

Month at a Glance: September

Activity	Enduring Understanding	Vocabulary	Time Needed for Completion
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Finding your Joy	It is important to understand how to make yourself happy.	joy	30-45 minutes
Face My Feelings	Facial expressions can reveal your emotions.	feelings facial features	30-45 minutes
Press and Reset	Understanding how to identify unpleasant feelings and how to address them will help people ease anxiety.	negative feelings	30-45 minutes
Put a Face to it	Identifying people you can trust will help you get support when needed.	trustworthiness trustworthy character traits	45 minutes

September



Activity Plan

Title: - Finding your Joy
Suggested Time: 30-45 minutes
Suggested Grade Level(s): K-2

<p>Activity Objective:</p> <ul style="list-style-type: none"> Scholars will understand the importance of being able to identify those things that bring you joy. <p>Materials:</p> <ul style="list-style-type: none"> aces faces template aces bad day story finding your joy worksheet <p>Vocabulary:</p> <ul style="list-style-type: none"> joy 	<p>Activity Overview: Scholars will be able to explain how they can find their joy when they are having a bad day.</p>	
	<p>Bridge (Connect & Engage)</p>	<ul style="list-style-type: none"> Facilitator will display the Ace's Faces Template and share how they are feeling today and why. Facilitator will call on several scholars to also share how they are feeling and why. Facilitator will tell scholars they are going to learn about how to find joy if they are having a bad day. Facilitator: <i>When people have joy in their lives, it gives them a feeling of happiness and wellbeing.</i>
	<p>Boost (Teach)</p>	<ul style="list-style-type: none"> Facilitator will introduce the story " Ace's Bad Day" to scholars and explain to them that in this story Ace has a bad day. Facilitator will read the story and ask students how Ace was feeling throughout the story. Facilitator will ask scholars to explain how Ace was able to find his joy even though he thought he was having a bad day.
	<p>Build (Rehearse, & Build for Transfer/Close)</p>	<ul style="list-style-type: none"> Facilitator: <i>How did Ace feel in the beginning, middle, and end of the story?</i> Facilitator will have scholars reflect on the things that bring them joy when they are having a bad day. Scholars will complete the Finding Your Joy activity sheet. Scholars will share how they found their joy after having a bad day.



Differentiation Station

Suggestions for Remediation

Suggestions for Acceleration

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Facilitator will provide a sentence frame to support scholars in writing how they found their joy.

Scholars will write and illustrate the beginning, middle, and end of how they found their joy.

Facilitator will have scholars illustrate how they found their joy. Facilitator will provide scholars with pictures and words to assist them with their writing.

Activity Reflection:

Facilitator will have scholars revisit the Aces Faces chart to discuss if their feelings have changed. Scholars will share their finding your joy activity sheet with a classmate.

Supplemental Resources:

Ace's Faces Template

- Aces Bad Day story
- Finding your joy activity sheet



Characters: Ace's Bad Day





Ace's Bad Day

One morning Ace woke up to his mom yelling, "Ace time to get up! You will be late for school!"

Ace quickly jumped out of bed, brushed his teeth, put on his clothes, and ran to the bus stop.

When Ace got to the bus stop, he saw his best friend Bluebird. "Good morning, Bluebird," said Ace. "Wow, did you get dressed in the dark?" asked Bluebird. "What do you mean?" asked Ace. Bluebird said, "Your shoes don't match." Ace looked down and saw that he had put on two different shoes. "Oh no!" said Ace.

Ace immediately became sad and put his head down. "What will everyone think?" he thought.

As the bus arrived at school, Ace slowly got off the bus. Bluebird tried to cheer him up, but Ace was so embarrassed.

When he walked into class the teacher noticed Ace's sad face. "Good morning, Ace," said Mrs. Owl. "Why are you sad?" Ace pointed to his two mismatched feet. "I see," said Mrs. Owl.

All Ace could think about was his mismatched shoes. He had a hard time paying attention in class, and he didn't volunteer to be a class helper because he thought more of his classmates would notice his shoes.

"At least it's almost lunchtime," he thought to himself. Just then, Mrs. Owl announced that it was lunchtime and told everyone to get their lunch. Ace walked over to his book bag only to find out that he forgot his lunch. "Oh no!" said Ace. Ace was no longer sad. He was now angry.

"First, I put on the wrong shoes, and then I forgot my lunch! This day can't get any worse," said Ace. Ace was so upset and angry that he sat alone in the cafeteria. His friends Bluebird and Hawk came over to ask what was wrong. "I put on mismatched shoes and I forgot my lunch," said Ace. Hawk said, "I thought your mismatched shoes looked cool!"

