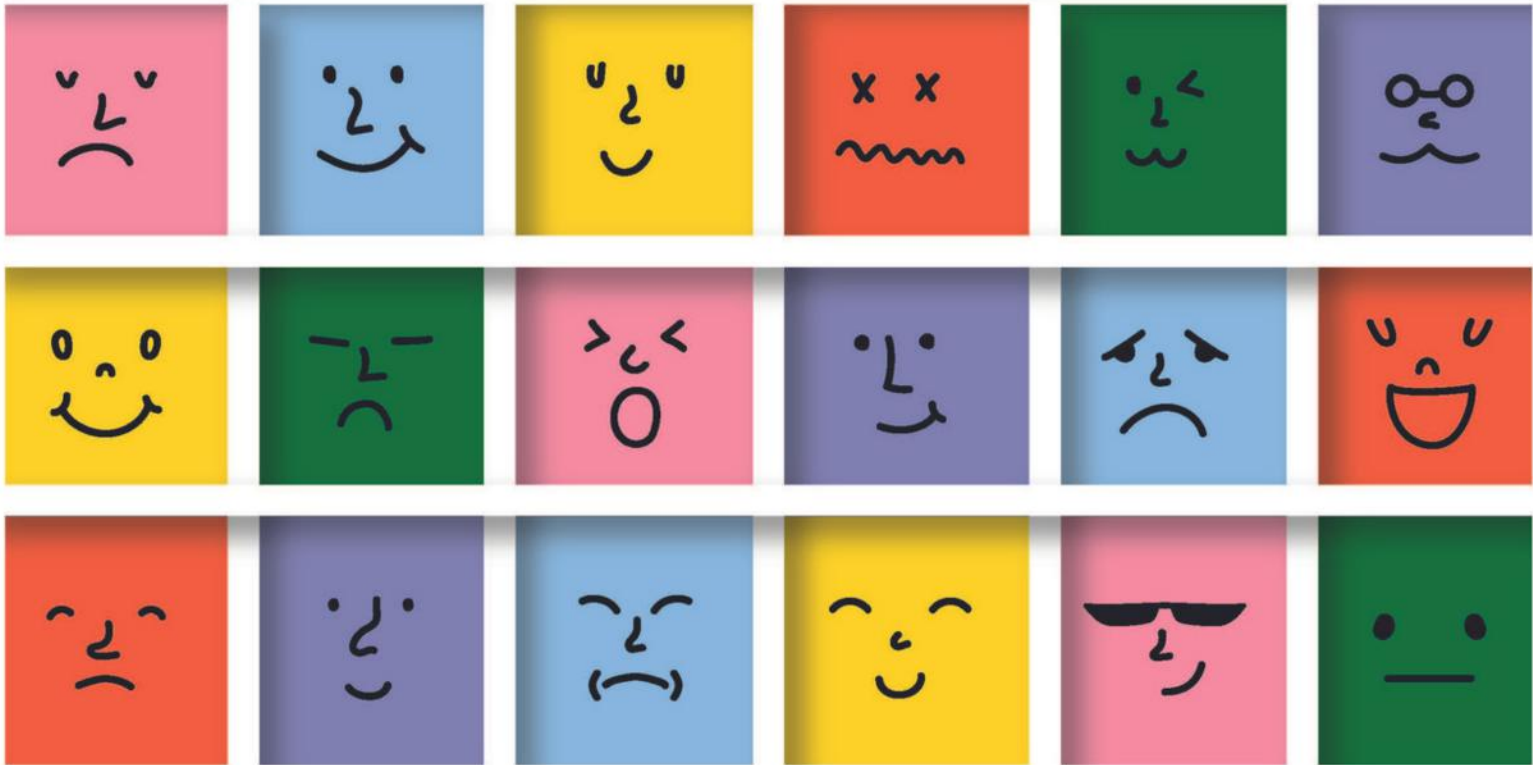


Social Emotional Learning Classroom Workbook

2nd Edition



Grade K

SOCIAL EMOTIONAL
LEARNING (SEL)

CLASSROOM
WORKBOOK
KINDERGARTEN

2nd Edition

ISBN: 978-1954760233

Social Emotional Learning Classroom Workbook Kindergarten, 2nd edition

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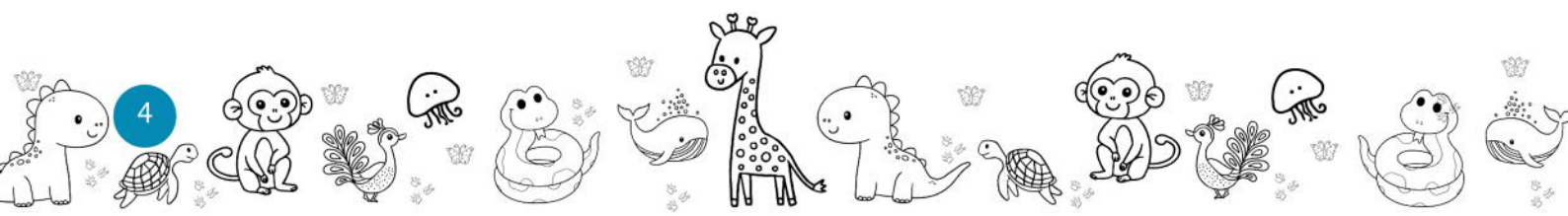
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ALL ABOUT ME

My Name: _____

My Teacher: _____

Room Number: _____

School Year: _____

My Lunch Number: _____

Emergency Contact information:

Name: _____ **Relationship to Student:** _____

_____ **Telephone:** _____

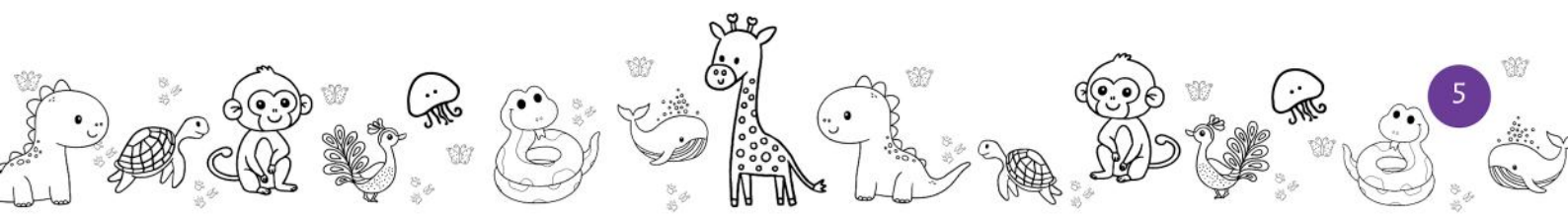
Email: _____

Name: _____ **Relationship to Student:** _____

_____ **Telephone:** _____

Email: _____

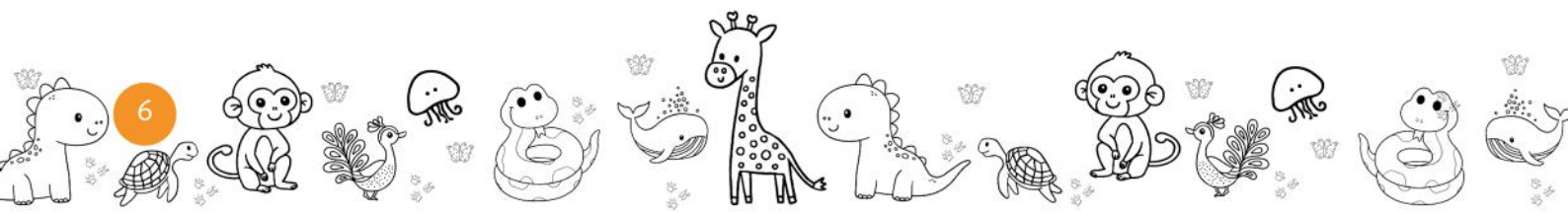
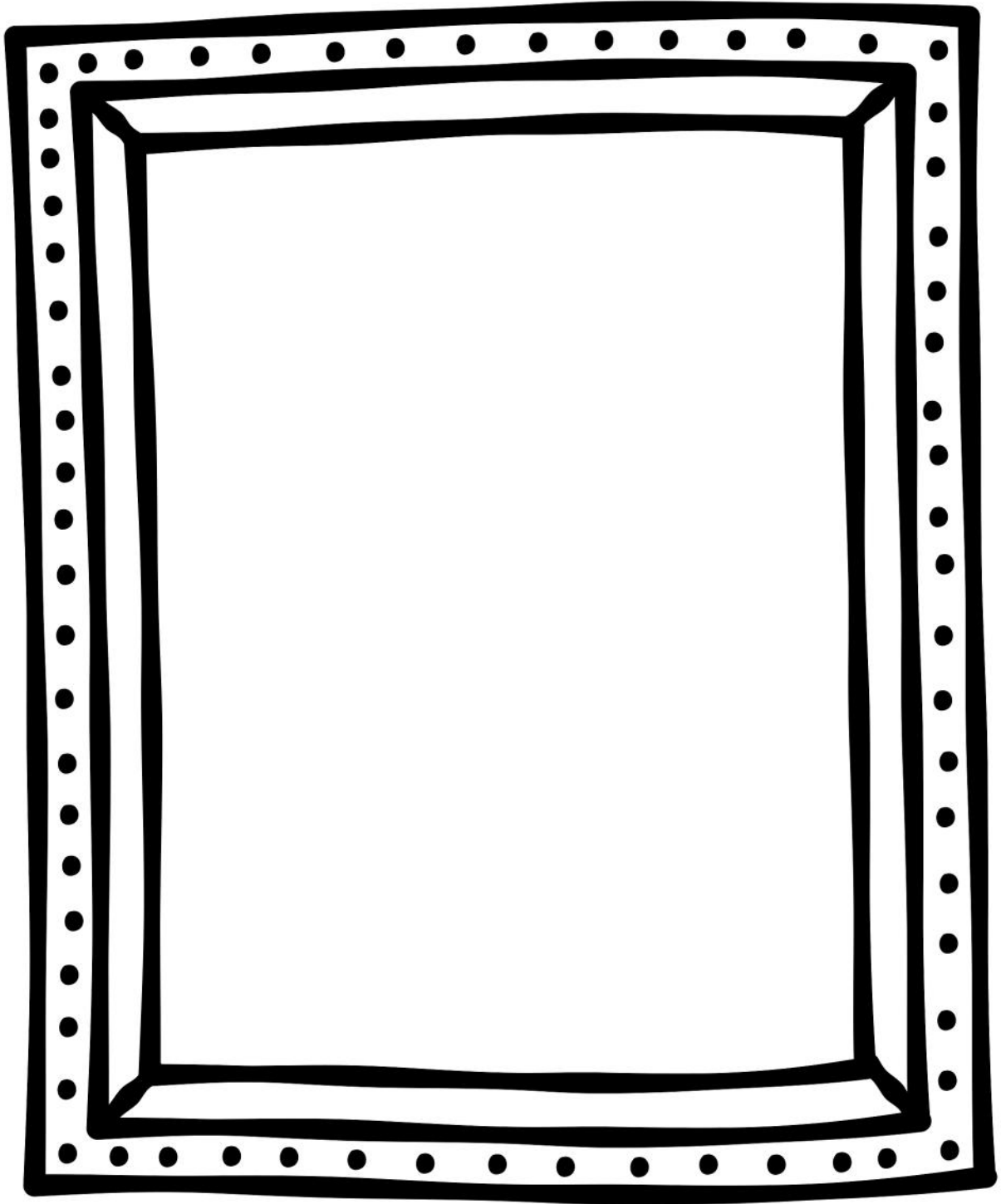
Known Allergies: _____





ALL ABOUT ME

Draw a picture of yourself!



USING THIS WORKBOOK

An introduction for teachers & parents:

This workbook teaches students about Social and Emotional Learning (SEL). SEL is a skill that helps students learn how to regulate emotions, use a growth mindset, collaborate, and build healthy relationships.

This workbook includes 4 themes to teach students all about SEL.

1. Identity and Mindset
2. Courage and Kindness
3. A Place to Belong
4. A Healthy Well-Being

Identity & Mindset

Students learn how to identify and manage their emotions, have a positive mindset, and stay true to themselves!

Courage & Kindness

Students learn to be resilient, good communicators, and maintain healthy friendships.

A Place to Belong

Students learn how to be inclusive, solve problems peacefully, and respect others who are different than them.

A Healthy Well-Being

Students learn how to make healthy choices for themselves and others.



USING THIS WORKBOOK

There are lots of great resources in this workbook besides lessons.



Did you know coloring and doodling is a way to relieve stress and manage emotions?

Use the coloring pages when your students need a brain break or time to breathe.



Other resources to check out:

- Read a Book
- My Responsibilities
- Social Stories
- Self-Care Toolbox
- Mindful Breathing exercises
- Top 10 Habits of SEL
- SEL Skills Checklist
- Self-Talk Affirmations
- Dictionary of Emotions

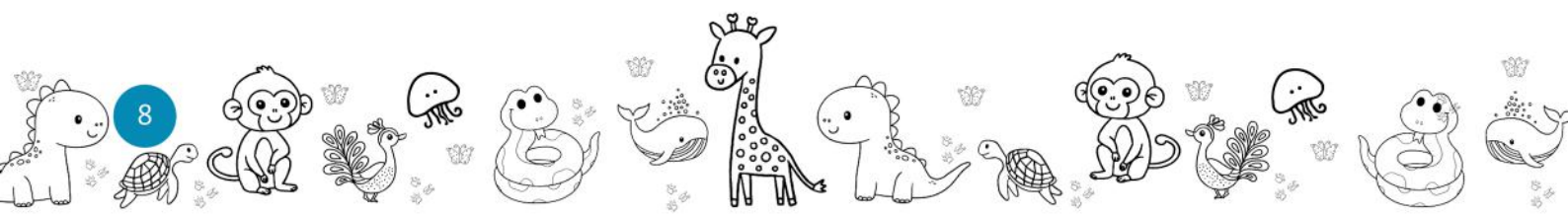
Introduce SEL topics by having a class discussion with your students. Here are some possible discussion questions:

- Can you tell me about a time when you felt really proud of yourself?
- What does it mean to be a good friend?
- How can we show that we care about others?
- What can we do when we feel upset to calm down?



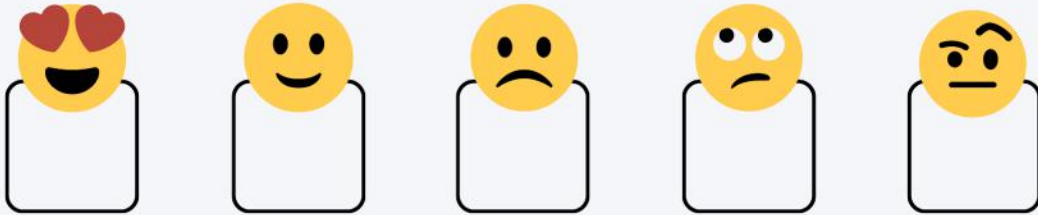
Talk with your students about where they should keep their workbook to stay organized.

Decide if you want them to take it home each day or if it should stay at school.



AN SEL JOURNEY: PRE-ASSESSMENT

Are you happy and confident in who you are?



How easily is it to calm down when you have a big emotion?



How do you feel when you're with your friends?



AN SEL JOURNEY: PRE-ASSESSMENT

How do you feel when making a hard decision?



How do you feel when you meet someone different than you?



When you have a conflict with someone, how confident are you in solving the conflict peacefully and kindly?





MY CLASS SCHEDULE

Monday	Tuesday	Wednesday	Thursday	Friday

Saturday	Sunday



DICTIONARY OF EMOTIONS



ANGRY

When you feel mad.

What to do:

- Take deep breaths
- Find a quiet space
- Tell a trusted grown-up



FRUSTRATED

Something didn't work the way you wanted it to so you feel angry or unhappy.

What to do:

- Take a break
- Take deep breaths
- Get help



JEALOUS

You want something someone else has and you feel unhappy.

What to do:

- Tell a trusted grown-up
- List the things you are thankful for
- Take deep breaths

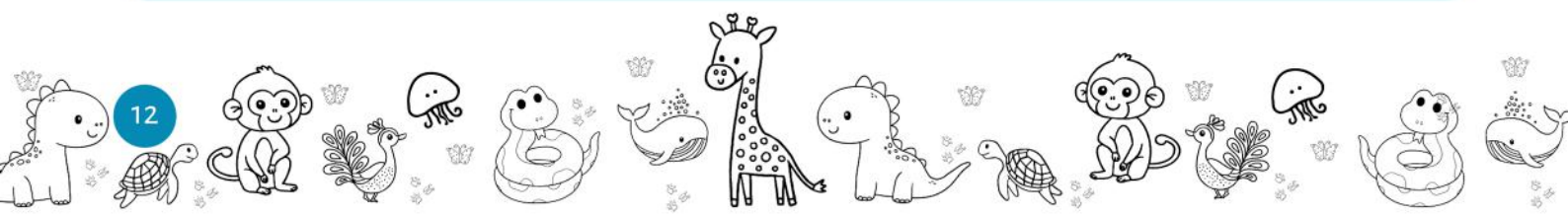


SCARED

When you feel afraid.

What to do:

- Tell a trusted grown-up
- Take deep breaths
- Say "I can do hard things."



DICTIONARY OF EMOTIONS



NERVOUS

When you feel worried or afraid of what might happen.

What to do:

- Tell a trusted grown-up
- Make a plan for next time
- Take deep breaths



SAD

When you feel unhappy.

What to do:

- Tell to a trusted grown-up
- Cry
- Spend time with people you love



DISAPPOINTED

When you feel unhappy because something you hoped for did not happen.

What to do:

- Tell a trusted grown-up
- Think about what to do instead
- Take deep breaths

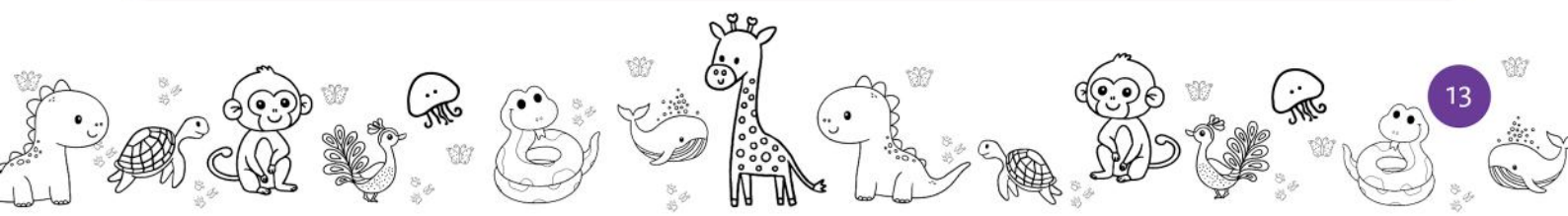


PROUD

When you feel happy because you did something well.

What to do:

- Celebrate!
- Share with a grown-up and a friend
- Be kind to others who may be disappointed



DICTIONARY OF EMOTIONS



HAPPY

When you feel joy.

What to do:

- Enjoy the feeling
- Share your happiness
- Be kind to others



EXCITED

When you feel excited or enthusiastic.

What to do:

- Laugh and smile
- Calm your body by taking deep breaths
- Tell trusted grown-ups and friends



CONFIDENT

When you believe you can do something well.

What to do:

- Remember the feeling
- Tell trusted grown-ups and friends
- Enjoy the feeling

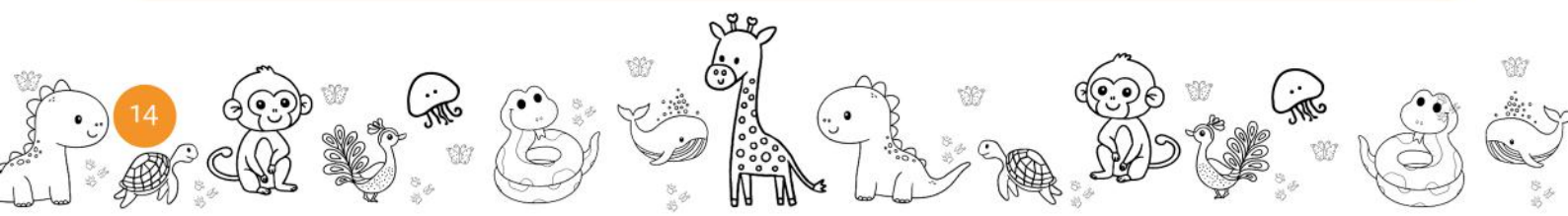


UNCERTAIN

When you feel confused or unsure what to do.

