

	Mindful Monday	Talk It Out Tuesday	Wellness Wednesday	Thoughtful Thursday	Feelings Friday
Literacy	<p>Vocabulary focus: empathy <u>Understand and Care</u> by Cheri Meiners https://youtu.be/vxw-B8liIfY BEFORE listening to the story, explore the cover of the book. Discuss why they think the title of the book is Understand and Care. AFTER reading, define and talk about the word empathy. Ask why they think it is important to understand how someone else may feel. CLL5.4a; SED5.4d</p>	<p>Vocabulary focus: jealous <u>When I Feel Jealous by Cornelia Maude Spelman</u>  <u>Kids Book Read Aloud: When I Feel Jealous By Cornelia Maude Spelman</u> Before reading/listening to the story show the cover and ask children what they think the story is about. Ask if they have heard of the word jealous. After listening to the story, ask children what were some things that made the character feel jealous. Ask if they have ever felt jealous and what made them feel that way. Explore how to work through feelings of jealousy. CLL5.4a; SED3.4b</p>	<p>Vocabulary focus: worried and loved <u>Owl Babies</u> by Martin Waddell https://www.youtube.com/watch?v=g15by4ST2w8 After reading the story, discuss the theme of the story. Take time to discuss what it means to worry. Also talk about what stopped the owl babies from worrying. Talk about the word loved. Allow children to share when they feel worried and loved. Share that everyone feels worried at times and that everyone needs to feel loved. SED5.4a; CLL5.4d</p>	<p>Vocabulary focus: truth and honesty <u>I Tell the Truth by David Parker</u> https://www.youtube.com/watch?v=qsZJ_MKpX10 Before listening to the story, explore the cover of the book focusing on the title. Ask children what they think it means to tell the truth. After the story, ask if children think it is important to tell the truth and why. Discuss students' responses. Explore how the words truth and honesty are similar in meaning. CLL2.4b; SED1.4b</p>	<p>Vocabulary focus: embarrassed and self-confidence <u>Author's Nose</u> by Marc Brown https://www.youtube.com/watch?v=QZPOGLI8xYs After listening to the story, ask why Author wanted to change his nose? How do you think Author felt? What changed to make Author feel confident about how he looked? Discuss children's responses. CLL 2; SED1.4a & b</p>
Phonological Awareness	<p>Humpty Dumpty Have students listen to the https://youtu.be/xFSN1Sazv_c to see and say together. Ask students to identify the rhyming words they hear. SED4.4c; CLL6.4b</p>	<p>I Say, You Say I say /C/...you say /alm/ /C/ - /alm/ I Can Keep Calm. When I feel upset. (try segmenting and blending other words) SED4.4d; CLL6.4f</p>	<p>Hickety Pickety Bumblebee Name Song Have students say their names out loud. Have students clap, snap, blow, whisper, and stomp their names. You can also have students do the same actions with the Mental Health vocabulary words: Confidence, Embarrassed, Empathy, Jealous Loved, Truthful, Worried, etc. CLL6.4b; SED3.4</p>	<p>What's that Sound? Go on a scavenger hunt with students inside/outside. Get comfortable. Be perfectly still, quiet, and close your eyes. See if they can identify sounds, using only their ears. CLL6.4a; SED1.4c</p>	<p>Sentence Segmenting Say a simple sentence, like: "I can handle it." Using small objects (i.e. pebbles or pennies), count the words by placing one penny in a line for each word. Repeat with other sentences. CLL6.4d; SED3.4b</p>
Music & Movement	<p>Don't Worry...Be Happy Make New Friends S.T.A.R Breathing https://youtu.be/Vphn44FPgKo SED2.4c; CR3.4a</p>	<p>I Can Move My Body Like Anything Mood Walk Drain Breathing https://youtu.be/s6MqEH6CbMM SED2.4c; CR3.4a</p>	<p>Kindness is a Muscle This Is How I Do It Pretzel Breathing https://youtu.be/Ub347DgyFmw SED3.5c; CR3.4a</p>	<p>Affirmation Song Friends Song Balloon Breathing https://youtu.be/RoOmQOGVW9U SED1.4b; CD3.4a</p>	<p>CALI's Feeling Friday Dance Party Go Bananas Celebration SED2.4c; PDM5.4b</p>
Math or Science	<p>Math Play with Loose Parts Encourage children to be outdoor explorers in their environment. Have them create shapes using twigs and sticks. Have them try to make triangles squares, and rectangles that are different sizes and shapes. Encourage students to count the number of twigs or sticks used. In the classroom, talk about the shapes that had the most and least parts. MA1.4b; SED1.4b</p>	<p>Pyramid Builders Using plastic cups, challenge students to build a pyramid as tall as possible. How tall can they build it before it falls? SED1.4c; MA3.4a; APL1.4c</p>	<p>Water Wednesday Fill a bucket with water. Have students use the water to fill measuring cups or spoons. Discuss which cup or spoon holds the most water? Least? Experiment to see which cups and spoons sink or float? SC2.4a; SED1.4c</p>	<p>Cloud Shapes Go outside with paper and a writing utensil. Lay down and observe the clouds. Ask, "What shapes do you see in the sky?" Have students draw the shapes created by the clouds on their paper. Write down what they say as they describe the different clouds. SC2.4c; SED1.4c</p>	<p>Math Play with Loose Parts Have students sort seashells or other natural materials by variety, size, color, or shape. Then mix them back together and sort in a different way. CD-MA4.4b; SED1.4c</p>
Motor Skills	<p>Move with Me Monday After singing and following along, see how long you and your students can balance on one leg. Change legs, try a different pose. SED1.4c; PDM3/4a</p>	<p>Tuesday Tweezer Trek Walk with your students around the playground and see what they can collect using tweezers. Don't forget a container to put it all in! PDM6.4a; SED1.4d</p>	<p>To Make Me Feel OK Sing about things your students can do to feel ok...make bubbles, slime, or fingerpaint to play with when things aren't going their way. PDM6.4a; SED2.4a</p>	<p>Playdough Name Party! Have your students make the letters of their name by rolling and shaping each letter with playdough. PDM6.4a; SED1.4a</p>	<p>Don't Give Up Ramp up these gross motor skills: play catch, row a boat, go skating, or practice balancing. Encourage your students to "try, try, and try some more...don't give up!" PDM5.4b; SED1.4c</p>
Social Emotional	<p>Mindful Monday Calming down with Cali Cali knows just what to do when it comes to calming down. Have your students recall what to do in various situations. SED3.4b</p>	<p>Talk It Out Tuesday I Can Handle It Discuss how emotions make us feel, and ways your students can handle anything! Their new mantra should be: "I can handle it!" SED3.4c</p>	<p>Wellness Wednesday Shake It Off Help students learn to shake off those yucky feelings so they can move on with their day. Knowing how to shake it off during the rough moments will help them move forward. SED3.4b; PDM3.4a</p>	<p>Thoughtful Thursday The Color Monster Encourage students to talk about what makes them feel the many different emotions (colors) that were mentioned in the book. SED3.4b; CLL5.4d</p>	<p>Feelings Friday Big Feelings It is helpful for children to learn that others struggle with big feelings, too. Play the Feeling Faces Game. SED2.4d</p>



Thank you for promoting children's mental health this week and every day!

