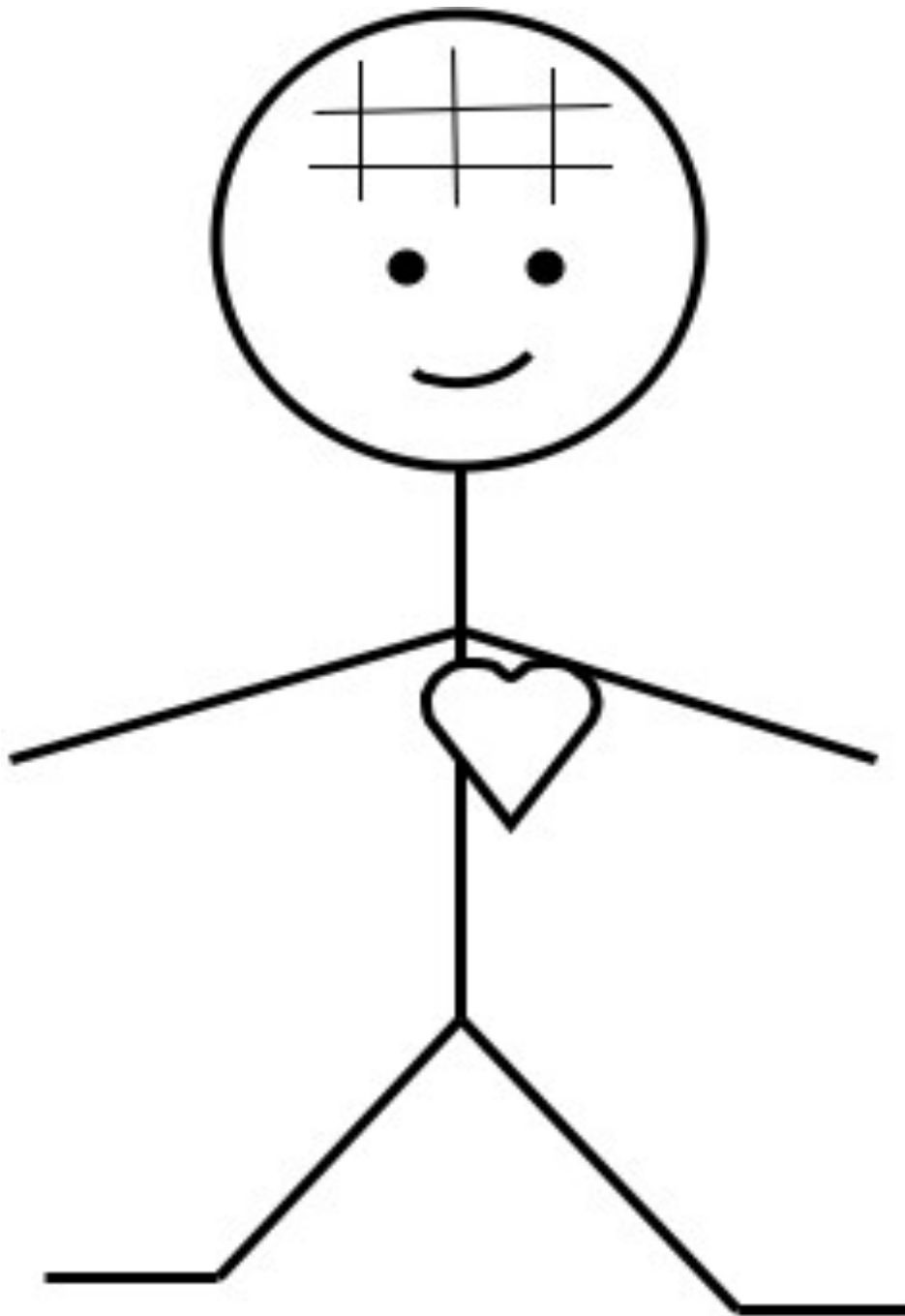


**What do our students need to develop and strengthen to meet today's challenges?**

**SEL and Core Academic Competencies**



**You can take SEL across the curriculum, across the quarters.**

<b>Challenges and Choices</b>	<b>Causes and Effects</b>	<b>Challenges and Persistence</b>	<b>Connections</b>
<p><b>Literature:</b> What choices do characters make? What effects do they have?</p> <p><b>Writing:</b> What choices do writers make to help readers understand their ideas?</p> <p><b>Social Studies:</b> What choices do people make? What causes them to make them? What effects do they have?</p> <p><b>Science:</b> What choices do scientists make when they experiment?</p> <p><b>Math:</b> How do you choose the best answer?</p> <p><b>Arts:</b> Analyze then create art/music/drama that communicates about choices.</p>	<p><b>Literature:</b> How do characters change in a story? How does the writer help you understand that?</p> <p><b>Writing:</b> How do writers help readers understand how characters change?</p> <p><b>Social Studies:</b> What changes have people made? What caused them? What effects have they had?</p> <p><b>Science:</b> How do scientists study variables?</p> <p><b>Math:</b> What changes when you _ (add, multiply..)</p> <p><b>Arts:</b> Analyze then create art/music/drama that communicates about change.</p>	<p><b>Literature:</b> What challenges characters face? What lessons can we learn from their responses?</p> <p><b>Writing:</b> How do writers help people understand about challenges?</p> <p><b>Social Studies:</b> How have people overcome challenges in the past—and/or today?</p> <p><b>Science:</b> How do scientists meet challenges?</p> <p><b>Math:</b> What strategies enable you to meet math challenges?</p> <p><b>Arts:</b> Analyze then create art/music/drama that communicates about challenge.</p>	<p><b>Literature:</b> How do different writers communicate about the same theme?</p> <p><b>Writing:</b> Write to communicate about a theme from a “mentor” text.</p> <p><b>Social Studies:</b> How is history part of today?</p> <p><b>Science:</b> What careers apply the science you learn?</p> <p><b>Math:</b> Make math real—explain how the math you learn is part of real problem solving.</p> <p><b>Arts:</b> Create art/music/drama that represents the same theme as a story or poem.</p>
<p><b>SEL:</b> What is important to think about when making a choice?</p>	<p><b>SEL:</b> What changes do I want to make?</p>	<p><b>SEL:</b> How do I meet challenges?</p>	<p><b>SEL:</b> What are my school, family, and school connections?</p>

**SEL is for EVERY day.**

**What character traits are most important to our classroom community?**

<b>careful</b>	<b>helpful</b>	<b>cooperative</b>

## Personalize learning from the beginning:

### Make a Literacy Survey to Learn What Your Students Like.

You can complete this survey in a few different ways. Students can write their answers and then cut out the rectangles and make a bar graph. Students can interview each other. Students can fill in the boxes and give you the page to keep now and then take the same survey in a few months to see how their ideas change. PreK-1<sup>st</sup> grade students can give their responses orally or draw pictures.

1. What is your favorite kind of book to read?	2. What is your favorite story?
3. What is your favorite TV show?	4. What do you like about that TV show?
5. What do you like to write?	6. What do you want to learn more about? animals, countries, famous people, music, sports, or another topic?

## Take a Math Interest Survey to show YOU are interested in what the students think about math.

1. What is an important math skill?
2. What is a good way to learn math?
3. What kind of math is difficult?
4. What kind of math is easy?
5. What do you like about math?
6. What don't you like about math?

Put your answers in the boxes. Your teacher can organize this as a project—your class can make a bar graph if you cut the boxes and sort them with other students.

1	2
3	4
5	6

**You can connect character traits to literature AND life!**

<p><b>Reading</b> <b>Literature</b> CCSSR2—analyze the development of a theme RL3—development of characters RL5—writer’s choices (craft and structure)</p> <p>LITERACY TERMS: GENRE; infer; trait; motive; author; communicate; resolution; plot; setting; summarize; narrator</p>	<p><input type="checkbox"/> Take <u>reading interest survey</u>.</p> <p>Pre-assess—You can use a graphic organizer with ANY story to figure out what students can do.</p> <p>INTEGRATE WRITING:</p> <p><input type="checkbox"/> Profile yourself—what are your positive traits?</p> <p><input type="checkbox"/> Write to support your choice of your most positive trait with an example.</p>	<p><input type="checkbox"/> Describe and analyze character, setting, plot, <u>motive</u> and draw conclusions about motives, reasons for actions, <u>resolution of a problem</u>.</p> <p><input type="checkbox"/> <u>Summarize the story</u>. Analyze how the author communicates the characters through dialogue and actions and the narrator.</p> <p><input type="checkbox"/> Identify the message—and how the writer’s choices of characters and actions and the narrator’s voice help to communicate it.</p> <p>INTEGRATE WRITING</p> <p><input type="checkbox"/> Write about a brief narrative about a <b>positive decision you made when facing a challenge</b>. Explain how it represents “grit” or determination. Include dialogue.</p>
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**Homework:**

**Watch a TV program.**

**Tell what you think are two different characters’ traits.**

**Prove your answers.**

**Give an example of what each character does that shows the trait.**

# Choices show Traits

CCSSR3—analyze traits.

List choices that two characters or people make.  
Tell what trait that choice shows.

Character or Person: \_\_\_\_\_

Choice	Trait it Shows

Character or Person: \_\_\_\_\_

Choice	Trait it Shows

*What is a choice YOU have made that shows a good trait you have?*

Choice	Trait it Shows

*You can integrate SEL and assessment—  
Example of a way to clarify and expand progress that  
integrates SEL with academic learning.*

## **This Week's Progress**

These are four kinds of progress I made this week.

1	2
3	4

These are some words that tell about how I learned them.

\_\_\_ working together    \_\_\_ following directions    \_\_\_ being careful  
\_\_\_ thinking clearly    \_\_\_ \_\_\_\_\_

This is a word that describes me: \_\_\_\_\_.



## Choose Proverbs that will Inspire Persistence

Students can illustrate their favorite saying, write a story that it would be the theme for, or ....

1. The ultimate measure of a man is not where he stands in moments of comfort and convenience, but where he stands at times of challenge and controversy.
2. (Dr. Martin Luther King, Jr.)
3. The greatest mistake a man can make is to be afraid of making one.  
(Elbert Hubbard)
4. Every safe boundary was once an unknown frontier. (Portugal)
5. Only he that has traveled the road knows where the holes are deep. (China)
6. Go as far as you can see, and when you get there you'll see further. (Iran)
7. Be not afraid of going slowly; be afraid only of standing still. (China)
8. To a quick question give a slow answer. (Italy)
9. There are no secrets to success. It is the result of preparation, hard work, and learning from failure. (Colin Powell)
10. Mediocrity is climbing molehills without sweating. (Iceland)
11. Bear with sorrows and look for happiness. (France)
12. Worry is like a rocking chair. It will give you something to do but won't get you anywhere. (American)
13. Hope for the best, but prepare for the worst. (English)
14. The future belongs to those who believe in their dreams. (Eleanor Roosevelt)
15. Everyone is the age of her heart. (Guatemala)
16. All good things to know are difficult to learn. (Greece)
17. Fall seven times, stand up eight. (Japan)
18. Beginning is easy; continuing is hard. (Japan)
19. All things at first appear difficult. (China)
20. A fall into a ditch makes you wiser. (China)
21. If the wind will not serve, take to the oars. (Latin)
22. Where there's a will there's a way. (Eastern and Central Africa)
23. Everyone is the age of her heart. (Guatemala)
24. The man who removes a mountain begins by carrying away small stones. (China)
25. Life is a promise; fulfill it. (Mother Teresa)
26. You must be the change you wish to see in the world. (Mahatma Gandhi)
27. You already possess everything necessary to become great. (Crow)
28. The future depends on what we do in the present. (Mahatma Gandhi)
29. One of these days is none of these days. (Traditional)
30. Success is a journey, not a destination. (Arthur Ashe)
31. Don't let yesterday use up too much of today. (Cherokee)
32. Worry is like a rocking chair. It will give you something to do but won't get you anywhere. (American)

## **SEL and Core Curriculum--CONNECTIONS PLAN: How will I integrate Social Emotional Development and Core Learning Progress?**

\_\_ incorporate activities that involve analyzing how actions show traits—in fiction, history, or current events

\_\_ emphasize classroom traits as well as rules

\_\_ have students illustrate classroom traits

\_\_ develop persistence by chunking tasks so that students complete one part at a time

\_\_ emphasize collaboration by organizing collaborative learning activities

\_\_ increase empathy by guiding students to analyze a person or character's situation

\_\_ develop decision-making competence by structuring choice-making within activities—for example, having students choose whether to write a paragraph or a poem.

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