



Month: December 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 Toddlers	Older Toddlers
	May look at the pictures, point to familiar objects or people, and respond with gestures or single words when asked simple questions.	May label people and actions in the pictures, answer simple “who/what” questions, and share short phrases about their own family.
Activity: Let’s Celebrate Picture Walk - Talk About Families Show the cover of <i>Let’s Celebrate: Special Days Around the World</i> and invite toddlers to notice the families and colors. Slowly do a picture walk through a few pages, naming what you see (“family,” “food,” “lights”) and pausing for children to point, touch, or name familiar items. Ask simple questions like “Where is the baby?” or “What are they holding?” and connect pictures to their own experiences (“Who has a family dinner at home?”). Keep language warm and repetitive so toddlers can join in.		
Resources/Materials <ul style="list-style-type: none"> Let’s Celebrate: Special Days Around the World 	Key Vocabulary: family, party, happy	Support:



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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
	May look at and touch gingerbread pictures, imitate words like “cookie,” and show enjoyment during the story time.	May identify the gingerbread boy, name simple actions (run, eat), and tell which part of the story they liked using words or short phrases.

Activity: Gingerbread Picture Walk - Talk About Cookie

Show toddlers the cover of *The Gingerbread Boy* or a gingerbread picture book and say “cookie!” together. Take a short picture walk, focusing on big, clear images of the gingerbread boy and the people or animals he meets. Ask very simple questions such as “Where is the cookie now?” and “Is he running or sleeping?” Invite children to repeat fun phrases like “Run, run!” and to point to the cookie on each page.

Resources/Materials <ul style="list-style-type: none"> <i>The Gingerbread Boy</i> or gingerbread picture book Large gingerbread boy picture or puppet (optional) 	Key Vocabulary: cookie, run, boy	Support:
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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
	May look at reindeer pictures, track with eyes or finger, and label one familiar item such as “nose” or “hat.”	May point to and name several objects (reindeer, snow, tree) and answer yes/no or “what’s this?” questions about the pictures.

Activity: Reindeer Book Short Pages - Point & Name

Choose a simple reindeer book or use pages from *The Little Reindeer* with large illustrations. Read only a few short pages at a time, pausing often to invite toddlers to point and name what they see. Model language such as “reindeer,” “snow,” and “tree,” and encourage children to repeat after you. Turn it into a playful game by asking “Can you find the reindeer?” and cheering when children point or say the word.

Resources/Materials <ul style="list-style-type: none"> Reindeer picture book (e.g., <i>The Little Reindeer</i>) Reindeer photo or stuffed animal (optional) 	Key Vocabulary: reindeer, snow, tree	Support:
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Day 4	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
	May watch and listen to the animal story, point to animals when named, and make simple animal sounds.	May name some animals, match animals to sounds or actions, and show understanding of “sleep” or “bed” when asked where the animal goes.

Activity: Time to Sleep Animal Picture Talk

Show pages from *Time to Sleep* or *Animals in Winter* that have clear animal pictures (bear, squirrel, turtle). Read a few short lines, then pause to talk about each animal: “This is a bear. Bear is sleepy.” Invite toddlers to point to the animal, make its sound, or pretend to yawn and curl up. Repeat key phrases like “Time to sleep!” so children can join in and begin to connect words with actions.

Resources/Materials <ul style="list-style-type: none"> <i>Time to Sleep</i> and/or <i>Animals in Winter</i> Small animal toys (bear, squirrel, etc.) for children to hold (optional) 	Key Vocabulary: bear, sleep, animal	Support:
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Month: December Week: 4 Subject: English & Language Arts

Day 5	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
	May show a preference for a favorite book by reaching, pointing, or smiling and may use a word or gesture to request “again.”	May help vote for a favorite December story, name a character or object from that book, and use words or short phrases to tell why they like it.
<p>Activity: Class Choice Story - Favorite December Book</p> <p>Place 2-3 familiar December books (<i>The Gingerbread Boy</i>, <i>The Little Reindeer</i>, <i>Time to Sleep</i>, etc.) in front of the group and briefly show each cover. Invite toddlers to “vote” by pointing, touching, or placing a small cube on the book they want. Read the winning story, using your voice and gestures to keep it lively. After reading, encourage children to name something they remember or simply show they want to hear it again.</p>		
Resources/Materials	Key Vocabulary:	Support:
<ul style="list-style-type: none"> Several familiar December books 	book, favorite, story	