

Social Emotional Learning Classroom Workbook

2nd Edition



Grade 3

SOCIAL EMOTIONAL LEARNING (SEL)

CLASSROOM WORKBOOK 3RD GRADE

2nd Edition

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Social Emotional Learning Classroom Workbook 3rd Grade, 2nd edition

Editors:

Janna Nobleza

Suresh Korapati

Andrew Culley

Emelen De Jesus

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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: _____

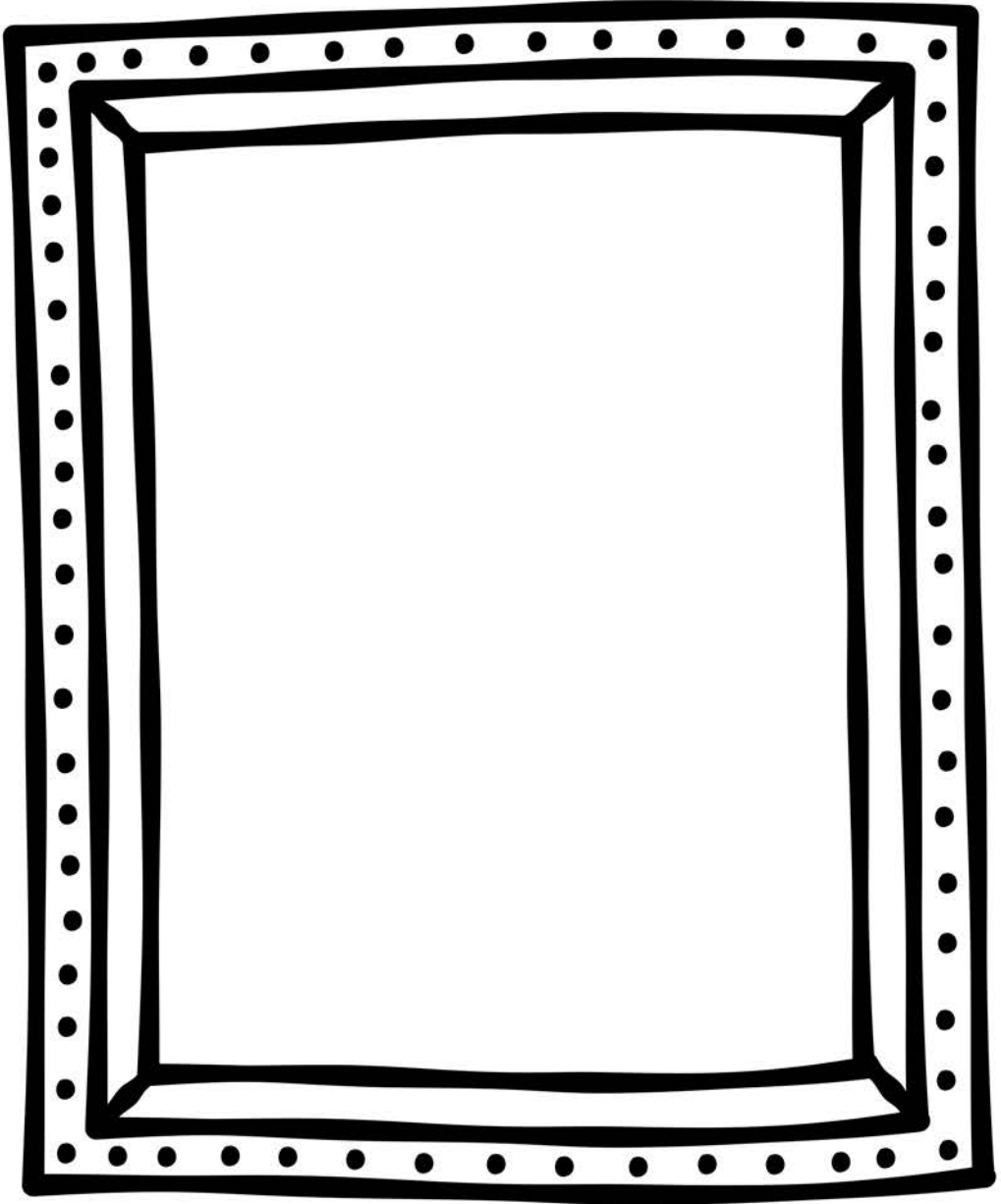
Telephone: _____

Email: _____

Known Allergies: _____

ALL ABOUT ME

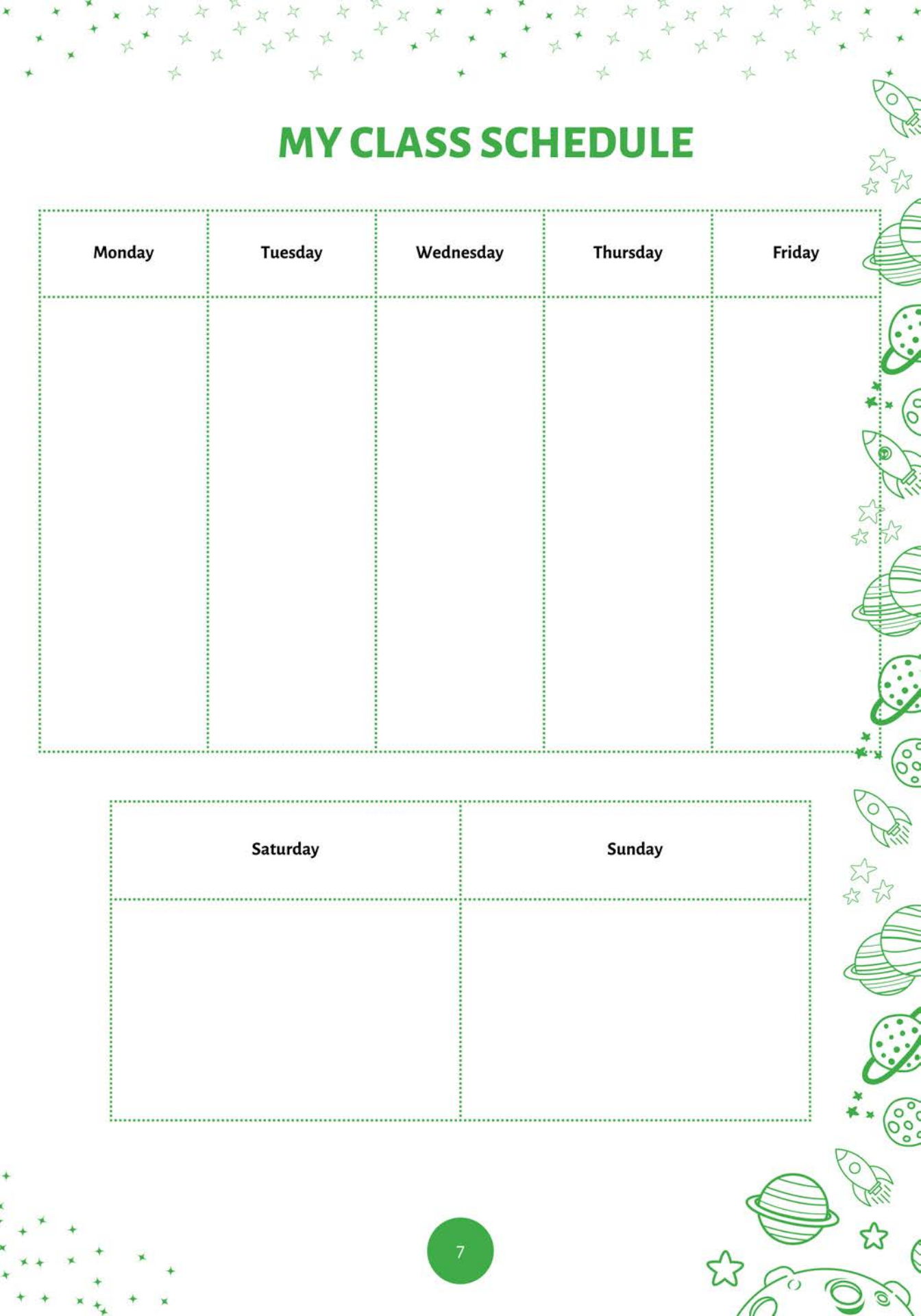
Draw a picture of yourself!



MY CLASS SCHEDULE

Monday	Tuesday	Wednesday	Thursday	Friday

Saturday	Sunday






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?

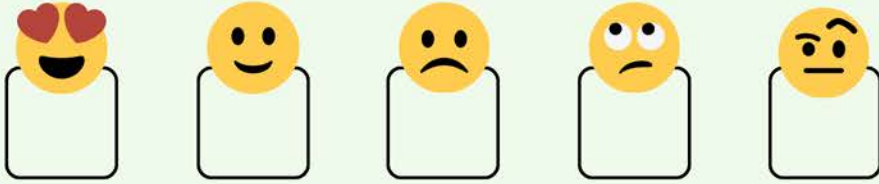


How do you feel when you're with your friends?



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?



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

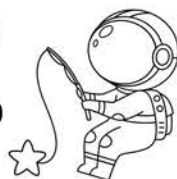
COLORING



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

I am Stuck by Julia Mills

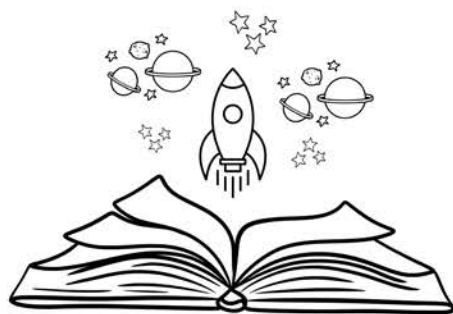
Meesh the Bad Demon by Michelle Lam

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. _____



A SAFE, HELPFUL, & KIND CLASSROOM

You are part of a community in your classroom and school. The people around you, including your teacher and the other adults and kids 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: Brainstorm ways you can help create a safe, helpful, and kind classroom community.

Examples for safety	Examples for helpfulness	Examples for kindness
<i>Follow directions.</i>	<i>Take turns.</i>	<i>Say Thank you.</i>

NOTES



My goal this week: _____

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

I AM POEMS

Your identity makes you who you are—inside and outside! No one thing makes up who you are, and you can't make assumptions about other people's identities just based on what you see. Everyone is unique, and everyone has a story.

Activity: Complete the "I Am" poem below using the words in brackets [] to help you know what to write.

"I Am" Poems

Line 1: I am [two special characteristics you have]

Line 2: I wonder [something you are curious about]

Line 3: I hear [a sound you hear that brings you joy]

Line 4: I see [something you see that brings you joy]

Line 5: I feel [two emotions you love feeling]

Line 6: I understand [something you know is true]

Line 7: I dream [something you dream about]

Line 8: I try [something that takes you effort]

Line 9: I am [same as Line 1]

NOTES



My goal this week: _____

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

BEING A SUPER LEARNER

Like superheroes with special powers, you can develop skills and habits to become a super learner.

Brainstorm a list of qualities of a super learner.

- _____
- _____
- _____

Activity: Think about experiences you had as a learner and record them on the chart below.

Learning Experiences where I felt GREAT

Learning Experiences where I STRUGGLED

NOTES



My goal this week: _____

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



STAYING TRUE TO YOURSELF

You can stay true to yourself by not being embarrassed about ways you are different from others. You are special, and it's important to be different from others. The world needs you exactly how you are; you don't need to change yourself to be accepted and loved.

Activity: In small groups, read each story and pick one to act out in your group. Practice how you will stay true to yourself and act it out in your group.

You love reading books about animals, but your friends say those books are boring and you should read comic books instead. They make fun of you whenever they see you with your animal books.

You see a classmate being teased for wearing glasses. You also wear glasses and understand how they feel. Your friends do the teasing, and they ask you to join in.

You love wearing bright, colorful clothes, but your friends think it's weird and always wear more neutral colors. They comment on your outfit and suggest you dress more like them.

You feel sad about a personal situation at home, but your friends think you should always be happy and cheerful. When you try to talk about your feelings, they tell you to "just get over it."

NOTES



My goal this week: _____

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

EXPLORING EMOTIONS

Emotions are feelings that you have. You may feel happy, sad, angry, scared, excited, or another feeling. 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.

It's important to know your emotions so you can talk about them and manage them.

Activity: Look at each picture and identify the emotion. Then, write how this emotion feels in *your* body.



