

## Month at a Glance: November

Activity	Enduring Understanding	Vocabulary	Time Needed for Completion
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Feeling Charades	Understanding the emotions of others will promote positive relationships.	N/A	35 minutes
Ace's attitude of gratitude	It's important to appreciate what's near and dear to the heart.	gratitude	45 minutes
Time to Eat!	Eating healthy foods can help keep your body healthy.	healthy, choices	30 minutes
We're On the Move!	Keeping track of daily activity is a great reminder of the importance of being physically fit.	active, healthy	45–60 minutes

# November



# Activity Plan

**Title: Feeling Charades**

**Suggested Time: 35 minutes**

**Suggested Grade Level(s): K2-5**

<p><b>Activity Objective:</b></p> <ul style="list-style-type: none"> <li>Scholars will develop an awareness of body language awareness and learn to easily recognize and "read" facial expressions.</li> </ul> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>adult moderator</li> <li>blank sheet of paper</li> <li>scissors</li> <li>markers/pencils/pens</li> <li>timer/clock</li> </ul> <p><b>Vocabulary:</b></p>	<p><b>Activity Overview:</b> Scholars will use facial expressions to identify emotions using charades.</p>	
	<p><b>Bridge (Connect &amp; Engage)</b></p>	<ul style="list-style-type: none"> <li><b>Facilitator:</b> <i>People make different faces when feeling different emotions. How can you tell when a person is happy? How can you tell when a person is sad? Allow scholars time to respond.</i></li> <li><b>Facilitator:</b> <i>What are some clues to help you figure out what the other person is feeling? Allow scholars time to respond.</i></li> </ul>
	<p><b>Boost (Teach)</b></p>	<ul style="list-style-type: none"> <li><b>Facilitator:</b> <i>We can tell a lot about how someone is feeling without them talking. A person's facial expressions and body language can tell you a lot. We are going to play a game of charades. If you've never heard of charades, it's a game where you act out what is on the cards without speaking. For example, the facilitator will silently stretch and have scholars guess "sleepy."</i> <ul style="list-style-type: none"> <li><b>Divide the group into two teams. Have each person fold and cut their paper into eight equal parts. Draw feeling faces on each square. Fold each square in half and place it in the paper bag/container.</b></li> <li><b>Flip a coin or play a round of rock paper scissors to see which team goes first. Have the first player pick a square from the opposite team's container.</b></li> <li><b>Scholars will have 60 seconds to act out the face without speaking. Once their teammates guess the correct feeling, the other team picks.</b></li> <li><b>The first team to earn five points is the winner.</b></li> </ul> </li> </ul>

**Build (Rehearse  
& Build for  
Transfer/Close)**

- **The facilitator will keep score and chart the correct answers.**
- **Facilitator:** *Team \_\_\_\_\_ reached five points first. We have completed this round of charades.*
- **Facilitator:** *Now that was fun, but it really is important to learn to read people's faces. Being able to read faces could prevent conflict or help you decide what to say or do in many situations.*

# Differentiation Station

Suggestions for Remediation

Suggestions for Acceleration

Special Education & English Learner Scaffolds



Scholars can use words with drawings.

Scholars may need to use words to describe the feelings faces.

Students can practice how they might ask someone how they are feeling (role play.)

Scholars can use words with drawings.

Scholars may need to use words to describe the feelings faces.

Scholars can receive extended time to guess or act out the emotions.

## Activity Reflection:

Ace says, "Show some of your feeling faces." Refer to the emotions noted on the Ace's Faces with these emotions. Facilitator: When might someone feel that emotion? Sometimes it can be difficult to know what another person is feeling. Try not to make conclusions about someone's feelings. It's ok to make a guess like how we played charades. The best way to know how someone is feeling is to ask them.

## Supplemental Resources:

Ace's Faces feelings charts



# Ace's Feelings

ANGRY



NERVOUS



DISGUST



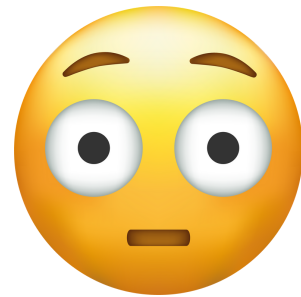
SUSPICIOUS



PROUD



SCARED



EXHAUSTED



ANNOYED



DISAPPOINTED



# Ace's Feelings

**CALM**



**DETERMINED**



**SAD**



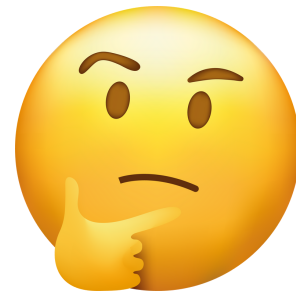
**CONCERNED**



**BORED**



**CONFUSED**



**SURPRISED**



**HAPPY**



**EXCITED**



# Activity Plan

**Title: Ace's Attitude of Gratitude**

**Suggested Time: 45 minutes**

**Suggested Grade Level(s): 3-5**

<p><b>Activity Objective:</b></p> <ul style="list-style-type: none"> <li>Scholars will define gratitude and identify the good things, people, and places in their lives.</li> </ul> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>gratitude wheel</li> <li>pencil</li> <li>crayons/markers</li> <li>chart paper</li> </ul> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>gratitude</li> </ul>	<p><b>Activity Overview:</b> Scholars will use the gratitude wheel to identify what they are thankful for.</p>	
	<p><b>Bridge (Connect &amp; Engage)</b></p>	<ul style="list-style-type: none"> <li><b>Facilitator:</b> <i>Today we're going to discuss gratitude. I hope we experience things every day that make us feel good, smile, or even make us laugh. When something good happens and we say it out loud or write it down, we call that showing gratitude.</i></li> <li><b>Facilitator:</b> <i>What is gratitude? The facilitator will chart scholars' responses.</i></li> <li><b>Facilitator:</b> <i>Gratitude involves both feeling and expressing our thankfulness. When should you feel grateful? The facilitator will chart scholars' responses.</i></li> <li><b>Facilitator:</b> <i>Are we grateful when someone helps us on purpose? Are we grateful when we benefit from someone's help?</i></li> </ul>
	<p><b>Boost (Teach)</b></p>	<ul style="list-style-type: none"> <li><b>Facilitator:</b> <i>I'm thinking about one thing that has made me happy today. Give an example and write out the sentence.</i></li> <li><b>Facilitator:</b> <i>Your turn! Take 30 seconds to think about something that made you happy today. Think about people, places, or things that make you happy and hold your thought.</i></li> <li><b>The facilitator will allow up to two scholars to share their responses and model drawing a picture or writing in one section of the gratitude wheel. Encourage scholars to use the sentence stem: I'm grateful for...</b></li> <li><b>Facilitator:</b> <i>Now, using your gratitude wheel, you will draw or write things, people and places in your life you are grateful for.</i></li> </ul>
	<p><b>Build (Rehearse, &amp; Build for Transfer/Close)</b></p>	<ul style="list-style-type: none"> <li><b>At the close of the activity, allow scholars to share with a peer their gratitude wheel if they choose.</b></li> </ul>

# Differentiation Station

**Suggestions for Remediation**

**Suggestions for Acceleration**

**Special Education & English Learner Scaffolds**



The facilitator will reinforce understanding of the activity by modeling as needed.

Scholars can create/keep a gratitude journal.

Scholars can be given extended time.

Scholars can go on an Acts of Kindness Crusade.

Scholars can receive assistance as needed.

Scholars can think of ways to give back.

Scholars can model ways to show gratitude.

**Activity Reflection:**

**Facilitator:** *We're not born knowing how to be grateful. It's something we must practice. Practicing gratitude often puts us in a better mood. We become positive and hopeful. We're more likely to notice the good things in our lives. Keep your grateful wheel somewhere you can see it often or take a picture on your cell phone. Use it as a reminder of the good in your life.*

