

SOCIAL EMOTIONAL LEARNING CURRICULUM

DAILY LESSON PLANS, ACTIVITIES, SONGS, HOME CONNECTIONS & MORE!

FOCUS ON CHARACTER EDUCATION

12 MONTHS OF LESSONS FOR GRADES 1 AND 2

This Social Emotional Learning Curriculum includes 12 units of study that focus on character education and social emotional learning. This extensive and versatile curriculum is designed specifically for 1st and 2nd grade students.

★ *Over 1,000 teachers are successfully using this SEL curriculum in their classrooms!* ★

Respect	Responsibility	Compassion
Cooperation	Empathy	Gratitude
Honesty	Kindness	Manners
Perseverance	Self-Control	Self-Confidence
Self-Regulation	Mindfulness	Calm Down Strategies
Relationships	Conflict Resolution	Managing Emotions

Bring character education and social emotional learning together into your classroom in just 15 minutes a day!

FOCUS: RESPECT

15 minute lesson plans

	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
WEEK 1	Introduce the concept of respect. What does it mean? Share poster with students and have a class discussion.	Identify examples and non-examples of respect. Read items on sort and students do thumbs up/down to identify respect.	Read Aloud: The Recess Queen Use the questions as you read the story to guide student discussion.	Finish read aloud if needed. Talk about what respect looks like specifically at school using the anchor chart . Fill in the school column together.	Students read and respond to the scenario "I am in Charge of My Thoughts."
WEEK 2	Talk about what respect looks like specifically at home using the anchor chart . Fill in the home column together.	Introduce the home connection task to the students and send it home. Choose which one best fits your students/objectives.	Read Aloud: That Rule Doesn't Apply to Me Use the questions as you read the story to guide student discussion.	Finish read aloud if needed. Read aloud scenarios and have students turn and talk with a partner about what they would do in the situation to show respect.	Students read and respond to the scenario "Willing to Try New Things."
WEEK 3	Talk about what respect looks like specifically in the community using the anchor chart . Fill in the community column together.	Read Aloud: All Are Welcome	Read Aloud: All Are Welcome	Read aloud two scenario cards . Have students choose one	Students read and respond to the scenario "Sticking With Hard Tasks."

FOCUS: RESPECT

Essential Questions & Objectives

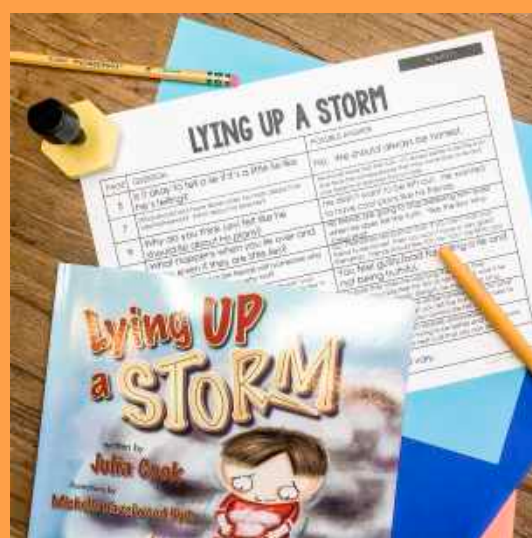
	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
WEEK 1	Essential Question: What does "Respect" mean? Objective: Students will be able to discuss and define respect.	Essential Question: What are some ways to show respect? Objective: Students will be able to correctly identify ways to show respect.	Essential Question: Why is respect important? Objective: Students will be able to discuss the importance of respect.	Essential Question: What does respect look like at school? Objective: Students will be able to describe what respect looks like at school.	Essential Question: How can our thoughts help to show respect? Objective: Students will be able to write about how to show respect.
WEEK 2	Essential Question: What does respect look like at home? Objective: Students will be able to describe what respect looks like at home.	Essential Question: How can we show respect at home? Objective: Students will be able to practice and apply respect at home.	Essential Question: Why are rules important? Objective: Students will be able to discuss the importance and need for rules.	Essential Question: How can we show respect in various situations? Objective: Students will be able to discuss about respect in various situations.	Essential Question: How can trying new things show respect? Objective: Students will be able to write about how to show respect.
WEEK 3	Essential Question: What does respect look like in the community? Objective: Students will be able to describe what respect looks like in the community.	Essential Question: What are ways to show respect? What does not show respect? Objective: Students will be able to identify examples and non-examples of respect.	Essential Question: How do those around us show respect? Objective: Students will be able to listen to how others (visitor or book characters) show respect.	Essential Question: How can you use what you know about respect? Objective: Students will be able to apply knowledge of respect to a particular situation.	Essential Question: How can sticking with hard tasks show respect? Objective: Students will be able to write about how sticking with hard tasks shows respect.
WEEK 4	Essential Question: What does respect look like and sound like? Objective: Students will be able to discuss what respect looks like and sounds like.	Essential Question: How can we show respect in our actions? Objective: Students will be able to demonstrate respect in actions through charades.	Essential Question: How can we express respect in our art? Objective: Students will be able to use art to express understanding of respect.	Essential Question: How can not giving up show respect? Objective: Students will be able to write about how not giving up shows respect.	Essential Question: How can we apply what we know about respect? Objective: Students will explain how they show respect in their individual lives.



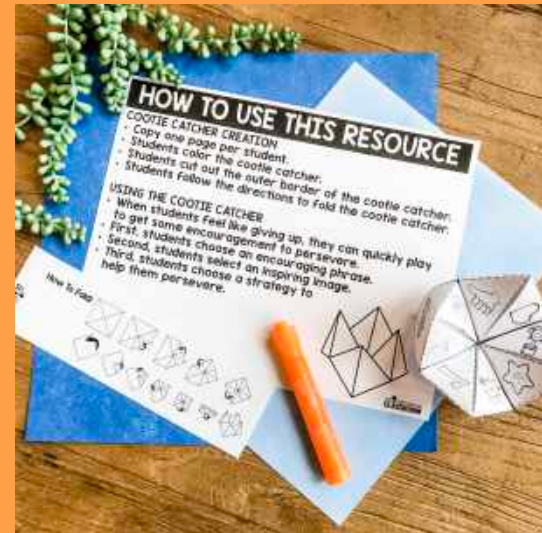
Take back your classroom.



Increase positive behaviors.



Teach your students.



Monthly Songs



Empathy Song

Karl walked into class his face is all I see
Something it upset him as he walked to school that day
His mom she called up crying, said his dog had ran away oh no

Hazel walked into class took Karl by the hand
And told him a story, how she lost her own dog Sam
Karl you'll feel better I just wanted you to know



Chorus:
I've been there before, I've seen that face
Empathy can show you what it's like to run the race
Some days are hard, I know that's true
Do you know what it's like to walk in someone else's shoes
I've been there before

Karl saw that Evelyn had fallen off the slide
He quickly picked her up before she went to go and hide
Evelyn please don't you cry, I just want to tell you that



Chorus:
Later on Miss Smith she said, that class was almost done
She was looking tired and her hair was in a bun
Then she spilled her coffee and it ran all on her desk, oh no

Evelyn saw what happened and she hurried to the desk
She said Miss Smith I'm sorry, can I help you clean this mess
Miss Smith turned and smiled she said thank you Evelyn
and yes.

Chorus:

THE INCREASING CLASSROOM

EMPATHY SONG OF THE MONTH



Empathy

Brandon Olson

Key of G

3/4 BPM

Verse 1:

G Karl walked into class his face is all I see
Em something it upset him as he walked to school that day
C His mom she called up crying, said his dog had ran away oh no
D Hazel walked into class took Karl by the hand
Em and told him a story how she lost her own dog Sam
C Karl you'll feel better I just wanted you to know

Chorus:

G I've been there before, I've seen that face
Em Empathy can show you what it's like to run the race
C Some days are hard, I know that's true
D Do you know what it's like to walk in someone else's shoes
Em I've been there before

Verse 2:

G Karl saw that Evelyn had fallen off the slide
Em He quickly picked her up before she went to go and hide
C Evelyn please don't you cry, I just want to tell you that

Instrumental:

Em C D Em C G D G

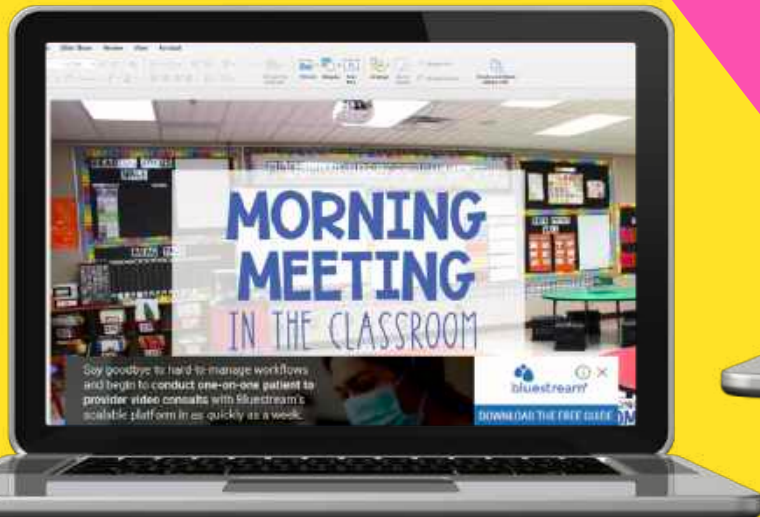
Verse 3:

G Later on Miss Smith she said that class was almost done

Page 1

Videos, Song Sheets, & Chord Charts Included!

Video Trainings



Home Connections

Send home one each week!

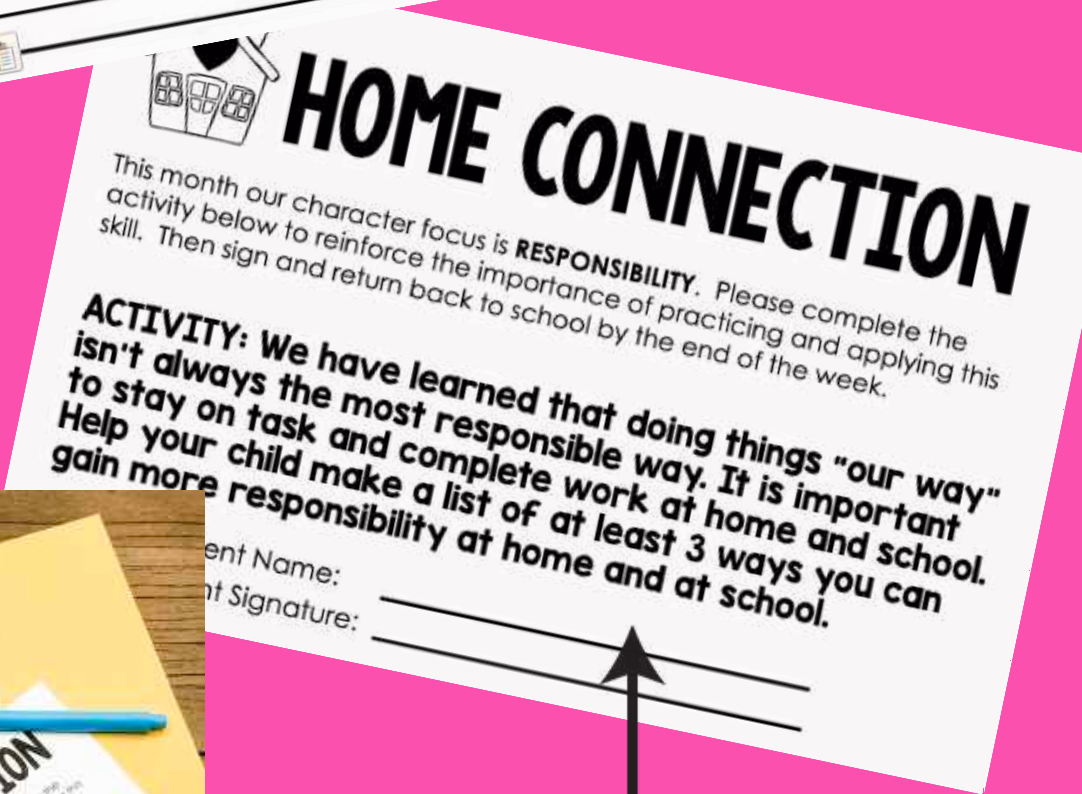


HOME CONNECTION

This month our character focus is **RESPECT**. Please complete the activity below to reinforce the importance of practicing and applying this skill. Then sign and return back to school by the end of the week.

ACTIVITY: We have learned that showing respect can be demonstrated by following rules. Rules are made to keep us safe. Discuss rules that need to be followed at school and at home. How are they similar or different? What rules do you think are the most important?

Student Name: _____
Parent Signature: _____



HOME CONNECTION

This month our character focus is **RESPONSIBILITY**. Please complete the activity below to reinforce the importance of practicing and applying this skill. Then sign and return back to school by the end of the week.

ACTIVITY: We have learned that doing things "our way" isn't always the most responsible way. It is important to stay on task and complete work at home and school. Help your child make a list of at least 3 ways you can gain more responsibility at home and at school.

Student Name: _____
Parent Signature: _____



Families love these! Great way to bridge the learning from school to home!

Mindful Coloring

Allows students to focus on the positive!

Custom artwork done by an artist!



Great for early finishers or something to do during a read aloud!

Books & Questions

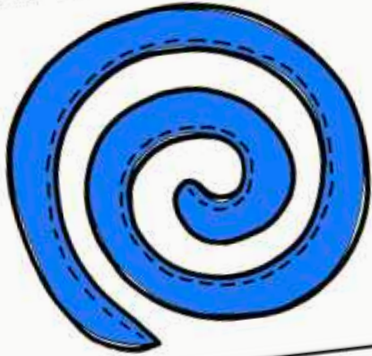
Book questions and answers provided in 3 formats: post it notes, bookmarks, or full sheet printout



YouTube video links provided for all suggested read alouds!

Tools to Manage Emotions

Spiral Breathing



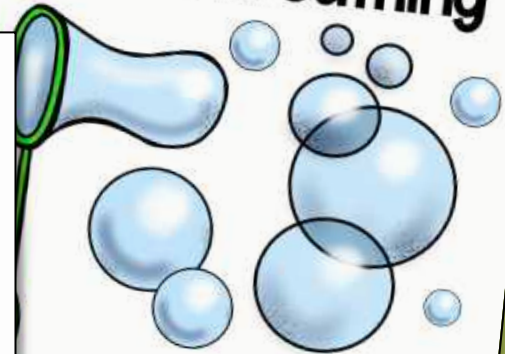
1. Put your finger in the air and place it in the middle of the spiral
2. Breathe in slowly while drawing a spiral as many times around until you run out of breath
3. Then breathe out slowly while drawing the spiral back to the center.
4. Repeat as many times as necessary.

Soup Breathing



1. When you are holding a bowl of hot soup in your hands, breathe in through your nose to smell the delicious soup.
2. Slowly breathe in through your nose to smell the delicious soup.
3. Slowly breathe out through your mouth to cool down the hot soup.
4. Repeat as many times as necessary.

Bubble Breathing



1. When you have a wand to blow bubbles, take a deep breath in through your nose.
2. Then breathe out through your mouth as if you are blowing a bubble through a wand.
3. Repeat as many times as necessary.

Give yourself a hug



Take a break

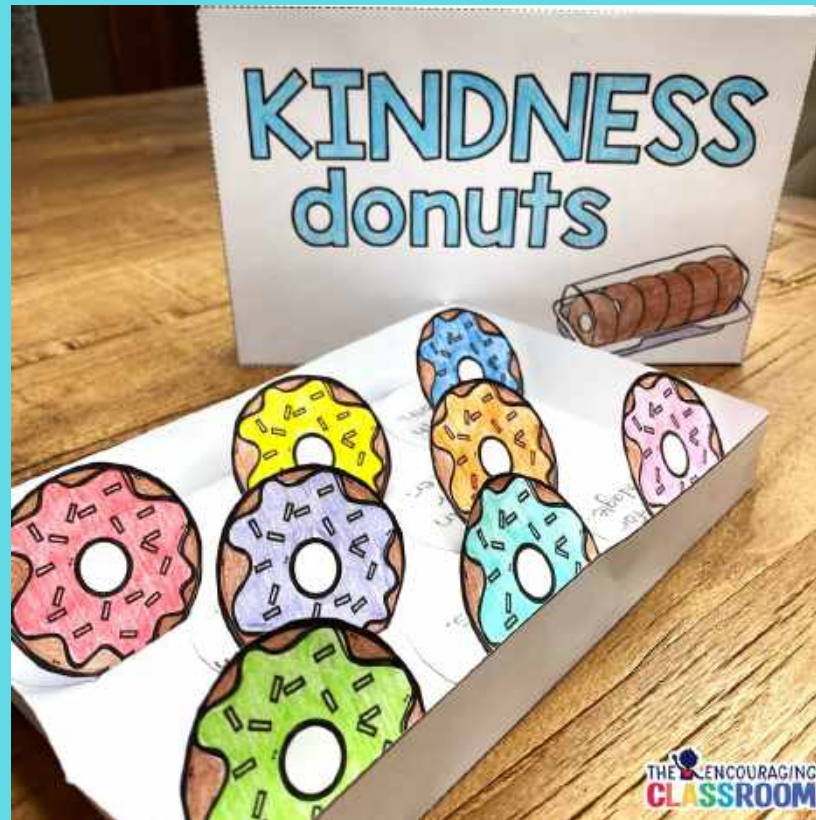
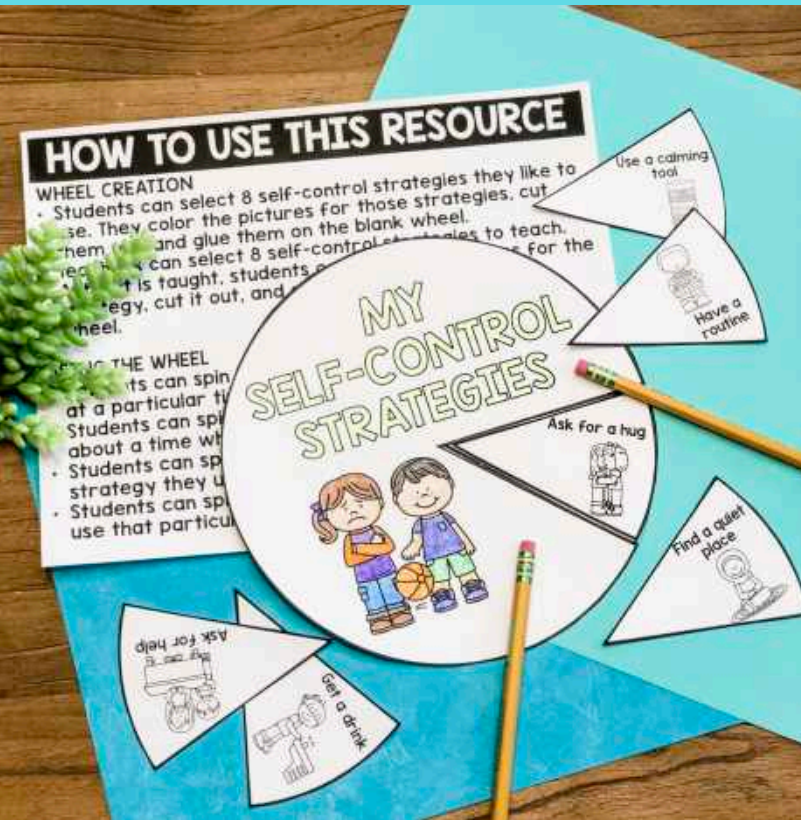


Play with a calm toy



Studies are finding that the need for teaching these essential skills is more important than ever before and yet, most school districts don't provide this for their teachers. We are here to help!

Hands On Projects



Throughout these lessons, you will find that your classroom environment will feel even more healthy, productive, and safe for your students.

Student Activities

MANNERS

SCHOOL	HOME	COMMUNITY

Name _____

What is SELF-CONTROL?

Directions: Cut out the examples at the bottom of the page. Read, sort, and glue the examples into the correct column.

Self-Control	NO Self-Control

★ BONUS: Make a list of more ways to show self-control on the back of this paper.

hitting when mad	asking permission
keeping hands to yourself	staying in your seat
raising your hand	yelling out answers
throwing pencils	not waiting your turn
talk about your feelings	stomping off mad

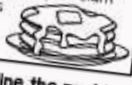
Name _____

HAVE AN ATTITUDE OF GRATITUDE

Liam jumped out of bed, got dressed, brushed his hair, and walked downstairs. His dad was in the kitchen, singing and making pancakes. "Dad, what are you doing home?" Liam asked. Usually his dad was already gone to work by the time Liam got ready for school. "Well, I actually lost my job. Yesterday was my last day," Dad explained. Liam was confused why Dad seemed happy. He knew losing a job was a bad thing. The money from Dad's job paid for their house and food. "Dad, aren't you sad? Why are you singing and making pancakes?" Liam asked. Dad replied, "I will find another job. We will be okay. But right now I am happy because I get to spend more time with you!" Liam sat down at the table and ate his breakfast. He was worried. Last time Dad lost his job they had to move in with Grandma for a while. But he was happy to spend more time with Dad too.

Circle the characters Draw a box around the setting Underline the problem

How is Liam's dad showing gratitude? How could Liam have an attitude of gratitude?



FOCUS: COOPERATION

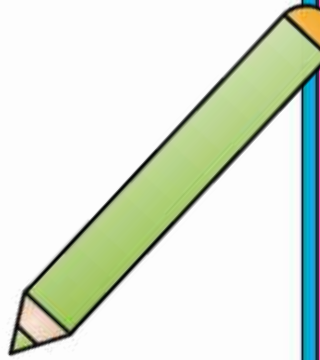
There is a line at the drinking fountain. You are really thirsty and want a nice long drink.

What do you do?

FOCUS: COOPERATION

There are 6 people at your table in Art class. There are only 3 glue sticks that work.

What do you do?



FOCUS: COOPERATION

Your teacher is reading and asking questions. You know all the answers to the questions.

What do you do?

FOCUS: COOPERATION

You and your group have to write a comic strip about healthy eating. You each have to do a part.

What do you do?

What's Included

- * Daily Lesson Plans
- * Character Posters
- * 1st Grade Read and Respond Passages (printable & digital)
- * 2nd Grade Read and Respond Passages (printable & digital)
- * Anchor Charts
- * Behavior Goal Trackers
- * 4 Read Aloud Suggestions each Month
- * Read Aloud Questions & Answers (3 formats)
- * Brag Tags
- * Monthly Songs (with YouTube video that includes the text to sing along)
- * Chord Charts
- * Student Song Sheets
- * Coloring Pages for Mindfulness
- * Video Links for Read Alouds on YouTube
- * Video Mini-Lessons with Questions on YouTube
- * Weekly Home Connections
- * Scenario Cards
- * Character Sorts (printable & digital)
- * 4 Steps Poster
- * Extra Character Education Book Recommendations
- * Breathing Technique Posters
- * Calm Down Corner Tools List
- * Calm Down Strategy Cards
- * Check-In Posters
- * Morning Meeting Cards
- * Morning Meeting Journal Prompts
- * Morning Meeting Slides
- * Reflection Sheets
- * Stop and Think Sheets
- * Yoga Poses Cards



What are teachers saying...



“I am so excited for this! I have started reading/YouTube some of these books during snack with my summer school kiddos. They love them! They are so relatable to their lives, experiences, and emotions! Everyday we are able to have meaningful discussions afterwards. I am excited to tap into all that this curriculum has to offer throughout the year!”

-Markay

“As a school social worker, I am seeing students displaying a growing need for social emotional learning. Social emotional learning leads to increased academic outcomes and improved behaviors. Luckily with this opportunity from Lucky Little Learners, we can start making lasting impacts on our students!”

-Ashley



“As a teacher, I feel as if my job is not only to teach my students academically but also social-emotionally. This program is packed FULL of material that give my students the tools they need to not only make it in this world, but also to make this world a kinder, more respectful, BETTER place.”

-Taylor



What are teachers saying...



“I am so excited about this curriculum. It will take the stress out of planning for Character Education lessons. I am thrilled that it includes so many options!! I can't wait to bring heart-centeredness into my classroom in another way.”

-Kirstin

“This is a character education resource I have always dreamed of! The skills included are essential for students to learn. It's truly a grab-and-go program, with all the tedious work already done for me! I love the questions that go along with the read-alouds. They will open up opportunities for rich, important discussions with the students. Hands down the best character ed program I've seen!”

-Alayne



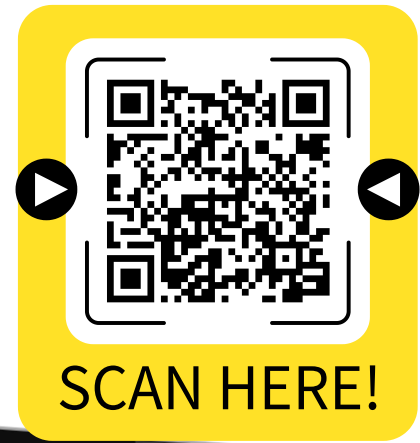
“So many students come into my 1st grade classroom needing a proactive approach to the essential character traits. I look forward to using these activities and lessons! I am looking forward to seeing positive results within each of my students and classroom as a whole group!”

-JerriAnne



Weekly Email FREEBIES!

Grab a cup of coffee and take a few minutes with **our weekly newsletter** created just for teachers like you.



About Lucky Little Learners



Angie Olson has many years of classroom experience teaching grades kindergarten, first, and second grade. She earned her master's degree in mathematics and has presented for a variety of conferences at the national, state, and local levels. Over the years, Angie has employed teachers to help with Lucky Little Learners. She is proud of her talented team who strives to support the teaching community with her. Lucky Little Learners has created over 25,000 resources that are available in the All Access membership. Lucky Little Learners is also a top seller on Teachers Pay Teachers.