



Month: September Week: 4 Subject: Phonics

| Day 1 | Topic(s) | Foundation(s) |
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| | Review Week | ELA2.1 Demonstrate awareness of the alphabet ELA2.2 Demonstrate phonological awareness |
| Indicators | Younger Infants | Older Infants |
| | May look toward or reach for items when named. | May attempt to vocalize or babble beginning sounds like “a-a” when modeled. |

Activity: Letter Aa Basket - Touch & Explore

The teacher will introduce a sensory basket with items that begin with “A” (apple toy, airplane, animal picture). Younger infants will explore by touching, mouthing-safe items, and looking at the objects while hearing the teacher say the name. Older infants will be encouraged to imitate the sound “/a/” and may try repeating simple words like “apple.” Teachers will reinforce sound play with smiles and repetition.

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| Resources/Materials <ul style="list-style-type: none"> Basket with safe “A” items (toy apple, airplane, animal cards) | Key Vocabulary: apple, airplane, animal | Support: |
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| Day 2 | Topic(s) | Foundation(s) |
| | Review Week | ELA2.1 Demonstrate awareness of the alphabet ELA2.2 Demonstrate phonological awareness |
| Indicators | Younger Infants | Older Infants |
| | May track the rolling ball visually. | May push the ball back and vocalize "b-b-ball." |

Activity: **Letter Bb Basket - Ball Roll & Song**

The teacher will present the Letter B basket with a soft ball and other safe "B" items (blocks, bear toy). A simple "B" song will be sung: "B is for ball, roll, roll, roll." Younger infants will watch and track the ball as it rolls toward them. Older infants will practice pushing the ball back and imitating the sound "b-b." This encourages both motor and phonological play.

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| Resources/Materials <ul style="list-style-type: none"> Soft ball, toy blocks, stuffed bear Simple "B" song | Key Vocabulary: ball, block, bear, /b/ | Support: |
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| Day 3 | Topic(s) | Foundation(s) |
| | Review Week | ELA2.1 Demonstrate awareness of the alphabet ELA2.2 Demonstrate phonological awareness |
| Indicators | Younger Infants | Older Infants |
| | May listen to clapping sounds and watch hand movements. | May clap hands when prompted and attempt to imitate /c/ sounds. |
| Activity: Letter Cc Basket - Clapping to /c/ Sound The teacher will introduce the Letter C basket with items like a toy cat, cup, or car. The class will play a game of clapping hands while saying “c-c-cat.” Younger infants will focus on watching and listening, while older infants will be encouraged to clap along and try saying “c” sounds. This multisensory activity connects sound, rhythm, and object recognition. | | |
| Resources/Materials <ul style="list-style-type: none"> Basket with “C” items (toy cat, cup, car) | Key Vocabulary: cat, car, cup | Support: |



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| Day 4 | Topic(s) | Foundation(s) |
| | Review Week | ELA2.1 Demonstrate awareness of the alphabet |
| Indicators | Younger Infants | Older Infants |
| | May move the scarf with help while listening to the song. | May wave scarf independently and vocalize sounds. |

Activity: **Alphabet Song with Scarves**

The teacher will lead the class in singing the alphabet song while giving each child a colorful scarf to wave. Younger infants will need help moving the scarf as they listen to the song. Older infants will wave scarves themselves and may vocalize during the letters. The visual movement paired with the song reinforces alphabet rhythm and sound play.

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| Resources/Materials <ul style="list-style-type: none"> • Colorful scarves • Alphabet song (teacher-led or recording) | Key Vocabulary: ABC, song, wave, letter | Support: |
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| Day 5 | Topic(s) | Foundation(s) |
| | Review Week | ELA2.1 Demonstrate awareness of the alphabet ELA2.2 Demonstrate phonological awareness |
| Indicators | Younger Infants | Older Infants |
| | May touch or look at items when the teacher names them. | May point, clap, or attempt to say beginning sounds. |

Activity: **Revisit Aa, Bb, Cc - Touch & Point**

At the end of the week, the teacher will review Aa, Bb, and Cc with objects from the baskets. Younger infants will touch or look at items when named, such as an apple or ball. Older infants will be encouraged to point to the correct item when asked (“Can you find the ball?”) and attempt to make the beginning sound. Teachers will celebrate all attempts with claps and smiles to build confidence.

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| Resources/Materials <ul style="list-style-type: none"> A, B, and C baskets with objects Chart or flashcards (optional) | Key Vocabulary: apple, ball, cat | Support: |
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