Social and Emotional Learning Curriculum Guide

*photo: CASEL, 2017

By: Summer Wood
11% improvement in academic achievement.
9% improvement in attitudes about self, others, and school
23% improvement in social and emotional skills
9% improvement in school and classroom behavior
9% decrease in conduct problems, such as classroom misbehavior and aggression
10% decrease in emotional distress, such as anxiety and depression
*CASEL, 2017
Overview of SEL curriculum:

Each competency should be taught in consecutive order every other month with a continuation of the activities and lessons on a regular basis.

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<td>* <em>Amazing Grace</em> by Mary Hoffman</td>
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<td>* <em>How Are You Peeling?</em> by Saxton Freymann and Joost Elffers</td>
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| Self-Management | * My Mouth is a Volcano by Julia Cook  
(attached lesson) | * Yes! Because..And.. | * Hopes and Dreams/goal setting  
* Creating a calming space in classroom  
* pipe cleaners |
|-----------------|-------------------------------------------------|-----------------------|--------------------------------------------------|
| ADDITIONAL BOOK OPTIONS: | * Wilma Jean the Worry Machine by Julia Cook  
* Personal Space Camp by Julia Cook  
* Grow Happy by Jon Lasser and Sage Foster-Lasser  
* Ahn’s Anger by Gail Silver  
* Mindful Monkey, Happy Panda by Lauren Alderfer | | |
| Social Awareness | * The Invisible Boy by Trudy Ludwig (attached lesson) | * Affirmations | * skin tone markers, crayons, etc.  
* diverse books available in classroom |
| ADDITIONAL BOOK OPTIONS: | * Eve Bunting- any!  
* Those Shoes by Maribeth Boelts and Noah Z. Jones  
* Last Stop on Market Street by Matt de la Pena  
* Name Jar by Yangsook Choi | | |
| Relationship Skills | * Thank You Mr. Falker by Patricia Polacco | * Silent drawing | * Collaborative learning |
| | | | |
### ADDITIONAL BOOK OPTIONS:

- *Each Kindness* by Jacqueline Woodson
- *Recess Queen* by Alexis O’Neill
- *Wonder* by R. J. Palacio (Chapter Book)
- *Mr. Peabody’s Apples* by Madonna (attached lesson)
- *The Hundred Dresses* by Eleanor Estes (Chapter book)
- *The Shortcut* by Donald Crews

### *Peer tutoring*

- *Conflict Resolution*
- *student self-assessments*
- *project based learning*
Self-Awareness

The ability to accurately recognize one’s own emotions, thoughts, and values and how they influence behavior. The ability to accurately assess one’s strengths and limitations, with a well-grounded sense of confidence, optimism, and a “growth mindset.”

- Identifying emotions
- Accurate self-perception
- Recognizing strengths
- Self-confidence
- Self-efficacy

*CASEL, 2017*
Stoplight Activity*
Self-Awareness Activity

Materials needed:
- Green, yellow, and red construction paper circles (see photo for example)
- List of prepared statements (see below)

Teacher prep:
1. Pre-cut enough green, yellow, and red circles for each student in your classroom.
2. Have statements available (use attached or create own).

Duration: approximately 20 minutes

Directions:
1. Students will stand in a circle in a common place in the classroom.
2. Give each student one green, one yellow, and one red paper circle.
3. Explain to students that they will:
   a. Turn with his or her back to the center of the circle
   b. Hear a statement
   c. Choose the stoplight circle that best identifies how they are feeling about the given statement
   d. When directed, silently turn to face classmates holding the identified stoplight circle
   e. Silently observe what other classmates have chosen.
4. The teacher will ask for 3-4 volunteers to explain why they chose that color.
5. This continues for each of the statements read.
6. Collect the stop light colors.

Bonus: Teacher and students may have a conversation after the activity about what was observed and how these observations can continue to help build classroom community by respecting others feelings.
Example stoplight statements read by teacher:

- My teacher gives me a high five.
- A new student says hello to me in the hallway.
- A friend hugs me.
- At recess, a friend tackles me to the ground.
- A peer chews with their mouth open.
- An unknown kindergartener skips down the hall and gives me a big hug.
- My teacher tells me congratulations after a presentation.
- My friend passes me a note during class.
- A friend talks badly about another student behind their back.

* Adapted from Institute of SEL
Self Check-In*
Self- Awareness Activity

Materials needed:
- Electronic device OR
- Paper
- Coloring supplies
- Optional: ruler

Teacher prep:
- This can be done on paper or on an electronic device, use teacher discretion.
- Depending on the level of your students, decide if it will be a 1-10 scale or 1-5 scale.

Duration: approximately 20-30 minutes to create the check in chart, then 1-5 minutes each time after.

Directions to create a self-check in chart:
1. Students will think of a topic that is meaningful to them. Give suggestions if needed (animals, foods, Pokemon Characters, villains and superheroes, etc.)
2. On their paper or electronic device, students will draw a chart.
3. Label 1-5 or 1-10 and the corresponding topic idea.

Directions for daily check in:
1. Have students take out their chart at a designated time (beginning of the day and the end of the day are optimal).
2. In a journal, have students write the date and the number or symbol for how they are currently feeling.
3. If time permits, have a few students share aloud to class or turn and talk to a partner.

* Adapted from IFSEL
An example of a self check-in:

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>tick</td>
<td>mosquito</td>
<td>spider</td>
<td>moth</td>
<td>fly</td>
<td>bumble bee</td>
<td>lady bug</td>
<td>caterpillar</td>
<td>dragonfly</td>
<td>butterfly</td>
</tr>
</tbody>
</table>

**Beginning of the day:**
“I feel like a bumblebee because I have been non stop busy all morning. I feel like I’m buzzing from place to place.”

**End of the day:**
“I feel like a dragonfly. I did really well on my math test and our teacher gave us extra time to play outside. I’m really happy!”
**Ish by Peter Reynolds**  
**Self-Awareness Literacy Lesson**

**Title:** Ish  
**Author:** Peter H. Reynolds  
**Illustrator:** Peter H. Reynolds  

**Duration:** approximately 25 minutes

**Pre-lesson planning:**  
* Create partnerships of students to be turn and talk partners during reading.  
* Review “turn and talk” rules with class.  
  - Students need to sit eye to eye, knee to knee while talking.  
  - They should only talk with one another about the given question.  
  - Once finished, students will turn towards the teacher and signal they are ready to continue listening to the book.  
* Have blank paper available for each child for the after reading activity.

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<thead>
<tr>
<th>Before Reading</th>
<th>Gather students together in a common reading area. “This is a story about a boy that loves to draw. Through his frustrations, he is a hero to someone special. As you listen, see if you have any connections to how Ramon is feeling.”</th>
</tr>
</thead>
</table>
| During Reading | Have students sit in a common area of the classroom next to their partner while they listen to the story.  
  
  **Stop after the author writes, “Anything. Anywhere.”**  
  **Say:** “Think in your head about something that you love to do. Anywhere, anytime.”  
  
  **Stop after the author writes, “I’m done.”**  
  **Ask:** “Have you ever felt frustrated with your work? What did it feel like inside? What did you do?” Give a minute to think, then students will turn and talk with their reading partner. Call on two to three partners to share.  
  
  **Stop after the author writes, “And Ramon lived ishfully ever after.”**  
  **Ask:** “Who is someone that admires you? How have they helped you to think differently or ishly?” Think, then turn and talk. Call on two to three partners to share. |
| After Reading | * Students will think about an emotion that they often feel.  
* Then at their desk, they will draw that emotion and attach “ish” to it. For example, a student may draw a nervous picture and explain “I feel
nervous-ish, when I ride roller coasters.”

* The class can go on a gallery walk around the room and look at their peers “ish” emotions.
Self- Management

The ability to successfully regulate one’s emotions, thoughts, and behaviors in different situations — effectively managing stress, controlling impulses, and motivating oneself. The ability to set and work toward personal and academic goals.

- Impulse control
- Stress management
- Self-discipline
- Self-motivation
- Goal-setting
- Organizational skills

*CASEL, 2017*
Yes! Because… And… *
Self- Management Activity

Materials needed:
- Common area for students to sit.

Teacher prep:
- Think of an idea to “invent” ahead of time.
- Optional: Ask a student or teacher to role play the activity prior to class participating.

Duration: approximately 10-15 minutes

Directions:
1. Students sit in a circle.
2. Think of an idea that students pretend to invent, have students think in their head of 2-3 ideas that they would like to add to the invention to make it better.
3. Explain to students that everyone's idea will be accepted and affirmed.
4. Tell the class your idea (example, “We are creating a backpack.”)
5. Have a volunteer begin by sharing their idea, but NOT explaining why. (example, “I think it should include a homework machine.”)
6. Then cue everyone in the class to loudly say, “YES!”
7. The student to the left continues by saying “because…” and explaining why they believe it’s a good idea. Then, they add an idea of their own “and it should include…”
8. The class shouts, “YES!” to this idea, and the activity continues around the circle until everyone has had a turn to explain the idea of a classmate and give their idea.

* Adapted from IFSEL
# My Mouth is a Volcano by Julia Cook

## Self-Management Literacy Lesson

**Title:** My Mouth is a Volcano  
**Author:** Julia Cook  
**Illustrator:** Carrie Hartman

**Duration:** approximately 40 minutes

### Pre-lesson planning:
- Make copies of the blank body outline for each student (see below).
- Create partnerships of students to be turn and talk partners during reading.
- Review “turn and talk” rules with class.
  - Students need to sit eye to eye, knee to knee while talking.
  - They should only talk with one another about the given question.
  - Once finished, students will turn towards the teacher and signal they are ready to continue listening to the book.

### Before Reading

<table>
<thead>
<tr>
<th>Before Reading</th>
<th>* Ask students to think to themselves about different emotions that they feel. Ask them to think about what happens to their body when they feel happy? Sad? Angry? Nervous? Excited? Etc. For each emotion, ask for a couple volunteers to describe what happens to their body.</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>* Give each student a blank body outline template. Provide students about 10 minutes to write or draw their emotions within the body template.</td>
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<td></td>
<td>* Optional: color code emotions. For example, blue are all of the emotions and feelings that are sad. Green are the emotions and feelings that are happy. Red are the emotions and feelings that are mad.</td>
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</tbody>
</table>

### During Reading

| During Reading | Stop after page 9.  
Ask: “Louis felt like he was waiting 62 years for his teacher to call on him. What does waiting feel like for you? In school? At home? How does your body and mind feel?” Give a minute to think, then students will turn and talk with their reading partner. Call on two to three partners to share. |
|----------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                | Stop after page 15.  
Ask: “When you have a connection what could you do instead of blurt?” Think, then turn and talk. Call on two to three partners to share.                                                                                                                                           |
| After Reading | * Direct students to review the emotions that they wrote within the body template.  
* Students will choose an emotion or a color that they want to journal about.  
* Display questions for students to see as they write (below).  
* After describing the emotion, students will make an action plan of how to manage it better in school. |
Journaling questions:

- What emotion did you choose to write about?

- Why did you choose this emotion?

- How does your body feel when this emotion is taking place? Does your body temperature change? Are your muscles working differently? What about your facial expression?

- When you feel this emotion, what is your first instinct? What do you typically do?

- What can you do to control your body, words, and emotions when this happens?

- How will you remember to do this?
Social Awareness

The ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures. The ability to understand social and ethical norms for behavior and to recognize family, school, and community resources and supports.

- Perspective-taking
- Empathy
- Appreciating diversity
- Respect for others

*CASEL, 2017*
Affirmations
Social- Awareness Activity

Materials needed:
- Post-it notes
- Pencils
- Optional: paper cape/ construction paper

Teacher prep:
- Option to have students make a paper cape for themselves using large construction paper.

Duration: approximately 10-15 minutes

Directions:
1. Ask students to think of the last time someone complimented them. Try to direct them away from comments about appearance and clothing and towards intangible qualities such as acts of kindness.

2. Ask students to think to themselves about peers in the classroom that they would like to acknowledge for an action or quality. Remind them to stay positive in the affirmations and to stay away from physical appearance compliments.
   a. Offer examples of how to begin an affirmation.
      i. - Thank you for …
      ii. - In ____ subject, you taught me ____.
      iii. - You are …
      iv. - I am thankful for you because …
      v. - I noticed that you …
      vi. - I appreciated when you …

3. Give students time to write post-it note affirmations. These can be written anonymously.

4. Delivering the post-its can be done in a variety of ways:
   a. Students stick the note to the paper cape.
   b. Students stick the note to their peers arm, back, leg, etc.
   c. Students stick the note to their peers desk/ carpet spot.

5. Optional to have students read the notes to themselves or have another classmate read the notes out loud for the class to hear the good qualities of each other.

6. Remind students that affirmations can be done at any time and to anyone.

* Adapted from Institute for SEL
**The Invisible Boy by Trudy Ludwig**  
**Social- Awareness Literacy Lesson**

**Title:** The Invisible Boy  
**Author:** Trudy Ludwig  
**Illustrator:** Patrice Barton

**Duration:** approximately 40 minutes

**Pre-lesson planning:**
- Teach students how to use padlet or prepare one large poster paper and markers.
- Create partnerships of students to be turn and talk partners during reading.
- Review “turn and talk” rules with class.
  - Students need to sit eye to eye, knee to knee while talking.
  - They should only talk with one another about the given question.
  - Once finished, students will turn towards the teacher and signal they are ready to continue listening to the book.

<table>
<thead>
<tr>
<th>Before Reading</th>
<th>Question Poster:</th>
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<tr>
<td></td>
<td>* If this is done on an iPad, have students log on to the class padlet. The teacher begins by writing, “What does it mean to be invisible?” Students will answer this question or write their own question related to this. Students then can answer their teacher or their peer’s question.</td>
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<td>* If this is done on poster paper, the teacher still begins by writing the question “What does it mean to be invisible?”. Each student will have a marker and will write their response or question of their own.</td>
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| During Reading | Stop after the author writes, “Let’s play ball!”  
Ask: “Think to yourself, what is recess like for you? Are there team games? What do you notice?” After a moment, have students turn and talk. Call on two to three partners to share.  
Stop after the author writes, “…or feeling invisible.”  
Ask: “When was a time that you have felt different than others? Do you think it is worse to be laughed at or feel invisible? Why?” Think, then turn and talk. Call on two to three partners to share.  
Stop after the author writes, “…invisible after all.”  
Ask: “Why was Brian invisible? Why is he no longer invisible?” Think, then turn and talk. Call on two to three partners to share. |

| After Reading | * Explain that students will be divided into small groups to create an |
action plan for someone that is feeling invisible or someone that notices an “invisible” student.
* Divide students into 5 groups.
* Assign each group a different location (playground, lunch room, specials, hallways, and classroom).
* Each group will make an action plan for a student feeling invisible, and another action plan of what to do if they notice an invisible student.
* This can be written, draw, or both. It needs to be multi stepped and in as much detail as possible.
* Once each group has completed their action plan, they will present it to the class. The teacher should display this as a reminder.
Relationship Skills

The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. The ability to communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively, and seek and offer help when needed.

- Communication
- Social engagement
- Relationship-building
- Teamwork

* CASEL, 2017
Silent Drawing*
Relationship Skills Activity

Materials needed:
- Drawing paper
- Crayons for each group

Teacher prep:
- Partner students prior to beginning activity
- In a black marker, draw 2-4 marks (dots, zig-zag, swirl, lines, etc.) on the paper for students to add to (example below).
- Make copies of drawing paper, 1 per group.

Duration: approximately 25 minutes (This can be shortened or lengthened to meet the demands of students.)

Directions:
1. Explain to students that this activity will help gain understanding of themselves and others by using non-verbal communication.
2. Brainstorm with students ways of communicating without using words.
3. Show students the drawing paper and explain that with their partner, they will have 15 minutes (adaptable) to design a drawing together.
4. The goal is to build off of each other’s art, take turns, and communicate while being silent.
5. Give students time to find a successful working area in the classroom with their partner, coloring supplies, and paper.
6. Once the time is completed have students hold up their drawings. You may do a gallery walk around the classroom to see each groups artwork.
7. Come together as a class to reflect on the activity. Example questions are listed below.

* Adapted from Institute for SEL
Optional Reflection Questions:

- How did you feel about this exercise at the start? In the middle? At the end?
- What frustrated you?
- What surprised you?
- What would you do the same if we did this activity again? What would you change?
- Was working silent easier or harder than you expected? Why?
- What did you notice about yourself while doing this activity?

