



OUR BEST SELVES

Lessons on Social-Emotional Learning With ELA

Research shows that teaching social-emotional skills improves students' academic performance and well-being.

GUIDE YOUR STUDENTS TO:

- Practice perspective-taking
- Learn to identify and manage their emotions
- Build supportive, positive relationships



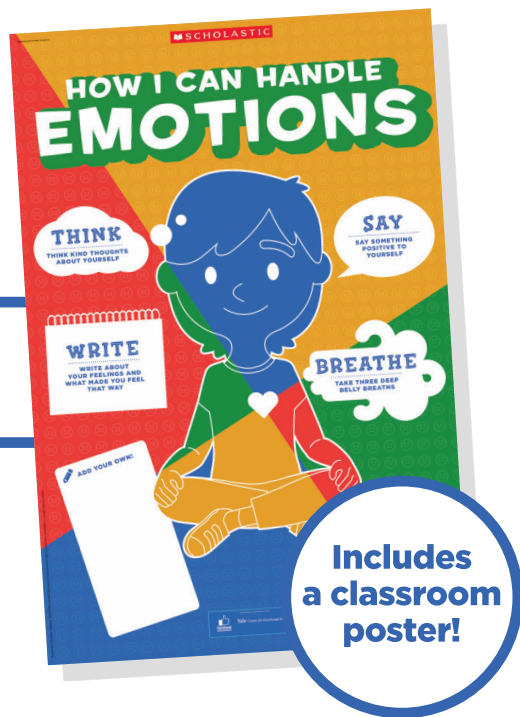
FREE BOOKS: Share your students' SEL work by 4/15/18, and Scholastic will send you three (3) classroom books! [Details in Lesson 3.](#)

ALSO ONLINE: You and your colleagues can download these lessons, plus grades 3-5 lessons, at scholastic.com/ourbestselves.



DEVELOPED IN PARTNERSHIP WITH

Yale Center for Emotional Intelligence



**Includes
a classroom
poster!**

NO PURCHASE NECESSARY. The giveaway is open to 18+, 50 US and DC who teach grades K-2 and who email photos of completed student activity sheets to scholastic submissions@scholastic.com to receive three (3) classroom books (total ARV: \$13.90). Void where prohibited. End: 4/15/18 11:59 ET. Full rules: scholastic.com/OBSrules.



LABELING EMOTIONS

GOAL: Students will be able to identify and describe their emotions and the emotions of characters in a text.

TIME: 40 minutes

MATERIALS: Mood Meter (scholastic.com/moodmeter) or chart paper and markers, Activity Sheet 1, read-aloud books

LESSON STEPS:

1. Tell students that they will be learning about a tool they can use to help them think about different feelings. It's called the Mood Meter. It helps us better understand our feelings.
2. Introduce the Mood Meter chart—a research tool from the Yale Center for Emotional Intelligence. Point out that there are four areas of the Mood Meter. Each is represented with a different color.

RED: Angry, nervous	YELLOW: Happy, excited
BLUE: Sad, lonely	GREEN: Calm, relaxed
3. **Kindergarten teachers, skip to step 4. For grades 1-2 teachers:** Divide students into groups and assign each group one area of the Mood Meter. Ask students to think of synonyms or other feeling words that go in their area of the Mood Meter. Add each group's words to the classroom Mood Meter poster.
4. Distribute Activity Sheet 1. Ask each student to choose an emotion from the Mood Meter. (You can limit this choice to one area or allow students to choose any emotion word.) Invite students to close their eyes and think about a time they felt that emotion. What was the situation? What did they say and do? **Modification:** Assign one emotion for all students to use.
5. Have students draw and write about their experience, including details about their facial expressions, body movements, and speech.
6. Invite students to share their stories if they wish. Thank students for sharing. Remind them that all feelings are okay and natural. Reiterate that it's important to notice and understand our emotions so that we can share how we're feeling and get support when needed.
7. Once students are familiar with the Mood Meter, the class can use this tool throughout the day.

Modification: Ask students who speak another language at home to think of emotion words in that language. Where do those emotions belong on the Mood Meter?



Photo: © FatCamera/istock

READ-ALoud ROUTINE

TIP: Keep engaging your students in SEL by embedding this routine into daily read-alouds.

1. Choose a picture book that will engage your students. Any grade-appropriate book will work. You can select one of the books below to focus on a specific emotion.
 - **ANGRY:** *When Sophie Gets Angry—Really, Really Angry...* by Molly Bang, *Sometimes I'm Bombaloo* by Rachel Vail
 - **HAPPY:** *Yo! Yes?* by Chris Raschka, *The Hello, Goodbye Window* by Norton Juster
 - **SAD:** *My Friend Is Sad* by Mo Willems, *Bye Bye Little Bird* by Julia Hubery
2. During and after reading, discuss the following questions:
 - How does the character feel in this situation? Where is he or she on the Mood Meter?
 - How do you know that the character is feeling that way?
 - Do other characters understand how the character is feeling?
 - How do you think you would feel in that situation?

Note: Students may bring up serious issues when sharing their stories. As needed, talk to your school's guidance counselor about connecting students to additional support.

MOOD METER



RED: angry, nervous



YELLOW: happy, excited



BLUE: sad, lonely



GREEN: calm, relaxed

MY NAME



ACTIVITY
SHEET 1

...How Did I Feel?

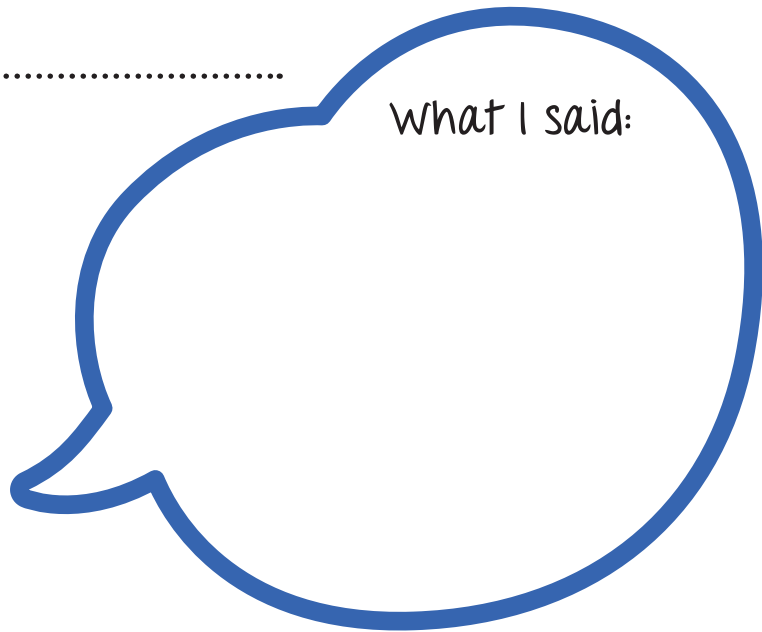
1. Choose one emotion on the Mood Meter.
2. Think about a time when you felt this way.
3. Draw and write about your experience.

The emotion:

what my
face looked like:



what I said:



what made me feel this way:

.....

.....

.....

.....

.....

.....

How my body felt:

.....

.....

.....

.....

.....

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LESSON 2

MANAGING EMOTIONS

GOAL: Students will be able to use strategies for managing emotions.

TIME: 40 minutes

MATERIALS: Activity Sheet 2, Mood Meter chart¹ (scholastic.com/moodmeter), classroom poster (unfold this booklet)

LESSON STEPS:

1. Explain that there are many clues that we are feeling a certain way. Today, the class will focus on the emotion of anger (red area on the Mood Meter).
2. Act out the emotion of anger (furrowed brow, crossed arms, leaning forward, growling voice). Ask students:
 - What does my face look like?
 - How does my body move?
 - How does my voice sound?
3. Invite students to pantomime anger. If a student seems uncomfortable with this, make it optional.
4. Divide students into small groups. Ask each group to list other signs of being angry. (It's OK to be silly here!) Give students a time limit and then discuss each group's responses.
5. Explain that when we can identify how we are feeling, we can find ways to manage how we are feeling (either maintaining a feeling or shifting to a different feeling).
6. Introduce belly breathing as one strategy to manage emotions. Ask students to sit comfortably with one hand on their heart and one hand on their stomach. Invite them to close their eyes if they wish to do so. Have students breathe normally and pay attention to their breath (for example, by saying "in, out..." as they breathe).



MOOD METER ROUTINE

A Three-Step Reflection Check-In

- 1 How are you feeling right now? Where does that fall on the Mood Meter?
- 2 Why do you think you are feeling that way?
- 3 Do you want to stay in this part of the Mood Meter or move to a different area? How can you do that?

Have students "tune in" to how the breathing affects how they feel. Explain that belly breathing is one strategy for calming their emotions. (Learn more about belly breathing at inspired.fb.com/activities/mindful-breathing.)

7. Present the following scenario to the class: Ramon comes back from recess to find that his art project has fallen apart. He feels angry that the work he was excited about is ruined.
8. Ask each group to list other things besides belly breathing that Ramon can think about or do when angry. Encourage students to refer to the classroom poster for support. Discuss each group's responses.
9. Distribute Activity Sheet 2. Ask students to complete the title of the page with the word *angry*. Each student will illustrate and write about a strategy for managing anger. As a class, reflect on why it's important to be aware of strategies for managing emotions.
10. Repeat the lesson on subsequent days, focusing on the blue (sad), yellow (happy), and green (calm) areas of the Mood Meter.

ACCELERATION OPTION

Combine the four areas of the Mood Meter into one lesson:

- In step 4, ask each group to list signs of being angry, sad, happy, and calm.
- In step 8, ask each group to list strategies for managing anger, sadness, happiness, and calmness. Share these scenarios with the class, if desired:
 - Taylor was looking forward to his grandparents' visit but just found out it's been canceled. He feels sad and doesn't want to do any activities with the class. What can he do to manage his sadness?
 - Sara spent recess running around the playground and has a lot of energy. She comes back to class and is having trouble focusing on reading. What can she do to feel calmer?
- In step 9, invite students to choose which emotion to use for Activity Sheet 2.



¹ The Mood Meter is a research-based tool from the Yale Center for Emotional Intelligence.

MY NAME



**ACTIVITY
SHEET 2**

WHAT TO DO WHEN I'M FEELING...

1. Choose one area of the Mood Meter: happy, calm, sad, or angry.
2. Would you like to feel more of this feeling or less of this feeling?
3. What can you do to feel more or less of this emotion?

Draw and write your answers below.

what can you say to yourself?

The emotion I choose is:



what can you do with your body?



MY SUPPORT COMMUNITY

GOAL: Students will be able to identify people in their support system and ways to give support to others.

TIME: 40 minutes

MATERIALS: Activity Sheet 3

LESSON STEPS:

1. Ask students if they know what the word *support* means. Use the example of legs supporting, or holding up, a table.
2. Explain that other people can support us when we need help. Share an example from real life. For example, if I got bad news that upset me, I could go talk to someone I trust, like a family member or a close friend, who will listen and help me think through what to do next.
3. Review active listening with students. Discuss what active listening *looks like* (eye contact and facing the speaker) and *sounds like* (staying quiet when someone is talking or saying, "That must have been hard....").
4. Ask students to think of a time when a person supported them in solving a problem. Have students share their memories with a partner.
5. Explain that sometimes we need help in managing emotions, and we can find other people to support us in that. Share an example, such as talking to a friend when you were feeling overwhelmed.
6. Ask students to think of a time when a person supported them in dealing with a strong emotion, and have them share their memories with a partner.
7. Introduce the idea of a support community or a group of people in your life you can trust to help you. Share examples of people in your support community. Invite students to think of three or four people they can talk to about their feelings; have them share why they can talk to them with a partner.
8. Distribute Activity Sheet 3. Have students draw themselves in the circle and add the people in



Photo: © Hero Images/Getty Images

their support community in the boxes. Encourage them to think about their caregivers, teachers, and friends. **Acceleration Option:** Ask students to write about one of the people they listed on Student Activity Sheet 3. How is this person supportive?

9. As a class, discuss some of the ways students in the class can provide support. Make a list on chart paper as a class reference.

Extension: Invite students to role-play providing support with a partner. One student will act out a negative emotion, and the other will provide support. Students can refer to the class list of strategies for ideas. Possible scenarios include:

- A student is feeling lonely at recess.
- A student is feeling angry about losing a game.
- A student is feeling sad because of a sick pet.

End with a class reflection.

Extension: As a class, discuss the different ways that people in the school are able to support each other. Encourage students to think about their classmates, classroom teachers, specialist teachers, aides, counselors, custodial staff, volunteers, and beyond. Create a class mural or bulletin board to show your school's support system.



SHARE YOUR SUCCESSES

We'd love to see your students' SEL progress!
Email photos of completed student activity sheets to
scholastic submissions@scholastic.com by 4/15/18,
and Scholastic will send you three (3) classroom books!

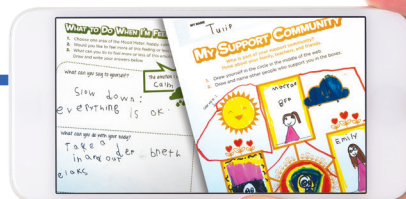


Photo: © hocus-focus/iStock

MY NAME



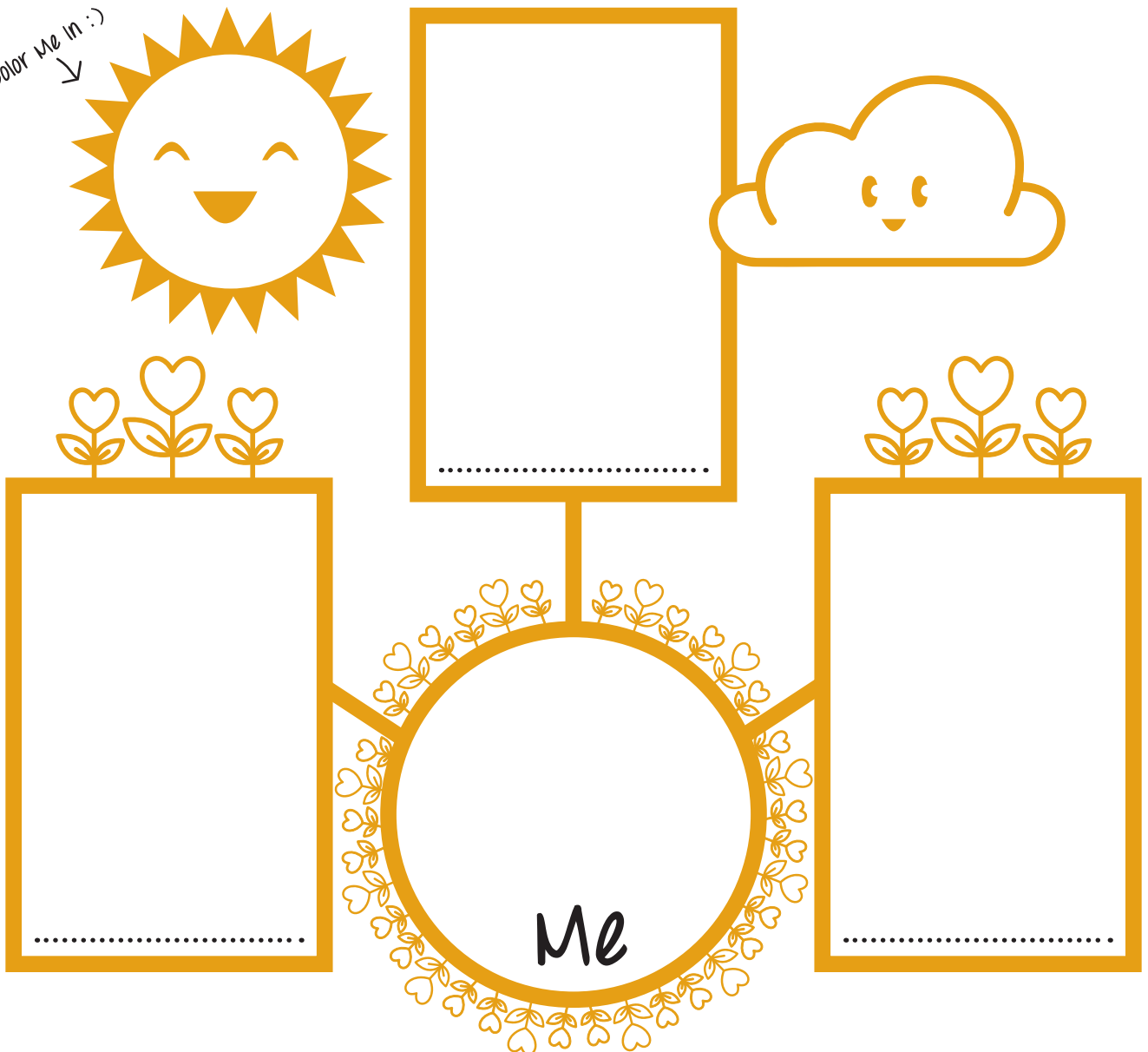
ACTIVITY
SHEET 3

MY SUPPORT COMMUNITY

Who is part of your support community?
Think about your family, teachers, and friends.

1. Draw yourself in the circle in the middle of the web.
2. Draw and name other people who support you in the boxes.

color me in :)



SOCIAL-EMOTIONAL LEARNING AT HOME

In school, we've been learning about social-emotional skills and how to be our best selves.

Learning how to identify and manage emotions helps children feel better, deal with stress better, create stronger relationships, and even perform better in school. Families can support this type of learning at home, too!

PRACTICE THROUGH PLAY: FEELING CHARADES

Make learning about emotions fun by playing a game! **Feeling Charades** can help your child practice identifying emotions and can provide opportunities for deeper conversations.

1. One person will act out an emotion. (Speaking is OK!)
2. The other person will guess the emotion. (Some emotions may look similar—this is a great opportunity to discuss differences and similarities.)
3. Ask if and when your child has felt that emotion. Share your own memory of experiencing that emotion.
4. Talk about what you do to manage that emotion. Emotional management strategies include:
 - Positive self-talk
 - Taking deep breaths
 - Stretching
 - Talking to trusted people
 - Journaling
 - Exercising
5. After the game, talk about the way you want your family to feel and how you can support each other in that.

Use this list of emotions to get started, and feel free to add your own:

relaxed (smile, slower movements, calm voice)

excited (open eyes, smile, fast voice)

lonely (downward gaze, low voice)

frustrated (furrowed brow, huffing voice)

worried (biting lip, clasp hands)



Serious emotions or stories may come up. Make sure your child feels safe and supported.



Photo: © pixdeluxe/stock

HOW I CAN HANDLE EMOTIONS



THINK
.....
THINK KIND THOUGHTS
ABOUT YOURSELF

SAY
.....
SAY SOMETHING
POSITIVE TO
YOURSELF

WRITE
.....
WRITE ABOUT
YOUR FEELINGS AND
WHAT MADE YOU FEEL
THAT WAY

BREATHE
.....
TAKE THREE DEEP
BELLY BREATHS

 **ADD YOUR OWN!**

MOVE
.....
TAKE A WALK OR DO
SOME STRETCHES