



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

<b>Day 1</b>	<b>Topic(s)</b> Theme: Animals in the Winter Number: 19 Letter: Oo Color: Turquoise Shape: Triangle	<b>Foundation(s)</b> ELA1.1 Demonstrate receptive communication ELA1.2 Demonstrate expressive communication
<b>Indicators</b>	<b>Younger Infants</b> May look toward the animal card when the adult holds it up, and may track it briefly with their eyes.	<b>Older Infants</b> May smile, reach, or vocalize toward a favorite animal picture and may look back and forth between the card and the adult.
<b>Activity: “Animal Picture Talk - Soft Animal Photo Cards”</b> Sit on the floor with 2-3 large animal photo cards (bear, bird, squirrel). Hold up one card at a time and label it slowly: “Bear... big bear.” Pause so infants can look, reach, or coo. Gently move the card side to side for visual tracking and bring it closer if an infant reaches. Repeat with each picture, echoing any vocal sounds the infants make to create a simple back-and-forth “conversation.”		
<b>Resources/Materials</b> <ul style="list-style-type: none"> <li>• Large laminated animal photo cards (bear, bird, squirrel, etc.)</li> <li>• Soft mat or blanket for floor time</li> </ul>	<b>Key Vocabulary:</b> bear, bird, squirrel, look, see	<b>Support:</b>



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<b>Day 2</b>	<b>Topic(s)</b> Theme: Animals in the Winter Number: 19 Letter: Oo Color: Turquoise Shape: Triangle	<b>Foundation(s)</b> ELA1.1 Demonstrate receptive communication ELA2.4 Demonstrate comprehension
<b>Indicators</b>	<b>Younger Infants</b>	<b>Older Infants</b>
	May quiet, gaze at the book, or lean toward the pages while the adult talks about the pictures.	May touch or pat the picture of Bear, and may show recognition when Bear appears again (smile, sound, or reach).
<p>Activity: <b><i>“Time to Sleep Picture Walk - Find Bear”</i></b></p> <p>Hold one infant or sit with a small group and open <i>Time to Sleep</i>. Do a slow picture walk instead of reading all the text. Pause on each page where Bear appears, point, and say, “Here is Bear... Bear is sleepy.” Give infants time to touch or pat Bear’s picture. Repeat Bear’s name each time you see him, helping infants connect the picture and the word.</p>		
<b>Resources/Materials</b> <ul style="list-style-type: none"> <li><i>Time to Sleep</i> by Denise Fleming</li> </ul>	<b>Key Vocabulary:</b> bear, sleep, night, winter	<b>Support:</b>



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<b>Day 3</b>	<b>Topic(s)</b>		<b>Foundation(s)</b>	
	Theme: Animals in the Winter Number: 19 Letter: Oo Color: Turquoise Shape: Triangle		ELA1.2 Demonstrate expressive communication ELA1.3 Demonstrate ability to engage in conversations ELA2.3 Demonstrate awareness and understanding of the concept of print	
<b>Indicators</b>	<b>Younger Infants</b>		<b>Older Infants</b>	
	May pat, bang, or mouth the book and may make simple sounds while the adult talks.		May babble, imitate simple sounds, or use single words while turning pages or pointing to pictures with support.	

### Activity: “Touch & Talk Book Time - My Board Book”

Offer each infant a sturdy board book. Sit close and narrate what they are doing: “You opened the book... you see the dog... tap, tap.” Encourage infants to open, close, pat, and turn pages as they are able. Echo their sounds (“Ba!”) and link them to the pictures (“Ba... ball!”). Focus on the shared “conversation” about the book more than finishing all the pages.

<b>Resources/Materials</b> <ul style="list-style-type: none"> <li>Individual board books (textures or clear photos)</li> </ul>	<b>Key Vocabulary:</b> book, page, open, close, names of key pictures (dog, ball, etc.)	<b>Support:</b>
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<b>Day 4</b>	<b>Topic(s)</b> Theme: Animals in the Winter Number: 19 Letter: Oo Color: Turquoise Shape: Triangle	<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 still, smile, or make eye contact during the song and may anticipate bounces or pauses.	May babble, squeal, or try to imitate parts of their name or the rhythm during the song.
<p>Activity: <b>“Winter Name Song Lap Bounces”</b></p> <p>Seat infants on your lap or in supported sitting and sing a simple winter name song, such as:</p> <p>“(Child’s name) rides through the snow,          Bounce, bounce, bounce we go!”</p> <p>Gently bounce or rock in time with the song, pausing for a smile or sound at the end of each line. Use each child’s name clearly so they hear it repeated in a warm, playful way, and respond to any coos or babbles as part of the “conversation.”</p>		
<b>Resources/Materials</b> <ul style="list-style-type: none"> <li>Simple winter name song/chant (teacher-led; no recording required)</li> </ul>	<b>Key Vocabulary:</b> name, snow, bounce, go	<b>Support:</b>



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<b>Day 5</b>	<b>Topic(s)</b> Theme: Animals in the Winter Number: 19 Letter: Oo Color: Turquoise Shape: Triangle	<b>Foundation(s)</b> ELA1.1 Demonstrate receptive communication ELA1.3 Demonstrate ability to engage in conversations
<b>Indicators</b>	<b>Younger Infants</b>	<b>Older Infants</b>
	May watch as the adult points to photos and may coo or move arms/legs while looking.	May point, tap, or vocalize in response to simple prompts (“See the bird?”) and may look between the photo and the adult.
<p>Activity: <b>“Animals in Winter Photo Look &amp; Chat”</b></p> <p>Choose 3-4 pages from <i>Animals in Winter</i> with large animal photos (bird, bear, squirrel). Hold the book so infants can see clearly. Point and ask simple questions-“See the bird?” “Where is the bear?”-then pause for any response (a look, reach, or sound). Echo their responses (“You see the bear!”) and add a few words (“Big bear!”) to build a very early back-and-forth conversation about the pictures.</p>		
<b>Resources/Materials</b> <ul style="list-style-type: none"> <li><i>Animals in Winter</i> book or large printed animal photos</li> </ul>	<b>Key Vocabulary:</b> animal, bear, bird, squirrel, look, see	<b>Support:</b>