

# 180 Days of Social-Emotional Learning for Third Grade



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## Introduction

“SEL is the process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions.” (CASEL 2020)

Social-emotional learning (SEL) covers a wide range of skills that help people improve themselves and get fulfilment from their relationships. They are the skills that help propel us into the people we want to be. SEL skills give people the tools to think about the future and manage the day-to-day goal setting to get where we want to be.

The National Commission for Social, Emotional, and Academic Development (2018) noted that children need many skills, attitudes, and values to succeed in school, future careers, and life. “They require skills such as paying attention, setting goals, collaboration and planning for the future. They require attitudes such as internal motivation, perseverance, and a sense of purpose. They require values such as responsibility, honesty, and integrity. They require the abilities to think critically, consider different views, and problem solve.” Explicit SEL instruction will help students develop and hone these important skills, attitudes, and values.

Daniel Goleman (2005), a social scientist who popularized SEL, adds, “Most of us have assumed that the kind of academic learning that goes on in school has little or nothing to do with one’s emotions or social environment. Now, neuroscience is telling us exactly the opposite. The emotional centers of the brain are intricately interwoven with the neocortical areas involved in cognitive learning.” As adults, we may find it difficult to focus on work after a bad day or a traumatic event. Similarly, student learning is impacted by their emotions. By teaching students how to deal with their emotions in a healthy way, they will reap the benefits academically as well.

SEL is doing the work to make sure students can be successful at home, with their friends, at school, in sports, in relationships, and in life. The skills are typically separated into five competencies: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making.

# How to Use This Book

## Using the Practice Pages

This series is designed to support the instruction of SEL. It is not a curriculum. The activities will help students practice, learn, and grow their SEL skills. Each week is set up for students to practice all five SEL competencies.



**Day 1**—Self-Awareness



**Day 2**—Self-Management



**Day 3**—Social Awareness



**Day 4**—Relationship Skills



**Day 5**—Responsible Decision-Making

Each of the five competencies has subcategories that are used to target specific skills each day. See the chart on pages 10–11 for a list of which skills are used throughout the book.

Each week also has a theme. These themes rotate and are repeated several times throughout the book. The following themes are included in this book:

- self
- friends
- family
- neighborhood
- community
- school

This book also features one week that focuses on online safety.

**WEEK 23 DAY 3** Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Learn from All Your Teachers**

Students learn things from teachers. But teachers are not the only ones who teach. You have likely learned lessons from many people in your life. They may have taught you about a subject they know a lot about. They may have shared life experiences. Noticing what other people are good at helps them feel special and can teach you a lot.

**Directions:** Make a list of people who have taught you something. Then, write what you learned. The list below can help you get started.

babysitter	neighbor
coach	relative
friend	religious leader
music teacher	tutor

1. \_\_\_\_\_

2. \_\_\_\_\_

**WEEK 23 DAY 5** Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Cause and Effect of Conflict**

Conflicts are common. One way you can help solve a conflict is to figure out the cause and effect. The cause is the reason the conflict happened. The effect is the result. Knowing these things can help you see the problem more calmly. Then, you can think about solutions.

**Directions:** Read the story. Then, answer the questions.

**President Battle**

Corey and Eric both love to learn. They thought it would be fun to research presidents. Corey thought George Washington was the best. Eric thought Abraham Lincoln was better. Both boys checked out books about the president they admired most. They learned a lot about their favorites. One day during lunch, they began arguing about which president was better. Corey moved to a different table to eat. Eric decided to not talk to Corey. Their teacher noticed the problem and wanted to help.

1. What was the cause of the conflict?

2. What was the effect of the conflict?

3. If you were the teacher, how would you help solve the conflict?

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# How to Use This Book *(cont.)*

## Using the Resources

Rubrics for connecting to self, relating to others, and making decisions can be found on pages 198–200 and in the Digital Resources. Use the rubrics to consider student work. Be sure to share these rubrics with students so that they know what is expected of them.

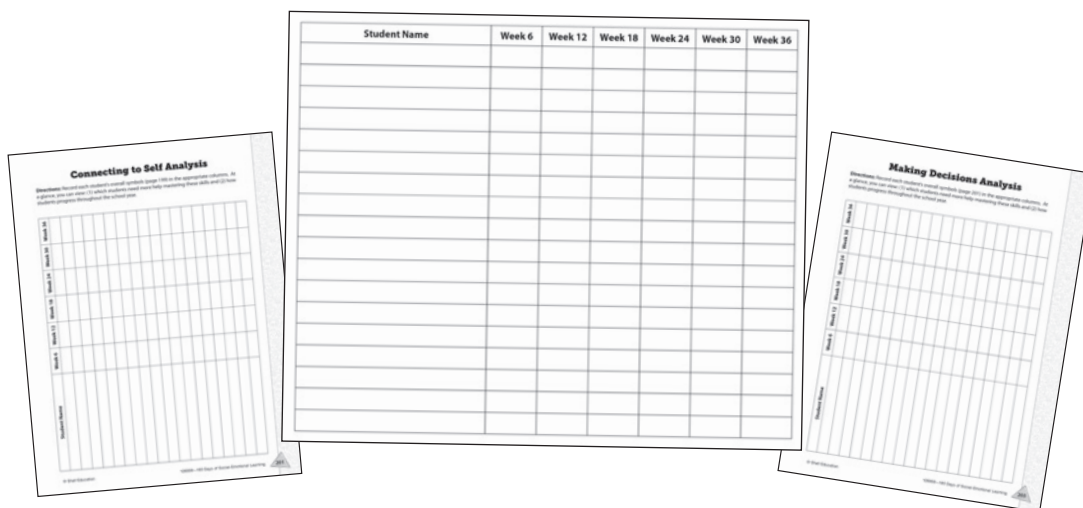
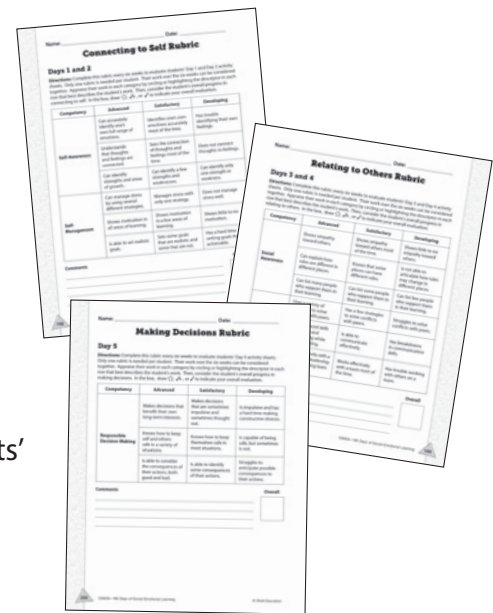
## Diagnostic Assessment

Educators can use the pages in this book as diagnostic assessments. The data analysis tools included with this book enable teachers or parents/caregivers to quickly assess students' work and monitor their progress. Educators can quickly see which skills students may need to target further to develop proficiency.

Students will learn how to connect with their own emotions, how to connect with the emotions of others, and how to make good decisions. Assess student learning in each area using the rubrics on pages 198–200. Then, record their overall progress on the analysis sheets on pages 201–203. These charts are also provided in the Digital Resources as PDFs and Microsoft Excel® files.

## To Complete the Analyses:

- Write or type students' names in the far-left column. Depending on the number of students, more than one copy of each form may be needed.
- The weeks in which students should be assessed are indicated in the first rows of the charts. Students should be assessed at the ends of those weeks.
- Review students' work for the day(s) indicated in the corresponding rubric. For example, if using the Making Decisions Analysis sheet for the first time, review students' work from Day 5 for all six weeks.





# Skills Alignment

Each activity in this book is aligned to a CASEL competency. Within each competency, students will learn a variety of skills. Here are some of the important skills students will practice during the year.



## Self-Awareness

Identifying Emotions	Naming Emotions
Personal Traits	Intensity of Emotions
Self-Advocacy	Personal Values
Personal Identity	Curiosity
Growth Mindset	Traditions
Cultural Identity	Being Open-Minded
Connecting Feelings to Actions	Bravery



## Self-Management

Managing Emotions	Using Calendars
Integrity	I-Messages
Following Rules	Motivation
Honesty	Dealing with Stress
Setting Goals	Self-Talk
Courage	Organization
Calming Down	Trying New Things
Visualization	Self-Discipline



## Social Awareness

Helping Others	Empathy
Understanding Differences	Noticing Others' Needs
Reading Expressions	Compassion
Identifying Others' Emotions	Identifying Others' Strengths
Appropriate Behavior	Reading Body Language
Seeing Others' Perspectives	Learning from Others
Gratitude	Understanding Bias

# Skills Alignment *(cont.)*



## Relationship Skills

Compliments	Causes and Effects
Solving Problems and Conflicts	Leadership
Understanding Cultures	Nonverbal Communication
Active Listening	Paraphrasing
Teamwork	Types of Solutions
Resisting Peer Pressure	Types of Communication
Advocating for Others	Effective Communication



## Responsible Decision-Making

Being Open-Minded	Evaluating the Size of Problems
Solving Problems	Weighing Different Options
Evaluating Ideas and Solutions	Mediating
Anticipating Consequences	Making Amends
Compromise	Evaluating Sources
Using Data	Causes and Effects of Conflicts
Reflecting	Making Good Choices

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Time for Your Emotions

You can have a lot of ups and downs in one day. It is normal to feel a lot of emotions in a single day.

**Directions:** Write the letter that matches how you feel at each time of day.

A



C



B



D



1. waking up

\_\_\_\_\_

2. cleaning your room

\_\_\_\_\_

3. doing homework

\_\_\_\_\_

4. playing with friends

\_\_\_\_\_

5. getting ready for bed

\_\_\_\_\_

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Calming Breaths

Breathing is a great way to manage your feelings. Deep belly breathing can help if you are angry, anxious, or scared. It can calm your mind and body.



**Directions:** Follow the directions to practice belly breathing. Then, answer the questions.

### Belly Breathing

**Step 1:** Sit up straight with one hand on your chest and one hand on your belly.

**Step 2:** Breathe in deeply through your nose for four counts. Try to breathe using your belly. The hand on your chest should not move much, but the hand on your belly should move out. It might take a bit of practice!

**Step 3:** Breathe out through your mouth for four counts. The hand on your chest should not move much, but the hand on your belly should move in.

**Step 4:** Repeat until you feel more relaxed.

1. How did you feel after doing belly breathing?

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2. When could belly breathing help manage your emotions?

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Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Show Others the Whole You

Words are one way to communicate with others. Your face and body also show how you feel.



**Directions:** Draw how you would feel in each situation.

1.

You must give a speech in front of the school.

3.

Your younger sister breaks your brand-new drone.

2.

You open a gift, and a puppy is inside the box.

4.

You win first place in the city spelling bee.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## The Joy of Compliments

A compliment is something nice you say to someone. They are nice to hear. They can boost your self-esteem. Giving one can make you feel good, too. The best ones are honest and specific.



**Directions:** Work with a partner to give each other compliments. Then, answer the questions.

1. What compliment did you give?

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2. How did it feel?

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3. What compliment did you receive?

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4. How did it feel?

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Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Try to Stay Open-Minded

Being open-minded means you will try new things. It can be scary to try things for the first time. But you will never know if you can do them until you try.

**Directions:** List three things you would like to try. They might be a sport or hobby, a type of food, or something else. Then, draw a picture of you trying one of your ideas.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

