

INCORPORATING SOCIAL AND EMOTIONAL LEARNING INTO LITERACY
INSTRUCTION WITHIN A KINDERGARTEN CLASSROOM

by

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Project Overview

Based on my professional observation about social and emotional needs of kindergarten students, I chose to explore how I might best teach my students the social and emotional skills to regulate, process, communicate, and problem-solve with their peers through my research question: *How can social and emotional learning (SEL) be incorporated into literacy instruction in a kindergarten classroom?*

Read aloud texts are used frequently in kindergarten to teach story elements, character development, and vocabulary. They are also used to connect the content learned in the classroom with the lives of students. I felt it was important for students to learn about social skills through the use of read aloud texts where they could make connections, learn about other perspectives, and share with peers. I chose to design a literacy text set based on Collaborative for Academic, Social Emotional Learning's (CASEL) five competencies for social and emotional learning for my capstone project. The five competencies include: Self-Awareness, Self-Management, Social Awareness, Relationship Skills, and Responsible Decision-Making (casel.org). The competencies were separated into five weeks, where each week focused on a teaching and assessing a different competency. The text set included lesson plans for four texts for each of the competencies, making a total of twenty texts. The following section will provide a detailed explanation of the research that supports teaching social and emotional learning (SEL). It will describe the use of interactive read aloud texts and free play opportunities in connection with SEL.

Lesson Plan Description

I chose to make my own lesson plan so it could include all the components I wanted for an interactive read aloud. The figure below is the lesson plan template that I created when writing my lesson plans.

Figure 1. Lesson Plan Template

Title:

Author:

Illustrator:

Rationale:

Objective	
CASEL Competency	
SEL Benchmark	
ELA Benchmark	
Vocabulary	
Materials	
Anticipatory Set	
Procedure	-Before Reading: ● -During Reading: ● -After Reading: ●
Assessment	
Support/	

Challenge	
Closing	

Rationale. The rationale at the top of each lesson gives an overview of the lesson. It provides an explanation of the text being used and the connection to a CASEL competency. The rationale is supportive for any teacher, or substitute, to pick up the lesson plan and use in the classroom day of. It is concise to provide quick clarity before teaching.

Objective. I used kid-friendly language in the objective to explain the benchmark. The objective is read as an “I can” statement that is shared with the students. The objectives of the read aloud should be read at the beginning, during, and after reading. It allows students to be accountable for what they are learning from the lesson.

Procedure. I separated the procedure into three parts. Before reading, during reading, and after reading. The before reading part is meant to support students thinking by activating prior knowledge. Throughout the reading portion of the lesson I provided multiple questions prompts to support thinking while reading. Students were asked to make predictions and share personal connections with the text with their partners. Partner pair-share refers to two students communicating their ideas. By first sharing one-on-one, students feel less pressure and are able to grow in confidence to speak in front of the whole group. After reading serves as a check in for understanding. Students were able to revisit ideas of the text and make their own judgements or conclusions.

Benchmarks. My district prioritized the Minnesota standards to determine which standards teachers would assess students on and report data to families. The prioritized benchmarks are evaluated and included on each student’s progress report. The progress report is

used to formally communicate student growth to families three times a year (once in the fall, winter and spring). On the progress report a student will receive a score from 1-4 determining their mastery of such skill. Below, Figure 2 explains what each number represents when assessing.

Figure 2. Academic Performance Level for Kindergarten Standards

1	2	3	4
Not Yet Met the Benchmark	Approaching the Benchmark	Meets the Benchmark	Exceeds the Benchmark

Assessment. When assessing the mastery of a social and emotional skill, I feel it is best done through ongoing observations and documenting interactions during free play and work in small groups. In addition to ongoing observations, I included an assessment to track the immediate responses of the students in connection with the social skill for each of the lesson plans. The three assessments types include: Exit Slip, Discussion, or Writing Activity. The assessments serve as an informal check of content by gathering student feedback immediately after a lesson. The Exit Slips are informal assessments to be used at the end of a lesson as a way to track student responses. Whole class discussions focus on the objective of the lesson. Students first share with a partner during partner pair-share and then with the whole group. The Writing Activities are short responses written in a Writer’s Workshop book or on writing paper. However, since the lessons were to be initially taught at the beginning of the year many of the writing activities were dependent on student ability and independence at the start of the year. Many of the writing activities included drawings with an oral sharing of what they drew.

Support/Challenge. The actual reading of the text was broken down into three sections: before, during, and after reading. Each of the sections serves as a way to support student learning. Specifically, the during reading part of the lesson plan allows teachers to pause and model their thinking aloud for students to see. For each of the assessments, it was suggested that teachers model the steps before having the students complete the assessment independently. Also known as the gradual release method, teachers model step by step, have the class try it together, and then the students work independently. The teacher can give additional support by explaining pictures or words as the assessment is being taken. Since the project was planned to be implemented at the beginning of the school year, students' abilities may vary in independence. Students were asked to label the pictures with the beginning sound of each word or to stretch further, if able. The lessons can be revisited later in the school year, but the assessments will need to be adjusted based on student abilities at that time of the year. The next section will share the intended timeline for implementation of the text set.

Intended Audience

The interactive read aloud text set was intended for kindergarten classrooms because of the importance of the use of picture books. Picture books are used as teaching tools to teach ideas, themes, and skills. Students are able to relate and make connections to the characters in stories. The chosen picture books were age appropriate for five and six year old students however, could be implemented as a review for other grades. The structure of the before, during, and after reading assisted kindergartners with thinking, making predictions, and questioning. Students were supported through modeling of assessments in a gradual release method. The gradual release method enabled the explicit teaching of material for kindergarten students where

teachers slowly, step by step, release the control and independence to the students. The social competencies were connected to the Progress Report benchmarks for kindergarten.

Figure 3. Competencies with Book Titles

Self-Awareness	Self-Management	Responsible Decision-Making	Social Awareness	Relationship Skills
Feelings/Emotions/ Growth Mindset	Regulate emotions/Control impulses	Actions have consequences/reflexive when making choices	Empathy for others/cultural norms/different perspectives	Create/maintain healthy relationships/active listening
<p><i>-The Feelings Book</i> by Todd Parr</p> <p><i>-The Way I Feel</i> By Janan Cain</p> <p><i>-Wilma Jean the Worry Machine</i> by Julia Cook</p> <p><i>-Howard B. Wigglebottom Learns It's Okay to Back Away</i> by Howard Binkow</p> <p><i>-F is for Feelings</i> by Goldie Millar</p> <p><i>-Sometimes When I'm Sad</i> by Deborah Serani</p> <p><i>-I'm Happy-Sad Today</i> by Lory Britain</p> <p><i>-Worries Are Not Forever</i> by Elizabeth Verdick</p> <p><i>-Cool Down and Work Through Anger</i> by Cheri J. Meiners</p> <p><i>-Jabari Jumps</i> by Gaia Cornwall</p> <p><i>-I am Enough</i> by</p>	<p><i>-Waiting is Not Forever</i> by Elizabeth Verdick</p> <p><i>-Bounce Back</i> by Cheri J. Meiners</p> <p><i>-Waiting is Not Easy</i> by Mo Willems</p> <p><i>-I'll Wait, Mr. Panda</i> by Steve Antony</p> <p><i>-Charlotte and the Quiet Place</i> by Deborah Sosin</p> <p><i>-My Mouth is a Volcano</i> by Julia Cook</p> <p><i>-Personal Space Camp</i> by Julia Cook</p> <p><i>-I Can Handle It!</i> By Laurie Wright</p>	<p><i>-Rules and Responsibility</i> by Louis Spilsbury</p> <p><i>-But It's Not My Fault</i> by Julia Cook</p> <p><i>-I Just Don't Like the Sound of No</i> by Julia Cook</p> <p><i>-Marvelous Cornelius: Hurricane Katrina and the Spirit of New Orleans</i> by Phil Bildner</p> <p><i>-Howard B. Wigglebottom Learns to Listen</i> by Howard Binkow</p> <p><i>-What Does it Mean to Be Kind?</i> By Rana DiOrio</p> <p><i>-How Full is Your Bucket? For Kids</i> by Tom Rath and Mary Reckmeyer</p>	<p><i>-Reach Out and Give</i> by Cheri J. Meiners</p> <p><i>-Those Shoes</i> by Maribeth Boelts</p> <p><i>-You, Me, and Empathy</i> by Jayneen Sanders</p> <p><i>-I am Human</i> by Susan Verde</p> <p><i>-Jamie Bubbie: A Book About People's Pronouns</i> by Afsaneh Moradian</p> <p><i>-Listening with My Heart</i> by Gabi Garcia</p> <p><i>-Jack (Not Jackie)</i> by Erica Silverman</p> <p><i>-Rice From Heaven</i> by Tina Cho</p> <p><i>-When the Cousins Came</i> by Katie Yamasaki</p> <p><i>-Can I Play Too?</i> By Mo Willems</p> <p><i>-All Are Welcome</i> by Alexandra Penfold</p> <p><i>-My Friend is Sad</i></p>	<p><i>-Tessie Tames Her Tongue</i> by Melissa Martin</p> <p><i>-Words Are Not for Hurting</i> by Elizabeth Verdick</p> <p><i>-Forgive and Let Go</i> by Cheri J. Meiners</p> <p><i>-Share and Take Turns</i> by Cheri J. Meiners</p> <p><i>-We're All Wonders</i> by R.J. Palacio</p> <p><i>-I Walk with Vanessa: A Story About a Simple Act of Kindness</i> by Kerascoet</p> <p><i>-Joseph's Big Ride</i> by Terry Farish</p> <p><i>-The Day You Begin</i> by Jacqueline Woodson</p> <p><i>-The Breaking News</i> by Sarah Lynne Reul</p>

Grace Byers <i>-When Sophie Gets Angry-Really, Really Angry</i> by Molly Bang			by Mo Willems	
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Lessons focused on CASEL Competency: Self Awareness

Title: *The Way I Feel*

Author: Janan Cain

Illustrator: Janan Cain

Rationale: This fictional text allows students to recognize and interpret facial expressions. Facial expressions and body language can say a lot and this book gives students the opportunity to see and make connections to their own feelings. This text is used for teaching the CASEL competency, Self Awareness.

Objective	I can recognize what I am feeling. I can express how I feel by saying, "I feel _____."
CASEL Competency	Self Awareness
SEL Benchmark	I can recognize and label my emotions and feelings.
ELA Benchmark	I can with prompting and support, consistently ask and answer questions about a story. I can use a combination of drawing, dictating, and writing to compose informational and narrative texts.
Vocabulary	Feelings: an emotional state Disappointment: sadness caused by not meeting expectations Thankful: feeling pleased or relieved Frustration: feeling upset or annoyed Shy: feeling nervous or reserved Jealous: feeling upset with someone else (because of something they have that you don't)
Materials	<i>The Way I Feel</i> Facial Expression Cards: https://www.amazon.com/Carson-Dellosa-845020-Facial-Expressions-Learning/dp/1933052538 Writer's Workshop Book or paper Pencil

	Crayons or colored pencils
Anticipatory Set	<p>Discuss how you can tell how someone is feeling? What do you focus on when determining how someone is feeling (facial expression-eyes, cheeks, mouth)?</p> <p>Practice having the students make facial expressions based on the feelings you state. For example, have the students show you what they would look like if they were excited. Take time to allow the students to partner pair-share what's something that makes them excited. *Practice using the sentence stem "I feel _____."</p>
Procedure	<p>-Before Reading:</p> <ul style="list-style-type: none"> ● Identify different feelings and explain times when they have felt that way. For example, I feel sad when I can't play with my friends. <p>-During Reading:</p> <ul style="list-style-type: none"> ● Stop at the feelings of your choice and ask the questions below: <ul style="list-style-type: none"> ○ What makes you feel _____? ○ How do you deal with feeling frustrated? ○ How can you change how you are feeling? ● Did you know your feelings can change throughout the day? You could be really happy in the morning but then may get frustrated later in the day. That's natural, it's okay to feel multiple feelings. <p>-After Reading:</p> <ul style="list-style-type: none"> ● Take some time to compare different feelings. Determine some similarities and differences. ● How can you change how you feel?
Assessment	<p>Writing Activity: Pass each student a facial expression card. In pairs have the students talk about how the person is feeling in the card and explain why they think that. Have the students use the card during Writer's Workshop. Ask them to make a connection to their lives when they have felt similar to the facial expression on the card. *Model the process in front of the whole class before having students do it on their own. Have them draw a picture and include a word to describe how they are feeling. During work time conference one-on-one. At the end of Writer's Workshop have them share with the students at their table. Walk around and listen to the connections.</p>
Support/ Challenge	<p>-Have students talk about their picture and you write what they shared.</p> <p>-Sound out the feeling word and have the student write the beginning letter based on the sound they hear.</p> <p>-Provide the writing stem: "I feel _____." Encourage them to write a sentence.</p>
Closing	It's important to be able to read how you are feeling. It is important for you

	to be able to identify how you are feeling and be able to take action to change how you feel, if needed. Practice naming different feelings using facial expression cards, drawings, or have students model different feelings.
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Title: *The Feelings Book*

Author: Todd Parr

Illustrator: Todd Parr

Rationale: This fictional text allows students to see how things can make us feel differently, as well as how to interpret how someone is feeling. Some things make us really happy, while other things could make us really sad. This text is used for teaching the CASEL competency, Self Awareness.

Objective	I can recognize what I am feeling. I can express how I feel by saying, "I feel _____."
CASEL Competency	Self Awareness
SEL Benchmark	I can recognize and label my emotions and feelings.
ELA Benchmark	I can with prompting and support, consistently ask and answer questions about a story. I can speak audibly and express thoughts, feelings, and ideas clearly, and respond to poems, rhymes, and songs.
Vocabulary	Feelings: an emotional state Cranky: feeling upset or irritated Brave: ready to do something that you may be worried about (to show courage) Lonely: feeling sad because you don't have anyone
Materials	<i>The Feelings Book</i> Facial Expression Cards: https://www.amazon.com/Carson-Dellosa-845020-Facial-Expressions-Learning/dp/1933052538
Anticipatory Set	Discuss reading facial expressions. How can you tell someone is happy? How can you tell someone is sad? In our story, we will learn about different feelings. We will see characters

	<p>doing things that make them feel differently. Let's read to see if you can make any connections with the characters and feelings in the story.</p>
Procedure	<p>-Before Reading:</p> <ul style="list-style-type: none"> ● What makes you feel happy? ● What makes you feel energized? ● What makes you feel scared? <p>-During Reading:</p> <ul style="list-style-type: none"> ● What makes you feel silly? ● What do you do when you are scared? ● Do you like dancing? ● What do you do to make yourself feel better when you have a tummy ache? ● What's something new you've tried recently? Did you enjoy it? ● Have you ever felt like just doing nothing? How did it make you feel when you did nothing? ● What is something that makes you feel sad? <p>-After Reading:</p> <ul style="list-style-type: none"> ● How are you feeling right now? What makes you feel that way?
Assessment	<p>Play a game of "How Am I Feeling?" Have the students think of an emotion. Have them determine the facial expressions and body language that would represent that emotion. *Model the process in front of the whole class before having students play in small groups. Each student will take a turn making their facial expression on their face. The other students in the group get to guess how the person is feeling. Walk around and participate in the small groups.</p>
Support/Challenge	<p>-Provide the question stem: "Are you feeling _____?" to have the students practice their communication skills.</p> <p>-For additional support, provide students who can't think of an emotion a picture card of the emotion.</p>
Closing	<p>We all have feelings and can feel differently throughout the day. It's important to recognize how we feel and be able to communicate our feelings to others.</p>

Title: *Grumpy Monkey*

Author: Suzanne Lang

Illustrator: Max Lang

Rationale: This fictional text follows a monkey, Jim Panzee, who woke up feeling confused. Throughout the day his friends interpret that he is grumpy and try to help him feel better. Students will be able to read Jim’s facial expressions and think about how they could help him. This text is used for teaching the CASEL competency, Self Awareness.

Objective	I can recognize what I am feeling. I can express how I feel by saying, “I feel _____.” I can let friends be alone if they want space.
CASEL Competency	Self Awareness
SEL Benchmark	I can recognize and label my emotions and feelings.
ELA Benchmark	I can with prompting and support, consistently ask and answer questions about a story. I can use a combination of drawing, dictating, and writing to compose informational and narrative texts.
Vocabulary	Feelings: an emotional state Confused: unable to think clearly Grumpy: bad-tempered or irritable
Materials	<i>Grumpy Monkey</i> Blank paper Pencil Crayons or colored pencils
Anticipatory Set	Have the students show some facial expressions in front of the class and have the other students guess how they are feeling. Explain when reading facial expressions that we are looking for what their eyes and eyebrows are doing, if their lips are raised or slumped, and if their arms are crossed or not. It’s good to observe or look at how someone may be feeling, but sometimes it’s hard to tell. It’s always good to ask if you’re not sure.

	<p>In our story, Jim Panzee wakes up a little confused. He can't explain what's wrong. His friends try to make him feel better, which makes Jim even more upset. Let's read to find out if he's able to figure out what's wrong.</p>
Procedure	<p>-Before Reading:</p> <ul style="list-style-type: none"> ● Have you ever needed space (alone time) when you were upset? <p>-During Reading:</p> <ul style="list-style-type: none"> ● Look at Jim Panzee's facial expression on the first page. How is he feeling? How can you tell? ● What do you think Jim Panzee is confused about? ● How do Norman and Marabou try and help Jim? ● What do Norman and Lemur notice about Jim's eyebrows? How are they important to determining how someone feels? ● Jim looks happy. Does he feel happy? Why do you think he is or isn't happy? ● Is it okay Jim didn't want to do the same things as his friends? ● How do you think Jim's friends feel when he yells, "I'M NOT GRUMPY!" while pounding his chest? ● What does Jim feel sorry about? ● Why does Jim think Norman is grumpy? <p>-After Reading:</p> <ul style="list-style-type: none"> ● What was making Jim grumpy? Does he know why? ● What did Jim need to make him feel a little better?
Assessment	<p>Writing Activity: *Model the process in front of the whole class before having students do it on their own. Provide each student with a blank piece of paper. Have them draw a picture of what they would do to make Jim feel less grumpy. While the students are working, walk around and have them share what they have drawn. Encourage the students to use lots of detail.</p>
Support/ Challenge	<p>-Conference one-on-one with students. -Discuss possible ways to make Jim feel happy.</p>
Closing	<p>People can feel better by doing different things. Sometimes people feel less grumpy by having some time to themselves.</p>

Title: *When Sophie Gets Angry-Really, Really Angry...*

Author: Molly Bang

Illustrator: Molly Bang

Rationale: This fictional text follows Sophie as she goes on a journey to process and cope with her feelings of anger. Students will be able to make personal connections to when they have felt angry and what they do to feel better. This text is used for teaching the CASEL competency, Self Awareness.

Objective	I can recognize what I am feeling. I can express how I feel by saying, "I feel _____." I can calm myself down.
CASEL Competency	Self Awareness
SEL Benchmark	I can recognize and label my emotions and feelings.
ELA Benchmark	I can with prompting and support, consistently ask and answer questions about a story. I can use a combination of drawing, dictating, and writing to compose informational and narrative texts.
Vocabulary	Feelings: an emotional state Comfort: feeling at ease from pain or discomfort
Materials	<i>When Sophia Gets Angry-Really, Really Angry...</i> Writer's Workshop book or paper Pencil Crayons or colored pencils Anchor Chart Markers
Anticipatory Set	Everyone handles anger differently. What do you do when you are upset? In our story, Sophie is told she has to share her toy when she is still playing with it. Sophie gets very upset. She screams, kicks, and then runs away to

	<p>get some space. Let's read to see what Sophie does to calm down after feeling so upset.</p>
Procedure	<p>-Before Reading:</p> <ul style="list-style-type: none"> ● What makes you upset? ● How do you handle your anger? ● What calms you down? <p>-During Reading:</p> <ul style="list-style-type: none"> ● How would you feel if someone took a toy that you were playing with? ● Look at Sophie's facial expression as she is yelling "NO!" How do you think Sophie is feeling? How can you tell? ● How does Sophie react after the gorilla toy was taken away from her? ● If you were in Sophie's position, what would you do to calm down? ● What emotions has Sophie shown? ● Why did she run and run? ● How is Sophie feeling after she has run away? ● How do you think Sophie is feeling as she climbed the tree and is watching the waves in the water? ● What makes you feel comfortable? <p>-After Reading:</p> <ul style="list-style-type: none"> ● What helped Sophie feel less angry? ● What happened when Sophie returned to the house?
Assessment	<p>Writing Activity: *Model the process in front of the whole class before having students play in small groups. Have the students draw themselves during a time when they were angry. Ask them to think about what was making them upset. Have the student use the sentence stem, "I feel ____" when describing their picture with a partner. Have them share what helped them calm down. On the back side of the paper have them draw what made them feel better.</p>
Support/ Challenge	<p>-As a class, make a list of ways to problem solve when feeling angry, frustrated, or annoyed.</p> <p>-Students can use the list when working independently.</p>
Closing	<p>It is okay to feel angry. What is important is to know what to do when you feel that way so that you can feel better. What are some things you do to help calm yourself? Let's make a list and add it to our Calming Corner for others to use!</p>

Lessons focused on CASEL Competency: Self-Management

Title: *Waiting is Not Forever*

Author: Elizabeth Verdick

Illustrator: Marieka Heinlen

Rationale: Waiting for something or for when it is your turn can be difficult. In this fictional text, students will learn strategies to help make waiting easier. This text is used for teaching the CASEL competency, Self-Management.

Objective	I can wait until it is my turn. I can practice waiting patiently. I can explain a strategy to help make waiting easier.
CASEL Competency	Self Management
SEL Benchmark	I can demonstrate calming strategies in order to manage emotions, thoughts, impulses, and stress with adult support. I can take turns and share with others.
ELA Benchmark	I can with prompting and support, consistently ask and answer questions about a story. I can use a combination of drawing, dictating, and writing to compose informational and narrative texts.
Vocabulary	Patience: able to accept or tolerate delay without getting upset Frustration: feeling upset or angry Waiting: delayed action or response
Materials	<i>Waiting is Not Forever</i> White construction paper Markers Popsicle sticks (to pull partners)
Anticipatory Set	Have you ever had to wait for something? What did you have to wait for? How did it make you feel?

Procedure	<p>-Before Reading:</p> <ul style="list-style-type: none"> ● What does it feel like to wait for something? <p>-During Reading:</p> <ul style="list-style-type: none"> ● How does your body feel when you have to wait your turn? ● Has there been a time where an adult has told you “later?” What did you have to wait for? ● How can you use your eyes and ears to help make waiting easier? ● What can you do with your hands and feet while you wait? ● Why would it be important to wait quietly sometimes? <p>-After Reading:</p> <ul style="list-style-type: none"> ● What are some things you can do to make waiting easier?
Assessment	<p>Writing Activity: Have students work in pairs to make posters.*Model making a poster using an example of something you can do while you are waiting. Each pair will receive a piece of construction paper and markers. Have them draw one thing they can do (with either their eyes, ears, mouth, hands, or feet) to help make waiting easier. Have them practice taking turns by giving the marker to one partner and then have them switch off drawing. Have the pairs share with you what they drew and then write on the poster what they shared. Hang the posters around the room after for everyone to see.</p>
Support/ Challenge	<p>-Write the waiting strategy on the poster for the pair of students. -If challenge is needed, have students label what they drew on their poster.</p>
Closing	<p>It can be hard to wait, but you can do other things to help the waiting go faster. Try doing things with your hands (drawing), mouth (singing), or your ears by listening for sounds.</p>

Title: *Waiting is Not Easy!*

Author: Mo Willems

Illustrator: Mo Willems

Rationale: In this fictional text, Gerald learns that some things are worth the wait. The students will be able to see how impatient Gerald is as he waits. They will problem solve for him by giving suggestions to help him with the process of waiting. This text is used for teaching the CASEL competency, Self-Management.

Objective	I can wait patiently until something is ready. I can help others wait patiently.
CASEL Competency	Self-Management
SEL Benchmark	I can demonstrate calming strategies in order to manage emotions, thoughts, impulses, and stress with adult support. I can consistently transition before and after activities with occasional adult guidance.
ELA Benchmark	I can with prompting and support, consistently ask and answer questions about a story. I can participate in conversations with peers and adults in small and large groups using appropriate grammar.
Vocabulary	Surprise: an unexpected event or thing Patient: able to accept delays
Materials	<i>Waiting is Not Easy!</i> Anchor Chart Markers
Anticipatory Set	Waiting for a long time can be difficult. What are some ways you can help pass the time while you are waiting? Piggie and Gerald are good friends. In our story, Piggie has a surprise for Gerald however, Gerald must wait all day until he can see the surprise. Gerald has a very difficult time waiting. Let's see what Gerald does to help

	him wait for what Piggie wants him to surprise him with.
Procedure	<p>-Before Reading:</p> <ul style="list-style-type: none"> ● What have you had to wait for? <p>-During Reading:</p> <ul style="list-style-type: none"> ● Why does Gerald have to wait for Piggie’s surprise? ● How does Gerald feel about waiting? How can you tell based on his body language? ● Was Gerald able to wait patiently? ● Why does Gerald get upset about waiting? ● How long has Gerald been waiting? How can you tell how long he’s been waiting? ● Why is Gerald getting worried? ● Why does Gerald feel like he’s wasted the whole day? <p>-After Reading:</p> <ul style="list-style-type: none"> ● What was the surprise? ● How did Gerald feel in the end? ● What does Gerald want to show Piggie tomorrow?
Assessment	Discussion: Have the students first share in partners suggestions they would give Gerald to help him wait. Then call on students to share their ideas to the whole class. Using an anchor chart, create a list of ideas as the students are sharing. Draw a picture next to each item on the list to support reading the pictures.
Support/ Challenge	<p>-To support students who may be uncomfortable sharing, have them first share in partners. Not every student needs to share their idea to the whole class.</p> <p>-Model some suggestions first to help students come up with their own ideas.</p>
Closing	Gerald had to wait a long time, but he didn’t do anything to distract himself so it felt like an extra-long time. What suggestions would you have for Gerald to help him wait? In the end, Piggie surprised Gerald with the stars in the night sky.

Title: *I'll Wait, Mr. Panda*

Author: Steve Antony

Illustrator: Steve Antony

Rationale: In this fictional text, the penguin is the only animal that will wait to see Mr. Panda's surprise. All the other animals have excuses as to why they can't wait. Students will see that waiting or not waiting for something can have exciting or unexpected consequences. This text is used for teaching the CASEL competency, Self-Management.

Objective	I can wait for something. I can remain calm while waiting. I can share how the penguin is the same or different to the other animals.
CASEL Competency	Self-Management
SEL Benchmark	I can demonstrate calming strategies in order to manage emotions, thoughts, impulses, and stress with adult support. I can consistently transition before and after activities with occasional adult guidance.
ELA Benchmark	I can with prompting and support, consistently ask and answer questions about a story. I can participate in conversations with peers and adults in small and large groups using appropriate grammar.
Vocabulary	Surprise: an unexpected event or thing
Materials	<i>I'll Wait Mr. Panda</i> Smartboard or White Board Writing utensil (depending on what you're writing on)
Anticipatory Set	Share with a partner a time where you had to wait for something. How did it make you feel having to wait? Was it difficult to wait? Why did you have to wait? In the end, were you able to get what you were waiting for? In our story, Mr. Panda has a surprise that everyone must wait to see. Most of the animals have trouble waiting, let's read and see what the surprise was

	and if the animals were able to wait to find out!
Procedure	<p>-Before Reading:</p> <ul style="list-style-type: none"> • What are some things that we have to wait for while in school? How does it make you feel having to wait? <p>-During Reading:</p> <ul style="list-style-type: none"> • Why is the badger unable to wait? • How does the penguin differ from the other animals? • How do you think Mr. Panda is feeling? • Why is the print so large when penguin says, “I’ll wait, Mr. Panda!” • Why do you think he is yelling? <p>-After Reading:</p> <ul style="list-style-type: none"> • What was the surprise? • How would you describe Mr. Panda? • How would you describe the penguin? • Compare the penguin to the other animals. How are they similar and how are they different?
Assessment	<p>Discussion: Draw a Venn Diagram on the white board or Smartboard. Prior to starting the discussion, have the students think independently how the penguin was the same or different from the other animals in the story (not including Mr. Panda). Then in pairs have the students share their ideas. Lastly have a whole class discussion comparing the penguin to the other animals. As an idea is shared, add it to the Venn Diagram.</p>
Support/ Challenge	<p>-To better support, use hand signals as a way to add meaning to a Venn Diagram (hands together mean the same and hands apart mean different). -Write and then draw pictures to represent ideas within the Venn Diagram.</p>
Closing	<p>It can be hard to wait, but it’s important to think of ways where you can wait patiently for something because sometimes the surprise is worth the wait in the end.</p>

Title: *I Can Handle It!*

Author: Laurie Wright

Illustrator: Ana Santos

Rationale: In this fictional text, Sebastien shows students how to think through your feelings before making a decision. This text is used for teaching the CASEL competency, Self-Management.

Objective	I can use the words “I feel _____” when describing how I am feeling. I can think through possible solutions to make me feel better. I can stay calm when deciding what to do.
CASEL Competency	Self-Management
SEL Benchmark	I can demonstrate calming strategies in order to manage emotions, thoughts, impulses, and stress with adult support.
ELA Benchmark	I can with prompting and support, consistently ask and answer questions about a story. I can use appropriate capitalization, punctuation, and spelling when writing.
Vocabulary	Frustrated: feeling upset because you can't change something Annoyed: slightly irritated Disappointed: feeling sad because something didn't happen like you expected Ashamed: feeling embarrassed because of something you did Cranky: easily angered or irritated Miserable: feeling unhappy or uncomfortable
Materials	<i>I Can Handle It!</i> Exit Slip Pencil Crayons or colored pencils
Anticipatory Set	Have you ever been frustrated? I know sometimes I get frustrated when I can't figure out a problem. What do you do to help yourself calm down? I

	<p>walk away from the situation so I can clear my mind.</p> <p>In our story, Sebastien feels a variety of emotions. Let’s read to find out what he does in each situation. Make sure you pay special attention as he thinks about possible solutions to help himself calm down.</p>
Procedure	<p>-Before Reading:</p> <ul style="list-style-type: none"> ● On the cover, Sebastien is giving two thumbs up. What do you think he is feeling? How can you tell? <p>-During Reading:</p> <p>**While reading instead of reading “I’m sad” please read “I feel sad.”</p> <ul style="list-style-type: none"> ● How does Sebastien handle feeling disappointed? ● How does Sebastien handle feeling discouraged? <p>-After Reading:</p> <ul style="list-style-type: none"> ● How did Sebastien feel after he thought through his possible solutions?
Assessment	<p>Exit Slip: As a class, make a list of feeling words (happy, sad, surprised, frustrated, etc.). As the students share, have them use the prompt “I feel ____.” They do not have to feel that way, just want them to practice communicating using that sentence stem. Then give each student an exit slip. On the exit slip it says, “I feel ____.” The students will pick a feeling word and copy the word from the list. Then have them draw a picture to represent that word.</p>
Support/ Challenge	<p>-Next to the word (on the list) draw a facial expression to represent that feeling.</p> <p>-If more challenge is needed, have students write a feeling word that is not from the list.</p>
Closing	<p>We experience a lot of emotions every day. When Sebastien is feeling a certain way he first thinks through possible ways to feel differently or solutions to solve his problem. He wants to make sure he has a clear mind before making decisions.</p>

Sample Exit Slip:

Exit Slip
Name: _____

I feel _____.

Lessons focused on the CASEL Competency: Responsible Decision-Making

Title: *Rules and Responsibilities*

Author: Louise Spilsbury

Illustrator: Hanane Kai

Rationale: This text allows students to see the relationship between classroom rules and rules (laws) in society. It shares the importance of having rules to help keep us safe. This text is used for teaching the CASEL competency, Responsible Decision-Making.

Objective	I can follow the rules in our classroom. I can share one rule in our classroom.
CASEL Competency	Responsible Decision Making
SEL Benchmark	I can identify and follow shared bus, classroom, and school norms. I can show care and understanding for my others, my environment, and myself.
ELA Benchmark	I can with prompting and support, consistently ask and answer questions about a story.
Vocabulary	Rules: instructions that tell us how to do things Consequence: result or reaction that comes after something has happened Laws: rules that citizens have to follow in their city, state, or country Responsibilities: things that are expected to be done Proud: feeling or showing pride
Materials	<i>Rules and Responsibilities</i> Exit Slip Pencil
Anticipatory Set	What are some rules we have in the classroom? Use an anchor chart to make a list. Why do we have those rules?

<p>Procedure</p>	<p>-Before Reading:</p> <ul style="list-style-type: none"> ● What are some of our classroom rules? ● Why do we have rules for our classroom? ● What happens when we don't follow the rules? <p>-During Reading:</p> <ul style="list-style-type: none"> ● What are some rules you have at home? ● Who makes the rules at school? ● Why are rules better when they are created by everyone? ● Are there rules in your community that people need to follow? ● *skip pages 18-19 ● How can you help make the world a better place? <p>-After Reading:</p> <ul style="list-style-type: none"> ● How can you help yourself follow the rules? ● What if you don't know the rules? What can you do? ● What can you do if you see someone who isn't following the classroom rules?
<p>Assessment</p>	<p>Exit Slip: Refer back to the list of classroom rules. Have a discussion about some of the rules and why the classroom has rules. Give each student an exit slip. Explain on the exit slip are two pictures of students in a class. Share that one picture is portraying a classroom rule while the other is not portraying a classroom rule. Have each student circle the picture that represents a rule that you have in the classroom to help keep everyone safe.</p>
<p>Support/ Challenge</p>	<p>-If more of a challenge is needed, have the students write what is happening in the picture on the back side of the exit slip.</p>
<p>Closing</p>	<p>Rules are made to help keep people safe. Actions have consequences. Our classroom rules are made together to help us better understand and follow them. They help us stay safe so we can learn.</p>

Sample Exit Slip:

Exit Slip	
Name: _____	
	

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Title: *I Just Don't Like the Sound of No!*

Author: Julia Cook

Illustrator: Kelsey De Weerd

Rationale: In this fictional text, TJ asks over and over again and always hears the same thing, "NO!" Students can feel frustrated when hearing no without an explanation or understanding why a request has been denied. They will see as TJ better understands why sometimes he isn't able to get his way. This text is used for teaching the CASEL competency, Responsible Decision-Making.

Objective	I can listen when asking a question. If an answer is "no," I will be okay and will not ask the same question again. I can share one reason why someone might say no.
CASEL Competency	Responsible Decision Making
SEL Benchmark	I can identify and follow shared bus, classroom, and school norms. I can take turns and share with others.
ELA Benchmark	I can with prompting and support, consistently ask and answer questions about a story. I can participate in conversations with peers and adults in small and large groups using appropriate grammar.
Vocabulary	No: refusal in response to a question or request
Materials	<i>I Just Don't Like the Sound of No!</i>
Anticipatory Set	Let's play the Question Game. We're going to say we don't have to do any more academics/learning for the rest of the day. Let's do a "Shout-Out" where you share some ideas of what you would like to do this afternoon. As students are giving their ideas, answer with "no" every time. You'll probably notice the students getting frustrated. After a few minutes ask them how they felt as you said no to every request.

<p>Procedure</p>	<p>-Before Reading:</p> <ul style="list-style-type: none"> ● Show the cover of the book. ● Have the students make predictions about the story. <p>-During Reading:</p> <ul style="list-style-type: none"> ● How does it make you feel when someone tells you “no?” ● What can you do if someone tells you “no?” <p>-After Reading:</p> <ul style="list-style-type: none"> ● How did TJ feel when he was told “no?” ● What did TJ ask after he was told “no?” ● Did TJ get his way as he continued to ask? ● Why did TJ want to join the Yes and No Club? ● After hearing “no,” why is it important/helpful to ask “why” later? ● What happened at the end of the story?
<p>Assessment</p>	<p>Discussion: Have a class discussion about the word “No.” First have students share in partners why sometimes the answer to a request is “no.” As a whole group discuss what they shared. Ask why is it important to have an explanation as to why the request was denied? Why is it important to wait until later to ask why?</p>
<p>Support/ Challenge</p>	<p>-To support those that may be uncomfortable with sharing have them first share in partners. *Encourage sharing in the whole group, but don’t enforce it.</p>
<p>Closing</p>	<p>It’s okay to be frustrated if you don’t get your way. However, when hearing the word “no,” stay calm and ask later to better understand why.</p>

Title: *Howard B. Wigglebottom Learns to Listen*

Author: Reverend Ana and Howard Binkow

Illustrator: Susan F. Cornelison

Rationale: In this fictional text, students are able to follow along as Howard struggles to listen. After learning how he can hurt people's feelings or make people feel frustrated Howard strives to be a good listener. Students are able to see Howard's journey as he learns what it means to be a good listener, both at school and home. This text is used for teaching the CASEL competency, Responsible Decision-Making.

Objective	I can use my whole body when listening. I can explain what it means to be a good listener. I can show what a good listener looks like.
CASEL Competency	Responsible Decision Making
SEL Benchmark	I can identify and follow shared bus, classroom, and school norms.
ELA Benchmark	I can with prompting and support, consistently ask and answer questions about a story. I can participate in conversations with peers and adults in small and large groups using appropriate grammar.
Vocabulary	N/A
Materials	<i>Howard B. Wigglebottom Learns to Listen</i>
Anticipatory Set	How do you know that you are a good listener? What makes someone a good listener? Can someone show me what a good listener would look like? Howard B. Wigglebottom has trouble being a good listener and paying attention which sometimes gets him hurt or in trouble! Let's read to find out if Howard is able to stay safe by listening to his teacher, parents, and his friends.

<p>Procedure</p>	<p>-Before Reading:</p> <ul style="list-style-type: none"> ● Have you ever had trouble listening before? ● Have you ever helped a friend be a better listener? <p>-During Reading:</p> <ul style="list-style-type: none"> ● How do you think the other students are feeling as Howard is bouncing around the room during storytime? ● Look at the teacher’s facial expression. How are they feeling? How do you know? ● What would you tell Howard to help him be a better listener? ● How do you think Howard’s friend feels when they are trying to tell Howard something important, but he isn’t listening? ● While in time out, what is Howard thinking about? ● The next day, how does Howard show he is a good listener? ● How does Howard feel when he gets a big star? How can you tell? ● What was Howard able to do since he cleaned up his room right away after school? <p>-After Reading:</p> <ul style="list-style-type: none"> ● Why is it important to be a good listener at school? ● When is it easy for you to really listen? ● When is it harder for you to listen?
<p>Assessment</p>	<p>Discussion/Role Play: First, discuss what makes one a good listener. What is their body doing? Where are they looking? What are their hands doing? Then call on volunteers to model a good listener or a not so good listener. Then call on more volunteers. After calling on a volunteer whisper in their ear something to act out (for example you could tell them to play with their shoe laces while the teacher is talking). Then have the class give a thumbs up if the student is showing good listening skills or thumbs down if they are not showing good listening skills.</p> <p>Some examples of other things to act out:</p> <p><u>Thumbs Down:</u></p> <ul style="list-style-type: none"> Poking a friend in the back Talking to a friend next to them Singing very loudly Kicking legs up in the air <p><u>Thumbs Up:</u></p> <ul style="list-style-type: none"> Sitting with hands to self Having their eyes facing the speaker Listening with a calm body Waiting your turn to share something
<p>Support/ Challenge</p>	<p>-Support students by first modeling examples of good listening skills and not so good listening skills.</p>

Closing	Being a good (active) listener means your eyes are looking at the person talking, your ears are listening to what they have to say, your mouth is quiet and your body is still. In the end, Howard learned how to be a good listener which made him and the people he knew very proud.
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Title: *How Full is Your Bucket?*

Author: Tom Rath and Mary Reckmeyer

Illustrator: Maurie J. Manning

Rationale: Actions have consequences. In this fictional text, students learn that we have invisible buckets over our heads that either fill up when people say or do nice things to help us or lose water if someone is unkind or hurtful towards us. Students are able to see how actions can affect others. This text is used for teaching the CASEL competency, Responsible Decision-Making.

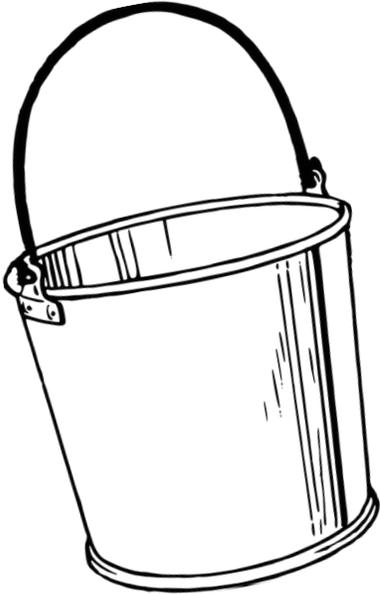
Objective	I can follow the rules of the classroom. I can treat others with respect. I can think about how my actions can affect others.
CASEL Competency	Responsible Decision Making
SEL Benchmark	I can identify and follow shared bus, classroom, and school norms. I can take turns and share with others.
ELA Benchmark	I can with prompting and support, consistently ask and answer questions about a story. I can use a combination of drawing, dictating, and writing to compose informational and narrative texts.
Vocabulary	Think bubble: Found in illustrations, ways to express how a character is feeling
Materials	<i>How Full is Your Bucket?</i> Exit Slip Pencil Crayons or colored pencils
Anticipatory Set	Pass out a small paper bucket to each student. Give each student five strips of paper. Read the following script to see how the students feel or react to certain situations. For each situation have the students add a piece of paper if it fills their bucket (positive) or take away a piece of paper if it drops off

	<p>their bucket (negative).</p> <ol style="list-style-type: none"> 1. A friend shares their sparkly pencil with you. 2. Your teacher praises your hard work. 3. You drop your cookie on the ground and can no longer eat it. 4. You are asked to be the line leader for the day. 5. A friend pushes you. <p>How did your emotions change as I read through the different situations? Have students first partner pair-share then have a whole group discussion.</p>
<p>Procedure</p>	<p>-Before Reading:</p> <ul style="list-style-type: none"> ● What are some things that make you feel good? ● What are some things that make you feel frustrated? <p>-During Reading:</p> <ul style="list-style-type: none"> ● How do you think Felix’s sister was feeling after he responded saying that she was too young to play with blocks? ● Look at Felix’s sister’s think bubble. What is she thinking? ● What did Felix’s sister do to his tower of blocks? ● Is there an actual bucket over everyone’s head? ● How is someone feeling if their bucket is full? ● How is someone feeling if their bucket is empty? ● What are some acts that can fill someone’s bucket? ● What are some acts that can empty someone’s bucket? ● How was Felix feeling when he spilt the cereal all over the ground? ● What are some things that cause Felix’s bucket to drip? ● Look at Felix’s facial expression. How is he feeling? How can you tell? ● What’s something that added water to Felix’s bucket? ● How has Felix’s facial expression changed? How is he feeling now? ● Why does Felix get a drop in his bucket each time he helps someone else out? ● How does Felix help Anna feel better? <p>-After Reading:</p> <ul style="list-style-type: none"> ● How did Felix’s feelings change throughout the day? ● What were some things that added drops to his bucket? ● What were some things that made water drip from his bucket?
<p>Assessment</p>	<p>Exit Slip: In partners, have students share something that would add drops of water to their bucket (positive words/actions). Model first an example. Explain that you dropped your crayon box and all the crayons spilt out. A friend saw that you had dropped your crayon box and came to help pick up the crayons. It made you feel good that they helped you. Draw the picture you just explained above the bucket. The action of someone helping added to your bucket. Give each student an exit slip to draw something that would</p>

	add a drop of water to their bucket. When finished have them share with the peers at their table. Hang the exit slips in the classroom for the students to see.
Support/ Challenge	-As students are working, walk around and have them share what they are drawing. -Write what they drew on the back of the exit slip.
Closing	The way we act can affect other people. When we help people it makes us feel better. When we hurt people it makes us feel worse. It's important to be aware of how we treat others.

Sample Exit Slip:

Exit Slip
Name:





Lessons focused on the CASEL Competency: Social Awareness

Title: *My Friend is Sad*

Author: Mo Willems

Illustrator: Mo Willems

Rationale: Students will learn how to read facial expressions and body language. They will see what it means to be empathetic as Piggie tries to make Gerald feel better. Students will think of ways they can help their friends feel better. This text is used for teaching the CASEL competency, Social Awareness.

Objective	I can read a friend's facial expressions. I can tell if a friend is feeling sad. I can help a friend who is feeling sad.
CASEL Competency	Social Awareness
SEL Benchmark	I can show care and understanding for others, my environment, and myself.
ELA Benchmark	I can with prompting and support, consistently ask and answer questions about a story. I can use a combination of drawing, dictating, and writing to compose informational and narrative texts.
Vocabulary	Empathy: the ability to understand and share the feelings of another person
Materials	<i>My Friend is Sad</i> Anchor Chart Markers Writer's Workshop book or paper Pencil Crayons or colored pencils
Anticipatory Set	What would you do if you noticed a friend was looking sad? In our story, Piggie notices Gerald is feeling sad and wants to help him feel better. Let's find out what Piggie does to help Gerald.
Procedure	-Before Reading: <ul style="list-style-type: none"> • What are some things that make you feel better when you are feeling sad? -During Reading: <ul style="list-style-type: none"> • How can Piggie tell Gerald is sad? • What does Piggie want to do when he realizes Gerald is sad? • What are some of the things Piggie does to try and make Gerald happy? • What makes Gerald happy? • Why was Gerald sad when he saw the Cowboy? • What does Gerald not realize? -After Reading: <ul style="list-style-type: none"> • Why does Piggie suggest Gerald gets new glasses? • How did Piggie show empathy for Gerald?
Assessment	Writing Activity: After working as a class to make a list of ways to help

	make our friends feel better, share to the students that they will now pick one or think of a different one. They will use their Writer’s Workshop book or paper to show how they can help a friend feel better. First model an example where you are helping a friend feel better (for example, you could draw a picture of you helping a friend stand up after they have fallen).
Support/ Challenge	-As students are working, conference one-on-one with some. -Have students share what they are doing in their picture to help a friend. -For those that need more of a challenge, suggest they label their picture identifying the first sound in the word.
Closing	Piggie showed empathy when he was able to read Gerald’s facial expressions and body language to see that he was feeling sad. He wanted to help Gerald feel less sad by doing things that Gerald liked. If you notice a friend is feeling sad what are some things you could do to help them? Let’s make a list on an anchor chart to hang in the classroom.

Title: *Princess Truly in I Am Truly*

Author: Kelly Greenawalt

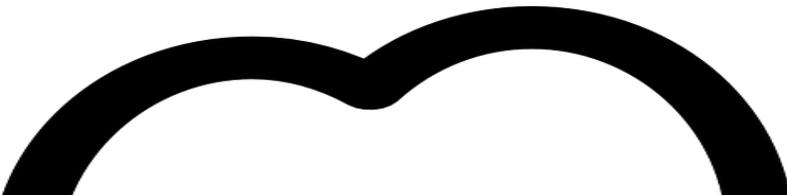
Illustrator: Amariah Rauscher

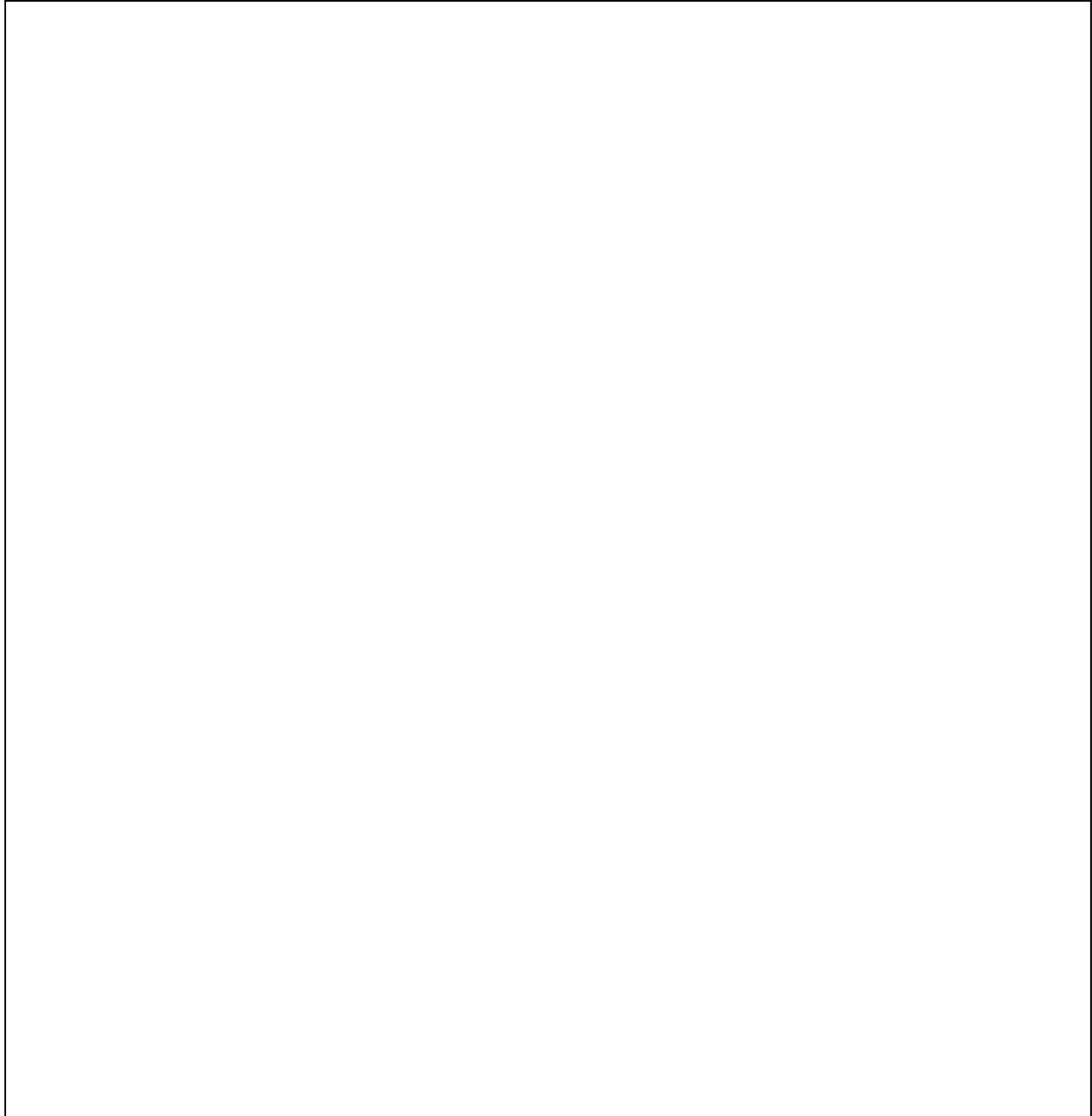
Rationale: In this fictional story, students are inspired by Truly’s message that you can be anything or do anything you want. Students learn about setting goals and making steps to reach their goals. This text is used for teaching the CASEL competency, Social Awareness.

Objective	I can set goals and work hard to get what I want. I can accept others who have similar or different goals than myself.
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CASEL Competency	Social Awareness
SEL Benchmark	I can show care and understanding for others, my environment, and myself.
ELA Benchmark	I can with prompting and support, consistently ask and answer questions about a story. I can use a combination of drawing, dictating, and writing to compose informational and narrative texts.
Vocabulary	High Achiever: someone who works hard and is successful Leader: a person that has qualities that others want to follow Clever: quick to understand, intelligent Curious: eager to learn something new Engineer: someone who designs, builds, or maintains engines or machines Confident: feeling or showing trust in one's abilities Courageous: someone who is brave and willing to do something even if it scares them a little Volunteer: someone who gives their time and energy to help others or their environment Flexible: someone who is able to go with the flow and easily adjust as things change Fierce: someone with powerful intensity
Materials	<i>Princess Truly in I Am Truly</i> Think Bubble Worksheet Pencil Crayons or colored pencils
Anticipatory Set	What do you want to do when you grow up? What about right now, do you have any goals you want to achieve or reach? In our story, Truly is determined to do anything she sets her mind to. She teaches us that we can do everything so don't restrict yourself because you think "you can't."
Procedure	-Before Reading: <ul style="list-style-type: none"> ● What do you want to be when you grow up? -During Reading: <ul style="list-style-type: none"> ● How would you describe Truly? ● Can you relate to Truly? What similarities do you have? ● Have you ever volunteered? What is volunteering? ● Is everything that Truly does true? Or is she using her imagination some?

	<p>-After Reading:</p> <ul style="list-style-type: none"> • What message was Truly trying to share with us?
Assessment	<p>Writing Activity: Have students think about a goal (something they want to accomplish or do) for this school year. Share some ideas. It could be learning how to read. It could be counting to 100. Or maybe it is making new friends. Pick one goal. Give some time for students to share their goals for the year. Then model an example using the think bubble worksheet. For this school year, I would like to build a tall tower. Model drawing the tower on the paper.</p>
Support/ Challenge	<p>-Meet one-on-one with students to help them think of a goal. -Have students read their pictures and then write what they shared on the back. -For those that need more of a challenge, have them label their picture by writing the beginning sound of each word.</p>
Closing	<p>Use your imagination and think of things you would like to do, see, and accomplish. It's important to realize that you can do anything as long as you set your mind to it and work hard to achieve, get it.</p>

Name:




Title: *Jack (Not Jackie)*

Author: Erica Silverman

Illustrator: Holly Hatam

Rationale: In this story, students will learn about a character who isn't like most people. They aren't happy with who they are and don't like things that people assume they would normally like. Students will be able to see that it is okay to like different things than your friends. This text is used for teaching the CASEL competency, Social Awareness.

Objective	I can treat others with respect even if they are different from me.
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CASEL Competency	Social Awareness
SEL Benchmark	I can show care and understanding for others, my environment, and myself.
ELA Benchmark	I can with prompting and support, consistently ask and answer questions about a story. I can participate in conversations with peers and adults in small and large groups using appropriate grammar.
Vocabulary	N/A
Materials	<i>Jack (Not Jackie)</i> White board or Smartboard Writing utensil (based on the board being used)
Anticipatory Set	Are we all the same? Do you have to like the same things that I like? If I like dogs does that mean you can't like cats? We're all different and that's what makes us special. It would be boring if we were all exactly the same, wouldn't it?
Procedure	<p>-Before Reading:</p> <ul style="list-style-type: none"> ● In our story, we are going to learn about a girl named Jackie who doesn't like girly things. <p>-During Reading:</p> <ul style="list-style-type: none"> ● Is it okay that Jackie said "woof woof" when Susan said "meow meow?" ● As Jackie is having fun playing in the mud what was Susan's reaction? ● How is Susan feeling after Jackie doesn't want to play forest fairies and pulls the ribbons out of her hair? What is her facial expression saying? How can you tell? ● How can the dad tell Jackie didn't like the dress that she got for her birthday? ● What does the mom mean when she says, "we wear what feels right?" ● I see Jackie is playing with cars. Tap your nose if you like playing with cars? Can only boys play with cars? ● How do you think Susan is feeling when Jackie is getting her haircut? How can you tell by what her facial expression is saying? <p>-After Reading:</p> <ul style="list-style-type: none"> ● How does Susan feel in the end? ● How does Jack feel in the end?

Assessment	Discussion: Have students share in partners some of the things they like and some of the things they don't like. Make sure to add that it is okay if their partner likes the same or different things as them. As a class, share some of the things they discussed. Have students respond with a silent connection (touching pointer finger to thumb-to make an oval and then linking both ovals from both hands). Students will observe how many personal connections they have with their peers.
Support/ Challenge	-For those that need additional support, suggest using the sentence stem "I like _____." Write on the board for them to see and model using it aloud in an example.
Closing	It is okay to be different. We all don't have to like the same thing, dress the same way, or play with the same toys. That's what makes us special! We can learn from people who are different from ourselves.

Title: *Angus All Aglow*

Author: Heather Smith

Illustrator: Alice Carter

Rationale: In this story, Angus shows us that we can like anything. It's okay to like pink if you are a boy and blue if you are a girl. Students will have the opportunity to share things they like and see that some students have things in common with them while others may have some things that are different than them. This text is used for teaching the CASEL competency, Social Awareness.

Objective	I can treat others with respect even if they are different from me.
CASEL Competency	Social Awareness
SEL Benchmark	I can show care and understanding for others, my environment, and myself.
ELA Benchmark	I can with prompting and support, consistently ask and answer questions about a story.
Vocabulary	Lustrous: shining Scintillating: sparkling brightly Gleaming: reflecting light Glistening: shining with a sparkly light Empathy: the ability to understand and share the feelings of another person Beamed: shine brightly
Materials	<i>Angus All Aglow</i> White construction paper Pencil A crayon or colored pencil
Anticipatory Set	What are some things you like? Share with a partner two things that you like. In our story, we are going to learn about Angus who loves sparkly things. Give a thumbs up if you like sparkly things. However, his classmates don't like his sparkly necklace, which causes Angus to feel bad. Let's read to find out if Angus is able to wear and do what he wants without feeling bad.
Procedure	-Before Reading: <ul style="list-style-type: none"> ● What are some things you like to wear? -During Reading: <ul style="list-style-type: none"> ● Why does Angus like sparkly things? ● What was Angus' favorite sparkly thing? ● What do the other students think initially about Angus' necklace? ● How does Angus feel about his classmates laughing? How can you tell? ● What happened to the necklace? ● How does Melody show empathy to Angus? ● What do Melody and Angus make using the beads from the necklace? ● What was Angus worried about as he was about to put on the bracelet?

	<p>-After Reading:</p> <ul style="list-style-type: none"> ● How did Angus feel at the beginning of the story? ● How did Angus feel in the middle of the story? ● How did Angus feel at the end of the story?
Assessment	<p>Writing Activity: Have students first think, independently, of things they like. Then while in pairs have them share. Model an example for the class. Choosing just one color students will be making a poster about themselves/their interests. The teacher will write their name in large letters on the paper. Then the students will use one color to draw five things they like. Once completed, each student will share their posters before they are hung up in the classroom.</p>
Support/ Challenge	<p>-As students are working, walk around and have them share some of the things on their poster.</p> <p>-To support those that are uncomfortable with sharing in front of the class, have them point to the picture and you can share aloud what the picture is.</p> <p>-For those that need to be challenged, have them write a label with the beginning sound of each word.</p>
Closing	<p>Angus' classmates made Angus feel bad for liking something different than them. It is important for all of us to show empathy for one another in this classroom. We are all different, which makes us special. We wouldn't want everyone to be the same. So let's make sure we accept everyone for who they are and celebrate that!</p>

Lessons focused on CASEL Competency: Relationship Skills

Title: *Words Are Not for Hurting*

Author: Elizabeth Verdick

Illustrator: Marieka Heinlen

Rationale: What you say is very important. You can hurt someone's feelings or you can make someone feel better. Students will see examples of both hurtful and helpful words. They will sort and determine the difference. This text is used for teaching the CASEL competency, Relationship Skills.

Objective	I can think about what I am going to say before I say it. I can explain hurtful words. I can explain helpful words.
CASEL Competency	Relationship Skills
SEL Benchmark	I can share and take turns with others.
ELA Benchmark	I can with prompting and support, consistently ask and answer questions about a story.
Vocabulary	N/A
Materials	<i>Words Are Not for Hurting</i> Exit Slip Pencil White Board or Smartboard Writing utensil (based on the board used)
Anticipatory Set	How many words do you think you know? That's a lot of words! I know we know a lot of words and are going to learn so many more this school year, but did you know there are words that are helpful and there are words that are hurtful? In our story, we are going to learn about those two types of words. Before I read, I want you to think about this quote from our book: "You choose what to say and how to say it."
Procedure	-Before Reading: <ul style="list-style-type: none"> ● What you speak shows what you are feeling and thinking. What are you feeling right now? What are you thinking right now? -During Reading: <ul style="list-style-type: none"> ● What are some important things you can say with your words? ● What does the story mean when it says, "Your words can hurt or your words can help?" ● What are some hurtful words? ● What are some helpful words? ● How do people feel after hearing hurtful words? How can you tell? ● What are the important words you can say after you have hurt someone's feelings? -After Reading: <ul style="list-style-type: none"> ● What can you do if you hear hurtful words?

Assessment	Exit Slip: Give each student an exit slip. Have them follow along as you read the words/phrases. Independently they will have to determine if it is a helpful or hurtful word. If it is a helpful word they can circle it. If it is a harmful word they can cross it out. Do the first one (I love you) as an example. Model circling the word.
Support/ Challenge	-Write the exit slip in larger print on the board and point at which word you are reading as you read them. -Model circling the phrase I love you.
Closing	It is important to choose our words wisely. Words can hurt others feelings. Let's make sure to convey kindness and respect using our words. You can always apologize when you've said something hurtful.

Sample Exit Slip:

Exit Slip	
Name:	
<p>I love you.</p> <p>Please.</p> <p>I do not want to play with you.</p>	<p>You are stupid.</p> <p>Thank you.</p> <p>Let's be friends.</p>

Title: *We're All Wonders*

Author: R.J. Palacio

Illustrator: R.J. Palacio

Rationale: We are all different. We look different, we have different families, and we like different things. In this story, Auggie teaches us that "we're all wonders." Students will have the opportunity to show kindness to one another. This text is used for teaching the CASEL competency, Relationship Skills.

Objective	I can show kindness to others.
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	<p>I can include others who are different from me. I can try new things.</p>
CASEL Competency	Relationship Skills
SEL Benchmark	I can share and take turns with others.
ELA Benchmark	<p>I can with prompting and support, consistently ask and answer questions about a story. I can speak audibly and express thoughts, feelings, and ideas clearly, and respond to poems, rhymes, and songs.</p>
Vocabulary	<p>Ordinary: having no special or distinctive features Unique: being the only one of its kind Galaxy: a system of millions of stars, gases, and dust</p>
Materials	<i>We're All Wonders</i>
Anticipatory Set	<p>“Look with kindness and you will always find wonder” is written on the last page of our story we are about to read. How can you show kindness? What does it mean to be kind?</p> <p>In our story, Auggie likes the same things as you do, but he looks different. People stare and point at him because he doesn't look like them. Do we all have to look the same? Do you look like me? Do I look like you? No, and that is okay. Auggie is going to help us see that we all look different and that's what makes us special.</p>
Procedure	<p>-Before Reading:</p> <ul style="list-style-type: none"> ● Can someone show me how you can be kind? <p>-During Reading:</p> <ul style="list-style-type: none"> ● How does Auggie look different than other people? ● How are you similar to Auggie? ● How do you think Auggie feels when people stare, point, and laugh at him? ● How can you tell Auggie is feeling sad? What is his body language telling you? ● What does Auggie do with Daisy to make himself feel better? <p>-After Reading:</p> <ul style="list-style-type: none"> ● What did Auggie mean when he said “people can change the way they see?” ● What does he mean when he says “we're all wonders?”
Assessment	Discussion/Role Play: Have students work in pairs to think of ways that they

	can show kindness. Allow students to show by acting out how someone can be kind. *Model an example for students to see (for example help a friend by pushing in their chair after they accidentally left it out).
Support/ Challenge	-If students are uncomfortable acting, they can share by stating an example of being kind.
Closing	Auggie said, “The Earth is big enough for all kinds of people.” Even though we may look different or like different things we should accept everyone for who they are. It’s okay to be different.

Title: *I Walk with Vanessa: A Story About A Simple Act of Kindness*

Author: Kerascoet

Illustrator: Kerascoet

Rationale: In this fictional story, a new student at school is picked on while another classmate observes. Students are able to see how the classmate feels the need to stand up for the new student. They are able to think of ways they can help friends. This text is used for teaching the CASEL competency, Relationship Skills.

Objective	I can show kindness to others.
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	<p>I can include others who are different from me. I can help others feel better.</p>
CASEL Competency	Relationship Skills
SEL Benchmark	I can share and take turns with others.
ELA Benchmark	<p>I can with prompting and support, consistently ask and answer questions about a story. I can use a combination of drawing, dictating, and writing to compose informational texts and narrative texts.</p>
Vocabulary	<p>Kindness: the quality of being friendly Lonely: feeling sad because one has no friends or company</p>
Materials	<p><i>I Walk with Vanessa: A Story About A Simple Act of Kindness</i> Writer's Workshop book or writing paper Pencil Crayons or colored pencils</p>
Anticipatory Set	<p>Have you ever felt lonely? What does it mean to be lonely or alone? How do you feel less lonely? I know I like to spend time with my family, pets, or friends when I feel lonely.</p> <p>In our story, the main character, Vanessa experiences something that makes her feel sad and lonely. It is the kindness of her classmates that makes her feel better. Let's see what they do to help her. *This book is special because there are no words, only pictures.</p>
Procedure	<p>-Before Reading:</p> <ul style="list-style-type: none"> ● Again, this story has no words so we are going to have to pay extra attention to the body language and facial expressions of our characters. The pictures are very important. <p>-During Reading:</p> <ul style="list-style-type: none"> ● What is special about Vanessa? ● How do you think Vanessa is feeling on the first day? How can you tell? ● What do you think the boy Vanessa sees when walking is feeling? How can you tell? ● Look at Vanessa's face. How is she feeling? ● How is the other girl feeling when she sees what happens to Vanessa? ● How are all the other friends feeling after Vanessa goes home? Why

	<p>do you think they are feeling that way?</p> <ul style="list-style-type: none"> ● Why are there red lines about her head while she’s eating breakfast? What do you think she is thinking? ● What do you think she told Vanessa? ● What’s happening on their way to school? <p>-After Reading:</p> <ul style="list-style-type: none"> ● What happened at the beginning of the story? ● What happened in the middle of the story? ● What happened at the end of the story?
Assessment	<p>Writing Activity: Similar to the story, the students will portray a story without using words. Provide the following writing prompt to have students think of a response. <u>Prompt:</u> You notice a friend is playing by themselves at recess. What could you do? Have the students share in small groups before returning to their spot. Using a Writer’s Workshop book or writing paper, have the students draw what they would do.</p>
Support/ Challenge	<p>-As students are working, have individual conferences to help brainstorm ideas. -Write what each student shares on the back of the paper.</p>
Closing	<p>When you see someone being mean or hurting someone’s feelings it’s important to check to see if they are okay and then to tell an adult. Always show kindness to others, respect them for who they are, and make sure they feel included.</p>

Title: *Do Unto Otters: A Book About Manners*

Author: Laurie Keller

Illustrator: Laurie Keller

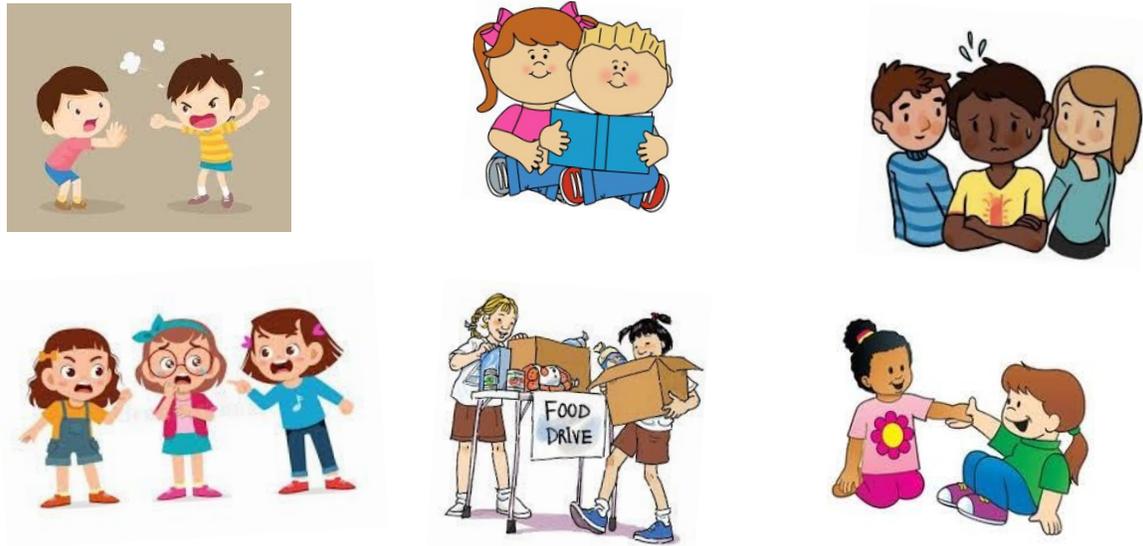
Rationale: In this fictional text, the rabbit fears his new neighbors are going to be mean.

However, when he treats them respectfully, they in turn treat him the same. Students are able to think about how they treat others and, in turn, how it will make others feel. This text is used for teaching the CASEL competency, Relationship Skills.

Objective	<p>I can make a list of ways I want to be treated.</p> <p>I can show kindness to others.</p> <p>I can share with others.</p> <p>I can apologize if I did something that has hurt others' feelings.</p>
CASEL Competency	Relationship Skills
SEL Benchmark	I can share and take turns with others.
ELA Benchmark	I can with prompting and support, consistently ask and answer questions about a story.
Vocabulary	<p>Friendly: kind and pleasant</p> <p>Polite: having or showing behavior that is respectful to others</p> <p>Honest: being or telling the truth</p> <p>Considerate: careful to not hurt others</p> <p>Kind: nice</p> <p>Cooperate: working together toward the same end</p> <p>Share: dividing something among a group of people evenly</p> <p>Apologize: express regret for something that one has done wrong</p>
Materials	<p><i>Do Unto Otters: A Book About Manners</i></p> <p>Exit Slip</p> <p>Pencil</p>
Anticipatory Set	<p>Have you heard of the “golden rule?” Treat others the way you want to be treated. How do you want to be treated? Let’s make a class list. We’ll revisit after we are done reading.</p> <p>In our story, the rabbit has new neighbors that are moving in nearby and he’s worried they won’t get along. He thinks of a list of things about how he would like to be treated. Let’s see if they all are able to get along!</p>
Procedure	<p>-Before Reading:</p> <ul style="list-style-type: none"> ● How do you want to be treated? <p>-During Reading:</p> <ul style="list-style-type: none"> ● Who are rabbit’s new neighbors? ● What does the rabbit know about otters? ● How would you like to be treated? ● How does the rabbit want the otters to treat him? ● What are some of the magic words? <p>-After Reading:</p> <ul style="list-style-type: none"> ● Are there some qualities the rabbit mentioned that you would like for

	your neighbors or friends?
Assessment	Exit Slip: Using the exit slip, explain the pictures to the students. Have the students think if the picture shows an act of kindness or not. If the picture is helping or treating someone fairly, have the students circle it. If the picture doesn't show kindness, have the student cross it out.
Support/ Challenge	-Describe each picture again as students are working. -Model the first example by crossing out the picture of the one boy getting angry at the other boy.
Closing	Let's look at our list again. Is there anything we could add to the list after reading our story. It's important to treat others how we would like to be treated.

Sample Exit Slip:

Exit Slip
Name:


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