

## **Loker Schoolwide Social Language**

Dear Loker School Community,

The following is our **most updated** social language by grade level that we currently focus on at Loker School in an effort to educate the whole child. The social vocabulary is broken down into the five mandated areas of social-emotional learning as designated by the state of Massachusetts: Self-Awareness, Self-Management, Social Awareness, Relationship Skills and Responsible Decision Making. We also provided a glossary in defining the terms that we believe require further explanation along with literature that is useful in discussing these important topics with children. As you will notice, there is some overlap of concepts across grade levels and across mandates within individual grade levels. We hope that this will be a useful resource for parents, teachers and students so that consistent social language can occur both inside and outside of school.

Sincerely,

Brian Jones

Loker School Principal

## Kindergarten

<u>State Mandate</u>	<u>Social Language</u>
<p><b>Self-Awareness Literature:</b></p> <p><u>Whole Body Listening Larry</u> by Elizabeth Sautter</p> <p><u>The Group Plan</u> by Kari Zweber Palmer</p> <p><u>Thinking With Your Eyes</u> by Michelle Garcia Winner</p> <p><u>Decibella</u> by Julia Cook</p> <p><u>The Little Engine That Could</u> by Watty Piper</p> <p><u>Stand Tall, Mary Lou Mellon</u> by Patty Lovell</p> <p><u>The Smallest Girl In The Smallest Grade</u> by Justin Roberts</p> <p><u>When Sophie Gets Angry, Really Really Angry</u> by Molly Bang</p> <p><u>Jamie Is Jamie</u> by Afsaneh Moradian</p> <p><u>Red</u> by Michael Hall</p> <p><u>Oh, the Places You'll Go!</u> by Dr. Seuss</p> <p><u>Tacky The Penguin</u> by Helen Lester</p> <p><u>Julian is a Mermaid</u> by Jessica Love</p>	<ul style="list-style-type: none"><li>• Whole body listening</li><li>• Calm body</li><li>• Non-verbal signal</li><li>• Positive self-talk</li><li>• Your engine is running (fast/slow/just right)</li><li>• Take a break</li><li>• Expected vs. unexpected</li><li>• Popping a thought bubble</li><li>• Personal space</li><li>• Space bubble</li><li>• Hopes and dreams</li><li>• Everyday moment</li></ul>
<p><b>Self-Management Literature:</b></p> <p><u>Arnie and His School Tools</u> by Jennifer Veenandall</p> <p><u>No Fits Nilson</u> by Zachariah OHora</p> <p><u>Personal Space Camp</u> by Julia Cook</p> <p><u>The Group Plan</u> by Kari Zweber Palmer</p>	<ul style="list-style-type: none"><li>• Calm breathing</li><li>• Being flexible</li><li>• GoNoodle</li><li>• Quiet time</li><li>• Whole body listening</li><li>• Space bubble</li><li>• Superflex and Rock Brain</li><li>• Following the group plan</li><li>• Matching your thought bubble with the group bubble</li></ul>

<p><u>Wemberly Worried</u> by Kevin Henkes</p> <p><u>Sheila Rae The Brave</u> by Kevin Henkes</p> <p><u>Chrysanthemum</u> by Kevin Henkes</p> <p><u>Lily's Purple Plastic Purse</u> by Kevin Henkes</p> <p><u>Feelings by Alike</u> by Alike Brandenburg</p> <p><u>Thinking Thoughts and Feeling Feelings</u> by Kari Zweber Palmer</p> <p><u>Body in the Group</u> by Kari Zweber Palmer</p> <p><u>Kitten Learns to Listen</u> by Rosie Greening</p> <p><u>Bear Learns to Share</u> by Rosie Greening</p> <p><u>Alligator is Angry</u> by Rosie Greening</p>	<ul style="list-style-type: none"> <li>• Popping each other's thought bubble</li> <li>• Matching a reaction to the size of the problem</li> <li>• Take a break</li> <li>• Zen Den</li> </ul>
<p><b>Social Awareness Literature:</b></p> <p><u>Stand In My Shoes</u> by Bob Sornson</p> <p><u>Sneeches</u> by Dr. Seuss</p> <p><u>Listening With My Heart</u> by Gabi Garcia</p> <p><u>Chester's Way</u> by Kevin Henkes</p>	<ul style="list-style-type: none"> <li>• Following the group plan</li> <li>• Double D behaviors</li> <li>• Being a social detective to figure out what's expected</li> <li>• Expected vs. unexpected behavior</li> <li>• PRIDE</li> <li>• Showing empathy</li> </ul>
<p><b>Relationship Skills Literature:</b></p> <p><u>The Art Of Making Friends</u> by Julia Cook</p> <p><u>Do Onto Otters</u> by Laurie Keller</p> <p><u>Manners by Alike</u> by Alike Brandenburg</p> <p><u>Communication by Alike</u> by Alike Brandenburg</p> <p><u>Don't Hit Me!</u> by Bernette Ford</p> <p><u>Try a Little Kindness</u> by Henry Cole</p>	<ul style="list-style-type: none"> <li>• Flexible thinking</li> <li>• Helping others have good thoughts about you</li> <li>• Annoying behavior</li> <li>• Teasing</li> <li>• Double D behaviors</li> <li>• Problem solving (traffic light)</li> <li>• Personal space</li> <li>• Eye contact</li> <li>• Morning greeting</li> </ul>
<p><b>Responsible Decision Making Literature:</b></p>	<ul style="list-style-type: none"> <li>• Knowing when to tell a teacher vs. handling a situation on your own</li> </ul>

<p><u>Have You Filled a Bucket?</u> by Carol McCloud</p> <p><u>Mean Jean The Recess Queen</u> by Alexis O'Neill</p>	<ul style="list-style-type: none"> <li>• Think about where you are and what is expected</li> <li>• Helping others have good thoughts about you</li> <li>• Time and place</li> <li>• Following the group plan vs. your own plan</li> <li>• PRIDE</li> </ul>
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### Kindergarten Glossary

<b>Self-Awareness</b>	<p><b><u>Whole Body Listening:</u></b> listening with your eyes, ears, mouth, hands, body, feet, brain and heart.</p> <p><b><u>Take a Break:</u></b> an opportunity for a child to use self-calming strategies to rejoin the group and demonstrate expected learning behaviors.</p> <p><b><u>Thought Bubble:</u></b> awareness of what to keep in your head vs. what needs to be said.</p> <p><b><u>Hopes and Dreams:</u></b> these are classroom-generated and shared in the beginning of the year. Classroom rules and expectations are centered around these all year long.</p> <p><b><u>Everyday Moment:</u></b> a discussion of strategies of how you can manage your behavior in the “boring/waiting moments”.</p>
<b>Self-Management</b>	<p><b><u>GoNoodle:</u></b> this an online computer program which is designed for self regulation.</p> <p><b><u>Space Bubble:</u></b> concrete representation of being in a bubble and aware of personal space in a group within that bubble.</p> <p><b><u>Rock Brain:</u></b> rigid thinking.</p> <p><b><u>Superflex:</u></b> a superflexible superhero that encompasses the flexibility within all of us to overcome Unthinkables.</p>
<b>Social Awareness</b>	<p><b><u>Group Plan:</u></b> following and being aware of what the rest of the group is doing.</p> <p><b><u>Double D:</u></b> dangerous and destructive behaviors. This is a time when an adult should be made aware of what's going on for safety reasons.</p> <p><b><u>Social Detective:</u></b> process by which an individual gathers environmental information</p>

	in order to understand and decide what is expected so they can follow the group plan. (look for the hidden rules)
<b>Relationship Skills</b>	<p><b><u>Steps to Problem Solving:</u></b> calm down, determine the problem, develop a plan, try it!</p> <p><b><u>Annoying Behavior:</u></b> this is not a Double D-- for example, tapping a pencil is annoying. It is suggested that annoying behaviors are handled without adult support. Responding to annoying behavior:</p> <p>Say, "I don't like it when ____ because ____" Say what you want them to do (Telling vs. tattling)</p>
<b>Responsible Decision Making</b>	<p><b><u>Time and Place:</u></b> make good choices based on your surroundings and what is happening around you in an effort to display expected behavior.</p>

### **Grade 1**

<b><u>State Mandate</u></b>	<b><u>Social Language</u></b>
<p><b>Self-Awareness Literature:</b></p> <p><u>Personal Space Camp</u> by Julia Cook</p> <p><u>Unthinkable Series</u> by Michelle Garcia Winner</p> <p><u>Destroyer of Fun</u> by Michelle Garcia Winner</p> <p><u>Superflex Takes on Rock Brain and the Team of Unthinkables</u> by Stephanie Madrigal</p> <p><u>Your Mouth is a Volcano</u> by Julia Cook</p> <p><u>I'm a Booger, Treat Me with Respect</u> by Julia Cook</p>	<ul style="list-style-type: none"> <li>• Non-verbal signal,</li> <li>• Positive self-talk</li> <li>• Your engine is running (fast/slow/just right)</li> <li>• Take a break</li> <li>• Be a social detective</li> <li>• Expected vs. unexpected</li> <li>• Comfortable thoughts/uncomfortable thoughts</li> <li>• Flexible thinking</li> <li>• Rock Brain</li> <li>• Superflex</li> <li>• Overcoming unthinkables</li> <li>• "Thinking thoughts and feeling feelings"</li> <li>• Compromise</li> <li>• "Popping a thought bubble"</li> <li>• "Personal space"</li> <li>• "Space bubble"</li> </ul>
<p><b>Self-Management Literature:</b></p> <p><u>No Fits Nilson</u> by Zachariah OHora</p>	<ul style="list-style-type: none"> <li>• How's my engine running?/calming down (deep breathing <a href="#">Elmo calming video</a>)</li> </ul>

