VOOKS



CLASSROOM RESOURCES

Social Emotional Learning

Printable, standard aligned unit to assist teachers and students in the classroom.

Created by Vooks' team of reading education experts

Introduction to Social Emotional Learning (SEL) Routines

Going to school is filled with many emotions, some of which we won't be able to control like happiness, fear, anxiety, and excitement. Being able to express those feelings appropriately will be valuable moving forward. Some things to consider:

- Teach students to ask for help as we return to school. Not being in the school building for such a long time will leave gaps in learning and routines, and being able to ask for help is a valuable skill.
- Thinking about positives that came out of this time like practicing a new skill and more time with family are all important lessons. Encourage students to share things they learned during this time.
- Have conversations about resiliency. Resiliency is defined as the ability to bounce back from a difficult life event. Viewing Vooks titles about resiliency will help children see why resiliency is important. Some titles include: *Ronnie and His Grit, Sweet Dreams, Sarah, The Boy Who Grew a Forest,* and *Courageous First Ladies Who Changed the World.*
- Compassion and empathy will be helpful tools in making school feel safe again.

Providing a safe and loving environment for the children will help them feel they belong to the class family, which will make learning easier. We hope you find this unit useful as you help children learn how to express their emotions in a positive and growing way. Remember to the world you are a teacher, but to your students and to us at Vooks, you are a hero.



Patricia Duncan
Vooks Education Director

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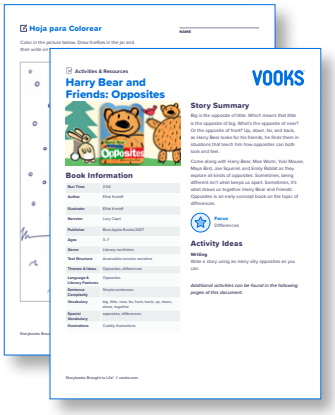
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For more printable activities and resources head to vooks.com/resources



SEL Focused Vooks Titles

View the titles and use the resources found at vooks.com/resources



The Best Seat

When someone is in Jack's favorite seat, it will be a race to find an even better "best seat!"

6m 58s



Slumberkins: Bigfoot

Bigfoot's heartwarming story of acceptance and strength boosts readers' self-esteem.

4m 02s



Monster Be Good!

Monsters can be wild and grumpy and scary! But with a little bit of help, monsters can also be good!

3m 10s



Let's Be Friends

There's a great big world out there, and Rosie the fox wants to make some new friends!

5m 19s



Our Class is a Family

Family isn't just who you're related to. It can be another special group who love and care for you.

4m 40s

Pre-Assessment

The pre-assessment is designed to provide practical information about students' knowledge, understanding, ability to identify feelings, express them in a thoughtful manner, and know who they can go to when they need help with their feelings.

Objectives

Goals	Identify feelings, ways to express feelings, and who can help with the expression of those feelings.
Standard	Self-Awareness – Individual has the ability to identify their emotions, personal assets, areas for growth, and potential external resources and supports.

Getting Started

Children have many feelings. For the pre-assessment develop a thoughtfully constructed scenario that best suits the feeling you want to focus on. Choose the format most appropriate for your students. We have provided examples below.

Activity Examples

We have provided 4 example scenarios. Choose from our examples or come up with your own and use the following fillable template. Then, have the children answer the following questions for each scenario.

- How would you feel?
- What would you do?
- What other actions could you take?
- Who can you ask for help?

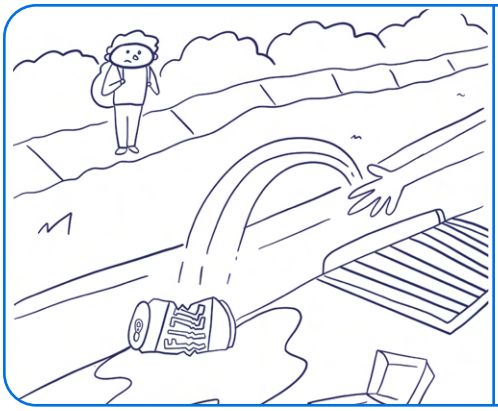
Example Scenarios

1. Today when you came to school, you saw your best friend with two other classmates pointing at you and laughing. When you went to join them they all walked away.
2. When you were walking to school today, you saw someone throw trash on the street.
3. Last year you were not able to come to school in person.
4. You want to play with a toy that your friend is playing with and they won't share it.

What Would You Do?

NAME _____

What happened:



When you were walking to school today, you saw someone throw trash on the street.

If I saw this, I would feel...

Draw how you would feel.

If I saw this I would... Write what you would do.

People I could ask for help are...

Other actions I could take are... Write what you could do.

What Would You Do?

NAME _____

What happened:

If I saw this, I would feel...

Draw how you would feel.

If I saw this I would...

Write what you would do.

People I could ask for help are...

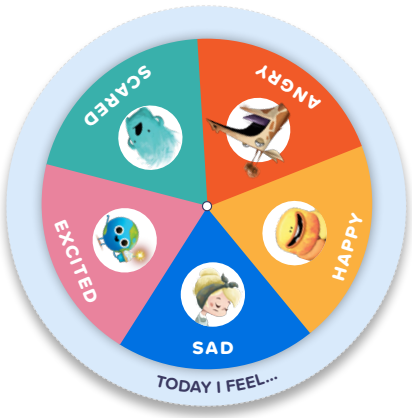
Other actions I could take are...

Write what you could do.

Social Emotional Learning

Children have many feelings. Being able to express those feelings is a life skill that will enhance the school climate while helping to build authentic relationships. Helping children understand their feelings will help you create true learning environments and educate the whole child. We have provided activities below that you can use in your classroom and add to your SEL toolbox.

Be sure to check *vooks.com/store* for our classroom kit with feelings wheel craft.



Getting Started

Young children may not have the vocabulary to talk about how they are feeling. Instead they communicate their feelings in other ways. They may express their feelings through facial expressions, through their body language, their behavior and play. Offering alternative ways to help children express their feelings will help you understand them.

SEL Activities

Sequencing Feelings

It is important to provide opportunities to identify feelings in others. Picture books are a great way to discuss feelings and help kids learn how to recognize other people's feelings through facial expressions. We have provided sequencing activities for the following three Vooks titles:

- *Slumberkins: Bigfoot*
- *The Best Seat*
- *We Are (Not) Friends*

Animated storybooks allow children to easily identify with characters and events in the story. This identification provides children with experiences to recogize and identify feelings in others as well as themselves and will help them apply the lessons learned to real world situations.

About Me Craft

Help children build authentic relationships with their classmates with this craft. Watch a demonstration video here. We have provided the template below.

(Continues on page 8)

(Continued from page 7)

Feelings Response Chart

Create a poster with four columns. This can be done on a whiteboard, chart paper, or if you are teaching virtually on a Powerpoint slide. This is an interactive activitiy that will allow you to fill in students' answers as you go. We suggest viewing *Monster Be Good!* on vooks.com to introduce this activity.

Focus Questions

1. List of feelings—ask children to name feelings that they have had. Once the brainstorming is complete, list these feelings on the chart in the first column.
2. What do you want to do—for each feeling listed on the chart, ask children what they do when they feel that feeling and list their examples on the chart.
3. What could you do instead—ask children for their responses; however in this column only positive responses to these feelings should be listed. This will give the children alternative behavior choices.
4. Who could you go to for help—ask children for their responses; however in this column only appropriate answers should be listed.

Give children their own chart to fill out with the top 3 to 5 feelings they experience most often and have them choose from the class chart to keep in their binder. For younger children use the coloring sheet from *Monster Be Good!* that is provided below.

Transition Activities

Students move through many activities during the course of a typical day. It's important to plan for these in-between times just as carefully as you plan your lessons. With predictable routines in place, students can move smoothly from one activity to the next without losing learning time.

To help you establish these routines, we have provided transition activities and suggestions on the following pages. Find additional activities at *vooks.com/resources.*

'Cause bruises & gooses can't stop you from living the life that you choose, Iz!

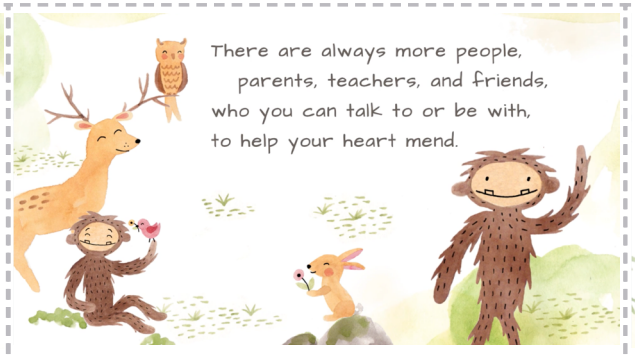


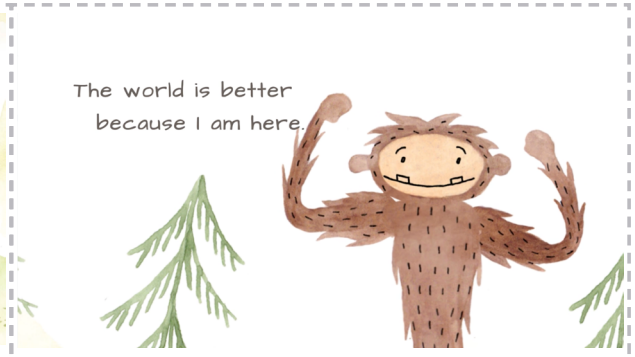
Sequencing Activity Cutouts

In each of the Vooks titles, there was a problem, the character(s) tried to solve the problem, and then there was a solution. Cut out and place the 3 scenes from each title in the correct order and share what the problem was, how they handled it, and how they felt in the end.

Slumberkins: Bigfoot







The Best Seat

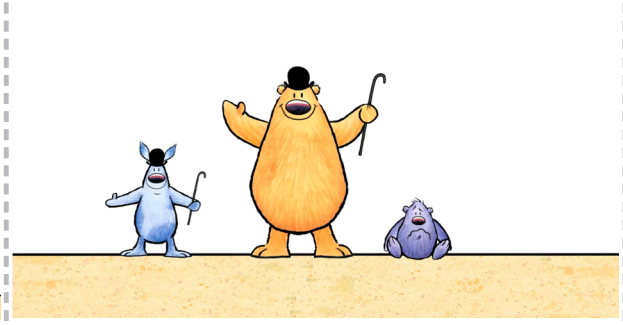






We Are (Not) Friends







Sequencing Activity Chart

In each of the Vooks titles, there was a problem, the character(s) tried to solve the problem, and then there was a solution. Cut out and place the 3 scenes from each title in the correct order and share what the problem was, how they handled it, and how they felt in the end.

	Problem	How they handled the problem	How they felt in the end
Slumberkins: Bigfoot			
The Best Seat			
We Are (Not) Friends			

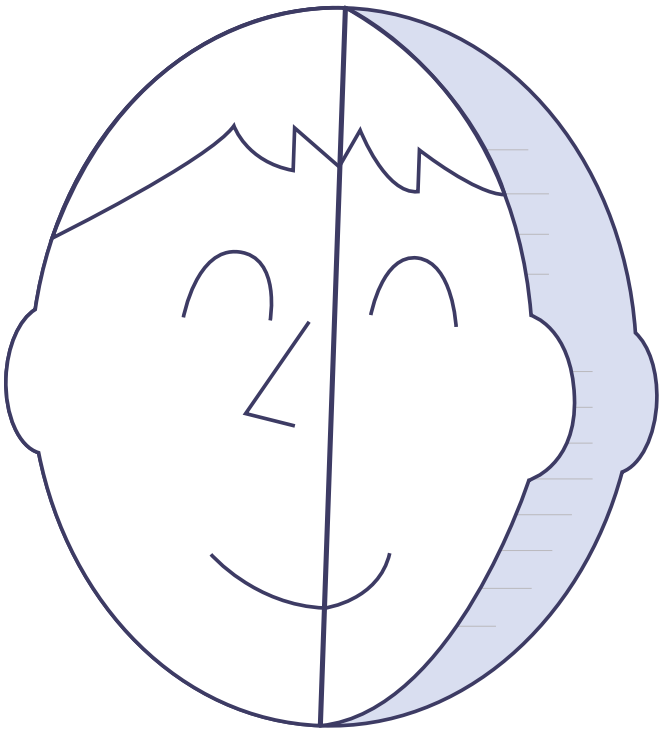
About Me Craft



Goes with *Our Class is a Family*

Materials

- Face Template (provided)
- Information Template (provided)
- Coloring Utensils
- Colored Construction Paper
- Staples/Glue
- Scissors



Directions

1. Fill out the information about yourself in the information template and then cut out, fold down the middle on the solid line and set aside.
2. Use the coloring utensils to draw your face on the face template and cut it out.
3. Use the colored construction paper to cut out hair, glue it onto your face template, and let it dry.
4. Once you have finished coloring your face template, fold it in half face side up.
5. Staple or glue the back right side of your face template to the back left side of your information template.
6. You can open and close your “about me” booklet to reveal.

