



Month: March Week: 2 Subject: English/Language Arts

Day 1	Topic(s) Theme: Spring Surprises Number: 8 Letter: Gg Color: Yellow Shape: Diamond	Foundation(s) ELA1.1 Demonstrate receptive communication
Indicators	Younger Infants	Older Infants
	May listen to and react to the teacher's voice and nature sounds.	Can turn toward sounds and attempt to mimic vocalizations.
Activity: The teacher will read "Spring is Here" in a soft, expressive tone while playing gentle nature sounds (birds chirping, soft wind, rain). • Younger infants may listen and track sounds. • Older infants can coo, babble, or respond with gestures. The teacher may use hand motions (e.g., fluttering fingers for birds, tapping gently for raindrops) to bring the story to life.		
Resources/Materials • <i>Spring is Here</i> book	Key Vocabulary: listen, bird, wind, rain, spring	Support: □ Spring Is Here: A Bear and Mole Story by Will Hillenbrand Kids Book Read Alouds



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Day 2	Topic(s)	Foundation(s)
	Theme: Spring Surprises Number: 8 Letter: Gg Color: Yellow Shape: Diamond	ELA1.2 Demonstrate expressive communication
Indicators	Younger Infants	Older Infants
	May focus on bright pictures as the book is read.	Can point, smile, or make sounds when seeing pictures.
Activity: The teacher will read "The Thing About Spring", pausing to show the bright illustrations. • Younger infants may look at the pictures and track movement. • Older infants can respond to simple questions like, "Where is the rabbit?", by pointing or making sounds. The teacher may mimic facial expressions from the book (rabbit looking sad, then happy), encouraging infants to copy emotions.		
Resources/Materials	Key Vocabulary:	Support: □ The Thing About Spring - Read Aloud
• The Thing About Spring	Look, see, happy, rabbit	

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Infant Curriculum

Day 3	Topic(s)		Foundation(s)	
	Theme: Spring Surprises Number: 8 Letter: Gg Color: Yellow Shape: Diamond		ELA2.3 Demonstrate awareness and understanding of the concept of print	
Indicators	Younger Infants		Older Infants	
	May touch the textured book pages or soft materials.		Can explore textures by grasping and feeling different materials related to the story.	
Activity: The teacher will read "Little Blue Truck’s Springtime" while allowing infants to touch sensory materials related to the book (soft feathers, fuzzy chicks, smooth leaves). • Younger infants may listen while touching textures. • Older infants can grasp and explore different materials, enhancing their tactile experiences.				
Resources/Materials • Little Blue Truck’s Springtime book • Soft feathers, leaves, fabric, fuzzy plush animals		Key Vocabulary: Soft, touch, truck, chick		Support: Little Blue Truck's Springtime, Kids Books Read Aloud Picture Book Reading for Kids Trucks

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Day 4	Topic(s)	Foundation(s)
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Infant Curriculum

	Theme: Spring Surprises Number: 8 Letter: Gg Color: Yellow Shape: Diamond	ELA2.1 Demonstrate awareness of the alphabet
Indicators	Younger Infants	Older Infants
	May listen to repetitive sounds and vocal patterns.	Can react by making cooing or babbling sounds when hearing the letter Gg.
Activity: The teacher will read " When Spring Comes ", emphasizing words that start with Gg (grass, grow, green). • Younger infants may listen to the repeated /g/ sound while the teacher gently taps their hand or points to the letter. • Older infants can babble and attempt to repeat sounds like “ga-ga-go” after hearing the teacher say Gg words.		
Resources/Materials • <i>When Spring Comes</i> book • Large letter Gg printout	Key Vocabulary: grow, grass, green, Gg	Support: □ When Spring Comes - Read Aloud

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Day 5	Topic(s)	Foundation(s)
	Theme: Spring Surprises	ELA2.4 Demonstrate comprehension



Infant Curriculum

	Number: 8 Letter: Gg Color: Yellow Shape: Diamond	
Indicators		
	Younger Infants May watch and listen to the teacher's voice as they describe seasonal changes.	Older Infants Can react to images of winter vs. spring and respond to simple questions.
Activity: The teacher will read "Goodbye Winter, Hello Spring", showing pictures of winter and spring changes (snow vs. flowers, bare trees vs. green trees). • Younger infants may watch the images and listen to the contrasting descriptions. • Older infants can point to or touch a picture when asked, "Where is the flower?" At the end of the book, the class may wave "Goodbye" to winter and "Hello" to spring together.		
Resources/Materials • <i>Goodbye Winter, Hello Spring</i> book	Key Vocabulary: goodbye, hello, winter, spring, flower	Support: Story Time with Outpost: Goodbye Winter, Hello Spring