



## Month: December Week: 1 Subject: Phonics

Day 1	Topic(s)		Foundation(s)	
	Theme: Gingerbread Man Number: 17 Letter: Mm Color: Silver Shape: Rhombus		ELA1.1 Demonstrate receptive communication ELA1.2 Demonstrate expressive communication	
Indicators				
	Younger Infants		Older Infants	
	May watch the teacher’s face and quietly coo or move lips while hearing “mmm.”		May attempt to copy the “mmm” sound or move mouth while looking in the mirror.	
Activity: Mmm Sound Mouth Play with Mirror				
Sit with one or two infants and hold a small, unbreakable mirror so they can see both you and themselves. Exaggerate the “mmm” sound—“Mmm, mmm, mmm”—while gently touching your lips and smiling. Pause to let babies look in the mirror and try moving their own mouths. Repeat the sound slowly, linking it to something familiar like “Mmm, milk” or “Mmm, mom.” Follow each infant’s lead, responding to any babbles or lip movements with praise and another clear model of the sound.				
Resources/Materials <ul style="list-style-type: none"><li>Shatterproof infant mirror</li></ul>		Key Vocabulary: mmm, mouth, milk		Support:



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<b>Day 2</b>	<b>Topic(s)</b> Theme: Gingerbread Man Number: 17 Letter: Mm Color: Silver Shape: Rhombus	<b>Foundation(s)</b> ELA1.1 Demonstrate receptive communication ELA2.2 Demonstrate phonological awareness
<b>Indicators</b>	<b>Younger Infants</b>	<b>Older Infants</b>
	May still, widen eyes, or turn head toward the sound.	May reach for the instrument, bounce, or vocalize when hearing different sounds.
<p><b>Activity: Listening to Shaker and Drum Sounds</b></p> <p>Gather infants on a mat and introduce a large, infant-safe shaker and a soft-hand drum. Hold each instrument where babies can see it before you play. Gently shake or tap a slow rhythm, then pause and describe what they hear: “Shake-shake,” “Boom-boom.” Alternate between the shaker and drum, giving infants time to listen, watch, and, when appropriate, touch or pat the instruments with your support. Repeat simple sound patterns so babies begin to anticipate what comes next.</p>		
<b>Resources/Materials</b> <ul style="list-style-type: none"> <li>• Large infant-safe shaker</li> <li>• Soft-hand drum or floor drum</li> </ul>	<b>Key Vocabulary:</b> shake, boom, loud	<b>Support:</b>



## Month: December Week: 1 Subject: Phonics

<b>Day 3</b>	<b>Topic(s)</b>	<b>Foundation(s)</b>
	Theme: Gingerbread Man Number: 17 Letter: Mm Color: Silver Shape: Rhombus	ELA1.1 Demonstrate receptive communication ELA1.2 Demonstrate expressive communication ELA2.2 Demonstrate phonological awareness
<b>Indicators</b>	<b>Younger Infants</b>	<b>Older Infants</b>
	May look toward you when their name is spoken and show excitement (kick, smile).	May vocalize, smile, or move hands when you clap the beats in their name.

### Activity: Name and Clap Syllable Play

Seat infants in a small group where you can easily make eye contact with each child. Say one baby's name slowly-"Ma-kai"-and clap gently once for each part of the name while they watch. Repeat the pattern a few times, smiling and pausing to let them respond with a sound or movement. Move around the circle and do the same for each child, occasionally inviting older infants to clap with you by gently guiding their hands. End by clapping everyone's names together in a short, happy chant.

<b>Resources/Materials</b> • None required	<b>Key Vocabulary:</b> name, clap, turn	<b>Support:</b>
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## Month: December Week: 1 Subject: Phonics

Day 4	<table><tr><th>Topic(s)</th><th>Foundation(s)</th></tr><tr><td>Theme: Gingerbread Man Number: 17 Letter: Mm Color: Silver Shape: Rhombus</td><td>ELA1.1 Demonstrate receptive communication ELA1.2 Demonstrate expressive communication ELA2.2 Demonstrate phonological awareness</td></tr></table>		Topic(s)	Foundation(s)	Theme: Gingerbread Man Number: 17 Letter: Mm Color: Silver Shape: Rhombus	ELA1.1 Demonstrate receptive communication ELA1.2 Demonstrate expressive communication ELA2.2 Demonstrate phonological awareness
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Indicators	<table><tr><th>Younger Infants</th><th>Older Infants</th></tr><tr><td>May quiet, smile, or turn toward you when an animal sound repeats.</td><td>May attempt to copy simple sounds (ba, moo, woof) or move body with excitement.</td></tr></table>		Younger Infants	Older Infants	May quiet, smile, or turn toward you when an animal sound repeats.	May attempt to copy simple sounds (ba, moo, woof) or move body with excitement.
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### Activity: Animal Sound Imitation Songs

Hold one or two soft animal toys (cow, dog, sheep) and sit facing the infants. Sing or chant a very short line such as “The cow says moo, moo, moo” while bouncing the cow gently. Pause after each sound so babies can watch your mouth and listen. Offer the animal to older infants to touch while you repeat the sound together. Rotate through two or three animals, always keeping the pattern simple and repetitive. Finish by lining the animals up and quickly reviewing each one and its sound.

Resources/Materials <ul style="list-style-type: none"> <li>A few soft animal toys (e.g., cow, dog, sheep)</li> </ul>	Key Vocabulary: moo, woof, baa	Support:
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## Month: December Week: 1 Subject: Phonics

<b>Day 5</b>	<b>Topic(s)</b> Theme: Gingerbread Man Number: 17 Letter: Mm Color: Silver Shape: Rhombus	<b>Foundation(s)</b> ELA1.1 Demonstrate receptive communication ELA2.2 Demonstrate phonological awareness
<b>Indicators</b>	<b>Younger Infants</b>	<b>Older Infants</b>
	May widen eyes or still body when sounds change from quiet to louder.	May show preference for a certain sound by reaching, smiling, or vocalizing when it plays.
<p><b>Activity: Quiet and Loud Instrument Listening</b></p> <p>Place infants comfortably on a mat and reintroduce one or two infant-safe instruments (such as a shaker and a drum). Start with very soft sounds- gentle taps or light shakes and say, “Quiet sound.” Watch how babies react, then slightly increase the volume while saying, “Loud sound,” keeping everything within a calm, safe level. Alternate between quiet and louder sounds, leaving pauses so infants can process and respond. For older infants, invite them to touch the instrument while you help them make a soft sound, then a stronger one, naming the difference each time.</p>		
<b>Resources/Materials</b> <ul style="list-style-type: none"> <li>• Infant-safe shaker</li> <li>• Soft-hand drum or similar infant-safe instrument</li> </ul>	<b>Key Vocabulary:</b> quiet, loud, sound	<b>Support:</b>