

SOCIAL EMOTIONAL LEARNING AND LITERACY IN THE PRIMARY GRADES: AN  
INTEGRATED APPROACH

by

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## **Project Summary**

### **Guiding Question**

The guiding question: *How can primary grade-level teachers teach Social Emotional Learning skills as an integrated approach through literacy?* has led to the development of the project that follows. The project intends to teach Social Emotional Learning (SEL) skills alongside emergent literacy skills such as oral language development, concepts of print, asking and answering questions about texts, vocabulary building, and learning about text to self connections.

### **Project Description**

The following project includes twelve Social Emotional Learning (SEL) lessons that are based around the primary skill of self-management. The six sub-skills that are taught include: impulse control, stress-management, self-discipline, self-motivation, goal setting, and organizational skills. Each sub-skill contains two lessons. Each lesson is built around a different text that is age appropriate for Kindergarten and primary grade levels.

The lessons are all built around the small group reading strategy of dialogic reading. Dialogic reading was chosen because it allows students ample time to dive deeper into texts and to have quality discussion time with their peers. The project assumes that each of these texts have been read to the entire class at least one time previously. In order for students to interact more deeply with the text, it is ideal that the students have been exposed to the text at least one time.

The project is intended to help students learn self-management skills and is therefore ideal for younger students, but can also be used with older students with a different text set.

## **Audience**

The intended audience for these lessons include primary grade level teachers and Kindergarten teachers. These lessons can also be used as an intervention for students with oral language needs. For example, EL students in higher grades can benefit from these lessons as each lesson allows ample time for oral discussions. The lessons include several questions and time for turn and talks, as well as whole group sharing. The lessons can benefit any teacher who teaches primary grade level students as well as English Language Arts teachers that work with younger students.

Teachers that are seeking to teach the SEL skill of self-management can benefit these lessons as they are broken down by sub-skill. If students are in need of one specific sub-skill, teachers can also choose specific lessons based on those students' needs.

## **Project Format and Design**

The Understanding by Design framework was used for this project. All lessons begin with the end in mind, meaning that the learning targets and learning evidence are discussed first. Then the lessons move into learning activities after the learning targets and assessments are presented. This format is used because it allows teachers to examine what they actually want students to be able to do as a result of each specific lesson.

The lessons are designed based on sub-skills to ensure clarity, in case teachers are looking for SEL lessons that teach on specific self-management sub-skill. Each of the lessons in the following project includes: the target SEL skill, sub-skill, learning targets, learning evidence, learning plan, and necessary materials.

Figure 2. Modified UbD Lesson Plan Template

<b>SEL/Dialogic Reading Lesson Plan</b>	
<b>SEL Skill</b>	<b>Skill:</b>  <b>Subskill:</b>
<b>Learning Targets</b>	<b>Meaning - I can understand that...</b>  <b>Acquisition - I can...</b>  <b>Transfer - I can use my new learning to...</b>
<b>Learning Evidence</b>	<b>Performance Tasks - Students will demonstrate understanding by...</b>  <b>Other Evidence -</b>
<b>Learning Plan</b>	<b>Read Aloud/Text:</b>  <b>Discussion Questions and Prompts:</b>  <b>Activity:</b>
<b>Materials Needed</b>	

<b>SEL/Dialogic Reading Lesson Plan</b>	
<b>SEL Skill</b>	<p><b>Skill:</b> Self-management</p> <p><b>Subskill:</b> Impulse Control</p>
<b>Learning Targets</b>	<p><b>Meaning</b> - I can understand that I have choices and the choices I make have consequences.</p> <p><b>Acquisition</b> - I can make positive, responsible choices. I can be accountable for my choices.</p> <p><b>Transfer</b> - I can use my new learning to make choices independently. Students will be expected to show ownership for their daily decisions. If a positive or negative choice is made, students will be able to recognize that the consequences are a result of their actions and choices.</p>
<b>Learning Evidence</b>	<p><b>Performance Tasks</b> - Students will demonstrate understanding by identifying positive and negative choices. Students will be able to identify consequences of choices.</p> <p><b>Other Evidence</b> - Students will be able to recognize positive and negative choices in their daily lives. The teacher will ask students at several points throughout the day whether the students are making positive or negative choices. The teacher will also ask students to reflect on their choices. If a student makes a poor choice, they will be able to identify what a positive choice would have been in that given situation.</p>
<b>Learning Plan</b>	<p><b>Read Aloud/Text:</b> <i>What Should Danny Do?</i> By Ganit &amp; Adir Levy</p> <p><b>Discussion Questions and Prompts:</b></p> <ul style="list-style-type: none"> <li>● As this story is a “choose your own adventure” book, read the story with students and have them vote on choices as they come up. Whatever path they choose, guide students to understand why certain results or consequences happened as a result of Danny’s choices.</li> <li>● Ask students throughout the story - <i>How did that choice affect Danny? Was it a positive or negative choice? What do you think would have happened if he made the other choice?</i></li> </ul> <p><b>Activity:</b></p> <ul style="list-style-type: none"> <li>● <i>Today, you are going to identify and sort positive and negative choices. I am going to read some situations to you, and it is up to you to choose if the students made a positive or negative choice. On one side of the table, place a positive sign, and on the other side of the table, place a</i></li> </ul>

	<p>negative sign. Explain difference to students. Read sentence strips to students, have them discuss the situation with each other, and then have the students place the sentence strip under the positive or negative side. Discuss potential consequences for each choice.</p> <ul style="list-style-type: none"> <li>● Reflection: Ask students <i>What can you do to help yourself make positive choices throughout the school day? (prompt students to stop and think about their actions during the day).</i></li> </ul>
<p><b>Materials Needed</b></p> <p>*The following situations are examples based on project writer’s personal experience. These can be modified or changed to fit individual student needs.</p>	<ul style="list-style-type: none"> <li>● Text - <i>What Should Danny Do?</i> By Ganit &amp; Adir Levy</li> <li>● Post it notes-one with a positive sign(+) and one with a negative sign (-)</li> <li>● *Situation/sentence strips including the following ideas <ul style="list-style-type: none"> <li>○ Student A kicks student B.</li> <li>○ Student A cuts in front of student B in line. Student B thinks it is not a big deal where they stand in line and ignores the behavior.</li> <li>○ Student A tells student B “you can’t play with us”.</li> <li>○ Student A invites student B to join in a game at recess.</li> <li>○ Student B accidentally bumps into a friend in line and apologies immediately. Student A starts screaming and pushing student B.</li> <li>○ Student A drops crayons on the floor. Student B starts helping student A pick them up right away.</li> </ul> </li> </ul>

**SEL/Dialogic Reading Lesson Plan**

<b>SEL Skill</b>	<p><b>Skill:</b> Self-management</p> <p><b>Subskill:</b> Impulse Control</p>
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<b>Learning Targets</b>	<p><b>Meaning</b> - I can understand that acting on impulses can have negative results in my everyday life - academically, socially, emotionally, and physically.</p> <p><b>Acquisition</b> - I can use self control to control my impulses.</p> <p><b>Transfer</b> - I can use my new learning to practice self control in daily situations.</p>
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<b>Learning Evidence</b>	<p><b>Performance Tasks</b> - Students will demonstrate understanding by identifying the four steps of the decision making process offered in the book - 1. Stop what you are doing. 2. Think about what you are going to say or do. 3. Decide if it will make the situation better or worse. 4. Choose the behavior that makes the situation better. (p. 13, <i>What Were You Thinking?</i>, Smith).</p> <p><b>Other Evidence</b> - Students will be able to determine whether or not a behavior leads to positive or negative outcomes. Students will be expected to refer to the four steps of the decision-making process on a regular basis. Teacher should collect evidence of this as students use this new process informally throughout the day. Optional: teacher can tally the number of times students physically refer to their impulse expert cards or say the steps out loud.</p>
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<b>Learning Plan</b>	<p><b>Read Aloud/Text:</b> Text - <i>What Were You Thinking?</i> by Bryan Smith</p> <p><b>Discussion Questions and Prompts:</b></p> <ul style="list-style-type: none"> <li>● After finishing page 7, tell students <i>raise your hand if you remember a time when you blurted out while the teacher was talking. How did your teacher feel?</i> Allow students to share ideas and thoughts.</li> <li>● After finishing page 11, ask students <i>what are some times during our school day that you can be funny or silly? What are some times you are expected to be serious and to pay attention?</i> Allow students time to discuss responses with each other. Guide them to understanding that during choice time, recess, lunch, or breakfast, there is ample time to talk, laugh, have fun, be silly and funny. However, during learning times or when the teacher is giving a lesson, students are expected to participate and control impulses.</li> <li>● After reading page 13, ask students to <i>repeat the steps of the impulse control process.</i> To make it simple for younger students, consider changing the language. For example, ask students to repeat after you. 1.</li> </ul>
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*Italicized portions are teacher language or expected student responses.*

	<p><i>Stop. 2. Think. 3. Decide. 4. Choose the positive behavior.</i></p> <ul style="list-style-type: none"> <li>● Finish reading the story together. After pages 29-30, tell students <i>you can become impulse experts too! All you need to do is follow the 4 steps to choosing positive behaviors.</i> Allow students time to discuss other thoughts or questions about the story/lesson.</li> </ul> <p><b>Activity:</b></p> <ul style="list-style-type: none"> <li>● <i>Today we are going to make impulse expert cards in order to help ourselves remember the four steps to impulse control success. You are each going to get a card, markers, crayons, and pencils. You can design your card however you'd like as long as the four steps are listed.</i></li> <li>● Teacher should model what this might look like, guiding students to include relevant pictures such as a stop sign by step 1, a thinking sign or brain by step 2, a thumbs up by step 3, and a plus sign by step 4 (or something similar). Have students create cards.</li> <li>● <i>You can keep your cards at your desk, in a folder, or in your reading bin - wherever you think the card will help you most.</i> Teacher should also create a version to post in the classroom that can be referenced throughout the day as impulsive behaviors come up.</li> </ul>
<p><b>Materials Needed</b></p>	<ul style="list-style-type: none"> <li>● Text - <i>What Were You Thinking?</i> by Bryan Smith</li> <li>● Half sheets(5.5" by 8.5") of white cardstock</li> <li>● Crayons</li> <li>● Pencils</li> <li>● Markers</li> </ul>

**SEL/Dialogic Reading Lesson Plan**

<b>SEL Skill</b>	<p><b>Skill:</b> Self-management</p> <p><b>Subskill:</b> Stress management</p>
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<b>Learning Targets</b>	<p><b>Meaning</b> - I can understand that feeling stressed is normal and there are ways to help myself feel calm.</p> <p><b>Acquisition</b> - I can take a “pause” during times of stress to help regulate my emotions and help myself feel grounded.</p> <p><b>Transfer</b> - I can use my new learning to take pauses on my own when I realize that I need a break or when I simply need time to feel grounded or relaxed.</p>
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<b>Learning Evidence</b>	<p><b>Performance Tasks</b> - Students will demonstrate understanding by participating in a mindfulness activity.</p> <p><b>Other Evidence</b> - I expect that students will be able to take pauses throughout the school day in order to help themselves feel regulated, relaxed, and grounded. I expect that in the beginning, this may be teacher-directed and with practice and reinforcement, it will eventually be a student-led skill.</p>
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<p><b>Learning Plan</b></p> <p>*The activity has an idea for a meditation script. Teachers could also use guided meditations from a variety of sources or make up their own. The intent is simply to have students</p>	<p><b>Read Aloud/Text:</b> <i>A World of Pausabilities</i> by Frank J. Sileo</p> <p><b>Discussion Questions and Prompts:</b></p> <ul style="list-style-type: none"> <li>● Read the story with students. On page 2, have students actually stop, be silent for a moment to notice what they are feeling, thinking, and doing. Continue reading. Tell students <i>we will not be able to do everything the book tells us right now, but some of the ideas we can. On page 6, we can do this together right now.</i></li> <li>● Read page 6 and encourage students to take deep breaths and relax their muscles. Continue reading and finish the story. Ask students <i>what makes you feel calm and relaxed? Turn and talk to a partner. Share - When you have big emotions, what is a way you can help yourself stay calm?</i></li> </ul> <p><b>Activity:</b></p> <ul style="list-style-type: none"> <li>● <i>*Today we are going to practice being mindful and taking a pause together, so that when you are feeling stressed or feeling another big emotion, you have tools to help your body feel calm. Start by closing your eyes. Take a deep breath in with your nose and then let it out with a big sigh out of your mouth. Repeat 5-10 times until students are breathing deeply. Notice any thoughts in your brain and gently let them go. Watch your thoughts as they disappear from your mind... Notice</i></li> </ul>
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<p>practice the skill of pausing and slowing down their bodies.</p>	<p><i>your body slowing down. Let your shoulders relax and let your body melt. Imagine your body is melting into a puddle. Let yourself feel safe, relaxed, and at ease...</i> Let students rest as long as is necessary for them to calm their bodies. <i>Notice your toes and fingers as you gently open your eyes. Remember: you can return to this feeling of calm whenever you need. This feeling will always be available to you if you remember to pause.</i></p> <ul style="list-style-type: none"> <li>● Reflection: <i>How does your body feel? How does your mind feel? How can you remind yourself to pause when you are feeling stressed or other big feelings?</i></li> </ul>
<p><b>Materials Needed</b></p>	<ul style="list-style-type: none"> <li>● Text: <i>A World of Pausabilities</i> by Frank J. Sileo</li> <li>● Chairs</li> <li>● Guided meditation script (teacher can create this or use another version that they have access to)</li> <li>● Optional: Yoga Mats for a more meditative experience</li> </ul>

<b>SEL/Dialogic Reading Lesson Plan</b>	
<b>SEL Skill</b>	<p><b>Skill:</b> Self-management</p> <p><b>Subskill:</b> Stress management</p>
<b>Learning Targets</b>	<p><b>Meaning</b> - I can understand that my body gives me signals when I am experiencing an emotion such as stress, sadness, or anger.</p> <p><b>Acquisition</b> - I can understand that my body feels better when I am calm and that I can think more clearly when I am calm.</p> <p><b>Read Aloud/Text:</b> <i>My Incredible Talking Body: Learning to be Calm</i> by Rebecca Bowen</p> <p><b>Transfer</b> - I can use my new learning to recognize my own feelings. When I recognize my feelings, I can use a tool to calm my body down.</p>
<b>Learning Evidence</b>	<p><b>Performance Tasks</b> - Students will demonstrate understanding by being able to recognize their feelings, including anger, sadness, fright, calm, and happiness. Students will be able to draw a picture of a happy, calm thought.</p> <p><b>Other Evidence</b> - Students should be able to identify emotions in themselves and be able to use calming strategies when they are identified. This is a skill that should extend beyond the dialogic reading lesson and transfer into the daily lives of students.</p>
<b>Learning Plan</b>	<p><b>Discussion Questions and Prompts:</b></p> <ul style="list-style-type: none"> <li>● On page 6, ask students <i>what happens to your body when you are sleepy? How do you know tired is something you are feeling? Share with a partner.</i></li> <li>● On page 10, ask students <i>what happens in your body when you are feeling angry? Share with a partner.</i> Bring students back together. Ask them to share with the group. After sharing with the group, <i>what is one thing you do to help yourself feel calm when you are angry? Does it feel better to feel calm or angry?</i> Discuss this with students.</li> <li>● On pages 11-12, ask students to share about a time they felt sad. <i>How did being sad make your body feel? Did your body give you any signals that you felt sad?</i></li> <li>● On pages 15-16, ask students: <i>how does it feel when your body is calm? What do you think about when your body is calm?</i> Discuss this thoroughly with students.</li> <li>● On pages 19-20, tell students <i>there are lots of ways to help your body to return to a calm state. The author listed some for us such as taking deep breaths, telling myself to calm down, or counting slowly. What other</i></li> </ul>

	<p><i>ideas do you have to help yourself calm down? Discuss.</i></p> <ul style="list-style-type: none"> <li>● Finish reading the story together. Reinforce the concept that all feelings are valid and okay to have. However, it is important to acknowledge them, use tools to navigate the feelings, and try to return to a calm state.</li> </ul> <p><b>Activity:</b></p> <ul style="list-style-type: none"> <li>● On page 31-32 have students identify the emotions that each person’s face is expressing in the story. Tell students: <i>Look at the pictures here. Point to the person who is feeling sad. Point to the person who is feeling angry. Point to the person who is feeling scared. Point to the person who is feeling calm. Etc. Which person do you think feels the very best? How did you figure out which character felt a certain way? Explain your thinking.</i></li> <li>● Guide students in discussion around the positive feelings that are associated with feeling calm.</li> <li>● As a follow up, practice stress management strategies, including deep breathing. Show students how to breathe in through their nose and out their mouth. Explain to students how powerful their thoughts can be. Tell students to imagine happy thoughts and describe what they look like. Share these thoughts aloud within the group. <i>Today you are going to draw a picture of your happy thoughts. Think about something that makes you happy and calm and draw a picture of it. If you finish early, you may free color.</i></li> </ul>
<p><b>Materials Needed</b></p>	<ul style="list-style-type: none"> <li>● Text - <i>My Incredible Talking Body: Learning to be Calm</i> by Rebecca Bowen</li> <li>● Crayons</li> <li>● Pencils</li> <li>● Paper</li> </ul>

<b>SEL/Dialogic Reading Lesson Plan</b>	
<b>SEL Skill</b>	<p><b>Skill:</b> Self-management</p> <p><b>Subskill:</b> Self-discipline</p>
<b>Learning Targets</b>	<p><b>Meaning</b> - I can understand that discipline means following rules or showing certain behaviors in order to reach a goal or desirable outcome.</p> <p><b>Acquisition</b> - I can draw a picture of myself showing self-discipline at school. I can explain my drawing to a group of peerings, explaining how I am showing self-discipline.</p> <p><b>Transfer</b> - I can use my new learning to show self-discipline in everyday situations in the classroom.</p>
<b>Learning Evidence</b>	<p><b>Performance Tasks</b> - Students will demonstrate understanding by drawing a picture or pictures of themselves showing self discipline at school. Students will be expected to explain their pictures to peers, including sharing how exactly they are showing self discipline in each picture.</p> <p><b>Other Evidence</b> - Students will be able to transfer this skill into their everyday lives, understanding that not being self-disciplined can result in negative consequences, such as losing choice time or other special privileges.</p>
<b>Learning Plan</b>	<p><b>Read Aloud/Text:</b> Text - <i>A Chair For My Mother</i> by Vera B. Williams</p> <p><b>Discussion Questions and Prompts:</b></p> <ul style="list-style-type: none"> <li>● On page 4, ask students to discuss <i>what do you think they are saving money for? How would it make you feel to save money in a jar? Do you think you would be tempted to spend it on a treat?</i> Allow time for discussion.</li> <li>● On page 8, ask students <i>how do you think the characters feel after the fire?</i> Allow ample time for discussion about feelings.</li> <li>● On page 14, ask students <i>how would it feel to live in a space with no furniture or places to sit comfortably?</i> Allow time for discussion. <i>Would you be motivated to save money to try to make your living space comfortable? Would it take hard work and discipline to save money?</i> Allow time for discussion.</li> <li>● Finish reading the story together with students. On page 28, ask students <i>did the characters work very hard and stay disciplined in order to reach their goal? Do you think it was hard to reach their goal - why or why not?</i> Allow ample time for discussion.</li> </ul>

	<p><b>Activity:</b></p> <ul style="list-style-type: none"> <li>● Explain to students that discipline means following rules or obeying a specific code of behavior. Tell students that to have “self discipline” is to control feelings, emotions, or behaviors in order to reach a certain goal or desirable outcome.</li>   <li>● Tell students - <i>In order to earn choice time, play time, or centers, (however you would phrase indoor play for your students), you must follow the rules at school. Some of our rules are raising your hand for permission to speak and following directions the first time. What other rules do we follow at school?</i> Allow time for discussion. Make sure to explain to students that similarly to the characters in our story, we must also work hard and be disciplined in order to reach our goals.</li>   <li>● <i>Today, we are going to draw pictures of ourselves following the rules at school, which will remind us of ways to show self-discipline. I’ll show you an example. (Teacher models drawing a picture of student raising their hand during a discussion time). Make sure to include yourself in each of the pictures you create to remind yourself that this is <b>you</b> showing the importance skill of self-discipline. Please also write which rule you are following as a caption. A caption is a sentence that tells about a picture.</i></li>   <li>● Give students time to draw pictures of themselves following common school rules, or other ways that they can show self-discipline. Allow opportunities for students to share their drawings with their peers. Have students explain how each picture shows self-discipline.</li> </ul>
<p><b>Materials Needed</b></p>	<ul style="list-style-type: none"> <li>● Text - <i>A Chair for My Mother</i> by Vera B. Williams</li> <li>● Paper</li> <li>● Markers</li> <li>● Crayons</li> <li>● Pencils</li> <li>● Pictures or visuals of rules used in the classroom</li> </ul>

<b>SEL/Dialogic Reading Lesson Plan</b>	
<b>SEL Skill</b>	<p><b>Skill:</b> Self-management</p> <p><b>Subskill:</b> Self-discipline</p>
<b>Learning Targets</b>	<p><b>Meaning</b> - I can understand that I can use self-discipline in order to reach my goals.</p> <p><b>Acquisition</b> - I can explain what it means to use self-discipline. If I use self-discipline and set my mind to something, I will be able to achieve it.</p> <p><b>Transfer</b> - I can use my new learning to show self-discipline in and out of school.</p>
<b>Learning Evidence</b>	<p><b>Performance Tasks</b> - Students will demonstrate understanding by using self-discipline during academic instructional times and independent work times.</p> <p><b>Other Evidence</b> - Students will demonstrate understanding by using self-discipline during math and reading centers. During independent work, students will be asked to self monitor as they are using “self discipline” to stay motivated and engaged in learning throughout the school day.</p>
<b>Learning Plan</b>	<p><b>Read Aloud/Text:</b> Text - <i>The Tree Lady</i> by H. Joseph Hopkins</p> <p><b>Discussion Questions and Prompts:</b></p> <ul style="list-style-type: none"> <li>● On page 1, ask students - <i>Turn and Talk to a partner - Tell why you think it was fair or unfair that girls from a certain part of town were not supposed to get their hands dirty.</i> Allow time for discussion.</li> <li>● On page 3, ask students - <i>Why do you think Kate wanted to study science when everyone discouraged females from engaging in science?</i> Allow time for discussion.</li> <li>● On page 8, ask students - <i>Turn and Talk to a partner - How do you think it would feel being the only boy or girl in class? Do you think you would get discouraged or not? Share your ideas and thoughts with a partner.</i> Allow ample time for discussion at this point and have students share with the whole group. Explain to students that Kate is using self-discipline and doing what she thinks is right, in order to pursue her</li> </ul>

