



Month: December Week: 2 Subject: Student Wellbeing

Day 1	Topic(s)		Foundation(s)		
	Theme: Reindeer Adventures Number: 18 Letter: Nn Color: White Shape: Square		SW1.1 Demonstrate self-awareness and confidence SW4.1 Demonstrate relationship skills		
Indicators	Younger Toddlers		Older Toddlers		
	May copy “gentle hands” motions and begin to touch toys softly when reminded.		May show gentle hands with toys and friends and say simple phrases like “soft” or “gentle.”		
Activity: “Gentle Hands with Reindeer Toys - Practice Soft Touch” Gather children in a small circle with stuffed or plastic reindeer toys. Model “gentle hands” by slowly stroking the reindeer and saying, “Soft, gentle hands.” Let each child take a turn holding or petting a reindeer while you describe what they are doing and praise gentle touches. Connect the idea to caring for friends by briefly reminding them that we also use gentle hands with people.					
Resources/Materials <ul style="list-style-type: none">Stuffed or plastic reindeer toys		Key Vocabulary:		Support:	



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Day 2	<table><tr><th>Topic(s)</th><th>Foundation(s)</th></tr><tr><td>Theme: Reindeer Adventures Number: 18 Letter: Nn Color: White Shape: Square</td><td>SW1.1 Demonstrate self-awareness and confidence SW1.2 Demonstrate identification and expression of emotions</td></tr></table>		Topic(s)	Foundation(s)	Theme: Reindeer Adventures Number: 18 Letter: Nn Color: White Shape: Square	SW1.1 Demonstrate self-awareness and confidence SW1.2 Demonstrate identification and expression of emotions
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Activity: “Brave Like Ollie - Share Times We Tried Something New”

Show the cover or a picture from *The Little Reindeer* and remind toddlers that Ollie tried something new, like going sledding. Use simple feeling cards or faces to talk about how Ollie might feel—happy, scared, or excited. Invite children to share a small example of something new they tried (coming to school, a new toy, a new food) using words, pointing, or nodding. As they share, label their feelings and praise them by saying, “You were brave like Ollie.”

Resources/Materials <ul style="list-style-type: none"> <i>The Little Reindeer</i> book or cover image Simple feelings cards or drawn faces (happy, scared, excited) 	Key Vocabulary: brave, new, feel	Support:
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Day 3	<table> <tr> <th data-bbox="375 369 899 405">Topic(s)</th><th data-bbox="899 369 1414 405">Foundation(s)</th></tr> <tr> <td data-bbox="375 405 899 632"> Theme: Reindeer Adventures Number: 18 Letter: Nn Color: White Shape: Square </td><td data-bbox="899 405 1414 632"> SW1.2 Demonstrate identification and expression of emotions SW2.1 Demonstrate self-control </td></tr> </table>	Topic(s)	Foundation(s)	Theme: Reindeer Adventures Number: 18 Letter: Nn Color: White Shape: Square	SW1.2 Demonstrate identification and expression of emotions SW2.1 Demonstrate self-control
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Indicators	<table> <tr> <th data-bbox="375 730 899 793">Younger Toddlers</th><th data-bbox="899 730 1414 793">Older Toddlers</th></tr> <tr> <td data-bbox="375 793 899 926"> May show with face or body when they feel cold or cozy and begin to use words like “cold” or “warm.” </td><td data-bbox="899 793 1414 926"> May tell how they feel when they put on warm clothes or a blanket and wait for their turn to try items. </td></tr> </table>	Younger Toddlers	Older Toddlers	May show with face or body when they feel cold or cozy and begin to use words like “cold” or “warm.”	May tell how they feel when they put on warm clothes or a blanket and wait for their turn to try items.
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Activity: “Warm & Cozy Feelings - How Do We Feel in Coats and Blankets?”

Place a few soft blankets and a child-sized coat in the circle. Ask, “How do you feel when you are cold?” and “How do you feel when you put on a blanket or coat?” Let children take turns wrapping in a blanket or trying on the coat, then prompt them to say or show “warm” or “cozy.” Encourage waiting and turn-taking as you pass items around and talk about how we can help our bodies feel comfortable in cold weather.

Resources/Materials <ul style="list-style-type: none"> • Soft child-sized blankets • Child-sized coat or sweater 	Key Vocabulary: warm, cozy, cold	Support:
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Day 4	Topic(s)		Foundation(s)	
	Theme: Reindeer Adventures Number: 18 Letter: Nn Color: White Shape: Square		SW1.1 Demonstrate self-awareness and confidence SW4.1 Demonstrate relationship skills	
Indicators				
	Younger Toddlers		Older Toddlers	
	May point to or move toward their classroom and teacher when asked who keeps them safe.		May name one or two safe grown-ups at school and say they can go to them for help.	

Activity: “Safe Places & Grown-Ups - Point to Classroom and Teachers”

Show a photo of your classroom and pictures of a few familiar adults (teachers, director, aide). Ask, “Who helps you at school?” and “Where do you feel safe?” Invite toddlers to point to the classroom picture, then point or walk to the real classroom door or teacher. Briefly practice asking for help with a simple script like, “Help, please,” and remind children that these grown-ups keep them safe every day.

Resources/Materials <ul style="list-style-type: none"> • Photo of the classroom • Photos of familiar school adults (teachers, director, aides) 	Key Vocabulary: safe, teacher, help	Support:
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Day 5	Topic(s) Theme: Reindeer Adventures Number: 18 Letter: Nn Color: White Shape: Square	Foundation(s) SW1.2 Demonstrate identification and expression of emotions SW2.1 Demonstrate self-control
Indicators	Younger Toddlers	Older Toddlers
	May copy simple breathing motions or hold a cotton ball while taking a slow breath.	May use a short “smell and breathe” routine when feeling upset, with a reminder from an adult.
<p>Activity: “Smell & Breathe Calm Time - Slow Breaths with Light Scented Cotton Balls”</p> <p>Remind children of the smell hunt from science and explain that they can use smelling and breathing to help their bodies feel calm. Give each child a lightly scented cotton ball and model taking a slow breath in through the nose (“smell the flower”) and a gentle breath out through the mouth. Practice several times together, keeping voices quiet and bodies still. Talk briefly about times they might use this calm breathing, such as when they feel mad, sad, or too wiggly.</p>		
Resources/Materials <ul style="list-style-type: none"> Lightly scented cotton balls (vanilla or peppermint) 	Key Vocabulary: calm, breathe, quiet	Support: