



Month: March Week: 4 Subject: Phonics

Day 1	Topic(s)		Foundation(s)	
	Review Week		ELA1.1 Demonstrate receptive communication	
Indicators				
	Younger Infants		Older Infants	
	Responds to the teacher’s voice by looking or smiling.		Babbles or laughs in response to hearing familiar sounds.	
Activity: Peek-a-Boo Sound Play Teachers may engage infants in a peek-a-boo game while emphasizing letter sounds . Using a small fabric scarf or hands , teachers may cover their face and reveal themselves , saying, “ <i>Peek-a-boo! Hh-Hh-Hello!</i> ” The teacher may repeat this using letter sounds (e.g., “ <i>B-B-Boo!</i> ” or “ <i>F-F-Fun!</i> ”). Older infants may try to imitate the sounds or giggle in response.				
Resources/Materials - Soft fabric scarf or small blanket - Visual flashcards with letters F, G, and H (optional)		Key Vocabulary: peek boo hello		Support:



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Day 2	Topic(s)		Foundation(s)	
	Review Week		ELA2.1 Demonstrate awareness of the alphabet	
Indicators				
	Younger Infants		Older Infants	
	Grasps or touches foam letters when presented.		Reaches for a letter when the teacher says its name.	
Activity: Foam Letters Exploration Teachers may introduce large, soft foam letters (F, G, H) for infants to touch, grab, and explore . As infants handle the letters, teachers may say, “ <i>You found the letter F! F-f-frog!</i> ” or “ <i>This is G! G-g-go!</i> ” Older infants may point to or grab a letter when prompted.				
Resources/Materials - Large, soft foam letters (F, G, H) - Picture cards of words that start with each letter		Key Vocabulary: letter touch name		Support:

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Infant Curriculum

Day 3	Topic(s)	Foundation(s)
	Review Week	ELA2.2 Demonstrate phonological awareness ELA1.2 Demonstrate expressive communication
Indicators	Younger Infants	Older Infants
	Listens and watches when the shaker is used.	Attempts to shake the egg and responds to sound variations.
Activity: Egg Shaker Sound Play Teachers may provide small egg shakers and shake them while saying words that start with F, G, and H (e.g., “<i>F-f-fun! G-g-go! H-h-hop!</i>”). Infants may be encouraged to shake along with the teacher. Older infants may attempt to shake the egg themselves, engaging with sound and rhythm.		
Resources/Materials	Key Vocabulary:	Support:
Egg shakers/Rattle	shake listen sound	

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Day 4	Topic(s)	Foundation(s)
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Infant Curriculum

	Review Week	ELA2.3 Demonstrate awareness and understanding of the concept of print ELA2.4 Demonstrate comprehension
Indicators	Younger Infants	Older Infants
	Watches as the teacher turns the pages.	Points to or reaches for letters in the book.
Activity: Letters Picture Book Exploration Teachers may read a simple alphabet picture book, pausing to point out letters F, G, and H and associating them with pictures (e.g., “<i>F is for fish! G is for goat! H is for hat!</i>”). Older infants may point or touch letters while teachers name them.		
Resources/Materials	Key Vocabulary:	Support:
- Board book featuring letters and pictures - Large alphabet cards (optional)	letter name book	

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Day 5	Topic(s)	Foundation(s)
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Infant Curriculum

	Review Week	ELA2.1 Demonstrate awareness of the alphabet
Indicators		
	Younger Infants	Older Infants
	Feel and explore the bag with their hands.	Points to or reacts when a letter is pulled out.
Activity: Alphabet Sensory Bag Teachers may create a sensory bag filled with soft fabric letters (F, G, H) and allow infants to reach in and pull one out. Teachers may name the letter, say its sound, and show an object that starts with that letter. Older infants may try to choose a letter when asked.		
Resources/Materials	Key Vocabulary:	Support:
- Sensory bag - Soft letters F, G, H (felt, foam, or fabric)	touch find letter	