<p><u>Whole Body Listening Larry</u> by Michelle Garcia Winner</p> <p><u>When Sophie Gets Angry</u> by Molly Bang</p> <p><u>That Rule Doesn't Apply to Me! (Responsible Me!)</u> by Julia Cook</p> <p><u>Elbert's Bad Word</u> by Audrey and Don Wood</p>	<ul style="list-style-type: none"> <li>• Lazy eight breathing</li> <li>• Tensing muscles in body and then relaxing - starting with toes and working up to head: ("Go Noodle", "Air Time", "Airtime Space" and "Think About It,")</li> <li>• School listening look</li> <li>• Whole body listening (listening with our eyes, ears, mouth, hands, feet, body, brain and heart)</li> <li>• Good listener</li> <li>• Flexible thinking (Rock Brain and Super Flex)</li> <li>• Thinking thoughts and feeling feelings</li> <li>• Compromise</li> <li>• Following the group plan</li> <li>• Thinking with your eyes/reading the room</li> <li>• Thought bubble vs speech bubble</li> <li>• Size of the problem (does your reaction match the size of the problem? Big Problem=Big Reaction, Small Problem=Small Reaction)</li> </ul>
<p><b>Social Awareness Literature:</b></p> <p><u>Recess Queen</u> by Alexis O'Neill</p> <p><u>Each Kindness</u> by Jacqueline Woodson</p> <p><u>100 Dresses</u> by Eleanor Estes</p> <p><u>What If Everybody Did That?</u> by Javernick, Ellen</p>	<ul style="list-style-type: none"> <li>• Social detective</li> <li>• Expected and unexpected behavior</li> <li>• Size of the problem</li> <li>• Thought bubble and speech bubble</li> </ul>
<p><b>Relationship Skills Literature:</b></p> <p><u>Spaghetti in a Hot Dog Bun: Having the Courage To Be Who You Are</u> by Maria Dismondy</p> <p><u>Stand Tall, Molly Lou Melon</u> by Patty Lovell</p> <p><u>One</u> by Kathryn Otoshi</p> <p><u>How Do I Stand in Your Shoes? A Story About Empathy</u> by Susan DeBell</p>	<ul style="list-style-type: none"> <li>• Flexible thinking</li> <li>• Being a good listener</li> <li>• Thought bubble (uncomfortable thoughts and comfortable thoughts)</li> <li>• Speech bubble</li> <li>• Compliments: how to give and receive compliments and filling buckets</li> <li>• Thinking thoughts and feeling feelings</li> </ul>

<b>Responsible Decision Making Literature:</b> <u>I'll Do It</u> by Brian Moses <u>You are a Social Detective! Explaining Social Thinking to Kids</u> by Michelle Garcia Winner	<ul style="list-style-type: none"> <li>• PRIDE</li> <li>• Following the group plan</li> <li>• Expected and unexpected behavior</li> <li>• Social detective</li> </ul>
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### 1st Grade Glossary

<b>Self-Awareness</b>	<b><u>Thought Bubble vs Speech Bubble:</u></b> thoughts one keeps in one's mind and does not verbalize vs. thoughts that are appropriate to share.
<b>Self-Management</b>	<b><u>Rock Brain:</u></b> Rigid thinking. <b><u>How is Your Engine Running?:</u></b> how is your body feeling? (Over-active, just right, sleepy). <b><u>Whole body listening:</u></b> listening with our eyes, ears, mouth, hands, feet, body, brain and heart. <b><u>GoNoodle:</u></b> website with movement activities for regulating our bodies. <b><u>Good Listener:</u></b> faces the speaker, looks him/her in the eyes, sits still, is able to talk about what the speaker said/body and brain in the group.
<b>Social Awareness</b>	<b><u>Matching our Reactions to the Size of the Problem:</u></b> considering the size of the problem in relation to BIG problems, such as an earthquake, and matching the size of our reactions to the size of the problem.
<b>Relationship Skills</b>	<b><u>Flexible Thinking:</u></b> the ability to shift your thinking to match the thinking of others.
<b>Responsible Decision Making</b>	<b><u>Social Detective:</u></b> reading a person by their facial expression and body language as well as reading the room to figure out a situation.

### Grade 2

<b><u>State Mandate</u></b>	<b><u>Social Language</u></b>
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<p><b>Self-Awareness Literature:</b></p> <p><u>You Are A Social Detective</u> by Michelle Garcia Winner</p> <p><u>Have You Filled A Bucket Today?</u> by Carol McCloud</p> <p><u>That Rule Doesn't Apply to Me</u> by Julia Cook</p> <p><u>Chrysanthemum</u> by Kevin Henkes</p> <p><u>Chester's Way</u> by Kevin Henkes</p> <p><u>Lily's Purple Plastic Purse</u> by Kevin Henkes</p> <p><u>Owen</u> by Kevin Henkes</p>	<ul style="list-style-type: none"> <li>• Social detective</li> <li>• Expected/unexpected, comfortable thoughts/uncomfortable thoughts</li> <li>• Flexible thinking,</li> <li>• PRIDE</li> <li>• Think with your eyes</li> </ul>
<p><b>Self-Management Literature:</b></p> <p><u>Decibella and Her 6-inch Voice</u> by Julia Cook</p> <p><u>A Bad Case of Tattle Tongue</u> by Julia Cook</p> <p><u>Tease Monster</u> by Julia Cook</p> <p><u>It's Hard to be a Verb</u> by Julia Cook</p> <p><u>But It's Just a Game</u> by Julia Cook</p>	<ul style="list-style-type: none"> <li>• Thought bubble,</li> <li>• School listening look,</li> <li>• Expected/unexpected, comfortable thoughts/uncomfortable thoughts</li> <li>• Six-inch voice</li> <li>• Whole body listening</li> <li>• Read the room</li> <li>• Calm body - breathing</li> <li>• Take a break (leave the group, think about it, come back when you are ready)</li> <li>• How is Your Engine Running? - how is your body feeling? (overactive, just right, sleepy)</li> </ul>
<p><b>Social Awareness Literature:</b></p> <p><u>Personal Space Camp</u> by Julia Cook</p> <p><u>It's My Way or the Highway: Turning Bossy into Flexible and Assertive</u> by Julia Cook</p>	<ul style="list-style-type: none"> <li>• Read the Room</li> <li>• Expected/unexpected, comfortable thoughts/uncomfortable thoughts</li> <li>• PRIDE</li> <li>• Think with your eyes</li> <li>• Stopping and thinking BEFORE doing unexpected behavior</li> <li>• Size of problem/size of the reaction</li> </ul>
<p><b>Relationship Skills Literature:</b></p> <p><u>One</u> by Kathryn Otoshi</p> <p><u>Teamwork Isn't My Thing, and I Don't Like to</u></p>	<ul style="list-style-type: none"> <li>• Steps to problem solving</li> <li>• Logical consequences</li> <li>• Unthinkables</li> </ul>



<u>Share</u> by Julia Cook  <u>Spaghetti in a Hot Dog Bun</u> by Maria Dismondy  <u>Strictly No Elephants</u> by Lisa Mantchev	
<b>Responsible Decision Making Literature:</b>  <u>But It's Just a Game</u> by Julia Cook	<ul style="list-style-type: none"> <li>• Follow the group plan</li> <li>• Big problem/little problem</li> <li>• Double Ds</li> <li>• Telling vs. tattling</li> </ul>

### Grade 2 Glossary

<b>Self-Awareness</b>	<p><b><u>Social Detective:</u></b> (read the room, think with your eyes) - look around to see what others are doing to figure out the expected behavior.</p> <p><b><u>Comfortable Thoughts and Uncomfortable Thoughts:</u></b> people feel good/not good about a behavior or choice.</p> <p><b><u>PRIDE:</u></b> Loker core values (Personal Best, Respect, Integrity, Determination, Enthusiasm).</p> <p><b><u>Expected/Unexpected:</u></b> behavior dependent on environment and situation.</p>
<b>Self-Management</b>	<p><b><u>Thought Bubble:</u></b> think about it but do not say it.</p> <p><b><u>Six-Inch Voice:</u></b> voice in between whisper and table talk.</p> <p><b><u>Whole Body Listening:</u></b> listening with heart, brain, body, hands, feet, eyes, ears, and mouth.</p> <p><b><u>Stop and Think:</u></b> reflecting before acting/doing unexpected behavior.</p> <p><b><u>Body/Voice in Control:</u></b> having appropriate voice and body control depending on environment.</p> <p><b><u>Calm.com and GoNoodle.com:</u></b> websites to support self-regulation.</p>
<b>Social Awareness</b>	<p><b><u>Hidden Rules:</u></b> social rules understood by others but not explicitly explained and can change based on the situation and being a social detective by reading the room/use eyes for thinking.</p>

	<p><b><u>Size of the Problem/Size of Reaction:</u></b> matching the size of the reaction to the size of the problem.</p>
Relationship Skills	<p><b><u>Steps to Problem Solving:</u></b> calm down, determine the problem, develop a plan, try it!</p> <p><b><u>Unthinkables:</u></b> concrete visuals to help children understand maladaptive thinking patterns or behaviors (want to stop the unthinkables).</p> <p><b><u>Thinkables, Superflex:</u></b> help to stop the unthinkables.</p>
Responsible Decision Making	<p><b><u>Double D's:</u></b> dangerous or destructive behavior. (including to the heart)</p> <p><b><u>Size of the Problem:</u></b> matching reactions to the size of the problem.</p> <p><b><u>Flexible thinking:</u></b> considering many perspectives/choices in order to problem solve.</p>

### **Grade 3**

<b><u>State Mandate</u></b>	<b><u>Social Language</u></b>
<p><b>Self-Awareness Literature:</b></p> <p><u>One</u> by Kathryn Otoshi</p> <p><u>Annie's Plaid Shirt</u> by Stacy B. Davids</p> <p><u>Wemberley Worried</u> by Kevin Henkes</p> <p><u>Sheila Rae, The Brave</u> by Kevin Henkes</p> <p><u>Rescue and Jessica: A Life Changing Friendship</u> by Jessica Kensky</p>	<ul style="list-style-type: none"> <li>• THINK (is it True, Helpful, Inspiring, Necessary, Kind?)</li> <li>• Is the problem a speed bump, hill or mountain?</li> <li>• Does your reaction match the size of the problem?</li> <li>• Personal space</li> <li>• Are you doing what's expected?</li> <li>• Group plan</li> <li>• Addressing "That's not fair!" - Fair is getting what you need, not necessarily what you want.</li> </ul>
<p><b>Self-Management Literature:</b></p> <p><u>The Stories Julian Tells</u> by Ann Cameron</p> <p><u>Owen</u> by Kevin Henkes</p>	<ul style="list-style-type: none"> <li>• Time and place</li> <li>• Thought/speech bubble</li> <li>• Pause</li> <li>• Respect the speaker/whole body listening/school listening look</li> <li>• Calm your body, body to yourself</li> <li>• Take a nice, deep breath</li> <li>• Use your filter</li> <li>• Save it for transition/that's a transition</li> </ul>

	question.
<b>Social Awareness Literature:</b> <u>Chrysanthemum</u> by Kevin Henkes <u>Lilly's Purple Plastic Purse</u> by Kevin Henkes	<ul style="list-style-type: none"> <li>• Read the room</li> <li>• Expected/unexpected, comfortable thoughts/uncomfortable thoughts</li> <li>• PRIDE</li> <li>• Think with your eyes</li> <li>• Stopping and thinking BEFORE doing unexpected behavior</li> <li>• Size of problem/size of the reaction</li> </ul>
<b>Relationship Skills Literature:</b> <u>A Weekend with Wendell</u> by Kevin Henkes <u>Julius, the Baby of the World</u> by Kevin Henkes <u>Thank You, Mr. Falker</u> by Patricia Polacco	<ul style="list-style-type: none"> <li>• Respect the speaker</li> <li>• Golden rule- treat others the way you want to be treated.</li> <li>• Thinking of you vs. thinking of others</li> <li>• Respond appropriately to annoying behaviors</li> </ul>
<b>Responsible Decision Making Literature:</b> <u>Bailey Goes Camping</u> by Kevin Henkes	<ul style="list-style-type: none"> <li>• Time and place</li> <li>• Make a good choice/How did that choice work out for you?</li> <li>• Wise choice/smart choice</li> <li>• Stop and Think/Reflect</li> </ul>

### Grade 3 Glossary

<b>Self-Awareness</b>	<p><b><u>Size of the Problem:</u></b> small, medium or large (speedbump hill or mountain); does reaction match?</p> <p><b><u>"That's not fair!"</u>:</b> Fair is getting what you need, not necessarily what you want.</p> <p><b><u>Group Plan:</u></b> are you following the plan that has been set out or discussed for the group?</p> <p><b><u>THINK:</u></b> before you speak, think: is it true, helpful, inspiring, necessary, kind</p>
<b>Self-Management</b>	<p><b><u>Thought/Speech bubble:</u></b> awareness of what to keep in your head. vs. what needs to be said "using your filter".</p> <p><b><u>Time and Place:</u></b> make good choices based on your surroundings and what is happening around you.</p> <p><b><u>Respect the speaker/whole body listening:</u></b></p>

	<p>face the speaker, eyes on speaker, no side conversations, or blurting.</p> <p><b><u>Transition question:</u></b> a question or comment that can wait until the class is transitioning, not asked/made during instruction.</p>
<b>Social Awareness</b>	<p><b><u>Thinking of you vs. thinking of others:</u></b> helping students be aware of how their words and actions impact others. Are you only thinking of yourself in that moment, or are you thinking of the perspective of others?</p>
<b>Relationship Skills</b>	<p><b><u>Responding to annoying behavior:</u></b> Say, "I don't like it when ____ because ____". Say what you want them to do instead.</p>
<b>Responsible Decision Making</b>	<p><b><u>Time and Place:</u></b> make good choices based on your surroundings and what is happening around you.</p>

#### **Grade 4**

<b><u>State Mandate</u></b>	<b><u>Social Language</u></b>
<p><b>Self-Awareness Literature:</b></p> <p><u>Lacey Walker. Nonstop Talker</u> by Christianne Jones</p> <p><u>Those Shoes</u> by Maribeth Boelts</p> <p><u>Mindful Monkey, Happy Panda</u> by Lauren Alderfer</p> <p><u>Master of Mindfulness</u> by Laurie Grossman</p> <p><u>What Does It Mean to Be Present</u> by Rana Diorio</p>	<ul style="list-style-type: none"> <li>• AIR (Pay Attention, Interpret Correctly, Respond Appropriately)</li> <li>• Reflection</li> <li>• "Think About It" consideration forms</li> <li>• Taking responsibility for own actions</li> <li>• Calm breathing</li> <li>• "Are you showing Loker PRIDE?"</li> <li>• Size of the problem</li> </ul>
<b>Self-Management Literature:</b>	<ul style="list-style-type: none"> <li>• Thought bubble/speech bubble</li> </ul>

<p><u>The Honest to Goodness Truth</u> by Patricia McKissack</p> <p><u>Have You Filled a Bucket Today</u> by Carol McCloud</p>	<ul style="list-style-type: none"> <li>• Expected/unexpected behavior</li> <li>• Double D behaviors</li> <li>• Whole body listening</li> <li>• Nonverbal signals</li> <li>• Noise meter</li> <li>• School listening look</li> <li>• Following the group plan</li> </ul>
<p><b>Social Awareness Literature:</b></p> <p><u>Jessica's Box</u> by Peter Carnavas</p> <p><u>The Potato Chip Champ: Discovering Why Kindness Counts</u> by Maria Dismody</p> <p><u>Courage</u> by Bernard Waber</p> <p><u>What Does It Mean To Be Present?</u> by Rana DiOrio</p>	<ul style="list-style-type: none"> <li>• Personal space</li> <li>• Maintaining eye contact</li> <li>• Mind files</li> <li>• Comfortable and uncomfortable thoughts</li> <li>• Thinking with your eyes</li> <li>• AIR (Attention, Interpretation, Response)</li> </ul>
<p><b>Relationship Skills Literature:</b></p> <p><u>My Secret Bully</u> by Trudy Ludwig</p> <p><u>Just Kidding</u> by Trudy Ludwig</p> <p><u>Each Kindness</u> by Jacqueline Woodson</p> <p><u>Big Red Lollipop</u> by Rukhsana Khana</p>	<ul style="list-style-type: none"> <li>• Take the first step</li> <li>• "I feel..." statements;</li> <li>• Calm breathing</li> <li>• Red, yellow, green (stop- calm down, think-decide on a positive goal and solutions, and go - choose a solution and make a plan)</li> <li>• AIR (Attention, Interpretation, Response)</li> </ul>
<p><b>Responsible Decision Making Literature:</b></p> <p><u>Have You Filled a Bucket Today?</u> by Carol McCloud</p>	<ul style="list-style-type: none"> <li>• Take the first step</li> <li>• Read the room</li> <li>• Time and place</li> <li>• Stop and think</li> <li>• Just me thinking</li> </ul>

#### Grade 4 Glossary

<b>Self-Awareness</b>	<b><u>Engine Speed</u></b> : understanding what your "just right" speed is for different activities
<b>Self-Management</b>	<b><u>Double D</u></b> : dangerous or destructive behavior.
<b>Social Awareness</b>	<b><u>Mind Files</u></b> : knowledge and feelings about others and how you use that information to interact with others (i.e. friendships).

	<p><b><u>AIR</u></b> - These are the steps to social interactions and engagement. First we must pay attention (A), then we interpret the situation (I), next we respond (R). All social interactions include each of these elements. If there should be some type of misunderstanding, figuring out which element of social engagement may have broken down is a useful technique to utilize during the problem-solving process.</p>
<b>Relationship Skills</b>	<p><b><u>Calm Breathing</u></b>: breathing in and out to yourself up to four or breathe out slowly counting backward from 4 to 1.</p> <p><b><u>AIR</u></b> - These are the steps to social interactions and engagement. First we must pay attention (A), then we interpret the situation (I), next we respond (R). All social interactions include each of these elements. If there should be some type of misunderstanding, figuring out which element of social engagement may have broken down is a useful technique to utilize during the problem-solving process.</p>
<b>Responsible Decision Making</b>	<p><b><u>Just Me Thinking</u></b>: following your individual plan rather than the group plan and not thinking how your actions will affect others</p>

## **Grade 5**

<b><u>State Mandate</u></b>	<b><u>Social Language</u></b>
<p><b>Self-Awareness Literature (Recommended by Open Circle):</b></p> <p><u>The Colors of Us</u> by Karen Katz</p> <p><u>Crown: Ode to the Fresh Cut</u> by Derrick Barnes</p> <p><u>How Are You Peeling? Foods with Moods</u> by Saxton Freymann</p>	<ul style="list-style-type: none"> <li>• “What are you supposed to be doing now?”</li> <li>• Interactive modeling</li> <li>• Multiple intelligences</li> </ul>

<p><u>In My Family/En Mi Familia</u> by Carmen Lomas Garza</p> <p><u>Mama's Sari's</u>, by Pooja Makhijani</p> <p><u>My Cold Plum, Lemon Pie, Bluesy Mood</u> by Tameka Fryer Brown</p> <p><u>The Three Names of Me</u> by Mary Cummings</p> <p><u>Too Many Tamales</u> by Gary Soto</p> <p><u>How to Write Your Life Story</u> by Ralph Fletcher</p>	
<p><b>Self-Management Literature</b> <b>(Recommended by Open Circle):</b></p> <p><u>Big Red Lollipop</u> by Rhuksana Khan</p> <p><u>Grump, Groan, Growl</u> by Bell Hooks</p> <p><u>Jabari Jumps</u> by Gaia Cornwall</p> <p><u>My Name is María Isabel</u> by Alma Flor Ada (Chapter book)</p> <p><u>Serafina's Promise</u> by Ann E. Burg (Novel in verse)</p> <p><u>Sometimes I'm Bombaloo</u> by Rachel Vail</p> <p><u>Twist: Yoga Poems</u> by Janet Wong</p> <p><u>Upside Down Boy/El Niño de Cabeza</u> by Juan Felipe Herrera</p>	<ul style="list-style-type: none"> <li>• Calm body/calm hands</li> <li>• Flexible thinking</li> <li>• Read the room</li> <li>• Quiet time</li> <li>• Academic choice</li> <li>• Thought bubbles</li> <li>• Calm.com for quiet time after recess mindfulness activities</li> <li>• Size of the problem/reaction</li> </ul>
<p><b>Social Awareness Literature</b> <b>(Recommended by Open Circle):</b></p> <p><u>Halmoni's Picnic</u> by Sook Nyul Choi</p> <p><u>I am New Here</u> by Ann Sibley O'Brien</p> <p><u>I Lost My Tooth in Africa</u> by Penda Diakité</p> <p><u>My Name is Yoon</u> by Helen Recorvits</p>	<ul style="list-style-type: none"> <li>• 4 steps of communication (nonverbal, physical presence, eye contact, sharing air time)</li> <li>• Mind files/people files</li> <li>• Reflection time</li> <li>• Guided discovery</li> <li>• Interactive modeling</li> <li>• "Time and place" language</li> <li>• Expected and unexpected behavior</li> <li>• Growing your smarts/growth mindset</li> </ul>

<p><u>Nadia's Hands</u> by Karen English</p> <p><u>Rain School</u> by James Rumford</p> <p><u>Suki's Kimono</u> by Chieri Uekagi</p> <p><u>The Ugly Vegetables</u> by Grace Lin</p> <p><u>Seed Folks</u> by Paul Fleischman</p>	<ul style="list-style-type: none"> <li>• AIR (Attention, Interpretation, Response)</li> </ul>
<p><b>Relationship Skills Literature (Recommended by Open Circle):</b></p> <p><u>Danitra Brown Leaves Town</u> by Nikki Grimes</p> <p><u>Four Feet, Two Sandals</u> by Karen Williams</p> <p><u>Grandfather Counts</u> by Andrea Cheng</p> <p><u>Make Way for Dyamonde Daniel</u> by Nikki Grimes</p> <p><u>Margaret and Margarita/Margarita y Margaret</u> by Lynn Reiser</p> <p><u>Pink and Say</u> by Patricia Polacco</p> <p><u>Sumi's First Day of School Ever</u> by Soyung Pak</p> <p><u>Yo! Yes?</u> by Chris Raschka</p> <p><u>Bridge to Terabithia</u> by Katherine Patterson</p> <p><u>Confessions of a Former Bully</u> by Judy Ludwig</p>	<ul style="list-style-type: none"> <li>• Hidden rules,</li> <li>• "Stop, think, organize and plan"</li> <li>• Conflict resolution</li> <li>• Just Me vs. Thinking of Others</li> <li>• Mind Files</li> <li>• Healthy vs. unhealthy relationship issues</li> <li>• AIR (Attention, Interpretation, Response)</li> </ul>
<p><b>Responsible Decision Making Literature (Recommended by Open Circle):</b></p> <p><u>Harvesting Hope: The Story of Cesar</u></p> <p><u>Chavez</u> by Kathleen Krull</p> <p><u>Hello Universe</u> by Erin Entrada Kelly</p> <p><u>King for a Day</u> by Rhuksana Khan</p>	<ul style="list-style-type: none"> <li>• Kid generated rules/expectations</li> <li>• Just Me vs. thinking of others</li> <li>• Following the group plan</li> <li>• Responsible leader</li> </ul>



<u>Mama Provi and the Pot of Rice</u> by Sylvia Rosa-Casanova  <u>My Heart Will Not Sit Down</u> by Mara Rockcliff  <u>The One Day House</u> by Julia Durango  <u>Wings</u> by Christopher Myers  <u>Wishtree</u> by Katherine Applegate	
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### Grade 5 Glossary

<b>Self-Awareness</b>	<b><u>Interactive Modeling:</u></b> the modeling of expected classroom behavior through role play.
<b>Self-Management</b>	<p><b><u>Reading the Room:</u></b> observing your surroundings to follow the group plan and to determine what is expected. Managing your own body/mind for optimal learning.</p> <p><b><u>Size of the Problem:</u></b> a recognition that problems come in different sizes and that it is socially expected that we match the size of our reactions to the size of the problem. This process also recognizes that the size of our feelings about a problem do not define the size of the problem and that it is perfectly acceptable to have big/strong feelings about small problems. What is expected is that we self-regulate and manage our feelings so that the size of our reactions match the size of the problems. Under-reactions and over-reactions are considered socially unexpected behaviors.</p> <p><b><u>Quiet Time:</u></b> in recognition that the world of school is highly structured and scheduled at a rapid pace, quiet time is built into the classroom schedule, often following lunch and recess. This time allows students and teachers the opportunity to engage in quiet, self-directed activities and exercise creativity,</p>

	<p>initiative and self-regulation.</p> <p><b><u>Academic Choice:</u></b> a teaching strategy in which the teacher establishes the goal of a lesson or activity and then offers students a variety of choices that will allow them to reach that defined goal. This strategy provides children with a sense of purpose in their learning and results in creative, deep thinking, persistent, highly engaged and productive students. This strategy also often reduces instances of unexpected behavior in the classroom environment.</p> <p><b><u>Flexible Thinking:</u></b> the ability to consider many perspectives/choices and to change your thinking in order to effectively problem solve, self-regulate and interact socially.</p> <p><b><u>Thought Bubbles/Speech Bubbles:</u></b> represents an awareness of what to keep in your head. vs. what needs to be said as well as a visual representation of the concept that people have thoughts about the social behaviors of others.</p> <p><b><u>Hidden Rules:</u></b> social rules intuitively understood by many people but not explicitly explained. Specific hidden rules can change based on the situation. For Example: what is expected behavior at home (talking whenever you like but no interrupting) may not be expected behavior at school (whole group-raise your hand before speaking, small group-teacher time to talk vs. student time to talk, observe turn taking, no interrupting, possibly no need to raise hand).</p>
<b>Social Awareness</b>	<p><b><u>Mind Files/People Files:</u></b> thoughts that people have of us because of our behavior (can be positive or negative). We all have files in our head where we keep thoughts and information about other people. We use these thoughts/information to help make decisions about relationships or what topics to talk about with certain people or activities to do with them. Other people are organizing</p>

their thoughts and feelings about us and our behavior in their minds.

**Four Steps of Communication:** in order to communicate effectively, these four steps are incorporated into a synergistic communication process: 1. Think about other people's thoughts and feelings as well as your own (perspective taking). 2. Establish a physical presence/enter with your body attuned to the group. 3. Think with your eyes (monitor eye gaze to understand flow of conversation and nonverbal communication. 4. Use your words to relate to others

**Reflection Time:** a positive, respectful and supportive teaching strategy used to help a child who is just beginning to lose self-control to regain it so that they can do their best learning. A child is given some space from the scene of action so they can regroup but also still see and hear what the class is doing.

**Guided Discovery:** a slow, careful introduction and exploration of classroom materials and their uses. This process allows students to understand expectations about material use and care in the classroom and also allows them to build a sense of independence and ownership of their classroom environment.

**Interactive Modeling:** the modeling of expected classroom behavior through role play.

**Time and Place:** make good choices based on your surroundings and what is happening around you in an effort to display expected behavior.

**Expected/Unexpected:** we all have certain expectations about the behaviors of others. These are fluid and expectations change depending on environment, situation and participants. For example, the behavioral expectations in the cafeteria change when

	<p>students are there for school meeting or lunch or afterschool BASE or Loker Movie Night.</p> <p><b><u>Growth Mindset/Growing Your Smarts:</u></b> the belief that brains and talent do not bring success but rather that abilities (intelligence and talents) can be developed through dedication and hard work. Love of learning and resilience are the essential components for great accomplishments. Consequently, anyone can be good at anything. You can grow your smarts! (Carol Dweck)</p> <p><b><u>AIR</u></b> - These are the steps to social interactions and engagement. First we must pay attention (A), then we interpret the situation (I), next we respond (R). All social interactions include each of these elements. If there should be some type of misunderstanding, figuring out which element of social engagement may have broken down is a useful technique to utilize during the problem-solving process.</p> <p><b><u>Mentor Text: Seed Folks</u></b> by Paul Fleischman (Laurel P. has this book)</p>
Relationship Skills	<p><b><u>Stop, Think, Organize, and Go:</u></b> problem solving steps to navigate a tricky social situation.</p> <p><b><u>Hidden Rules:</u></b> social rules intuitively understood by many people but not explicitly explained. Specific hidden rules can change based on the situation. For Example: what is expected behavior at home (talking whenever you like but no interrupting) may not be expected behavior at school (whole group- raise your hand before speaking, small group- teacher time to talk vs. student time to talk, observe turn taking, no interrupting, possibly no need to raise hand).</p> <p><b><u>Just Me vs. Thinking About Others:</u></b> Just Me Thinking is when you are in a social setting and you only focus on thinking about</p>

	<p>yourself and what you want. Just Me Thinking in the classroom is evident when a child always wants to be first, play only what he/she wants to play, always wants to win games, or only talks about topics of interest to him/her. Thinking of others occurs when an individual takes into consideration the feelings, intentions, or wants of others in his/her social decision-making process. These individuals understand that healthy relationships are based on give and take, not take and receive and involve compromise and the ability to be part of a group.</p> <p><b><u>Healthy v. Unhealthy Relationships:</u></b> in a developmentally appropriate way, students are taught to recognize healthy and unhealthy patterns of behavior in friendships and relationships.</p> <p><b><u>Conflict Resolution:</u></b> a way for two or more parties to find a peaceful solution to a disagreement among them.</p> <p><b><u>AIR</u></b> - These are the steps to social interactions and engagement. First we must pay attention (A), then we interpret the situation (I), next we respond (R). All social interactions include each of these elements. If there should be some type of misunderstanding, figuring out which element of social engagement may have broken down is a useful technique to utilize during the problem-solving process.</p> <p><b><u>Trudy Ludwig:</u></b> author who has written many children's books on relationships and healthy/unhealthy issues in child friendships.</p>
<b>Responsible Decision Making</b>	<p><b><u>Responsible Leader:</u></b> does things to help the group and sets a good example.</p> <p><b><u>Group Plan:</u></b> following and being aware of what the rest of the group is doing.</p> <p><b><u>Kid-Generated Rules/Expectations:</u></b> a</p>

	collaborative process at the beginning of the year where 3-5 broad classroom rules and expectations are generated through class discussion. These become guiding principles for a strong, positive classroom community.