



## Month: October Week: 5 Subject: Phonics

Day 1	Topic(s)	Foundation(s)
	Review Week	ELA1.2 Demonstrate expressive communication ELA2.1 Demonstrate awareness of the alphabet
Indicators	Younger Infants	Older Infants
	May reach for or hold a picture or object and may look toward the matching letter card.	May place an object near the matching D E F or G card and may attempt the beginning sound.

### Activity: Sound Basket D E F G

Set out four large letter cards and a small basket of safe objects or picture cards for D E F and G. Model taking one item, saying the beginning sound, and placing it by the matching letter. Give infants turns to explore the basket and help them match through hand-under-hand guidance. Repeat sounds slowly and celebrate any vocal attempts. End by pointing to each letter and saying the sound together.

Resources/Materials <ul style="list-style-type: none"> <li>Large letter cards D E F G</li> <li>Basket with safe objects or picture cards</li> </ul>	Key Vocabulary: letter, sound, match	Support:
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## Month: October Week: 5 Subject: Phonics

<b>Day 2</b>	<b>Topic(s)</b>	<b>Foundation(s)</b>
	Review Week	ELA1.2 Demonstrate expressive communication ELA2.2 Demonstrate phonological awareness
<b>Indicators</b>	<b>Younger Infants</b>	<b>Older Infants</b>
	May shake on cue and may vocalize when you model a simple sound.	May shake then pause to imitate a syllable or sound such as da or fa.
<p><b>Activity: Shaker and Name Sounds</b></p> <p>Give each child a small sealed shaker. Lead a short routine of shake and stop while you model simple syllables that begin with D E F and G. Pair motions with sounds such as shake shake and say da and then pause for infants to try. Rotate through 2 or 3 sounds and repeat so children anticipate the pattern. Finish with a quiet shake and gentle clap to signal all done.</p>		
Resources/Materials	Key Vocabulary:	Support:
<ul style="list-style-type: none"> <li>Small sealed shakers or rattles</li> </ul>	shake, stop, say	



## Month: October Week: 5 Subject: Phonics

<b>Day 3</b>	<b>Topic(s)</b>	<b>Foundation(s)</b>
	Review Week	ELA1.2 Demonstrate expressive communication ELA2.1 Demonstrate awareness of the alphabet
<b>Indicators</b>	<b>Younger Infants</b>	<b>Older Infants</b>
	May look at the D or E card and may echo a single sound.	May point to D or E and may echo a short pattern such as de or ee.
<p><b>Activity: Echo Game D and E</b></p> <p>Place two large cards D and E where all can see. Touch the D card and model the sound, then invite a turn for infants to echo. Repeat with E and vary the tempo so children listen for the start and stop. Add a picture cue for each letter to support recognition. End by showing both cards and asking infants to look or point to the one you name.</p>		
<b>Resources/Materials</b> <ul style="list-style-type: none"> <li>Large D and E cards</li> </ul>	<b>Key Vocabulary:</b> echo, D, E	<b>Support:</b>



## Month: October Week: 5 Subject: Phonics

<b>Day 4</b>	<b>Topic(s)</b>	<b>Foundation(s)</b>
	Review Week	ELA1.2 Demonstrate expressive communication ELA2.2 Demonstrate phonological awareness
<b>Indicators</b>	<b>Younger Infants</b>	<b>Older Infants</b>
	May feel soft air from a hand fan and may look to your mouth when you say fff.	May place fingers near lips to feel air and may attempt the f sound.
<p><b>Activity: Listen and Touch Fan for f</b></p> <p>Introduce the hand fan and show how soft air feels on cheeks and hands. Say a gentle fff while the air moves so infants pair sensation with sound. Invite each child to feel air again and try the sound with your help. Point to the F card and repeat a short routine of air then sound two or three times. Close with a calm breath together to reset.</p>		
<b>Resources/Materials</b> <ul style="list-style-type: none"> <li>Paper fan or small handheld fan on low</li> <li>Large F card</li> </ul>	<b>Key Vocabulary:</b> air, F, fff	<b>Support:</b>



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<b>Day 5</b>	<b>Topic(s)</b>	<b>Foundation(s)</b>
	Review Week	ELA1.2 Demonstrate expressive communication ELA2.1 Demonstrate awareness of the alphabet
<b>Indicators</b>	<b>Younger Infants</b>	<b>Older Infants</b>
	May look toward the letter card you hold during the song and may vocalize on repeats.	May tap or point to D E F or G when highlighted and may attempt a letter name.
<p><b>Activity: ABC Song with Focus Letters</b></p> <p>Sing the ABC song slowly while holding up large cards for D E F and G when those letters occur. Pause just before each focus letter so infants can look, point, or tap. Repeat the song a second time slightly faster to maintain engagement. Finish with a short chant naming D E F and G while showing the cards again. Offer gentle high fives for participation.</p>		
<b>Resources/Materials</b> <ul style="list-style-type: none"> <li>• Large letter cards D E F G</li> <li>• Music player for instrumental ABC track (optional)</li> </ul>	<b>Key Vocabulary:</b> ABC, letter, name	<b>Support:</b>