



Month: October Week: 5 Subject: English & Language Arts

Day 1	Topic(s)	Foundation(s)
	Review Week	ELA2.4 Demonstrate comprehension ELA1.2 Demonstrate expressive communication
Indicators	Younger Infants	Older Infants
	May look toward familiar pictures and may reach or pat the page you name.	May point to a picture and may vocalize or attempt a word for what they see.

Activity: **Picture Walk Favorites**

Gather 2 or 3 class favorite board books. Do a slow picture walk without reading all the words and pause on each page to label one object or person. Invite infants to touch or point and echo simple sounds or words. Repeat key words and gestures to build recognition. End by letting each child choose a favorite page and you say the word again.

Resources/Materials <ul style="list-style-type: none"> 2-3 favorite board books 	Key Vocabulary: look, point, book	Support:
--	--------------------------------------	----------



Month: October Week: 5 Subject: English & Language Arts

Day 2	Topic(s)	Foundation(s)
	Review Week	ELA2.4 Demonstrate comprehension ELA1.2 Demonstrate expressive communication
Indicators	Younger Infants	Older Infants
	May track your hands and may move fingers with hand-over-hand support.	May imitate one motion and may say or sing a repeated word.
<p>Activity: Five Little Pumpkins</p> <p>Sit where infants can see your face and hands. Sing the rhyme with slow, clear motions and repeat it two or three times. Offer gentle hand-under-hand support so infants can try motions like up, down, and roll. Pause before key words to invite a vocal response. Finish with a fast and then a quiet version to keep engagement high.</p>		
Resources/Materials	Key Vocabulary:	Support:
<ul style="list-style-type: none"> Simple pumpkin finger puppet or glove (optional) 	five, roll, gate	



Month: October Week: 5 Subject: English & Language Arts

Day 3	Topic(s)	Foundation(s)
	Review Week	ELA2.4 Demonstrate comprehension ELA1.2 Demonstrate expressive communication
Indicators	Younger Infants	Older Infants
	May touch and rub textures and may look to you when you label the feeling word.	May seek a favorite texture and may use a simple word or sign like soft or rough.
Activity: Texture Book Exploration <p>Offer a touch-and-feel book and model gentle fingers on one texture at a time. Use short phrases to pair words with touch such as soft fur or bumpy dots. Give infants turns to explore while you wait and narrate their actions. Repeat their sounds and add a word to build language. Close by comparing two textures and letting each child choose one more page to feel.</p>		
Resources/Materials <ul style="list-style-type: none"> • Touch-and-feel board book 	Key Vocabulary: soft, bumpy, feel	Support:



Month: October Week: 5 Subject: English & Language Arts

Day 4	Topic(s)	Foundation(s)
	Review Week	ELA2.4 Demonstrate comprehension ELA1.2 Demonstrate expressive communication
Indicators	Younger Infants	Older Infants
	May still their body and may turn toward a new sound.	May imitate a sound and may point to a matching picture when prompted.
Activity: Listening to Nature Sounds Play short clips of gentle nature sounds like rain, birds, or wind. Before each clip, show a simple picture and say the word. Pause after the sound so infants can look, listen, or vocalize. Invite imitation with your model such as tweet tweet for birds. Repeat favorite clips and end with a soft hum or quiet breath to transition.		
Resources/Materials <ul style="list-style-type: none"> • Ipad • Nature Sounds 	Key Vocabulary: listen, bird, rain	Support:



Month: October Week: 5 Subject: English & Language Arts

Day 5	Topic(s)	Foundation(s)
	Review Week	ELA2.4 Demonstrate comprehension ELA1.2 Demonstrate expressive communication
Indicators	Younger Infants	Older Infants
	May bring or reach for a favorite book and may smile or vocalize at a known page.	May turn pages with support and may name or approximate one favorite picture.
<p>Activity: Class Favorite Reread</p> <p>Invite infants to choose from two favorite books. Read with exaggerated expression and slow pacing so children can anticipate familiar parts. Pause to let them touch the page or point while you wait and label. Encourage simple participation such as a repeated word or sound effect. End by revisiting the most loved page and celebrating their attempts to communicate.</p>		
Resources/Materials	Key Vocabulary:	Support:
<ul style="list-style-type: none"> 2 favorite board books from the week 	read, page, favorite	