

Nurturing a Hopeful and Joyful Classroom Community: Strengthening Students' Social and Emotional Awareness (K-2)

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***=See Read Aloud Experience in *The Ramped-Up Read Aloud* (Walther, 2019)

Welcome Students to Your Literacy Community

| Read Alouds to Welcome Students to Your Caring Classroom Community | |
|--|--|
| <i>All are Welcome</i> (Penfold, 2018) | <i>The Day You Begin</i> (Woodson, 2018) |
| <i>The Big Umbrella</i> (Bates, 2018) | <i>Ways to Welcome</i> (Ashman, 2020) |
| <i>Butterflies on the First Day of School</i> (Silvestro, 2019) | <i>We Don't Eat Our Classmates</i> (Higgins, 2018) |

Understand Feelings and Emotions

| Read Alouds about Feelings and Emotions | |
|--|---|
| <i>Blue</i> (Seeger, 2018) | <i>Walther Was Worried</i> (Seeger, 2006) |
| <i>How Are You Peeling: Foods With Moods</i> (Freyman, 1999) | <i>The Way I Feel</i> (Cain, 2000) |
| <i>It's Not Fair</i> (Rosenthal, 2008) | |
| <i>Theo's Moods</i> (Cocca-Leffler, 2013) | |

1. Read aloud a poem or book about feelings/emotions.
2. Discuss and identify basic feelings and emotions
 - a. Identify facial expressions that portray different emotions
 - b. Role play different feelings/emotions
 - c. Create an anchor chart with words children can use to describe how characters are feeling.



Learn How to Cool Off

** Make fan on large piece of chart paper

| Read Alouds about Anger and Calming Down | |
|---|---|
| <i>Fergal and the Bad Temper</i> (Starling 2017/2019) | |
| *** <i>Horrible Bear</i> (Dyckman, 2016) (See <i>Ramped-Up</i> p. 32) | <i>When Sophie Gets Angry—Really, Really Angry</i> (Bang, 1999) |
| <i>Ruthie and the (Not So) Teeny Tiny Lie</i> (Rankin, 2007) | <i>What Are You So Grumpy About?</i> (Lichtenheld, 2007) |

1. Read aloud a poem/book about feelings/emotions
2. Discuss ways to cool off at school.
3. Brainstorm ideas on “fan” anchor chart.



Exhibit a Growth Mindset

Be a Flexible Thinker

| Read Alouds about Flexible Thinking | |
|--|---|
| <i>Beautiful Oops!</i> (Saltzberg, 2010) | *** <i>A Perfectly Messed-Up Story</i> (McDonnell, 2014) See <i>Ramped-Up</i> p. 58 |
| <i>The Book of Mistakes</i> (Luyken, 2017) | <i>Pete the Cat: Rocking in My School Shoes</i> (Litwin, 2011) |
| <i>Dirt Cheap</i> (Hoffman, 2020) | <i>What Do You Do With a Problem</i> (Yamada, 2016) |
| <i>It's Okay to Make Mistakes</i> (Parr, 2014) | <i>What To Do With a Box</i> (Yolen, 2016) |
| <i>The Odd Egg</i> (Gravett, 2008) | <i>What To Do With a String</i> (Yolen, 2019) |



Relationship Skills: Listen, Think, Talk, & Work Together

Using “Whole Body” Listening

Definition: *Whole Body Listening* is when your eyes, ears, mouth, hands, arms, legs, and feet are calm and quiet. when your body is calm and quiet you are able to listen with your whole body; it helps you pay attention to what people are doing around you and it shows others you are thinking about them.

| Read Alouds about Listening | |
|--|--|
| <i>Listen Buddy</i> (Lester, 1997) | <i>Whole Body Listening Larry at School</i> (Sautter & Wilson, 2011) |
| <i>Telephone</i> (Barnett, 2014) * Great before “Operator” game | <i>Wordy Birdy</i> (Sauer, 2018) |

1. Read aloud a book or poem about listening.
2. Introduce “Whole Body Listening.”
3. Play “operator” to demonstrate the importance of listening.

My eyes are **watching**.
My ears are **listening**.
My mouth is **quiet**.
My hands are **still**.

My brain is **thinking**.
My heart is **caring**.
My feet are **still**.

Develop Empathy and Social Imagination

Inferring Characters’ Feelings

| Read Alouds Where Characters Display a Range of Emotions | |
|---|--------------------------------------|
| *** <i>A Bike Like Sergio’s</i> (Boelts, 2016) (See <i>Ramped-Up</i> p. 92) | <i>The Camping Trip</i> (Mann, 2020) |
| *** <i>A Dog Wearing Shoes</i> (Ko, 2015) (See <i>Ramped-Up</i> p. 30) | <i>Saturday</i> (Mora, 2019) |

Empathize with Characters’ Feelings

*** Ludwig, T. (2013). *The invisible boy*. (P. Barton, Illus.). New York, NY: Knopf. (See *Ramped-Up* p. 38)

Celebrate Differences and Include Others

| Read Alouds about Celebrating Differences | |
|---|--|
| <i>Big Al</i> (Clements, 1991) | <i>Odd Velvet</i> (Whitcomb, 1998) |
| <i>Exclamation Mark</i> (Rosenthal, 2013) | <i>Ogilvy</i> (Underwood, 2019) |
| <i>Freckleface Strawberry</i> (Moore, 2007) | <i>The Sandwich Swap</i> (Al Abdullah, 2010) |
| *** <i>The Invisible Boy</i> (Ludwig, 2013) See <i>Ramped-Up</i> p. 38 | <i>Stand Tall Molly Lou Melon</i> (Lovell, 2001) |
| <i>Janine</i> (Cocca-Leffler, 2015) | *** <i>Strictly No Elephants</i> (Mantchev, 2015) *Emily Arrow Song See <i>Ramped-Up</i> p. 44 |
| *** <i>Marisol McDonald Doesn't Match</i> (Brown, 2011) *Bilingual See <i>Ramped-Up</i> p. 42 | <i>My Three Best Friends and Me</i> , Zula (Best, 2015) |
| <i>Mixed: A Colorful Story</i> (Chung, 2018) | <i>Tommy Can't Stop</i> (Federle, 2015) |
| <i>Neither</i> (Anderson, 2018) | <i>Too Loud Lilly</i> (Laguna, 2004) |
| *** <i>Nerdy Birdy</i> (Reynolds, 2015) See <i>Ramped-Up</i> p. 36 | <i>We're All Wonders</i> (Palacio, 2017) |

| Read Alouds about Friendship | |
|--|---|
| *** <i>Be a Friend</i> (Yoon, 2016) See <i>Ramped-Up</i> p. 46 | <i>Life is Fun</i> (Carlson, 1993) |
| <i>Enemy Pie</i> (Munson, 2000) and <i>Let's Be Enemies</i> (Udry, 1961) | <i>Peanut Butter & Cupcake</i> (Border, 2014) |
| <i>Friendshape</i> (Rosenthal, 2015) | *** <i>A Small Blue Whale</i> (Ferry, 2017) See <i>Ramped-Up</i> p. 122 |
| <i>The Friend Ship</i> (Yeh, 2016) *Big Idea-Inviting others to join you | *** <i>You Will Be My Friend!</i> (Brown, 2011) *Also good for point of view/perspective See <i>Ramped-Up</i> p. 86 |
| <i>How to Lose All of Your Friends</i> (Carlson, 1997) | |

Become a Problem Solver and Resolve Conflicts

Understand the Difference Between Bullying and Bothering

| Read Alouds about Bullying and Standing Up for Others | |
|--|---|
| <i>Bully</i> (Seeger, 2013) | <i>Say Something</i> (Moss, 2008) |
| <i>I Walk With Vanessa</i> (Kerascoet, 2018) [Wordless Book] | *** <i>The Smallest Girl in the Smallest Grade</i> (Roberts, 2014) See <i>Ramped-Up</i> p. 55 |
| <i>Peanut Butter and Jellyfish</i> (Krosoczka, 2014) | <i>Stick and Stone</i> (Ferry, 2015) |
| <i>The Recess Queen</i> (O'Neill, 2002) | <i>Two of a Kind</i> (Robbins, 2009) |
| | <i>Yoon and the Jade Bracelet</i> (Recorvits, 2008) |

1. Read aloud a poem or book about bullying
2. Discuss the difference between bullying and bothering and how each situation makes children feel

| Bully Behaviors | Bothering Behaviors |
|---|--|
| <ul style="list-style-type: none"> • name calling • teasing • hurting • happen over and over • happen on purpose | <ul style="list-style-type: none"> • interrupting • talking nonstop • cutting in line • pencil tapping • humming/noise making |
| These behaviors can make us feel... <ul style="list-style-type: none"> mad afraid scared nervous upset angry grumpy lonely sad | These behaviors can make us feel... <ul style="list-style-type: none"> ignored frustrated irritated uncomfortable grumpy annoyed |

Practice “Talking it Out”

| Read Alouds about Friendship or Conflicts | |
|---|---|
| <i>Horace and Morris But Mostly Dolores</i> (Howe, 1999) | <i>The Secret Olivia Told Me</i> (Joy, 2007) |
| *** <i>Horrible Bear</i> (Dyckman, 2016) *Book Trailer See <i>Ramped-Up</i> p. 32 | <i>The Story of Fish and Snail</i> (Freedman, 2013) |
| <i>Pug and Doug</i> (Breen, 2013) | <i>Want to Play Trucks?</i> (Stott, 2018) |
| | <i>What James Said</i> (Rosenberg, 2015) |

1. Read aloud a book or poem about friendship or conflicts. 2. Model and practice appropriate ways to ask someone to stop (adapted from *Reading for Meaning* by Debbie Miller).

Use chart below to guide your discussion.

3. Role play “Talking It Out.”



When someone is annoying or hurting me I can . . .

Look the person in the eye and nicely say,
I don't like it when you _____.

It makes me feel _____.

I want _____.

When someone tells you this, what can you say back?

Look the person in the eye and nicely say,
I heard you say _____.

Professional Resources

Johnston, P. H. (2012). *Opening Minds: Using Language to Change Lives*. Stenhouse.

Johnston, P. H. (2004). *Choice Words: How our Language Affects Children's Learning*. Stenhouse.

Laminack, L. L., and Wadsworth, R. M. (2012). *Bullying Hurts: Teaching Kindness through Read Alouds and Guided Conversations*. Heinemann.

Richardson, J., & Walther, M. P. (2013). *The Next Step Guided Reading Assessment, K-2*. Scholastic.

Richardson, J., & Walther, M. P. (2013). *The Next Step Guided Reading Assessment, 3-6*. Scholastic.

Walther, M. (2020). *Planning a Ramped-Up Read Aloud: On-Your-Feet Guide*. Corwin.

Walther, M. (2019). *The Ramped-Up Read Aloud: What to Notice as You Turn the Page*. Corwin.

Walther, M. (2015). *Transforming Literacy Teaching in the Era of Higher Standards, K-2*. Scholastic.

Walther, M., & Biggs-Tucker, K. (2020). *The Literacy Workshop: Where Reading and Writing Converge*. Stenhouse.

Walther, M. P., & Phillips, K. A. (2012). *Month-by-Month Reading Instruction for the Differentiated Classroom*. Scholastic.

Walther, M. P., & Phillips, K. A. (2009). *Month-by-Month Trait-Based Writing Instruction*. Scholastic.