

Children's Literature and Social Emotional Learning

Time frame: 6 weeks / **B** days / 15 school days

Targeted Standard(s): What is the specific content that needs to be enriched?

NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text

NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Enduring Understandings (The big ideas): What results or student outcomes do you expect to see as a result of enrichment in this particular area or for a particular group of students?

- Readers expand understanding of the world, its people and oneself.
- Writers have a purpose for writing.
- Authors write with different purposes in mind.
- Effective communication relies on usage of proper forms.
- New information may result in a new idea or change of stance.

Essential Questions connected to the big ideas:

- How is SEL integrated in children's literature?
- How can teenage students apply SEL themes to their own lives?
- How can critically examining children's literature be beneficial to a teenager?
- How can determining the elements of SEL in children's literature impact choices?

Children's Literature and Social Emotional Learning

Content/Objectives: Students will identify the five elements of social-emotional learning. Students will identify how the authors background impacts their writing. Students will identify how the five elements of social-emotional learning (through children's literature) applies to their lives. Students will critically analyze children's literature. Students will create a board book which includes at least one element of S-E-L.		Instructional Actions: 1- Name Card Introduction to SEL Introduction of the History of Children's Books and Children's Authors 2- Board (Not Boring) Books 3- High Five: <i>I Can Read</i> 4- One Fish, One Cat and Things Like That (Dr. Seuss) 5- Once Upon a Time 6- Escape to Magical Lands 7- Do I Have to Grow Up? 8- The Finale (Death) 9- Create Your Board Book	
Concepts: What will students by the end of this unit?	Skills: What will students be able to do by the end of this unit?	What tasks will I create? Activities/Strategies Learning Activities/ Differentiation	Assessment: How will you assess progress? Consider a standards-based approach.
Students will explore the world of children's literature through the eyes of a teenager. Using the elements of Social Emotional Learning, students will connect these themes to their own lives.	Students will make connections between children's literature, social emotional learning and themselves.	During the Teaching Sessions: Students will participate in 1. Topic of the class 2. Author's Background Information 3. Read aloud	Interview a 1st graders on topics they would like to read about. Choice #1 Collaborate with a first grader to create a board book which includes illustrations, at least 1 element of SEL or

Children's Literature and Social Emotional Learning

		<p>4. Complete the SEL Connection Organizer</p> <p>5. Creative Writing Adventure of the Day</p>	<p>Create a board book based on 1 of the themes studied in class which also includes illustrations and at least 1 element of SEL</p>
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Resources & Technology

- Small Journal (provided) for notes and board book
- [Organizer and SEL Definitions](#)

Excerpts from:

Benke, Karen. Rip the Page Adventures in Creative Writing

Handy, Bruce. Wild Things: The Joy of Reading Children's Literature as an Adult

Lurie, Alison. Don't Tell the Grown-Ups: The Subversive Power of Children's Literature

Adams, Jennifer. Edgar and the Tattle-tale Heart

Dean, James. Pete the Cat: Pete at the Beach

Carle, Eric. The Very Hungry Caterpillar

Carle, Eric and Martin Jr., Bill. Brown Bear, Brown Bear, What Do You See

Moon, Margaret Wise. Goodnight Moon

Sendak, Maurice. Where the Wild Things Are

Suess, Dr. -----

Suess, Dr. Seuss-isms! A Guide to Life for Those Just Starting Out... and Those Already on Their Way