



A Teacher's Guide to Learning to Get Along[®]

A Social and Emotional Learning Curriculum
for PreK–Grade 2



Make the most
of any and all
of the books
and software tools



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Contents

About Learning to Get Along®	1
Curriculum Components	1
Books	1
Software	3
When and How to Use the Curriculum.....	4
Assessing Children’s Understanding and Learning	5
A Word About Character Development	6
A Word About Social Stories	7
Questions to Check Understanding	9
Accept and Value Each Person	9
Be Careful and Stay Safe	9
Be Honest and Tell the Truth.....	10
Be Polite and Kind	10
Cool Down and Work Through Anger.....	11
Join In and Play	11
Know and Follow Rules	12
Listen and Learn	12
Reach Out and Give	12
Respect and Take Care of Things	13
Share and Take Turns.....	13
Talk and Work It Out	14
Try and Stick with It	14
Understand and Care.....	15
When I Feel Afraid	15
Correlations with Standards and Learning Outcomes	16
State Alignment to Standards for Social and Emotional Development, PreK–K.....	16
State Alignment to Standards for Social and Emotional Learning, Grades 1–2	18
CASEL SEL Framework: 5 Core Competence Areas	21
Head Start Early Learning Outcomes Framework (Preschool).....	23
ASCA Mindsets and Behaviors for Student Success.....	24
About the Author	25

About Learning to Get Along®

Learning to Get Along is a supplemental social and emotional learning (SEL) curriculum created for educators and child care providers to help children ages four to eight achieve developmental milestones that ensure their ability to learn in school and get along with other children. If you are a general education teacher, special education teacher, or paraprofessional for grades preK to 2, this *Teacher's Guide* can help you make the most of any and all of the books in the curriculum as you use them to support your students in learning and developing key SEL skills and attributes.

The Learning to Get Along curriculum is unique in the way it combines the teaching and support of essential character traits (such as empathy, respect, perseverance, acceptance and welcoming of differences, honesty, kindness, and service) and critical social skills (such as listening, showing understanding, entering into play, sharing, taking turns, social problem solving, managing anger, and following rules).

The curriculum is also unique in that it is intended and effective for use with all children in a general program or school setting as well as to support children with special learning needs, particularly students on the autism spectrum. The design of the books and ancillary material makes it easy for you to work with a large group of children, in smaller groups, and one-on-one for individualized instruction and support.

Curriculum Components

The curriculum is made up of fifteen picture books, each with a four-page discussion and activity guide at the end. In addition, optional downloadable software provides electronic versions of the books and a range of additional teacher tools.

Books

The fifteen books are:

- *Accept and Value Each Person*
- *Be Careful and Stay Safe*
- *Be Honest and Tell the Truth*
- *Be Polite and Kind*
- *Cool Down and Work Through Anger*
- *Join In and Play*
- *Know and Follow Rules*
- *Listen and Learn*
- *Reach Out and Give*
- *Respect and Take Care of Things*
- *Share and Take Turns*
- *Talk and Work It Out*
- *Try and Stick with It*
- *Understand and Care*
- *When I Feel Afraid*



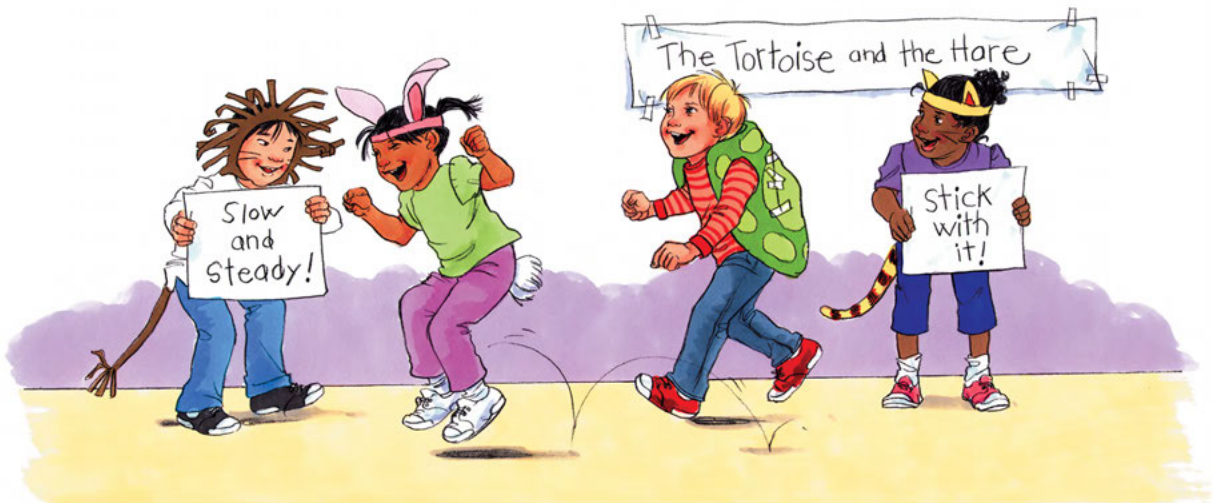
Eight of the books are also available as bilingual English-Spanish editions to use in your classroom and to share with families. Each bilingual edition includes all the content from the corresponding English-only book. The children's text is presented in both English and Spanish on each page spread, with the English in black and the Spanish in blue. The discussion questions and activities at the back of the book are fully presented first in English and then in Spanish.



