



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 ELA2.4 Demonstrate comprehension
Indicators	Younger Infants	Older Infants
	With adult support, may visually track pages or pictures and calm/attend to the caregiver's voice during the story.	May pat or point toward pictures, vocalize, or repeat simple sounds when familiar animals appear.

Activity: "Story Time: November Animal Friends (Soft Book)"

Hold an infant on your lap or sit nearby with a small group. Use a soft or board book that shows turkeys, farm animals, and garden friends. Read with a gentle voice, pausing to touch and tap pictures: "Here's the turkey-gobble, gobble." Encourage infants to touch the page, pat animals, or copy simple sounds. Repeat favorite pages so infants anticipate what comes next.

Resources/Materials	Key Vocabulary: animal, turkey, moo	Support:
<ul style="list-style-type: none">Soft or board book featuring turkeys, farm animals, and garden creatures		



Infant Curriculum

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Day 2	Topic(s)	Foundation(s)
	Review Week	ELA1.1 Demonstrate receptive communication ELA1.2 Demonstrate expressive communication
Indicators	Younger Infants	Older Infants
<p>Activity: "Picture Walk: Turkeys, Farm & Garden"</p> <p>Choose 2-3 November books (turkey, farm, garden). Instead of reading all the words, slowly walk through the pictures-front cover, a few inside pages, and back cover. Name what you see: "Turkey...cow...worm in the garden." Highlight book parts (cover, page, turn) while inviting infants to help turn pages or touch favorite animals.</p>		
Resources/Materials <ul style="list-style-type: none">• 2-3 sturdy picture/board books from November themes (turkey, farm, garden)	Key Vocabulary: book, look, page	Support:



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Day 3	Topic(s)	Foundation(s)
	Review Week	ELA1.1 Demonstrate receptive communication ELA1.2 Demonstrate expressive communication ELA1.3 Demonstrate ability to engage in conversations
Indicators	Younger Infants	Older Infants
	With adult support, may visually track or pat family/caregiver photos when named.	May smile, vocalize, or attempt names when shown familiar faces and respond in a back-and-forth exchange (“Mama,” “Dada,” “teacher”).
<p>Activity: “Who Do You See? Photo & Book Talk”</p> <p>Create a simple “Who Do You See?” ring or book with photos of classroom staff, infants, and a few November animals. Sit close and show one picture at a time: “Who do you see? I see Riley.” Pause for infants to respond with looks, smiles, or sounds. Follow their lead, adding short phrases and encouraging simple back-and-forth “conversations” around the pictures.</p>		
Resources/Materials <ul style="list-style-type: none">• Laminated photo ring or small photo book of families, caregivers, and a few animal pictures	Key Vocabulary: who, baby, friend	Support:



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	Review Week	ELA1.1 Demonstrate receptive communication ELA1.2 Demonstrate expressive communication
Indicators	Younger Infants	
	With adult support, may quiet, smile, or move body to the rhythm of short rhymes and animal sounds.	May bounce, clap, or attempt to imitate animal sounds or rhyme endings (e.g., “moo,” “baa,” “gobble”).

Activity: “Gentle Rhyme Time – Turkey, Cow & Worm”

Hold infants or seat them safely in a semi-circle. Share very short rhymes or chants about a turkey, a cow, and a worm, matching gentle bounces, pats, or wiggles to the rhythm. Exaggerate key sounds—/g/ in “gobble,” /m/ in “moo,” /w/ in “wiggle.” Invite infants to echo sounds or movements; repeat favorite rhymes several times.

Resources/Materials	Key Vocabulary: rhyme, gobble, moo	Support:
<ul style="list-style-type: none">Simple rhyme cards/lyrics for turkey, cow, and worm chants		



Infant Curriculum

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Day 5	Topic(s) Review Week	Foundation(s) ELA2.3 Demonstrate awareness and understanding of the concept of print ELA2.4 Demonstrate comprehension
Indicators	Younger Infants With adult support, may look toward or reach for one of two books offered.	Older Infants May crawl/reach to a specific book, hold it, turn pages (with help), and show preference by returning to the same book or page.
<p>Activity: “Soft Book Choice: Infant Picks a Favorite”</p> <p>Arrange 2-3 soft or board books from the week in a low basket on the floor. Invite infants to move toward or reach for a book. Name their choice (“You picked the turkey book!”), then sit and share a few pages, following their cues to turn back, linger, or move on. Encourage repeated choices so infants experience ownership and familiarity with favorite stories.</p>		
Resources/Materials <ul style="list-style-type: none">● Basket or low bin with 2-3 soft/board books from November themes	Key Vocabulary: book, mine, turn	Support: