



Month: January Week: 3

Subject: Student Wellbeing

Day 1	Topic(s)		Foundation(s)	
	Theme: Martin Luther King Jr. Shape: Triangle Number: 3 Color: Blue Letter: Dd		SW1.1: Demonstrate self-awareness and confidence. SW1.2: Demonstrate identification and expression of emotions.	
Indicators				
	Younger Preschoolers		Older Preschoolers	
	May identify one situation where they feel brave (e.g., "I feel brave when I try something new").		May describe multiple examples of bravery and explain why being brave is important.	



Activities	
The teacher will read <i>I Am Brave: A Little Book About MLK Jr.</i> aloud and facilitate a discussion about bravery. Children will be encouraged to share moments when they felt brave, and the teacher will ask questions like, "What makes you brave like MLK?"	
Resources and Materials	
Book: <i>I Am Brave: A Little Book About MLK Jr.</i>	
Topic Related Language/ Key Vocabulary	Supports
Brave, strong, proud, try	



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Day 2	Topic(s)		Foundation(s)	
	Theme: Martin Luther King Jr. Shape: Triangle Number: 3 Color: Blue Letter: Dd		SW4.1: Demonstrate relationship skills.	
Indicators				
	Younger Preschoolers		Older Preschoolers	
	May find one or two shapes with guidance and share them with the group.		May independently find multiple shapes and explain their characteristics (e.g., "This is a triangle because it has three sides").	



Activities	
The teacher will organize a scavenger hunt where children search for triangle shapes in the classroom. As children find shapes, they will discuss their findings with peers and place the shapes in a shared collection area. The teacher will ask, "How can we work together to find more shapes?"	
Resources and Materials	
Triangle cutouts or classroom objects in triangle shapes	
Topic Related Language/ Key Vocabulary	Supports
Share, shape, triangle, sides	



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Day 3	Topic(s) Foundation(s)	
	Theme: Martin Luther King Jr. Shape: Triangle Number: 3 Color: Blue Letter: Dd	SW2.1: Demonstrate self-control.
Indicators		
	Younger Preschoolers	Older Preschoolers
	May wait for their turn with teacher guidance and describe simple observations (e.g., "The oil is on top").	May independently wait for their turn and share detailed observations or predictions.



Activities	
The teacher will demonstrate the oil and water experiment, allowing children to shake the jar one at a time. Children will observe how the oil and water separate and discuss their observations. The teacher will reinforce self-control by saying, "Let's wait our turn to shake the jar."	
Resources and Materials	
• Clear jar • Cooking oil and water • Food coloring (optional)	
Topic Related Language/ Key Vocabulary	Supports
Wait, turn, oil, water	



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Day 4	Topic(s) Theme: Martin Luther King Jr. Shape: Triangle Number: 3 Color: Blue Letter: Dd Foundation(s) SW2.1: Demonstrate self-control. SW4.1: Demonstrate relationship skills.	
Indicators	Younger Preschoolers May hop to one or two letters and repeat their sounds with teacher support.	Older Preschoolers May independently hop to letters, say their sounds, and encourage peers to participate.



Activities	
The teacher will create a rainbow path with letter cards placed along the way. Children will take turns hopping from one card to another, focusing on Dd and other familiar letters. The teacher will encourage collaboration by saying, "Let's cheer for our friends as they hop!"	
Resources and Materials	
• Colored mats or tape for the rainbow path • Letter cards	
Topic Related Language/ Key Vocabulary	Supports
Hop, sound, letter, rainbow	



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Day 5	Topic(s)		Foundation(s)	
	Theme: Martin Luther King Jr. Shape: Triangle Number: 3 Color: Blue Letter: Dd		SW3.1: Demonstrate conflict resolution. SW4.1: Demonstrate relationship skills.	
Indicators				
	Younger Preschoolers		Older Preschoolers	
	May participate in creating simple patterns with teacher guidance and work with peers to resolve minor disagreements.		May independently create and extend complex patterns and collaborate with peers to solve problems.	



Activities

The teacher will provide Magna-Tiles and demonstrate a simple pattern (e.g., blue triangle, red triangle). Children will take turns adding to the pattern, working together to complete and extend it. The teacher will guide conflict resolution by encouraging communication, saying, "Let's talk about how we can work together to finish the pattern."

Resources and Materials

- Magna-Tiles in various colors and shapes

Topic Related Language/ Key Vocabulary

Pattern, work together, turn, build

Supports