



Month: March Week: 3 Subject: English/Language Arts

Day 1	Topic(s) Theme: Birds & Eggs Discovery Number: 9 Letter: Hh Color: Purple Shape: Rectangle	Foundation(s) ELA1.1 Demonstrate receptive communication
Indicators	Younger Infants	Older Infants
	May listen to the teacher's voice and track colorful images in the book.	Can reach for the book, babble, or make sounds in response to images.
Activity: The teacher will read <i>Bird Watch</i> aloud, using different vocal tones and exaggerated expressions to engage infants. The book will be held close so that younger infants can track the colorful bird images, while older infants may be encouraged to pat the pages or point at pictures. The teacher will describe bird sounds while mimicking them ("<i>Tweet-tweet! Chirp-chirp!</i>") to capture interest. • Younger infants may engage by listening and watching the teacher turn pages. • Older infants may touch the book, babble, or respond when the teacher asks, "<i>Where's the bird?</i>"		
Resources/Materials • <i>Bird Watch</i> board book • Plush bird toy (optional for visual and sensory exploration)	Key Vocabulary: Bird Chirp Look	Support: Storytime - Bird Watch



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Day 2	Topic(s)	Foundation(s)
	Theme: Birds & Eggs Discovery Number: 9 Letter: Hh Color: Purple Shape: Rectangle	ELA2.4 Demonstrate comprehension
Indicators	Younger Infants	Older Infants
	May listen and focus on the teacher's voice while exploring egg-shaped objects.	Can grasp, shake, or touch different sensory eggs while listening to the story.
Activity: The teacher will read <i>Whose Egg is This?</i> while providing hands-on exploration with plastic eggs. Infants will be given soft, textured, or rattling eggs to hold and explore as they listen. • Younger infants will have the teacher gently place an egg in their hands to explore while listening to the story. • Older infants may be encouraged to shake an egg, roll it, or transfer it from hand to hand while engaging with the book. The teacher will pause to ask questions ("Who is inside the egg? Let's find out!") and use exciting tones to build curiosity.		
Resources/Materials	Key Vocabulary:	Support:
• <i>Whose Egg is This?</i> board book • Plastic eggs (some with textures or rattles inside)	Egg Hatch Inside	Support: Whose Egg is This?

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Infant Curriculum

Day 3	Topic(s)	Foundation(s)
	Theme: Birds & Eggs Discovery Number: 9 Letter: Hh Color: Purple Shape: Rectangle	ELA1.3 Demonstrate ability to engage in conversations
Indicators	Younger Infants	Older Infants
	May enjoy being rocked gently and hearing a soothing voice.	Can respond by babbling, smiling, or making gestures as the teacher narrates.
Activity: The teacher will hold infants in a secure lap position and read <i>Mama Built a Little Nest</i> while gently rocking or swaying. • Younger infants will experience gentle motion while listening to the rhythmic text. • Older infants will be encouraged to grasp soft fabric scraps or feather pieces as the teacher describes how birds build their nests. The teacher will use their fingers to mimic nest-building motions (“<i>Let’s make a nest with our hands!</i>”) while guiding infants’ hands to feel soft textures associated with nest materials.		
Resources/Materials	Key Vocabulary:	Support:
• <i>Mama Built a Little Nest</i> board book • Soft fabric scraps, feathers, or cotton balls (for tactile exploration)	Nest Build Soft	Support: Kids Book Read Aloud: Mama Built a Little Nest by Jennifer Ward, illustrated by Steve Jenkins

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

	Theme: Birds & Eggs Discovery Number: 9 Letter: Hh Color: Purple Shape: Rectangle	ELA2.2 Demonstrate phonological awareness
Indicators	Younger Infants	Older Infants
	May respond to changes in voice pitch and rhythm while listening to the book.	Can make sounds or gestures when hearing familiar words or animal noises.
Activity: The teacher will read <i>Feathers for Lunch</i> with an emphasis on rhythm, animal sounds, and playful tones. Using different voices for the cat and birds, the teacher will engage infants in call-and-response play. • Younger infants may track the teacher's face and react to high-pitched bird sounds or low-pitched cat meows. • Older infants will be encouraged to mimic sounds ("Meow! Chirp-chirp!") and reach toward plush birds when prompted. The teacher will reinforce simple repetitive phrases to build early language connections ("The bird says chirp! Can you chirp too?").		
Resources/Materials • <i>Feathers for Lunch</i> board book • Plush bird and cat toy for visual reinforcement	Key Vocabulary: Chirp Meow Feathers	Support: Feathers for Lunch Kids Book Read Aloud

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

	Theme: Birds & Eggs Discovery Number: 9 Letter: Hh Color: Purple Shape: Rectangle	ELA2.3 Demonstrate awareness and understanding of the concept of print
Indicators	Younger Infants	Older Infants
	May look at the book and respond to familiar images.	Can point, tap, or react when asked to find a familiar picture.
Activity: The teacher will <i>revisit</i> <i>Whose Egg is This?</i> as an interactive experience, allowing infants to engage with large picture cards of eggs and birds. • Younger infants will observe bright images and track as the teacher holds up cards. • Older infants will be encouraged to point or touch familiar objects ("<i>Where is the egg? Can you find it?</i>"). The teacher will provide positive reinforcement ("<i>You found the egg! Great job!</i>") to support early recognition and engagement with print materials.		
Resources/Materials	Key Vocabulary:	Support:
• <i>Whose Egg Is This?</i> book (review) • Large laminated picture cards of eggs and birds	Find Egg Look	Whose Egg Is This?