



Month: March Week: 1 Subject: English/Language Arts

Day 1	Topic(s) Theme: Bugs & Insects Number: 7 Letter: Ff Color: Blue Shape: Oval	Foundation(s) ELA1.1 – Demonstrate receptive communication
Indicators	Younger Infants	Older Infants
	Will listen and track visual stimuli such as bright colors and moving images.	Will reach for and attempt to grasp the book, babble in response to the reading, or react to repeated phrases.
Activity: Infants will engage in an interactive reading of <i>The Very Hungry Caterpillar</i>. Caregivers will use expressive voices, move the book slowly for visual tracking, and pause to allow reactions. Younger infants will observe and listen, while older infants will be encouraged to touch, grasp, and vocalize in response to the story. Talking Points for Teachers: • “Let’s watch the caterpillar crawl!” (Move finger along the page.) • “What do we see? A big red apple!” (Point and describe.) • “Look! The caterpillar is changing. What do you see?” (Show the butterfly.)		
Resources/Materials • <i>The Very Hungry Caterpillar</i> board book • Plush caterpillar toy	Key Vocabulary: caterpillar, butterfly, apple	Support: The Very Hungry Caterpillar - Animated Film



Month: March Week: 1 Subject: English/Language Arts

Day 2	Topic(s) Theme: Bugs & Insects Number: 7 Letter: Ff Color: Blue Shape: Oval	Foundation(s) ELA1.1 – Demonstrate receptive communication
Indicators	Younger Infants	Older Infants
	Will listen to story sounds and track illustrations with their eyes.	Will respond to bug sound effects, babble, or attempt to imitate sounds.
Activity: Bugs! Bugs! Bugs!- Caregivers will read <i>Bugs! Bugs! Bugs!</i> while emphasizing bug sound effects (<i>buzz, chirp, hop</i>). Younger infants will be encouraged to listen and watch the book, while older infants will touch and explore soft-textured books. Teachers will gently guide their fingers to feel the raised textures of different bugs. Talking Points for Teachers: • “<i>Buzz buzz! That’s a bee! Can you hear it?</i>” • “<i>This grasshopper can hop! Jump, jump!</i>” (Encourage leg movement.) • “<i>Let’s touch the ladybug! It feels bumpy.</i>”		
Resources/Materials • <i>Bugs! Bugs! Bugs!</i> board book	Key Vocabulary: buzz, hop, chirp	Support: Kids Book Read Aloud Story ☐ Bugs! Bugs! Bugs!

Month: March Week: 1 Subject: English/Language Arts



Infant Curriculum

Day 3	Topic(s)		Foundation(s)	
	Theme: Bugs & Insects Number: 7 Letter: Ff Color: Blue Shape: Oval		ELA1.1 – Demonstrate receptive communication	
Indicators	Younger Infants		Older Infants	
	Will visually track images and listen to descriptive words.		Will attempt to point to pictures or mimic sounds related to the book.	
Activity: I Love Bugs!- Using <i>I Love Bugs!</i>, teachers will name bugs, describe their colors, and encourage pointing. Younger infants will focus on tracking movement as teachers move the book slowly side to side. Older infants will be encouraged to point, babble, or reach for the images as teachers describe them. Talking Points for Teachers: • “Look at this <i>BIG</i> bug! Where is the little bug?” • “This butterfly is blue! What color is your shirt?” • “Can you find the crawling bug?”				
Resources/Materials • <i>I Love Bugs!</i> board book • Large bug picture flashcards		Key Vocabulary: bug, colors, big		Support: I Love Bugs - Read Aloud

Month: March Week: 1 Subject: English/Language Arts

Day 4	Topic(s)	Foundation(s)
-------	-----------------	----------------------



Infant Curriculum

	Theme: Bugs & Insects Number: 7 Letter: Ff Color: Blue Shape: Oval	ELA1.1 – Demonstrate receptive communication
Indicators	Younger Infants	Older Infants
	Will respond to changes in tone and voice with facial expressions.	Will attempt to mimic expressions, respond with cooing or babbling, or point to the ladybug.
Activity: The Grouchy Ladybug- Teachers will read <i>The Grouchy Ladybug</i> using expressive tones and exaggerated facial expressions. Younger infants will listen and watch, responding to the changing voices and expressions. Older infants will be encouraged to point to the ladybug, mimic emotions (grouchy face), or wave hello when prompted. Talking Points for Teachers: • “Oh no! The ladybug is grouchy! Can you make a grouchy face?” • “Where is the ladybug going? Let’s follow her!” • “The ladybug met a big animal! What sound does it make?”		
Resources/Materials	Key Vocabulary:	Support: The Grouchy Ladybug Animated (Read Aloud) SEL
• <i>The Grouchy Ladybug</i> board book	ladybug, grouchy, hello	

Month: March Week: 1 Subject: English/Language Arts

Day 5	Topic(s)	Foundation(s)
	Theme: Bugs & Insects	ELA1.1 – Demonstrate receptive



	Number: 7 Letter: Ff Color: Blue Shape: Oval	communication ELA3.2 – Demonstrate ability to communicate a story
Indicators	Younger Infants	Older Infants
	Will observe and respond to storytelling by reaching or watching.	Will attempt to trace the spider's web or respond with hand movements.
Activity: The Very Busy Spider- Infants will engage in tactile storytelling by following the raised texture of <i>The Very Busy Spider's</i> web. Younger infants will be guided to touch and feel the web using hand-over-hand support. Older infants will be encouraged to trace the web with their fingers and mimic the movements of a spider. Talking Points for Teachers: • “Let’s feel the spider’s web! So bumpy!” • “Can you wiggle your fingers like a spider?” • “The spider is so busy! What is she making?”		
Resources/Materials • <i>The Very Busy Spider</i> board book with raised textures • Toy spider for interactive play (optional)	Key Vocabulary: spider, web, busy	Support: The Very Busy Spider - Animated Children's Book