



Month: November Week: 4 Subject: Phonics

Day 1	Topic(s)	Foundation(s)
	Review Week	ELA1.1 Demonstrate receptive communication ELA1.2 Demonstrate expressive communication
Indicators	Younger Infants	Older Infants
	With adult support, may still and attend to the caregiver's voice while hearing repeated J, K, and L sounds.	May smile, wiggle, or attempt to repeat simple J, K, or L sounds or syllables ("ja," "ka," "la").
Activity: "Listen for J, K & L" Hold infants on laps or seated near you. Say short, playful strings of sounds: "J-j-j-jump," "K-k-k-cow," "L-l-l-light," exaggerating mouth movements. Pause between sets so infants can watch and listen. Encourage older infants to try copying the sounds, and respond to any vocalization as a "good try."		
Resources/Materials <ul style="list-style-type: none"> Picture cards for jump, cow, and light/leaf 	Key Vocabulary: J, K, L	Support:



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Day 2	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
	With adult support, may look at or touch objects as the caregiver names them with the beginning sound.	May reach for favorite objects, bang or shake them, and attempt to copy initial sounds or simple words.

Activity: “J/K/L Sound Basket – Look & Listen”

Prepare a small basket with safe J, K, L objects (e.g., **jar** with tape-sealed lid, soft **key** toy, soft **leaf** or leaf picture). Offer one item at a time: “J-j-jar,” “K-k-key,” “L-l-leaf.” Let infants explore while you repeat the word and sound several times.

Resources/Materials <ul style="list-style-type: none"> Safe J-object (sealed jar or soft toy) Safe K-object (plastic key ring/toy) Safe L-object (real leaf in pouch or textured leaf picture card) 	Key Vocabulary: jar, key, leaf	Support:
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Day 3	<table> <tr> <th data-bbox="380 373 899 407">Topic(s)</th><th data-bbox="899 373 1417 407">Foundation(s)</th></tr> <tr> <td data-bbox="380 407 899 638">Review Week</td><td data-bbox="899 407 1417 638"> ELA1.1 Demonstrate receptive communication ELA1.2 Demonstrate expressive communication ELA2.2 Demonstrate phonological awareness </td></tr> </table>	Topic(s)	Foundation(s)	Review Week	ELA1.1 Demonstrate receptive communication ELA1.2 Demonstrate expressive communication ELA2.2 Demonstrate phonological awareness
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With adult support, may watch caregiver's face and respond with coos, smiles, or body movement.	May echo parts of the sound play, such as "ja," "ka," "la," or laugh and babble back in a turn-taking pattern.				
<p>Activity: "Echo Sounds: J, K, L"</p> <p>Sit face-to-face with each infant or a very small group. Say a short pattern and wait: "J-j-j... your turn!" Pause and respond to any sound as the infant's echo. Repeat with K and L patterns. Keep it playful and brief, like a sound "conversation."</p>					
Resources/Materials <ul style="list-style-type: none"> Soft mirror 	<table> <tr> <td data-bbox="542 1213 880 1398">Key Vocabulary: echo, again, sound</td><td data-bbox="880 1213 1417 1398">Support:</td></tr> </table>	Key Vocabulary: echo, again, sound	Support:		
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	Review Week	ELA1.1 Demonstrate receptive communication ELA1.2 Demonstrate expressive communication ELA2.2 Demonstrate phonological awareness
Indicators	Younger Infants	Older Infants
	With adult support, may calm or become alert to repeated animal sounds and look toward toys or pictures.	May attempt to imitate parts of animal sounds (“ba,” “mmm,” “guh”) and move body with sound play.

Activity: “Animal Sound Play - Gobble, Moo & Wiggle”

Use turkey, cow, and worm (or simple bug) toys. Show one at a time and pair with its sound or motion: “Turkey says gobble-gobble,” “Cow says moo,” “Worm wiggles.” Repeat slowly and rhythmically, letting infants touch or hold the toys while you model the sounds.

Resources/Materials <ul style="list-style-type: none"> • Soft or plastic cow toy • Soft worm/bug toy or ribbon “worm” 	Key Vocabulary: gobble, moo, wiggle	Support:
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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
	With adult support, may hold or track a rattle and respond to the rhythm of the song.	May shake a rattle during pauses in the song and attempt to join in with pieces of the J, K, or L sounds.
<p>Activity: “J/K/L Rattle Song”</p> <p>Give each infant a soft rattle (or gently support their hand on one). Sing a simple tune that repeats each letter: “J, J, J-shake, shake, shake... K, K, K-shake, shake, shake... L, L, L-shake, shake, shake.” Pause for infants to shake, then model again. Keep tempo slow and playful.</p>		
Resources/Materials <ul style="list-style-type: none"> Soft baby-safe rattles (one per infant, or shared with hand-over-hand support) Simple J/K/L song lyrics on a teacher card 	Key Vocabulary: shake, J, K, L	Support: