

Teachers Lesson Plan: Animated ABCs: A 26-Week Curriculum of Letters, Feelings & Expression

Week 1: A – April Angel

Symbolic Theme: Kindness, Guardianship & Light

Learning Objectives:

- Recognize uppercase and lowercase A/a
- Develop fine motor writing and drawing skills
- Understand what it means to protect, help, or guide someone
- Identify the letter A through sound and visual repetition
- Build emotional vocabulary around the concepts of kindness, care, and safety

Discussion Prompts:

- What is an angel? Do you think they help people?
- Can someone be an angel even if they don't have wings?
- When have you helped someone? Has someone ever helped you?

Creative & Written Activities:

- Color in April Angel from the workbook
- Trace and write the letter A in upper and lowercase forms using lined guides
- Create a drawing of your own guardian or "classroom angel" who helps others
- Draw an "Angel Badge" and label it with an A-word like "Amazing," "Affectionate," "Appreciate"

Group Projects / Field Trips:

- Create a Wall of Angels: Each student adds a drawing of someone who helped them (family, teacher, friend)
- Kindness Chain: Each child adds a paper link showing one kind action they did or saw during the day

Evaluation Tools:

- Tracing accuracy rubric for A/a
- Coloring completion and effort

- Participation in class discussion and group activity

Emotional & Civic Literacy Tie-in:

- Introduce the concept that emotions can be shown through kind actions
 - Teach that everyone has the power to be someone's angel through simple acts like helping or listening
 - Emphasize safety, trust, and compassion in building classroom community
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Week 2: B – Bouncing Billy

Symbolic Theme: Energy, Movement & Self-Regulation

Learning Objectives:

- Recognize uppercase and lowercase B/b
- Develop gross motor control through playful movement
- Understand energetic feelings and how to manage them appropriately
- Introduce the concept of self-awareness through physical and emotional states

Discussion Prompts:

- What does it feel like to bounce?
- When do you have the most energy during the day?
- What helps you calm down when you're too excited?

Creative & Written Activities:

- Color Bouncing Billy from the workbook
- Trace and write uppercase and lowercase B/b using guides
- Make an "Energy Thermometer" drawing (Red = wild, Yellow = calm, Blue = sleepy)
- Draw yourself bouncing happily – where are you and what are you doing?

Group Projects / Field Trips:

- Bounce & Freeze Game: Practice impulse control by bouncing and then freezing on a cue
- "Billy's Balance Path": Set up a balance beam or line path for walking and bouncing rhythmically

Evaluation Tools:

- Motor skills observation checklist
- Letter writing assessment
- Participation in group games and self-regulation cues

Emotional & Civic Literacy Tie-in:

- Teach that having energy is fun, but learning when to use it is a skill
 - Emphasize taking turns, listening, and body awareness
 - Introduce calm-down strategies like hugging a pillow, breathing, or counting to five
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Week 3: C – Catcher Cindy

Symbolic Theme: Support, Safety & Emotional Catching

Learning Objectives:

- Recognize and write uppercase and lowercase C/c
- Explore what it means to catch — not just objects, but feelings and friendships
- Understand safety and support through physical and emotional metaphor
- Develop gross motor coordination and introduce early concepts of trust

Discussion Prompts:

- What does it mean to catch something?
- Can we catch feelings, like we catch a ball?
- Who has ever “caught” you when you were having a tough day?

Creative & Written Activities:

- Color Catcher Cindy from the workbook
- Practice writing C/c in lined practice sheets
- Draw a picture of “Someone Who Catches Me” (e.g., mom, friend, teacher)
- Emotion Toss Worksheet: Match actions with feelings (e.g., “Catch a hug” = comfort)

Group Projects / Field Trips:

- Compliment Catch: Toss a beanbag in a circle and say something kind before throwing
- Build a “Catcher Net” Wall – decorate a giant net with emotional words students want to feel more often (e.g., brave, safe, calm)
- Outdoor catch games with variations (partner catch, bounce catch, underhand/overhand)

Evaluation Tools:

- Tracing rubric for C/c
- Observation of group participation in catch activities
- Assessment on emotional vocabulary in drawings and conversation

Emotional & Civic Literacy Tie-in:

- Teach that being a “catcher” means noticing when someone needs help
- Reinforce the idea that safety includes emotional support
- Encourage students to be “feelings catchers” for one another — watching, listening, and helping

Week 4: D – Dancing Debi

Symbolic Theme: Joyful Expression, Movement & Confidence

Learning Objectives:

- Recognize uppercase and lowercase D/d
- Understand dance as a form of emotional expression
- Build body confidence and rhythmic awareness
- Expand emotional vocabulary around joy and celebration

Discussion Prompts:

- How do you feel when you dance?
- Can dancing help us feel better when we’re sad?
- What kind of music makes you want to move?

Creative & Written Activities:

- Color Dancing Debi from the workbook

- Trace and write the letter D/d
- Draw your “Joy Dance” and name it (e.g., “The Happy Hopping Dance”)
- Fill in the prompt: “When I dance, I feel...”

Group Projects / Field Trips:

- Class Emotion Dance Circle – assign movements to emotions (e.g., calm = swaying, excited = spinning)
- Musical Letter Dance: Play music and stop to call out D-words (dance, drum, dive, dig)
- Create a “Dance Steps of Kindness” poster as a class

Evaluation Tools:

- Participation in dance activities
- Quality of written or dictated emotional responses
- Letter formation accuracy

Emotional & Civic Literacy Tie-in:

- Teach that dance is a powerful tool to express feelings without words
- Reinforce personal confidence through movement
- Encourage students to appreciate different dance styles and expressions

Week 5: E – Eating Eddie

Symbolic Theme: Nourishment, Gratitude & Healthy Choices

Learning Objectives:

- Identify and write uppercase and lowercase E/e
- Recognize the role of food in feeling strong, happy, and healthy
- Understand gratitude around meals and community sharing

Discussion Prompts:

- What’s your favorite healthy snack?
- Why do we need food?
- Who makes food for you — and how do you thank them?

Creative & Written Activities:

- Color Eating Eddie
- Trace and write E/e
- Create a paper plate collage of “Eddie’s Favorite Healthy Meal”
- Write or dictate: “Thank you for making...”

Group Projects / Field Trips:

- Fruit and Vegetable Taste Test
- “Gratitude Picnic” – eat together and name one person you’re thankful for
- Build a class food pyramid from pictures and drawings

Evaluation Tools:

- Participation in food-based activities
- Understanding of food categories (fruit, veggie, treat, etc.)
- Letter writing and drawing completion

Emotional & Civic Literacy Tie-in:

- Link nourishment to emotional well-being
- Promote manners, thankfulness, and shared mealtime respect
- Reinforce kindness to self (choosing food that helps your body and heart)

Week 6: F – Flying Freddie

Symbolic Theme: Exploration, Freedom & Imagination

Learning Objectives:

- Identify and write uppercase and lowercase F/f
- Understand flight as a symbol of possibility and curiosity
- Encourage imaginative thinking and expressive storytelling

Discussion Prompts:

- If you could fly anywhere, where would you go?
- What does freedom mean?
- How can imagination help us solve problems?

Creative & Written Activities:

- Color Flying Freddie
- Trace/write F/f
- Draw “My Flight Path” — a map of places your imagination would take you
- Write or dictate: “I feel free when I...”

Group Projects / Field Trips:

- Imagination Flight Circle: share where you'd fly and why
- Create “Freddie Wings” for each child with words that lift them (e.g., love, dreams, help)
- Outdoor “Flight Run” across the playground with hand wings

Evaluation Tools:

- Symbolic understanding in drawing
- Oral participation in flight stories
- Fine motor writing rubric

Emotional & Civic Literacy Tie-in:

- Teach that imagination and freedom go hand-in-hand
- Encourage respect for different dreams and “flight paths”
- Promote confidence in new ideas

Week 7: G – Giggling Gina

Symbolic Theme: Joy, Laughter & Connection

Learning Objectives:

- Recognize uppercase and lowercase G/g
- Identify laughter as a way to connect and heal
- Practice body-based expression of happiness

Discussion Prompts:

- What makes you laugh the most?
- Have you ever cheered up a friend with laughter?
- How does your body feel when you giggle?

Creative & Written Activities:

- Color Giggling Gina
- Trace and write G/g
- “Giggle Journal” – draw or write about something that made you laugh
- Create a “G Words Giggle Sheet” (giggle, grapes, goat, good)

Group Projects / Field Trips:

- Giggle Chain – tell jokes in a circle and pass a plush “laugh buddy”
- Create a “Giggle Garden” bulletin board of happy faces and funny drawings
- Play “Silly Freeze” – make silly moves until music stops

Evaluation Tools:

- Emotional vocabulary effort
- Oral participation in giggle circle
- Handwriting accuracy and image detail

Emotional & Civic Literacy Tie-in:

- Teach that laughter builds friendship
- Model respectful humor that includes, not excludes
- Reinforce that laughter can help us feel better inside

Week 8: H – Hopping Hector

Symbolic Theme: Movement, Balance & Enthusiasm

Learning Objectives:

- Recognize uppercase and lowercase H/h
- Practice coordination and controlled motion
- Explore joy through active movement and structured play

Discussion Prompts:

- Where do you like to hop?
- How does your body feel after moving a lot?
- What does Hector do when he needs a break?

Creative & Written Activities:

- Color Hopping Hector
- Trace/write H/h
- Draw a “Hop Map” showing all the fun places you’d hop
- Write or dictate: “I hop when I feel...”

Group Projects / Field Trips:

- Hopscotch + Letter Recognition
- Obstacle Course Adventure (Hop-Only Zones)
- Build a “Hector’s Healthy Hop” wall graphing daily exercise

Evaluation Tools:

- Observation of coordination and control
- Participation in graphing and physical activity
- Handwriting and effort

Emotional & Civic Literacy Tie-in:

- Link physical energy to emotional energy
- Teach that movement can calm us or wake us up
- Promote turn-taking and body respect

Week 9: I – Itchy Ivan

Symbolic Theme: Awareness, Irritation & Empathy

Learning Objectives:

- Recognize uppercase and lowercase I/i
- Discuss how physical feelings relate to emotions
- Build language around discomfort and asking for help

Discussion Prompts:

- What makes you feel itchy or uncomfortable?
- What do you do when something’s bothering you?
- How can we help others feel better?

Creative & Written Activities:

- Color Itchy Ivan
- Trace/write I/i
- “Itchy Situations” Drawing: illustrate something that bothers you and how you fix it
- Write or dictate: “I feel better when...”

Group Projects / Field Trips:

- Create an “I Feel...” emotion board for different bodily feelings
- Act out helping roles: scratch helper, water-getter, problem-fixer
- Discuss how to talk to grownups when we feel uncomfortable

Evaluation Tools:

- Emotional vocabulary usage
- Drawing or acting clarity
- Written reflections and letter accuracy

Emotional & Civic Literacy Tie-in:

- Build empathy by discussing how others feel discomfort
- Teach that it’s okay to ask for help
- Reinforce classroom as a safe space for expressing needs

Week 10: J – Jumping Jackie

Symbolic Theme: Excitement, Readiness & Boldness

Learning Objectives:

- Identify and write uppercase and lowercase J/j
- Understand jumping as a symbol of readiness and bold expression
- Practice expressive motion while managing impulses

Discussion Prompts:

- What makes you want to jump up and down?
- When do you feel ready to try something new?

- Can jumping be part of excitement *and* nervousness?

Creative & Written Activities:

- Color Jumping Jackie
- Trace/write J/j
- Create a “Jump Journal” — draw yourself jumping into something brave (school, water, friendship)
- Word Web: Create a list of J-words that describe energy and action (jump, joy, jiggle, jam)

Group Projects / Field Trips:

- “Jump Challenge” – count how many jumps you can do in 30 seconds
- Emotion Action Game: Pair actions with emotions (e.g., jump for joy, tiptoe for shy)
- Create a Jumping Jackie Obstacle Path

Evaluation Tools:

- Energy/movement coordination rubric
- Emotional connection in journal drawing
- Handwriting fluency check

Emotional & Civic Literacy Tie-in:

- Explore how big emotions can be positive when managed
- Model healthy enthusiasm
- Reinforce being brave enough to take the first jump

Week 11: K – Key-Girl Kristy

Symbolic Theme: Openness, Learning & Discovery

Learning Objectives:

- Recognize and write uppercase and lowercase K/k
- Understand metaphors — Kristy’s key unlocks knowledge, kindness, and possibility
- Explore what learning opens in our lives

Discussion Prompts:

- What would you unlock with a special key?
- What does it mean to “open your heart” or “open your mind”?
- Why is learning important?

Creative & Written Activities:

- Color Key-Girl Kristy
- Trace/write K/k
- Decorate a paper key and write: “This key unlocks...”
- Letter hunt: Find and draw 3 things in the room that begin with K

Group Projects / Field Trips:

- Build a “Classroom Key Ring” of values (e.g., Love, Laughter, Learning)
- Visit the library or “unlock a book” and share one page with a partner
- Make a classroom treasure chest of learning goals

Evaluation Tools:

- Symbolic understanding in key decoration
- Participation in letter hunt
- Letter formation and clarity rubric

Emotional & Civic Literacy Tie-in:

- Reinforce that every child has keys to offer the world
- Teach the power of learning and openness
- Encourage students to unlock kindness and curiosity in others

Week 12: L – Leaping Leon

Symbolic Theme: Courage, Momentum & Growth

Learning Objectives:

- Identify and write uppercase and lowercase L/l
- Recognize “leaping” as a metaphor for personal bravery
- Practice expressing risk-taking through creative movement and story

Discussion Prompts:

- What does it mean to take a leap?
- When did you try something that scared you a little—but you did it anyway?
- Why is it okay to fall when we leap?

Creative & Written Activities:

- Color Leaping Leon
- Trace/write L/l
- “Leap Booklet” – draw 3 steps: Before the leap, The leap, After the leap
- Create a Leap List of things you want to try this month

Group Projects / Field Trips:

- Leap Line Challenge – how far can you leap?
- Courage Circle: share a moment of bravery
- Create a class “Leap Ladder” with student names and personal milestones

Evaluation Tools:

- Story sequencing in Leap Booklet
- Physical coordination and effort
- Written goal-setting clarity

Emotional & Civic Literacy Tie-in:

- Celebrate bravery in small things
- Teach that courage doesn’t mean you’re not afraid — it means you try anyway
- Build peer support around challenges

Week 13: M – Marching Michael

Symbolic Theme: Purpose, Leadership & Progress

Learning Objectives:

- Identify and write uppercase and lowercase M/m
- Understand marching as purposeful movement — going somewhere with intent
- Begin exploring personal responsibility and leadership

Discussion Prompts:

- Where are you marching in life?
- What do leaders do when they help a group?
- Can we lead with kindness?

Creative & Written Activities:

- Color Marching Michael
- Trace/write M/m
- Draw “Michael’s Mission” – what is he marching for?
- Write or dictate: “If I led a march, it would be for...”

Group Projects / Field Trips:

- March to Music: Try marching in different tempos and moods
- Make a “Mission Banner” for the classroom
- Practice “Leading the Line” roles in everyday routines

Evaluation Tools:

- Storytelling clarity
- Participation in class mission statement
- Writing and oral expression

Emotional & Civic Literacy Tie-in:

- Introduce the idea of peaceful leadership
- Reinforce being consistent, brave, and kind as traits of good leaders
- Connect direction with discipline in a positive way

Week 14: N – Night-Light Nicki

Symbolic Theme: Comfort, Safety & Inner Calm

Learning Objectives:

- Identify and write uppercase and lowercase N/n
- Understand the value of quiet and rest
- Explore symbols of safety, comfort, and nighttime emotions

Discussion Prompts:

- What helps you feel safe at night?
- Why do we need rest?
- What would your night-light say if it could talk?

Creative & Written Activities:

- Color Night-Light Nicki
- Trace/write N/n
- Draw your own night-light and label it with calming words
- Complete the sentence: “At night, I feel...”

Group Projects / Field Trips:

- “Night Sounds” audio station – listen to crickets, wind, and night music
- Build a “Calm Corner” in the classroom with Nicki-themed decor
- Star Lantern Art: make lanterns with tissue paper and paper cups

Evaluation Tools:

- Creative completion and emotional vocabulary
- Letter recognition and sound association
- Calm zone use and reflection

Emotional & Civic Literacy Tie-in:

- Validate emotions like fear or restlessness at night
- Normalize the need for security and tools of comfort
- Encourage children to be a “night-light” for others through kindness

Week 15: O – Ollie Onion

Symbolic Theme: Layers, Vulnerability & Emotional Growth

Learning Objectives:

- Identify and write uppercase and lowercase O/o
- Discuss feelings that come in layers, like sadness, embarrassment, and relief
- Build comfort in expressing deeper or changing emotions

Discussion Prompts:

- Have you ever felt like crying?
- What do you think is inside an onion?
- Why do we sometimes hide our feelings?

Creative & Written Activities:

- Color Ollie Onion
- Trace/write O/o
- “My Onion Feelings” – draw a layered circle and write a feeling in each layer
- Sentence starter: “I feel ____ on the outside, but ____ on the inside.”

Group Projects / Field Trips:

- Onion Peel Art – layer tissue circles on paper to show emotions
- Classroom “Feelings Board” – post anonymous feelings and discuss
- Watch a video or read a book about tears and growth (e.g., *The Invisible String*)

Evaluation Tools:

- Reflection rubric
- Vocabulary use in drawings
- Participation in group empathy exercises

Emotional & Civic Literacy Tie-in:

- Reinforce that it’s okay to feel deeply
- Teach how emotional honesty builds trust
- Celebrate emotional layers instead of hiding them

Week 16: P – Pitching Peter

Symbolic Theme: Effort, Focus & Follow-Through

Learning Objectives:

- Identify and write uppercase and lowercase P/p
- Explore the concept of trying, aiming, and staying focused
- Encourage personal goal-setting and follow-through

Discussion Prompts:

- What does it mean to aim for something?
- Have you ever tried and missed?
- Why is it important to try again?

Creative & Written Activities:

- Color Pitching Peter
- Trace/write P/p
- “Goal Poster” – draw something you want to get better at and how you’ll practice
- Word pairing: pitch, plan, practice, patience

Group Projects / Field Trips:

- Beanbag Pitch Game – aim for emotion buckets (e.g., joy, frustration, focus)
- Partner Story Circle: Share a time you practiced something new
- Practice Chart: Track effort on any personal task during the week

Evaluation Tools:

- Visual goal clarity
- Effort participation in activities
- Motor coordination and accuracy

Emotional & Civic Literacy Tie-in:

- Normalize mistakes as part of growth
- Emphasize “process over perfection”
- Encourage cheering each other on when we try again

Week 17: Q – Quacking Quincy

Symbolic Theme: Uniqueness, Voice & Playfulness

Learning Objectives:

- Identify and write uppercase and lowercase Q/q
- Explore identity and the uniqueness of voices (including silly ones!)
- Celebrate individuality through creativity and sound

Discussion Prompts:

- What makes your voice special?
- Why do ducks quack?
- Is it okay to be silly sometimes?

Creative & Written Activities:

- Color Quacking Quincy
- Trace/write Q/q
- Design your “Quack-sona” – a duck that represents you and your special qualities
- Draw a “Sound Map” with all the fun sounds you love (quack, laugh, whistle)

Group Projects / Field Trips:

- Sound Parade: Make musical animal sounds around the room
- “Quiet vs. Quack” Game: Practice volume awareness
- Build a class “Quirky Qualities Quilt” – each square represents something unique about a student

Evaluation Tools:

- Sound creativity and drawing completion
- Use of sound and volume responsibly
- Oral reflection and class discussion

Emotional & Civic Literacy Tie-in:

- Celebrate that being different is wonderful
- Model playful self-expression
- Promote respect for all voices — quiet or loud

Week 18: R – Running Randy

Symbolic Theme: Momentum, Determination & Forward Motion

Learning Objectives:

- Identify and write uppercase and lowercase R/r
- Connect running with perseverance and emotional movement
- Recognize when and why we push forward even when things are hard

Discussion Prompts:

- When have you kept going even though you were tired?
- What are you “running toward” this week?
- How do you feel when you finish something important?

Creative & Written Activities:

- Color Running Randy
- Trace/write R/r
- “Race to the Goal” map — draw 3 goals and a path between them
- Complete the sentence: “I run forward when I feel...”

Group Projects / Field Trips:

- Emotion Relay: Pass a baton labeled with encouragements
- Create a classroom “Race of Growth” timeline — each student adds their own running milestone
- Movement Storytime: read or act out a story about someone who didn’t give up

Evaluation Tools:

- Symbolic understanding in visuals
- Participation in movement-based tasks
- Effort in personal goal-setting

Emotional & Civic Literacy Tie-in:

- Normalize fatigue, struggle, and renewal
- Teach determination as a tool for progress
- Reinforce peer encouragement and emotional stamina

Week 19: S – Singing Sally

Symbolic Theme: Expression, Emotion & Voice Confidence

Learning Objectives:

- Identify and write uppercase and lowercase S/s
- Discover how singing connects emotion to sound

- Encourage comfort in speaking or singing in front of others

Discussion Prompts:

- What song makes you feel happy?
- Do you ever make up your own songs?
- How does it feel when your voice is heard?

Creative & Written Activities:

- Color Singing Sally
- Trace/write S/s
- “Song of Me” — draw musical notes with words that describe yourself
- Lyric Builder: Complete a rhyme about something you love

Group Projects / Field Trips:

- Create a class song with one line per student
- Musical Emotion Game: match songs to moods (happy, tired, silly)
- Invite a music teacher or local musician to share their voice journey

Evaluation Tools:

- Vocal participation
- Creativity in self-description
- Rhythm/melody matching in games

Emotional & Civic Literacy Tie-in:

- Teach self-expression as confidence-building
- Show that everyone has a right to be heard
- Explore respectful listening and audience behavior

Week 20: T – Tumbling Tommy

Symbolic Theme: Flexibility, Resilience & Play

Learning Objectives:

- Identify and write uppercase and lowercase T/t
- Explore tumbling as a metaphor for trying, falling, and rising again

- Build balance, coordination, and trust in physical movement

Discussion Prompts:

- What do you do when you fall?
- Is it okay to make mistakes while playing?
- What helps you get back up?

Creative & Written Activities:

- Color Tumbling Tommy
- Trace/write T/t
- Draw your “Tumble Story” — before, during, after a mistake or fall
- Use body outlines to show safe and silly tumbling movements

Group Projects / Field Trips:

- Tumbling Station Circuit with mats, rolling, and safe tips
- “Try Again Theater”: role-play a situation where you fall and try again
- Build a wall chart of class “bounce back” moments

Evaluation Tools:

- Reflection on personal “tumbles”
- Participation in physical activity and story-building
- Fine motor writing and visual storytelling

Emotional & Civic Literacy Tie-in:

- Normalize falling and failing
- Promote resilience as a shared value
- Encourage positive reactions to others’ setbacks

Week 21: U – Up-Down Uni

Symbolic Theme: Emotional Regulation & Inner Awareness

Learning Objectives:

- Identify and write uppercase and lowercase U/u
- Recognize that emotions can go up and down like a see-saw

- Begin naming and tracking personal emotional changes

Discussion Prompts:

- What makes you feel “up”? What makes you feel “down”?
- What can help bring you back to the middle?
- Do your feelings change quickly or slowly?

Creative & Written Activities:

- Color Up-Down Uni
- Trace/write U/u
- Create an “Emotion Seesaw” — draw two feelings and what tips the balance
- Journal starter: “Today I felt ____, then I felt ____.”

Group Projects / Field Trips:

- Mood Movement Game: Match feelings with motions (slumped = sad, jumping = excited)
- Emotion Weather Report: take turns giving the class an “emotional forecast”
- Class Mood Tracker: daily chart where students mark “up,” “down,” or “steady”

Evaluation Tools:

- Awareness of multiple emotions
- Participation in weather and seesaw metaphor discussions
- Writing clarity and emotional range

Emotional & Civic Literacy Tie-in:

- Reinforce emotional changes as normal and manageable
- Build vocabulary for mood regulation
- Encourage self-compassion and peer understanding

Week 22: V – Vacuum Vicki

Symbolic Theme: Clearing Space, Letting Go & Mental Hygiene

Learning Objectives:

- Recognize uppercase and lowercase V/v
- Understand the metaphor of “cleaning up” emotions and thoughts

- Learn how to mentally declutter and emotionally reset

Discussion Prompts:

- What does a vacuum do?
- Can we “vacuum” our minds when they feel full or messy?
- What helps you feel calm and clear inside?

Creative & Written Activities:

- Color Vacuum Vicki
- Trace/write V/v
- Draw a picture of your “Busy Brain” before and after vacuuming thoughts
- Write/dictate: “Today I let go of...”

Group Projects / Field Trips:

- Emotional Clean-Up Game: act out tossing away “worry balls” or “grumpy dust”
- Build a class “Calm Kit” with Vicki stickers, affirmations, and tools (soft fabric, lavender, visuals)
- Nature walk focused on silence and mental stillness

Evaluation Tools:

- Emotional insight and creative clarity
- Contribution to class calm kit
- Participation in group calming routines

Emotional & Civic Literacy Tie-in:

- Promote mental hygiene and quiet reflection
- Teach that it’s okay to let go of heavy thoughts
- Reinforce collective calm through shared space respect

Week 23: W – Whistling Willy

Symbolic Theme: Expression, Joy & Peaceful Sound

Learning Objectives:

- Identify uppercase and lowercase W/w

- Explore soft sound as a peaceful expression
- Encourage self-regulation and gentle play

Discussion Prompts:

- What does a whistle sound like?
- What's something peaceful you hear at home or in nature?
- Can sound calm us down?

