



Month: August Week: 1 Subject: English & Language Arts

Day 1	Topic(s)	Foundation(s)
	Theme: All About Me Number: 4 Letter: Ww Color: White Shape: Rectangle	ELA1.1 Demonstrate receptive communication ELA1.2 Demonstrate expressive communication
Indicators	Younger Infants	Older Infants
	May look toward the book or illustrations when an adult points or speaks.	May reach for, pat, or point to pictures when prompted.

Activity: Read *What I Like About Me*

Read “What I Like About Me, aloud using a warm, gentle voice. Hold the book so all infants can see the colorful pages and faces. Pause to point to features in the illustrations, such as eyes, noses, and hair, naming them clearly. Encourage infants to touch the pages or point to the same features on themselves if developmentally ready. Repeat keywords to build recognition and early language skills.

Resources/Materials <ul style="list-style-type: none"> <i>What I Like About Me</i> (board book or laminated pages) 	Key Vocabulary: me, eyes, nose	Support:
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Day 2	Topic(s) Theme: All About Me Number: 4 Letter: Ww Color: White Shape: Rectangle	Foundation(s) ELA1.1 Demonstrate receptive communication ELA1.2 Demonstrate expressive communication
Indicators	Younger Infants	Older Infants
	May focus on the reader's face or voice during the story.	May respond with facial expressions, coos, or reach toward the book.
<p>Activity: Read <i>I Like Myself</i></p> <p>Read <i>I Like Myself</i> aloud using an upbeat, engaging tone. Hold the book close so infants can clearly see the smiling faces and colorful illustrations. Pause occasionally to smile at the infants and mimic expressions from the book. After reading, use a small mirror to let each infant see themselves, naming their facial features as you point to them. Repeat words like "smile" and "me" to reinforce language connections.</p>		
Resources/Materials <ul style="list-style-type: none"> <i>I Like Myself</i> (board book) 	Key Vocabulary: smile, me, face	Support:



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Day 3	Topic(s)		Foundation(s)	
	Theme: All About Me Number: 4 Letter: Ww Color: White Shape: Rectangle		ELA1.1 Demonstrate receptive communication ELA1.2 Demonstrate expressive communication	
Indicators				
	Younger Infants		Older Infants	
	May visually follow the pages as they are turned.		May touch or pat the pictures when prompted.	
Activity: Read <i>The Skin You Live In</i>				
Read <i>The Skin You Live In</i> slowly so infants can clearly see each illustration. Use warm, expressive language to name “skin” as you point to pictures and gently touch your own arm, then the infant’s hand (as appropriate). Encourage reaching and page-touching while you label features and feelings. Pause for eye contact and smiles to reinforce connection and engagement. Repeat keywords to build early language recognition.				
Resources/Materials <ul style="list-style-type: none">The Skin You Live In		Key Vocabulary: skin, touch, hand		Support:



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Day 4	Topic(s)	Foundation(s)
	Theme: All About Me Number: 4 Letter: Ww Color: White Shape: Rectangle	ELA1.1 Demonstrate receptive communication ELA1.2 Demonstrate expressive communication
Indicators	Younger Infants	Older Infants
	May watch the teacher's face or mouth while singing.	May vocalize sounds or move hands in response to the song.

Activity: Sing the ABC Song

Sing the ABC song slowly and clearly while maintaining eye contact with the infants. Use exaggerated mouth movements to help them see how sounds are formed. Clap or tap gently to the rhythm to provide a sensory connection. Encourage older infants to clap or sway along. Repeat the song several times during the activity to help build familiarity with the alphabet sounds.

Resources/Materials <ul style="list-style-type: none"> None required (optional soft background ABC music) 	Key Vocabulary: A, B, C	Support:
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Day 5	Topic(s) Theme: All About Me Number: 4 Letter: Ww Color: White Shape: Rectangle	Foundation(s) ELA1.1 Demonstrate receptive communication ELA1.2 Demonstrate expressive communication
Indicators	Younger Infants	Older Infants
	May look toward the chosen book when it is shown.	May point to or vocalize toward a familiar picture in the book.
<p>Activity: Read Favorite Book of the Week</p> <p>Select the book that infants responded to most positively earlier in the week. Read it aloud using the same tone and gestures that engaged them previously. Pause to let them touch or explore the book, and name familiar objects or features they react to. End by smiling and saying the book's title again, reinforcing recognition and enjoyment.</p>		
Resources/Materials <ul style="list-style-type: none"> Favorite book from this week's selection 	Key Vocabulary: book, page, read	Support: