



Month: April Week: 1 Subject: English/Language Arts

Day 1	<table border="1"> <tr> <th data-bbox="367 392 894 428">Topic(s)</th> <th data-bbox="902 392 1404 428">Foundation(s)</th> </tr> <tr> <td data-bbox="367 438 894 648"> Theme: Puddle Adventure Number: 10 Letter: li Color: Green Shape: Trapezoid </td> <td data-bbox="902 438 1404 648"> ELA2.2 Demonstrate phonological awareness </td> </tr> </table>		Topic(s)	Foundation(s)	Theme: Puddle Adventure Number: 10 Letter: li Color: Green Shape: Trapezoid	ELA2.2 Demonstrate phonological awareness
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Theme: Puddle Adventure Number: 10 Letter: li Color: Green Shape: Trapezoid	ELA2.2 Demonstrate phonological awareness					
Indicators	<table border="1"> <tr> <th data-bbox="367 753 894 821">Younger Preschool</th> <th data-bbox="902 753 1404 821">Older Preschool</th> </tr> <tr> <td data-bbox="367 831 894 953"> Begin to recognize rhyming words in familiar songs or books and participate in simple rhyming activities. </td> <td data-bbox="902 831 1404 953"> Identify and produce rhyming words, generating their own examples in conversation or play. </td> </tr> </table>		Younger Preschool	Older Preschool	Begin to recognize rhyming words in familiar songs or books and participate in simple rhyming activities.	Identify and produce rhyming words, generating their own examples in conversation or play.
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<p>Activity: Splish, Splish, Spring!</p> <p>The teacher will introduce the book <i>Splish, Splash, Spring!</i> by showing the cover and asking the children what they think the story will be about. As the book is read aloud, the teacher will emphasize rhyming words, pausing occasionally to ask the children if they can hear words that sound alike. After reading, the class will create a Rhyming Word Chart, listing rhyming pairs found in the book. The children can also add onto those rhyming words, enhancing the list.</p> <p><i>Rhyming Words from the Book:</i> Sloppy, Droopy, Floppy Peeking/Seeking Cheeping/Peeping Pocus/Crocus Swooping/Looping Whipping/Sipping</p>						
Resources/Materials <ul style="list-style-type: none"> <i>Splish, Splash, Spring!</i> (Book) Chart paper and markers 	Key Vocabulary: Spring Rain Bloom	Support: Splish, Splash, Spring - Read Aloud - Spring Books Read Aloud				



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Day 2	Topic(s)	Foundation(s)
	Theme: Puddle Adventure Number: 10 Letter: li Color: Green Shape: Trapezoid	ELA2.4 Demonstrate comprehension
Indicators	Younger Preschool	Older Preschool
	Recall and retell familiar events from a story with teacher support.	Recall and sequence events in a story using pictures or props.
	<p>Activity: Jump, Frog, Jump!</p> <p>The teacher will introduce the book <i>Jump, Frog, Jump!</i> by discussing frogs and their jumping movement. As the story is read, children will actively participate by jumping every time the phrase "Jump, Frog, Jump!" appears. This makes the reading experience engaging and interactive. After reading, the teacher will guide a discussion on sequencing, asking, "What happened first? What happened next?" The teacher will reinforce understanding by asking, "Can you remember what happened to the frog at the end?"</p>	
Resources/Materials	Key Vocabulary:	Support:
<ul style="list-style-type: none"> • <i>Jump, Frog, Jump!</i> (Book) • Open space for movement 	Jump Frog Catch	Jump, Frog, Jump: Storybook Read Aloud

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Day 3	Topic(s)	Foundation(s)
	Theme: Puddle Adventure Number: 10 Letter: Ii Color: Green Shape: Trapezoid	ELA2.4 Demonstrate comprehension
Indicators	Younger Preschool	Older Preschool
	Recall and discuss simple details from a familiar story.	Answer questions about key details and participate in a group discussion about the story's main ideas.

Activity: Splish, Splish, Spring! - Book Review

The teacher will reintroduce *Splish, Splash, Spring!* and ask children to recall details from the story, encouraging responses like, “What do you remember about the book?” and “Can you tell me a rhyming word we heard?”

Older preschoolers can play a **Rhyming Word Matching Game**, where they are given pictures of objects and must find a partner with a rhyming picture (e.g., rain-train, flower-tower). To wrap up, each child will **draw a picture of something they remember from the book** and describe it to the class.

Resources/Materials <ul style="list-style-type: none"> ● <i>Splish, Splash, Spring!</i> (Book) ● Rhyming word picture cards ● Drawing paper and crayons 	Key Vocabulary: Blossom Drizzle Breeze	Support: Splish, Splash, Spring - Read Aloud - Spring Books Read Aloud
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Month: April Week: 1 Subject: English/Language Arts

Day 4	Topic(s)	Foundation(s)
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	Theme: Puddle Adventure Number: 10 Letter: Ii Color: Green Shape: Trapezoid	ELA2.1 Demonstrate awareness of the alphabet
Indicators	Younger Preschool	Older Preschool
	Recognize and identify some uppercase and lowercase letters in meaningful contexts.	Identify most uppercase and some lowercase letters and recognize their own name in print.
<p>Activity: Little Raindrop & Letter I Exploration</p> <p>The teacher will introduce <i>Little Raindrop</i>, drawing attention to the letter I in words like "Ice," "Inside," and "Into." As the story is read, the teacher will pause to point out words that start with I, encouraging children to repeat the words aloud.</p> <p>To reinforce recognition, children will go on an "I Spy" scavenger hunt around the classroom, looking for objects that begin with the letter I or have "I" in it. (ex: Artwork around the room, posters, books, etc.)</p>		
Resources/Materials <ul style="list-style-type: none"> • <i>Little Raindrop</i> (Book) 	Key Vocabulary: Ice Inside Drip	Support: Little Raindrop - Read Aloud

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Day 5	Topic(s)	Foundation(s)
	Theme: Puddle Adventure	ELA1.2 Demonstrate expressive



	Number: 10 Letter: Ii Color: Green Shape: Trapezoid	communication
Indicators	Younger Preschool	Older Preschool
	Retell a familiar story using props or pictures.	Retell a familiar story in sequence with expanded details.
<p>Activity: Little Raindrop Retelling</p> <p>The teacher will re-read <i>Little Raindrop</i> and encourage the children to retell the story in their own words. Using storytelling props (raindrop cutouts, cloud images, water cycle visuals), children will act out different parts of the story. The teacher will guide them by asking:</p> <ul style="list-style-type: none"> • "Where did the raindrop start?" • "What happened to the raindrop?" • "Where did it go next?" <p>To extend learning, children will illustrate their favorite part of the story and dictate a sentence about their drawing. These will be displayed in the classroom as part of a class-created storybook.</p>		
Resources/Materials <ul style="list-style-type: none"> • <i>Little Raindrop</i> (Book) • Story props (raindrop cutouts, cloud visuals, water cycle images) • Drawing paper, crayons 	Key Vocabulary: Raindrop Puddle Flow	Support: Little Raindrop - Read Aloud