



Month: January 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	
	Toddlers may listen to and repeat the sounds of the letters A, D, and S.		Toddlers may identify words that begin with these sounds when prompted.	



Activities

The teacher will introduce the letter sounds **A** ("ah"), **D** ("duh"), and **S** ("sss"), saying each sound clearly. Toddlers may repeat the sounds after the teacher. The teacher will encourage participation by pointing to familiar objects or showing pictures and saying, "What sound does 'apple' start with?"

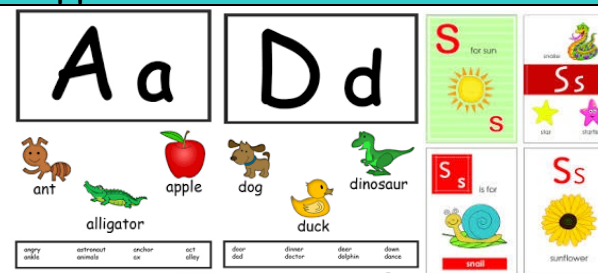
Resources and Materials

- Flashcards with the letters A, D, and S
- Picture cards of objects that start with these sounds (e.g., apple, dog, sun)

Topic Related Language/ Key Vocabulary

A, D, S, sound, letter

Supports





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Day 2	Topic(s)		Foundation(s)	
	Review Week		ELA1.2: Demonstrate expressive communication. ELA2.3: Demonstrate awareness and understanding of the concept of print.	
Indicators				
	Younger Toddlers		Older Toddlers	
	Toddlers may match pictures of objects to their corresponding letter sounds.		Toddlers may attempt to name the objects and their sounds.	



Activities	
The teacher will provide picture cards featuring objects such as an apple, a dog, and a sun. Toddlers may match each picture to the correct letter (A, D, or S) with guidance from the teacher. The teacher will reinforce the activity by saying, "Great! 'Dog' starts with D!"	
Resources and Materials	
• Picture cards of objects starting with A, D, and S • Letter flashcards	
Topic Related Language/ Key Vocabulary	Supports
Match, letter, sound, picture	



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Day 3	Topic(s)		Foundation(s)	
	Review Week	ELA3.1: Demonstrate mechanics of writing.		
Indicators				
	Younger Toddlers		Older Toddlers	
	Toddlers may trace letters A, D, and S in a sensory bag with teacher guidance.		Toddlers may explore the texture of the sensory bag while attempting to form the letters.	



Activities

The teacher will prepare sensory bags filled with gel or sand. Toddlers may trace the letters A, D, and S in the bags with their fingers, following a model provided by the teacher. The teacher will encourage exploration by asking, "What letter are you making?"

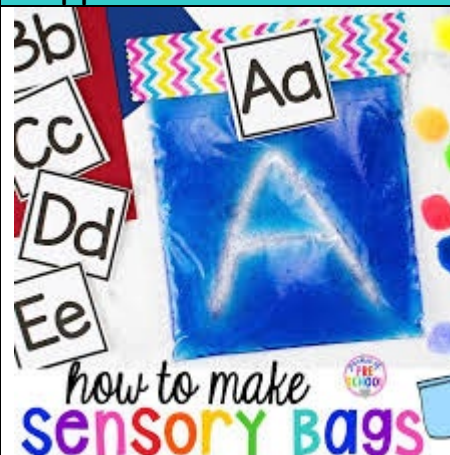
Resources and Materials

- Sensory bags (filled with gel or sand)
- Letter models for tracing

Topic Related Language/ Key Vocabulary

Trace, letter, A, D, S

Supports





Month: January Week: 4

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Day 4	Topic(s)		Foundation(s)	
	Review Week		ELA1.1: Demonstrate receptive communication. ELA2.1: Demonstrate awareness of the alphabet.	
Indicators				
	Younger Toddlers		Older Toddlers	
	Toddlers may participate in a scavenger hunt to find objects that start with A, D, or S.		Toddlers may identify the letters or sounds associated with the objects they find.	



Activities	
The teacher will organize a scavenger hunt in the classroom. Toddlers may search for objects beginning with A, D, or S (e.g., apple, dog toy, sun picture). The teacher will guide the activity by saying, "Let's find something that starts with D!" or "Can you find dog, apple, star?"	
Resources and Materials	
• Classroom objects starting with A, D, and S (e.g., apple, dog toy, sun picture) • Baskets for collecting objects	
Topic Related Language/ Key Vocabulary	Supports
Find, letter, sound, hunt	



Month: January Week: 4

Subject: Phonics

Day 5	Topic(s)		Foundation(s)	
	Review Week		ELA3.1: Demonstrate mechanics of writing. ELA3.2: Demonstrate ability to communicate a story.	
Indicators				
	Younger Toddlers		Older Toddlers	
	Toddlers may contribute to a collaborative letter collage by adding items or drawings.		Toddlers may discuss what they add to the collage with peers or the teacher.	



Activities

The teacher will guide toddlers in creating a **letter collage** for A, D, and S. Toddlers may glue items or drawings that represent words beginning with each letter onto a large poster. For example, an apple for A, a dog for D, or a sun for S. The teacher will prompt discussions, asking, "What did you add for the letter S?"

Resources and Materials

- Large poster divided into sections for A, D, and S
- Cutouts or drawings of items beginning with each letter
- Glue sticks or tape

Topic Related Language/ Key Vocabulary

Collage, glue, letter, picture

Supports