**Supplemental Resources:**

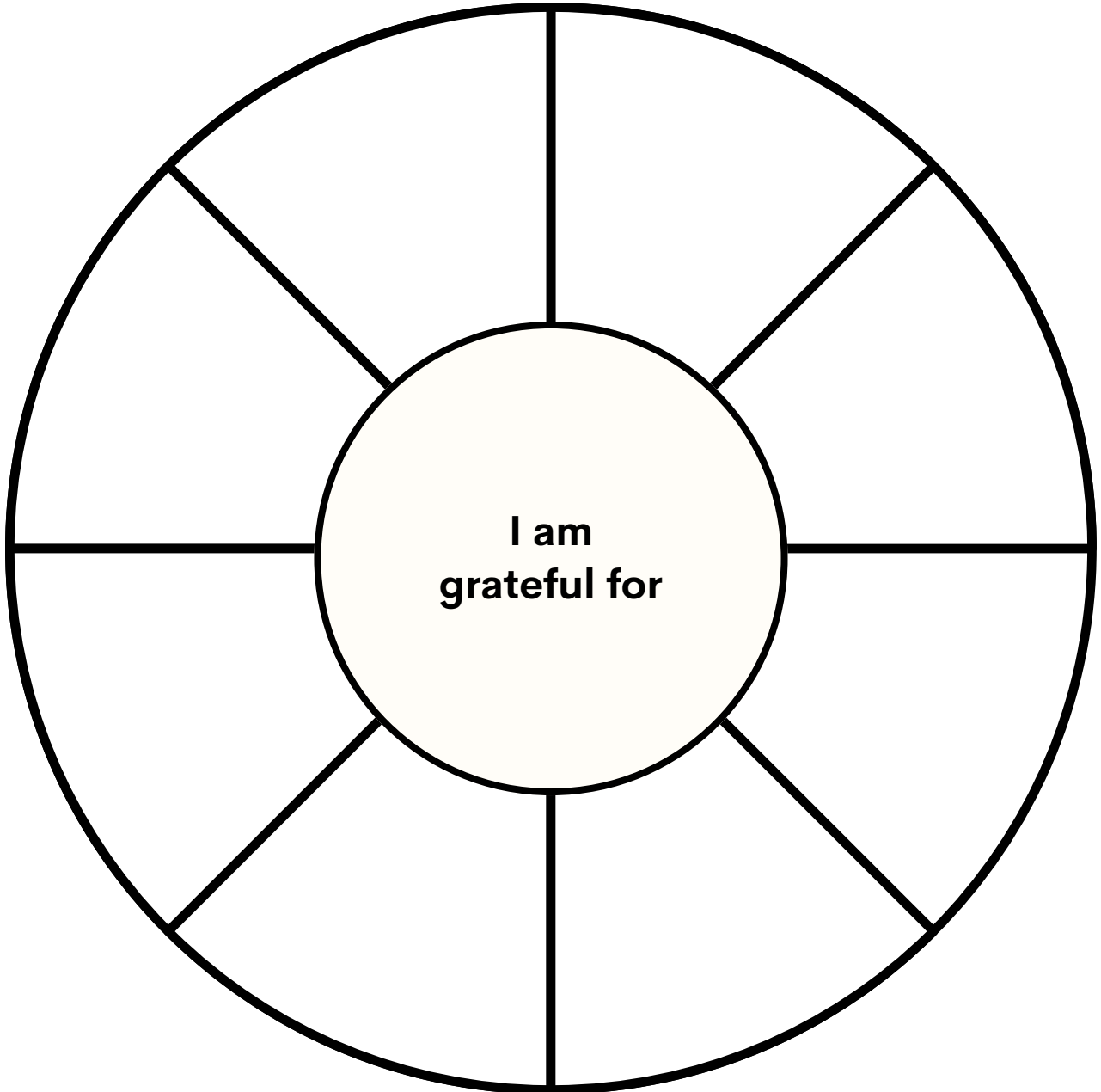
Gratitude Wheel





# Gratitude Wheel

----- Gratitude Wheel



# Activity Plan

**Title: Time to Eat!**

**Suggested Time: 30 minutes**

**Suggested Grade Level(s): K - 5**

<p><b>Activity Objective:</b></p> <ul style="list-style-type: none"> <li>Scholars will develop an understanding of the importance of making healthy food choices.</li> </ul> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>drawing paper</li> <li>markers</li> <li>crayons</li> <li>magazines</li> <li>scissors</li> <li>glues</li> </ul> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>healthy</li> <li>choices</li> </ul>	<p><b>Activity Overview:</b> Scholars will draw a picture or use pictures from a magazine to show what healthy food choices they'd make for one meal.</p>	
	<p><b>Bridge (Connect &amp; Engage)</b></p>	<ul style="list-style-type: none"> <li><b>Facilitator:</b> <i>It's time to eat (insert meal-breakfast, lunch, dinner, etc.). Why is it important to eat healthy food?</i></li> </ul>
	<p><b>Boost (Teach)</b></p>	<ul style="list-style-type: none"> <li><b>The facilitator will engage scholars in a conversation about the importance of eating healthy foods.</b></li> <li><b>Facilitator:</b> <i>What makes food healthy or good for your body? Name some healthy foods? How often do you eat healthy foods? The facilitator should clarify any misconceptions and provide answers to the questions asked of the scholars</i></li> </ul>
	<p><b>Build (Rehearse, &amp; Build for Transfer/Close)</b></p>	<ul style="list-style-type: none"> <li><b>Scholars will draw a picture (or use pictures from a magazine) of a healthy meal based on the conversation with the facilitator.</b></li> <li><b>Facilitator:</b> <i>Please tell me why you chose the foods you included in your drawing.</i></li> <li><b>The facilitator and scholar will discuss the scholar's drawing and determine if the food choices are healthy or not.</b></li> </ul>

# Differentiation Station

**Suggestions for Remediation**

**Suggestions for Acceleration**

**Special Education & English Learner Scaffolds**



**The facilitator will show scholars images of healthy food choices.**

**The facilitator will help scholars decide on healthy food choices.**

**Scholars will prepare healthy meals with a trusted adult.**

**Scholars will create a PSA (video) to tell others about the importance of making healthy food choices.**

**The facilitator will help scholars decide on healthy food choices.**

**The facilitator will show scholars images of healthy food choices.**

## **Activity Reflection:**

Have scholars respond to the following questions:

- **What are your three favorite foods?**
- **Based on what you learned from completing the activity, are your three favorite foods healthy? Why or why not?**

