ADMINISTRATOR / VISITOR INSTRUCTIONAL SNAPSHOT

SEL Coloring Reflection Unit | Self-Control

Grades 3rd – 6th • Social-Emotional Learning + Written Reflection

Instructional purpose: Students build understanding of self-control through brief background knowledge, written reflection, and a connected mindful-coloring activity.

WHAT STUDENTS ARE LEARNING

Students examine self-control as managing actions and emotions to make thoughtful choices. They reflect on staying calm, patience, focus, responsibility, and how self-control supports goals and relationships.

WHAT STUDENTS ARE DOING

Students read student-friendly background information, respond in writing to reflection prompts, connect the concept to everyday situations, and complete the related coloring page as structured independent processing time.

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FRAMEWORK + ELA ALIGNMENT

CASEL Framework

- Self-Management

CCSS ELA Writing

- W.3.4, W.4.4, W.5.4, W.6.4
- W.3.10, W.4.10, W.5.10, W.6.10

EVIDENCE OF LEARNING

- Written response to an SEL reflection prompt
- Explanation of self-control, patience, or thoughtful choices
- Connection of the concept to an everyday situation
- Completed reflection-and-coloring activity tied to the lesson focus

WHY COLORING IS PART OF THE LESSON

The coloring component is intentionally paired with SEL content and written reflection, providing students with focused independent processing time while they consider and internalize the lesson concept.

Designed for SEL blocks, morning/soft-start routines, transition periods, community-building, or individual reflection.

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