The eight bilingual books are:

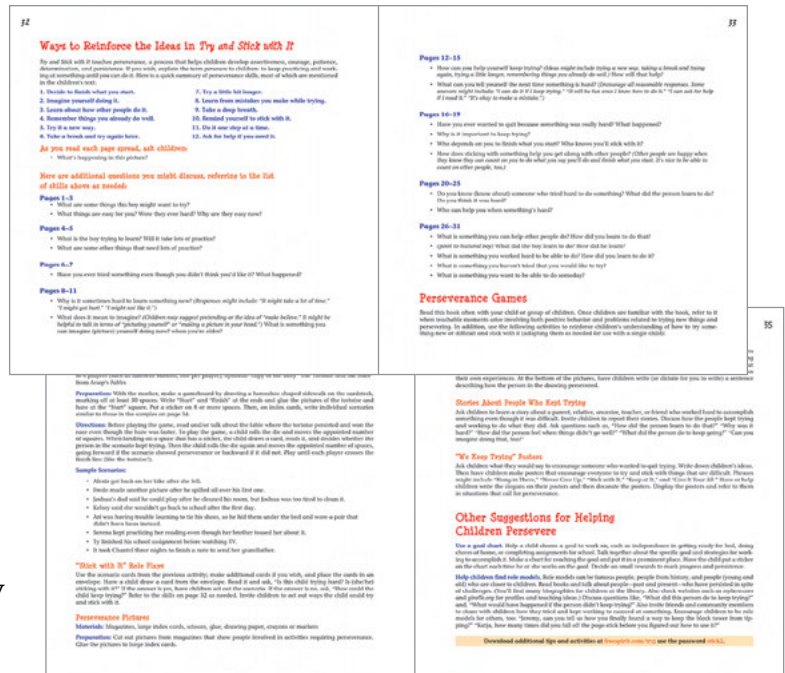
- *Be Polite and Kind / Ser respetuoso y amable*
- *Cool Down and Work Through Anger / Cálmate y supera la ira*
- *Join In and Play / Participa y juega*
- *Know and Follow Rules / Saber y seguir las reglas*
- *Listen and Learn / Escucha y aprende*
- *Respect and Take Care of Things / Respetar y cuidar las cosas*
- *Share and Take Turns / Comparte y turna*
- *Talk and Work It Out / Hablar y resolver*

In every book, the children's text is presented in a social story format (see page 7) and written in first person so children see themselves at the center of each story; the messaging is straightforward, encouraging, and positive. All the books portray real children, with realistic illustrations designed to be readily recognized and understood by all children. The series features characters from a range of ethnicities—over 50 percent of the children depicted are people of color—and includes children with special needs and families of various configurations. Young children will respond with interest both to the books' recognizable situations and to the affirming presentation of skills children can discover, practice, and develop.



The back of each book includes four pages of teaching content, allowing you to teach the topic as a full learning unit. You'll find extensive instructional support including:

- background information and ways to explain key vocabulary terms
- page-by-page discussion questions
- activities and games to reinforce children's understanding of and facility with the ideas presented
- additional downloadable pages of information and activities suitable to further extend learning in the classroom and at home (this digital content is in English only)



The books are also available in eBook format on platforms including Epic, Apple Books, Kindle, Nook, and others. Find more information [here](#).

Software

While it is possible to successfully teach the curriculum using only the books, the downloadable software offers an alternative way for students to read the books and provides teachers with a comprehensive tool for tracking children's comprehension.

The software allows you to assign stories to each child based on the child's observed needs and behaviors. You can select specific highlighting and narration preferences to meet each child's individual learning needs. A narrator reads the stories aloud while children follow along, with or without highlighted text. Children can click on key words that are underlined to hear the definition of a given word. At the end of the narrated story, the child answers three multiple-choice questions and an optional open-ended question.

To use the downloadable interactive software, children need to have access to a desktop computer or laptop using a Windows or Mac operating system. (At this time the software is not compatible with iPads, Android tablets, or Chromebooks.) If that is not possible, children can view the printed books and the teacher can use the "Questions to Check for Understanding" in conversation with a child or small group of children and complete assessments by hand.



These are the same questions that appear at the end of each story on the software. Follow-up learning can happen during read-aloud time or small-group reading of a particular book.

For detailed, illustrated information on how to program settings and keep records of student progress, access the manual for the software by selecting “Help” in the upper left-hand corner of the opening screen. (See the graphic on the bottom of page 3.)

When and How to Use the Curriculum

The books in the curriculum can be read in print or on screen, in individual, small-group, or full-group settings. The concrete examples in the books help children learn important character traits and social skills that will support them in school and life. The discussion questions, educational activities, and ideas at the back of each book guide you in leading conversations, conducting hands-on activities and role plays, and assessing children’s understanding.

The curriculum’s flexibility allows teachers to meet group and individual needs. For example:

- If four children need support in knowing ways to be respectful of members of the learning community, you can read *Share and Take Turns* and discuss the learning with that small group.
- Another day, you could read *Be Careful and Stay Safe* to the full class before going on a walking field trip.
- If an issue comes up spontaneously—for example, if a child has an angry outburst—you can respond quickly by sharing the book that fits the situation (in this case, *Cool Down and Work Through Anger*).
- You may want to teach the curriculum as a set of SEL units for the whole group, allowing two or more weeks for each book and conducting some or all of the activities. Tailor the choice of books to cover key SEL topics established by your school or district, or choose topics important to your classroom SEL goals.
- You can read one-on-one with a child who needs support on a particular topic, or have the child read the book using the software and follow up on what’s been learned via the software tools and in one-on-one conversation.
- Books can also be sent home, along with the printed family take-home sheets, for children and parents or caregivers to read together.



The Learning to Get Along software is particularly effective for children on the autism spectrum who may be more comfortable interacting with the screen and mouse. Children with disabilities that impact visual development can listen to the book read aloud at a natural pace or word by word. And the software gives English language learners another layer of support: The

narrator reads the books aloud in English with highlighted text and allows children to click on key words to hear their definition. Children can listen at their own pace and hear a page read again if needed before moving on in the book.

Assessing Children’s Understanding and Learning

When sharing the printed books or eBooks with a child or group of children, you can do a quick check for understanding using the questions beginning on page 9 and use the discussion questions at the end of the book as a formative assessment to gauge children’s understanding of specific concepts and details from the book.

With the interactive software option, you can assign stories to each child and select specific highlighting and narration preferences based on their learning needs. At the end of the narrated story, the child answers three multiple-choice questions. After an incorrect response, the child gets a friendly prompt to try again, this time with the first answer on the question screen shaded out. The program will not move to the next question until the correct answer is selected. A fourth “Talk About It” question asks the child for a verbal response, which is recorded. After the final question has been answered, a closing screen congratulates the child for knowing new information. You can then track each child’s progress and comprehension as indicated by titles read, time spent reading, and correct responses to assessment questions.

With either option, you can support children at all levels of understanding by rereading and discussing the books in small groups or with the whole group and by conducting the various activities included at the back of the book.

A Word About Character Development

Character is an aggregate of all our traits and includes all our thoughts, feelings, words, and actions. Children's character is molded by their decisions and affects every aspect of their current and future lives. Along with children's academic, creative, and social potential, teachers and care providers play a vital role in supporting and guiding children's character development.

A consistent and thorough teaching of ethical behavior is critical to shaping character. Here are some reasons why:

- 1. Character development is the basis for personal growth.** As children practice skills that promote character development, they build a reservoir of strength that they can draw on throughout their lives. Self-esteem, confidence, courage, resilience, integrity, and forgiveness are examples of traits that can sustain children at home, at school, and in the community.
- 2. Character development is the foundation for lifelong learning.** Schools that teach character education report increased academic performance and attendance. They also report decreases in disciplinary problems. Children appreciate the safe environment that occurs when their peers are all learning about respect, honesty, and compassion. Teachers also find it easier to teach when children are learning to exhibit habits of patience, diligence, and self-control in the classroom.
- 3. Character is the bedrock that solid relationships are built on.** Children will be happier, more caring, more forgiving, and more responsible as they are taught to think about the needs of others. Cooperation, tolerance, and teamwork are examples of social skills that can be experienced firsthand when children are given the tools and opportunities. Schools and early childhood program settings are ideal arenas for children to practice communicating, sharing, and getting along.
- 4. Character shapes citizens.** Our character is a holistic language we daily communicate to others. We constantly affect one another. Beyond their homes and schools, children's character will also affect all of us in the workplace and in our communities as they grow to be our coworkers, neighbors, and leaders.



A Word About Social Stories

Each Learning to Get Along book follows the pattern of a *social story*. Young children are learning to communicate, express emotions, and understand social expectations, and they do not acquire new behavioral skills spontaneously. That is why a clearly written social story that is easy for a young child to comprehend can be such a useful tool in learning about social expectations.

True social stories—as defined and developed by Carol Gray, an author and consultant to students with autism spectrum disorder (ASD)—are written for a particular child and must include specific clinical criteria. But the stories themselves are short and simply worded, and the Learning to Get Along books reflect these principles. Basically, a social story explains to a child behaviors or skills that can be useful in a social setting. Desired actions and outcomes are laid out in a logical, step-by-step manner. Through frequent readings of the story, a child can become more prepared for similar social interactions, routines, and situations.

An essential element of an effective social story is that it's written from the child's perspective—in the first person. Hearing the word *I*, a child can easily identify with, remember, and retain the instructional phrases.

In social stories, most sentences are written as positive, affirming statements. While some social stories first discuss the undesired behavior and then the desired behavior, books in the Learning to Get Along series are structured to avoid presenting negative behavior as much as possible, thus not giving the undesired behavior too much attention. (An exception is if the problem behavior can hurt someone or damage property. For example, from *Cool Down and Work Through Anger*: “Hitting, kicking, and using means words can hurt people and their feelings. That’s not okay.”)



Four types of sentences are typically used in a social story approach:

- *Descriptive statements* objectively describe the setting or situation. For example: “Sometimes I play with other children.”
- *Perspective statements* include the feelings, thoughts, and opinions of the people in the story: “I may feel angry.”

- *Directive statements* are instructional. These statements are really the reason for the story. They tell the child what the desired behavior looks like: “I can take deep breaths to help me calm down.”
- *Affirmative statements* might reinforce things the child is already doing well, or they might encourage the child to try a new behavior. A child will identify with and be receptive to a story that is upbeat and empowering, with an ending like, “When I talk about my problem, I may feel better.”



Keeping these guidelines in mind, a teacher (or parent) can go deeper with a specific skill taught in one of the books by writing their own simple social story for an individual child. The story could focus on any discrete skill or behavior the child needs help with, such as getting ready to go outdoors for recess, asking for help appropriately, or following rules for using materials in a particular part of the classroom. Learn more about social stories [here](#).

Questions to Check Understanding

The following questions, also included in the software, offer a quick check for understanding. They are intended to be used after a full reading of the book. For each book, the first three questions are multiple-choice and can help you know whether a child has attended to the story and has retained its core message. The correct response to each multiple-choice question is marked with an asterisk (*). The final question for each book is open ended, allowing the child to think of an answer and express it in their own words. This final question is focused on how a child might actually show the book's main concept (such as *understanding*) or what a child might do to demonstrate a skill from the story (such as looking at someone when the person is speaking).

Additional, more-in-depth questions to use page-by-page while reading are included in the individual books.

When asking questions to check for understanding, engage the children in conversation and use their responses as a guide to determine if additional review and practice is needed. Refer back to a specific page in the book and read it again if children can't remember or don't know the answer to a question. Use your knowledge of the children to decide when the conversation is over—when they are distracted or bored, be done for the moment. There's no need to address all of the questions in one conversation. These skills take practice!

Accept and Value Each Person

1. What is this story about?

We all eat, speak, and dress in the same way.

* I can learn to appreciate everyone.

It's easy to make a bird feeder.

2. Which thing happened in the story?

The girl's friend wanted to swing by himself.

The girl dropped a shell on the ground.

* The children worked together to make a large picture.

3. How are people alike on the inside?

All people are tall.

People are all good at the same things.

* Everyone wants to feel important and liked.

4. I show that I accept someone when I:



Be Careful and Stay Safe

1. What is this story about?

I can learn to ride a skateboard.

* I can learn to be careful and stay safe.

It is not important to follow directions.

2. Which thing happened in the story?

The boy learned to share his toys.

The boy mowed the lawn for the first time.

- * The boy helped get ready for an emergency.

