

Month at a Glance: November

Activity	Enduring Understanding	Vocabulary	Time Needed for Completion
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Ace High	It is important to know how to communicate and collaborate appropriately.	N/A	40 minutes
Dose of Gratitude	Expressing gratitude helps promote a happy wellbeing.	gratitude	30 minutes
Music on My Mind	Music can help regulate your mood.	tempo, mood, compare, contrast	30 minutes
And The Winner Is!	It's ok to acknowledge the accomplishments of yourself and others.	award motivation praise	45 minutes

November



Activity Plan

Title: Ace High

Suggested Time: 40 minutes

Suggested Grade Level(s): 3-5

<p>Activity Objective:</p> <ul style="list-style-type: none"> Scholars will build a classroom community by working with peers. <p>Materials:</p> <ul style="list-style-type: none"> determine how many groups you will have (keeping group size to three or four people) index cards (30 per group) markers pens pencils 12 inches of masking tape (optional) clock timer <p>Vocabulary:</p>	<p>Activity Overview: Scholars will build a tower through effective communication, sharing commonalities and working together to have the tallest tower.</p>	
	<p>Bridge (Connect & Engage)</p> <p>Facilitators can develop their own questions for their audience.</p>	<ul style="list-style-type: none"> Facilitator will ask the following questions and scholars will raise their hand. Encourage scholars to look around to see who they share commonalities with. <ul style="list-style-type: none"> Raise your hand if you play a sport. Raise your hand if you do not play a sport. Raise your hand if you play an instrument. Raise your hand if you play video games. Raise your hand if you know how to swim. Raise your hand if you think you work well in a group. Facilitator comments on commonalities. <i>Example: I notice that many of you have sports in common.</i> <i>I notice that many of you have swimming in common.</i>
	<p>Boost (Teach)</p> <p>Facilitators can develop their own questions for their audience.</p>	<ul style="list-style-type: none"> Facilitator: <i>In our groups today, we will identify things we have in common, write those commonalities on index cards and build the tallest tower using the index cards.</i> Facilitator: <i>You will have 20 minutes to complete this task.</i> Facilitator organizes scholars into groups. Facilitator reviews the rules: <ul style="list-style-type: none"> <i>Each card must have a commonality written on it.</i> <i>Only use the cards you were provided, no props or scissors</i>

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

- **Facilitator:** *Begin time using timer (20 minutes) and monitor student progress. When time starts, team members will talk and identify things they have in common. Each time they find something in common, they will write it on an index card.*
- **Those index cards will be used to build the tallest tower.**
- **After 20 minutes, call time.**
- **If time allows, allow scholars an opportunity to view other groups' towers.**

Differentiation Station

Suggestions for Remediation

Suggestions for Acceleration

Special Education & English Learner Scaffolds



The facilitator or a peer can demonstrate the procedures and allow scholars to practice.

The facilitator can provide a combination of written, verbal, and pictorial instructions with scaffolding.

The tower must hold something.

Scholars can analyze their towers and all the towers for the class. Examples: Does the shape of the tower matter? Does the shape of the base seem to have an impact? Does the perimeter or area of base make a difference?

Have each team look at the towers of other teams. As a group, hypothesize about which tower they think will be the strongest.

Preferential seating can be assigned to scholars to avoid distractions.

Frequent, but brief, breaks can be afforded to scholars as needed.

The facilitator or a peer can demonstrate the procedures and allow scholars to practice.

The facilitator can provide a combination of written, verbal, and pictorial instructions with scaffolding.

Activity Reflection: 5 minutes

Facilitator will choose 2 questions to ask.
 Was it easy to find things in common?
 Share one commonality you all discovered in your group.
 What did you like about the way your group worked together?
 What shape was most effective?
 What structural changes would you make if you were to do this again?

Supplemental Resources:



