

THERE'S A BOOK FOR THAT:

Children's Literature as a Resource for Social Emotional Learning



Melissa Guerrette, NBCT

Grade 5 Teacher, MSAD 17
2021 Oxford County Teacher of the Year

SESSION INTENTIONS:



- 1 Broaden repertoire of books that lend themselves to SEL practice/instruction.
- 2 Explore potentially new-to-you books & brainstorm how they might be used.
- 3 Share smart thinking.

WHO'S IN THE ROOM?



- Oxford Elementary School, MSAD 17
- 22 years in grades 4, 5, 6
- National Board Certified Teacher
- 2021 Oxford County Teacher of the Year
- OES Reads, OHills Reads, Read Across America
- Author of educator materials
- NCTE member & presenter



IN MY ELEMENT...
...CONNECTING THROUGH BOOKS.

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KEEPING A READING TIMELINE...

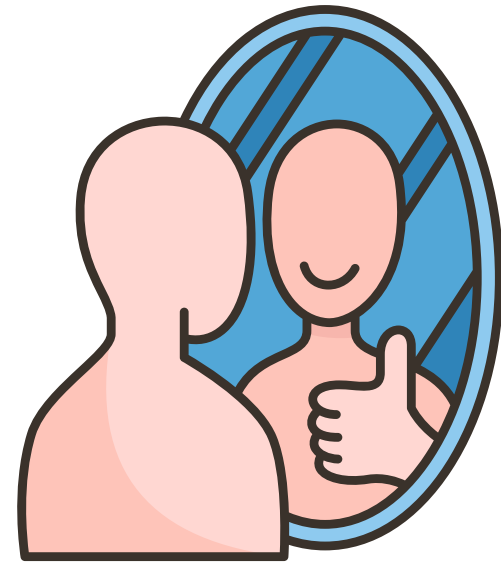
- Builds a visible record of books shared, characters met
- Student reference/reminder
- Another "marker" of significant times or events in the classroom community



CASEL FRAMEWORK

source: www.casel.org

CASEL'S CORE COMPETENCIES



Self-Awareness



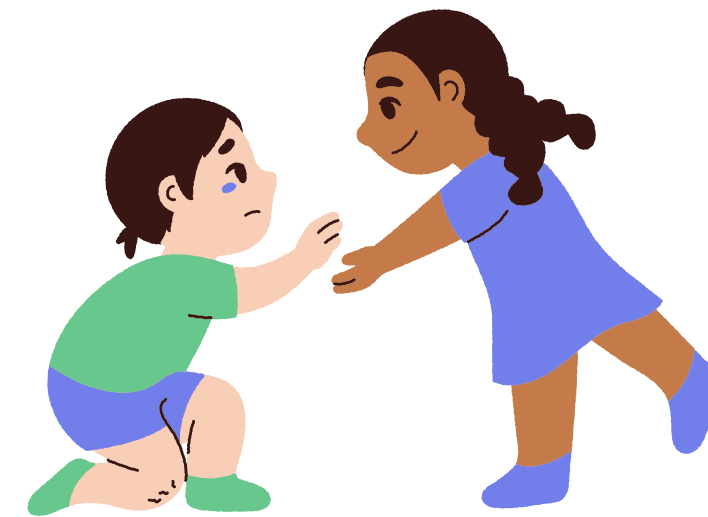
Self-Management



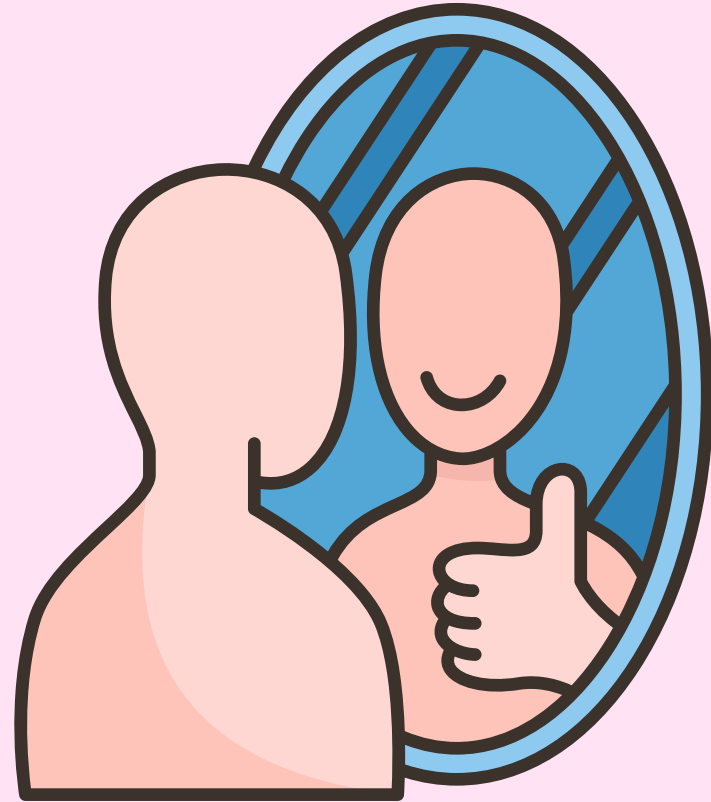
Responsible Decision-Making



Social Awareness



Relationship Skills



Self- Awareness

The abilities to understand one's own emotions, thoughts, and values and how they influence behavior across contexts.

- Integrating personal and social identities
- Identifying personal, cultural, and linguistic assets
- Identifying one's emotions
- Demonstrating honesty and integrity
- Linking feelings, values, and thoughts
- Examining prejudices and biases
- Experiencing self-efficacy
- Having a growth mindset
- Developing interests and a sense of purpose



Self- Awareness

The abilities to understand one's own emotions, thoughts, and values and how they influence behavior across contexts.

- How did X's feelings change through the story? Why?
- Did X's feelings or choices impact anyone else? How or why?
- Who helped X with their challenges? Who could they have asked for help?
- What did X learn about themselves? How will this new information about themselves help them in the future? How might X's learning help you?

The abilities to manage one's emotions, thoughts, and behaviors effectively in different situations and to achieve goals and aspirations.



Self- Management

- Managing one's emotions
- Identifying and using stress management strategies
- Exhibiting self-discipline and self-motivation
- Setting personal and collective goals
- Using planning and organizational skills
- Showing the courage to take initiative
- Demonstrating personal and collective agency

The abilities to manage one's emotions, thoughts, and behaviors effectively in different situations and to achieve goals and aspirations.



Self- Management

- What emotions did X experience? How did X handle those emotions?
- What did X want, and did X get what they wanted? What might have helped X?
- Was there a way X could have managed their emotions differently? What impact would that have had?
- What does X's story remind us about how we handle our own emotions or challenges?

The abilities to make caring and constructive choices about personal behavior and social interactions across diverse situations.



**Responsible
Decision-
Making**

- Demonstrating curiosity and open-mindedness
- Learning how to make a reasoned judgment after analyzing information, data, and facts
- Identifying solutions for personal and social problems
- Anticipating and evaluating the consequences of one's actions
- Recognizing how critical thinking skills are useful both inside and outside of school
- Reflecting on one's role to promote personal, family, and community well-being
- Evaluating personal, interpersonal, community, and institutional impacts

The abilities to make caring and constructive choices about personal behavior and social interactions across diverse situations.



Responsible Decision- Making

- What decision did X face? What options did they have to choose from? What were the consequences?
- Who or what helped (or could have helped) X to make their decision?
- How might X have done better at making their decision? What can you borrow or do differently when making your own decisions?

The abilities to establish and maintain healthy and supportive relationships and to effectively navigate settings with diverse individuals and groups.

- Communicating effectively
- Developing positive relationships
- Demonstrating cultural competency
- Practicing teamwork and collaborative problem-solving
- Resolving conflicts constructively
- Resisting negative social pressure
- Showing leadership in groups
- Seeking or offering support and help when needed
- Standing up for the rights of others

source: www.casel.org



Relationship Skills

The abilities to establish and maintain healthy and supportive relationships and to effectively navigate settings with diverse individuals and groups.



Relationship Skills

- What characteristics or qualities made the characters' relationship work?
- What characteristics or qualities prevented a good relationship? How could the characters' have worked past their challenges?
- Is this an example of a positive, healthy relationship? How do you know? How did the characters' show balance in their relationship?
- What does this remind us is important in our own relationships?



Social Awareness

The abilities to understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures, and contexts.

- Taking others' perspectives
- Recognizing strengths in others
- Demonstrating empathy and compassion
- Showing concern for the feelings of others
- Understanding and expressing gratitude
- Identifying diverse social norms, including unjust ones
- Recognizing situational demands and opportunities
- Understanding the influences of organizations and systems on behavior



Social Awareness

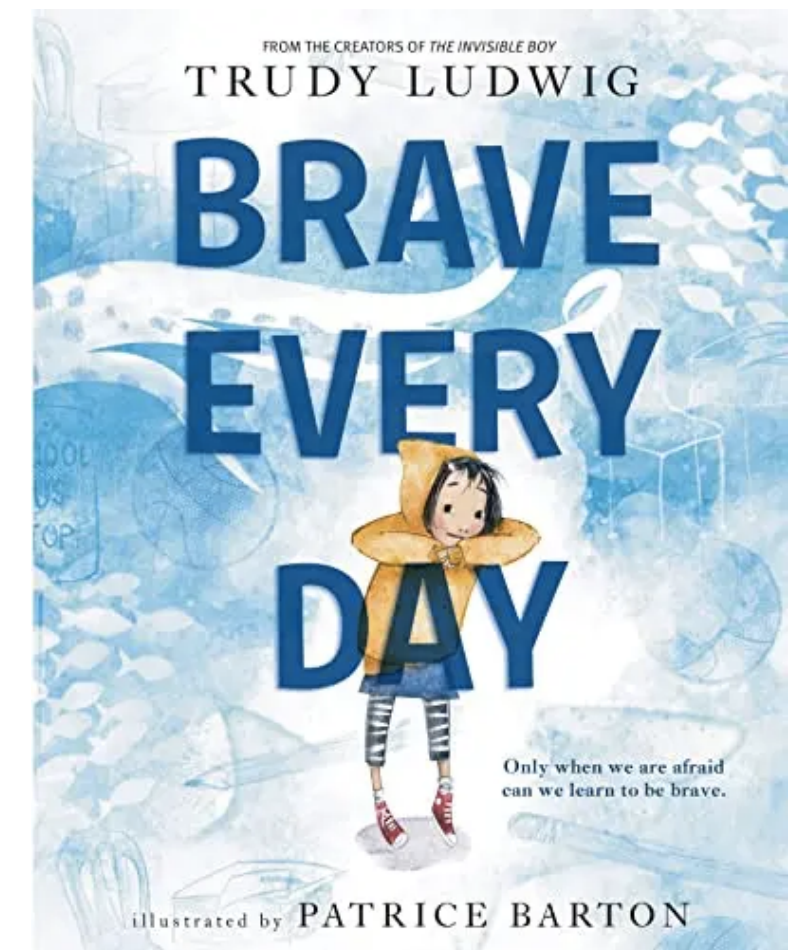
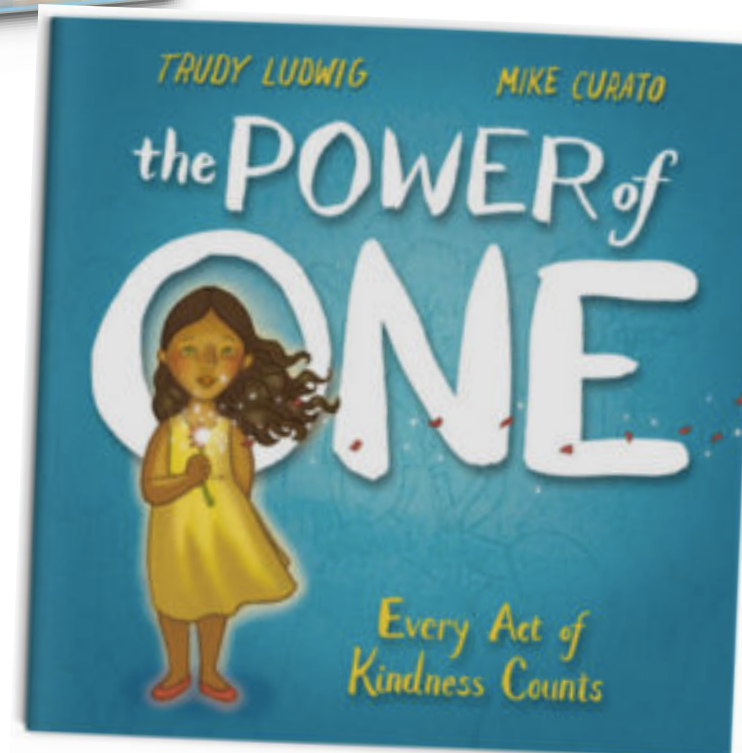
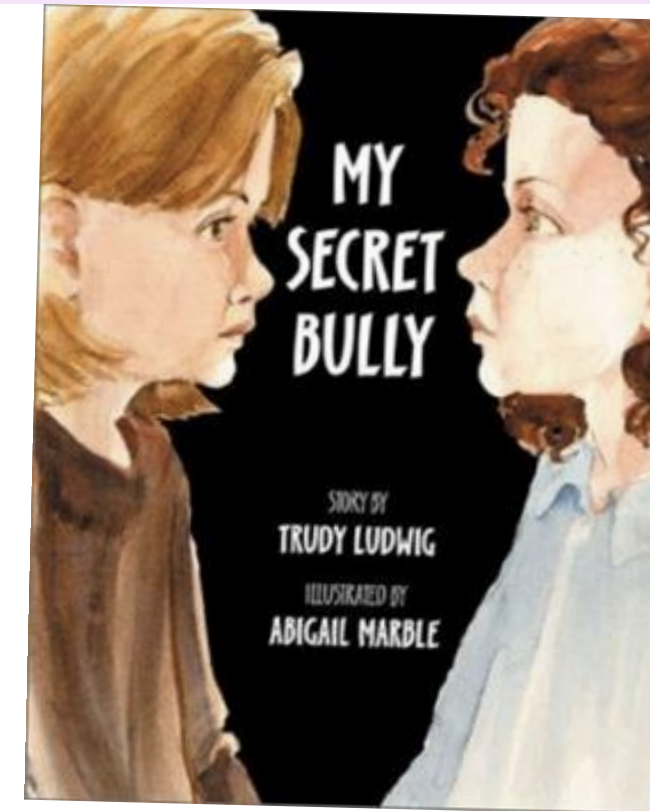
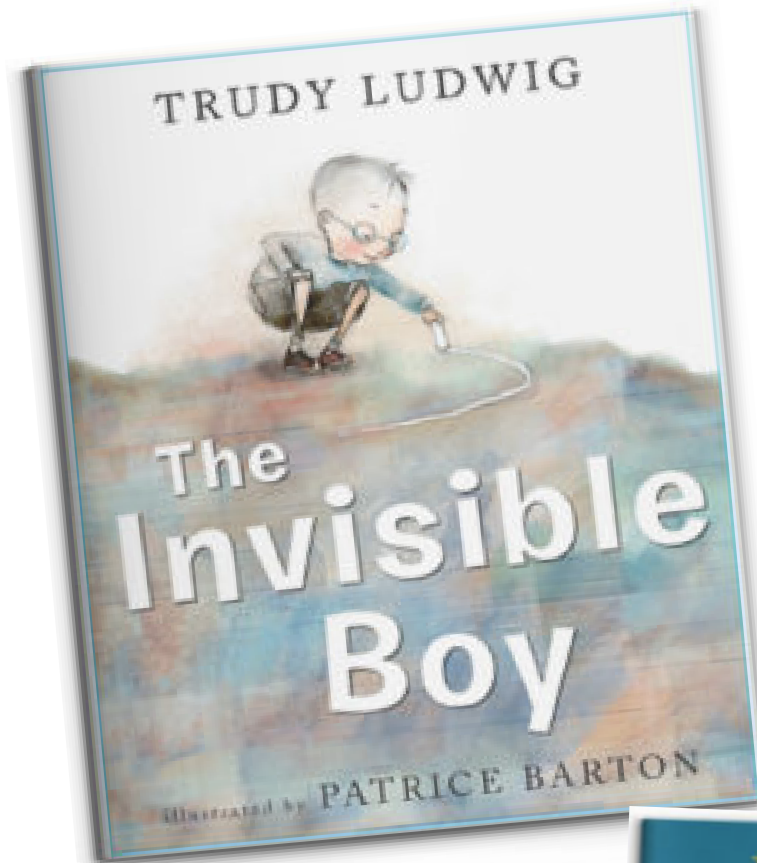
The abilities to understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures, and contexts.

- How or when did X consider someone else's feelings or perspective? How did that show in their thinking or actions?
- How or when did someone change their thinking in the story? Why?
- How could empathy or perspective taking improve the way the characters' are feeling or acting?
- What does this story remind us about being empathetic to the experiences of others?

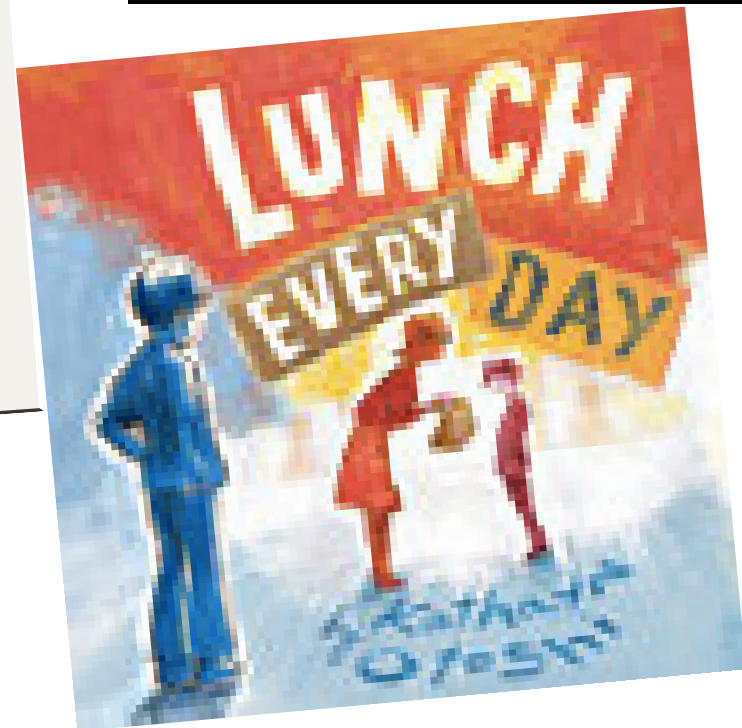
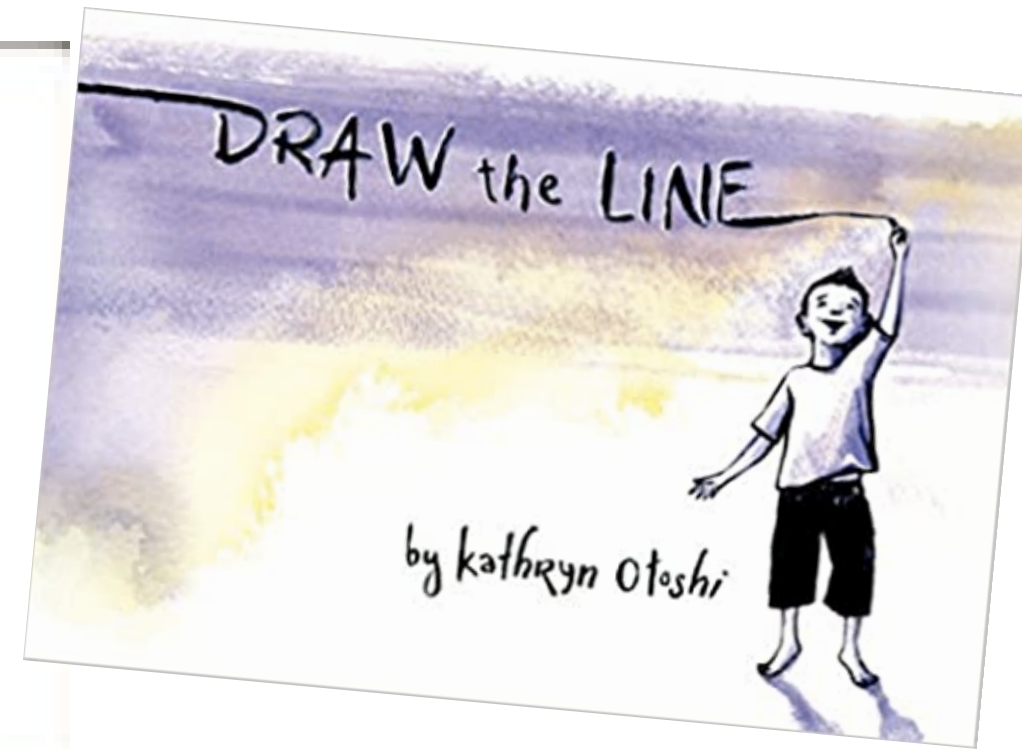
CREATORS WHO CENTER SEL THEMES



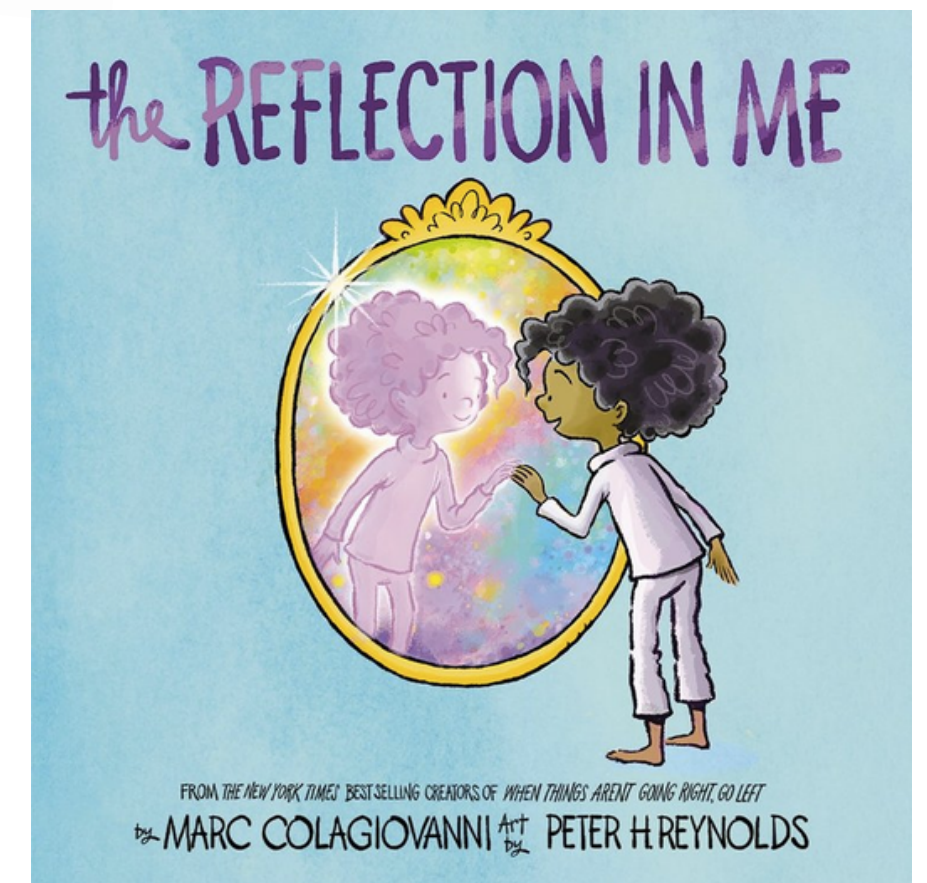
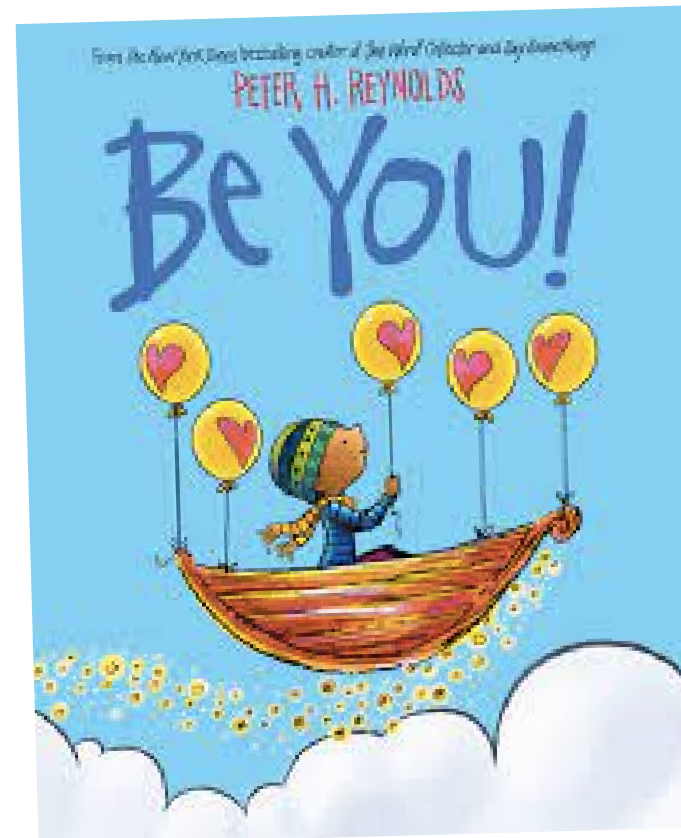
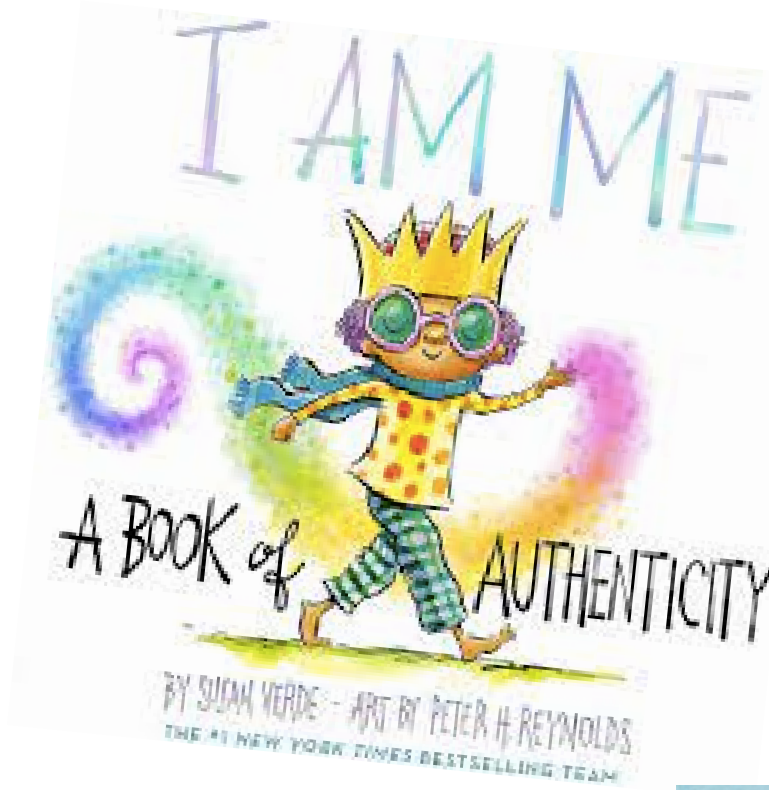
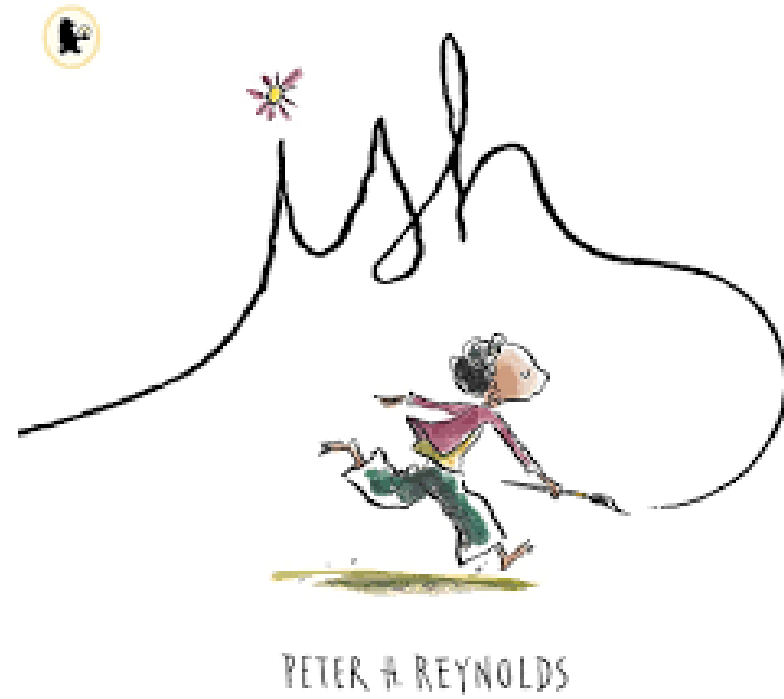
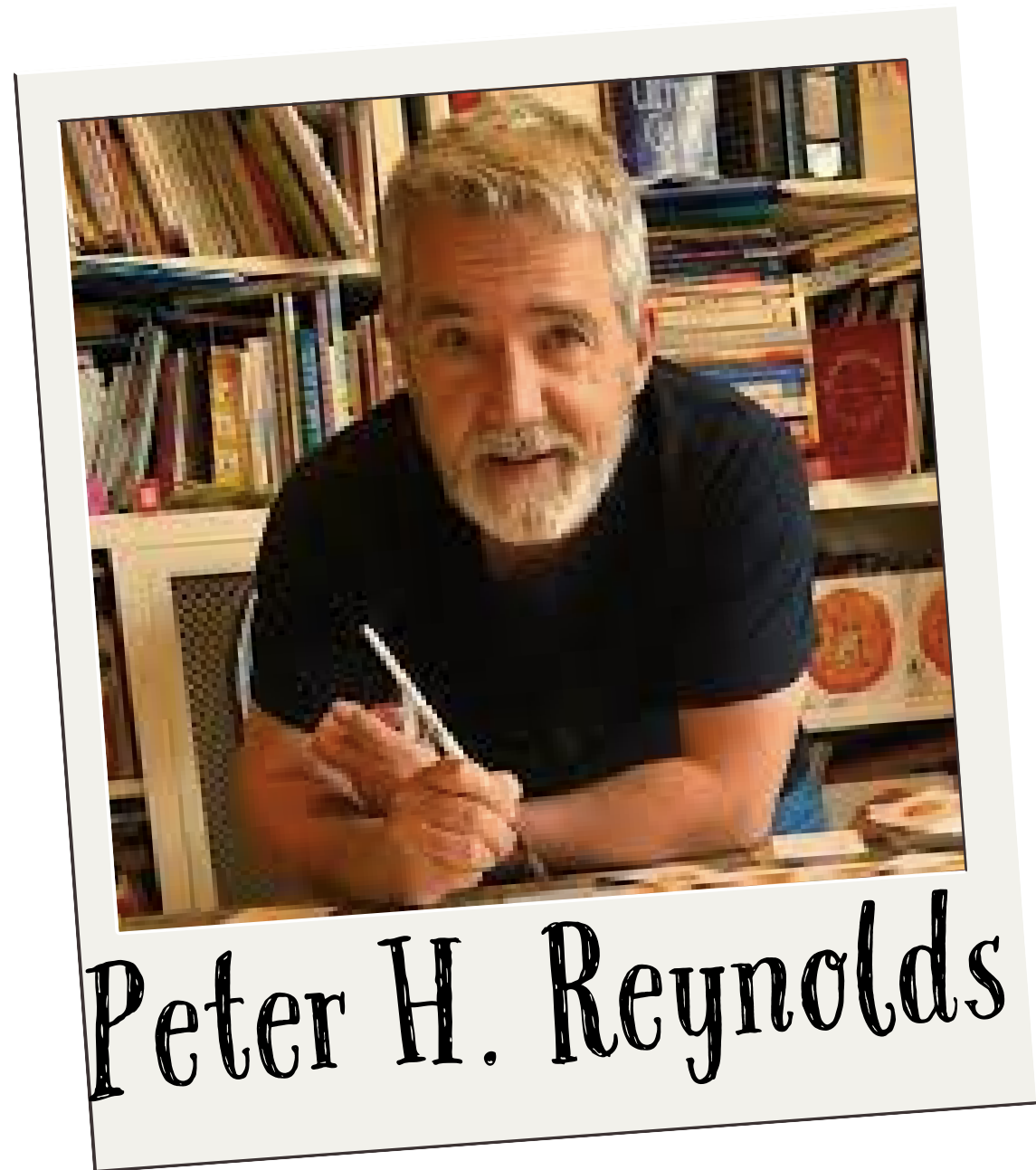
Trudy Ludwig



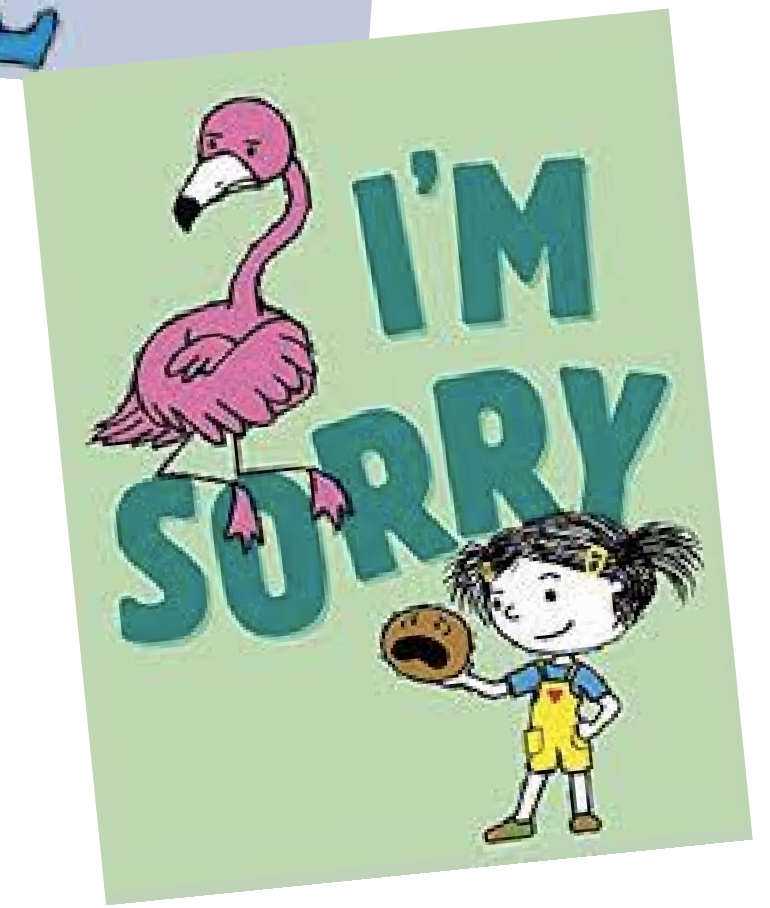
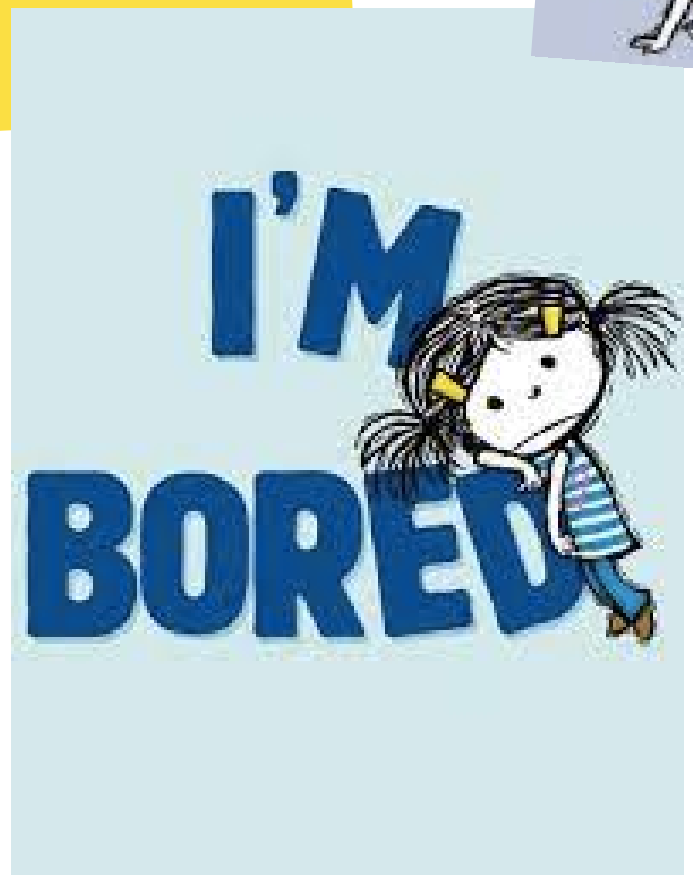
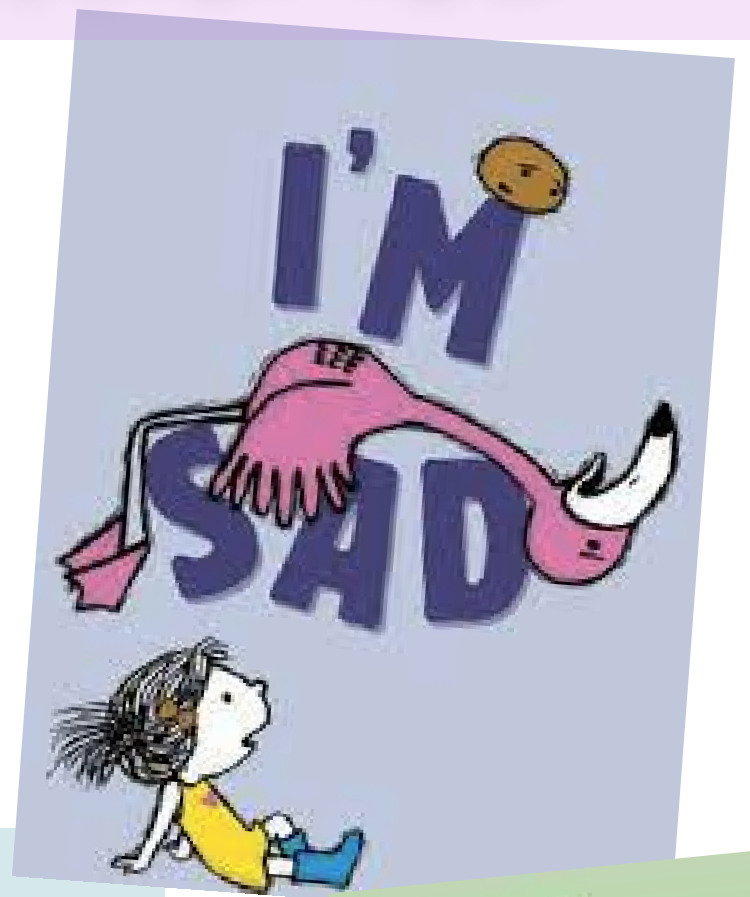
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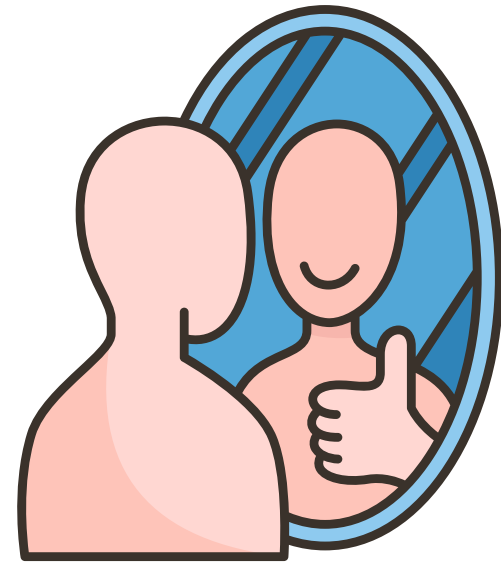
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CASEL'S CORE COMPETENCIES



Self-Awareness



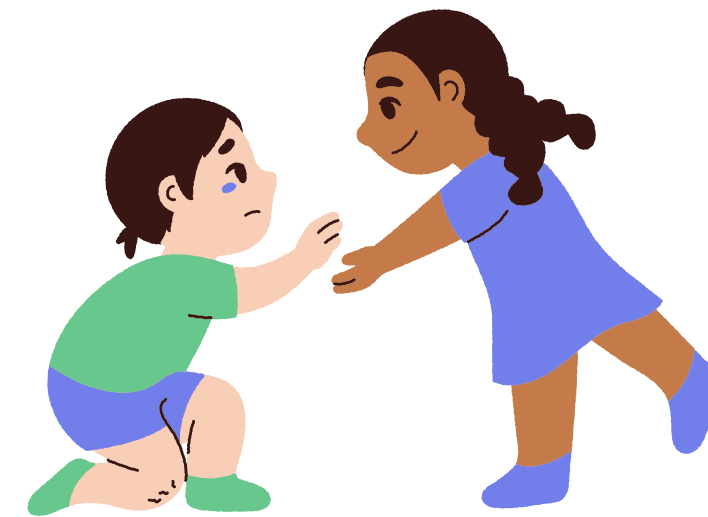
Self-Management



Responsible Decision-Making



Social Awareness

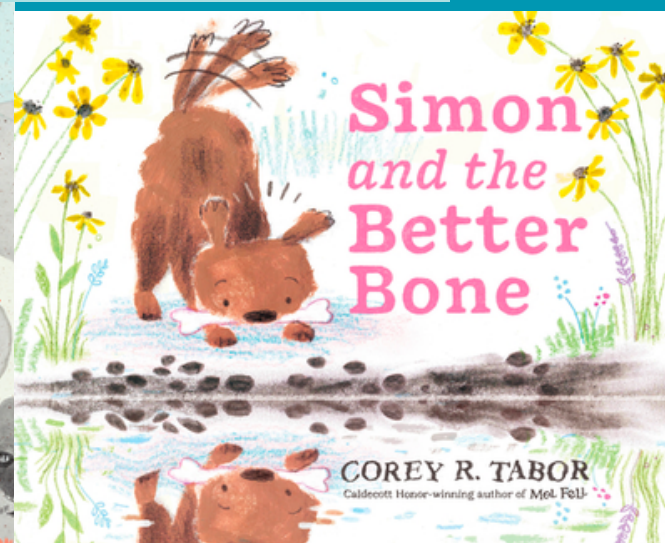
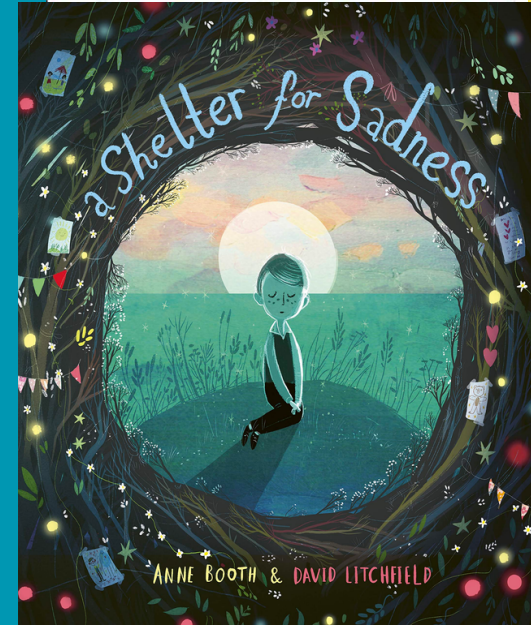
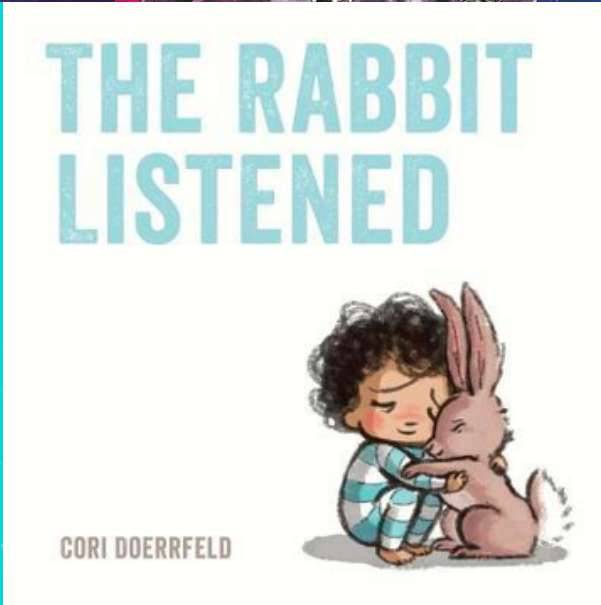
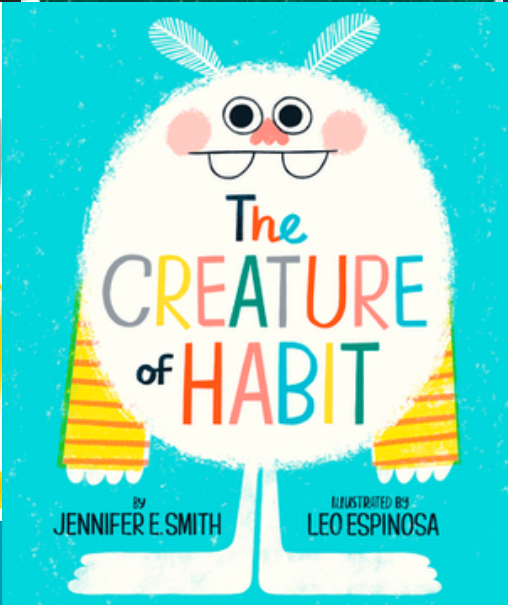
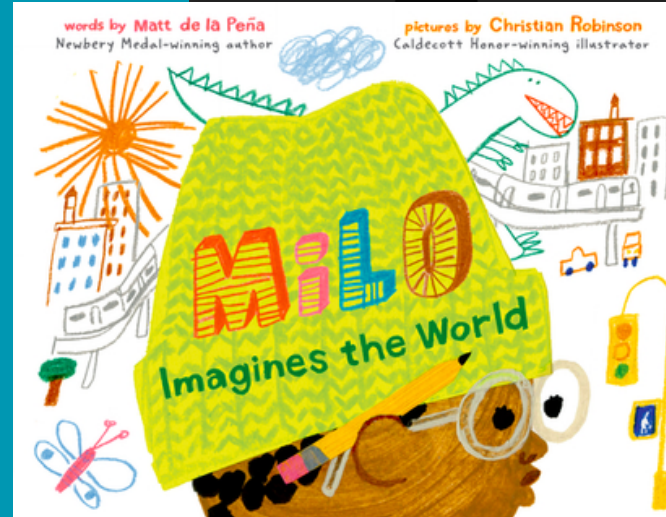
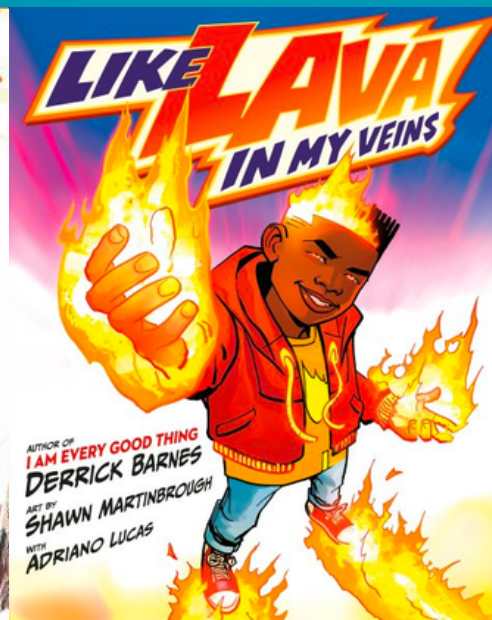
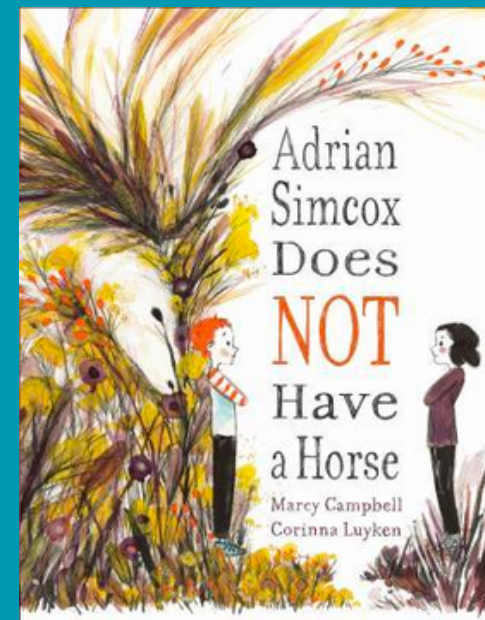
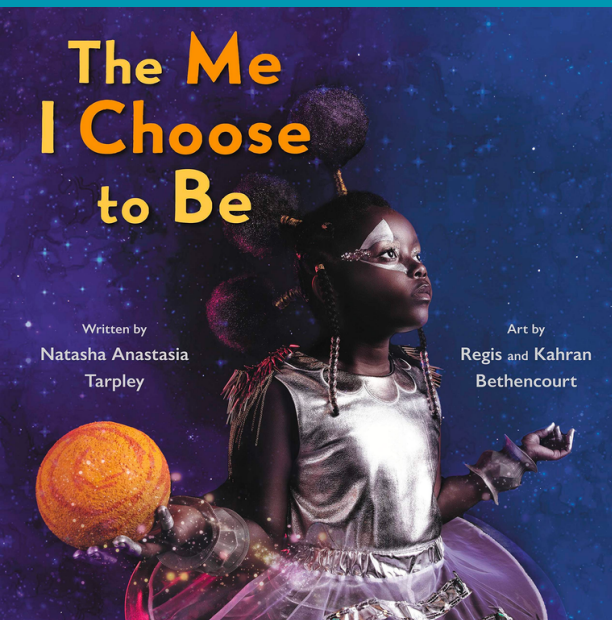
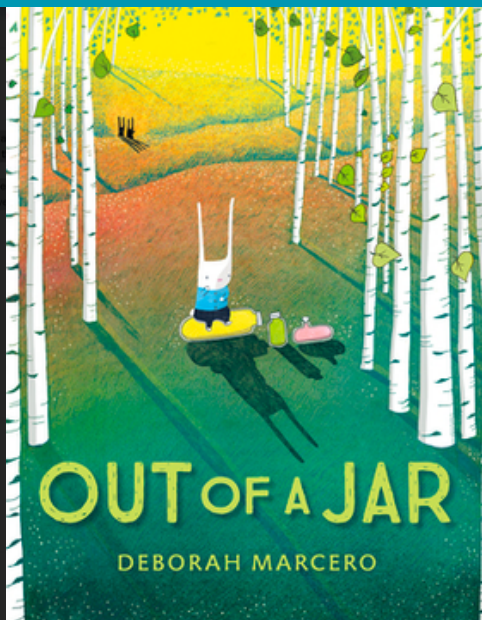
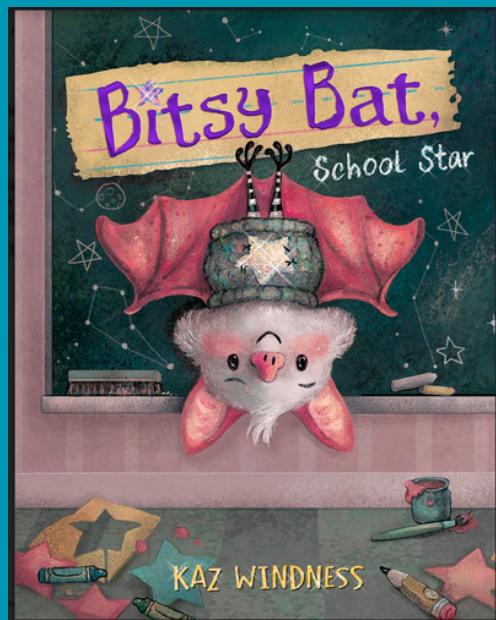


Relationship Skills

BOOK TASTING STACKS

Table 1

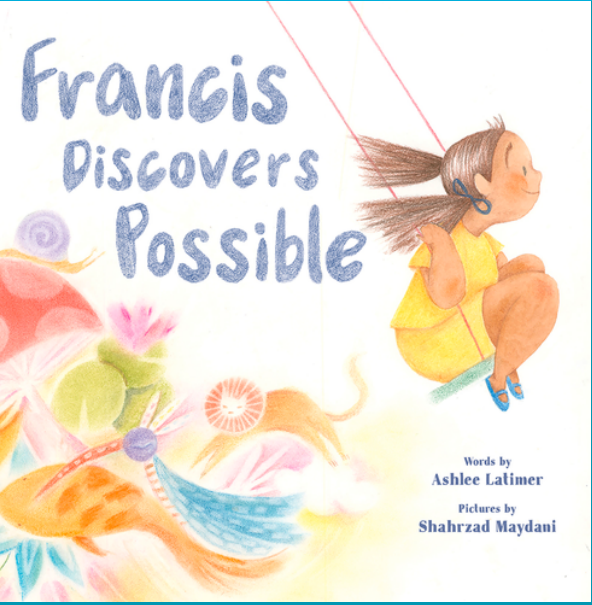
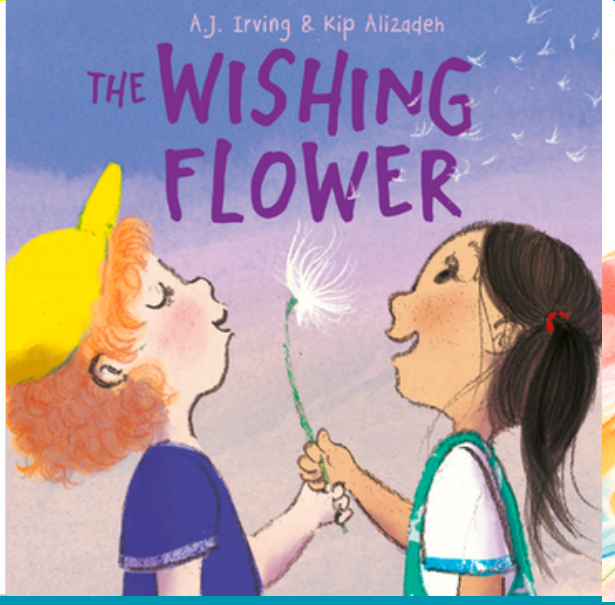
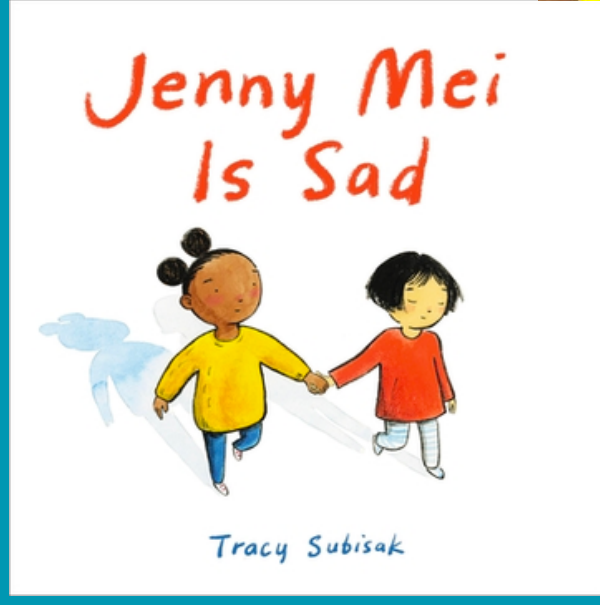
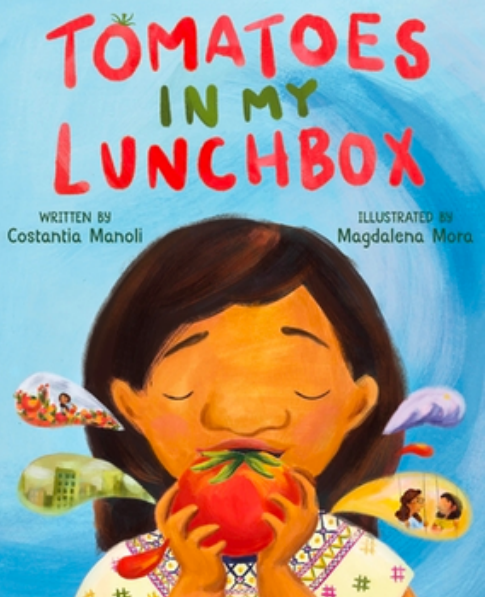
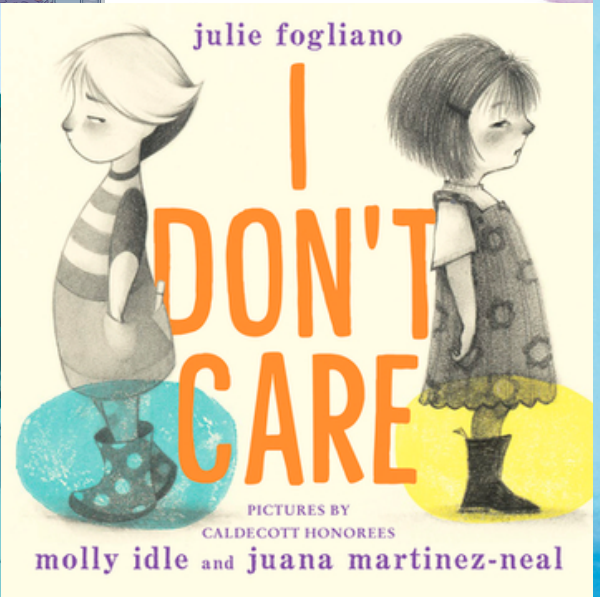
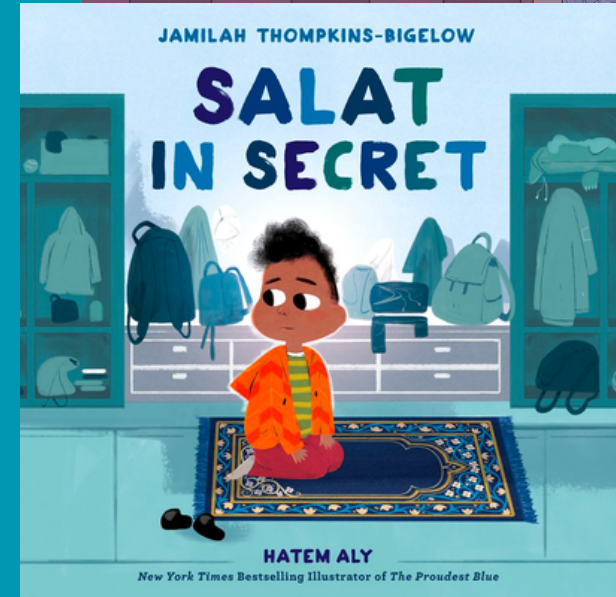
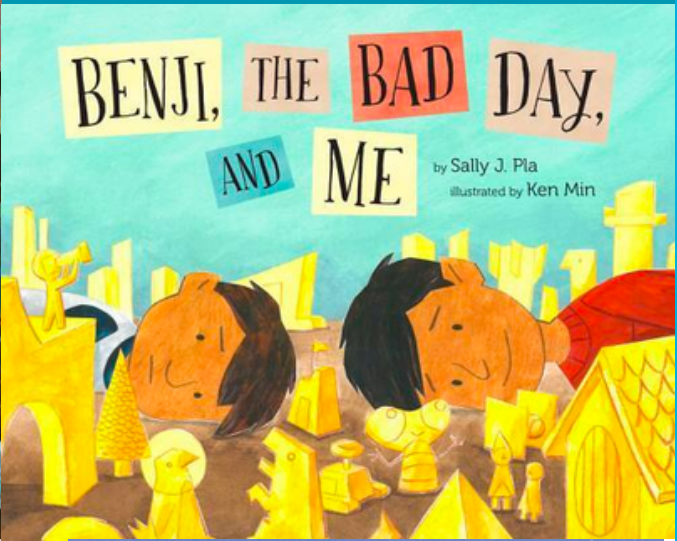
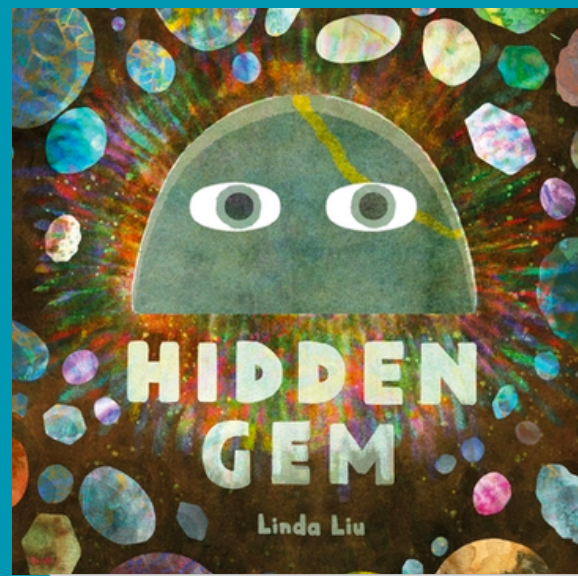
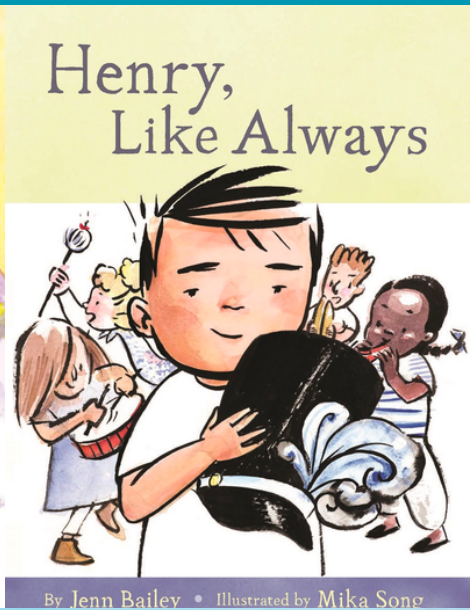
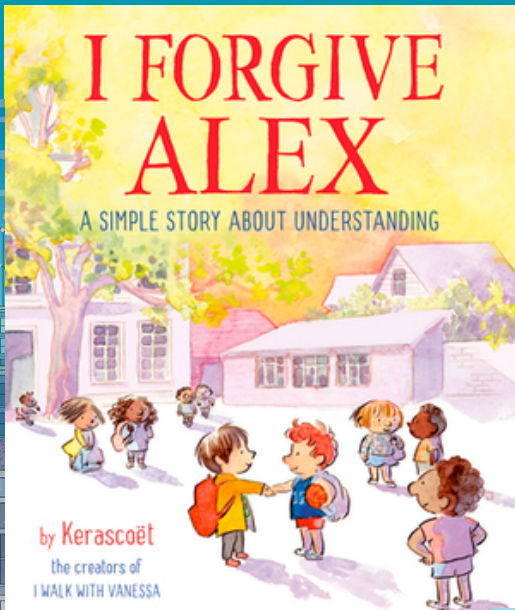
Table 2



BOOK TASTING STACKS

Table 3

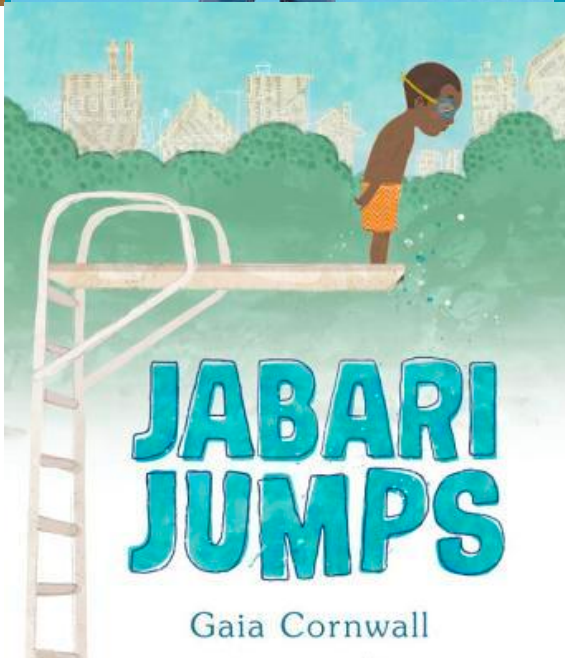
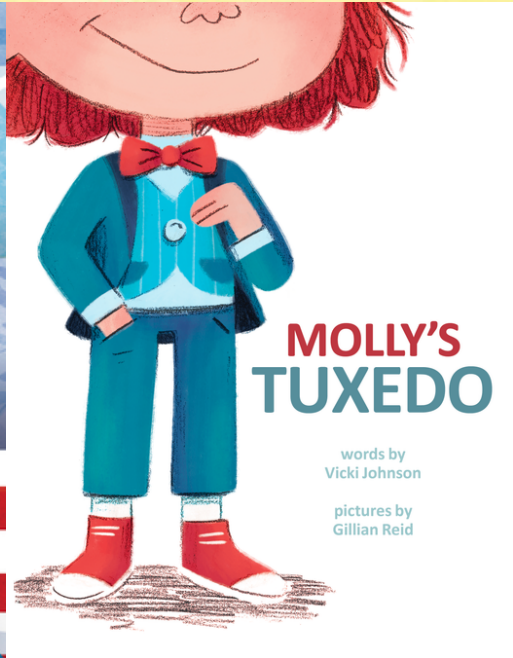
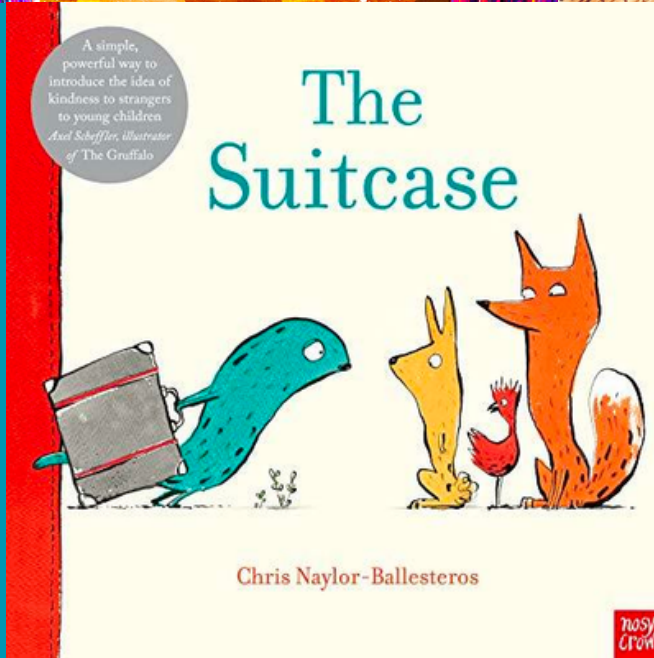
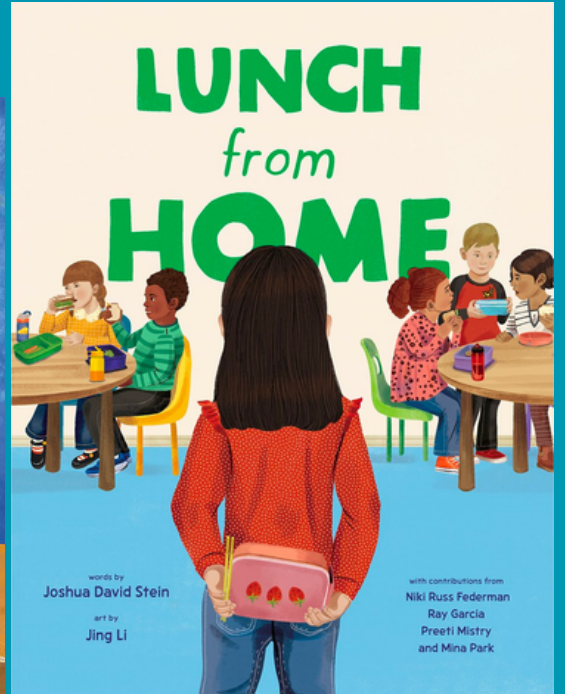
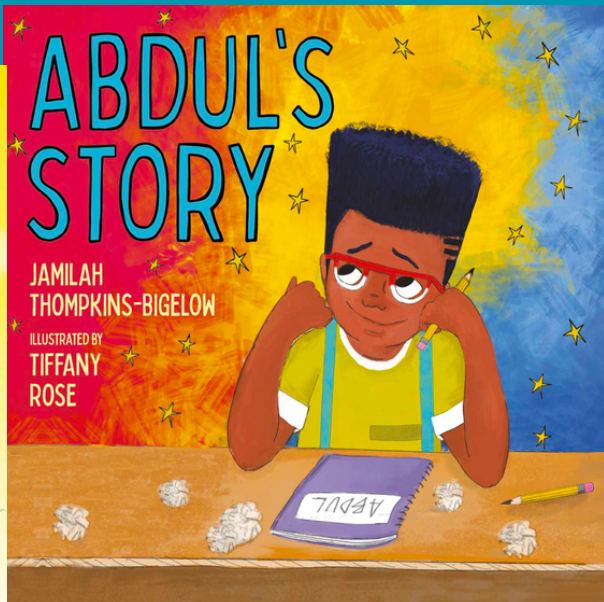
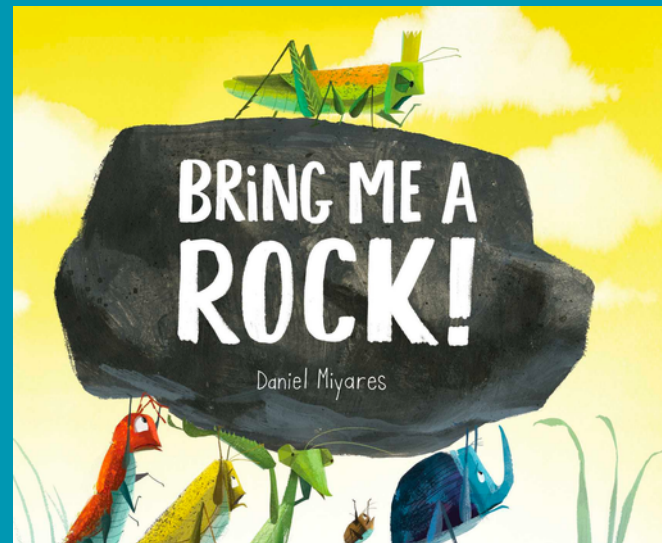
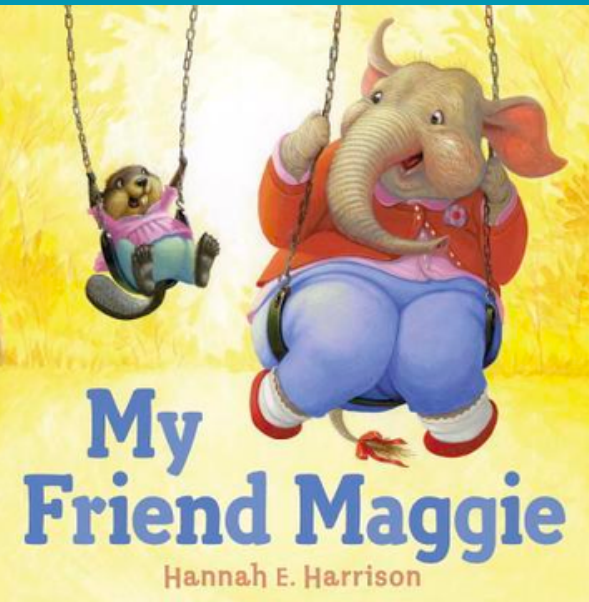
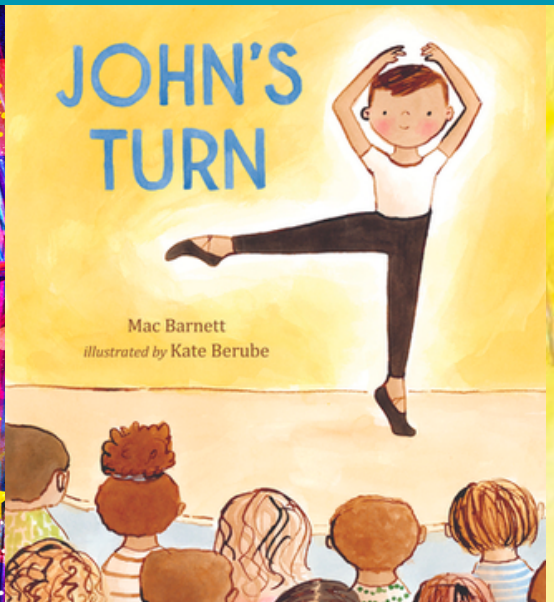
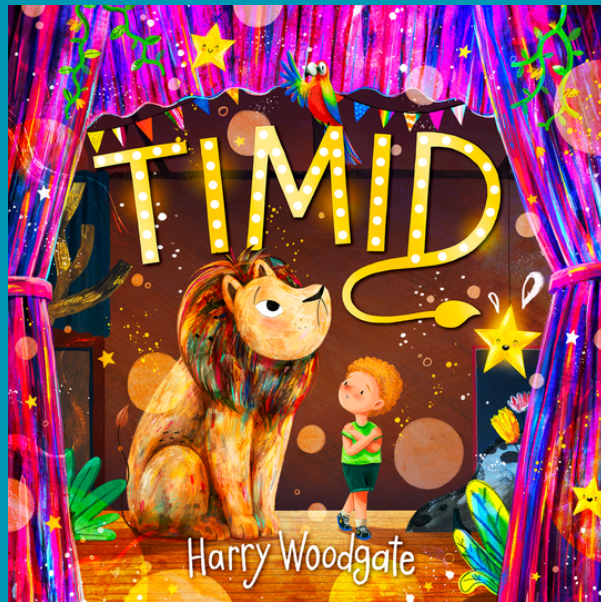
Table 4



BOOK TASTING STACKS

Table 5

Table 6



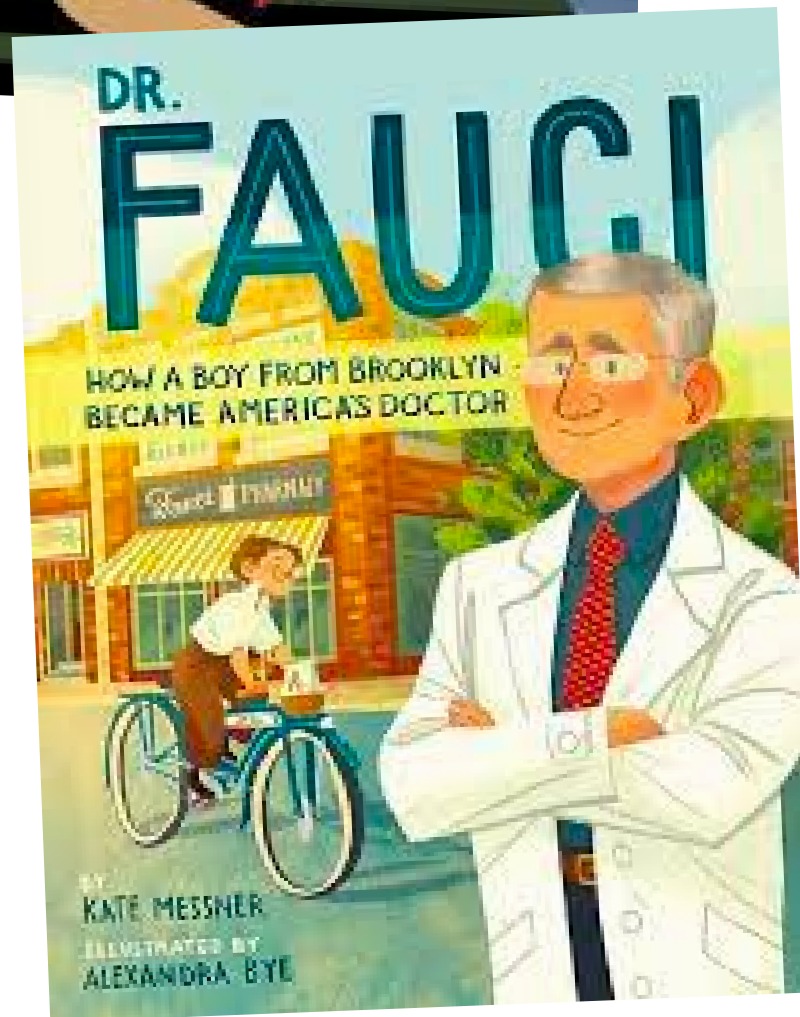
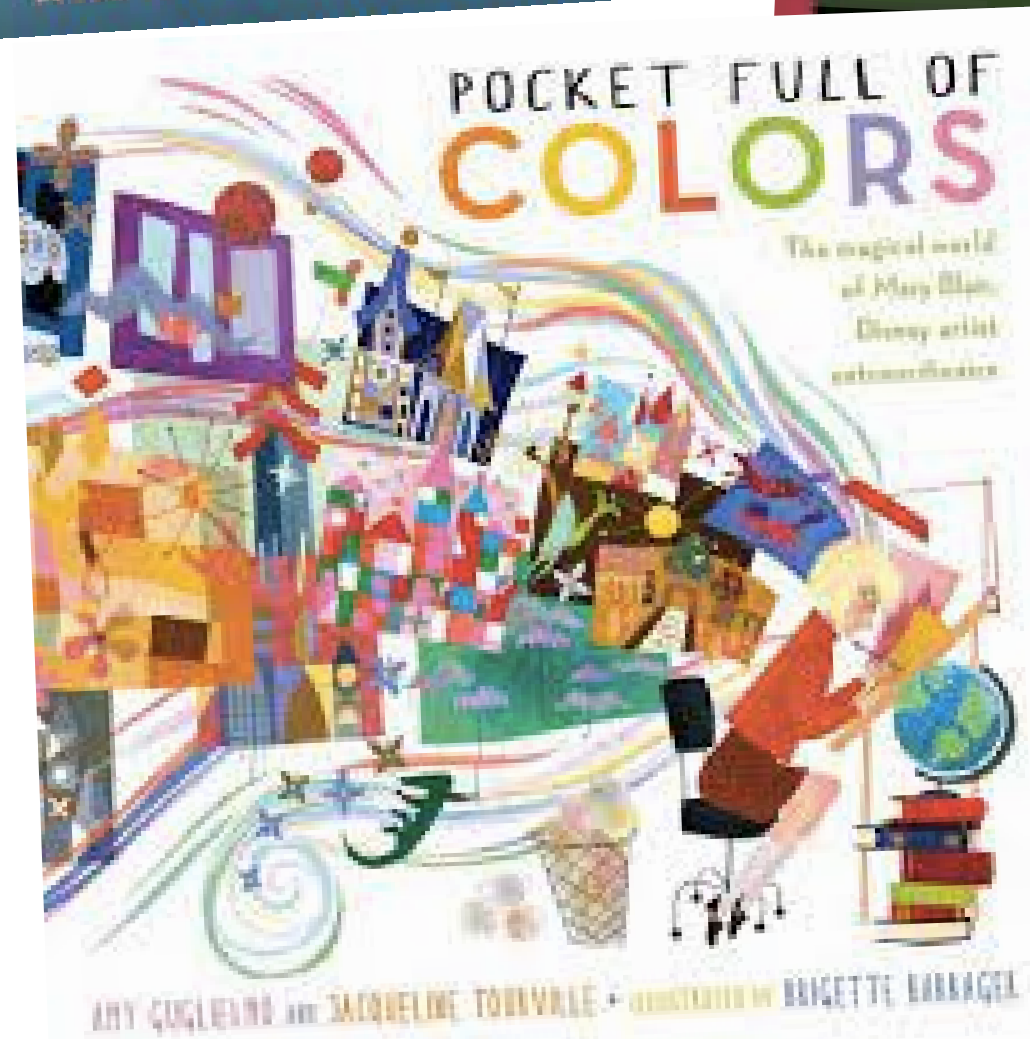
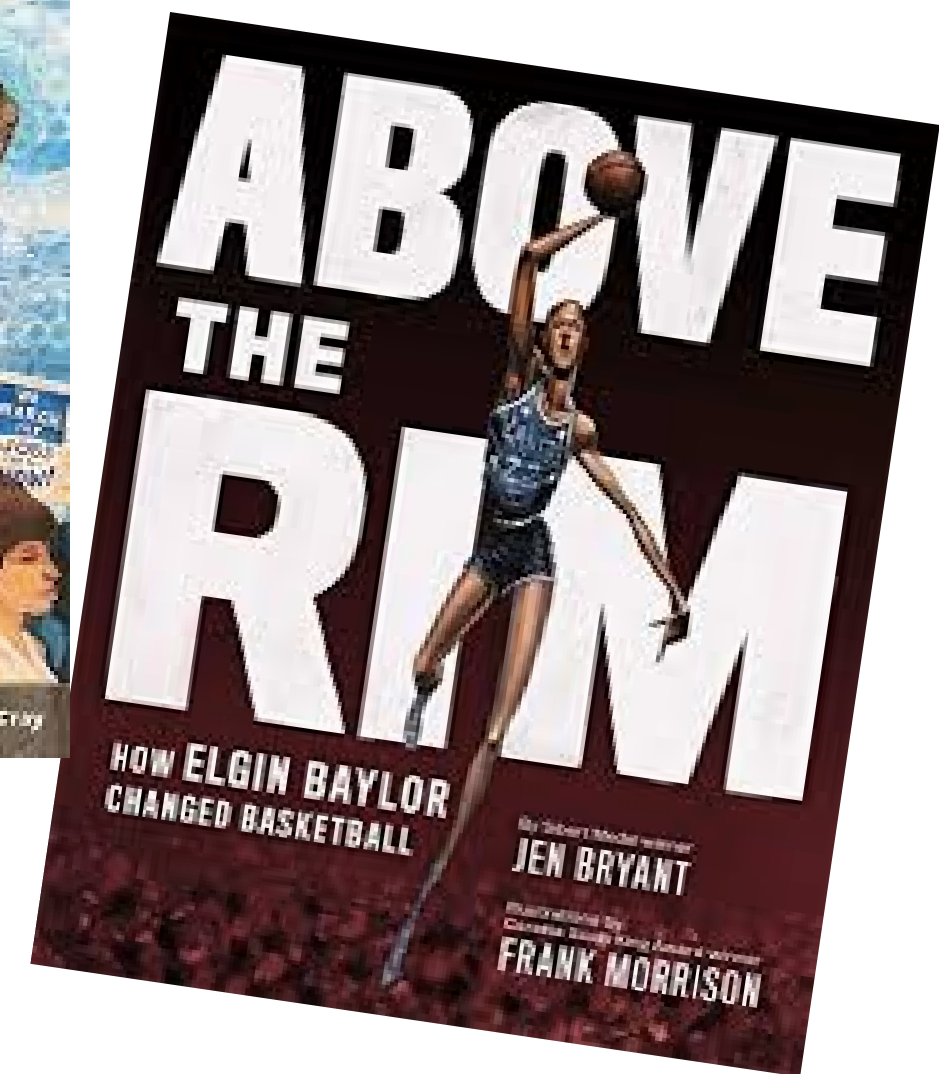
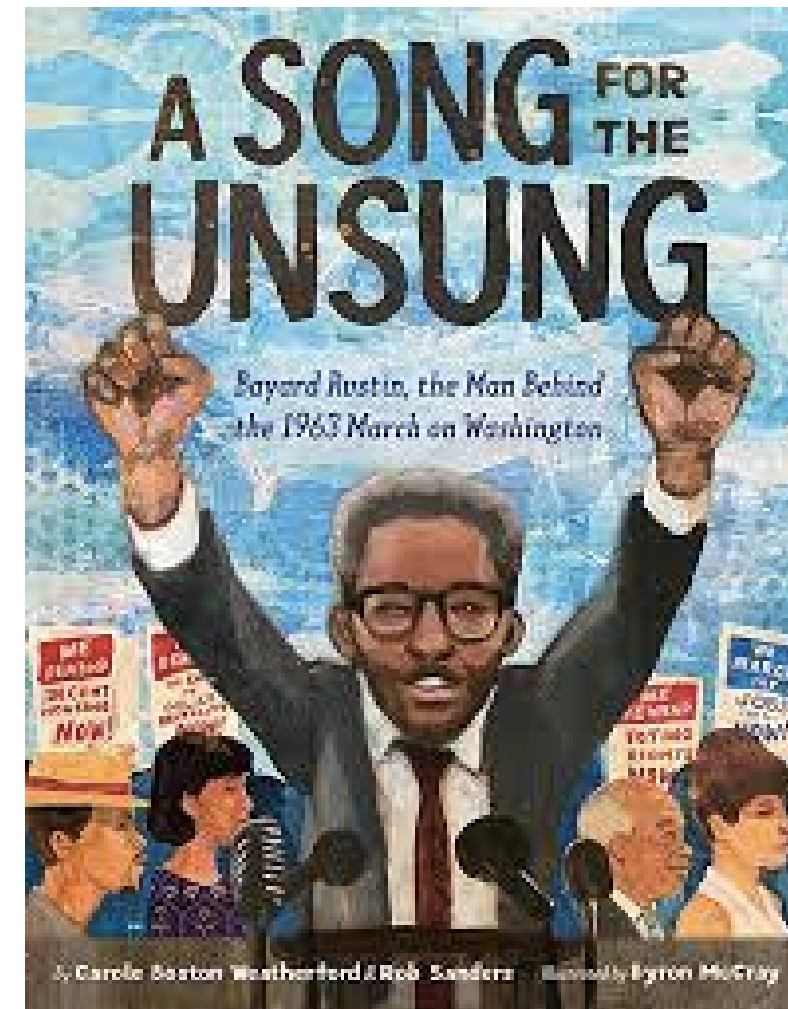
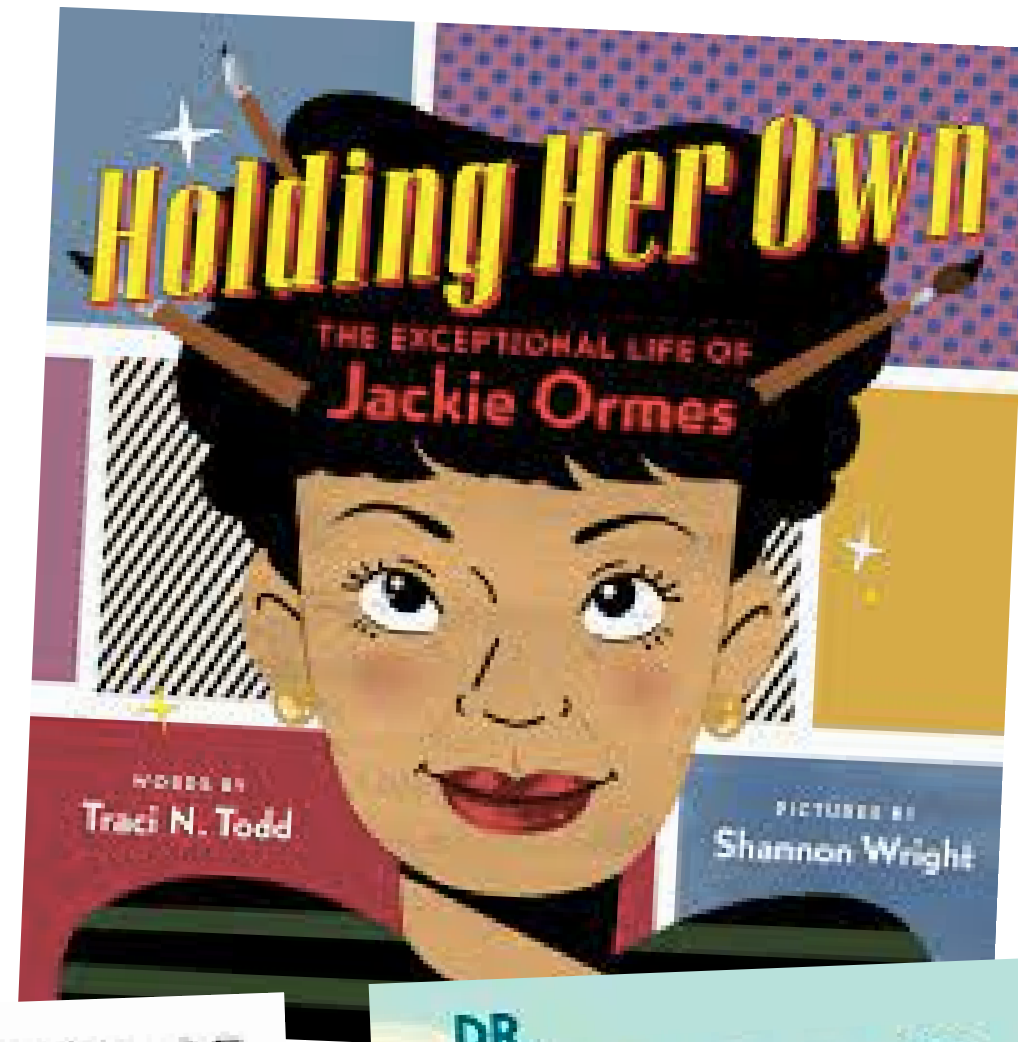
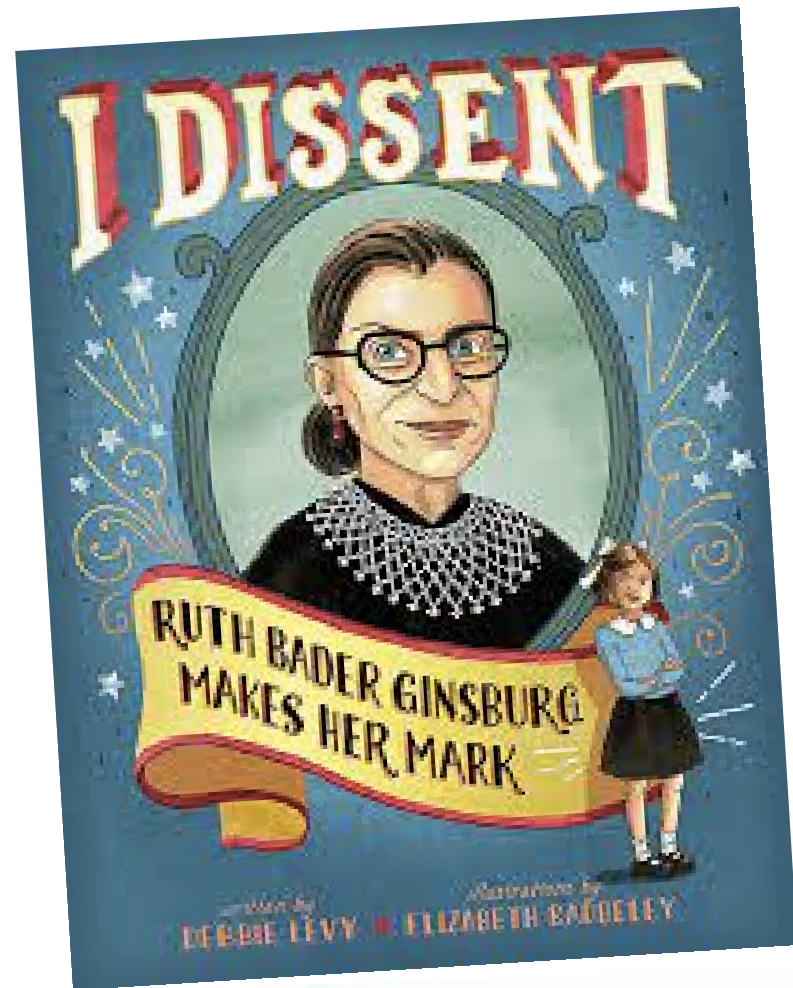
BOOK TASTING STACKS

Table 7



PICTURE BOOK BIOGRAPHIES

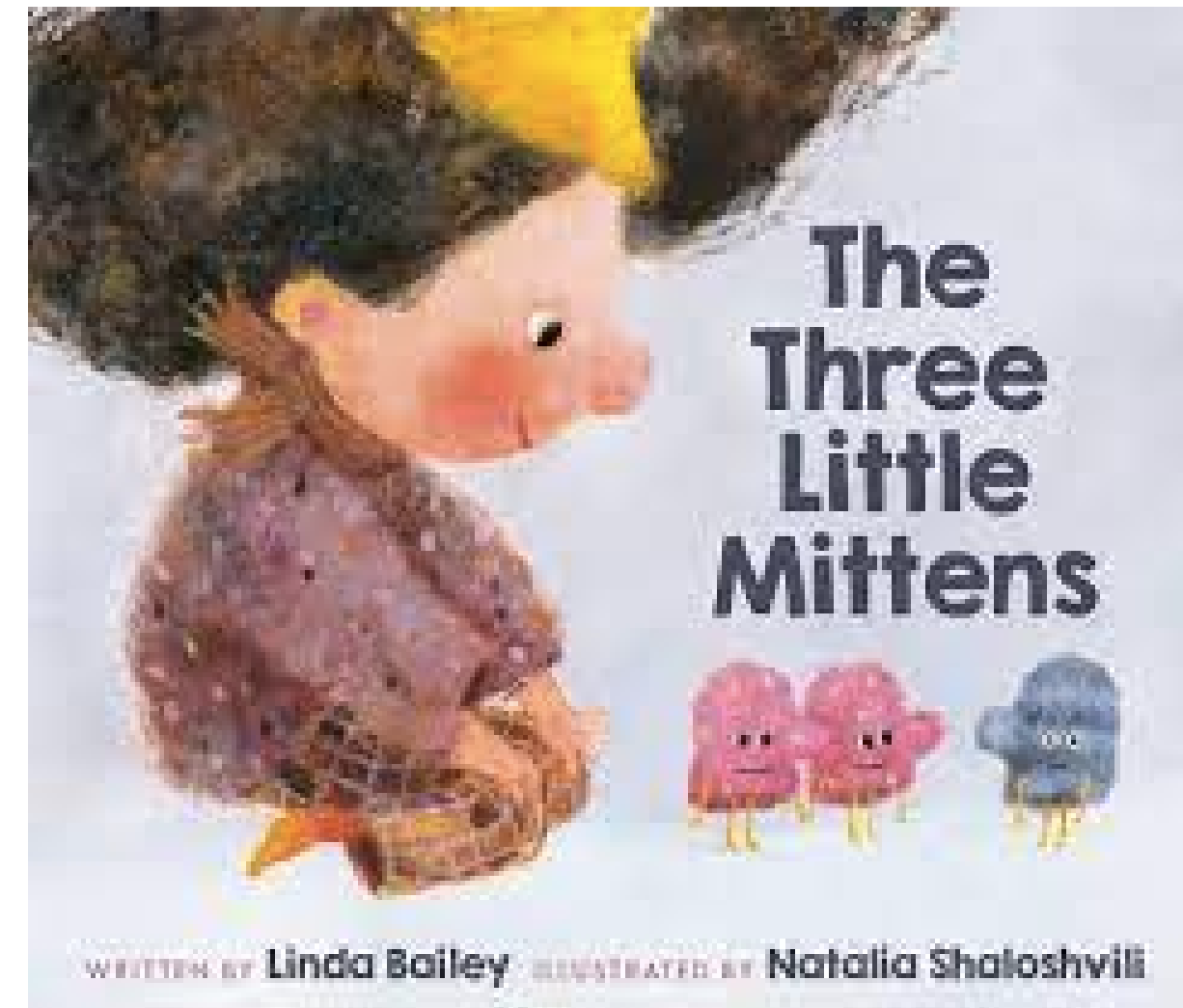
Real-life models of SEL



NEW AND COMING SOON

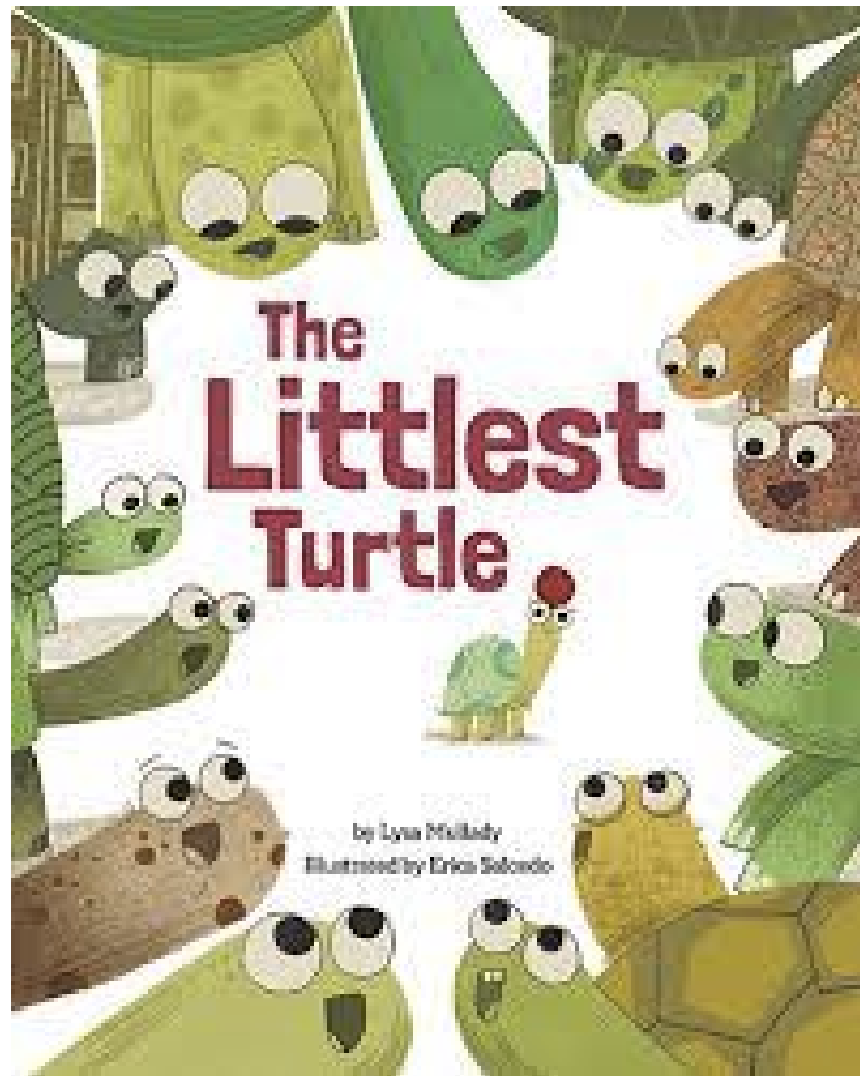


August 1



October 24

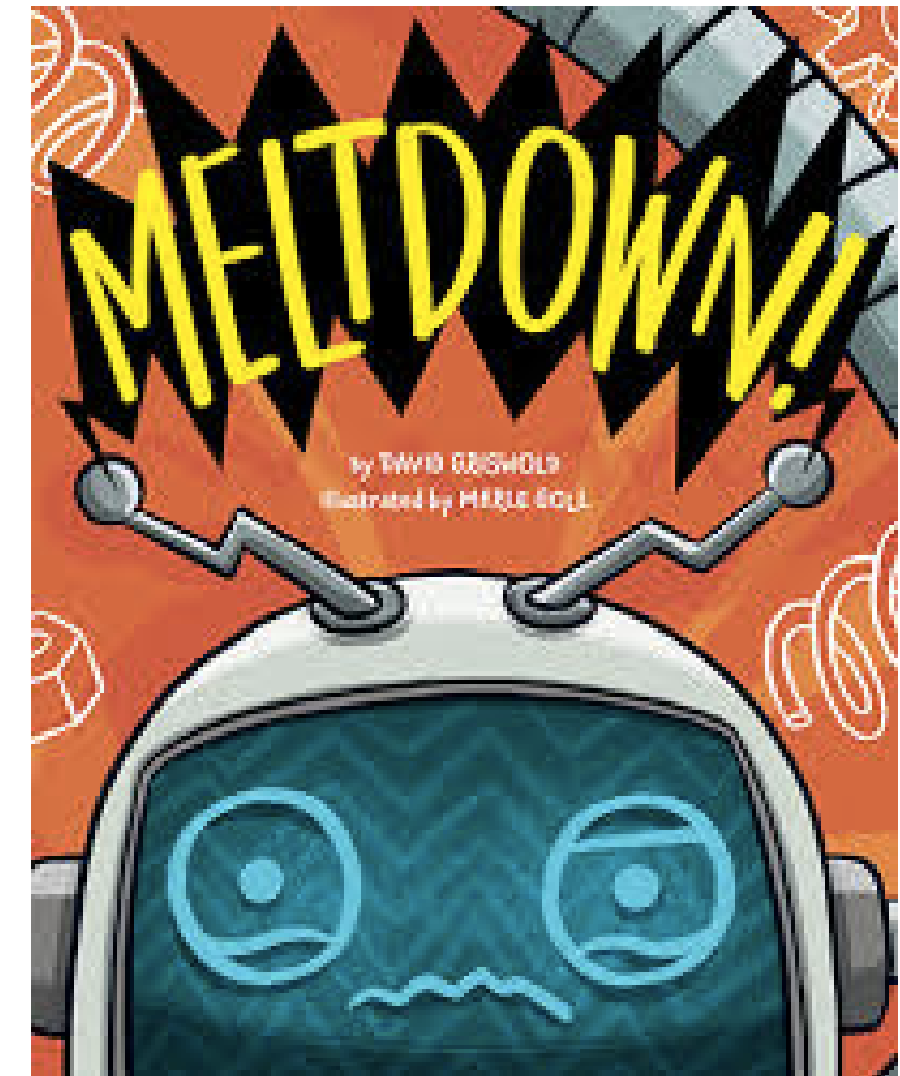
NEW AND COMING SOON



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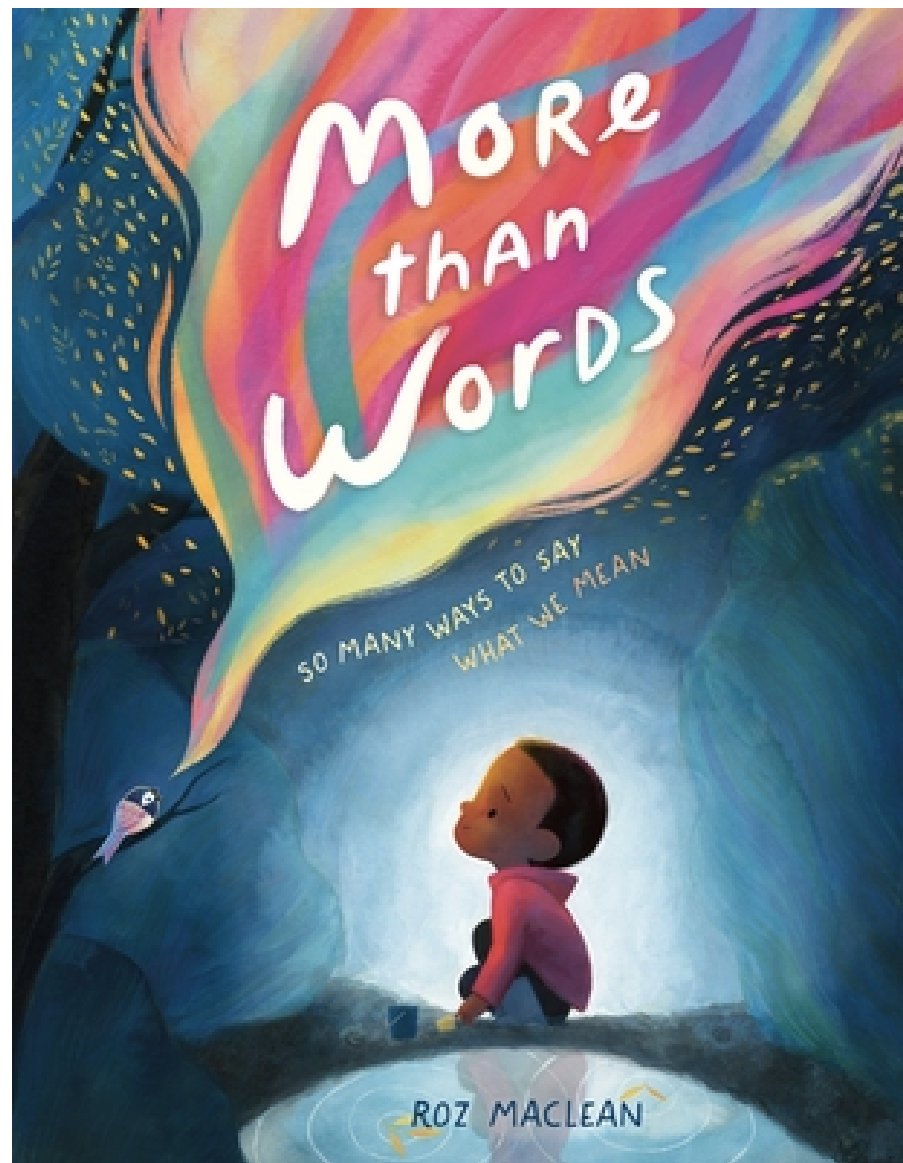


October 3



February 6

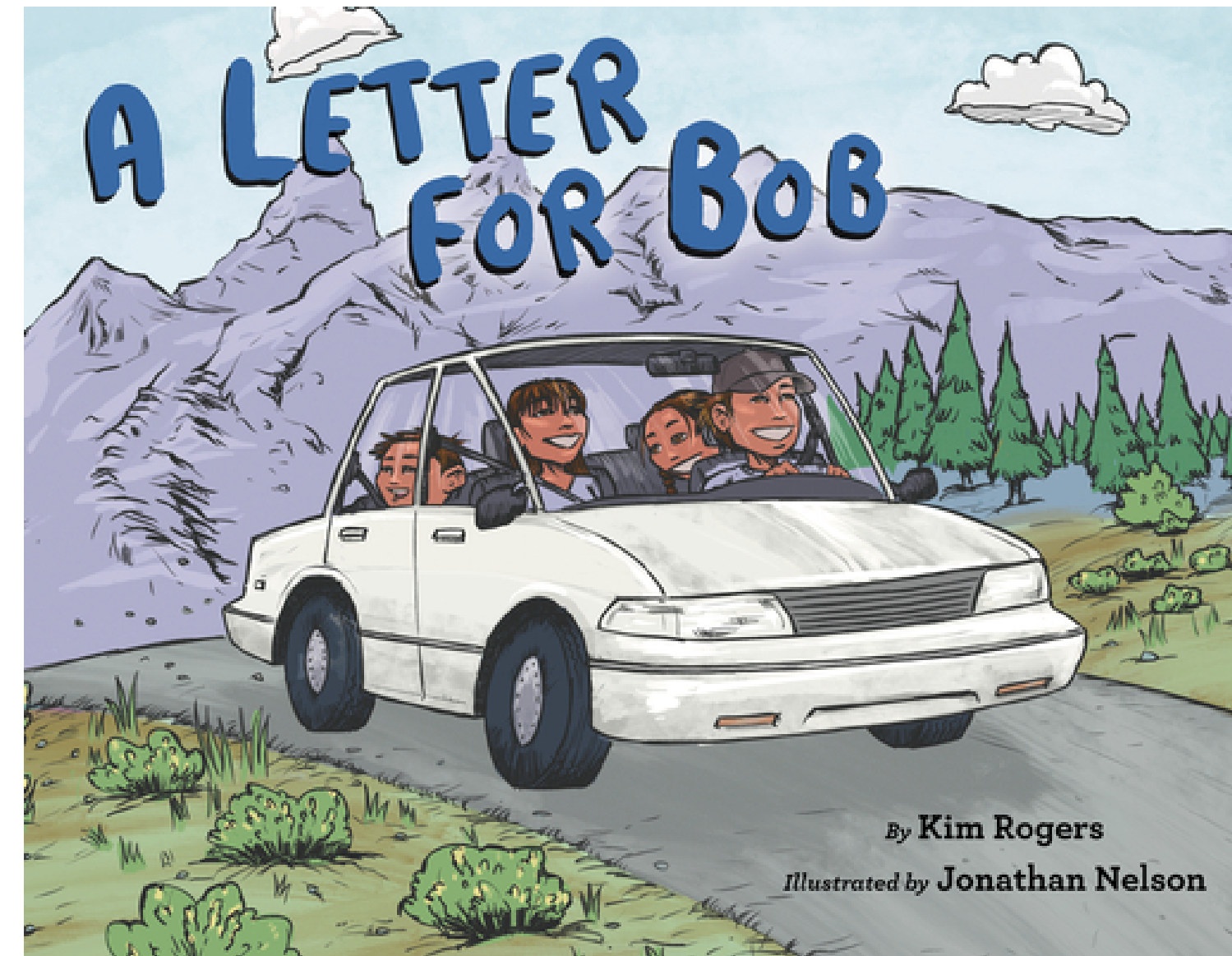
NEW AND COMING SOON



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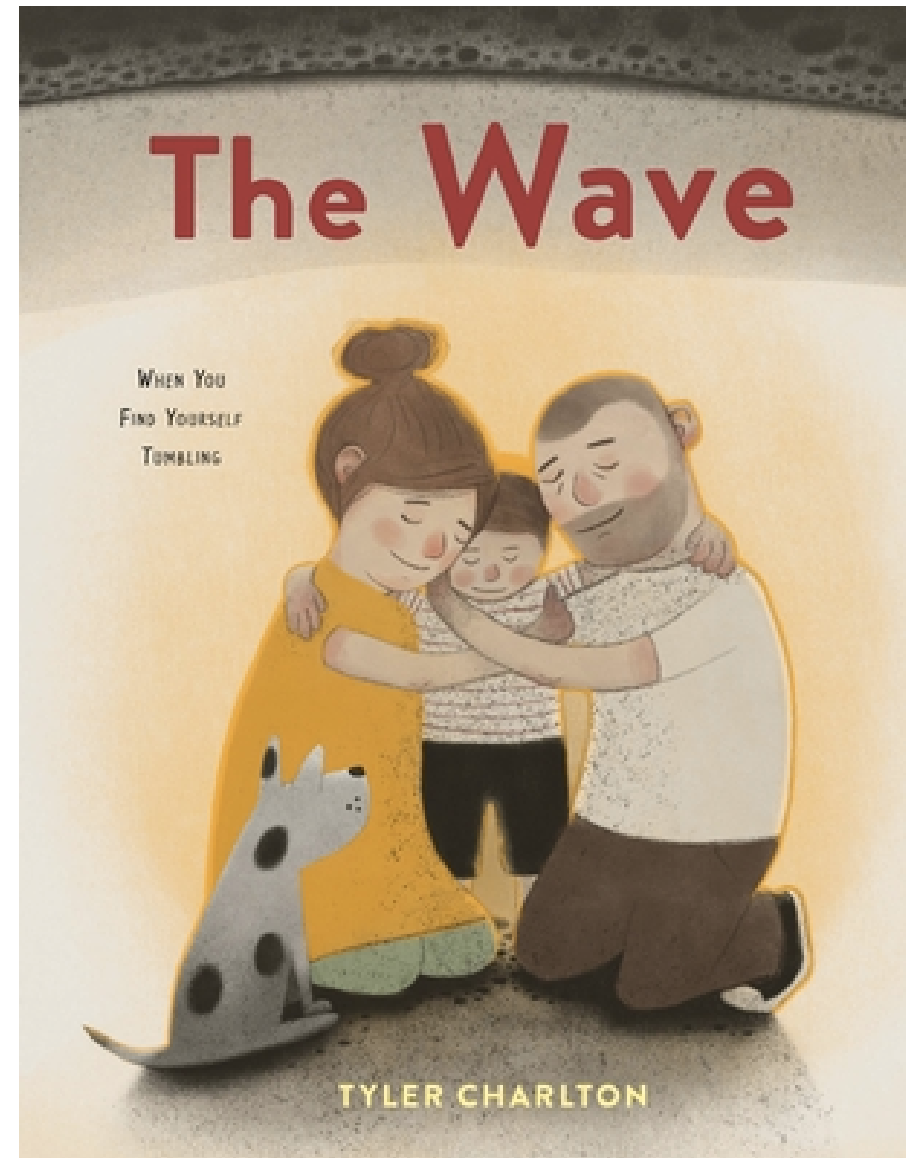


September 19

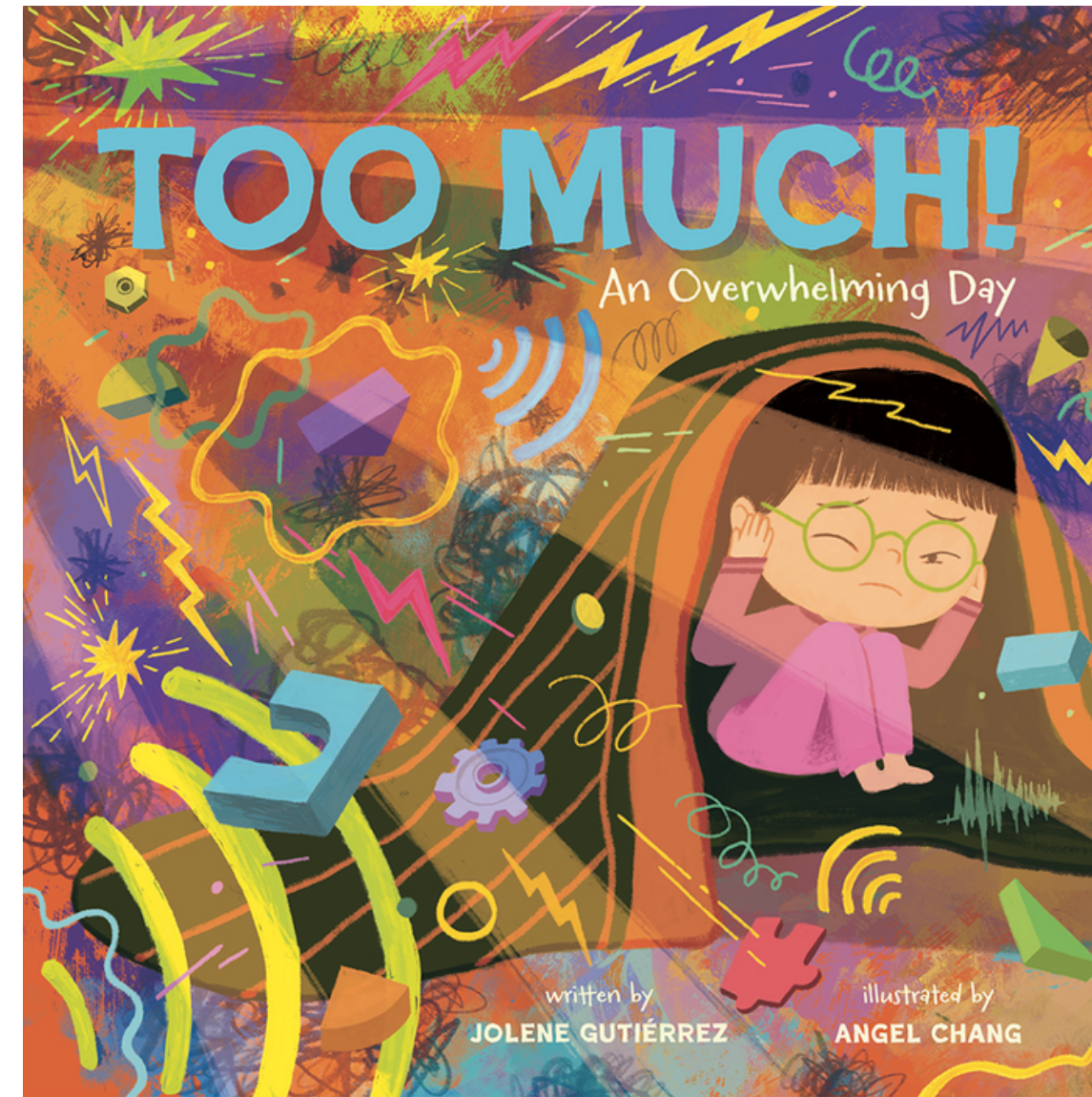


September 19

NEW AND COMING SOON



August 1



August 1