

	Mindful Monday	Talk It Out Tuesday	Wellness Wednesday	Thoughtful Thursday	Feelings Friday
Literacy	<p><u>The Color Monster</u></p> <p>After listening to the story, talk about what makes you feel the different emotions (colors) that were mentioned in the book.</p> <p>CLL5.4a; SED2.4d</p>	<p><u>Saturday</u></p> <p>BEFORE listening to the story, ask students why they think the title of the book is Saturday and not another day of the week. AFTER reading, ask “Why was Saturday such a special day for Ava and her mother?”</p> <p>CLL5.4a; SED4.4b</p>	<p><u>Even Superheros Have Bad Days</u></p> <p>Talk about the book. Ask, “What are good choices you can make when you have a bad day?” Encourage students to participate in role playing demonstrating how to make good choices. Use the cape from the Pyramid Kit as a prop for “Superhero”</p> <p>SED1.4b; SED2.4d; CLL1.4c; CD-CR4.4d</p>	<p><u>Pete the Cat - Super Pete</u></p> <p>Talk about the book. Ask, “How does Pete save the day? How can you help someone else?”</p> <p>SED5.4d; CCL5.4c</p>	<p><u>Belly Breathe</u> by Leslie Kimmelman</p> <p>Practice belly breathing together. Think of other ways to calm down. Discuss how Ava and her mother used belly breathing to push out bad feelings.</p> <p>SEC2.4a; CCL1.4c</p>
Phonological Awareness	<p><u>I Say, You Say</u></p> <p>I say /C/...you say /alm/ /C/ – /alm/ I Can Keep Calm. When I feel upset. (try segmenting and blending other words ie /s/-/ad/; /h/-/appy/; /br/-/ave/; /m/-/ad/; /sm/-/ile/)</p> <p>SED4.4d; CLL6.4f</p>	<p><u>Cut it Up</u></p> <p>Using large handwriting, write a sentence on a piece of paper or sentence strip (eg. I am happy today.) Cut out the words in each sentence. Ask, “How many words are in the sentence?” Help students put the sentence back together. Try other sentences about emotions.</p> <p>SED2.4b; CCL6.4d</p>	<p><u>Willaby Wallaby Wednesday</u></p> <p>Help students make up rhyming words for their name and the names of family & friends. Try to rhyme some of the Mental Health vocabulary words like: Kind, Happy, Sad, etc.</p> <p>SEC2.4b; CCL6.4b</p>	<p><u>Hickety Pickety Bumblebee Name Song</u></p> <p>Have students say their names out loud. Have students clap, snap, blow, whisper, and stomp their names. Try having students do the same actions with Mental Health vocabulary words: Confidence, Surprised, Empathy, Jealous, Loved, Truthful, Worried Embarrassed, etc.</p> <p>SED1.4a; CD-CR3.4a; CCL6.4b</p>	<p><u>Sentence Segmenting</u></p> <p>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.</p> <p>SED3.4b; CLL6.4d</p>
Music & Movement	<p><u>I Can Move My Body Like Anything</u> <u>Mood Walk</u> <u>Drain Breathing</u> <u>Don't Worry....Be Happy</u></p> <p>SED2.4c; CD-CR3.4a</p>	<p><u>This Is How I Do It</u> <u>Make New Friends</u> <u>Cali's Shake Your Sillies Out</u></p> <p>SED3.5c; CR3.4a</p>	<p><u>Affirmation Song</u> <u>Friends Song</u> <u>Can't Stop The Feeling</u></p> <p>SED1.4b; CD3.4a</p>	<p><u>Sad, Bad, Terrible Day</u> <u>All Our Feelings Are Okay Scribbles Crew Feelings Song for Kids Emotional Literacy for Children</u></p> <p>SED2.4a; CD-CR1.4a</p>	<p><u>CALI's Feeling Friday Dance Party</u> <u>Go Bananas</u> <u>Celebration</u></p> <p>SED2.4c; PDM5.4b</p>
Math or Science	<p><u>List of Letters</u></p> <p>Help students think of words that describe themselves. Chart the words they say and help them count the number of letters in each descriptive word. Find which word has the most/least letters.</p> <p>SED1.4b; CD-MA1.4b,d</p>	<p><u>Tree Rubbing</u></p> <p>Take a walk outside and have students place a piece of paper against a tree and rub with the side of a crayon. Try it on different types of trees and compare the rubbings.</p> <p>CD-SC1.4a</p>	<p><u>Water Mix Up</u></p> <p>Mix colored water together to see what color is produced from the mixture. Red+Blue=Purple, Blue+Yellow= Green, Yellow+Red= Orange (You can also do this with watercolors, food coloring, playdough, etc.)</p> <p>CD-SC1.4d</p>	<p><u>Ice Cube Painting</u></p> <p>Freeze tempera paint in ice cube trays with popsicle stick inserted in the middle of each cube. Students “Ice Paint” using the frozen paint ice cubes. Have students dictate their creations and ask how the colors/paintings make them feel.</p> <p>CD-2.4a</p>	<p><u>Can the Wind Move It?</u> Select 5-10 objects in the class (spoon, cotton ball, block, marker etc.) Encourage students to make predictions, “Can the wind move it? Can YOU make it move by blowing it? Have students test their predictions. Ask, “What objects did the wind move? What objects can YOU blow and move? How did your predictions compare?” CD-SC4.4a</p>
Motor Skills	<p><u>Floating Ice Cubes</u></p> <p>Challenge students to pick up different colored ice cubes floating in water with tongs and move them from one bowl to another.</p> <p>PDM6.4a,b</p>	<p><u>Rainbow Coloring</u></p> <p>Have students choose a color crayon to begin a drawing. Instruct them to continue with that color until you give a signal (whistle, bell, clap, snap) to change colors. Continue until all colors have been used.</p> <p>PDM6.4a; CD-CR2.4a</p>	<p><u>Pom Pom Match</u></p> <p>Color code bottles or bowls (ie. wrap bottles in different color paper, place different color tape to rim of bottles). Students use tweezers to pick up pom poms and place in matching color bottle or bowl.</p> <p>PDM6.4a,b</p>	<p><u>Playdough Name Party!</u></p> <p>Have your students make the letters of their name by rolling and shaping each letter with playdough.</p> <p>PDM6.4a; SED1.4a</p>	<p><u>Don't Give Up</u></p> <p>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!”</p> <p>PDM5.4b; SED1.4c</p>

