



Month: October Week: 5 Subject: English & Language Arts

Day 1	Topic(s)	Foundation(s)
	Review Week	ELA2.4 Demonstrate comprehension ELA3.2 Demonstrate ability to communicate a story
Indicators	Younger Preschool	Older Preschool
	May listen to a familiar story and respond to simple questions using pictures or gestures.	May answer questions about a story and draw or dictate responses to show understanding.

Activity: Story Retell Drawing

Teachers will read *Harlem Grown* by Tony Hillery. After reading, discuss how the children in the story helped change their neighborhood by planting a garden. Ask guiding questions such as, “Why did they want to clean up the lot?” and “How did their hard work make a difference?” Students draw or dictate a response showing a time they helped improve or take care of something to make a personal connection.

Resources/Materials • Harlem Grown by Tony Hillery • Chart paper for group discussion • Crayons, pencils, and paper for drawing/writing	Key Vocabulary: • garden • grow • help • community • change	Support:
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Day 2	Topic(s)	Foundation(s)
	Review Week	ELA2.4 Demonstrate comprehension ELA3.2 Demonstrate ability to communicate a story
Indicators	Younger Preschool	Older Preschool
	May notice and share one way two stories are alike or different using pictures or gestures.	May explain a similarity or difference and draw or dictate a response that shows understanding.
<p>Activity: Book Connection Comparison Revisit two familiar October texts (e.g., *The Tiny Seed* and a construction or fall story). Briefly review each and model comparing them (how they are the same and how they are different). Children draw two small scenes or side-by-side pictures to show their connection and tell about it; teachers scribe key words or a sentence.</p>		
Resources/Materials <ul style="list-style-type: none"> • Two familiar October texts (teacher choice) • Chart paper, markers • Crayons, pencils, paper 	Key Vocabulary: <ul style="list-style-type: none"> • same • different • compare • connection • story 	Support:



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Day 3	Topic(s)	Foundation(s)
	Review Week	ELA1.2 Demonstrate expressive communication ELA3.1 Demonstrate mechanics of writing
Indicators	Younger Preschool	Older Preschool
	May share an idea with pictures or gestures while the teacher writes their words.	May contribute words or letters to a sentence and attempt name or letter writing.

Activity: Author's Corner

Hold a quick idea share about something each child wants to tell the class. Model a simple sentence and stretch beginning sounds. Each child dictates a sentence; teachers scribe, pointing out first letters and spaces. Children illustrate their sentence and, as able, add their name or beginning letters.

Resources/Materials • Chart paper • Crayons, pencils, paper	Key Vocabulary: • author • sentence • letters • spaces • idea	Support:
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Day 4	Topic(s)	Foundation(s)
	Review Week	ELA2.4 Demonstrate comprehension ELA3.2 Demonstrate ability to communicate a story
Indicators	Younger Preschool	Older Preschool
	May answer who/what questions with pictures or gestures after a read-aloud.	May tell about characters or events and draw or dictate a sentence showing understanding.

Activity: Read & Respond

Reread a favorite October book. Ask focused questions (Who is in the story? Where are they? What happened first/last?). Children draw their favorite part and explain it. Teachers scribe a short sentence or label key words the child says.

Resources/Materials	Key Vocabulary:	Support:
<ul style="list-style-type: none"> • Chosen familiar text • Chart paper for shared questions • Crayons, pencils, paper 	<ul style="list-style-type: none"> • character • setting • happened • first • last 	



Month: October Week: 5 Subject: English & Language Arts

Day 5	Topic(s)	Foundation(s)
	Review Week	ELA3.1 Demonstrate mechanics of writing ELA3.2 Demonstrate ability to communicate a story
Indicators	Younger Preschool	Older Preschool
	May create a three-page picture sequence and share with simple words or gestures.	May tell a beginning-middle-end story and draw or dictate sentences; may attempt letters or labels.

Activity: My Own Booklet

Fold and staple three pages to make a mini-book. Children plan a simple story (real or pretend) and draw one part per page. Teachers confer with each child to scribe their words and invite older preschoolers to add initial letters, name, or labels. Authors share their books with peers.

Resources/Materials • 3-4 pages per child, stapler • Crayons, pencils • Word wall or picture cards (optional)	Key Vocabulary: • beginning • middle • end • book • author • label	Support:
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