	<p>dreams and to achieve her goals.</p> <ul style="list-style-type: none"> <li>● Finish reading the story. Discuss the ending of the story with students, explaining that Kate used self-discipline to reach her goals, and to create the beautiful trees that are now in San Diego.</li> <li>● Explain to students - <i>we all want to be better readers. One way we can work towards the goal of becoming a better reading is to use self-discipline during reading centers. For example, during reading centers, if you are working on your own or with a group, are you going to work the whole time or choose to play with your friends? How can you use self-discipline in order to keep yourself engaged in work the whole time?</i></li> </ul> <p><b>Activity:</b></p> <ul style="list-style-type: none"> <li>● Explain to students - <i>it is important to use self-discipline during academic times at school. This helps us learn and helps us become better readers during reading time. During the rest of your literacy stations for this week, I want you to work really hard on using self-discipline in order to work hard for the entire center time. For our activity today, I want you to think of one of our reading centers that is hard for you. Picture it in your mind and visualize yourself working hard at that station. Share with a partner why that station is hard for you and explain to them how you can work towards doing a better job at that station. Allow students time to discuss and engage with each other.</i></li> <li>● <i>Today, we are going to draw a picture of ourselves working at that station using self-discipline. What would that look like at your chosen station? Visualize it and when you are ready, create a picture. Also add a caption, or a short sentence explaining your picture. Discuss the pictures with students.</i></li> </ul> <p><i>**If time allows, make a list of ways you can use self-discipline during reading centers.</i></p>
<p><b>Materials Needed</b></p>	<ul style="list-style-type: none"> <li>● Text - <i>The Tree Lady</i> by H. Joseph Hopkins</li> <li>● Crayons</li> <li>● Markers</li> <li>● Paper</li> <li>● Pencils</li> </ul>

<b>SEL/Dialogic Reading Lesson Plan</b>	
<b>SEL Skill</b>	<p><b>Skill:</b> Self-management</p> <p><b>Subskill:</b> Self-motivation</p>
<b>Learning Targets</b>	<p><b>Meaning</b> - I can understand that motivation means willingness, desire, or reasons that someone has to behave a certain way. Being self-motivated means I behave a certain way because of myself, not others.</p> <p><b>Acquisition</b> - I can understand that being self-motivated means I am acting a certain way as a result of my thoughts, feelings and reasons.</p> <p><b>Transfer</b> - I can use my new learning to use self-motivation to behave a certain way in school. I can also use self-motivation to work towards a goal.</p>
<b>Learning Evidence</b>	<p><b>Performance Tasks</b> - Students will demonstrate understanding by explaining one way that they can use self-motivation during the school day to help themselves have a positive school experience.</p> <p><b>*Other Evidence</b> - Students will be able to monitor themselves and their behaviors using a check in system with a simple thumbs up or thumbs down scale.</p>
<b>Learning Plan</b>	<p><b>Read Aloud/Text:</b> <i>Giraffes Can't Dance</i> by Giles Andrede</p> <p><b>Discussion Questions and Prompts:</b></p> <ul style="list-style-type: none"> <li>● On page 12, stop and ask students <i>How do you think Gerald is feeling? Allow time to discuss why Gerald is feeling a certain way. Gerald tries to dance anyway. Do you think you would be willing to try something new, even if you are not very good at it? Why or why not?</i> Discuss.</li> <li>● On page 16, stop and ask students <i>What do you think the cricket means when he says that Gerald might just need a different song?</i> Allow time for discussion.</li> <li>● On page 17-18, tell students <i>Gerald has his eyes closed and is focusing on the music that he is creating in his mind just for him. Cricket helped Gerald find self-motivation and now Gerald is using that self-motivation</i></li> </ul>

	<p><i>to make music in his mind so that he can dance his own way.</i></p> <ul style="list-style-type: none"> <li>● On page 23, ask students <i>how is Gerald feeling now?</i> Take time to discuss. Then tell students, <i>even though the cricket helped Gerald, Gerald really had that dance and self-motivation in himself the whole time. He used self-motivation to be able to dance his own dance.</i></li> <li>● On page 29, ask students <i>Did anyone teach Gerald how to dance or do you think he knew how all along? Explain your thinking.</i> Guide students to understand that Gerald used a special gift inside of him, called self-motivation in order to dance.</li> </ul> <p><b>Activity:</b></p> <ul style="list-style-type: none"> <li>● Tell students <i>you can use self-motivation just like Gerald did. You can use it at school during academic times like math, reading centers, science, and social studies to help you get smarter and keep growing and learning.</i> Ask students to <i>share with a partner - what is something at school that you would like to get better at?</i> Students should share responses with a partner and then share with the small group.</li> <li>● Choose a time such as reading or math groups to introduce the check in system. Explain to students <i>we are going to start using a check in system during those times that you have identified. After each of those times, I am going to ask you if you used self-motivation to do your very best work during those lessons. We are going to start with a thumbs up and thumbs down. You can show me on your heart and it will stay between me and you. Since it is a form of self-assessment, nobody else needs to know except you and me.</i> Model to students how to show thumbs up and thumbs down on their hearts. Explain to students that it is completely up to them to decide if they did their very best or not.</li> </ul>
<p><b>Materials Needed</b></p>	<ul style="list-style-type: none"> <li>● Text - <i>Giraffes Can't Dance</i> by Giles Andrede</li> <li>● Optional - visual of thumbs up/thumbs down</li> </ul>

<b>SEL/Dialogic Reading Lesson Plan</b>	
<b>SEL Skill</b>	<p><b>Skill:</b> Self-management</p> <p><b>Subskill:</b> Self-motivation</p>
<b>Learning Targets</b>	<p><b>Meaning</b> - I can understand that self-motivation can help me reach my goals.</p> <p><b>Acquisition</b> - I can use self-motivation in my daily life at school, during academic times as well as during non-academic times.</p> <p><b>Transfer</b> - I can use my new learning to identify or set goals for myself and use self-motivation in order to work towards my goals. Students should be able to use self-motivation daily during school activities.</p>
<b>Learning Evidence</b>	<p><b>Performance Tasks</b> - Students will demonstrate understanding by identifying something that they want to <b>be</b> and explaining how they can use self-motivation in order to reach that goal.</p> <p><b>Other Evidence</b> - Students will be expected to use language such as “I used self-motivation to work through that assignment” or “I used self-motivation in order to control my feelings in that situation”.</p>
<b>Learning Plan</b>	<p><b>Read Aloud/Text:</b> <i>You Can Be Anything</i> by Gary Craig</p> <p><b>Discussion Questions and Prompts:</b></p> <ul style="list-style-type: none"> <li>● On page 8, stop and ask students <i>turn and talk with a partner. Share with them what you want to be.</i> Leave this open ended. The statement is intentionally left short and not guiding students to talk about what they want to be when they grow up. Allow students to guide the conversation.</li> <li>● On page 14, ask students - <i>think about what you told your partner you wanted to be earlier. What do you think you will need to do in order to reach that goal? Do you think it will be easy or hard? What are some steps you might need to take in order to get there?</i> Allow ample time for discussion between each question. Students can share with partners and with the small group.</li> <li>● On page 16, remind students <i>it is important to believe in yourself and not to let others discourage you from reaching for your dreams.</i></li> </ul>

	<ul style="list-style-type: none"> <li>● On page 24, tell students <i>you are the reason that you will reach your dreams. Nobody else is responsible for you reaching these goals. You can use self-motivation to help yourself reach those goals.</i></li> <li>● Finish reading the story with students. Allow ample time for discussion for students to talk about their hopes and dreams, and what they hope to “be”.</li> </ul> <p><b>Activity:</b></p> <ul style="list-style-type: none"> <li>● Tell students that <i>today, you are going to choose one thing that you want to be. Really think hard and focus on just one thing you want to be. It could be a future career or something that you could be today, such as a kind friend.</i> Allow students time to discuss their own idea of what they want to be.</li> <li>● <i>Now that we have discussed what we all want to be, I want you to think of ways you can use “self motivation” in order to become that thing. What are some ways you can motivate yourself to become that thing?</i> Allow students time to discuss.</li> <li>● <i>We are going to draw pictures of ourselves becoming that “thing”, as a way to remind us to use self-motivation to work towards our goals. Write a sentence explaining your picture.</i></li> <li>● Closing: Students share their drawings of themselves becoming that thing and read their sentences aloud to the group.</li> </ul>
<b>Materials Needed</b>	<ul style="list-style-type: none"> <li>● Text - <i>You Can Be Anything</i> by Gary Craig</li> <li>● Markers</li> <li>● Crayons</li> <li>● Pencils</li> <li>● Paper</li> </ul>

<b>SEL/Dialogic Reading Lesson Plan</b>	
<b>SEL Skill</b>	<p><b>Skill:</b> Self-management</p> <p><b>Subskill:</b> Goal-setting</p>
<b>Learning Targets</b>	<p><b>Meaning</b> - I can understand that perseverance pays off. If you continue thinking and problem solving, you will often find a solution that works for you.</p> <p><b>Acquisition</b> - I can understand the importance of motivating myself to work towards a goal.</p> <p><b>Transfer</b> - I can use my new learning to set a goal for myself. I can use perseverance to work towards that goal.</p>
<b>Learning Evidence</b>	<p><b>Performance Tasks</b> - Students will demonstrate understanding by setting a goal for one's self. Students will draw a picture of themselves working towards their goal.</p> <p><b>Other Evidence</b> - Students will use self-motivation to work towards a goal. In order to determine if students fully understand, they will be provided reminders of their goal, and from there - students will be expected to persevere while they work towards their goal. If possible, hang up students' work (goal setting page and picture) around the classroom so that they can see their work and remind themselves.</p>
<b>Learning Plan</b>	<p><b>Read Aloud/Text:</b> <i>Argyle Fox</i> by Marie Letourneau</p> <p><b>Discussion Questions and Prompts:</b></p> <ul style="list-style-type: none"> <li>● Once you finish reading page 6 with students, ask them <i>how do you think Argyle feels after his card tower is knocked down?</i> Discuss students' responses and continue reading.</li> <li>● On page 14, ask students, <i>now, how is Argyle feeling?</i> <ul style="list-style-type: none"> <li>○ Expected responses: <i>even more frustrated, mad, sad, let down</i></li> </ul> </li> <li>● On page 21, have students turn and talk to a partner. <i>Share about a time when you tried really hard at something, but it did not work out.</i> <ul style="list-style-type: none"> <li>○ <i>Were you willing to continue trying - Why or why not? Explain your thoughts during that time.</i></li> </ul> </li> <li>● On page 29, tell students that Argyle used perseverance. He kept trying and did not give up on his goal. <ul style="list-style-type: none"> <li>○ <i>What were the results of his effort?</i></li> </ul> </li> </ul>

	<p style="text-align: center;">○ <i>How can you use perseverance to work toward a goal?</i></p> <p><b>Activity:</b></p> <ul style="list-style-type: none"> <li>● <i>Tell students you can be like Argyle Fox too! If you really want to do well at something, you can work hard toward that goal to complete it. Think about something you really want to do. Give students think time. Have them share their idea with a partner. If time allows, have students share their ideas aloud with the entire group. For this lesson, the goal can be something in school or out of school (example: making a goal in soccer or football).</i></li> <li>● <i>Today we are each going to set a goal that we can work towards. Here are your materials (paper, pencils, markers, crayons) I would like you to choose one goal, write it down, then draw a picture of yourself working toward your goal. Please also write a caption to go with your picture. A caption is a short phrase that explains your picture.</i></li> </ul>
<b>Materials Needed</b>	<ul style="list-style-type: none"> <li>● Text - <i>Argyle Fox</i> by Marie Letourneau</li> <li>● Paper</li> <li>● Markers or crayons</li> <li>● Pencils</li> </ul>

<b>SEL/Dialogic Reading Lesson Plan</b>	
<b>SEL Skill</b>	<p><b>Skill:</b> Self-management</p> <p><b>Subskill:</b> Goal-setting</p>
<b>Learning Targets</b>	<p><b>Meaning</b> - I can understand that setting goals for myself can help me reach those goals.</p> <p><b>Acquisition</b> - I can share my ideas of different goals that I could set for myself in school. I can explain ways that I can work towards those goals.</p> <p><b>Transfer</b> - I can use my new learning to set goals in my regular life, both in school and outside of school.</p>
<b>Learning Evidence</b>	<p><b>Performance Tasks</b> - Students will demonstrate understanding by setting a specific goal that will be assessed during school time (academic or non academic times).</p> <p><b>Other Evidence</b> - Students can set goals regularly (daily, weekly, or monthly) in order to help them understand the importance of working toward something.</p>
<b>Learning Plan</b>	<p><b>Read Aloud/Text:</b> Text - <i>The Little Engine That Could</i> by Watty Piper</p> <p><b>Discussion Questions and Prompts:</b></p> <ul style="list-style-type: none"> <li>● On page 9, stop and ask students <i>what do you think happened to the little engine when it stopped? Is this good or bad?</i> Allow time to discuss.</li> <li>● On page 14, ask students - <i>Was what the shiny new engine did very nice? Would you feel like giving up if you were the little engine?</i> Allow time for discussion and continue reading.</li> <li>● On page 21, ask students <i>do you think anyone is going to help the little engine? What is little engine's goal/where is the little engine working toward?</i> Guide students to understanding that the little engine's goal is to deliver the toys and treats to the boys and girls.</li> <li>● Read to the end of the story. Ask students - <i>Did the engine give up or keep trying? What did the engine do to reach the goal at the end of the story?</i> Allow students to discuss the questions and share thoughts with the group.</li> </ul>

	<p><b>Activity:</b></p> <ul style="list-style-type: none"><li>● Tell students <i>the engine worked hard and showed perseverance to work towards a goal. We can all do the same to reach our own personal goals. Today, we are each going to set a goal for school. Some ideas would be getting to a specific reading level, or earning your whole choice time every day for a whole week. You can choose anything you want to work towards at school. Please turn and talk - share your ideas with a partner.</i> Allow time for discussion, then have students share with the group.</li><li>● <i>We are going to draw pictures of ourselves meeting our school goals. You may use any of the supplies here. Please also write one or two sentences explaining your picture.</i> Allow students time to draw pictures of themselves reaching their goals.</li></ul> <p><i>**If time allows, on the back of your picture, make a list of things you can do to help yourself reach your goal.</i></p>
<p><b>Materials Needed</b></p>	<ul style="list-style-type: none"><li>● Text - <i>The Little Engine That Could</i> by Watty Piper</li><li>● Markers</li><li>● Paper</li><li>● Crayons</li><li>● Pencils</li></ul>

<b>SEL/Dialogic Reading Lesson Plan</b>	
<b>SEL Skill</b>	<p><b>Skill:</b> Self-management</p> <p><b>Subskill:</b> Organizational Skills</p>
<b>Learning Targets</b>	<p><b>Meaning</b> - I can understand that taking care of things helps keep me safe.</p> <p><b>Acquisition</b> - I can explain why it's important to take care of supplies and materials.</p> <p><b>Transfer</b> - I can use my new learning to clean up materials and supplies after choice time. I can use my new learning to clean up materials after reading and math centers.</p>
<b>Learning Evidence</b>	<p><b>Performance Tasks</b> - Students will demonstrate understanding by playing with a variety of objects (blocks, books, math tools) and then cleaning up after themselves, while also sorting the materials to make sure they get in to the appropriate place.</p> <p><b>Other Evidence</b> - Students should be able to clean up after themselves during reading rotations, math centers, and during play time/choice time. Students should be able to put tools and materials away in the appropriate bin and area in the classroom. Students should also be willing to clean up toys from the floor, even if they did not put them there, in order to help keep the classroom safe.</p>
<b>Learning Plan</b>	<p><b>Read Aloud/Text:</b> <i>Respect and Take Care of Things</i> by Cheri J. Meiners</p> <p><b>Discussion Questions and Prompts:</b></p> <ul style="list-style-type: none"> <li>● On page 5, ask children to look at the picture and ask <i>what do you notice?</i> Have students talk about how the tools are organized into special bins in the picture.</li> <li>● On page 9, have students stop, think, and identify a time they helped someone. Have them turn and talk to share with a partner. Ask students <i>how do you feel when you help others?</i> Continue reading after students have shared.</li> <li>● After reading through page 18 and 19, stop and ask students, <i>what is a way you can leave something better than you found it?</i> Have students share ideas with partners, then with the group.</li> <li>● After reading pages 22 and 23, ask students to think about the paper, pencils, and crayons they use at school. Ask them to come up with a</li> </ul>

	<p>creative way to reuse these tools. Have students share with the group.</p> <p><b>Activity:</b></p> <ul style="list-style-type: none"> <li>● Have students play with math tools, books, crayons/paper, blocks, or other toys. Tell students <i>today, we are going to practice our organizational skills. You will have an opportunity to play with lots of different materials including blocks, math toys, books, and coloring tools.</i> Allow students enough time to make a bit of a mess with the materials. Then ask students - <i>carefully clean up the materials using their very best organizational skills.</i></li> <li>● Closing: Reflect on the experience together as a group. Ask students <i>how does it feel to have your materials organized and ready for the next time that you want to play?</i> Allow time for discussion and guide students to understand that it feels better to have things be in the right place so that they'll have more time to play next time.</li> </ul>
<p><b>Materials Needed</b></p>	<ul style="list-style-type: none"> <li>● Text - <i>Respect and Take Care of Things</i> by Cheri J. Meiners</li> <li>● Blocks</li> <li>● Books</li> <li>● Math tools</li> <li>● Toys</li> <li>● Crayons and paper</li> <li>● Plastic bins for objects and tools.</li> </ul>

<b>SEL/Dialogic Reading Lesson Plan</b>	
<b>SEL Skill</b>	<p><b>Skill:</b> Self-management</p> <p><b>Subskill:</b> Organizational Skills</p>
<b>Learning Targets</b>	<p><b>Meaning</b> - I can understand that being unorganized and messy can be unsafe and hurt people.</p> <p><b>Acquisition</b> - I can sort materials into the appropriate place.</p> <p><b>Transfer</b> - I can use my new learning to keep materials, supplies, and toys organized.</p>
<b>Learning Evidence</b>	<p><b>Performance Tasks</b> - Students will demonstrate understanding by sorting materials into appropriate bins.</p> <p><b>Other Evidence</b> - Students will be expected to keep their table materials organized. Students will also be expected to keep math manipulatives, choice time materials, and literacy centers organized.</p>
<b>Learning Plan</b>	<p><b>Read Aloud/Text:</b> Text - <i>Too Many Toys</i> by David Shannon</p> <p><b>Discussion Questions and Prompts:</b></p> <ul style="list-style-type: none"> <li>● After reading page 5, ask students <i>does the way Spencer has his toys spread out everywhere remind you of how you take care of your toys at home?</i> Allow time for discussion and continue reading.</li> <li>● After reading page 13, ask students <i>who can think of a way to organize all of these toys and treasures?</i> Allow time to discuss.</li> <li>● After reading page 17, ask students <i>has a friend or family member ever stepped on a toy that you left out?</i> Then - <i>Tell about a time someone got hurt because you forgot to clean up.</i> Allow time for students to share each story. Ask what they learned from those experiences. Explain to students that this type of thinking is text to self connections - <i>you are making connections from the text to things that have happened to you in real life. That is called text to self connections.</i></li> <li>● At the very end of the story, tell students - <i>Turn and talk with a partner - Share what surprised you about the ending of the story. What else does this story make you think of?</i> Take time for students to share stories and</li> </ul>

	<p>connections they've made with the text. Guide students to understand that sometimes it is not safe to have too many materials and toys around us.</p> <p><b>Activity:</b></p> <ul style="list-style-type: none"><li>● <i>Today we are going to practice sorting materials and objects. I have a bucket of supplies for you to sort into the appropriate bins here. I want you to work together to make sure each supply is put back into the right place so that it is ready for us to use in the future.</i></li><li>● Dump out a bin of materials (pencils, crayons, markers, math cubes, pattern blocks, puzzle pieces. Show students where each item should go. Allow them time to sort, problem solve and work together in order to clean up.</li><li>● When they are finished, allow time to discuss. Let the conversation be guided by the students. (There may be frustrations since they were not the people who made the mess - this is intentionally done and can be a strong teaching point for students to take responsibility for their own messes).</li><li>● Have students turn and talk to a partner - <i>How does it feel to know where supplies will be next time you are looking for them? What are some ways you can remember to clean up after yourselves?</i> Discuss responses as a whole group after turn and talk.</li></ul>
<b>Materials Needed</b>	<ul style="list-style-type: none"><li>● Text - <i>Too Many Toys</i> by David Shannon</li><li>● Pencils</li><li>● Crayons</li><li>● Markers</li><li>● Pattern block</li><li>● Math cubes</li><li>● Puzzle pieces</li><li>● Plastic sorting bins for each material</li><li>● 1 plastic bin to have pre-arranged mess of items</li></ul>

### Text Set List

<b>Author and Book Title</b>	<b>ISBN-13</b>
<i>What Should Danny Do?</i> By Ganit & Adir Levy	9780692914373
<i>What Were You Thinking?</i> by Bryan Smith	9781934490969
<i>A World of Pausabilities</i> by Frank J. Sileo	9781433823237
<i>My Incredible Talking Body: Learning to be Calm</i> by Rebecca Bowen	9780997196207
<i>A Chair For My Mother</i> by Vera B. Williams	9780688040741
<i>The Tree Lady</i> by H. Joseph Hopkins	9781442414020
<i>Giraffes Can't Dance</i> by Giles Andrede	9780545392556
<i>You Can Be Anything</i> by Gary Craig	9780978681319
<i>Argyle Fox</i> by Marie Letourneau	9781939100092
<i>The Little Engine That Could</i> by Watty Piper	9780448405209
<i>Respect and Take Care of Things</i> by Cheri J. Meiners	9781575427980
<i>Too Many Toys</i> by David Shannon	9780439490290