



Month: December Week: 1 Subject: English & Language Arts

Day 1	Topic(s)	Foundation(s)
	Theme: Gingerbread Man Number: 17 Letter: Mm Color: Silver Shape: Rhombus	ELA2.1 Demonstrate receptive communication ELA2.4 Demonstrate comprehension ELA3.2 Demonstrate ability to communicate a story
Indicators	Younger Infants	Older Infants
	May look toward the book or teacher's face and quiet or coo while listening.	May point, pat, or vocalize toward favorite pictures and respond to simple prompts (e.g., "Where's the cookie?").

Activity: Gingerbread Picture Book Look & Listen

Seat infants on laps or in supportive seats close to you and show a simple gingerbread board book with large, clear pictures. Read slowly with a gentle voice, pausing to hold each page close so babies can focus on a single image. Point to the gingerbread character and use short, repetitive phrases like "Run, run, gingerbread!" while exaggerating facial expressions. Encourage older infants to touch or pat the page, and name what they show interest in ("You see the cookie!"). Finish by turning back to a favorite page and rereading it before closing the book.

Resources/Materials Gingerbread-themed board book with large, simple pictures	Key Vocabulary: cookie, run, hot	Support:
---	-------------------------------------	----------



Month: December Week: 1 Subject: English & Language Arts

Day 2	Topic(s) Theme: Gingerbread Man Number: 17 Letter: Mm Color: Silver Shape: Rhombus	Foundation(s) ELA2.1 Demonstrate receptive communication ELA2.2 Demonstrate expressive communication
Indicators	Younger Infants	Older Infants
	May quiet, smile, or move body to the rhythm of familiar rhymes.	May babble, repeat simple sounds, or anticipate parts of the song (e.g., arm lift, clap).
Activity: Nursery Rhyme & Name Song Circle Place infants in a semi-circle on the floor or in laps and sing a short gingerbread or cookie-themed rhyme to a calm, lullaby-style tune. After a few rounds, adapt the rhyme into a simple name song, gently patting each baby's tummy or feet as you sing their name. Use clear eye contact and pause so older infants can coo or babble back before you continue. Repeat the rhyme several times so babies begin to recognize the pattern and their own names. End with a soft "good job" and a gentle group hug or wave.		
Resources/Materials Soft floor mat or rug for circle time	Key Vocabulary: name, hello, sing	Support:



Month: December Week: 1 Subject: English & Language Arts

Day 3	Topic(s)		Foundation(s)	
	Theme: Gingerbread Man Number: 17 Letter: Mm Color: Silver Shape: Rhombus		ELA2.1 Demonstrate receptive communication ELA2.4 Demonstrate comprehension	
Indicators	Younger Infants		Older Infants	
	May track the puppet with eyes and react when it appears (smile, startle, quiet).		May reach for the puppet, laugh, or vocalize as it appears and disappears.	

Activity: Puppet Peekaboo Story Time

Slip a soft gingerbread or simple character puppet on your hand and introduce it with a cheerful "Hello!" Let the puppet "hide" behind a small cloth or board book and then pop out, saying a short line like "Run, run, gingerbread!" Tell a very simple "story" of the puppet running, hiding, and coming back to see the babies. Invite infants to touch or gently pat the puppet as it visits each child. Repeat the peekaboo sequence several times, using the same words so infants begin to expect the puppet's return.

Resources/Materials Soft gingerbread or friendly character hand puppet	Key Vocabulary: peekaboo, hi, bye	Support:
---	---	-----------------



Month: December Week: 1 Subject: English & Language Arts

Day 4	Topic(s)		Foundation(s)	
	Theme: Gingerbread Man Number: 17 Letter: Mm Color: Silver Shape: Rhombus		ELA2.1 Demonstrate receptive communication ELA2.4 Demonstrate comprehension	
Indicators	Younger Infants		Older Infants	
	May lift or turn head briefly to look toward the book during tummy time.		May push up on arms to see pictures, reach toward pages, or vocalize in response.	

Activity: Soft Book Tummy Time Read-Aloud

Place infants on their tummies on a soft mat and prop a cloth or soft book open in front of them with large, simple images. Lie or sit so they can also see your face while you describe the pictures using short phrases (“Brown cookie,” “Big smile”). Gently tap the page or crinkle the soft book to draw attention, encouraging babies to lift their heads and look. Allow older infants to reach and pat the book while you label what they touch. Keep the session brief and positive, ending with praise and a roll to their backs for a cuddle.

Resources/Materials Cloth or soft book with large, high-contrast pictures	Key Vocabulary: look, book, see	Support:
--	---	-----------------



Month: December Week: 1 Subject: English & Language Arts

Day 5	Topic(s) Theme: Gingerbread Man Number: 17 Letter: Mm Color: Silver Shape: Rhombus	Foundation(s) ELA2.1 Demonstrate receptive communication ELA2.2 Demonstrate expressive communication
Indicators	Younger Infants	Older Infants
	May grasp or mouth a cloth book and attend while an adult describes the cover.	May choose a book from the basket, open and close pages, and vocalize as the adult labels pictures.
Activity: Story Basket Explore (Cloth & Board Books) Set out a shallow basket filled with sturdy cloth and board books, including at least one gingerbread or cookie-themed title. During floor time, place the basket within reach and allow infants to choose books by looking, reaching, or crawling toward them. Sit nearby and follow each child's lead—naming the book they pick, opening a page, and describing one or two pictures in simple language. Rotate among children so everyone has a turn to explore with your support. Finish by gathering a few of the chosen books and doing a short group “goodnight books” song as you return them to the basket.		
Resources/Materials Variety of cloth and board books	Key Vocabulary: book, read, page	Support: