

SOCIAL EMOTIONAL LEARNING

ESSENTIAL FOR LEARNING, ESSENTIAL FOR LIFE

SUGGESTED SOCIAL EMOTIONAL LEARNING ACTIVITIES AND TEACHING PRACTICES

ENGLISH LANGUAGE ARTS (ELA), GRADE 4

Social Emotional Learning Competency

Self-awareness: The ability to recognize one’s emotions, thoughts, goals, and values and how they influence one’s behavior. This includes accurately assessing one’s strengths and limitations, possessing a well-grounded sense of self-efficacy and optimism and a “growth mindset.” High levels of self-awareness require the ability to recognize how thoughts, feelings, and actions are interconnected.

- Identifying emotions
- Accurate self-perception
- Recognizing strengths and personal growth areas
- Self-confidence
- Self-efficacy¹

Fostering Self-awareness may integrate with the following ELA Standards:

This compendium is not exhaustive; alignment with additional Standards may be possible. The crosswalk identifies standards that are applicable to teaching and/or reinforcing one or more of SEL competencies, providing examples for infusion into instruction. The bullets following each competency lists what students (at age and developmentally appropriate levels) will know and be able to do.

NYS ELA Learning Standards (Through August 2020)	Next Generation Learning Standards (Full implementation September 2020)
W.4.1, W.4.3, W.4.9, SL.4.3 (https://www.engageny.org/file/736/download/nysp12cclsela.pdf)	4W1, 4W3, 4W5, 4SL3 (http://www.nysed.gov/common/nysed/files/programs/curriculum-instruction/nys-next-generation-ela-standards.pdf)

SAMPLE SEL ACTIVITIES

- Provide vocabulary words for feelings. (e.g., elated, blue/down, rejected/disappointed, angry/enraged)
- Have students generate additional vocabulary (e.g. synonyms) words that extend their emotions vocabulary.
- Lead class activity that asks student to identify feelings they might have in different situations using vocabulary (e.g., lead discussions using questions such as, “How would you feel if you received good scores on your report card?” “How would you feel if your friends left you out when they were planning an activity?”

¹ Adapted from the [Collaborative for Academic, Social, and Emotional Learning](#) (CASEL), 2017

- Role play feelings scenarios (e.g. have other students guess the feelings being acted out).
- Set up small group discussions that allow students to explore how and why emotions can influence our behaviors (e.g., What do we do when we get angry or frustrated? How is what we usually do harmful or helpful? If what we do is harmful, how can we change our behavior to make it helpful to us?)
- Use a literature selection to have students identify with a time they may have had the same feelings as a character and ask them to discuss in small groups (or write in their journals or on an essay question) how they handled those situations.
- Use a novel or short story to discuss the characters' feelings and how those feelings affected others and ultimately the outcome of the story.
- Ask students to identify their own personal strengths and challenges, and discuss in an essay or media /video production, etc. which challenge(s) they'd like to work on and why
- Have students complete a project to identify their own personal interests or strengths (e.g., write an essay to share or create a video or other media project)

GENERAL TEACHING PRACTICES

- Routinely provide authentic feedback and also ask dialoguing questions that help students reflect on their own strengths and interests. E.g., "I can tell you're really enjoying this project. Can you tell me what about this is making you feel so energized/motivated/happy?" "I can tell you're really proud of how you did on this report/project. Can you tell me what about this you're most proud of?"
- Routinely give students opportunities to reflect on what kinds of writing (novels, short stories, poetry, non-fiction) they like to read, or what topics they like to read about in essay questions, journal entries, or student pair shares. Also ask student why they like to read the types of materials they identified.
- Routinely tell students authentic reasons why you as their teacher feel happy/optimistic for them and their future.
- Create class roles and responsibilities that emphasizes individual strengths, areas to improve, and personal and group goals. For example, students might be assigned the roles of taking attendance, arranging chairs, displaying student work. These roles and responsibilities might also be tied to community events.
- Establish clear norms and consequences so that students can see the impact of their own actions and behaviors on outcomes (e.g., create group academic projects – such as book reports -- and help students develop appropriate strategies for providing feedback to each other if someone is not pulling their weight on the team)
- Hold regular class meetings to teach and model emotional self-awareness.
- Routinely use read aloud to convey the message of self-awareness.
- Use role playing to expose children to appropriate self-awareness behavior.
- Use current media/technology sources to reinforce an understanding of self-awareness skills.

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ENGLISH LANGUAGE ARTS (ELA), GRADE 4

Social Emotional Learning Competency

Self-management: The ability to successfully regulate one’s emotions, thoughts, and behaviors in different situations; the ability to effectively manage stress, deal with difficult emotions and control impulses; the ability to motivate oneself, to set and work toward personal and academic goals and persist in long term and challenging tasks.

- Impulse control
- Stress management
- Self-discipline
- Self-motivation
- Goal-setting
- Organizational skills²

Fostering Self-management may integrate with the following ELA Standards:

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NYS ELA Learning Standards (Through August 2020)	Next Generation Learning Standards (Full implementation September 2020)
4RL10, 4RI10, 4RF4c, 4W4, 4W7, 4W8, 4W9a-b, 4W10, 4SL4, 4SL6, 4L6 (https://www.engageny.org/file/736/download/nysp12cclsela.pdf)	4RF4b, 4W5, 4W6, 4W7, 4SL4, 4SL6, 4L6 (http://www.nysed.gov/common/nysed/files/programs/curriculum-instruction/nys-next-generation-ela-standards.pdf)

SAMPLE SEL ACTIVITIES

- Teach self-management techniques such as belly breathing, yoga positions, counting to ten, positive self-talk, relaxation exercises, or mental rehearsal, to help students develop concrete techniques for managing stress or anxiety, including for testing or public speaking situations.
- Teach self-management techniques such as belly breathing, yoga positions, counting to ten, self-talk, relaxation exercises, or mental rehearsal, to help students develop concrete techniques for managing stress or anxiety, including for testing or public speaking situations.
- Have student brainstorm ways to motivate themselves.

² Adapted from the [Collaborative for Academic, Social, and Emotional Learning](#) (CASEL), 2017

- Lead students in a discussion of how to use their awareness of emotions as a guide to decision making. For example, lead a discussion that encourages students to “press pause” when making a decision, when they are feeling angry or hurt. Help students understand that it is always better to make important decisions when we are feeling calm.
- Lead discussions about positive ways we can express our feelings (e.g., talk to an adult or friend, putting our feelings into words; create media or write an essay (or in a journal) about how we feel), show our feelings through dance.
- Teach lessons on the THINK process to help students recognize responsible use of social media before posting an unkind or untrue remark about a person because you are upset (T is it true, H is it helpful, I is it inspiring, N is it necessary, K is it kind)
- Teach students a lesson on procedures for class transitions and create class goals for improving the time it takes for completing them.
- Teach students a lesson how to use certain equipment (such as computers or iPads) and other resources appropriately.
- Use a lesson to establish rules for how equipment (e.g., printers or iPads) should be put away
- Over the course of several weeks, have students work on individual goal projects using goals they identify for themselves. Have them monitor and document their progress for several weeks.
- Define perseverance as a vocabulary word.
- During a lesson, talk about how you motivate yourself when you need to.
- Teach students to identify what they know about a lesson topic or objective and to identify what they need to know to understand the lesson objective, then how to set a goal to achieve that learning.
- Lead a discussion that encourages students to reflect on barriers they may encounter when completing an assignment (e.g. writing a paragraph) and that also help them think about ways they can overcome them, including how to approach others for help (e.g. peer assistance)
- Lead a discussion (ask questions) about who might be able to help, or what other resources might be available, to complete an assignment.
- Create projects/assignments that require effort and encourage students through to completion.
- Use literature to discuss how characters persevered through hard times to turn their lives around or reach a goal.

GENERAL TEACHING PRACTICES

- Hold regular class meetings to teach and model self-management
- Routinely use read aloud to convey the message of self-management
- Use role playing to expose children to appropriate self-management behavior
- Use current media/technology sources to reinforce an understanding of self-management skills.
- Routinely practice self-management techniques as regular part of the school day (e.g., start class with a deep breathing exercise).

- As a teacher, consistently model effective self-management in an age-appropriate way for students (“I’m feeling a little frustrated, so I’m going to stop and take a breath, before I decide what to do next.”)
- Give students authentic feedback for self-management (e.g., “I saw the way you got ready to give your book report just now. I know you were a little nervous, but I saw you take a breath. I’m proud of you, and you should be proud of yourself.”)
- Give students support and/or authentic feedback for expressing emotions appropriately (e.g., “I know you’re angry at her, right now (e.g., for interrupting you). What are some calm ways you could tell her what you’re upset about?” or “I know you were feeling sad about what happened recently. I was proud of you for writing about how you were feeling, and what you were doing to feel more peaceful. I’m here if you ever want to talk to me about it.”)
- Establish a separate space in the classroom for individual self-management (e.g., reading corner)
- Routinely encourage students to save a desired activity or experience until they have completed tasks or duties (e.g., until they have finished their homework).
- Routinely develop and complete short-term classroom goals (e.g., getting settled after a transition)
- Routinely work with the class to establish and complete projects/assignments (e.g., a group project on a poem, short story, or novel – set goals, break the goal down into weekly sub-goals, lay out steps for achieving weekly goals, monitor progress toward achieving goals, celebrate achievements)
- Routinely teach students how to use resources appropriately (e.g., how to use reference resources).
- Routinely model and talk about your own goals
- Routinely provide authentic feedback to students when you’re observing them managing themselves well (e.g., regulating their emotions by taking a breath, taking a break to think about a decision, etc.)
- Students can also be taught the powerful strategy of self-assessment in order to reach their goals.
- Routinely ask questions that encourage students to reflect on barriers they may encounter and that also help them think about ways they can overcome them, in any difficult situation they are facing.
- Routinely ask students who might be able to help them in various situations, or what other resources might be available.
- Help students think through and suggest alternatives when students encounter challenges.
- Offer to help when needed.
- Give authentic feedback when students persevere (e.g., “I know how hard that was, but you never gave up. You kept on going. I’m very proud of you, and you should be proud of yourself.”)
- Routinely encourage students to write in journals or share with partner in pair shares to reflect on why their efforts in certain situations succeeded or failed, and what they might do differently in the future.

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ENGLISH LANGUAGE ARTS (ELA), GRADE 4

Social Emotional Learning Competency

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

- Perspective-taking
- Empathy
- Appreciating diversity
- Respect for others
- Recognizing and using resources and supports³

Fostering Social awareness may integrate with the following ELA Standards:

This compendium is not exhaustive; alignment with additional Standards may be possible. The crosswalk identifies standards that are applicable to teaching and/or reinforcing one or more of SEL competencies, providing examples for infusion into instruction. The bullets following each competency lists what students (at age and developmentally appropriate levels) will know and be able to do.

NYS ELA Learning Standards

(Through August 2020)

[4RL3, 4RL6, 4RL9, 4RL11a, 4RI3, 4SL1a-e, 4SL3](https://www.engageny.org/file/736/download/nysp12cclsela.pdf)
(<https://www.engageny.org/file/736/download/nysp12cclsela.pdf>)

Next Generation Learning Standards

(Full implementation September 2020)

[4R3\(RL&RI\), 4R6\(RL\), 4R9, 4SL1a-d, 4SL3](http://www.nysed.gov/common/nysed/files/programs/curriculum-instruction/nys-next-generation-ela-standards.pdf)
(<http://www.nysed.gov/common/nysed/files/programs/curriculum-instruction/nys-next-generation-ela-standards.pdf>)

SAMPLE SEL ACTIVITIES

- Teach an age appropriate lesson on how to communicate effectively during public speaking,
- Define and discuss the word empathy as part of vocabulary.
- Discuss the expectations and demands of different settings...how we dress and behave for school, places of worship, formal ceremonies, hanging out with friends.
- Examining literature and taking the perspective of characters or identifying feelings and thought.
- Organize and encourage student projects as part of reading literature that explore different cultures and celebrate diversity.
- Celebrate historical figures and characters from literature who resisted stereotypes or worked to promote justice and equality for all individuals.

³ Adapted from the [Collaborative for Academic, Social, and Emotional Learning](#) (CASEL), 2017

- Ask students to reflect (including in journals) on questions about the negative effects of stereotyping. Give them opportunities to discuss in pair shares.
- Lead project/assignments connected to literature to promote awareness of the rights of others.
- Discuss and analyze the origins and negative effects of stereotyping and prejudice, as reflected in literature
- Study characters in literature who showed respect for others, served others, and discuss their example.
- Discuss respectful characters in literature.
- Ask students to write in their journals, or discuss in pair shares, how they try to be helpful in their families or with their peers.
- Encourage participation in school-wide community service project.

GENERAL TEACHING PRACTICES

- Hold regular class meetings to teach and model social awareness
- Routinely use read aloud to convey the message of social awareness
- Use role playing to expose children to appropriate social awareness behavior
- Use current media/technology sources to reinforce an understanding of social awareness skills.
- Routinely discuss characters in literature or figures in history, in terms of how they felt and why they took certain actions or behaved the way they did.
- Create reading groups (small groups) that allow students a chance to talk about the kinds of things they like to read and why, so that students can begin to see the ways in which other students have similar or different preferences, and learn from each other about why other types of reading materials may be fun to read.
- Discuss how we know the way characters in literature feel, based on what the author tells us about the character's behavior
- Routinely examine literature in terms of the perspective of characters or identifying feelings and thoughts
- Routinely talk about how others feel in different situations.
- Provide students with opportunities to share in small groups how they feel in different situations.
- In teaching allow students to dress up as characters in literature, and act out how those individuals were feeling, and how it affected their behavior.
- When there is a difference of opinion among students, allow them to reflect on how they are feeling (writing an essay or in a journal) and then share with a partner or in a small group, to be heard but also to listen to how others feel differently and why, in the same situation.
- Build respect for diversity in the classroom by having students share their different cultural perspectives on situations and have cultural celebration.
- Model respect and enthusiasm for learning about diversity – show enthusiasm for literature by introducing authors from many different cultures, show enthusiasm for learning about different cultures.

- At holiday time, create classroom celebrations that allow students to share and explain traditions from their own family holidays. Give everyone an opportunity to participate. Involve older family members, asking them to share their traditions with students.
- Model acceptance of others who have different attitudes and values.
- Use cooperative learning and project based learning strategically to build diverse working groups.
- Routinely ask questions in different situations that make the point that we all are similar and we all are different
- Model respectful behavior.
- Model concern for the well-being of others.
- Model service to others.
- Identify and celebrate characters in literature who contributed to their communities. List their contributions and ways that they contributed to the common good.
- Give feedback to students in authentic ways when they are respectful toward others encourage students to identify how they feel when they were respectful or supportive of another person
- Ask routine questions throughout the day to draw attention to how students' behavior is affecting those around them (positive and negative; privately or whole group)
- Routinely give specific and timely feedback to students for accepting direction well from authority figures.
- Develop and revise classroom rules and norms with students to work together to promote understanding and respect.
- Routinely discuss why we have classroom or school rules in the context of current experiences and discuss how these rules affect student behavior.
- Model and routinely promote a school norm of treating others the way you would want to be treated.
- Routinely remind students, in developmentally appropriate ways, anytime they need help, to think about the resources (formal and informal) that are available to them.
- Work with other teachers and administrators to create a sense of responsibility among adults in the school to be available to help students

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Social Emotional Learning Competency

Relationship skills: The ability to maintain healthy and rewarding relationships with diverse individuals and groups. The ability to communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively, and seek help when needed.

- Communication skills
- Social engagement
- Relationship-building
- Conflict resolution skills
- Teamwork
- Seeking help when needed⁴

Fostering Relationship skills may integrate with the following ELA Standards:

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NYS ELA Learning Standards

(Through August 2020)

[4RI9, 4W5, 4W6, 4SL1a-e](#)

(<https://www.engageny.org/file/736/download/nysp12cclsela.pdf>)

Next Generation Learning Standards

(Full implementation September 2020)

[4SL1a-d](#)

(<http://www.nysed.gov/common/nysed/files/programs/curriculum-instruction/nys-next-generation-ela-standards.pdf>)

SAMPLE SEL ACTIVITIES

- Teach lessons to develop speaking and listening skills (e.g., how to identify and prepare one's message, how to introduce oneself and be sure others are listening, how to speak loudly and clearly so that others can hear, etc.)
- Teach lessons on active listening and give students chance to practice, taking turns in pair shares.
- Teach students how to give feedback in specific situations that will help students improve their communication skills
- Teach lessons on how to receive constructive feedback.
- Teach lessons on how to give constructive feedback.

⁴ Adapted from the [Collaborative for Academic, Social, and Emotional Learning](#) (CASEL), 2017

- Read literature and discuss characters who learned to forgive others.
- Teach lessons on how to offer help in a sensitive, appropriate way.
- Teach lessons on how to say thank you and receive help well.
- Use literature and other media resources as an opportunity to teach students a lesson or lessons on how to resolve conflicts peacefully.

GENERAL TEACHING PRACTICES

- Hold regular class meetings to teach and model relationship skills
- Routinely use read aloud to convey the message of relationship skills
- Use role playing to expose children to appropriate relationship skills/behavior
- Use current media/technology sources to reinforce an understanding of relationship skills.
- Use team-based, collaborative teaching practices such as cooperative learning and project based learning to provide students with opportunities to develop and routinely practice communication, social and assertiveness skills. Be very intentional when creating groups to balance students, so that there are natural leaders who can inspire the others they are working with.
- Give students opportunities to practice social skills in small groups and project based learning activities.
- Give students authentic feedback both positive and negative
- Model and reinforce effective communication and relationship skills
- Establish a conflict resolution process that is used any time there is a conflict.
- Model good conflict resolution skills.
- Give students support as needed when they are working out a conflict.

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ENGLISH LANGUAGE ARTS (ELA), GRADE 4

Social Emotional Learning Competency

Responsible decision-making: The ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and social norms; the ability to make a realistic evaluation of consequences and various actions and to consider the well-being of oneself and others.

- Identifying problems
- Analyzing situations
- Problem-solving
- Evaluating consequences
- Constructive decision making based upon consideration of the wellbeing of self and others⁵

Fostering Responsible decision-making may integrate with the following ELA Standards:

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NYS ELA Learning Standards

(Through August 2020)

[4W1, 4W6, 4SL1](#)

(<https://www.engageny.org/file/736/download/nysp12cclsela.pdf>)

Next Generation Learning Standards

(Full implementation September 2020)

[4W1, 4SL1a-d](#)

(<http://www.nysed.gov/common/nysed/files/programs/curriculum-instruction/nys-next-generation-ela-standards.pdf>)

SAMPLE SEL ACTIVITIES

- Teach students a formula for making good decisions (e.g., stop, calm down, identify the problem, consider the alternatives, make a choice, try it out, re-evaluate).
- Define responsibility and related terms (ethical, safe, values, honesty).
- Discuss higher order values demonstrated by figures in literature –being a good citizen, ways to help the community or country
- Walk through the steps of problem-solving in response to situations in literature
- Discuss situations in literature in terms of whether decisions made by characters are ethical. Evaluate against a clearly defined ethical criteria.

⁵ Adapted from the [Collaborative for Academic, Social, and Emotional Learning](#) (CASEL), 2017

GENERAL TEACHING PRACTICES

- Hold regular class meetings to teach and model responsible decision making
- Routinely use read aloud to convey the message of responsible decision making
- Use role playing to expose children to appropriate responsible decision making
- Use current media/technology sources to reinforce an understanding of responsible decision making skills.
- Routinely model good decision making.
- Support students through the steps of making a decision anytime they face a choice or decision.
- Give students authentic feedback for making good decisions.
- Examine problem- or moral-situations from literature and examine other alternatives and impacts
- Develop and enforce class rules and shared norms, discussing them routinely
- Create, agree to, and help students understand logical consequences, discussing them frequently and whenever appropriate

Created By:

Monticello Central School District

Elisa Mendels, School Social Worker and Social Emotional Wellness Facilitator

Sarah Mootz, Elementary Teacher/Social Emotional Wellness Facilitator

Amanda Connor, 4th Grade Teacher

Amy Hicks, 4th Grade Teacher

Dana Taylor, Supervisor of Special Programs



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