

Otterbein University

Digital Commons @ Otterbein

Masters Theses/Capstone Projects

Student Research & Creative Work

Spring 5-1-2021

Social-Emotional Learning and Literacy: A Literary Curriculum Designed to Support Children's Self-Awareness Skills

Chelsea McConnell
chelseamccon@gmail.com

Follow this and additional works at: https://digitalcommons.otterbein.edu/stu_master



Part of the [Early Childhood Education Commons](#), and the [Elementary Education Commons](#)

Recommended Citation

McConnell, Chelsea, "Social-Emotional Learning and Literacy: A Literary Curriculum Designed to Support Children's Self-Awareness Skills" (2021). *Masters Theses/Capstone Projects*. 76.
https://digitalcommons.otterbein.edu/stu_master/76

This Thesis is brought to you for free and open access by the Student Research & Creative Work at Digital Commons @ Otterbein. It has been accepted for inclusion in Masters Theses/Capstone Projects by an authorized administrator of Digital Commons @ Otterbein. For more information, please contact digitalcommons07@otterbein.edu.

Social-Emotional Learning and Literacy: A Literacy Curriculum Designed to Support Children's
Self-Awareness Skills

Chelsea McConnell, B.S.Ed.

Otterbein University

April, 2021

Submitted in partial fulfillment of the requirements for a Master of Arts in Education degree.

Dr. Allison McGrath

Advisor

Signature

Date

Dr. Susan Constable

Second Reader

Signature

Date

Dr. Diane Ross

Third Reader

Signature

Date

SOCIAL-EMOTIONAL LEARNING AND LITERACY: A LITERACY CURRICULUM
DESIGNED TO SUPPORT CHILDREN'S SELF-AWARENESS SKILLS

Copyright

By

Chelsea M. McConnell

2021

SOCIAL-EMOTIONAL LEARNING AND LITERACY: A LITERACY CURRICULUM
DESIGNED TO SUPPORT CHILDREN’S SELF-AWARENESS SKILLS

VITA

Teaching Experience

2020-Present	Intervention Specialist J.W. Reason Elementary School Hilliard City School District Hilliard, Ohio
2017-2020	Intervention Specialist Etna Road Elementary School Whitehall City School District Whitehall, Ohio
2016-2017	Intervention Specialist Stevenson Elementary School Heath City School District Heath, Ohio

Education

2021	Master of Arts in Education Reading Otterbein University Westerville, Ohio
2013	Bachelor of Science Special Education and Early Childhood Education Indiana University of Pennsylvania Indiana, Pennsylvania

SOCIAL-EMOTIONAL LEARNING AND LITERACY: A LITERACY CURRICULUM
DESIGNED TO SUPPORT CHILDREN’S SELF-AWARENESS SKILLS

TABLE OF CONTENTS

VITA.....	3
TABLE OF CONTENTS.....	4
ABSTRACT.....	6
SECTION ONE	
Introduction.....	7
SECTION TWO	
Literature Review.....	10
Social-Emotional Learning.....	10
Self-Awareness.....	12
Benefits of SEL.....	12
Theoretical Framework.....	14
Why Should We Use Children’s Books to Teach SEL?.....	16
Bibliotherapy.....	18
SEL, Literacy, & Children’s Books.....	19
Teaching Self-Awareness with Children’s Books.....	21
Conclusion.....	23
SECTION THREE	
Curriculum Framework.....	23
Theoretical Framework.....	24
Language.....	24
Culture.....	25

SOCIAL-EMOTIONAL LEARNING AND LITERACY: A LITERACY CURRICULUM
DESIGNED TO SUPPORT CHILDREN’S SELF-AWARENESS SKILLS

The zone of proximal development.....	25
Ohio’s SEL and ELA Standards.....	26
CASEL 2020Roadmap.....	26
Bibliotherapy, Text Selection, and Dialogic Reading.....	27
Conclusion.....	30
SECTION FOUR	
The Curriculum.....	31
SECTION FIVE	
Concluding Thoughts.....	64
LIST OF REFERENCES.....	67

SOCIAL-EMOTIONAL LEARNING AND LITERACY: A LITERACY CURRICULUM DESIGNED TO SUPPORT CHILDREN’S SELF-AWARENESS SKILLS

ABSTRACT

The purpose of this capstone project is to present a curriculum that utilizes children’s books to teach the first competency of social-emotional learning: self-awareness. The curriculum was developed based on the following research question: How can we create a literacy curriculum that utilizes children’s literature to support students’ social-emotional development in the domain of self-awareness? The question was answered after examining Vygotsky’s sociocultural learning theory and research associated with bibliotherapy and text selection, as well as structure developed for bibliotherapy lessons. The curriculum includes sample lessons that support literacy and social-emotional learning instruction with alignment to Ohio’s Social-Emotional Learning and English Language Arts Standards.

SOCIAL-EMOTIONAL LEARNING AND LITERACY: A LITERACY CURRICULUM DESIGNED TO SUPPORT CHILDREN’S SELF-AWARENESS SKILLS

SECTION ONE

Introduction

Social and emotional learning (SEL) teaches students to “acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions” (CASEL, 2021). Social-emotional learning encompasses five competencies: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. Students who learn the elemental competency of self-awareness are able to identify and recognize one’s emotions, relate to the emotions of others to understand behavior, and identify and assess individual strengths and limitations. Self-awareness helps students recognize and manage their emotions to develop and sustain healthy relationships.

The COVID-19 pandemic left many students feeling unsure, and unaware of the world around them. The absence of in-person instruction, ordinary school day structure and routine, and guaranteed breakfast and lunch left our students’ well-being, welfare, emotional health, and safety at risk. The need for SEL instruction in schools has increased as a result of school closures in March 2020. As an intervention specialist in a central Ohio school district, servicing students in Kindergarten through fifth grades, I felt an overwhelming need and pressure, during the 2020-2021 school year, to provide SEL support during the instructional day. In their responses to a Fall 2020 school district survey, students voiced that they needed skills to cope with life’s pressures and living in uncertainty. The results from the survey indicated that students were challenged with feelings of anxiety, emotional regulation struggles, adjustment to the school year, family concerns, self-esteem and self-worth, and trauma at the beginning of the 2020-2021

SOCIAL-EMOTIONAL LEARNING AND LITERACY: A LITERACY CURRICULUM DESIGNED TO SUPPORT CHILDREN'S SELF-AWARENESS SKILLS

school year, as opposed to the following struggles at the start of the previous school year: social and behavioral concerns, and interpersonal struggles.

After viewing student responses, my colleagues and I were in agreement that we needed to support our students' mental health through implementation of SEL into our daily instructional practices. My fellow intervention specialists and I have limited instructional time and multiple small groups throughout the day consequently making it imperative that we implement SEL alongside literacy instruction. When SEL is taught alongside academics, students learn a multitude of social and emotional skills, such as communication, leadership, and behavioral skills without loss of instructional time (Schlund, 2019). The Collaborative for Academic, Social, and Emotional Learning's (CASEL) research showed that some effective SEL programs were implemented during content teaching time, but not integrated with the content teaching (2013). For example, the SEL curricula researched, Caring School Community, PATHS, and Social Decision Making/Problem Solving Program, did not teach literacy, but suggested that the SEL content could be taught in a literacy or content area class. I wish to create a curriculum that teaches SEL and literacy simultaneously. Additionally, I observed that the SEL curricula listed above did not solely rely on and utilize children's books throughout the programs, but may have suggested children's books be used as supplemental resources or used during occasional lessons. Furthermore, limited lesson plans with the use of children's books were included as resources within the confines of the SEL curricula. By teaching SEL and literacy simultaneously, instructional and planning time is conserved and students of all levels benefit.

The SEL programs examined do not center around the use of children's books, but may suggest literature as a supplemental, optional resource, or may include books in limited lessons (e.g. Caring School Community, PATHS, and Social Decision Making/Problem Solving

SOCIAL-EMOTIONAL LEARNING AND LITERACY: A LITERACY CURRICULUM DESIGNED TO SUPPORT CHILDREN'S SELF-AWARENESS SKILLS

Program). However, there is a need for children's books to be utilized within a curriculum to teach literacy and SEL given years of research concentrated on bibliotherapy (Whitaker, et al., 2016). Researchers have found that short- and long-term benefits result from SEL instruction in early educational settings (CASEL, 2013). The objective of the capstone is to explain why and how children's books are essential to the teaching of SEL in partnership with literacy. I will develop a curriculum that places children's books at the center of SEL and literacy instruction.

In an effort to best support students' social-emotional development, students need self-awareness skills to be successful in and outside of the classroom. The study is important and relevant to the COVID-19 pandemic as students require skills to identify and process complex emotions when life is uncertain (CASEL, 2020, p. 5). Students will learn self-awareness skills through the use of research-based literacy lessons, alongside carefully chosen children's literature.

The purpose of this study is to explore literacy and SEL, specifically within the domain of self-awareness, in order to develop a curriculum that utilizes children's books to teach literacy and SEL within the elementary classroom. Students will learn literacy and SEL skills through read alouds, written responses, discussions, class meetings, and journal writings, given opportunities to practice problem solving, relationship development, and awareness and management of emotions. The curriculum will utilize elements from research-based bibliotherapy lessons and suggestions from the 2020 CASEL Roadmap. The research question driving the curriculum development is: How can we create a literacy curriculum that utilizes children's literature to support students' social-emotional development in the domain of self-awareness? Chapter 2 will examine related literature to highlight the research question and design the foundation for the curriculum to be developed.

SOCIAL-EMOTIONAL LEARNING AND LITERACY: A LITERACY CURRICULUM DESIGNED TO SUPPORT CHILDREN’S SELF-AWARENESS SKILLS

SECTION TWO

Literature Review

In this literature review, I will examine theory and research related to children’s literature and social emotional development. First, I will define SEL and self-awareness. Next, I will examine the theoretical framework behind the SEL and literacy curriculum to be developed. Then, I will explain why children’s literature is a crucial component to an SEL and literacy curriculum, and research associated with bibliotherapy. Lastly, I will examine how children’s books can be used to teach SEL alongside literacy in the small group and inclusive early childhood classrooms.

Social-Emotional Learning

The Collaborative for Academic, Social, and Emotional Learning (CASEL) (2020) defined Social-Emotional Learning (SEL), as the process in which children and adults gain and apply the competencies necessary “to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions”. CASEL is a collaborative source that provides education, resources, SEL program support, research, and webinars to schools, teachers, communities and families to support and enhance the implementation of evidence based SEL to students in preschool to twelfth grade. The mission of CASEL is to make high-quality SEL instruction an essential part of education and to educate “the whole child, equipping students for success in school and in life” (2020). CASEL identifies five competencies of SEL as The Framework for Systemic Social and Emotional Learning. The five competencies are self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. The following definitions are derived from CASEL (2017):

SOCIAL-EMOTIONAL LEARNING AND LITERACY: A LITERACY CURRICULUM DESIGNED TO SUPPORT CHILDREN’S SELF-AWARENESS SKILLS

- (a) Self-awareness is the ability to recognize and relate to the emotions of others as well as differing cultures to understand behavior and identify and assess one’s and other’s strengths and limitations with confidence and optimism.
- (b) Self-management is the ability to understand and manage one’s emotions, thoughts, behaviors, and actions, manage stress, impulses, and motivating factors, set and provide effort to work towards goals that are challenging through a self-motivational effort.
- (c) Social awareness is the ability to empathize, consider differing views, cultures, and backgrounds, understand social norms for behavior, and utilize family, school, and community resources.
- (d) Relationship skills relate to being able to establish, maintain, and build relationships with others that are different from oneself, communicate effectively through listening, cooperation and negotiation skills, resistance towards peer pressure, in addition to seeking and providing help to other people when appropriate.
- (e) Responsible decision-making is the ability to make responsible decisions, have appropriate social interactions that are ethical and safe, understand consequences of actions and consider the well-being of oneself as well as others.

The five competencies support the development of the whole child and teach skills that are imperative for success in life and work after high school.

SEL is considered an essential element to all content areas in education. As explained in “*Why is Ohio Focused on Social-Emotional Learning?*” (ODE, 2019), ODE stated that through Ohio’s *Each Child, Our Future*, plan for education, SEL is one of the four learning domains that will ensure that students will be prepared for the future. Then, the Ohio Department of Education adopted the Social-Emotional Learning Standards (ODE, 2019) on June 2019 as a plan for

SOCIAL-EMOTIONAL LEARNING AND LITERACY: A LITERACY CURRICULUM DESIGNED TO SUPPORT CHILDREN'S SELF-AWARENESS SKILLS

educators to teach students the competencies of SEL and develop the whole child. ODE utilized CASEL's five competencies of SEL as the foundation for the standards.

The literacy curriculum being developed for this capstone project will utilize ODE's ELA and SEL standards. It will begin with a focus on the self-awareness competency as it is the initial, fundamental part of SEL. My proposed curriculum has the potential to include the additional domains of SEL: self-management, social awareness, relationship skills, and responsible decision-making for future curriculum development.

Self-Awareness

More specifically, the proposed curriculum will address the education of the self-awareness competency. Self-Awareness is explained by Merrell (2010) as "accurately assessing one's feelings, interests, values, and strengths; maintaining a well-grounded sense of self-confidence" (p. 55). The CASEL 2020 roadmap defined self-awareness as the cognition of one's individual feelings and emotions, reasoning, and values, and their direct control on one's behavior, as well as the ability to acknowledge one's rigor and constraints with a "growth mindset" (p. 5). The roadmap explains that self-awareness skills are crucial for children to develop and strengthen following school closures, as well as life during a pandemic. Students need to have the ability to recognize and process complex feelings, reflect on abilities, and develop values and awareness of differing cultures. Building students who are self-aware is essential to the development of confident, capable, mindful students who possess the realization that they and those around them are individuals who have strengths and weaknesses.

Benefits of SEL

Research indicates that when concepts of SEL are taught within a classroom, students feel a sense of belonging (Arseneaux & Remington, 2019). Arseneaux & Remington (2019)

SOCIAL-EMOTIONAL LEARNING AND LITERACY: A LITERACY CURRICULUM DESIGNED TO SUPPORT CHILDREN'S SELF-AWARENESS SKILLS

explained in *How Social-Emotional Learning Drives Literacy*, that students must feel safe, connected, and engaged to be successful learners, and educators support students to feel this way by cultivating a positive, connected environment. A learning environment of this type is created when an educator models a growth mindset, offers multiple opportunities for collaborative learning, teaches self-regulation, and connects with students (Arseneaux & Remington, 2019). Arseneaux & Remington stated that “beyond intra- and interpersonal relationships, students also need to feel that what they are learning has relevance and purpose in their lives” (2019, p. 41). By creating a classroom environment that is a safe space for student growth and collaboration, students excel academically. There are positive student benefits when SEL is taught within literacy learning (Fisher, et al., 2019).

Research shows that academic success in students is just one benefit of incorporating SEL within content learning (Arseneaux & Remington, 2019). To reflect on the benefits of SEL programs on students, two meta-analysis studies involving students in grades K-12 were examined. In the first study, Durlak et al., (2011) researched 213 diverse, school-based SEL programs involving 270,034 students in grades K-12 through a meta-analysis. “Compared to controls, SEL participants demonstrated significantly improved social and emotional skills, attitudes, behavior, and academic performance that reflected an 11-percentile-point gain in achievement” (Durlak, Weissberg, Dymnicki, Taylor, & Schellinger, 2011, p. 1). Also, the students who had SEL instruction, compared to those who had not had SEL, showed an improved attitude about oneself, toward others, and school; and students showed increased prosocial behaviors, reduced conduct problems, and results remained for a minimum of six months following intervention. SEL programs improve student self-confidence, positivity, and academics.

SOCIAL-EMOTIONAL LEARNING AND LITERACY: A LITERACY CURRICULUM DESIGNED TO SUPPORT CHILDREN'S SELF-AWARENESS SKILLS

The second study examined four meta-analysis studies focused on schoolwide SEL program effectiveness, and compared the studies by short- versus long-term overall student outcomes as a result of universal school-based SEL programs. The SEL programs were explained as diverse in approach towards “specific skills they target, the nature of the instruction, the duration, and the kinds of students participating” (Mahoney et al., 2018). Mahoney et al., (2018) compared the short-term program results, which included “positive attitudes towards self and others” as reported in the first study, Durlak, et al., (2011). Another study, Wigglesworth et al., (2016) in contrast to the long-term effects, “positive behavior, academic success, and mental health”, was reported by two studies, Sklad et al., (2012) and Taylor et al., (2017). In comparison, all four studies found similar results: students who participated in SEL curriculums or programs had improved gains in social and emotional competencies, as well as, increased academic performance. Comparing short- and long-term outcomes, Mahoney et al., (2018) found that the two studies that looked at immediate effects found significant student benefits whereas the two studies that measured long-term follow-ups found weaker effects. As a result of the findings, it was explained that SEL programs are more beneficial when the interventions are systemic and ongoing from early educational settings to high school. Also, the research from the meta-analysis studies showed that students benefited from having an SEL program compared to the controlled studies of students who did not have SEL program instruction (Mahoney et al., 2018).

Theoretical Framework

The SEL and literacy curriculum to be developed is influenced by Vygotsky's sociocultural learning theory. The sociocultural learning theory is based on Vygotsky's work

SOCIAL-EMOTIONAL LEARNING AND LITERACY: A LITERACY CURRICULUM DESIGNED TO SUPPORT CHILDREN'S SELF-AWARENESS SKILLS

associated with social constructivism. Social constructivism focuses on the internalization of knowledge through social engagement (Handsfield, 2016). Vygotsky explained,

Learning awakens a variety of internal developmental processes that are able to operate only when the child is interacting with people in his environment and in cooperation with his peers. Once these processes are internalized, they become part of the child's independent developmental achievement (1978, p. 90).

The sociocultural theory explained that children's adaptive skills and problem-solving abilities are greater given activity involving language within the context of mediated social connections (Vygotsky, 1978). Handsfield explained that Vygotsky found that social interactions and language greatly impact learning. Students' cognitive abilities, including problem solving are heightened given rich, social opportunities.

Vygotsky (1978) found that children learn through interactions with more skilled peers or adults. Smagorinsky (2009) made the connection that through conversing with senior figures, successors develop concepts and new ideas, and a worldly perspective is identified through expression and articulation. It is explained that Vygotsky's theory supports that individual thinking is brought on by social learning, such as, schooling, literacy, mnemonic devices, and mathematical content created by more skilled people (Tudge, J., & Rogoff, B., 1999). To explain, students benefit cognitively and socially when they interact with others, the benefits increase when others are older or more skilled in the concepts being taught. The curriculum will include student and teacher social interactions, strategic peer grouping, and partner work to support social interactions with teachers and students.

Additionally, Vygotsky is known for his concept of the zone of proximal development (ZPD). The ZPD is explained as a distance between what a student can do independently and

SOCIAL-EMOTIONAL LEARNING AND LITERACY: A LITERACY CURRICULUM DESIGNED TO SUPPORT CHILDREN'S SELF-AWARENESS SKILLS

what a student can do with support or with more proficient peers (Handsfield, 2016). The ZPD accounts for learning that already occurred, as well as, learning processes that are in a state of current development (Handsfield, 2016).

In the curriculum to follow, students will learn literacy and SEL through lessons that focus on developing the whole child with social interactions, while attending to students' ZPD. The curriculum will support Vygotsky's theory that children learn through social interactions, language shapes cognition, and children develop values through social and cultural experiences (Vygotsky, 1978).

Through the implementation of SEL lessons during content learning at the elementary level, students will not only develop cognitively, but socially and emotionally as well, as indicated by Vygotsky's sociocultural learning theory. Teachers who provide opportunities for students to have discussions and ask questions involve the sociocultural learning theory within their classrooms and instruction. The SEL and literacy curriculum as follows will support the theory's ideas to support students' cognitive, social, and emotional potentials.

Why should We Use Children's Books to Teach SEL?

Forgan (2002), Whitaker et al. (2016), and Heath et al. (2017) had different, but unique ways of suggesting that children's books can be used to address children's social and emotional needs. First, Forgan suggested that educators utilize children's books to aid in problem solving and support with producing appropriate and different responses to challenges. Forgan (2002) explained that "by learning a problem-solving strategy and applying it to children's literature titles, students with disabilities can learn to become independent and effective problem solvers" (p. 75). Additionally, he suggested that all students benefit from literature lessons reflecting

SOCIAL-EMOTIONAL LEARNING AND LITERACY: A LITERACY CURRICULUM DESIGNED TO SUPPORT CHILDREN'S SELF-AWARENESS SKILLS

characters facing common challenges students face to teach lessons, discuss problems, and support problem solving.

Second, Whitaker et al., (2016) utilized self-modeling narratives (SMNs) which are “short stories about a specific student written in either the first or third person that are used to teach an appropriate behavior” (p. 42). The study examined whether SMNs are an effective behavior intervention tool for treating the following negative behaviors: off-task, loud self-talk, and engaging with textured surfaces. SMNs were introduced to the student in ten-to-fifteen-minute lessons for eight to ten days during the school day. The results showed that SMNs are an effective behavior intervention tool for students in grades K-6 displaying negative behaviors. The percentage of nonoverlapping data (PND) was 90%, 75%, and 100% for the three students studied, indicating that SMNs are effective or very effective treatments for decreasing negative behaviors in the classroom setting. In conclusion, Whitaker et al.'s, (2016) research showed that SMNs, or short stories, can drastically improve negative behaviors. Stories are powerful tools that can be utilized to teach positive, in addition to negative behaviors in the classroom setting.

Third, Heath (2017) said that schools must address students' mental health needs at this time with the use of children's books. In another article featuring Heath, *Using Children's Literature to Strengthen Social Emotional Learning* (Heath, Smith, and Young, 2017), classroom-based bibliotherapy aligned to SEL standards is proposed to address the lack of and barriers towards mental health professionals that negatively impact children from receiving mental health services. Furthermore, Heath et al., (2017) created a website offering resources for educators including lessons that use children's books and align to CASEL competencies. Schools can support students' mental health through lessons utilizing children's books.

SOCIAL-EMOTIONAL LEARNING AND LITERACY: A LITERACY CURRICULUM DESIGNED TO SUPPORT CHILDREN'S SELF-AWARENESS SKILLS

Additionally, many students show engagement in lessons that utilize children's books because students can relate to the characters' actions and feelings, connect their feelings to their own and others', and engage in meaningful discussions with peers and adults about the texts. Arseneaux (2019) explained, "When you put students in groups... those who are struggling may learn more from a peer who has only recently cracked the code himself or herself" (p. 41). In relation to Vygotsky's sociocultural learning theory, students learn from more skilled peers or adults, since "children grow into the intellectual life of those around them" (Vygotsky, 1978, p. 88). My proposed curriculum will take care to include partner work, as well as multiple opportunities for collaboration and interaction between peers, and teacher modeling.

Next, the literature review will examine bibliotherapy. Historically, research on bibliotherapy found that books with topics that address or teach social and emotional topics can be used to provide a therapeutic experience for school-age students. The literature will explore how lessons associated with bibliotherapy can be used to pave the way for an SEL and literacy curriculum.

Bibliotherapy

Bibliotherapy is "the use of books to help people solve problems" (Aiex, 1993, p. 1). Bibliotherapy was first explained by Samuel Crothers in 1916 as using books to alter behavior. Then, in the 2000's, multiple studies found that bibliotherapy could help students develop coping skills, provide social-emotional intervention, produce a course of action to convey a problem, or teach and explain a lesson that students can relate to (Whitaker, et al., 2016).

In past studies, bibliotherapy was used as a successful reactive response and prevention plan of action to support children's emotional needs (Catalano, 2008). Stice, et al. (2006 & 2008) explained that bibliotherapy is low-cost and involves minimal planning time and resources for

SOCIAL-EMOTIONAL LEARNING AND LITERACY: A LITERACY CURRICULUM DESIGNED TO SUPPORT CHILDREN'S SELF-AWARENESS SKILLS

schools. Additionally, educators use bibliotherapy to support students' educational endeavors by using stories to teach students struggling with personal experiences (Rozalski, et al., 2010).

More recently, Heath, et al. (2017) explained that educators can provide primary mental health support to students through classroom-based bibliotherapy or using stories to enhance SEL. The five-step process for effective bibliotherapy instruction is: identify a problem, find books with characters who experience the problem, review content for appropriateness, create lessons, and teach (Rozalski, et al., 2010). In connection to the sociocultural learning theory, educators can promote bibliotherapy by choosing children's books that encourage substantial discussions related to SEL topics and the use of explicit and direct questioning techniques.

SEL, Literacy, & Children's Books

SEL, literacy, and children's books work collectively in a curriculum with the inclusion of lessons containing shared book reading and lessons that embed SEL standards within the literacy curriculum (Doyle & Bramwell, 2006). Schlund (2019) explained that SEL is not just a few lessons here and there on deep breathing or empathy, it is how teaching and learning ensues over all content areas. More specifically, literacy creates numerous chances for relationship building by relating to characters and peers, thinking about individual and others' feelings, and reflecting on others' perspectives through verbal and written communication. Literacy includes multiple opportunities for students to "learn to express themselves in ways that are humane and growth producing, who consider the perspectives of others, and who can listen empathically will learn more and will likely have a positive impact on the world around them" (Fisher, et al., 2019, p. 117).

To teach SEL and literacy with the use of children's books, Doyle and Bramwell (2006) suggested lessons containing read-alouds. Doyle and Bramwell (2006) examined the use of

SOCIAL-EMOTIONAL LEARNING AND LITERACY: A LITERACY CURRICULUM DESIGNED TO SUPPORT CHILDREN'S SELF-AWARENESS SKILLS

dialogic reading in a Kindergarten classroom through narrative research. Doyle et al. (2006) expressed that dialogic reading can be utilized in a Kindergarten classroom to support students' literacy development and social-emotional learning within one inclusive lesson. Whitehurst, et al. (1988) explained that dialogic reading is a type of shared reading, involving books and tactical questioning by the teacher followed by student responses. The teacher and students engage in numerous readings and conversations that develop comprehension, vocabulary, repeated readings, and the instruction of SEL topics through careful teacher questioning and responses. A curriculum rich in shared book reading, more specifically, dialogic reading, promotes engaging, interactive experiences for students while simultaneously teaching SEL and emergent literacy with the use of children's books.

SEL can be inclusive with literacy content by embedding the SEL standards within literacy curricula. Schlund (2019), a director of field learning at CASEL, used her experiences on SEL programs utilized in schools to explain that school districts create units that align ELA and SEL standards so that SEL is embedded into the literacy curriculum. For example, Naperville 203 School District in Illinois created literacy curriculum maps that include SEL instruction embedded within. The SEL instruction includes suggested reading lists, as well as suggestions for content vocabulary to support SEL. In this type of instance, "SEL is not one more thing on the plate. It is the plate." explained the director of student services in Naperville (Schlund, 2019, p. 19). As explained in Vygotsky's sociocultural learning theory, children learn through social experiences, in a caring and supportive environment. Educators create the caring and supportive environment and must take care to include multiple experiences for SEL instruction within areas of content learning, starting with literacy. A curriculum that aligns SEL standards with literacy instruction ensures that SEL is taught throughout literacy content learning.

SOCIAL-EMOTIONAL LEARNING AND LITERACY: A LITERACY CURRICULUM DESIGNED TO SUPPORT CHILDREN'S SELF-AWARENESS SKILLS

Teaching Self-Awareness with Children's Books

Rozalski, et al., (2010) and Doyle et al., (2006) explained the necessity of carefully selecting children's books that maximize SEL education. Rozalski et, al (2010) provided educators with a set of questions to ask themselves when choosing appropriate children's books that will create meaningful bibliotherapy lessons. The questions are organized by the following appropriateness categories: grade/interest level, presentation of characters, context, illustrations, and author's message. First, to determine the grade appropriateness of a text, educators consider the following questions: "Are my students likely to: understand the concepts...understand the vocabulary...take interest in the book [and] make connections between the book and other books, subject areas, and life experiences?" (Rozalski et al., 2010, p. 34). Second, is the character realistic, dynamic, and appropriate? Third, is the setting, character ages, and how the problem is presented appropriate for the student population? Fourth, are the illustrations appropriate, respectful, and engaging for students? Fifth, how does the author's message relate to students? Utilizing the questions of Rozalski et, al. (2010), educators choose children's literature that is meaningful to students' learning of SEL. After careful text selection, Rozalski et al., (2010) suggests the creation of a lesson that enhances the SEL topics with learning outcomes, an introduction, body, closure, and follow-up activities. Rozalski's "simplified bibliotherapy lesson plan" places an emphasis on creating a lesson that encourages students to relate and grow with the characters through a discussion of the book's lesson or moral (2010, p. 37). Rozalski et, al suggested children's book selection is crucial to the delivery of a meaningful lesson that enhances students' SEL.

In addition, Forgan (2002), utilized a "teaching framework for bibliotherapy and problem solving" (p. 76). The lesson plan includes four parts: pre-reading, guided reading, post reading

SOCIAL-EMOTIONAL LEARNING AND LITERACY: A LITERACY CURRICULUM DESIGNED TO SUPPORT CHILDREN'S SELF-AWARENESS SKILLS

discussion, and a problem-solving/reinforcement activity. First, Pre-reading includes the careful selection of text(s) “so that students can identify and relate to the real or fictional literary characters” (Forgan, 2002, p. 76). Next, Forgan (2002) suggests reading the text all the way through, uninterrupted, prior to asking questions about the story. Once students have listened to the read aloud, students may write about the text, or explain their thinking following the read aloud, depending on student age. Then, a post reading discussion begins with comprehension of text, such as, students retelling the plot and an evaluation of character feelings, and a whole-class discussion follows involving teacher questions pertaining to how students identify with the characters through knowledge, comprehension, analysis, and evaluation. Last, students are taught how to solve the problem through the “I SOLVE” mnemonic: “Identify the problem; Solutions to the Problem; Obstacles to the Solutions; Look at the Solutions Again and Choose One; Very Good –try it; Evaluate the Outcome” (Forgan, 2002, p. 78). Forgan’s problem-solving intervention is a way to teach bibliotherapy and SEL through the use of children’s books.

To teach self-awareness, teachers must choose children’s books that focus on recognizing and identifying emotions, recognizing strengths in oneself and others, as well as confidence and self-efficacy. Fundamental lessons focus on characters identifying their emotions and move to understanding emotions and why they happen. Students engage in discussions about character emotions, relate it to their own emotions, and listen and understand that their peers have felt similar emotions. Next, children’s books that address oneself and others’ unique strengths and deficits encourage self-awareness. Lastly, children’s books focused on courage, confidence, and self-efficacy may be placed towards the end of the unit for middle to upper elementary, as these topics encourage deeper meaning and higher-level thinking.

SOCIAL-EMOTIONAL LEARNING AND LITERACY: A LITERACY CURRICULUM DESIGNED TO SUPPORT CHILDREN'S SELF-AWARENESS SKILLS

Conclusion

Decades of theory and research indicated that students learn through social experiences with peers and adults (Vygotsky, 1978; Tudge & Rogoff, 1999; Smagorinsky, 2009), and bibliotherapy research has indicated that children learn social-emotional concepts with the use of children's books (Crothers, 1916; Aiex, 1993; Whitaker, et al., 2016). The curriculum to be developed supports the social, emotional, and cognitive skills of the whole-child. Through the proposed curriculum, children will learn essential emergent literacy skills and SEL while engaging in discussions with teachers and peers about children's literature (Forgan, 2002; Whitaker, et al., 2016; Heath, et al., 2017). The research question guiding this curriculum development is: How can we create a literacy curriculum that utilizes children's literature to support students' social-emotional development in the domain of self-awareness? Chapter 3 will address the theoretical framework behind the curriculum to be developed in Chapter 4.

SECTION THREE

Curriculum Framework

As previously stated in Chapter 1, the research question guiding the curriculum development is: How can we create a literacy curriculum that utilizes children's literature to support students' social-emotional development in the domain of self-awareness? Theory and research presented in Chapter 2 provides rationale behind the curriculum development. The curriculum to be developed is influenced by the sociocultural learning theory, research associated with bibliotherapy and text selection, as well as structure developed for bibliotherapy lessons. Furthermore, the curriculum is aligned with Ohio's SEL standards and competencies within the CASEL 2020 Roadmap to reopening schools.

SOCIAL-EMOTIONAL LEARNING AND LITERACY: A LITERACY CURRICULUM DESIGNED TO SUPPORT CHILDREN'S SELF-AWARENESS SKILLS

Theoretical Framework

Chapter 2's review of literature explained that the curriculum being created is influenced by Vygotsky's sociocultural learning theory. The sociocultural learning theory explained that social interactions and community shape learning when instruction is within a student's zone of proximal development (Vygotsky, 1978). The curriculum's theoretical framework will be based upon three elements of the sociocultural learning theory: language, culture, and the zone of proximal development (Vygotsky, 1978).

Language.

The sociocultural learning theory formed on Vygotsky's work affiliated with social constructivism (Handsfield, 2016). Students' active involvement in their learning is associated with constructivism (Handsfield, 2016). Social constructivism explains that knowledge is acquired through shared, social experiences (Handsfield, 2016). That shared, social experience is language.

Within the curriculum, weekly lessons involve adult and student interaction because the sociocultural learning theory states that students learn problem-solving and adaptive skills through mediated social connections with peers and adults (Vygotsky, 1978). In the curriculum, lessons include discussions with peers and teachers. Additionally, the sociocultural learning theory explains that students learn through social interactions with adults and more skilled peers (Handsfield, 2016). Therefore, the curriculum includes multiple opportunities for students to engage in social interactions and readings with skilled peers, schoolmates, and adults (Smagorinsky, 2009). Lessons may involve adult speakers, such as the technology teacher, social worker, guidance counselor, principal, etc.

SOCIAL-EMOTIONAL LEARNING AND LITERACY: A LITERACY CURRICULUM DESIGNED TO SUPPORT CHILDREN'S SELF-AWARENESS SKILLS

Culture.

The sociocultural learning theory refers to society's role in a child's cognitive development as culture (Vygotsky, 1978). Children learn through interaction with their community and society, or culture (Vygotsky, 1978). Learning is internalized following cultural experiences, according to the sociocultural theory (Vygotsky, 1978).

In addition to numerous social interactions, students will also have the opportunity to learn based on prior experiences within the curriculum (Vygotsky, 1978). The lessons are open-ended, involve extended discussions and students learn through individual interpretations (Vygotsky, 1978). Students will be asked to relate prior experiences from their community and home to the lessons (Vygotsky, 1978). Additionally, a "Home Connections" area will be included weekly to attest to Vygotsky's theories related to learning through cultural, community, and home experiences (Vygotsky, 1978).

The zone of proximal development.

Additionally, the curriculum will attend to students' zone of proximal development (ZPD) and focus on developing the whole child (Handsfield, 2016). The ZPD is the distance between a student's ability to perform a task on one's own, and with support from skilled peers (Handsfield, 2016). The lessons in the curriculum attend to students' ZPD. For example, a skilled adult (teacher) is present to provide support and knowledge to students during the lessons (Handsfield, 2016). Students will learn and converse with others through the support of more skilled peers and older schoolmates in the lessons to follow (Handsfield, 2016). The teacher guides discussions through thoughtful questioning techniques, and remains a necessary supporter throughout the lessons (Vygotsky, 1978).

SOCIAL-EMOTIONAL LEARNING AND LITERACY: A LITERACY CURRICULUM DESIGNED TO SUPPORT CHILDREN’S SELF-AWARENESS SKILLS

Ohio’s SEL and ELA Standards

The curriculum developed in Chapter 4 will follow the Ohio Department of Education’s (ODE) Social-Emotional Learning (SEL) standards focused on the self-awareness competency within Kindergarten to second grade. The self-awareness competency includes four topics: demonstrate an awareness of personal emotions, as well as, interests, qualities, strengths, and challenges, a willingness to seek help for self or others, and a sense of personal responsibility, confidence, and advocacy (ODE, 2019). The curriculum includes lessons that address each topic within the confines of the self-awareness competency. For instance, week 1 will teach students to demonstrate an awareness of personal emotions. Week 2 focuses on demonstrating an awareness of interests, qualities, strengths, and challenges. Week 3 teaches a willingness to seek help for self or others. Finally, week 4 illuminates a sense of personal responsibility, confidence, and advocacy.

As previously discussed in chapter 2, literature related to the teaching of SEL and literacy explains that units can be created that align ELA and SEL standards so that SEL is embedded into the literacy curriculum (Schlund, 2019). Every lesson will list Ohio’s ELA standards associated with that lesson, along with Ohio’s SEL standards, as mentioned previously. The ELA standards will include Kindergarten to second grade bands. The standards will align with dialogic reading, questioning and discussion, and the skills gained during lesson 3’s application. Therefore, lessons will differ in ELA standards addressed as a result of distinctive literacy competencies conveyed.

CASEL 2020 Roadmap

The *Reunite, Renew, and Thrive: SEL Roadmap for Reopening School* (CASEL, 2020) document was developed to provide educators with resources, activities, tools, and a strategic

SOCIAL-EMOTIONAL LEARNING AND LITERACY: A LITERACY CURRICULUM DESIGNED TO SUPPORT CHILDREN’S SELF-AWARENESS SKILLS

plan organized by competencies to effectively navigate SEL instruction when reopening schools in the fall of 2020 following state-mandated school closures due to the COVID-19 pandemic in the spring of 2020. The *Roadmap* explained that at this troubling time, SEL instruction must be an essential part of our students’ education now more than ever. The *Roadmap* includes a course of action for schools to develop a supportive culture where students gain the skills necessary to heal and prosper, take ownership, and feel belonging. In addition to Ohio’s ELA and SEL standards, the curriculum to be developed will include the implementation of the *CASEL 2020 Roadmap* section identified, *Skills We Need Now*. The section explains what is needed at this time aligned with and alongside the self-awareness competency. The *Skills We Need Now* explain, “As we process the current pandemic... self-awareness is critical to identifying and processing our complex emotions when things are uncertain...reflecting on our strengths...” (CASEL, 2020, p. 5). The curriculum will include lessons aligned with the following self-awareness skills necessary in the present situation: “Identify our complex emotions when things are uncertain” and “Process our complex emotions by reflecting on our strengths” (CASEL, 2020). The curriculum is developed based on the aforementioned skills.

Bibliotherapy, Text Selection, and Dialogic Reading

Bibliotherapy is using books to teach, change, or alter behavior (Crothers, 1916; Aiex, 1993). Researchers of bibliotherapy propose the use of children’s books to teach social-emotional intervention and skills effectively (Whitaker, et al., 2016). Based on bibliotherapy research discussed in Chapter 2, the curriculum will include the use of children’s books within every lesson to guide instruction. One children’s book will be utilized weekly to teach 3 lessons that encourage substantial discussions related to self-awareness. Lessons will include Rozalski, et al.’s five-step process for effective bibliotherapy instruction (2010), dialogic

SOCIAL-EMOTIONAL LEARNING AND LITERACY: A LITERACY CURRICULUM DESIGNED TO SUPPORT CHILDREN’S SELF-AWARENESS SKILLS

reading and explicit and direct questioning techniques (Doyle & Bramwell, 2006; Whitehurst, et al., 1988), and Forgan’s (2002) *Teaching framework for bibliotherapy and problem solving* which involves pre-reading, guided reading, post reading discussion, and a problem-solving/reinforcement activity. The weekly lessons include the following structure:

1. Identify a problem or skill to teach based on Ohio’s SEL Standards
(Self-Awareness Competency)
2. Find books with characters who experience the problem or represent the skill
3. Review content for appropriateness
 - a. Utilize Rozalski, et, al’s (2010) questions:
 - i. Grade and interest level
 - ii. Presentation of...
 1. Characters
 2. Context
 3. Illustrations
 4. Author’s message
4. Create lessons
 - a. Lesson 1:
 - i. Pre-reading
 - ii. Read-aloud (dialogic reading)
 - iii. Post reading discussion
 - b. Lesson 2:
 - i. Guided discussion
 - ii. Explicit and direct questioning techniques

SOCIAL-EMOTIONAL LEARNING AND LITERACY: A LITERACY CURRICULUM DESIGNED TO SUPPORT CHILDREN’S SELF-AWARENESS SKILLS

c. Lesson 3:

- i. Problem-solving/reinforcement activity
- ii. Share (partner, peer(s), small group)

5. Teach

The development of the literacy and self-awareness curriculum that utilizes children’s literature is needful to support social-emotional development in elementary students. Therefore, the curriculum will include carefully selected children’s literature to teach SEL in the domain of self-awareness. The children’s books were selected based on Rozalski, et, al’s (2010) questions organized by the following appropriateness categories: grade and interest level, presentation of characters, context, illustrations, and author’s message. The children’s books were also selected to teach the following self-awareness skills for weeks 1-4: emotion, strength, and interest awareness and identification, solving problems and challenges, helping self and others, and personal responsibility and confidence.

Lessons 1-3 contain corresponding structure and routine every week with systematic, straightforward steps. It is encouraged to begin with week 1 and end with week 4 to teach the developmental progression of self-awareness skills, however, teachers have the flexibility to reteach and begin at any week, based on student need.

First, Lesson 1 will focus on pre-reading (Forgan, 2002) and dialogic reading lessons pertaining to the weekly children’s book. Dialogic reading is a type of shared reading that involves books, tactical teacher questioning, and student responses (Whitehurst, et al., 1988). Dialogic reading enhances comprehension, vocabulary, repeated readings, and the instruction of SEL topics through engagement in conversations between teacher and students. Students learn

SOCIAL-EMOTIONAL LEARNING AND LITERACY: A LITERACY CURRICULUM DESIGNED TO SUPPORT CHILDREN’S SELF-AWARENESS SKILLS

emergent literacy and SEL simultaneously through a curriculum rich in dialogic reading because it provides engaging, interactive experiences for students.

Next, lesson 2 involves guided discussion, explicit and direct questioning techniques, and post-reading discussions. The teacher will read areas of the book aloud and utilize explicit and direct questioning techniques about teachable areas or character problems in the story (Forgan, 2002). Finally, Forgan suggests the teacher engage students in post-reading discussions (2002). The discussions can occur in large or small groups based on grade level. For instance, Kindergarten will require a large group, teacher-led discussion, and second grade will occupy partner or small group discussions with the teacher providing the necessary support for students. In totality, teachers and students engage in discussion throughout lesson 2 as suggested by the sociocultural theory.

Finally, lesson 3 involves student application of the skill or addressing the problem of the week through a problem-solving or skill reinforcement activity. Students learn and practice problem solving, relationship development, and awareness of emotions. Lesson examples include: readers theater or play, written responses or journal writing and sharing, extended discussions, and class meetings. Lesson 3 can also be differentiated by grade level, as suggested in the curriculum.

Conclusion

The theoretical framework and research driving the curriculum creation is the sociocultural learning theory and research on bibliotherapy, text selection, dialogic reading, and effective school-wide SEL program approaches. Lessons within the curriculum will align to Ohio’s SEL and ELA Standards, as well as, self-awareness skills from the *SEL Roadmap for Reopening School* (CASEL, 2020). First, to support the sociocultural learning theory, the

SOCIAL-EMOTIONAL LEARNING AND LITERACY: A LITERACY CURRICULUM DESIGNED TO SUPPORT CHILDREN’S SELF-AWARENESS SKILLS

curriculum will include planned peer groupings, discussion topics that influence trusting social engagements, and peer and teacher collaboration and social interactions. Also, the curriculum will utilize structure from research-based bibliotherapy lessons, engaging children’s books to guide instruction, and lessons involving pre-reading, dialogic reading, explicit and direct questioning techniques, guided discussion, post-reading discussion, and problem-solving or reinforcement activities. As stated earlier, lessons will be aligned to Ohio’s SEL and ELA standards, and self-awareness competencies from the *2020 CASEL Roadmap*.

The curriculum development project supports the teaching of literacy and social-emotional learning at the elementary level with carefully selected children’s literature. In Chapter 4, I will create a literacy curriculum that illuminates instruction of the self-awareness domain of SEL. The four week curriculum unit will include one children’s book and three lessons per week highlighting instruction related to self-awareness. Students will learn literacy and SEL skills through read alouds, written responses, discussions, and class meetings, given opportunities to practice problem solving, relationship development, and awareness and management of emotions.

SECTION FOUR

The Curriculum



Teaching Self-Awareness with Children's Literature

A Literacy and Social Emotional Learning Curriculum for K-2



Chelsea M. McConnell

Otterbein University 2021

Teaching Self-Awareness with Children's Literature

A Literacy and Social Emotional Learning Curriculum for K-2

Table of Contents

Introduction.....	3
Ohio's ELA Learning Standards Map (K-2).....	4
Ohio's SEL Standards Map (K-2).....	5
Week 1: Awareness of Emotions.....	6
Lesson 1: Recognizing Emotions.....	6
Lesson 2: Introduction to the Emotion Journal.....	8
Lesson 3: "I Feel ____."	10
Week 2: Awareness of Strengths, Interests, Qualities, and Challenges.....	12
Lesson 1: Recognizing Strengths	12
Lesson 2: Reflecting on Strengths: Emotion Journal #2.....	14
Lesson 3: "Matching" Strengths.....	16
Week 3: Exploring Problems.....	18
Lesson 1: Identifying Problems	18
Lesson 2: How to Solve a Problem: Emotion Journal #3.....	20
Lesson 3: Problem Solving Day	22
Week 4: Process Emotions by Reflecting on our Strengths.....	24
Lesson 1: Risk Taker	24
Lesson 2: Risk Taker: Emotion Journal #4.....	26
Lesson 3: Brave Speakers.....	28

Additional Resources.....	31
Bibliography.....	32

Introduction to the Curriculum

Teaching Self-Awareness with Children's Literature utilizes four children's books to teach students the first competency of social emotional learning: self-awareness. The curriculum includes sample lessons that are appropriate for Kindergarten to second grade. The sample curriculum structure involves forty to sixty minute lessons, 3 days a week for a total of 4 weeks. Students will learn four parts of the self-awareness competency: identification and awareness of emotions, strengths, and problems, and how to process emotions and problems by acknowledging their strengths. Weeks 1-3 include the basic awareness of emotions, strengths, and problems. Then, students learn how to process emotions by identifying their strengths in week 4. The weekly lessons will contain the following structure: the first lesson is a read aloud, the second involves an emotion journal, and the third lesson is student application.

Inspire your students to engage with the lessons through participation in lesson discussions. Select students to answer comprehension questions throughout the lessons. The goal is for all students to communicate in every lesson. The lessons can be used for K-2 and adapted based on grade level or student instructional levels. Ideas for supplemental worksheets and lesson materials can be searched online. Various resources are listed within each lesson, and credit is provided to the sites containing these materials. Every lesson is a sample and can be easily adapted to best meet your students' unique needs.

The emotion journal will be introduced in week 1, lesson 2 and will be utilized every second lesson in the weeks to follow. The emotion journal is an introduction to teaching students how to express their emotions in written format. There are multiple resources online associated with how to create emotion journals as every classroom, small or large group, has their own level of writing instruction at different parts during the school year. Therefore, utilize writing paper with lines that are appropriate for your students. Differentiate lined paper as needed to best meet your students' instructional level. Topic ideas for the emotion journal are listed on corresponding lessons, however, the actual journal itself is going to be unique to your classroom.

Students will be assessed based on their engagement throughout each lesson. Pre-reading involvement, engagement during read alouds, instruction, journaling, and application. Feel free to create assessments that are individualized to your classroom. ELA and SEL standards are provided for each lesson. Utilize the standards listed under the corresponding lesson to assess student engagement and knowledge.

Ohio's English Language Arts Learning Standards Map (K-2)

	Lesson 1	Lesson 2	Lesson 3
Week 1	<u>RL.K.1</u> <u>RL.1.1</u> <u>RL.2.1</u> <u>RL.K.2</u> <u>RL.1.2</u> <u>RL.2.2</u> <u>RL.K.3</u> <u>RL.1.3</u> <u>RL.2.3</u> <u>RL.K.7</u> <u>RL.1.7</u> <u>RL.2.7</u> <u>RL.K.10</u> <u>RL.1.10</u> <u>RL.2.10</u> <u>SL.K.1</u> <u>SL.1.1</u> <u>SL.2.1</u> <u>SL.K.2</u> <u>SL.1.2</u> <u>SL.2.2</u> <u>SL.K.3</u> <u>SL.1.3</u> <u>SL.2.3</u> <u>SL.K.6</u> <u>SL.1.6</u> <u>SL.2.6</u> <u>RF.K.1</u> <u>RF.1.1</u>	<u>SL.K.1</u> <u>SL.1.1</u> <u>SL.2.1</u> <u>SL.K.6</u> <u>SL.1.6</u> <u>SL.2.6</u> <u>RF.K.1</u> <u>RF.1.1</u> <u>L.K.1</u> <u>L.1.1</u> <u>L.2.1</u> <u>L.K.2</u> <u>L.1.2</u> <u>L.2.2</u> <u>L.2.3</u> <u>W.K.1</u> <u>W.1.1</u> <u>W.2.1</u> <u>W.K.5</u> <u>W.1.5</u> <u>W.2.5</u>	<u>RL.K.1</u> <u>RL.1.1</u> <u>RL.2.1</u> <u>RL.K.2</u> <u>RL.1.2</u> <u>RL.2.2</u> <u>RL.K.3</u> <u>RL.1.3</u> <u>RL.2.3</u> <u>RL.K.7</u> <u>RL.1.7</u> <u>RL.2.7</u> <u>RL.K.10</u> <u>RL.1.10</u> <u>RL.2.10</u> <u>SL.K.1</u> <u>SL.1.1</u> <u>SL.2.1</u> <u>SL.K.6</u> <u>SL.1.6</u> <u>SL.2.6</u> <u>W.K.5</u> <u>W.1.5</u> <u>W.2.5</u>
Week 2	<u>RL.K.1</u> <u>RL.1.1</u> <u>RL.2.1</u> <u>RL.K.2</u> <u>RL.1.2</u> <u>RL.2.2</u> <u>RL.K.3</u> <u>RL.1.3</u> <u>RL.2.3</u> <u>RL.K.7</u> <u>RL.1.7</u> <u>RL.2.7</u> <u>RL.K.10</u> <u>RL.1.10</u> <u>RL.2.10</u> <u>SL.K.1</u> <u>SL.1.1</u> <u>SL.2.1</u> <u>SL.K.2</u> <u>SL.1.2</u> <u>SL.2.2</u> <u>SL.K.3</u> <u>SL.1.3</u> <u>SL.2.3</u> <u>SL.K.6</u> <u>SL.1.6</u> <u>SL.2.6</u> <u>RF.K.1</u> <u>RF.1.1</u>	<u>SL.K.1</u> <u>SL.1.1</u> <u>SL.2.1</u> <u>SL.K.6</u> <u>SL.1.6</u> <u>SL.2.6</u> <u>RF.K.1</u> <u>RF.1.1</u> <u>L.K.1</u> <u>L.1.1</u> <u>L.2.1</u> <u>L.K.2</u> <u>L.1.2</u> <u>L.2.2</u> <u>L.2.3</u> <u>W.K.1</u> <u>W.1.1</u> <u>W.2.1</u> <u>W.K.5</u> <u>W.1.5</u> <u>W.2.5</u>	<u>RL.K.1</u> <u>RL.1.1</u> <u>RL.2.1</u> <u>RL.K.2</u> <u>RL.1.2</u> <u>RL.2.2</u> <u>RL.K.3</u> <u>RL.1.3</u> <u>RL.2.3</u> <u>RL.K.7</u> <u>RL.1.7</u> <u>RL.2.7</u> <u>RL.K.10</u> <u>RL.1.10</u> <u>RL.2.10</u> <u>SL.K.1</u> <u>SL.1.1</u> <u>SL.2.1</u> <u>SL.K.6</u> <u>SL.1.6</u> <u>SL.2.6</u> <u>W.K.5</u> <u>W.1.5</u> <u>W.2.5</u>
Week 3	<u>RL.K.1</u> <u>RL.1.1</u> <u>RL.2.1</u> <u>RL.K.2</u> <u>RL.1.2</u> <u>RL.2.2</u> <u>RL.K.3</u> <u>RL.1.3</u> <u>RL.2.3</u> <u>RL.K.7</u> <u>RL.1.7</u> <u>RL.2.7</u> <u>RL.K.10</u> <u>RL.1.10</u> <u>RL.2.10</u> <u>SL.K.1</u> <u>SL.1.1</u> <u>SL.2.1</u> <u>SL.K.2</u> <u>SL.1.2</u> <u>SL.2.2</u> <u>SL.K.3</u> <u>SL.1.3</u> <u>SL.2.3</u> <u>SL.K.6</u> <u>SL.1.6</u> <u>SL.2.6</u> <u>RF.K.1</u> <u>RF.1.1</u>	<u>SL.K.1</u> <u>SL.1.1</u> <u>SL.2.1</u> <u>SL.K.6</u> <u>SL.1.6</u> <u>SL.2.6</u> <u>RF.K.1</u> <u>RF.1.1</u> <u>L.K.1</u> <u>L.1.1</u> <u>L.2.1</u> <u>L.K.2</u> <u>L.1.2</u> <u>L.2.2</u> <u>L.2.3</u> <u>W.K.1</u> <u>W.1.1</u> <u>W.2.1</u> <u>W.K.5</u> <u>W.1.5</u> <u>W.2.5</u>	<u>RL.K.1</u> <u>RL.1.1</u> <u>RL.2.1</u> <u>RL.K.2</u> <u>RL.1.2</u> <u>RL.2.2</u> <u>RL.K.3</u> <u>RL.1.3</u> <u>RL.2.3</u> <u>RL.K.7</u> <u>RL.1.7</u> <u>RL.2.7</u> <u>RL.K.10</u> <u>RL.1.10</u> <u>RL.2.10</u> <u>SL.K.1</u> <u>SL.1.1</u> <u>SL.2.1</u> <u>SL.K.6</u> <u>SL.1.6</u> <u>SL.2.6</u> <u>W.K.5</u> <u>W.1.5</u> <u>W.2.5</u>
Week 4	<u>RL.K.1</u> <u>RL.1.1</u> <u>RL.2.1</u> <u>RL.K.2</u> <u>RL.1.2</u> <u>RL.2.2</u> <u>RL.K.3</u> <u>RL.1.3</u> <u>RL.2.3</u> <u>RL.K.7</u> <u>RL.1.7</u> <u>RL.2.7</u> <u>RL.K.10</u> <u>RL.1.10</u> <u>RL.2.10</u> <u>SL.K.1</u> <u>SL.1.1</u> <u>SL.2.1</u> <u>SL.K.2</u> <u>SL.1.2</u> <u>SL.2.2</u> <u>SL.K.3</u> <u>SL.1.3</u> <u>SL.2.3</u> <u>SL.K.6</u> <u>SL.1.6</u> <u>SL.2.6</u> <u>RF.K.1</u> <u>RF.1.1</u>	<u>SL.K.1</u> <u>SL.1.1</u> <u>SL.2.1</u> <u>SL.K.6</u> <u>SL.1.6</u> <u>SL.2.6</u> <u>RF.K.1</u> <u>RF.1.1</u> <u>L.K.1</u> <u>L.1.1</u> <u>L.2.1</u> <u>L.K.2</u> <u>L.1.2</u> <u>L.2.2</u> <u>L.2.3</u> <u>W.K.1</u> <u>W.1.1</u> <u>W.2.1</u> <u>W.K.5</u> <u>W.1.5</u> <u>W.2.5</u>	<u>RL.K.1</u> <u>RL.1.1</u> <u>RL.2.1</u> <u>RL.K.2</u> <u>RL.1.2</u> <u>RL.2.2</u> <u>RL.K.3</u> <u>RL.1.3</u> <u>RL.2.3</u> <u>RL.K.7</u> <u>RL.1.7</u> <u>RL.2.7</u> <u>RL.K.10</u> <u>RL.1.10</u> <u>RL.2.10</u> <u>SL.K.1</u> <u>SL.1.1</u> <u>SL.2.1</u> <u>SL.K.6</u> <u>SL.1.6</u> <u>SL.2.6</u> <u>W.K.5</u> <u>W.1.5</u> <u>W.2.5</u>

Ohio's Social and Emotional Learning Standards Map

	Lesson 1	Lesson 2	Lesson 3
Week 1	<u>A1. 1.a</u> <u>A1. 2a</u>	<u>A1. 2a</u> <u>A1. 4.a</u>	<u>A1. 4.a</u>
Week 2	<u>A2. 1.a</u>	<u>A2. 2.a</u>	<u>A2. 2.a</u>
Week 3	<u>A3. 2.a</u>	<u>A3. 1.a</u> <u>A3. 2.a</u> <u>A3. 3.a</u>	<u>A3. 1.a</u> <u>A3. 2.a</u> <u>A3. 3.a</u>
Week 4	<u>A4. 2.a</u>	<u>A4. 2.a</u>	<u>A4. 2.a</u>

Week 1: Awareness of Emotions

Lesson 1: *Recognizing Emotions*

Lesson Component	Week 1 - Lesson 1
Lesson Objectives	Students will be able to: <ul style="list-style-type: none">• Identify personal emotions• Identify the emotions of others (EX: characters)• Demonstrate an awareness of personal and other's emotions
Essential Questions	<ul style="list-style-type: none">• Can you name different feelings?• When have you felt (insert emotion)?• What do you do if someone feels (insert emotion)?
Instructional Materials	<ul style="list-style-type: none">• Book: <i>The Way I Feel</i> by Janan Cain• Chart Paper
Target Vocabulary	<ul style="list-style-type: none">• Feelings• Emotions

Implementation

Procedure

Pre-reading

- Use chart paper and write "Feelings" in large print in the middle of the paper. Explain to students that we are going to discuss feelings today. Ask students to name one feeling. Write each student response in a smaller print around the word "feelings" on the chart paper.
 - As students are unable to identify additional feelings, call on a student who has not participated yet and act out an emotion. Have the student guess the emotion and write it on the chart.
 - Ask questions about each feeling on the chart... EX: "When do you feel happy, sad, etc.?"

Differentiate: For second grade or advanced instruction, the teacher or students may write phrases, examples, etc. next to each feeling on the chart paper.

Another idea: Provide dry erase boards to students and have students write a feeling from the board that they have felt and why they felt that way.

Read Aloud

Read the book, *The Way I Feel*.

- The goal is to read the entire book one time through without asking

comprehension questions during reading. However, if students ask questions or want to discuss various parts of the text, encourage engagement.

Post-reading discussion

- **Check for understanding:** Review emotions discussed in the book (EX: silly, scared, disappointed, happy, sad, angry, thankful, frustrated, proud, bored, excited, and jealous)
- Ask questions such as:
 - What is a part of you and comes or goes? (Answer: Feelings)
 - What do we sometimes do when we are sad, angry, frustrated, etc.?
- Refer to the “Feelings” chart. What feelings did we hear in the story that we did not already list on our feelings chart? The teacher may turn to different pages to encourage and support responses. Discuss each, encourage participation with emotion or text-to-self relationships with students.

Closing

- Review the lesson and prepare for tomorrow
 - Group Discussion associated with feelings and what each feeling may look like, associations, etc. Refer to the “feelings” chart from the beginning of the lesson.
 - **How can we use this in our daily lives?** Questions may include but are not limited to: What emotions have you felt before? What did you feel, How did you react?, What happened?, etc.

Week 1: Awareness of Emotions

Lesson 2: Introduction to the Emotion Journal

Lesson Component	Week 1 - Lesson 2
Lesson Objectives	Students will be able to: <ul style="list-style-type: none">• Write about personal emotions• Write about the emotions of others
Essential Questions	<ul style="list-style-type: none">• Can you name different feelings?• When have you felt (insert emotion)?• What do you do if someone feels (insert emotion)?
Instructional Materials	<ul style="list-style-type: none">• Book: <i>The Way I Feel</i> by Janan Cain• Emotion Journal
Target Vocabulary	<ul style="list-style-type: none">• Feelings• Emotions

Implementation

Overview

- This is an introductory lesson to creating the emotion journal. The emotion journal will be utilized in the following future lessons: Week 2, Lesson 2; Week 3, Lesson 2; and Week 4, Lesson 2.
- Students will create an emotion journal, write about their feelings, and identify emotions.

Procedure

Check for Understanding: As a class, review feelings from the book.

- For example, possible questions to ask include: What made the main character scared? Does that make you scared? What else makes you scared? It is natural to be scared when those types of events happen to us.

Independent Practice

- Introduce the emotion journal: Explain to students that we are going to use a journal to write about our feelings, strengths, problems, etc. over the next four weeks. Pass out emotion journals. Remember, emotion journals are unique to your class. You will need to use lined paper that is appropriate for your students. An area for a picture should be included as well on each page.
- Tell students that you are going to ask a question and students are going

to draw a picture and write about how that would make them feel.

- Ask students questions about issues or topics that may be appropriate to your class. For example, if students are struggling with sharing, ask a question related to how it would make you feel if someone took something from you without asking, etc.
- Include questions that make students think and respond to their own emotions as well as the emotions of others.

Example Questions Related to current events:

- How did you feel when you first found out that school was going to be online and that you were going to learn from home?
- How did you feel after you were at home for over a month learning online?
- How do you think your siblings, teachers, parents, bus drivers, custodians, etc. felt?

Differentiate

- The best way to use this for nonwriters (EX: Kindergarten) is through a picture emotion journal. Students will draw a picture of the emotion based on a teacher prompt related to emotions.
- Students will draw a picture and may write a sentence about the picture (if appropriate).

Closing

Review the lesson: Students will share their responses to questions asked during the lesson. Encourage students to share their pictures and writing.

Prepare for tomorrow: Explain that the class is going to work with partners tomorrow to look at how different events may make them feel. Explain that we will use our knowledge on emotions to apply it to real life scenarios.

Week 1: Awareness of Emotions

Lesson 3: "I feel..."

Lesson Component	Week 1 - Lesson 3
Lesson Objectives	Students will be able to: <ul style="list-style-type: none">• Discuss personal emotions• Discuss the emotions of others (EX: classmates)• Apply what they learned so far about feelings
Essential Questions	<ul style="list-style-type: none">• Can you discuss different feelings with a peer?• Can you ask a peer if they have ever felt (insert emotion)?• Can you ask them when they felt (insert emotion) and what they did about it?
Instructional Materials	<ul style="list-style-type: none">• Book: <i>The Way I Feel</i> by Janan Cain• Example scenarios
Target Vocabulary	<ul style="list-style-type: none">• Feelings• Emotions

Implementation

Procedure:

- Review the weekly lessons:
 - Lesson 1: Identify feelings. Refer back to the feelings chart.
 - Lesson 2: Writing about our own and the emotions of others.
 - If Time: Reread *The Way I Feel* and take care to point out emotions from lesson 1 and 2 review.

Body

- The teacher will assign each student a partner. Students will sit next to each other.
- The teacher will read scenarios aloud to the class.

Example Scenarios:

- A classmate grabs a ball out of your hands at recess and runs away. How do you feel? How should you respond?
- A student uses your crayon (without asking) and breaks the crayon in half. How do you feel? How should you respond?
- Your brother (or sister) has a friend over and they do not let you play with them. How do you feel? How should you respond?
- Create and describe scenarios that are appropriate for your students and relevant to your class.

- Student 1 will go first and turn to their partner and express, “I feel ____ when ____.”
EX: I feel sad that you drew on my paper.
- The teacher will ask various students to share aloud with the class what they and their partner expressed.
- The teacher will continue with reading aloud the next scenario and partner 2 will express, “I feel ____ when ____.” Continue to rotate partners.

Differentiate: Second grade students may write about how they would feel in the given situation and also explain how they would respond.

Weekly Home Connections:

Supplemental information and resources to send home with students:

- Explain to parents what the students have learned this week.
- Suggest families play emotion charades as an at-home activity for repeated practice on emotion identification.
 - See **Useful Website** resource on p. 31 for an Emotion charades example.
- Suggest that families start a “feelings jar.” To help children process feelings throughout the day. Children can use colorful pom-poms or slips of paper to write down how they are feeling at difficult parts of the day. This is a way for children and adults to communicate and discuss difficult feelings when necessary.

Week 2: Awareness of Strengths, Interests, Qualities, and Challenges

Lesson 1: Recognize our strengths

Lesson Component	Week 2 - Lesson 1
Lesson Objectives	Students will be able to: <ul style="list-style-type: none">• Identify strengths• Build confidence• Develop self-esteem
Essential Questions	<ul style="list-style-type: none">• What does the main character like about herself• What do you like about yourself? Why?
Instructional Materials	<ul style="list-style-type: none">• Book: <i>I Like Myself</i> by Karen Beaumont• Chart Paper
Target Vocabulary	<ul style="list-style-type: none">• Strengths

Implementation

Procedure

Pre-reading

"Today, we are going to read a book titled, "I Like Myself." The story is about a girl who likes herself on the inside and outside. Before we read, we are going to brainstorm some things that you like about yourself. Use chart paper and write "I like myself" in a large print in the middle of the paper. Explain to students that we are going to discuss the things that we like about ourselves today. Ask students to name one thing that they like about themselves. Write each student response in a smaller print or on post-it notes around the phrase "I like myself" on the chart paper. Second grade students may write their own phrases on post-it notes and share when they bring their post-it note up to the chart.

-Call on students who have not participated yet and point to or act out things to give them ideas. Second grade students may come up to the chart paper and write on the paper (if appropriate), or the teacher will write responses (Kindergarten).

-Ask questions about each item listed on the chart... EX: "I like my eyes because they help me see. Why do you like your ears, etc.?"

Read Aloud

Read aloud the book, *I Like Myself* by Karen Beaumont.

- The goal is to read the entire book one time through without asking the students questions during reading. However, if students ask questions or want to discuss various parts of the text, encourage engagement.

Post-reading discussion

- Check for understanding: Review things that the character liked about herself and discuss why she liked those things.
- Ask students...was there something that she said in the book that you love about yourself also? Add more ideas to the chart paper as students respond. Turn to pages in the book to support comprehension and responses.

Closing

- **Review the lesson**

Group Discussion: “Why do you think the main character said, “And I don’t care in any way, what someone else may think or say.” Discuss this.

- Discuss: Why we should love ourselves the way we are and why we shouldn’t care about what others think.
- **Prepare for tomorrow**
 - “How can we use this in our daily lives?”: We can be more confident and gain self-esteem if we love ourselves just the way we are.
 - “Tomorrow we are going to list things that we like about ourselves and our classmates.”

Week 2: Awareness of Strengths, Interests, Qualities, and Challenges

Lesson 2: Reflect on our strengths: Emotion Journal #2

Week 2 - Lesson 2	
Lesson Component	
Lesson Objectives	Students will be able to: <ul style="list-style-type: none">• Identify strengths, interests, and qualities of self• Build confidence• Develop self-esteem
Essential Questions	<ul style="list-style-type: none">• What do you like about yourself?• What do you like about someone else?
Instructional Materials	<ul style="list-style-type: none">• Book: <i>I Like Myself</i> by Karen Beaumont• Chart Paper (Blank for today and yesterday's chart as well)• Emotion Journal
Target Vocabulary	<ul style="list-style-type: none">• Strengths

Implementation

Review yesterday's lesson and chart paper...

- What are some strengths that we like about ourselves?
- Review and help students list the strengths. Encourage all students to respond (choose names/cold call).

Comprehension Questions

What did you like about the girl in the story?

What did she think when people were unkind to her?

Emotion Journal

Introduction: What are your strengths? Turn and talk to a partner.

Review the emotion journal from last week.

Explain that we are going to write about some of our strengths in our emotion journal. The teacher will model the sentence starter "I like myself because ____" before passing out the journals. After journals are passed out, students will copy down the sentence starter and complete the sentence independently. Students will draw a picture afterwards and share what they love about themselves with their partner.

- Next, students are to turn to the next page in their journals. The teacher will model the following sentence starter: “I like ____ about ____.” The teacher may add on “because _____” at the end for second grade. Students will write about something that they like about their partner and draw a picture.
- Students turn to their partner afterwards and share what they like about them and explain why. Walk around and observe group interactions. Choose groups to share with the class afterwards.

Differentiate: Second grade students may write their own sentence and a sentence starter may or may not be utilized.

-As previously discussed, you may utilize lined paper appropriate for your students. The emotion journal can be adapted to best fit your students’ needs.

Supplemental resources: “I Like Myself” writing journal pages.

- See **Useful Website** resource on p. 31 for writing journal template ideas.

Closing

Review the lesson: Students will share what they like about their partner to the class. Encourage all groups and students to share.

Prepare for tomorrow: Explain that we will use what we learned about our strengths to apply it to tomorrow’s lesson.

Week 2: Awareness of Strengths, Interests, Qualities, and Challenges

Lesson 3: “Matching” strengths (Application)

Lesson Week 2 - Lesson 3 Component	
Lesson Objectives	Students will be able to: <ul style="list-style-type: none">• Identify strengths, skills, and talents of self and others• Explore ways to develop strengths, skills, and talents• Build confidence• Develop self-esteem
Essential Questions	<ul style="list-style-type: none">• What are my skills and talents?• How can I develop my skills and talents?
Instructional Materials	<ul style="list-style-type: none">• Book: <i>I Like Myself</i> by Karen Beaumont• Chart Paper
Target Vocabulary	<ul style="list-style-type: none">• Skills• Talents• Grow (Teach as a synonym of “develop” and “build”)

Implementation

Introduction: Discuss: What are skills and talents?

The teacher may guide discussion and explain that we can grow our strengths, skills, and talents to help us be successful in daily life.

Discuss hard work and practice. Explain that both are necessary in daily life.

Given student responses, refer back to the text, *I Like Myself*.

Lesson: Show students different pictures and discuss what types of skills, strengths, and talents are necessary for the people in each picture. Choose pictures that will encourage discussion (partner, large, and small group discussions).

The goal is to have students discuss their findings in a large group so that all students benefit. For example, show pictures that are appropriate for your students’ age group. Pictures may include: people in different occupations, jobs, completing chores or tasks in daily living, etc.

Conclusion: Discuss the writer’s response associated with strengths, skills, and

talents discussed today. Which skill do you have that you would like to build?
How will you do that? How will you use that skill to help you in the classroom?

Weekly Home Connections: Walk around the house with your child and discuss different daily living activities or chores in the house.

Discuss:

- How do you do (insert chore)?
- What skills do you need to do (insert chore)?
- How can you learn how to do a chore or skill necessary in daily living that you do not know how to do yet?
- Make an action plan for your child to learn how to do a chore or daily living activity that they do not know how to do yet.

Week 3: Exploring Problems

Lesson 1: Identifying Problems

Lesson Component	Week 3 - Lesson 1
Lesson Objectives	Students will be able to: <ul style="list-style-type: none">• Identify problems• Identify that problems can be different sizes• Identify ways to solve a problem
Essential Questions	<ul style="list-style-type: none">• What is a problem?• What can we do when we have a problem?• What should we do when we have a problem?
Instructional Materials	<ul style="list-style-type: none">• Book: <i>What do you do with a problem?</i> By: Kobi Yamada• Chart Paper
Target Vocabulary	<ul style="list-style-type: none">• Problem• Worry

Implementation

Procedure

Pre-reading

Use chart paper and write “Problems” in a large print in the middle of the paper. Explain to students that we are going to talk about problems today. Ask students to name a problem. Write each student response in a smaller font around the word “problems” on the chart paper.

Call on students who have not participated yet and act out problems to give them ideas. Have the student guess and write it on the chart.

Read Aloud

Read aloud the book, *What do you do with a problem?* By: Kobi Yamada. The goal is to read the entire book one time through without asking the students questions during reading. However, if students ask questions or want to discuss various parts of the text, encourage engagement.

Post-Reading Discussion

Check for understanding: How did the problem teach the boy? (It taught him to learn and grow, to be brave, to look for opportunities, etc.)

Discuss: What do you think the boy could've been worried about?

Review: The boy thought the problem was going to swallow him up or attack him, but did it? Sometimes we feel like a problem is so big that it could harm us, but it never does. These are just feelings of worry and fear.

Text-to self: Ask students...During and after reading the book, did you think about another problem that you have had that we should add to the chart? Add more ideas to the chart paper as students respond.

Closing

Review the lesson: "Why isn't the boy afraid of problems anymore?"

Prepare for tomorrow: "Tomorrow we are going to talk about solving problems."

How can we use this in life?:

"This week we will learn:

- Problems can be big and small.
- Problems are opportunities to learn and grow.
- I can learn skills to solve problems with classmates, in the classroom, at home, etc."

Week 3: Exploring Problems

Lesson 2: How to Solve a Problem: Emotion Journal #3

Lesson Component	Week 3 - Lesson 2
Lesson Objectives	Students will be able to: <ul style="list-style-type: none">• Review problems• Identify ways to solve a problem• Identify trusted adults at school and how to access them• Describe safe locations
Essential Questions	<ul style="list-style-type: none">• Why are problems learning opportunities?• What should we do when we have a problem?
Instructional Materials	<ul style="list-style-type: none">• Book: <i>What do you do with a problem?</i> By: Kobi Yamada• Chart Paper
Target Vocabulary	<ul style="list-style-type: none">• Problem• Worry

Implementation

Procedure

Review: Review the “Problems” chart from yesterday. Go through each problem and discuss how students can solve problems. Encourage student responses and provide support as needed. Try to make this part of the lesson focused on student-centered learning. Call on students to provide ideas and brainstorm how to solve their peers’ problems.

Comprehension Check: “Why wasn’t the boy afraid of his problem(s) at the end of the book?”

Answer/discuss: “We should not be afraid of problems because they always teach us something. We always have something to learn from a problem.”

Review and discuss the quote from the text: “Problems have opportunities for something good. You just have to look.”

Independent Practice:

“What Should You Do?”

-Put students into small groups or partners (depending on the number of students in your class or small group).

-Explain to students that we are going to look at some problems or situations and

discuss what we should do if we or a friend had that problem.

Differentiate:

- Read each problem or situation aloud to the entire class and students can talk about what they would do in a small group discussion. Call on groups to share afterwards.
- Pass out the situations and the students can write down their responses as a small group or partner work. Groups can share afterwards.
- The following list includes examples of possible problems or situations to share with the class.

What happened?:

- My family surprised me by taking me to the zoo and I feel excited!
- It's the first day of practice and I feel nervous.
- I said something unkind to my brother and he's upset. I feel bad for hurting his feelings.
- I did something that my Dad told me not to do and I am grounded. Now I feel angry.
- A classmate took something without asking and I feel sad.

After you read each situation, ask the students, **“What Should you Do?”**

Supplemental Resource: See **Useful Website** resource on p. 31. for a What Do You Do? resource

Closing

- “When we have problems at school, who can you go to?”
 - Discuss trusted adults in your school, how and when to access them appropriately.
- “How do we ask for help when we have a problem?”
 - Discuss appropriate ways to ask for help with those trusted adults in school.
- “What are safe places in school to go to feel safe?”
 - Discuss safe places.
 - Discuss places as safe and unsafe at school.
- “What about at home?”
 - Discuss places as safe and unsafe at home.
 - Discuss asking for permission.

Prepare for tomorrow: “Tomorrow we are going to learn how to solve problems from 3rd-5th grade students (insert the grade level of the visiting class). We will also meet another trusted adult in our school, and some trusted older students as well.”

Week 3: Exploring Problems

Lesson 3: Problem Solving Day

Lesson Component	Week 3 - Lesson 3
Lesson Objectives	Students will be able to: <ul style="list-style-type: none">• Review problems• Identify ways to solve a problem• Identify trusted adults at school and how to access them• Describe safe locations
Essential Questions	<ul style="list-style-type: none">• Why are problems learning opportunities?• What should we do when we have a problem?• How can we learn from older students related to problem solving?
Instructional Materials	<ul style="list-style-type: none">• Book: <i>What do you do with a problem?</i> By: Kobi Yamada• Buddy Classroom (Grades 3-5)
Target Vocabulary	<ul style="list-style-type: none">• Problem Solving• Seeking help

Implementation

Procedure

Overview K-2 students will be paired up with an older student (grades 3-5) in the school. Older students will talk to younger students about solving problems in school and with classmates.

Prior to the lesson Seek a classroom teacher or specialist who works with grades 3-5 and ask them if they would be willing to have their class participate in this lesson. Provide teacher with resources for students to review before the lesson, such as, ways to solve a problem (you may provide a list for the 3rd-5th grade students, or you may ask the teacher to brainstorm and have their students come up with ideas on solving problems that happen in school as a class:

Problem solving may focus on the following:

- 1.) Solving problems with a classmate and
- 2.) Solving problems at school.

Supplemental Resources See **Useful Website** resource on p. 31. for ideas and

lists for problem solving that you can provide the 3rd-5th grade teacher with as a resource to support their problem solving plan prior to meeting with your class.

Problem Solving Day

- **Differentiate** based on appropriateness for your students and the visiting class.
 - **EX:** Students will be paired up or in small groups (depending on numbers) with visiting students (in grades 3-5).
 - **EX:** Visiting students may give presentations as opposed to pairing students up or working in small groups.

This day can look different for every class. The goal of the lesson is for your class to learn through engagement with older students. Encourage a time for students to share, ask questions, give examples, etc. at the end and as a large group (teacher-directed).

- The older students will describe how they solve problems with:
 - 1.) Classmates
 - 2.) General problems at school
- As discussed earlier, older students may want to bring their compiled list of problem solving ideas for the two problem solving areas listed above.

Discussion: After students shared their problem solving plan, list, ideas, etc.

Discuss: “Who are the trusted adults in the school? How do you reach them? At what times? What is a safe location in the school to go to if needed? When can you go? What should you do before you go?”

Closing

- “What did you learn about problem solving?”
- “How did it help to hear that we can always find a way to solve our problems?”
 - Discuss plans, and appropriate ways to ask for help with trusted adults in school.
- “What did you learn about safe places in school?”
 - “How could you use this information to help yourself or a classmate?”

Weekly Home Connections: Parents to come up with a list for children to follow when they encounter problems at home. Provide families with an example or ideas:

Example list may or may not include:

- “When I have a problem at home I should:
- Talk to Mom or Dad.
 - Talk to a sibling (sister or brother).
 - Take some time to think about it.
 - Come up with a plan.

Week 4: Process Emotions by Reflecting on Strengths

Lesson 1: Risk Taker

Lesson Component	Week 4 - Lesson 1
Lesson Objectives	Students will be able to: <ul style="list-style-type: none">• Understand how to process their emotions by identification and reflection of their strengths
Essential Questions	<ul style="list-style-type: none">• How did the character feel in the story?• When do we need to be brave?• How do I take a chance that is intelligent and kind?
Instructional Materials	<ul style="list-style-type: none">• Book: <i>What do you do with a chance?</i> By: Kobi Yamada• Chart Paper
Target Vocabulary	<ul style="list-style-type: none">• Chance• Risk Taker• Discover• Courage

Implementation

Procedure

Pre-Reading

Use chart paper and write “Risk Taker” in large print in the middle of the paper. Explain to students, “We are going to read a book about a boy who has a chance and is afraid to take a risk. Name qualities of a risk taker. What do you feel when you have a chance? What do you feel before you take a risk? During? After?” Write each student response smaller around the phrase “Risk Taker” on the chart paper.

- Call on students who have not participated yet and point to or act out things to give them ideas. Have the student guess and write it on the chart.
- Ask questions about each item listed on the chart.

Read Aloud

Read the book, *What do you do with a chance?* By: Kobi Yamada.

The goal is to read the entire book one time through without asking the students questions during reading. However, if students ask

questions or want to discuss various parts of the text, encourage engagement.

Post-Reading Discussion

Check for understanding:

- "Sometimes we take a risk and it doesn't work out."
- Discuss: "How did the boy feel when he reached for the chance but missed and fell?"
- Partner Talk: "Have you ever felt that way? Turn and talk to your neighbor."
- Discuss: "Does that mean that we should never try again?"
- Ask students... "What were some of the words that he said in the book that defined a risk taker? Let's add those words to our chart." (EX: ready, excited, discover, free, courage, brave, etc.)
 - Support vocabulary: Explain each word, provide examples, use each word in a sentence, etc.
- Add more ideas to the chart paper as students respond.

Independent Practice

Discussion Topics:

- "Should we only take the risks and chances that are easy?"
- Partner Talk: "How are taking risks and chances good for us?"

Closing

Review and Group Discussion: "How was the boy brave?"

Prepare for tomorrow: "Tomorrow we are going to use the words that we came up with today that define a risk taker and write in our emotion journals."

How can we use this in life? "We can be brave by taking chances in our daily life. Chances are learning opportunities".

Supplemental Resources See **Useful Website** resource on p. 31.

Week 4: Process Emotions by Reflecting on Strengths

Lesson 2: Risk Taker: Emotion Journal #4

Lesson Component Week 4 - Lesson 2	
Lesson Objectives	Students will be able to: <ul style="list-style-type: none">• Practice positive self-talk• Use encouraging words to help us overcome challenges
Essential Questions	<ul style="list-style-type: none">• How can I be brave?• How can I improve my skills?• How can I use self-talk to encourage positive thinking?
Instructional Materials	<ul style="list-style-type: none">• Book: <i>What do you do with a chance?</i> By: Kobi Yamada• Chart Paper "Risk Taker" from yesterday• Emotion Journal
Target Vocabulary	<ul style="list-style-type: none">• Chance• Brave• Discover• Courage

Implementation

Procedure

Overview

- This is the last lesson involving the emotion journal in the curriculum. (However, feel free to continue to utilize the emotion journal with future SEL and literacy lessons.)
- Students will identify a challenge and choose a "risk taker" word to help them overcome that challenge.

Review

- "Yesterday we looked at words that the boy used in *What do you do with a chance?* to define a risk taker. Today we are going to use the words we learned and write them in our emotion journals."
- Words from the book include: ready, excitement, discover, free, courage, and brave, as well as words that students came up with to define a risk taker on our chart from yesterday.
 - Review vocabulary: Define each word, and review examples and sentences from the previous day.

Think Aloud

- The teacher will model through a think-aloud the following example: “We are going to think of a task or challenge and use encouraging words to help us overcome that challenge.” For example:
 - “I cannot (read well) right now, but if I have (courage and practice), I will get better.”
 - “Sometimes I feel __, but I know that I am or I have __ and I am no longer ____.”
 - “I can be brave by...”

Emotion Journal

- Students work through each example (above) with the teacher in their emotion journals. Students will fill in the blanks. Make this a guided, sharing experience for younger students, and an independent task for second grade. You may choose to have students utilize a sentence starter for leveled writing instruction.
 - Differentiate independent writing based on your students’ needs.

Closing

- Students share journal responses with a partner or small group.
- The class may share as a large group. Group discussion is encouraged.
- Review and discuss the lesson’s essential questions.
 - How can I be brave?
 - How can I improve my skills?
 - How can I use self-talk to encourage positive thinking?

Week 4: Process Emotions by Reflecting on Strengths

Lesson 3: Brave Speakers (Application)

Lesson Component Week 4 - Lesson 3	
Lesson Objectives	Students will be able to: <ul style="list-style-type: none">• Encourage self and others to be brave• Utilize positive statements to encourage self and others
Essential Questions	<ul style="list-style-type: none">• How can I encourage others?• How do I speak in a kind, respectful way to myself and others?
Instructional Materials	<ul style="list-style-type: none">• Book: <i>What do you do with a chance?</i> By: Kobi Yamada• Positive phrases
Target Vocabulary	<ul style="list-style-type: none">• Bravery• Respect

Implementation

Introduction

- Review and discuss:
 - Why do we take risks?
 - How do we encourage ourselves to take risks?
 - How do we overcome challenges?

Procedure

- Discuss the following in large group:
 - What does it mean to be respectful?
 - How can I show respect to myself?
 - How can I show respect to others?
- “I am going to read phrases. You are going to discuss when and how to use these phrases with a partner or in a small group (depending on teacher directed group size).”
- Think Aloud: The teacher will model through a think-aloud utilizing one of the phrases first (while still in large group instruction).
 - My phrase says, “I’m still learning. I will keep trying.”
 - Explain the phrase, as well as, how and when it can be used, etc.
- Examples of positive statement ideas include:
 - “This is tough, but so am I. This challenge is here to teach me something.

Mistakes help me learn and grow. I strive to do my best. I have not figured it out yet. I can learn anything. This might take some time and effort.”

- **Supplemental Resources** See **Useful Website** resource on p. 31 for posters related to growth mindset
- Differentiate by grade level:
- **Second Grade**: For students who can read the cards:
 - Pass out different cards containing positive phrase.
 - Turn and talk to your partner (put students in small groups or with a partner).
- Read your card aloud and ask students...
 - “How can you or people use these phrases in daily life?”
- **Kindergarten and First Grade**: The teacher will read aloud the cards to the group at large, and place students in small groups or partner work. Students will turn and talk to their partners to answer the following questions about their cards:
 - “How can I use this in real life?”
 - When can I use this?
 - Who else (occupation or job) could use this? Why?”

Closing

- Discuss phrases that they liked, didn’t like, didn’t understand (if this has not already happened).
- “How can we create our own positive phrases?” Write down phrases students create on chart paper and discuss when and how these phrases can be used. Students may write their own phrases down and share with the group.
- **Discuss**: “How did the positive phrases make you feel? How do you think they can make others feel? Why is it important to feel that way?”
 - Second grade can respond to these questions on paper and Kindergarten will benefit from a large discussion.

Lesson Extension Guest Speaker:

Prior to the lesson, obtain a speaker(s) from the community or school to speak at the school. (EX: fireman, police man, nurse, technology teacher, principal, ect.) The goal is for students to learn about bravery from an adult. Provide the speaker with a list of questions. Questions may include:

- “Do you ever get scared at your job?”
- Did you get scared before but now you are not?
- Turning fear into excitement. How do you do this?
- How have you had to be brave at work/career?
- What did you learn from those times?
- How can students show bravery at school? Home?
- Do you have any advice for the students on being brave? Confident?”

Weekly Home Connections:

- Families: Discuss various jobs and careers in your town or city with your child. Discuss the educational skills necessary to obtain these occupations. Families may drive around their community and discuss where different jobs or careers are located.
 - 2nd Grade: Discuss that people enjoy doing specific tasks and choose different jobs for that reason. “What would you like to do? Why? How are you going to achieve that goal?”
 - K-1: Discuss different occupations and what jobs they may want to do in the future.

Additional Resources

Useful Websites

Emotion Charades. <https://www.pinterest.com/pin/216946907028972665/>

***I Like Myself* writing journal templates.**

<https://www.teacherspayteachers.com/Product/Writing-I-Like-MYSELF-3630406?st=382ebce9ce3c8e5741251906f8be0a42>

***What Should You Do?* Resource.**

<https://www.pinterest.com/pin/629307747933008913/>

Problem Solving Resource.

<https://www.teacherspayteachers.com/Product/What-Do-You-Do-With-a-Problem-by-Kobi-Yamada-Activities-w-Digital-Option-2572182?st=3861948b1839969df6082f29000d6e1e>

Growth Mindset Poster and Phrase Ideas.

https://www.amazon.com/Honey-Paper-Co-Growth-Mindset/dp/B07V7FRJLQ/ref=asc_df_B07V7FRJLQ

<https://www.teacherspayteachers.com/Product/Free-Growth-Mindset-Social-Emotional-Learning-CBT-Coping-Statements-Poster-5318649?st=c9c1fb4dddf2ec1bd7fe7dda79ede583>

<https://www.teacherspayteachers.com/Product/Growth-Mindset-Statements-Bulletin-Board-3945953?st=c9c1fb4dddf2ec1bd7fe7dda79ede583>

Bibliography

Beaumont, K. (2004). *I like myself*. San Diego, CA: Houghton Mifflin Harcourt.

Cain, J. (2005). *The way I feel*. Chicago, IL: Parenting Press.

Ohio Department of Education. (2019). *Ohio's k-12 social and emotional learning standards*. Retrieved from <http://education.ohio.gov/getattachment/Topics/Learning-in-Ohio/Social-and-Emotional-Learning/Social-and-Emotional-Learning-Standards/K-12-SEL-Standards-Full-Final.pdf.aspx?lang=en-US>

Ohio Department of Education. (2019). *Why is ohio focused on social emotional learning?* Retrieved from <http://education.ohio.gov/getattachment/Topics/Learning-in-Ohio/Social-and-Emotional-Learning/Social-and-Emotional-Learning-Standards/SEL-Research-Summary.pdf.aspx?lang=en-US>

Yamada, K. (2018). *What do you do with a chance?* Seattle, WA: Compendium Inc.

Yamada, K. (2016). *What do you do with a problem?* Seattle, WA: Compendium Inc.

SOCIAL-EMOTIONAL LEARNING AND LITERACY: A LITERACY CURRICULUM DESIGNED TO SUPPORT CHILDREN’S SELF-AWARENESS SKILLS

SECTION FIVE

Concluding Thoughts

Research Question

When I started my curriculum development capstone project, I wondered: How can we create a literacy curriculum that utilizes children’s literature to support students’ social-emotional development in the domain of self-awareness?

To answer my question, I researched social-emotional learning, Vygotsky’s sociocultural learning theory, and bibliotherapy and text selection. I wanted to best support my K-2 students’ self-help skills to independently identify their emotions, problems, and strengths. The curriculum includes multiple opportunities for social and cultural interactions involving peers and teachers related to the sociocultural learning theory. Given research associated with bibliotherapy, children’s literature is needful to teach SEL alongside literacy (Whitaker, et al., 2016). Therefore, I compiled a list of children’s books that are appropriate to teach the competency of self-awareness. Last, I developed a curriculum that I can teach my students during literacy instruction that is aligned to Ohio’s English Language Arts and Social-Emotional Learning Standards.

Curriculum Strengths and Weaknesses

My curriculum includes strengths and weaknesses. Strengths of my curriculum are discussion, student engagement, and factors pertaining to cost. There are numerous opportunities for students to participate in discussions with the teacher, classmates, older students, community members, and their families. The discussions are guided and include opportunities and ideas to involve every student in the classroom. The instructional materials and resources required to

SOCIAL-EMOTIONAL LEARNING AND LITERACY: A LITERACY CURRICULUM DESIGNED TO SUPPORT CHILDREN'S SELF-AWARENESS SKILLS

implement the lessons are minimal in cost to educators. All children's literature utilized in the lessons can be borrowed from a local library and can be found in read aloud format for free online. Chart paper is utilized for every lesson and the student journals can be easily created with lined paper that is instructionally appropriate for the students being taught.

On the other hand, weaknesses of my curriculum pertain to lesson resources. To explain, my curriculum lacks supplemental resources. For instance, my curriculum does not include printable assessments, examples of charts for each lesson, and reproducible materials for student journals. However, future development may include the inclusion of such items to best support educators. Also, my curriculum includes a list of useful websites on page 31 that include downloadable material that pertain to specific lessons for minimal to no cost.

Next Steps and Future Research

The curriculum was developed to be taught in small groups, as well as, inclusive classroom settings. My vision is for the curriculum to support the education of self-awareness in K-2 general and special education classrooms, given appropriate accommodations and modifications. I believe all students learn best through modeled, social experiences within a trusted classroom environment provided multiple opportunities to interact with their teachers and peers (Vygotsky, 1978). The curriculum includes lessons that provide multiple opportunities for student and teacher discussions in large and small group settings.

The curriculum focuses on teaching K-2 students self-awareness skills by identification and processing of emotions, strengths, and problems. Further research and curriculum development may include sample lessons focused on the four additional competencies of SEL: self-management, social awareness, relationship skills, and responsible decision-making. Future researchers may explore each competency individually and produce lessons aligned to the

SOCIAL-EMOTIONAL LEARNING AND LITERACY: A LITERACY CURRICULUM DESIGNED TO SUPPORT CHILDREN'S SELF-AWARENESS SKILLS

CASEL 2020 Roadmap, and Ohio's Social-Emotional Learning and English Language Arts

Standards. I utilized Ohio's Social-Emotional Learning Standards in the area of self-awareness to develop a structured list of standards to align lessons to. My advice to future curriculum creators is to utilize this list to identify specific areas to instruct within each specific competency.

Dissemination and Implementation

My plan for oral dissemination will include the review of my capstone project to my committee. The presentation of results will encompass how social-emotional learning and literacy can be taught simultaneously through the lessons I developed utilizing children's literature. Also, I plan to share my curriculum with the teachers in my school. My fellow colleagues can utilize lessons from my curriculum to teach during literacy instruction to support their students' self-awareness skills.

Further implementation includes teaching my students. I plan to develop additional lessons focused on self-management. Additionally, I plan to teach a summer exploration workshop for students in grades 3-5 that encompasses areas of literacy and social-emotional learning with the addition of mindfulness. This capstone project has challenged and forever changed my thinking of literacy and SEL as two separate subjects. The combination of literacy and SEL positively impacts student learning, wellbeing, and the way we teach literacy.

SOCIAL-EMOTIONAL LEARNING AND LITERACY: A LITERACY CURRICULUM DESIGNED TO SUPPORT CHILDREN'S SELF-AWARENESS SKILLS

References

- Aiex, N. K. (1993). *Bibliotherapy*. Bloomington, IN: ERIC Clearinghouse on Reading and Communication Skills.
- Arseneaux, D., & Remington, L. (2019). Learning is a connection project: How social-emotional learning drives literacy. *Literacy Today*, 37(2), 40–41.
- CASEL (2020). Retrieved from <https://casel.org/>
- Catalano, A. (2008, Spring). Making a place for bibliotherapy on the shelves of a curriculum materials center: The case for helping pre-service teachers use developmental bibliotherapy in the classroom. *Education Libraries: Children's Resources*, 31(3), 17–22. Retrieved from <https://eric.ed.gov/?id1/4EJ824774>
- Crothers S, M. (1916). A literary clinic. *The Atlantic Monthly*, 118, 291-301.
- Doyle, B. G., & Bramwell, W. (2006). Promoting emergent literacy and social-emotional learning through dialogic reading. *Reading Teacher*, 59(6), p. 554–564. <https://doi.org/10.1598/RT.59.6.5>
- Durlak, J. A., Weissberg, R. P., Dymnicki, A. B., Taylor, R. D., & Schellinger, K. (2011). The impact of enhancing students' social and emotional learning: A meta-analysis of school-based universal interventions. *Child Development*, 82, p. 405-432.
- Fisher, D., Frey, N., Marsh, J. P., & Gonzalez, D. (2019). The links between social and emotional learning and literacy. *Journal of Adolescent & Adult Literacy*, 63(1), p. 115–117. <https://doi.org/10.1002/jaal.963>
- Forgan, J. W. (2002). Using bibliotherapy to teach problem solving. *Intervention in School and clinic*, 38, 75–82. doi: 10.1177/10534512020380020201.
- Frey, N., Fisher, D., & Smith, D. (2019). *All Learning is Social and Emotional: Helping students*

SOCIAL-EMOTIONAL LEARNING AND LITERACY: A LITERACY CURRICULUM DESIGNED TO SUPPORT CHILDREN'S SELF-AWARENESS SKILLS

- develop essential skills for the classroom and beyond.* Alexandria, VA: ASCD.
- Handsfield, L.J. (2016). *Literacy theory as practice: Connecting theory and instruction in k-12 classrooms.* NY: Teacher's College Press.
- Heath, M. A. (2017). Addressing children's social emotional needs with children's literature. *School Psychology International*, 38(5), p. 453–457.
- Heath, M. A., Smith, K., & Young E. (2017). Using children's literature to strengthen social emotional learning. *School Psychology International*, 38, p. 541–561.
- Mahoney, J.L., Durlak, J.A., & Weissberg, R.P. (2018). An update on social and emotional learning outcome research. *Phi Delta Kappan*, 100(4), 18–23.
- Ohio Department of Education. (2019). *Ohio's k-12 social and emotional learning standards.* Retrieved from <http://education.ohio.gov/getattachment/Topics/Learning-in-Ohio/Social-and-Emotional-Learning/Social-and-Emotional-Learning-Standards/K-12-SEL-Standards-Full-Final.pdf.aspx?lang=en-US>
- Ohio Department of Education. (2019). *Why is ohio focused on social emotional learning?* Retrieved from <http://education.ohio.gov/getattachment/Topics/Learning-in-Ohio/Social-and-Emotional-Learning/Social-and-Emotional-Learning-Standards/SEL-Research-Summary.pdf.aspx?lang=en-US>
- Rozalski, M., Stewart, A., & Miller, J. (2010). Bibliotherapy: Helping children cope with life's challenges. *Kappa Delta Pi Record*, 47(1), 33–37. <https://doi.org/10.1080/00228958.2010.10516558>
- Schlund, J. (2019). The literacy connection: Examining the intersection of literacy, equity, and social-emotional learning. *Literacy Today*, 37(2), 18–20.
- Smagorinsky, P. H. (2009). The culture of Vygotsky. *Reading Research Quarterly*, 44(1), 85-95.

SOCIAL-EMOTIONAL LEARNING AND LITERACY: A LITERACY CURRICULUM
DESIGNED TO SUPPORT CHILDREN'S SELF-AWARENESS SKILLS

- Stice, E., Burton, E., Bearman, S. K., & Rohde, P. (2006). Randomized trial of a brief depression prevention program: An elusive search for a psychosocial placebo control condition. *Behaviour Research and Therapy*, 45, 863–876. doi: 10.1016/j.brat.2006.08.008.
- Stice, E., Rohde, P., Seeley, J. R., & Gau, J. M. (2008). Brief cognitive–behavioral depression prevention program for high-risk adolescents outperforms two alternative interventions: A randomized efficacy trial. *Journal of Consulting and Clinical Psychology*, 76(4), 595–606. doi: 10.1037/a0012645.
- Tudge, J., & Rogoff, B. (1999). *Peer influences on cognitive development: Piagetian and Vygotskian perspectives*. Lev Vygotsky: critical assessments, 3, 32-56.
- Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Cambridge, MA: Harvard University Press.
- Whitaker, S. D., Pae, H., & Jones, J. P. (2016). The effects of using self-modeling narratives for behavior change. *Journal of the International Association of Special Education*, 16(1), 42–50.
- Whitehurst, G. J., Falco, F. L., Lonigan, C. J., Fischel, J. E., DeBaryshe, B. D., Valdez-Menchaca, M. C., & Caulfield, M. (1988). Accelerating language development through picture book reading. *Developmental psychology*, 24(4), 552.