



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

Day 1	Topic(s)	Foundation(s)
	Theme: Under Construction; Learning In Progress Number: 12 Letter: Ff Color: Black Shape: Triangle	ELA1.1 Demonstrate receptive communication ELA2.4 Demonstrate comprehension
Indicators		
	Younger Infants	Older Infants
	May watch teacher's face and listen to tone of voice during reading.	May pat, point to, or reach toward pictures of trucks.

Activity: *The Excavator Who Didn't Want to Dig!* by Kelly Pacheco

Teachers will read the story using an animated voice, showing bright pictures of the excavator. Younger infants will listen and look at the images, building attention and early sound recognition. Older infants will point, touch, or babble in response to pictures of trucks or animals. Teachers will use expressive sounds like “vroom” or “beep” to capture interest.

Resources/Materials <ul style="list-style-type: none"> <i>The Excavator Who Didn't Want to Dig!</i> by Kelly Pacheco Toy truck or picture card for visual connection 	Key Vocabulary: dig, truck, beep, go, stop	Support:
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Day 2	Topic(s) Theme: Under Construction; Learning In Progress Number: 12 Letter: Ff Color: Black Shape: Triangle		Foundation(s) ELA1.1 Demonstrate receptive communication ELA2.4 Demonstrate comprehension	
Indicators	Younger Infants		Older Infants	
	May watch as teacher reads and respond to soft singing tones.		May imitate or gesture “sleep” during story cues.	

Activity: *Where Do Diggers Sleep at Night?* by Brianna Caplan Sayres

Teachers will read the story aloud with gentle rhythm and soft tone, encouraging infants to look at the pictures of trucks resting. Younger infants will listen quietly and follow the teacher’s voice. Older infants will be encouraged to imitate “sleeping” gestures (laying head on hands). The teacher can end with a lullaby or soft humming to connect the story’s bedtime theme.

Resources/Materials <ul style="list-style-type: none"> <i>Where Do Diggers Sleep at Night?</i> by Brianna Caplan Sayres 	Key Vocabulary: sleep, night, rest, truck, bed	Support:
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Indicators	Younger Infants		Older Infants	
	May react to tone changes (excited, calm) during reading.		May point to shadows or familiar shapes in the pictures.	

Activity: *Construction Site Gets a Fright* by Sherri Duskey Rinker

Teachers will read the story using expressive tones to highlight “surprise” or “funny” moments. Younger infants will focus on listening to the teacher’s changing voice. Older infants will look at the shadow pictures and point or touch when they see something new. Teachers can shine a small flashlight on the book to show how shadows move and change, linking reading to visual discovery.

Resources/Materials <ul style="list-style-type: none"> <i>Construction Site Gets a Fright</i> by Sherri Duskey Rinker* Flashlight 	Key Vocabulary: shadow, light, big, dark, funny	Support:
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Month: October Week: 3 Subject: English & Language Arts

Day 4	Topic(s)		Foundation(s)	
	Theme: Under Construction; Learning In Progress Number: 12 Letter: Ff Color: Black Shape: Triangle		ELA1.1 Demonstrate receptive communication ELA1.2 Demonstrate expressive communication	
Indicators				
	Younger Infants		Older Infants	
	May touch textured parts of books with teacher support.		May point to and vocalize during exploration.	
Activity: Texture Book Exploration Teachers will present touch-and-feel books about trucks or building materials. Younger infants will explore by touching and rubbing different textures like bumpy wheels or smooth metal. Older infants will point and make sounds as they explore. Teachers will name textures out loud (“This one feels rough. This one is soft.”) to model descriptive language.				
Resources/Materials <ul style="list-style-type: none">Touch-and-feel books		Key Vocabulary: soft, rough, bumpy, smooth, touch		Support:



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Day 5	Topic(s) Theme: Under Construction; Learning In Progress Number: 12 Letter: Ff Color: Black Shape: Triangle	Foundation(s) ELA1.2 Demonstrate expressive communication ELA2.4 Demonstrate comprehension
Indicators	Younger Infants	Older Infants
	May look toward familiar truck pictures during teacher's cue.	May point to or tap the truck they like best.
Activity: Favorite Truck Picture Pointing <p>Teachers will display several large truck pictures (bulldozer, dump truck, crane). Younger infants will be encouraged to look and track each picture as teachers describe them. Older infants will point or tap their favorite truck when asked, "Which one do you like best?" Teachers will reinforce early communication by labeling each picture slowly and clearly.</p>		
Resources/Materials <ul style="list-style-type: none"> Large laminated truck photos or flashcards 	Key Vocabulary: truck, big, yellow, fast, work	Support: