



## Month: July Week: 4 Subject: Phonics

Day 1	Topic(s)	Foundation(s)
	Theme: Camping Under the Stars Number: 2 Letter: Uu Color: Green Shape: Star	<b>ELA2.2</b> Demonstrate phonological awareness <b>ELA1.1</b> Demonstrate receptive communication
Indicators	Younger Infants	Older Infants
	May explore the basket with hands or mouth and react to sounds.	May mimic or babble in response to specific toy sounds.

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

Provide a basket filled with soft toys that each make a different sound: rattles, crinkly fabric, or soft bells. Let infants explore one-on-one or in a small group. Narrate their play using descriptive words like “shake,” “crinkle,” or “jingle.” Pause and repeat the sounds slowly, encouraging older infants to imitate or react. This playful experience introduces the idea that objects (and eventually words) can make distinct sounds.

Resources/Materials <ul style="list-style-type: none"> <li>Soft toys with built-in sounds (rattles, crinkle books, small bells)</li> <li>Shallow basket or bin</li> </ul>	Key Vocabulary: shake, soft, sound	Support:
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<b>Day 2</b>	<b>Topic(s)</b>		<b>Foundation(s)</b>	
	Theme: Camping Under the Stars Number: 2 Letter: Uu Color: Green Shape: Star		<b>ELA2.1</b> Demonstrate awareness of the alphabet <b>ELA2.2</b> Demonstrate phonological awareness	
<b>Indicators</b>	<b>Younger Infants</b>		<b>Older Infants</b>	
	May watch caregiver's mouth and coo or smile in response.		May attempt to mimic sounds like "uh," "up," or "uh-oh."	

### Activity: *Whisper & Repeat (U Sounds)*

Hold infants close and say gentle "U" sounds like "uh," "up," or "umbrella" in a quiet, rhythmic voice. Use animated expressions and slow repetition. Encourage older infants to repeat the sounds or babble back. Point to your mouth as you say each sound, helping build early letter-sound recognition through mimicry and rhythm.

<b>Resources/Materials</b> <ul style="list-style-type: none"> <li>Visuals or objects starting with "U" (umbrella toy, up arrow, etc.)</li> </ul>	<b>Key Vocabulary:</b> up, uh-oh, under	<b>Support:</b>
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## Month: July Week: 4 Subject: Phonics

Day 3	Topic(s)		Foundation(s)	
	Theme: Camping Under the Stars Number: 2 Letter: Uu Color: Green Shape: Star		ELA2.2 Demonstrate phonological awareness ELA2.4 Demonstrate comprehension	
Indicators	Younger Infants		Older Infants	
	May smile, stare, or move when animal sounds are made.		May try to mimic sounds like “moo” or “woof.”	
Activity: <i>Animal Sounds</i> Use stuffed animals or animal picture cards and make corresponding sounds like “moo,” “baa,” or “woof.” Pause after each sound to watch for infant reactions. Invite older infants to try imitating the sounds, clapping, or pointing to the pictures. This activity builds phonological awareness and engages infants with predictable, playful repetition.				
Resources/Materials <ul style="list-style-type: none"><li>Animal toys or picture cards</li></ul>		Key Vocabulary: moo, baa, woof		Support:



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Day 4	Topic(s)		Foundation(s)	
	Theme: Camping Under the Stars Number: 2 Letter: Uu Color: Green Shape: Star		ELA1.2 Demonstrate expressive communication ELA2.2 Demonstrate phonological awareness	
Indicators	Younger Infants		Older Infants	
	May watch or smile during clapping or tapping.		May try to clap or tap along with the rhythm.	
Activity: <i>Clap &amp; Tap Rhythm</i>  Create a fun rhythmic pattern by clapping your hands or gently tapping on a surface. Say simple words (like “camp,” “tent,” or “sun”) while matching them to the rhythm. Encourage older infants to clap with you or imitate the tapping. Repeat slowly and celebrate any attempts to match the beat or respond vocally. This supports early syllable awareness and listening skills.				
Resources/Materials <ul style="list-style-type: none"><li>Hands, soft drum, or tabletop</li><li>Simple words (camping-themed if desired)</li></ul>		Key Vocabulary: tap, clap, boom		Support:



## Month: July Week: 4 Subject: Phonics

<b>Day 5</b>	<b>Topic(s)</b> Theme: Camping Under the Stars Number: 2 Letter: Uu Color: Green Shape: Star	<b>Foundation(s)</b> <b>ELA1.1</b> Demonstrate receptive communication <b>ELA2.2</b> Demonstrate phonological awareness
<b>Indicators</b>	<b>Younger Infants</b>	<b>Older Infants</b>
	May track bell sounds with their eyes or turn toward sound.	May shake or ring the bell independently or vocalize in response.
<p>Activity: <i>Bell Play</i></p> <p>Provide soft-handled bells or wrist bells and let infants explore the sounds. Ring a bell gently and say “ding,” encouraging repetition. Let older infants try shaking the bells themselves. Pause between rings and label what you’re doing to build a connection between sound and language. Reinforce simple cause and effect through joyful sound discovery.</p>		
<b>Resources/Materials</b> <ul style="list-style-type: none"> <li>Soft-handled bells or wrist bells</li> </ul>	<b>Key Vocabulary:</b> ring, ding, bell	<b>Support:</b>