



Guide for Planning Social-Emotional Reading Activities

		Notes
Book Selection	<ul style="list-style-type: none">• Choose a book that presents one or more emotions or a book that aligns with an area of need or the class (e.g., asking an adult for help, being persistent, etc.)	
Educational Goal	<ul style="list-style-type: none">• What do you want your students to learn from this reading? EX: reading strategies, writing a text, working on inferences, reading for pleasure, discovering words, vocabulary, etc.• What will students be able to do at the end of the learning process? <p>The learning process must have a meaning.</p>	
Emotional Goal	<ul style="list-style-type: none">• What skill do you want to develop in your students? EX: identify an emotion, normalize an emotion, discuss what the character is experiencing, find solutions to problems, realize the impact we have on others, express emotions, etc. <p>Choose skills your students will be able to use in their daily lives to develop their social-emotional learning.</p>	
Creating a Climate Conducive to Discussion	<ul style="list-style-type: none">• Create a routine with your students• Develop rules with your students for good communication and active listening• Explicitly teach rules and routines• Create an atmosphere	

<p>Questions</p>	<p>In relation to the goals:</p> <ul style="list-style-type: none"> • Prepare questions that will encourage reactions and discussion • Use open-ended questions • Encourage comprehension questions • Get students to identify what is going on in the characters' bodies, heads and hearts <p>It is important to ask additional follow-up questions to have students expand on their answers.</p>	
<p>Creating a Reference System</p>	<p>In relation to the emotional goal:</p> <ul style="list-style-type: none"> • Highlight the vocabulary associated with emotions • Create a repository of tools to help students identify and manage emotions (a feelings thermometer, posters, quiet corner, etc.) • Set up a code with the students to reactivate what they learned during the reading <p>EX: Very big crab is coming (this refers to Don't Worry, Little Crab where the adult crab comes to help the little crab)</p>	
<p>Conducting Activities</p>	<p>In relation to the goals:</p> <ul style="list-style-type: none"> • Conduct the activities associated with the educational goal • Prepare activities that put into practice the lessons learned in relation to the emotional goal. What do you want your students to retain and use? 	
<p>Putting the Emotional Goal into Practice</p>	<ul style="list-style-type: none"> • Refer to the emotional reference system regularly during class time • Verbalize and compare everyday situations with the readings. Use real-life contexts to make connections with our students • Provide feedback. Notice and point out when students apply their learning • Offer support for accepting emotions • Set up teachable moments for expressing emotions 	