



Month: November 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 Toddlers	Older Toddlers
	With adult support, may point to or touch characters/objects in familiar books when named.	May point to and name characters or objects from November stories and show understanding with simple words or gestures.

Activity: “November Story Basket - Picture Walk & Point”

Place all November books in a “story basket” (turkey, farm, and garden/worm titles). Let children choose a book; do a short picture walk, pausing to name and point to familiar animals, foods, and characters. Invite toddlers to point, touch, or name items with you (“Where is the turkey? Who remembers Carl?”). Repeat with several books so children revisit each theme.

Resources/Materials	Key Vocabulary: story, look, point	Support:
• Books from the past month		



Toddler Curriculum

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Day 2	Topic(s)	Foundation(s)
	Review Week	ELA1.1 Demonstrate receptive communication ELA1.2 Demonstrate expressive communication ELA2.4 Demonstrate comprehension
Indicators		
	Younger Toddlers	Older Toddlers
	With adult support, may match a character card to the same picture on a book cover or page.	May name characters (turkey, cow, Amara, Carl) and match them to the correct book cover or picture.

Activity: "Who's in Our Stories? Character Match"

Show covers from November books and simple laminated character cards (turkey, cows, Amara, Carl, worm, garden friends). Name each character and ask children to help you "find their book." Toddlers place character cards on top of or beside the matching book cover.

Resources/Materials	Key Vocabulary: who, character, match	Support:
• November book covers (real books or printed images)		



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Day 3	Topic(s)	Foundation(s)
	Review Week	ELA1.1 Demonstrate receptive communication ELA1.2 Demonstrate expressive communication ELA2.4 Demonstrate comprehension
Indicators		
	Younger Toddlers	Older Toddlers
	With adult support, may place pictures on a farm, garden, or home mat when named.	May tell or show where a story takes place (farm, garden, home/classroom) and match pictures from the books to the correct place.

Activity: “Where Does the Story Happen? Farm, Garden, Home”

Lay out three large picture mats: farm, garden, and home/classroom. Show pages or small pictures from the November books and ask, “Does this happen on a farm, in a garden, or at home/school?” Children help place the picture on the right mat, reviewing settings from each story.

Resources/Materials	Key Vocabulary: where, farm, garden	Support:
<ul style="list-style-type: none">Large mats or posters labeled/pictured: Farm, Garden, Home/School		



Toddler Curriculum

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Day 4	Topic(s)	Foundation(s)
	Review Week	ELA1.2 Demonstrate expressive communication ELA1.3 Demonstrate ability to engage in conversations
Indicators	Younger Toddlers	Older Toddlers
	With adult support, may copy simple action words and motions from the story ("run," "jump," "dig").	May echo short phrases from familiar stories and act them out, showing understanding of what is happening.

Activity: "Story Action Echo - Say & Do"

Choose short action lines from familiar books (run, run, run!; gobble, gobble; dig, dig, dig). Read or chant the line, then invite children to "say and do" it with you—echo the words and copy the motion. Rotate through turkey, farm, and garden/worm stories so children review different texts.

Resources/Materials	Key Vocabulary: say, do, action	Support:
<ul style="list-style-type: none">Short action phrases pulled from November books (on sentence strips or cards)		



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Day 5	Topic(s) Review Week	Foundation(s) ELA1.2 Demonstrate expressive communication ELA1.3 Demonstrate ability to engage in conversations ELA2.4 Demonstrate comprehension
Indicators	Younger Toddlers With adult support, may point to a favorite book and use single words or gestures to show something they like (“cow,” “turkey”).	Older Toddlers May choose a favorite November story, name it, and share one simple reason or part they like (“I like the ducks,” “Carl digs”).
<p>Activity: “My Favorite November Story Talk”</p> <p>Place all November books on the carpet. Invite each child to choose their favorite and hold or sit by it. Go around the circle; help toddlers name the book and talk briefly about a favorite part or character. Teachers model simple language and expand on children’s ideas.</p>		
Resources/Materials <ul style="list-style-type: none">● November story collection set out for choice● Simple “Favorite Story” chart or picture list (optional for teacher use)	Key Vocabulary: favorite, like, book	Support: