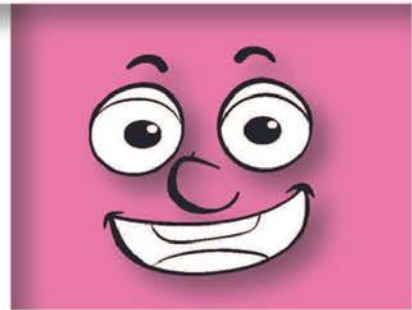
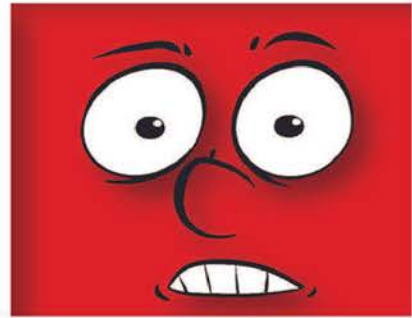
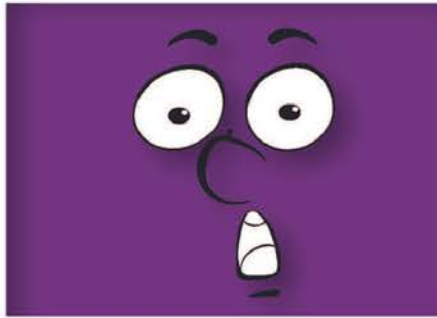
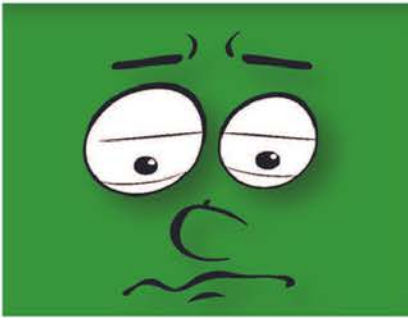


Social Emotional Learning Classroom Workbook

2nd Edition



Grade 4

SOCIAL EMOTIONAL LEARNING (SEL)

CLASSROOM WORKBOOK 4TH GRADE

2nd Edition

ISBN: 978-1954760233

Social Emotional Learning Classroom Workbook 4th Grade, 2nd edition

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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: _____

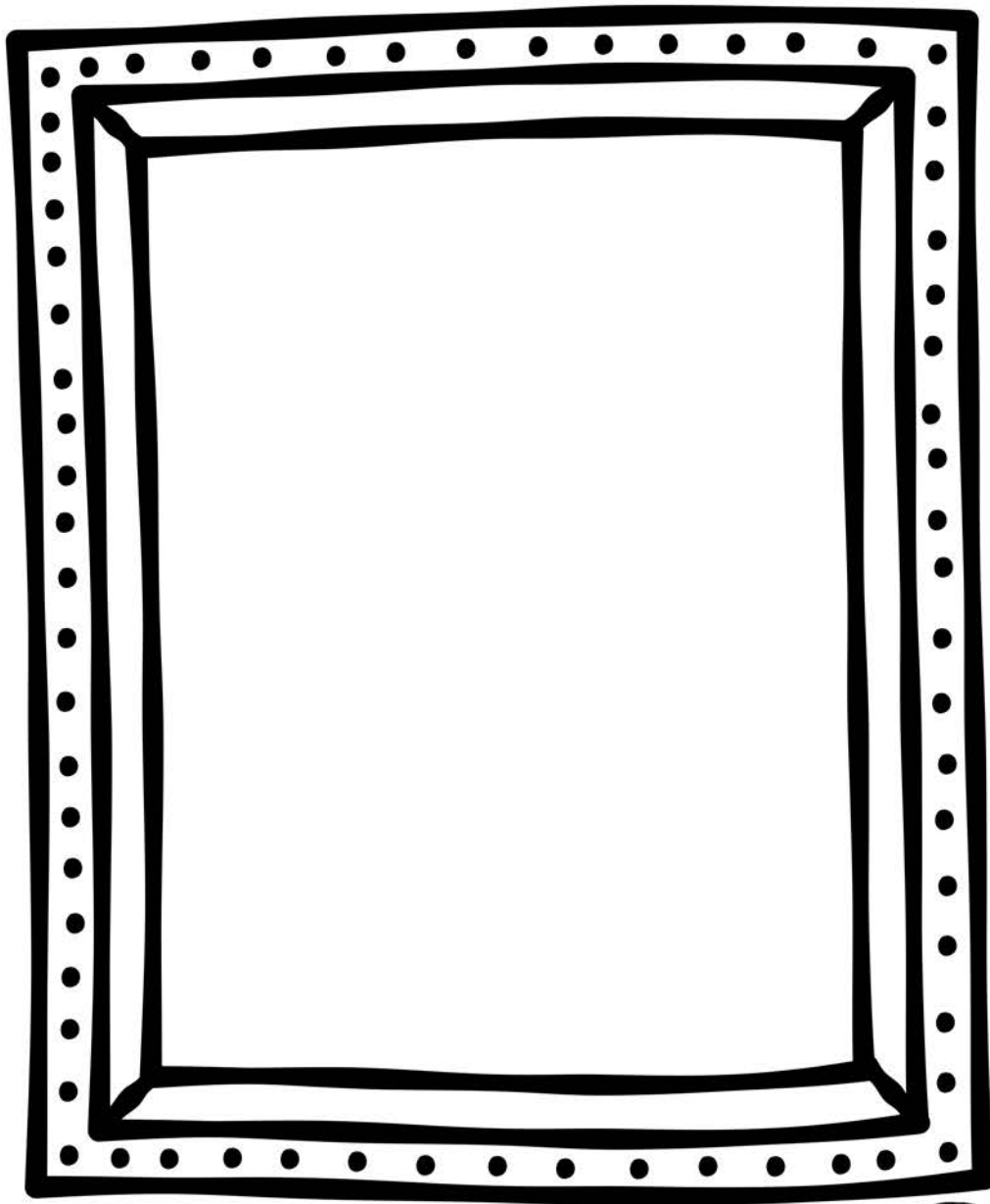
Known Allergies: _____





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.



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



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.



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.



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?



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?



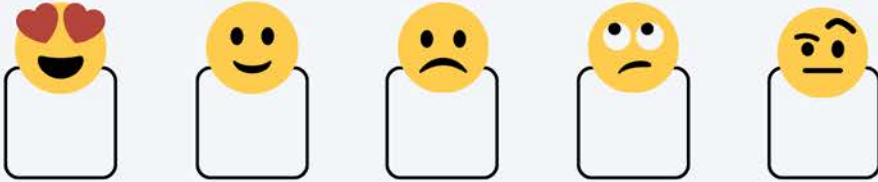
How do you feel when you're with your friends?





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

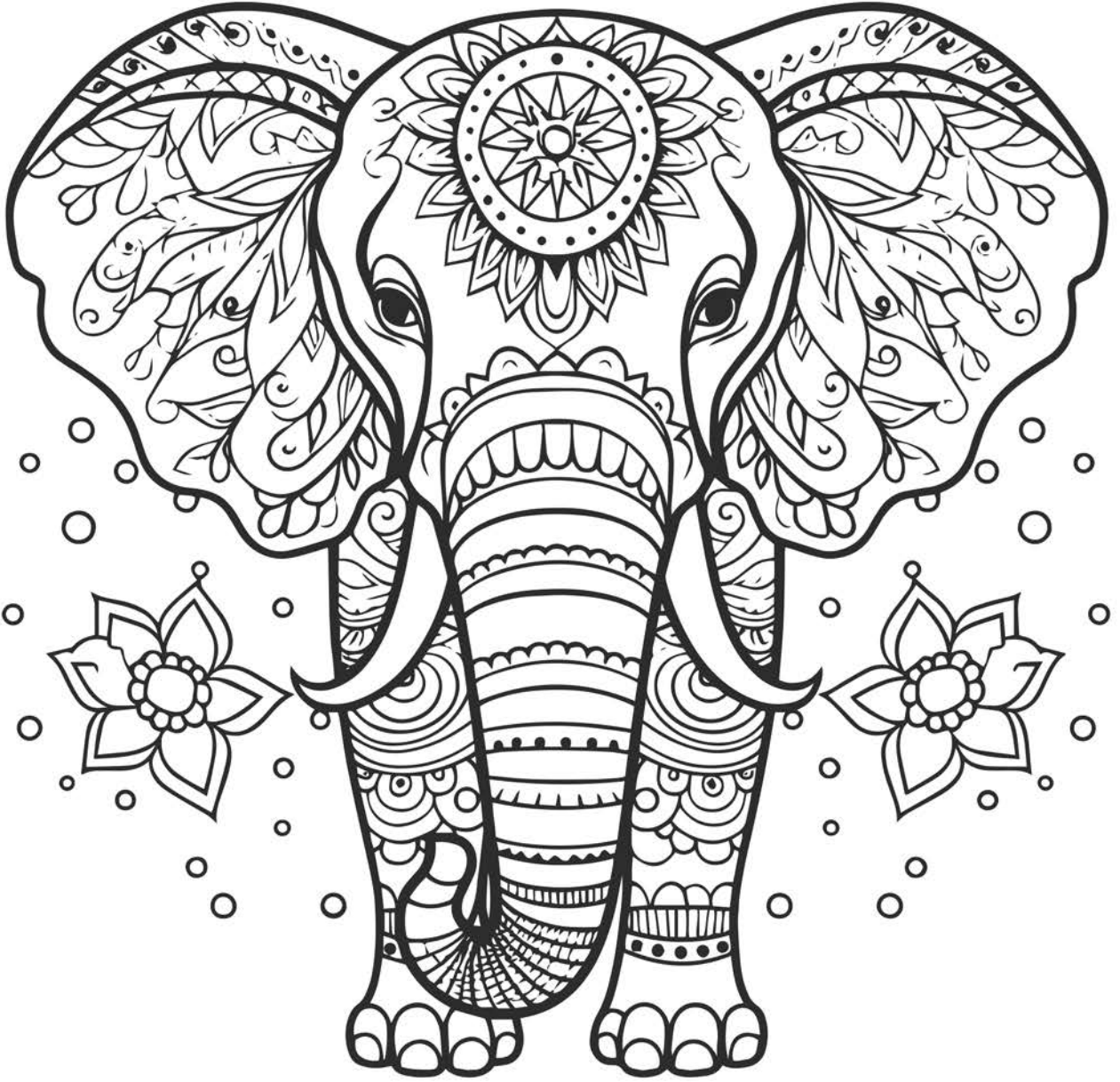
When you feel confused or unsure what to do.

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:

- **Being confident in your identity (Accurate self-perception / Recognizing strengths)**
- **Learning about your emotions (Identifying emotions)**
- **Creating a positive mindset to make good decisions (Self-confidence / Self-efficacy)**
- **Using self-talk for a good mindset (Self-confidence / Identifying emotions / Self-confidence)**

Read: Learn about identity and mindset by reading. Here are some good books you can read about being confident, emotions, and using a positive mindset.

Coraline by Neil Gaiman

Restart by Gordon Korman

Taking Up Space by Alyson Gerber

The Most Magnificent Thing by Ashley Spires

What Do You Do With a Chance? by Kobi Yamada

Fauja Singh Keeps Going: The True Story of the Oldest Person to Ever Run a Marathon by Simran Jeet Singh

Wonder by R.J. Palacio



THEME 1: IDENTITY AND MINDSET



We are all special and different from each other! Find other students who fit each description below and write their names in the box. You have to find a different student for each box! No repeats!

Has 2 siblings. _____	Loves roller coasters! _____	Wears socks to bed. _____	Has been on an airplane. _____
Has brown eyes. _____	Has a pet. _____	Likes very spicy food. _____	Wears glasses. _____
Loves to swim. _____	Likes to play soccer. _____	Takes dance class. _____	Has painted nails. _____
Has been camping. _____	Likes to read. _____	Sings in the shower. _____	Likes creating art. _____

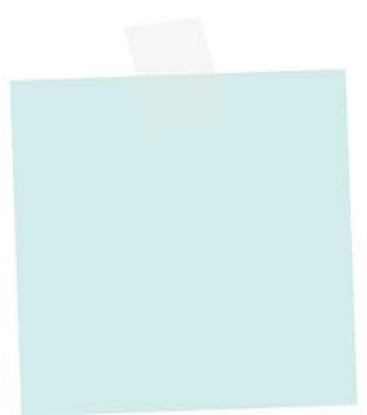
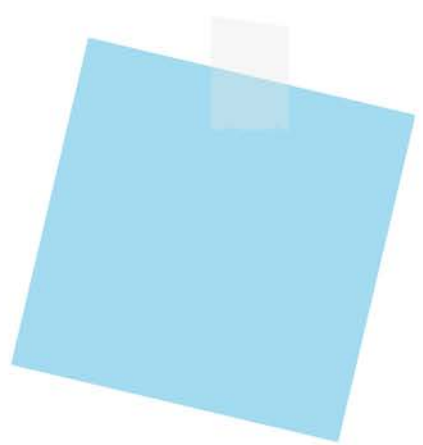
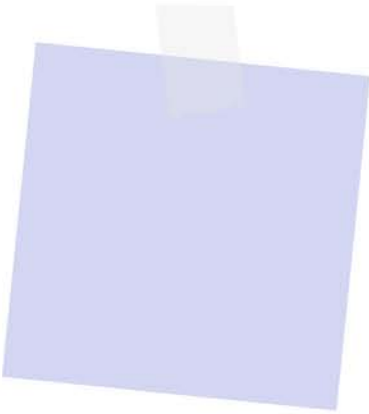




OUR CLASSROOM COMMUNITY

You are part of a community in your classroom and school. The people around you, including your teacher, and the other adults and kids who you will be with this school year are part of your community. Communities are safe, kind, and helpful places. How can you be part of a safe, kind, and helpful classroom so everyone feels welcome?

Activity: Using the notes below, write one expectation you think would create a safe, kind, and helpful classroom community.



NOTES



My goal this week: _____

Monday	<hr/> <hr/> <hr/>
Tuesday	<hr/> <hr/> <hr/>
Wednesday	<hr/> <hr/> <hr/>
Thursday	<hr/> <hr/> <hr/>
Friday	<hr/> <hr/> <hr/>
Home/School Connection	





YOUR SUPERHERO IDENTITY


Think of your favorite superhero. Everyone can see some aspects of their identity, such as strength and caring for others. And some aspects are hidden, like the ability to fly or be invisible.

List some visible and invisible parts of your favorite superhero's identity.

Visible (everyone can see)	Invisible (hidden abilities)

You are a superhero, too! There are parts of your identity that everyone can see and others that are hidden so people won't notice when they first meet you.

Activity: Create your own superhero identification card that incorporates your identity's visible and invisible parts. Be creative and use pictures as well as words.



Name: _____

I am _____

My strengths _____



NOTES



My goal this week: _____

Monday	<hr/> <hr/> <hr/>
Tuesday	<hr/> <hr/> <hr/>
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Thursday	<hr/> <hr/> <hr/>
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Home/School Connection	





STUDENT SUPERHERO

Like superheroes with special powers, you can develop skills and habits to become a super student. Brainstorm a list of things that make a super student.

- _____
- _____
- _____
- _____

Activity: Go through SuperHero Training by working on the training challenges in a small group.

Organization Training Challenge

List all the materials you need for each category to stay organized and do well at school.



Backpack



Locker



Desk

Time Management Training Challenge

Think about your time after school. How will you divide your time to be a good learner and enjoy life? Write your answer on a separate piece of paper.

Listening & Focusing Training Challenge

Can you answer the riddle that teach you to be a good student?

I'm something you do in a conversation, it's true,
To understand better, here's a clue:
Without me, your understanding lacks,
So, what am I? Just raise your...



NOTES



My goal this week: _____

Monday	<hr/> <hr/> <hr/>
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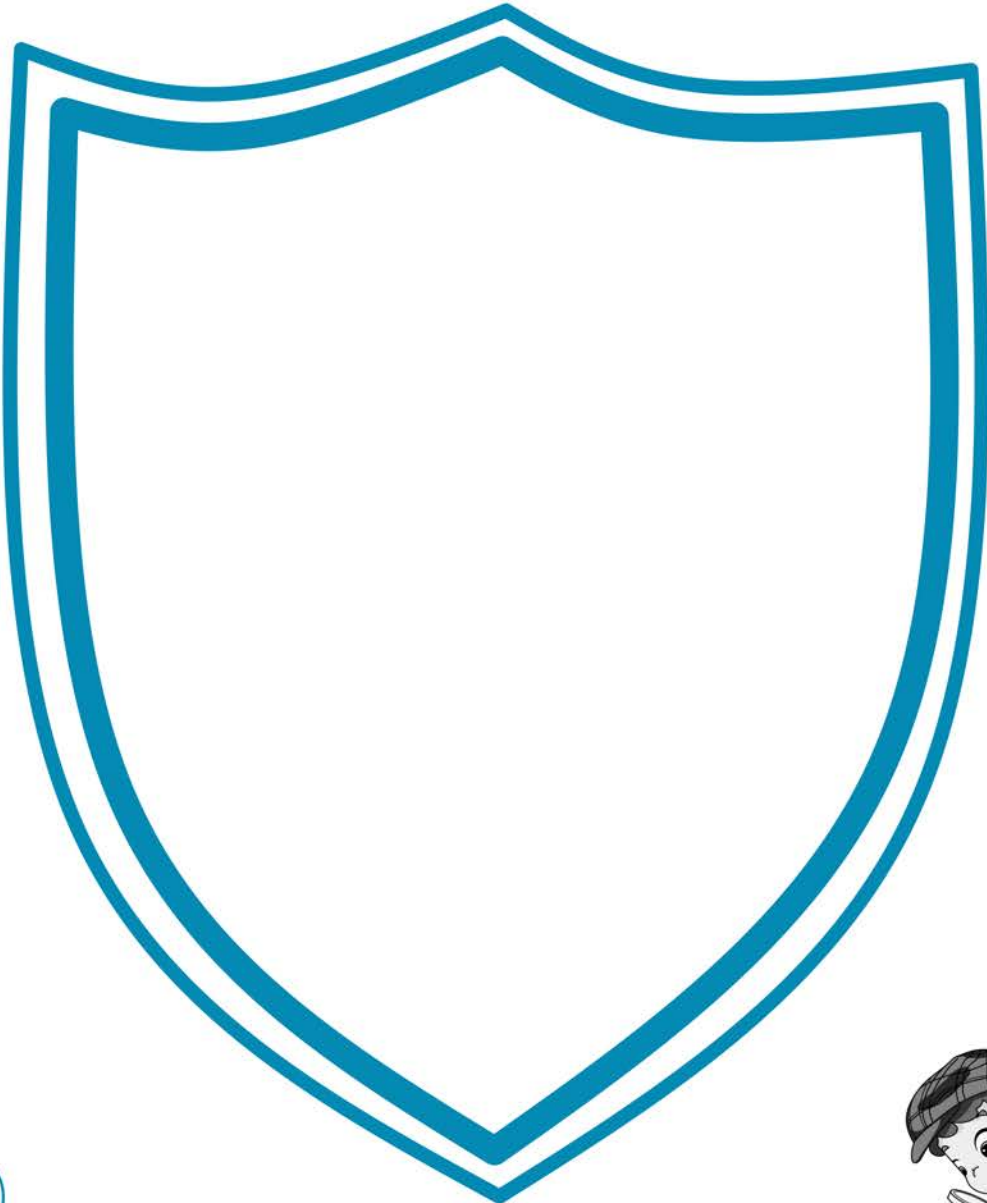




MY UNIQUE SHIELD

You can be true to yourself by being genuine and staying true to your thoughts, feelings, and beliefs, even if they differ from others. The world needs you exactly how you are; you don't need to change yourself to be accepted and loved.

Activity: Create a personal identity shield below by writing and drawing different parts of who you are in each section. Remember, you don't need to change yourself to be accepted and loved.



NOTES



My goal this week: _____

Monday	<hr/> <hr/> <hr/>
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Home/School Connection	





MY DICTIONARY OF EMOTIONS

There are so many different emotions and many times, you may feel more than one emotion at a time! This can feel confusing and make it hard to understand exactly how you're feeling.

Activity: Fill in the blanks to create a dictionary of your emotions, which will help you identify the many different ways you can feel.

<p>Angry</p> <p>Angry feels like:</p> <p>Drawing of me when I feel angry:</p>	<p>Confident</p> <p>Confident feels like:</p> <p>Drawing of me when I feel confident:</p>	<p>Disappointed</p> <p>Disappointed feels like:</p> <p>Drawing of me when I feel disappointed:</p>
<p>Excited</p> <p>Excited feels like:</p> <p>Drawing of me when I feel excited:</p>	<p>Frustrated</p> <p>Frustrated feels like:</p> <p>Drawing of me when I feel frustrated:</p>	<p>Jealous</p> <p>Jealous feels like:</p> <p>Drawing of me when I feel jealous:</p>
<p>Nervous</p> <p>Nervous feels like:</p> <p>Drawing of me when I feel nervous:</p>	<p>Sad</p> <p>Sad feels like:</p> <p>Drawing of me when I feel sad:</p>	<p>Scared</p> <p>Scared feels like:</p> <p>Drawing of me when I feel scared:</p>



NOTES



My goal this week: _____

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Home/School Connection	

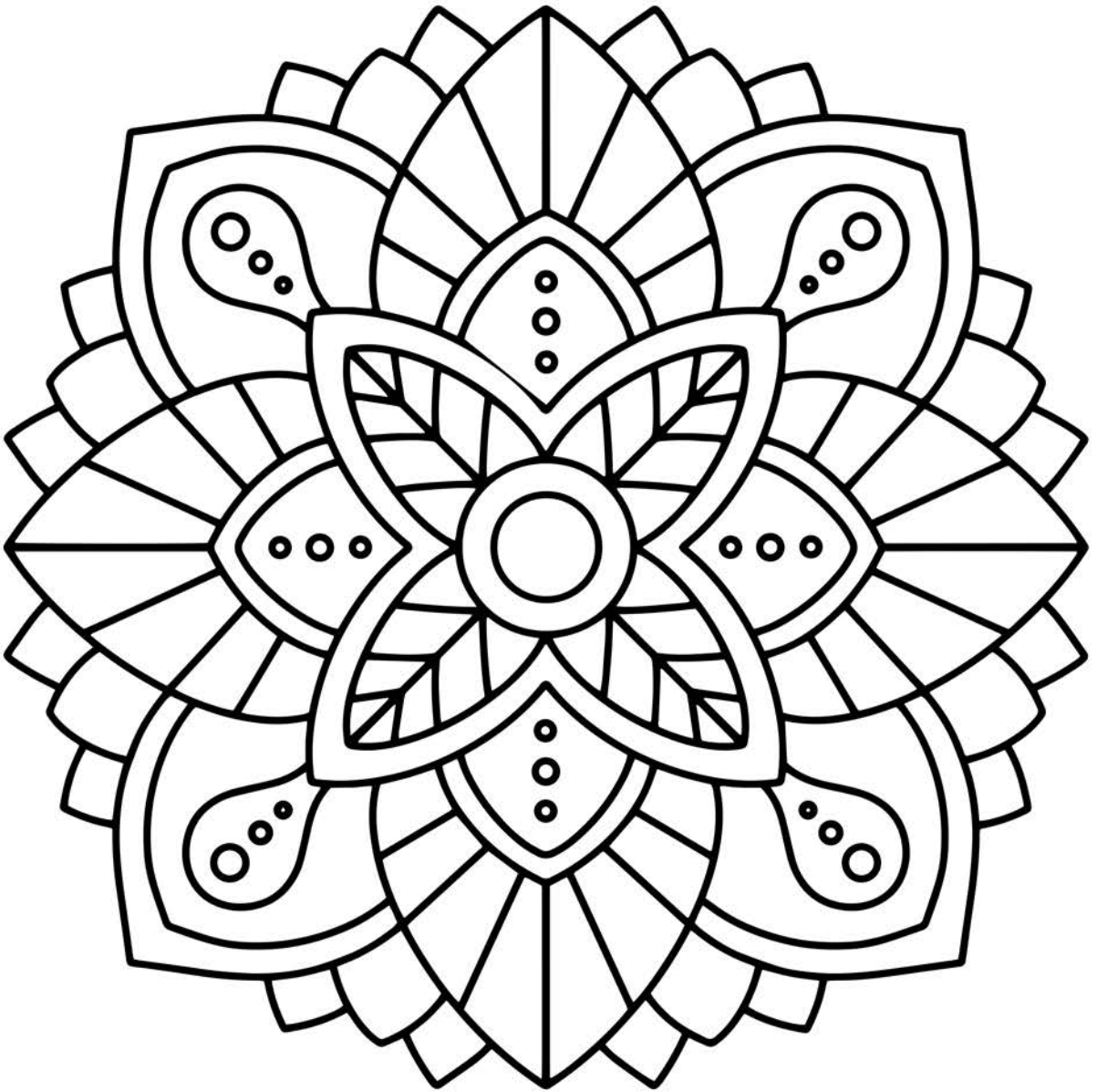




COLORING



COLORING





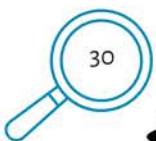
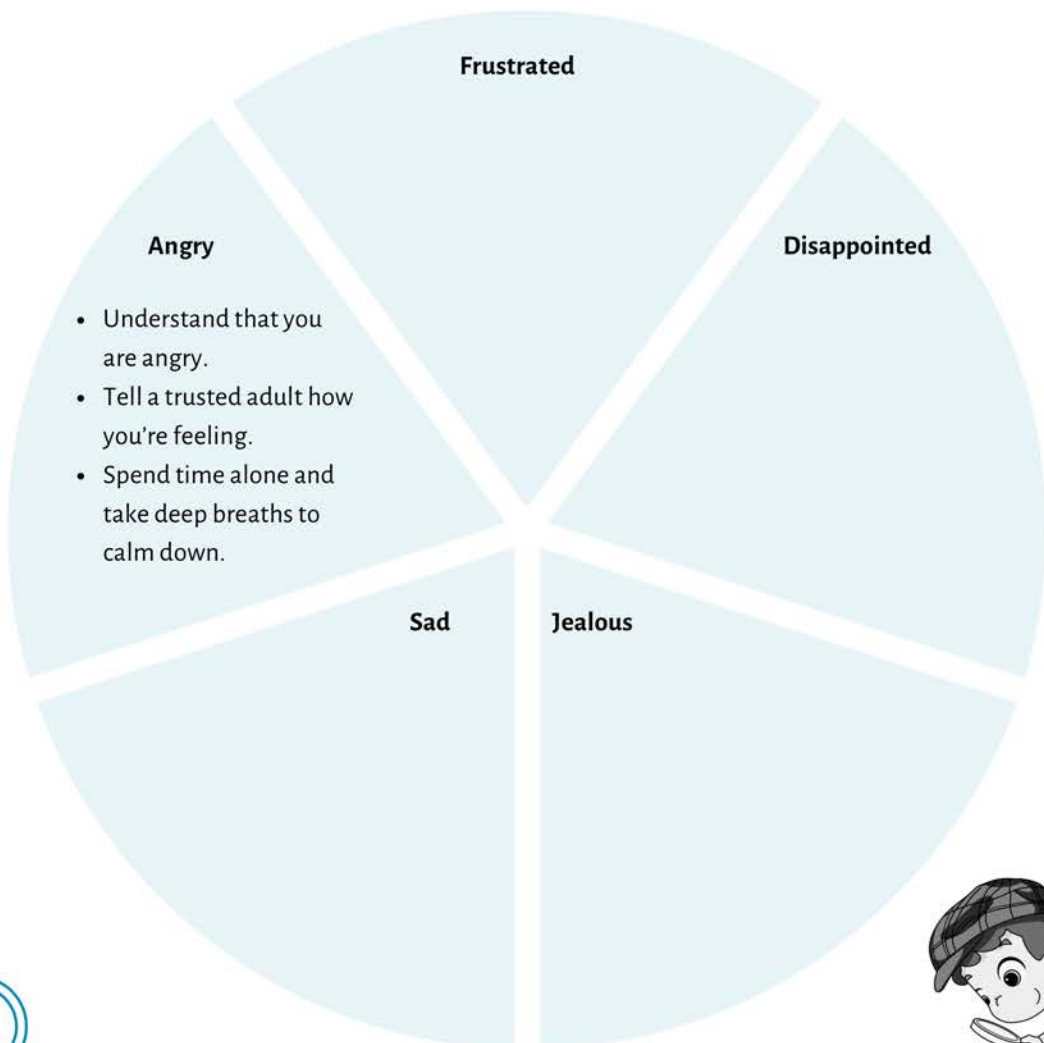
EMOTION WHEEL

Emotions are feelings. These emotions tell you how you feel about something happening to you or around you. There are no good or bad emotions; emotions are just feelings. Some emotions may not feel good in your body.

To help these emotions not feel so unpleasant and last longer than necessary, you can:

- Name how you are feeling
- Talk to someone about your emotions
- Calm your body so you can make a healthy choice

Activity: Using the emotion wheel below, fill in ways you could feel better when feeling that emotion.



NOTES



My goal this week: _____

Monday	<hr/> <hr/> <hr/>
Tuesday	<hr/> <hr/> <hr/>
Wednesday	<hr/> <hr/> <hr/>
Thursday	<hr/> <hr/> <hr/>
Friday	<hr/> <hr/> <hr/>
Home/School Connection	





BEING A HAPPY VOLCANO

Managing emotions means controlling how you feel and what you do when you feel big feelings. It can be like a volcano. Pressure builds up inside the volcano until it erupts. Learning to release the pressure slowly through talking and calming techniques can prevent an explosive eruption.

Activity: You can manage your emotions with tools. Use the word bank and sort each tool into a happy and calm volcano or an angry and erupting volcano.

Word Bank:

Talk to a trusted adult

Yell at someone

Journal

Kick something hard to break it

Create art

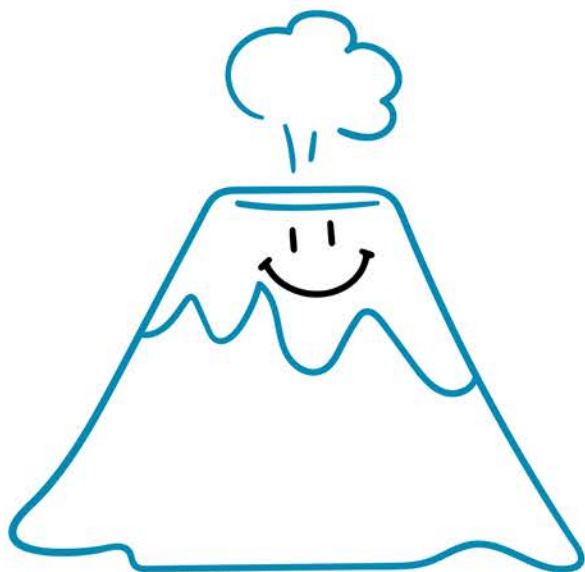
Spend time alone

Spend time with your best friend

Pinch someone because they hurt you

Listen to your favorite song

Get into a fight and punch someone



NOTES



My goal this week: _____

Monday	<hr/> <hr/> <hr/>
Tuesday	<hr/> <hr/> <hr/>
Wednesday	<hr/> <hr/> <hr/>
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Friday	<hr/> <hr/> <hr/>
Home/School Connection	





USING A GROWTH MINDSET

Mindset is how you think about yourself and what you can do. Sometimes, you might say nice things to yourself; other times, you might think not-so-nice things.

A growth mindset means seeing the good in yourself and your situation, even when things are hard. By practicing a growth mindset, you can learn to be kind to yourself and think positively.

Activity: Read each sentence below and re-write it using a growth mindset.

Fixed Mindset	Growth Mindset
I'm not good at this.	
I'll never be able to do this.	
I'm just not smart enough.	
This is too hard for me.	
I can't read this book; it's too difficult.	
I give up.	



NOTES



My goal this week: _____

Monday	_____ _____ _____
Tuesday	_____ _____ _____
Wednesday	_____ _____ _____
Thursday	_____ _____ _____
Friday	_____ _____ _____
Home/School Connection	





POSITIVE SELF-TALK

It is important to use positive self-talk. When you do so, you are using a growth mindset.

Activity: Read the stories below and then write a positive self-talk sentence.

You got your math test back and ended up doing worse than you expected. Your teacher even wrote, "See me after class" at the top of your test.

You want to try out for the cheerleading team, but you're so nervous you're thinking of just skipping tryouts after all.

You are hanging out with your friends and saying something you regret.

What thoughts stop you from doing your best?

What thoughts keep you going when things get hard?



NOTES



My goal this week: _____

Monday	<hr/> <hr/> <hr/>
Tuesday	<hr/> <hr/> <hr/>
Wednesday	<hr/> <hr/> <hr/>
Thursday	<hr/> <hr/> <hr/>
Friday	<hr/> <hr/> <hr/>
Home/School Connection	





REVIEW WEEK: YOUR SELF-PORTRAIT

You have learned about yourself, your thoughts, emotions, and tools to have a growth mindset. To review identity and mindset, create a self-portrait of yourself.

Think about:

- What should be in the background that shows who you are?
- What should you be wearing?
- What expression do you want on your face?
- What colors do you want to use in your painting?



NOTES



My goal this week: _____

Monday	<hr/> <hr/> <hr/>
Tuesday	<hr/> <hr/> <hr/>
Wednesday	<hr/> <hr/> <hr/>
Thursday	<hr/> <hr/> <hr/>
Friday	<hr/> <hr/> <hr/>
Home/School Connection	





CLASS COMMUNITY CHECK-IN

With your class, check in on your class community and expectations.

- How is it going?
- What needs to change to make your classroom a safe and kind place for everyone?

This is going well:

I'm struggling with this:

I need help with this:

I wish I could change:





MAKING CONNECTIONS

Think of a time in your life when you recognized your emotions and decided to calm them down.

Describe what happened: _____

Draw a picture of the ways you used to calm your intense emotions down.

How can using calming tools when you feel intense emotions, and growth mindset help you be part of a safe and kind classroom?





THEME 2: COURAGE & KINDNESS

In this theme, you will learn:

- **Building healthy friendships (Social engagement & Relationship-building)**
- **Creating boundaries (Communication)**
- **Caring for yourself and others (Relationship-building)**
- **Developing empathy (Relationship-building & Teamwork)**
- **Being an upstander (Communication & Social engagement)**
- **Seeking help (Communication & Teamwork)**

Read: Learn about courage and kindness by reading. Here are some good books you can read about being a good friend, standing up for others, and building empathy.

Harriet the Spy by Louise Fitzhugh

My Last Best Friend by Julie Bowe

Bluish by Virginia Hamilton

Charlotte's Web by E.B. White

The Notebook Keeper by Stephen Briseño

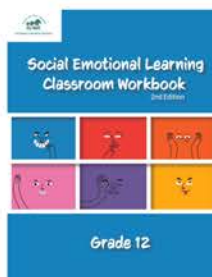
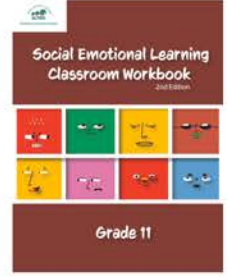
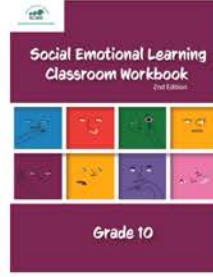
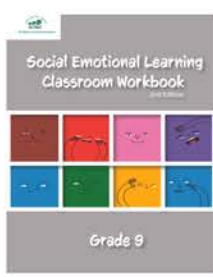
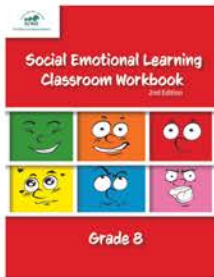
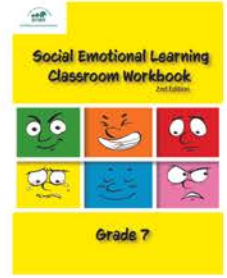
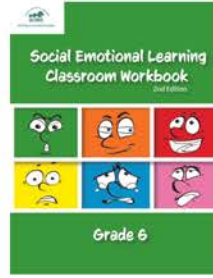
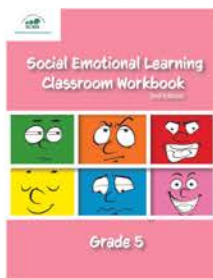
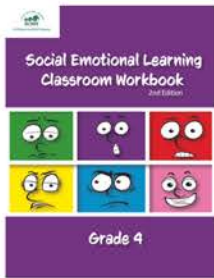
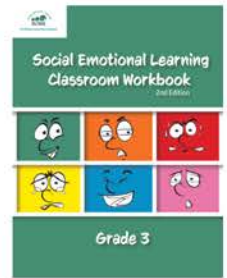
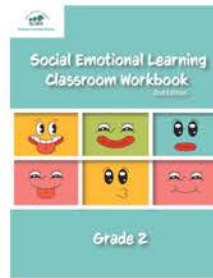
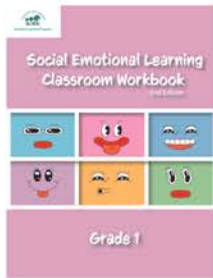
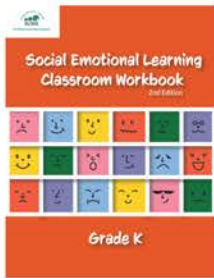
The Goldfish Boy by Lisa Thompson

Just My Luck by Cammie McGovern





WORKBOOKS IN THIS SERIES



For further information go to www.seltrove.com