3. What did the story say about community helpers?

It is never safe to talk to them.

They all wear black shoes.

- * They usually wear a badge or a name tag.

4. To be safe at school, I can:

Be Honest and Tell the Truth

1. What is this story about?

Children like to sell lemonade.

It's okay to keep something I find on the ground.

- * I can be honest and tell the truth.

2. Which thing happened in the story?

- * The girl said she was sorry for spilling someone's milk.

The girl's father gave her a hug.

The teacher played a game with
the children.

3. What does it mean to keep a promise?

- * Do what I say I will.

Tell a lie.

Forget to do what I said.

4. One way that I can be honest is to:



Be Polite and Kind

1. What is this story about?

- * I can speak polite words in a kind way.

It is not polite to say "Excuse me."

It's fun to get presents.

2. Why did the boy say "I'm sorry"?

- * Because he spilled the dog food

Because he wanted a turn to paint

Because he did not want a drink

3. When is a good time to say “Thank you”?

When I bother someone

- * When someone does something nice for me

When I yawn or sneeze

4. I can say “Please” when:

Cool Down and Work Through Anger

1. What is this story about?

I can hit and kick if I feel angry.

- * I can feel peaceful when I cool down and work through my anger.

It is fun to play outdoors with friends.

2. Which thing happened at the end of the story?

The other children didn’t want the boy to play with them.

- * The children played happily together with the cars.

The boy got a drink at the drinking fountain.

3. What will help an angry person cool down?

Keep the anger shut inside.

- * Take a big breath and count to ten.

Yell at the person who caused the problem.

4. The next time I feel angry, I can:



Join In and Play

1. What is this story about?

I always win.

Taking turns will not help me play and get along.

- * I can learn to join in and play nicely with other children.

2. Which thing did the girl do in the story?

She jumped rope by herself.

- * She played with children in her home.

She played with blocks.

3. If something isn’t fair, what is the best thing to do?

- * Say how I feel and listen to the other person.

Tell the person to do it my way.

Take away the toy that the child is playing with.

4. If I want to play with someone, I can:

Know and Follow Rules

1. What is this story about?

- * There are many reasons to know and follow rules.
School lunch is usually good.
I don't need to follow rules at school.

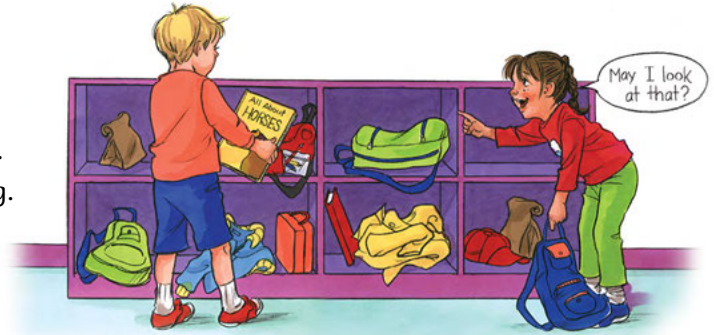
2. Which thing happened in the story?

- The girl fell off a stool.
- * The girl walked when she was in the hallway.
The girl took her friend's book without asking.

3. What is a way to be responsible?

- Use other people's things without asking.
- * Follow rules all by myself.
Leave my things on the floor when I'm done playing.

4. A rule I know and can follow is:



Listen and Learn

1. What is this story about?

- * I can show respect and learn when I listen.
School is the only place I need to listen.
It's always easy to listen.

2. What can help when it's hard to listen?

- Think about having a cookie.
Look around the room to see who else is listening.
- * Keep trying to watch the speaker.

3. What is a good way to listen?

- Talk when other people are talking.
- * Think about what I hear.
Wiggle and move around.

4. If I hear something I don't understand, I can:

Reach Out and Give

1. What is this story about?

- I should never help unless someone asks me to.
Grown-ups can help more than children can.
- * There are many ways to reach out and give to others.

2. Which of these things happened in the story?

- The boy helped his sister choose a cat.
- The boy's friend spilled some paint.
- * The boy helped pick up blocks.

3. Which is a way to be generous?

- Save money to buy myself a present.
- * Make a card to give to my friend.
- Be careful when I bake cookies.



4. A kind thing I would like to do for someone is:

Respect and Take Care of Things

1. What is this story about?

- It's okay to use other people's things if they don't find out.
- * I can take good care of things I use.
- Someone else will pick up my things for me.

2. Which things happened in the story?

- * The girl put her clothes away in her drawer.
- The girl gave some food to her fish.
- The girl broke a glass.

3. At the park, which is a way to show respect?

- * Clean up and put trash in the trash can.
- Leave some litter on the ground for other people to pick up.
- Pick lots of pretty flowers.

4. Something I can use carefully and not waste is:

Share and Take Turns

1. What is this story about?

- Sharing things is just for grown-ups.
- Trading things is the only way to share.
- * I can get along with others when I share.

2. Which thing happened in the story?

- The girl played on the slide with her dad.
- The girl spilled tea on the dolls.
- * The girl helped set the table.



3. What does it mean to take turns?

My friend and I stay dry together under one umbrella.

* I wait while someone uses a toy, and then I use it.

Each of us plays with our own toy.

4. Something I can share with someone is:

Talk and Work It Out

1. What is this story about?

* I can talk and listen to others when I have a problem.

I can't talk to my friend if we don't agree about something.

Arguing about a problem will make things better.

2. To work out a problem, which thing might help?

* Talk about the problem.

Yell loudly at the person.

Sit alone in a corner and don't talk to anyone.

3. Which is a way to cooperate?

* Take turns using a toy.

Grab a toy away if someone won't share.

Call another child a mean name.

4. When there's a problem, I can try to work it out by:

Try and Stick with It

1. What is this story about?

I can always do things well the first time I try.

* If I stick with something, I'll get better at it.

I don't have to try anything new.

2. Which of these things happened in the story?

* The boy was able to stick with it and hit the ball.

The boy tore his paper and gave up.

The boy helped his mother learn to ride a bike.

3. What is a way to find courage to keep trying?

Quit when something gets too hard.

Finish things only if they are easy.

* Learn about other people who stick with something.

4. To help myself stick with something, I can:



Understand and Care

1. What is this story about?

There is no way to understand how someone else feels.

- * I can try to understand how others feel and show that I care.
I never get angry.

2. Which thing happened in the story?

- * A child was afraid of a dog and the boy showed he cared.
The boy dropped his ice cream.
The boy remembered how it felt to fall off a slide.

3. To try to understand how someone feels, I can:

- * Think about how I felt when the same thing happened to me.
Tell the person not to feel that way.
Get angry that the person isn't doing things my way.

4. One way I can show someone I care is to:

When I Feel Afraid

1. What is this story about?

Most people never feel afraid.

- * I can do many things to help myself when I feel afraid.
It's better not to ask for help if I feel afraid.

2. Which thing happened in the story?

The girl watched TV with her grandma.

- * The girl's father helped her feel safe at night.
The girl did a special job for her teacher.

3. How might someone comfort me?

Tell me to watch a scary movie.

- * Listen and answer my questions.
Turn out all the lights so it is very dark.

4. When I feel afraid, I can:



Correlations with Standards and Learning Outcomes

The correlations provided here are meant to support you in determining which book or books can help you guide children to develop specific social-emotional competencies and learning outcomes. Your state, province, district, classroom, or program may have established its own standards; in that case, these correlations can serve as a guide to addressing those standards. The correlations can also point you more informally to books that will support any given child's particular learning needs.

State Alignment to Standards for Social and Emotional Development, PreK–K

The following correlations are for the [Florida Early Learning and Developmental Standards](#) for children 4 years to kindergarten. Find the standards [here](#).

Emotional Functioning

1. Expresses, identifies, and responds to a range of emotions
 - *Cool Down and Work Through Anger*
 - *Share and Take Turns*
 - *Talk and Work It Out*
 - *Try and Stick with It*
 - *Understand and Care*
 - *When I Feel Afraid*
2. Demonstrates appropriate affect (emotional response) between behavior and facial expression
 - *Be Honest and Tell the Truth*
 - *Be Polite and Kind*
 - *Join In and Play*
 - *Talk and Work It Out*
 - *Understand and Care*

Managing Emotions

1. Demonstrates ability to self-regulate
 - *Cool Down and Work Through Anger*
 - *Know and Follow Rules*
 - *Listen and Learn*
 - *Respect and Take Care of Things*
 - *Share and Take Turns*
 - *Talk and Work It Out*
 - *Try and Stick with It*

2. Attends to sights, sounds, objects, people, and activities

- *Accept and Value Each Person*
- *Be Careful and Stay Safe*
- *Know and Follow Rules*
- *Listen and Learn*
- *Reach Out and Give*
- *Respect and Take Care of Things*
- *Try and Stick with It*

Building and Maintaining Relationships with Adults and Peers

1. Develops positive relationships with adults

- *Be Careful and Stay Safe*
- *Be Honest and Tell the Truth*
- *Be Polite and Kind*
- *Know and Follow Rules*
- *Listen and Learn*
- *When I Feel Afraid*

2. Develops positive relationships with peers

- *Be Honest and Tell the Truth*
- *Join In and Play*
- *Share and Take Turns*
- *Talk and Work It Out*
- *Understand and Care*

3. Develops increasing ability to engage in social problem-solving

- *Accept and Value Each Person*
- *Be Honest and Tell the Truth*
- *Join In and Play*
- *Share and Take Turns*
- *Talk and Work It Out*

4. Exhibits empathy by demonstrating care and concern for others

- *Accept and Value Each Person*
- *Be Polite and Kind*
- *Understand and Care*
- *When I Feel Afraid*

Sense of Identity and Belonging

1. Develops sense of identity and belonging through play

- *Be Honest and Tell the Truth*
- *Join In and Play*
- *Try and Stick with It*

2. Develops sense of identity and belonging through exploration and persistence
 - *Reach Out and Give*
 - *Try and Stick with It*
3. Develops sense of identity and belonging through routines, rituals, and interactions
 - *Join In and Play*
 - *Know and Follow Rules*
 - *Listen and Learn*
4. Develops sense of self-awareness and independence
 - *Be Careful and Stay Safe*
 - *Cool Down and Work Through Anger*
 - *Know and Follow Rules*
 - *Respect and Take Care of Things*
 - *Try and Stick with It*

State Alignment to Standards for Social and Emotional Learning, Grades 1–2

The following correlations are for the [Illinois Standards & Instruction Social/Emotional Learning Standards](#) for children in grades 1 and 2. Find the standards [here](#).

Goal 1: Develop Self-Awareness and Self-Management Skills to Achieve School and Life Success

- 1A. Identify and manage one's emotions and behavior.
 - *Cool Down and Work Through Anger*
 - *Listen and Learn*
 - *Share and Take Turns*
 - *Talk and Work It Out*
 - *Try and Stick with It*
 - *Understand and Care*
 - *When I Feel Afraid*
- 1B. Recognize personal qualities and internal supports.
 - *Accept and Value Each Person*
 - *Be Honest and Tell the Truth*
 - *Cool Down and Work Through Anger*
 - *Try and Stick with It*
 - *When I Feel Afraid*
- 1C. Demonstrate skills related to achieving personal and academic goals.
 - *Listen and Learn*
 - *Respect and Take Care of Things*
 - *Know and Follow Rules*
 - *Try and Stick with It*

Goal 2: Use Social Awareness and Interpersonal Skills to Establish and Maintain Positive Relationships

2A. Recognize the feelings and perspectives of others.

- *Accept and Value Each Person*
- *Be Honest and Tell the Truth*
- *Be Polite and Kind*
- *Cool Down and Work Through Anger*
- *Join In and Play*
- *Know and Follow Rules*
- *Listen and Learn*
- *Reach Out and Give*
- *Share and Take Turns*
- *Talk and Work It Out*
- *Understand and Care*

2B. Recognize individual and group similarities and differences.

- *Accept and Value Each Person*
- *Be Polite and Kind*
- *Join In and Play*
- *Understand and Care*

2C. Use communication and social skills to interact effectively with others.

- *Accept and Value Each Person*
- *Be Honest and Tell the Truth*
- *Be Polite and Kind*
- *Cool Down and Work Through Anger*
- *Join In and Play*
- *Listen and Learn*
- *Share and Take Turns*
- *Talk and Work It Out*
- *Understand and Care*

2D. Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.

- *Accept and Value Each Person*
- *Be Honest and Tell the Truth*
- *Be Polite and Kind*
- *Cool Down and Work Through Anger*
- *Join In and Play*
- *Know and Follow Rules*
- *Listen and Learn*
- *Share and Take Turns*
- *Talk and Work It Out*
- *Understand and Care*

Goal 3: Demonstrate Decision-Making Skills and Responsible Behaviors in Personal, School, and Community Contexts

3A. Consider ethical, safety, and societal factors in making decisions.

- *Be Careful and Stay Safe*
- *Be Honest and Tell the Truth*
- *Be Polite and Kind*
- *Cool Down and Work Through Anger*
- *Know and Follow Rules*
- *Reach Out and Give*
- *Respect and Take Care of Things*
- *Share and Take Turns*
- *Talk and Work It Out*

3B. Apply decision-making skills to deal responsibly with daily academic and social situations.

- *Cool Down and Work Through Anger*
- *Be Careful and Stay Safe*
- *Join In and Play*
- *Respect and Take Care of Things*
- *Try and Stick with It*

3C. Contribute to the well-being of one's school and community.

- *Be Polite and Kind*
- *Join In and Play*
- *Know and Follow Rules*
- *Listen and Learn*
- *Reach Out and Give*
- *Respect and Take Care of Things*
- *Share and Take Turns*
- *Talk and Work It Out*
- *Understand and Care*

CASEL SEL Framework: 5 Core Competence Areas*

The following competencies are from the Collaborative for Academic, Social, and Emotional Learning (CASEL). Find more information about the competencies [here](#).

Self-Awareness

The abilities to understand one's own emotions, thoughts, and values and how they influence behavior across contexts. This includes capacities to recognize one's strengths and limitations with a well-grounded sense of confidence and purpose.

- *Accept and Value Each Person*
- *Be Honest and Tell the Truth*
- *Be Polite and Kind*
- *Cool Down and Work Through Anger*
- *Talk and Work It Out*
- *When I Feel Afraid*

Self-Management

The abilities to manage one's own emotions, thoughts, and behaviors effectively in different situations and to achieve goals and aspirations. This includes the capacities to delay gratification, manage stress, and feel motivation and agency to accomplish personal and collective goals.

- *Cool Down and Work Through Anger*
- *Know and Follow Rules*
- *Join In and Play*
- *Listen and Learn*
- *Share and Take Turns*
- *Respect and Take Care of Things*
- *Try and Stick with It*

Social Awareness

The abilities to understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures, and contexts. This includes the capacities to feel compassion for others, understand broader historical and social norms for behavior in different settings, and recognize family, school, and community resources and supports.

- *Accept and Value Each Person*
- *Join In and Play*
- *Listen and Learn*
- *Reach Out and Give*
- *Understand and Care*
- *When I Feel Afraid*

Relationship Skills

The abilities to establish and maintain healthy and supportive relationships and to effectively navigate settings with diverse individuals and groups. This includes the capacities to communicate clearly, listen actively, cooperate, work collaboratively to problem solve and negotiate conflict constructively, navigate settings with differing social and cultural demands and opportunities, provide leadership, and seek or offer help when needed.

- *Accept and Value Each Person*
- *Be Polite and Kind*
- *Cool Down and Work Through Anger*
- *Join In and Play*
- *Listen and Learn*
- *Share and Take Turns*
- *Talk and Work It Out*
- *Understand and Care*

Responsible Decision-Making

The abilities to make caring and constructive choices about personal behavior and social interactions across diverse situations. This includes the capacities to consider ethical standards and safety concerns, and to evaluate the benefits and consequences of various actions for personal, social, and collective well-being.

- *Be Careful and Stay Safe*
- *Be Honest and Tell the Truth*
- *Be Polite and Kind*
- *Cool Down and Work Through Anger*
- *Know and Follow Rules*
- *Reach Out*
- *Respect and Take Care of Things*
- *Share and Take Turns*
- *Talk and Work It Out*
- *Try and Stick with It*

Head Start Early Learning Outcomes Framework (Preschool)

All the books in the Learning to Get Along series support the following domains and subdomains for preschoolers in the [Head Start](#) Early Learning Outcomes Framework. Find further information about the framework [here](#).

Approaches to Learning

- Emotional and Behavioral Self-Regulation
- Cognitive Self-Regulation
- Initiative and Curiosity
- Creativity

Social and Emotional Development

- Relationships with Adults
- Relationships with Other Children
- Emotional Functioning
- Sense of Identity and Belonging

Language and Communication

- Attending and Understanding
- Communication and Speaking

Perceptual, Motor, and Physical Development

- Health, Safety and Nutrition

ASCA Mindsets and Behaviors for Student Success*

The Learning to Get Along curriculum supports the development of the following mindsets and behaviors in school-age children as established by the American School Counselor Association (ASCA). Find further information [here](#).

Category 1: Mindset Standards

- M 1. Belief in development of whole self, including a healthy balance of mental, social-emotional and physical well-being
- M 2. Self-confidence in ability to succeed
- M 3. Sense of belonging in the school environment
- M 6: Positive attitude toward work and learning

Category 2: Behavior Standards

Learning Strategies

- B-LS 1. Demonstrate critical-thinking skills to make informed decisions
- B-LS 2. Demonstrate creativity
- B-LS 4. Apply self-motivation and self-direction to learning
- B-LS 9. Gather evidence and consider multiple perspectives to make informed decisions

Self-Management Skills

- B-SMS 2. Demonstrate self-discipline and self-control
- B-SMS 4. Demonstrate ability to delay immediate gratification for long-term rewards
- B-SMS 5. Demonstrate perseverance to achieve long- and short-term goals
- B-SMS 7. Demonstrate effective coping skills when faced with a problem
- B-SMS 9. Demonstrate personal safety skills

Social Skills

- B-SS 1. Use effective oral and written communication skills and listening skills
- B-SS 2. Create positive and supportive relationships with other students
- B-SS 3. Create relationships with adults that support success
- B-SS 4. Demonstrate empathy
- B-SS 5. Demonstrate ethical decision-making and social responsibility
- B-SS 6. Use effective collaboration and cooperation skills
- B-SS 7. Use leadership and teamwork skills to work effectively in diverse teams
- B-SS 8. Demonstrate advocacy skills and ability to assert self, when necessary
- B-SS 9. Demonstrate social maturity and behaviors appropriate to the situation and environment

*American School Counselor Association (2014) *Mindsets and Behaviors for Student Success: K–12 College- and Career-Readiness Standards for Every Student*. Alexandria, VA: Author.



About the Author

Cheri J. Meiners, M.Ed., has her master's degree in elementary education and gifted education. A former first-grade teacher, she has taught education classes at Utah State University and has supervised student teachers. Cheri and her husband, David, have six children and enjoy the lively company of their grandchildren. They live in Laurel, Maryland.

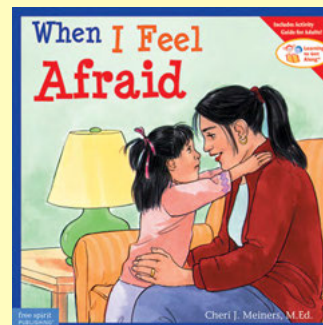
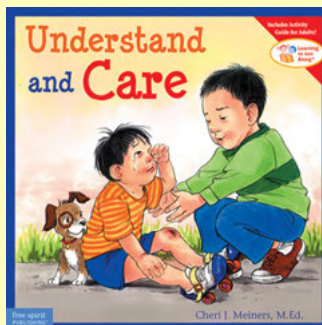
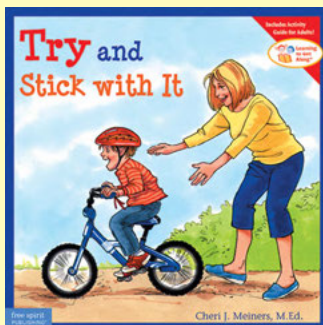
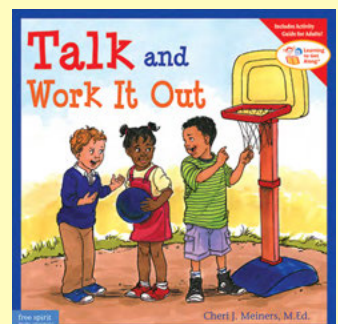
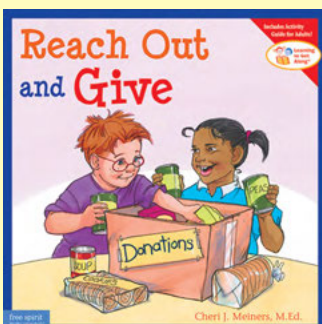
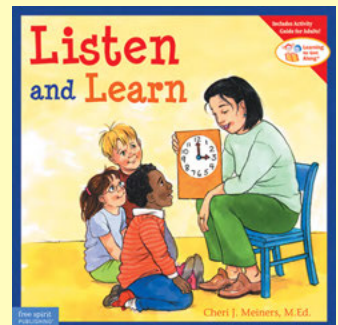
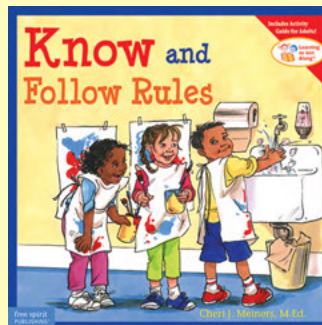
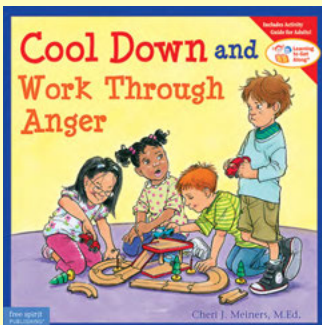
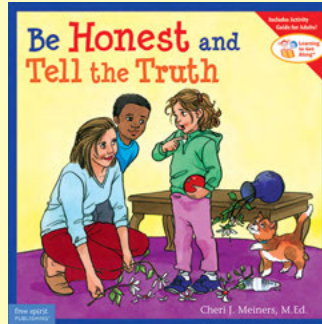
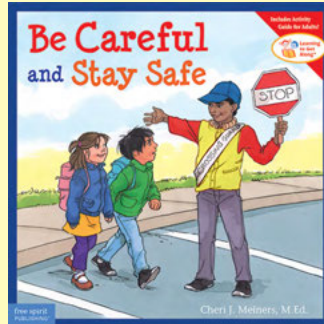
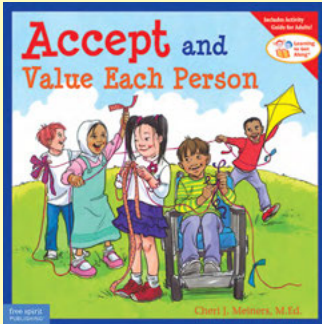
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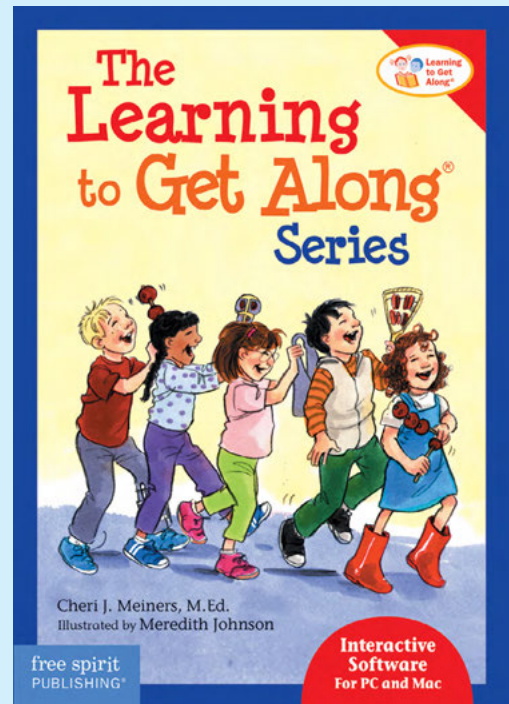


