

Teaching and Learning Supports

Elementary

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Social Emotional Learning within Math Instruction

Local student data (even common student emotions observed by teachers in math class) can be an excellent place to start for identifying student SEL targets. Here are some detailed steps from a Classrooms in Action 'front line' support of integrating social emotional standards benchmarks at the classroom level with Dunlap District elementary educators and school counselors.

Local teacher teams can discuss potential links between observed student needs within Math instruction (ongoing emotional or social student behaviors) and SEL benchmarks. For effective implementation, team focus on three to four prioritized benchmarks helps continually reinforce specific SEL benchmark targets throughout the year connected to multiple lessons and classroom behavioral expectations. With explicit SEL benchmark goals being continually reinforced, teams can then begin to brainstorm common strategies in support of SEL skill practice.

Educators who continue use of this common language and goal approach, can continue SEL

integration by co-creating a rubric for agreed upon student performance observation behaviors or artifacts which supports recording and tracking student progress.

Early Elementary (Grades K-3) SEL benchmarks

Social Emotional Learning Standards (SEL)	
Goal 1: Develop self-awareness and self-management skills to achieve school and life success.	
A. Identify and Manage One's emotions and behavior.	Recognize and accurately label emotions and how they are linked to behavior. 1A.1a 1A.1b
B. Recognize personal qualities and external supports.	Demonstrate control of impulsive behavior. 1B.1a 1B.1b 1B.1c 1B.1d
C. Demonstrate skills related to achieving personal and academic goals.	Identify one's likes and dislikes, needs and wants, strengths and challenges. 1C.1a 1C.1b 1C.1c 1C.1d
Goal 2: Use social-awareness and interpersonal skills to establish and maintain positive relationships.	
A. Recognize the feelings and perspectives of others.	Describe why school is important in helping students achieve personal goals. 2A.1a 2A.1b 2A.1c 2A.1d
B. Recognize individual and group similarities and differences.	Identify goals for academic success and classroom behavior. 2B.1a 2B.1b 2B.1c 2B.1d
C. Use communication and social skills to interact effectively with others.	Recognize that others may experience situations differently from oneself. 2C.1a 2C.1b 2C.1c 2C.1d
D. Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.	Use listening skills to identify the feelings and perspectives of others. 2D.1a 2D.1b 2D.1c 2D.1d
Goal 3: Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.	
A. Consider ethical, safety, and societal factors in making decisions.	Describe the ways that people are similar and different. 3A.1a 3A.1b 3A.1c 3A.1d
B. Apply decision-making skills to deal responsibly with daily academic and social situations.	Describe positive qualities in others. 3B.1a 3B.1b 3B.1c 3B.1d
C. Contribute to the well-being of one's school and community.	Identify ways to work and play well with others. 3C.1a 3C.1b 3C.1c 3C.1d

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Additional grade levels available at:

Teacher/Student Identified Need	SEL related benchmark	Strategies for support
Feeling frustrated in math performance (Math Practice #1)	SEL 1C.1b - Identify goals for academic success and classroom behavior.	<ul style="list-style-type: none"> • 3B4T Chart (Brain, Browse, Buddy, Teacher) • Beyond 'I Can't Do This' strategies • Reduction of Math Anxiety
Dialogue with peers in math work groups (Math Practice #3)	SEL 2C.1a - Identify ways to work and play well with others.	Supporting student discussions through use of Classroom Collaboration Kit . Order yours or print for use today!
Student Math Anxiety	SEL 1A.1a* - Recognize and accurately label emotions and how they are linked to behavior.	<ul style="list-style-type: none"> • 10 tips for Teaching Emotional Regulation (& Improving Classroom Behavior at the Same Time)

*SEL 1A.4a - Teacher/Student Observation Rubric

1 - Beginning	2 - Emerging	3 - Consistent	4 - Exemplar
Student rarely attempts to identify feelings and/or emotional regulation disrupting math performance.	Student shows occasional ability to identify and regulate emotions occasionally impacting math performance.	Student shows consistent ability to identify and regulate emotions supporting math performance.	Student shows consistent ability to help self and others identify and regulate emotions supporting math performance.