* Adapted from Institute for SEL
Thank You Mr. Falker by Patricia Polacco  
Relationship Skills Literacy Lesson

Title: Thank You Mr. Falker  
Author: Patricia Polacco  
Illustrator: Patricia Polacco

Duration: approximately 40 minutes

Pre-lesson planning:
* Have one paper plate per student.  
* Create partnerships of students to be turn and talk partners during reading.  
* Review “turn and talk” rules with class.  
  - Students need to sit eye to eye, knee to knee while talking.  
  - They should only talk with one another about the given question.  
  - Once finished, students will turn towards the teacher and signal they are ready to continue listening to the book.

| Before Reading | * Partner students together.  
* Give each student a paper plate.  
* Students will glue the plates so they overlap in the middle (see example below).  
* Provide students with a list of questions (below).  
* Allow students to work together on completing their Venn Diagram for about 10-15 minutes.  
* If time permits, students can present their similarities and differences to the class. |
|----------------|------------------------------------------------------------------------------------------------------------------|

| During Reading | Stop after the author writes, “Soon she was going to learn to read.”  
Ask: “What do you think Trisha’s family meant when they said you have to chase it through the pages of the book? What knowledge do you want to chase?” Give a minute to think, then students will turn and talk with their reading partner. Call on two to three partners to share.  
Stop after the author writes, “Stop!... fault with her?”  
Ask: “What is Mr. Falker doing? Why? Have you ever felt different than others? When?” Think, then turn and talk. Call on two to three partners to share.  
Stop after the author writes, “And Tricia began to believe them.”  
Ask: “She started to believe her peers. How can words be powerful in good ways and in bad ways?” Think, then turn and talk. Call on two to three partners to share. |
|----------------|------------------------------------------------------------------------------------------------------------------|
Stop after the author writes, “…she was happy, so very happy.”  
Ask: “Trisha worked really hard to learn to read. What is something you have worked really hard to learn? Who helped you along the way?” Think, then turn and talk. Call on two to three partners to share.

<table>
<thead>
<tr>
<th>After Reading</th>
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</table>
| * Explain to students that there are many people in their personal community willing to help them. Have students make a web to brainstorm everyone that they can think of that is available to help if needed.  
* Then, students will choose one person of a different age than them to complete the venn diagram questions with as homework. |
Example plate venn diagram:

Example questions to connect through similarities and differences:

Section 1:
- Where were you born?
- How many siblings do you have?
- What is your favorite food?
- What is your favorite activity to do outside?
- Where would you like to travel?
- What makes you really happy?

Section 2:
- Who is your role model and what is their impact in your life?
- What is a goal of yours for the future?
- What type of music or animal inspires you?

Section 3:
- How would you change the world if you could?
- What is something that challenges you, but you keep working at it?
- What is something I do not know about you?

* Adapted from Institute for SEL
Responsible Decision Making

The ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and social norms. The realistic evaluation of consequences of various actions, and a consideration of the well-being of oneself and others.

- Identifying problems
- Analyzing situations
- Solving problems
- Evaluating
- Reflecting
- Ethical responsibility

*CASEL, 2017*
Conflict Resolution
Responsible Decision Making Activity

Materials needed:
- Scenario cards (see below)
- Conflict Resolution Steps (see below)

Teacher prep:
- Divide students into groups of five prior to the activity.

Duration: approximately 30 minutes.

Directions:
1. Ask students, “Who has ever had a conflict with another person?” “Who has ever resolved the conflict?” “Think to yourself about different ways that you have solved these conflicts. Maybe with a sibling? A friend? A parent? A teacher?” Give students a couple minutes to think to themselves.
2. Explain that you will review Conflict Resolution steps as a class.
3. Display the Conflict Resolution steps for everyone to see. Have a conversation about what they notice compared to how they have solved conflicts in their lives.
4. Explain that students will be practicing the right way to solve conflicts.
5. Divide students into the predetermined groups and give one scenario card.
6. Ask students to work together to create a short skit that involves all members of the group and practices the conflict resolution steps. Explain that the scenarios might involve bully and while performing the skit, it should be taken lightly.
7. Give about 10 minutes for students to plan their skit.
8. Each group will take turns by reading the given scenario, then presenting the skit.
9. Gather as a whole group to discuss how these skills can impact them at school, home, and in other activities.
10. Display the conflict resolution steps in the classroom.

* Adapted from Institute for SEL
Conflict Resolution Steps

If someone approaches you about a conflict...

1. Actively listen to the story. (Each person takes a turn speaking and listening.)
   a. Look at the person speaking
   b. Nod head
   c. Do not interrupt.

2. Empathize.
   a. “It sounds like you are feeling…”

3. Restate the story back.
   a. “I heard you say … Is this correct?”


5. Make a decision for the next steps.

6. Check back in later that day or the following day if necessary.

* Adapted from Institute for SEL
Conflict Resolution Steps

If you are being bullied...

1. Use an assertive voice and state only what is necessary.
   - Examples: “NO!” “Do not touch/hit/kick me!”

2. Leave the situation.

3. Find a trusted adult and explain the problem.

If you witness someone being bullied…

1. Interrupt the action.
   - You can stand up to the bully using an assertive voice or
   - You can go to the person being bullied.

2. Compliment the person being bullied.

3. Invite them away from the current area.
   - Continue to play with them or
   - Find a trusted adult to talk to.
### Conflict Resolution Skit Scenarios

<table>
<thead>
<tr>
<th>Scenario 1</th>
<th>Scenario 2</th>
<th>Scenario 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>You are riding the bus to school. A couple students start taking pictures of others on their school iPad and laughing.</td>
<td>At lunch, a peer bumps into your friend while cutting in line for the third day in a row. The person that cut laughs, says “Whoops, I’m sorry!” and turns around. Your friend isn’t hurt, but frustrated.</td>
<td>At recess, you’re playing kickball. A peer asks to join. Your whole team laughs and tells him to join the other team because he’s so bad.</td>
</tr>
<tr>
<td>Your friend said they didn’t want to be your partner.</td>
<td>A friend tells you that two students from another class were making fun of her on the bus. She explains that this has been happening for the past month. She hoped it would go away, but it hasn’t.</td>
<td>You see a kid from your class sitting alone on the playground and appears to be crying. He is not a friend, but he was in your class last year.</td>
</tr>
</tbody>
</table>
Mr. Peabody’s Apples by Madonna
Responsible Decision Making Literacy Lesson

Title: Mr. Peabody’s Apples
Author: Madonna
Illustrator: Madonna

Duration: approximately 40 minutes

Pre-lesson planning:
* Create partnerships of students to be turn and talk partners during reading.
* Review “turn and talk” rules with class.
  - Students need to sit eye to eye, knee to knee while talking.
  - They should only talk with one another about the given question.
  - Once finished, students will turn towards the teacher, read to continue listening to the book.
* A piece of heart shaped paper for each child.
* Copy the story map worksheet for each child.

| Before Reading | * Give each student a blank piece of paper shaped like a heart. |
| * Have students think of a time they were sad or mad. |
| Offer suggestions: Your brother teased you. You were not chosen for kickball at recess. Your sister and her friends laughed at you. Etc. |
| * Each student will then crumple the paper heart as much as they want. They may call the paper names and tease the paper. They can step on it. Give a few minutes for students to laugh and tease the paper. |
| * Then, in a serious tone, ask students to turn their paper heart back to its original state. Explain that there should not be any wrinkles or tears at all. Give one to two minutes for students to attempt this. If students say it is impossible or too hard, encourage them to keep trying. |
| * Ask students to apologize to their paper. |
| * Gather together and ask students how this activity could be translated into their own life? Have a group discussion about how hurtful words cannot be taken back no matter how hard someone tries. |

| During Reading | Stop after page 9. “Think about someone that you admire and everyone in the community likes.” |
| Stop after page 13. “How do you think Billy is feeling? Tommy? Mr. Peabody?” Give a minute to think, then students will turn and talk with their reading partner. Call on two to three partners to share. |
| Stop after page 21. “Have you ever had to apologize for something you
did that was wrong? What was the consequence? What would you do if you were Mr. Peabody?” Think, then turn and talk. Call on two to three partners to share.

Stop after page 29. “Think of a situation that Mr. Peabody’s words, ‘Don’t be so quick to judge, remember the power of your words.’ could be useful.” Think, then turn and talk. Call on two to three partners to share.

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<th>After Reading</th>
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<td>* Students will return to their desk with a pencil.</td>
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<td>* Review story elements as a whole group.</td>
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<td>* Then, give each student a story map (below).</td>
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<td>* Students will complete the worksheet individually or with their reading partner.</td>
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<td>* Once everyone is finished, allow time for students to share the solution they wrote about.</td>
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<tr>
<td>Characters</td>
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<th>Problem</th>
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What is at least one other possible solution to the problem? Write at least four complete sentences.

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