



Month: July Week: 5 Subject: Phonics

Day 1	Topic(s)	Foundation(s)
	Review Week	ELA1.1 Demonstrate receptive communication ELA2.2 Demonstrate phonological awareness
Indicators	Younger Infants	Older Infants
	May turn toward sound-producing toys or react with eye movement.	May imitate or babble in response to repeated toy sounds.

Activity: **Sound Basket (Soft Toys)**

Infants will explore a basket filled with soft toys that make gentle crinkling, rattling, or squeaking sounds. Teachers will name the toy and exaggerate the sound it makes, encouraging the infant to mimic or react. This helps support early listening skills, sound discrimination, and language modeling. Infants can also grasp or mouth toys as part of their natural sensory learning. Repeating familiar toys from earlier weeks reinforces memory and sound associations.

Resources/Materials <ul style="list-style-type: none"> Soft rattles, crinkle toys, and small plush sound-makers 	Key Vocabulary: shake, soft, sound	Support:
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Day 2	Topic(s)	Foundation(s)
	Review Week	ELA2.2 Demonstrate phonological awareness ELA1.2 Demonstrate expressive communication
Indicators	Younger Infants	Older Infants
	May focus on adult's mouth or tilt head when hearing a soft repeated sound.	May attempt to babble or repeat "uh" or similar vocal sounds.
<p>Activity: Whisper & Repeat - Letter U Sound</p> <p>Teachers will sit face-to-face with each infant and softly say the sound for the letter U: "uh, uh, uh." Using eye contact and expressive facial gestures, they'll pause between repetitions to give infants time to respond or observe. This activity encourages phonological awareness and sound imitation in a calm, one-on-one setting. Repeating a previously introduced sound fosters familiarity and connection.</p>		
Resources/Materials	Key Vocabulary:	Support:
<ul style="list-style-type: none"> Visual U card (optional) 	up, uh, under	



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Day 3	Topic(s)	Foundation(s)
	Review Week	ELA1.1 Demonstrate receptive communication ELA2.2 Demonstrate phonological awareness
Indicators	Younger Infants	Older Infants
	May look toward the teacher or widen eyes at repeated animal sounds.	May vocalize, clap, or attempt to imitate sounds like “quack” or “ribbit.”
Activity: Animal Sounds Play Using animals from the previous week (<i>In the Pond</i>), teachers will reintroduce frogs, ducks, and turtles by showing pictures or toys. As each animal is shown, the teacher will make its corresponding sound, encouraging the infant to react, watch, or mimic. Repetition supports both memory and vocal play. Pairing visual and auditory cues strengthens sound association and vocabulary growth.		
Resources/Materials <ul style="list-style-type: none"> Animal puppets or toys (frog, duck, turtle) Pond animal visuals or book 	Key Vocabulary: quack, ribbit, splash	Support:



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Day 4	Topic(s)	Foundation(s)
	Review Week	ELA2.1 Demonstrate awareness of the alphabet ELA1.2 Demonstrate expressive communication
Indicators	Younger Infants	Older Infants
	May tap or move in response to rhythmic letter sounds.	May try to say “tuh” or mimic tapping during activity.
<p>Activity: Letter “T” Sound Tap</p> <p>Teachers will say the sound of the letter T (“tuh, tuh, tuh”) while gently tapping on a table or floor surface. Infants will be encouraged to listen, watch, and eventually join in tapping with their hands or an object. This review activity is simple, rhythmic, and builds on familiar letter exposure from previous weeks. Linking letter sounds to movement enhances phonological awareness through repetition and sensory input.</p>		
Resources/Materials <ul style="list-style-type: none"> Letter T visual card 	Key Vocabulary: tap, turtle, tent	Support:



Month: July Week: 5 Subject: Phonics

Day 5	Topic(s)	Foundation(s)
	Review Week	ELA2.2 Demonstrate phonological awareness ELA3.1 Demonstrate mechanics of writing
Indicators	Younger Infants	Older Infants
	May follow the bell sound with head turns or reach for the bell.	May shake or ring a bell intentionally after demonstration.
<p>Activity: Bell Sounds & Review</p> <p>Infants will use small bells or shakers to revisit sounds from earlier in the week (T, S, R, U). As each letter is said aloud, teachers will pair it with a bell ring, encouraging infants to do the same. This multi-sensory play supports sound awareness, rhythm, and imitation. It also provides a joyful and familiar way to close out the review week with movement and sound.</p>		
Resources/Materials <ul style="list-style-type: none"> Soft handheld bells or shakers Letter flashcards (R, S, T, U) 	Key Vocabulary: ring, bell, shake	Support: