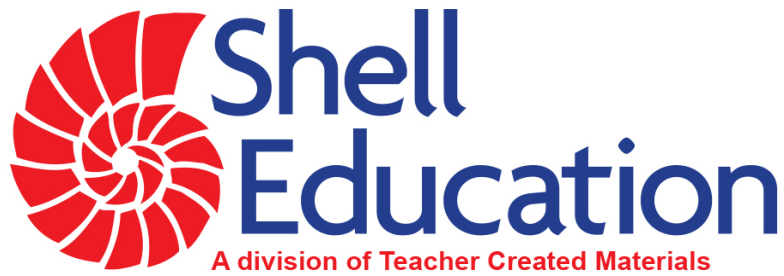


Sample Pages from



Thanks for checking us out. Please call us at 800-858-7339 with questions or feedback or to order this product. You can also order this product online at www.tcmpub.com/shell-education.

For correlations to state standards, please visit
www.tcmpub.com/teachers/correlations

To Create a World ⁱⁿ which
Children ^{love} to Learn!

800-858-7339 • www.tcmpub.com/shell-education

180 Days of Social-Emotional Learning for Third Grade



Table of Contents

Introduction	3
How to Use This Book	6
Integrating SEL into Your Classroom	8
Skills Alignment	10
Daily Practice Pages	12
Answer Key	192
References Cited	197
Teacher Resources	198
Digital Resources	204

Introduction

“SEL is the process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions.” (CASEL 2020)

Social-emotional learning (SEL) covers a wide range of skills that help people improve themselves and get fulfilment from their relationships. They are the skills that help propel us into the people we want to be. SEL skills give people the tools to think about the future and manage the day-to-day goal setting to get where we want to be.

The National Commission for Social, Emotional, and Academic Development (2018) noted that children need many skills, attitudes, and values to succeed in school, future careers, and life. “They require skills such as paying attention, setting goals, collaboration and planning for the future. They require attitudes such as internal motivation, perseverance, and a sense of purpose. They require values such as responsibility, honesty, and integrity. They require the abilities to think critically, consider different views, and problem solve.” Explicit SEL instruction will help students develop and hone these important skills, attitudes, and values.

Daniel Goleman (2005), a social scientist who popularized SEL, adds, “Most of us have assumed that the kind of academic learning that goes on in school has little or nothing to do with one’s emotions or social environment. Now, neuroscience is telling us exactly the opposite. The emotional centers of the brain are intricately interwoven with the neocortical areas involved in cognitive learning.” As adults, we may find it difficult to focus on work after a bad day or a traumatic event. Similarly, student learning is impacted by their emotions. By teaching students how to deal with their emotions in a healthy way, they will reap the benefits academically as well.

SEL is doing the work to make sure students can be successful at home, with their friends, at school, in sports, in relationships, and in life. The skills are typically separated into five competencies: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making.



How to Use This Book

Using the Practice Pages

This series is designed to support the instruction of SEL. It is not a curriculum. The activities will help students practice, learn, and grow their SEL skills. Each week is set up for students to practice all five SEL competencies.



Day 1—Self-Awareness



Day 2—Self-Management



Day 3—Social Awareness



Day 4—Relationship Skills



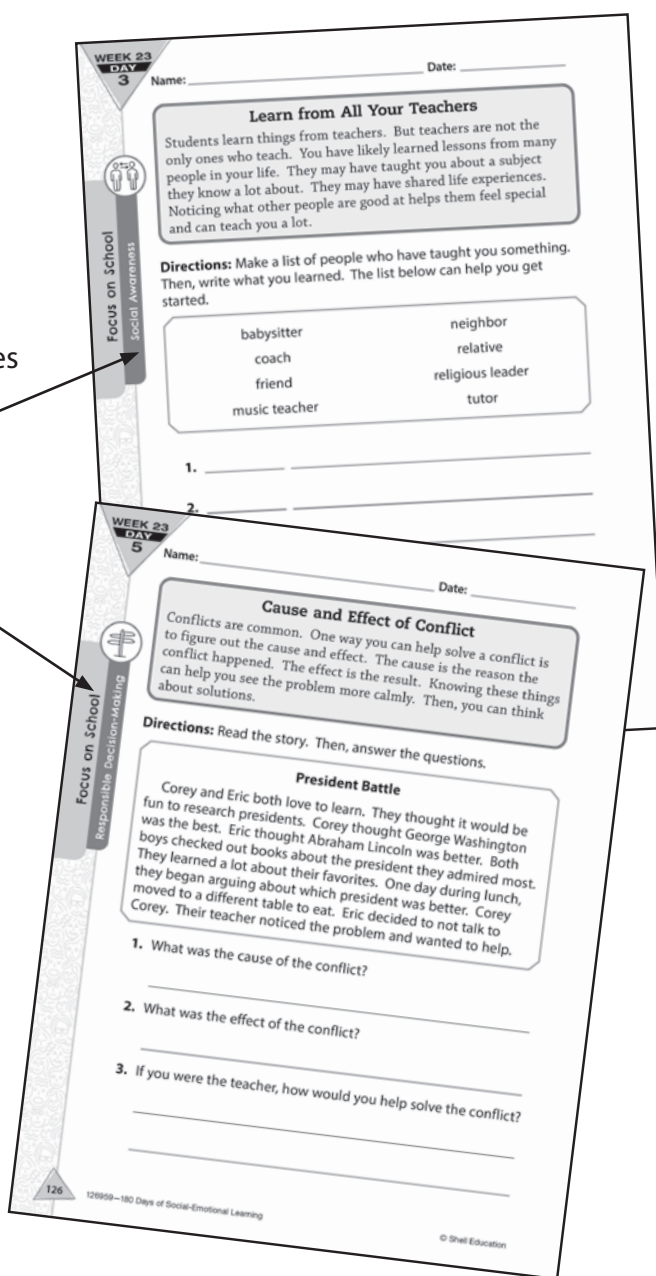
Day 5—Responsible Decision-Making

Each of the five competencies has subcategories that are used to target specific skills each day. See the chart on pages 10–11 for a list of which skills are used throughout the book.

Each week also has a theme. These themes rotate and are repeated several times throughout the book. The following themes are included in this book:

- self
- friends
- family
- neighborhood
- community
- school

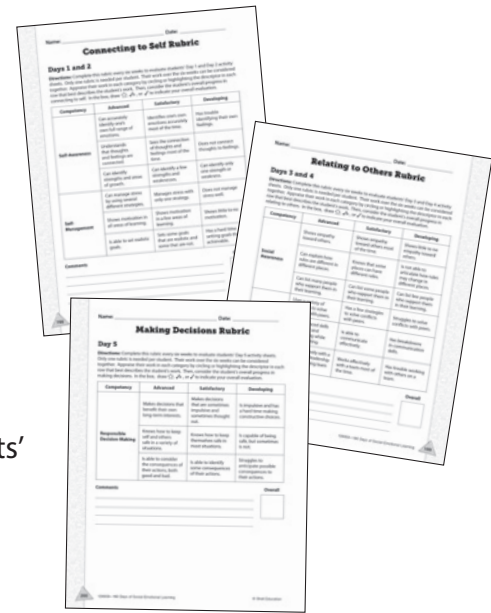
This book also features one week that focuses on online safety.



How to Use This Book *(cont.)*

Using the Resources

Rubrics for connecting to self, relating to others, and making decisions can be found on pages 198–200 and in the Digital Resources. Use the rubrics to consider student work. Be sure to share these rubrics with students so that they know what is expected of them.



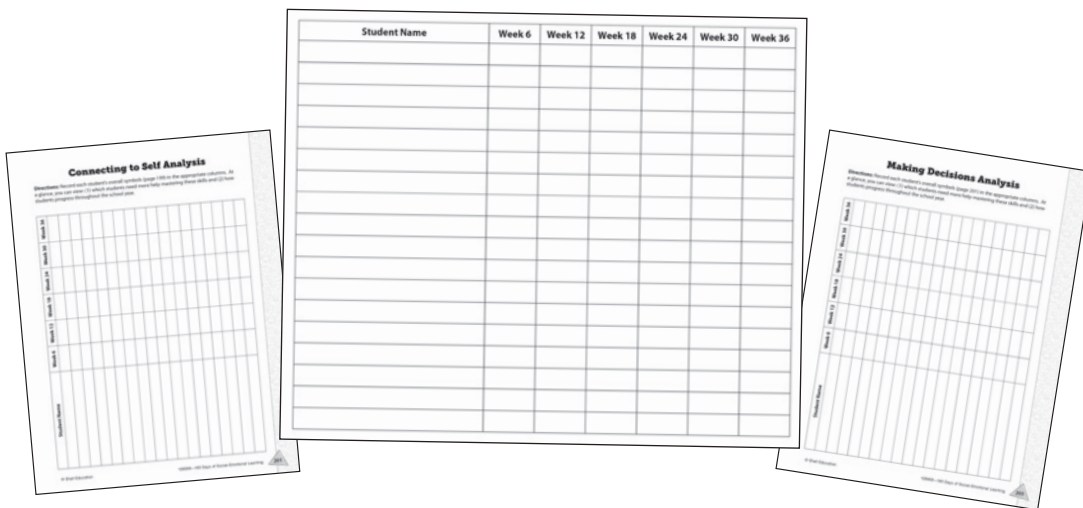
Diagnostic Assessment

Educators can use the pages in this book as diagnostic assessments. The data analysis tools included with this book enable teachers or parents/caregivers to quickly assess students' work and monitor their progress. Educators can quickly see which skills students may need to target further to develop proficiency.

Students will learn how to connect with their own emotions, how to connect with the emotions of others, and how to make good decisions. Assess student learning in each area using the rubrics on pages 198–200. Then, record their overall progress on the analysis sheets on pages 201–203. These charts are also provided in the Digital Resources as PDFs and Microsoft Excel® files.

To Complete the Analyses:

- Write or type students' names in the far-left column. Depending on the number of students, more than one copy of each form may be needed.
- The weeks in which students should be assessed are indicated in the first rows of the charts. Students should be assessed at the ends of those weeks.
- Review students' work for the day(s) indicated in the corresponding rubric. For example, if using the Making Decisions Analysis sheet for the first time, review students' work from Day 5 for all six weeks.



Integrating SEL into Your Teaching

Student self-assessment is key for SEL skills. If students can make accurate evaluations of how they are feeling, then they can work to manage their emotions. If they can manage their emotions, they are more likely to have better relationship skills and make responsible decisions. Children can self-assess from a very young age. The earlier you get them into this practice, the more they will use it and benefit from it for the rest of their lives. The following are some ways you can quickly and easily integrate student self-assessment into your daily routines.

Feelings Check-Ins

Using a scale can be helpful for a quick check-in. After an activity, ask students to rate how they are feeling. Focusing students' attention on how they are feeling helps support their self-awareness. Discuss how students' feelings change as they do different things. Provide students with a visual scale to support these check-ins. These could be taped to their desks or posted in your classroom. Full-color versions of the following scales can be found in the Digital Resources.

- **Emoji:** Having students point to different emoji faces is an easy way to use a rating scale with young students.



- **Symbols:** Symbols, such as weather icons, can also represent students' emotions.



- **Color Wheel:** A color wheel, where different colors represent different emotions, is another effective scale.
- **Numbers:** Have students show 1–5 fingers, with 5 being *I'm feeling great* to 1 being *I'm feeling awful*.



Integrating SEL into Your Teaching (cont.)

Reflection

Reflecting is the process of looking closely or deeply at something. When you prompt students with reflection questions, you are supporting this work. Here is a list of questions to get the reflection process started:

- What did you learn from this work?
- What are you proud of in this piece?
- What would you have done differently?
- What was the most challenging part?
- How could you improve this work?
- How did other people help you finish this work?
- How will doing your best on this assignment help you in the future?

Pan Balance

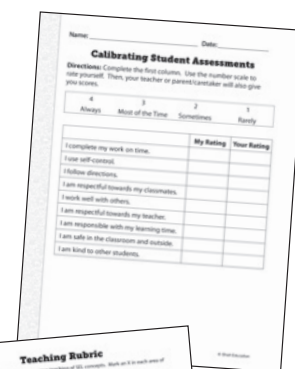
Have students hold out their arms on both sides of their bodies. Ask them a reflection question that has two possible answers. Students should respond by tipping one arm lower than the other (as if one side of the scale is heavier). Here are some example questions:



- Did you talk too much or too little?
- Were you distracted or engaged?
- Did you rush or take too much time?
- Did you stay calm or get angry?
- Was your response safe or unsafe?

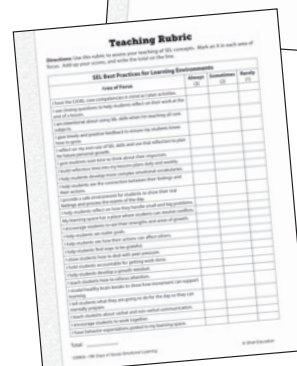
Calibrating Student Assessments

Supporting student self-assessment means calibrating their thinking. You will have students who make mistakes but evaluate themselves as though they have never made a mistake in their lives. At the other end of the spectrum, you will likely see students who will be too hard on themselves. In both these cases, having a periodic calibration can help to support accuracy in their evaluations. The *Calibrating Student Assessments* chart is provided in the Digital Resources (calibrating.pdf).






Teaching Assessment

In addition to assessing students, consider the effectiveness of your own instruction. The *Teaching Rubric* can be found in the Digital Resources (teachingrubric.pdf). Use this tool to evaluate your SEL instruction. You may wish to complete this rubric at different points throughout the year to track your progress.



Skills Alignment

Each activity in this book is aligned to a CASEL competency. Within each competency, students will learn a variety of skills. Here are some of the important skills students will practice during the year.

 Self-Awareness	
Identifying Emotions	Naming Emotions
Personal Traits	Intensity of Emotions
Self-Advocacy	Personal Values
Personal Identity	Curiosity
Growth Mindset	Traditions
Cultural Identity	Being Open-Minded
Connecting Feelings to Actions	Bravery
 Self-Management	
Managing Emotions	Using Calendars
Integrity	I-Messages
Following Rules	Motivation
Honesty	Dealing with Stress
Setting Goals	Self-Talk
Courage	Organization
Calming Down	Trying New Things
Visualization	Self-Discipline
 Social Awareness	
Helping Others	Empathy
Understanding Differences	Noticing Others' Needs
Reading Expressions	Compassion
Identifying Others' Emotions	Identifying Others' Strengths
Appropriate Behavior	Reading Body Language
Seeing Others' Perspectives	Learning from Others
Gratitude	Understanding Bias

Skills Alignment *(cont.)*



Relationship Skills

Compliments	Causes and Effects
Solving Problems and Conflicts	Leadership
Understanding Cultures	Nonverbal Communication
Active Listening	Paraphrasing
Teamwork	Types of Solutions
Resisting Peer Pressure	Types of Communication
Advocating for Others	Effective Communication



Responsible Decision-Making

Being Open-Minded	Evaluating the Size of Problems
Solving Problems	Weighing Different Options
Evaluating Ideas and Solutions	Mediating
Anticipating Consequences	Making Amends
Compromise	Evaluating Sources
Using Data	Causes and Effects of Conflicts
Reflecting	Making Good Choices

Name: _____ Date: _____

Time for Your Emotions

You can have a lot of ups and downs in one day. It is normal to feel a lot of emotions in a single day.

Directions: Write the letter that matches how you feel at each time of day.

A



C



B



D



- 1. waking up _____
- 2. cleaning your room _____
- 3. doing homework _____
- 4. playing with friends _____
- 5. getting ready for bed _____

Name: _____ Date: _____

Calming Breaths

Breathing is a great way to manage your feelings. Deep belly breathing can help if you are angry, anxious, or scared. It can calm your mind and body.



Directions: Follow the directions to practice belly breathing. Then, answer the questions.

Belly Breathing

Step 1: Sit up straight with one hand on your chest and one hand on your belly.

Step 2: Breathe in deeply through your nose for four counts. Try to breathe using your belly. The hand on your chest should not move much, but the hand on your belly should move out. It might take a bit of practice!

Step 3: Breathe out through your mouth for four counts. The hand on your chest should not move much, but the hand on your belly should move in.

Step 4: Repeat until you feel more relaxed.

1. How did you feel after doing belly breathing?

2. When could belly breathing help manage your emotions?

Show Others the Whole You

Words are one way to communicate with others. Your face and body also show how you feel.



Directions: Draw how you would feel in each situation.

1.

You must give a speech in front of the school.

3.

Your younger sister breaks your brand-new drone.

2.

You open a gift, and a puppy is inside the box.

4.

You win first place in the city spelling bee.

Name: _____ Date: _____

The Joy of Compliments

A compliment is something nice you say to someone. They are nice to hear. They can boost your self-esteem. Giving one can make you feel good, too. The best ones are honest and specific.



Directions: Work with a partner to give each other compliments. Then, answer the questions.

1. What compliment did you give?

2. How did it feel?

3. What compliment did you receive?

4. How did it feel?

Name: _____ Date: _____

Try to Stay Open-Minded

Being open-minded means you will try new things. It can be scary to try things for the first time. But you will never know if you can do them until you try.



Focus on Self
Responsible Decision-Making

Directions: List three things you would like to try. They might be a sport or hobby, a type of food, or something else. Then, draw a picture of you trying one of your ideas.

1. _____
2. _____
3. _____