## **Supplemental Resources:**






# Activity Plan

**Title: We're on the Move!**

**Suggested Time: 345-60 minutes**

**Suggested Grade Level(s): K - 5**

<p><b>Activity Objective:</b></p> <ul style="list-style-type: none"> <li>Scholars will develop an understanding of the importance of being physically active.</li> </ul> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>pencil</li> <li>paper</li> <li>journal</li> </ul> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>active</li> <li>healthy</li> </ul>	<p><b>Activity Overview:</b> Scholars will keep a journal of their physical activities for a week.</p>	
	<p><b>Bridge (Connect &amp; Engage)</b></p>	<ul style="list-style-type: none"> <li><b>Facilitator:</b> <i>What are some physical activities that children can do to stay active and healthy?</i> <b>Scholars will verbally share physical activities.</b></li> <li><b>The facilitator will listen and provide feedback to as many responses as possible.</b></li> <li><b>Facilitator:</b> <i>Why do you think it's important to be physically active?</i> <b>Scholars will respond verbally.</b></li> </ul>
	<p><b>Boost (Teach)</b></p>	<ul style="list-style-type: none"> <li><b>Facilitator:</b> <i>Why do you think it's important to be physically active?</i> <i>Scholars will respond verbally.</i></li> <li><b>The facilitator will listen and provide feedback to as many responses as possible.</b></li> </ul>
	<p><b>Build (Rehearse, &amp; Build for Transfer/Close)</b></p>	<ul style="list-style-type: none"> <li><b>Scholars will use paper or a journal to keep track of physical activities they take part in for at least one week.</b></li> <li><b>Scholars will rate their week of physical activity using the following scale and explain why they chose the rating:</b> <ul style="list-style-type: none"> <li> <b>I'm A Champion! (30 minutes or more minutes a day)</b></li> <li> <b>I'm Well On My Way! (20 minutes a day)</b></li> <li> <b>I'm Just Getting Started! (less than 20 minutes a day)</b></li> </ul> </li> </ul>

# Differentiation Station

**Suggestions for Remediation**

**Suggestions for Acceleration**

**Special Education & English Learner Scaffolds**



The facilitator can provide images or videos of others being physically active to prompt scholars to choose physical activities.

Scholars will make a video while participating in one physical activity. They can narrate the video by describing the activity they are taking part in as they try to influence others to stay active.

The facilitator can provide images or videos of others being physically active to prompt scholars to choose physical activities.

## **Activity Reflection:**

Scholars should respond to the following question:

- **What did you learn about the importance of being physically active from completing this activity? Are you active enough?**

## **Supplemental Resources:**