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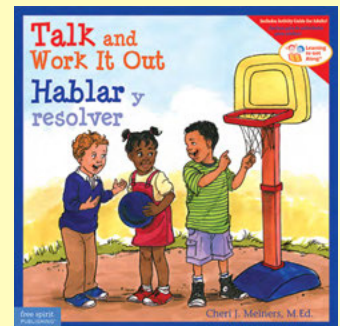
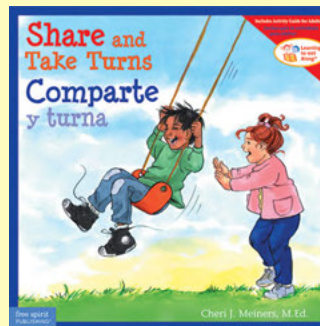
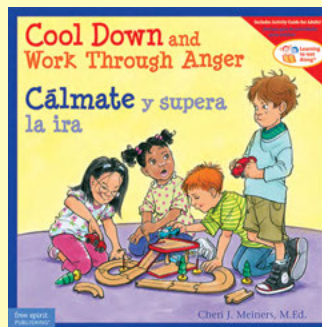
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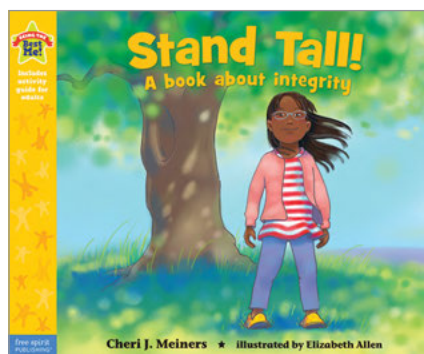
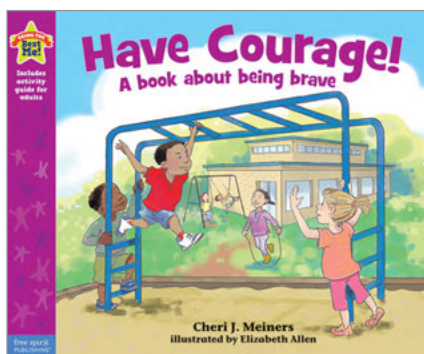
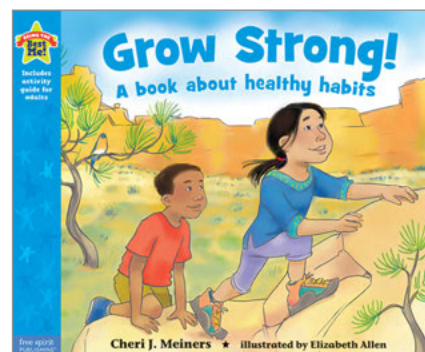
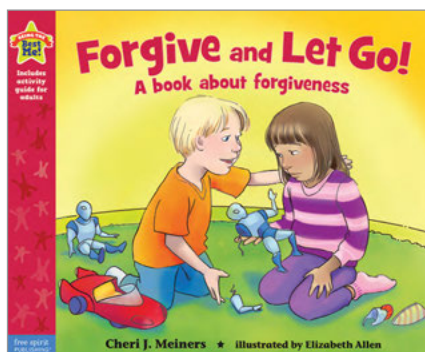
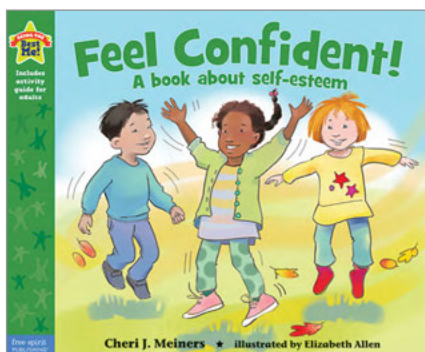
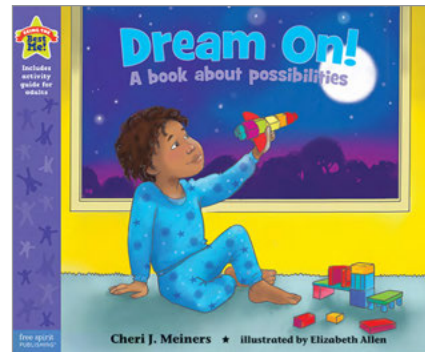
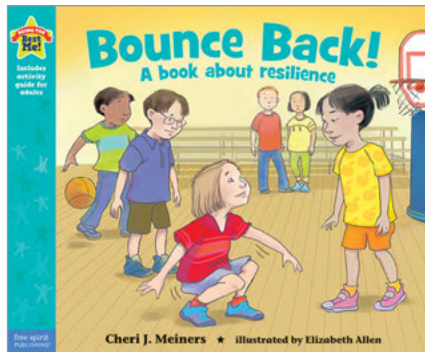
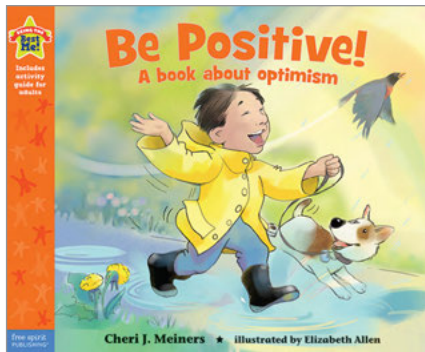
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