



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

Day 1	Topic(s) Theme: Blossom Market Number: 13 Letter: Ll Color: Teal Shape: Rhombus	Foundation(s) ELA1.1 Demonstrate receptive communication ELA1.2 Demonstrate expressive communication
Indicators	Younger Infants	Older Infants
	Infants may focus on pictures or respond to voice tone by cooing or moving.	Infants may point, babble, or imitate sounds and gestures during the reading.
<p>Activity: Read <i>Planting a Rainbow</i></p> <p>The teacher will read <i>Planting a Rainbow</i> by Lois Ehlert using expressive voice and gestures. While reading, the teacher will pause to point to bright flower illustrations, name the colors slowly, and hold the book at eye level with the infant. As each flower is introduced, infants will be encouraged to track the pictures visually or reach toward the images. For older infants, the teacher may repeat key words like “yellow,” “flower,” and “grow” and invite them to mimic simple sounds. This activity supports attention, listening, and early expressive skills.</p>		
Resources/Materials <ul style="list-style-type: none"> • <i>Planting a Rainbow</i> by Lois Ehlert • Soft rug or infant-friendly seating area • Optional: laminated flower visuals for reinforcement 	Key Vocabulary: flower grow yellow	Support: ☐ Kids Book Read Aloud: PLANTING A RAINBOW by Lois Ehlert



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Day 2	Topic(s) Theme: Blossom Market Number: 13 Letter: Ll Color: Teal Shape: Rhombus	Foundation(s) ELA1.1 Demonstrate receptive communication ELA1.2 Demonstrate expressive communication
Indicators	Younger Infants	Older Infants
	Infants may look at pages and react to the teacher's voice.	Infants may respond to character voices or imitate sounds (e.g., buzzing bee).
<p>Activity: Read <i>Don't Touch That Flower!</i></p> <p>During this read-aloud, the teacher will use animated voices and facial expressions to capture the infant's attention. When the bee character appears, the teacher will pause and buzz gently, encouraging infants to watch or copy the sound. Infants will be invited to point or reach for the colorful illustrations. The book will be repeated over the week to build familiarity with characters and vocabulary.</p>		
Resources/Materials <ul style="list-style-type: none"> • <i>Don't Touch That Flower!</i> by Alice Hemming • Soft lap area or cozy corner 	Key Vocabulary: bee flower buzz	Support: Don't Touch That Flower <input type="checkbox"/> Children's Story Read Aloud <input type="checkbox"/>



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Day 3	Topic(s) Theme: Blossom Market Number: 13 Letter: Ll Color: Teal Shape: Rhombus	Foundation(s) ELA1.1 Demonstrate receptive communication ELA2.4 Demonstrate comprehension
Indicators	Younger Infants	Older Infants
	Infants may look toward repeated images or smile at familiar pages.	Infants may point to or vocalize about images they remember.
<p>Activity: Book Review - <i>Don't Touch That Flower!</i></p> <p>Infants will revisit key pages from <i>Don't Touch That Flower!</i> The teacher will show the pictures again and ask simple questions like, "Where's the flower?" or "Do you see the bee?" For older infants, the teacher will prompt name recognition or sound imitation. Teachers will observe infants' reactions and respond with affirming language to support communication.</p>		
Resources/Materials <ul style="list-style-type: none"> • <i>Don't Touch That Flower!</i> book • Large flower and bee picture cards 	Key Vocabulary: see bee flower	Support: Don't Touch That Flower <input type="checkbox"/> Children's Story Read Aloud <input type="checkbox"/>

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Infant Curriculum

Day 4	Topic(s)	Foundation(s)
	Theme: Blossom Market Number: 13 Letter: Ll Color: Teal Shape: Rhombus	ELA1.1 Demonstrate receptive communication ELA2.4 Demonstrate comprehension
Indicators	Younger Infants	Older Infants
	Infants may smile, babble, or track familiar pages from earlier in the week.	Infants may anticipate or respond to repeated words or color names.
<p>Activity: Book Review - <i>Planting a Rainbow</i></p> <p>Infants will enjoy a second reading of <i>Planting a Rainbow</i>, this time with a focus on reviewing favorite flowers. The teacher will name each flower and color slowly, then pause to see if infants react to the colors or sounds. Older infants will be invited to point to their favorite flower card or imitate color names. This repetition builds memory, language, and comprehension.</p>		
Resources/Materials	Key Vocabulary:	Support: ☐ Kids Book Read Aloud: PLANTING A RAINBOW by Lois Ehlert
<ul style="list-style-type: none"> • <i>Planting a Rainbow</i> • Flower color cards or plush props 	red flower grow	

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Day 5	Topic(s)	Foundation(s)
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Infant Curriculum

	Theme: Blossom Market Number: 13 Letter: Ll Color: Teal Shape: Rhombus	ELA1.1 Demonstrate receptive communication ELA1.2 Demonstrate expressive communication
Indicators	Younger Infants	Older Infants
	Infants may gaze at the pictures or babble in response to images.	Infants may vocalize or point to pictures as the teacher labels them.
<p>Activity: Picture Walk - <i>A Seed Grows</i></p> <p>Rather than reading the full book word-for-word, the teacher will lead infants through a picture walk of <i>A Seed Grows</i> by Antoinette Portis. Teachers will point to each image, name objects (seed, dirt, sun, flower), and wait for infants' reactions. This approach allows for visual engagement, language modeling, and responsive interaction at each child's pace.</p>		
Resources/Materials <ul style="list-style-type: none"> <i>A Seed Grows</i> by Antoinette Portis 	Key Vocabulary: seed sun flower	Support: A Seed Grows Read aloud