



Month: November Week: 4 Subject: Social Studies

Day 1	Topic(s)	Foundation(s)
	Review Week	SS1.1 Demonstrate development of self SS5.1 Demonstrate awareness of citizenship
Indicators	Younger Infants	Older Infants
	With adult support, may look toward, smile at, or touch family photos when they are named.	May pat or point to familiar faces, vocalize, or attempt early names (“mama,” “dada,” “nana”) when shown photos.

Activity: “Family Photo Share Board”

Sit with infants near a low display of family photos. Gently point and name each person: “This is Mommy... this is Grandma.” Invite infants to touch or pat the pictures. Follow their gaze or reach and respond with simple language: “You see Daddy! Hi, Daddy!” Repeat names often to build recognition and connection between home and school.

Resources/Materials <ul style="list-style-type: none"> Low, baby-safe family photo board or wall display Laminated family photos from each infant’s home 	Key Vocabulary: mommy, daddy, family	Support:
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Day 2	Topic(s) Review Week	Foundation(s) SS1.1 Demonstrate development of self SS3.1 Demonstrate awareness of the world in spatial terms
Indicators	Younger Infants	Older Infants
	With adult support, may attend to caregiver voices, turn toward the sound, and show interest when faces appear.	May pull cloths down, smile, or vocalize during peekaboo, showing they recognize familiar caregivers.
<p>Activity: “Peekaboo with Caregivers - Who Is Here?”</p> <p>Use a light blanket or scarf to play gentle peekaboo between infants and familiar adults. Cover your face and say, “Where is your teacher?” then reveal with, “Here I am!” Let older infants pull the cloth down themselves. Rotate through different caregivers so babies see and hear who is with them at school.</p>		
Resources/Materials <ul style="list-style-type: none"> • Light, breathable scarves or small blankets 	Key Vocabulary: where, here, teacher	Support:



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Day 3	Topic(s)	Foundation(s)
	Review Week	SS3.1 Demonstrate awareness of the world in spatial terms SS5.1 Demonstrate awareness of citizenship
Indicators	Younger Infants	Older Infants
	May look at helper pictures (parent, teacher, doctor) and calm to the caregiver's voice.	May reach toward, pat, or vocalize when seeing helpers they recognize or experience (teacher, bus/van, doctor).

Activity: "Who Helps Baby? Helper Picture Talk"

Show simple picture cards of people who help baby- parents, teachers, doctor, bus/van driver, cook. Hold one card at a time and say, "This person helps you... the doctor helps you feel better," "Your teacher helps you at school." Follow the infant's cues, lingering on pictures they seem most interested in.

Resources/Materials <ul style="list-style-type: none"> Laminated helper picture cards (family, teacher, doctor, bus/van, etc.) 	Key Vocabulary: help, doctor, teacher	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 Infants	Older Infants
	With adult support, may touch or hold a stuffed animal while the adult models gentle strokes.	May copy gentle pats or strokes and respond to simple rule words like “soft,” “gentle,” or “no hitting.”
<p>Activity: “Gentle Hands with Stuffed Animals”</p> <p>Offer soft stuffed animals (turkey, cow, or generic animals). Model stroking the animal gently: “Soft, gentle hands.” If an infant grabs or bangs, guide their hand: “We are gentle—soft hands.” Repeat the rule language and praise gentle touches, laying groundwork for classroom expectations and care for living things.</p>		
Resources/Materials	Key Vocabulary:	Support:
<ul style="list-style-type: none"> Soft, baby-safe stuffed animals 	gentle, soft, no	



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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 Infants		Older Infants	
	With adult support, may notice their reflection, look from mirror to caregiver, and show interest (wide eyes, coos).		May smile, pat the mirror, and look between self, peers, and teacher, beginning to notice “me” and “friends.”	
Activity: “Smiles in the Mirror with Friends” Place an unbreakable floor mirror where two infants can sit or lie nearby. Sit with them and point: “That’s you... that’s your friend.” Encourage smiles, waves, or gentle pats on the mirror. Name each child: “You and Jordan are together.” This helps infants build a sense of self and begin noticing others in their classroom community.				
Resources/Materials <ul style="list-style-type: none">Large, baby-safe unbreakable floor mirror		Key Vocabulary: me, you, friend		Support: