



Month: July Week: 1 Subject: English & Language Arts

Day 1	Topic(s)	Foundation(s)
	Theme: Pond Life & Friends Number: 19 Letter: Rr Color: Teal Shape: Rhombus	ELA1.1 Demonstrate receptive communication ELA1.2 Demonstrate expressive communication
Indicators	Younger Preschool	Older Preschool
	May point to animals or objects in the illustrations when named.	May describe what they see happening in the pond scene or relate the scene to a real-life experience.

Activity: **Read Over and Under the Pond + Discuss**

Read *Over and Under the Pond* aloud with an expressive tone and frequent pauses to explore the illustrations. Encourage children to identify and name pond animals as they appear: “Do you see the turtle?” For younger preschoolers, use pointing and visual cues to highlight details. Older preschoolers can be asked open-ended questions like, “What do you think this animal is doing?” or “What do you think lives under the pond?” Foster language development through natural conversation about the book’s scenes.

Resources/Materials <ul style="list-style-type: none"> • <i>Over and Under the Pond</i> book • Optional: pond animal visuals or toy figures 	Key Vocabulary: pond, turtle, under	Support: ▶ Over and Under the Pond by Kate Me...
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Day 2	Topic(s) Theme: Pond Life & Friends Number: 19 Letter: Rr Color: Teal Shape: Rhombus		Foundation(s) ELA1.1 Demonstrate receptive communication ELA1.2 Demonstrate expressive communication	
Indicators	Younger Preschool		Older Preschool	
	May point to pond animals or other items when named.		May describe what they see or recall details about the pond environment.	

Activity: **Read In the Pond + Discuss**

Read *In the Pond* aloud, encouraging children to observe the simple illustrations and name what they see. Ask questions like, “Who is hiding in the water?” or “What color is the fish?” Allow younger preschoolers to point or repeat words, while prompting older children to describe animals’ movements or make connections: “Have you ever seen a pond like this?” Encourage turn-taking and listening as children share.

Resources/Materials <ul style="list-style-type: none"> <i>In the Pond</i> book Pond visuals (optional) 	Key Vocabulary: frog, fish, water	Support: In the Pond Read Aloud by Anna Mil...
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Day 3	<table><tr><th>Topic(s)</th><th>Foundation(s)</th></tr><tr><td>Theme: Pond Life & Friends Number: 19 Letter: Rr Color: Teal Shape: Rhombus</td><td>ELA1.1 Demonstrate receptive communication ELA1.2 Demonstrate expressive communication</td></tr></table>		Topic(s)	Foundation(s)	Theme: Pond Life & Friends Number: 19 Letter: Rr Color: Teal Shape: Rhombus	ELA1.1 Demonstrate receptive communication ELA1.2 Demonstrate expressive communication
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Activity: **Read Jump, Frog, Jump! + Discuss**

Read *Jump, Frog, Jump!* using expressive tone and rhythm to highlight the story's repetitive structure. Pause at each repetition to allow children to say "Jump, Frog, Jump!" together. Younger children may clap or bounce during the jumping parts, while older preschoolers can guess what might happen next or identify characters. Reinforce language through movement and participation.

Resources/Materials <ul style="list-style-type: none"> <i>Jump, Frog, Jump!</i> book Optional: frog plush/toy 	Key Vocabulary: jump, net, frog	Support: ▶ Jump, Frog, Jump: Storybook Read A..
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Day 4	Topic(s)		Foundation(s)	
	Theme: Pond Life & Friends Number: 19 Letter: Rr Color: Teal Shape: Rhombus		ELA1.1 Demonstrate receptive communication ELA1.2 Demonstrate expressive communication	
Indicators	Younger Preschool		Older Preschool	
	May point to favorite images or repeat familiar words.		May describe remembered parts of the story or relate to real-world experience.	

Activity: **Review: Over and Under the Pond**

Reread *Over and Under the Pond*, inviting children to talk about what they remember from the first reading. Ask, “What animals do you remember from the pond?” or “What do you see above the pond?” Let children take turns pointing to their favorite page. Older preschoolers can describe scenes or answer questions like, “What would you see if you went to a real pond?”

Resources/Materials <ul style="list-style-type: none"> <i>Over and Under the Pond</i> book Pond animal visuals (optional) 	Key Vocabulary: over, log, dragonfly	Support: ▶ Over and Under the Pond by Kate Me...
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Day 5	Topic(s)		Foundation(s)	
	Theme: Pond Life & Friends Number: 19 Letter: Rr Color: Teal Shape: Rhombus		ELA1.1 Demonstrate receptive communication ELA1.2 Demonstrate expressive communication	
Indicators	Younger Preschool		Older Preschool	
	May anticipate repeated lines or actions with sound or movement.		May act out scenes or retell favorite parts of the story.	

Activity: **Review: Jump, Frog, Jump!**

Reread *Jump, Frog, Jump!* encouraging children to participate even more actively than the first reading. Invite the group to chant the repeated line together. Use gestures or movement to act out the frog jumping or escaping. For older preschoolers, ask questions like, “What happened first?” or “What would you do if you were the frog?” Build comprehension through story play and retelling.

Resources/Materials <ul style="list-style-type: none"> <i>Jump, Frog, Jump!</i> book Frog toy or movement space 	Key Vocabulary: jump, pond, escape	Support: ▶ Jump, Frog, Jump: Storybook Read A...
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