



## Month: July Week: 1 Subject: English & Language Arts

Day 1	Topic(s)		Foundation(s)	
	Theme: Pond Life & Friends Number: 19 Letter: Rr Color: Teal Shape: Rhombus		ELA1.1 Demonstrate receptive communication  ELA1.2 Demonstrate expressive communication	
Indicators				
	Younger Infants		Older Infants	
	May turn head toward the caregiver's voice or reach for the book.		May vocalize, smile, or gesture toward familiar animals or pages in the story.	
Activity: Read Over and Under the Pond				
Sit with the infant on your lap or lay them on a soft rug during quiet alert time. Read <i>Over and Under the Pond</i> slowly and with gentle expression. Hold the book close so infants can clearly see the illustrations. Point to animals such as frogs, fish, and turtles, and name each one. Pause periodically to allow for reactions such as cooing, arm waving, or reaching. Use a calm, soothing tone to help infants associate books with comfort and connection.				
Resources/Materials <ul style="list-style-type: none"><li><i>Over and Under the Pond</i> (board or picture book)</li></ul>		Key Vocabulary: frog, fish, pond		Support:



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Day 2	<b>Topic(s)</b>		<b>Foundation(s)</b>	
	Theme: Pond Life & Friends Number: 19 Letter: Rr Color: Teal Shape: Rhombus		ELA1.1 Demonstrate receptive communication  ELA1.2 Demonstrate expressive communication	
Indicators				
	<b>Younger Infants</b>		<b>Older Infants</b>	
	May visually track images or vocalize in response to familiar voices.		May reach out, babble, or react to animals or colors in the book.	

### Activity: **Read In the Pond**

Read *In the Pond* in a calm voice while seated with the infant or while they are comfortably lying down. Use animal puppets or soft toys (duck, frog, fish) to match the pictures in the book. Gently move the plush animals across the infant's line of sight as you name each one. Allow the infant to explore the toys by touching or mouthing. Pause during reading to engage with gestures and facial expressions.

Resources/Materials <ul style="list-style-type: none"> <li><i>In the Pond</i> board book</li> <li>Plush pond animals (frog, duck, fish)</li> </ul>	Key Vocabulary: duck, water, leaf	Support:
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Day 3	<table><tr><th>Topic(s)</th><th>Foundation(s)</th></tr><tr><td>Theme: Pond Life &amp; Friends Number: 19 Letter: Rr Color: Teal Shape: Rhombus</td><td><b>ELA1.1</b> Demonstrate receptive communication  <b>ELA1.2</b> Demonstrate expressive communication</td></tr></table>		Topic(s)	Foundation(s)	Theme: Pond Life & Friends Number: 19 Letter: Rr Color: Teal Shape: Rhombus	<b>ELA1.1</b> Demonstrate receptive communication  <b>ELA1.2</b> Demonstrate expressive communication
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Theme: Pond Life & Friends Number: 19 Letter: Rr Color: Teal Shape: Rhombus	<b>ELA1.1</b> Demonstrate receptive communication  <b>ELA1.2</b> Demonstrate expressive communication					
Indicators	<table><tr><th>Younger Infants</th><th>Older Infants</th></tr><tr><td>May smile or wiggle in response to animated voice tones.</td><td>May vocalize or bounce in excitement during repeated phrases.</td></tr></table>		Younger Infants	Older Infants	May smile or wiggle in response to animated voice tones.	May vocalize or bounce in excitement during repeated phrases.
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May smile or wiggle in response to animated voice tones.	May vocalize or bounce in excitement during repeated phrases.					

### Activity: **Read Jump, Frog, Jump!**

While reading *Jump, Frog, Jump!*, emphasize the phrase “Jump, Frog, Jump!” with gentle bouncing or hand motions. Hold a frog puppet or toy and make it “jump” along with the story. Use exaggerated facial expressions and rhythmic tones to invite responses. Older infants may begin to anticipate the jumps and younger infants may track movement or respond with smiles.

Resources/Materials <ul style="list-style-type: none"> <li><i>Jump, Frog, Jump!</i> board book</li> <li>Frog puppet or plush toy</li> </ul>	Key Vocabulary: jump, frog, splash	Support:
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Day 4	<table><tr><th>Topic(s)</th><th>Foundation(s)</th></tr><tr><td>Theme: Pond Life &amp; Friends Number: 19 Letter: Rr Color: Teal Shape: Rhombus</td><td><b>ELA1.1</b> Demonstrate receptive communication  <b>ELA1.2</b> Demonstrate expressive communication</td></tr></table>		Topic(s)	Foundation(s)	Theme: Pond Life & Friends Number: 19 Letter: Rr Color: Teal Shape: Rhombus	<b>ELA1.1</b> Demonstrate receptive communication  <b>ELA1.2</b> Demonstrate expressive communication
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Theme: Pond Life & Friends Number: 19 Letter: Rr Color: Teal Shape: Rhombus	<b>ELA1.1</b> Demonstrate receptive communication  <b>ELA1.2</b> Demonstrate expressive communication					
Indicators	<table><tr><th>Younger Infants</th><th>Older Infants</th></tr><tr><td>May settle during familiar voice and book routine.</td><td>May show recognition by gesturing toward familiar pages or mimicking sounds.</td></tr></table>		Younger Infants	Older Infants	May settle during familiar voice and book routine.	May show recognition by gesturing toward familiar pages or mimicking sounds.
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May settle during familiar voice and book routine.	May show recognition by gesturing toward familiar pages or mimicking sounds.					

### Activity: **Read Over and Under the Pond**

Revisit *Over and Under the Pond* to reinforce familiarity and comfort. Use a consistent reading routine, such as reading before or after a feeding. Name animals and encourage looking, pointing, or cooing. Let infants pat or gently touch the pages to engage tactilely while maintaining a quiet and responsive atmosphere.

Resources/Materials <ul style="list-style-type: none"> <li><i>Over and Under the Pond</i> book</li> </ul>	Key Vocabulary: turtle, bug, splash	Support:
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## Month: July Week: 1 Subject: English & Language Arts

Day 5	Topic(s)		Foundation(s)	
	Theme: Pond Life & Friends Number: 19 Letter: Rr Color: Teal Shape: Rhombus		ELA1.1 Demonstrate receptive communication  ELA1.2 Demonstrate expressive communication	
Indicators	Younger Infants		Older Infants	
	May turn toward voice or vocalize during repetitive parts.		May react with movement or babbling during “jump” sections.	
Activity: Read Jump, Frog, Jump!				
Reread the book with a focus on repetition and rhythm. Bounce the frog plush or the infant gently during each “jump” moment. Repeat favorite lines and pause to observe the infant’s reactions. Older infants might begin to expect and enjoy the repetition, while younger ones respond to rhythm and movement.				
Resources/Materials <ul style="list-style-type: none"><li>Jump, Frog, Jump! board book</li><li>Frog plush or puppet</li></ul>		Key Vocabulary: frog, jump, pond		Support: