



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

Day 1	Topic(s)		Foundation(s)	
	Theme: Pumpkin Palooza Number: 10 Letter: Dd Color: Orange Shape: Circle		ELA1.1 Demonstrate receptive communication ELA2.4 Demonstrate comprehension	
Indicators	Younger Preschool		Older Preschool	
	May listen to the story, look at illustrations, and answer simple yes/no or one-word prediction questions.		May share predictions in complete sentences, retell parts of the story, and connect events to personal experiences.	
Activity: 16 Runaway Pumpkins & Predictions				
Teachers will read <i>16 Runaway Pumpkins</i> aloud with the class. Before reading, children will be asked to make predictions about what might happen based on the cover and title. During the story, teachers will pause to ask open-ended questions (“What do you think will happen next?” “Why are the pumpkins rolling?”). After reading, children will review their predictions and discuss whether they were correct.				
Resources/Materials <ul style="list-style-type: none">16 Runaway Pumpkins (book)Chart paper and markers (to record predictions)		Key Vocabulary: pumpkin, roll, runaway		Support:



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Day 2	Topic(s) Theme: Pumpkin Palooza Number: 10 Letter: Dd Color: Orange Shape: Circle		Foundation(s) ELA1.1 Demonstrate receptive communication ELA2.4 Demonstrate comprehension	
Indicators	Younger Preschool May point to or name animals, shapes, or leaves in the illustrations when prompted.		Older Preschool May retell parts of the story, answer questions using descriptive language, and create connections between illustrations and their own experiences.	

Activity: **Leaf Man** by Lois Ehlert

Teachers will read *Leaf Man* aloud, drawing attention to the unique illustrations created entirely from leaves. Children will be encouraged to look closely and identify shapes or animals they see in the pages (e.g., ducks, turtles, spotted cows). Teachers will ask open-ended questions such as “What do you see on this page?” or “How do you think the author made this picture?” After reading, the class will discuss how leaves can be used to create different images and children will be invited to share what they might want to make with leaves. To extend comprehension, students will later use real leaves in an art activity to create their own “Leaf Man” or animal design inspired by the book.

Resources/Materials <ul style="list-style-type: none"> • <i>Leaf Man</i> by Lois Ehlert • Chart paper for recording what animals/shapes children see • Leaves (to be used later for art extension) 	Key Vocabulary: leaf, man, turtle, duck, cow	Support:
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Day 3	<table><tr><th>Topic(s)</th><th>Foundation(s)</th></tr><tr><td>Theme: Pumpkin Palooza Number: 10 Letter: Dd Color: Orange Shape: Circle</td><td>ELA1.1 Demonstrate receptive communication ELA2.4 Demonstrate comprehension</td></tr></table>		Topic(s)	Foundation(s)	Theme: Pumpkin Palooza Number: 10 Letter: Dd Color: Orange Shape: Circle	ELA1.1 Demonstrate receptive communication ELA2.4 Demonstrate comprehension
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Theme: Pumpkin Palooza Number: 10 Letter: Dd Color: Orange Shape: Circle	ELA1.1 Demonstrate receptive communication ELA2.4 Demonstrate comprehension					
Indicators	<table><tr><th>Younger Preschool</th><th>Older Preschool</th></tr><tr><td>May listen and point to pumpkins, fruits, or colorful leaves when prompted by the teacher.</td><td>May count pumpkins as they appear, describe colors of leaves, and answer comprehension questions in complete sentences.</td></tr></table>		Younger Preschool	Older Preschool	May listen and point to pumpkins, fruits, or colorful leaves when prompted by the teacher.	May count pumpkins as they appear, describe colors of leaves, and answer comprehension questions in complete sentences.
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May listen and point to pumpkins, fruits, or colorful leaves when prompted by the teacher.	May count pumpkins as they appear, describe colors of leaves, and answer comprehension questions in complete sentences.					

Activity: **Autumn in the Forest by Rusty Finch**

Teachers will read *Autumn in the Forest* aloud, encouraging children to keep track of pumpkins throughout the story. As they read, teachers will ask guiding questions such as “How many pumpkins have we found so far?” and “What colors do you see on this page?” Children will also be prompted to notice other details, such as fruit or animals in the forest. After reading, students will be asked to describe their favorite autumn scene from the story. To extend comprehension, children will draw their own picture of an autumn day, using the book as a reference for inspiration.

Resources/Materials <ul style="list-style-type: none"> <i>Autumn in the Forest</i> by Rusty Finch 	Key Vocabulary: autumn, forest, pumpkin	Support:
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Month: October Week: 1 Subject: English & Language Arts

Day 4	Topic(s)	Foundation(s)
	Theme: Pumpkin Palooza Number: 10 Letter: Dd Color: Orange Shape: Circle	ELA1.1 Demonstrate receptive communication ELA2.4 Demonstrate comprehension
Indicators	Younger Preschool	Older Preschool
	May listen to a reread of a familiar story and point to or name familiar objects in the pictures.	May retell parts of the story in their own words and create an illustration showing comprehension of the theme.

Activity: Review and Autumn Scene Drawing

Teachers will reread *16 Runaway Pumpkins* with the class, encouraging children to recall what happens in the story and compare their earlier predictions to the ending. During the reading, teachers will ask open-ended questions such as “What do you think the characters will do next?” and “Why are the pumpkins rolling?” After the read-aloud, children will be invited to create their own autumn scene drawing. They may include pumpkins, leaves, or other seasonal details inspired by the week’s books. Teachers will support children by labeling drawings with student dictation to connect oral language to print.

Resources/Materials <ul style="list-style-type: none"> • <i>16 Runaway Pumpkins</i> • Paper, crayons, and markers 	Key Vocabulary: pumpkin, wagon, roll	Support:
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Day 5	Topic(s)		Foundation(s)	
	Theme: Pumpkin Palooza Number: 10 Letter: Dd Color: Orange Shape: Circle		ELA1.1 Demonstrate receptive communication ELA2.4 Demonstrate comprehension	
Indicators	Younger Preschool		Older Preschool	
	May sit attentively, respond to familiar pictures, and name simple objects during the story.		May vote for a favorite story, retell favorite parts, and share why they liked the book.	
Activity: Class Favorite Storytime				
Teachers will invite the class to choose their favorite story from the week (<i>16 Runaway Pumpkins</i> , <i>Leaf Man</i> , or <i>Autumn in the Forest</i>). After voting, the teacher will reread the selected book, pausing to ask questions and encourage participation. Children will be prompted to retell parts of the story or describe what they enjoyed most about it. Teachers will encourage younger preschoolers to point to and name familiar pictures, while older preschoolers may be asked to share their reasoning for choosing that book. The activity concludes with a group discussion about why stories are fun to read again and again.				
Resources/Materials <ul style="list-style-type: none">Class-selected favorite book from the week		Key Vocabulary: favorite, book, story		Support: