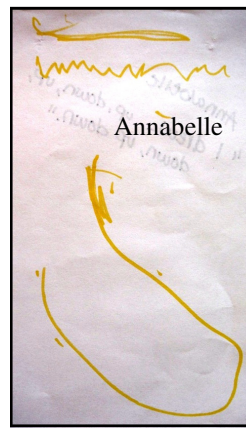
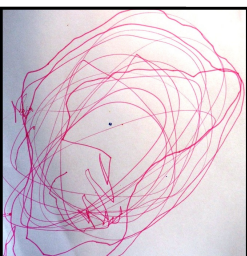
Throughout the morning, the children were invited to write in their nature journals. After they are finished drawing, they label it with a describing word. Because the children are all at different stages of development, some of the words are written by adding the lines and

shapes, or letters they know. Others are able to write some of the sounds they hear, typically the beginning and ending sounds first. Lucas Woods said, ***"This is the water and the big fish!"*** Aliza said, ***"This is the big fish and some white stuff."*** Luke explained that he drew the bridge, the stream below it with the fish stuck in the water. When Kate sat down she said, ***"I want to***



draw the leaf I found." She added, ***"I drew the stem and dots for the outline."*** Annabelle said, ***"I drew up, down, up, down, up, down."*** Ayden explained that he drew the water skater bugs he saw on top of the pond. He wrote the beginning sound he heard in the word bug. Mia said, ***"I made 2 fish. One is a Mommy and one is a Daddy."*** She added,

"And I made the tall grass." Veronica explained that she drew her friends on ***the big mountain*** (the big hill). Isaac was very proud to show his friends a new drawing technique. He put three markers together and drew vertical and horizontal lines. Ethan C. explained that he was drawing a duck that lives in the water.





Megan B. spent some time with a small group of children that wanted to play inside a large leafy bush. Some of the children have begun to call this place “our secret fort”. Ms. Megan B. pointed out that there has been a lot of new growth in this bush compared to earlier in the Spring. Some of the children began to compare it to a jungle. Kate explained that she was a panda bear eating bamboo. Rhys pre-

tended to be a tiger eating meat. Gavin said to Mae, ***“We’re in the jungle.”*** Mae replied, ***“Roar goes the tiger.”*** Oliver said, ***“I’m a cheetah. I***

wanna be a zoo keeper. I take care of the animals.” Oliver looked at Shaun and said, ***“You can be monkey.”***

Later in the morning Mae said, ***“Oh Gavin! You got us through the thick jungle where we’ve been before.***

How did you do that?”

Gavin replied, ***“I just went forward. We’ve***

been here before all the time. Oh! Here comes a bear!” Mae then began to roar with her

hands up. Greta and Kate pretended to be on a camping trip. Greta explained that she was gathering wood for the camp fire. The play that has the most profound effect on language and literacy development is dramatic play. Children need uninterrupted time to plan their play, to negotiate roles with each other, to choose or make props, and finally, to carry out their play ideas.