Activity Plan

Title: Dose of Gratitude

Suggested Time: 30 minutes

Suggested Grade Level(s): 3-5

<p>Activity Objective:</p> <ul style="list-style-type: none"> Scholars will develop a daily practice of gratitude. <p>Materials:</p> <ul style="list-style-type: none"> digital whiteboard or chart paper and post it notes <p>Vocabulary:</p> <ul style="list-style-type: none"> gratitude 	<p>Activity Overview: Using a whiteboard app or chart paper and post-it notes, scholars will think of and share things they are grateful for.</p>	
	<p>Bridge (Connect & Engage)</p>	<ul style="list-style-type: none"> Post this quote: <i>Goodnight stars, goodnight air, goodnight noises everywhere.</i>—<i>Goodnight Moon</i> Facilitator: <i>Gratitude is the ability to recognize and acknowledge the good things, people, and places in our lives. For example, in this quote the character is acknowledging the stars, air and noises by saying goodnight to them individually. Showing gratitude is linked to increased happiness, higher self-esteem, and greater mental well-being.</i>
	<p>Boost (Teach)</p>	<ul style="list-style-type: none"> Facilitator: <i>Let's improve our overall well-being by practicing gratitude.</i> Post the shared whiteboard or chart paper. The text should say, "What are you grateful for?" Facilitator types/writes: I'm grateful for the students that came to school today. Facilitator: <i>Take a moment to think. Next, add your post or draw a picture sharing what you are grateful for.</i> Set a timer for 3 minutes. Scholars will add their grateful statement to the shared whiteboard, on chart paper or post it notes.
	<p>Build (Rehearse, & Build for Transfer/Close)</p>	<ul style="list-style-type: none"> Timer ends. Facilitator: <i>Now that you've shared, take a minute to read our shared responses.</i> Consider extending your gratitude into kind acts and verbal expressions. Think, "What can I do for others today to show them I care?" When you answer that question, find the time to go do it.



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The facilitator can include:
Explicit and repeated instructions.
Modeling of examples.

Scholars can: Journal five things they are grateful for.
Write an essay about how they can help someone on purpose.
Search and find an inspirational quote about gratitude and tell why it inspires them.

The facilitator can include:
The use of emojis.
Voice to Text technology.
Verbal Prompts.
Sentence stems.

Activity Reflection:

Sometimes you may experience times when you feel down and struggle to move forward. In those times, be reminded of the good things in your life.

Supplemental Resources:

Microsoft Whiteboard App



Activity Plan

Title: Music on My Mind

Suggested Time: 30 minutes

Suggested Grade Level(s): 3-5

<p>Activity Objective:</p> <ul style="list-style-type: none"> Scholars will notice the effects of music on moods/feelings. <p>Materials:</p> <ul style="list-style-type: none"> paper pencil <p>Vocabulary:</p> <ul style="list-style-type: none"> tempo mood compare contrast 	<p>Activity Overview: Scholars will compare and contrast their moods or feelings while listening to two different tempos of music.</p>	
	<p>Bridge (Connect & Engage)</p>	<ul style="list-style-type: none"> Facilitator: <i>Please respond to the following statement with a Thumbs Up or Thumbs Down to indicate if you agree or disagree: Music affects how we feel.</i> Scholars will respond with Thumbs Up if they agree with the statement. Scholars will respond with Thumbs Down if they disagree with the statement.
	<p>Boost (Teach)</p>	<ul style="list-style-type: none"> The facilitator will define the terms compare (similarities) and contrast (differences). The facilitator will model how to draw a Venn Diagram and explain how to use it to compare and contrast.
	<p>Build (Rehearse, & Build for Transfer/Close)</p>	<ul style="list-style-type: none"> Scholars will draw a Venn Diagram on paper. Scholars will label the left circle of the Venn Diagram "Music 1." Scholars will label the right circle of the Venn Diagram "Music 2." Scholars will label the overlap of the circles "Both." Facilitator will play fast tempo music. Facilitator: <i>Write 3 words to describe how you feel in the circle labeled Music 1.</i> Facilitator will play slow tempo music. Facilitator: <i>Write 3 words to describe how you feel in the circle labeled Music 2.</i> Facilitator: <i>Write any words that you have in both the Music 1 circle and the Music 2 circle in the overlap of the circles.</i> The facilitator and scholars will discuss the scholars' Venn Diagrams.

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The facilitator can give scholars a template of a Venn Diagram.

Scholars can write a song about happiness, create the tempo for it, and share why they chose that tempo.

The facilitator can give scholars a template of a Venn Diagram.

