

<h1>Day 1</h1>	Topic(s) Foundation(s)			
	<ul style="list-style-type: none"> ● Theme: Animals ● Shape: Rhombus ● Number: 10 ● Color: Black ● Letter: Dd 		<p>ELA.2.4 Demonstrate Comprehension</p>	
Indicators				
	Young Toddler (1s)	Older Toddler (2s)	Younger Preschool (3s)	Older Preschool (4s)
<p>Show preference for familiar stories.</p> <p>With adult support, respond to simple questions about a story</p>	<p>Show preference for familiar stories and report phrases of the story</p> <p>Answer simple questions about a story</p> <p>Tell a story from picture in a book</p>	Respond and interact with stories.		
		Answer Questions about a story		
		Retell familiar stories with adult support.	Retell familiar stories	

Activities

READ ALOUD

Today we will be reading [Select a book that matches this weeks theme]

Remind students to remember the characters, what they do and say, and details about the plot of the story, because you will be asking questions later.

Read the story then give each student a paper and have them draw what they remember about the book. Remind them that their picture should only match the details that happened in the story.

Resources and Materials

[Title of Book]

NAEYC Standards**Language Supports**

<h1>Day 2</h1>	Topic(s) Foundation(s)															
	<ul style="list-style-type: none"> ● Theme: Animals ● Shape: Rhombus ● Number: 10 ● Color: Black ● Letter: Dd 		ELA.2.2 Demonstrate Phonological Awareness													
Indicators	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 25%;">Young Toddler (1s)</th> <th style="width: 25%;">Older Toddler (2s)</th> <th style="width: 25%;">Younger Preschool (3s)</th> <th style="width: 25%;">Older Preschool (4s)</th> </tr> </thead> <tbody> <tr> <td colspan="2" rowspan="3" style="text-align: center; vertical-align: middle;"> Distinguish between words that contain similar-sounding phonemes (pig-jig, cat- mat) Begin to engage in word and sound play with adults. </td> <td colspan="2" style="text-align: center;"> Demonstrate basic knowledge of letter-sound correspondence </td> </tr> <tr> <td colspan="2" style="text-align: center;"> Engage in rhyming games and songs; can complete a familiar rhyme </td> </tr> <tr> <td style="text-align: center;"> Demonstrate awareness of sounds as separate units </td> <td style="text-align: center;"> Isolate the initial sound in some words. </td> </tr> </tbody> </table>				Young Toddler (1s)	Older Toddler (2s)	Younger Preschool (3s)	Older Preschool (4s)	Distinguish between words that contain similar-sounding phonemes (pig-jig, cat- mat) Begin to engage in word and sound play with adults.		Demonstrate basic knowledge of letter-sound correspondence		Engage in rhyming games and songs; can complete a familiar rhyme		Demonstrate awareness of sounds as separate units	Isolate the initial sound in some words.
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Activities	
<p>Beginning Sounds **Make sure to print out the correct pages for your age group.***</p> <p>2's- Practice writing the the beginning letters and their sounds 3's- Practice the beginning sounds and write the entire animal word. 4's- Cut and glue the correct beginning sound of the animals that match the picture.</p>	
Resources and Materials	
<p>ELA Week 4 Packet</p>	
NAEYC Standards	Language Supports
	<p>Teacher will assist with finding the beginning sound, using class alphabet posters as a reference.</p>

<h1>Day 3</h1>	Topic(s)				Foundation(s)			
	<ul style="list-style-type: none"> ● Theme: Animals ● Shape: Rhombus ● Number: 10 ● Color: Black ● Letter: Dd 				ELA.2.2 Demonstrate Phonological Awareness			
Indicators	Young Toddler (1s)		Older Toddler (2s)		Younger Preschool (3s)		Older Preschool (4s)	
	Distinguish between words that contain similar-sounding phonemes (pig-jig, cat- mat) Begin to engage in word and sound play with adults.				Demonstrate basic knowledge of letter-sound correspondence			
Engage in rhyming games and songs; can complete a familiar rhyme								
Demonstrate awareness of sounds as separate units					Isolate the initial sound in some words.			

Activities	
<p>Word Families Students will have to put laminated pictures and word cards in the correct word families. This will build their phonemic awareness. Point out that the words rhyme.</p>	
Resources and Materials	
<p>Laminated ELA week 4 packet</p>	
NAEYC Standards	Supports
<p>1.C.04 (c) Teaching staff assist children in resolving conflicts by helping them try alternative solutions</p>	<p>Teachers will pull small groups. Provide tracking and writing support as necessary.</p>

<h1>Day 4</h1>	Topic(s)		Foundation(s)		
	<ul style="list-style-type: none"> ● Theme: Animals ● Shape: Rhombus ● Number: 10 ● Color: Black ● Letter: Dd 		ELA.2.2 Demonstrate Phonological Awareness		
Indicators	Young Toddler (1s)		Older Toddler (2s)	Younger Preschool (3s)	Older Preschool (4s)
	Distinguish between words that contain similar-sounding phonemes (pig-jig, cat- mat) Begin to engage in word and sound play with adults.		Demonstrate basic knowledge of letter-sound correspondence		Engage in rhyming games and songs; can complete a familiar rhyme
Demonstrate awareness of sounds as separate units			Isolate the initial sound in some words.		

Activities	
<p data-bbox="121 280 342 310">High Level Activity</p> <p data-bbox="121 354 1583 415">Singular vs. Plural Students will learn the difference between singular and plural nouns. This activity will require teacher modeling and guidance</p>	
Resources and Materials	
<p data-bbox="142 683 453 712">ELA Week 4 Worksheet</p>	
NAEYC Standards	Supports
<p data-bbox="121 972 942 1040">1.C.04 (c) Teaching staff assist children in resolving conflicts by helping them try alternative solutions</p>	<p data-bbox="1043 943 1917 976">Teacher will model and point out that the 's' is a plural marker.</p>

<h1>Day 5</h1>	Topic(s) Foundation(s)			
	<ul style="list-style-type: none"> ● Theme: Animals ● Shape: Rhombus ● Number: 10 ● Color: Black ● Letter: Dd 		<p>ELA2.3 Demonstrate awareness and understanding of concepts or print</p> <p>ELA3,1 Demonstrate the mechanics of writing</p>	
Indicators	Young Toddler (1s)	Older Toddler (2s)	Younger Preschool (3s)	Older Preschool (4s)
	Pretend to read familiar books Attend to pictures and text for several minute	Hold books with two hands and turns pages.	Respond to and interact with read alouds of literary and informational text.	Track words in a book from left to right, top to bottom, and page to page with adult support.
		Imitate drawing marks or scribbling	Dictate a story for an adult to write	Hold books right side up and turn pages left to right.
		Make scribbles or shapes to convey meaning	Use writing tools with adult support	Copy more complex lines, shapes, and some letters

Activities	
<p>Biome Book Watch This ▶ Biomes of the World Types of Biomes Video for Kids</p> <p>This activity will cover both Science and ELA activities. Students will identify animals that live in each of the habitats. Read and Write together as a whole class. Once everyone has finished writing the book students can color.</p>	
Resources and Materials	
<p>Computer Crayons Biome Book</p>	
NAEYC Standards	Supports
<p>1.C.04 (c) Teaching staff assist children in resolving conflicts by helping them try alternative solutions</p>	<p>Teacher will guide students through the writing and spelling this activity requires.</p>