



Month: May Week: 1 Subject: Social Studies

Day 1	Topic(s) Theme: Blossom Market Number: 13 Letter: Ll Color: Teal Shape: Rhombus	Foundation(s) SS1.1 Demonstrate development of self SS5.1 Demonstrate awareness of citizenship
Indicators	Younger Infants	Older Infants
	Infants may look toward the teacher or respond to name or song cues.	Infants may smile, clap, or bounce in response to the song or when their name is sung.
Activity: Community Helper Song During morning routine or transitions, the teacher will sing a short helper song (e.g., “(Child’s name) is helping today!”). Each child will be acknowledged by name, supporting a sense of belonging and identity. The teacher may model helping behaviors during cleanup or transitions and narrate these actions gently.		
Resources/Materials <ul style="list-style-type: none"> Visual name/photo cards (optional) Community helper song or rhyme 	Key Vocabulary: help name me	Support: Occupations Song 🎵 Community Helpers Kids Song 🎵 Best Kids Songs 🎵 Career Song 🎵 The Learning Station



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Day 2	Topic(s) Theme: Blossom Market Number: 13 Letter: Ll Color: Teal Shape: Rhombus	Foundation(s) SS1.1 Demonstrate development of self SS2.2 Demonstrate awareness of personal historical knowledge
Indicators	Younger Infants	Older Infants
	Infants may look at and smile at familiar faces in photos.	Infants may point to or vocalize when shown a photo of a loved one.
Activity: Family Photos Infants will be shown family photo cards either brought from home or made in class. The teacher will point to and name each person in the photo, saying, “This is your mama,” or “Look! Daddy!” This supports emotional security and personal identity recognition.		
Resources/Materials <ul style="list-style-type: none"> • Laminated or printed family photos • Mirror or board for photo display 	Key Vocabulary: family mama love	Support:



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Day 3	Topic(s) Theme: Blossom Market Number: 13 Letter: Ll Color: Teal Shape: Rhombus	Foundation(s) SS3.2 Demonstrate awareness of places and regions
Indicators	Younger Infants	Older Infants
	Infants may look at and follow visual pictures of places.	Infants may reach for or babble in response to familiar outdoor or nature scenes.
Activity: Flower Places Talk Using simple photos of gardens, parks, flower shops, and outdoor spaces, the teacher will point and describe where flowers grow. Infants will be invited to look and interact with the pictures. The teacher may place flower objects near each image to build the connection between object and place.		
Resources/Materials <ul style="list-style-type: none"> • Photos or posters of common flower locations • Artificial flower props 	Key Vocabulary: garden grow place	Support:

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Infant Curriculum

Day 4	Topic(s)		Foundation(s)	
	Theme: Blossom Market Number: 13 Letter: Ll Color: Teal Shape: Rhombus		SS5.1 Demonstrate awareness of citizenship	
Indicators				
	Younger Infants		Older Infants	
	Infants may look at or track images of people in uniforms.		Infants may point to or reach for specific cards or respond with gestures.	
Activity: Community Photo Cards The teacher will show picture cards of community helpers like gardeners, flower sellers, and delivery drivers. As each helper is shown, the teacher will label the job and pretend to act it out (e.g., watering a flower). Infants may be invited to hold or pat the photo card.				
Resources/Materials <ul style="list-style-type: none">Laminated photo cards of community helpersRelated props (watering can, bag, flower box)		Key Vocabulary: helper job work		Support:

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

	Theme: Blossom Market Number: 13 Letter: Ll Color: Teal Shape: Rhombus	SS5.1 Demonstrate awareness of citizenship
Indicators	Younger Infants	Older Infants
	Infants may explore soft items placed in or near the basket, touching or mouthing them with support.	Infants may take items out of the basket, put them back in, or pass them to a caregiver.
<p>Activity: Market Basket Play</p> <p>Infants will explore a small pretend market basket filled with safe, soft play items such as plush fruits, fabric flowers, or large plastic vegetables. Teachers will narrate the play with simple phrases like “You found the apple!” and model giving and taking items. This early role-play encourages participation, turn-taking, and exploration of familiar community routines.</p>		
Resources/Materials <ul style="list-style-type: none"> • Small soft-sided baskets or bins • Plush/fabric produce and flowers 	Key Vocabulary: basket in out	Support: