



Month: October Week: 3 Subject: Phonics

Day 1	Topic(s)	Foundation(s)
	Theme: Under Construction; Learning In Progress Number: 12 Letter: Ff Color: Black Shape: Triangle	ELA2.1 Demonstrate awareness of the alphabet ELA2.2 Demonstrate phonological awareness
Indicators		
	Younger Infants	Older Infants
	May watch feathers move gently through the air.	May reach, grab, or wave a feather to make it move.

Activity: **Feather Wind Play**

Teachers will softly blow or wave feathers through the air while saying the /f/ sound “fffffeather!” Younger infants will visually track the floating feathers, while older infants will reach to grab or wave them, learning that air can make them move. Teachers can pair this with gentle phrases like, “The feather goes fast!” or “Feel the feather fly!” to reinforce the /f/ sound through rhythm and repetition.

Resources/Materials <ul style="list-style-type: none"> Large, soft feathers (supervised use only) 	Key Vocabulary: feather, fly, fast, fff, soft	Support:
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Day 2	Topic(s)		Foundation(s)	
	Theme: Under Construction; Learning In Progress Number: 12 Letter: Ff Color: Black Shape: Triangle		ELA2.1 Demonstrate awareness of the alphabet ELA2.2 Demonstrate phonological awareness	
Indicators	Younger Infants		Older Infants	
	May watch the feather move through the air.		May reach, touch, or giggle when feeling the feather.	

Activity: **Feather Touch & Sound Play**

Teachers will say “Ff is for feather” while gently brushing a feather across the infant’s hand, arm, or cheek. Younger infants will visually track the feather as it moves. Older infants will reach out and try to touch it. Teachers will repeat the /f/ sound throughout the activity (“ffffeather”) to build early auditory connection between sound and object.

Resources/Materials <ul style="list-style-type: none"> Soft, non-shedding feathers (supervised use) 	Key Vocabulary: feather, soft, fly, fff	Support:
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	Theme: Under Construction; Learning In Progress Number: 12 Letter: Ff Color: Black Shape: Triangle	ELA2.1 Demonstrate awareness of the alphabet
Indicators	Younger Infants	Older Infants
	May look at and focus on bright letter F images.	May pat or point to Ff when shown multiple cards.

Activity: Ff Flashcards (Large Visuals)

Teachers will show large laminated letter cards with Ff and colorful images (fish, frog, fan). Younger infants will track and focus on the bright visuals. Older infants will be encouraged to touch or point when they see the letter F. Teachers will name the pictures slowly, emphasizing the /f/ sound in each word.

Resources/Materials <ul style="list-style-type: none"> Large laminated letter Ff cards Picture cards (fish, frog, fan) 	Key Vocabulary: Ff, fish, frog, fan	Support:
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Month: October Week: 3 Subject: Phonics

Day 4	Topic(s)	Foundation(s)
	Theme: Under Construction; Learning In Progress Number: 12 Letter: Ff Color: Black Shape: Triangle	ELA2.2 Demonstrate phonological awareness
Indicators	Younger Infants	Older Infants
	May move or coo in response to rhythm and repetition.	May clap, bounce, or babble along with the song.

Activity: **Music Time - Ff Song**

Teachers will sing a short, repetitive Ff song (to the tune of “If You’re Happy and You Know It”).

Example:

🎵 “F is for fish that swims in the sea,

F is for frog that hops with glee,

F is for fan that blows the breeze,

Let’s say Ff, say Ff with me!” 🎵

Younger infants will listen and sway, while older infants will clap or bounce to the rhythm.

Resources/Materials <ul style="list-style-type: none"> Simple song or teacher-led singing Soft background music (optional) 	Key Vocabulary: F, fish, frog, fan, breeze	Support: Letter F Song Phonics and Letter Re...
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Month: October Week: 3 Subject: Phonics

Day 5	Topic(s) Theme: Under Construction; Learning In Progress Number: 12 Letter: Ff Color: Black Shape: Triangle	Foundation(s) ELA2.2 Demonstrate phonological awareness
Indicators	Younger Infants	Older Infants
	May track bubbles visually or reach out to pop one.	May clap hands or say “pop” while bubbles float.
<p>Activity: Bubble Popping with /Ff/ Sounds</p> <p>Teachers will blow bubbles and say “ffff-pop!” each time a bubble is caught or popped. Younger infants will visually follow the floating bubbles. Older infants will reach, clap, or pat the air to pop them. Teachers will emphasize repeating the /f/ sound with excitement to strengthen early sound recognition through play.</p>		
Resources/Materials <ul style="list-style-type: none"> Bubble solution and wand (non-toxic, tear-free) 	Key Vocabulary: bubble, pop, fun, fly, fff	Support: