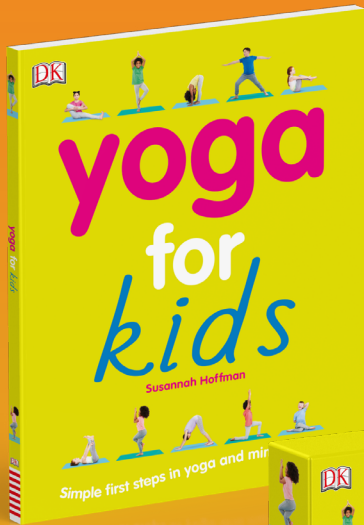
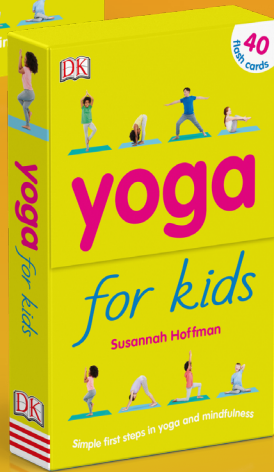


Wellness

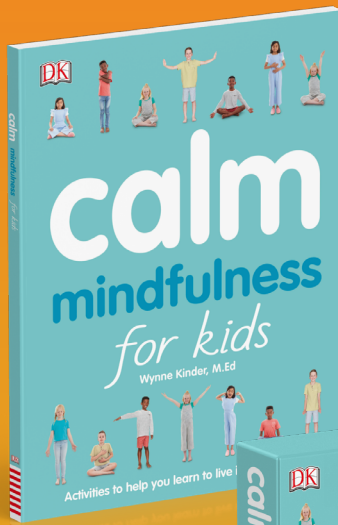
IN THE CLASSROOM



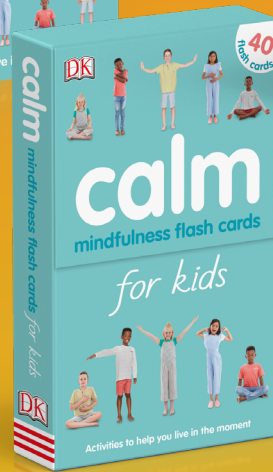
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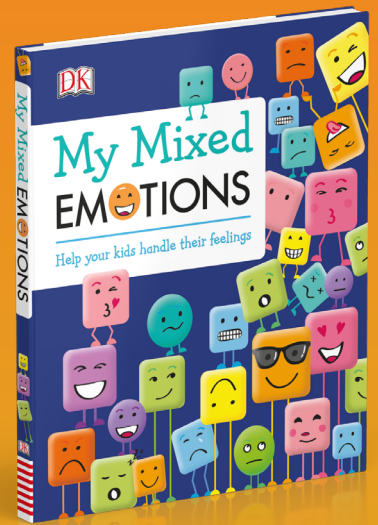
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TEACHER'S GUIDE Prepared by
Reading
Is Fundamental

DK
Learning

Wellness IN THE CLASSROOM

TEACHER'S GUIDE

NOTE TO EDUCATORS

In the effort to promote academic success among students, the use of wellness techniques is proving effective. Wellness strategies provide attitudinal and behavior supports that, in turn, lead to academic benefits.

The Collaborative for Academic, Social, and Emotional Learning (CASEL) has developed a set of core competencies that can help students. These competencies fall into these five categories:

- Self-awareness
- Self-management
- Social awareness
- Relationship skills
- Responsible decision-making

Resources that provide student-friendly ways of introducing wellness concepts in the classroom are more important than ever. Furthermore, these wellness techniques need to be integrated in a way that doesn't interfere with core instruction. DK has published some books that provide this. These student-friendly books provide valuable information about the inner workings of the emotional side of the brain, along with strategies for achieving emotional balance.

This teacher's guide supports these three books:

My Mixed Emotions, by Elinor Greenwood

Yoga for Kids, by Susannah Hoffman

Calm Mindfulness for Kids, by Wynne Kinder

While these books serve as excellent tools, this teacher's guide provides additional literacy-themed activities that integrate wellness content into language arts instruction. These books are suitable, with some supervision, for students in grades 1 through 5.

The team at RIF has prepared this teacher's guide with educators in mind. The team consists of the following people:

Edward Deleon, Chief Program and Content Officer

Keisha Siriboe, PhD, Director of Programs and Content

Pamela Thornton, former educator and librarian for Anne Arundel Public Schools in Maryland

Adele St. Martin, pre-service educator and researcher for RIF



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TEACHER'S GUIDE

LESSON PLAN

For additional resources go to RIF's Literacy Central (www.rif.org/DK). There you'll find word lists, puzzles, games, and other resources.

DISCUSSION QUESTIONS

PRE-READING QUESTIONS:

Before students begin reading any of the books, ask the following types of pre-reading questions. For example, the following questions are about *My Mixed Emotions*, but can be easily adapted for the other books.

- Look at the cover of the book. The title of the book says "Emotions." What sorts of emotions do you see illustrated on the cover?
- Describe different emotions that people can feel. Which illustrations on the cover match the emotions that you've described?
- Describe emotions that you have felt. What illustrations on the cover of the book reflect those emotions?
- Let's look at the text on the back cover. (You can choose to read it to the class or have one of the students read it.)
 - o Based on the description, what is the book about?
 - o Why do you think someone would be interested in learning more about this topic?
 - o What do you want to learn?
 - o Write down one or two questions about the topic that you would want answered.
- Now let's look at the table of contents.
 - o What is the purpose of a table of contents?
 - o Based on the table of contents, describe what the book is about.
 - o Based on the table of contents, which topics are of interest to you?

READING:

Make the books available for students to read in the classroom, either in a reading center or as reference books available to the class. Once all students have had time to examine them, discuss the post-reading questions below and give students the opportunity to look at the books again to answer them.

POST-READING QUESTIONS

After students have reviewed and read one or more of the books, engage them with these post-reading questions.

- Using the information in the book, describe what you learned about emotions, mindfulness, and ways of staying calm. (CCSS.ELA-LITERACY.RI.1.2—CCSS.ELA-LITERACY.RI.5.2)
- Find an illustration in the book and show how it conveys some of the information you learned. (CCSS.ELA-LITERACY.RI.1.10—CCSS.ELA-LITERACY.RI.5.10)



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CROSS-CURRICULAR ACTIVITIES (REVIEW AND ASSESSMENT)

Here are some suggested post-reading activities to do with your students. These can be done with any combination of the three books. However, we do encourage your students to read through each of the three books either individually or in small groups. These activities cover a standards progression from grades 1 to 5, so adjust the activity for your class configuration.

WRITING ACTIVITY

In your own words describe what an emotion is. Include the following in your description:

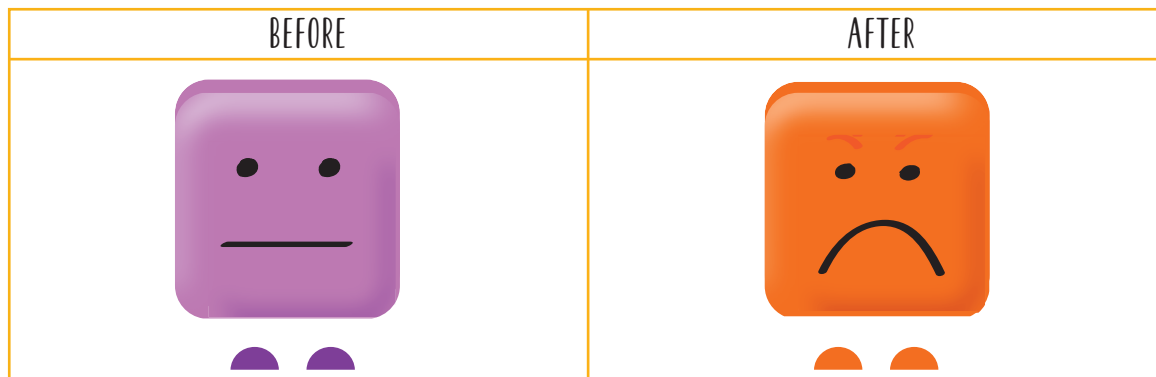
- The number of emotions
- What someone looks or acts like while experiencing that emotion
- Ways to change from one emotion to another

(CCSS.ELA-LITERACY.RI.1.2—CCSS.ELA-LITERACY.RI.5.2)

CRITICAL THINKING AND ANALYSIS

Someone's mood has changed and this is illustrated with two emojis representing before and after. Based on the illustrations, describe and analyze the emotional state of the person before and after. Address the following questions in your description and analysis.

- What visual clues tell you the person's emotional state?
- Based on what you see, how would you describe their breathing and heart rate?
- What could have caused the change of emotion?
- What strategies could help return the person to their original emotional state?



(CCSS.ELA-LITERACY.W.1.2—CCSS.ELA-LITERACY.W.5.2)

Wellness IN THE CLASSROOM

TEACHER'S GUIDE

CROSS-CURRICULAR ACTIVITIES (REVIEW AND ASSESSMENT)—CONT.

GROUP ACTIVITY

In the table below are phrases that are often used to describe emotional states, along with their meanings. Break students into groups and prompt each group to select a phrase from the table, without telling the other groups which they selected. Then have each group act out their chosen emotional state as a visual presentation, and prompt the other groups to identify the phrase that matches.

PHRASE	MEANING
“Cool as a cucumber”	Someone who isn't upset by anything and remains unemotional
“Red with rage”	Someone who is so angry that their face is reddish
“Green with envy”	Someone who is jealous of another person.
“Breathless with excitement”	Someone who is so happy (usually through a surprise), that they are momentarily out of breath
“Down in the dumps”	Someone who is sad or in a “down” mood
“Hair raising”	Someone scared by an event or experience

(CCSS.ELA-LITERACY.L.1.5—CCSS.ELA-LITERACY.L.5.5)

WORD THERAPY

Use poetry to create a calming, peaceful mood. For example, have students write a set of haiku that use targeted words that evoke calm and peace. This haiku uses the 5/7/5 syllable count.

Peaceful breeze, calmly
Makes the branches wave goodbye,
Birds chirp and fly free

Create a word list as a class and have students, either in groups or by themselves, write their Peaceful Poems.

(CCSS.ELA-LITERACY.W.3.10—CCSS.ELA-LITERACY.W.5.10)



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WORD LIST

HAPPY	Being in a good mood.
ANGRY	The state of being upset at someone or something.
FEAR	Being afraid of someone or something.
SAD	Feeling a sense of loss over someone or something.
EMOTIONS	The feelings that result from interacting with people or things.
MINDFUL	To be fully aware of your surroundings and feelings.
CALM	To be at peace and not anxious.
WORRY	To be thinking about people or things and feel stress.
BREATH	The air in your lungs that you breathe in or out.
STRETCH	To loosen your muscles and joints through exercise.
POSTURE	To place your body in an exercise position.
GRATITUDE	To feel thankful.
KINDNESS	The ability to treat others with respect and generosity.
FOCUS	The ability to pay attention to one thing.

