

TEACHING SOCIAL EMOTIONAL SKILLS THROUGH LITERACY:

1st Grade SEL/ELA Integrated Curriculum

By

Melody Sandell

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Capstone Project Facilitators: Susan Manikowski, Jennifer Carlson

Content Expert: Kari Helfenstine

Peer Reviewer: Stephanie Johnson

Project Summary

As someone who began a career as a mental health professional, then entered the world of parenthood, and later became a teacher, I have learned the importance of healthy social and emotional health beginning at an early age. And, as a new teacher who seeks to provide opportunities to teach social emotional skills in the classroom, I found that it was hard to fit it in the curriculum in a way that was meaningful and effective to young students. I wondered, how can I make this work? How could I construct a curriculum for elementary school students to develop SEL skills amidst the focus of literacy goals? This led to the research question for my capstone, *“How can teachers effectively teach Social Emotional Learning skills through literacy in the primary grades?”*

My goal was to create a curriculum that aligned social emotional skills with Minnesota State English Language Arts Standards that entwined the topics into a seamless lesson where students could have meaningful discussions where both learning targets could be met.

Through my research, I learned the value of social emotional learning in schools. Social emotional learning plays a critical role in improving children’s academic growth and lifelong learning, according to Zins, et al. (2004). They linked SEL to improvement in school attitudes, behaviors, and academic performance. Furthermore, schools are the ideal settings in which to teach social emotional skills, in addition to academic growth, because virtually all children attend school and schools have an inherent expectation to educate children to become responsible,

contributing citizens in society.

Additionally, my research led me to conclude that SEL integrated with literacy is an effective way to integrate learning, leading to deeper connections to learning. When the teaching of academic subjects is integrated with social-emotional learning strategies, students can further develop academic skills of analytical thinking while also using social skills such as handling disagreements and having constructive conversations (Blad, 2017). Through reading, students learn to relate to others and deepen understanding of the text, but also their social and emotional skills. Blending literacy and social emotional learning helps prepare students for future school success by creating powerful learning experiences for children. Doyle & Bramwell (2006) studied dialogic reading to teach emergent literacy and social emotional skills where literacy instruction is provided through a shared reading experience in small groups of students with strategic questioning and responding to children while reading a book. Fisher, et al. (2019) concluded that evidence suggests SEL is crucial for excelling in school and in life, as well as increasing success in academic learning. Research suggests that SEL skills should be embedded into core curriculum, with the most positive effects in SEL being demonstrated in literacy.

With an integrated lesson curriculum, I provide teachers with a fully accessible teaching platform that connects SEL skills and literacy skills in a meaningful way. The learning targets are clearly stated and the learning activities are created to engage a variety of learners with different learning styles considered.

I used the Understanding by Design (UbD) process (Wiggins & McTighe, 2011) to create the lessons. I designed the lessons beginning with the Minnesota Academic State Standards for English Language Arts. I also used five core competencies identified by the Collaborative for Academic, Social, and Emotional Learning (CASEL): self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. I selected each competency and highlighted two elements for each one as guides to my desired learning outcomes for each lesson. I identified current, diverse, and relevant children's literature options that would coordinate with each desired learning target. Then, I determined what vocabulary would need to be taught to ensure the story is accessible to all students. After that, I wrote prompting questions for the teacher to ask students while reading to foster a dialogue to better understand the book. Students are asked questions that will support their learning of both areas of concentration - SEL and ELA. Later, the teacher is provided a series of instructional activities that result in a gradual release of responsibility (teacher models the activity, teacher and students do the activity together, then students do the activity independently). Finally, learning outcomes are measured and opportunities for reflection are provided and encouraged.

My desire is that this will not only provide a clear method for interdisciplinary teaching that incorporates SEL thinking, but also provide teachers a stepping stone to be able to continue this method of incorporating SEL teaching in their core curriculum in the future. I hope to encourage other teachers to include SEL teaching to build a healthy, safe, and thriving classroom community where students feel loved and connected and where students grow as the whole-child - emotionally, socially, and academically.

1st Grade SEL/ELA Integrated Curriculum

SEL Lesson Plan #1	
SEL Skill:	Self-Awareness
Literacy Skill:	Ask and answer questions about key details in a text
Learning Targets:	(SEL) I can identify one feeling and tell about a time I felt that way.
	(ELA) I can ask and answer questions about key details in a text.
Academic Language Goal:	(ELL) I can use feelings words to describe my feelings. (ELL) I can use details from a text to answer questions and use questioning words to ask questions about a text.
Materials Needed:	<i>The Way I Feel</i> by Janan Cain SEL Writing Journal (writing notebook for primary students with space for picture and three lined writing, Primary Writing Journal example) Pencil Chart Paper Marker
Minnesota Standards Addressed:	1.1.1.1
Duration of Time: 25 mins	
Dialogic Reading/ Interactive Read Aloud Guide	
Prior Knowledge Activation Before Reading	“In this book, a child thinks about all the feelings that make them who they are. Some days they feel differently than they do on other days. We can have many different feelings, depending on things that might happen in our day. What is one feeling you are having today?”
Vocabulary Defined	Pause at these words at the end of the sentence to

<p>Before or During Reading</p>	<p>provide students a definition. Reread the sentence after giving a definition.</p> <p>Mood: feeling or emotion Page Number: 8 Make up my mind: make a decision or a choice Page Number: 20 Bouncing like a rubber ball: moving around quickly, jumping around the room, feeling like you can't sit still Page Number: 22</p>
<p>Prompting Questions During Reading</p>	<p>Question: What feelings has the child had in the story had so far? Why did they feel that way? Page Number: 12 Question: What other feelings have they had in the story? Why did they feel that way? Page Number: 26 Question: What is a question you have about the child in the story? Page Number: 26 Question: What are some feelings you have had and what was happening when you felt that way? Page Number: 26</p>
<p>Learning Activity</p>	
<p>IRA: Teacher reads Book Aloud asking Prompting Questions; Students Turn and Talk with Reading Partners when questions are asked; Teacher asks a few partners to share their thinking with the whole class</p>	<p>Teacher Models Activity: Teacher will...</p> <ol style="list-style-type: none"> 1. Ask students to share some of the things they talked about with their partner about some of the feelings they have had and what was happening when students felt that way. 2. Ask students to name the feelings they know. 3. While they state the feelings, make a list on chart paper of the feelings from the book, plus other feelings students may list. If a student names a feeling not in the book, ask them to describe that feeling for the class. 4. Explain that students will think about a time they had one of the feelings on the list and what was happening. 5. Model telling about a feeling and what was happening. For example, "I watched my

	<p>daughter play hockey last night and her team won! I was so excited when it was tied and they scored the last goal. I jumped up and down in the stands to cheer for the team.”</p> <ol style="list-style-type: none"> 6. Write, “I felt excited when...” 7. Draw illustrations to describe the sentence. 8. Reread the page in the book that describes the feeling they wrote about.
	<p>Activity Done Together: Teacher will...</p> <ol style="list-style-type: none"> 1. Ask a student to tell about a time they had a feeling like they learned about in the book. 2. Write “I felt _____ when...” with the stated feeling in the blank. 3. Ask all students to think about a time they felt that way, too. 4. Reread the page in the book that is the feeling the student listed. 5. Ask the students to think about what was happening when they felt that way. 6. Choose a student to tell their experience and complete the sentence. 7. Ask the student to give details about the time while drawing an illustration of what the student is describing.
	<p>Students Complete Activity: Students will...</p> <ol style="list-style-type: none"> 1. Have an SEL writing journal with pages that have both an area for writing and an area for drawing. Teacher will explain this journal is for these writing activities. 2. Next, identify a feeling they would like to describe and draw a picture to demonstrate the feeling and what was happening when they felt that way. 3. Write a sentence about the feeling, using the sentence starter, “I felt _____ when...” and draw an illustration that matches the sentence.
Evidence of Learning	
Formative Assessment:	

<ol style="list-style-type: none"> 1. Teacher will review students' sentences and illustrations to determine if students are able to identify a feeling. 2. Teacher will also listen for students' ability to ask and answer questions about a text while reading the story.
<p>As evidenced by:</p> <ol style="list-style-type: none"> 1. Students will write about a feeling and draw a picture to describe the details. 2. Students will ask and answer questions about a text while turning and talking with a partner during the story.
<p>Closure, Review, Reflection:</p> <ol style="list-style-type: none"> 1. Teacher will ask students to reread their writing to themselves. 2. Teacher will ask students to think about their time writing. 3. Teacher will ask students how they were able to identify the feeling they had. 4. Teacher will model sharing story with appropriate voice volume, voice tone, reading speed, fluency, eye contact, and showing the class the illustration. 5. Teacher will ask students what they notice about the teacher's sharing. 6. Teacher will allow several students to share their writing, if they would like. 7. Upon each student sharing, ask what students learned about the student who shared. Allow time for 3-4 students to share their writing.

SEL Lesson Plan #2	
SEL Skill:	Self-Awareness
Literacy Skill:	Ask and answer questions about key details in a text
Learning Targets:	(SEL) I can identify self-efficacy and belief in myself.
	(ELA) I can ask and answer questions about key details in a text.
Academic Language Goal:	(ELL) I can explain what self-efficacy is. (ELL) I can use details from a text to answer questions and use questioning words to ask questions about a text.

Materials Needed:	<p><i>Jabari Jumps</i> by Gaia Cornwall SEL Writing Journal (writing notebook for primary students with space for picture and three lined writing, Primary Writing Journal example) Pencil Chart Paper Marker</p>
Minnesota Standards Addressed:	1.1.1.1
Duration of Time: 25 mins	
Dialogic Reading/ Interactive Read Aloud Guide	
Prior Knowledge Activation Before Reading	<p>“Have you ever been swimming in a pool or lake? In this book, a boy named Jabari took swimming lessons to learn to swim and was feeling excited to jump off the diving board. Have you ever jumped off of a diving board? How did you feel before you jumped? Imagine how Jabari might be feeling about the diving board the first time.”</p>
Vocabulary Defined Before or During Reading	<p>Pause at these words at the end of the sentence to provide students a definition. Reread the sentence after giving a definition.</p> <p>Self-efficacy: believing in yourself and knowing you can do something Swimming lessons: classes to learn how to swim Page Number: 3 Passed the test: test to show you know how to swim Page Number: 3 As big as tiny bugs: looking in the distance from very far away Page Number: 5 Back flip: spinning in a circle backwards, head over heel Page Number: 29</p>
Prompting Questions During Reading	<p>Question: What does Jabari think about jumping off the diving board? Page Number: 4 Question: Why does the author say the other kids on the diving board looked “as big as tiny bugs”? Page Number: 5</p>

	<p>Question: What are some things Jabari has done in the story so far? How might Jabari be feeling right now? Page Number: 11</p> <p>Question: What do you think is going to happen next? Page Number: 18</p> <p>Question: What happened at the end of the story? How did Jabari feel at the end? What question do you have about the story? Page Number: 29</p> <p>Question: When did you have something that you wanted to do, but felt nervous at first, and then you did it? Page Number: 29</p>
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Learning Activity

<p>IRA: Teacher reads Book Aloud asking Prompting Questions; Students Turn and Talk with Reading Partners when questions are asked; Teacher asks a few partners to share their thinking with the whole class</p>	<p>Teacher Models Activity: Teacher will...</p> <ol style="list-style-type: none"> 1. Ask students to share some of the things they talked about with their partner about some of the things they wanted to do, but felt nervous, and then did it? 2. Describe self-efficacy as believing in yourself and knowing you can do something, even if it feels hard or scary. It's having confidence in yourself and knowing you can meet the challenge. 3. Ask students to think of a time they had self-efficacy. 4. While they state them, make a list on chart paper of the students ideas. 5. Explain that students will think about a time they had self-efficacy. 6. Model telling about self-efficacy. For example, "Last summer, I wanted to run in a race where I had to swim, ride my bike, and run. I was nervous that I would be too slow or get too tired to finish. I practiced every day for many months until I was stronger and better at it. I told myself that I could do it and couldn't wait for the day of the race. My friends and family came to watch me. I told myself it was just like those days that I practiced. When the
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	<p>whistle blew, I swam, biked, and ran as fast as I could. When I was finished, everyone cheered and I got a big medal. I felt so proud of myself!” Teacher writes, “I knew I could race and I did it!”</p> <ol style="list-style-type: none"> 7. Draw illustrations to describe the sentence. 8. Connect the story to Jabari Jumps and explain that just like Jabari, I felt nervous at first, but then I believed I could do it, and I did!
	<p>Activity Done Together: Teacher will...</p> <ol style="list-style-type: none"> 1. Ask for 3-4 students to explain a time they showed self-efficacy. 2. Write on a chart paper, “I believed I could _____, and I did it!” for students’ examples.
	<p>Students Complete Activity: Students will...</p> <ol style="list-style-type: none"> 1. Have an SEL writing journal with pages that have both an area for writing and an area for drawing. 2. Next, Identify a time they showed self-efficacy and draw a picture to show it. 3. Write a sentence about the feeling, using the sentence starter, “I believed I could _____, and I did it!”
Evidence of Learning	
<p>Formative Assessment:</p> <ol style="list-style-type: none"> 1. Teacher will review students' writing and illustrations to determine if students are able to identify a time they experienced self-efficacy. 2. Teacher will also listen for students’ ability to ask and answer questions about a text while reading the story. 	
<p>As evidenced by:</p> <ol style="list-style-type: none"> 1. Students will write about self-efficacy and draw a picture to describe the details. 2. Students will ask and answer questions about a text while turning and talking with a partner during the story. 	
<p>Closure, Review, Reflection:</p> <ol style="list-style-type: none"> 1. Teacher will ask students to reread their writing to themselves. 2. Teacher will ask students to think about their time writing. 	

3. Teacher will ask students how they were able to identify self-efficacy.
4. Teacher will allow several students to share their writing, if they would like. Upon each student sharing, ask what students learned about the student who shared. Allow time for 3-4 students to share their writing.

SEL Lesson Plan #3

SEL Lesson Plan #3	
SEL Skill:	Self-Management
Literacy Skill:	Retell stories, including key details, and demonstrate understanding of their central message or lesson
Learning Targets:	(SEL) I can identify one way to show self-discipline.
	(ELA) I can retell a story, including key details, and demonstrate understanding of the central message or lesson.
Academic Language Goal:	(ELL) I can explain a way I will show self-discipline. (ELL) I can use details in a story to retell parts of a story.
Materials Needed:	<i>My Mouth is a Volcano</i> by Julia Cook SEL Writing Journal (writing notebook for primary students with space for picture and three lined writing, Primary Writing Journal example) Pencil Chart Paper Marker
Minnesota Standards Addressed:	1.1.2.2
Duration of Time: 25 mins	
Dialogic Reading/ Interactive Read Aloud Guide	
Prior Knowledge Activation Before	“Do you know what a volcano is? It is a huge opening in the earth’s crust through which hot

<p>Reading</p>	<p>lava, gases, and ash escape. A volcano might look like a mountain, but it's filled with hot rocks that are waiting to come out. When the pressure builds high enough, the hot lava spurts out onto the earth's surface.</p> <p>In this story, the boy feels like holding in his talking is like the huge mountain holding in the hot lava. Listen to see if he finds a way to keep from interrupting others.”</p>
<p>Vocabulary Defined Before or During Reading</p>	<p>Pause at these words at the end of the sentence to provide students a definition. Reread the sentence after giving a definition.</p> <p>Volcano: an opening in the earth's crust through which lava, volcanic ash, and gases escape Page Number: Title</p> <p>Emergency: very important, needing immediate action - like being sick or injured Page Number: 11</p> <p>Paying the bills: money owed for things like a house, electricity, internet, phone, food, etc. Page Number: 15</p> <p>Interrupt: talk when others are talking Page Number: 17</p> <p>Rude: not having good manners, impolite Page Number: 18</p>
<p>Prompting Questions During Reading</p>	<p>Question: Who is telling this story? What has happened in the beginning of the story? Where is the setting in the story? Page Number: 19</p> <p>Question: What has happened in the middle of the story? Who are some of the characters in the story? Page Number: 29</p> <p>Question: What happened at the end of the story? What is the message the author is teaching us in the story? Page Number: 32</p> <p>Question: Can you retell the story with a beginning, middle, and end? Page Number: 32</p>
<p>Learning Activity</p>	

<p>IRA: Teacher reads Book Aloud asking Prompting Questions; Students Turn and Talk with Reading Partners when questions are asked; Teacher asks a few partners to share their thinking with the whole class</p>	<p>Teacher Models Activity: Teacher will...</p> <ol style="list-style-type: none"> 1. State, in the story, Louis, has a hard time not interrupting. Why is it important not to interrupt? All people want to be seen, heard, and valued. When we interrupt, people feel less important. We have learned that people don't like to be interrupted, but what can we do about it? 2. Ask students to list ideas of what to do when they feel like interrupting. Teacher writes ideas on chart paper. Examples should include raising my hand, taking a deep breath, waiting my turn, sharing my important words on my turn, etc. 3. Explain students should choose one strategy they will try next time they feel like interrupting. 4. Tell about a time she felt like interrupting and used a strategy to wait her turn, for example, "One time I was in an important meeting at school and another teacher in another city was telling about her class at her school. She was going to tell us about something really cool she was teaching in first grade, but the minute I heard her say the name of her city, all I could think of was how much I love the amusement park there and riding roller coasters. I wanted to tell her about the really big scary one. BUT, I knew I couldn't interrupt her important story. So, I took a deep breath and counted to 10, and then I listened until she was finished. Then, I asked if I could tell her about the amusement park." 5. Writes "When I feel like interrupting, I can take a deep breath and count to 10." 6. Draw an illustration to match the sentence.
	<p>Activity Done Together: Teacher will...</p> <ol style="list-style-type: none"> 1. Ask students to think of a time they felt like interrupting. 2. Ask a couple of students to share their thoughts to the whole group and choose one example to write about interrupting.

	<ol style="list-style-type: none"> 3. Ask students to think of some strategies for that example from the list they made on the chart paper. 4. Asks a couple of students to share their thoughts to the group and chooses one example of a strategy and completes the sentence, “When I feel like interrupting, I can...” 5. Create a simple illustration to support the writing.
	<p>Students Complete Activity: Students will...</p> <ol style="list-style-type: none"> 1. Write in their SEL Writing journal and complete the sentence, “When I feel like interrupting, I can...” 2. Create an illustration to support their writing.
Evidence of Learning	
<p>Formative Assessment:</p> <ol style="list-style-type: none"> 1. Teacher will review students' writing and illustrations to determine if students are able to identify a strategy for self-discipline. 2. Teacher will also listen for students’ ability to retell the story with key details while reading the story. 	
<p>As evidenced by:</p> <ol style="list-style-type: none"> 1. Students will write about self-discipline and draw a picture to describe the details. 2. Students will retell a story while turning and talking with a partner during the story. 	
<p>Closure, Review, Reflection:</p> <ol style="list-style-type: none"> 1. Teacher will ask students to reread their writing to themselves. 2. Teacher will ask students to think about their time writing. 3. Teacher will ask students how they were able to identify a self-discipline strategy of how to not interrupt. 4. Teacher will allow several students to share their writing, if they would like. Upon each student sharing, ask what students learned about the student who shared. Allow time for 3-4 students to share their writing. 	

SEL Lesson Plan #4

SEL Skill:	Self-Management
Literacy Skill:	Retell stories, including key details, and demonstrate understanding of their central message or lesson
Learning Targets:	(SEL) I can show courage to take initiative to achieve goals.
	(ELA) I can retell a story using key details to demonstrate understanding.
Academic Language Goal:	(ELL) I can explain key details in a story to retell the story and use details to explain my understanding of the central message in a video. (ELL) I can describe how I would be courageous to take initiative to achieve my goals.
Materials Needed:	<i>Stand Tall, Molly Lou Melon</i> by Patty Lovell ipad/chromebook with video sharing app such as flipgrid, seesaw, etc.
Minnesota Standards Addressed:	1.1.2.2

Duration of Time: 25 minutes

Dialogic Reading/ Interactive Read Aloud Guide

Prior Knowledge Activation Before Reading	“Molly Lou is a girl that is a little different than the other first graders, but she is learning it is okay to be different and to stand up for herself. Standing up for yourself or to ‘stand tall’, means being confident and speaking up to others when they are not being kind. Listen to learn about what Molly Lou does when she meets a class bully.”
Vocabulary Defined Before or During Reading	Pause at these words at the end of the sentence to provide students a definition. Reread the sentence after giving a definition. buck teeth: crooked teeth where the two front stick out Page Number: 5

	fumble fingered: clumsy or drops things a lot Page Number: 13
Prompting Questions During Reading	<p>Question: What has happened so far in the beginning of the story? Page Number: Page 15</p> <p>Question: What has happened now in the middle of the story? Page Number: Page 27</p> <p>Question: What happened at the end of the story? Page Number: 30</p> <p>Question: Who are the characters in the story? Page Number: 30</p> <p>Question: In the story, Molly Lou’s grandma told her some things. Think about the message the author is trying to teach us in the story. Page Number: 30</p>
Learning Activity	
IRA: Teacher reads Book Aloud asking Prompting Questions; Students Turn and Talk with Reading Partners when questions are asked; Teacher asks a few partners to share their thinking with the whole class	<p>Teacher Models Activity: Teacher will...</p> <ol style="list-style-type: none"> 1. Explain, “Standing tall means being confident and proud of who you are. Molly Lou talks about the things that make her special and unique. She stands tall to show she is happy to be herself, no matter what others say. She has courage to be proud of herself to make new friends at a new school. Her grandma told her to walk proudly, smile big, sing out clear and strong, and believe in yourself. And, she did! What are some things you can do like Molly Lou to “stand tall”?” 2. Model how to use digital technology, such as FlipGrid or a SeeSaw activity, or other video sharing application for students to use to respond. 3. Explain students will think of a way they can stand tall. Teacher says, for example, “I can smile big when I meet new people to show that I am friendly.” 4. Use FlipGrid or SeeSaw activity to record while showing students how to use it, videoing. 5. Ask students what they noticed in her video

	<p>- for example, loud and clear voice, face is in video, statement is short, but explains thinking, etc.</p>
	<p>Activity Done Together: Teacher will...</p> <ol style="list-style-type: none"> 1. Ask students for 3-4 examples of how they can stand tall. Teacher chooses one example and one student to use. 2. Use FlipGrid or SeeSaw activity to help student record self stating how they can stand tall, encouraging the sentence stem, "I can stand _____ when I ____ to show _____." or something similar that is a complete sentence, explaining their thinking. 3. Ask students what they noticed in the student's video - for example, loud and clear voice, face is in video, statement is short, but explains thinking, etc.
	<p>Students Complete Activity: Students will...</p> <ol style="list-style-type: none"> 1. Work with a partner to each create a video response, as paired by teacher 2. Use FlipGrid or SeeSaw as directed. 3. Create a video stating how they can stand tall, encouraging the sentence stem, "I can stand _____ when I ____ to show _____." or something similar that is a complete sentence, explaining their thinking. 4. Be given time to work together with partners to create videos. 5. Watch each other's videos to provide a positive and encouraging response to each other.
<p>Evidence of Learning</p>	
<p>Formative Assessment:</p> <ol style="list-style-type: none"> 1. Teacher will review students' videos to determine if students are able to identify showing courage to take initiative to achieve goals. 2. Teacher will also listen for students' ability to retell the story with key details while reading the story. 	

As evidenced by:

1. Students will make a video about showing courage and “standing tall” to achieve a goal.
2. Students will retell a story while turning and talking with a partner during the story.

Closure, Review, Reflection:

1. Depending on the video sharing application used, students will share their videos. If on FlipGrid, students will be able to independently review all students' videos and be encouraged to respond to at least 2 videos with a responsive video including encouraging words, like “I like how you smiled to stand tall.” and by saying something they learned about their classmate that they didn’t already know, like “I learned you like to smile when you meet new people.”. If on SeeSaw, teacher will show class the students videos together or make a compilation of students videos to share.
2. Teachers will ask 1-2 students to volunteer to comment on each video with encouraging words and things they learned about their classmates that they didn’t already know, per video.

SEL Lesson Plan #5

SEL Skill:	Social Awareness
Literacy Skill:	Describe characters, settings, and major events in a story, using key details.
Learning Targets:	(SEL) I can show concern for the feelings of others and identify traits of a good friend.
	(ELA) I can describe characters, settings, and major events in a story, using key details.
Academic Language Goal:	(ELL) I can show concern for others’ feelings by describing being a good friend. (ELL) I can use key details to describe characters, settings, and major events in a story.
Materials Needed:	<i>Enemy Pie</i> by Derek Munson Template of “Piece of Friendship Pie” Pencil Colored Pencils/Crayons Black Marker

	Chart Paper
Minnesota Standards Addressed:	1.1.3.3
Duration of Time: 25 mins	
Dialogic Reading/ Interactive Read Aloud Guide	
Prior Knowledge Activation Before Reading	What are the characters in a story? Yes, it's who the story is about. What is a setting in a story? Yes, it's where the story takes place. What are the events in a story? Yes, it's what happens in a story. This story is called Enemy Pie. Think about what makes someone a friend. Now, think about what might make someone an enemy.
Vocabulary Defined Before or During Reading	<p>Pause at these words at the end of the sentence to provide students a definition. Reread the sentence after giving a definition.</p> <p>Neighborhood: area where you live Page Number: 4</p> <p>Tree house: play place, often built up in a tree or somewhere high up Page Number: 1</p> <p>Recipe: instructions for baking a specific food Page Number: 6</p> <p>Boomerang: toy that you throw that comes back to you Page Number: 10</p> <p>Checkerboard: board game for 2 people Page Number: 21</p> <p>Poisonous: dangerous substance that could make you very sick Page Number: 26</p>
Prompting Questions During Reading	<p>Question: Who are the characters in the story? Page Number: 4</p> <p>Question: What is the setting in the story? Page Number: 18</p> <p>Question: What are the major events in the story? Page Number: 32</p>
Learning Activity	
IRA: Teacher reads	Teacher Models Activity:

<p>Book Aloud asking Prompting Questions; Students Turn and Talk with Reading Partners when questions are asked; Teacher asks a few partners to share their thinking with the whole class</p>	<p>Teacher will...</p> <ol style="list-style-type: none"> 1. Ask why did Jeremy Ross change from enemy to friend? 2. Ask students to list some things that are qualities of a good friend. 3. Make a list on a chart paper of the qualities of a good friend. 4. Provide an example of writing a good friend trait on “Piece of Friendship Pie”. For example, the teacher writes, “shares toys”, on the pie and explains thinking, “I like to be friends with someone who will share their toys with me and someone with whom I can also share my toys.” 5. Write on the pie and colors the piece of pie. (See attached template of pie.)
	<p>Activity Done Together: Teacher will...</p> <ol style="list-style-type: none"> 1. Ask students to look at the list the class made, and think of a trait that they think makes a good friend and why. 2. Call on 3-4 students for example and to explain thinking to the whole group. 3. Select one of the examples, write it on the “Piece of Friendship Pie” and color the pie piece.
	<p>Students Complete Activity: Students will...</p> <ol style="list-style-type: none"> 1. Look at the list the class made again, and think of a trait that they think is important to make a good friend and why. 2. Write the trait on the “Piece of Friendship Pie” and color the pie piece. 3. As students complete the pie pieces, display the pie in the classroom as reminders of qualities of a good friend to refer to later, as needed.
<p>Evidence of Learning</p>	
<p>Formative Assessment:</p> <ol style="list-style-type: none"> 1. Teacher will review students' work to see how they can show concern for the feelings of others by identifying traits of a good friend. 2. Teacher will also listen for students’ ability to describe characters, 	

settings, and major events in a story, using key details while talking to partners and the group during the dialogic read aloud.

As evidenced by:

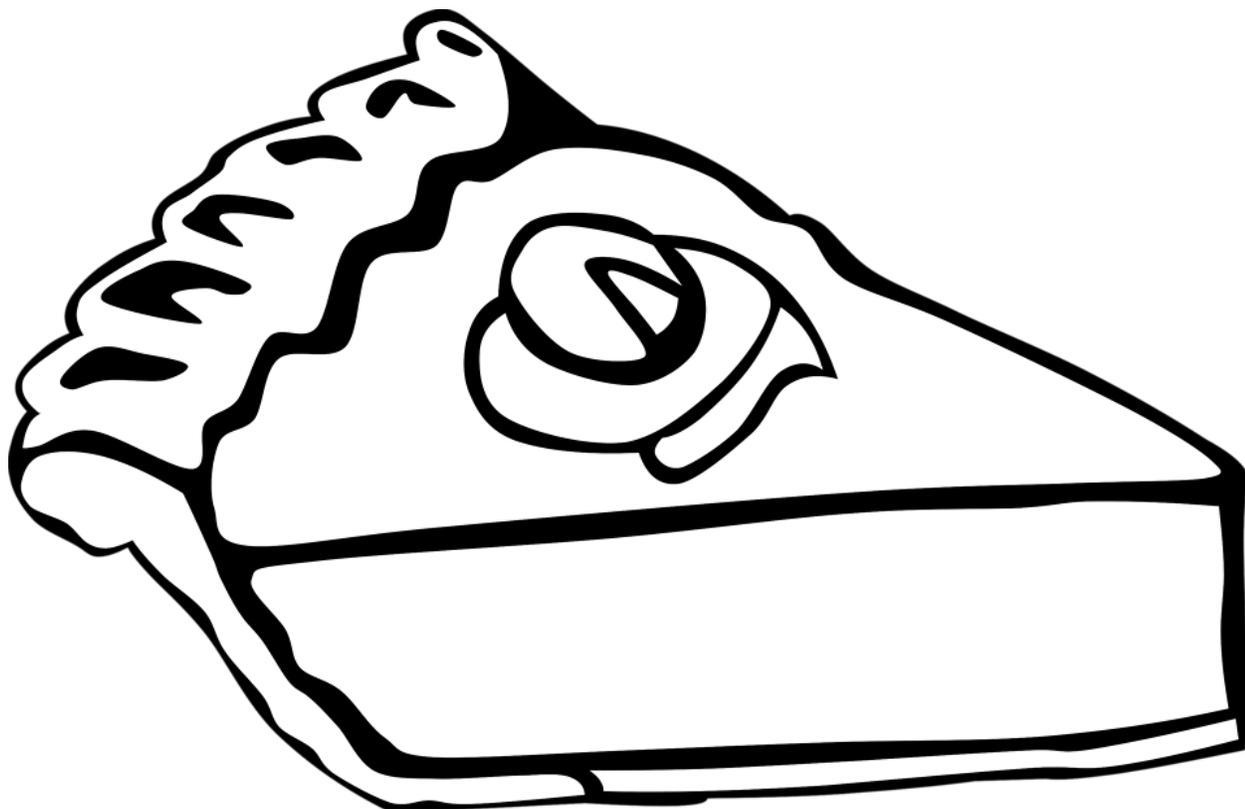
1. Students will identify and write a trait of a good friend.
2. Students will retell a story while turning and talking with a partner during the story.

Closure, Review, Reflection:

1. Upon completion of the “Piece of Friendship Pie”, the teacher will post to an easily seen area within the classroom.
2. Teacher will remind students that this is a good place to look to help them remember.
3. Teacher will gather students to the display and, one at a time, teacher will ask each student to read what they wrote to the group.
4. As they listen, students can give a thumbs up when they agree with a trait that would make a good friend.

Lesson Plan # 5 Materials:

“Piece of Friendship Pie”



SEL Lesson Plan #6

SEL Skill:	Social Awareness
Literacy Skill:	Describe characters, settings, and major events in a story, using key details.
Learning Targets:	(SEL) I can take others' perspectives.
	(ELA) I can describe characters, settings, and major events in a story, using key details.
Academic Language Goal:	(ELL) I can demonstrate what a perspective is. (ELL) I can use details from a text to describe characters, settings, and major events in a story.
Materials Needed:	<i>Strictly No Elephants</i> by Lisa Mantchev Chart Paper Marker
Minnesota Standards Addressed:	1.1.3.3

Duration of Time: 25 mins

Dialogic Reading/ Interactive Read Aloud Guide

Prior Knowledge Activation Before Reading	Do you have any pets? In this story, some kids have different kinds of animals for pets. If you could have any kind of animal for a pet, what would you have? I would like to have a panda for a pet, I wonder what people with pandas like to do with their pandas. I wonder what people with pandas might feel about people with dogs. Wondering how others might think or feel is thinking about their perspective, or the way they see something.
Vocabulary Defined Before or During Reading	Perspective: the way you see something Others' perspective: the way other people see something Fit in: feel like part of the group Page Number: 1 Number 17: address of apartment number where they live Page Number: 8

	Coax: talk into Page Number: 10
Prompting Questions During Reading	<p>Question: What happened in the beginning of the story? Page Number: 10</p> <p>Question: What happened in the middle of the story? Page Number: 17</p> <p>Question: What happened at the end of the story? Who were the characters in the story? What was the setting of the story? Page Number: 30</p> <p>Question: How do you think the boy with the elephant feels in the story? How do you think the kids with the dogs and cats feel in the story? What about the kids with different kinds of animals for pets? Page Number: 30</p>
Learning Activity	
IRA: Teacher reads Book Aloud asking Prompting Questions; Students Turn and Talk with Reading Partners when questions are asked; Teacher asks a few partners to share their thinking with the whole class	<p>Teacher Models Activity: Teacher will...</p> <ol style="list-style-type: none"> 1. Ask students to think of how in our classroom, we can be sure to include everyone so that no one feels left out. 2. Give an example, “When we are playing outside at recess, we can include everyone in our game.” 3. Explain to the class that, together, they will role play, or act out, how we can think about how other people might feel, or their perspective, and how we can include everyone. 4. Give an example by selecting one group of students that have something similar on their clothes and one group of students that do not. 5. State only one group can play her game, but not the others. 6. Begin to play the game with one group. Pause, think aloud about how the group that can’t play might feel, then ask that group how they really feel. 7. Say, “Of course, everyone can play!”

	<p>Would you like to play with us?" to the group that was excluded.</p> <ol style="list-style-type: none"> 8. Ask the group how they are feeling about being included and discuss it with the whole group. 9. Relate the example to Strictly No Elephants and how the boy and girl started a new club where all animals and pet owners were included.
	<p>Activity Done Together: Teacher will...</p> <ol style="list-style-type: none"> 1. Ask students to think again of how in our classroom, we can be sure to include everyone so that no one feels left out. 2. Make a list on chart paper of the different ideas. 3. Select one of the ideas to act out with students. 4. Select one group of students that have something similar on their clothes and one group of students that do not. 5. Act out the scenario together with students and teacher support. 6. Emphasizes when to pause, ask students in the included group about how the group that is excluded might feel, then ask that group how they really feel. 7. Prompt students to say something to include everyone. 8. Ask the group how they are feeling about being included.
	<p>Students Complete Activity: Students will...</p> <ol style="list-style-type: none"> 1. Be divided into groups of 4-5, depending on class size. 2. Be reminded of the list of examples made of including others. 3. Plan a way to act out how they can include others in the classroom community. 4. Plan their skit and practice it with their group.
<p>Evidence of Learning</p>	

<p>Formative Assessment:</p> <ol style="list-style-type: none"> 1. Teacher will observe students' discussions with peers and acting out their examples of including others in classroom activities. 2. Teacher will also listen for students' ability to describe characters, settings, and major events in a story, using key details while reading the story.
<p>As evidenced by:</p> <ol style="list-style-type: none"> 1. Students will act out considering others' perspectives. 2. Students will describe characters, settings, and major events in a story, using key details with a partner during the story.
<p>Closure, Review, Reflection:</p> <ol style="list-style-type: none"> 1. Students will act out skits for the class. 2. After each skit, teacher will ask each other group to give positive feedback to the group that performed the skit. 3. Teacher will ask students to think about their time acting out the scenario. 4. Teacher will ask students how they were able to be respectful during work time when they were planning their acting. 5. Teacher will ask students how they were able to identify others' perspectives. 6. Teacher will ask students to think about a time they might have not included someone at school and think about how they can include others next time that happens. 7. Before going outside to recess, teacher will ask 3-4 students how they will include others in playing outside.

SEL Lesson Plan #7	
SEL Skill:	Relationship Skills
Literacy Skill:	Participate in collaborative conversations with diverse partners about grade level topics and texts with peers and adults in small and larger groups.
Learning Targets:	(SEL) I can identify ways to treat others like I would like to be treated.
	(ELA) I can have conversations with peers about books.
Academic Language	(ELL) I can use kind words to communicate with

Goal:	my classmates, take turns when I speak, and identify ways to be respectful.
Materials Needed:	<i>Do Unto Otters</i> by Laurie Keller SEL Writing Journal (writing notebook for primary students with space for picture and three lined writing, Primary Writing Journal example) Pencil Chart Paper Marker
Minnesota Standards Addressed:	1.8.1.1
Duration of Time: 25 mins	
Dialogic Reading/ Interactive Read Aloud Guide	
Prior Knowledge Activation Before Reading	What do you know about manners? Having manners means being kind and respectful to other people. This is a book about otters. Otters are little furry animals that like to swim in the water. They have a long body and webbed feet. We know this book is fiction, or not real, because otters don't really talk to each other. But, let's read and see if these otters can teach us something.
Vocabulary Defined Before or During Reading	Pause at these words at the end of the sentence to provide students a definition. Reread the sentence after giving a definition. Neighbor: someone who lives nearby Page Number: 4 Golden rule: do unto others, as you would have others do unto you: treat other people like you would like them to treat you Page Number: 7 Eye contact: looking at another person's eyes when they are talking to show you are interested Page Number: 9
Prompting Questions During Reading	Question: What are some things that the bunny would like his new friends, the otters, to do so far? (be friendly, polite, considerate, kind, and to cooperate) Page Number: 20

	<p>Question: What are some other things that the bunny would like his new friends, the otters, to do? (play fair, share, not tease, apologize, forgive) Page Number: 30</p> <p>Question: How did you decide who would share first with your partner? How did you make sure that both you and your partner had a chance to share? How were you respectful to your partner?</p>
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Learning Activity	
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<p>IRA: Teacher reads Book Aloud asking Prompting Questions; Students Turn and Talk with Reading Partners when questions are asked; Teacher asks a few partners to share their thinking with the whole class</p>	<p>Teacher Models Activity: Teacher will...</p> <ol style="list-style-type: none"> 1. Reminds students of the “golden rule”, do unto others as you would have them do unto you. 2. Ask, why do you think the author wrote this book about otters? Otters sounds a little like others! 3. Ask students to list all the things that the bunny hoped the new neighbors, the otters, would be. 4. While students name them, write them on chart paper. 5. Ask students to think about how they can do those things in our classroom. 6. Say one of the ways and tell a way to do that in the classroom. For example, “I can be polite by saying thank you.” 7. Write the sentence and illustrate it with a simple picture.
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	<p>Activity Done Together: Teacher will...</p> <ol style="list-style-type: none"> 1. Explain, now the class will do it together with the teacher. 2. Ask for a suggestion of one item on the list of what to write about. For example, “I can cooperate...” 3. Ask for a few students to suggest ways to cooperate in the classroom. 4. Select one example to write about, for example, “I can cooperate by taking turns on the slide at recess.” 5. Draw a quick illustration to match. 6. Students read the sentence together.
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	<p>Students Complete Activity: Students will...</p> <ol style="list-style-type: none"> 1. Select one way that they would like others to treat them and give one way they can do that in the classroom. 2. Write a sentence in their SEL Writing Journal and illustrate their writing. 3. Have 10 minutes to write. 4. Ask students to meet with their partner again to share their writing.
Evidence of Learning	
<p>Formative Assessment:</p> <ol style="list-style-type: none"> 1. Teacher will review students' writing and illustrations to determine if students are able to identify one way they can treat others respectfully. 2. Teacher will also listen for students' ability to share with their partner about a text while reading the story and about their own writing. 	
<p>As evidenced by:</p> <ol style="list-style-type: none"> 1. Students will write about treating others respectfully and draw a picture to describe the details. 2. Students will discuss the story with their partner showing collaboration like taking turns, letting each other speak, and listening to one another both when turning and talking during the story and when sharing their writing. 	
<p>Closure, Review, Reflection:</p> <ol style="list-style-type: none"> 1. Teacher will ask students to think about their time working with a partner. 2. Teacher will ask students how they were able to identify ways they can treat each other and that they would like to be treated. 3. Teacher will allow several students to share their writing, if they would like. 4. Upon each student sharing, ask what students learned about the student who shared. Allow time for 3-4 students to share their writing. 	

SEL Lesson Plan #8	
SEL Skill:	Relationship Skills

Literacy Skill:	Participate in collaborative conversations with diverse partners about grade level topics and texts with peers and adults in small and larger groups.
Learning Targets:	(SEL) I can navigate settings with differing social and cultural demands and opportunities.
	(ELA) I can participate in collaborative conversations with diverse partners about grade level topics and texts with peers and adults in small and larger groups.
Academic Language Goal:	(ELL) I can interact with diverse peers and adults by creating a mural together. (ELL) I can have conversations about a text with my peers and adults in small and large groups.
Materials Needed:	<i>Drawn Together</i> by Minh Le and Dan Santat Large piece of paper (approx. 10' x 4') Pencils Crayons Tape
Minnesota Standards Addressed:	1.8.1.1
Duration of Time: 25 mins.	
Dialogic Reading/ Interactive Read Aloud Guide	
Prior Knowledge Activation Before Reading	This story is about how a boy and his grandfather learn to communicate when they don't speak the same language. They feel like they don't have anything in common to talk about. Think about your grandparents or an older adult you know when you listen to this story and think about what it's like when you visit them.
Vocabulary Defined Before or During Reading	Pause at these words at the end of the sentence to provide students a definition. Reread the sentence after giving a definition. *In the book, on the dedication/copyright page, the Thai text within the book is transcribed and translated. This should be referred to and read along with the corresponding pages. Neighbor: someone who lives nearby

	Page Numbers: 9, 10, and 11
<p>Prompting Questions During Reading</p>	<p>Question: Discuss what has happened in the story so far. Page Number: 11 Question: How are the boy and his grandpa communicating? Page Number: 19 Question: What is something the boy and his grandpa learned from each other in the book? What is something you learned from this book? Page Number: End</p>
Learning Activity	
<p>IRA: Teacher reads Book Aloud asking Prompting Questions; Students Turn and Talk with Reading Partners when questions are asked; Teacher asks a few partners to share their thinking with the whole class</p>	<p>Teacher Models Activity: Teacher will...</p> <ol style="list-style-type: none"> 1. Lead a discussion with students asking what students noticed about the boy and his grandpa and how they began to communicate with each other. 2. Explain that they learned that through their art, they are a lot alike, and they can do things together, learning from each other, even when things (like their language) are different. 3. Explain that together, the class is going to create a mural (a large picture for the wall) where all students contribute and work together and individuals for one, common goal - a beautiful mural for the classroom! 4. Posts a large piece of paper on the classroom wall with tape. 5. Begin drawing on the piece of paper, by drawing something simple like grass, a tree, a sun, or a flower. <p>Activity Done Together: Teacher will...</p> <ol style="list-style-type: none"> 1. Explain that together, students will add to the picture until everyone has contributed and everyone agrees the picture is completed. 2. Ask for ideas of what could be added to the picture and obtain 3-4 suggestions from students.

	3. Choose one and add that to the mural.
	<p>Students Complete Activity: Students will...</p> <ol style="list-style-type: none"> 1. Use pencils and crayons to add to the mural in their own way, discussing ideas with each other, as they would like. 2. Have work time while the teacher provides meaningful feedback when positive interactions amongst students occur.
Evidence of Learning	
<p>Formative Assessment:</p> <ol style="list-style-type: none"> 1. Teacher will observe students' collaboration and interactions with peers in creation of classroom mural, monitoring for positive peer relations. 2. Teacher will also listen for students' ability to share with their partner and with the whole group about a text while reading the story and responding to questions. 	
<p>As evidenced by:</p> <ol style="list-style-type: none"> 1. Students will interact with each other respectfully and create a mural together. 2. Students will discuss the story with their partner and the class showing collaboration like taking turns, letting each other speak, and listening to one another both when turning and talking during the story and when sharing their writing. 	
<p>Closure, Review, Reflection:</p> <ol style="list-style-type: none"> 1. Teacher will ask students to think about their time creating the mural. 2. Teacher will ask students to identify ways they were kind, respectful, and helpful to their classmates. 	

SEL Lesson Plan #9	
SEL Skill:	Responsible Decision-Making
Literacy Skill:	Write narratives and other creative texts in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

Learning Targets:	(SEL) I can identify solutions for personal or social problems.
	(ELA) I can write a narrative or creative text which describes two details in order, using the words, “first” and “then”, while providing closure with the word, “last”.
Academic Language Goal:	(ELL) I can describe a solution for a personal or social problem. (ELL) I can write a narrative or creative text which describes two details in order, using the words, “first” and “then”, while providing closure with the word, “last”.
Materials Needed:	<i>The Day the Crayons Quit</i> by Drew Daywalt SEL Writing Journal (writing notebook for primary students with space for picture and three lined writing, Primary Writing Journal example) Pencil Chart Paper Marker Crayons
Minnesota Standards Addressed:	1.6.33
Duration of Time: 25 minutes	
Dialogic Reading/ Interactive Read Aloud Guide	
Prior Knowledge Activation Before Reading	When you are coloring, do you use all the colors the same? Imagine if those crayons were people. Think about how they would feel if they weren’t used all the same. Let’s read about how a box of crayons was feeling and what the boy that used the crayons did about it.
Vocabulary Defined Before or During Reading	Pause at these words at the end of the sentence to provide students a definition. Reread the sentence after giving a definition. Creativity: unique, original, different, lots of details Page Number: 29
Prompting Questions	Question: What do you predict is the problem in

During Reading	<p>the story? Page Number: 1 Question: Think about what has happened so far. How are the crayons feeling right now? Page Number: 12 Question: Now, think about the story. How are the other crayons feeling now? Page Number: 26 Question: What is the problem in the story? Make a prediction about what would be a good solution to that problem. Page Number: 28</p>
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Learning Activity

<p>IRA: Teacher reads Book Aloud asking Prompting Questions; Students Turn and Talk with Reading Partners when questions are asked; Teacher asks a few partners to share their thinking with the whole class</p>	<p>Teacher Models Activity: Teacher will...</p> <ol style="list-style-type: none"> 1. Prompt students, “Imagine your crayons could talk. Choose two colors and think about what they would say. What would the problem be? How would you solve the problem? Using words like, first, then, and last, we will write about our crayons.” 2. Give an example and models writing in the SEL Journal, with a page title, “The Day My Crayons Quit”. Example, “First, my red crayon says that I call my hair red, but don’t let him color all of my hair. Then, blue crayon says that I always color my pants blue. Why can’t you use other colors, too? Last, I can use all the crayons in the box!” 3. Write the story and reread the completed story. 4. Draw an illustration to support the details in the story, adding color with crayons.
	<p>Activity Done Together: Teacher will...</p> <ol style="list-style-type: none"> 1. Ask students to think about how they use their crayons. 2. Ask students for examples of what their crayons would say and call on 3-4 students to share. 3. Use one example for the sentence starting with “First...” and write an example.

	<ol style="list-style-type: none"> 4. Use another example for the sentence starting with “Next... and write an example. 5. Ask students to think about the problem the crayons would have, listen to examples from 3-4 students. 6. Write one example of the crayons’ problem in a question format. 7. Ask students to think of a solution for the crayons, listen to examples of solutions and from 2-4 students. 8. Use one example for the sentence starting with “Last...” and write an example. 9. Write the story and reread the completed story along with the students. 10. Draw an illustration to support the details in the story and add color with crayons.
	<p>Students Complete Activity: Students will...</p> <ol style="list-style-type: none"> 1. Think a little more about how they use their crayons and what their crayons would say. 2. Tell what the first color would say with a sentence starting with “First...” 3. Tell what the second color would say with a sentence starting with “Second...” 4. Think about the problem the crayons would have and write the crayons’ problem in a question format. 5. Think of a solution for the crayons. 6. Tell about the solution by writing a sentence starting with “Last...” 7. Teacher explains to students they will draw an illustration, adding color with crayons, to support the details in the story. 8. Have time to write and draw independently, while the teacher checks in with students, if additional support is needed. 9. Write stories, illustrate pictures, and add color to illustrations.
Evidence of Learning	
<p>Formative Assessment:</p> <ol style="list-style-type: none"> 1. Teacher will review students' writing and illustrations to determine if students can identify solutions for personal or social problems and 	

<p>write a narrative or creative text which describes two details in order, using the words, “first” and “then”, while providing closure with the word, “last”.</p> <p>2. Teacher will also listen for students’ ability to share with their partner about identifying a social problem and a solution within the text while reading the story.</p>
<p>As evidenced by:</p> <ol style="list-style-type: none"> 1. Students will write about identifying problems and a solution and draw a picture to describe the details. 2. Students will list more than one detail using ordinal words to clarify.
<p>Closure, Review, Reflection:</p> <ol style="list-style-type: none"> 1. Teacher will ask students to think about their time writing. 2. Teacher will ask students how they were able to identify problems and solutions. 3. Teacher will allow several students to share their writing, if they would like. Allow time for 3-4 students to share their writing.

SEL Lesson Plan #10	
SEL Skill:	Responsible Decision-Making
Literacy Skill:	Write narratives and other creative texts in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
Learning Targets:	(SEL) I can anticipate and evaluate the consequences of my actions.
	(ELA) I can write a narrative in which I recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
Academic Language Goal:	(ELL) I can predict a consequence for my actions and evaluate the consequences. (ELL) I can use words like “first, next, then” to write details of an event in order, with closure.

Materials Needed:	<i>The Good Egg</i> by Jory John and Pete Oswald SEL Writing Journal (writing notebook for primary students with space for picture and three lined writing, Primary Writing Journal example) Pencil Chart Paper Marker
Minnesota Standards Addressed:	1.6.33
Duration of Time: 25 minutes	
Dialogic Reading/ Interactive Read Aloud Guide	
Prior Knowledge Activation Before Reading	The good egg in this book tries to be perfect and take charge, but he runs into a problem. Think about how you might feel if you tried not to ever make a mistake and tried to tell everyone what to do all the time. What might happen to you? What might happen to everyone else?
Vocabulary Defined Before or During Reading	Pause at these words at the end of the sentence to provide students a definition. Reread the sentence after giving a definition. Rescuing: to rescue or save Page Number: 1 Dozen: set of twelve, eggs sold in set of 12 Page Number: 6 Carton: package that eggs are sold in Page Number: 15
Prompting Questions During Reading	Question: What has happened so far, in the beginning of the story? Think about the problem the egg is having. Page Number: 16 Question: What has happened now, in the middle of the story? What is the egg doing to solve the problem? Page Number: 27 Question: Think about the end of the story. Tell what you think happened in the end. Page Number: 32 Question: What sort of things did the good egg change that made a difference in the way he felt? Was it more important that he think about the other

	eggs or himself? Page Number: 32 Question: Think about what you can do to take care of yourself. Talk about some ways you can take care of yourself?
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Learning Activity	
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IRA: Teacher reads Book Aloud asking Prompting Questions; Students Turn and Talk with Reading Partners when questions are asked; Teacher asks a few partners to share their thinking with the whole class	Teacher Models Activity: Teacher will... <ol style="list-style-type: none"> 1. Lead class discussion by asking, “What do you like to do to feel happy? I like to take a bubble bath. I want you to close your eyes and think about a time you had a strong feeling. What action can help you feel better? When I feel stressful, or busy, like I have a lot of work to do, my action to help me feel better is to help me relax. I can take a bath to help me relax.” Think about the steps you would take. 2. Write an example of action to help feelings in terms of ordinal words. For example, “When I feel stress, I can take a bath to relax. First, I add the water. Then, I add the bubbles. Last, I soak and relax.”
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	Activity Done Together: Teacher will... <ol style="list-style-type: none"> 1. Say, “In the book, the good egg started to feel a lot of stress and he knew that he needed to change. Think about what actions the good egg took. The good egg took a journey to think about his actions and to take care of himself. Let’s think of some things we can do, like the good egg, to do when we have strong feelings.” 2. Take student suggestions and write a list on chart paper. (Ex. relaxation, meditation, painting, etc.) 3. Choose one suggestion to write about and ask for suggestions, using 2-3 examples from students, using ordinal words. For example, “When I feel sad, I can paint a picture. First, I get out the paper. Next, I get out the paint. Last, I draw a beautiful picture.”
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	<p>Students Complete Activity: Students will...</p> <ol style="list-style-type: none"> 1. In their SEL Writing journal, write about an action to take when they are having a strong feeling. 2. Write about the action in terms of first, next, and last. 3. Have 10 minutes of independent writing time, offering individual support, as needed.
Evidence of Learning	
<p>Formative Assessment:</p> <ol style="list-style-type: none"> 1. Teacher will review students' writing and illustrations to determine if students can identify how they can anticipate and evaluate the consequences of their action and write a narrative or creative text which describes two details in order, using the words, “first” and “then”, while providing closure with the word, “last”. 2. Teacher will also listen for students’ ability to share with their partner about anticipating and evaluating the consequences of actions within the text while reading the story. 	
<p>As evidenced by:</p> <ol style="list-style-type: none"> 1. Students will write about actions to change a strong feeling and draw a picture to describe the details. 2. Students will list more than one detail using ordinal words to clarify. 	
<p>Closure, Review, Reflection:</p> <ol style="list-style-type: none"> 1. Teacher will ask students to think about their time writing. 2. Teacher will ask students how they were able to identify actions to change their feelings. 3. Teacher will take stories and put them together in a class book to keep available for students to read. 4. Teacher will read the class book to the class. 	

List of Children's Literature for Lessons

Cain, J. (2001). *The Way I Feel*. New York: Scholastic.

Cook, J., & Hartman, C. (2005). *My mouth is a volcano!* Chattanooga: National Center for Youth Issues.

Cornwall, G. (2017). *Jabari jumps*. Somerville: Candlewick Press.

Daywalt, D., & Jeffers, O. (2013). *The day the crayons quit*. New York: Philomel Books.

John, J., & Oswald, P. (2020). *The good egg*. New York: Scholastic.

Keller, L. (2007). *Do unto otters: (a book about manners)*. New York: Scholastic.

Lê, M., & Santat, D. (2018). *Drawn together*. Los Angeles: Disney-Hyperion.

Lovell, P. (2001). *Stand tall, molly lou melon*. New York: Scholastic.

Mantchev, L. & Yoo, T. (2015). *Strictly No Elephants*. New York: Scholastic.

Munson, D., & King, T. C. (2000). *Enemy pie*. New York: Scholastic.

Additional Materials Needed

SEL Writing Journal (writing notebook for primary students with space for picture and three lined writing, [Primary Writing Journal example](#))

Pencil

Chart Paper

Markers

ipad/chromebook access with video sharing app such as flipgrid, seesaw, etc.

Template of “Piece of Friendship Pie” (provided)

Colored Pencils

Crayons

Large piece of paper (approx. 10' x 4')

Tape