



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

Day 1	Topic(s)	Foundation(s)
	Review Week	ELA1.1 Demonstrate receptive communication ELA1.2 Demonstrate expressive communication
Indicators	Younger Infants	Older Infants
	May track pictures or react with coos or movement during expressive reading.	May point to familiar pictures or vocalize when hearing repeated phrases.

Activity: **Read Pete the Cat Goes Camping**

During quiet floor time or laps, infants will revisit the book *Pete the Cat Goes Camping*. Teachers will read with expressive tones and gestures, pausing on key words like “camp” and “tent” to encourage reactions or babbling. This activity reinforces familiar story structure, voice recognition, and bonding through shared reading.

Resources/Materials <ul style="list-style-type: none"> <i>Pete the Cat Goes Camping</i> (board book preferred) 	Key Vocabulary: cat, tent, camp	Support:
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Day 2	Topic(s)	Foundation(s)
	Review Week	ELA1.1 Demonstrate receptive communication ELA2.3 Demonstrate awareness and understanding of the concept of print
Indicators	Younger Infants	Older Infants
	May watch the page and respond to sound effects with movement.	May point to pond animals or attempt simple sounds like “quack.”

Activity: Read In the Pond + Animal Sounds

Teachers will reintroduce *In the Pond*, focusing on labeling each animal and pairing it with its sound (e.g., “Frog says ribbit!”). Emphasis will be on slowing down, using repetition, and pointing to images to support early word and sound connections.

Resources/Materials <ul style="list-style-type: none"> <i>In the Pond</i> book Pond animal puppet or toy (optional) 	Key Vocabulary: frog, duck, pond	Support:
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Day 3	Topic(s)	Foundation(s)
	Review Week	ELA1.2 Demonstrate expressive communication ELA2.4 Demonstrate comprehension
Indicators	Younger Infants	Older Infants
	May move to rhythm or coo during repetitive parts.	May anticipate phrases or bounce along to “Boom Boom.”
<p>Activity: Chicka Chicka Bounce</p> <p>Revisit <i>Chicka Chicka Boom Boom</i> with added rhythm and movement. As the book is read aloud, caregivers gently bounce or rock infants to the beat of the story. Emphasis will be on expressive reading and the recognizable repetition of letter names.</p>		
Resources/Materials	Key Vocabulary:	Support:
<ul style="list-style-type: none"> <i>Chicka Chicka Boom Boom</i> book 	tree, letter, boom	



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

Day 4	Topic(s)	Foundation(s)
	Review Week	ELA1.1 Demonstrate receptive communication ELA2.2 Demonstrate phonological awareness
Indicators	Younger Infants	Older Infants
	May turn toward the reader's voice or images of food and animals.	May babble in response to rhymes or repeat simple sounds.

Activity: Read **Picnic! A Day in the Park**

This story invites infants to revisit the idea of shared outdoor fun. Teachers will read slowly and pause to point out familiar foods, nature images, and characters. Infants will be encouraged to touch or pat the book and react to food-related words they've heard in earlier weeks.

Resources/Materials <ul style="list-style-type: none"> <i>Picnic! A Day in the Park</i> book Visuals or toy food items (optional) 	Key Vocabulary: picnic, food, park	Support:
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Month: July Week: 5 Subject: English & Language Arts

Day 5	Topic(s)	Foundation(s)
	Review Week	ELA1.1 Demonstrate receptive communication ELA3.2 Demonstrate ability to communicate a story
Indicators	Younger Infants	Older Infants
	May turn head or make sounds when hearing their name.	May point to self or attempt to say their name.

Activity: **Name Talk**

Each infant will be greeted by name and encouraged to look at themselves in a mirror or photo while the teacher says, “Hi, [Name]!” This activity helps infants connect sound to identity, and supports early story-building skills by modeling simple language structures.

Resources/Materials <ul style="list-style-type: none"> • Infant photos or small handheld mirror • Name cards 	Key Vocabulary: name, me, hello	Support:
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