

Grades 1-5 Social Emotional Learning (SEL) Reading Lesson Plan

Goal

To connect literature to personal emotions by describing characters and comparing/contrasting those emotions to real-life experiences

ELA Standards

- GRADE 1: CCSS.ELA-LITERACY.RL.1.3- Describe characters, settings, and major events in a story, using key details.
- GRADE 2: CCSS.ELA-LITERACY.RL.2.3-Describe how characters in a story respond to major events and challenges.
- GRADE 3: CCSS.ELA-LITERACY.RL.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 4: CCSS.ELA-LITERACY.RL.4.3- Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
- GRADE 5: CCSS.ELA-LITERACY.RL.5.3- Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

Corresponding SEL Skills

- Label and recognize own and others' emotions
- Analyze emotions and how they affect others
- Evaluate others' emotional reactions
- Reflect on how current choices affect future

Objective

Students will examine how emotions impact characters' lives, and draw connections to reflect on how emotions affect their own lives and the people around them.

Materials

- Pens/pencils
- Copies of grade-level text
- Copies of double-entry journal worksheet

Procedures

Students will identify character emotions demonstrated in a literary text and relate them to their own lives.

Student Activity: Double-Entry Journal

- Begin by asking students to share what are some of the emotions they noticed the characters expressing as they read.
- List students' ideas on the board or chart paper.
- Explain that when we read, we can draw similarities between experiences the characters have and ones that we have experienced in our own lives.
- Ask students to review the group list of examples of emotions and to pick a few (number may depend on grade level) to put in the first column of their double-entry journals.
- Next, ask students to review each example and think of a time that they experienced the same emotion or feeling. They should write this in the second column.

Conclusion

Ask for volunteers to share their responses. Remind students that we all go through these types of emotions and it is important to be able to identify them so we have strategies in the future. As an extension activity, you could ask students to brainstorm coping strategies for dealing with different types of negative emotions like sadness or disappointment.

Double-Entry Journal

Ideas from Text

Reaction/Connection

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Who: This Social Emotional Learning (SEL) reading lesson plan is effective for grades 1-5 and all levels of readers.

What: Through the incorporation of SEL, students can draw conclusions about the characters in a text and make connections to their own lives.

Where: This lesson plan can be used in language arts or in any subject where students are working with literary texts.

When: This lesson plan is geared towards whole group instruction and individual practice. It can be used at any point during the school year.

Why: The activity presented in the lesson plan is a good framework for promoting self-awareness, social awareness, and responsible decision making skills.

*****Please see the sample of a 3rd grade fiction text and how the lesson plan can be applied to it. Note that student answers will vary.****

Sample Text

Sarah, Plain and Tall by Patricia MacLachlan

“Did Mama sing every day?” asked Caleb. “Every-single-day?” He sat close to the fire, his chin in his hand. It was dusk, and the dogs lay beside him on the warm hearthstones.

“Every-single-day,” I told him for the second time this week. For the twentieth time this month. The hundredth time this year? And the past few years?

“And did Papa sing, too?”

“Yes. Papa sang, too. Don’t get so close, Caleb. You’ll heat up.”

He pushed his chair back. It made a hollow scraping sound on the hearthstones. And the dogs stirred. Lottie, small and black, wagged her tail and lifted her head. Nick slept on.

I turned the bread dough over and over on the marble slab on the kitchen table.

“Well, Papa doesn’t sing anymore,” said Caleb very softly. A log broke apart and crackled in the fireplace. He looked up at me. “What did I look like when I was born?”

“You didn’t have any clothes on,” I told him.

“I know that,” he said.

“You looked like this.” I held the bread dough up in a round pale ball.

“I had hair,” said Caleb seriously.

“Not enough to talk about,” I said.

“And she named me Caleb,” he went on, filling in the old familiar story.

“I would have named you Troublesome,” I said, making Caleb smile.

“And Mama handed me to you in the yellow blanket and said...” He waited for me to finish the story. “And said...?”

I sighed. “And Mama said. ‘Isn’t he beautiful, Anna?’”

“And I was,” Caleb finished.

Caleb thought the story was over, and I didn’t tell him what I had really thought. He was homely and plain, and he had a terrible holler and a horrid smell. But these were not the worst of him. Mama died the next morning.

That was the worst thing about Caleb.

“Isn’t he beautiful, Anna?” her last words to me. I had gone to bed thinking how wretched he looked. And I forgot to say good night.

I wiped my hands on my apron and went to the window. Outside, the prairie reached out and touched the places where the sky came down. Though the winter was nearly over, there were patches of snow everywhere. I looked at the long dirt road that crawled across the plains, remembering the morning that Mama had died, cruel and sunny.

They had come for her in a wagon and taken her away to be buried. And then the cousins and aunts and uncles had come and tried to fill up the house. But they couldn’t.

Slowly, one by one, they left. And then the days seemed long and dark like winter days, even though it wasn’t winter.

And Papa didn’t sing.

Double-Entry Journal

Ideas from Text	Reaction/Connection
<p><i>Caleb felt sad ("Mama died the next morning. That was the worst thing about Caleb.")</i></p>	<p><i>One time I felt sad was when we had to put my dog to sleep. He was very old and sick.</i></p>
<p><i>Anna felt disappointed ("And then the cousins and aunts and uncles had come and tried to fill up the house. But they couldn't.")</i></p>	<p><i>One time I felt disappointed was when I was sick and couldn't go to the circus with my cousins. I really wanted to go but I had a fever and could not get out of bed.</i></p>