Social Emotional	Everybody's Feelings Can Change	Emotions Play Dough	Emotion Eggs	Simon Says with The Color Monster	Calming down with Cali
	<p>Help students gain awareness of their feelings and the feelings of others. Ask, "What things can we do to feel calm, happy, sorry, excited, etc."</p> <p style="text-align: center;">SED2.4a</p>	<p>Draw a face outline on a piece of paper. Give children play dough and allow them to create emotions on the face outline. Have children describe the emotion, using feelings words. Teachers can describe an emotion and have the students create the emotion with play dough.</p> <p style="text-align: center;">SED2.4b</p>	<p>Begin by drawing a variety of facial expressions on plastic eggs. Some suggestions are happy, sad, confused, angry and proud. The joy of using emotion eggs is that you can mix and match all of the eggs to create brand new emotions! Practice role playing with the eggs – act out little scenarios to represent each emotion egg. Play copy-cats with the eggs – work out the muscles in your face by copying the emotions on each egg. Use a mirror while copying the emotions to see how your face looks with each emotion.</p> <p style="text-align: center;">SED2.4c</p>	<p>Help the Color Monster figure out what he's feeling! When the teacher says an emotion, students will show what that emotion looks like. Teacher: "Simon Says The Color Monster feels HAPPY." Students jump around for joy. Teacher: "Simon Says "The Color Monster feels SAD", student cry sad tears.</p> <p style="text-align: center;">HAPPY – jump and clap</p> <p style="text-align: center;">ANGRY – growl and stomp around</p> <p style="text-align: center;">AFRAID – hide behind your hands</p> <p style="text-align: center;">CALM – Close your eyes and breathe deeply</p> <p style="text-align: center;">IN LOVE – hug yourself and say "I LOVE YOU"</p> <p style="text-align: center;">SED2.4b</p>	<p>Cali knows just what to do when it comes to calming down. Have your students recall what to do in various situations.</p> <p style="text-align: center;"><u>Big Feelings</u></p> <p>It is helpful for children to learn that others struggle with big feelings, too. Play the Feeling Faces Game.</p> <p style="text-align: center;">SED2.4d; SED3.4b</p>

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

