



## Month: September Week: 3 Subject: English & Language Arts

Day 1	<b>Topic(s)</b>		<b>Foundation(s)</b>	
	Theme: Celebrating Hispanic Heritage Shape: Hexagon Number: 9 Color: Brown Letter: Cc		ELA1.1 Demonstrate receptive communication ELA1.2 Demonstrate expressive communication	
Indicators	<b>Younger Infants</b>		<b>Older Infants</b>	
	May look toward the reader’s voice or reach for the book.		May babble, point, or imitate sounds while listening.	
Activity: <b>Story Time - My Name is Cool</b>  Read <i>My Name is Cool</i> aloud while showing large, colorful pictures. Pause often to say children’s names and encourage them to look or respond. Infants may touch or pat the book as they explore. Teachers emphasize rhythm and tone of voice to hold attention and build language exposure.				
Resources/Materials <ul style="list-style-type: none"><li>Book: <i>My Name is Cool</i></li></ul>		Key Vocabulary: name, cool, me, family		Support: <a href="#">My Name is Cool   Funny Hispanic H...</a>



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Day 2	<b>Topic(s)</b> Theme: Celebrating Hispanic Heritage Shape: Hexagon Number: 9 Color: Brown Letter: Cc	<b>Foundation(s)</b> ELA1.1 Demonstrate receptive communication ELA2.4 Demonstrate comprehension
Indicators	<b>Younger Infants</b>	<b>Older Infants</b>
	May listen quietly and watch pictures.	May clap or move with the rhythm of the story.
<b>Activity: Story Time - Pepe and the Parade</b> Read <i>Pepe and the Parade</i> with parade music playing softly in the background. Show infants the colorful illustrations of instruments and people. Encourage them to clap or wave their hands as you read. Repeated words like “parade” are emphasized for language development.		
<b>Resources/Materials</b> <ul style="list-style-type: none"> <li>Book: <i>Pepe and the Parade</i></li> </ul>	<b>Key Vocabulary:</b> parade, music, clap, dance	<b>Support:</b> <a href="#">▶ Pepe and the Parade: A Celebration of...</a>



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<b>Day 3</b>	<b>Topic(s)</b>		<b>Foundation(s)</b>	
	Theme: Celebrating Hispanic Heritage Shape: Hexagon Number: 9 Color: Brown Letter: Cc		ELA1.2 Demonstrate expressive communication ELA2.4 Demonstrate comprehension	
<b>Indicators</b>	<b>Younger Infants</b>		<b>Older Infants</b>	
	May focus on familiar pictures.		May babble or make sounds when shown characters.	

### Activity: **Story Review - Name & Parade**

Review both books from earlier in the week. Hold up the covers and let infants choose which one to revisit. Point to characters and ask, “Who is this?” or “What do you see?” Encourage infants to respond with gestures, babbles, or pointing.

<b>Resources/Materials</b> <ul style="list-style-type: none"> <li>Books: <i>My Name is Cool</i> &amp; <i>Pepe and the Parade</i></li> </ul>	<b>Key Vocabulary:</b> book, same, different, story	<b>Support:</b>
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## Month: September Week: 3 Subject: English & Language Arts

<b>Day 4</b>	<b>Topic(s)</b> Theme: Celebrating Hispanic Heritage Shape: Hexagon Number: 9 Color: Brown Letter: Cc	<b>Foundation(s)</b> ELA1.1 Demonstrate receptive communication ELA1.2 Demonstrate expressive communication
<b>Indicators</b>	<b>Younger Infants</b>	<b>Older Infants</b>
	May touch or reach for the banana/plantain shown.	May attempt to say “banana” or imitate words.
<b>Activity: Story Time - Plátanos Go with Everything</b> Read <i>Plátanos Go with Everything</i> while showing a real banana or plantain. Pass it around for infants to explore safely with touch and smell. Encourage them to repeat the word “banana” or “plátano.” The multisensory connection supports comprehension.		
<b>Resources/Materials</b> <ul style="list-style-type: none"> <li>Book: <i>Plátanos Go with Everything</i></li> </ul>	<b>Key Vocabulary:</b> plátano, banana, eat, food	<b>Support:</b> <a href="#">▶ Platanos Go With Everything - BILI...</a>



## Month: September Week: 3 Subject: English & Language Arts

Day 5	<b>Topic(s)</b>		<b>Foundation(s)</b>		
	Theme: Celebrating Hispanic Heritage Shape: Hexagon Number: 9 Color: Brown Letter: Cc		ELA1.3 Demonstrate ability to engage in conversations ELA2.4 Demonstrate comprehension		
Indicators					
	<b>Younger Infants</b>		<b>Older Infants</b>		
	May look longer at a favorite book.		May point, clap, or vocalize when their favorite book or picture is shown.		
<b>Activity: Story Review - Favorite Book</b>					
Present all three books from the week. Hold them up and invite infants to reach, point, or look longer at their favorite. Read a few pages from the most chosen book. This activity reinforces memory, choice-making, and enjoyment of books.					
Resources/Materials <ul style="list-style-type: none"><li>Books: <i>My Name is Cool</i>, <i>Pepe and the Parade</i>, <i>Plátanos Go with Everything</i></li></ul>		Key Vocabulary: book, favorite, like, story		Support:	