

Preschool Daily Learning Story

Building Blocks Preschool

October 8th , 2020



This morning we stopped to take a look at the pond and observe any changes we may have noticed. Many of the children noted the changes in color of the trees, as well as the lily pads floating on top of the water. We saw leaves turning yellow, orange, and red. Sawyer also spotted a Turkey Vulture flying above us. As we watched it for a few moments we counted three Turkey Vultures flying near each other. We continued on our walk, over the bridge and through the Golden Rod path. As we got to the Big Hill, the



children all ran to the top before choosing where they would like to start their morning on the hill. At the top of the Big Hill is the jumping spot where many friends enjoy spending their time. After getting a running start, the children launch themselves into the soft sand below. Children need daily opportunities to take reasonable risks and challenges in order to develop into strong and capable children. A reasonable risk is any action, activity, or behavior that starts with careful consideration and results in taking a leap toward the edge of safety or danger. Reasonable risk taking allows children to gain confidence, improve strength and awareness, and practice independent thinking and self reflection.





At the top of the hill, Benjamin discovered a cricket hopping in the sand. With the help of a teacher he was able to catch the cricket in one of our bug catchers. Benjamin walked it around nature walk area to show

all of his friends what he had found. A little later in the morning, Ambrose found a toad in the sand as well! Ambrose immediately picked it up and gently held it in his hands. Ambrose held onto it to show his friends nearby and offered to let them touch the toads back if they were interested. The toad was released back into the hole in the sand it had been found in, and Grayson spent a few moments observing it. Grayson wondered

what the toad was going to do next and if it was going to hop away. Ms. Megan let him know that toads like to bury themselves in the sand to hibernate for the winter. Grayson said, "It's going to be a snowy frog if it comes out in the winter!"



At the bottom of the hill, some of the children hunted



for leaves using a picture guide to help them identify which leaves they were finding. Some of the children worked to find all of the different colors of leaves present of the guide,

while others



looked for the shape. As Paulena searched, she came across a plant with green leaves near the golden rod path. Paulena picked up a small piece of the leaf she found nearby and noted that the leaf was very soft and fuzzy. Her teacher identified the plant as Lambs Ear.



Many of the children spent time gathering and sorting some of the fallen leaves while on our nature walk.

The children would search through the tall grasses to find a leaf that they found interesting. They brought the leaf over to show Ms. Jamie and then the child would identify what color it was and place it on the corresponding colored paper. As the children are touching the leaves they are using what is called their Tactile sense. Children will



develop a better understanding of texture, pressure, temperature and pain. We interpret our world through our hands, our feet, our skin, and our entire body, making tactile sensory experiences a very important component of the learning process. Leaf play is an excellent way for children to feel the various textures of smooth, rough, soft and crunchy. As children carry leaves from one area to another, they will test their ability to gauge how hard or soft they need to grip the leaves.

While the children are sorting the leaves they have found, they are practicing early math skills. This involves identifying and comparing size, color and texture differences. As they matched the leaves some of the children would practice counting the amount of leaves that were on each color. Children need to be able to have an understanding of these early math skills before they move to more advanced skills, such as recognizing written numbers and even counting.



On the blanket, many of the children spent time drawing a Nature Journal. The leaves quickly became the main focus of many of their drawings and some of the children chose to trace one of the leaves they collected.



Emma traced a leaf and then colored it red. She said, "It's a girl!" and she drew a face on it. Next she used a small leaf to make a leaf baby and then a boy.



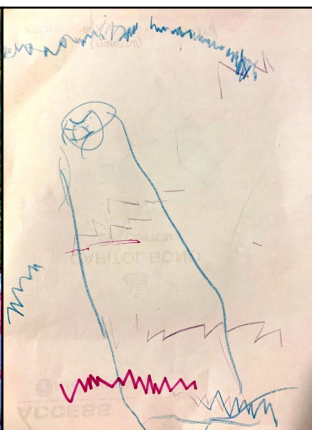
Hazel was very quiet while she was drawing. She started by coloring very quickly using a brown marker. Around the outside of the brown she used purple, drawing a U shape over and over again. When she was finished she wrote her name on her paper with out any assistance and said, "This is my leaf."



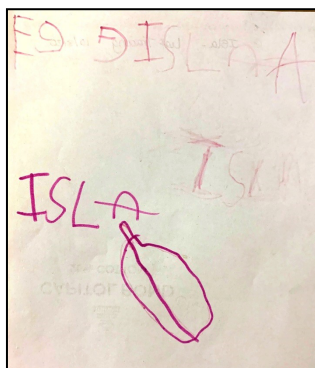
Briana was excited to spend time tracing the leaf she collected. She traced the outside of the leaf and drew lines inside it to represent the veins. She colored each section of the leaf a different color and said, "This leaf is a girl and I want to make a boy, then write Girl and Boy on my paper." She wrote her name without any teachers assistance. Next she traced another leaf to represent the boy. Briana worked with a teacher to sound out the words Girl and Boy and identify the letters. She was able to identify the B, R and L sound on her own. Next she wrote the letters she was familiar with underneath to represent the word 'Love'.



Makena spent a lot of the nature walk drawing pictures on the blanket. The first picture she drew she started by making squiggly lines on the top of the paper and on the bottom to represent words. She drew a person in the middle and said, "This is a picture of you (Ms. Jamie). I made it."

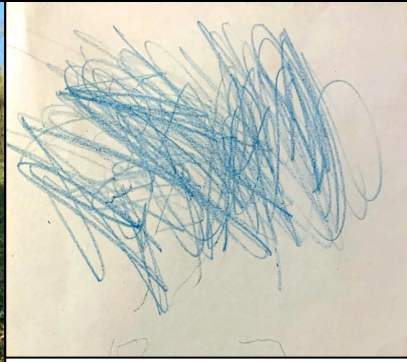


Isla started by collecting leaves and sorting them by color. Next she grabbed



a small piece of the Lambs Ear leaf and traced it on her paper. She lifted the leaf up and drew a line down the center to represent the vein. Isla wrote her name on her paper twice. She also spent some time showing Briana how to write some of her letters.





Throughout our time at the hill, Ruby would bring a leaf over the sort. At the end of the morning she expressed that she wanted to draw a picture from our nature walk. She searched for a blue colored pencil and began to draw saying, "This is the pond."

Liam was excited to have the opportunity to trace a leaf again today. He found a leaf next to the blanket and placed it on his paper. He made a few marks around the leaf and then re-

removed the leaf to continue adding color to his paper. He chose to use red to resemble the first leaf he found and blue for the second leaf.



Penelope found multiple leaves this morning. After she was done collecting leaves she traced them on her paper. Penelope traced all of the leaves first and then chose to add color to them. She described one of her leaves as she was drawing by saying, "This leaf is a rainbow leaf".

Ayla enjoyed journaling. As she was drawing her first picture she said, "Look at my excavator!" She continued to draw many pictures on her page a few being a tiger, leaf and a frog.

