



Month: February Week: 4 Subject: English/Language Arts

Day 1	Topic(s) Theme: Review	Foundation(s) ELA2.4 Demonstrate comprehension
Indicators	Younger Infants Show interest in books by reaching, touching, or looking at pictures.	Older Infants Begin to recognize familiar pictures and react to different tones and sounds in books.
	Activities: The teacher will read <i>Have You Thanked an Inventor Today?</i> with expressive tones and gestures. As the teacher reads, they will point to pictures and describe what's happening. Infants will be encouraged to look at, touch, and engage with the book. Teachers can ask simple questions like, "Where is the lightbulb?" or "Do you see the car?" for older infants.	
Resources/Materials • <i>Have You Thanked an Inventor Today?</i> • Large picture cards of inventions • Soft book versions for infants to explore	Key Vocabulary: inventor, light, idea	Support: Have You Thanked An Inventor Today? by Patrice McLaurin /Reading with Mr. Ramos/Read Aloud



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Day 2	Topic(s)		Foundation(s)	
	Theme: Review		ELA2.1 Demonstrate awareness of the alphabet	
Indicators				
	Younger Infants		Older Infants	
	Show interest in bright colors and images.		Respond to color names by looking at or reaching for corresponding images.	
Activities: The teacher will read <i>I Can Eat A Rainbow</i> while pointing to the different colored fruits and vegetables. Infants will be encouraged to look at and point to pictures. The teacher will emphasize color words while showing real or plush fruits. They can say, “This is a red apple! Can you find the red apple?” to engage older infants.				
Resources/Materials <i>I Can Eat A Rainbow</i> book - Soft toy fruits/vegetables or laminated food pictures		Key Vocabulary: red, green, yellow		Support: I Can Eat A Rainbow - Read Aloud



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Day 3	Topic(s)	Foundation(s)
	Theme: Review	ELA1.3 Demonstrate ability to engage in conversations
Indicators	Younger Infants	Older Infants
	Make sounds or gestures in response to storytelling.	Point to pictures or vocalize when asked a question.
Activities: The teacher will read <i>Which Food Will You Choose</i> and talk about different food choices. As they read, they will use exaggerated expressions and pause for infants to respond. For older infants, the teacher will ask, “Would you eat the banana or the sandwich?” and wait for them to point or react. Infants can also explore toy food items that match the book.		
Resources/Materials • Book: <i>Which Food Will You Choose?</i> • Plastic or plush food props	Key Vocabulary: food, eat, choose	Support: Which Food Will You Choose. Read-Aloud

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Infant Curriculum

Day 4	Topic(s)		Foundation(s)	
	Theme: Review		ELA1.1 Demonstrate receptive communication	
Indicators	Younger Infants		Older Infants	
	React to changes in tone, rhythm, and volume during the reading.		Show engagement by looking at pictures, making sounds, or moving to music-related cues.	
Activities: The teacher will read <i>Little Melba and Her Big Trombone</i> using expressive voices and gestures. While reading, they will point to the trombone and mimic playing it to engage infants. Teachers can play soft jazz music in the background during pauses and encourage infants to clap or move along with the music. Older infants will be encouraged to imitate “trombone sounds” or move their hands like they’re playing an instrument.				
Resources/Materials ● <i>Little Melba and Her Big Trombone</i> book ● Small toy instruments for infants to explore ● Soft jazz music in the background		Key Vocabulary: trombone, music, play		Support: Little Melba and Her Big Trombone, Read Aloud

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Day 5	Topic(s)	Foundation(s)
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Infant Curriculum

	Theme: Review	ELA1.1 Demonstrate receptive communication
Indicators	Younger Infants	Older Infants
	Observe books and listen to teacher's voice.	Independently explore books by turning pages, pointing, or babbling.
Activities: Teachers will set up a cozy reading area with a variety of books from the month's theme. Infants will be encouraged to choose books to look at while teachers read aloud in small groups. Older infants will be encouraged to "find their favorite book" and explore turning pages. Teachers will model how to hold and flip through books.		
Resources/Materials • A variety of board books from this month's reading • Soft or textured books for sensory engagement	Key Vocabulary: book, page, look	Support: