



**Month: October Week: 3 Subject: English & Language Arts**

<b>Day 1</b>	<b>Topic(s)</b>	<b>Foundation(s)</b>
	Theme: Under Construction; Learning In Progress Number: 12 Letter: Ff Color: Black Shape: Triangle	<b>ELA1.1</b> Demonstrate receptive communication  <b>ELA2.4</b> Demonstrate comprehension
<b>Indicators</b>	<b>Younger Preschool</b>	<b>Older Preschool</b>
	May point to and name construction machines in the story and respond to simple questions about what they see.	May describe the excavator’s problem and predict how it might be solved.

**Activity: *The Excavator Who Didn’t Want to Dig!* by Kelly Pacheco**

Teachers will read *The Excavator Who Didn’t Want to Dig!* aloud. During and after reading, children will be asked questions such as: “What is the setting of the story?” “What problem did the excavator have?” and “What do you think will happen next?” Children will also share something they don’t like to do and brainstorm ways they can make it easier, connecting their own experiences to the story.

<b>Resources/Materials</b> <ul style="list-style-type: none"> <li>● <i>The Excavator Who Didn’t Want to Dig!</i> by Kelly Pacheco</li> <li>● Chart paper/markers for recording answers</li> </ul>	<b>Key Vocabulary:</b> excavator, dig, problem, solution, machine, work	<b>Support:</b>
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**Month: October Week: 3 Subject: English & Language Arts**

<b>Day 2</b>	<b>Topic(s)</b>	<b>Foundation(s)</b>
	Theme: Under Construction; Learning In Progress Number: 12 Letter: Ff Color: Black Shape: Triangle	ELA1.1 Demonstrate receptive communication  ELA2.4 Demonstrate comprehension
<b>Indicators</b>	<b>Younger Preschool</b>	<b>Older Preschool</b>
	May answer simple questions about where diggers might sleep (bed, garage, construction site).	May make predictions about the story and compare their ideas with what happens in the book.

**Activity: *Where Do Diggers Sleep at Night?* by Brianna Caplan Sayres**

Teachers will read the story aloud and ask children to predict where diggers might sleep before reading further. Predictions will be written down and revisited after reading to compare. Afterward, children can share where they sleep and if they think diggers rest in similar or different places.

<b>Resources/Materials</b> <ul style="list-style-type: none"> <li>● <i>Where Do Diggers Sleep at Night?</i> by Brianna Caplan Sayres</li> <li>● Chart paper/markers</li> </ul>	<b>Key Vocabulary:</b> digger, sleep, rest, bedtime, garage, site	<b>Support:</b>
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**Month: October Week: 3 Subject: English & Language Arts**

<b>Day 3</b>	<b>Topic(s)</b>	<b>Foundation(s)</b>
	Theme: Under Construction; Learning In Progress Number: 12 Letter: Ff Color: Black Shape: Triangle	ELA1.1 Demonstrate receptive communication  ELA2.4 Demonstrate comprehension
<b>Indicators</b>	<b>Younger Preschool</b>	<b>Older Preschool</b>
	May notice shadows in the illustrations and point them out.	May describe shadows and talk about how they can look scary or funny.

Activity: ***Construction Site Gets a Fright*** by Sherri Duskey Rinker

Teachers will read the story aloud and pause to talk about shadows. Questions may include: “What do you see in the shadow?” “Does it look scary or silly?” After reading, children will draw a shadow picture, choosing whether it is scary, silly, or funny.

Resources/Materials <ul style="list-style-type: none"> <li>• <i>Construction Site Gets a Fright</i> by Sherri Duskey Rinker</li> <li>• Flashlight</li> </ul>	Key Vocabulary: shadow, fright, silly, funny, light, dark	Support:
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**Month: October Week: 3 Subject: English & Language Arts**

<b>Day 4</b>	<b>Topic(s)</b>	<b>Foundation(s)</b>
	Theme: Under Construction; Learning In Progress Number: 12 Letter: Ff Color: Black Shape: Triangle	<b>ELA1.2</b> Demonstrate expressive communication  <b>ELA3.2</b> Demonstrate ability to communicate a story
<b>Indicators</b>	<b>Younger Preschool</b>	<b>Older Preschool</b>
	May select a favorite book from the week and share what they liked most.	May write/draw about what kind of construction machine they would be and explain why.

**Activity: Book Review + “If I Could Be a Construction Machine”**

Teachers will review the week’s stories and discuss favorite parts. Children will then be invited to write or draw about what construction machine they would like to be if they could choose (e.g., crane, excavator, dump truck).

<b>Resources/Materials</b>	<b>Key Vocabulary:</b>	<b>Support:</b>
<ul style="list-style-type: none"> <li>• Chart paper for listing favorite books</li> <li>• Paper, pencils, crayons</li> <li>• Book basket with this week’s stories</li> </ul>	crane, excavator, dump truck, build, strong, dig	



**Month: October Week: 3 Subject: English & Language Arts**

<b>Day 5</b>	<b>Topic(s)</b>	<b>Foundation(s)</b>
	Theme: Under Construction; Learning In Progress Number: 12 Letter: Ff Color: Black Shape: Triangle	ELA1.2 Demonstrate expressive communication  ELA3.2 Demonstrate ability to communicate a story
<b>Indicators</b>	<b>Younger Preschool</b>	<b>Older Preschool</b>
	May point to pictures or draw what they would like to build.	May explain in words and drawings what they would like to construct (house, bridge, playground).

Activity: **Book Review + “If I Could Construct Something”**

Teachers will revisit the week’s books and highlight how construction machines help build things. Children will then draw or write about something they would like to construct and share with the class.

<b>Resources/Materials</b>	<b>Key Vocabulary:</b>	<b>Support:</b>
<ul style="list-style-type: none"> <li>• Chart paper to list ideas</li> <li>• Paper, crayons, pencils</li> <li>• Books from the week for inspiration</li> </ul>	construct, build, house, bridge, playground, road	