

# Chapter 3: Description of Product

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# Day 1 agenda

Icebreaker- 5 minutes

Presentation-20 minutes

Activities-20 minutes

Closing-5 minutes



# Welcome to Day 1!

What word would you use to describe your outfit today?



# Day 1



Learning goals:

- I can define socioemotional learning.
- I can identify ways ELLs utilize socioemotional learning in the classroom.

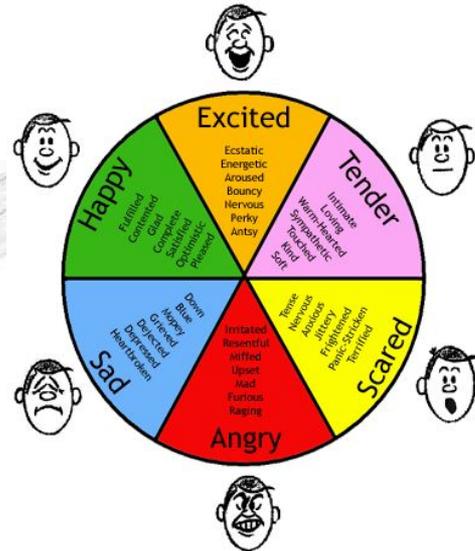
# Day 1 Materials

## *Day 1 Note Catcher*

<b>Day 1-Topic</b>	<b>Notes</b>
Opening Question-What word would you use to describe your outfit today?	
How would you define socioemotional learning?	
Write down three things that help boost your socioemotional health.	

# Day 1 Presentation

How would you define socioemotional learning?



The concept of social and emotional learning provides a foundation of positive socioemotional health that leads to increased academic skills (CASEL, 2007).

# Day 1 Presentation

Write down three things that help boost your socioemotional health.

Mine are: 1. Meditating, 2. Recognizing Identity, 3. Doing activities I enjoy

As educators become aware of their own socioemotional health and the importance of SEL strategies utilized in a classroom, educators are able to deliver data and conversation that becomes convincing for administration to promote universal SEL programs within schools (Schonert-Reichl, 2017).

# Day 2 agenda

Icebreaker- 5 minutes

Presentation-20 minutes

Activities-20 minutes

Closing-5 minutes



# Welcome to Day 2!

When you think of music, what song comes to mind? What does that song remind you of?



# Day 2



## Learning goals:

- I can identify ways ELLs utilize socioemotional learning outside of the classroom.
- I can make connections between the importance of socioemotional learning in and out of the classroom.
- I can identify ways to promote socioemotional learning within my own classroom.

# Day 2 Materials

## *Day 2 Note Catcher*

<b>Day 2-Topic</b>	<b>Notes</b>
Opening Question-When you think of music, what song comes to mind? What does that song remind you of?	
How would you differentiate this activity for ELLs?	

# Day 2 Materials

*Instructions to create a cultural booklet*

Step	Directions	Notes
1	Stack papers on top of one another; Fold in half; Staple together to create shape of booklet (3 staples on the folded part of the papers)	
2	On the cover, write your name and title of your booklet. Draw something representative of your culture.	
3	On pages 2-3, answer the question: Where are you from? Draw a picture representing the answer to where you are from.	
4	On pages 4-5, answer the questions: What food is popular in your culture? What activities are popular in your culture? Draw pictures representing the answers to these questions.	
5	On pages 6-7, add any additional fact about your culture. Draw pictures representing these facts.	
6	On the back cover of the booklet, add a picture summarizing your thoughts.	

# Day 2 Presentation

Let's practice meditation.

<https://www.youtube.com/watch?v=inpok4MKVLM>

Meditation allows ELLs the opportunity to spend a moment of their day relaxing and taking a breath while in the classroom (Adams & Richie, 2017).

# Day 2 Presentation

We are going to make our own cultural booklets using

Language and cultural background are two key components in developing effective SEL programs for classrooms involving ELLs (Kao, 2017).

Step	Directions	Notes
1	Stack papers on top of one another; Fold in half; Staple together to create shape of booklet (3 staples on the folded part of the papers)	
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5	On pages 6-7, add any additional fact about your culture. Draw pictures representing these facts.	
6	On the back cover of the booklet, add a picture summarizing your thoughts.	

# Day 3 agenda

Icebreaker- 5 minutes

Presentation-20 minutes

Activities-20 minutes

Closing-5 minutes



# Welcome to Day 3!

If you could order anything for lunch today, what would it be?





# Day 3

Learning goal:

- I can implement activities that promote socioemotional learning within my classroom.

# Day 3 Materials

*Day 3 Note Catcher*

<b>Day 3-Topic</b>	<b>Notes</b>
Opening Question-If you could order anything for lunch today, what would it be?	



# Day 3 Presentation

<b>Name of activity</b>									
<b>Social and emotional support</b>									
<b>Academic support</b>									
<b>Feedback</b>									

<https://www.youtube.com/watch?v=pzX1j3h7X4k>

# References

Adams, S., & Richie, C. (2017). Social emotional learning and English language learners: A review of the literature. *Indiana TESOL Journal*, 14(1), 78-93.

CASEL briefs. (2007, December). Background on social and emotional learning (SEL). <https://files.eric.ed.gov/fulltext/ED505362.pdf>

Kao, S. (2017). Social and emotional learning in the ELL classroom: A case study. University of North Dakota Scholarly Commons.

Schonert-Reichl, K. A. (2017). Social and Emotional Learning and Teachers. *The Future of Children*, 27(1), 137–155.