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Embedding Social Emotional Learning Goals Into A Reading Curriculum For Third Grade

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EMBEDDING SOCIAL EMOTIONAL LEARNING GOALS INTO A READING
CURRICULUM FOR THIRD GRADE

by

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A final paper submitted in partial fulfillment of the
requirements for the degree of Master of Arts in Literacy Education

Hamline University

Saint Paul, Minnesota

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Dedication

To my committee, my husband, parents and dog.

Thank you to my committee, your knowledge and insight were so valuable and beneficial throughout the writing process.

Thank you to my husband, Pat, for keeping me sane and happy.

Thank you to my parents for your never-ending support and encouragement.

Thank you to my dog, Petey, for being my writing companion and break buddy.

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Chapter One

Introduction

The three R's; reading, writing and arithmetic, that is what I learned in elementary school with a sprinkle of social studies and science. That was twenty years ago. Now as an elementary teacher, I have three large chunks of teaching time in my day to cover all of the state standards for reading, writing, math and social studies. Those blocks of time are reader's workshop, writer's workshop and math workshop, i.e., the three R's. "Other" subjects are integrated into those three large core areas. My students receive grade level mini lessons in these three subjects addressing the state standards and are then given either small group intervention or enrichment. Teaching reading, writing and math provides my students with only part of their foundational skills. In third grade, and for the rest of their lives, my students also need to know how to work with others, control their emotions and be responsible decision makers.

As I progress through the day in my urban classroom, I find that my students are constantly in need of adult assistance to recognize and regulate their emotions, control impulses, motivate themselves, communicate effectively, ask for help, problem solve and make smart choices. My district mandates giving student engagement surveys twice a year. These surveys have been very eye opening in regards to the emotional needs of my students that I was unaware of before. For example the survey asks students to answer on a scale whether they "feel safe in the classroom", if "Ms. Brown values their race and culture", if "Ms. Brown teaches us to respect people's differences", if "it is okay for me to make a mistake in my classroom" and if "I like the way Ms. Brown treats me when I need help." The percentage of students answering "yes always" to these questions increases throughout the year, but never reaches 100%, which is my ultimate

goal. The survey results in the beginning of the year give me a starting point to address the specific social and emotional needs of my students.

Over the past years, I have introduced some social emotional learning lessons to my class, but primarily in isolation and not meeting specific Minnesota State Standards. This past year (2016-2017), my school hired a part time counselor who also provided once a month lessons on anti-bullying. While these lessons were valuable, they weren't enough. Due to the constant time restraints and the needs of my students, my goal is to create a curriculum that both meets Minnesota Reading Standards and also guides students in their social emotional learning.

Currently there are only twelve states that have specific, free-standing learning goals for social emotional learning in grades kindergarten through twelfth grade. Of those twelve states, only four (Illinois, Kansas, Maine and West Virginia) include these learning goals for all grades, kindergarten through grade twelve. The remainder of the states (Connecticut, Idaho, Ohio, Massachusetts, Pennsylvania, Vermont and Washington) provide social emotional learning (SEL) goals that span from birth to grade three (“Preschool SEL Standards in the 50 States,” 2017).

As of February 2017, all fifty states provide free-standing learning goals with social and emotional developmental benchmarks in preschool (“Preschool SEL Standards in the 50 States,” 2017). In the *Early Childhood Indicators of Progress: Minnesota's Early Learning Standards: Introduction to Social and Emotional Domain*, the Social and Emotional Development Domain includes three components: Self and Emotional Awareness, Self-Management and Social Understanding and Relationships (2017). These components are then broken into subcomponents and divided into specific learning goals for children 0-1 year, 1-2 years, 2-3 years, 3-4 years and 4-5 years. “Minnesota Early Indicators Child progress (ECIPs) recognize

that in the early years, children are developing social and emotional skills that will guide their behavior, affect their overall mental health, and impact their ability to succeed academically as they move on to later schooling” (2017, p.1)

The problem with providing social emotional standards in pre-school only, is that not all children attend pre-school. Based on my experience teaching students in elementary, middle and high school, developing social and emotional skills should not end in pre-school. All children need ongoing instruction in these areas. When students do not know how to control and regulate their emotions, their focus is compromised and their academic abilities suffer. All students need instruction that supports them socially, emotionally and academically.

Teaching Career

My seven-year teaching career has been varied. There has been a common thread in all my teaching experiences; many of my students are not able to regulate their emotions in order to be successful both socially and academically. I began teaching in a city in western Iowa in 2010. I was back in my hometown after graduating from college and was hired to teach Social Studies and a Reading Support class to sixth and seventh graders. The student population was mostly comprised of Hispanic, White and Asian students. My students were not happy to be in the reading support class, because it meant they missed out on taking an elective. This was not their choice, but instead mandated by the school based on their standardized test scores. There were many conflicts among students that year and I had no idea how to teach them to listen and respect each other.

Following my short stint in middle school, I moved up to the Twin Cities in 2011. I was hired as a Learning Resource Teacher in a first ring suburb, just north of Minneapolis. This school’s population was majority African American, but also had a significant population of

Hispanic students and some Asian and White students as well. In my two years there, I met with small groups of students in kindergarten through grade five. I facilitated specific literacy interventions and modeled reading strategies. I had a prescribed curriculum to use, so I had no flexibility in the literature to instruct my students. I noticed that my students were not represented in many of the books and they had a hard time relating to the characters and the plot in most stories. Students again had many conflicts and I did not know the best way to teach them to recognize their own feelings and regulate those emotions.

In 2013, I was hired in a large metro public school district and taught ninth grade reading, a support class to the English curriculum. The high school had an overall student population of 1,473 students with a racial make-up of 51% Asian, 28% African American/Black, 9% Hispanic, 12% White and 1% American Indian students. Of those students, 17% of them received special education services and 85% qualified for free or reduced lunch. The school also had a high number of English Language Learners (ELL), with 23% of the students receiving ELL services. This class was very similar to what I taught in middle school a few years before, students were placed in my room to learn and practice reading strategies because they did not pass their Minnesota Comprehensive Assessment (MCA). As previously, many of the students were not happy to be placed in this class because they missed out on taking, what they considered, more interesting electives. Problems arose again, because students were not allowed the choice of selecting their own coursework. When that choice was taken away, my students had a difficult time regulating their emotions and focusing on the tasks in the class.

Throughout that school year, I struggled to create a sense of community in my classroom. Students did not want to be there, so they would not invest much of themselves in the class. Most of them would show up, do the work and leave. They were not concerned about building a

community of learners or that everyone was heard and valued. There were many disagreements in my room that year that often developed into yelling and, sometimes, physical aggression.

I now teach a multicultural group of third graders in a co-taught special education classroom. The school I am currently at is a feeder to the high school I previously taught at, with a similar population. The student's racial make-up at my current elementary school is 1% American Indian, 49% Asian, 11% Hispanic, 29% Black/African American and 8% White as of the 2016-2017 school year. The school qualifies for Title I services because 89% of the students are low-income. The students have varying backgrounds, 57% of them speak more than one language and identify as English Language Learners and 14% of the students receive special education services and have specific Individual Education Programs (IEPs) for academic or behavior support. My school is considered a hub for students with Emotional Behavior Disorder (EBD) and in the last five years has moved to full inclusion for these students. That means that students with severe emotional deficiencies are in general education classrooms all day, everyday.

Students are currently placed in classrooms in "clusters", meaning that newcomers to the country or language acquisition (LA) students are placed in English Language Learner (ELL) classrooms and students with IEPs or who receive specific special education services are mainstreamed in Special Education (SpEd) classrooms. Because of this, ELL classrooms have many more students working on their English language skills and have a ELL co-teacher and SpEd classrooms have more students with severe behavioral and academic needs and have a half day SpEd co-teacher and a teacher's assistant.

My co-taught Special Education classroom has an average of 1/3 of the students receiving special education services. These students and many others have trouble expressing

their emotions and communicating with each other appropriately, especially when there is a disagreement or they have a strong opinion. These arguments often erupt into verbal and physical aggression, stopping the learning process in my classroom and making it unfit and unsafe for the rest of the students.

Connection To My Childhood

As a child, I did not always know how to regulate my emotions, especially when that emotion was anger or frustration. I would often yell, slam and kick doors when I was upset with my family or friends. My parents were quick to act and help me dissect the reasons for these emotions and ways to cope with them. My mom taught me many calming strategies like taking deep breaths and counting to ten when I felt my emotions about to erupt. I was able to practice these strategies in the safety of my own home and was then able to transfer them to other environments and situations.

My mom has expertise in this area because she was a psychiatric nurse. She learned these strategies on the job and also knew how to approach someone that is emotionally de-regulated. She took me to a quiet, safe space away from others and used a calm voice when talking to me. I sometimes needed sensory input to help me calm down and she assisted in this as well by holding me tight. Through my own experiences, I know that children are capable of learning and using strategies to regulate their emotions. I want my students to have the same learning opportunities that I did, so they can function appropriately in the classroom and in the world.

Many of my students' lives are vastly different than mine was in third grade. Some of my students deal with racism, homelessness and unstable home environments. They worry about what they will eat, if they will be safe, if they will come back to school and where they will live. I was able to learn social emotional strategies at home from my parents. Some of the students I

teach do not appear to have learned these valuable lessons at home. The adults in their homes have other priorities; like finding stable employment, taking care of other children, and meeting other basic needs for their families. Because these social and emotional lessons are not always taught at home, it is now becoming a priority for them to be taught in school. I want to create a sense of community for all of my students in the classroom. By integrating a social emotional curriculum, my classroom will be a haven for children to feel safe, to express themselves openly, to learn and grow with their peers throughout the year and into the next one. The strong desire I have to create this space for my students led me to my capstone topic, “*How do I embed social emotional learning goals into a reading curriculum for 3rd grade?*”.

The Next Chapters

Moving forward into the rest of the project, chapter two provides current research on social emotional learning. It focuses on the first component, self-awareness and its affect on elementary students’ success, socially, emotionally and academically. Specific strategies in teaching social emotional learning are presented, along with texts to accompany lessons. Chapter two also examines third grade reading standards and how they can incorporate social emotional learning.

Chapter three goes into more detail of the specific literacy/social emotional learning curriculum. It explains the school and classroom where the curriculum will be implemented, the timeline and the rationale for integrating SEL into literacy. Chapter four provides an overall reflection of the capstone project and the curriculum writing process. In this chapter I expand on limitations I encountered when creating the curriculum, possible implications, how I see it used in the classroom and how it can be assessed.

Chapter Two

Literature Review

Introduction

Education goes beyond academic goals and must also include social and emotional learning as well. Students need to be explicitly taught how to handle their emotions, interact appropriately with peers and adults, problem solve and resolve conflicts peacefully. As stated by Schonert-Reichl and Hymel (2007), “We are all in danger - as world events continue to teach - when children grow up with academic knowledge but lack essential social and emotional skills such as compassion and empathy” (p. 20). Research shows that these skills can be taught and fostered in all grades. There are many ways to teaching social emotional skills in schools, one of which is to integrate SEL skills into another area of academia. According to Dresser (2013), “...social-emotional learning is woven into the curriculum to increase interest, foster a safe and positive environment, offer rich reading experiences that increase students' social emotional and academic skills...” (p. 63). This led to asking the question, *How do I embed social emotional learning goals into a reading curriculum for 3rd grade?*

This chapter begins by defining social emotional learning and identifying its five components. Secondly, it focuses on one of those components, self-awareness. This includes current research and best practices on teaching self-awareness in a school setting. Finally, this chapter examines specific literacy standards for third grade that can be taught along with social emotional goals.

Social Emotional Learning

Social emotional learning, often referred to as SEL, is teaching students a specific set of skills to navigate both intrapersonal and interpersonal communication. Intrapersonal

communication refers to the communication one has with themselves. On the other hand, interpersonal communication is communication between two or more people. These skills allow children to effectively express themselves within social norms and appropriately communicate with adults and peers. Many SEL researchers refer to Waters and Sroufe's (1983) definition of "competent" people as those who are able "to generate and coordinate flexible, adaptive responses to demands and to generate and capitalize on opportunities in the environment" (p.80). According to CASEL (Collaborative for Academic, Social and Emotional Learning) (2012), "Social emotional learning involves the processes through which children and adults 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" (p. 6). These skills are essential not only in school settings, but in everyday life.

Components of Social Emotional Learning. In the 2013 CASEL Guide: Effective Social and Emotional Learning Programs, SEL is broken into five core competencies: self-awareness, self-management, social awareness, relationship skills and responsible decision-making. They are defined as:

"Self-awareness: The ability to accurately recognize one's emotions and thoughts and their influence on behavior. This includes accurately assessing one's strengths and limitations and possessing a well-grounded sense of confidence and optimism.

Self-management: The ability to regulate one's emotions, thoughts, and behaviors effectively in different situations. This includes managing stress, controlling impulses, motivating oneself, and setting and working toward achieving personal and academic goals.

Social awareness: The ability to take the perspective of and empathize with others from diverse backgrounds and cultures, to understand social and ethical norms for behavior, and to recognize family, school, and community resources and supports.

Relationship skills: The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. This includes communicating clearly, listening actively, cooperating, resisting inappropriate social pressure, negotiating conflict constructively, and seeking and offering help when needed.

Responsible decision-making: “The ability to make constructive and respectful choices about personal behavior and social interactions based on consideration of ethical standards, safety concerns, social norms, the realistic evaluation of consequences of various actions, and the well-being of self and others” (CASEL, 2012, p. 9).

For a child to become a well-rounded adult and productive member of society, all five of the SEL competencies must be taught, modeled and practiced in both the classroom and the home. Proficiency in these competencies provides the base for better academic performance with less behavior problems, stronger social relationships and higher test scores and grades (Greenberg, M. T., Weissberg, R. P., O’Brien, M. U., Zins, J. E., Fredericks, L., Resnik, H., 2003). The following subsection focuses on one of those competencies, self-awareness.

Self-Awareness. Arguably, the first area to focus on when teaching social emotional learning skills is self-awareness. Self-awareness is the ability to identify one’s emotions and thoughts and their effects on behavior. According to Garcia Winner (2011), “Emotions can confuse or overwhelm our students. It’s key to help them learn to understand the connection between their sensory systems, their emotions, and their ability to relate to the world in ways that make others feel comfortable relating to them” (p. ix).

The Social and Emotional Aspects of Learning (SEAL) initiative, a program developed in England to foster social and emotional skills in children from ages three to sixteen, splits self-awareness into two categories; knowing myself and understanding my feelings.

“Knowing Myself” is described as understanding how one learns, taking responsibility for actions, feeling proud of accomplishments, recognizing when things are hard and accepting oneself. “Understanding My Feelings” includes identifying and expressing a variety of emotions, understanding the connection between feelings, thoughts and behavior, recognizing when one is overwhelmed by feelings and understanding that it is okay to have any feeling, but not okay to have destructive behaviors in response to those feelings (2003, p. 40).

Why Social Emotional Learning?

There is a growing number of studies that show that school-aged children are lacking the social emotional skills necessary to regulate themselves and collaborate with others effectively. In a survey of 148,189 sixth to twelfth graders, only 29% to 45% of surveyed students reported that they had social competencies such as empathy, decision-making, and conflict resolution skills; and only 29% felt that their school provided a caring, encouraging environment (Benson, 2006). The Report of the Surgeon General’s Conference on Children’s Mental Health voiced their support of implementing SEL for all children’s development and increase academic performance by stating, “Mental health is a critical component of children’s learning and general health. Fostering social and emotional health in children as a part of healthy child development must therefore be a national priority” (U. S. Public Health Service, 2000, p. 3).

Elements of Effective Social Emotional Learning Curriculums. A recent review of several studies found that 213 school SEL programs were more effective when they included

four core practices, referred to as SAFE, than when they did not (Durlak, Weissberg, Dymnicki, Taylor, & Schellinger, 2011). The acronym SAFE stands for sequenced, active, focused and explicit. In a literature review conducted by Inner City Fund (ICF) International, the four areas are described as:

Sequenced: Lessons are connected and build on each other.

Active: Many learning styles keep students engaged throughout the lessons.

Focused: There is at least one component of SEL in each lesson.

Explicit: “Is based on a theoretical model of social and emotional learning and targets specific SEL skills rather than a positive development in general” (O’Conner, De Feyter, Carr, Luo & Romm, 2017, pp. 4, 5).

Social emotional learning programs can be varied, but the first step in prioritizing students’ social and emotional needs is implementing classroom SEL programs and practices (CASEL, 2012). Research indicates that SEL programs are more effective within a broader scope of support and implementation moving beyond a single classroom and extending into a whole school or district (Durlak, 2011). Many experts in the field suggest SEL programs should be woven into all school practices and create a larger community by involving teachers, administrators, families and stakeholders in the community. “Doing this will create a culture where social and emotional learning is commonplace and thus more sustainable in the future” (O’Conner, De Feyter, Carr, Luo & Romm, 2017). (p.

Taking all of these factors into account, experts recommend the following for well-rounded, effective and sustainable SEL programs:

- Include strategies for all students in the school that can be practiced both inside and outside the classroom.

- Ideally, programs should span from pre-school to grade twelve.
- Receive district support and be part of a larger framework that spans many grade levels.
- Include the families and communities in all aspects of the program: planning, implementing and evaluating.
- Families reinforce SEL practices at home.
- Be embedded in the existing instruction of academic areas.
- Target social and emotional learning not only in the classroom setting, but also in all settings throughout the day.
- Be culturally relevant to all students.
- Be subject to ongoing monitoring and evaluation.
- Give school staff opportunities to practice and implement social and emotional skills into their daily lives.
- Implemented with fidelity through ongoing, high-quality training of staff.

(CASEL, 2008; CASEL, 2012; Barbarasch & Elias, 2009; Denham & Zinsler, 2014; Durlak et al., 2011; Garner, Mahatmya, Brown, & Vesely, 2014; Heller, 2013; January, Casey, & Paulson, 2011; Merrell & Gueldner, 2010; Weare & Nind, 2011 as cited in O’Conner, De Feyter, Carr, Luo & Romm, 2017).

Gaps in Knowledge. As the study of the effectiveness of SEL programs is relatively new, there are many unknown findings that need further study. While there is a plethora of data on components of many social and emotional curriculums, there is limited data on implementation of these programs. There is also little research on varying student outcomes based on race/ethnicity, gender and primary language. Another aspect that needs further study is the flexibility of SEL curriculums. As each district, school and classroom are different, teachers

will undoubtedly need to adjust certain components of the curriculum to fit specific needs of their students. There is not current research as to which components can be tweaked and not alter the overall effectiveness of the program (O’Conner, De Feyter, Carr, Luo & Romm, 2017).

Educational Standards

Currently, there are only twelve states that have specific, free-standing learning goals for social emotional learning in any grades K-12 and that leaves 38 states that do not have SEL goals listed separately from other academic areas beyond pre-school (“Preschool SEL Standards in the 50 States,” 2017). That is not to say that the remaining thirty-eight states do not have SEL related standards integrated into other academic areas. Of the fifty states, only eight did not adopt both common core mathematics and literacy standards. Of those eight, one state adopted only common core literacy standards (Minnesota) (The Center on Standards & Assessment Implementation, 2017). Minnesota adopted the ELA (English Language Arts) standards, formally known as the Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects in November of 2011, with schools implementing the standards no later than the start of the 2012-2013 school year. These standards were adopted 100% word for word, as required, and then two additional standards were added with the state option of adding up to 15% of additional content. The newly added standards both relate to media literacy; focusing on students as consumers of media and also creators of multimedia formats. The ELA standards for Minnesota are now formally called the Minnesota Academic Standards- English Language Arts K-12, 2010 (Minnesota Department of Education, 2016).

On the Minnesota Academic Standards- English Language Arts K-12, 2010 document, what is not covered by the standards is also listed. One of those areas is social and emotional

development. As stated, “While the ELA and content area literacy components described...are critical to college and career readiness, they do not define the whole of such readiness. Students require a wide-ranging, rigorous academic preparation and, particularly in the early grades, attention to such matters as social, emotional, and physical development...” (Minnesota Department of Education, 2010, p. 8). The Minnesota Department of Education does include standards for comprehension and collaboration, under the College and Career Readiness Anchor Standards for Speaking, Viewing, Listening and Media Literacy. These standards for kindergarten through grade five include; collaborating with diverse partners, sharing ideas, showing respect to partners, cooperating, compromising and problem solving for productive group discussions.

Third Grade Literacy Standards. The Common Core Reading Standards for Literature K-5 lists three standards for third grade students under the benchmark *Key Ideas and Details*. The standards are:

3.1.1.1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

3.1.2.2: Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson or moral and explain how it is conveyed through key details in the text.

3.1.3.3: Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

The following standard 3.1.4.4 is found under the benchmark *Craft and Structure* for third grade.

3.1.4.4 Determine the meaning of words and phrases as they are used in text, distinguishing literal from nonliteral language, including figurative language such as similes (Minnesota Department of Education, 2010, p.16).

The Common Core Speaking and Listening Standards K-5 lists standard 3.8.1.1 under the benchmark *Comprehension and Collaboration*.

3.8.1.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly (Minnesota Department of Education, 2010, p.34).

These five standards can be taught in conjunction with social emotional skills in literacy lessons.

In *Building Academic Success on Social and Emotional Learning*, (2004), Elias notes that when children read grade level texts they are often reading about characters “making decisions, reacting to conflict, coping with strong feelings, and otherwise navigating the tricky waters of interpersonal situations” (p. 119) He advocates that it then makes sense for children to apply the Feelings, I, Goals, Think, Envision, Select, Plan and Next (FIG TESPN) framework when reading fictional texts. The FIG TESPN framework is a way of thinking that provides students with strategies to problem solve and make a decision. The framework is used in one particular social emotional program, *Social Decision Making and Social Problem Solving*. FIG TESPN is given to children in the curriculum as:

- Feelings are my cue to problem solve.
- I have a problem.
- Goals guide my actions.
- Think of many possible things to do.
- Envision the outcomes of each solution.

- Select your best solution, based on your goal.
- Plan, practice, anticipate pitfalls, and pursue your best solution.
- Next time, what will you do - the same thing or something different?

(p.121)

Elias states that there are many of the same skills needed for reading and the skills of social emotional learning in grade three reading standards. He expands that these overlapping skills can be found “in the area of reading comprehension, where impulse control, attention to sequence, focusing, and making careful, informed choices are part of both reading and assessment” (p.129). He goes on to say that, literacy achievement is connected to links between home and school. Many children can be prompted to have powerful emotions when reading about mothers, fathers, siblings and homes. Elias has observed this specifically happening in urban schools, once these feelings emerge, many students “lack the skills to put aside their feelings and continue with the task at hand” (p. 130). For SEL skills to become second nature, instruction must “ensure that children...access and use SEL skills in reading (and) in other areas of academic instruction...” (p. 130).

Strategies for Implementing Social Emotional Learning

In teaching SEL skills, it has been found to be most effective (both socially/emotionally and academically) when they are embedded into existing classroom activities and taught by the classroom teacher. (Durlak, Weissberg, Dymnicki, Taylor, & Schellinger, 2011). There are three classroom factors that affect student social and emotional learning; classroom climate, teacher competence in SEL and instructional strategies. One of these strategies is emotion socialization. Emotion socialization, which can occur in both home and school settings, has three components:

modeling, reacting and teaching about children's expression of emotions (Denham, Bassett, & Wyatt, 2007).

Modeling. Adults can model both positive and negative emotions throughout the day to show appropriate social norms and expected reactions to normal emotions. This can happen in the form of responding to student's emotions appropriately, using emotion language ("I'm happy/angry/frustrated", etc.), listening to students, offering help, using strategies of self-regulation and problem solving (deep breaths, taking a break, etc.) (O'Conner, De Feyter, Carr, Luo & Romm, 2017).

Reacting. The way teachers choose to react to students' emotions teaches students what is appropriate and expected in the classroom. If teachers stay calm in response to angry emotions, are supportive and caring when students are sad and frustrated, demonstrates how everyone should be treated in the classroom. The following ways to react have been shown to promote students' social and emotional learning; encouraging all emotions (even negative ones), facilitating student disputes (using appropriate conflict resolution strategies) and practicing self-regulation strategies to regain emotional control (Jones et al., 2013; Macklem, 2008b; Zinsser et al., in press as cited in O'Conner, De Feyter, Carr, Luo & Romm, 2017).

Teaching. Teachers can explicitly teach social and emotional skills in the classroom in conjunction with academic skills, "for example, using children's books to teach both phonological awareness and understanding of emotions through analysis of the characters in a story" (O'Conner, De Feyter, Carr, Luo & Romm, 2017, p. 7).

Conclusion

While there are gaps in knowledge, there is ongoing evidence that supports the shift from academic only focused classrooms and schools to ones that blend academic and social-emotional learning. In these classrooms, students are actively engaged in lessons that incorporate books that address their emotional needs. “Through these readings, students become more aware and skilled at managing their own emotions” (Dresser, 2011, p. 66).

The Following Chapters

Chapter three provides an overview of the curriculum that integrates social emotional learning into reader’s workshop. The environment is described, along with background on the students that will encounter this curriculum. The rationale behind incorporating SEL into the literacy curriculum and the timeline to implement into a 3rd grade classroom is explained. Chapter three explores future plans to build on the work from this capstone project. Chapter four reflects on the curriculum writing process, expanding on key understandings from the literature review. It also delves into the limitations encountered and the implications of implementing the curriculum.

Chapter Three

Project Description

Introduction

This chapter explains how the capstone question, “*How do I embed social emotional learning goals into a reading curriculum for 3rd grade?*” was answered. First, the curriculum framework in which social emotional learning is integrated is described. Next, the rationale for the choice in the curriculum format is provided and the setting and audience that will experience the curriculum. Finally, description of the curriculum and the timeline for implementation is explained.

Curriculum Writing Framework

The SAFE format was chosen as it is a natural fit with the Reader’s Workshop model and the curriculum design framework for reading instruction. It allows for embedding the Social Emotional Learning (SEL) standards and maintaining sound educational theory. Recent research on implementing Social Emotional Learning also supports the SAFE model as an effective way to plan lessons for elementary aged students (Durlak, Weissberg, Dymnicki, Taylor, & Schellinger, 2011). SAFE is an acronym standing for sequenced, active, focused and explicit.

Sequenced: Lessons are connected and build on each other.

Active: Many learning styles keep students engaged throughout the lessons.

Focused: There is at least one component of SEL in each lesson.

Explicit: “Is based on a theoretical model of social and emotional learning and targets specific SEL skills rather than a positive development in general” (O’Conner, De Feyter, Carr, Luo & Romm, 2017, pp. 4, 5).

Choice of Method

Implementation of social emotional learning into the mini lesson section of the reading curriculum was chosen for several reasons. One, this is a time when all students are present in the classroom and engaged in the lesson. Opportunities like this can be rare in an elementary classroom, when students are pulled out throughout the day for speech, social work and special education services. Research shows how important social emotional learning is for all students, so choosing a time when all students will experience the lessons is vital. Two, the mini lesson is already a time when students interact with text in engaging ways and social emotional learning can be seamlessly integrated into those interactions. Finally, the lessons are short, holding a third graders attention and sequential, building on each other from day to day.

Setting and Audience

The curriculum was written for a co-taught special education third grade classroom. The classroom is in a large urban school district in the Twin Cities. The students come from many diverse backgrounds and speak many languages; including Karen, Burmese, Spanish, Hmong and English. Implementation of the curriculum will take place in the upcoming 2017-2018 school year. The racial make-up of the classroom is 4% American Indian, 57% Asian, 31% African American, 4% Hispanic and 4% White, with a total of twenty-three students. Of those students, 31% receive English Language Learner (ELL) services and 35% qualify for Special Education services. The specific diagnoses vary from a Specific Learning Disability, Emotional Behavior Disorder, Developmental Cognitive Disability, Other Health Disorder or they are on the Autism spectrum. Because the school utilizes co-teaching half of the day, some students that are mainstreamed in the general education classroom have higher special education federal level settings than are present in most elementary classrooms.

Project Description

Integration of social emotional learning (SEL) into the literacy curriculum was chosen because there are not specific standards that address SEL beyond preschool in Minnesota. As a third grade teacher, I see a need for my students to receive direct instruction on how to recognize and regulate their emotions, communicate clearly, problem solve and make positive decisions. Because the teaching day is broken into three categories; reading, writing, math, I chose to integrate this curriculum into my reader's workshop and weave it into the whole day by modeling and encouraging my students to use these skills in their interactions with each other.

Weaving social emotional learning into the literacy curriculum, through the teaching of the mini lesson was chosen. The mini lesson is the first part of the daily reader's workshop format for an elementary classroom. The mini lesson is a whole class lesson, which lasts five to fifteen minutes and is taught on the rug. This lesson is short, teacher directed and focuses on one teaching point. There are four parts of the lesson; connecting, teaching, active involvement and off you go. The connection explains how the lesson fits into what was previously taught in the classroom. The teaching part includes direct instruction, modeling or thinking aloud and activates and builds on background knowledge. Active involvement draws from cooperative learning; where students are partnered and engage in think-pair-share, turn and talks or other group discussions. The last part, "off you go", gives students a purpose for moving into the literacy work time. During this time, students are given an opportunity to practice what was learned during the mini lesson. The rest of the Reader's Workshop includes thirty-five to forty-five minutes of literacy work time. This time consists of small group work, conferencing with a teacher, independent reading, listening to reading, partner reading, etc. After literacy work time, the last part is five to ten minutes of sharing. This happens again on the rug, students are encouraged to share their work, comment on others or teachers may reinforce the focus of the

lesson by re-teaching (Saint Paul Public Schools, The Center for Curriculum, Instruction and Professional Development, 2011.)

Four books were selected as the foundation of the curriculum; *My Mouth is a Volcano* by Julia Cook (2005), *The Most Magnificent Thing* by Ashley Spires (2014), *It's Hard to be a Verb* by Julia Cook (2008) and *Thanks for the Feedback* by Julia Cook (2013). Each book is used for one week during the mini lesson of the Reader's Workshop. In the four or five day plan for each book, the first day is spent reading the text as a whole class and focusing on one literacy standard. The following two or three days use the book to teach other literacy standards for third grade, while integrating social emotional learning. Each week has a component that connects the lesson learned in the story to the students' own lives and what they can take away from the text. There is also a social emotional extension each week; including practicing SEL strategies, role playing, active games or celebrations.

The project is a starting point of a larger curriculum that encompasses all of the five social emotional components: self-awareness, self-management, social awareness, relationship skills and responsible decision-making. I plan to extend the project during the school year by adding books that teach the other four SEL competencies into the mini lesson of the reader's workshop. The project will continue to follow the same format, integrating social emotional learning into lessons that teach specific literacy standards. Along with these lessons, teaching, modeling and practicing SEL strategies throughout the entire school day will occur as well.

Timeline

The curriculum will be launched during the first six weeks of school. During that time, the reader's workshop curriculum is focused on developing a reader's life and writer's workshop, a writer's life (Grade 3 Launching Readers Workshop SPPS, 2014). Students are encouraged to

view themselves as readers and writers on a daily basis. The curriculum connects to these frameworks because it is focused on building students' self-awareness about their feelings/attitudes and how those affect other parts of their lives.

Summary

Focusing on my guiding question, "*How do I embed social emotional learning goals into a literacy curriculum for third grade?*", this chapter provided an overview of the project. The curriculum framework and lesson plan format were described as well as the rationale for choosing the literacy mini lesson. The classroom and students that will experience the curriculum in the 2017-2018 school were described and the timeline for implementing the lessons.

Chapter Four

The following chapter reflects on the project of creating a curriculum that meets both literacy standards and also teaches social emotional skills for third grade. Key understandings from the literature review, rationale for the curriculum model, curriculum assessments, implications of the curriculum and possible limitations are explained.

Chapter Four

Conclusions

Introduction

Over the course of my seven-year teaching career, I have witnessed the need for students to explicitly learn social and emotional skills in all grade levels. My background in elementary school teaching and my new knowledge from the Master's in Literacy Education Program at Hamline University led me to form the guiding question, "*How do I embed social emotional learning goals into a reading curriculum for 3rd grade?*" for my capstone project. Recent research was reviewed and it was concluded that the best way to do this was to create a curriculum using literacy mini lessons as the foundation and multiple extensions that give students opportunities to implement skills learned throughout the day. This final chapter examines the key understandings from the literature review, the curriculum model, implications expected after implementing the curriculum, and possible limitations that may be encountered. Lastly, formal and informal assessments to determine effectiveness of the curriculum are outlined.

Key Understandings

When researching social emotional learning, I found a plethora of studies examining different SEL programs. The elements of these programs were explained with great detail. There were also many studies linking developed social and emotional skills to positive outcomes like responsible decision-making, positive relationship building and high tests and grades (Greenberg, M. T., Weissberg, R. P., O'Brien, M. U., Zins, J. E., Fredericks, L., Resnik, H., 2003). Research was also found advocating for integrating SEL into areas of academia, specifically literacy (Elias, 2004; Dresser, 2013).

I had a more difficult time finding research on the effectiveness of SEL programs with varying student groups; race/ethnicity, socio-economic status, religion and culture. There was a lack of studies analyzing how these different groups approach SEL and the best ways to support them. I also did not find information on the flexibility of different programs or components of curriculums.

It was very beneficial to build a background on the history of social and emotional goals being made a priority in schools. The Collaborative for Academic, Social and Emotional Learning (CASEL) analyzed all fifty states and produced a “State Scan Scorecard” outlining which states have free-standing SEL standards, which states have integrated SEL standards in other academic areas and which grade level these standards are taught (CASEL, 2017). During the curriculum writing process, many children’s books addressing social and emotional skill building were found. After examining Minnesota literacy standards for third grade, it was found that there are several that can be taught cohesively with SEL skills.

Curriculum Model

The SAFE (sequenced, active, focused and explicit) model was chosen when writing the lesson plans for the curriculum because it fits into the district mandated reader’s workshop framework (Durlak, Weissberg, Dymnicki, Taylor, & Schellinger, 2011). Literacy mini lessons are taught daily and provide an opportunity for students to interact with various texts. During these lessons, prior knowledge is activated, active involvement strategies are implemented and both literacy and social emotional goals are met. After the lessons, students are given time to independently practice the skills learned.

Assessment

There are many ways to assess the curriculum's effectiveness in raising students' self-awareness, both formal and informal. In the beginning of the school year, students will take a pre-assessment of their level of self-awareness and strategies they use to regulate their emotions. Students will also complete the engagement survey in the first half of the year, which gauges students' overall social and emotional needs, including their sense of community in the classroom and their relationship with the teacher. Throughout the implementation of the curriculum, observational notes during lessons will be made, particularly during active engagement. Notes will also be taken throughout the day, paying close attention to when students use strategies to regulate their emotions. Exit tickets and quick check for understanding activities will provide a snapshot of learning after specific lessons and will determine the need for follow-up lessons.

Students with the most need, specifically ones that have IEP goals that include identifying and regulating their emotions and behaviors, will be targeted. These students may also have other interventions in place that will be taken into account when looking at assessments. After implementing the curriculum, students will take a post-assessment evaluating their new level of self-awareness and skills they possess. Students will also take the same engagement survey mid-year and at the end of the school year.

Implications

As lessons are planned for the upcoming 2017-2018 school year, with the special education co-teacher and third grade teaching partner, the project will be shared with them. In doing so, not only will the lessons be implemented in my classroom, but will also be used in at least one other third grade classroom. The project will be shared with other teachers at the school who are interested in a foundation to launch social emotional learning into their reading mini

lessons. Looking ahead, I envision being part of a breakout session on SEL during the 2018-2019 opening week for teachers in my district.

After experiencing the curriculum and implementing daily changes by using SEL strategies, students will have highly developed social and emotional skills. These skills will be present in students' responses to their emotions, their ability to cooperate with peers, and make responsible decisions. As students age, these skills will transfer to varying situations and environments. By being able to regulate their emotions and behaviors, students can focus on building positive relationships and grow academically.

Possible Limitations

One limitation that can hinder students' journey through social emotional learning is poor attendance and high mobility during the school year. The lessons build on each other from day to day, thus students who are not present will be significantly behind and will not have the background knowledge of the previous lessons that the rest of the class will possess. The families at the school also have a high mobility rate, meaning there are many students who transfer in and out throughout the school year. This is problematic when the class is implementing strategies previously taught and creating a sense of community.

Another limitation students may experience is lack of SEL in other classes and grades. Since this curriculum is not meant for a school-wide implementation, students will have other teachers and classes that are not working on the same SEL strategies. A lack of continuity within a school will halt progress in student's social and emotional growth.

There is a limitation with the time allotted to create the curriculum. Given more time, the curriculum would have included lessons developing all five SEL competencies, along with

additional resources. There would be guidelines to implement the curriculum in both younger and older grades and ideas to involve families and community members.

Summary

After seeing a need first hand in my classroom for my students to receive explicit and sequenced lessons on social and emotional learning, to reviewing recent research and creating a tangible curriculum, I feel proud to see this project completed. Third graders make amazing connections to books read aloud to them and I look forward to implementing the curriculum along with building positive relationships with my class. By experiencing the curriculum, students will learn important literacy skills and also grow in their self and social awareness, self-management, relationship and decision-making skills.

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Appendix A

Scope and Sequence of Curriculum

Week/Day	Book	Standard	Focus	Objective/Learning Target	Appendix A Page
Week 1, Day 1	<i>My Mouth is a Volcano</i> by Julia Cook (2005)	3.1.4.4	Vocabulary: Context Clues	Readers will use the context clues to determine the meaning of unknown words.	p. 42
Week 1, Day 2	<i>My Mouth is a Volcano</i> by Julia Cook (2005)	3.1.4.4	Vocabulary	Readers will determine the meaning of unknown words.	p. 44
Week 1, Day 3	<i>My Mouth is a Volcano</i> by Julia Cook (2005)	3.1.1.1	Story Elements	Readers use story elements such as setting, characters and plot to construct meaning and deepen understanding.	p. 46
Week 1, Day 4	<i>My Mouth is a Volcano</i> by Julia Cook (2005)	3.1.1.1	SEL Extension: comparing book to real life	Readers will critically think about a fictional text.	p. 48
Week 2, Day 1	<i>The Most Magnificent Thing</i> by Ashley Spires (2014)	3.1.4.4	Vocabulary: Context Clues	Readers will use context clues to determine the meaning of unknown words.	p. 50
Week 2, Day 2	<i>The Most Magnificent Thing</i> by Ashley Spires (2014)	3.1.4.4	Vocabulary	Readers will determine the meaning of unknown words.	p. 52
Week 2, Day 3	<i>The Most Magnificent Thing</i> by Ashley Spires (2014)	3.1.3.3	Sequence	Readers will identify the sequence of events as they happen in the story.	p. 54
Week 2, Day 4	<i>The Most Magnificent Thing</i> by Ashley Spires (2014)	3.1.3.3	Character Traits	Readers will analyze a character in a text.	p. 56

Week 2, Day 5	<i>The Most Magnificent Thing</i> by Ashley Spires (2014)	3.8.1.1	SEL Extension: comparing character to self	Readers will connect to characters in a text by comparing their thoughts and actions with their own.	p. 58
Week 3, Day 1	<i>It's Hard to be a Verb!</i> by Julia Cook (2008)	3.1.1.1	Story Elements	Readers use story elements such as setting, characters, and plot to construct meaning and deepen understanding.	p. 61
Week 3, Day 2	<i>It's Hard to be a Verb!</i> by Julia Cook (2008)	3.1.2.2	Oral Fiction Retell	Readers retell text, including important details, to show comprehension.	p. 63
Week 3, Day 3	<i>It's Hard to be a Verb!</i> by Julia Cook (2008)	3.1.1.1	SEL Extension: comparing book to real life	Readers will critically think about a fictional text.	p. 65
Week 3, Day 4	<i>It's Hard to be a Verb!</i> by Julia Cook (2008)	3.1.2.2	Central Message/Theme	Readers will determine the central message of a text.	p. 67
Week 4, Day 1	<i>Thanks for the Feedback</i> by Julia Cook (2013)	3.1.1.1	Story Elements	Readers use story elements such as setting, characters, and plot to construct meaning and deepen understanding.	p. 69
Week 4, Day 2	<i>Thanks for the Feedback</i> by Julia Cook (2013)	3.1.2.2	Oral Fiction Retell	Readers retell text, including important details, to show comprehension.	p. 71
Week 4, Day 3	<i>Thanks for the Feedback</i> by Julia Cook (2013)	3.1.2.2	Written Fiction Retell	Readers retell text, including important details, to show comprehension.	p. 73
Week 4, Day 4	<i>Thanks for the Feedback</i> by Julia Cook (2013)	3.1.1.1	SEL Extension: comparing book to real life	Readers will critically think about a fictional text.	p. 75

Week 4, Day 5	<i>Thanks for the Feedback</i> by Julia Cook (2013)	3.8.1.1	SEL Extension: comparing character to self	Readers will connect to characters in a text by comparing their thoughts and actions with their own.	p. 77
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In the following lessons, active involvement strategies are used to engage students during the mini lesson. In the table below, the specific strategies are described, as they would be used in a 3rd grade classroom. Each strategy is used to keep the students accountable and to provide an opportunity to share their ideas with at least one peer. These strategies are taught and modeled before the lessons and throughout the year so all participants know expectations. These expectations include the agreed upon signal to stop talking and return to the whole class discussion. Signals could include counting down (3, 2, 1), using a call and respond (teacher says: hip hip!, students say: horray!) or making a noise (clapping, ringing a bell, etc.). Students are given assigned seats on the rug and have pre-determined partners that change periodically throughout the school year. The teacher strategically chooses seats and partnerships, taking into account students' social, emotional and academic needs. As students are sharing, the teacher is circulating and listening in on conversations. Anecdotal notes may be taken and instruction may be altered based on quality of discussions. After sharing in their partnership or small group, the teacher then chooses random calling sticks (popsicle sticks with students names on them) to have students share either their idea or their partner's with the whole class.

Active Involvement Strategies

Strategy	Description
Turn and Talk	Teacher poses a question. Students automatically turn to their partner and share.
Think-Pair-Share (Lyman, 1981)	Teacher poses a question. Students are given time to think, then turn to their partner and share.
4-Square	Teacher poses a question. Students turn to their partner and join another pair to form a group of 4. All 4 students share.

4 Corners	Teacher poses a question. Students move to the closest corner of the rug and share with their small group.
Column Talk	Teacher poses a question. Students form a group with their peers sitting in the same column on the rug as them and share with their small group.

Reader’s Workshop Plan

Standard: 3.1.4.4 Determine the meaning of words and phrases as they are used in text, distinguishing literal from nonliteral language, including figurative language such as similes.

Grade level: 3rd

Focus of lesson: Vocabulary: Context Clues

Book: *My Mouth is a Volcano* by Julia Cook, Day 1

<p><u>Mini-lesson (5-15 min.)</u> •Key idea: Mini-lesson is a short lesson that focuses on one main teaching point. •Teacher resources... •What students bring to lesson...</p>	<p>Learning Target: Readers will use context clues to determine the meaning of unknown words.</p> <p>Language Objective: I can use the text and picture clues to help me define words.</p>
<p><u>Connection:</u> How this fits in with what we’ve been doing...</p>	<p>“Our class has been talking about what we do when we come across a word we don’t know when reading. Who remembers some of the strategies we learned?” Remind students of using context clues to define an unknown word. Students can continue reading, look at pictures, look for synonyms or an in text definition.</p>
<p><u>Teach:</u></p> <p>Direct instruction •Set purpose •Tell students what we want them to focus on/learn/know</p> <p>Model/Think Aloud for students: something we’d like them to try...</p> <p>Activate prior experience/Build background knowledge</p>	<p>“Today, we are going to read the book, <i>My Mouth is a Volcano</i>, looking for unknown words. When I read a word that you don’t know or you don’t understand, please use our class symbol to show that we need to stop.”</p> <p>Class symbol: Students put hands up and shrug shoulders.</p> <p>Read through book. Words to watch: erupt, explode, patiently, important, rude, emergency, interrupt, fame</p> <p>While reading, stop at unknown words and model how to use context clues to define.</p> <p>For example, the word erupt in the following sentence: I erupt! Words just explode out of my mouth. My mouth is a volcano!!!</p> <p>“By looking at the picture, I can see that Louis has a large mouth and it appears he is yelling, because the words are bold, with lots of exclamation marks. The other children in the photo look surprised/nervous by him. The author compares what Louis is doing to a volcano, which also erupts. When a volcano erupts, lava and ash explode out of the top of it. The author also said that words explode out of Louis’s mouth. Using these context clues, I can determine that the word erupt means to explode. When Louis erupts, he can’t control his</p>

	<p>words and he shouts them out.” Teacher think aloud: “That happens to me sometimes too, when I’m so excited to say something and it just comes out of my mouth!”</p>
<p><u>Active Involvement:</u> •Think-Pair-Share •Turn and Talk •Buddy Share •Triads/Peer Support •Additional Cooperative Routines</p>	<p>Continue reading, stopping when students indicate another word that they don’t know. After modeling the first one, have students turn and talk with their partners to use context clues to define the word. Call random sticks to share ideas.</p>
<p><u>Link/Off you go:</u> Send off with a purpose...</p>	<p>“As we move into independent reading, look for unknown words in your books. Using context clues, define the word before continuing. Write the word and definition on a post it note and stick it on your number on our “sharing our thoughts” board at the end of reading time. For example, I would write the word erupt: explode. This shows that I figured out that the word erupt means to explode, using context clues.”</p>
<p><u>Literacy Work Time and Conferring (35-45 min.)</u> • Oral Language -Reading • Guided Instructional Reading • Small Group Read To • Small Group Shared Reading • Reciprocal Reading • Book Clubs • Independent Reading • Independent/Small Group Literacy Activities • Conferring</p>	<p>Small groups with teachers, independent reading time, listening to reading.</p>
<p><u>Share (5-10 min):</u> Sharing what happened... •Link to focus •Reinforce teaching point •Demonstrate new learning •Popcorn share •Celebrate learning</p>	<p>At the end of reading time, students come down to the rug. Ask for volunteers to share their post-it note(s) with unknown word and definition and explain how they figured it out using context clues.</p> <p>Saint Paul Public Schools - Elementary Literacy - The Center for Curriculum, Instruction and Professional Development. May be reproduced by SPPS staff for instructional purposes only. Last revised 8/22/11.</p>

Reader’s Workshop Plan

Standard: 3.1.4.4 Determine the meaning of words and phrases as they are used in text, distinguishing literal from nonliteral language, including figurative language such as similes.

Grade level: 3rd

Focus of lesson: Vocabulary

Book: *My Mouth is a Volcano* by Julia Cook, Day 2

<p>Mini-lesson (5-15 min.) •Key idea: Mini-lesson is a short lesson that focuses on one main teaching point. •Teacher resources... •What students bring to lesson...</p>	<p>Learning Target: Readers will determine the meaning of unknown words.</p> <p>Language Objective: Working in a group, I can explain the meaning of a word, using pictures, finding a synonym and using it in a sentence.</p>
<p>Connection: How this fits in with what we’ve been doing...</p>	<p>“Yesterday, we read the book <i>My Mouth is a Volcano</i>. As we were reading, we found several words that we didn’t know. We used context clues to help us figure out their meaning. We used the text around the word and pictures to help us do this. Does anyone remember a word that figured out using context clues?”</p>
<p>Teach:</p> <p>Direct instruction •Set purpose •Tell students what we want them to focus on/learn/know</p> <p>Model/Think Aloud for students: something we’d like them to try...</p> <p>Activate prior experience/Build background knowledge</p>	<p>“Today, we are going to continue working on the vocabulary words we chose when reading the book yesterday. There are many ways to show understanding of a word. Those may include drawing a picture, using it in a sentence and finding a synonym, or word that means the same.”</p> <p>For example: “Yesterday, I chose the word erupt. Here I have it in the sentence(s) from the book. “I erupt! Words just explode out of my mouth. My mouth is a volcano!!!””</p> <p>“Next, I’m going to draw a picture of someone “erupting”. I’m going to make their face red and the words bold and capital to show he is yelling. It’s important that I show the definition of erupting that was used in the book, not another definition of the same word. I could also think about a time when I have erupted or interrupted someone else and draw that.”</p> <p>“Then, I’m going to write a synonym for the word erupt. A synonym is a word that means the same. If it’s a synonym, you should be able to replace the word erupt with the synonym in a sentence and it still makes sense.</p> <p>“Before I share my synonym, I would like you to think about a synonym for the word erupt.” Give time to think, then students think-pair-share with their partner. Call a few to students to share their synonym or their partner’s synonym with the whole class.</p>

	<p>Then share, “explode is a synonym for erupt because they mean the same thing.”</p> <p>“If I need help finding a synonym, I can use the thesaurus on my iPad.” – model how to do this.</p> <p>“The last thing I’m going to do is write a new sentence using the word erupt, showing it’s meaning.”</p> <p>When my mom stepped on a Lego, she erupted, “Celia clean up your toys!”</p> <p>“Working in groups, now you are going to have a chance to the same thing with a different vocabulary word from yesterday.”</p>
<p><u>Active Involvement:</u></p> <ul style="list-style-type: none"> •Think-Pair-Share •Turn and Talk •Buddy Share •Triads/Peer Support •Additional Cooperative Routines 	<p>Think-Pair-Share a new synonym for the word erupt before teacher shares. Random students called to share their word or their partner’s word.</p>
<p><u>Link/Off you go:</u> Send off with a purpose...</p>	<p>Group students in small groups 2-3 children.</p> <p>Give each group one of the vocabulary words: patiently (patience), important, rude, emergency, interrupt, fame</p> <p>Each group will write out the sentence from the book using sentence strips, write their own sentence, draw a picture and write out a synonym.</p>
<p><u>Literacy Work Time and Conferring (35-45 min.)</u></p> <ul style="list-style-type: none"> • Oral Language -Reading • Guided Instructional Reading • Small Group Read To • Small Group Shared Reading • Reciprocal Reading • Book Clubs • Independent Reading • Independent/Small Group Literacy Activities • Conferring 	<p>Group work and then, small groups with teachers, independent reading time, listening to reading.</p>
<p><u>Share (5-10 min):</u> Sharing what happened...</p> <ul style="list-style-type: none"> •Link to focus •Reinforce teaching point •Demonstrate new learning •Popcorn share •Celebrate learning 	<p>Students will hang up their group work on the wall (sentence strips, picture, synonym). At the end of reading time, give students 5-10 minutes to do a gallery walk of the other vocabulary words.</p> <p>Saint Paul Public Schools - Elementary Literacy - The Center for Curriculum, Instruction and Professional Development. May be reproduced by SPPS staff for instructional purposes only. Last revised 8/22/11.</p>

Reader’s Workshop Plan

Standard: 3.1.1.1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

Grade level: 3rd

Focus of lesson: Story Elements

Book: *My Mouth is a Volcano* by Julia Cook, Day 3

<p><u>Mini-lesson (5-15 min.)</u> •Key idea: Mini-lesson is a short lesson that focuses on one main teaching point. •Teacher resources... •What students bring to lesson...</p>	<p>Learning Target: Readers use story elements such as setting, characters, and plot to construct meaning and deepen understanding.</p> <p>Language Objective: I can identify the setting, characters and plot by completing the graphic organizer as a class.</p> <p>Graphic organizer “Story Elements” found on p. 81</p>
<p><u>Connection:</u> How this fits in with what we’ve been doing...</p>	<p>“Today, we are going to continue with the book <i>My Mouth is a Volcano</i>. First we are going to reread it, specifically look for the setting, characters and plot.”</p>
<p><u>Teach:</u></p> <p>Direct instruction •Set purpose •Tell students what we want them to focus on/learn/know</p> <p>Model/Think Aloud for students: something we’d like them to try...</p> <p>Activate prior experience/Build background knowledge</p>	<p>“As a class, we are going to identify the setting, characters and plot of the book, <i>My Mouth is a Volcano</i>, by filling in the graphic organizer. I shared with everyone the graphic organizer and I also have a large copy on the board.”</p> <p>“Let’s first review what the definition of the words setting, characters and plot.” –calling sticks for each term. Setting = where the story takes place, Characters = the people/animals in the story, Plot = problem and solution</p> <p>Read through book, stopping periodically to fill in graphic organizer.</p>
<p><u>Active Involvement:</u> •Think-Pair-Share •Turn and Talk •Buddy Share •Triads/Peer Support •Additional Cooperative Routines</p>	<p>Students turn and talk to identify story elements.</p> <p>Pick calling sticks for students to share and fill in graphic organizer. Ask students if they agree with a thumbs up or thumbs down. Call on students to share their reason, referring to text to support.</p>
<p><u>Link/Off you go:</u> Send off with a purpose...</p>	<p>“When reading your independent books today, choose one fiction book to fill out the graphic organizer, identifying characters, setting and plot. Share on Seesaw when finished.”</p>

<p><u>Literacy Work Time and Confering (35-45 min.)</u></p> <ul style="list-style-type: none"> • Oral Language -Reading • Guided Instructional Reading • Small Group Read To • Small Group Shared Reading • Reciprocal Reading • Book Clubs • Independent Reading • Independent/Small Group Literacy Activities • Confering 	<p>Small groups with teachers, conferencing, independent reading time, listening to reading.</p>
<p><u>Share (5-10 min):</u></p> <p>Sharing what happened...</p> <ul style="list-style-type: none"> •Link to focus •Reinforce teaching point •Demonstrate new learning •Popcorn share •Celebrate learning 	<p>Students share graphic organizer by taking a photo on Seesaw. Give students 5-10 minutes to read through and comment on one. Review chart on comment expectations.</p> <p>Seesaw: The Learning Journal (Seesaw Learning, Inc., 2017) is an app students have access to via their iPads. Each student has his or her own individual name on our shared class account. Students can share photos, drawings, videos and audio. Other students can view and comment on their peer’s work. The teacher has access to every post and can approve all comments and posts before they are available to be viewed by everyone.</p> <p>Saint Paul Public Schools - Elementary Literacy - The Center for Curriculum, Instruction and Professional Development. May be reproduced by SPPS staff for instructional purposes only. Last revised 8/22/11.</p>

Reader’s Workshop Plan

Standard: 3.1.1.1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

Grade level: 3rd

Focus of lesson: SEL Extension, comparing book to real life

Book: *My Mouth is a Volcano* by Julia Cook, Day 4

<p><u>Mini-lesson (5-15 min.)</u> •Key idea: Mini-lesson is a short lesson that focuses on one main teaching point. •Teacher resources... •What students bring to lesson...</p>	<p>Learning Target: Readers will critically think about a fictional text. Language Objective: I can answer questions about <i>My Mouth is a Volcano</i> with my partner.</p>
<p><u>Connection:</u> How this fits in with what we’ve been doing...</p>	<p>“Today we are going to discuss our book of the week, <i>My Mouth is a Volcano</i> by critically thinking about what happened in the book and how we can relate it to our own lives and learn from Louis, the main character in the book.”</p>
<p><u>Teach:</u></p> <p>Direct instruction •Set purpose •Tell students what we want them to focus on/learn/know</p> <p>Model/Think Aloud for students: something we’d like them to try...</p> <p>Activate prior experience/Build background knowledge</p>	<p>Discuss in 4 square groups:</p> <ol style="list-style-type: none"> 1. Why does Louis interrupt? How do his friends/parents/teachers react when he does? 2. Have you ever interrupted? What happened? 3. How did Louis feel when Courtney and Richard interrupted him? 4. Has anyone interrupted you before? How did you feel? 5. What strategies did Louis’s mom teach him to stop him from erupting? <p>*Refer specifically to zones when explaining feelings* (The Zones of Regulation by Leah M. Kuypers, 2011)</p>
<p><u>Active Involvement:</u> •Think-Pair-Share •Turn and Talk •Buddy Share •Triads/Peer Support •Additional Cooperative Routines</p>	<p>Discussion questions in 4 square groups. Sharing whole group by pulling random sticks. Ask students to refer to text to support answers.</p>
<p><u>Link/Off you go:</u> Send off with a purpose...</p>	<p>As you read today, think about lessons you can learn from the characters in your books.</p>

<p><u>Literacy Work Time and Conferring (35-45 min.)</u></p> <ul style="list-style-type: none"> • Oral Language -Reading • Guided Instructional Reading • Small Group Read To • Small Group Shared Reading • Reciprocal Reading • Book Clubs • Independent Reading • Independent/Small Group Literacy Activities • Conferring 	<p>Small groups with teachers, independent reading time, listening to reading.</p>
<p><u>Share (5-10 min):</u></p> <p>Sharing what happened...</p> <ul style="list-style-type: none"> •Link to focus •Reinforce teaching point •Demonstrate new learning •Popcorn share •Celebrate learning 	<p>With the whole group on the rug ask, “Did anyone learn a lesson from a character today? What did you learn?”</p> <p>Saint Paul Public Schools - Elementary Literacy - The Center for Curriculum, Instruction and Professional Development. May be reproduced by SPPS staff for instructional purposes only. Last revised 8/22/11.</p>

Reader’s Workshop Plan

Standard: 3.1.4.4 Determine the meaning of words and phrases as they are used in text, distinguishing literal from nonliteral language, including figurative language such as similes.

Grade level: 3rd

Focus of lesson: Vocabulary: Context Clues

Book: *The Most Magnificent Thing* by Ashley Spires, Day 1

<p><u>Mini-lesson (5-15 min.)</u> •Key idea: Mini-lesson is a short lesson that focuses on one main teaching point. •Teacher resources... •What students bring to lesson...</p>	<p>Learning Target: Readers will use context clues to determine the meaning of unknown words.</p> <p>Language Objective: I can use the text and picture clues to help me define words.</p>
<p><u>Connection:</u> How this fits in with what we’ve been doing...</p>	<p>“Our class has been talking about what we do when we come across a word we don’t know when reading. Who remembers some of the strategies we learned?” Remind students of what to do: keep reading, look at pictures, look for synonyms/in text definition.</p>
<p><u>Teach:</u></p> <p>Direct instruction •Set purpose •Tell students what we want them to focus on/learn/know</p> <p>Model/Think Aloud for students: something we’d like them to try...</p> <p>Activate prior experience/Build background knowledge</p>	<p>“Today, we are going to read the book, <i>The Most Magnificent Thing</i>, looking for unknown words. When I read a word that you don’t know or you don’t understand, please use our class symbol to show that we need to stop.”</p> <p>Class symbol: Students put hands up and shrug shoulders.</p> <p>Read through book. Words to watch for: explore, relax, magnificent, assistant, measures, examines, shocked, discover, disappointed</p> <p>Model with word explore: “They do all kinds of things together. They race. They eat. They explore.”</p> <p>“Based on the sentence, I can determine that the word explore is something that you do; a verb. Then looking at the picture, I see the girl and the dog looking at a caterpillar. The girl is pointing at it and the dog is barking at it. From the picture, I can determine that the word explore means to look at or figure out something that is unknown to you.”</p> <p>Continue reading.</p> <p>SEL connection: Page 15/16. “On this page, the girl gets mad because she worked really hard on her invention and it didn’t turn out the way she wanted it to. I can tell she is mad because her fist is balled up and her eyebrows are wrinkled up. Ms. Amy, has this ever happened to you</p>

	<p>before?”</p> <p>Page 20. “Wow, on this page the girl gets so mad that she yells and stomps on her invention. This has happened to me before. I’ve gotten so frustrated that I’ve thrown things. Ms. Miller, have you ever gotten that frustrated before?”</p> <p>Continue reading.</p>
<p><u>Active Involvement:</u></p> <ul style="list-style-type: none"> •Think-Pair-Share •Turn and Talk •Buddy Share •Triads/Peer Support •Additional Cooperative Routines 	<p>While reading, students use our classroom sign to show that they don’t know a word. The sign is putting both hands up and shrugging shoulders. As students get more comfortable, call on sticks to help find context clues.</p>
<p><u>Link/Off you go:</u></p> <p>Send off with a purpose...</p>	<p>Students are sent off to find a word or words in their independent reading books that they don’t know. Using context clues, they should write the word and the definition on a post it and post to our “Sharing our thoughts” board in the classroom.</p>
<p><u>Literacy Work Time and Confering (35-45 min.)</u></p> <ul style="list-style-type: none"> • Oral Language -Reading • Guided Instructional Reading • Small Group Read To • Small Group Shared Reading • Reciprocal Reading • Book Clubs • Independent Reading • Independent/Small Group Literacy Activities • Confering 	<p>Small groups with teachers, independent reading time, listening to reading.</p>
<p><u>Share (5-10 min):</u></p> <p>Sharing what happened...</p> <ul style="list-style-type: none"> •Link to focus •Reinforce teaching point •Demonstrate new learning •Popcorn share •Celebrate learning 	<p>At the end of reading time, students come down to the rug. Ask for volunteers to share their post-it note with unknown word and definition and explain how they figured it out using context clues.</p> <p>Saint Paul Public Schools - Elementary Literacy - The Center for Curriculum, Instruction and Professional Development. May be reproduced by SPPS staff for instructional purposes only. Last revised 8/22/11.</p>

Reader’s Workshop Plan

Standard: 3.1.4.4 Determine the meaning of words and phrases as they are used in text, distinguishing literal from nonliteral language, including figurative language such as similes.

Grade level: 3rd

Focus of lesson: Vocabulary

Book: *The Most Magnificent Thing* by Ashley Spires, Day 2

<p><u>Mini-lesson</u> (5-15 min.)</p> <ul style="list-style-type: none"> •Key idea: Mini-lesson is a short lesson that focuses on one main teaching point. •Teacher resources... •What students bring to lesson... 	<p>Learning Target: Readers will determine the meaning of unknown words.</p> <p>Language Objective: Working in a group, I can explain the meaning of a word, using pictures, finding a synonym and using it in a sentence.</p>
<p><u>Connection:</u> How this fits in with what we’ve been doing...</p>	<p>“Yesterday, we read the book <i>The Most Magnificent Thing</i>. As we were reading, we found several words that we didn’t know. We used context clues to help us figure out their meaning. We used the text around the word and pictures to help us do this. Who remembers a word we figured out using context clues?”</p>
<p><u>Teach:</u></p> <p>Direct instruction</p> <ul style="list-style-type: none"> •Set purpose •Tell students what we want them to focus on/learn/know <p>Model/Think Aloud for students: something we’d like them to try...</p> <p>Activate prior experience/Build background knowledge</p>	<p>“Today, we are going to continue working on the vocabulary words we chose when reading the book yesterday. There are many ways to show understanding of a word. Those may include drawing a picture, using it in a sentence and finding a synonym, or word that means the same.”</p> <p>For example: “Yesterday, I chose the word explore. Here I have it in the sentence(s) from the book.” “They do all kinds of things together. They race. They eat. They explore.”</p> <p>“Next, I’m going to draw a picture of someone exploring. I’m going to draw a boy outside, using a magnifying glass to look at a pinecone. I’m not using the characters from the story, because I want to show what the word means in my own way. Or I could think of a time that I have explored and draw myself doing that. I could draw my dog and me hiking and looking at animal tracks.”</p> <p>“Now I’m going to write a synonym for the word explore. A synonym is a word that means the same. If it’s a synonym, you should be able to replace the word explore with the synonym in a sentence and it should still make sense. Examine is a synonym for explore.”</p> <p>“If I need help finding a synonym, I can use the thesaurus on my iPad.” – model how to do this.</p>

	<p>“The last thing I’m going to do is write a new sentence using the word explore, showing it’s meaning.”</p> <p>“Before I share my sentence, I would like you to think about a sentence using the word explore.” Give time to think, then students think-pair-share with their partner. Call a few to students to share their sentence or their partner’s sentence with the whole class.</p> <p>Then share teacher’s sentence, “My brother and I like to explore the new park by finding different plants and rocks we haven’t seen before.”</p> <p>“Working in groups, now you are going to have a chance to the same thing with a different vocabulary word from yesterday.”</p>
<p><u>Active Involvement:</u></p> <ul style="list-style-type: none"> •Think-Pair-Share •Turn and Talk •Buddy Share •Triads/Peer Support •Additional Cooperative Routines 	<p>Think-Pair-Share a new sentence using the word explore before teacher shares. Random students called to share their sentence or their partner’s sentence.</p>
<p><u>Link/Off you go:</u> Send off with a purpose...</p>	<p>Group students in small groups 2-3 children.</p> <p>Give each group one of the vocabulary words: relax, magnificent, assistant, measures, shocked, discover, disappointed</p> <p>Each group will write out the sentence from the book using sentence strips, write their own sentence, draw a picture and write out a synonym.</p>
<p><u>Literacy Work Time and Conferring (35-45 min.)</u></p> <ul style="list-style-type: none"> • Oral Language -Reading • Guided Instructional Reading • Small Group Read To • Small Group Shared Reading • Reciprocal Reading • Book Clubs • Independent Reading • Independent/Small Group Literacy Activities • Conferring 	<p>Group work and then, small groups with teachers, independent reading time, listening to reading.</p>
<p><u>Share (5-10 min):</u> Sharing what happened...</p> <ul style="list-style-type: none"> •Link to focus •Reinforce teaching point •Demonstrate new learning •Popcorn share •Celebrate learning 	<p>Students will hang up their group work on the wall (sentence strips, picture, synonym). At the end of reading time, give students 5-10 minutes to do a gallery walk of the other vocabulary words.</p> <p>Saint Paul Public Schools - Elementary Literacy - The Center for Curriculum, Instruction and Professional Development. May be reproduced by SPPS staff for instructional purposes only. Last revised 8/22/11.</p>

Reader’s Workshop Plan

Standard: 3.1.3.3: Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

Grade level: 3rd

Focus of lesson: Sequence

Book: *The Most Magnificent Thing* by Ashley Spires, Day 3

<p><u>Mini-lesson (5-15 min.)</u> •Key idea: Mini-lesson is a short lesson that focuses on one main teaching point. •Teacher resources... •What students bring to lesson...</p>	<p>Learning Target: Readers will identify the sequence of events as they happen in the story.</p> <p>Language Objective: I can determine what happened in the beginning, middle and end of <i>The Most Magnificent Thing</i>.</p> <p>Graphic organizer “Sequence the Story” found on p. 83 “Sequence/Linking Words” found on p. 84 Chart “How to Comment on Seesaw” found on p. 82</p>
<p><u>Connection:</u> How this fits in with what we’ve been doing...</p>	<p>“We are continuing to use the book <i>The Most Magnificent Thing</i> from the past two days and also connecting to our writing by using sequence words.”</p>
<p><u>Teach:</u></p> <p>Direct instruction •Set purpose •Tell students what we want them to focus on/learn/know</p> <p>Model/Think Aloud for students: something we’d like them to try...</p> <p>Activate prior experience/Build background knowledge</p>	<p>“Today, we are going to read the book, <i>The Most Magnificent Thing</i> again, paying close attention to what happens in the beginning, middle and end of the book. This is called the sequence of events. Like we’ve used in writing, we will use sequence or linking words when filling out our graphic organizer.”</p> <p>Ask: “Who remembers a sequence or linking word?” (next, then, after, finally, first, second, last) Display chart of sequence words from writing.</p> <p>Read through book again, stopping to fill out beginning, middle and end graphic organizer.</p>
<p><u>Active Involvement:</u> •Think-Pair-Share •Turn and Talk •Buddy Share •Triads/Peer Support •Additional Cooperative Routines</p>	<p>Use random stick calling for question about sequence words.</p> <p>Think-Pair-Share what to write for beginning, middle and end of graphic organizer.</p>
<p><u>Link/Off you go:</u> Send off with a purpose...</p>	<p>Share blank beginning, middle and end graphic organizer with students to use for their own fictional text during independent reading time or with a teacher during small group work.</p>

<p><u>Literacy Work Time and Conferring (35-45 min.)</u></p> <ul style="list-style-type: none"> • Oral Language -Reading • Guided Instructional Reading • Small Group Read To • Small Group Shared Reading • Reciprocal Reading • Book Clubs • Independent Reading • Independent/Small Group Literacy Activities • Conferring 	<p>Group work and then, small groups with teachers, independent reading time, listening to reading.</p>
<p><u>Share (5-10 min):</u></p> <p>Sharing what happened...</p> <ul style="list-style-type: none"> •Link to focus •Reinforce teaching point •Demonstrate new learning •Popcorn share •Celebrate learning 	<p>Students will share their own beginning, middle and end graphic organizer filled in on Seesaw. At the end of reading, students will read through their peer’s entries and comment on at least one. Review chart on comment expectations.</p> <p>Seesaw: The Learning Journal (Seesaw Learning, Inc., 2017) is an app students have access to via their iPads. Each student has his or her own individual name on our shared class account. Students can share photos, drawings, videos and audio. Other students can view and comment on their peer’s work. The teacher has access to every post and can approve all comments and posts before they are available to be viewed by everyone.</p> <p>Saint Paul Public Schools - Elementary Literacy - The Center for Curriculum, Instruction and Professional Development. May be reproduced by SPPS staff for instructional purposes only. Last revised 8/22/11.</p>

Reader’s Workshop Plan

Standard: 3.1.3.3: Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

Grade level: 3rd

Focus of lesson: Character Traits

Book: *The Most Magnificent Thing* by Ashley Spires, Day 4

<p>Mini-lesson (5-15 min.)</p> <ul style="list-style-type: none"> •Key idea: Mini-lesson is a short lesson that focuses on one main teaching point. •Teacher resources... •What students bring to lesson... 	<p>Learning Target: Readers will analyze a character in a text.</p> <p>Language Objective: I can describe the main character in <i>The Most Magnificent Thing</i> by looking back in the text and examining what she said and did.</p> <p>Graphic organizer “Sequence the Story” found on p. 83 Graphic organizer “Character Analysis” fill in found on p. 85 Graphic organizer “Character Analysis” blank found on p. 86</p>
<p>Connection: How this fits in with what we’ve been doing...</p>	<p>“Yesterday, we reread the book <i>The Most Magnificent Thing</i>. We identified the sequence of the text, by filling out a graphic organizer of what happened in the beginning, middle and end. I would like you to quickly turn to your turn and talk partner and share a retell of the story.”</p>
<p>Teach:</p> <p>Direct instruction</p> <ul style="list-style-type: none"> •Set purpose •Tell students what we want them to focus on/learn/know <p>Model/Think Aloud for students: something we’d like them to try...</p> <p>Activate prior experience/Build background knowledge</p>	<p>“Today, we are going to look back in the book and focus on the main character. We are going to pay close attention to what she says and does throughout the book and what character traits we would use to describe her based on her words and actions.”</p> <p>Display “Sequence the Story” (p. 83) graphic organizer from yesterday. Model how to look at her words/actions from the beginning of the story and figure out what character trait she has.</p> <p>Actions/Words: The girl has an idea, sketches it out, hires an assistant, gathers supplies, finds a quiet place to work.</p> <p>Character Trait: She is organized.</p> <p>Display other actions/words from beginning/middle/end.</p> <p>Actions/Words: The girl doesn’t like her first creation and keeps trying.</p> <p>Character Trait:</p> <p>Actions/Words: The girl gets frustrated, crunches her finger, and quits.</p> <p>Character Trait:</p>

	<p>Actions/Words: She goes on a walk with her assistant (dog), feels better and tries again. Character Trait:</p> <p>Actions/Words: She creates the most magnificent thing even though it has a few flaws (leans to the left, a big too heavy, wrong color). Character Trait:</p> <p>Display list of character traits as needed. (One previously made from writing.)</p>
<p><u>Active Involvement:</u></p> <ul style="list-style-type: none"> •Think-Pair-Share •Turn and Talk •Buddy Share •Triads/Peer Support •Additional Cooperative Routines 	<p>Turn and talk retell in the beginning of lesson to activate prior knowledge. Students will 4-square (combining two turn and talk partners) to determine the character trait that fits the actions/words. Choose sticks to share with the class and fill in graphic organizer.</p>
<p><u>Link/Off you go:</u> Send off with a purpose...</p>	<p>Give students a smaller actions/words and character traits graphic organizer to use on their own text or with a teacher in a small group.</p>
<p><u>Literacy Work Time and Conferring (35-45 min.)</u></p> <ul style="list-style-type: none"> • Oral Language -Reading • Guided Instructional Reading • Small Group Read To • Small Group Shared Reading • Reciprocal Reading • Book Clubs • Independent Reading • Independent/Small Group Literacy Activities • Conferring 	<p>Small groups with teachers, independent reading time, listening to reading.</p>
<p><u>Share (5-10 min):</u> Sharing what happened...</p> <ul style="list-style-type: none"> •Link to focus •Reinforce teaching point •Demonstrate new learning •Popcorn share •Celebrate learning 	<p>At the end of reading time, students go down to the rug. Ask for volunteers to share their own graphic organizer with the class.</p> <p>Saint Paul Public Schools - Elementary Literacy - The Center for Curriculum, Instruction and Professional Development. May be reproduced by SPPS staff for instructional purposes only. Last revised 8/22/11.</p>

Reader’s Workshop Plan

Standard: 3.8.1.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others’ ideas and expressing their own clearly.

Grade level: 3rd

Focus of lesson: SEL Extension, comparing character to self

Book: *The Most Magnificent Thing* by Ashley Spires, Day 5

<p><u>Mini-lesson (5-15 min.)</u> •Key idea: Mini-lesson is a short lesson that focuses on one main teaching point. •Teacher resources... •What students bring to lesson...</p>	<p>Learning Target: Readers will connect to characters in a text by comparing their thoughts and actions with their own.</p> <p>Language Objective: I can identify something that frustrates me, strategies I use to calm down and create medal for one of those strategies.</p> <p>“What is something that makes you frustrated?” form found on p. 88</p>
<p><u>Connection:</u> How this fits in with what we’ve been doing...</p>	<p>“This week we focused on the book <i>The Most Magnificent Thing</i> by Ashley Spires. The girl in the book showed us that not everything is easy, but she persevered and was able to accomplish building her invention.”</p>
<p><u>Teach:</u></p> <p>Direct instruction •Set purpose •Tell students what we want them to focus on/learn/know</p> <p>Model/Think Aloud for students: something we’d like them to try...</p> <p>Activate prior experience/Build background knowledge</p>	<p>“Today, I want you to connect to the girl in the story by thinking about things that are hard for you and make you frustrated. Everyone gets upset and feels frustrated sometimes. What makes you frustrated?”</p> <p>Students think-pair-share with their partner.</p> <p>Call sticks to share and add to the “Frustrating!” chart.</p> <p>Ask, “What strategies work for you to calm down and focus?”</p> <p>Students think-pair-share with their partner.</p> <p>Call sticks to share and add to the “Frustration Blasting Strategies!” chart.</p> <p>“Now everyone is going to fill out this form with those great ideas!”</p> <p>Display “Frustration” form (p. 88) for everyone to see.</p> <p>“I will model by filling out the form, first for myself and then for the girl in the story.”</p> <p>Teacher filled out form:</p>

	<p>What is something that makes you frustrated? When I can't find something that I just had or losing materials.</p> <p>What can you do when you feel that way? Take a deep breathe. Count to ten. Then retrace my steps or ask for help in finding it.</p> <p>Create a medal showing your exceptional frustration blasting strategy! My medal will say Breather Extraordinaire!"</p> <p>Now we are going to column talk for you to help me fill in the form for the main character from <i>The Most Magnificent Thing</i>.</p> <p>The main character: Girl</p> <p>What is something that makes you frustrated? When I spend time creating something and it isn't right.</p> <p>What can you do when you feel that way? Step away from my work and do something else for a short time like taking a walk.</p> <p>Create a medal showing your exceptional frustration blasting strategy! Medal: Calm Walker!</p> <p>"After filling out the form, everyone will create a medal to show their exceptional frustration blasting strategy!"</p> <p>Show medals, display already created one for teacher strategy.</p>
<p><u>Active Involvement:</u></p> <ul style="list-style-type: none"> •Think-Pair-Share •Turn and Talk •Buddy Share •Triads/Peer Support •Additional Cooperative Routines 	<p>Think-Pair-Share things that frustrate students and ways to calm down.</p> <p>Column talk to help fill in paper for main character.</p>
<p><u>Link/Off you go:</u> Send off with a purpose...</p>	<p>Students will fill out form on what makes them frustrated, strategies to help and medal design. Then students will be given medal to create.</p>

<p><u>Literacy Work Time and Conferring (35-45 min.)</u></p> <ul style="list-style-type: none">• Oral Language -Reading• Guided Instructional Reading• Small Group Read To• Small Group Shared Reading• Reciprocal Reading• Book Clubs• Independent Reading• Independent/Small Group Literacy Activities• Conferring	<p>Create medal and then, small groups with teachers, independent reading time, listening to reading.</p>
<p><u>Share (5-10 min):</u></p> <p>Sharing what happened...</p> <ul style="list-style-type: none">•Link to focus•Reinforce teaching point•Demonstrate new learning•Popcorn share•Celebrate learning	<p>At the end of reading, ask for volunteers to share their medals and what they do to help when they are frustrated. Students can use the document camera to display their medal for everyone to see. The class may wear their medal for the rest of the day as a reminder of their exceptional frustration blasting strategy.</p> <p>Saint Paul Public Schools - Elementary Literacy - The Center for Curriculum, Instruction and Professional Development. May be reproduced by SPPS staff for instructional purposes only. Last revised 8/22/11.</p>

Reader’s Workshop Plan

Standard: 3.1.1.1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

Grade level: 3rd

Focus of lesson: Story Elements

Book: *It’s Hard to be a Verb* by Julia Cook, Day 1

<p><u>Mini-lesson</u> (5-15 min.)</p> <ul style="list-style-type: none"> •Key idea: Mini-lesson is a short lesson that focuses on one main teaching point. •Teacher resources... •What students bring to lesson... 	<p>Learning Target: Readers use story elements such as setting, characters, and plot to construct meaning and deepen understanding.</p> <p>Language Objective: I can identify the setting, characters and plot by completing the graphic organizer as a class.</p> <p>Graphic organizer “Story Elements” found on p. 81 Chart “How to Comment on Seesaw” found on p. 82</p>
<p><u>Connection:</u> How this fits in with what we’ve been doing...</p>	<p>“This week, our class will be reading a new book, <i>It’s Hard to be a Verb</i>. Today, as we are reading, we are going to identify the setting, characters and plot of the book.”</p>
<p><u>Teach:</u></p> <p>Direct instruction</p> <ul style="list-style-type: none"> •Set purpose •Tell students what we want them to focus on/learn/know <p>Model/Think Aloud for students: something we’d like them to try...</p> <p>Activate prior experience/Build background knowledge</p>	<p>“Louis is back and this time he is learning to control his body. Has anyone else ever had a hard time controlling their body?” 4-square answer, call stick to share.</p> <p>“We are going to start by reviewing the definition of verb, setting, character and plot.” (All of these definitions have been previously taught.)</p> <p>Turn and talk partners will answer:</p> <ol style="list-style-type: none"> 1. Give an example of a verb. 2. What is a setting? (where the story takes place) 3. What are characters? (the people/animals in the story) 4. What two things are included in a plot? (problem and solution) <p>Share story elements graphic organizer on iPad.</p> <p>Read the text. Stopping to pose questions to find setting, characters, problem and solution. Pull calling sticks for students to answer. Complete graphic organizer as a class while reading.</p>
<p><u>Active Involvement:</u></p> <ul style="list-style-type: none"> •Think-Pair-Share •Turn and Talk 	<p>4-square sharing previous experience with controlling their bodies.</p>

<ul style="list-style-type: none"> •Buddy Share •Triads/Peer Support •Additional Cooperative Routines 	<p>Turn and talk partners responding to questions and sharing with class. Random calling sticks during read aloud.</p>
<p><u>Link/Off you go:</u> Send off with a purpose...</p>	<p>“When reading your independent books today, choose one fiction book to fill out the graphic organizer, identifying characters, setting and plot. Share on Seesaw when finished.”</p>
<p><u>Literacy Work Time and Conferring (35-45 min.)</u></p> <ul style="list-style-type: none"> • Oral Language -Reading • Guided Instructional Reading • Small Group Read To • Small Group Shared Reading • Reciprocal Reading • Book Clubs • Independent Reading • Independent/Small Group Literacy Activities • Conferring 	<p>Small groups with teachers, conferencing, independent reading time, listening to reading.</p>
<p><u>Share (5-10 min):</u> Sharing what happened...</p> <ul style="list-style-type: none"> •Link to focus •Reinforce teaching point •Demonstrate new learning •Popcorn share •Celebrate learning 	<p>Students share graphic organizer on Seesaw. Give students 5-10 minutes to read through and comment on one. Review chart on comment expectations.</p> <p>Seesaw: The Learning Journal (Seesaw Learning, Inc., 2017) is an app students have access to via their iPads. Each student has his or her own individual name on our shared class account. Students can share photos, drawings, videos and audio. Other students can view and comment on their peer’s work. The teacher has access to every post and can approve all comments and posts before they are available to be viewed by everyone.</p> <p style="font-size: small;">Saint Paul Public Schools - Elementary Literacy - The Center for Curriculum, Instruction and Professional Development. May be reproduced by SPPS staff for instructional purposes only. Last revised 8/22/11.</p>

Reader’s Workshop Plan

Standard: 3.1.2.2: Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson or moral and explain how it is conveyed through key details in the text.

Grade level: 3rd

Focus of lesson: Oral Fiction Retell

Book: *It’s Hard to be a Verb* by Julia Cook, Day 2

<p><u>Mini-lesson</u> (5-15 min.) •Key idea: Mini-lesson is a short lesson that focuses on one main teaching point. •Teacher resources... •What students bring to lesson...</p>	<p>Learning Target: Readers retell text, including important details, to show comprehension.</p> <p>Language Objective: I can retell a fictional text out loud using the characters, setting, problem and solution.</p>
<p><u>Connection:</u> How this fits in with what we’ve been doing...</p>	<p>“Today, we are going to continue with the book, <i>It’s Hard to be a Verb</i>. Building on yesterday, we are going to practice retelling a story out loud.”</p>
<p><u>Teach:</u></p> <p>Direct instruction •Set purpose •Tell students what we want them to focus on/learn/know</p> <p>Model/Think Aloud for students: something we’d like them to try...</p> <p>Activate prior experience/Build background knowledge</p>	<p>“When retelling a story, it is important to include all the important elements of the story (characters, setting, problem, and solution).”</p> <p>One teacher retells <i>It’s Hard to be a Verb</i>, leaving out the characters and solution. (Example: “He couldn’t control his body in school or at home and couldn’t focus.”)</p> <p>Students show with fingers if they heard 1, 2, 3 or all 4 elements in the retell. Call on students to explain.</p> <p>Point out that retelling a story without the characters or solution is not interesting to the listener and also may cause confusion.</p> <p>Other teacher retells, including all story elements and modeling for students a strong retelling.</p> <p>Students show with fingers if they heard 1, 2, 3 or all 4 elements in the retell. Call on students to explain.</p> <p>Ask: “How did I retell the story in a way that was interesting and made sense to the listener?” Students should respond that you included the story elements - characters, setting, problem, and solution, but not all the little details.</p>

<p><u>Active Involvement:</u></p> <ul style="list-style-type: none"> •Think-Pair-Share •Turn and Talk •Buddy Share •Triads/Peer Support •Additional Cooperative Routines 	<p>Turn and talk: “Practice retelling your favorite book to a partner, including the story elements of character, setting, problem and solution. Your partner will listen for the story elements of character, setting, problem and solution and rate them 1-4.” (Students may need to grab a book from their book bin to help them do this.)</p>
<p><u>Link/Off you go:</u> Send off with a purpose...</p>	<p>“While reading today, choose one fiction book you would like to retell to a partner at the end of reading time.”</p>
<p><u>Literacy Work Time and Conferring (35-45 min.)</u></p> <ul style="list-style-type: none"> • Oral Language -Reading • Guided Instructional Reading • Small Group Read To • Small Group Shared Reading • Reciprocal Reading • Book Clubs • Independent Reading • Independent/Small Group Literacy Activities • Conferring 	<p>Small groups with teachers, conferencing, independent reading time, listening to reading.</p>
<p><u>Share (5-10 min):</u> Sharing what happened...</p> <ul style="list-style-type: none"> •Link to focus •Reinforce teaching point •Demonstrate new learning •Popcorn share •Celebrate learning 	<p>At the end of reading time, students choose one person at their table to give a retell of a fiction book in their book bin. Students listen for all story elements, but not extra details.</p> <p>Saint Paul Public Schools - Elementary Literacy - The Center for Curriculum, Instruction and Professional Development. May be reproduced by SPPS staff for instructional purposes only. Last revised 8/22/11.</p>

Reader’s Workshop Plan

Standard: 3.1.1.1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

Grade level: 3rd

Focus of lesson: SEL Extension, comparing book to real life

Book: *It’s Hard to be a Verb* by Julia Cook, Day 3

<p><u>Mini-lesson (5-15 min.)</u> •Key idea: Mini-lesson is a short lesson that focuses on one main teaching point. •Teacher resources... •What students bring to lesson...</p>	<p>Learning Target: Readers will critically think about a fictional text. Language Objective: I can answer questions about <i>It’s Hard to be a Verb</i> with my partner.</p>
<p><u>Connection:</u> How this fits in with what we’ve been doing...</p>	<p>“Today we are going to discuss our book of the week, <i>It’s Hard to be a Verb</i>, by critically thinking about what happened in the book and how we can relate it to our own lives and learn from Louis, the main character in the book.”</p>
<p><u>Teach:</u></p> <p>Direct instruction •Set purpose •Tell students what we want them to focus on/learn/know</p> <p>Model/Think Aloud for students: something we’d like them to try...</p> <p>Activate prior experience/Build background knowledge</p>	<p>Discuss with turn and talk partners:</p> <ol style="list-style-type: none"> 1. What does Louis mean when he says “People say that I’m a verb.”? Has anyone ever said something similar to you? 2. How does “being a verb” get Louis in trouble? 3. Has being active gotten you in trouble or have you had a hard time doing something because of it? 4. What does it mean when Louis’s mom and his teacher ask him to focus? Why does he need to do that? 5. How does Louis’s mom help him calm down and focus? 6. Have you used those strategies or any others to stay focused and control your body? <p>*Refer specifically to zones when explaining feelings* (The Zones of Regulation by Leah M. Kuypers, 2011)</p>
<p><u>Active Involvement:</u> •Think-Pair-Share •Turn and Talk •Buddy Share •Triads/Peer Support •Additional Cooperative Routines</p>	<p>Discussion questions with turn and talk partners. Sharing whole group by pulling random sticks.</p>

<p><u>Link/Off you go:</u> Send off with a purpose...</p>	<p>“As you read today, think about lessons you can learn from the characters in your books.”</p>
<p><u>Literacy Work Time and Conferring (35-45 min.)</u></p> <ul style="list-style-type: none"> • Oral Language -Reading • Guided Instructional Reading • Small Group Read To • Small Group Shared Reading • Reciprocal Reading • Book Clubs • Independent Reading • Independent/Small Group Literacy Activities • Conferring 	<p>Small groups with teachers, conferencing, independent reading time, listening to reading.</p>
<p><u>Share (5-10 min):</u> Sharing what happened...</p> <ul style="list-style-type: none"> •Link to focus •Reinforce teaching point •Demonstrate new learning •Popcorn share •Celebrate learning 	<p>With the whole group on the rug ask, “Did anyone learn a lesson from a character today? What did you learn?”</p> <p>Saint Paul Public Schools - Elementary Literacy - The Center for Curriculum, Instruction and Professional Development. May be reproduced by SPPS staff for instructional purposes only. Last revised 8/22/11.</p>

Reader’s Workshop Plan

Standard: 3.1.2.2: Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson or moral and explain how it is conveyed through key details in the text.

Grade level: 3rd

Focus of lesson: Central Message/Theme

Book: *It’s Hard to be a Verb* by Julia Cook, Day 4

<p><u>Mini-lesson (5-15 min.)</u> •Key idea: Mini-lesson is a short lesson that focuses on one main teaching point. •Teacher resources... •What students bring to lesson...</p>	<p>Learning Target: Readers will determine the central message of a text.</p> <p>Language Objective: I can find the theme of <i>It’s Hard to be a Verb</i>.</p> <p>Graphic organizer “Theme” found on p. 90</p>
<p><u>Connection:</u> How this fits in with what we’ve been doing...</p>	<p>“Yesterday, we discussed the book <i>It’s Hard to be a Verb</i> and compared it to our own lives. Some of you talked about what Louis learned in the story, today we are going to take about what all of us can learn from the story.”</p>
<p><u>Teach:</u></p> <p>Direct instruction •Set purpose •Tell students what we want them to focus on/learn/know</p> <p>Model/Think Aloud for students: something we’d like them to try...</p> <p>Activate prior experience/Build background knowledge</p>	<p>“The central message or theme of a story is what the author wants us to take away from the book or learn and apply to our own lives.”</p> <p>“We are going to start with a retell of <i>It’s Hard to be a Verb</i>, so it is fresh in our brains.” Think-Pair-Share with partner. Remind them to include story elements, but leave out little details. Pull random calling sticks to share.</p> <p>Display “Theme” graphic organizer, fill in characters, setting, problem, summary from retells.</p> <p>“Now that the story elements of <i>It’s Hard to be a Verb</i> are fresh in our minds, we are going to work together to find the theme or message of this story. First we are going to focus on the main character, Louis. What did he learn in this story?”</p> <p>4 corners lesson learned by character. Call sticks to share.</p> <p>Fill in lesson learned on “Theme” graphic organizer.</p> <p>“Next, we are going to think about the central message. One way I like to think of finding the central message is to think about the first two letters; ME. When finding the message, you are looking for what you personally can learn and apply to your own life.”</p>

	Stay in 4 corners; share what they can personally learn. Call sticks to share, fill in a few on the graphic organizer. These may vary.
<p><i>Active Involvement:</i></p> <ul style="list-style-type: none"> •Think-Pair-Share •Turn and Talk •Buddy Share •Triads/Peer Support •Additional Cooperative Routines 	<p>Think-Pair-Share retell with partner.</p> <p>4 corner discussions on lesson learned by character.</p> <p>4 corner discussions on personal lesson learned.</p>
<p><i>Link/Off you go:</i> Send off with a purpose...</p>	<p>“As you read today, think about lessons you can learn from the characters in your books. Share graphic organizer to help student’s document. “</p>
<p><i>Literacy Work Time and Conferring (35-45 min.)</i></p> <ul style="list-style-type: none"> • Oral Language -Reading • Guided Instructional Reading • Small Group Read To • Small Group Shared Reading • Reciprocal Reading • Book Clubs • Independent Reading • Independent/Small Group Literacy Activities • Conferring 	<p>Small groups with teachers, conferencing, independent reading time, listening to reading.</p>
<p><i>Share (5-10 min):</i> Sharing what happened...</p> <ul style="list-style-type: none"> •Link to focus •Reinforce teaching point •Demonstrate new learning •Popcorn share •Celebrate learning 	<p>Whole group on the rug, “Did anyone learn a lesson from a character today? What did you learn?”</p> <p>Saint Paul Public Schools - Elementary Literacy - The Center for Curriculum, Instruction and Professional Development. May be reproduced by SPPS staff for instructional purposes only. Last revised 8/22/11.</p>

Reader’s Workshop Plan

Standard: 3.1.1.1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

Grade level: 3rd

Focus of lesson: Story Elements

Book: *Thanks for the Feedback* by Julia Cook, Day 1

<p>Mini-lesson (5-15 min.) •Key idea: Mini-lesson is a short lesson that focuses on one main teaching point. •Teacher resources... •What students bring to lesson...</p>	<p>Learning Target: Readers use story elements such as setting, characters, and plot to construct meaning and deepen understanding.</p> <p>Language Objective: I can identify the setting, characters and plot by completing the graphic organizer as a class.</p> <p>Graphic organizer “Story Elements” found on p. 81 Chart “How to Comment on Seesaw” found on p. 82</p>
<p>Connection: How this fits in with what we’ve been doing...</p>	<p>“Today, we are reading a new book, called <i>Thanks for the Feedback</i>. We are going to find the story elements as we read today, like we did with <i>My Mouth is a Volcano</i>.”</p>
<p>Teach:</p> <p>Direct instruction •Set purpose •Tell students what we want them to focus on/learn/know</p> <p>Model/Think Aloud for students: something we’d like them to try...</p> <p>Activate prior experience/Build background knowledge</p>	<p>“As a class, we are going to identify the setting, characters and plot of the book, <i>Thanks for the Feedback</i>. I shared with everyone the graphic organizer we are going to use today.”</p> <p>“Let’s first review what the definition of the words setting, characters and plot.” –calling sticks for each term.</p> <p>Setting = where the story takes place, Characters = the people/animals in the story, Plot = problem and solution</p> <p>Read through book, stopping when parts of the graphic organizer can be filled in, characters and setting.</p> <p>SEL connection: Think Aloud page 6 “RJ has trouble accepting a compliment, I do sometimes too. It can make me uncomfortable. Ms. Amy, Does this ever happen to you?”</p> <p>Think Aloud page 8 “RJ doesn’t know what to say back to Sam when he gives him feedback to help with his kick. I sometimes get upset when someone gives me a suggestion to help when I thought I was doing it right.”</p>

	Continue reading.
<p><u>Active Involvement:</u></p> <ul style="list-style-type: none"> •Think-Pair-Share •Turn and Talk •Buddy Share •Triads/Peer Support •Additional Cooperative Routines 	After reading, column talk plot (problem and solution). Random calling sticks to share and fill in graphic organizer.
<p><u>Link/Off you go:</u> Send off with a purpose...</p>	When reading your independent books today, choose one fiction book to fill out the graphic organizer, identifying characters, setting and plot. Share on Seesaw when finished.
<p><u>Literacy Work Time and Conferring (35-45 min.)</u></p> <ul style="list-style-type: none"> • Oral Language -Reading • Guided Instructional Reading • Small Group Read To • Small Group Shared Reading • Reciprocal Reading • Book Clubs • Independent Reading • Independent/Small Group Literacy Activities • Conferring 	Small groups with teachers, conferencing, independent reading time, listening to reading.
<p><u>Share (5-10 min):</u> Sharing what happened...</p> <ul style="list-style-type: none"> •Link to focus •Reinforce teaching point •Demonstrate new learning •Popcorn share •Celebrate learning 	<p>Students share graphic organizer on Seesaw. Give students 5-10 minutes to read through and comment on one. Review chart on comment expectations.</p> <p>Seesaw: The Learning Journal (Seesaw Learning, Inc., 2017) is an app students have access to via their iPads. Each student has his or her own individual name on our shared class account. Students can share photos, drawings, videos and audio. Other students can view and comment on their peer’s work. The teacher has access to every post and can approve all comments and posts before they are available to be viewed by everyone.</p> <p>Saint Paul Public Schools - Elementary Literacy - The Center for Curriculum, Instruction and Professional Development. May be reproduced by SPPS staff for instructional purposes only. Last revised 8/22/11.</p>

Reader’s Workshop Plan

Standard: 3.1.2.2: Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson or moral and explain how it is conveyed through key details in the text.

Grade level: 3rd

Focus of lesson: Oral Fiction Retell

Book: *Thanks for the Feedback* by Julia Cook, Day 2

<p><u>Mini-lesson (5-15 min.)</u> •Key idea: Mini-lesson is a short lesson that focuses on one main teaching point. •Teacher resources... •What students bring to lesson...</p>	<p>Learning Target: Readers retell text, including important details, to show comprehension.</p> <p>Language Objective: I can retell a fictional text out loud using the characters, setting, problem and solution.</p>
<p><u>Connection:</u> How this fits in with what we’ve been doing...</p>	<p>“Today, we are going to continue with the book, <i>Thanks for the Feedback</i>. Building on yesterday, we are going to practice retelling a story out loud, like we did with the book, <i>It’s Hard to be a Verb</i>.”</p>
<p><u>Teach:</u></p> <p>Direct instruction •Set purpose •Tell students what we want them to focus on/learn/know</p> <p>Model/Think Aloud for students: something we’d like them to try...</p> <p>Activate prior experience/Build background knowledge</p>	<p>Remind students; “When retelling a story, it is important to include all the important elements of the story (characters, setting, problem, and solution).”</p> <p>One teacher retells <i>Thanks for the Feedback</i>, leaving out setting and problem. (Example: RJ learned how to accept compliments and feedback from his parents.)</p> <p>Students show with fingers if they heard 1, 2, 3 or all 4 elements in the retell. Call on students to explain.</p> <p>Point out that retelling a story without the characters or solution is not interesting to the listener and also may cause confusion.</p> <p>Other teacher retells, including all story elements and modeling for students a strong retelling.</p> <p>Students show with fingers if they heard 1, 2, 3 or all 4 elements in the retell. Call on students to explain.</p> <p>Ask: “How did I retell the story in a way that was interesting and made sense to the listener?” Students should respond that you included the story elements - characters, setting, problem, and solution, but not all the</p>

	<p>little details.</p>
<p><u>Active Involvement:</u> <ul style="list-style-type: none"> •Think-Pair-Share •Turn and Talk •Buddy Share •Triads/Peer Support •Additional Cooperative Routines </p>	<p>Turn and talk: “Practice retelling your favorite book to a partner, including the story elements of character, setting, problem and solution. Your partner will listen for the story elements of character, setting, problem and solution and rate them 1-4.” (Students may need to grab a book from their book bin to help them do this.)</p>
<p><u>Link/Off you go:</u> Send off with a purpose...</p>	<p>While reading today, choose one fiction book you would like to retell to a partner at the end of reading time.</p>
<p><u>Literacy Work Time and Conferring (35-45 min.)</u> <ul style="list-style-type: none"> • Oral Language -Reading • Guided Instructional Reading • Small Group Read To • Small Group Shared Reading • Reciprocal Reading • Book Clubs • Independent Reading • Independent/Small Group Literacy Activities • Conferring </p>	<p>Small groups with teachers, conferencing, independent reading time, listening to reading.</p>
<p><u>Share (5-10 min):</u> Sharing what happened... <ul style="list-style-type: none"> •Link to focus •Reinforce teaching point •Demonstrate new learning •Popcorn share •Celebrate learning </p>	<p>At the end of reading time, students choose one person at their table to give a retell of a fiction book in their book bin. Students listen for all story elements, but not extra details.</p> <p>Saint Paul Public Schools - Elementary Literacy - The Center for Curriculum, Instruction and Professional Development. May be reproduced by SPPS staff for instructional purposes only. Last revised 8/22/11.</p>

Reader’s Workshop Plan

Standard: 3.1.2.2: Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson or moral and explain how it is conveyed through key details in the text.

Grade level: 3rd

Focus of lesson: Written Fiction Retell

Book: *Thanks for the Feedback* by Julia Cook, Day 3

<p><u>Mini-lesson (5-15 min.)</u> •Key idea: Mini-lesson is a short lesson that focuses on one main teaching point. •Teacher resources... •What students bring to lesson...</p>	<p>Learning Target: Readers retell text, including important details, to show comprehension.</p> <p>Language Objective: I can write a retell of a story using the characters, setting, problem and solution.</p> <p>Graphic organizer “Written Retell” found on p. 89 Chart “How to Comment on Seesaw” found on p. 82</p>
<p><u>Connection:</u> How this fits in with what we’ve been doing...</p>	<p>“Yesterday, we practiced giving a retell out loud of the book <i>Thanks for the Feedback</i>. Today, we are going to practice writing retells.”</p>
<p><u>Teach:</u></p> <p>Direct instruction •Set purpose •Tell students what we want them to focus on/learn/know</p> <p>Model/Think Aloud for students: something we’d like them to try...</p> <p>Activate prior experience/Build background knowledge</p>	<p>Review of oral retell from yesterday.</p> <p>Ask: “What parts did we include in our oral retell yesterday?”</p> <p>Turn and talk story elements from <i>Thanks for the Feedback</i>.</p> <p>Model and think aloud how to do a written retell of <i>Thanks for the Feedback</i>.</p> <p>Example: “When RJ receives a compliment or feedback from a friend at school, his thoughts get blurry and he says something mean back. After parent-teacher conferences, his parents talk to him about how to listen to a compliment and say thank you. They also teach him to listen to feedback calmly and think it through.”</p> <p>Ask, “Did I include all 4 story elements? Show 1, 2, 3 or 4 with your fingers.”</p>
<p><u>Active Involvement:</u> •Think-Pair-Share</p>	<p>Turn and talk story elements.</p>

<ul style="list-style-type: none"> •Turn and Talk •Buddy Share •Triads/Peer Support •Additional Cooperative Routines 	<p>Listening/reading for story elements with teacher written retell.</p>
<p><u>Link/Off you go:</u> Send off with a purpose...</p>	<p>During independent reading, students will write a retell of a fiction book in their book bins using blank graphic organizer.</p>
<p><u>Literacy Work Time and Confering (35-45 min.)</u></p> <ul style="list-style-type: none"> • Oral Language -Reading • Guided Instructional Reading • Small Group Read To • Small Group Shared Reading • Reciprocal Reading • Book Clubs • Independent Reading • Independent/Small Group Literacy Activities • Confering 	<p>Small groups with teachers, conferencing, independent reading time, listening to reading.</p>
<p><u>Share (5-10 min):</u> Sharing what happened...</p> <ul style="list-style-type: none"> •Link to focus •Reinforce teaching point •Demonstrate new learning •Popcorn share •Celebrate learning 	<p>At the end of reading time, students share their written retell on Seesaw by taking a photo of graphic organizer; they can also add audio of them reading it aloud. Students then have 5-10 minutes to listen to and respond to at least one other student. Review chart on comment expectations.</p> <p>Seesaw: The Learning Journal (Seesaw Learning, Inc., 2017) is an app students have access to via their iPads. Each student has his or her own individual name on our shared class account. Students can share photos, drawings, videos and audio. Other students can view and comment on their peer’s work. The teacher has access to every post and can approve all comments and posts before they are available to be viewed by everyone.</p> <p>Saint Paul Public Schools - Elementary Literacy - The Center for Curriculum, Instruction and Professional Development. May be reproduced by SPPS staff for instructional purposes only. Last revised 8/22/11.</p>

Reader’s Workshop Plan

Standard: 3.1.1.1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

Grade level: 3rd

Focus of lesson: SEL Extension, comparing book to real life

Book: *Thanks for the Feedback* by Julia Cook, Day 4

<p><u>Mini-lesson</u> (5-15 min.)</p> <ul style="list-style-type: none"> •Key idea: Mini-lesson is a short lesson that focuses on one main teaching point. •Teacher resources... •What students bring to lesson... 	<p>Learning Target: Readers will critically think about a fictional text.</p> <p>Language Objective: I can answer questions about <i>Thanks for the Feedback</i> with my partner.</p> <p>Chart “How to Accept Compliments” found on p. 93 Chart “How to Accept Feedback” found on p. 94</p>
<p><u>Connection:</u> How this fits in with what we’ve been doing...</p>	<p>“Today we are going to discuss our book of the week, <i>Thanks for the Feedback</i>, by critically thinking about what happened in the book and how we can relate it to our own lives and learn from RJ, the main character in the book.”</p>
<p><u>Teach:</u></p> <p>Direct instruction</p> <ul style="list-style-type: none"> •Set purpose •Tell students what we want them to focus on/learn/know <p>Model/Think Aloud for students: something we’d like them to try...</p> <p>Activate prior experience/Build background knowledge</p>	<p>Discuss with turn and talk partners:</p> <ol style="list-style-type: none"> 1. What is a compliment? What is feedback? 2. What happened when RJ received a compliment, like when Norma said she liked his bubble gum t-shirt? 3. What happened when RJ received feedback, like when Sam told RJ that he needs to kick the soccer ball with the side of his foot and not his toes? 4. Have you ever felt uncomfortable when someone gives you a compliment? What happened? 5. Have you felt upset when someone gave you feedback? 6. Steps for responding to a compliment: Create a poster as a class. 7. Steps for responding to feedback: Create a poster as a class. <p>*Refer specifically to zones when explaining feelings*</p>

	(The Zones of Regulation by Leah M. Kuypers, 2011)
<p><u>Active Involvement:</u></p> <ul style="list-style-type: none"> •Think-Pair-Share •Turn and Talk •Buddy Share •Triads/Peer Support •Additional Cooperative Routines 	Discussion questions with turn and talk partners. Sharing whole group by pulling random sticks.
<p><u>Link/Off you go:</u> Send off with a purpose...</p>	As you read today, think about lessons you can learn from the characters in your books.
<p><u>Literacy Work Time and Conferring (35-45 min.)</u></p> <ul style="list-style-type: none"> • Oral Language -Reading • Guided Instructional Reading • Small Group Read To • Small Group Shared Reading • Reciprocal Reading • Book Clubs • Independent Reading • Independent/Small Group Literacy Activities • Conferring 	Small groups with teachers, conferencing, independent reading time, listening to reading.
<p><u>Share (5-10 min):</u> Sharing what happened...</p> <ul style="list-style-type: none"> •Link to focus •Reinforce teaching point •Demonstrate new learning •Popcorn share •Celebrate learning 	<p>Whole group on the rug, “Did anyone learn a lesson from a character today? What did you learn?”</p> <p>Saint Paul Public Schools - Elementary Literacy - The Center for Curriculum, Instruction and Professional Development. May be reproduced by SPPS staff for instructional purposes only. Last revised 8/22/11.</p>

Reader’s Workshop Plan

Standard: 3.8.1.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others’ ideas and expressing their own clearly.

Grade level: 3rd

Focus of lesson: SEL Extension, comparing character to self

Book: *Thanks for the Feedback* by Julia Cook, Day 5

<p><u>Mini-lesson (5-15 min.)</u> •Key idea: Mini-lesson is a short lesson that focuses on one main teaching point. •Teacher resources... •What students bring to lesson...</p>	<p>Learning Target: Readers will connect to characters in a text by comparing their thoughts and actions with their own.</p> <p>Language Objective: I can practice giving and receiving compliments.</p> <p>Chart “How to Give Compliments” found on p. 93 Chart “How to Accept Compliments” found on p. 93 “Compliment Ball Toss” found on p. 91 “Warmy Fuzzy Bucket” found on p. 92</p>
<p><u>Connection:</u> How this fits in with what we’ve been doing...</p>	<p>“This week we focused on the book <i>Thanks for the Feedback</i> by Julia Cook. RJ showed us that getting compliments can make us uncomfortable and receiving feedback can make us upset. With help from his parents, he learned how to accept both.”</p>
<p><u>Teach:</u></p> <p>Direct instruction •Set purpose •Tell students what we want them to focus on/learn/know</p> <p>Model/Think Aloud for students: something we’d like them to try...</p> <p>Activate prior experience/Build background knowledge</p>	<p>“Today, I want you to connect with RJ by thinking about how you can give and accept compliments appropriately.”</p> <p>Review chart made yesterday to accept compliments.</p> <ol style="list-style-type: none"> 1. Look at the person. 2. In a nice, pleasant voice say “Thank you and the person’s name.” 3. If you would like, add what they did to help you or it made you feel. <p>“Now let’s make a chart about how to give compliments. Turn and talk ideas.”</p> <ol style="list-style-type: none"> 1. Look at the person. 2. Use their name and a pleasant voice. 3. Say, “I like/love _____ because _____.” “You were _____.” “You did a great job on _____ because _____.” “Nice work on _____ because _____.” <p>“We are going to play a game similar to our morning meeting game “Ball Toss” to give everyone a chance to practice giving and receiving compliments. Rolling the ball to a neighbor, instead of saying good</p>

	<p>morning, you are going to give that person a compliment and then that person will accept it and toss to another person. When you have given and received a compliment, put your hands behind your back, so we know you are done.”</p> <p>Model. Roll the ball to a student. “Tony, you did a great job on your multiplication this morning because you kept going when it got tough.” Tony then says, “Thank you, Ms. Brown.” And passes to another friend.</p> <p>Like we do with our warm fuzzy compliments, please focus on things that our classmates have accomplished during math, reading, writing, recess or a specials class, or personality traits that person has, like being helpful, kind, respectful.</p>
<p><u><i>Active Involvement:</i></u></p> <ul style="list-style-type: none"> •Think-Pair-Share •Turn and Talk •Buddy Share •Triads/Peer Support •Additional Cooperative Routines 	<p>Turn and talk how to give compliments. Compliment Ball Toss game.</p>
<p><u><i>Link/Off you go:</i></u> Send off with a purpose...</p>	<p>“Remember our chart in the coming days to help you accept and give compliments to the people around you.”</p>
<p><u><i>Literacy Work Time and Conferring (35-45 min.)</i></u></p> <ul style="list-style-type: none"> • Oral Language -Reading • Guided Instructional Reading • Small Group Read To • Small Group Shared Reading • Reciprocal Reading • Book Clubs • Independent Reading • Independent/Small Group Literacy Activities • Conferring 	<p>Small groups with teachers, conferencing, independent reading time, listening to reading.</p>
<p><u><i>Share (5-10 min):</i></u> Sharing what happened...</p> <ul style="list-style-type: none"> •Link to focus •Reinforce teaching point •Demonstrate new learning •Popcorn share •Celebrate learning 	<p>At the end of the day, share compliments that were given throughout the day. Students can add warm fuzzies to the bucket. Add Compliment Ball Toss to the morning meeting game routine.</p> <p>Saint Paul Public Schools - Elementary Literacy - The Center for Curriculum, Instruction and Professional Development. May be reproduced by SPPS staff for instructional purposes only. Last revised 8/22/11.</p>

Appendix B

Name: _____

Date: _____

Self-Awareness Assessment

Circle one:

pre post

1. It is okay to feel angry or frustrated.

Yes No

2. I know ways to calm down.

Yes No

3. I know ways to stay or get focused.

Yes No

4. It is okay to make mistakes.

Yes No

5. I can have a hard time controlling my body.

Yes No

6. I know when it is okay to have an active body.

Yes No

7. I know ways to calm my body.

Yes No

8. I can accept feedback.

Yes No

9. I can give compliments.

Yes No

10. I can accept compliments.

Yes No

11. I like myself.

Yes No

12. There are things that I find difficult.

Yes No

13. I am good at many things.

Yes No

Name: _____ Book Title: _____

STORY ELEMENTS

CHARACTERS

SETTING

PROBLEM

SOLUTION

How to Comment on Seesaw

1. Write a question, compliment or connection.
2. Be specific.
3. Be respectful and positive.
4. If you would like, choose 1 school appropriate emoji that makes sense with your comment.
5. If there isn't time to comment on everyone's work, choose a submission that doesn't already have a comment.
6. Go back to your own submission and respond.

I love your detailed and colorful picture!

I have also been to Arizona. When did you go?

Why did you choose to read that book?

Did the whole book take place in school?

Name: _____

Sequence the Story

Don't forget to highlight/underline sequence words!

B Beginning	<hr/> <hr/> <hr/> <hr/>
M Middle	<hr/> <hr/> <hr/> <hr/>
E End	<hr/> <hr/> <hr/> <hr/>

Sequence/Linking Words

Beginning	Middle	End
first	second	finally
at first	soon	lastly
today	later	at last
in the beginning	in the meantime	in the end
it all started when	next	by the end
to begin	then	afterward
to start	after	
	afterward	
	during	
	suddenly	
	all of a sudden	
	meanwhile	
	eventually	
	at that very moment	
	at the same time	

Name: _____

Book Title: *The Most Magnificent Thing* by Ashley Spires

Character: girl

Character Analysis

Actions/Words	Character Trait
The girl has an idea, sketches it out, hires an assistant, gathers supplies, finds a quiet place to work.	She is organized.
The girl doesn't like her first creation and keeps trying.	
The girl gets frustrated, crunches her finger and quits.	
She goes on a walk with her assistant (dog), feels better and tries again.	
She creates the most magnificent thing even though it has a few flaws (leans to the left, a bit too heavy, wrong color).	

Name: _____

Book Title: _____

Character: _____

Character Analysis

Actions/Words	Character Trait
<hr/> <hr/> <hr/>	
<hr/> <hr/> <hr/>	
<hr/> <hr/> <hr/>	
<hr/> <hr/> <hr/>	

LIST OF CHARACTER TRAITS

active	funny	outgoing
adventurous	gentle	peaceful
affectionate	generous	pleasant
alert	good	polite
ambitious	graceful	popular
bold	grateful	powerful
bright	groovy	quick
brave	happy	quiet
calm	helpful	quirky
cheerful	honest	rational
clever	honorable	reliable
confident	hopeful	responsible
cool	humorous	sensational
cooperative	intelligent	sensible
courageous	interesting	serious
courteous	jolly	skillful
curious	joyful	smart
daring	joyous	thankful
dependable	kind	thoughtful
determined	lively	trustworthy
eager	loving	understanding
easygoing	loyal	useful
energetic	mature	victorious
excited	mysterious	virtuous
expert	nice	warm
faithful	noble	wordy
fair	nurturing	youthful
friendly	obedient	
fun	original	

Name: _____ Date: _____

What is something that makes you frustrated?

What can you do when you feel that way?

Create a medal to show your frustration-blasting strategy!

Name: _____ Book Title: _____

Written Retell

Don't forget to underline the characters, setting, problem and solution.

<p>B Beginning</p>	<hr/> <hr/> <hr/> <hr/>
<p>M Middle</p>	<hr/> <hr/> <hr/> <hr/>
<p>E End</p>	<hr/> <hr/> <hr/> <hr/>

Name: _____ Book Title: _____

Theme

Characters

Setting

Problem

--	--	--

Lesson Character Learned

**The MESSage:
Lesson YOU learned**

Compliment Ball Toss

1. Students gather on the rug in a circle.
2. Students sit criss cross.
3. Teacher has the ball and rolls it across the circle to student A.
4. Teacher says child's name and a compliment.
Example: "Student A, you were very responsible this morning when you picked up your milk spill."
5. Student A responds, "Thank you, teacher's name."
6. Student A then rolls the ball across the circle to Student B.
7. Student A gives Student B a compliment.
8. Student B responds, "Thank you, student A's name."
9. Student A puts their hands behind their back to show they have both received and given a compliment.
10. Game continues until all students have received and given a compliment.
11. Teacher is the last to receive the ball and the last to receive a compliment.
12. Remind students that compliments should focus on things that classmates have accomplished during math, reading, writing, recess or a specials class, or personality traits that person has, like being helpful, kind or respectful.

Warm Fuzzy Bucket

A “warm fuzzy” bucket is used to promote kindness in the classroom. “Warm fuzzies” are colorful pom pom balls found at any craft store. Students are encouraged to give compliments, lend a helping hand and be kind and respectful throughout the day. When a student is kind, they are able to put a “warm fuzzy” in the bucket. When the bucket is full the class earns a party or prize. Suggestions for the celebration include a board game party, extra recess, dance party, free draw time, etc. Students are given time to share examples of kindness during morning meeting and at the end of the day.

A read aloud suggestion to introduce kindness: *One Kindness* by Jacqueline Woodson (2012).

How To Give Compliments

1. Look at the person.
2. Use their name and a pleasant voice.
3. Say, “I like/love _____ because _____.”
“You did a great job on _____ because _____.”
“You were _____.”
“Nice work on _____ because _____.”

Kaya, you were brave to share your writing with the class. *I love your drawing, Andy, because it’s really colorful.*

Nice work, Amari! You made that goal look easy! *Great job, Pa Houa, you finished that math problem really fast!*

How To Accept Compliments

1. Look at the person.
2. In a nice, pleasant voice say “Thank you and the person’s name.”
3. If you would like, add what they did to help you or how it made you feel.

Thank you, Sarah! *Thanks, Ms. Brown.* *Thank you, Ms. Amy, for grabbing my pencil!*

Thank you, Kenji that makes me feel really great. *Thanks Maria, I couldn’t have made that goal without you!*

How To Accept Feedback

1. Look at the person.
2. Remember feedback is just information.
3. Listen to the person.
4. Stay calm.
5. Think through what they said.
6. In a pleasant voice say, “ok.”

Adapted from *Thanks for the Feedback... (I think!)* by Julia Cook, 2013

Appendix C

References

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Elementary Classroom Routines to Promote SEL

1. Establish routines for welcoming each morning and saying goodbye each afternoon.
2. Build community by having a morning meeting each everyday.
3. End the day with a circle/sharing on the rug.
4. Provide a calming space in the classroom for students to refocus.
5. Students have access to fidgets to use in the classroom. Fidgets may include both manipulative hand fidgets and visual fidgets.
6. Teach whole class yoga throughout the day, eventually giving the leader role to a student.
7. Model and teach breathing strategies throughout the day. Assign a student “breathing leader”.
8. Model and encourage identification of all emotions and strategies to refocus.
9. Model and teach problem solving strategies.
10. Model and teach conflict resolution strategies.
11. Provide multiple seating options in the classroom and a variety of areas for students to work. For example; regular chairs, stools, stability balls, rugs, pillows, yoga mats, shared tables, individual desks, raised standing chairs/tables, etc.

Additional Read Aloud Text Suggestions to Promote Social Emotional Learning

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Cook, J., & De Weerd, K. (2012). *Teamwork isn't my thing, and I don't like to share!*. Boys Town, NE: Boys Town Press.

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O'Neill, A., & Huliska-Beith, L. (2002). *The recess queen*. New York, NY: Scholastic Inc.

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