



Month: December Week: 4 Subject: Phonics

Day 1	Topic(s)	Foundation(s)
	Review Week	ELA1.1 Demonstrate receptive communication ELA1.2 Demonstrate expressive communication ELA2.2 Demonstrate phonological awareness
Indicators	Younger Infants	Older Infants
	May turn toward the sound, widen eyes, or move arms/legs when the jingle is heard.	May reach for the jingle toy, shake it to make sound, and vocalize or babble in response.

Activity: Sound Play - Jingle & Shake

Sit with infants in a small group and introduce one or two jingle toys or bells. Gently shake the bell near each child, pausing so they can listen and react. Offer the bell to older infants to explore, helping them learn that their movement makes the sound. Alternate between still and shake, using playful language like “shhh... now jingle!”

Resources/Materials <ul style="list-style-type: none"> Soft jingle bells or rattle-style toys 	Key Vocabulary: jingle, shake, listen	Support:
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Day 2	Topic(s)	Foundation(s)
	Review Week	ELA1.2 Demonstrate expressive communication ELA2.1 Demonstrate awareness of the alphabet
Indicators	Younger Infants	Older Infants
	May look toward the teacher and smile or move when their name is sung.	May vocalize, clap, or kick when they hear their name and begin to notice repeated letter sounds like /m/ or /n/.

Activity: Name Song with Mm, Nn, Oo, Pp”

Sing a simple, repetitive tune using each infant’s name, emphasizing the first sound, especially if it starts with M, N, O, or P. For example, “M-m-mia, Mia is here.” Point to the child as you sing and smile, giving them time to respond. Repeat several names and sounds, keeping the pace slow and joyful so infants can anticipate and enjoy hearing their own name.

Resources/Materials <ul style="list-style-type: none"> List of infant names (highlighting Mm, Nn, Oo, Pp starters) 	Key Vocabulary: name, /m/, /n/	Support:
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Month: December Week: 4 Subject: Phonics

Day 3	Topic(s)	Foundation(s)
	Review Week	ELA1.1 Demonstrate receptive communication ELA1.2 Demonstrate expressive communication ELA2.2 Demonstrate phonological awareness
Indicators	Younger Infants	Older Infants
	May look at animal pictures and respond to sounds with coos, smiles, or body movement.	May attempt to copy simple animal sounds (growl, snort, chirp) or make their own playful noises after hearing the teacher.

Activity: **Animal Sound Echo (Bear, Reindeer, Bird)**

Show one animal picture at a time (bear, reindeer, bird) and pair each with a simple sound: soft “grrr,” snort/blow for reindeer, “tweet tweet” for bird. Invite infants to listen first, then pause and see if they echo or respond with any sound. Repeat several times, going back and forth like a little sound conversation, and celebrate any attempts at imitation.

Resources/Materials <ul style="list-style-type: none"> Photo cards or board-book pages of bear, reindeer, and bird 	Key Vocabulary: bear, bird, “tweet”	Support:
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Day 4	Topic(s)	Foundation(s)
	Review Week	ELA1.1 Demonstrate receptive communication ELA1.2 Demonstrate expressive communication ELA2.2 Demonstrate phonological awareness
Indicators	Younger Infants	Older Infants
	May notice the difference between quiet and loud sounds with facial expressions or body reactions.	May explore making quieter and louder sounds themselves with support and show clear preferences.

Activity: Quiet / Loud Bell & Drum Play

Introduce a small bell and a soft drum (or container). First, ring the bell gently near the infants and say “quiet.” Then tap the drum more firmly and say “loud.” Alternate several times, exaggerating your face and voice for each word. Offer older infants a chance to tap or shake, helping them try “quiet” and “loud” themselves.

Resources/Materials <ul style="list-style-type: none"> • Small bell or jingle toy • Soft drum or sturdy container to tap 	Key Vocabulary: quiet, loud, tap	Support:
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Month: December Week: 4 Subject: Phonics

Day 5	Topic(s)	Foundation(s)
	Review Week	ELA1.1 Demonstrate receptive communication ELA1.2 Demonstrate expressive communication ELA2.2 Demonstrate phonological awareness
Indicators	Younger Infants	Older Infants
	May watch hands, smile, or move body as the adult claps and chants a simple rhyme.	May attempt to clap hands, pat legs, or vocalize along with the beat of the rhyme.

Activity: **Rhyme & Rhythm Clap Along**

Choose one or two short rhymes or chants with a strong, steady beat. Hold infants on your lap or sit close, gently helping them clap hands or pat knees in time with the rhythm. Emphasize repeating word patterns and playful sounds (e.g., “tap-tap-tap,” “la-la-la”). Pause at times to let them fill in a sound or movement, then start the rhyme again.

Resources/Materials <ul style="list-style-type: none"> Simple rhymes or chants (teacher choice) 	Key Vocabulary: clap, rhyme, beat	Support:
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