



Month: June Week: 4 Subject: English & Language Arts

Day 1	Topic(s)	Foundation(s)
	Review Week	ELA1.1 Demonstrate receptive communication ELA1.2 Demonstrate expressive communication
Indicators	Younger Preschool	Older Preschool
	May point to or label items in the book.	May retell familiar parts of the story using pictures.
<p>Activity: Reread <i>Summer Days</i> as a class. Pause on familiar pages and encourage children to talk about what they see. Ask questions like, “What do you think will happen next?” After reading, review story events using picture cards. Have children retell the story or their favorite part with support.</p>		
Resources/Materials <ul style="list-style-type: none"> • <i>Summer Days</i> book • Weather or summer picture cards 	Key Vocabulary: summer, sun, days	Support:



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Day 2	Topic(s)	Foundation(s)
	Review Week	ELA1.2 Demonstrate expressive communication ELA1.3 Demonstrate ability to engage in conversations
Indicators	Younger Preschool	Older Preschool
	May respond to questions with short phrases.	May describe events or characters using complete sentences.
<p>Activity: Read <i>The Hike</i> and talk about what the characters saw and did. Ask questions like, “What do you see on a hike?” or “Have you ever been on a trail?” After the discussion, children can draw something they would like to see on a hike and share it with the group.</p>		
Resources/Materials <ul style="list-style-type: none"> <i>The Hike</i> book Drawing paper and crayons 	Key Vocabulary: hike, trail, walk	Support:



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Day 3	Topic(s)	Foundation(s)
	Review Week	ELA1.1 Demonstrate receptive communication ELA1.2 Demonstrate expressive communication
Indicators	Younger Preschool	Older Preschool
	May echo or repeat familiar rhyming words.	May identify or generate simple rhyming pairs.
<p>Activity: Read <i>Never, Ever Shout in a Zoo</i> by Karma Wilson aloud and invite children to listen for rhyming words. Write a few word pairs from the book on chart paper (e.g., bear/chair, shout/out). Ask children to help find other rhymes using picture cards or their own suggestions. Allow children to clap or tap each rhyming pair.</p>		
Resources/Materials <ul style="list-style-type: none"> • <i>Never, Ever Shout in a Zoo</i> by Karma Wilson • Chart paper and markers • Rhyming picture cards 	Key Vocabulary: zoo, rhyme, shout	Support:



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Day 4	Topic(s)	Foundation(s)
	Review Week	ELA1.1 Demonstrate receptive communication ELA1.3 Demonstrate ability to engage in conversations
Indicators	Younger Preschool	Older Preschool
	May answer yes/no or single-word questions.	May participate in group discussion using sentence starters or personal ideas.
<p>Activity: Revisit <i>Class Two at the Zoo</i> by Julia Jarman and talk about what happens in the story. Invite children to describe their favorite animal from the book and what it did. Use question prompts like, “Who was your favorite character?” or “What was silly about this story?” Children can pair up and take turns asking and answering.</p>		
Resources/Materials	Key Vocabulary:	Support:
<ul style="list-style-type: none"> <i>Class Two at the Zoo</i> by Julia Jarman 	class, zoo, animal	



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Day 5	Topic(s)	Foundation(s)
	Review Week	ELA1.2 Demonstrate expressive communication ELA2.3 Demonstrate awareness and understanding of the concept of print
Indicators	Younger Preschool	Older Preschool
	May point to familiar elements in a storybook.	May describe story sequences using words or drawings.
<p>Activity: Read <i>The View at the Zoo</i> by Kathleen Long Bostrom again, focusing on print awareness and story structure. Point to words as you read, emphasizing left to right. Ask children to share what they remember from the story, using sequencing words (first, then, next, last). As a follow-up, they can draw their favorite zoo scene and explain it.</p>		
Resources/Materials	Key Vocabulary:	Support:
<ul style="list-style-type: none"> <i>The View at the Zoo</i> 	view, zoo, look	