



Month: November Week: 4 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
	With adult support, may help name the main character and one event from the story, then act out that part using simple motions or props.	May retell key parts of the story in order (beginning, middle, end) using their own words and act out the events with peers, adding simple dialogue or gestures.
<p>Activity: “Retell & Act: Taylor the Thankful Turkey”</p> <p>Reread Taylor the Thankful Turkey, pausing to briefly review who the characters are and where the story takes place. Create a quick beginning–middle–end chart together and model a short retell: “First..., then..., finally....” Invite children to help fill in the chart with key events. Divide the class into small groups and assign each group a part of the story to act out. Children use their bodies, faces, and simple props to show what happens, while the teacher or a child narrator tells that part of the story. After each group presents, guide the class to retell the whole story from start to finish using the chart. Close by asking children which part was their favorite and why.</p>		
Resources/Materials <ul style="list-style-type: none"> Taylor the Thankful Turkey (book) Chart paper on easel with markers (beginning–middle–end) 	Key Vocabulary: retell, character, setting	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
	With adult support, may help place 2-3 picture cards from the farm story in order and tell what happened first and last.	May independently sequence 3-4 events from the farm story and retell the story using simple “first, next, then, last” language.

Activity: “Farm Story Sequencing”

Reread a favorite farm book (such as *Click, Clack, Moo: Cows That Type*). After reading, show picture cards that represent key parts of the story. Model how to think aloud about the order of events, then invite children to work in small groups to place the cards in order. Groups practice retelling the story using the sequence they created, then share with the class.

Resources/Materials <ul style="list-style-type: none"> • <i>Click, Clack, Moo: Cows That Type</i> (book) • Farm story sequencing picture cards 	Key Vocabulary: sequence, order, event	Support:
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Day 3	Topic(s) Review Week	Foundation(s) ELA2.4 Demonstrate comprehension ELA3.2 Demonstrate ability to communicate a story
Indicators	Younger Preschool	Older Preschool
	With adult support, may sort pictures into “story about worms” vs. “true worm facts,” then tell one thing they learned.	May sort and explain whether a page shows a make-believe story or real information, giving one reason for their choice.
<p>Activity: “Garden & Worm Story Sort”</p> <p>Review parts of <i>Carl and the Meaning of Life</i> and a simple nonfiction text or pages about worms (such as <i>All About Earthworms</i> or similar). Discuss how one is a make-believe story and the other shares real facts. Children work together to sort picture/text cards into two categories, then share something they noticed from each kind of book.</p>		
Resources/Materials <ul style="list-style-type: none"> • <i>Carl and the Meaning of Life</i> (book) • Nonfiction worm or garden book (e.g., <i>All About Earthworms</i> or <i>Up in the Garden and Down in the Dirt</i>) 	Key Vocabulary: fiction, nonfiction, fact	Support:



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	Review Week	ELA2.4 Demonstrate comprehension ELA3.2 Demonstrate ability to communicate a story
Indicators	Younger Preschool	Older Preschool
	With adult support, may name one character or setting from each book and say if they are “the same” or “different.”	May help compare 2–3 details (characters, settings, problems) across the stories using words like “both,” “but,” and “also.”

Activity: “Turkey-Farm-Garden Story Compare Chart”

Review three familiar November books (for example *Taylor the Thankful Turkey*, *Click, Clack, Moo: Cows That Type*, and *Up in the Garden and Down in the Dirt*). Create a large compare chart and model noticing what is the same and what is different across stories. Invite children to help add pictures or words to the chart, then practice telling how two stories are alike and how they are different.

Resources/Materials <ul style="list-style-type: none"> • <i>Taylor the Thankful Turkey</i> (book) • <i>Click, Clack, Moo: Cows That Type</i> (book) • <i>Up in the Garden and Down in the Dirt</i> (book) 	Key Vocabulary: same, different, setting	Support:
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Day 5	Topic(s)	Foundation(s)
	Review Week	ELA2.4 Demonstrate comprehension ELA3.2 Demonstrate ability to communicate a story
Indicators	Younger Preschool	Older Preschool
	With adult support, may choose a favorite book from the month, name it, and tell one thing they liked.	May state their favorite book and give 1-2 reasons, then attempt to draw and label a picture that matches their idea.

Activity: “My Favorite November Book”

Display the covers of the turkey, farm, and garden/worm books read during November. Model choosing a favorite and giving a reason. Children select their own favorite book and create a response page to show what they liked best. Invite them to share with a partner or the whole group, practicing using the book title and their reason.

Resources/Materials <ul style="list-style-type: none"> Class set of November books (turkey, farm, and garden/worm titles) “My Favorite November Book” response pages 	Key Vocabulary: favorite, reason, opinion	Support:
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