"Really?" questioned Ace with a smile. Ace started to feel better, but he was still hungry.

"Do you want some of my lunch?" asked Bluebird. "It's a peanut butter and banana sandwich." "Thanks," said Ace. "You can have my cookie and grapes," said Hawk.

"Thanks Hawk," Ace said. Even though he didn't have his own lunch, Ace was happy that his friends were willing to share with him.

"Thanks for sharing with me. It makes me feel special," said Ace. "You're welcome," said Hawk. "Plus, you need to have energy for gym class. Remember, it's a relay race day!" Hawk said.

Ace usually loved relay race day in gym class, but since he had on mismatched shoes he wasn't as excited. After recess, they headed to gym class and Coach Eagle put them into teams for the relay races.

Ace was the last person on his team to go. He was sure he wouldn't do well because of his mismatched shoes. Bluebird could tell Ace was doubting himself and told him, "You've got this! You are always the fastest runner!"

"But what about my shoes?" asked Ace.

"What about them?" Asked Bluebird.

"On your mark, get set, GO!!" yelled Coach Eagle. Hawk was first in line for Ace's team, and he took off running as fast as he could. Bluebird was next, and he was running as fast as he could. Ace yelled, "Come on, Bluebird! You can do it!"

Although Bluebird ran as fast as he could, they were still in second place. Next it was Ace's turn. He knew it was up to him to run as fast as he could. He looked down at his mismatched shoes and said, "Let's do this!"

Ace took off running and he could hear Bluebird and Hawk cheering him on. "You can do it Ace!" they yelled. Ace looked at the runner next to him, forgot about his mismatched shoes and sped towards the finish line in first place. "Yay Ace!" yelled everyone.

"I did it!" said Ace.

"And you did it with mismatched shoes!" said Bluebird.

Ace, Hawk, and Bluebird shared a laugh and Ace was no longer sad. He realized that even though his day started off bad, it didn't have to end that way.

Ace's Faces

How are you feeling today?



Happy



Cool



Excited



Angry



Okay



Sad



Silly



Nervous



Finding your Joy

Directions: Think about a time you had a bad day. What made you feel better? What brought you joy? Illustrate and write about it below.



I felt joy when:



Activity Plan

Title: Face My Feelings

Suggested Time: 30-45 minutes

Suggested Grade Level(s): K-5

<p>Activity Objective:</p> <ul style="list-style-type: none"> Scholars will be self aware of their feelings and faces using a picture and descriptive words. <p>Materials:</p> <ul style="list-style-type: none"> emojis pictures of faces <p>Vocabulary:</p> <ul style="list-style-type: none"> feelings facial features 	<p>Activity Overview: Scholars will explore the many feelings they experience and the faces they make when they are experiencing them.</p>	
	<p>Bridge (Connect & Engage)</p>	<ul style="list-style-type: none"> Facilitator will display several faces. Pictures can be emojis, personal pictures making faces, stock photos. Display each picture. Facilitator: <i>What feelings do you associate with the look on the face?</i> Facilitator will chart student responses.
	<p>Boost (Teach)</p>	<ul style="list-style-type: none"> Facilitator: <i>Every day we experience many different emotions and feelings. The emotions you feel are important. Sometimes we express our emotions on our faces.</i> Using the Ace Feeling Face activity sheet, the facilitator will draw their silly facial features and describe the facial features aloud. Example: My eyebrows are high, my eyes are big and my teeth are showing.
	<p>Build (Rehearse, & Build for Transfer/Close)</p>	<ul style="list-style-type: none"> Facilitator will distribute the Ace Feeling Face activity sheet and provide pencils, crayons, or markers. Scholar(s) will choose an emotion and draw the facial features. Encourage scholars to describe the facial features aloud with a partner or caring person.



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Suggestions for Remediation

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Allow scholars to identify and describe the feeling and face aloud before drawing.

Show peer examples.

Scholars requiring acceleration can: Identify new feeling words on a separate sheet of paper.

Match their feeling face with an emoji on the mood meter.

Offer books about emotions for students to read independently

Scholars can list feeling words.

The facilitator can provide scholars with visual examples.

Scholars can receive extended time.

Activity Reflection:

Facilitator will allow scholars to share and describe their faces with a neighbor or aloud.

Facilitator will encourage scholars to continue to explore their feelings and faces throughout the day to promote emotional self-awareness.

