



Month: August Week: 3 Subject: English & Language Arts

| Day 1 | Topic(s) | Foundation(s) |
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| | Theme: We're Going to the Fair Number: 3 Letter: Vv Color: Gold Shape: Oval | ELA1.3 Demonstrate ability to engage in conversations ELA2.4 Demonstrate comprehension |
| Indicators | Younger Infants | Older Infants |
| | May visually track pages, reach toward the book, or focus on bold shapes. | May touch or point to shapes and vocalize/babble when prompted. |

Activity: **Read *A Day at the Fair Shapes***

Seat infants on soft mats and hold the book so everyone can see. Read slowly, pausing to point to each shape while clearly naming it. Offer wait time so infants can look, reach, or vocalize; mirror their sounds to model “serve-and-return” conversation. Invite older infants to touch a shape you name (e.g., “Touch the circle”) and celebrate any attempts. End with a quick shape review using exaggerated pointing and smiles.

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| Resources/Materials <ul style="list-style-type: none"> Book: <i>A Day at the Fair Shapes</i> Shape cards (optional) | Key Vocabulary: circle, square, triangle | Support: |
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| Day 2 | Topic(s) Theme: We're Going to the Fair Number: 3 Letter: Vv Color: Gold Shape: Oval | Foundation(s) ELA1.3 Demonstrate ability to engage in conversations ELA2.4 Demonstrate comprehension |
| Indicators | Younger Infants | Older Infants |
| | May look at pictures and respond with smiles, coos, or reaching. | May point to animals or lights and respond to simple "Where is...?" prompts. |
| Activity: Read <i>The Midnight Fair</i> Share the wordless picture book slowly, describing one or two things per page (e.g., "Bright lights...sleepy animals"). Pause often to let infants gaze and respond; echo their sounds and label what they're looking at. Use simple questions with gestures ("Where is the animal?") and guide hands gently to pictures if needed. Close with two or three favorite pages and a short "light clap" celebration to signal all done. | | |
| Resources/Materials <ul style="list-style-type: none"> Book: <i>The Midnight Fair</i> | Key Vocabulary: fair, lights, animal | Support: |



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| Day 3 | Topic(s) Theme: We're Going to the Fair Number: 3 Letter: Vv Color: Gold Shape: Oval | Foundation(s) ELA1.3 Demonstrate ability to engage in conversations ELA2.4 Demonstrate comprehension |
| Indicators | Younger Infants | Older Infants |
| | May visually track pictures and imitate simple sounds. | May point to animals and imitate motions/sounds. |
| Activity: Read <i>A Day at the Circus</i> Introduce the book with an enthusiastic greeting and a quick page flip preview. Name animals and model simple motions/sounds (soft "roar," gentle "trumpet"), inviting infants to copy. Offer lots of praise for any attempt to look, touch, reach, or vocalize. Revisit two pages, asking older infants to find an animal ("Where's the lion?") and support their pointing by guiding their hand. | | |
| Resources/Materials <ul style="list-style-type: none"> Book: <i>A Day at the Circus</i> | Key Vocabulary: circus, animal, show | Support: |



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| Day 4 | Topic(s) | | Foundation(s) | |
| | Theme: We’re Going to the Fair Number: 3 Letter: Vv Color: Gold Shape: Oval | | ELA1.3 Demonstrate ability to engage in conversations ELA2.4 Demonstrate comprehension | |
| Indicators | | | | |
| | Younger Infants | | Older Infants | |
| | May attend to the caregiver's voice, smile, or coo. | | May tap or point to repeated items when cued; may join with babble. | |
| Activity: Sing & Point a Favorite Book | | | | |
| Choose a simple, familiar board book and sing the text to a gentle tune while pointing to key pictures. Pause after repeated words/phrases to invite infant vocal turn-taking. Encourage older infants to touch or tap a pictured item you name; acknowledge every attempt with warm, specific praise. Repeat a short section to build predictability and end with a brief “goodbye book” song. | | | | |
| Resources/Materials <ul style="list-style-type: none">One familiar board book | | Key Vocabulary: book, look, page | | Support: |



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| Day 5 | Topic(s) Theme: We're Going to the Fair Number: 3 Letter: Vv Color: Gold Shape: Oval | Foundation(s) ELA1.3 Demonstrate ability to engage in conversations ELA2.4 Demonstrate comprehension |
| Indicators | Younger Infants | Older Infants |
| | May track puppet movement and respond with smiles or coos. | May anticipate the puppet's peek-a-boo, reach for it, or imitate simple sounds. |
| <p>Activity: Puppet Peek-a-Boo Story</p> <p>Use a soft hand puppet to “tell” a two-minute mini-story with simple lines (“Hello! I see you!”). Move the puppet slowly across infants’ visual field to support tracking, then hide and reappear for predictable peek-a-boos. Invite turn-taking by pausing and waiting for sounds, smiles, or reaches, then respond as the puppet (“I hear you!”). Close by letting each infant gently touch the puppet, modeling soft, safe contact.</p> | | |
| Resources/Materials <ul style="list-style-type: none"> • Soft hand puppet • Small blanket or scarf for peek-a-boo | Key Vocabulary: hello, peek, bye | Support: |