



## Month: December Week: 3 Subject: Student Wellbeing

Day 1	Topic(s)	Foundation(s)
	Theme: Animals in the Winter Number: 19 Letter: Oo Color: Turquoise Shape: Triangle	SW1.1 Demonstrate self-awareness and confidence SW1.2 Demonstrate identification and expression of emotions
Indicators	Younger Preschool	Older Preschool
	May point to or name one feeling (happy, sleepy, scared) when thinking about being in a cozy den.	May describe how they would feel in a cozy den and may give a simple reason for that feeling.

### Activity: “Cozy in a Bear’s Den - How Do I Feel?”

Show a picture of a bear hibernating in a den and talk about how the den looks safe and cozy. Invite children to imagine they are bears getting ready to sleep for winter and ask, “How would you feel inside your den?” Model using feeling words such as calm, sleepy, or safe. Children draw themselves as a bear in a den and choose a feeling to share with the group using a simple sentence (“I feel cozy,” “I feel sleepy”).

Resources/Materials <ul style="list-style-type: none"> <li>Picture of a bear in a den</li> <li>Drawing paper (or bear-in-den outline)</li> </ul>	Key Vocabulary: feel, cozy, safe, sleepy, happy	Support:
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<b>Day 2</b>	<b>Topic(s)</b> Theme: Animals in the Winter Number: 19 Letter: Oo Color: Turquoise Shape: Triangle	<b>Foundation(s)</b> SW1.2 Demonstrate identification and expression of emotions SW4.1 Demonstrate relationship skills
<b>Indicators</b>	<b>Younger Preschool</b>	<b>Older Preschool</b>
	May match a simple feeling word or face (happy, sad, cold) with an animal picture.	May talk about how an animal might feel in winter and may connect that feeling to what the animal is doing (hibernating, migrating, adapting).
<p><b>Activity: “How Animals Might Feel in Winter”</b></p> <p>Review a few pages from <i>Animals in Winter</i> and talk about what the animals are doing—sleeping, flying away, or getting extra food and fur. Show feeling-face cards and ask, “How do you think this animal feels in winter?” Children choose a feeling face for each animal and explain their choice (“The bear feels calm because he is sleeping,” “The birds feel tired from flying”). Emphasize that we can think about how others feel, even animals, which helps us practice kindness.</p>		
<b>Resources/Materials</b> <ul style="list-style-type: none"> <li>• <i>Animals in Winter</i> book or animal pictures</li> <li>• Feeling-face cards (happy, sad, tired, scared, calm, excited)</li> </ul>	<b>Key Vocabulary:</b> emotion, feeling, tired, calm, scared, excited	<b>Support:</b>



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### Activity: “Feelings About Moving or Migrating”

Remind children that some animals migrate, or move to a new home for winter. Ask, “How would you feel if you had to move to a new place?” and list children’s responses on a chart with feeling words and simple pictures. Talk about ways to handle big feelings, such as taking deep breaths, holding a favorite toy, or talking to a grown-up. Children draw themselves as a bird flying to a new place and choose a feeling word to write or dictate under their picture.

Resources/Materials <ul style="list-style-type: none"> <li>Chart paper for “How I Might Feel if I Move”</li> <li>Drawing paper with simple bird outline (optional)</li> </ul>	Key Vocabulary: move, migrate, nervous, excited, brave, calm	Support:
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Day 4	<b>Topic(s)</b>		<b>Foundation(s)</b>	
	Theme: Animals in the Winter Number: 19 Letter: Oo Color: Turquoise Shape: Triangle		SW1.1 Demonstrate self awareness and confidence SW2.1 Demonstrate self control	
Indicators	<b>Younger Preschool</b>		<b>Older Preschool</b>	
	May name one way to care for their body in cold weather (wear coat, hat).		May describe several ways to care for themselves in winter and may talk about following rules to stay healthy and safe.	

### Activity: “Caring for Ourselves in Cold Weather”

Discuss how our bodies feel when we are too cold and why we need to take care of ourselves in winter. Show pictures of children putting on coats, hats, and gloves, and playing safely on snow or ice. Create a class list of “Winter Body Care” ideas such as dressing warmly, staying dry, and telling an adult if we feel too cold. Children choose one idea to act out briefly (pretending to zip a coat, putting on mittens) and then share how it helps their body.

<b>Resources/Materials</b> <ul style="list-style-type: none"> <li>• Pictures of children dressing for cold weather</li> <li>• Chart paper labeled “Winter Body Care”</li> </ul>	<b>Key Vocabulary:</b> care, body, healthy, warm, dry, safe	<b>Support:</b>
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<b>Day 5</b>	<b>Topic(s)</b> Theme: Animals in the Winter Number: 19 Letter: Oo Color: Turquoise Shape: Triangle	<b>Foundation(s)</b> SW3.1 Demonstrate conflict resolution SW4.1 Demonstrate relationship skills
<b>Indicators</b>	<b>Younger Preschool</b>	<b>Older Preschool</b>
	May suggest or act out a simple way to help a friend in winter (share a blanket, walk carefully together).	May describe how to solve small problems that come up in winter play (taking turns with indoor toys, helping a friend who falls) and may role-play friendly words and actions.
<p><b>Activity: “Helping Friends Stay Warm &amp; Safe”</b></p> <p>Talk about times when winter weather changes how we play—for example, more inside play or walking on slippery ground. Present simple scenarios (“Two friends both want the same indoor toy,” “A friend falls on the way inside and feels upset”) and ask, “What could you do to help?” Guide children to practice kind words, offering help, and taking turns. Children then role-play one winter-helping scenario with a partner or small group and share what they did to be a good friend.</p>		
<b>Resources/Materials</b> <ul style="list-style-type: none"> <li>Simple winter scenario cards or pictures</li> <li>Space for role-play</li> </ul>	<b>Key Vocabulary:</b> share, help, friend, kind, take turns, problem/solution	<b>Support:</b>