



## Month: September Week: 4 Subject: English & Language Arts

Day 1	Topic(s)	Foundation(s)
	Review	<p><b>ELA1.3</b> Demonstrate ability to engage in conversations</p> <p><b>ELA2.4</b> Demonstrate comprehension</p> <p><b>ELA3.2</b> Demonstrate ability to communicate a story</p>
Indicators	Younger Preschool	Older Preschool
	May listen to a story and respond by pointing to pictures or naming familiar seasonal objects (e.g., leaves, pumpkins).	May retell parts of the story, describe changes that happen in fall, and connect them to personal experiences (e.g., “I wore my jacket yesterday because it was cold”).

### Activity: It's Fall

Read *It's Fall* by Autumn Renee Kurilla as a group read-aloud to introduce the season of autumn. After reading, the class will discuss what they see happening in fall, focusing on changes in nature (leaves, weather, animals) and how it is different from summer or other seasons. Children will share their own observations from outdoors, such as seeing falling leaves or feeling cooler weather. Younger preschoolers can draw a fall object (leaf, tree, pumpkin), while older preschoolers will be challenged to write one word or sentence about their drawing. Teachers will ask open-ended questions to spark conversation (“What happens to the trees in fall?” “What do you like to do outside when it’s cooler?”).

<b>Resources/Materials</b> <ul style="list-style-type: none"> <li>Book: <i>It's Fall</i> by Autumn Renee Kurilla</li> <li>Chart paper/markers (for group brainstorm)</li> </ul>	<b>Key Vocabulary:</b> fall, autumn, leaves, weather	<b>Support:</b> <a href="#">📺🍁 It's Fall (kids books read aloud) Po...</a>
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## Month: September Week: 4 Subject: English & Language Arts

Day 2	Topic(s)	Foundation(s)
	Review	<p><b>ELA1.3</b> Demonstrate ability to engage in conversations</p> <p><b>ELA2.4</b> Demonstrate comprehension</p> <p><b>ELA3.2</b> Demonstrate ability to communicate a story</p>
Indicators	Younger Preschool	Older Preschool
	May listen to a story and answer simple yes/no questions about what they see in the pictures.	May retell parts of the story and explain how it connects to their own toothbrushing routine.

### Activity: Activity: Read Where the Sugar Bugs Live

Read *Where the Sugar Bugs Live* by Carrie Wucinich. Discuss what sugar bugs are and how they can affect our teeth if we don't brush properly. Children will share how they take care of their teeth at home and what they notice when they brush. As a group, we will create a chart showing "Things That Help Our Teeth" (e.g., brushing, flossing, visiting the dentist) and "Things That Hurt Our Teeth" (e.g., candy, not brushing). Younger children may draw a picture of themselves brushing, while older preschoolers will be encouraged to add a label or short sentence to their drawing.

Resources/Materials <ul style="list-style-type: none"> <li>Book: <i>Where the Sugar Bugs Live</i> by Carrie Wucinich</li> <li>Chart paper/markers</li> </ul>	Key Vocabulary: sugar bugs, brush, clean	Support: <a href="#">  Dr. Paul reads "Where the Sugar Bug..." </a>
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## Month: September Week: 4 Subject: English & Language Arts

Day 3	Topic(s)	Foundation(s)
	Review	<p><b>ELA1.3</b> Demonstrate ability to engage in conversations</p> <p><b>ELA2.4</b> Demonstrate comprehension</p> <p><b>ELA3.2</b> Demonstrate ability to communicate a story</p>
Indicators	Younger Preschool	Older Preschool
	May listen to a story and recall a character's name or event.	May retell parts of the story and connect them to personal experiences with their own name.

### Activity: **Read *My Name is Cool***

Read *My Name is Cool* by Antonio Sacre. After reading, discuss the importance of names and how they can be special or unique. Children will share something they like about their own name. Younger preschoolers will draw a picture of themselves and practice recognizing or tracing the first letter of their name. Older preschoolers will be encouraged to write their full name and share a story or reason why their name is special to them.

<b>Resources/Materials</b> <ul style="list-style-type: none"> <li>Book: <i>My Name is Cool</i> by Antonio Sacre</li> <li>Paper, crayons, pencils</li> </ul>	<b>Key Vocabulary:</b> name, special, unique	<b>Support:</b> <a href="#">▶ My Name is Cool   Funny Hispanic H...</a>
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## Month: September Week: 4 Subject: English & Language Arts

Day 4	Topic(s)	Foundation(s)
	Review	<b>ELA2.4</b> Demonstrate comprehension  <b>ELA3.1</b> Demonstrate mechanics of writing  <b>ELA3.2</b> Demonstrate ability to communicate a story
Indicators	Younger Preschool	Older Preschool
	May listen to a story and name favorite fruits shown in the pictures.	May retell parts of the story and write/draw about a favorite fruit or a fruit salad they could make.

### Activity: **Read *Oliver's Fruit Salad***

Read *Oliver's Fruit Salad* by Vivian French. Discuss how Oliver's family made fruit salad together and talk about healthy eating. Children will share what fruits they like best. Younger preschoolers will draw their favorite fruit, while older preschoolers will be encouraged to write a word or short sentence about it (e.g., "I like apples"). As a group, we will pretend to "make" a class fruit salad by naming different fruits and adding them to our chart.

<b>Resources/Materials</b> <ul style="list-style-type: none"> <li>• Book: <i>Oliver's Fruit Salad</i> by Vivian French</li> <li>• Chart paper/markers</li> <li>• Paper, crayons, pencils</li> </ul>	<b>Key Vocabulary:</b> fruit, salad, healthy	<b>Support:</b> <a href="#">▶ OLIVER'S FRUIT SALAD   Healthy ...</a>
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## Month: September Week: 4 Subject: English & Language Arts

Day 5	Topic(s)	Foundation(s)
	Review	<p><b>ELA1.3</b> Demonstrate ability to engage in conversations</p> <p><b>ELA2.4</b> Demonstrate comprehension</p> <p><b>ELA3.2</b> Demonstrate ability to communicate a story</p>
Indicators	Younger Preschool	Older Preschool
	May listen to a story and draw a picture of their favorite part.	May retell parts of a story and write about why it was their favorite.

### Activity: **Read Class Favorite Book**

At the start of the day, children will vote on their favorite book read during September (from options like *Pepe and the Parade*, *Oliver's Fruit Salad*, *It's Fall*, etc.). The winning book will be read aloud again. After reading, children will share why it is their favorite. Younger preschoolers will draw a picture of their favorite part of the story, while older preschoolers will write a short sentence about why they liked it (e.g., "I liked the parade because it was loud"). Teachers will guide discussion with open-ended questions to encourage children to make personal connections to the story.

Resources/Materials <ul style="list-style-type: none"> <li>Class favorite book (voted by children)</li> <li>Paper, crayons, pencils</li> </ul>	Key Vocabulary: favorite, story, book	Support:
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