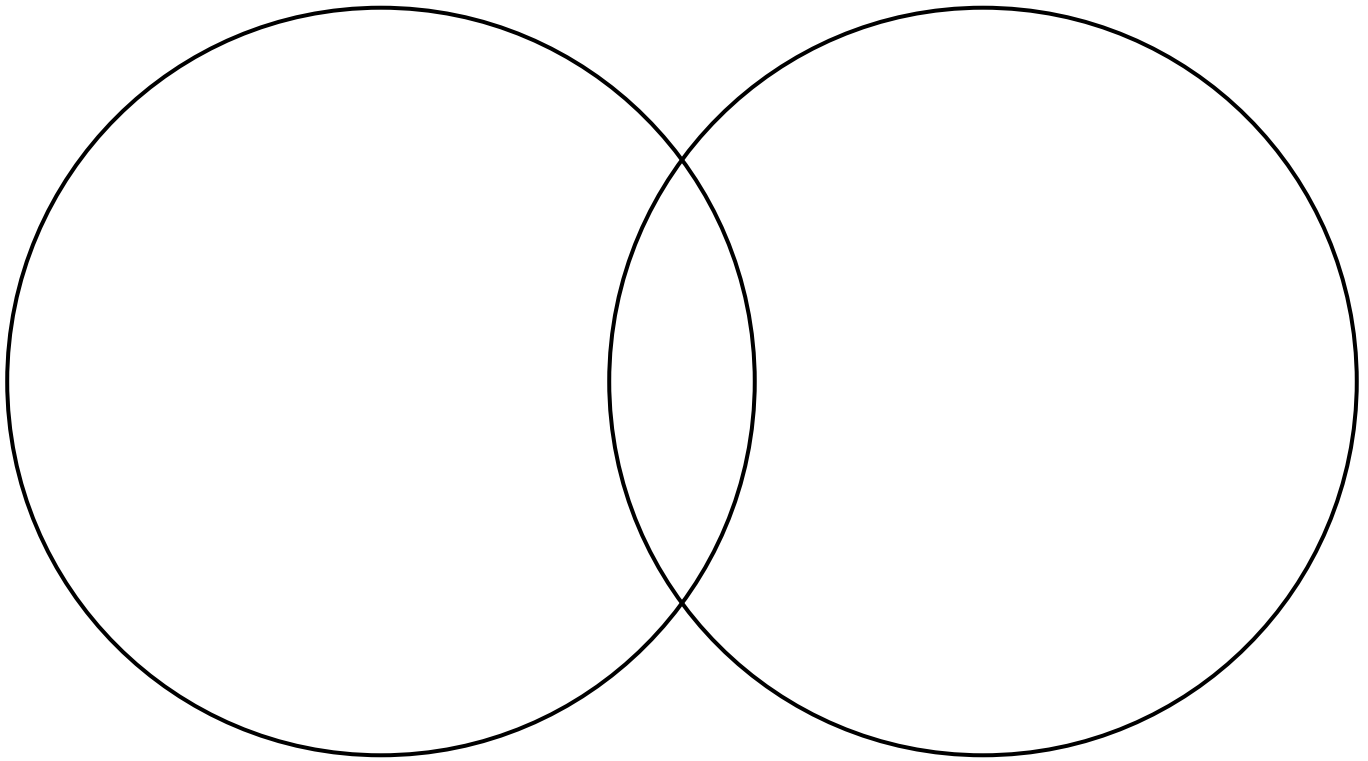
Activity Reflection:

Scholars will Turn and Talk with an elbow partner to share if they believe music affects our moods/feelings.

Supplemental Resources:



Venn Diagram



Activity Plan

Title: And The Winner Is!

Suggested Time: 45 minutes

Suggested Grade Level(s): K - 3

<p>Activity Objective:</p> <ul style="list-style-type: none"> Scholars will develop an understanding of intrinsic motivation and self-praise. <p>Materials:</p> <ul style="list-style-type: none"> art supplies (paper, markers, crayons, beads, buttons, string, glue, scissors) <p>Vocabulary:</p> <ul style="list-style-type: none"> award motivation praise 	<p>Activity Overview: Scholars will create a certificate or trophy to recognize something they do well.</p>	
	<p>Bridge (Connect & Engage)</p>	<ul style="list-style-type: none"> Facilitator: <i>What are some ways to recognize that a person has done a good job?</i> Scholars will verbally share ways to recognize a person has done a good job. The facilitator will listen to scholar responses and provide feedback. Facilitator: <i>Do you think it makes people happy to be recognized for doing a good job?</i> Scholars will respond YES or NO. Facilitator: <i>Can you share a time when you were recognized for doing a good job? How did It make you feel?</i> The facilitator will choose 3 - 4 scholars to share an experience.
	<p>Boost (Teach)</p>	<ul style="list-style-type: none"> The facilitator will share a short snippet (1 minute or less) of an award show that captures a person being recognized for doing a good job. Facilitator: <i>What did you notice? What did you wonder?</i> Scholars will verbally share what they noticed and what they wondered about the snippet of the award show. Facilitator: <i>What is something you have done well that you feel deserves a certificate or a trophy?</i> Scholars will verbally share ideas. Facilitator: <i>Today you will use the art supplies that are available to create a certificate or trophy to recognize something that you have done well.</i> The facilitator can share some possible options: making good grades, reading a certain number of books, achieving perfect attendance, being kind to others, serving as a peer helper, etc.
	<p>Build (Rehearse, & Build for Transfer/Close)</p>	<ul style="list-style-type: none"> Scholars will use available art supplies to create a certificate or trophy to recognize something that they have done well.

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If needed, the facilitator will prompt scholars to determine something they have done well.

Scholars will participate in a classroom award show to present their certificates and trophies.

If needed, the facilitator will prompt scholars to determine something they have done well.

Activity Reflection:

Scholars will Turn and Talk with an elbow partner to share why it is important to recognize yourself for doing a good job.

Supplemental Resources:

