

# SOCIAL EMOTIONAL LEARNING

ESSENTIAL FOR LEARNING, ESSENTIAL FOR LIFE

## SUGGESTED SOCIAL EMOTIONAL LEARNING ACTIVITIES AND TEACHING PRACTICES

### ENGLISH LANGUAGE ARTS (ELA), GRADE 1

#### 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-efficacy<sup>1</sup>

#### 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)
<a href="https://www.engageny.org/file/736/download/nys-p12cclsela.pdf">1R2, 1R3, 1R7, 1R11, 1W1</a> ( <a href="https://www.engageny.org/file/736/download/nys-p12cclsela.pdf">https://www.engageny.org/file/736/download/nys-p12cclsela.pdf</a> )	<a href="http://www.nysed.gov/common/nysed/files/programs/curriculum-instruction/nys-next-generation-ela-standards.pdf">1R2, 1R3, 1R7, 1R9, 1W1</a> ( <a href="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</a> )

#### SAMPLE SEL ACTIVITIES

- Develop questions about his/her family.
- Identify the creator and/or author of different forms of evidence.
- Retell a real-life family even in sequential order.
- Identify causes and effects, using examples from his/her family life.
- Identify change over time in his/her family.
- Identify events of the past, present, and future in his/her family life.
- Recognize and identify patterns of continuity in his/her family.
- Identify similarities and/or differences between him/her and others with detail.

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

- Describe an event in his/her family.
- Describe how environment affects his/her and other people's activities.
- Describe how human activities alter places.
- Demonstrate respect for the rights of others in discussions, regardless of whether one agrees with the other viewpoints.
- Identify the role of the individual in classroom and school participation.
- Identify rights and responsibilities in the classroom and school.

#### GENERAL TEACHING PRACTICES

- Journaling about experiences
- Morning Meetings
- Creating self portraits
- Creating posters to show different family traditions
- Read Aloud texts related to topics above
- Compare two texts on the same topic
- Small reading groups reading texts related to family and community
- Creating classroom community rules or norms
- Center based activities
- All About Me Cubes- students bring in pictures and share important items from their lives to introduce themselves
- Writer's Workshop projects that create opportunity for writing personal narratives
- Students from single parent households participate in Banana Splits

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## SUGGESTED SOCIAL EMOTIONAL LEARNING ACTIVITIES AND TEACHING PRACTICES

### ENGLISH LANGUAGE ARTS (ELA), GRADE 1

#### 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 skills<sup>2</sup>

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

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<b>NYS ELA Learning Standards</b> (Through August 2020)	<b>Next Generation Learning Standards</b> (Full implementation September 2020)
<a href="https://www.engageny.org/file/736/download/nys-p12cclsela.pdf">1W3, 1SL1, 1SL6</a> ( <a href="https://www.engageny.org/file/736/download/nys-p12cclsela.pdf">https://www.engageny.org/file/736/download/nys-p12cclsela.pdf</a> )	<a href="http://www.nysed.gov/common/nysed/files/programs/curriculum-instruction/nys-next-generation-ela-standards.pdf">1W3, 1SL1, 1SL6</a> ( <a href="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</a> )

#### SAMPLE SEL ACTIVITIES

- Understand the concept of time measurements, including days, weeks, months and years.
- Identify causes and effects, using examples from his/her family life.
- Identify change over time in his/her family.
- Describe how environment affects his/her and other people’s activities.
- Demonstrate respect for the rights of others in discussions, regardless of whether one agrees with the other viewpoints.
- Identify the role of the individual in classroom and school participation.

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

- Identify rights and responsibilities in the classroom and school.

#### GENERAL TEACHING PRACTICES

- Students utilize choice “time to think” chairs or areas of the classroom for reflection.
- Yoga poses and on-line dance or body breaks
- Student feedback provided using class rubrics for understanding.
- Student goal setting and self-assessment on learning behaviors
- Writer’s Workshop
- Develop classroom or project norms
- Create longer term projects, such as the How To books that take place over many lessons to explain how to do something and use non-fiction text features to support the explanation.
- Partner (or knee to knee) up to work on collaborative tasks – such as sorting items using property word descriptors

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## SUGGESTED SOCIAL EMOTIONAL LEARNING ACTIVITIES AND TEACHING PRACTICES

### ENGLISH LANGUAGE ARTS (ELA), GRADE 1

#### 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 supports<sup>3</sup>

#### Fostering Social Awareness may integrate with the following ELA Standards:

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#### NYS ELA Learning Standards

(Through August 2020)

[1SL1, 1SL4, 1W8](#)

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

#### Next Generation Learning Standards

(Full implementation September 2020)

[1SL1, 1SL4, 1W7](#)

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

#### SAMPLE SEL ACTIVITIES

- Recognize different forms of evidence used to make meaning in social studies (including sources such as art and photographs, artifacts, oral histories, maps, and graphs).
- Create understanding of the past by using primary and secondary sources.
- Identify change over time in his/her family.
- Identify events of the past, present, and future in his/her family life.
- Identify similarities and differences between neighborhoods.
- Describe an event in his/her family.
- Understand the concepts of geography, economics, and history that apply to his/her family.
- Identify human activities and human-made features; identify natural events or physical features.

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

- Distinguish between a consumer and a producer and their relationship to goods and services.
- Demonstrate respect for the rights of others in discussions, regardless of whether one agrees with the other viewpoints.
- Participate in activities that focus on a classroom or school issue or problem.
- Show respect in issues involving difference and conflict; participate in the resolution of differences and conflict.
- Identify the president of the United States and the school principal and their leadership responsibilities.

#### GENERAL TEACHING PRACTICES

- Show and tell activities where a child shares items from their family
- Journal writing about real life experiences
- Holidays around the world to share diverse traditions
- Selection of texts from the classroom and school library represented by diverse topics in fiction and non-fiction formats
- Country research using digital tools to share information
- Poetry related to the “Best Part of Me”
- Students write an opinion piece and share their opinion with others in a respectful way.

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## SUGGESTED SOCIAL EMOTIONAL LEARNING ACTIVITIES AND TEACHING PRACTICES

### ENGLISH LANGUAGE ARTS (ELA), GRADE 1

#### 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 needed<sup>4</sup>

#### Fostering Relationship skills may integrate with the following ELA Standards:

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#### NYS ELA Learning Standards

(Through August 2020)

[1W6, 1W7, 1SL1](#)

(<https://www.engageny.org/file/736/download/nys-p12cclsela.pdf>)

#### Next Generation Learning Standards

(Full implementation September 2020)

[1W6, 1W7, 1SL1](#)

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

#### SAMPLE SEL ACTIVITIES

- Identify opinions of others.
- Identify change over time in his/her family.
- Identify events of the past, present, and future in his/her family life.
- Recognize and identify patterns of continuity in his/her family.
- Describe an event in his/her family.
- Participate in activities that focus on a classroom or school issue or problem.
- Identify the role of the individual in classroom and school participation.

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

## GENERAL TEACHING PRACTICES

- Creating group Venn Diagrams to investigate and compare two topics or things
- Creating class books that are created by each student adding a page of the book to create a whole group project.
- Collaboration and partner work on science experiments/topics related to space systems, patterns and cycles
- Embryology study in working together to hatch chicks and care for the hatchlings
- Partner and small group math games when working on number bonds and basic geometry
- Creating a book with the media specialist that highlights a research topic or fictional story
- Playing store to practice math problem solving and to practice roles of customer and store clerk
- Discussion of the use of money in economics



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## SUGGESTED SOCIAL EMOTIONAL LEARNING ACTIVITIES AND TEACHING PRACTICES

### ENGLISH LANGUAGE ARTS (ELA), GRADE 1

#### 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 others<sup>5</sup>

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

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#### NYS ELA Learning Standards

(Through August 2020)

[1R2, 1R7, 1W1, 1W6, 1SL1, 1SL3](#)

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

#### Next Generation Learning Standards

(Full implementation September 2020)

[1R2, 1R7, 1R9, 1W1, 1W4, 1SL1, 1SL3](#)

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

#### SAMPLE SEL ACTIVITIES

- Understand the concept of time measurements, including days, weeks, months and years.
- Identify similarities and differences between neighborhoods.
- Identify a pattern and a process.
- Describe how human activities alter places.
- Explain how scarcity affects choices made by families and communities, and identify costs and benefits associated with these choices.
- Show respect in issues involving difference and conflict; participate in the resolution of differences and conflict.

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

- Identify situations in which social actions are required.

#### GENERAL TEACHING PRACTICES

- Use of cooperative grouping and partner work times
- The use of essential questions which provide students with multiple answers and opportunity to debate solutions
- Problem solving steps
- Reading aloud with the use of problem and solution process
- Use of story element chart
- Journal writing and other writing tasks (making lists, making posters, etc.)
- The use of class constitutions to establish group norms

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