Information Template

Me

Name _____

Age _____

Birthday _____

My favorite thing I did over the summer was...

_____

_____

_____

_____

_____

_____

_____

_____

Favorites

Food _____

Color _____

Movie _____

Treat _____

My goals for this school year are to...

_____

_____

_____

_____

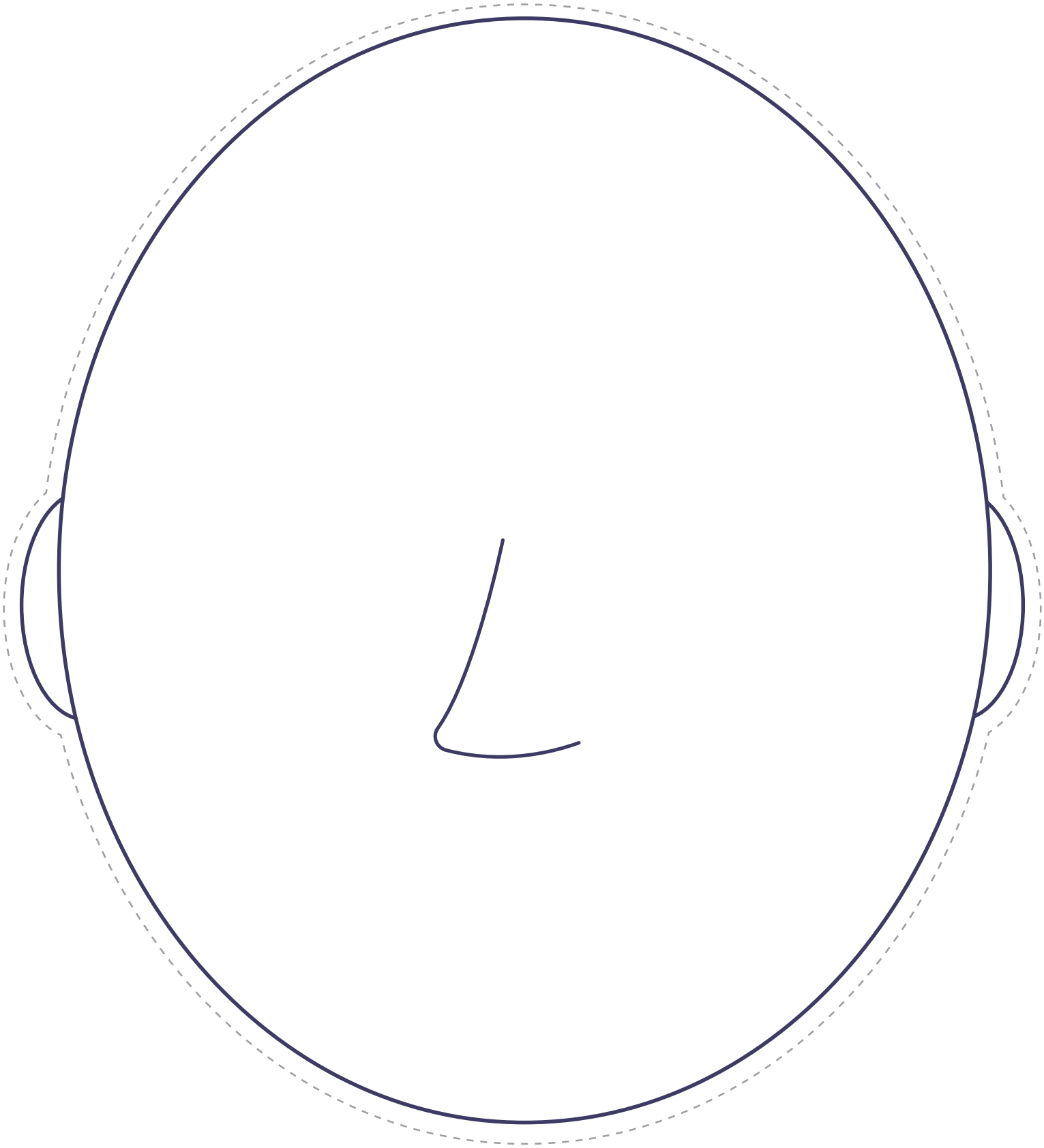
_____

_____

_____

_____

Face Template



Feelings Response Chart

Fill out the chart below with 3 to 5 feelings, what each feeling makes you want to do, things you could do instead, and people you can go to for help.



List of feelings	What do you want to do?	What could you do instead?	Who could you go to for help?

VOOKS

NAME _____

Coloring Sheet

NAME _____

Color in your feelings thermometer and then fill in how you feel at each level and some actions you can take to help with those feelings.

How I feel

What I can do

Example: take 3 or 4 deep breaths

How I feel		What I can do
angry	5 RED	
sad	4 ORANGE	
worried	3 YELLOW	
happy	2 GREEN	
calm	1 BLUE	
	0 PURPLE	

Kindness and Caring Flower

Use the 6 flower petals to write ways you can show kindness and caring for others.

Materials

- Flower, Leaf, and Center Template for each child (provided)
- Coloring Utensils
- Glue/Tape
- Scissors

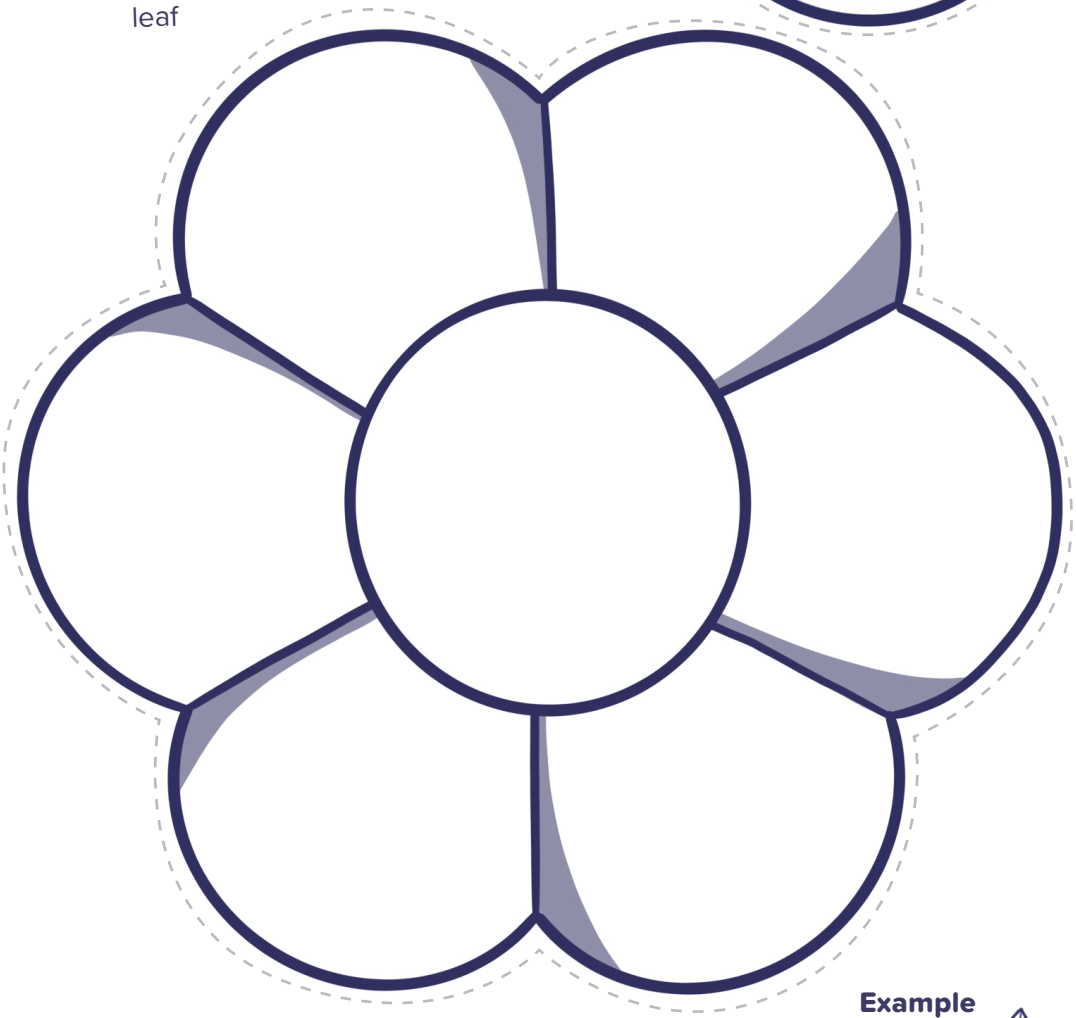
Directions

1. Color and cut out the flower, center, and leaf templates.
2. Glue or tape the center of your flower to the middle circle on your flower template.
3. Glue or tape the leaves to the back of your flower template so they stick out when looking at your flower from the front.
4. You now have a flower with 6 petals on it. Throughout the week, use those 6 petals to write ways you can show kindness and caring for others.



leaf



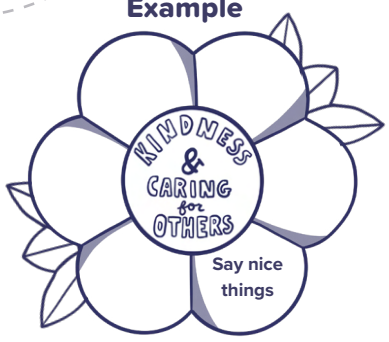


flower



leaf

Example



VOOKS

NAME _____

Kindness Dice



Goes with *I'll Love You For Always*

How to play

1. Cut the pattern out, fold on the solid lines and add glue to the angled tabs. Fold into a cube and let it dry.
2. Roll the dice.
3. Answer the prompt that is rolled.

What scares you?

What makes you "sweet"?

Share a word that tells someone you care about them.

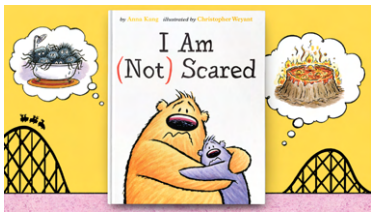
Share a time when you needed someone to help you.

Share a time someone showed you they cared for you.

Who would you write a love note to? Why?

What Scares You?

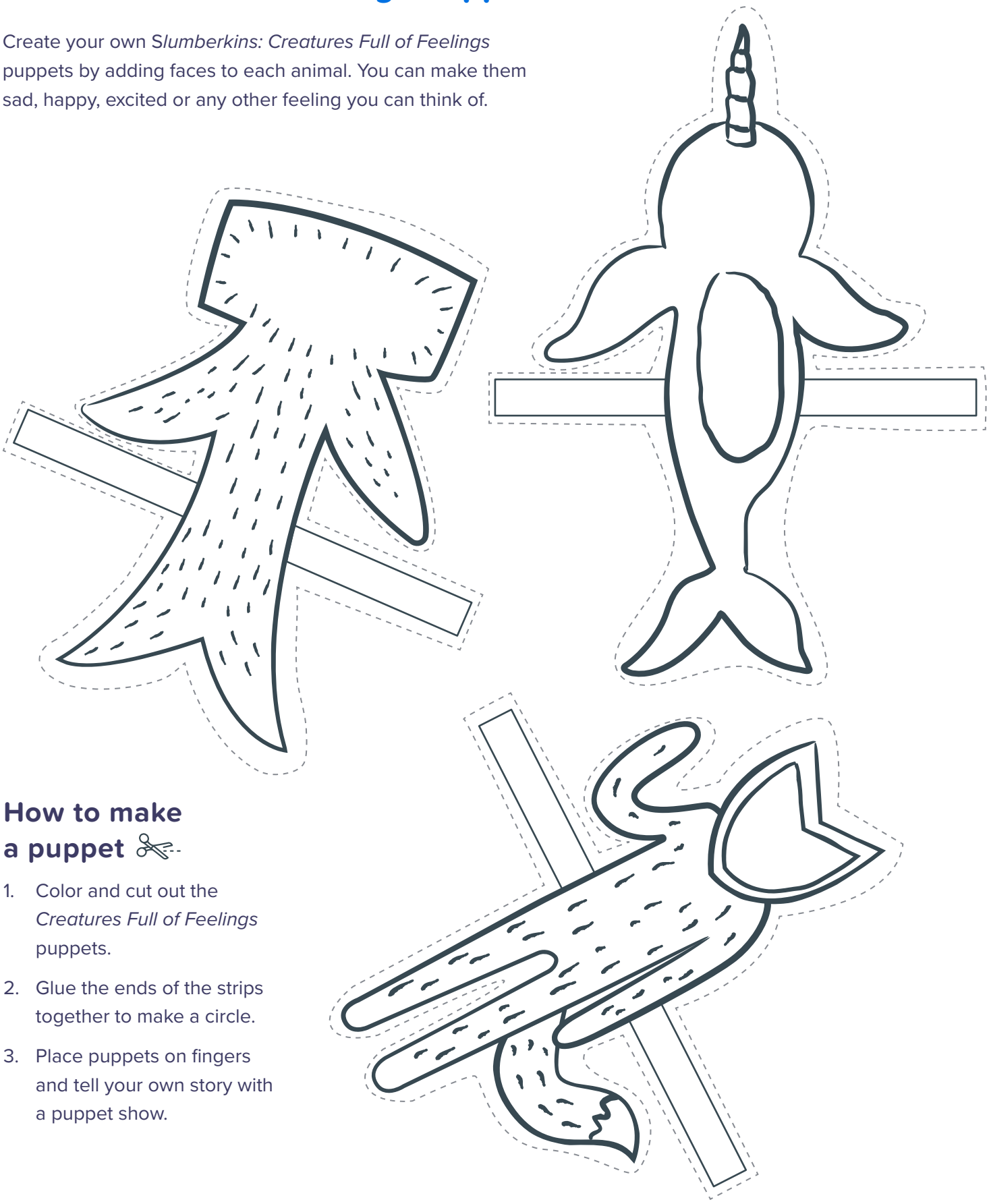
Goes with *I Am (Not) Scared*



Circle the things that scare you in **red** and circle the things that do not scare you in **blue**. As you circle the items, explain aloud why you are scared or not scared.

Creatures Full Of Feelings Puppets

Create your own S*lumberkins: Creatures Full of Feelings* puppets by adding faces to each animal. You can make them sad, happy, excited or any other feeling you can think of.



How to make a puppet

1. Color and cut out the *Creatures Full of Feelings* puppets.
2. Glue the ends of the strips together to make a circle.
3. Place puppets on fingers and tell your own story with a puppet show.

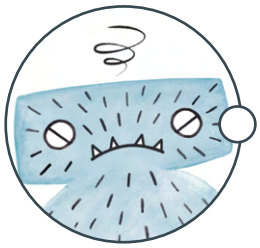
Connecting Activity

Match the feeling that each face is showing with the word that describes it. Draw a line to connect the two.

Goes with *Slumberkins: Creatures Full of Feelings*















Sad

Happy

Scared

Tired

Excited

Mad

Circle the Words

Circle the words that hurt your feelings in **red**. Circle the words that make you feel good about yourself in **blue**. Then, come up with your own words in the boxes below.



Goes with
Slumberkins: Bigfoot

go away

mean

different

kind

unique

strange

brave

strong

Are there other words that hurt your feelings? Write them in **red** in the box below.

Are there other words that make you feel good about yourself? Write them in **blue** in the box below.

VOOKS

NAME _____

Post-Assessment

The post-assessment is designed to provide practical information about students' knowledge, understanding, ability to identify feelings, express them in a thoughtful manner, and know who they can go to when they need help with their feelings.

Objectives

Goals	Identify feelings, ways to express feelings, and who can help with the expression of those feelings.
Standard	Self-Awareness – Individual has the ability to identify their emotions, personal assets, areas for growth, and potential external resources and supports.

You've completed the SEL Routine Unit!



Getting Started

Children have many feelings. For the post-assessment develop a thoughtfully constructed scenario that best suits the feeling you want to focus on. Choose the format most appropriate for your students. We have provided examples below.

Activity Examples

We have provided 4 example scenarios. Choose from our examples or come up with your own and use the fillable template provided above. Then, have the children answer the following questions for each scenario.

- How would you feel?
- What would you do?
- What other actions could you take?
- Who can you ask for help?

Example Scenarios

1. Today when you came to school, you saw your best friend with two other classmates pointing at you and laughing. When you went to join them they all walked away.
2. When you were walking to school today, you saw someone throw trash on the street.
3. Last year you were not able to come to school in person.
4. You want to play with a toy that your friend is playing with and they won't share it.

Dear Parents,

There have been some difficult experiences and setbacks over the last year. Children have every right to feel sad, mad, scared, or frustrated. Being able to express those feelings appropriately will be valuable moving forward. This week in class we talked about feelings, how to express them, and who can help us deal with those feelings.

Please ask your child about their feelings.

We viewed the following Vooks titles where characters demonstrated emotions:

_____

_____

_____

_____.

I encourage you to view these titles with your child and complete the Book Chats with your child. (I am sending these, but they are also available on vooks.com/resources.)

I appreciate your support as the school year progresses and know that I am here to answer any questions you have as we travel this journey together.

Sincerely,

Dear Parents,

There have been some difficult experiences and setbacks over the last year. Children have every right to feel sad, mad, scared, or frustrated. Being able to express those feelings appropriately will be valuable moving forward. This week in class we talked about feelings, how to express them, and who can help us deal with those feelings.

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I appreciate your support as the school year progresses and know that I am here to answer any questions you have as we travel this journey together.

Sincerely,

Practicing Social Emotional (SEL) Learning at Home

Practicing SEL at home is one of the best ways to reinforce the skills we will be building in class. Here are a few ways that you can work with your child:

1 Focus on your child's SEL strengths before discussing places where they can improve. Work together to build a chart that helps them practice and build SEL skills and habits.

2 Model behaviors like empathy and kindness for your child. Through your own daily behaviors–like helping others–you can encourage them to engage with the world in a similar manner.

3 Encourage children to resolve issues on their own. Rather than solving it for them, ask questions that will facilitate them solving it themselves. Walk them through how each potential decision could impact others.

4 Read books that reflect the SEL skills they are learning in class. Through books they will learn how to create healthy relationships and resolve conflict. In class we will be using the Vooks platform at ***vooks.com*** as a tool to do this.

5 Help your child explore and engage with emotions. Encourage them to build an understanding that feelings are real and that they are normal. Show them that you respect their emotions and help them identify each individual emotion.

6 Apologize when it is appropriate. Apologies demonstrate to a child that it is important to say you are sorry after you have lost your temper or experienced a conflict. This helps them understand respectful and kind behavior.

7 Practice and model labeling and regulating your emotions when you encounter stress. Name what you are feeling, use stress mitigation techniques like deep breathing, and then discuss calming strategies with your child.



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Keep Kids Reading Daily

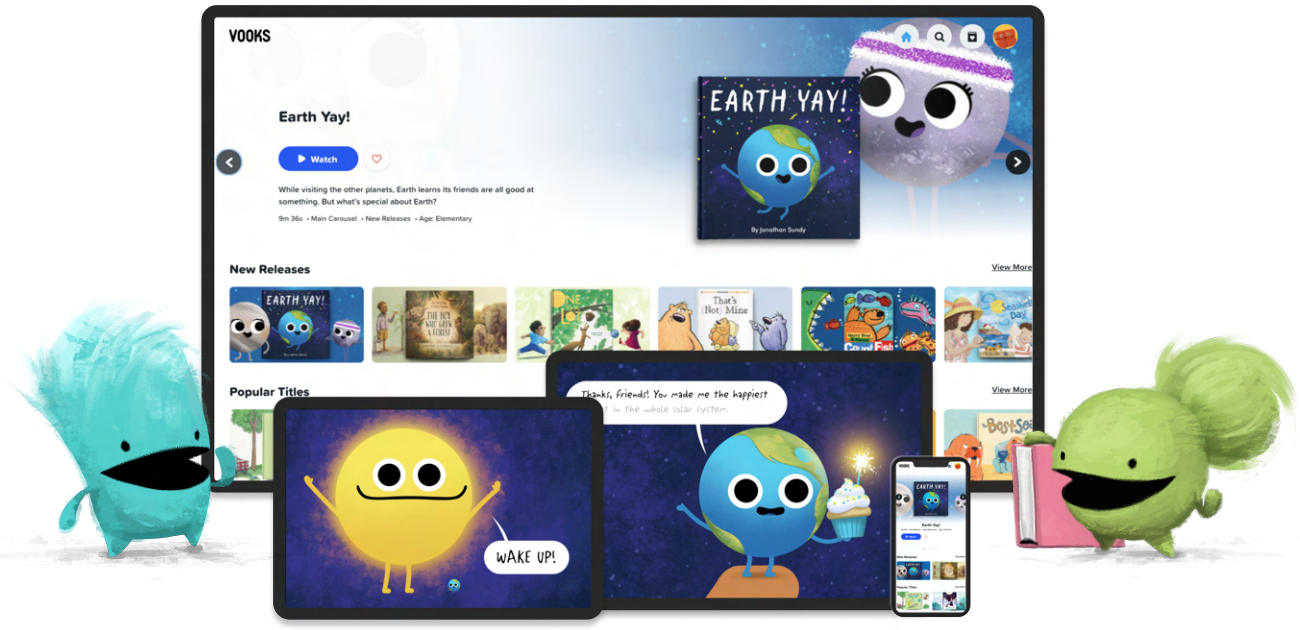
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