

SEL into Literature



Social-Emotional Learning through literature
for the classroom, school, and home

Acknowledgement

As a land grant institution, the California Reading and Literature Project at UCLA acknowledges the Tongva peoples as the traditional caretakers of the land initially known as Tovaangar (the Los Angeles basin to the Southern Channel Islands). UCLA sits on land colonized through “discovery” by Spain and multiple land grants and deeding of property issued by Mexico and the United States of America. Despite the many atrocities committed against them, they persevere. We are grateful for their stewardship of the land throughout the generations--in the past, present, and future. We must serve this land and this community to the best of our capabilities.

Much of what we know of this country today, including its culture, economic growth, and development, was built at the often-fatal expense of forcefully enslaved Black people and their descendants who suffered the horror of transatlantic trafficking, chattel slavery, and dehumanization through segregation even in California. We remember those who did not survive and those still suffering while fighting for their freedom. We are indebted to their labor and unwilling sacrifice, and we must acknowledge the tremors of that violence, the resulting impact, and the generational trauma still felt and witnessed today.

We recognize that our country is continuously defined, supported, and built upon by oppressed communities and peoples. We acknowledge all immigrant and indigenous labor, voluntary, involuntary, trafficked, forced, and undocumented people who contributed to the building of the country and continue to serve within our labor force.

As we acknowledge the long-lasting impact on communities to this day, we must commit ourselves to the work of justice for our children.

CRLP

Who We Are As A Project

VISION

A community of courageous educators transforming literacy practices to achieve equity for a socially just world

MISSION

The California Reading & Literature Project (CRLP) provides transformative professional learning in Reading/Literacy. Our professional learning centers educators as learners and leaders to ensure that every California student receives high-quality, rigorous, comprehensive literacy instruction that is responsive to their identities, assets, and needs.



CRLP



Who We Are As A Center

The UCLA California Reading and Literature Project (CRLP) site is located within Center X in the UCLA School of Education and Information Studies. Our focus has always been to provide educators and community members with the tools, knowledge, and dispositions necessary to foster and sustain rich, rigorous, and socially just learning spaces.

Mirror in the Center's organization, staffing, and daily activities the diverse, caring, socially responsible learning community that we seek to create in schools

Collaborate across institutions and communities

Focus simultaneously on professional education, school reform, and reinventing the university's role in K-12 schooling and community colleges

Embody a social justice agenda

Center X Guiding Principles

Blend theory and practice

Provide professional preparation, development, and support from aspiring through accomplished practice

Remain self-renewing

Bring together educators' & students' needs for depth of content knowledge, powerful pedagogies, and school cultures that enable serious & sustained engagement in teaching & learning

CRLP

Thank You! Our teacher leaders connect university research with classroom practice to make this work possible.



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The Day You Begin



About the Book

This book describes those moments when a child may feel like an outsider because of their home language, the color of their skin, or the “different” food they bring for lunch. The beautiful illustrations and lyrical language of this picture book help show we are more similar than we think and can share and celebrate our differences. Once we find our voice to share our identity, we can begin to embrace all the unique beauty we bring to the world.

Classroom Connections

This book lends itself to practicing ELA/ELD language standards. Students can practice having conversations using inclusive vocabulary and language stems, specifically for differences and similarities. This is also an excellent book for understanding other perspectives and cultures to achieve the California Competency of a Literate Individual.

Real World Connections

Self-awareness of one’s emotions comes into play in all situations young children face at home, in school, and in the community in which they exist. Self-awareness is about guiding students to understand the different emotions they and others may feel; we can help them to recognize social cues (facial expressions, vocal expressions, and other behaviors) that will help them to know or be aware of when others are feeling the same or different emotions.

Self-Awareness

The Day You Begin

Each lesson is designed to focus on California ELA Anchor standards

1: Read closely to determine what the text says explicitly and to make logical inferences from it. and
3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text: however, other ELA, ELD, and social justice standards should also be considered in lesson planning.

Classroom Support

Title of Lesson: Feeling Different...It Happens!

SEL Objective: Students understand their emotions, thoughts, and values and how they influence behavior across contexts.

Background Information: Young children, especially when they reach school age, are entering the classroom, possibly seeing people who do and don't look like them for the first time. They are exposed to new languages, new cultures, and a wide range of likes and interests of their peers. Understanding one's emotions, thoughts, and values and how they influence behavior across contexts are vital to prospering and succeeding in our society. This includes recognizing one's strengths and limitations with a well-grounded sense of confidence and purpose. Children need to recognize and value the things that make them unique and understand how their uniqueness contributes to the greater good of the community.

Materials:

You will need the following for the teacher:

- *The Day You Begin*, written by Jacqueline Woodson and illustrated by Rafael López
- Chart paper, markers
- Construction paper cut into 2"x10" strips
- Slide Deck (SD)
- Computer, projector

You will need the following for each student:

- Two strips of construction paper cut in 2"x10"
- Diverse skin-toned pencils, crayons, or markers
- Human body cutout (SD)
- Artifact from home for sharing



Self-Awareness

The Day You Begin

Communicating the objective: “Today we’ll be talking about identity, a big word that has to do with who we are and all the things that make us unique and special. There are lots of different pieces that fit together to make up our identity.”

Before the Read Aloud:

- Prepare a T-chart that includes “Things I have in common with the characters” and “Things that are different from me and the characters.”
- Consider seating arrangements for optimal conversation opportunities for students to share.

During the Read Aloud:

- As we read, pay attention to the pictures and words we hear. See if you can find any similarities or differences between Angelina or you and the characters. Add your findings to the T-chart.
- Discuss how the differences and similarities make the characters feel; how do differences and similarities make your students feel in situations?
- Discuss with students how we all have different experiences. How does having different experiences make us feel?

After the Read Aloud:

Activity 1 - Identity Wheel: Have students draw a circle (or use a premade circle). In the center of the circle, have students write three adjectives that describe who they are. Around the outside of the circle, write 5-7 things that are their favorite (color, food, movie, toy, book, hobby, place). Older students can also write more detailed information, such as birth order, religion, personal motto, favorite saying, cultural norm or artifact, etc. Allow time to share.

Activity 2 - Body Cutout: Provide each student with a human body cutout. Tell students they will illustrate and decorate this cutout to represent themselves. On the cutout, they will write adjectives and interests that reflect who they are, and they can decorate the other side to reflect themselves. Dedicate a space in the room to display the cutouts.

Activity 3 - Something from Home: Prepare the students for this activity at least 2-3 days in advance. Ask students to bring an artifact from home to share with the class, or students can showcase a talent, interest, or something representing their culture.

Self-Awareness

The Day You Begin

After the Read cont.

Activity 4 - Linked Together: Distribute two pre-cut strips of construction paper to students. Have students think about what makes them proud to be them. Have students write one source of pride on each strip. Link all the strips together to create a chain of the things that make us strong, beautiful, and unique as a classroom. Display this chain all year for everyone to see.

Additional Readings:

- *I Am Enough* by Grace Byers (PreK-3)
- *All Are Welcome* by Alexander Penfold (PreK-3)
- *Dreamers* by Yuyi Morales (PreK-3)
- *The Proudest A Story of Hijab and Family* by Ibtihaj Muhammad (PreK-3)
- *The Year We Learned to Fly* by Jacqueline Woodson (K-3)
- *Hair Love* by Matthew Cherry (PreK-3)
- *Just Ask* by Sonia Sotomayor (PreK-3)
- *Same, Same But Different* by Jenny Sue Kostecki-Shaw (1-2)
- *Say Something* by Peter Reynolds (1-5)

Adaptations for Learners:

- Preview the story for vocabulary and syntax.
- Include picture support as necessary and appropriate.
- Monitor for comprehension.
- Include ELD standards in planning to address language learners, including Standard English learners.
- Allow time for students to discuss their ideas before speaking and writing.
- This lesson provides many opportunities to bring art into the classroom.

Self-Awareness

The Day You Begin

School Support

- **Student Reporters:** Allow students to engage in student interviews to learn about each other's names, cultures, and interests (academic and personal).
- **Buddy System:** Students can pair up for a read-aloud, recess games, become school pen pals, etc. This is an excellent opportunity to have students interact with students they usually would not have a chance to meet.
- **Family Share Day:** Ask families to participate in a "family share day" celebration where families can have designated days to share their cultures and family stories at school
- **Cross-grade share:** Have students pair with other grades to share their identity wheel or unique artifacts they bring from home

Caregiver/Community Support

Reinforcement Activities:

- **Where We Come From:** Initiate conversations at home about "Where we come from" and share with your child family histories or stories, traditions, unique ancestors, and relatives.
- **Be a Reporter:** Have your child interview a family member or a close friend about their 1st Day of School. What was it like for them? Was school a different experience? Were the other students similar or different? Have your child report the information like a reporter; they can record their findings or do a live presentation to you and the family.
- **Access Resources:** <https://childrenslibrarylady.com/books-about-identity/>

Autoconciencia

Each lesson is designed to focus on California ELA Anchor standards

1: Read closely to determine what the text says explicitly and to make logical inferences from it. and
3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text: however, other ELA, ELD, and social justice standards should also be considered in lesson planning.

Apoyo en el Aula

Título de la lección: Todos somos diferentes pero iguales a la vez

Objetivo SEL: Pertenecer: La necesidad de ser aceptado y valorado por los demás. Las actividades están diseñadas para que cada persona pueda ser escuchada y vista sin ser juzgada, y para ayudar a construir relaciones con los demás y con el contenido.

Antecedentes útiles sobre el tema: Podemos apoyarnos mutuamente en la comunidad tomando conciencia de nuestros puntos fuertes y nuestras limitaciones personales, así como de las de los demás. Los alumnos serán capaces de identificar los puntos fuertes de su carácter y utilizarlos y los de sus compañeros para apoyarse mutuamente en su comunidad de aprendizaje.

Sobre el libro:

Otros estudiantes se ríen cuando Rigoberto, un inmigrante de Venezuela, se presenta, pero más tarde el conoce a Angelina y descubre que no es el único que se siente como un extraño. Habrá veces en que entres a un lugar y no veas a nadie como tú. Hay muchas razones por las que uno se puede sentir diferente. Quizás sea por tu apariencia, o por la forma en que hablas, o de dónde vienes. A lo mejor es por lo que comes o por algún motivo similar. Sea cual sea la razón, no es fácil dar ese paso de entrar a un lugar donde no conoces a nadie; pero de alguna forma lo haces.

Materiales:

Para el maestro/a:

- *El día en que descubres quién eres* por Jacqueline Woodson y ilustrado por Rafael López
- Tiras de diferentes colores de papel.
- Slide Deck, computadora, proyector
- Un espejo para cada alumno del salón.

Para los alumnos:

- Marcadores, lápices de color, tijeras, pegamento



Autoconciencia

Comunicando el objetivo: “Hoy vamos a ver como cada uno de nosotros necesitamos sentir que pertenecemos, la necesidad de ser aceptado y valorado por los demás. Al conocernos, vamos a ver que no solo somos diferentes, sino que también somos similares.”

Antes de leer el libro:

Actividad 1 - Pantomima: Adivina el sentimiento: Repasa el concepto de sentimientos a los alumnos y el espectro de sentimientos con un juego de charadas, tanto agradables como desagradables. Invita a alumnos voluntarios a pasar al frente de la clase y representar un sentimiento. Seleccione a distintos alumnos para que identifiquen el sentimiento representado.

- Ejemplos de sentimientos: feliz, triste, asustado, aburrido, enfadado, sorprendido, preocupado, confuso, frustrado, avergonzado, alegre, disgustado, celoso, intranquilo, tímido, confiado, esperanzado, molesto, culpable, orgulloso, inspirado, tranquilo, contento, agradecido, nervioso, rechazado, descuidado y avergonzado.

Actividad 2 - Levanta la mano si estás de acuerdo: Di comentarios diferentes, por ejemplo, Me gusta nadar. Si los alumnos están de acuerdo con el comentario, levanten la mano. Si no están de acuerdo, mantengan la mano abajo.

Ejemplos de comentarios:

1. Me gusta pintar.
2. Yo puedo montar una bicicleta.
3. Me gusta el helado.
4. Tengo una mascota.
5. Tengo 7 años.
6. Mis abuelos viven cerca de mí.

Autoconciencia

Durante la lectura:

- Hagan una pausa después de leer la primera página, compartan en parejas si alguna vez se han sentido como esta niña. Repasa las pistas corporales.
- Pausen después de que introduzcan a Rigoberto. Compartan con su compañero como se debe sentir Rigoberto. La maestra escogerá a un voluntario para compartir lo que dijo su compañero/a.
- “_____ dijo que _____”
- Continúen de pausar en las páginas que vean necesario para compartir cómo se sienten los personajes. Los alumnos pueden responder por sí mismos o repetir lo que comentó su compañero/a.
- ¿Alguna vez han comido algo que otras personas lo veían diferente?
- ¿Alguna vez se han sentido solos aunque hay muchas personas en su entorno?

Después de la lectura:

Actividad 3: La nube

- Pasa la tira roja, que cada alumno escriba cuantos años tiene.
- En la tira anaranjada, escriban su color favorito
- En la tira amarilla, escriban su fecha de nacimiento (mes y día)
- En la tira verde, escriban su comida favorita.
- En la tira azul, escriban que desean ser cuando sean grandes.
- En la tira morada, escriban su tema favorito (escolar).
- Necesitan pegar las tiras en su nube en orden del arco iris. (Canción del arco iris)
- Al terminar de pegar, pueden compartir sus oraciones completas con sus compañeros.
- Opcional: Después de practicar las oraciones completas, pueden escribirlas.

Actividad 4: Arte con su nombre

- Cada alumno va a recibir su nombre en una media hoja de papel de cartulina (cardstock). Usando marcadores, van a calcar el entorno de su nombre. Necesitan usar sus colores favoritos hasta que llenen toda la hoja. Recuerden de tomar su tiempo y no garabatear.
- Al terminar, cada alumno puede presentar su nombre y compartir sus colores favoritos que usó en su arte.
- Coloque todos los nombres juntos en su salón.

Actividad 5: Autorretrato

- Pueden usar el perfil proporcionado o pueden hacer un dibujo dirigido.
- Primero permitan a los alumnos que se vean bien la cara.
- Optional: Pueden compartir/escribir como se ven

Autoconciencia

Adaptaciones para alumnos de necesidades especiales/alumnos avanzados:

- Proporcione las preguntas para el debate en formato impreso/visual
- Permitir que un adulto lea en voz alta las tareas/direcciones
- Proporcione las preguntas para el debate en formato impreso/visual
- Permitir que un adulto lea en voz alta las tareas/direcciones

Extensiones:

- Vean el video de Somos diferentes, somos iguales
- Anima a los niños a compartir en qué se parecen y en qué se diferencian.
- Cuando los niños participen en actividades cotidianas, como ver un programa de televisión, leer un libro o realizar tareas de la vida diaria, hazles las siguientes preguntas. ¿Crees que (nombre) suele adoptar la perspectiva de los demás: ¿Podría (nombre) haber entendido mejor los sentimientos de (otro nombre)? ¿Cómo?

Apoyo Escolar

Activity 1: Super Star Icebreaker

Source: Panorama Education Playbook

- Goal: Promote respect, encourage playfulness, promote inclusion, and build community.
- Action: Superstar is a simple, quick, and equipment-less game to try. Consider having students pick a new partner each round to encourage new connections.

Step-by-Step Instructions:

- Pre-Game: Watch the below overview video explaining how to facilitate "Superstar."
- Pre-Game: Explain the purpose of the game and the rules. Demonstrate together with another student what to do (find a commonality not previously known and not visibly apparent).
- Practice: Announcing the practice round, watch for how students are pairing together. Are they partnering with a student they know less well? What are the topics they are sharing? Do they need help thinking through more examples?
- Pause the practice round after several minutes and reflect on examples that the students are offering.
- Play: Play the game for real!
- Post-Game: Conclude with some reflection questions, such as: how many of you found somebody who also likes ___? Was there something you discovered that you have in common with one partner but not another?

Autoconciencia

Activity 2- Quick Connection Cards

- Goal: Brief discussions and activities designed to provide peers with opportunities to share, think, collaborate, and have fun using a variety of partner and whole class structures!
- Conversations: Discussion questions allow buddies to get to know one another and explore commonalities and differences.
- Collaborations: Buddy activities that promote joint problem-solving, collaboration, and cooperation.
- Community Builders: Class discussions and activities designed to bring peers together as a community to work and play as a team.

Apoyo en Casa

Al ayudar a nuestros hijos a desarrollar su autoestima, les damos la:

- confianza para enfrentarse a los retos.
 - confianza para pedir ayuda si la necesitan.
 - confianza para entender que los errores ayudan a crecer.
 - capacidad para asumir la responsabilidad de sus actos.
 - capacidad para establecer relaciones sanas.
 - inteligencia para respetarse a sí mismos
 - conciencia de que tienen control sobre sus vidas
- Lean este blog para ideas de autoestima ([Mindfulmazing](#))

TIPS FOR CREATING THE PERFECT CALM DOWN SPACE FOR KIDS

-Lean este blog para ideas en tener un lugar donde los niños puedan sentirse seguros y calmados.

