



Month: November Week: 2 Subject: English & Language Arts

Day 1	Topic(s) Theme: Down on the Farm Number: 15 Letter: Kk Color: Brown Shape: Triangle	Foundation(s) ELA2.4 Demonstrate comprehension ELA3.2 Demonstrate ability to communicate a story
Indicators	Younger Preschool	Older Preschool
	Listens to the story, names main characters, and answers simple “who/what”	Retells key events using beginning–middle–end and explains the problem/solution using simple sentences or dictation.
<p>Activity: “Click, Clack, Moo: Cows That Type” Read-Aloud & Inference</p> <p>Teachers will read <i>Click, Clack, Moo: Cows That Type</i>, pausing to identify the problem (what the cows want) and the solution reached at the end. Students will make inferences about how the farmer and cows feel by noticing faces and actions in the illustrations. After reading, children will help create a quick chart with three boxes (Beginning, Middle, End) and contribute a word or drawing for each box. To connect to print concepts, invite students to find the letter Kk in the repeated phrase “Click, Clack, Moo.” Volunteers share one sentence about what happened or dictate it to the teacher.</p>		
Resources/Materials <ul style="list-style-type: none"> • <i>Click, Clack, Moo: Cows That Type</i> by Doreen Cronin • Chart paper or a 3-box sequencing mat, markers 	Key Vocabulary: character, problem, solution, letter, note	Support:



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Day 2	Topic(s)		Foundation(s)	
	Theme: Down on the Farm Number: 15 Letter: Kk Color: Brown Shape: Triangle		ELA2.4 Demonstrate comprehension ELA3.2 Demonstrate ability to communicate a story	
Indicators	Younger Preschool		Older Preschool	
	May listen to a familiar story and point to or name fruits and vegetables from the book.		May answer questions about who Amara is, what she harvests, and describe attributes such as color, size, and shape using simple sentences or dictation.	

Activity: “Amara’s Farm” Read, Describe, and Sort

Teachers will read *Amara’s Farm* and prompt children to notice how the pictures show colors, sizes, and shapes of produce on the farm. Pause to ask what Amara is doing and why farms grow many kinds of foods. After reading, students will sort a small set of produce pictures by color or shape and tell how they sorted. Children will draw one farm food and dictate one sentence that describes it using an attribute word.

Resources/Materials <ul style="list-style-type: none"> • <i>Amara’s Farm</i> by JaNay Brown-Wood • Produce picture cards or realia, small trays for sorting • Drawing paper, crayons or colored pencils 	Key Vocabulary: harvest, orchard, smooth, bumpy, round, long	Support:
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Day 3	<table> <tr> <th data-bbox="375 369 899 405">Topic(s)</th><th data-bbox="899 369 1414 405">Foundation(s)</th></tr> <tr> <td data-bbox="375 405 899 600"> Theme: Down on the Farm Number: 15 Letter: Kk Color: Brown Shape: Triangle </td><td data-bbox="899 405 1414 600"> ELA2.4 Demonstrate comprehension ELA3.2 Demonstrate ability to communicate a story </td></tr> </table>	Topic(s)	Foundation(s)	Theme: Down on the Farm Number: 15 Letter: Kk Color: Brown Shape: Triangle	ELA2.4 Demonstrate comprehension ELA3.2 Demonstrate ability to communicate a story
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<p>Activity: “From Seed to Pumpkin” Sequencing</p> <p>Teachers will read <i>From Seed to Pumpkin</i> and highlight key steps in the pumpkin life cycle. After reading, students will work with a simple four-card sequence set and place the steps in order. Children will glue their cards on a strip and tell a partner the sequence using transition words. Volunteers will dictate a short caption for the class chart that tells how a seed becomes a pumpkin.</p>					
Resources/Materials <ul style="list-style-type: none"> • <i>From Seed to Pumpkin</i> by Wendy Pfeffer • Life cycle picture cards, glue sticks, sequencing strips 	<table> <tr> <td data-bbox="540 1213 878 1499"> Key Vocabulary: seed, sprout, vine, blossom, pumpkin, cycle </td><td data-bbox="878 1213 1414 1499"> Support: </td></tr> </table>	Key Vocabulary: seed, sprout, vine, blossom, pumpkin, cycle	Support:		
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Day 4	Topic(s) Theme: Down on the Farm Number: 15 Letter: Kk Color: Brown Shape: Triangle	Foundation(s) ELA2.4 Demonstrate comprehension ELA3.2 Demonstrate ability to communicate a story
Indicators	Younger Preschool	Older Preschool
	May answer simple who and what questions about the story using words or pictures.	May answer why questions about the problem and solution and state an opinion with one reason.
<p>Activity: “Click, Clack, Moo” Q&A and Opinion Share</p> <p>Teachers will reread selected pages from <i>Click, Clack, Moo: Cows That Type</i> and ask literal and inferential questions about the characters, problem, and solution. Students will turn and talk to share what the cows wanted and how they solved the problem with the farmer. Each child will state an opinion such as which character was their favorite and give one reason. The class will record a few opinions on a chart to model speaking in complete sentences.</p>		
Resources/Materials <ul style="list-style-type: none"> • <i>Click, Clack, Moo: Cows That Type</i> by Doreen Cronin • Opinion chart paper, markers • Small picture cards of characters for support 	Key Vocabulary: problem, solution, opinion, reason, negotiate	Support:



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Day 5	Topic(s) Theme: Down on the Farm Number: 15 Letter: Kk Color: Brown Shape: Triangle	Foundation(s) ELA2.4 Demonstrate comprehension ELA3.2 Demonstrate ability to communicate a story
Indicators	Younger Preschool	Older Preschool
	May repeat a patterned line from a class poem and name one farm item when prompted.	May contribute a descriptive word or short phrase to a shared writing poem and help read the finished poem aloud.
<p>Activity: “Amara’s Farm and Pumpkin” Class Poem</p> <p>Teachers will review ideas from <i>Amara’s Farm</i> and <i>From Seed to Pumpkin</i> and model a simple repeating line such as On the farm we see. Each child will add one descriptive word or short phrase to complete the line with teacher scribing. The class will read the poem together and act out motions for key words to support fluency. A copy of the poem will be sent home for families to read together.</p>		
Resources/Materials <ul style="list-style-type: none"> • Chart paper, markers • Word bank cards with farm foods and describing words 	Key Vocabulary: poem, line, repeat, describe, farm, harvest	Support: