



Teacher's Guide

Using Skybrary to Incorporate Social Emotional Learning into Reading Instruction

OVERVIEW

This teacher's guide is a collection of concrete, simple ways to incorporate social and emotional learning (SEL) concepts into the reading instruction you deliver using eBooks from Skybrary.

What is SEL? The Collaborative for Academic, Social, and Emotional Learning (casel.org) has developed a set of core competencies within SEL. These competencies fall into five categories:

- Self-awareness
- Self-management
- Social awareness
- Relationship skills
- Responsible decision-making

In Skybrary, books about SEL topics can be found on the *My Friends, My Family* island, and the activities in this guide will help you deliver SEL-based lessons. Our dedicated SEL site can be found at RIF.org/SEL.

SKYBRARY

RIF's digital library, includes seven "islands," which are curated collections of books and videos. The island called *My Friends, My Family* is the place where you and your students will find SEL-themed books and resources. A list of suggested SEL books found on *My Friends, My Family* is at the end of this guide.

Clicking on the island takes you and your students to the media selection area.



Here, you can select books to read in the classroom or students can put books in their virtual backpacks to read at home.

To see the introductory video for the *My Friends, My Family* island, click on this link: <https://vimeo.com/120432404/c46b5e0384>.

LESSON PLAN COMPONENTS

For additional SEL reading resources go to RIF.org/SEL. There you'll find lesson plans, teaching strategies, research, and other resources.

DISCUSSION QUESTIONS

Use these questions with the SEL-themed books you read with your students in Skybrary.

Pre-Reading Questions

Before you begin reading the book, ask the following types of pre-reading questions:

FEELINGS	<ul style="list-style-type: none">• How do you feel when you are with your friends or family?• When someone is upset, what sort of facial expressions do they have?• When someone is happy, what sort of facial expressions do they have?• Look at some of the illustrations of the characters in the book. Can you tell how they are feeling?
FRIENDSHIP	<ul style="list-style-type: none">• How do you make friends? What do you say? How do you act?• How do friends make you feel?• Why is friendship important?• Look at the illustrations in the book. How can you tell when two characters are friendly toward one another? How can you tell when they are being unfriendly?
FAIRNESS	<ul style="list-style-type: none">• What happens when one person treats another person unfairly?• Have you ever been treated unfairly? How did it make you feel?• Look at some of the illustrations of different situations in the book. How are characters behaving in these different settings?
FOCUS	<ul style="list-style-type: none">• How can you tell if someone is paying attention to something?• When you're following directions, why is it important to focus your attention?• Look at some of the illustrations of different situations in the book. What do you think this story is about?



Reading: Having framed some of the social emotional content in the book with your pre-reading questions, read the book as a class. This can be a read-aloud, shared reading, or, if appropriate, independent reading. You can also make the books available for students to read in the classroom, either in an SEL reading center or just as part of your classroom library. Once students read the book, discuss the post-reading questions below and give students the opportunity to review the book to answer them.

Post-Reading Activities (ELA Skills)

After students have read the book, engage them with these post-reading questions.

- Who was the main character in the story? (CCSS.ELA-LITERACY.RL.K.1 -- CCSS.ELA-LITERACY.RL.2.1)
- How did the main character feel at different parts of the story? When were they happy? When were they sad? What caused these emotional changes? (CCSS.ELA-LITERACY.RL.K.3 -- CCSS.ELA-LITERACY.RL.2.3)
- As a class, let's put together a list of words or phrases that described how the main character and other characters felt at various points in the book. (CCSS.ELA-LITERACY.RL.K.4 -- CCSS.ELA-LITERACY.RL.2.4)
- As a class, let's identify illustrations from the book that match some of the words or phrases from our list. (CCSS.ELA-LITERACY.RL.K.7 -- CCSS.ELA-LITERACY.RL.2.7)

POST-READING ACTIVITIES (ELA SKILLS)

These activities cover a standards progression from grades 1 to 5, so adjust the activity for your class configuration.

- **Writing Activity.** Pretend you are going to interview the main character of the story. Write a series of questions that would help someone better understand the character. Try to include questions that ask about:
 - How the character felt at the beginning, middle, and end of the story.
 - What challenges the character faced.
 - What the character learned.
- **Now pretend you are the main character.** Answer the questions you wrote based on your understanding of the story. Write your responses next to the questions you wrote.
- **Group activity.** In the table below are phrases that are often used to describe emotional states, along with their meanings. Have groups of students select a phrase from the table and act it out. See if the other students can identify which phrase you are acting out. [CCSS.ELA-LITERACY.L.1.5 -- CCSS.ELA-LITERACY.L.5.5]

PHRASE	MEANING
“Cool as a cucumber”	Someone who isn't upset by anything and remains unemotional
“Red with rage”	Someone who is so angry that their face is reddish
“Green with envy”	Someone who is jealous of another person
“Breathless with excitement”	Someone who is so happy (usually through a surprise), that they are momentarily out of breath
“Down in the dumps”	Someone who is sad or in a “down” mood
“Hair raising”	Someone scared by an event or experience

POST-READING ACTIVITIES (SEL)

These activities are clustered around the four social and emotional learning themes: feelings, friendship, fairness, focus.

- **Feelings Activity.** This is a role-playing activity. Working in groups of two or three, one child plays the role of one of the main characters from the story. The other children engage the child-as-character in a friendly dialogue.
 - Encourage children to ask questions that indicate an understanding (empathy) for the main character's interests and feelings.
 - Have the child in the role of main character explain to others some of the challenge he or she has faced (based on the book's narrative).
 - For example, after reading *Lola Plants a Garden*, have one of the students pretend to be Lola. The other students in the group ask her about her interest in gardening and how she feels about it.
- **Friendship Activity.** This is an arts and crafts activity. Using paper, pencil, crayons, or other media, have students write and illustrate a mini-book, modeled on this [booklet](#). The topic of the mini-book is a description of one of their classmates. Students work in pairs and spend several minutes getting to know each other, with the goal of becoming friends.
 - Show students how to fold the mini-book to create the booklet.
 - Have the students write about their new friend and include illustrations.
 - Use this [template](#) for students to create their mini-books.
- **Fairness Activity.** This is a class activity. After reading the book, work as a group to identify some of the ways the main character was treated unfairly or how the main character may have treated others unfairly. For example, after reading *Enemy Pie*, have the class answer the following questions:
 - How did the main character treat Jeremy Ross at the beginning of the story? Was this fair or unfair? Why?
 - How did his treatment of Jeremy Ross change throughout the book?
 - Is it possible to treat someone unfairly and still be friends with them?
- **Focus Activity.** This is a problem solving activity. For example, after reading *Lola Plants a Garden*, the class plans on growing a community garden and needs to break up this broad goal into manageable tasks. This activity can be done over several class periods. The key is to have students recognize the needs for planning, persistence, and goal setting. (Reinforce to students that this is a thought experiment. You may subsequently decide whether or not to execute this plan.)
 - Decide on the location of the garden and the types of plants to grow.
 - As a class, make a list of the tasks involved in planting and growing a garden. The list should include supplies, costs, care and feeding of the plants, and (if appropriate) harvesting.
 - Develop a timetable and budget, along with strategies for raising the money.
 - Assign these tasks to different groups of students.



CURATED BOOK LIST

Although the *My Friends, My Family* island has hundreds of books, the following books make up a RIF-curated collection that aligns with SEL competencies and themes.

TITLE	DESCRIPTION	THEME	GRADE RANGE
A Dog Like Jack	A family adopts an elderly shelter dog who is as gentle as he is old. As the dog becomes a part of the family, they have to address his declining health, and eventually his death. This book gently addresses the topic of losing a pet.	Friendship Feelings	K-1
Bear's Bad Day	With the best of intentions, Bear wants to make friends with the other animals in the woods. But his way of making friends doesn't endear him to them. A friendly bird guides him toward a better way of making friends.	Feelings Friendship	K-1
Carmen Learns English	Carmen's first day of school is made more challenging due to language differences. But a helpful teacher tries to bridge the language gap. Carmen also wants to make it easier for her younger sister, who starts school the following year. Courage and persistence allow Carmen to learn English and be a role model for her sister.	Feelings Fairness Focus	K-1
Can't Wait Willow	This book shows how the decisions you make can influence how you feel. Willow wants to go to the circus to buy cotton candy, but along the way spends her money on other things and has none left when she gets to the circus.	Feelings Focus	PK-2nd
Eli, No!	This book shows how Eli, the family dog, though he might from time to time misbehave, he is loved and is a part of the family.	Friendship Feelings	PK-K

TITLE	DESCRIPTION	THEME	GRADE RANGE
Emma's Friendwich	Emma has just moved to a new city where she doesn't know anyone. When she sees a girl next door she wonders what she can do to get to know her. What if she smiles, asks to play, and shares her toys?	Feelings Friendship	PK-K
Freda Stops a Bully	Freda loves her new pink shoes. But when she wears them to school, a boy teases her. What can Freda do to make the bully stop?	Feelings Fairness	PK-K
Great Choice, Camille!	This book shows how Camille has to decide which special project to work on at school. But which one should she choose? She decides on the community garden project, but is it the right choice?	Fairness Focus	PK-K
I Can Do It Myself	Emily Pearl can do lots of things by herself. But sometimes even resourceful little girls need help.	Feelings Focus	K-1
Must Have Marvin	This book shows how to value what you have over what you want to have. Marvin loved getting new things. But once he got something new, he was on to the next thing he wanted. Dreaming about what he wanted sometimes got in the way of what he was doing, or of his friendships.	Friendship Focus	PK-3rd
Nina Nandu's Nervous Noggin	Nina Nandu has just moved to a new neighborhood, and she does NOT want to go to a new school. But Granny Nandu and teacher Alpha Betty have different ideas—plus a big surprise for Nina!	Feelings Focus	PK-2nd
Scrubba Dub, Carlos!	Washing hands is important, but can it be fun? Watch Carlos learn how washing hands involves more than just cleanliness. His friends set a positive example for him.	Friendship Focus	PK-K
Seeds of Change	This is the inspiring story of Wangari Maathai, who was the first African woman to receive the Nobel Peace Prize. Learn about her humble origin, her world-changing environmental movement, and the many obstacles she overcame.	Fairness Focus	2-3
Winning by Giving	This book defines philanthropy in a way that children can understand and even put into practice. From volunteer work to simple acts of kindness, there are numerous strategies for doing good.	Fairness Focus	2-3