



Month: November Week: 4 Subject: Social Studies

Day 1	Topic(s)	Foundation(s)
	Review Week	SS1.1 Demonstrate development of self SS3.1 Demonstrate awareness of the world in spatial terms
Indicators	Younger Toddlers	Older Toddlers
	With adult support, may point to or touch pictures of helpers and repeat simple names like “farmer” or “teacher.”	May name helpers and tell or show one thing they do (feed animals, grow food, help children).
<p>Activity: “Community Helpers: Farm & Garden Review”</p> <p>Show pictures from the month of farmers, gardeners, vets, and teachers. Talk about how each person helps animals, plants, or children. Invite toddlers to place each helper picture on a simple farm, garden, or school mat and say the helper’s name with you.</p>		
Resources/Materials	<ul style="list-style-type: none">Large farm, garden, and school mats/postersCommunity helper picture cards (farmer, gardener, vet, teacher, etc.)	Key Vocabulary: helper, farm, garden
		Support:



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Day 2	Topic(s)	Foundation(s)
	Review Week	SS1.1 Demonstrate development of self SS5.1 Demonstrate awareness of citizenship
Indicators		
Younger Toddlers	Older Toddlers	With adult support, may point to or name one family member who helps them. May tell or show one way they or a family member helps at home ("Mom cooks," "I pick up toys").

Activity: "My Family Helps at Home"

Show simple family photos or picture cards (grown-ups, children, siblings). Ask, "Who helps you at home?" and "How do you help?" Children choose a picture that reminds them of their family and share or act out a helping job like setting the table, feeding a pet, or putting toys away.

Resources/Materials	Key Vocabulary: family, home, help	Support:
• Family picture cards or photos (various family types)		



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Day 3	Topic(s) Review Week	Foundation(s) SS1.1 Demonstrate development of self
Indicators	Younger Toddlers With adult support, may choose a simple classroom job card and try the action (line leader, light helper, toy picker-upper).	Older Toddlers May match job cards to areas in the room and describe or show what the helper does to take care of the classroom.
Activity: “Classroom Helper Jobs Review” Review your usual classroom jobs with picture cards (line leader, snack helper, plant helper, toy tidy-up). Walk around the room and match each job card to its area (door, snack table, plant shelf, toy shelf). Let toddlers practice each helper job briefly, celebrating how they take care of the classroom.		
Resources/Materials • Classroom job picture cards	Key Vocabulary: job, classroom, leader	Support:

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Day 4	Topic(s)	Foundation(s)
	Review Week	SS2.3 Demonstrate awareness of the foundations of government or authority SS5.1 Demonstrate awareness of citizenship
Indicators	Younger Toddlers	Older Toddlers
	With adult support, may copy a simple “gentle hands” motion and follow one rule such as “walking feet.”	May help name classroom rules (gentle hands, walking feet, quiet voices) and act out the “yes” and “no” versions.

Activity: “Rules Review: Gentle Hands & Kind Bodies”

Use photos or simple drawings showing safe vs. unsafe actions (gentle touch vs. hitting, walking vs. running inside). Invite children to decide which picture is “OK” for school. Practice each rule with a quick movement (gentle hands on shoulders, walking feet, quiet finger to lips).

Resources/Materials	Key Vocabulary: rule, gentle, safe	Support:
<ul style="list-style-type: none">Rule picture cards: gentle/rough hands, walking/running, sharing/grabbingTwo mats labeled with simple icons: ✓ (OK) and ✗ (Not OK)		

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Day 5	Topic(s)	Foundation(s)
	Review Week	SS1.1 Demonstrate development of self SS5.1 Demonstrate awareness of citizenship
Indicators	Younger Toddlers	Older Toddlers
	With adult support, may choose a “helping” picture and place a sticker on it to show “I can help.”	May pick a helping picture or photo from the week and tell or show how they can help like that helper.

Activity: “I Can Help Sticker Share”

Place out pictures of different helping actions (picking up toys, feeding pets, watering plants, sharing toys, hugging a friend). Children choose one picture and place a special sticker on it while saying “I can help!” or naming the action. Gather as a group and briefly share each child’s choice.

Resources/Materials	Key Vocabulary: I can, helper, share	Support:
<ul style="list-style-type: none">Picture cards of helping actions (classroom, home, farm/garden scenes)Simple stickers or small dot labels for children to place		