Supplemental Resources:





Activity Plan

Title: Press and Reset

Suggested Time: 45 minutes

Suggested Grade Level(s): K-5

<p>Activity Objective:</p> <ul style="list-style-type: none"> Scholars will empowered to make necessary changes that promote positive feelings. <p>Materials:</p> <ul style="list-style-type: none"> chart paper markers glue scissors construction paper glitter stickers <p>(other items scholars can use to create their Reset Button. Buttons can be 2 or 3 dimensional small plastic containers (3-D button))</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> negative feelings 	<p>Activity Overview: Scholars will create a Reset Button to prompt them to stop and address unhappy feelings.</p>	
	<p>Bridge (Connect & Engage)</p>	<ul style="list-style-type: none"> Facilitator: <i>Have you ever found yourself feeling happy, and then something happens to make you feel angry?</i> Facilitator will allow scholars to respond. Facilitator: <i>Do you like to remain angry?</i> Facilitator will allow scholars to respond. Facilitator: <i>Being angry or upset are normal feelings. It becomes a problem if we keep those feelings for a long time. When people are angry for an extended amount of time, they have problems focusing and working well with others. It is important that you know how to change your mood to a happier or more pleasant one so you can feel better and get along with others.</i>
	<p>Boost (Teach)</p>	<ul style="list-style-type: none"> Facilitator: <i>There are times when you can feel yourself becoming upset. How can you tell?</i> Facilitator will allow scholars to respond. (Ex. heart races, begin to cry) This happens to all of us. What can you do when you become upset? (Ex. Tell someone what has upset you, draw a picture, write in a journal) Facilitator will record responses on chart paper to be displayed in the classroom. Facilitator: <i>Today you will make a Reset Button. It can be used to remind yourself to stop and think about ways to deal with what's upsetting you. Once you press it, you can refer to the list we created together. These ideas are a great way to help you deal with negative feelings.</i> Scholars will begin to create their Reset Buttons.
	<p>Build (Rehearse, & Build for Transfer/Close)</p>	<ul style="list-style-type: none"> Facilitator will allow scholars to share their Reset Button with a peer. Facilitator will engage scholars in a discussion on where the Reset Buttons will be housed and the appropriate use of them.

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Scholars can receive small group instruction.
Facilitators may repeat and reword instructions as needed.

Scholars can write and act out scenarios that incorporate appropriate use of the Reset Button. They might also present to the class if time permits.

The facilitator or a peer helper can scribe scholar responses.
Wait time could be increased.
The facilitator can model and repeat or reword instructions as needed.

Activity Reflection:

Scholars can share how they will know it is a good time to use the Reset Button.

Supplemental Resources:



Activity Plan

Title: Put a Face to it
 Suggested Time: 45 minutes
 Suggested Grade Level(s): K-5

<p>Activity Objective:</p> <ul style="list-style-type: none"> Scholars will be able to identify a trustworthy person. <p>Materials:</p> <ul style="list-style-type: none"> pencils crayons chart paper clay optional: yarn, buttons, straws, etc. laptop (technology option to create the face) <p>Vocabulary:</p> <ul style="list-style-type: none"> trustworthiness trustworthy 	<p>Activity Overview: Scholars will define trustworthiness. Using the blank face template, the scholar will draw the face of someone that's trustworthy to them and write about it.</p>	
	<p>Bridge (Connect & Engage)</p>	<ul style="list-style-type: none"> Facilitator: What does trustworthy mean to you? Scholar responses are recorded on the board or chart paper. Lists might the following include examples: telling the truth, keeping promises, keeping secrets, feeling safe or doing the right thing. Facilitator: <i>Think of someone who is trustworthy.</i>
	<p>Boost (Teach)</p>	<ul style="list-style-type: none"> It should describe a person who is trustworthy to them. Facilitator: <i>I trust _____ because I feel safe with them.</i> The facilitator will write at the bottom of the template: <i>I trust _____ because I feel safe with them.</i> After completing the sentence, the teacher will draw the face of the person who makes them feel safe using the provided materials.
	<p>Build (Rehearse, & Build for Transfer/Close)</p>	<ul style="list-style-type: none"> Using the materials provided, scholars will create the face of a trustworthy person in their life. They will write either a sentence or paragraph describing why they consider the person to be trustworthy.



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The facilitator can model the writing.

1:1 assistance can be provided to the scholar.

The face can be created using a PowerPoint/laptop or clay.

Scholars can write a paragraph: What looks do you associate with someone you think is trustworthy? Explain why.

Scholars can create the face using a PowerPoint/laptop or clay.

The following can be used for support:

Provide a word bank. Scribe/facilitator can write down the scholar's responses.

Verbal prompts can be given. Scholars can work with a partner.

Visual Examples can be provided. Sentence stems can be provided.

Scholars can create the face using a PowerPoint/laptop or clay.

Activity Reflection:

Scholars are provided an opportunity to share their products with the whole class or a partner and read their sentences

Supplemental Resources:

Face template



