



Month: November Week: 4 Subject: Phonics

Day 1	Topic(s)	Foundation(s)
	Review Week	ELA2.1 Demonstrate awareness of the alphabet ELA2.2 Demonstrate phonological awareness
Indicators	Younger Toddlers	Older Toddlers
	With adult support, may pull an object from the basket and listen as the teacher says the letter and sound.	May help say the letter name and beginning sound for familiar objects (J-j, K-k, L-l).
Activity: Fill a basket with simple J, K, and L items or pictures (jelly, jar, key, kite, leaf, lion). Children take turns pulling one out, hearing and echoing the letter ("J says /j/") and placing it on the matching letter mat.		
Resources/Materials <ul style="list-style-type: none"> Large letter mats: J, K, L Basket or bin Real objects or picture cards for J, K, and L 	Key Vocabulary: letter, sound, match	Support:



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Day 2	Topic(s)	Foundation(s)
	Review Week	ELA2.1 Demonstrate awareness of the alphabet ELA2.2 Demonstrate phonological awareness
Indicators	Younger Toddlers	Older Toddlers
	With adult support, may copy one movement when the teacher says the letter (jump, kick, or lift).	May hear the letter, name it, and do the matching movement for J, K, or L.
<p>Activity: Show the J, K, and L cards and link each to a movement: J - Jump, K - Kick, L - Lift (arms/legs). Hold up a card and say the letter; children do the matching move. Mix the order and go slowly so toddlers can anticipate and connect letter to action.</p>		
Resources/Materials	Key Vocabulary:	Support:
<ul style="list-style-type: none"> Large J, K, L letter cards 	jump, kick, lift	



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Day 3	Topic(s)	Foundation(s)
	Review Week	ELA2.1 Demonstrate awareness of the alphabet ELA2.2 Demonstrate phonological awareness
Indicators	Younger Toddlers	Older Toddlers
	With adult support, may find and point to a picture that starts with the named letter.	May help place picture cards under the correct J, K, or L label and attempt the beginning sound.
<p>Activity: Tape three big letters (J, K, L) on the wall or easel. Spread matching picture cards on the floor. Call out a picture, say its name and first sound, and invite toddlers to help place it under the correct letter.</p>		
Resources/Materials <ul style="list-style-type: none"> Large J, K, L wall cards J/K/L beginning-sound picture cards 	Key Vocabulary: find, same, beginning	Support:



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Day 4	Topic(s)	Foundation(s)
	Review Week	ELA2.1 Demonstrate awareness of the alphabet ELA2.2 Demonstrate phonological awareness
Indicators	Younger Toddlers	Older Toddlers
	With adult support, may join in on repeated letter sounds or motions during the song.	May echo short lines that name the letter and sound (“J, J, /j/, /j/”) while using hand motions.
<p>Activity: Create a simple chant or use a familiar tune to sing about each letter:</p> <p>“J, J, /j/, /j/, jump with me!”</p> <p>“K, K, /k/, /k/, kick your feet!”</p> <p>“L, L, /l/, /l/, lift up high!”</p> <p>Repeat several times so toddlers can join in with sounds and actions.</p>		
Resources/Materials	Key Vocabulary:	Support:
<ul style="list-style-type: none"> J, K, L cards to show during the chant 	song, chant, again	



Month: November Week: 4 Subject: Phonics

Day 5	Topic(s) Review Week	Foundation(s) ELA2.1 Demonstrate awareness of the alphabet ELA2.2 Demonstrate phonological awareness
Indicators	Younger Toddlers	Older Toddlers
	With adult support, may dig in the bin, find a letter card, and hand it to the teacher to name.	May find letters on their own, attempt to name J, K, or L, and place them on a simple matching board.
<p>Activity: Hide sturdy plastic letters or laminated J, K, L cards in a shallow sensory bin (rice, paper strips, or large pom-poms). Children dig to find a letter, then bring it to the teacher or a letter tray and help say its name and sound.</p>		
Resources/Materials <ul style="list-style-type: none"> • Shallow sensory bin with safe filler (e.g., paper strips, pom-poms, large pasta) • Plastic or laminated J, K, L letters • Small tray or mat labeled J, K, L for matching 	Key Vocabulary: find, dig, letter	Support: