

THIS WEEK'S  
FOCUS:

FEEL  
THE  
WONDER

GRADE  
LEVEL:  
**K-2**





I MATTER


30  
MIN



## TODAY'S ACTIVITY: "WONDER-FULL"

 Students will use their awareness to regular practice WONDER. Students will identify the things that amaze them and cause WONDER

 Blank or lined paper; OR copies of the lesson handout; pens or pencils  
**Prep time:** 5 minutes

 As this is the first Monday of the month, please consider sharing or reviewing highlights from the Monthly Launch lesson to build background to this month's theme of Monday Gets Spectacular. \*\*\*Guide students to focus on the noun form of the word WONDER instead the verb form. Encourage students to allow themselves to notice and observe the things and people that are extraordinary and surprising.

LEARNING MODALITIES		SOCIAL & EMOTIONAL LEARNING		4 C's	
•	Visual	•	Self-awareness		Critical thinking
	Auditory	•	Self-management		Communication
	Kinesthetic		Social-awareness		Collaboration
	Verbal		Relationship skills	•	Creativity
	Interpersonal		Responsible decision-making		
•	Intrapersonal				
	Logic				



## GOALS FOR THE WEEK

- 1 DISCOVER** different ways to foster experiences of curiosity, enthusiasm and WONDER.
- 2 ENGAGE** in opportunities to help others feel appreciated, valued and SPECTACULAR.
- 3 UNDERSTAND** how purposefully shifting our perspective can enhance our own sense of delight, curiosity, gratitude, and awe of the wonderful things and people in our world.



## LAUNCH: (3-5 minutes)



\*Consider asking one or more questions below to build students' background.

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What are some things in our world that amaze you?

The word SPECTACULAR means it's very exciting to look at. What are things in our world that you think is SPECTACULAR?

Why might we tend to use the word SPECTACULAR for big things or experiences?


Can something small or simple be SPECTACULAR?
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How an airplane takes off and lands, how an inchworm moves, how birds migrate thousands of miles, how leaves change color, how the human body functions, how an artist paints a masterpiece, how no two snowflakes are identical...there are so many things in our world that are SPECTACULAR. When we are open to it, we find ourselves surrounded by these amazing things and people.



## INQUIRY: (3-5 minutes)

Consider asking 1-3 questions from the list below to help build background for the activity. \*NOTE: Consider modifying the questions pending students' ages, grades, ability levels, and classroom goals. Consider having students share their responses in pairs, small groups, or as a large group.

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What is something you experienced recently that made you pause and thought was awesome?


How are things of WONDER (extraordinary and special) lead to GETTING SPECTACULAR?



How might your life change if you noticed the things and people who make our world so wonderful?

What might get in the way of being able to notice or experience the WONDER-FULL people and things around us?



## ENGAGE: (1 minute)

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In our world, every day, extraordinary and wondrous moments and people make SPECTACULAR things happen. If we notice the things of WONDER, we are able to create the opportunities to experience it. WONDER creates excitement. WONDER helps us to understand things. WONDER helps us to see possibilities. WONDER helps us to enjoy this SPECTACULAR world in which we live.
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Are you ready to make each day WONDER-FULL?

<b>Icon Key</b>	 - Ask	 - Explain	 - Say	 - Brainstorm	 - Slide #'s
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## START ACTIVITY: (10-15 minutes)

**Directions:** Provide each student with a blank sheet of paper and a pencil or pen. Then guide students to reflect on the extraordinary and special things and people in their lives. Encourage students to think about not just the major events in their lives but also reflect on the simple and small things that make their days meaningful. Have students make a list of the WONDER-FULL things and people in their space. Then close the lesson with students making a commitment to making time in their day to identify and reflect on the things and people who enrich our lives. \*Think about placing students into pairs or small groups to assist each other with brainstorming the WONDEROUS things and people in our world. \*\*\*If working with younger students, think about creating a master list together.



When we seek out to create a WONDER-FULL life, we notice the small and simple things as well as the big happenings around us. Our brain connects to the things that amaze and inspire us, from a classmate who shares a joke that has the whole class laughing to the hundreds of meals the cafeteria staff make day. We notice the dazzling colors in the sky or gigantic clouds right before storm. In a way, our days become full of WONDER.

\*Consider asking one or more questions below to help students connect to the concept of FEEL THE WONDER.



What is something in our world that surprises you?

What is something in this room, big or small, that you think is remarkable?

\*Pass out blank paper or copies of the lesson handout and pens or pencils.



We are going to take some time to reflect on the WONDER-FULL things and people around us. On your WONDER-FULL paper, make a list of these things. Allow your curiosity to lead you to noticing and wondering. You may be surprised at the many SPECTACULAR things around us.

\*Provide a space and time for students to make their WONDER-FULL lists. Remind students that even simplest things can be remarkable. \*Think about placing students into pairs or small groups to support each other. If time allows, ask for volunteers to share a few items from their WONDER-FULL lists.





## REFLECT: (3-5 minutes)

After the activity, consider asking 1-3 of the following questions to help students reflect, evaluate, and make connections to the lesson. \*NOTE: Think about modifying the questions based on your students' ages, grades, ability levels, and classroom goals. Consider having students share their responses in pairs, small groups, or as a large group.



What was it like making a list of the WONDER-FULL things and people around us?

Did anything on our lists surprise you? What surprised you?

Why might you continue to practice noticing the wonderful things and people in our world?

What might change in your day as you FEEL THE WONDER around you?

How does actively noticing the wonderful things and people in our world show how much and why you MATTER?



## WRAP UP: (1 minute)

Thank you for connecting what is wonderful. When we make space for the wonderful, the awesome and the SPECTACULAR, how we live and approach each day changes. We create hope. We connect to inspiration. We embrace the things that MATTER. Let's continue to FEEL THE WONDER.

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## EXTEND

Consider diving more into this week's strategy, **FEEL THE WONDER**, with your students by doing one or more of the activities listed below:

- 1 WONDER-FULL DAY** - Create a check-in routine with your students. On a regular basis, have students share out one item of WONDER they noticed. Soon, students will think more thoughtfully and deeply about the world around them.
- 2 WE ARE ALL WONDERS** - Based on the book by R.J. Palacio, have students identify something about them that makes them proud. Maybe a student is naturally helpful, thoughtful, athletic, artistic, musical, curious, kind, problem-solving, focused, etc. Then have students create a self-portrait based on their WONDER-FULL trait.

**“THOUGH WE TRAVEL THE WORLD  
OVER TO FIND THE BEAUTIFUL,  
WE MUST CARRY IT WITH US OR  
WE FIND IT NOT.”**

- RALPH WALDO EMERSON,  
AMERICAN ESSAYIST

**Icon Key**



- Ask



- Explain



- Say



- Brainstorm



- Slide #'s



## My WONDER-FULL World

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## My WONDER-FULL World

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