



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"). |
| <p>Activity: "Listen for J, K & L"</p> <p>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."</p> | | |
| Resources/Materials <ul style="list-style-type: none">Picture cards for jump, cow, and light/leaf | Key Vocabulary: J, K, L | Support: |

**Month: November Week: 4 Subject: Phonics**

| 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 |

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 | Key Vocabulary: jar, key, leaf | Support: |
| <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) | | |

**Month: November 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 |
| | 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. |

Activity: "Echo Sounds: J, K, L"

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."

| | | |
|--------------------------------------|---------------------------------------|----------|
| Resources/Materials • Soft mirror | Key Vocabulary: echo, again, sound | Support: |
|--------------------------------------|---------------------------------------|----------|

**Month: November Week: 4 Subject: Phonics**

| 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 |
| | 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 | Key Vocabulary: gobble, moo, wiggle | Support: |
| <ul style="list-style-type: none">• Soft or plastic cow toy• Soft worm/bug toy or ribbon "worm" | | |

**Month: November 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 |
| | 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. |

Activity: “J/K/L Rattle Song”

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.

| | | |
|---|-----------------------------------|----------|
| Resources/Materials | Key Vocabulary: shake, J, K, L | Support: |
| <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 | | |