Emotion: _____

How this emotion feels:



Emotion: _____

How this emotion feels:



Emotion: _____

How this emotion feels:



Emotion: _____

How this emotion feels:

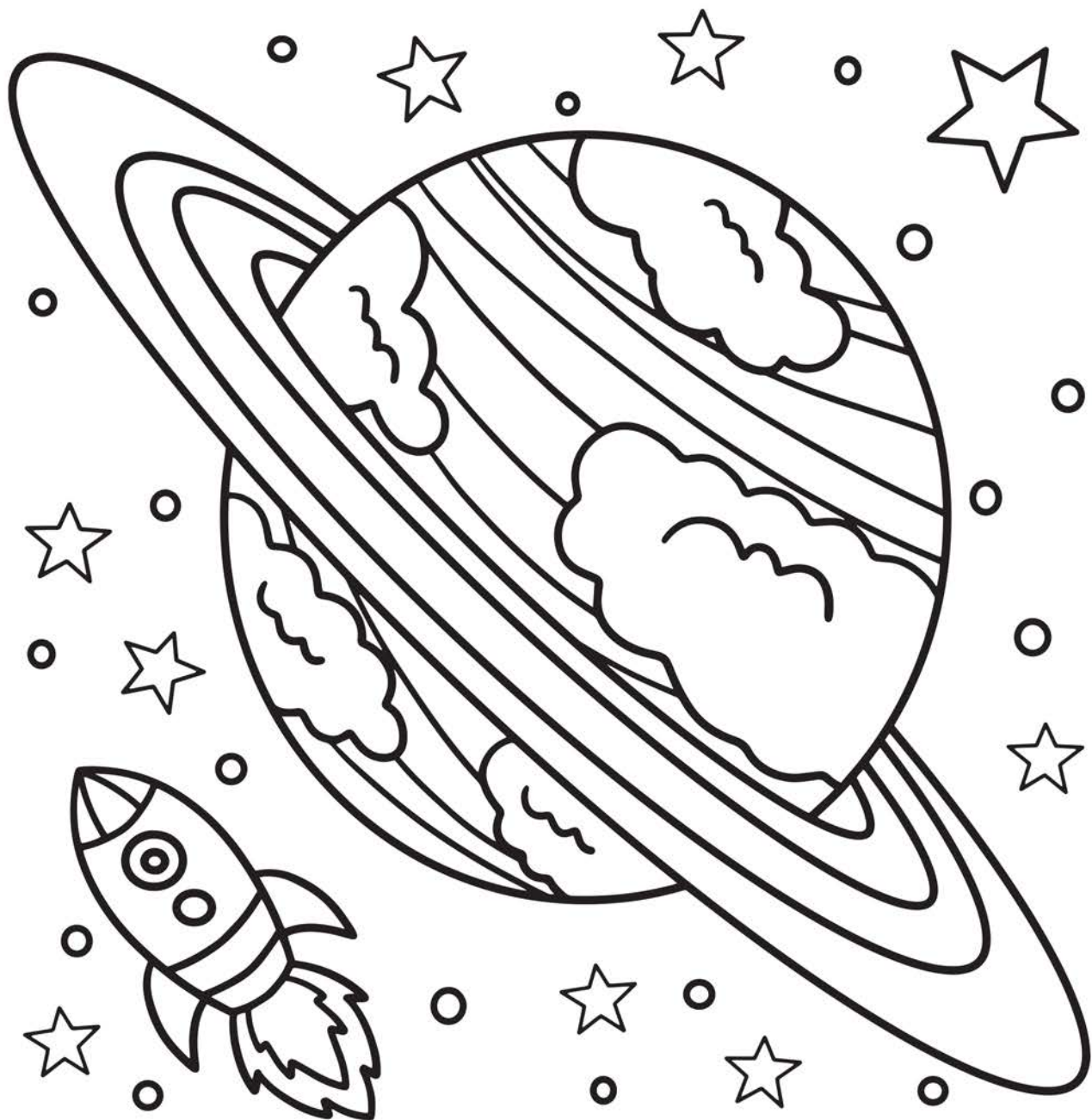
NOTES



My goal this week: _____

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

COLORING



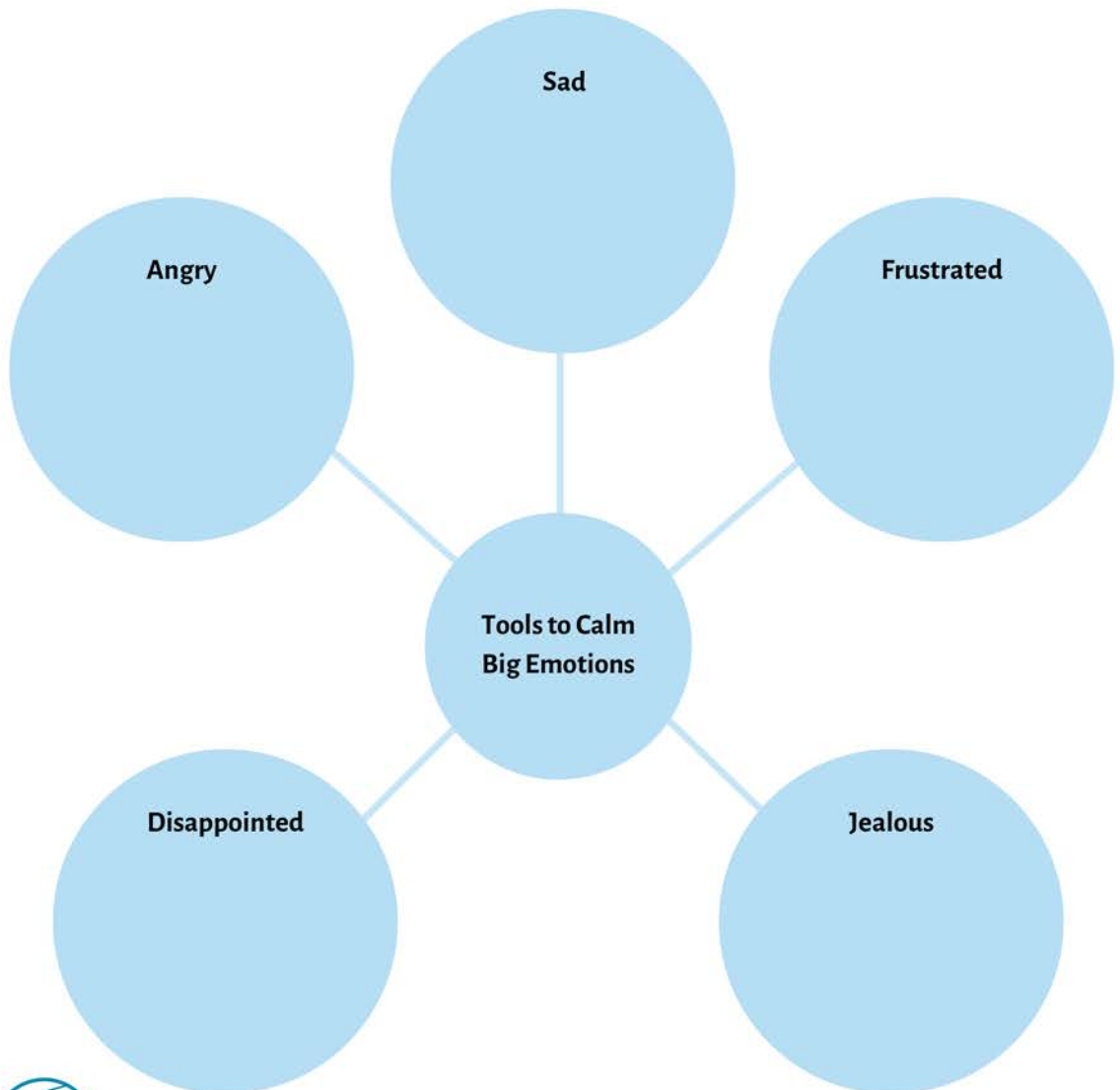
COLORING



BIG EMOTIONS

Emotions are feelings. They tell you how you feel about something happening to you or around you. There are no good or bad emotions; emotions are just feelings. But sometimes, we feel such intense, big feelings that we end up acting in a way that hurts ourselves or others. This happens to all of us.

Activity: Write or draw pictures of ways you can feel better and calm yourself when you feel really big emotions.



NOTES



My goal this week: _____

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

KEEP SOARING

Managing emotions means controlling how you feel and what you do when you feel big feelings. It can be like a rocket ship. Launching can be exciting, but we need to control where the rocket ship goes to avoid crashing. If you don't control your rocket ship, it crashes. Learning to control your emotions through talking and calming tools can prevent a big crash.

Activity: You can manage your emotions with tools. Use the word bank and sort each tool into a happy and calm rocket ship or an angry rocket ship about to crash.

Word Bank:

Talk to a trusted adult

Listen to music

Kick someone

Yell

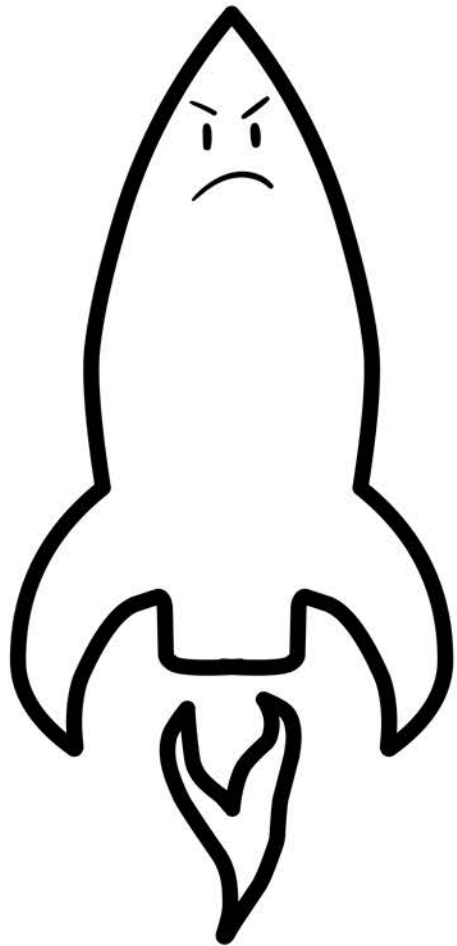
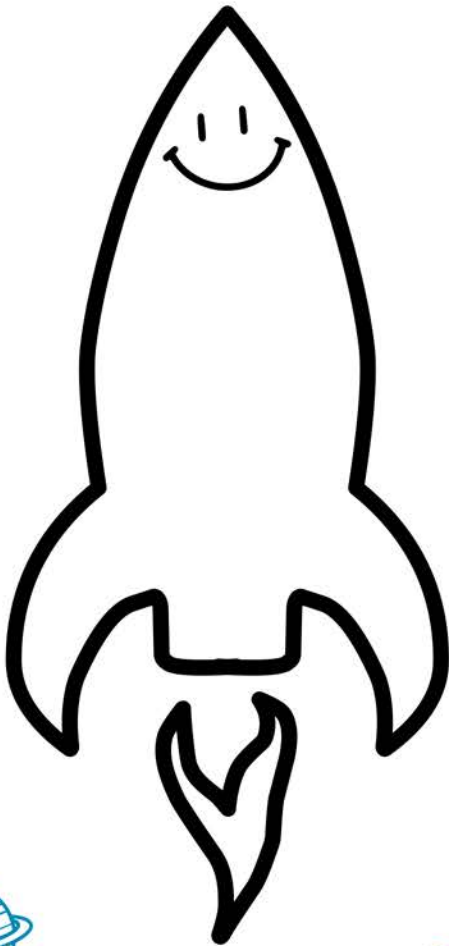
Spend time alone

Cuddle your pet

Draw

Be with your friends

Get into a fight



NOTES



My goal this week: _____

Monday	_____ _____ _____
Tuesday	_____ _____ _____
Wednesday	_____ _____ _____
Thursday	_____ _____ _____
Friday	_____ _____ _____
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 story and circle the sentence that shows a growth mindset. How can you be kind to yourself and use a growth mindset?

You draw a picture for homework and it doesn't look anything like what you were trying to draw.

I will get better with practice.

I stink at drawing.

When you tried to kick the kickball in gym class, you missed the ball completely and fell down.

I am the only one who can't do this. Next time, I should just sit out alone.

That was a silly mistake that could have happened to anyone!

On a sleepy day, you put your shirt on backward and don't notice until lunch when Stephanie turns to the whole table and says you are such a mess that you can't even get your shirt on right. Everyone laughs.

You go to the bathroom to change and then spend the rest of your lunch in the bathroom alone.

Wow, Stephanie wasn't nice at all. You sit at another table with some friends.

NOTES




My goal this week: _____

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



POSITIVE SELF-TALK POSTERS



It is important to use positive self-talk. When you use positive self-talk, you are using a growth mindset and can boost your self-esteem.

Activity: Read through the following quotations. Pick one quotation (or create your own!) and create a motivational poster that you can hang in your classroom, the school hallway, or in your locker.

"Mistakes are proof that you are trying."

"I can learn anything I want to."

"Every mistake is a chance to learn."

"I am not afraid of challenges."

"My brain is like a muscle; it gets stronger when I use it."

"I will keep trying, even when it gets tough."

"I can do hard things."

"I grow when I try new things."

"I learn from my mistakes."

"Effort brings progress."

NOTES



My goal this week: _____

Monday	_____ _____ _____
Tuesday	_____ _____ _____
Wednesday	_____ _____ _____
Thursday	_____ _____ _____
Friday	_____ _____ _____
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	_____ _____ _____
Tuesday	_____ _____ _____
Wednesday	_____ _____ _____
Thursday	_____ _____ _____
Friday	_____ _____ _____
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: _____

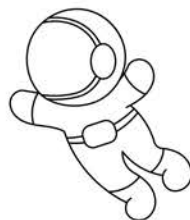
Draw a picture of the ways you used to calm your intense emotions down.

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

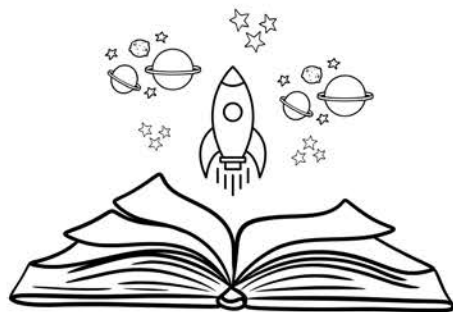
Bluish by Virginia Hamilton

Charlotte's Web by E.B. White

Pages & Co. Series by Anna James

Meesh the Bad Demon by Michelle Lam

We Found a Hat by Jon Klassen



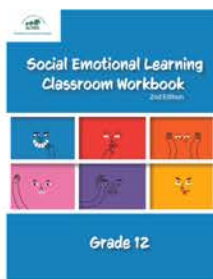
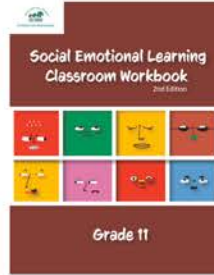
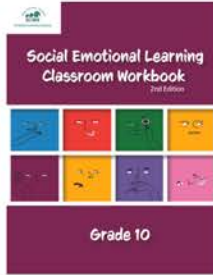
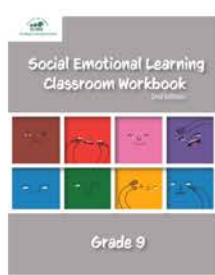
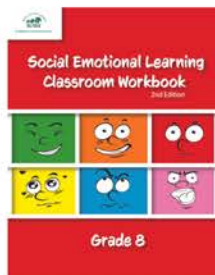
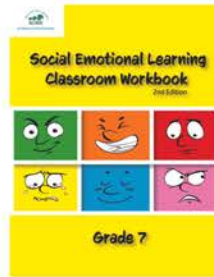
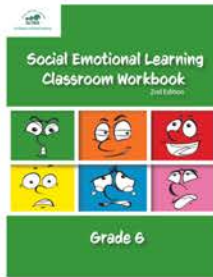
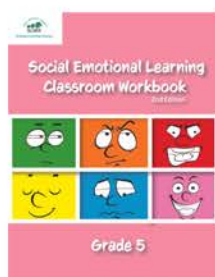
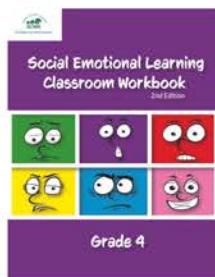
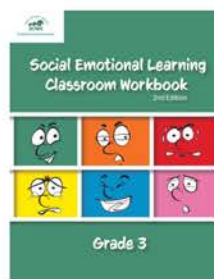
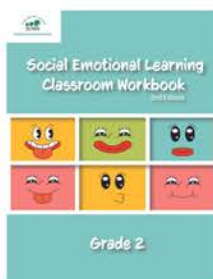
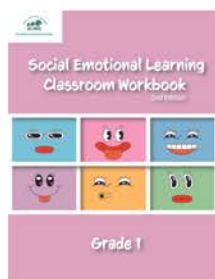
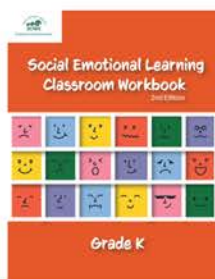
THEME 2: COURAGE & KINDNESS

Color the images that show a person showing courage **ORANGE**.

Color the images that show a person showing kindness with **GREEN**.



WORKBOOKS IN THIS SERIES



For further information go to www.seltrove.com

