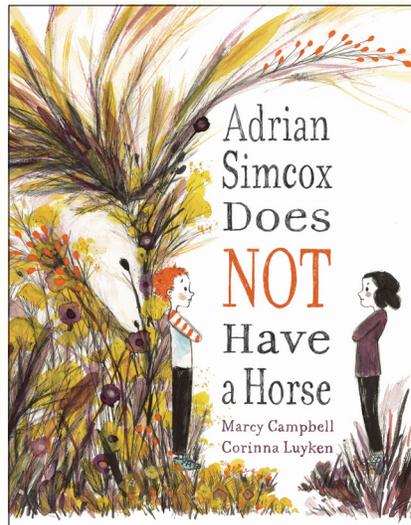
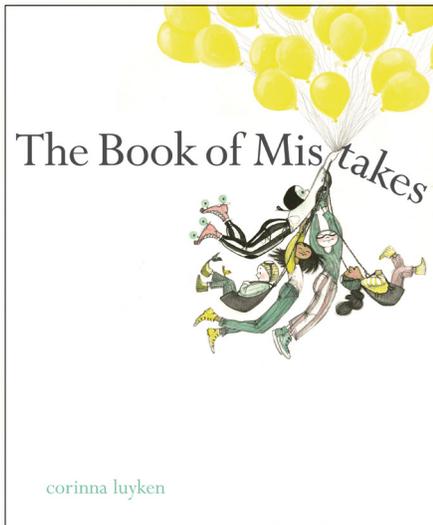
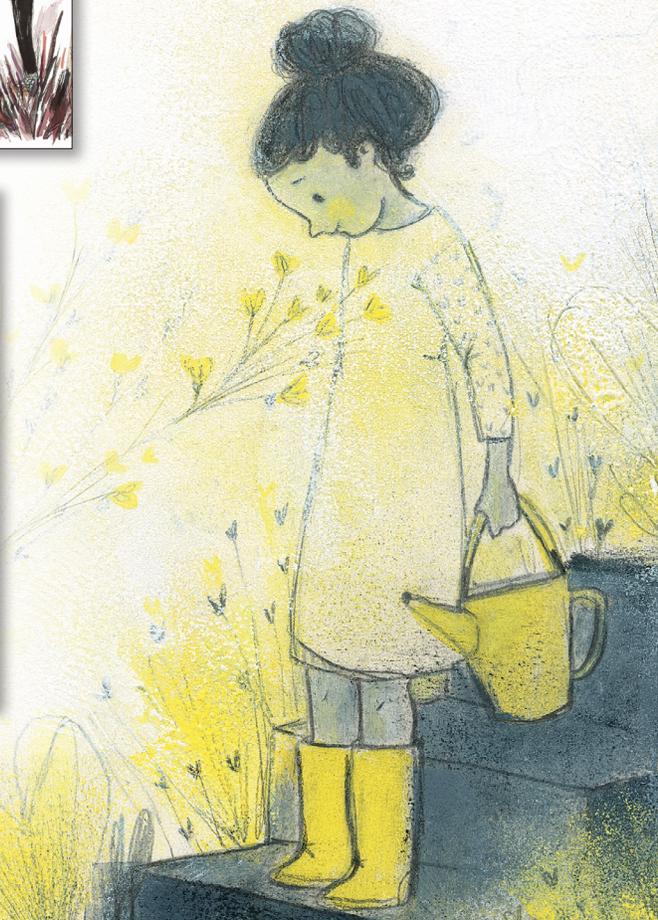
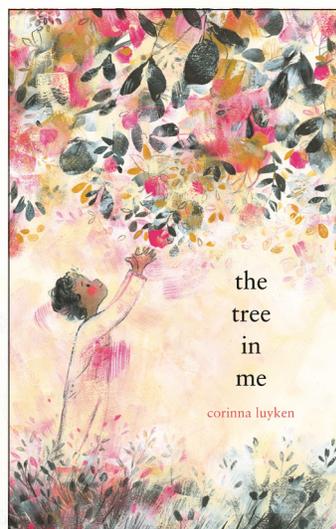
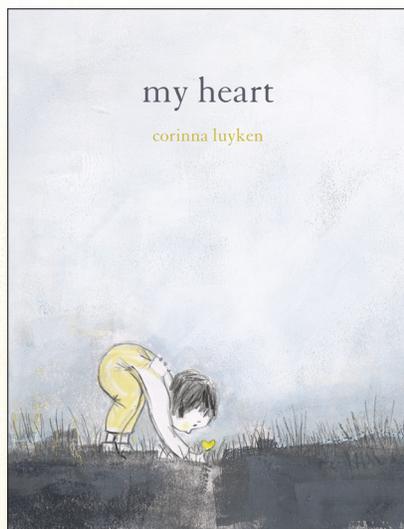


# Bring SEL into your class or library with Corinna Luyken!



Social Emotional Learning Guides to Four Beloved Picture Books





**PICTURE BOOKS** are valuable because they become the extra teacher in our classroom. They are the lessons to be learned about life and the lens through which we can see ourselves more clearly. Many picture books, since they are targeted for younger children as a general rule, deal with social and emotional topics because picture books are designed to teach through story, and young children (and the not-so-young) then have a less intimidating way to learn these life lessons. SEL & picture books are essentially about figuring out how we want to be as humans, and learning how to interact with ourselves and others.

The Collaborative for Academic, Social, and Emotional Learning (CASEL—[casel.org](http://casel.org)) defines social and emotional learning (SEL) as “the process through which children and adults understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.”

## CASEL\* delineates these five core competencies for SEL:

### SELF-AWARENESS

- The abilities to understand one’s own emotions, thoughts, and values and how they influence behavior across contexts

### SELF-MANAGEMENT

- The abilities to manage one’s emotions, thoughts, and behaviors effectively in different situations and to achieve goals and aspirations.

### SOCIAL AWARENESS

- The abilities to understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures, and contexts.

### RELATIONSHIP SKILLS

- The abilities to establish and maintain healthy and supportive relationships and to effectively navigate settings with diverse individuals and groups.

### RESPONSIBLE DECISION-MAKING

- The abilities to make caring and constructive choices about personal behavior and social interactions across diverse situations.

\*Definitions from [casel.org/sel-framework/](http://casel.org/sel-framework/)

Using these competencies as a lens through which to select and guide with picture books can be beneficial for educators, and also provide targets for conversation when discussing books in the classroom. Corinna Luyken’s picture books have been favorites for **#ClassroomBookADay**, as they each provide a strong basis for opening kids’ hearts and minds, promoting discussion, and creating openings for bringing social and emotional learning into the classroom in an organic way.

Here you will find a short guide for each of four Corinna Luyken picture books that showcase SEL topics through the CASEL core competencies as well as themes, visual elements to explore, other titles to create text sets around similar themes, and additional activities around the SEL themes in her books. Corinna Luyken’s picture books have the commonality of treating ourselves and others with compassion & understanding—a worthy message for adults to share with kids as they are developing their views of the world!



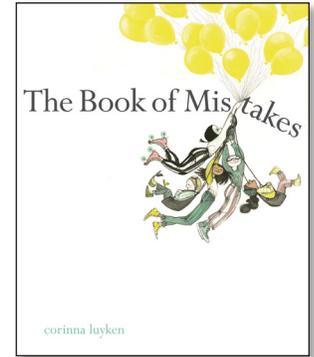
**This guide was created by:** Jillian Heise, NBCT, @heisereads

**Jillian Heise**, NBCT & MLIS, has been a K-5 Library Media Teacher in southeastern Wisconsin for four years. She previously taught 7th & 8th grade ELA in the Milwaukee area for eleven years. Jillian is the founder of **#ClassroomBookADay**, a goal to read aloud a picture book every day of the school year, at any grade, inspired by Donalyn Miller’s #bookaday for teachers. She is passionate about, and dedicated to, supporting all student identities and lived experiences through access to inclusive literature. Jillian also brings her literacy expertise and knowledge of kidlit to her role as Chair of the WSRA Children’s Literature Committee. You can find Jillian online at Heise Reads & Recommends and @heisereads.

# The Book of Mistakes

★ “This will lead kids to see their own so-called mistakes in a new, more positive light.”

—*Booklist*, starred review



## THEME FOCUS:

- creativity
- accepting mistakes can be opportunities
- metacognitive perspective (narrator / artist)
- perseverance
- making the best of a situation
- turning a negative into a positive

## VISUAL ELEMENTS FOCUS:

- surprises with zooming in & out of the big picture / frame
- perspective of “narrator”
- use of spot color

## CREATE A TEXT SET AROUND PERSEVERANCE & PROBLEM-SOLVING:

- *Jabari Tries* (Cornwall)
- *The Floating Field: How a Group of Thai Boys Built Their Own Soccer Field* (Riley & Quang & Lien)
- *Fauja Singh Keeps Going: The True Story of the Oldest Person to Ever Run a Marathon* (Singh & Kaur)
- *Amy Wu and the Perfect Bao* (Zhang & Chua)
- *The Boy Who Grew a Forest: The True Story of Jadav Payeng* (Gholz & Harren)
- *Izzy Gizmo* (Jones & Ogilvie)
- *What If...* (Berger & Curato)
- *Beautiful Oops* (Saltzberg)
- *Crossings: Extraordinary Structures for Extraordinary Animals* (Duffield & Orodan)

## #CLASSROOMBOOKADAY Q:

Why do you think the author/illustrator wrote this book?



## SEL Qs:

*NOTE TO EDUCATORS: Be aware that sometimes the questions get personal and it may not be best for kids to answer in front of others. These can also be used as personal reflection questions during/after reading.*

### SELF-AWARENESS

- How does it feel when you make a mistake?
- Does making a mistake mean you give up and have to start all over?

### SELF-MANAGEMENT

- If you are frustrated because you made a mistake, what are some tools you can use to calm your emotions and move forward?

### SOCIAL AWARENESS

- If a friend makes a mistake, what can you do to support them?

### RELATIONSHIP SKILLS

- If a classmate makes a mistake, how can you work together to solve the problem?

### RESPONSIBLE DECISION-MAKING

- If you hear a classmate making fun of someone for making a mistake, what can you do?

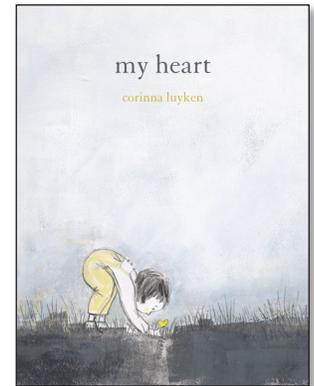


### SUGGESTED EXTENSION ACTIVITIES:

- **Drawing/Art:** Have students start a drawing. Then drop a dot of ink/paint onto the drawing or make a big mark in the middle with a marker. Ask students to take that “mistake” and add to or change their piece to create something new out of it.  
\*Tip: Be sure to let students know ahead of time what you will be doing. Some students will need the forewarning to not be upset about their drawing being “ruined,” and you can connect it to what happens in the book.
- **Writing:** Have students write a small moment personal narrative about a time they made a mistake. Ask them to make sure to share how they handled it and how they felt about it.



# My Heart



★ “This must-buy for librarians and teachers has myriad educational uses; it begs to be read aloud, and it is a masterful blending of text and illustration.” —*School Library Journal*, starred review

## THEME FOCUS:

- self-acceptance
- perspectives
- resilience
- emotions
- feelings
- hope

## VISUAL ELEMENTS FOCUS:

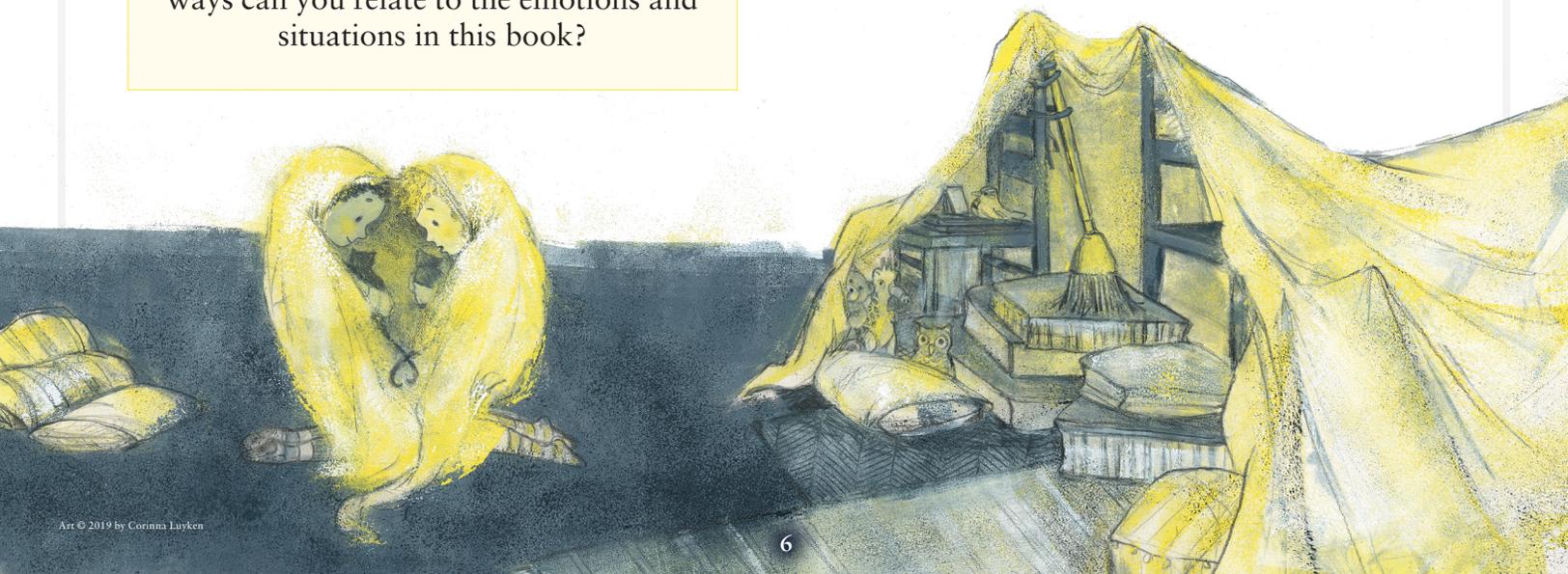
- use of pencil drawings
- yellow as a spotlight color
- repeating symbol (heart)

## #CLASSROOMBOOKADAY Q:

What did you notice about the writing in this book compared to other books we have read? (It’s a poem.) In what ways can you relate to the emotions and situations in this book?

## CREATE A TEXT SET AROUND FEELINGS/EMOTIONS & SHOWING HEART:

- *Words and Your Heart* (Neal)
- *The Rabbit Listened* (Doerrfeld)
- *Playing from the Heart* (Reynolds)
- *In My Heart: A Book of Feelings* (Witek & Roussey)
- *What Is Given From the Heart* (McKissack & Harrison)
- *I Will Dance* (Flood & Swaney)
- *In My Heart* (Porter & Løvlie)
- *My Heart Fills with Happiness* (Smith & Flett)
- *Outside, Inside* (Pham)
- *Love* (de la Peña & Long)



## SEL Qs:

*NOTE TO EDUCATORS: Be aware that sometimes the questions get personal and it may not be best for kids to answer in front of others. These can also be used as personal reflection questions during/after reading.*

### SELF-AWARENESS

- Look at the cover of the book . . . pay attention to your emotions/feelings. Now take off the jacket and look at the case cover . . . do your feelings change?

### SELF-MANAGEMENT

- On the last page of the book the author writes, “I get to decide.” What do you think that means? How might you apply that to your own life?

### SOCIAL AWARENESS

- Notice which pages have little to no yellow on them. What emotion do they portray? How might someone show you on the outside that they are feeling that way on the inside?

### RELATIONSHIP SKILLS

- There are several pages in this book where there is a second person around. What role is that person playing? How do you see them making an impact?

### RESPONSIBLE DECISION-MAKING

- Think of a time when you may have treated someone unkindly, or someone was unkind to you . . . What needed to happen to help fix the hurt?
- If another person is showing on the outside that they are feeling gray or down on the inside, what could you do to help bring some more “yellow” out in their hearts?

### SUGGESTED EXTENSION

#### ACTIVITIES:

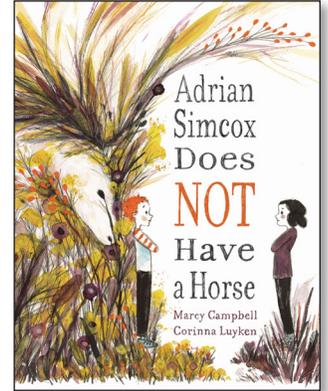
- **Drawing / Art:**

1. Go in search of heart-shaped objects all around you—inside or outside. Take pictures, or draw your observations, and share.
2. Draw several scenes to show the ways you see your heart at different times. Be sure to include heart shapes, both obvious and more hidden, in each picture.

- **Writing:** Using the text from *My Heart* as a model, write a list poem of all the ways you show, or feel, or see your heart in different situations. Start lines of the poem using the stems from the book: “My heart is . . .” “My heart can . . .” “Some days it’s . . .” “There are days it is . . .” “My heart is . . .”

\*Tip: To understand the flow of this poem model, teachers can write out the lines of the text from the book on paper to use as an example for students to see where line breaks and stanzas begin and end.

# Adrian Simcox Does NOT Have a Horse



★ “Campbell has masterfully created a story which will teach your young ones kindness without their realizing they are learning anything at all. All primary teachers and school librarians will want this title in their collections.”

—*School Library Connection*, starred review

## THEME FOCUS:

- assumptions / judgement
- kindness
- empathy
- socioeconomic differences
- imagination
- what is real / not real
- listening with compassion
- perception

## VISUAL ELEMENTS FOCUS:

- use of negative space
- hidden repeating symbol (horse)
- use of limited color palette

## CREATE A TEXT SET AROUND PERSPECTIVES ON FINANCIAL STRUGGLE:

- *Maddi's Fridge* (Brandt & Vogel)
- *Lulu and the Hunger Monster* (Talkin & Murray)
- *Each Kindness* (Woodson & Lewis)
- *Yard Sale* (Bunting & Castillo)
- *Something Beautiful* (Wyeth & Soentpiet)
- *The Paper Kingdom* (Rhee & Campion)
- *The One Day House* (Durango & Diaz)
- *Last Stop on Market Street* (de la Peña & Robinson)
- *The Most Beautiful Thing* (Yang & Le)
- *When We Are Kind* (Smith & Neldhardt)



## #CLASSROOMBOOKADAY Q:

What is this book really about? What happens in the story (summary) and what lessons does that teach you that you could apply to your own life (theme)?

## SEL Qs:

*Be aware that sometimes the questions get personal and it may not be best for kids to answer in front of others. These can also be used as personal reflection questions during/after reading.*

### SELF-AWARENESS

- If you know someone at school gets free lunch, does that make you think differently about them? Why? [recognizing prejudice/bias]
- If you get free lunch at school, do you feel other kids treat you differently if they know? How does that make you feel?

### SELF-MANAGEMENT

- Compare what Chloe does when she yells from the monkey bars that Adrian is lying and can see that made him “really sad” & when she meets him and keeps the words from coming out. What feelings/thoughts make her change what she says when at his house?

### SOCIAL AWARENESS

- How do you think Adrian is feeling on the first page when he is all alone at the end of the lunch table?

### RELATIONSHIP SKILLS

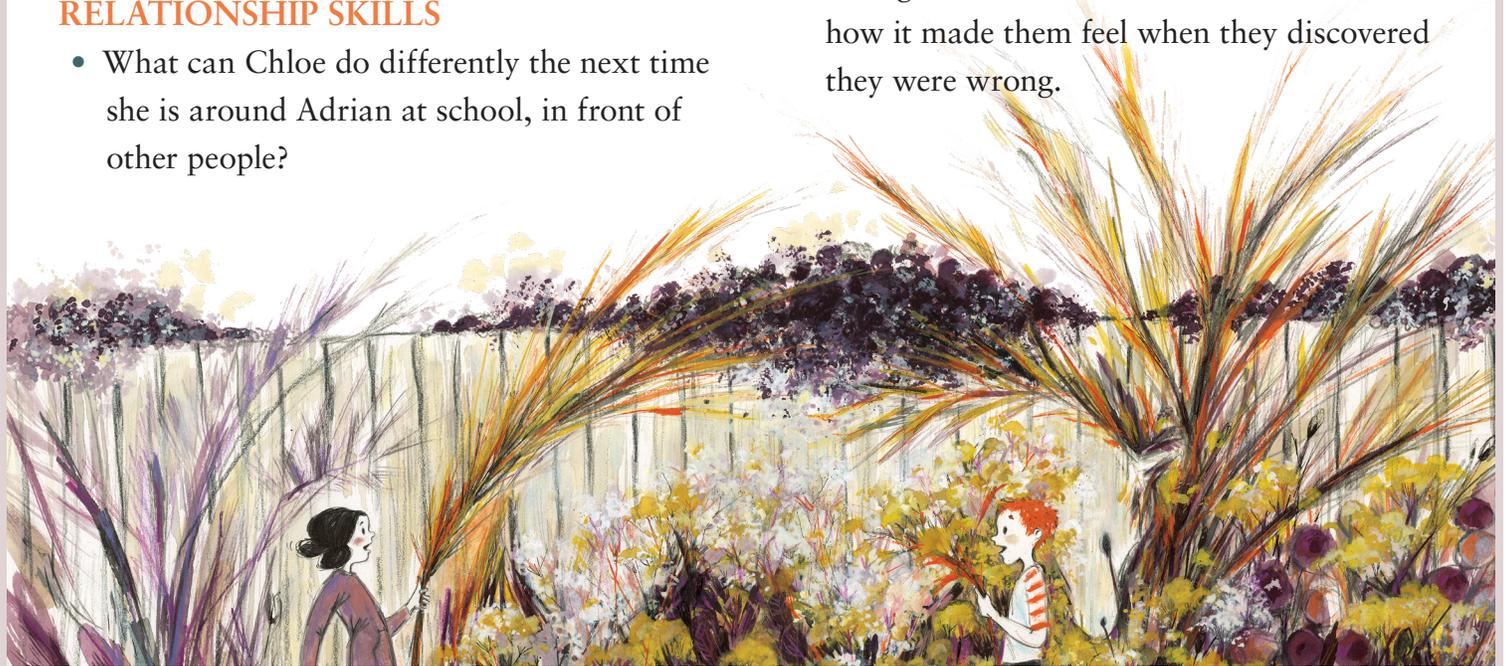
- What can Chloe do differently the next time she is around Adrian at school, in front of other people?

### RESPONSIBLE DECISION-MAKING

- Have you ever seen, or made someone feel, left out of a group? How did it make you feel? How do you think it made them feel? What could you do in the future when you see that happening to a classmate?

### SUGGESTED EXTENSION ACTIVITIES:

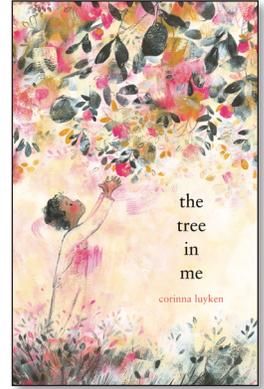
- **Drawing / Art:** First have students find all of the hidden horses throughout the pages of the book. Then choose an animal to illustrate. They should try to draw the animal without drawing the animal! Draw the scene around the animal (perhaps using plants like in the book) to create the negative space image of the animal you chose.
- **Writing:** Have students write a small moment personal narrative about a time they assumed something about someone, or judged them, and then found out they were wrong. Ask them to make sure to share how it made them feel when they discovered they were wrong.



# The Tree in Me

★ “This heartfelt picture book harmoniously conveys the interconnectedness of humans and nature.”

—*Shelf Awareness*, starred review



## THEME FOCUS:

- seeing the beauty within
- celebrating strength
- connection with nature
- connection with animals
- connection with others
- parts of trees

## VISUAL ELEMENTS FOCUS:

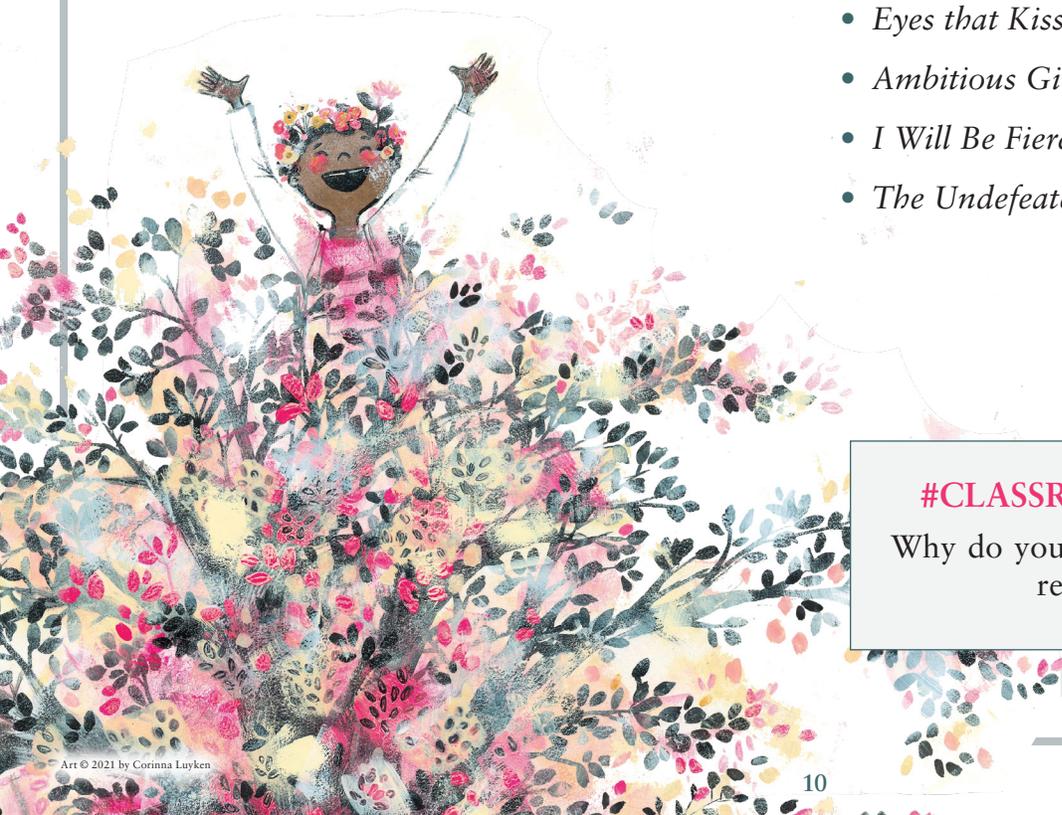
- limited color palette
- techniques for showing light emanating
- showing motion & emotion

## CREATE A TEXT SET AROUND FINDING INNER STRENGTH:

- *The Day You Begin* (Woodson & López)
- *We Are Water Protectors* (Lindstrom & Goade)
- *I Am Smart, I Am Blessed, I Can Do Anything!* (Holder, Holder-Young & Myers)
- *I Am Every Good Thing* (Barnes & James)
- *Mommy's Khimar* (Thompkins-Bigelow & Glenn)
- *I'm Not a Girl* (Lyons & Verde)
- *A Girl Like Me* (Johnson & Crews)
- *I Got Next* (Peoples-Riley)
- *Eyes that Kiss in the Corners* (Ho & Ho)
- *Ambitious Girl* (Harris & Valdez)
- *I Will Be Fierce* (Birdsong & Chanani)
- *The Undefeated* (Alexander & Nelson)

## #CLASSROOMBOOKADAY Q:

Why do you think I chose this book to read to you today?



## SEL Qs:

*NOTE TO EDUCATORS: Be aware that sometimes the questions get personal and it may not be best for kids to answer in front of others. These can also be used as personal reflection questions during/after reading.*

### SELF-AWARENESS

- What roots do you have that keep you grounded in knowing yourself?

### SELF-MANAGEMENT

- How do you keep yourself strong, while also staying able to bend when needed?

### SOCIAL AWARENESS

- What roots, similar things, and/or closeness keep you connected with others in your community?

### RELATIONSHIP SKILLS

- On the pages with kids together, how do you see them supporting each other while honoring their own individual strengths and needs?

### RESPONSIBLE DECISION-MAKING

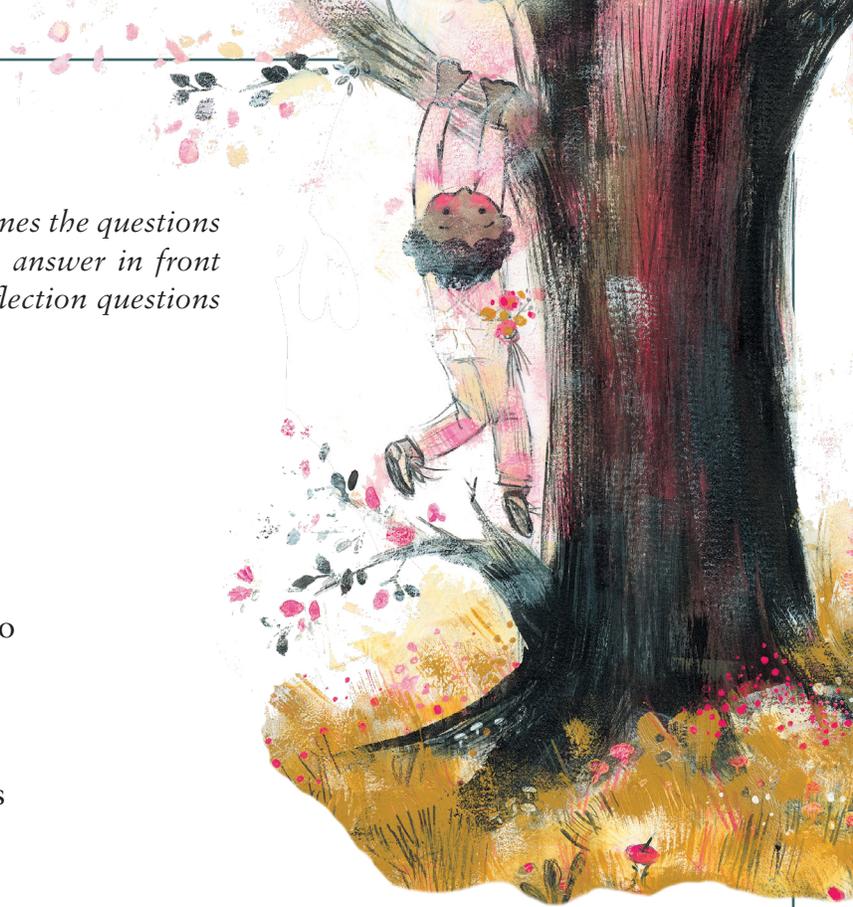
- Consider the last stanza, which starts “Because there is . . .” How could that help you think about how you might interact with others around you in various situations?

### SUGGESTED EXTENSION ACTIVITIES:

- **Drawing / Art:**

1. Create your own version of the tree within you in any medium. Add details for things on and/or inside the tree, as well as things next to and/or around the tree, and things supporting the tree.
2. Create your own self-portrait using one of these pages as inspiration: “is part apple,” “and part sun,” “and bee,” “and a sky too,” or “I can see.”

- **Writing:** Write about what holds you up. It can be a poem, a narrative story, a technical explanation - showing the elements, people, things, feelings that give you strength or connect you with your community.



# About Corinna Luyken



Corinna Luyken makes art in the Pacific Northwest, where she is inspired by small things (like hearts, trees, and mistakes); and by big things (like love, nature, and the web of relationship that connects us all). *My Heart* is a *New York Times* best seller and received three starred reviews, was on numerous best-of-the-year lists, and was selected for the Society of Illustrators showcase and the Pacific NW Booksellers Association Award. *The Book of Mistakes* received four starred reviews, has been nominated to numerous state awards, and continues to be heralded as an excellent book for SEL curriculum. *The Tree in Me* is an Indie Bestseller. Corinna is also the illustrator of *Nothing in Common*. She lives near the Salish Sea in Olympia, WA, with her husband, daughter, and two cats.

## Praise for Corinna Luyken's books

“I will read this book to every group of students I teach for the rest of my career . . . . This book is absolutely magical.”

—Colby Sharp, Nerdy Book Club on *The Book of Mistakes*

★“Sensitive, stunning words and pictures speak directly to young hearts.”

—*Kirkus*, starred review for *My Heart*

“Luminous and joyous, a fruit pie feast for the eyes as well as the soul.”

—*New York Times Book Review* on *The Tree in Me*

“The art is an excellent complement [with] brushy foliage that repeatedly reveals Adrian’s imaginary horse. A good conversation starter.”

—*Kirkus Reviews* on *Adrian Simcox Does NOT Have a Horse*



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