



## Month: October Week: 5 Subject: Phonics

<b>Day 1</b>	<b>Topic(s)</b>	<b>Foundation(s)</b>
	Review Week	ELA2.1 Demonstrate awareness of the alphabet ELA2.2 Demonstrate phonological awareness
<b>Indicators</b>	<b>Younger Preschool</b>	<b>Older Preschool</b>
	May match objects or pictures to a letter's beginning sound with support.	May say the beginning sound and identify the matching letter for familiar words.
<b>Activity: Sound Sort Hunt</b> Review the letters Dd, Ee, Ff, and Gg. Invite children to search the classroom for objects that begin with one of the target sounds. Bring items to the carpet and sort them under the matching letter card. Children share what sound they hear first and why it belongs.		
<b>Resources/Materials</b> • Letter cards: Dd, Ee, Ff, Gg • Small classroom objects or picture cards • Sorting trays or labeled mats	<b>Key Vocabulary:</b> • beginning sound • letter • sort • match	<b>Support:</b>



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<b>Day 2</b>	<b>Topic(s)</b>	<b>Foundation(s)</b>
	Review Week	ELA2.1 Demonstrate awareness of the alphabet ELA2.2 Demonstrate phonological awareness
<b>Indicators</b>	<b>Younger Preschool</b>	<b>Older Preschool</b>
	May place a picture under the correct letter when given choices.	May generate a word for a target letter and explain the beginning sound.

### Activity: Letter Match Game

Post four columns labeled D, E, F, and G on chart paper. In small groups, children add a picture or drawn word to the correct column. Model listening for the first sound and checking the matching letter. Celebrate adding new words to each column together.

Resources/Materials	Key Vocabulary:	Support:
<ul style="list-style-type: none"> <li>• Chart paper with D/E/F/G columns</li> <li>• Picture cards or sticky notes for drawings</li> <li>• Markers</li> </ul>	<ul style="list-style-type: none"> <li>• column</li> <li>• match</li> <li>• sound</li> <li>• word</li> </ul>	



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<b>Day 3</b>	<b>Topic(s)</b>	<b>Foundation(s)</b>
	Review Week	ELA3.1 Demonstrate mechanics of writing ELA2.1 Demonstrate awareness of the alphabet
<b>Indicators</b>	<b>Younger Preschool</b>	<b>Older Preschool</b>
	May trace big path strokes or trace over model letters with support.	May write letter forms (Dd, Ee, Ff, Gg) using controlled strokes and name letters.
<b>Activity: Rainbow Writing</b> Model correct formation for Dd, Ee, Ff, and Gg using sky/grass/ground language. Children trace or write each letter three times using different colors. Invite them to say the letter name and sound as they write. Encourage proper grip and top-to-bottom strokes.		
<b>Resources/Materials</b> • Letter models for Dd, Ee, Ff, Gg • Crayons or colored pencils	<b>Key Vocabulary:</b> • form • trace • stroke+	<b>Support:</b>



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Day 4	Topic(s)	Foundation(s)
	Review Week	ELA2.2 Demonstrate phonological awareness ELA1.2 Demonstrate expressive communication ELA3.2 Demonstrate ability to communicate a story
Indicators	Younger Preschool	Older Preschool
	May contribute a picture or a single word with a target beginning sound to a class story.	May dictate a short sentence using one or more D/E/F/G words for a shared class story.

### Activity: Beginning Sound Story

Create a short class story using words that start with D, E, F, or G (e.g., 'A friendly fox finds food in the garden'). Children contribute a picture or word for a sentence. The teacher models stretching the first sound and records the students' words, then reads the story aloud together.

<b>Resources/Materials</b> <ul style="list-style-type: none"> <li>• Chart paper and markers</li> <li>• Letter cards D/E/F/G</li> <li>• Picture/word idea cards (optional)</li> </ul>	<b>Key Vocabulary:</b> <ul style="list-style-type: none"> <li>• story</li> <li>• sentence</li> <li>• beginning</li> <li>• sound</li> <li>• word</li> </ul>	<b>Support:</b>
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## Month: October Week: 5 Subject: Phonics

<b>Day 5</b>	<b>Topic(s)</b>	<b>Foundation(s)</b>
	Review Week	ELA2.1 Demonstrate awareness of the alphabet ELA2.2 Demonstrate phonological awareness ELA3.1 Demonstrate mechanics of writing
<b>Indicators</b>	<b>Younger Preschool</b>	<b>Older Preschool</b>
	May create one page per letter with a drawing and dictate the words.	May label or attempt to write a word for each letter page (D/E/F/G).

### Activity: Phonics Review Book

Make a four-page mini-book with one page for D, E, F, and G. Children draw an item for each letter and tell the teacher the word. Teachers scribe labels as needed; invite children to trace or add initial letters. Authors share their books with a partner.

<b>Resources/Materials</b> <ul style="list-style-type: none"> <li>• 4 small pages per child; stapler</li> <li>• Letter page headers: D, E, F, G</li> <li>• Crayons, pencils</li> </ul>	<b>Key Vocabulary:</b> <ul style="list-style-type: none"> <li>• label</li> <li>• page</li> <li>• book</li> <li>• letter</li> <li>• sound</li> </ul>	<b>Support:</b>
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