Creative & Written Activities:

- Color Whistling Willy
- Trace/write W/w
- Create a sound collage with drawings of things that make gentle sounds
- Write a short sound poem: "Whistle like a..."

Group Projects / Field Trips:

- Whistle Challenge (use hands, lips, or breathy humming)
- Whisper Circle: pass a message quietly and reflect on how it felt
- Sound Scavenger Hunt – indoor or outdoor, find calming noises

Evaluation Tools:

- Observational listening participation
- Poem or collage completion
- Letter tracing and vocabulary use

Emotional & Civic Literacy Tie-in:

- Teach sound as an emotion tool: calm, connect, soothe
- Encourage quiet leadership and peaceful communication
- Reinforce appreciation for gentle voices

Week 24: X – X-it X-Kid

Symbolic Theme: Exit, Transition & Choice

Learning Objectives:

- Recognize uppercase and lowercase X/x

- Discuss the concept of leaving one moment or feeling and moving to another
- Build early awareness of self-guided choice

Discussion Prompts:

- What is something you've left behind?
- What happens when you "X-it" from anger or frustration?
- When is it good to step away and try again later?

Creative & Written Activities:

- Color X-Kid
- Trace/write X/x
- Draw a doorway or tunnel with something you're exiting and what's on the other side
- Create an "X-it Plan" — steps for walking away from overwhelm

Group Projects / Field Trips:

- Practice "Calm Walk" exercises to reset
- Make a class "Exit & Return" area — a corner for taking breaks
- Build X-shaped stepping stones for transition paths in the classroom

Evaluation Tools:

- Insight into emotional transition drawings
- Use of calm corner or step-away protocol
- Storytelling clarity on "before and after" emotions

Emotional & Civic Literacy Tie-in:

- Teach that exits aren't failures — they are choices
- Reinforce the power of pausing
- Empower children to manage overstimulation or frustration

Week 25: Y – Yawning Yancy

Symbolic Theme: Rest, Release & Listening to Your Body

Learning Objectives:

- Identify uppercase and lowercase Y/y
- Explore fatigue and the value of rest
- Normalize the body's signals and needs

Discussion Prompts:

- What do yawns mean?
- What makes your body tired?
- How do you know it's time to rest?

Creative & Written Activities:

- Color Yawning Yancy
- Trace/write Y/y
- Make a "Yancy Sleep Mask" with relaxing words or images
- Write/draw: "When I feel tired, I..."

Group Projects / Field Trips:

- Guided relaxation circle with Yancy music
- Create a Rest Zone with soft textures and calming visuals
- Pajama Story Day: read books in a cozy, yawny setting

Evaluation Tools:

- Participation in rest routines
- Emotional clarity in artwork
- Vocabulary use for describing physical states

Emotional & Civic Literacy Tie-in:

- Validate the need for rest
- Teach self-care as a form of self-respect
- Reinforce classroom empathy for tiredness or quiet time

Week 26: Z – Zig-Zag Zanny

Symbolic Theme: Creativity, Flexibility & Embracing the Unexpected

Learning Objectives:

- Identify uppercase and lowercase Z/z
- Recognize that “zig-zagging” is part of creativity and change
- Build tolerance for shifts in routine or path

Discussion Prompts:

- Have you ever had a day that zig-zagged?
- What happens when things don’t go as planned?
- Is it okay to make changes?

Creative & Written Activities:

- Color Zig-Zag Zanny
- Trace/write Z/z
- Draw your “Zanny Day” — a crazy, unexpected, or fun-filled path
- Word maze: draw a zig-zag trail from a challenge to a solution

Group Projects / Field Trips:

- Zig-Zag Maze Game in the classroom or outside
- Flexible Art Table: every student switches seats after 2 minutes of art
- Dance & Freeze in “Z” shapes

Evaluation Tools:

- Creative risk-taking
- Adaptability in group activities
- Drawing and letter work completion

Emotional & Civic Literacy Tie-in:

- Celebrate adaptability as a strength
- Reinforce that not all progress is straight
- Encourage joy in spontaneity