



Month: April Week: 1 Subject: Social Studies

Day 1	Topic(s) Theme: Puddle Adventure Number: 10 Letter: li Color: Green Shape: Trapezoid	Foundation(s) SS3.1 Demonstrate awareness of the world in spatial terms
Indicators	Younger Infants	Older Infants
	React to environmental sounds and sensory stimuli.	Observe and show curiosity toward natural elements like rain.
Activity: <i>Rain Feels</i> Infants will explore the sensation of water misting on their hands as the teacher lightly sprays or drips water onto their fingers while describing it: “The rain feels cool! The rain is wet!” Older infants can gently touch a damp cloth or soft sponge to feel the difference in texture. Soft rain sounds can also be played in the background to enhance the experience.		
Resources/Materials • Spray bottle filled with water • Clear plastic tray • Speaker or device to play rain sounds	Key Vocabulary: Rain Drip Wet	Support:



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Day 2	Topic(s) Theme: Puddle Adventure Number: 10 Letter: Ii Color: Green Shape: Trapezoid	Foundation(s) SS2.1 Demonstrate awareness of chronological thinking
Indicators	Younger Infants	Older Infants
	Observe images with bright, engaging visuals.	React to familiar and new weather images.
Activity: <i>Spring Weather Pictures</i> The teacher will show large, colorful pictures of different spring weather elements (rain, sun, clouds, flowers blooming) and describe what happens in spring: “Look, the sun is shining! The flowers are growing because of the rain.” Infants may reach for the pictures, smile at familiar images, or listen to the descriptive words. The teacher will use an engaging tone, pointing to each picture and reinforcing key vocabulary by repeating phrases like “Rain falls from the clouds” and “The sun makes the day warm.”		
Resources/Materials • Large weather picture cards (rain, sun, wind, flowers) • Laminated spring weather book or photos	Key Vocabulary: Sun Rain Clouds	Support:

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Infant Curriculum

Day 3	Topic(s)		Foundation(s)	
	Theme: Puddle Adventure Number: 10 Letter: Ii Color: Green Shape: Trapezoid		SS5.1 Demonstrate awareness of citizenship	
Indicators				
	Younger Infants		Older Infants	
	Look at images in a book with assistance.		Engage with the teacher by pointing or reacting to pictures.	
Activity: <i>Helpers Book</i> Infants will explore a board book featuring community helpers (such as meteorologists, gardeners, or construction workers). The teacher will describe what the helpers do while pointing at the pictures. Older infants may point to images or imitate gestures related to the book.				
Resources/Materials Board book featuring weather or community helpers		Key Vocabulary: Help Work Hat		Support:

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Day 4	Topic(s)	Foundation(s)
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Infant Curriculum

	Theme: Puddle Adventure Number: 10 Letter: Ii Color: Green Shape: Trapezoid	SS4.1 Demonstrate awareness of economics, spending, and making money
Indicators		
	Younger Infants Observe water-related play and movement.	Older Infants Begin to imitate simple motions like wiping or dabbing with a cloth.
Activity: <i>Water Cleanup</i> The teacher will place a shallow tray of water in front of the infants and gently dip a sponge into the water, demonstrating how it absorbs the liquid. “Look! The sponge is drinking up the water, just like how flowers and trees drink rain after a storm.” Older infants will be encouraged to hold the sponge and press it to see how it absorbs the water. The teacher will emphasize new words like “squeeze” and “soak” while describing the action.		
Resources/Materials	Key Vocabulary:	Support:
- Sponge - Shallow tray	Wipe Clean Water	

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Day 5	Topic(s)	Foundation(s)
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Infant Curriculum

	Theme: Puddle Adventure Number: 10 Letter: Ii Color: Green Shape: Trapezoid	SS1.1 Demonstrate development of self
Indicators	Younger Infants	Older Infants
	React to different weather-related sounds.	Engage in simple movements in response to sound.
Activity: <i>Weather Sounds & Movement</i> The teacher will play different weather sounds (rainfall, wind blowing, thunder) while describing each one: “This is the sound of rain. Drip, drop, drip, drop!” Infants may listen, react, or move in response. Older infants will be encouraged to wave their arms for ‘wind’ or gently pat for ‘raindrops’ as the teacher models movements that match the sounds. “Can you feel the wind? Let’s wave our scarves like the wind!” The teacher will encourage infants to listen closely and react in their own way.		
Resources/Materials • Device or speaker for playing weather sounds • Scarves or soft fabric for wind movement	Key Vocabulary: wind, rain, loud	Support: