



Professional Development Institute

Flex Course Syllabus

Teaching Critical SEL Skills Using Picture Books (PreK-3)

PDI Course Number: 123T02

UCSD Course Number: EDUC40360

If you would like information about receiving post-baccalaureate (graduate) credit for completing this course, [please click here](#).

Course Timeline

Participants have one year to complete the course. Participants must spend a minimum of three weeks in this course.

Course Description

Does the prospect of finding a way to incorporate the teaching of critical social-emotional issues send you into a quandary? Do you have a deep love for using authentic children's literature in your current teaching practices? If so, look no further! Social and emotional learning (SEL) is a process for learning essential life skills such as decision making, problem solving, effective communication, empathy, perseverance, and coping, just to name a few. Teachers are searching for the most effective ways to introduce and teach appropriate social-emotional skills in the classroom as they relate to common classroom issues, some of which can be quite sensitive, and which almost always are beyond their control. This online course provides the perfect approach by using high-quality picture books to deal with a variety of SEL issues from separation anxiety, kindness, and tattling, to poverty and homelessness, divorce, anger management, childhood health and obesity, teasing and bullying, and others. Teachers will be provided with thorough background information on each topic as well as the implications for the classroom environment and teaching. Then, each topic shares three authentic children's books, together with lessons for each title. The course introduces lesson plans for forty-seven picture books. An additional list of picture books is shared for every single social-emotional topic presented in the course, as well as links to additional resources, as applicable. By the end of this course, teachers will feel more confident and successful in their quest to embed the teaching of social-emotional skills into their own teaching practices.

Educational Outcomes

1. Teachers will learn what social-emotional learning (SEL) is and how it relates to student's needs at the PreK-3 level.
2. Teachers will learn about the four guiding principles of SEL.
3. Teachers will understand how to set up their classrooms to best foster students' SEL needs.
4. Teachers will understand how to make their classrooms a safe space for students within the guidelines of SEL.
5. Teachers will learn specific strategies and activities which are designed to inspire SEL skills in PreK-3 students using authentic children's literature.
6. Teachers will understand the value of using literature to address critical and sometimes sensitive social-emotional issues.
7. Teachers will learn how to use literature to address issues related to poverty and homelessness.
8. Teachers will learn how to use literature to address issues related to child abuse and neglect.
9. Teachers will learn how to use literature to address issues related to divorce.
10. Teachers will learn how to use literature to address issues related to childhood health and obesity.
11. Teachers will learn how to use literature to address issues related to separation anxiety.
12. Teachers will learn how to use literature to address issues related to encouraging individuality in students.
13. Teachers will learn how to use literature to address issues related to teasing and bullying.
14. Teachers will learn how to use literature to address issues related to anger management.
15. Teachers will learn how to use literature to address issues related to making good choices.
16. Teachers will learn how to use literature to address issues related to kindness.
17. Teachers will learn how to use literature to address issues related to fairness.
18. Teachers will learn how to use literature to address issues related to sharing.
19. Teachers will learn how to use literature to address issues related to tattling.
20. Teachers will learn how to use literature to address issues related to embracing diversity.
21. Teachers will learn how to use literature to address issues related to creating healthful friendships.

Instructional Media

- Online Discussions
- Online Engagement
- Online Collaboration
- Instructor Feedback
- Instructor Interaction
- Online Resources and Websites
- Supplemental Instructional Materials
- Printable Classroom Resources

Evaluation

- Test #1 (5% of final grade)
- Test #2 (5% of final grade)
- Test #3 (5% of final grade)
- Test #4 (5% of final grade)
- Test #5 (5% of final grade)
- Autobiography and Goals for the Course (10% of final grade)
- Article/Video Reflection (15% of final grade)
- Course Collaboration/Share Ideas with the Class (10% of final grade)
- Cumulative Assignment/Project: Design Picture Book Lessons (20% of final grade)
- Culminating Practicum (20% of final grade)

Topical Outline

Unit One

- An Introduction to Social-Emotional Learning
- Setting Up the classroom to Foster SEL
- Developing Social and Emotional Skills through Literature
- **Assignment #1**
Write an autobiography including information about yourself, your grade level and what you specifically hope to learn about incorporating literature into your current teaching practices in order to better address students' social and emotional needs. Your autobiography should be a minimum of three paragraphs.
- **Test #1**

Unit Two

- Poverty and Homelessness
- Child Abuse and Neglect
- Divorce
- **Assignment #2**
As an educator, it is important to be aware of the research, studies, and professional work done in the field. In the course, you will find an article and video that are relevant to the specific course content. Read the article and then write an essay with your thoughts.
- **Test #2**

Unit Three

- Childhood Health and Obesity
- Separation Anxiety
- Encouraging Individuality

- **Assignment #3**

Online Discussion Board Participation/Engagement: Please post a tip, strategy, or idea that specifically relates to incorporating literature that addresses students' social and emotional learning needs within the PreK-3 classroom. The tip, strategy, or idea that you share needs to make a difference to other teachers in their own classrooms. Your assignment should be a minimum of three paragraphs and detailed enough for another teacher to follow easily. This is a great opportunity to share and collaborate with other teachers at your grade level around the country. Take time to review and respond to other postings that are relevant to your classroom population in order to gain effective ideas to use immediately in your classroom

- **Test #3**

Unit Four

- Teasing and Bullying
- Anger Management
- Making Good Choices
- **Test #4**

Unit Five

- Kindness
- Fairness
- Sharing
- **Test #5**

Unit Six

- Tattling
- Embracing Diversity
- Friendship
- **Assignment #4**

You have been provided with many examples of lessons that address social and emotional issues using a quality piece of literature and which are applicable to PreK-3. Now it's your turn. Choose four picture books (one lesson for each) that address six different social-emotional issues that are applicable to PreK-3. Then, create a lesson plan that incorporates each social-emotional issue for each of the four picture books. In your assignment you must include your grade level, the title and author of all books used, the social-emotional issue you are addressing, and a detailed lesson plan. Your lesson plans should provide enough detail that another teacher can use it. You may not use any books that were used in this course. Follow the examples given throughout the course.

- **Assignment #5**

The culminating practicum is a three-step process. (1) In the first assignment, you were asked what goals you had and what you hoped to learn from the course. Think back to your original goals for this course. Write a minimum two-paragraph reflection specifically describing how what you learned can be used to help you reach those

goal(s). (2) Next, write a minimum three-paragraph plan that specifically describes the ways in which you intend to implement a particular strategy you learned in this course into your own teaching situation. (3) Last, write a minimum two-paragraph reflection describing a student you have or have had in the past. Then, discuss how the strategies you learned in this course will specifically benefit that student as you put your plan into action.

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A Bad Case of Tattle Tongue by Julia Cook (National Center for Youth Issues)

The Crayon Box that Talked by Shane DeRolf (Random House, Inc.)

A Little Spot of Anger by Diane Alber (Diane Alber Art LLC)

A Mom for Umande by Maria Faulconer (Penguin Group USA)

A Place to Stay: A Shelter Story by Erin Gunti (Barefoot Books)

A Sick Day for Amos McGee by Philip C. Stead (Roaring Book Press)

Angry Octopus: A Relaxation Story by Lori Lite (Stress Free Kids)

Baseball Saved Us by Ken Mochizuki (Lee & Low Books Inc.)

Be Kind by Pat Zietlow Miller (Roaring Book Press)

Bully by Patricia Polacco (G.P. Putnam's Sons)

Can Quilliam Learn to Control His Temper? y Misty Black (Berry Patch Press)

Confessions of a Former Bully by Trudy Ludwig (Dragonfly Books)

Dinosaur Diner by Annie Kubler (Child's Play International, Ltd.)

Dinosaurs Divorce: A Guide for Changing Families by Laurie Krasny Brown and Marc Brown (Little, Brown and Company)

Don't Squeal Unless It's a Big Deal by Jeanie Franz Ransom (Magination Press)

Frog and Toad Are Friends by Arnold Lobel (HarperCollins)

Hear My Roar: A Story of Family Violence by Gillian Watts (Annick Press)

Hey, Little Ant by Phillip and Hannah Hoose (Tricycle Press)

If You Plant a Seed by Kadir Nelson (Balzer & Bray)

It's Mine! by Leo Lionni (Dragonfly Books)

Joe Some-More: The Boy Who Lost a Lo and Won Big by Gleeson Rebello, M.D. And Jamie Harisiades (SDP Publishing)

Just Ask: Be Different, Be Brave, Be You by Sonia Sotomayor (Philomel Books)

Just Kidding by Trudy Ludwig (Tricycle Press)

The Kissing Hand by Audrey Penn (Tanglewood)

Llama Llama Misses Mama by Anna Dewdney (Viking)

Love, Triangle by Marcie Colleen (HarperCollins)

Maddi's Fridge by Lois Brandt (Flashlight Press)

The Mixed-Up Chameleon by Eric Carle (HarperCollins)

Nanny Goat Chunks Up by Thomas Hund (AuthorHouse)

New Shoes by Susan Lynn Meyer (Holiday House)

No, David! by David Shannon (The Blue Sky Press)

Odd Duck by Cecil Castellucci (First Second)

One Grain of Rice by Demi (Scholastic Press)

Peanut Butter & Cupcake by Terry Border (Philomel Books)

Rainbow Fish Tattle Tale by Sonia Sander (HarperFestival)

Red: A Crayon's Story by Michael Hall (Greenwillow Books)

Same, Same but Different by Jenny Sue Kosecki-Shaw (Christy Ottaviano Books)

Separate is Never Equal by Duncan Tonatiuh (Abrams Books for Young Readers)

Shine: Why don't Moon Fairy and Sun Prince live together? (CreateSpace Independent Publishing Platform)

The Squirrels Who Squabbled by Rachel Bright (Scholastic Press)

Two Homes by Claire Masurel (Candlewick Press)

We're All Wonders by R.J. Palacio (Puffin Books)

What is Given from the Heart by Patricia C. McKissack (Schwartz & Wade Books)

When I Miss You by Cornelia Maude Spelman (Albert Whitman & Company)

The Words Hurt by Chris Loftis (New Horizon Press)

You're Doing That in the Talent Show?! by Lynn Ploude (Disney-Hyperion)

You're Wearing That to School?! by Lynn Ploude (Disney-Hyperion)