



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

Day 1	Topic(s)	Foundation(s)
	Theme: Wiggly Worms & Garden Friends Number: 16 Letter: Ll Color: Gold Shape: Cone	ELA2.4 Demonstrate comprehension ELA3.2 Demonstrate ability to communicate a story
Indicators	Younger Infants	Older Infants
	May look toward the storybook and reach for pictures.	May point, vocalize, or babble while looking at illustrations.

Activity: “Read *Carl and the Meaning of Life*”

Gather infants for storytime while seated closely so they can see the bright, simple pictures. Use expressive tones to show Carl’s curiosity and pause to point out the worm and soil. Encourage infants to touch or pat the page when prompted (“Where’s Carl?”). Re-read favorite parts during the week to build familiarity and connection to the story.

Resources/Materials <ul style="list-style-type: none"> • <i>Carl and the Meaning of Life</i> board or picture book • Soft blanket or lap area for reading • Plush worm toy for engagement 	Key Vocabulary: worm, dig, look	Support:
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Day 2	Topic(s)		Foundation(s)	
	Theme: Wiggly Worms & Garden Friends Number: 16 Letter: Ll Color: Gold Shape: Cone		ELA2.4 Demonstrate comprehension ELA3.2 Demonstrate ability to communicate a story	
Indicators				
	Younger Infants		Older Infants	
	May follow a caregiver’s finger to pictures on the page.		May coo, babble, or mimic words while looking at images.	

Activity: "Read *Up in the Garden and Down in the Dirt*"

Show the book's top and bottom pages while describing what lives **above** and **below** the dirt. Use slow, rhythmic reading and gesture up and down to reinforce understanding. Encourage babies to look between pages as you say "up... down..." to begin connecting visuals with directional language.

Resources/Materials <ul style="list-style-type: none"> <i>Up in the Garden and Down in the Dirt</i> picture book Soft worm or insect plush for visual cue 	Key Vocabulary: up, down, dirt	Support:
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Day 3	Topic(s) Theme: Wiggly Worms & Garden Friends Number: 16 Letter: Ll Color: Gold Shape: Cone	Foundation(s) ELA2.2 Demonstrate phonological awareness ELA3.2 Demonstrate ability to communicate a story
Indicators	Younger Infants	Older Infants
	May move or smile in response to rhyme and rhythm.	May babble, bounce, or wave hands to rhythm.
<p>Activity: “Wiggly Worm Rhyme & Song” Sing a short repeating rhyme:</p> <p>“Wiggly worm, wiggly worm, in the ground you go, Wiggly worm, wiggly worm, wiggle fast and slow!”</p> <p>Move a plush worm slowly across infants’ arms or legs to match the rhythm. Repeat the rhyme several times, changing tempo to capture attention. Encourage imitation by bouncing or patting to the beat.</p>		
Resources/Materials <ul style="list-style-type: none"> • Plush or soft toy worm • Music player for soft rhythm background (optional) 	Key Vocabulary: wiggle, slow, fast	Support:



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Day 4	Topic(s) Theme: Wiggly Worms & Garden Friends Number: 16 Letter: Ll Color: Gold Shape: Cone	Foundation(s) ELA2.4 Demonstrate comprehension ELA3.2 Demonstrate ability to communicate a story
Indicators	Younger Infants	Older Infants
	May smile, giggle, or look toward the page when flaps open.	May reach to open flaps or look at the caregiver's face for reaction.
Activity: "Peek-a-Boo Book Play" Use a lift-the-flap or peek-a-boo board book to explore surprise and turn-taking. As you open each flap, say "Peek-a-boo! Who's in the garden?" Pause to allow visual focus and baby reactions. Encourage reaching, touching, and turn-taking to strengthen curiosity and object permanence.		
Resources/Materials <ul style="list-style-type: none"> Peek-a-boo or lift-the-flap garden-themed board book 	Key Vocabulary: peek, who, look	Support:



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Day 5	Topic(s) Theme: Wiggly Worms & Garden Friends Number: 16 Letter: Ll Color: Gold Shape: Cone	Foundation(s) ELA2.4 Demonstrate comprehension ELA3.2 Demonstrate ability to communicate a story
Indicators	Younger Infants	Older Infants
	May visually recognize familiar pictures from earlier stories.	May point or babble when familiar images appear.
<p>Activity: “Story Revisit - Who’s in the Garden?”</p> <p>Review favorite pages and characters from the week’s books. As each picture is shown, ask, “Who’s in the garden?” Encourage touching or pointing to worms, leaves, and bugs. Pair with short naming words (“worm,” “leaf,” “bug”) to reinforce word-image connection.</p>		
Resources/Materials <ul style="list-style-type: none"> Pages or printed visuals from <i>Carl and the Meaning of Life</i> and <i>Up in the Garden and Down in the Dirt</i> Plush toy or laminated photo cards of garden animals 	Key Vocabulary: garden, leaf, bug	Support: