



## Month: June Week: 3 Subject: English & Language Arts

Day 1	Topic(s)	Foundation(s)
	Theme: Let's Go to the Zoo Number: 18 Letter: Qq Color: Purple Shape: Square	ELA1.1 Demonstrate receptive communication  ELA1.2 Demonstrate expressive communication
Indicators	Younger Preschool	Older Preschool
	May repeat or respond to familiar words in stories.	May identify rhyming words or name words that sound the same.

### Activity: **Rhyming Zoo Words**

Read *Class Two at the Zoo* aloud to the class. This rhyming story takes children on a zoo adventure with playful language and animal fun. As you read, pause to highlight words that rhyme. Ask children to listen carefully and repeat them. Record the rhyming pairs on chart paper. Invite children to come up and underline or circle rhyming words. After the story, go back and practice the rhyming words together aloud. For older children, challenge them to think of a new word that rhymes with one from the story.

*This activity supports listening, vocabulary development, and phonological awareness through interactive read-aloud strategies.*

Resources/Materials <ul style="list-style-type: none"> <li>• <i>Class Two at the Zoo</i> by Julia Jarman</li> <li>• Chart paper and markers</li> <li>• Optional: rhyming picture or word cards</li> </ul>	Key Vocabulary: zoo, rhyme, class	Support: <a href="#">▶ Kids Book Read Aloud: Class Two at ...</a>
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## Month: June Week: 3 Subject: English & Language Arts

Day 2	<b>Topic(s)</b> Theme: Let's Go to the Zoo Number: 18 Letter: Qq Color: Purple Shape: Square		<b>Foundation(s)</b> ELA1.1 Demonstrate receptive communication ELA1.2 Demonstrate expressive communication	
Indicators	<b>Younger Preschool</b> May identify pictures or roles after hearing them named.		<b>Older Preschool</b> May describe or explain who does what in a story.	

### Activity: **Who Works at the Zoo?**

Read *The View at the Zoo* by Kathleen Long Bostrom. Before reading, ask children to look at the cover and predict what jobs people might do at the zoo. During the read-aloud, emphasize parts where workers (like zookeepers, feeders, cleaners) are mentioned. Afterward, review the characters and talk about the many roles involved in caring for animals. Invite students to draw or act out their favorite zoo job.

*This activity helps children build comprehension skills while connecting story content to real-world roles.*

<b>Resources/Materials</b> <ul style="list-style-type: none"> <li><i>The View at the Zoo</i> by Kathleen Long Bostrom</li> <li>Chart paper or whiteboard for listing zoo jobs</li> <li>Drawing paper and crayons</li> </ul>	<b>Key Vocabulary:</b> zookeeper, feed, clean	<b>Support:</b> <a href="https://www.youtube.com/watch?v=FdrX1Zve7N4&amp;t=15s">https://www.youtube.com/watch?v=FdrX1Zve7N4&amp;t=15s</a>
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Day 3	<b>Topic(s)</b> Theme: Let's Go to the Zoo Number: 18 Letter: Qq Color: Purple Shape: Square		<b>Foundation(s)</b> ELA1.1 Demonstrate receptive communication  ELA1.2 Demonstrate expressive communication	
Indicators	<b>Younger Preschool</b>		<b>Older Preschool</b>	
	May point to or mimic feelings shown in pictures.		May describe how a character feels using simple words.	

### Activity: **How Did They Feel?**

Read *Never, Ever Shout in a Zoo* by Karma Wilson. As you read, pause and ask the children how different animals or people might be feeling in the story. Discuss the expressions on their faces or the tone of their actions. After reading, invite children to choose an emotion from the book (e.g., happy, scared, silly) and act it out. For added fun, they can draw the character showing that emotion.

*This encourages emotional awareness and expressive communication.*

<b>Resources/Materials</b> <ul style="list-style-type: none"> <li>• <i>Never, Ever Shout in a Zoo</i> by Karma Wilson</li> <li>• Emotion cards or mirror for facial expressions</li> <li>• Drawing paper</li> </ul>	<b>Key Vocabulary:</b>	<b>Support:</b> <a href="#">▶ Never Ever Shout in a Zoo Read Aloud</a>
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## Month: June Week: 3 Subject: English & Language Arts

<b>Day 4</b>	<b>Topic(s)</b>	<b>Foundation(s)</b>
	Theme: Let's Go to the Zoo Number: 18 Letter: Qq Color: Purple Shape: Square	<b>ELA1.1</b> Demonstrate receptive communication  <b>ELA1.2</b> Demonstrate expressive communication
<b>Indicators</b>	<b>Younger Preschool</b>	<b>Older Preschool</b>
	May use gestures or single words to retell events.	May retell a story with detail using props or puppets.

### Activity: **Retell with Puppets**

Revisit *Class Two at the Zoo* and guide children in retelling the story using animal puppets or simple stick figures. Ask questions like: "What happened first?" "Who was in the story?" and "What did they do?" Children can work in small groups to act out different parts. If puppets aren't available, let them create their own with paper and craft sticks.

*This builds sequencing, memory, and storytelling skills.*

<b>Resources/Materials</b> <ul style="list-style-type: none"> <li>• <i>Class Two at the Zoo</i></li> <li>• Puppets or paper to make puppets</li> <li>• Chart paper with a simple story sequence</li> </ul>	<b>Key Vocabulary:</b> story, puppet, group	<b>Support:</b> <a href="#">📺 Kids Book Read Aloud: Class Two at ...</a>
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## Month: June Week: 3 Subject: English & Language Arts

<b>Day 5</b>	<b>Topic(s)</b> Theme: Let's Go to the Zoo Number: 18 Letter: Qq Color: Purple Shape: Square	<b>Foundation(s)</b> ELA1.1 Demonstrate receptive communication  ELA1.2 Demonstrate expressive communication
<b>Indicators</b>	<b>Younger Preschool</b>	<b>Older Preschool</b>
	May match a picture to part of a story.	May sequence three or more events from a familiar story.
<p>Activity: <b>Sequence the Story</b></p> <p>Review <i>The View at the Zoo</i> and create a simple 3-part story sequence on the board. Discuss what happened first, next, and last. Then, provide children with pre-cut picture cards from the story and ask them to glue the cards in order on a strip of paper. As they work, ask questions to help them recall the story and describe what's happening in each picture.</p> <p>This reinforces story comprehension and sequencing skills.</p>		
<b>Resources/Materials</b> <ul style="list-style-type: none"> <li>• <i>The View at the Zoo</i></li> <li>• Printed sequencing cards (3-4 pictures)</li> <li>• Glue sticks and sentence strips or cardstock</li> </ul>	<b>Key Vocabulary:</b> first, next, last	<b>Support:</b> <a href="https://www.youtube.com/watch?v=FdrX1Zve7N4">https://www.youtube.com/watch?v=FdrX1Zve7N4</a>