

Social Emotional Learning with Picture Books



Art © 2024 by Max Lang, Shawn Harris, Cindy Derby, and Erin Kraan

EDUCATORS' GUIDE

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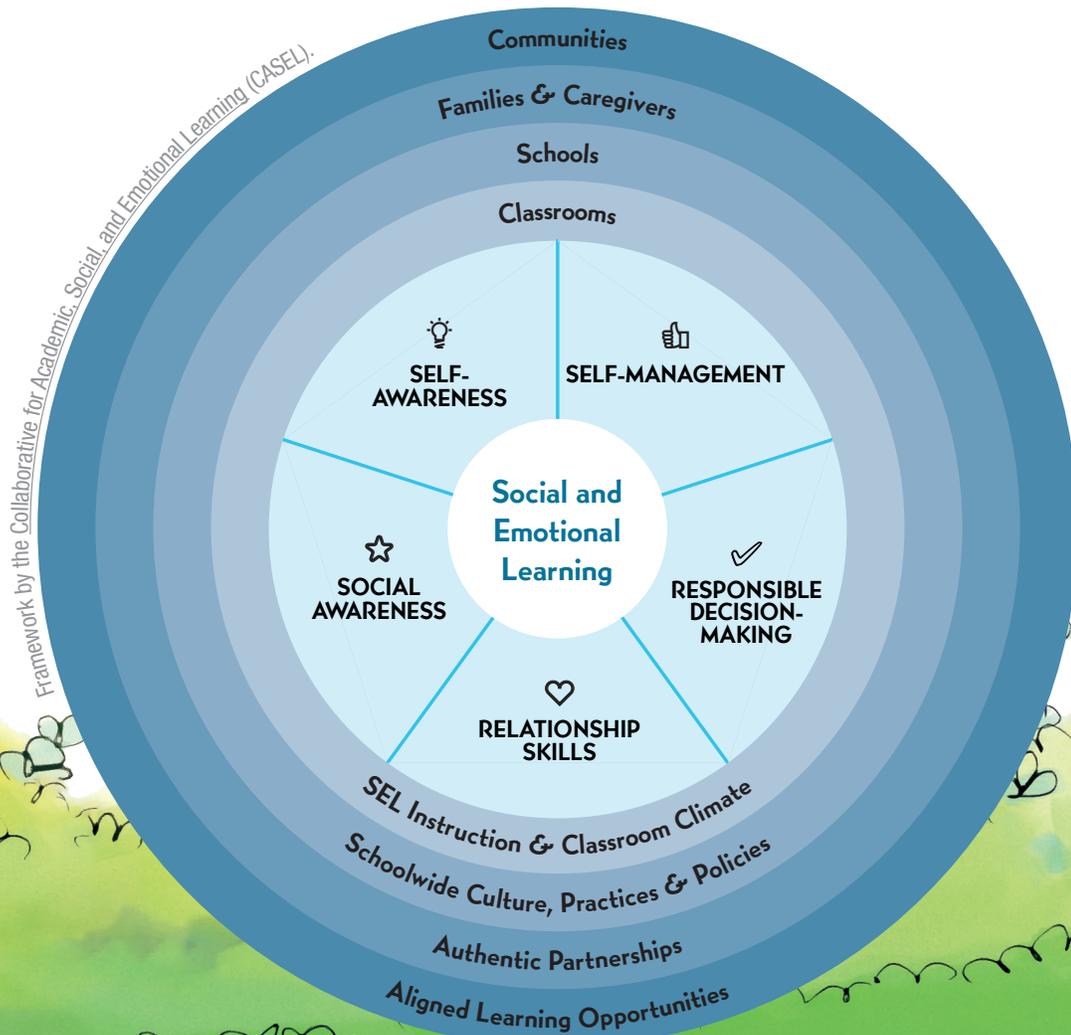
The CASEL 5

This guide includes picture books that address the social and emotional core competencies known as the CASEL 5.



The Core Competencies

These core competencies are used to establish social and emotional learning (SEL) guidelines and standards that articulate what students should know and be able to do to ensure academic success, social and civic engagement, health and wellness, and fulfilling futures. Use this brochure to find titles that relate to key competencies, and you can [read more about the CASEL 5 here](#).

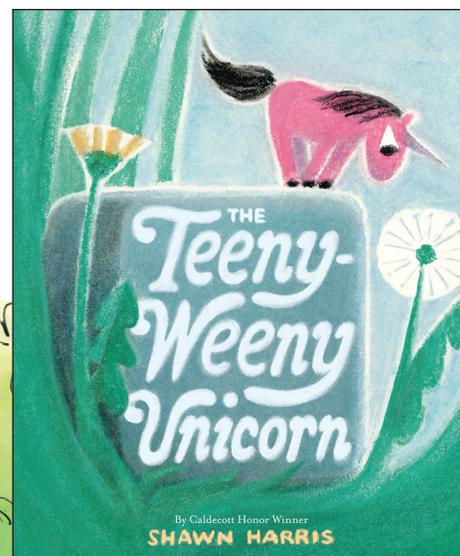
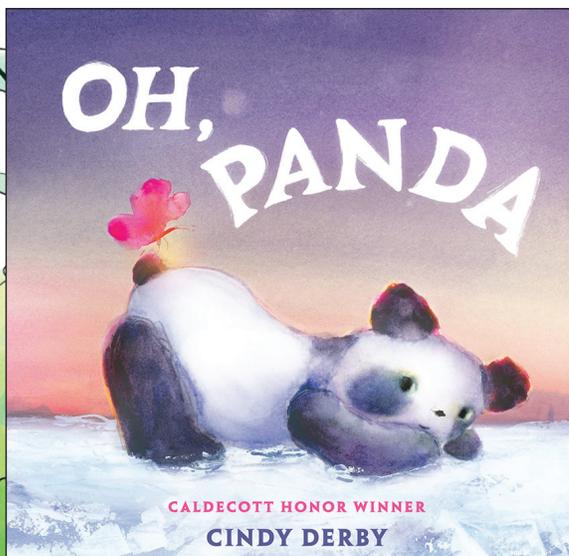
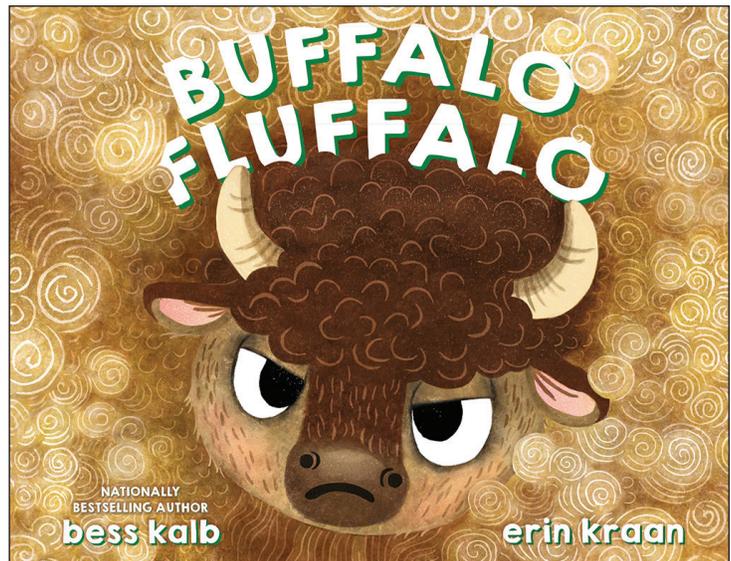
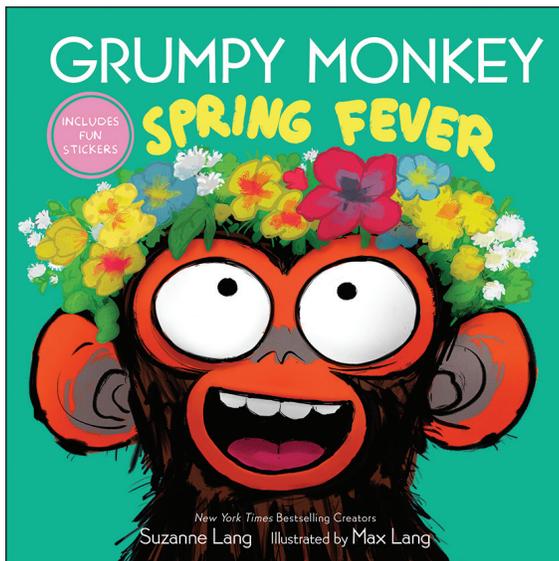


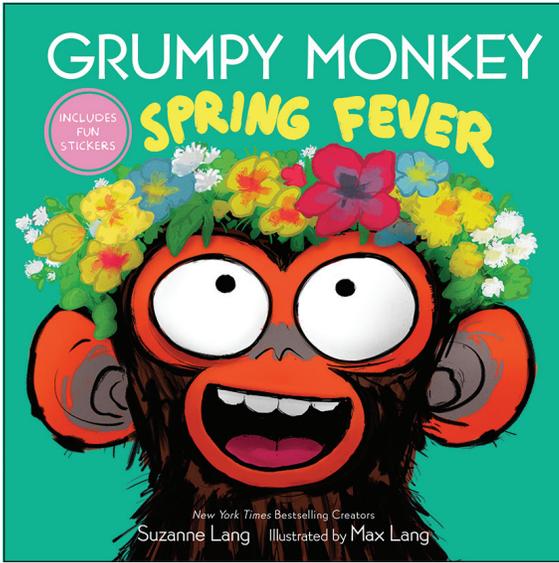


What role can picture books play in social emotional learning?

It is essential to teach children positive thinking and behavior habits as they grow up. This can help children learn how to live harmoniously with their families, friends, neighbors, and communities. To encourage discussions about new emotions and situations, we have created discussion questions based on CASEL 5 competencies. These questions can be used to start conversations about specific topics. Reading stories about characters who navigate challenging emotions can help children identify and manage their feelings constructively, as well as develop empathy for others.

While we have suggested titles for some of the CASEL 5 competencies, many of these titles fit into multiple categories.





GRUMPY MONKEY SPRING FEVER

Suzanne Lang
Illustrated by Max Lang

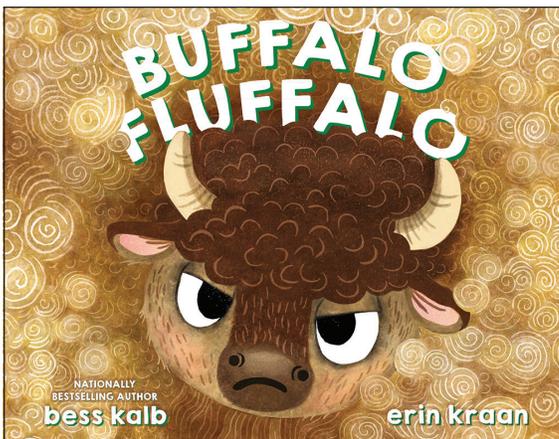
Meet Jim Panzee

Learn Responsible Decision-Making with Jim Panzee

Jim Panzee has caught a bad case of spring fever and wakes up feeling very silly. He tries different remedies, but none seem to work. His spring fever spreads to other animals, causing a silly celebration of springtime.

Discussion Prompt

As you read, ask your audience to observe Jim's actions. Discuss what the pictures indicate he is feeling. Does it change throughout the book?



BUFFALO FLUFFALO

Bess Kalb
Illustrated by Erin Kraan

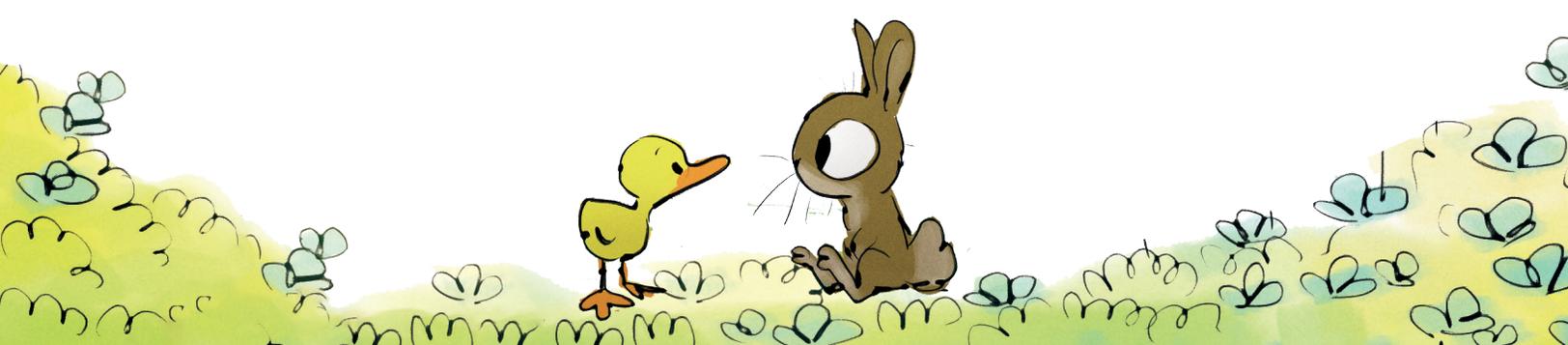
Meet Buffalo Fluffalo

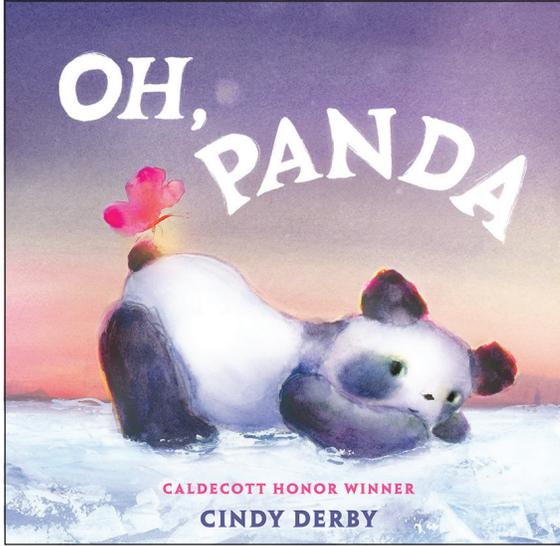
Learn Relationship Skills with Buffalo Fluffalo

Buffalo Fluffalo bluffs and fluffs his way to appearing big, but the other prairie animals just want to be friends. When he gets drenched in a rain shower, they gather to comfort him and tell him how great he is.

Discussion Prompt

Ask students how they think Buffalo Fluffalo feels in the beginning of the story. How does he feel at the end? Discuss the difference between being assertive and being aggressive.





OH, PANDA
Cindy Derby

Meet Panda

Learn About Self-Management with Panda

Panda must climb a steep, slippery mountain to reach a new friend. Despite constant tumbles, this journey teaches us to persevere and overcome obstacles to reach our own goals.

Discussion Prompt

Pause your reading of *Oh, Panda* right after the narrator says, "Let me help you." Ask your students to share their thoughts about how Panda is feeling at that moment. Do they think his emotions play a role in his ability to solve his problem? Why or why not? Encourage your students to brainstorm possible solutions to Panda's problem.

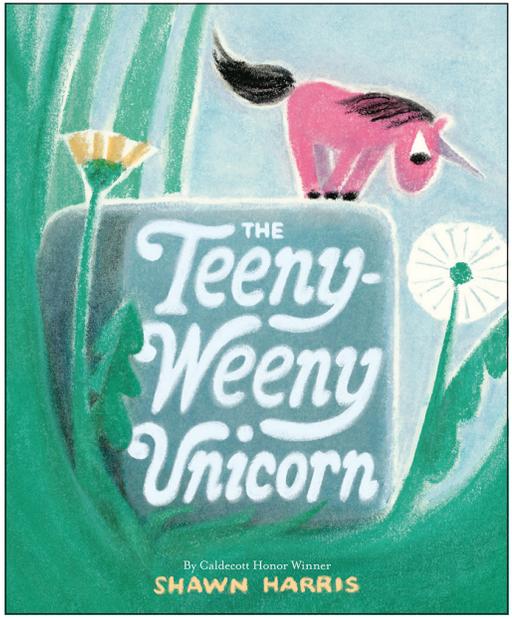
Meet the Teeny-Weeny Unicorn

Learn About Self-Awareness with the Teeny-Weeny Unicorn

A tiny unicorn living in a land where horses are mythical beasts feels insignificant due to his small size. One day he meets a gnome who teaches him that being small is not a weakness but a unique trait that makes him special.

Discussion Prompt

Ask students if they think the Teeny-Weeny Unicorn's feelings about his size were changed by his encounter with the gnome. If so, how? Discuss the difference between being assertive and being aggressive.



THE TEENY-WEENY UNICORN
Shawn Harris





Classroom Code of Conduct



To foster good social and emotional behavior throughout the year, it's important to set expectations for what is and is not appropriate in the classroom. Start by brainstorming behaviors that should be encouraged and those that should be discouraged. Have students fill out the "do" and "don't" columns with their ideas.

Then, as a class, complete the contract on the next page together, and have everyone sign it as a pledge to uphold these expectations. Display the signed contract in your classroom to serve as a constant reminder of the shared commitment to a positive learning environment.

Class Do's

Class Don'ts



Our Classroom Contract

We, _____'s class,

promise to:

Be _____

to one another and
to be observant of what
our classmates are feeling by

_____.



We will use our words and actions
to communicate how we are
feeling and ideas that we have.

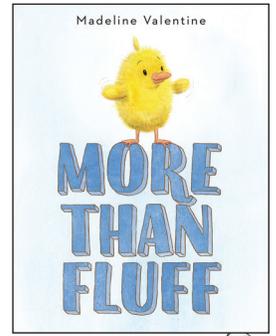
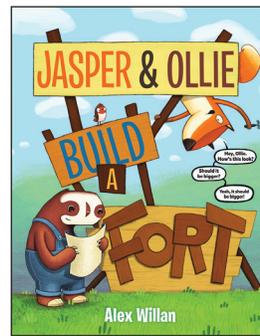
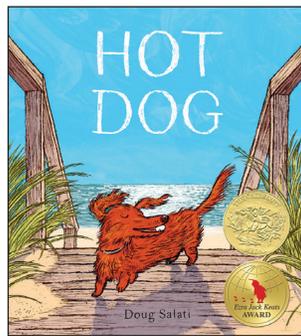
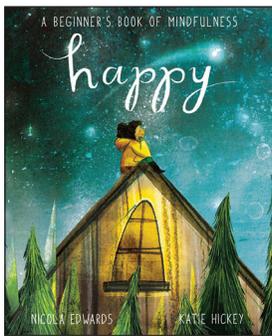
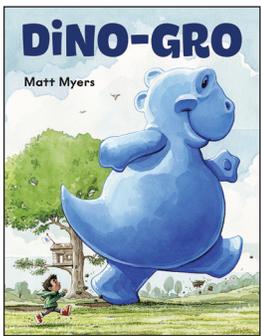
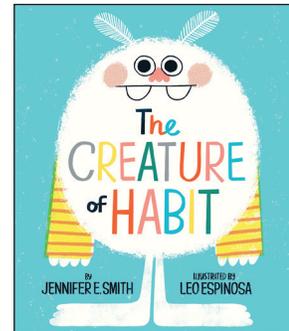
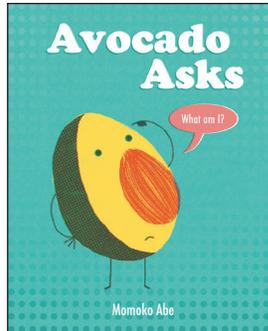
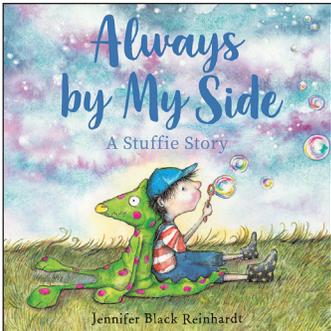
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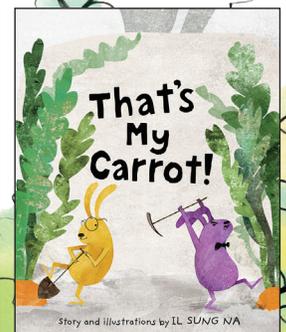
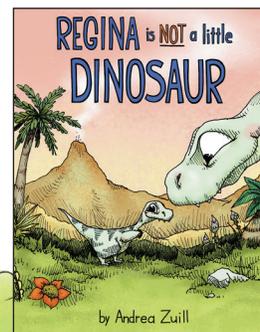
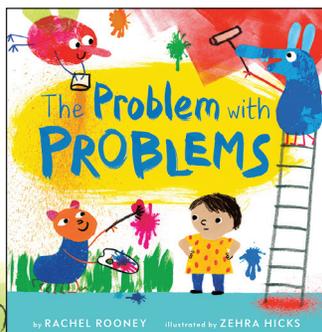
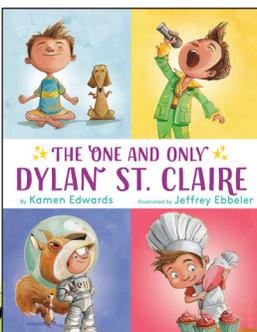
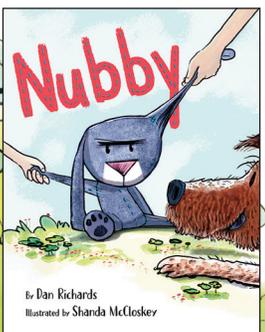
Class Signatures:

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More Books That Support Social Emotional Learning



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