



Month: January 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 Toddlers		Older Toddlers	
	Toddlers may listen to <i>I Am Brave</i> and connect bravery to their own experiences.		Toddlers may respond to prompts about what makes them feel brave.	



Activities	
The teacher will read <i>I Am Brave</i> aloud, focusing on moments of bravery in the story. Toddlers may engage in a discussion about when they feel brave, such as "I'm brave when I try something new." The teacher will reinforce self-awareness and confidence by asking, "What does it mean to be brave?"	
Resources and Materials	
• Book: <i>I Am Brave</i> by Brad Meltzer	
Topic Related Language/ Key Vocabulary	Supports
Brave, try, strong, proud	<u>I am Brave: A Little Book About Martin Luther King, Jr. By: Brad Meltzer Read Aloud 2-minutes</u>



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Day 2	Topic(s)		Foundation(s)	
	Review Week		SS3.1: Demonstrate awareness of the world in spatial terms. SS5.1: Demonstrate awareness of citizenship.	
Indicators				
	Younger Toddlers		Older Toddlers	
	Toddlers may participate in pretend ice fishing and explore concepts of place.		Toddlers may discuss how and where people fish in cold regions.	



Activities	
The teacher will set up a pretend ice fishing activity using a sensory bin with toy fish and "ice" (e.g., cotton balls or paper cutouts). Toddlers may use toy fishing poles to catch the fish and discuss where people fish in the winter. The teacher will connect the activity to spatial awareness by asking, "Where do people fish when it's cold?"	
Resources and Materials	
• Sensory bin with toy fish and "ice" • Toy fishing poles or magnetic rods	
Topic Related Language/ Key Vocabulary	Supports
Fish, ice, cold, water	



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Day 3	Topic(s)		Foundation(s)	
	Review Week	SS2.2: Demonstrate awareness of personal historical knowledge. SS5.1: Demonstrate awareness of citizenship.		
Indicators				
	Younger Toddlers		Older Toddlers	
	Toddlers may look at pictures of Martin Luther King Jr. and families and discuss them.		Toddlers may look at pictures of Martin Luther King Jr. and families and discuss them.	



Activities

The teacher will display pictures of Martin Luther King Jr. speaking at marches, meeting families, and leading events. Toddlers may discuss what they see in the pictures, such as "This is MLK talking to a crowd." The teacher will guide understanding of community and family by asking, "Why is MLK important?"

Resources and Materials

- Pictures of Martin Luther King Jr.
- Visual aids showing families and marches

Topic Related Language/ Key Vocabulary

Picture, family, crowd, leader

Supports





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	Review Week		SS1.1: Demonstrate development of self. SS5.1: Demonstrate awareness of citizenship.	
Indicators				
	Younger Toddlers		Older Toddlers	
	Toddlers may create a handprint art project inspired by MLK's message of unity and kindness.		Toddlers may discuss the importance of helping and working together.	



Activities

The teacher will guide toddlers in creating a **"Helping Hands"** mural on large paper. Toddlers may dip their hands in paint to make handprints and add their names near their prints. Afterward, the teacher will encourage discussion about how people work together, asking, "How can we use our hands to help others like MLK?" The mural will represent unity and kindness.

Resources and Materials

- Large roll of paper for the mural
- Washable paint in various colors
- Smocks or aprons for toddlers

Topic Related Language/ Key Vocabulary

Handprint, help, together, kind

Supports





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Day 5	Topic(s)		Foundation(s)	
	Review Week		SS2.1: Demonstrate awareness of chronological thinking. SS2.2: Demonstrate awareness of personal historical knowledge.	
Indicators				
	Younger Toddlers		Older Toddlers	
	Toddlers may retell their favorite story from this week using teacher-provided materials.		Toddlers may identify key events or characters when prompted.	



Activities	
The teacher will provide materials, such as picture cards or props, to help toddlers retell their favorite story from the week (e.g., <i>I Am Brave</i> or <i>The Snowy Day</i>). Toddlers may sequence events or describe characters with teacher guidance. The teacher will encourage participation by asking, "What happened first?" or "What do you remember about the story?"	
Resources and Materials	
• Picture cards or props from stories read earlier in the week • Open play area	
Topic Related Language/ Key Vocabulary	Supports
Story, tell, remember, favorite	