



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

Day 1	Topic(s)	Foundation(s)
	Review Week	ELA2.4 Demonstrate comprehension
Indicators	Younger Toddlers	Older Toddlers
	Point to pictures when named and react to changes in the story.	Identify familiar food items and predict what comes next.
Activity: <i>The Very Hungry Caterpillar</i> The teacher will read <i>The Very Hungry Caterpillar</i>, using animated voice, gestures, and props to engage the toddlers. Children will point to familiar objects (apple, pear, orange) as the teacher names them. • Younger toddlers may explore touch-and-feel elements (felt fruit pieces, toy caterpillar). • Older toddlers may practice counting the foods as they appear in the story. The teacher can encourage verbal engagement by asking: “<i>What do you see? What color is this fruit?</i>”		
Resources/Materials	Key Vocabulary:	Support: The Very Hungry Caterpillar - Animated Film
• Large storybook with bright illustrations • Felt or plastic fruit props for interaction	Caterpillar Eat Apple	

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Toddler Curriculum

Day 2	Topic(s)	Foundation(s)
	Review Week	ELA1.3 Demonstrate ability to engage in conversations
Indicators	Younger Toddlers	Older Toddlers
	Listen to short stories with engagement.	Name bugs and imitate their sounds/movements.
Activity: <i>Bugs! Bugs! Bugs!</i> The teacher will read <i>Bugs! Bugs! Bugs!</i>, emphasizing different bug names and their movements. • Younger toddlers may listen and point to pictures of bugs as the teacher names them. • Older toddlers may imitate bug movements (wiggle like a caterpillar, buzz like a bee). After reading, toddlers will explore toy bugs in a sensory bin, feeling different textures (smooth, bumpy). The teacher can ask: “<i>Can you crawl like a bug? What sound does a bee make?</i>”		
Resources/Materials	Key Vocabulary:	Support:
• Board book with colorful bug illustrations • Toy bugs (ladybug, butterfly, bee, ant) • Sensory bin (dried beans, leaves, toy bugs)	Bug Fly Bee	Bugs! Bugs! Bugs! Kids Book Read Aloud!

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Day 3	Topic(s)	Foundation(s)
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Toddler Curriculum

	Review Week	ELA1.2 Demonstrate expressive communication
Indicators	Younger Toddlers	Older Toddlers
	Respond to animal sounds and gestures.	Attempt to repeat words and name animals.
Activity: <i>Little Blue Truck's Springtime</i> During storytime, the teacher will pause to let children make animal sounds as they appear in the book (<i>"What does a sheep say?"</i>). • Younger toddlers will listen and imitate moo, baa, quack sounds. • Older toddlers will name the animals and point to them on the page. After the story, toddlers will push toy trucks around while making "beep beep" sounds, encouraging verbal expression.		
Resources/Materials	Key Vocabulary:	Support:
• Little Blue Truck's Springtime	Truck Sheep Beep	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)
	Review Week	ELA2.2 Demonstrate phonological



Toddler Curriculum

		awareness
Indicators		
	Younger Toddlers	Older Toddlers
	Recognize bird sounds in the story.	Identify feathers and attempt to say bird names.
Activity: <i>Feathers for Lunch</i> The teacher will read <i>Feathers for Lunch</i>, using bird puppets and real feathers for sensory engagement. • Younger toddlers will touch and explore feathers as they listen to the story. • Older toddlers will name birds and try to "tweet" like a bird. After reading, children will explore a feather bin, tossing them in the air while the teacher asks: <i>"What color is your feather? Can you make it fly?"</i>		
Resources/Materials	Key Vocabulary:	Support: Feathers for Lunch Kids Book Read Aloud
• Feathers for Lunch • Feathers (sensory exploration) • Bird puppet (optional)	Bird Feather Fly	

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Day 5	Topic(s)	Foundation(s)
	Review Week	ELA2.3 Demonstrate awareness and



Toddler Curriculum

		understanding of the concept of print
Indicators		
	Younger Toddlers	Older Toddlers
	Point to pictures of seasons .	Identify spring-related words .
Activity: <i>Goodbye Winter, Hello Spring</i> The teacher will read <i>Goodbye Winter, Hello Spring</i>, pointing to seasonal changes in the book. • Younger toddlers will point to flowers, rain, and trees when asked. • Older toddlers will name spring elements (“<i>What do we see in spring?</i>”). After the story, toddlers will go on a mini nature walk (inside or outside), pointing to signs of spring (flowers, leaves, sun).		
Resources/Materials • Nature objects (flowers, leaves, mini watering cans)	Key Vocabulary:	Support: Story Time with Outpost: Goodbye Winter, Hello Spring