



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

Day 1	Topic(s)	Foundation(s)
	Review Week	<p>ELA2.4 Demonstrate comprehension</p> <p>ELA3.2 Demonstrate ability to communicate a story</p>
Indicators	Younger Preschool	Older Preschool
	May describe a character or event from a familiar story using short phrases or drawings.	May retell the beginning, middle, and end of a story using complete sentences, props, or drawings.

Activity: **Retell Your Favorite Story**

Invite children to choose their favorite story from the month (*Rainbow Fish*, *I Won a What?*, or *The Pigeon Will Ride a Roller Coaster*). During group time, encourage each child to retell the story in their own words, supported with teacher prompts such as “What happened first?” or “How did it end?” Props (puppets, story cards, or felt pieces) may be used to help children recall story details. After retelling, children will illustrate their favorite part of the story. Younger preschoolers may focus on drawing a single picture, while older preschoolers can show sequence (beginning, middle, end). Sharing drawings in an “Author’s Chair” at the end allows children to practice expressive communication and confidence.

Resources/Materials <ul style="list-style-type: none"> • Picture books (<i>Rainbow Fish</i>, <i>I Won a What?</i>, <i>The Pigeon Will Ride a Roller Coaster</i>) • Puppets or story cards • Blank paper 	Key Vocabulary: Retell, character, sequence	Support:
---	---	-----------------



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

Day 2	Topic(s)	Foundation(s)
	Review Week	<p>ELA2.1 Demonstrate awareness of the alphabet</p> <p>ELA2.2 Demonstrate phonological awareness</p>
Indicators	Younger Preschool	Older Preschool
	May identify and point to a picture or object that begins with a familiar letter sound.	May find multiple items beginning with a target sound and say the words aloud.

Activity: Letter Sound Hunt (W, X, V)

Children will go on a classroom “sound hunt” to find objects, cards, or labels beginning with the letters W, X, and V. Before the hunt begins, the teacher introduces each letter sound using flashcards and examples (W = whale, X = x-ray, V = violin). Younger preschoolers may simply locate one or two objects with teacher guidance, while older preschoolers will try to collect or name several items that match the sound. After the hunt, children will gather together to share what they found, repeating the words as a group. This activity helps children connect letters to sounds, strengthens vocabulary, and builds excitement around early reading skills.

Older Preschool Challenge (within activity): Encourage older preschoolers to sort the items they found by letter (W, X, V) and try to write the letter on paper next to their object.

Resources/Materials <ul style="list-style-type: none"> • Letter flashcards (W, X, V) • Picture cards or classroom labels with matching sounds 	Key Vocabulary: letter, sound, find	Support:
--	---	-----------------



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

Day 3	Topic(s)	Foundation(s)
	Review Week	<p>ELA1.3 Demonstrate ability to engage in conversations</p> <p>ELA3.2 Demonstrate ability to communicate a story</p>
Indicators	Younger Preschool	Older Preschool
	May tell a short story with a partner using gestures, single words, or phrases.	May create a more detailed story with a partner using complete sentences and shared dialogue.

Activity: Partner Storytelling

Children will be paired up to make up a short story together. The teacher introduces the idea by modeling a quick two-sentence story with another adult or child (e.g., “Once there was a cat. The cat found a big box!”). Partners take turns adding to the story, with teacher prompts to help guide the sequence (e.g., “What happens next?”). Younger preschoolers may only contribute single ideas, while older preschoolers will attempt to expand the story with more detail. At the end, each pair shares their story with the class, encouraging listening and cooperation.

Older Preschool Challenge: Have pairs act out their story after telling it, using gestures or props.

Resources/Materials <ul style="list-style-type: none"> Simple props (stuffed animals, blocks, or puppets) 	Key Vocabulary: story, partner, next	Support:
---	--	-----------------



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

Day 4	Topic(s)	Foundation(s)
	Review Week	ELA2.4 Demonstrate comprehension ELA3.1 Demonstrate mechanics of writing
Indicators	Younger Preschool	Older Preschool
	May draw and label a character from a familiar story.	May retell story details and add simple writing to their drawing.

Activity: Review Books & Draw Favorite Character

As a group, review the books read this month by showing the covers and discussing what happened in each. Ask children to choose their favorite character from any of the books and draw that character. Younger preschoolers may focus on a single illustration with teacher support, while older preschoolers may add details and attempt to label or write about their drawing. Afterward, invite children to share their pictures during group time, building recall, comprehension, and expressive communication.

Older Preschool Challenge: Encourage older preschoolers to write the character’s name or a short sentence about them (e.g., “The fish is shiny.”).

Resources/Materials <ul style="list-style-type: none"> • Book covers <i>(Rainbow Fish, I Won a What?, The Pigeon Will Ride a Roller Coaster)</i> • Blank paper 	Key Vocabulary: character, favorite, draw	Support:
---	---	-----------------



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

Day 5	Topic(s)	Foundation(s)
	Review Week	<p>ELA1.2 Demonstrate expressive communication</p> <p>ELA3.2 Demonstrate ability to communicate a story</p>
Indicators	Younger Preschool	Older Preschool
	May dictate a thought or idea to the teacher about what they learned this month.	May write simple words or sentences in their journal and share with the class.

Activity: “What Did I Learn?” Journal Writing

Children will reflect on the month by thinking about something new they learned (a story, letter, number, or skill). Younger preschoolers may share their thoughts orally with the teacher, who will write their words in the journal for them, while they illustrate their idea. Older preschoolers will attempt to write words or short sentences on their own, paired with a drawing. After completing their journal entries, children may sit in the “Author’s Chair” to share their work, reinforcing confidence in communication and comprehension of their own learning.

Older Preschool Challenge: Encourage older preschoolers to write a complete sentence independently (e.g., “I learned the letter W.”).

Resources/Materials <ul style="list-style-type: none"> Journals or blank paper 	Key Vocabulary: journal, learn, share	Support:
--	---	-----------------