



Month: December Week: 2 Subject: Science

Day 1	Topic(s)	Foundation(s)
	Theme: Reindeer Adventures Number: 18 Letter: Nn Color: White Shape: Square	SC1.1 Demonstrate ability to explore objects in the physical world SC1.2 Demonstrate awareness of the physical properties of objects
Indicators		
	Younger Infants	Older Infants
	May briefly touch or grasp different fabrics and look at them while the adult talks about how they feel.	May pat or rub the fabrics and show a preference by holding onto one or looking at it longer.

Activity: “Soft vs. Smooth - Fabric Touch”

Place a soft fuzzy cloth and a smooth satin cloth within the baby’s reach during floor or lap time. Gently guide their hands to touch each one and describe what they feel with simple words like “soft” and “smooth.” Give the infant time to squeeze, rub, or hold a favorite piece while you repeat the texture words. Notice any facial expressions or body movements and label them, such as “You like that soft one.”

Resources/Materials <ul style="list-style-type: none"> • Small fuzzy cloth or fleece square • Small smooth satin or silk-like cloth 	Key Vocabulary: soft, smooth, touch	Support:
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Month: December Week: 2 Subject: Science

Day 2	Topic(s)		Foundation(s)	
	Theme: Reindeer Adventures Number: 18 Letter: Nn Color: White Shape: Square		SC1.1 Demonstrate ability to explore objects in the physical world SC1.2 Demonstrate awareness of the physical properties of objects	
Indicators	Younger Infants		Older Infants	
	May track a gentle light or moving shadow with eyes and quiet while watching.		May follow the light or shadow around the wall or ceiling and reach or point toward it.	

Activity: “Light & Shadow Watch”

Dim the room slightly and use a small flashlight or projector toy to shine soft light on a nearby wall or ceiling. Slowly move the light or shadow shapes while the infant lies on their back or sits supported, giving them time to watch. Describe what is happening with simple language such as “light moves” and “shadow up, shadow down.” Turn the light off and on a few times so babies can notice the change.

Resources/Materials <ul style="list-style-type: none"> Small flashlight or child-safe light projector 	Key Vocabulary: light, dark, shadow	Support:
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Day 3	Topic(s)		Foundation(s)	
	Theme: Reindeer Adventures Number: 18 Letter: Nn Color: White Shape: Square		SC1.1 Demonstrate ability to explore objects in the physical world SC1.2 Demonstrate awareness of the physical properties of objects SC5.1 Demonstrate scientific curiosity	
Indicators	Younger Infants		Older Infants	
	May pat or push the sensory bag and watch the material inside move.		May squeeze, press, and poke the bag to see how the “snow” shifts and clumps together.	

Activity: “Snow in a Bag”

Fill a sturdy, sealable plastic bag with cotton balls or crinkled white paper and tape the edges securely. Place the bag on the floor or highchair tray and invite the infant to pat, push, or squeeze it. Talk about how the “snow” feels and looks, using words like “soft,” “white,” and “move.” Point out how the cotton changes shape when they press and then spreads out again.

Resources/Materials <ul style="list-style-type: none"> Heavy-duty zipper plastic bags Cotton balls or crinkled white paper 	Key Vocabulary: snow, soft, press	Support:
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Day 4	<table><tr><th>Topic(s)</th><th>Foundation(s)</th></tr><tr><td>Theme: Reindeer Adventures Number: 18 Letter: Nn Color: White Shape: Square</td><td>SC1.1 Demonstrate ability to explore objects in the physical world SC1.2 Demonstrate awareness of the physical properties of objects</td></tr></table>		Topic(s)	Foundation(s)	Theme: Reindeer Adventures Number: 18 Letter: Nn Color: White Shape: Square	SC1.1 Demonstrate ability to explore objects in the physical world SC1.2 Demonstrate awareness of the physical properties of objects
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Indicators	<table><tr><th>Younger Infants</th><th>Older Infants</th></tr><tr><td>May startle, still, or smile in response to the different sounds when a bottle is shaken.</td><td>May reach for a preferred sound bottle, shake it, and notice the difference between quiet and loud.</td></tr></table>		Younger Infants	Older Infants	May startle, still, or smile in response to the different sounds when a bottle is shaken.	May reach for a preferred sound bottle, shake it, and notice the difference between quiet and loud.
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May startle, still, or smile in response to the different sounds when a bottle is shaken.	May reach for a preferred sound bottle, shake it, and notice the difference between quiet and loud.					

Activity: “Sound Bottles – Quiet/Loud”

Prepare two tightly sealed sensory bottles: one with soft filler like cotton for a quiet sound and one with bells or beads for a louder sound. Gently shake each bottle near the infant, saying “quiet” for the soft one and “loud” for the noisy one. Offer the bottles for the baby to handle and shake, helping as needed. Comment on what they hear, repeating the words “quiet” and “loud” as you play.

Resources/Materials <ul style="list-style-type: none"> • Clear plastic bottles with secure lids • Soft filler (cotton, pom poms) • Loud filler (small bells, dry pasta, or beads) 	Key Vocabulary: quiet, loud, shake	Support:
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Day 5	Topic(s)	Foundation(s)
	Theme: Reindeer Adventures Number: 18 Letter: Nn Color: White Shape: Square	SC1.1 Demonstrate ability to explore objects in the physical world SC1.2 Demonstrate awareness of the physical properties of objects SC5.1 Demonstrate scientific curiosity
Indicators	Younger Infants	Older Infants
	May touch or splash the water with hands and watch it move.	May pat, splash, or swish the water, noticing when it feels warm and when it moves or drips.

Activity: “Water Play Tray”

Fill a shallow pan or tray with a small amount of warm water and position it on a low table or tray with 1:1 close supervision. Support the infant so they can safely reach the water with their hands, guiding them to pat and splash. Talk about what they feel—“warm water,” “splash,” “wet hands”—and show how cups or small toys move through the water. Keep the activity short and cozy, drying hands immediately afterward.

Resources/Materials <ul style="list-style-type: none"> • Shallow plastic tray or pan • Warm water (very shallow level) • Small cups or floating toys (optional) 	Key Vocabulary: water, splash, wet	Support:
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