



Month: September Week: 4 Subject: English & Language Arts

Day 1	Topic(s)	Foundation(s)
	Review Week	ELA1.1 Demonstrate receptive communication ELA1.2 Demonstrate expressive communication
Indicators	Younger Infants	Older Infants
	May look toward or reach for pictures when named by the teacher.	May point, pat, or vocalize in response to pictures (e.g., “leaf,” “tree”).

Activity: “It’s Fall” Read-Aloud & Leaf Pointing

The teacher will read *It’s Fall* by Autumn Renee Kurilla while showing large, colorful pictures of leaves, trees, and pumpkins. Younger infants will be encouraged to look at and track the pictures while the teacher names them. Older infants will be prompted to point to or pat the page when the teacher asks, “Where is the leaf?” or “Can you find the pumpkin?” After the story, the teacher can extend the activity by showing real leaves or textured leaf cutouts, letting infants explore them with their hands. This experience introduces fall vocabulary, encourages attention to books, and supports beginning communication.

Resources/Materials <ul style="list-style-type: none"> Book: <i>It’s Fall</i> by Autumn Renee Kurilla Real or faux leaves for tactile exploration 	Key Vocabulary: fall, autumn, leaf, tree, pumpkin	Support:
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Day 2	Topic(s)	Foundation(s)
	Review Week	<p>ELA1.1 Demonstrate receptive communication</p> <p>ELA2.4 Demonstrate comprehension</p>
Indicators	Younger Infants	Older Infants
	May look toward the book or puppet as the teacher speaks.	May reach for the puppet or vocalize in response to brushing motions.

Activity: “Where the Sugar Bugs Live” Read-Aloud & Mouth Puppets

The teacher will read *Where the Sugar Bugs Live* by Carrie Wucinich, pausing to emphasize brushing teeth and “sugar bugs.” After the story, the teacher will use a puppet or doll with visible teeth to model brushing. Younger infants will watch closely and track the movements. Older infants may reach out to touch the puppet or imitate brushing motions with their hands. This playful activity introduces oral health vocabulary and builds comprehension through imitation and repetition.

Resources/Materials <ul style="list-style-type: none"> Book: <i>Where the Sugar Bugs Live</i> Doll or puppet with visible teeth Play toothbrush 	Key Vocabulary: brush, teeth, clean, bug	Support:
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Day 3	Topic(s)	Foundation(s)
	Review Week	<p>ELA1.2 Demonstrate expressive communication</p> <p>ELA1.3 Demonstrate ability to engage in conversations</p>
Indicators	Younger Infants	Older Infants
	May respond to hearing their own name by looking at the teacher.	May babble or clap when their name is called, showing recognition.

Activity: “My Name is Cool” Read-Aloud & Name Peek

The teacher will read *My Name is Cool* by Antonio Sacre. After reading, the teacher will play a “name peek” game by holding up family photos or name cards and calling each child’s name. Younger infants will respond by turning their heads or smiling when their name is heard. Older infants will vocalize, clap, or reach toward their name card. Teachers will emphasize that names are special and help build identity.

Resources/Materials <ul style="list-style-type: none"> Book: <i>My Name is Cool</i> Infant name cards or family photos 	Key Vocabulary: name, me, cool, special	Support:
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Day 4	Topic(s)	Foundation(s)
	Review Week	ELA1.1 Demonstrate receptive communication ELA2.4 Demonstrate comprehension
Indicators	Younger Infants	Older Infants
	May look at fruit pictures in the book.	May point to or attempt to name familiar fruits.

Activity: “Oliver’s Fruit Salad” Read-Aloud & Fruit Talk

The teacher will read *Oliver’s Fruit Salad* by Vivian French, showing bright illustrations of fruits. Younger infants will be encouraged to track the pages as the teacher points and names each fruit. Older infants may point, pat, or try to say simple fruit names (like “apple” or “banana”). If available, real fruit or plastic fruit toys can be shown after reading to connect the book to real-life objects.

Resources/Materials <ul style="list-style-type: none"> Book: <i>Oliver’s Fruit Salad</i> Real fruit or plastic fruit toys 	Key Vocabulary: fruit, apple, banana, grape, eat	Support:
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Month: September Week: 4 Subject: English & Language Arts

Day 5	Topic(s)	Foundation(s)
	Review Week	ELA1.1 Demonstrate receptive communication ELA2.4 Demonstrate comprehension
Indicators	Younger Infants	Older Infants
	May listen quietly, look at, or track pictures during storytime.	May smile, pat, or vocalize at familiar pictures in the story.

Activity: **Class Favorite Storytime**

Teachers will re-read one of the books from earlier in the week (*It's Fall*, *Where the Sugar Bugs Live*, *My Name is Cool*, or *Oliver's Fruit Salad*) based on which story seemed to capture the most smiles, attention, or excitement from the group. Younger infants will engage by watching the teacher turn pages and hearing the familiar rhythm of the story. Older infants may point, pat, or vocalize when they see familiar pictures. Teachers can pause to name objects, ask simple prompts ("leaf," "apple"), and encourage infants to respond in their own way.

Resources/Materials <ul style="list-style-type: none"> Any of the reviewed books from earlier in the week 	Key Vocabulary: book, page, story, read, look	Support:
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