



## Month: December Week: 3 Subject: Social Studies

Day 1	Topic(s)		Foundation(s)	
	Theme: Animals in the Winter Number: 19 Letter: Oo Color: Turquoise Shape: Triangle		SS1.1 Demonstrate development of self	
Indicators				
	Younger Infants		Older Infants	
	May look at their reflection in the mirror and show interest (quiet, smile, or reach).		May touch or pat the mirror, look between their reflection and the adult, and respond when their name is said.	
Activity: “Mirror Faces & Names” Hold or seat infants in front of a child-safe mirror. Gently point to the reflection and say, “That’s you, [Name]!” Make simple faces (smile, open mouth) and see if infants copy or react. For older infants, play peekaboo by moving in and out of the mirror view, naming both “me” (teacher) and “you” (child) to build early self-awareness.				
Resources/Materials <ul style="list-style-type: none"><li>Child-safe wall or floor mirror</li></ul>		Key Vocabulary: me, you, [name], face, look		Support:



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Day 2	<b>Topic(s)</b>		<b>Foundation(s)</b>	
	Theme: Animals in the Winter Number: 19 Letter: Oo Color: Turquoise Shape: Triangle		SS1.1 Demonstrate development of self SS2.2 Demonstrate awareness of personal historical knowledge	
Indicators				
	<b>Younger Infants</b>		<b>Older Infants</b>	
	May look at or touch a family photo when the adult names the people.		May smile, vocalize, or reach excitedly toward familiar faces and may show recognition when a name is repeated.	

### Activity: “Family Picture Talk”

During calm playtime, show infants laminated family photos (or simple drawings of a “family” if photos are not available). Hold up one picture at a time and label the people: “Mommy,” “Daddy,” “[Name].” Allow infants to touch or pat the photo while you repeat names and say, “Your family.” For older infants, ask, “Where’s Mommy?” while guiding their hand toward the familiar face.

<b>Resources/Materials</b> <ul style="list-style-type: none"> <li>Laminated family photos or simple family drawings</li> <li>Small photo album or card ring</li> </ul>	<b>Key Vocabulary:</b> family, mommy, daddy, baby, you	<b>Support:</b>
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<b>Day 3</b>	<table> <tr> <th data-bbox="375 363 899 405">Topic(s)</th><th data-bbox="899 363 1422 405">Foundation(s)</th></tr> <tr> <td data-bbox="375 405 899 632"> Theme: Animals in the Winter  Number: 19  Letter: Oo  Color: Turquoise  Shape: Triangle </td><td data-bbox="899 405 1422 632"> SS3.1 Demonstrate awareness of the world in spatial terms  SS3.2 Demonstrate awareness of places and regions </td></tr> </table>	Topic(s)	Foundation(s)	Theme: Animals in the Winter Number: 19 Letter: Oo Color: Turquoise Shape: Triangle	SS3.1 Demonstrate awareness of the world in spatial terms SS3.2 Demonstrate awareness of places and regions
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<b>Indicators</b>	<table> <tr> <th data-bbox="375 730 899 793">Younger Infants</th><th data-bbox="899 730 1422 793">Older Infants</th></tr> <tr> <td data-bbox="375 793 899 961"> May look around and turn head as the adult moves through different areas, noticing changes in light and sound. </td><td data-bbox="899 793 1422 961"> May point, reach, or vocalize when entering favorite areas (cribs, play space, high chair area) and may show recognition of routine spots. </td></tr> </table>	Younger Infants	Older Infants	May look around and turn head as the adult moves through different areas, noticing changes in light and sound.	May point, reach, or vocalize when entering favorite areas (cribs, play space, high chair area) and may show recognition of routine spots.
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May look around and turn head as the adult moves through different areas, noticing changes in light and sound.	May point, reach, or vocalize when entering favorite areas (cribs, play space, high chair area) and may show recognition of routine spots.				
<p><b>Activity: “Classroom Places Walk”</b></p> <p>Carry or push infants in a stroller around the room and nearby hallway. Pause briefly in a few key places: “This is our crib area... this is the play rug... this is the door.” Allow older infants in walkers or holding an adult’s hand to stop and touch safe surfaces (wall, shelf edge). Use simple repeated phrases so they begin to connect words with spaces.</p>					
<b>Resources/Materials</b> <ul style="list-style-type: none"> <li>Stroller, buggy, or adult arms</li> </ul>	<table> <tr> <td data-bbox="540 1276 881 1463"> <b>Key Vocabulary:</b>  here, there, room, bed, rug, door </td><td data-bbox="881 1276 1422 1463"> <b>Support:</b> </td></tr> </table>	<b>Key Vocabulary:</b> here, there, room, bed, rug, door	<b>Support:</b>		
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<b>Day 4</b>	<b>Topic(s)</b> Theme: Animals in the Winter Number: 19 Letter: Oo Color: Turquoise Shape: Triangle	<b>Foundation(s)</b> SS1.1 Demonstrate development of self SS5.1 Demonstrate awareness of citizenship
<b>Indicators</b>	<b>Younger Infants</b>	<b>Older Infants</b>
	May relax, smile, or make eye contact when the caregiver narrates helping actions (feeding, wiping, picking up).	May anticipate routine actions (lifting arms for shirt, opening mouth for spoon) and respond to simple phrases like “I help you.”
<b>Activity: “Caregiver Helps Me”</b> During regular care routines (feeding, diapering, dressing), narrate your actions out loud: “I help you with your coat,” “I wipe your hands,” “I keep you safe.” Use the child’s name and gentle touch. For older infants, invite small participation (“Arms up!”) and praise their cooperation. This builds awareness that trusted adults care for them and help them every day.		
<b>Resources/Materials</b> <ul style="list-style-type: none"> <li>None required</li> </ul>	<b>Key Vocabulary:</b> help, safe, coat, hands, you, me	<b>Support:</b>



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<b>Day 5</b>	<b>Topic(s)</b> Theme: Animals in the Winter Number: 19 Letter: Oo Color: Turquoise Shape: Triangle	<b>Foundation(s)</b> SS1.1 Demonstrate development of self SS5.1 Demonstrate awareness of citizenship
<b>Indicators</b>	<b>Younger Infants</b>	<b>Older Infants</b>
	May look toward the teacher or peer when hearing “hello” or “bye-bye” and may move arms or legs.	May wave, clap, or vocalize during greeting and farewell and may begin to imitate “hi” or “bye.”
<p>Activity: <b>“Hello/Goodbye Circle”</b></p> <p>Gather infants in a small circle on the rug or in laps. Sing a simple greeting song: “Hello, hello, [Name], hello,” gently waving each child’s hand. At the end of the day or before a transition, sing a similar goodbye song and model waving: “Bye-bye, [Name].” Encourage older infants to wave, clap, or say “hi/bye” as they are able, reinforcing a sense of belonging to the group.</p>		
<b>Resources/Materials</b> <ul style="list-style-type: none"> <li>Simple hello/goodbye song (teacher-led)</li> </ul>	<b>Key Vocabulary:</b> hello, hi, bye-bye, friend, name	<b>Support:</b>