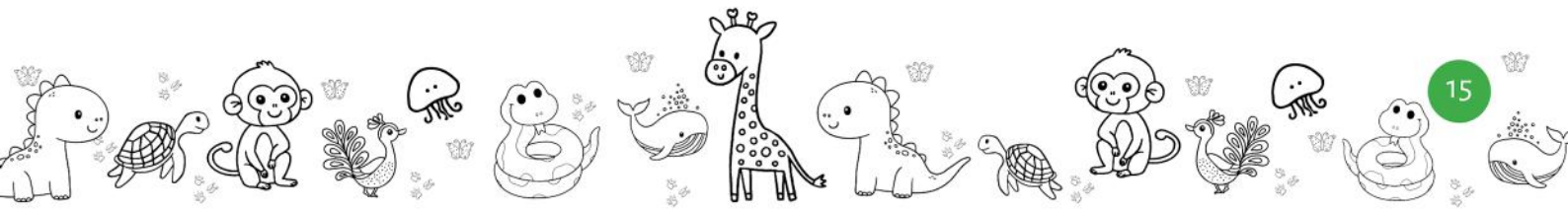
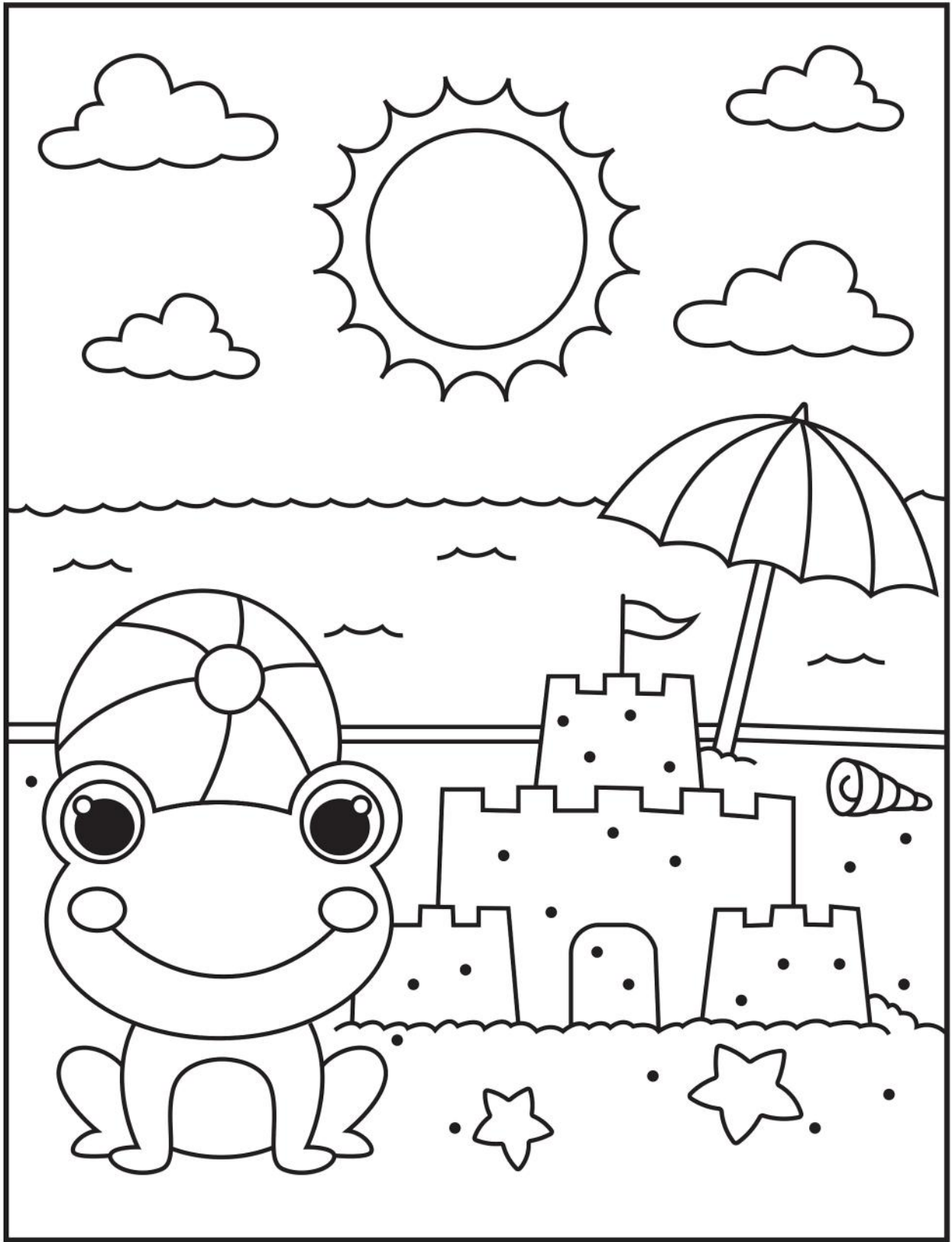
What to do:

- Tell a trusted grown-up
- Take deep breaths
- Remember you are loved





COLORING



THEME 1: IDENTITY AND MINDSET

In this theme, you will learn:

- How can I be part of a safe and kind classroom?
- What makes me special?
- What emotions do I feel? How do they feel in my body?
- How can I calm your body?
- Why is it important to be honest?
- How can I be kind to myself?



Read: Learn about identity and mindset by reading. Here are some good books a grown-up or older sibling can read to you!



The Best Kind of Bear by Greg Gormley

Hair Love by Matthew A. Cherry

Sulwe by Lupita Nyong'o

Eraser by Anna Kang

Counting on Katherine by Helaine Becker

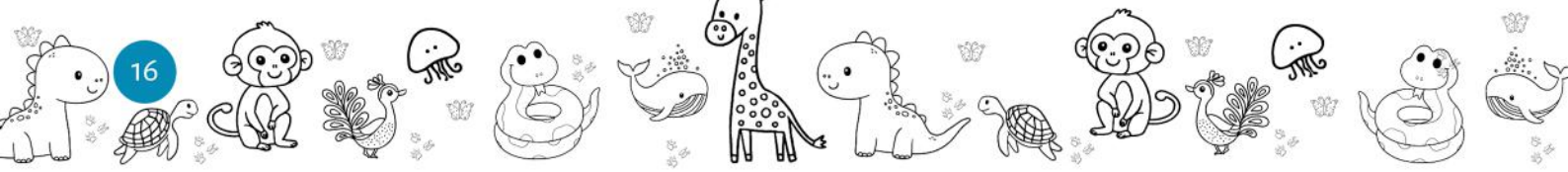
The Feeling Flower by Lea Mahealani Dakroub

Me and My Fear by Francesca Sanna

When Sadness is at your Door by Eva Eland

The Color Monster by Anna Llenas

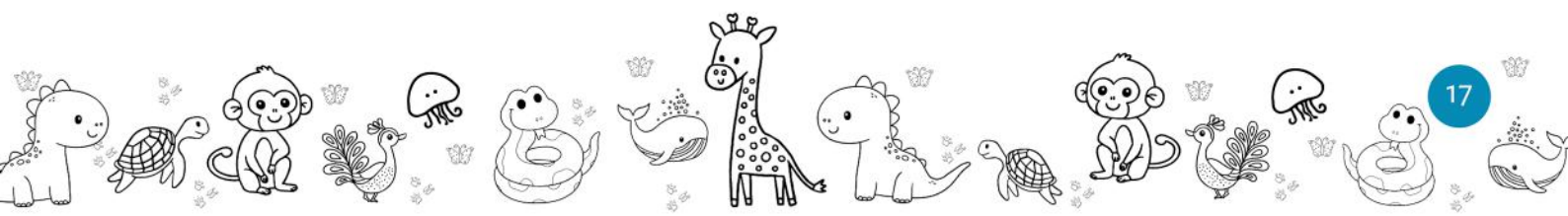
The Heart and the Bottle by Oliver Jeffers





THEME 1: IDENTITY AND MINDSET

Draw: What do emotions feel like in your body? Draw pictures of how your body feels when you experience different emotions.



CLASSROOM EXPECTATIONS

How can you help to create a safe, happy, and friendly classroom? Work with your classmates and teacher to make classroom expectations.

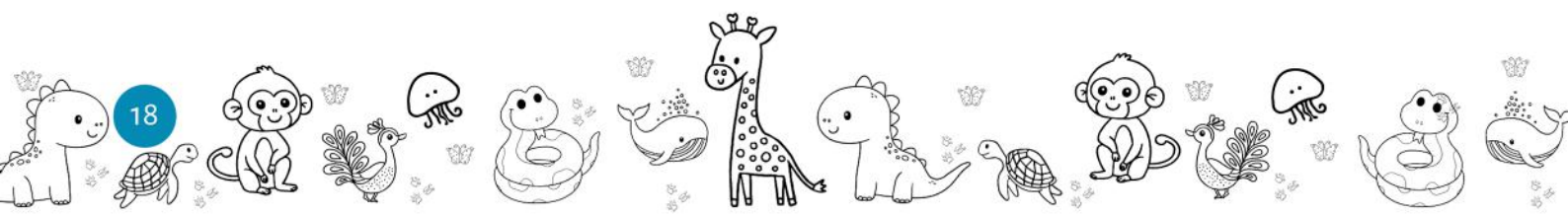


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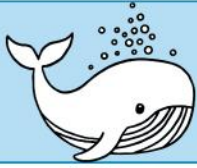
We will...

We will...

We will...



NOTES



Week beginning: ____ / ____ / ____

Draw pictures of your goals this week.

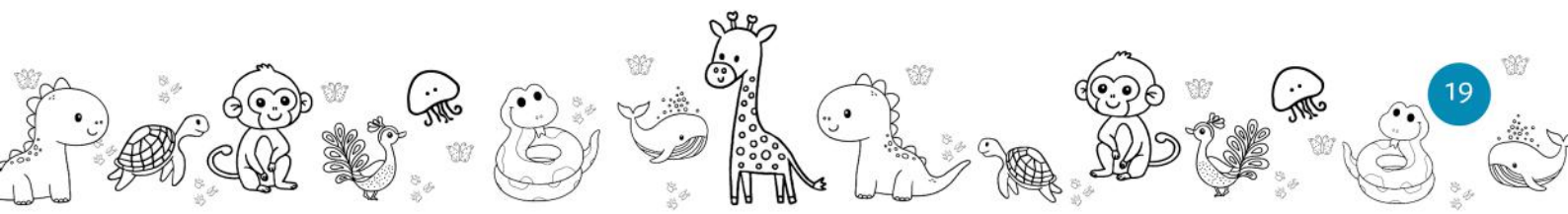
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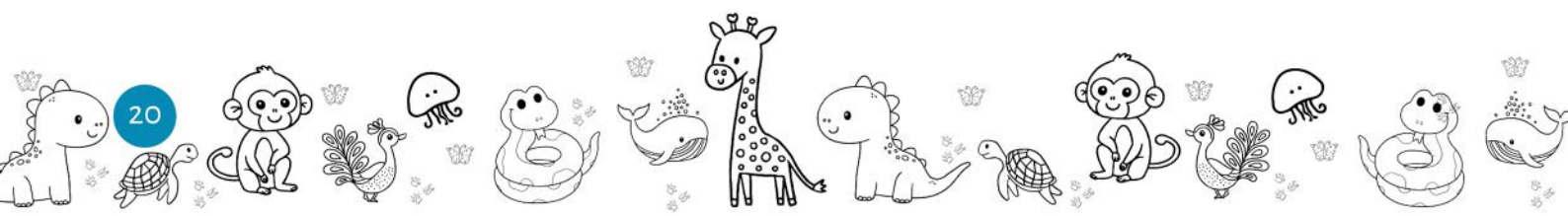
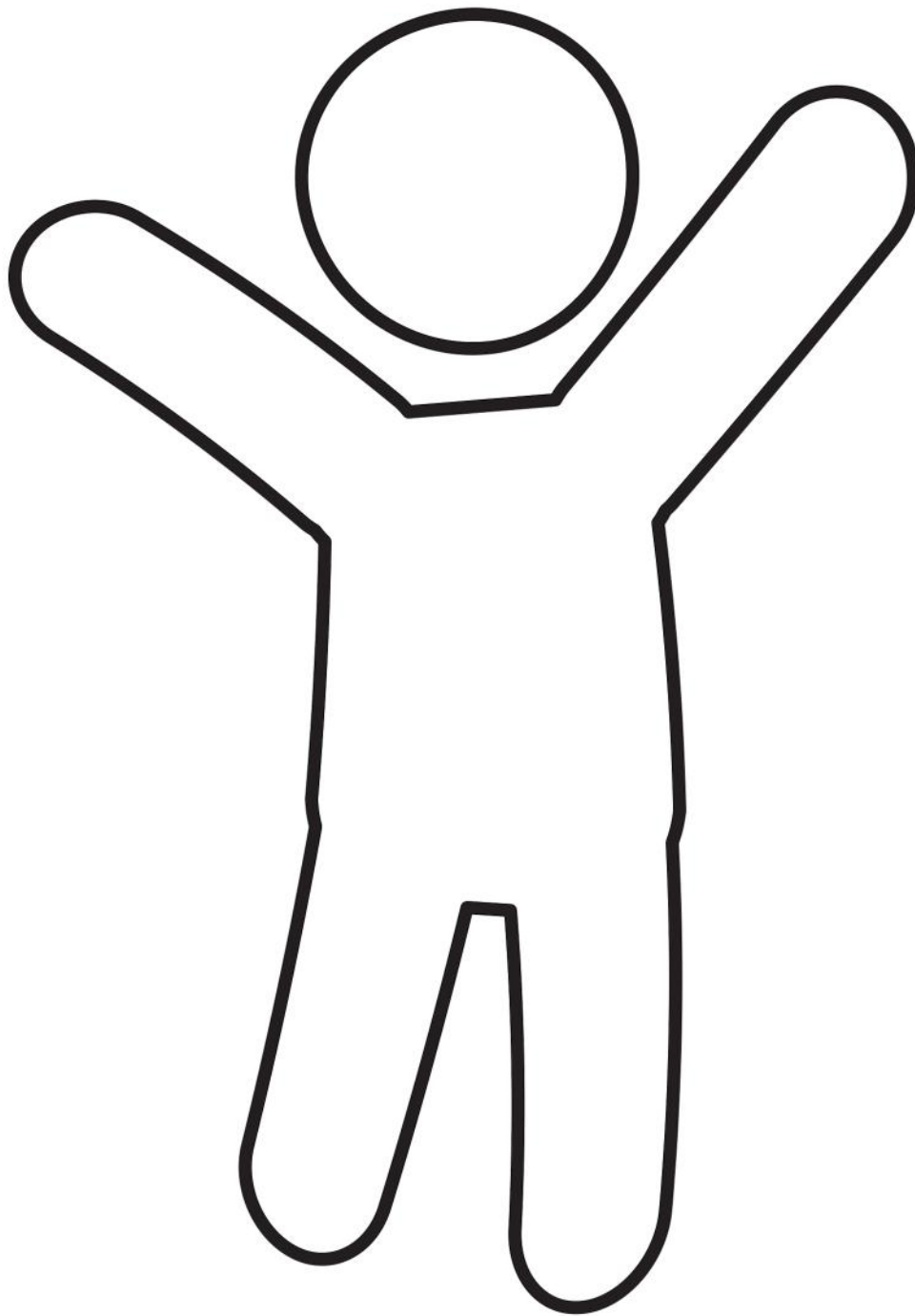
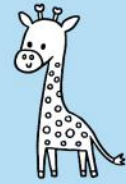
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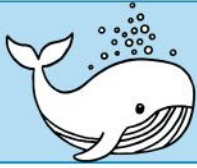


I'M AMAZING!

What makes you amazing on the inside and outside? Draw pictures of the things that make you amazing!



NOTES



Week beginning: ____ / ____ / ____

Draw pictures of your goals this week.

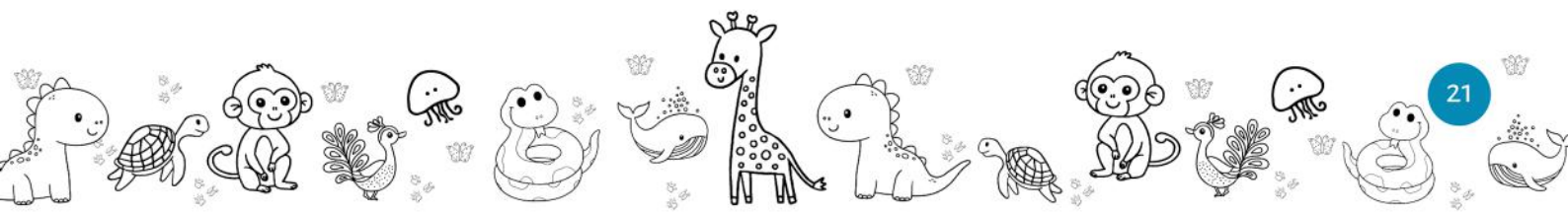
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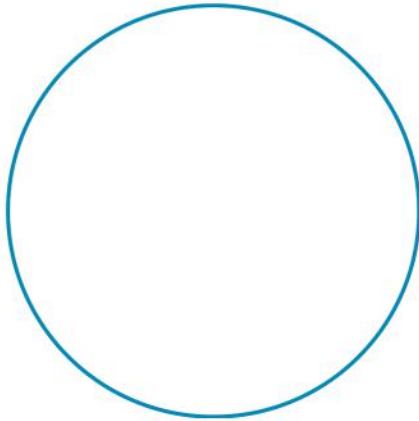


EMOTIONS

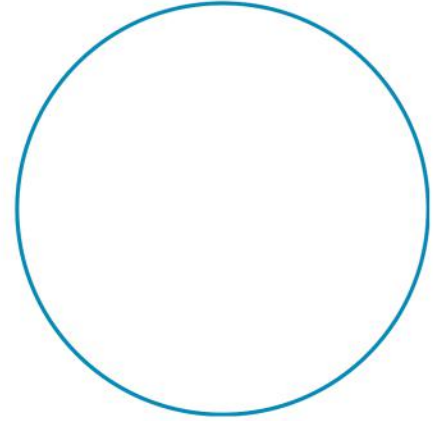
Draw what your face would look like for each of the emotions below.



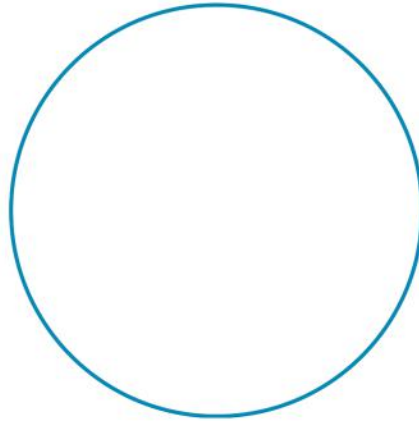
Happy



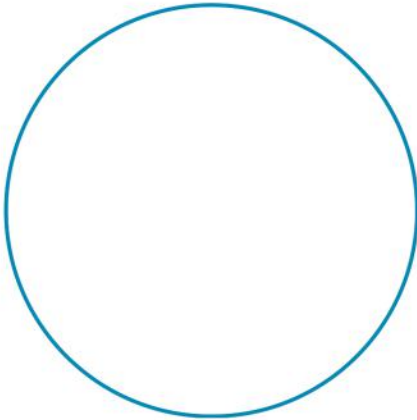
Angry



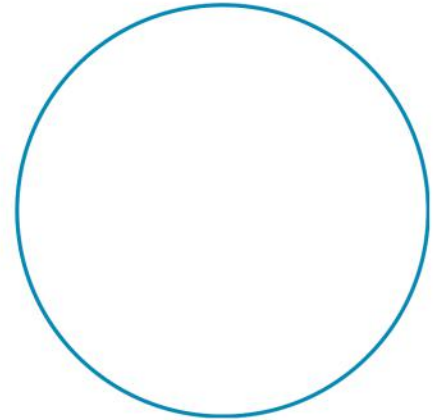
Sad



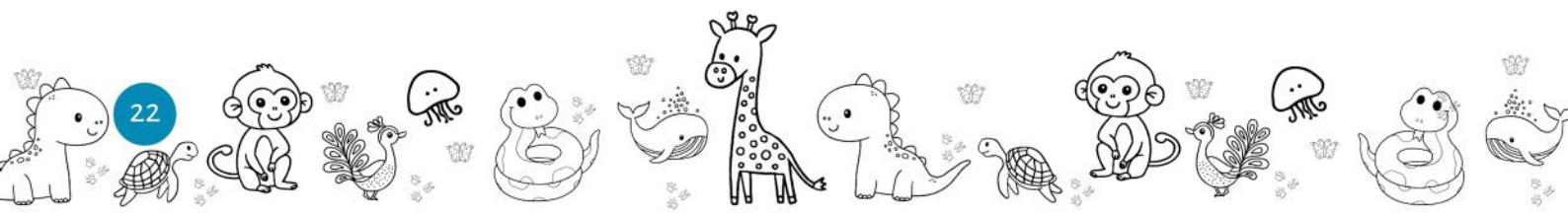
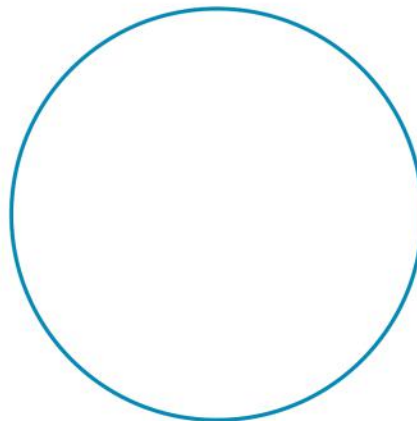
Calm



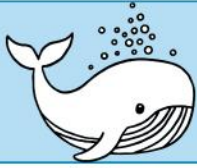
Silly



Scared



NOTES



Week beginning: ____ / ____ / ____

Draw pictures of your goals this week.

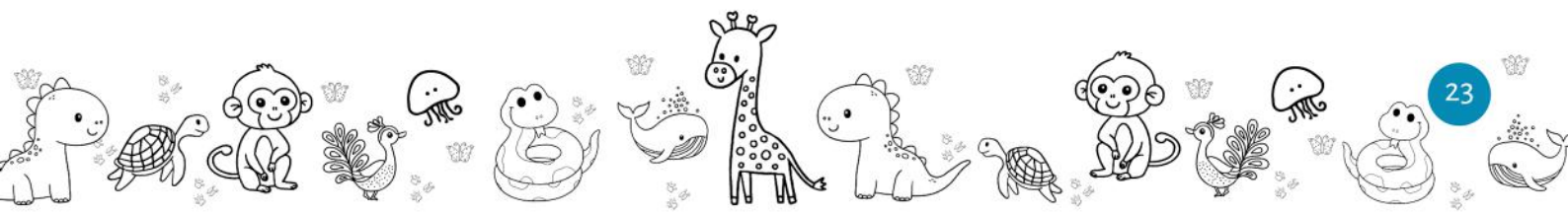
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This is how I will use my voice this week:

This is how I will learn this week:

Parent/Teacher Communication:



EMOTIONS IN PRACTICE

Listen as your teacher reads you each story. Can you tell what each person is feeling?
Draw a picture of what you think the person is feeling. You can also show what your face would look like if you were each character.



Allyson wanted to go to the beach, but her mom said no. Allyson yelled, "I never get what I want!"

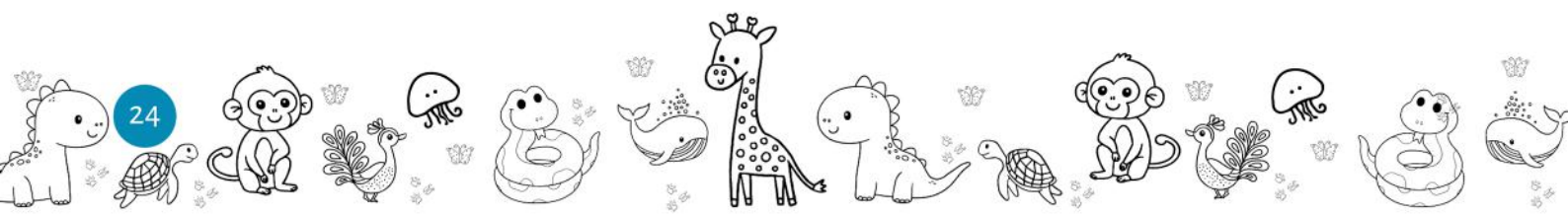
What emotion could Allyson be feeling?

Nick was working on his artwork but couldn't get it to look how he wanted it to. He threw his crayon down, and it broke on the desk.

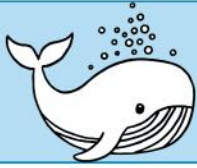
What emotion could Nick be feeling?

Jason's best friend is playing on the playground with the new kid in school. Jason feels icky inside and wonders if his best friend still likes him!

What emotion is Jason feeling?



NOTES



Week beginning: ____ / ____ / ____

Draw pictures of your goals this week.

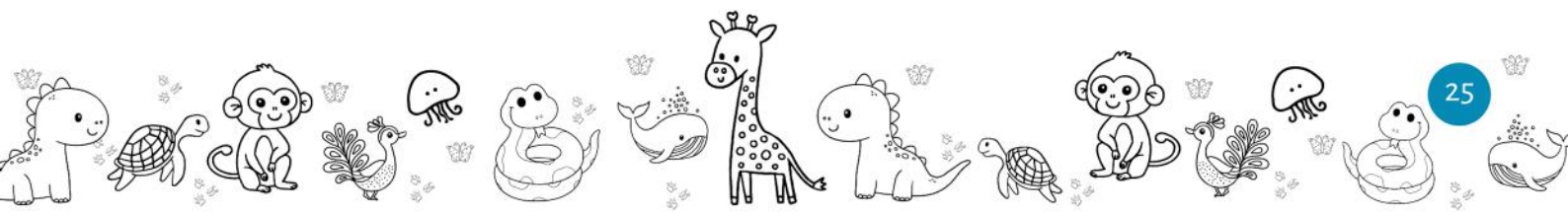
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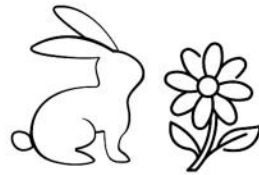
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Parent/Teacher Communication:



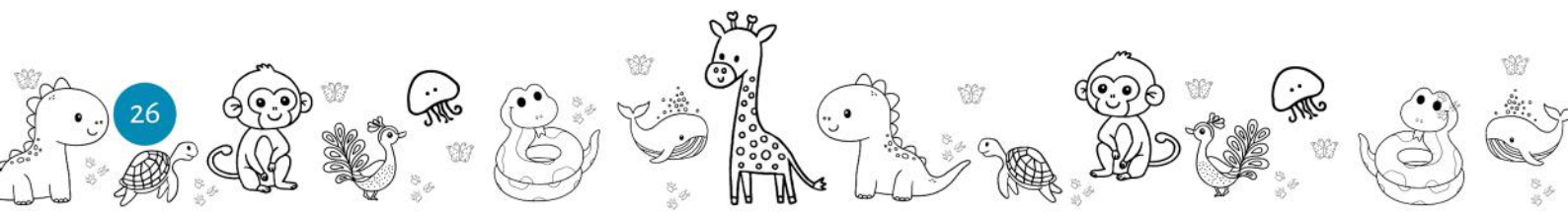
CALMING YOUR EMOTIONS

Try BUNNY breathing!

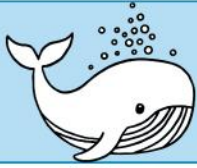


- 1 Sit on your knees.
- 2 Take 3 breaths in through your nose (like a bunny sniffing a flower!).
- 3 Breathe out slowly through your mouth.
- 4 Do it 5 more times.

What other kind of breathing can you think of to help you calm your emotions? Draw an animal below and try to breathe like it to calm yourself down.



NOTES



Week beginning: ____ / ____ / ____

Draw pictures of your goals this week.

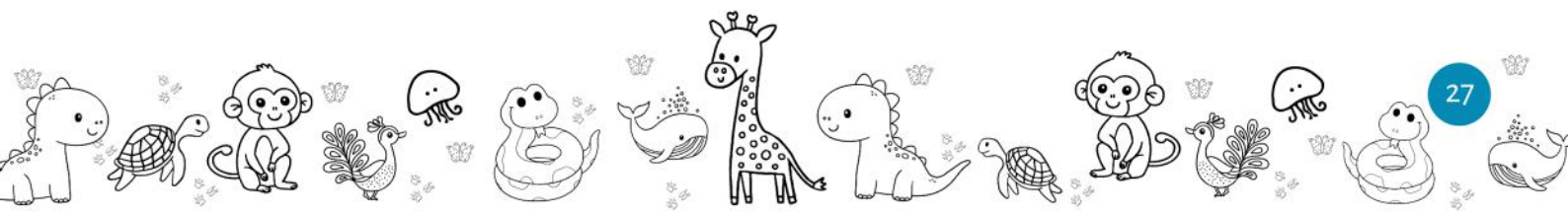
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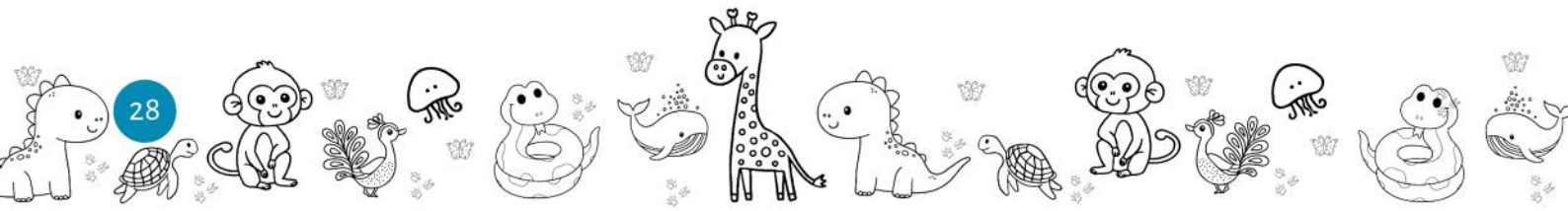
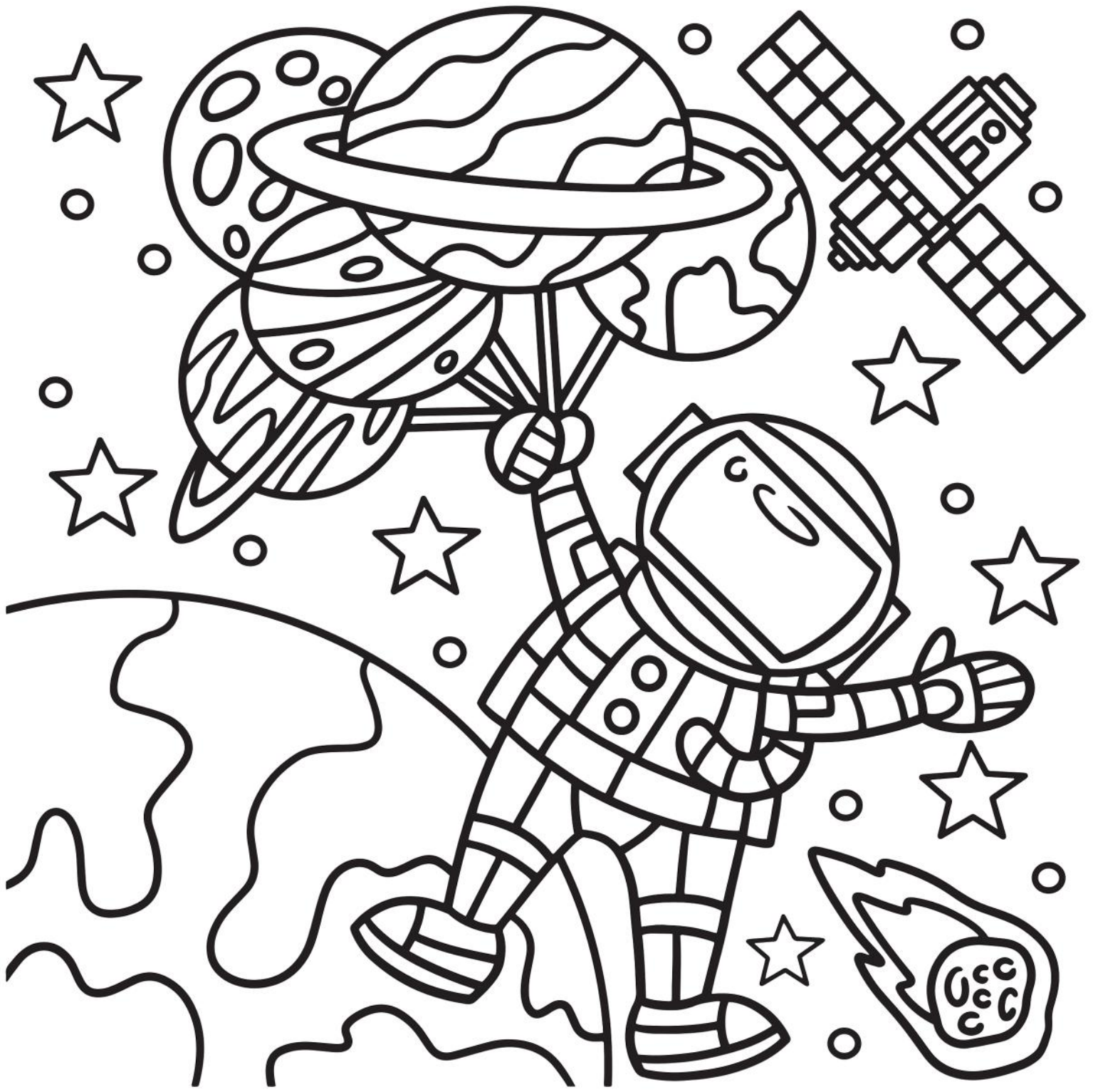
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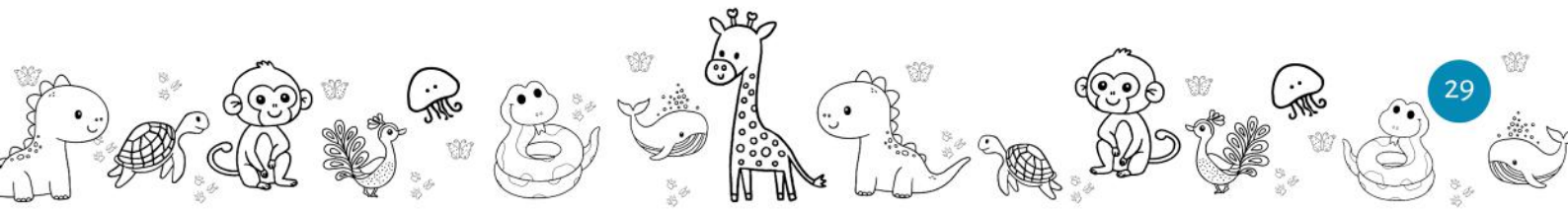


COLORING





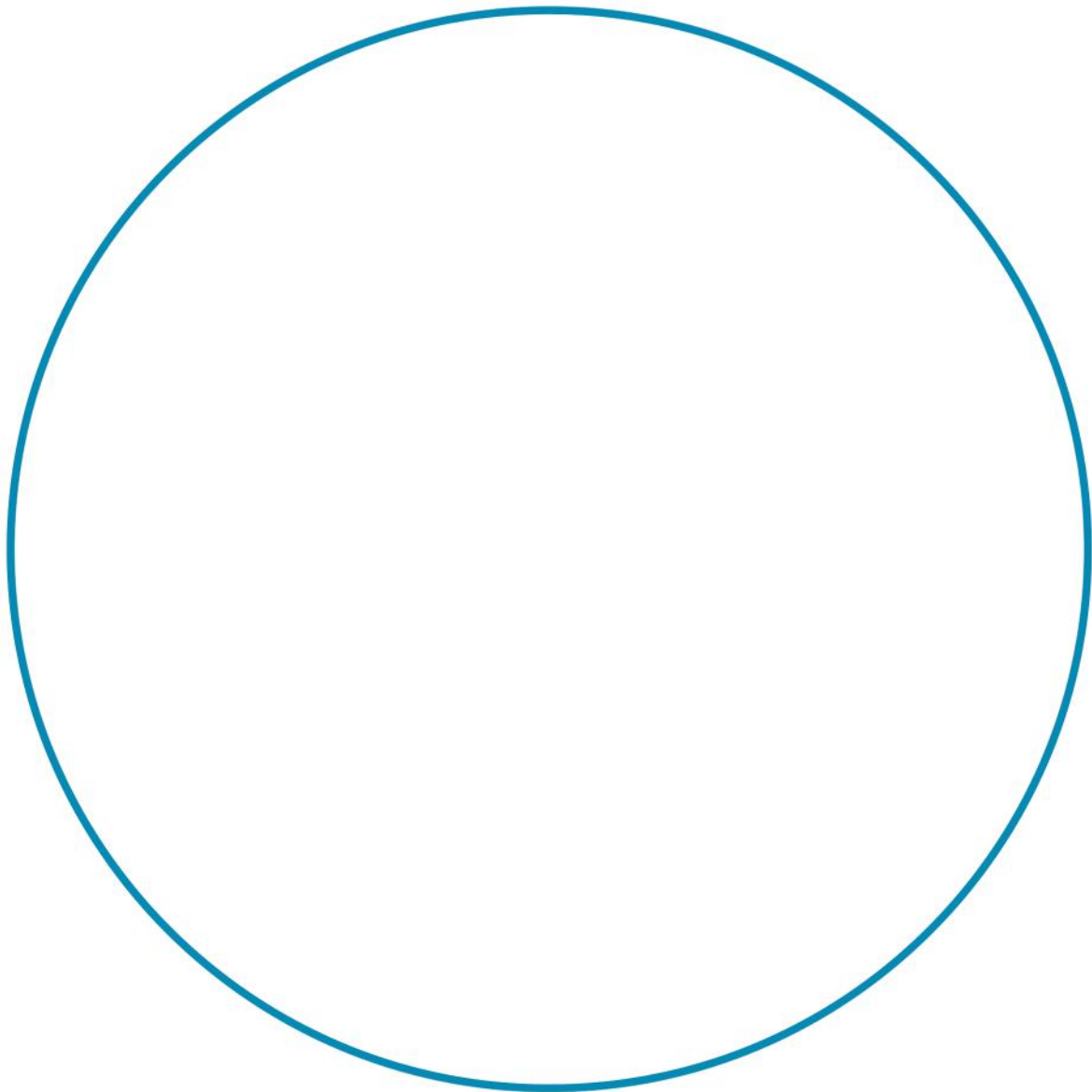
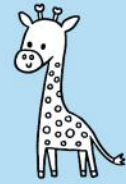
COLORING



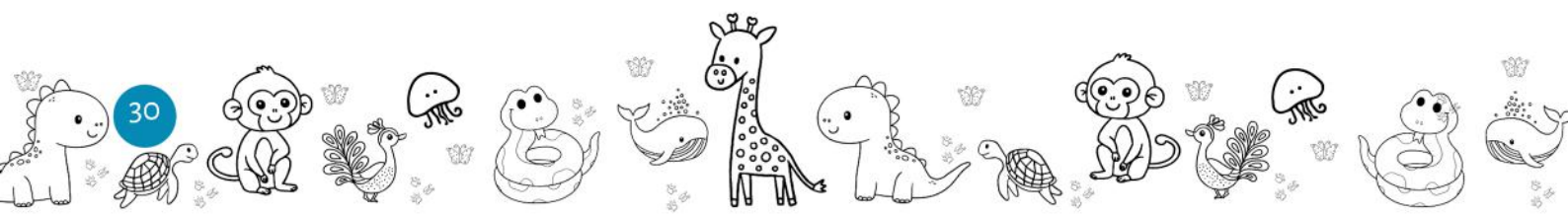


HONESTY SCULPTURES

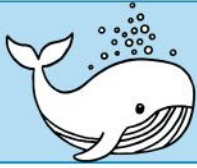
It's important to be honest. Being honest means telling the truth, even when it's hard. Create a sculpture using clay that shows what being honest looks like.



Artist's Name: _____



NOTES



Week beginning: ____ / ____ / ____

Draw pictures of your goals this week.

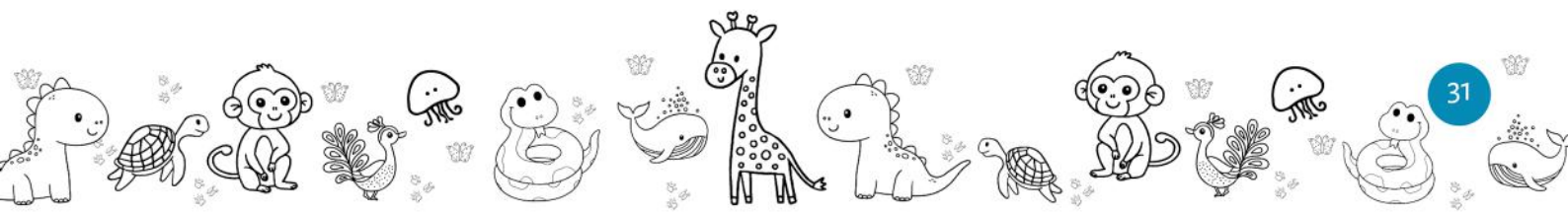
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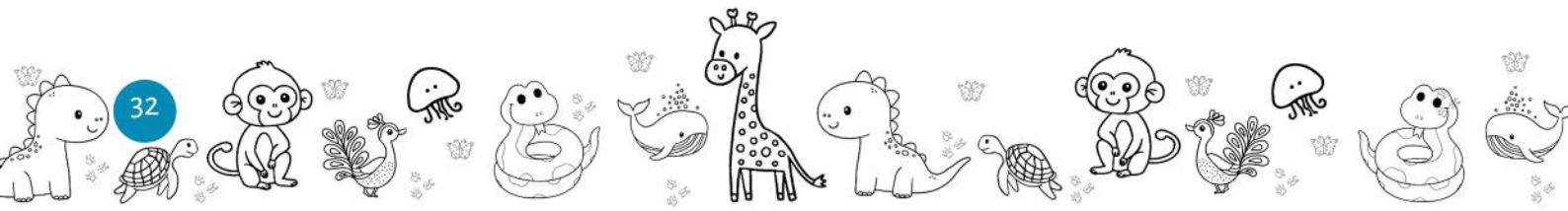
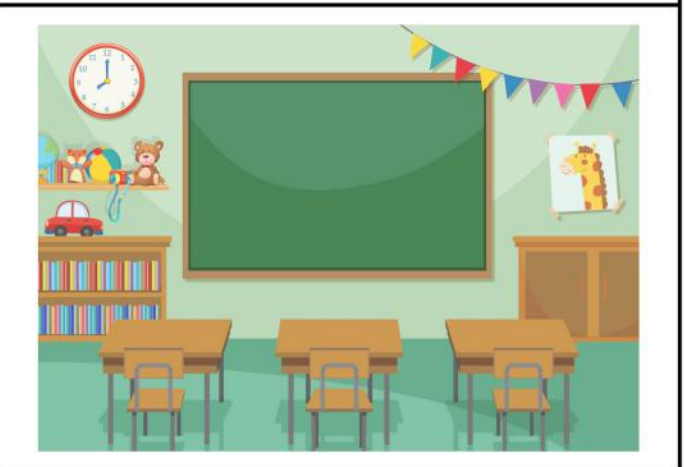
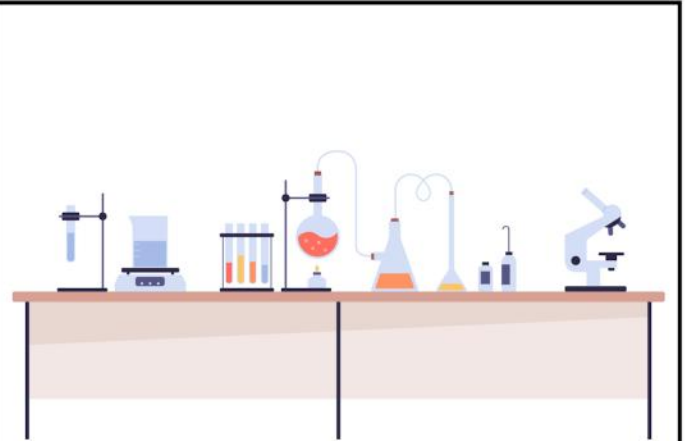
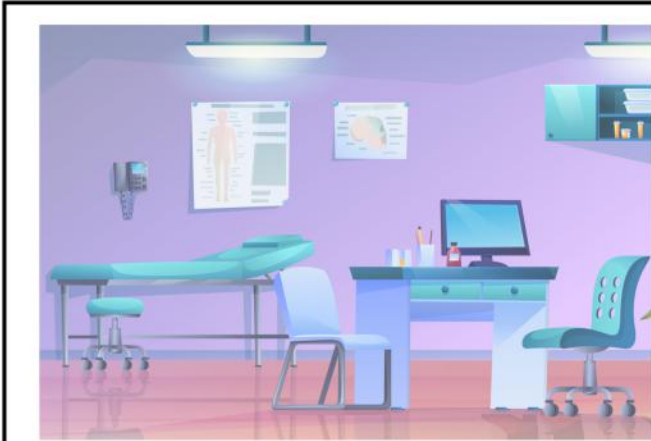
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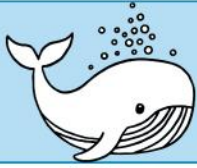


WHEN I GROW UP!

What do you want to be when you grow up? Draw yourself in each box below to see what it would feel like to be each person. In the blank box, draw what else you could be when you grow up!



NOTES



Week beginning: ____ / ____ / ____

Draw pictures of your goals this week.

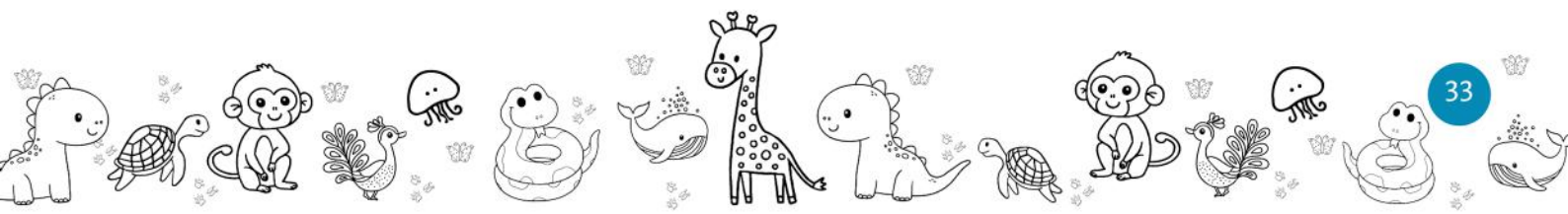
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This is how I will use my voice this week:

This is how I will learn this week:

Parent/Teacher Communication:



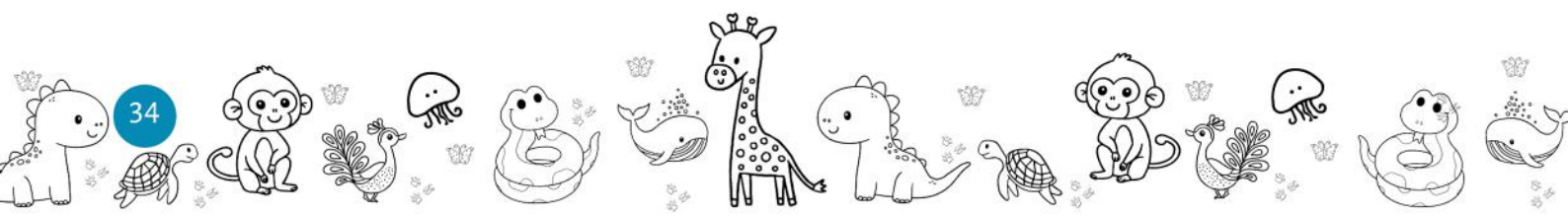


BE KIND TO YOURSELF

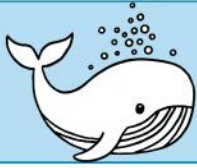
Say kind things to yourself. Draw a picture of yourself in the mirror. Write (or ask a grown-up) to write a kind and honest sentence about who you are.



My Sentence: _____



NOTES



Week beginning: ____ / ____ / ____

Draw pictures of your goals this week.

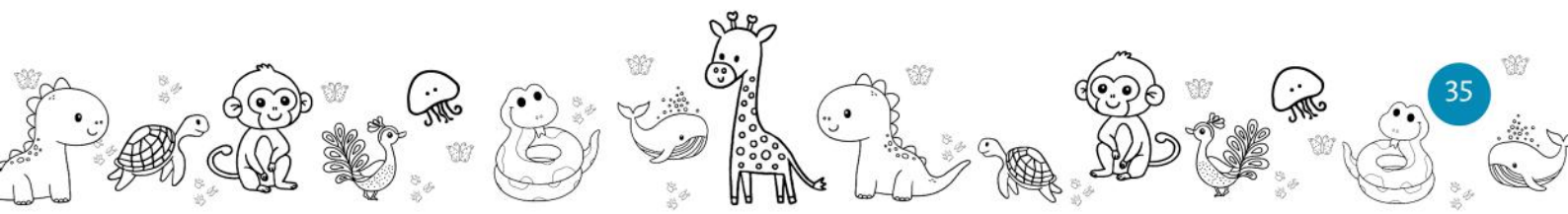
This is how I will listen this week:

This is how I will act when learning & playing this week:

This is how I will use my voice this week:

This is how I will learn this week:

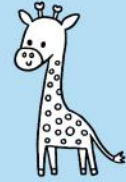
Parent/Teacher Communication:





POPPING THOUGHT BUBBLES

As your teacher reads each story, draw how you would answer each question. Share your thoughts with your class.



Judith sees her friends playing tag on the playground. She wants to play with them. But then she thinks: "Oh, I bet they don't want to play with me. They didn't ask me. I guess they aren't my friends anymore."

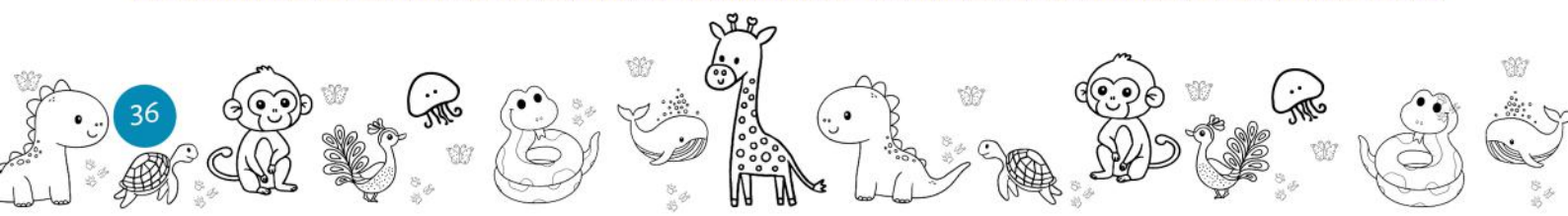
Draw: What is Judith feeling?

Share: If Judith POPPED the negative thoughts, what could she say to herself instead?

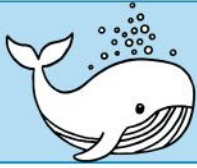
Tim gets to lunch late and sees his friends are sitting with other people. There isn't any room for him. Tim thinks: "Hmmm...it looks like there isn't room for me at that table. I'll sit with some new people from class and get to know them better!"

Draw: What is Tim feeling?

Share: Is this a thought bubble that is positive or negative? How do you know?



NOTES



Week beginning: ____ / ____ / ____

Draw pictures of your goals this week.

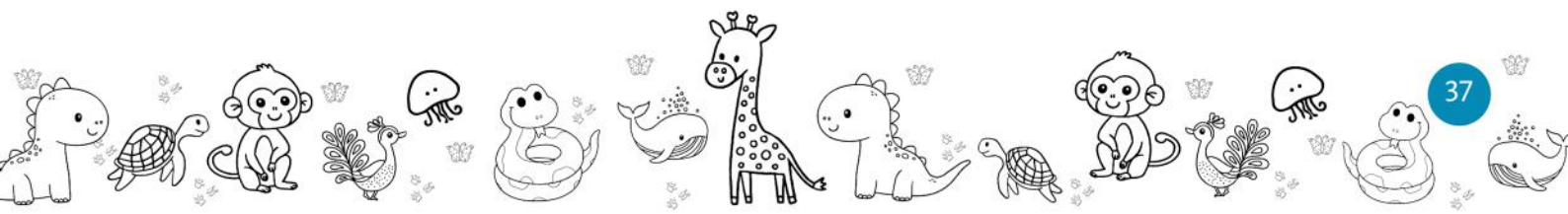
This is how I will listen this week:

This is how I will act when learning & playing this week:

This is how I will use my voice this week:

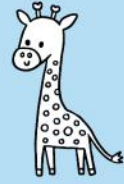
This is how I will learn this week:

Parent/Teacher Communication:

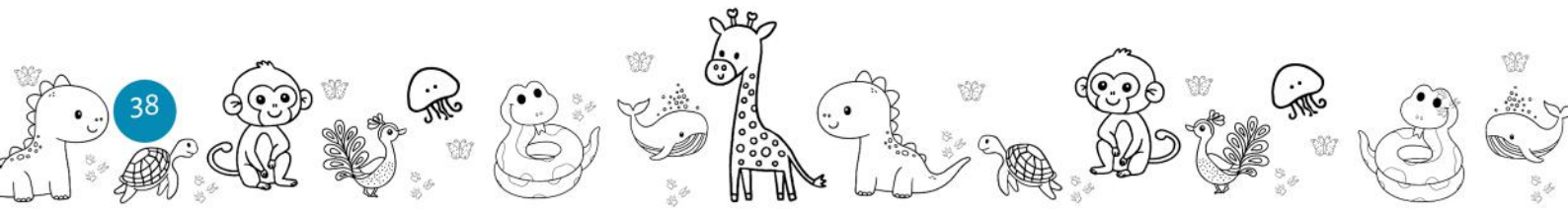


RESPONSIBILITY BINGO

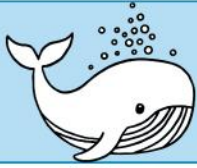
You can be responsible by taking care of yourself, your belongings, and others and their belongings. Put an X through any of the tasks you do today.



<p>Put away toys</p>	<p>Water plants</p>	<p>Clean up spills</p>
<p>Make your bed</p>	<p>Brush your teeth</p>	<p>Feed a pet</p>
<p>Help with laundry</p>	<p>Help with the dishes</p>	<p>Share a toy with a friend or sibling</p>



NOTES



Week beginning: ____ / ____ / ____

Draw pictures of your goals this week.

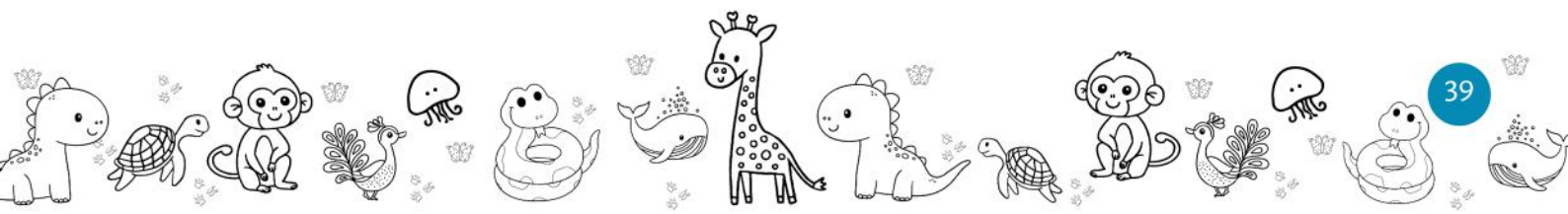
This is how I will listen this week:

This is how I will act when learning & playing this week:

This is how I will use my voice this week:

This is how I will learn this week:

Parent/Teacher Communication:



CLASS EXPECTATIONS CHECK-IN

With your class, check in on your class expectations. How is it going?

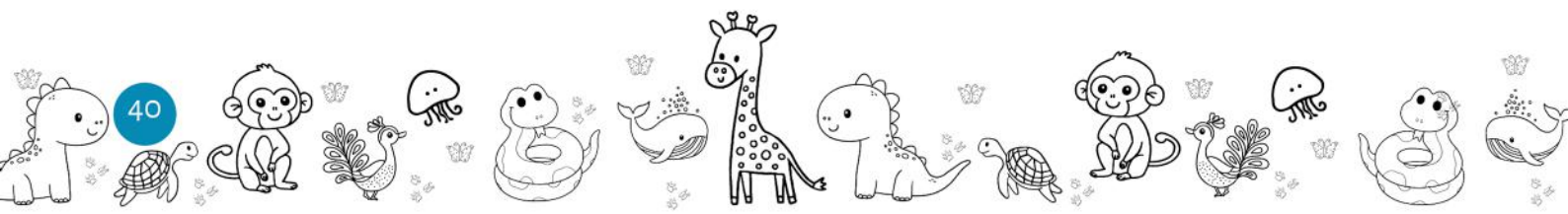


This is going well:

I'm struggling with this:

I need help with this:

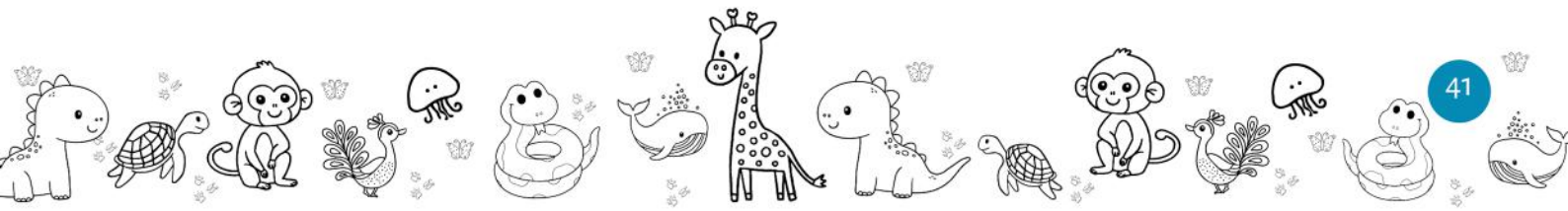
I wish I could change:





TEACHER/PARENT COMMUNICATION

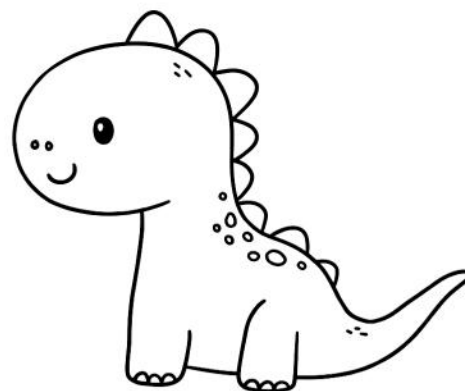
Handwriting practice area consisting of 20 sets of horizontal lines. Each set includes a solid top line, a dashed middle line, and a solid bottom line.



THEME 2: COURAGE AND KINDNESS

In this theme, you will learn:

- How can I be a good friend?
- How do friends treat each other?
- How can I play and work together with others?
- How can I speak up for others who are hurting?
- Why is it important to ask for permission?
- How can I say “no” and accept it when others say “no” to me?



Read: Learn about courage and kindness by reading. Here are some good books a grown-up or older sibling can read to you!

Peace is an Offering by Annette LeBox

Pass it On by Sophy Henn

Emma and the Whale by Julie Case

The Rabbit Listened by Cori Doerrfeld

Hey, Little Ant by Phillip Hoose

Jabari Jumps by Gaia Cornwall

One by Kathryn Otoshi

How to Be a Lion by Ed Vere

Tomorrow I'll Be Brave by Pat Zietlow Mille

I Walk with Vanessa by Kerascoët

